

**JOHN CARROLL UNIVERSITY
PROVOST'S COUNCIL**

Jeanne Colleran, Sherri Crahen, Barbara D'Ambrosia, Roy Day, Kathleen Dean, Linda Koch,
Jim Krukones, Anne Kugler, Graciela Lacueva, Mark McCarthy, Michelle Millet, Terry Mills,
Martha Mondello Hendren, Maryclaire Moroney, Mike Nichols, Alissa Nutting, Ed Peck,
Karen Schuele, Brian Williams, David Wong.

December 3, 2014
Minutes

Present: J. Colleran, S. Crahen, B. D'Ambrosia, K. Dean, L. Koch, J. Krukones, A. Kugler, G. Lacueva, M. McCarthy, M. Millet, T. Mills, M. Mondello Hendren, M. Moroney, M. Nichols, A. Nutting, E. Peck, K. Schuele, B. Williams, D. Wong.

The Minutes of the October 22, 2014, meeting were approved with the following suggested changes:

Add note that subjects were part of a discussion in process.

E. Peck reported that his subcommittee met to refine the Institutional Learning Goals draft in response to feedback. He said that the group needs to reduce redundancy in the goals and to finalize the statements. There was discussion on the best way to seek approval for the goals; also, whether they needed to be approved or simply endorsed. E. Peck suggested asking Staff Council to appoint a rep to their subcommittee. The subcommittee will seek input/feedback from the JCU community. A suggestion was made to present the draft at the Mission Town Hall, as it would be an appropriate topic, and a good opportunity for feedback. It was also suggested that the time for a faculty endorsement would be after the final version has been completed.

The Provost's Council agreed to meet on Friday, December 19, at 3:00 p.m. This would be a working meeting focusing on Learning Goals and statements, and a discussion on a plan for their endorsement and finalization.

J. Colleran took note of the efforts of the working group on persistence and retention, and the need to move from reactive tactics to a proactive strategy. M. Moroney presented the work done by the persistence and retention subgroup, which identified three general areas for inquiry: 1) student retention and graduation rates for the past decade; 2) current support programs; and 3) our vision for the future.

B. Williams reported on the data collection and analysis in connection with persistence and retention, noting that data and trends indicated correlation rather than causation. Trends based on transfer students' data were separated out. Data showed a general loss of students in the sophomore year, and a tendency to lose students between academic years rather than between the fall and spring semesters. Data also showed that participation in athletics and on-campus employment enhanced student success. It was suggested that service learning also be used to track student engagement. Discussion ensued as to what student information to share and how to share information with academic advisors more effectively.

The committee looked at an inventory of the programs, resources, and offices at the University that support students academically, financially, and socially/emotionally. These include collaborations between Student Affairs and Academic Affairs, e.g., the CARE Team, workshops

for faculty and staff on recognizing students in distress, the creation of the *Resource Guide for Working with Students in Distress*, and the Learning Commons. It was noted that there is a need for more academic support (e.g., more staffing for tutoring) and more support for special populations, such as transfer students and students with disabilities. M. Moroney also noted that the goal is the coordination of existing resources rather than the proliferation of new ones.

A suggestion was made that at some point we need to think about the economics of resources and that we need to look at whether our model of advising is appropriate for 2014. There was also a suggestion to start support programs earlier in the summer, possibly during orientation.

M. Moroney concluded that the University is well positioned to move from tactical interventions to a strategic vision of student support. The human resources already are largely in place, and strong partnerships are emerging across campus.

J. Colleran noted that work needs to be done in the following areas: diversity; retention, which includes deciding what our optimal number of students would be; the processes that need to be optimized or changed; and how best to help the University community move beyond our current ideas and processes.

The meeting was adjourned at 10:30.

Respectfully submitted,
Barbara Lovequist