



36.3% of JCU students scored **HIGH** on the CIRP Pluralistic Orientation construct, according to the 2015 *College Senior Survey*. JCU students also compared favorably (non-significant) in mean scores compared to students at other Catholic and private four-year institutions in social agency (52.1 vs 52.0 and 51.9 respectively).

Cultivate a habit of reflection

66% of JCU seniors reported that they had examined the strengths and weaknesses of their own views on a topic or issue *often* or *very often* (as did 63% of first-year students) on the 2017 National Survey of Student Engagement. Differences were not significant between JCU students and other Great Lakes private institutions (–2 seniors, –1 first-year), our Carnegie class (–1 seniors, +0 first-year), and the overall set of institutions taking the survey in 2016 and 2017 (+0 for both cohorts).

73% of JCU seniors reported that they had tried to better understand someone else's views by imagining how an issue looks from their perspective *often* or *very often* (as did 68% of first-year students) on the 2017 National Survey of Student Engagement. Differences were not significant between JCU students and other Great Lakes private institutions (+0 seniors, –2 first-year), our Carnegie class (+0 seniors, –2 first-year), and the overall set of institutions taking the survey in 2016 and 2017 (+1 seniors, –2 first-year).

69% of JCU seniors reported that they had learned something that changed the way they understand an issue or concept *often* or *very often* (as did 62% of first-year students) on the 2017 National Survey of Student Engagement. Differences were not significant between JCU students and other Great Lakes private institutions (–3 seniors, –5 first-year), our Carnegie class (–2 seniors, –4 first-year), and the overall set of institutions taking the survey in 2016 and 2017 (–2 seniors, –4 first-year).

9.05 out of 10 possible points is the average rating for JCU students completing a reflection paper following a conduct hearing. This score is in the range “defines experiences clearly and concisely.”

Understand, value, and respect their own and others' talents, unique characteristics, and socio-cultural identities

89.9% of rubric scores related to human cultural differences from Core Issues in Social Justice courses were in the categories of *met* or *exceeded expectations* in 2016-2017.

Program Spotlight:

Intergenerational Choir

JCU students sing alongside people with beginning-stage Alzheimer's Disease. An annual survey shows changed attitudes in the student members, increased understanding about dementia, reduced dementia stigma, and development of meaningful social connections.

Character & Faculty and Staff:

According to the 2017 Survey on Jesuit Catholic Identity, 65.5% of respondents said their experience at JCU has contributed quite a bit or very much to their understanding of **Demonstrating respect for others' differences**. This score was marginally below the mean score for all Jesuit institutions.

Develop a personal belief system that is inspired by Ignatian values such as rigor, generosity, gratitude, inclusivity, solidarity, and a desire for the greater good

63% of Immersion Alumni asserted that their faith traditions influenced their decision to become involved in social justice issues. 51% reported that their immersion gave them a sense of direction in vocational identity. 58% reported that the immersion experience encouraged them to rethink their vocation or what they do with their free time. 84% said that the immersion experience encouraged them to travel more and to experience different cultures. 61% said that the immersion experience encouraged their interest to engage in advocacy work. Among alumni, the immersion experience was most effective at influencing 'the value of supporting social change' (83%), and 'generating more compassion' (79%); and 'increasing a desire for service for and with others' (79%).

Practice mature decision making and care for the whole person

11.85 out of 16 possible points is the average rating for JCU students following a one-on-one conduct hearing. This score is in the range “progressing,” which is appropriate given that most of these students are first- or second-year students.

30% of students have not consumed alcohol in the 30 days prior to the 2016 National College Health Assessment. Tobacco use is on the decline, and marijuana use is on the rise. Top issues impacting academic performance included stress, anxiety, sleep, cold/flu, and extracurricular participation.

354 students used the University Counseling Center in 2017-2018 (298 Counseling, +5% from the previous year; 56 psychiatry, +33%). According to the 2018 End of Year Survey, 93% agreed that the UCC helped them stay at or adjust to JCU; 94% agreed that the UCC had a positive impact on their school or work performance; and 90% agreed that the UCC helped them learn new coping skills.

Act competently in a global and diverse world

The National Survey of Student Engagement asks students relate how often they have had discussions with persons with a background different from their own. The table below shows the percentage of JCU students (seniors / first-years) that reported that they had done so *often* or *very often*. The table also displays differences between JCU students and other Great Lakes private institutions, our Carnegie class, and the overall set of institutions taking the survey in 2016 and 2017. None of the differences were significant.

Type of Diversity	Seniors	First-Year	Lakes Private	Carnegie Class	NSSE 2016 & 2017
Race/Ethnicity	57%	66%	-12 / -4	-14 / -3	-15 / -4
Economic	72%	68%	+0 / -5	+0 / -2	-1 / -3
Religious	61%	67%	-4 / +1	-7 / +2	-7 / +1
Political	77%	77%	+8 / +7	+10 / +11	+10 / +10

89.98% of rubric scores from Core Linked courses were in the categories of *met* or *exceeded expectations* in 2017-2018.

26.00% of rubric scores for “Respect cultural and religious diversity in local and global contexts” from Theology and Religious Studies courses were in the categories of *met* or *exceeded expectations* in 2017-2018.

The *vast majority* of students taking foreign language courses have *met* or *exceeded* the standards established for their level (Novice High after two semesters or Intermediate Mid after three) in 2017-2018.

Character & Faculty and Staff:
According to the 2017 Survey on Jesuit Catholic Identity, 53.1% of respondents said their experience at JCU has contributed quite a bit or very much to their understanding of **Increasing your awareness of the relationship between global and local issues**. This score was marginally below the mean score for all Jesuit institutions.

Appendix: Data Details



2015 College Senior Survey CIRP Construct Mean Report Pluralistic Orientation Graduating Seniors

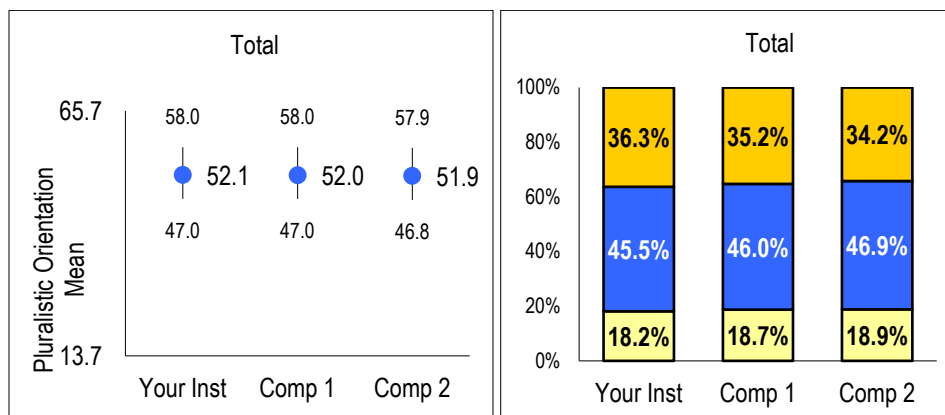
Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.

John Carroll University	Total		
	Your Inst	Comp 1	Comp 2
Total (n)	314	4,328	14,180
Mean	52.1	52.0	51.9
Standard deviation	7.94	8.22	8.13
Significance	-		
Effect size	-	0.01	0.02
25th percentile	47.0	47.0	46.8
75th percentile	58.0	58.0	57.9

Note: Significance * p<.05, ** p<.01, *** p<.001

John Carroll University	Total		
	Your Inst	Comp 1	Comp 2
Total (n)	314	4,328	14,180
High Pluralistic Orientation	36.3%	35.2%	34.2%
Average Pluralistic Orientation	45.5%	46.0%	46.9%
Low Pluralistic Orientation	18.2%	18.7%	18.9%
Significance (based on High score group)	-		

Note: Significance * p<.05, ** p<.01, *** p<.001



Survey items and estimation "weights":

Rate yourself on each of the following traits as compared with the average person your age:

- * Tolerance of others with different beliefs (3.35)
- * Ability to work cooperatively with diverse people (3.14)
- * Openness to having my views challenged (2.76)
- * Ability to see the world from someone else's perspective (2.55)
- * Ability to discuss and negotiate controversial issues (2.11)

The 2015 College Senior Survey was administered by the Higher Education Research Institute in spring 2015. 324 JCU Seniors completed the survey. There were 4437 students in the 4-year Catholic college cohort.



COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
at the HIGHER EDUCATION RESEARCH INSTITUTE at UCLA

2015 College Senior Survey
List of Participating Institutions

ACE	Institution	State	ACE	Institution	State
Public Universities			Catholic 4yr Colleges		
260	University of California-San Diego	CA	203	Mount St Mary's College	CA
322	University of Northern Colorado	CO	267	Santa Clara University	CA
Private Universities			354	Albertus Magnus College	CT
157	University of the Pacific	CA	362	Fairfield University	CT
172	Pepperdine University	CA	374	University of Saint Joseph	CT
507	Clark Atlanta University	GA	781	Saint Mary's College	IN
785	University of Notre Dame	IN	1078	Notre Dame of Maryland University	MD
1184	Northeastern University	MA	1096	Mount St Mary's University	MD
1333	University of St Thomas-St Paul	MN	1573	Creighton University	NE
1773	Fordham University	NY	1836	Siena College	NY
1987	Wake Forest University	NC	2073	John Carroll University	OH
2675	Texas Christian University	TX	2285	Marywood University	PA
5569	Azusa Pacific University	CA	2523	Christian Brothers University	TN
6416	Wilmington University	DE	2847	Gonzaga University	WA
Public 4yr Colleges			2974	Saint Norbert College	WI
142	California State University-Chico	CA	5082	Sacred Heart University	CT
1471	Missouri Southern State University	MO	9108	Ave Maria University	FL
2825	Radford University	VA			
4851	California State University-San Marcos	CA			
8601	Douglass College	NJ			
Nonsectarian 4yr Colleges			Other Religious 4yr Colleges		
91	John Brown University	AR	8	Huntingdon College	AL
147	Claremont McKenna College	CA	141	Chapman University	CA
180	Harvey Mudd College	CA	218	Point Loma Nazarene University	CA
199	Mills College	CA	464	Eckerd College	FL
246	Scripps College	CA	494	Agnes Scott College	GA
468	Rollins College	FL	523	LaGrange College	GA
652	Knox College	IL	606	Carthage College	WI
683	Principia College	IL	641	Greenville College	IL
789	Wabash College	IN	674	North Central College	IL
1110	Stevenson University	MD	783	Taylor University	IN
1188	Simmons College	MA	848	Northwestern College-Orange City	IA
1745	Cazenovia College	NY	858	Wartburg College	IA
1776	Hamilton College	NY	913	McPherson College	KS
1846	St Lawrence University	NY	961	Georgetown College	KY
1956	Johnson C Smith University	NC	1344	Macalester College	MN
1988	Warren Wilson College	NC	1413	Mississippi College	MS
2065	Denison University	OH	1979	Shaw University	NC
2240	Chatham University	PA	2049	Bluffton University	OH
2241	Cedar Crest College	PA	2087	Ohio Northern University	OH
2244	Delaware Valley College	PA	2289	Moravian College and Moravian Theological Seminary	PA
2247	Dickinson College	PA	2293	Muhlenberg College	PA
2354	Wilkes University	PA	2335	Susquehanna University	PA
2413	Rhode Island School of Design	RI	2349	Waynesburg University	PA
2816	University of Richmond	VA	2788	Ferrum College	VA
2931	Beloit College	WI	4715	Life Pacific College	CA
2969	Ripon College	WI	5053	Vanguard University of Southern California	CA
5276	Becker College	MA	5821	Covenant College	GA
5455	Dominican College of Blauvelt	NY	6484	Charleston Southern University	SC
5475	Molloy College	NY	6542	Mount Vernon Nazarene University	OH
8430	Ringling College of Art and Design	FL	6615	Palm Beach Atlantic University-West Palm Beach	FL

Administration Summary

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future NSSE administrations.

Population and Respondents

The table at right reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

Survey completions	First-year		Senior	
	Submitted population	Adjusted population ^a	Survey sample ^b	Total respondents ^b
Submitted population	710	730	708	728
Adjusted population ^a	710	730	708	728
Survey sample ^b	708	728	205	248
Total respondents ^b	708	728	205	248
Full completions ^c	150	164	55	84
Partial completions	55	84		

a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.
 b. Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples not included.
 c. Completed at least one demographic question after the core engagement items on the survey.

Response Rate and Sampling Error³

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf

	First-year				Senior			
	JCU	Great Lakes Private	Carnegie Class	NSSE 2016 & 2017	JCU	Great Lakes Private	Carnegie Class	NSSE 2016 & 2017
Response rate	29%	31%	23%	23%	34%	33%	25%	24%
Sampling error ^b	+/- 5.8%	+/- 0.5%	+/- 0.3%	+/- 0.2%	+/- 5.1%	+/- 0.5%	+/- 0.3%	+/- 0.2%

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages) for all respondents.
 b. Also called "margin of error," sampling error is an estimate of the amount a score based on a sample could differ from the true score on a given item. For example, if the sampling error is +/- 5.0% and 40% of your students replied "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Representativeness and Weighting

The first table at right details variables submitted in your population file. Respondent and population percentages are listed side by side as a convenience to see how well the characteristics of your respondents reflect your first-year and senior populations. For detailed characteristics of the respondents in your reports, refer to your *Respondent Profile*.

NSSE data files include weights by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your weights. For more information, see nsse.indiana.edu/html/weighting.cfm

Representativeness	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Female	63	46	60	49
Full-time	100	99	99	97
First-time, first-year	100	100	N/A	N/A
Race/ethnicity ^a				
Am. Indian or Alaska Native	1	0	0	0
Asian	2	3	3	2
Black or African American	3	5	5	4
Hispanic or Latino	4	5	2	2
Native Hawaiian/Other Pac	0	0	0	0
White	82	82	86	88
Other	0	0	0	0
Foreign or nonresident alie	1	2	1	1
Two or more races/ethnicit	3	2	2	1
Unknown	2	2	2	1

a. Based on the IPEDS categories (not available for Canadian institutions) submitted in the population file. Results for institutions without full (at least 90%) race/ethnicity information in the population file are not reported.

Weighting	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Full-time, female	63	46	60	48
Full-time, male	37	53	38	49
Part-time, female	0	0	0	1
Part-time, male	0	0	1	2

Engaging the Global Community

Every student must take an Engaging the Global Community course as part of the Integrative Core Curriculum. This course is either team taught by two faculty from different departments or taught by a faculty member who is part of a faculty learning community. In addition to writing and integration, all “EGC” courses must include some attention to global issues. EGC scores reported here represent work from 371 unique students.

Engaging the Global Community

	Exceeded (5)	Met (3)	Not Met (1)
Student understands the world’s diverse cultures, environments, practices, or values. 5A1	<i>Analyzes and interprets</i> examples of the world’s diversity of cultures, environments, practices, and values.	<i>Identifies and describes</i> examples of the world’s diversity of cultures, environments, practices, and values.	<i>Makes no, little, or superficial reference to</i> examples of the world’s diversity of cultures, environments, practices, and values.
Student understands that global systems, institutions, or relationships of power exist in a historical or geographical context and that individual and collective decisions have global implications. 5B3	<i>Analyzes and interprets</i> global systems, institutions or relationships of power in a historical or geographical context, and the global implications of individual or collective decisions.	<i>Identifies and describes</i> global systems, institutions or relationships of power in a historical or geographical context, and the global implications of individual or collective decisions.	<i>Makes no, little, or superficial reference to</i> global systems, institutions or relationships of power in a historical or geographical context, and the global implications of individual or collective decisions.

Issues in Social Justice courses

As part of the Integrative Core Curriculum, all students must take one course in the Issues in Social Justice category—this is a course taught by faculty members from across the University. Scores reported here represent work from more than 1000 students. The rubric used is depicted below.

Jesuit Heritage: Issues in Social Justice

10/3/16

	Exceeded (5)	Met (3)	Not Met (1)
Understand and respect human and cultural differences 5A	Skillfully communicates nuanced understanding of and respect for differences among individuals and groups.	Communicates understanding of and respect for differences among individuals and groups.	Does not effectively communicate an understanding of and respect for differences among individuals and groups.
Examine the conditions that have given rise to injustice 6D	Fully and clearly demonstrates a nuanced understanding of the historical/structural conditions that have given rise to injustice.	Understands the historical/structural conditions that have given rise to injustice	Fails to demonstrate an understanding of the historical/structural conditions that have given rise to injustice.
Understand the consequences of injustice 6E	Clearly identifies and explains an injustice and articulates the consequences of that injustice.	Recognizes an injustice and articulates the consequences of that injustice	Fails to recognize an injustice and articulate the consequences of that injustice.

Theology & Religious Studies Core Courses

As part of the Jesuit Heritage portion of the Integrative Core Curriculum, all students must take a lower-division and an upper-division course from the Department of Theology & Religious Studies (these two courses that cannot satisfy any other core requirements). In each, instructors choose at

least one assignment to score against the rubric approved by the Core Committee. Scores reported here represent work from 682 students.

Jesuit Heritage: Theology and Religious Studies

Students in TRS 101 will have successfully met **all five** learning goals at an **introductory** level. Students in TRS 200- and 300-level courses will have successfully met **one or more** of the learning goals at an **intermediate** level.

	Masters	Advanced	Intermediate	Introductory
1. Understand the religious dimensions of human experience, history, and cultures.	1. Exhibits a nuanced understanding of the key terms and methodologies of the diverse subfields within the academic study of religion, including knowledge of diversity and development within these subfields; is able to articulate and apply in depth a particular methodology to a specific religious question or topic.	1. Understands the key terms and methodologies of the diverse subfields within the academic study of religion (including biblical studies, ethics, historical approaches, and systematic theology) and is able to articulate his or her own methodological approach.	1. Understands the basic terms in the academic study of religion and is able to apply them to specific religious traditions and to her or his own experiences and worldview.	1. Defines basic terms such as symbol, myth, ritual, revelation, and faith; articulates the fundamental questions, commitments and beliefs that influence his or her own worldview.
2. Critically analyze religious expressions in sacred texts, art, ritual practices, and ethical commitments.	2. Critically analyzes religious texts, art, doctrines, practices, and other expressions in light of their historical, cultural, and social contexts; understands the methods, sources, and research tools necessary for academic research of these expressions.	2. Applies a variety of interpretative methods (including historical-critical methods) to the Bible and to the sacred texts of at least one other religious tradition; able to assess the strengths and weakness of these methods.	2. Applies historical-critical methods to interpret sacred texts from a particular religious tradition and recognizes how these methods differ from other modes of interpretation.	2. Understands different ways of reading the Bible, including historical-critical approaches; is able to explain how a particular religious expression (biblical or other) relates to its historical, cultural, or social context.
3. Respect cultural and religious diversity in local and global contexts.	3. Demonstrates a deep awareness of multiple religious worldviews and is able to engage in the kind of inter-religious dialogue that leads to mutual respect and understanding.	3. Compares and contrasts the beliefs, practices, or worldview of at least two religious traditions in a way that models respectful interaction with people, ideas, and cultures that are different.	3. Respectfully articulates the beliefs, practices, or worldview of a non-Christian religious tradition with an awareness of the internal diversity and the various cultural, social, and historical influences within that tradition.	3. Respectfully articulates the basic beliefs, practices, or worldview found within at least one non-Christian religious tradition.
4. Appreciate the relationship between religious commitment and efforts to address injustice and live ethically.	4. Assesses and applies multiple religious or ethical frameworks to complex issues, with an awareness of the various interrelated causes of injustice and a commitment to respond evidenced in action for the common good.	4. Assesses and applies multiple religious or ethical frameworks to complex issues, with an awareness of the root causes of injustice and a commitment to address these issues and contribute to the common good.	4. Applies a religious or ethical framework to the analysis of one social justice issue or ethical dilemma, marked by deepening empathy and growing awareness of his or her own relation to structures of injustice.	4. Draws initial connections between religion, ethics, and the root causes of social injustice, in a way that evidences empathy and reflection about her or his possible contribution to the common good.
5. Recognize the ways in which the Catholic Christian tradition addresses the fundamental questions of human existence.	5. Exhibits a nuanced understanding of the key terms and methodologies within Catholic systematic theology, and the ability to address strengths and weaknesses of differing theological approaches.	5. Understands Catholic theological approaches to multiple fundamental questions and how these questions are related to one another.	5. Understands Catholic theological approaches to a fundamental human question in light of historical, cultural, and social contexts.	5. Understands contemporary Catholic appreciation for interreligious dialogue.

Conduct Reflection Paper Rubric

Following one-on-one conduct hearings, student are rated on their progress toward the learning outcomes for the conduct process: accept personal responsibility for their actions, recognize that they have options when making decisions about their behavior, and acknowledge that their actions impact the community. This tool was used for 109 one-on-one hearings, 89% of which concerned first- and second-year students. Ratings fall into the following ranges: denial (1-4), resistant (5-8), progressing (9-12), and invested (13-16).

Conduct Reflection Paper Rubric

Modeled after the St. Ignatius Loyola Daily Examen, the Reflection Paper is used as a disciplinary outcome in conduct hearings that provide the student with the opportunity to reflect on their behavior. The rubric is scored out of a possible 10 points. Ratings fall into the following ranges: no indication of understanding of the experience (0-4), understanding unclear, although experience addressed (5-7), defines experience clearly, concisely (8-10).

Immersion Alumni Survey

In 2018, Campus Ministry surveyed alumni who graduated at least five years prior to the survey who had participated in Immersion experiences. There were 127 total respondents.

UCC End of Year Survey

The survey had 84 respondents (32% response rate). Rating reported above reflect *agree* or *strongly agree* responses. 97% agreed with rating their overall UCC experience positively; and 100% agreed/strongly agreed that they would refer their friends to the UCC.