



John Carroll University holds the Carnegie Community Engagement Classification and has been recognized as part of the President's Higher Education Community Service Honors Roll for **eight** consecutive years.

72% of JCU seniors reported that some courses had a service learning component (as did 63% of first-year students) on the 2017 National Survey of Student Engagement. JCU showed significant differences with other Great Lakes private institutions (+4 seniors, +8 first-year), our Carnegie class (+9 for both cohorts), and the overall set of institutions taking the survey in 2016 and 2017 (+10 seniors, +11 first-year).

45% of JCU students scored **HIGH** on the CIRP Social Agency construct, according to the 2015 *College Senior Survey*. JCU students also showed small (but significant) deficits in mean scores compared to students at other Catholic and private four-year institutions in social agency (53.2 vs 54.9 and 54.5 respectively).

76% of students living in the residence halls reported that their experience at JCU had contributed to their development in the area of "actively working to further social justice," according to 2016-2017 Resident Satisfaction Survey.

3% of JCU undergraduates in the Class of 2017 had committed to full-time volunteer work after graduation. Since 2004, more than **200** students have done a year of service following graduation.

62% of alumni participated in community service as undergraduates, according to the 2015 JCU Undergraduate Alumni Survey.

68% of alumni had volunteered or participated in community service within the past year, according to the 2015 JCU Undergraduate Alumni Survey.

Understand and promote social justice

89.32% of rubric scores from Core Issues in Social Justice courses were in the categories of *met* or *exceeded expectations* in 2016-2017.

??? of participants in Campus Ministry immersions (n = ?) were rated as *exemplary* or *competent* in the category "Student can articulate systemic causes of social problems" in 2016-

Service & Faculty and Staff:
According to the 2017 Survey on Jesuit Catholic Identity, 65.6% of respondents said their experience at JCU has contributed quite a bit or very much to their understanding of **Actively working to further social justice**. This score was above the mean score for all Jesuit institutions.

2017. Additionally, **x%** of students saw growth in this area, based on assessment of essays written before and after the immersion.

???% of participants in Campus Ministry immersions (n = ?) were rated as *exemplary* or *competent* in the category “Student engages in social justice efforts with the goal of eliminated injustice for all” in 2016-2017. Additionally, **x%** of students saw growth in this area, based on assessment of essays written before and after the immersion.

Work actively toward creating a more inclusive, welcoming, and just community

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.

36% of JCU students scored **HIGH** on the CIRP Pluralistic Orientation construct, according to the 2015 *College Senior Survey*. JCU students also showed no significant differences in mean scores compared to students at other Catholic and private four-year institutions in Pluralistic Orientation.

80% of students living in the residence halls reported that their experience at JCU had contributed to their development in the area of “actively working for a more inclusive community,” according to 2016-2017 Resident Satisfaction Survey.

Service & Faculty and Staff:
According to the 2017 Survey on Jesuit Catholic Identity, 62.4% of respondents said their experience at JCU has contributed quite a bit or very much to their understanding of **Actively working toward a more inclusive community**. This score was above the mean score for all Jesuit institutions.

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.

Serve in their communities as engaged citizens and advocates

33% of JCU students scored **HIGH** on the CIRP Civic Engagement construct, according to the 2015 *College Senior Survey*. JCU students also showed no significant differences in mean scores compared to students at other Catholic and private four-year institutions in social agency.

Appendix: Data Details



NSSE 2017 Administration Summary John Carroll University

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	710	732
Adjusted population ^a	710	730
Survey sample ^b	708	728
Total respondents ^b	205	248
Full completions ^c	150	164
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	23%	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



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

2015 College Senior Survey
CIRP Construct Mean Report
Social Agency
Graduating Seniors

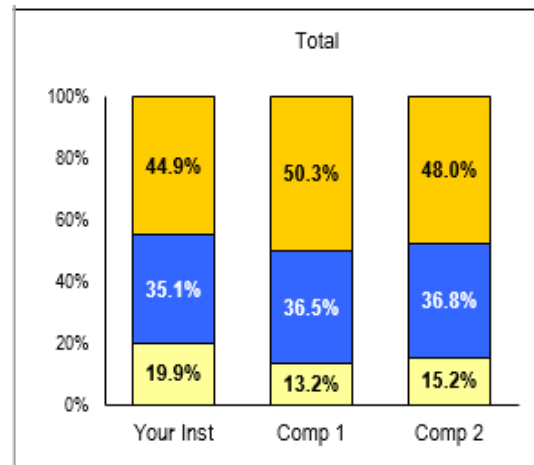
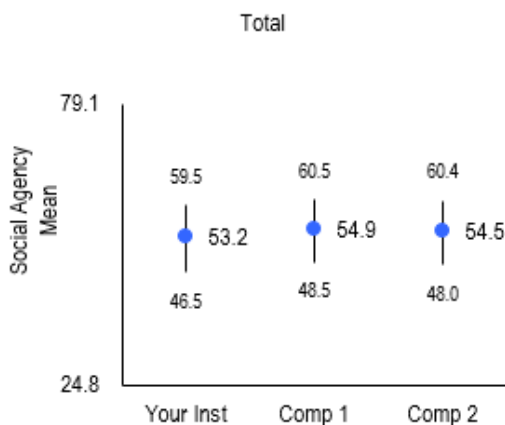
Social Agency measures the extent to which students value political and social involvement as a personal goal.

John Carroll University	Total		
	Your Inst	Comp 1	Comp 2
Total (n)	276	4,156	13,645
Mean	53.2	54.9	54.5
Standard deviation	9.44	9.79	9.99
Significance	-	**	*
Effect size	-	-0.17	-0.12
25th percentile	46.5	48.5	48.0
75th percentile	59.5	60.5	60.4

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

John Carroll University	Total		
	Your Inst	Comp 1	Comp 2
Total (n)	276	4,156	13,645
High Social Agency	44.9%	50.3%	48.0%
Average Social Agency	35.1%	36.5%	36.8%
Low Social Agency	19.9%	13.2%	15.2%
Significance (based on High score group)	-		

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



Survey items and estimation "weights":

Indicate the importance to you personally of each of the following:

- * Participating in a community action program (2.72)
- * Helping to promote racial understanding (2.61)
- * Becoming a community leader (2.27)

- * Keeping up to date with political affairs (1.76)
- * Influencing social values (1.75)
- * Helping others who are in difficulty (1.61)



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

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

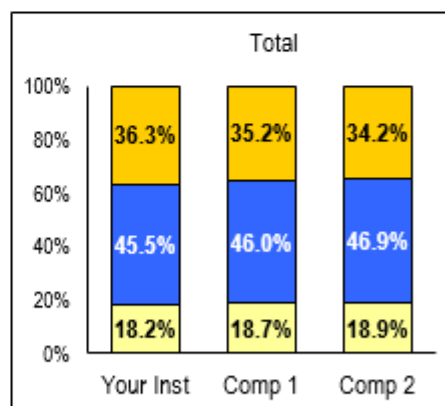
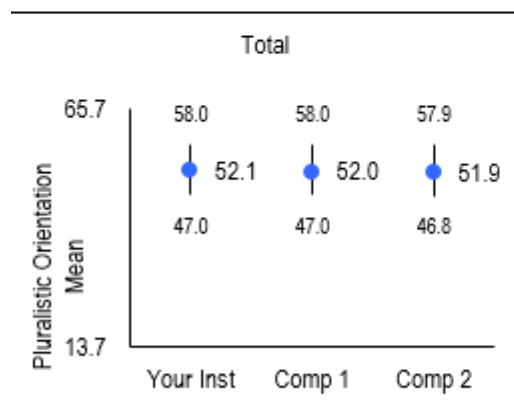
Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.

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)



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

2015 College Senior Survey
CIRP Construct Mean Report
Civic Engagement
Graduating Seniors

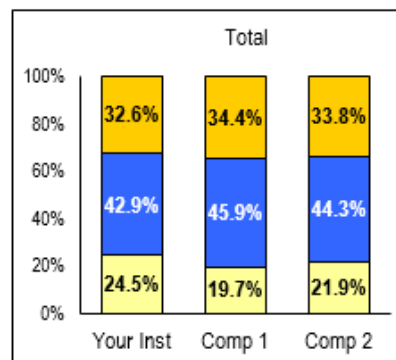
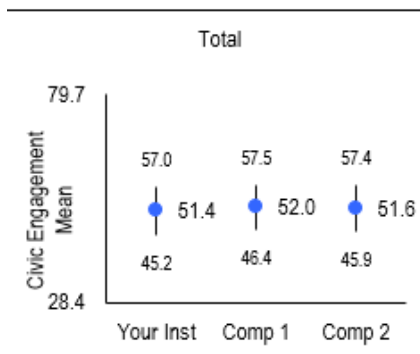
Civic Engagement measures the extent to which students are motivated and involved in civic, electoral, and political activities.

John Carroll University	Total		
	Your Inst	Comp 1	Comp 2
Total (n)	319	4,391	14,492
Mean	51.4	52.0	51.6
Standard deviation	8.24	8.46	8.57
Significance	-		
Effect size	-	-0.07	-0.03
25th percentile	45.2	46.4	45.9
75th percentile	57.0	57.5	57.4

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

John Carroll University	Total		
	Your Inst	Comp 1	Comp 2
Total (n)	319	4,391	14,492
High Civic Engagement	32.6%	34.4%	33.8%
Average Civic Engagement	42.9%	45.9%	44.3%
Low Civic Engagement	24.5%	19.7%	21.9%
Significance (based on High score group)	-		


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



Survey items and estimation "weights":

- * I am interested in seeking information about current social and political issues (1.56)
- * Publicly communicated your opinion about a cause (e.g., blog, email, petition) (1.56)
- * Worked on a local, state, or national political campaign (1.54)
- * Demonstrated for a cause (e.g., boycott, rally, protest) (1.53)
- * Goal: Keeping up to date with political affairs (1.45)
- * Goal: Influencing social values (1.10)
- * Helped raise money for a cause or campaign (1.09)
- * Performed volunteer or community service work (0.79)

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 of 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

2015 Undergraduate Alumni Survey



2017 Survey on Jesuit Catholic Identity

In 2013, the Association of Catholic Colleges and Universities (ACCU) sponsored a project proposed by Xavier University to assess the experience of mission by faculty, staff, and administrators at Jesuit Catholic institutions. In September 2013, a total of 10 institutions administered the survey to their employees independently and sent their data to Xavier University for aggregate and benchmark reporting. In 2017, the ACCU sponsored a second administration of the Survey on Jesuit Catholic Identity. A total of 12 institutions elected to participate in the September administration, including 5 institutions involved in the 2013 survey administration. With the use of Qualtrics survey software, Xavier University was able to administer the survey to all participating universities' employees in the most recent survey administration. JCU first participated in 2017; the other participating institutions were Creighton University, Fordham University, Gonzaga University, Le Moyne College, Marquette University, Regis University, Rockhurst University, Saint Joseph's University, University of Detroit Mercy, University of Scranton, and Xavier University.

JCU had 194 responses (27% response rate). 38% of respondents were faculty, 43% salaried staff/administrators, and 19% were hourly staff. 84% of respondents were full-time employees. 41% of respondents had worked at JCU for more than 10 years.

2016-2017 Resident Satisfaction Survey

The Resident Satisfaction Survey (RSS) is distributed to all current students living in on-campus housing facilities. The RSS asks students to share their level of satisfaction with residence hall experiences including learning, programming, facilities, staff, safety and security, and services. In 2017, the survey received 1,170 responses out of 1,350 students (86.7% response rate).

Social Justice					
<i>Students were asked "To what extent has your experience at John Carroll University contributed to your development of: Actively working to further social justice?"</i>					
	7-6 Extremely	5	4 Moderately	3	2-1 Not At All
All Respondents (N=1,170)	41.3%	17.2%	17.4%	5.5%	9.3%
Men (N=510)	39.3%	18.6%	18.8%	7.7%	15.1%
Women (N=639)	50.2%	19.3%	19.2%	4.6%	6%
Freshman (N=458)	46.5%	19.2%	21.4%	5.2%	6.9%
Sophomore (N=401)	44.7%	17.2%	16.6%	7.4%	14.2%
Junior (N=194)	48.6%	19.9%	17.7%	3.9%	8.8%
Senior (N=94)	36.8%	21.8%	18.4%	6.9%	12.6%

American Indian or Alaska Native (N=13)	53.9%	7.7%	15.4%	0%	15.4%
Asian (N=47)	46.5%	16.3%	18.6%	4.7%	14%
Black or African American (N=48)	34.9%	32.6%	14%	11.6%	4.7%
Hispanic or Latino (N=42)	66.7%	10.3%	20.5%	0%	0%
Native Hawaiian or other Pacific Islander (N=5)	80%	0%	20%	0%	0%
White (N=1,058)	45.6%	18.5%	19.2%	5.9%	10.1%
<i>*Please note that scales are combined for the above variable. Extremely = 7 and 6. Not At All= 2 and 1.</i>					
<i>Not answered: 101</i>					

Inclusive Community					
<i>Students were asked "To what extent has your experience at John Carroll University contributed to your development of: Actively working toward a more inclusive community?"</i>					
	7-6 Extremely	5	4 Moderately	3	2-1 Not At All
All Respondents (N=1,170)	44.6%	17.8%	17.3%	4.6%	6.3%
Men (N=510)	44.1%	17.9%	21.7%	5.5%	10%
Women (N=639)	53.2%	20.9%	16.3%	4.8%	4%
Freshman (N=458)	51.9%	20.2%	16.7%	5%	5.4%
Sophomore (N=401)	47.1%	17.4%	22.9%	3.8%	8.8%
Junior (N=194)	52.2%	22.8%	13.3%	5.6%	5.6%
Senior (N=94)	37.5%	17%	21.6%	9.1%	10.2%
American Indian or Alaska Native (N=13)	61.6%	23.1%	0%	0%	7.7%
Asian (N=47)	46.5%	16.3%	18.6%	9.3%	7%
Black or African American (N=48)	50%	21.4%	9.5%	7.1%	9.5%
Hispanic or Latino (N=42)	60.6%	13.2%	23.7%	0%	0%
Native Hawaiian or other Pacific Islander (N=5)	80%	20%	0%	0%	0%
White (N=1,058)	48.8%	19.7%	19.2%	5%	6.8%
<i>*Please note that scales are combined for the above variable. Extremely = 7 and 6. Not At All= 2 and 1.</i>					
<i>Not answered: 102</i>					

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; the statistic reported under “Understand and promote social justice” above is based on data for the second and third rows of the rubric (6D and 6E), while the statistic under “Work actively toward creating a more inclusive, welcoming, and just community” uses the first rubric row (5A).

	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.

Campus Ministry Immersion Experiences

Immersion experiences challenge students to engage the realities of the work while reflecting on the values of human dignity and servant leadership. During these voluntary experiences, students travel to domestic and international locations and are exposed to poverty and injustice in varying cultural environments. They engage in service and experiential learning while living in the communities they are serving. Students are assessed by the faculty and staff who accompany them using a rubric to evaluate their holistic impression of the students' learning. Additionally, students complete two essays, one before and one after the experience, which are evaluated using a similar rubric. 89 of 104 alumni surveyed indicated that their immersion was one of the most significant experiences at JCU.