



ANNUAL REPORT

JOHN CARROLL UNIVERSITY



Dear friends,

In addition to celebrating the first Jesuit pope's visit to the United States this year, we have celebrated many achievements that confirm our intentional focus and dedication to supporting students as stated in our strategic plan. This focus is producing results, as we implement high-quality educational services from the point of admission to graduation and beyond.

These accomplishments – which are shown concretely through rankings, grants, and programs – also indicate we are holding ourselves accountable to meeting our public commitments and adhering to our covenant with our students. We are meeting our aspirational University learning goals – intellect, character, leadership, and service. We are also preparing for the Higher Learning Commission's visit in September 2016 by improving our academic program reviews, data collection and assessment of learning by our faculty, and planning and communication across campus.

Access and affordability continue to be a priority for us, which is exemplified by the fact our graduation rate is 10 percent higher than our peers in Ohio, according to The Education Trust, a national nonprofit advocacy organization that enhances high academic achievement. Choosing John Carroll University significantly improves the opportunity of our Pell Grant students to graduate. I am pleased to report that our Pell Grant and non-Pell Grant students have the same graduation rate. Only 35 other schools in the nation have accomplished this achievement!

Financially, we have managed our investments carefully, and those investments, as well as gifts from alumni and friends, enabled our endowment to surpass \$200 million on May 31, 2015. As I write this letter, the endowment is slightly less due to challenges in the global markets, which impact our returns. Our smaller endowment limits opportunities for our students, and it is why we have made increasing our endowment a top priority during the next several years.

We thank all of you for your continued support – whether it be your time, treasure, or talent – of this distinguished University as we continue to build on our recent success.

God bless,

A handwritten signature in dark ink, reading "Robert L. Niehoff, S.J.", with a stylized flourish at the end.

Robert L. Niehoff, S.J.

President, John Carroll University

University Learning Goals

A John Carroll education is distinguished by respect and care for the whole person (*cura personalis*), innovative teaching, and integrated learning throughout the entire student experience. A commitment to excellence and academic rigor animates JCU's way of proceeding – graduating individuals of intellect and character who lead and serve by engaging the world. The University expresses this commitment through the following four aspirational learning goals informed by its Jesuit, Catholic heritage.



INTELLECT



CHARACTER



LEADERSHIP



SERVICE

Intellect

Students are transformed through an integrated curriculum and applied learning to fully realize their potential to enrich the world.

The University was awarded a three-year, \$349,200 **Career Ready Internship Grant** from Great Lakes Higher Education Guaranty Corp., which will result in an anticipated 190 new paid internships during the 2015-2018 academic years. JCU is one of 33 colleges and universities in Ohio, Minnesota, Iowa, and Wisconsin that received a Great Lakes grant, which will help make internships more equitable for students with financial need. John Carroll will collaborate with businesses and nonprofit organizations to provide the greatest number of current and future students with an educational opportunity they might not have otherwise.

The second group of Cleveland Heights High School students in the **R.E.A.L. Early College** started taking classes on campus. R.E.A.L. (relevant, experiential, active learning) Early College is a collaboration between JCU and the Cleveland Heights-University Heights School District. The program requires students to demonstrate mastery of their core classes before enrolling at JCU. The students, who continue to take classes at Heights High, can earn as many as two years of college credit at Carroll.

JCU's special partnership with the Cleveland Clinic also provides many JCU students with paid summer biomedical research opportunities. Our new **health-care information technology** track helps students gain the specialized knowledge and abilities needed to meet the IT needs of the fast-growing health-care industry.

John Carroll and the Ohio University Heritage College of Osteopathic Medicine established a partnership to help talented Ohio high school seniors reserve an assured seat in **medical school**.

As part of the International Business with Language and Culture major, the University created **experiential internships in China** with the LU-VE Group, a commercial refrigeration company, with the help of Stefano Deleidi '87.

The Mike Cleary **Program in Sports Studies** helps students develop the knowledge and abilities to be leaders in athletic-related careers. A partnership with the National Association of Collegiate Directors of Athletics will benefit student-internship, mentoring, and shadowing opportunities.

JCU hired seven **tenure-track faculty** to develop destination programs to enhance revenue, support the Integrative Core Curriculum, and increase diversity.

JCU's academic programs focus on developing the **Integrative Core Curriculum** with several new, often linked, courses. One new minor is Humanitarian Action and Technology.

Character

Inspired by the Ignatian tradition of finding God in all things, students develop a holistic awareness of themselves and others, acting with integrity and moral purpose for the good of society.

Hal '81 and Diane Hawk and Carl Hughes '79 established four fellowships (two in Rome and two in Washington, D.C.) with the **World Food Programme**, the food assistance branch of the United Nations.

The Office for Institutional Diversity and Inclusion integrated **diversity and inclusive excellence** into the University's strategic plan, institutionalizing efforts that can be measured. The office also developed a teaching postdoctoral fellowship that will provide opportunities for JCU to promote its mission and vision to a significant minority applicant pool.

JCU defensive lineman David Porter '16 was named to the 2015 **Allstate AFCA Good Works Team** for his dedication and commitment to serving others. Porter is one of only 22 college football players from throughout the country to be named to the good works team, and he's the first Blue Streak to be named to the team in the award's 24-year history. Porter participated in the Jesuit Day of Service for three years, helping local residents build a community garden; but much of his service has been dedicated to tutoring and mentoring children through the University's partnerships with Roxboro Middle School, Boys and Girls Clubs of America, and the Fatima Aftercare Program.





Leadership

Students learn to recognize themselves as agents of positive change with and for others by integrating faith and reason to meet the world's needs through ethical leadership.

East Asian Studies major Larissa Stefaniuk '17 is one of 860 American undergraduate students from 332 colleges and universities throughout the U.S. who received the **Benjamin A. Gilman International Scholarship** to study abroad for a semester. Stefaniuk studied at Nanzan University in Nagoya, Japan. Gilman scholars receive as much as \$5,000 to apply toward their study abroad or internship program costs. The program, which is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, aims to diversify the students who study and intern abroad and the countries and regions they go. Scholarship recipients can gain a better understanding of other cultures, countries, languages, and economies, making them better prepared to assume leadership roles within government and the private sector.

The U.S. Department of Education awarded the University a **First in the World program grant**, totaling nearly \$1.3 million. JCU is the only university in Ohio to receive the funding. First in the World grants help develop innovative strategies to improve academic outcomes and retention rates for at-risk college students.

ADMINISTRATION

Alan Miciak, Ph.D., was appointed **dean of the John M. and Mary Jo Boler School of Business** and tenured professor of marketing. Previously, Miciak was dean of Duquesne University's Palumbo and Donahue School of Business from 2005 to 2013.

Margaret Farrar, Ph.D., was appointed **dean of the College of Arts and Sciences** and tenured professor of political science. Most recently, Farrar served as associate dean at Augustana College in Rock Island, Ill.

Ed Peck, Ph.D., was appointed the new **vice president for mission and identity**.

Terry Mills, Ph.D., was appointed the University's first **assistant provost for diversity and inclusion**.

Service

The Center for Service and Social Action seeks to educate for justice by offering opportunities for learning through service and advocacy. The center connects the campus with the community through rich partnerships that are eye-opening, high-impact learning experiences. These help the center realize the Jesuit goal of developing well educated men and women who understand what it means to stand in solidarity with those living in poverty and on the margins, engage in ongoing reflection, and build a more just and humane society.

2014-15 HIGHLIGHTS

- Two new intern positions were created for students to develop professional skills.
- A new student leadership team of eight juniors and seniors was established.
- CSSA hosted the national AJCU Service-Learning Directors bi-annual conference in June.
- JCU students hosted a benefit for victims of the Nepal earthquake.
- Grace Donnelly ('16) received the Charles J. Ping Student Service Award, one of three students selected in the state of Ohio.
- Ohio Supreme Court Justice Maureen O'Connor attended and presented awards for We the People Mock Congressional Hearing.

THE SUCCESS OF STUDENTS AND FACULTY

- 2,078 students (68%) engaged in community service during the past year and contributed 116,148 hours of service to the community. The number of hours represents a 2.5% increase compared to the previous academic year.
- During the past year, 1,012 students took an academic service-learning course, and 41 faculty members taught 59 service-learning courses offered in 14 disciplines.
- 98 student workers were employed by CSSA and eligible for the Federal Work-Study Program to support their tuition needs and encourage their retention.
- 21 graduating seniors in the class of 2015 went on to do a year of service regionally, nationally, or internationally.
- The estimated economic impact of JCU's service to the community is more than \$2,504,150, which is calculated based on 116,148 hours of service multiplied by the national volunteer rate of \$21.56 an hour.
- 75 community partners provided opportunities for students to serve, engage, learn, and develop their skills and talents while building mutually beneficial learning opportunities for clients in need.

IMPACT ON STUDENTS

Of the 983 students in service-learning courses surveyed by the CSSA, 270 responded. 94% of respondents reported they have a responsibility to help efforts directed at **social justice changes** in society. 93% said they're confident they can help promote **equal opportunity** for all people as a result of their experience.

DISTINGUISHED RECOGNITION

John Carroll is one of five colleges and universities to receive the 2015 **Higher Education Civic Engagement Award** presented by The Washington Center and the New York Life Foundation. Recipients were chosen based on their leadership and innovation in civic engagement. JCU is being recognized for creating the We the People service-learning program.

The University is among a select group of colleges and universities named to the President's **Higher Education Community Service Honor Roll**. This is the seventh consecutive year JCU's Center for Service and Social Action has been recognized with this distinction.

JCU is ranked among the top 20 colleges and universities for **service-learning** in the U.S. for the fifth consecutive year. (U.S. News & World Report)

John Carroll is one of 361 institutions that hold the Community Engagement Classification as a **Carnegie Community Engaged Campus**.

SIGNATURE PROGRAMS

Carroll Reads – a literacy-tutoring program for K-6 students

We the People – a civic program that focuses on the U.S. Constitution and citizenship in grade school and high school classrooms where JCU students are tutors

Carroll Ballers – a student-led youth mentoring program at the Cuyahoga County Juvenile Detention Center

R.E.A.L. Early College Program – a mentoring and early college access program for eligible high school students from the Cleveland Heights-University Heights School district



John Carroll – a private, co-educational Catholic university in University Heights, Ohio – is committed to educating the whole person – mind, body, and spirit – by adhering to the Jesuit tradition of educational excellence that dates back more than 460 years.

Distinctions

#7

among universities in the Midwest offering master's programs and one of the top 10 regional institutions for the 27th consecutive year (U.S. News & World Report)

#3

for a strong commitment to undergraduate teaching (U.S. News & World Report)

#7

in the Great Schools at Great Prices category (U.S. News & World Report)

#7

in the Midwest in the Best Colleges for Veterans category (U.S. News & World Report)

TOP 100

The only Ohio college or university to be named among the top 100 in Money Magazine's 2015-16 Best Colleges rankings based on graduation rates, educational quality, affordability, and alumni earnings

#1 PROGRAM
FOR STUDENT
VETERANS IN OHIO

No. 5 student veteran program in the nation among private schools, and No. 29 student veteran program in the nation overall (Military Times, "Best for Vets 2015")

0% PELL GAP

JCU is one of 36 schools nationally, and the only one in Ohio, to have no gap in the graduation rate between Pell Grant and non-Pell Grant students. In contrast, the average nationwide graduation rate for Pell students is 5.7 percentage points lower than the rate for non-Pell students (The Education Trust). The University's graduation rate is 10% higher than its peers in Ohio.

Economic Impact

\$127 MILLION
in total annual economic impact*

1,798 JOBS CREATED in the region by University spending

\$1.03 MILLION income tax revenue for University Heights (the city's largest source)

\$43.4 MILLION gross payroll

847 FULL- AND PART-TIME EMPLOYEES

750 STUDENT EMPLOYEES

*Center for Economic Development at Cleveland State University's Maxine Goodman Levin College of Urban Affairs (2011)

Many graduates are employed by some of the most well-known companies and organizations in the region, which is a result of the University's involvement in the area and dynamic internships. Many local alumni hold prominent positions in Northeast Ohio, including chief executives, doctors, and teachers.

Blue Streak Nation

42,502 TOTAL ALUMNI

24,742 ALUMNI (58%)
LIVE IN OHIO

2,934 ALUMNI

live in University Heights and the adjacent
Cuyahoga County suburbs

22,305 ALUMNI

live in Northeast Ohio and 96% of those reside in the
Cleveland and Akron areas

Professional Fields*

3,106
TEACHER

412
CPA

776
VICE PRESIDENT

725
PH.D.

1,776
ATTORNEY/JD ESQ.

311
DENTIST

1,030
PRESIDENT

289
BOARD DIRECTOR

3,106
MEDICAL DOCTOR

184
NURSE

* Based on information provided by alumni

Where They Work*

TOP EMPLOYERS

1. THE CLEVELAND CLINIC FOUNDATION
2. JOHN CARROLL UNIVERSITY
3. CLEVELAND METROPOLITAN SCHOOL DISTRICT
4. THE PROGRESSIVE CORP.
5. KEYBANK
6. PNC BANK
7. THE SHERWIN-WILLIAMS CORP.
8. ERNST & YOUNG
9. CASE WESTERN RESERVE UNIVERSITY
10. PWC (PRICEWATERHOUSECOOPERS)

STUDENTS

JCU graduates are individuals of intellect and character who lead and serve by engaging others. To achieve this mission, the University devotes itself to inspiring students to excel in learning, leadership, and service throughout the world.

By the Numbers

3,137
UNDERGRADUATE
STUDENTS

536
GRADUATE
STUDENTS

88% RETENTION RATE

compared to 81% for private institutions nationwide and 80% for public universities nationwide (representative of four-year institutions)

21
AVERAGE
CLASS SIZE

14:1
STUDENT TO
FACULTY RATIO

STUDENTS FROM

35 STATES

48 COUNTRIES

41%

of the class of 2015 graduated with a major and a minor or more than one major

94
TRANSFER STUDENTS
(a 25% increase compared to last year)

Freshman Class Profile

3.5 AVERAGE
HIGH SCHOOL GPA

STUDENTS FROM
315 SCHOOLS

761 STUDENTS

118 FIRST-GENERATION
STUDENTS

24 STATES **9** COUNTRIES

Four-Year Graduation Rate

65% JOHN CARROLL

53% PRIVATE INSTITUTIONS (nationally)

34% PUBLIC INSTITUTIONS (nationally)

Areas of Study

32% BUSINESS

26% SCIENCE, MATHEMATICS, AND HEALTH

25% HUMANITIES

17% SOCIAL SCIENCES, EDUCATION, AND GLOBAL STUDIES

61% OF THE 2015 FRESHMAN CLASS
ORIGINATES FROM OHIO

34% NORTHEAST OHIO **17%** AKRON/CANTON/YOUNGSTOWN
3% CENTRAL OHIO **2%** TOLEDO

Internships: Engaged Learning

This past academic year, students in the Boler School of Business participated in about 200 internships with more than 150 companies, including Phillips Healthcare, Disney, GE Lighting, the Rock and Roll Hall of Fame and Museum, and JP Morgan Chase. In the College of Arts and Sciences, about 250 students took advantages of about 300 internships at organizations such as the Cleveland Clinic and Rainbow Babies and Children's Hospital, as well as various police departments, local governments, and schools. These valuable internships help students find jobs in their fields shortly after, or even before, graduation.



"My yearlong co-op with Lubrizol and summer internship with Sherwin-Williams have expanded my view to the different available opportunities as a research-and-development chemist. At Lubrizol, I worked alongside my mentor on many different projects, including one I was able to see to completion on its way to a patent – diesel engine dispersants for motor oil. At Sherwin-Williams, I was assigned to a new breakthrough project, a protective marine coating, and even led the project during the time I was there. Being able to work independently on the beginning stages of such a project was a phenomenal experience that taught me how to think critically to solve problems and move through stages of development. These are crucial skills I'll be able to implement throughout my Ph.D. program and beyond."

- SARAH BLASK '16



As an international business with language and culture major, my focus has been studying Mandarin Chinese and business. Last semester, I worked in Beijing for Blue Ocean Network, a private, English-language Television Network that provides information about China to its international viewers. I edited company-made videos about Chinese culture, business, lifestyle, and travel. The semester-long internship, which allowed me to further engage myself in a setting outside the classroom, has helped me understand where I want to be. I have chosen to continue my passion for doing business in China by applying to several programs in Beijing with the hope of returning there after graduation.

- HANNAH PATTERSON '16

Consolidated Summary of Operations

YEAR ENDED MAY 31 (DOLLARS IN THOUSANDS)

REVENUES	2015	2014
Tuition and fees	\$114,429	\$109,568
Funded scholarships	(9,160)	(8,912)
Unfunded scholarships and grants-in-aid	(57,051)	(54,237)
Residence and dining fees	19,008	16,818
Net student fees	67,226	63,237
Contributions and private grants	8,855	8,467
Government grants and contracts	3,863	4,533
Investment return designated for operations	10,315	9,852
Interest income	135	127
Rental income	3,662	3,605
Other	2,017	1,668
Total revenues	96,073	91,489
EXPENSES		
Instruction	34,137	33,503
Academic support	12,695	12,143
Sponsored programs	5,006	6,023
Student services	13,394	12,593
Institutional support	12,112	11,687
Auxiliary enterprises	17,056	14,821
Total expenses	94,400	90,770
Increase in operating net assets	1,673	719

SUMMARY OF FINANCIAL POSITION*

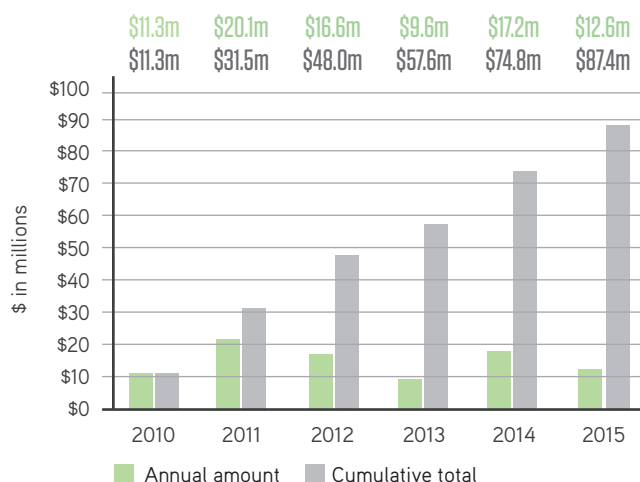
Total assets	\$443,051	\$429,140
Total liabilities	97,949	93,794
Total net assets	345,102	335,346
Endowment market value**	\$205,197	\$198,277

* As of May 31 for years noted

** The change in the market value of the endowment is impacted by the annual draws taken to fund University scholarships and initiatives. The net investment return for the endowment for the last fiscal year was 6.6%

Forever Carroll Campaign

The Forever Carroll Campaign has reached \$87 million in commitments toward the goal of \$100 million.



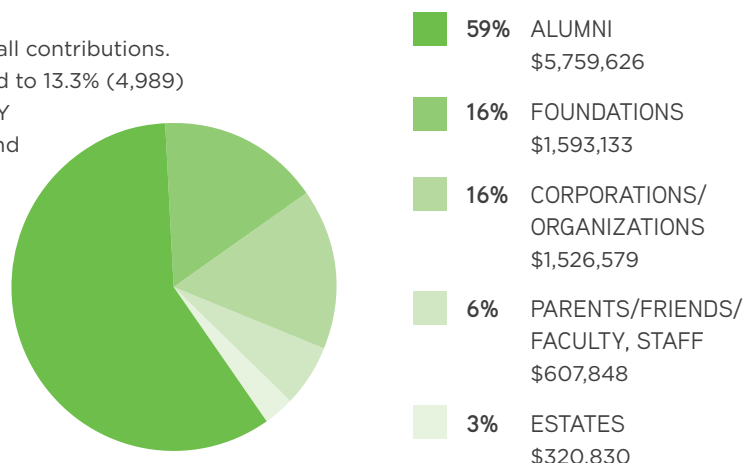
Endowment Fund Market Value

The change of the endowment's market value is affected by annual draws taken to fund University scholarships and initiatives. The net investment return for the endowment last fiscal year was 6.6%.



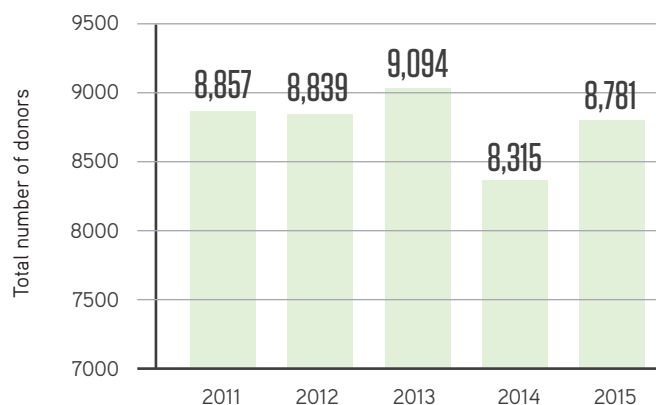
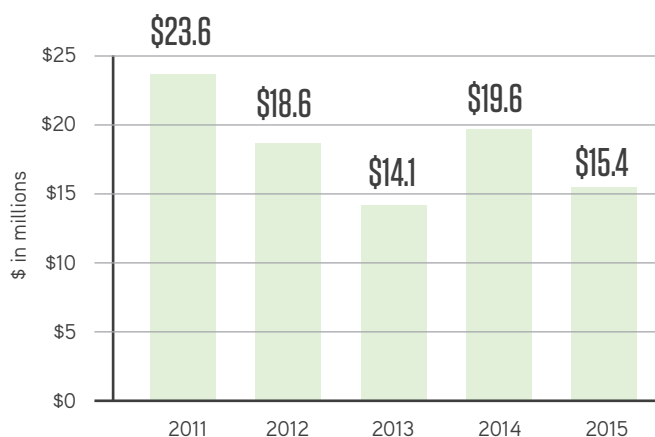
Source of Gifts

Alumni led the way in giving, accounting for more than half of all contributions. The percentage of alumni who contributed to Carroll decreased to 13.3% (4,989) compared to 13.7% (4,995) in fiscal year 2014, 15% (5,490) in FY 2013, and 14.9% (5,354) in FY 2012. However, the percentage and number of alumni engaged with their alma mater increased. Gifts from foundations, corporations, and organizations increased 12% to 32% of funds raised compared to 10% in FY 2014. Also, gifts from parents, friends, and staff decreased to 6% compared to 12% in FY 2014. Cash gifts exceeded \$9 million in fiscal year 2015 and have exceeded \$8 million five out of the past six years.



Giving and Commitments

Philanthropy plays an important role in supporting the University's Jesuit Catholic mission. In fiscal year 2015, new gifts and pledges decreased 21% to \$15.4 million compared to last fiscal year, when they totaled \$19.6 million. New gifts and pledges have exceeded \$15 million four out of the past five years.



Administration

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Vice President for Administration

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Dean, John M. and Mary Jo Boler
School of Business

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Assistant Provost for Diversity and
Inclusion

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Vice President for University
Mission and Identity

Doreen Knapp Riley
Vice President for University
Advancement

Brian G. Williams
Vice President for Enrollment
and Institutional Analytics

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