



*— Student Affairs*

# ANNUAL REPORT

2016-2017

# Letter from *the*

# VICE PRESIDENT

*Dear Colleagues and Friends,*

I am pleased to share the 2016-17 Division of Student Affairs Annual Report with you. Working together, and in collaboration with students, faculty and staff throughout the University, the departments in the division have fostered a vibrant, engaged, diverse and inclusive learning community outside the classroom; provided outstanding services, programs and opportunities for student leadership development; and supported students' academic and personal success as well as their physical and emotional health and well-being.

I am most grateful for the many contributions made by staff members in the division of student affairs to:

- **Organize** and promote a wide variety of leadership development activities; varsity, club and intramural athletic competitions; diversity and inclusion initiatives; weekend and late night social programs; and fraternity/sorority events;

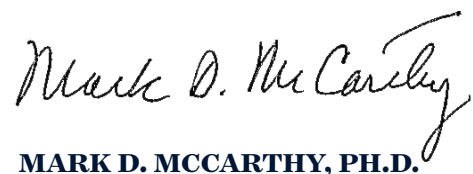
- **Collaborate** with campus and community partners to help students identify career interests and job opportunities;

- **Respond** to students' health and wellness issues that impact their learning and development; and

- **Welcome** and engage all students through residential communities and programming designed to meet the needs of commuter students and students from underrepresented groups.

This report is available online at [sites.jcu.edu/studentaffairs](http://sites.jcu.edu/studentaffairs).

Sincerely,



**MARK D. MCCARTHY, PH.D.**

Vice President for Student Affairs

# MISSION, VISSION, *and* HIGHLIGHTS

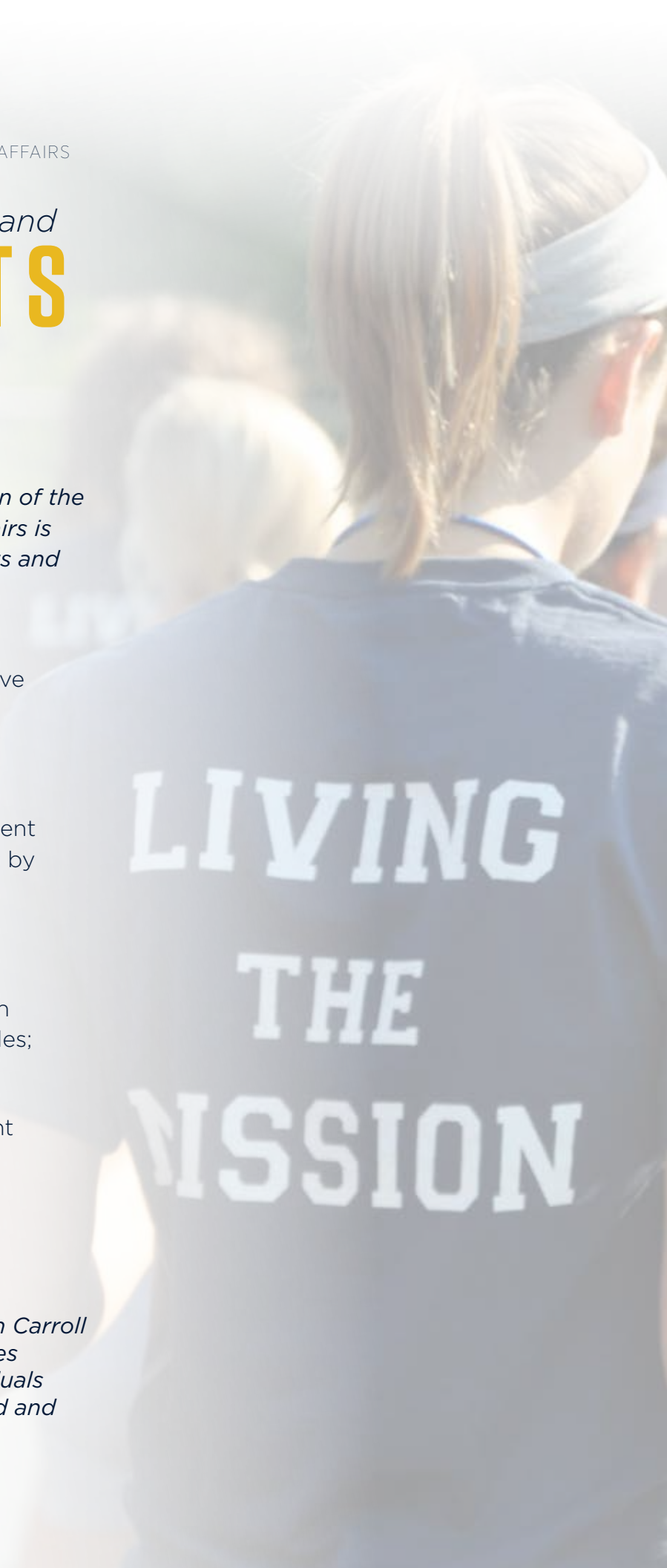
## VISION

*Informed by the Jesuit Catholic mission of the University, the Division of Student Affairs is committed to helping develop students and the campus community by:*

- **Collaborating** with others to foster a vibrant, engaged, diverse, and inclusive learning community outside of the classroom.
- **Providing and facilitating services,** programs, and opportunities for student learning and leadership development by serving others.
- **Challenging students** to act with integrity and compassion and reflect on the implications of their actions on individual, communal, and global scales; *and*
- **Assessing and advocating** for student needs and development.

## MISSION

*The Division of Student Affairs at John Carroll University offers programs and services that foster the development of individuals of intellect and character who will lead and serve by engaging in the world.*



# 48%

## OF STUDENTS EMPLOYED AT JCU

work in Student Affairs departments

# STUDENT AFFAIRS

## BY THE NUMBERS



### 20%

of full-time undergraduates are **student-athletes** (591). 103 students participate in two or more sports.



### 10%

of full-time undergraduates seek **counseling services**.



### 17%

of full-time undergraduates are **Fraternity/Sorority Members** of full time undergrads. Nine Fraternities and Sororities. 501 total members.



### 33%

of full-time undergraduates participate in **Intramural Sports**



### 35%

of full-time undergraduate students utilize **Center for Career Services**. 1,081 students, 2,335 appointments.



### 33%

of full-time undergraduates visited the **Health and Wellness Center**.



### 63%

of full-time undergraduates participate in 77 Recognized **Student Organizations, Club or Varsity Sports and/or held Major Student Leadership Positions**



### 56%

of full-time undergraduates are **Residential Students**. Eight Residence Halls, 1,646 resident students.



### 10%

of full-time undergraduates participate in the **student conduct process**.



# CENTER FOR CAREER SERVICES

## TRANSITION IN STAFFING AND REPORTING

After a national search for a new Assistant Vice President and Executive Director of Career Services, Pat Mullane joined the Center for Career Services (CSS) team in January 2017. Pat brings a wealth of experience in career and student services to John Carroll and provides leadership to expand the programming and reach of the center in alignment with the University's Strategic Plan.

Also in January, the reporting line for Career Services moved from Academic to Student Affairs and Dr. Mark McCarthy, Vice President for Student Affairs now serves as the supervisor of the AVP/ Executive Director. This change allows for new opportunities for collaboration across the Division of Student Affairs as well as with faculty and staff in the College of Arts and Sciences and the Boler School of Business.

## SUCCESSFUL CAREER RECRUITMENT EVENTS

The Center for Career Services (CCS) saw an increase in student participation in key career recruiting events including Meet the Recruiters, Annual Career Fair, Government Career Day, Educational Recruiting Day and On-campus Recruiting by 25 employers.

## CAREER ADVISING FOR STUDENTS AND ALUMNI

Even with a reduced staff, over 1,000 students and 62 alumni participated in over 2,000 appointments with career center staff. This represents a thirty percent increase in individual student participation and a forty-five percent increase in appointments over the previous year. Nearly 400 sophomores met with staff as part of the Sophomore Check-up program. Students majoring in Accountancy, Finance, Marketing, Communication, Education, Management, Psychological Science, Business Logistics, Economics, Human Resources, Political Science and English accounted for the majority of



## IMPACT

Student appointments: **45% increase** over 2015-2016

Number of Unique student clients: **30% Increase** over 2015-2016

2015-2016

1,604

2016-2017

↑ 2,335

2015-2016

833

2016-2017

1,081

77 First Years

399 Sophomores

204 Juniors

167 Seniors

42 Graduate Students

62 Alumni

130 Not Specified

## 2017-2018 GOALS

- Improve the Center's delivery of services and administration to meet our mission of helping students make career-related decisions, develop the skills to meet their goals and connect to opportunities.
- Improve the internship/experiential education administration across campus.
- Improve delivery of skills development content through the creation of the College of Arts and Sciences professional development programming pilot and upgrade of print and web-based instructional content.

## Student Perspective



*“I started taking advantage of the Career Center as soon as I arrived at John Carroll because I was undecided on my major. As my time at JCU progressed, the Career Center was able to offer me resources for each stage of my college career. Along with academic major counseling sessions, I took advantage of the academic internship credit program, the Career Connection hub for internship postings, and the annual Career Fair. The Career Center staff even held my place in line at the Fair! That line ended up being for my post-graduate employer! I cannot say enough about the Career Center staff's dedication to bettering John Carroll students' futures.”*

*- Kathleen Wazevich, Class of 2017*

# UNIVERSITY COUNSELING CENTER

## OUTREACH PROGRAM EFFORTS GROW

University Counseling Center (UCC) staff facilitated 43 outreach presentations, trainings, and events for the campus community. Highlights included Resident Assistant trainings, classroom presentations, and workshops for international students. The UCC hosted mental health awareness advocate and speaker, Jordan Corcoran, founder of Listen, Lucy—an organization whose mission is to create a less judgmental, more accepting world. In addition, the Relaxation Room (located in the library) continued to grow in popularity on campus. Utilization numbers increased to 668 for the year (up 45%).

The UCC Collaborated with Center for Student Diversity and Inclusion (CSDI) to create "Let's Talk", a weekly opportunity for students to participate in drop-in sessions with a counselor outside of the UCC. Goals of this program were to increase visibility of our services to underrepresented groups on campus, and to create a space where students who may be hesitant about counseling can speak with a counselor.

The UCC Collaborated with International Services to create International Tea House - a monthly social event where international and domestic students come together to enjoy tea, snacks and conversation. Four events were held in the spring semester with each event averaging between 20-35 attendees.

## ONLINE TRAINING TO ASSIST DISTRESSED STUDENTS

The UCC launched a new online, interactive gatekeeper training called Kognito: At-Risk Training. Trained over 140 student leaders (including RA's, Peer Health Advocates, CSDI Peer Mentors and student organization leaders) and 100 staff and faculty members on how to identify, approach, and refer students in distress.

## IMPACT

The UCC experienced record utilizations of service this past year with 298 students participating in counseling services (up 5%) and 1,620 appointments (up 25%). Fifty-six students took advantage of psychiatry services (up 33%) and 213 appointments (up 17%).

Clients from the 2016-2017 academic year had the opportunity to provide feedback on services in the annual UCC client survey. The results below demonstrate how many students agreed or strongly agreed with the following statements.

### THE UCC (University Counseling Center)

|  |     |      |  |
|--|-----|------|--|
| • Helped me stay/adjust at JCU                         | 93% | 96%  | • There was a reasonable wait for my first session |
| • Is a necessary part of the university                | 99% | 100% | • I would refer my friends                         |
| • Helped me learn new coping skills                    | 90% | 95%  | • I would return to UCC in the future if needed    |
| • Met my needs   | 89% | 97%  | • I would rate my overall experience positively    |
| • Had positive impact on my school or work performance | 94% |      |  |

## Student Perspectives



*"Counseling helped me learn that I need to focus more on me and my life before I try to fix and help others. Counseling also taught me that reaching out for help is a sign of strength rather than a sign of weakness."*

-Student, anonymous

*"Through counseling I learned how to cope with difficult situations and how to relax when I'm having overwhelming anxiety."*

-Student, anonymous

*"I learned more about myself. It helped me to cope with different things going on and get my life back on track in a healthier, more efficient way. My mood has increased so much since going to the counseling center!"*

-Student, anonymous

# HEALTH PROMOTION *and* WELLNESS

## New Educational Programs Targeted to Key Student Populations

In partnership with various student organizations and Student Affairs departments, the Office of Health Promotion and Wellness (HPW) expanded its repertoire of educational programs to cover the health and wellness needs of the following populations: LGBTQ+ community, varsity athletic teams, fraternities and sororities, and students found responsible for violations of the Community Standards.

HPW collaborated with the Dean of Students Office to develop and implement a hazing prevention program for student athletes. Fifty student athletes attended the presentation in August 2016. Prior to the presentation, participants completed a survey through ScreenU (online alcohol brief motivational interview tool) to determine drinking rates and habits of the team. After the program, participants were able to identify examples of hazing, and the key components of JCU's Hazing Policy, and to commit to the elimination of hazing practices.

HPW increased the use of effective intervention tools such as BASICS (Brief Alcohol Screening and Intervention for College Students) and eToke (The electronic THC Online Knowledge Experience), an assessment and feedback tool designed to help students evaluate their marijuana use.

Students in the Peer Health Advocate course (PHP 274), worked with HPW to develop and implement a social norms marketing campaign targeting the misuse of prescription medication. Given the severity of the opioid crisis in Ohio, education on this topic will continue to be a high priority.

## Advocacy and Policy Efforts Aim to Promote Community Health and Wellness

HPW engaged students and staff in dialogues about the many benefits (healthier community members, cleaner campus, decrease in University medical costs, and an increase in enrollment) of becoming a tobacco-free campus. The Student Union passed legislation recommending the adoption of a policy making JCU a tobacco-free campus. Staff Council voted to support the development of a university committee to evaluate a draft policy and provide final recommendations to the senior leadership team.

## 2017-2018 GOALS

- Expand outreach programming and prevention efforts and prioritize reaching diverse and underrepresented students on campus.
- Increase the number of gatekeeper trainings (including the Kognito At-Risk Trainings) in order to provide ongoing opportunities for students, staff, and faculty on how to identify, approach, and refer students in distress.
- Develop a psycho-educational workshop series to teach students how to develop and enhance their resiliency and coping skills.
- Update and expand the Center's referral list for off-campus resources and expand our relationships with off-campus providers.

# HEALTH PROMOTION AND WELLNESS CONTINUED

## 2017-2018 GOALS

- *Improve recruitment and retention* of Peer Health Advocates through cohort advising with the minor in Public Health.
- *Increase collaborations* with the Center for Student Diversity and Inclusion by offering health programs to meet the needs better of students from historically underrepresented and marginalized backgrounds.
- *Collaborate* with the Department of Recreation and the Department of Exercise Science, Physical Education and Sports Studies to increase student engagement in physical health opportunities.

### Student Perspective



*“The Office of Health Promotion and Wellness has helped me foster my knowledge regarding health, campus safety and the available resources. I took a Peer Health Advocate course that has significantly influenced my John Carroll experience in the most positive way. The office cares wholeheartedly about students and does anything and everything to ensure they receive essential information and resources.”*

*- Student, anonymous*

## IMPACT

Student athletes participated in fall semester **BYSTANDER INTERVENTION** training with the intention of creating awareness regarding alcohol misuse and sexual assault.



**195** *Student athletes participated in trainings offered throughout the year.*

The Violence Prevention and Action Center and the John Carroll University Police Department collaborated with HPW on training development and facilitation.

**“BEER AND BURRITOS,”** an alcohol awareness presentation, provides an opportunity for students to engage in a conversation about alcohol use, high-risk drinking, perception of others' behavior at JCU, responsible alcohol consumption, alcohol use on and off-campus, the Good Samaritan Policy, and bystander intervention.

**97%**



*Reported that they learned something about the drinking frequency of John Carroll students, recognized the difference between perceptions and actual student drinking rates, and intended to take action to reduce their own high-risk drinking behaviors.*

**400+**



Students participated in **WELLNESS IN THE STACKS** activities at the Library Learning Commons. Examples of program offerings included *therapy dogs, Pinterest painting, bamboo plant construction, aromatherapy, and the distribution of stress-relief information.*

*When asked ‘I am more stressed than my JCU peers’, 42% indicated ‘strongly agree’ or ‘agree’. When asked ‘I have found some stress relief in tonight’s program’, 88% indicated ‘strongly agree’ or ‘agree’.*

Updated and distributed over 500 virtual birthday cards to 21-year old students and accompanying prevention postcards to parents to prevent high-risk drinking.



# DEPARTMENT OF RECREATION

## 2017-2018 GOALS

- Enhance and update the leadership training and professional development opportunities for all recreational student staff by collaborating with staff from the Office of Student Engagement and the Center for Career Services.
- Create a plan to establish a sustainable student advisory group to provide ongoing feedback and evaluation across all areas managed by the Department of Recreation.
- Increase the number of service opportunities for Intramural and Club Sport participants and deepen the degree of engagement for Intramural and Club Sport program participants by collaborating with staff from the Center for Service and Social Action.

## IMPACT

RECREATION PARTICIPATION 2016-17

| Intramural Sports                      | Corbo Room  | Group Fitness Classes    |
|--|---|--------------------------|
| Men: <b>1,449</b><br>Women: <b>565</b> | Winter months between <b>480-620</b> visitors a day |                          |
| Total Students                         | Avg. Visitors Daily                                 | Avg. Participants Weekly |
| <b>2,014</b>                           | <b>433</b>  | <b>209</b>               |

### Student Perspectives



*“I have learned to incorporate adaptability, dedication, and energy into my work as an Intramural Supervisor and will also take these valuable life skills with me into my future work at American Greetings. Seeing and working with the director has shown me how to live a fulfilling life with work, family, and service...which has been something immeasurable to me.”*

- Leah Ross, Class of 2017

*“Being a part of the Rec Center staff has taught me the value of working for people and a department I believe in. I will take away the values of being a passionate role model, the ability to handle conflict quickly and efficiently, and the art of working well independently as well as in a team. The Rec Center has put me in situations that have allowed me to ‘think on my toes’ and to problem solve in real time; in turn, my overall leadership abilities have grown tremendously!”*

- Natalie May, Class of 2017

## CLUB SPORT ACHIEVEMENTS IN COMPETITION AND SERVICE

Students manage, finance, lead, and inspire the nine club sport organizations engaging over 250 student athletes who succeed in sport, school, and service to others. The Men’s Club Hockey team won its first College Hockey Mid-America Conference championship in school history, while Women’s Club Volleyball earned 13th place among National College Volleyball Federation DIII women’s volleyball teams at Nationals in Kansas City. The club sport teams contributed to St. Malachi’s lunch program and participated in many other service activities such as coaching, tutoring, and working in food pantries with various community organizations.

Work continues in the development of a tiered classification system for the annual evaluation and recognition of each club sport. Organizational expectations for policy compliance, leadership, and service are under development and will be included in the updated Club Sports Handbook.

## STUDENT STAFF AND FACILITY DEVELOPMENTS

The Johnson Natatorium received additional upgrades with the installation of an ADA-compliant wheelchair lift inside the main entrance and a new ADA chair lift for the lap pool.

Ongoing leadership development and training opportunities continue to challenge the recreation, intramural, and aquatics student staff to grow professionally at work and in their personal lives. Expanded training for student building supervisors included sessions on emergency preparedness, personal vocation, and personality strengths.

Fitness program offerings expanded with the addition of two student instructors recently certified to teach yoga and cycling.

## ENHANCED COMMUNICATION

The Department of Recreation website received several updates to increase site visits and use of recreation offerings. In addition, patrons can learn about changes to daily operations by visiting the departmental home page. The club sport website also received updates in an effort to offer prospective students and families more details regarding each organization. The IMLeagues website serves as the platform for the IMSports Instagram page highlighting intramural participation, champions, and staff.

CENTER FOR  
**STUDENT DIVERSITY  
 AND INCLUSION**

2017-2018 **GOALS**

- Develop a peer educators program to introduce and improve undergraduate students' cultural competency skills.
- Develop a plan to engage alumni and current students from historically underrepresented populations in a variety of settings and activities.
- Evaluate the purpose and use of the Center for Student Diversity and Inclusion Lounge.

**IMPACT**

In 2016-2017, CSDI coordinated or co-sponsored 75 programs, campus events, trainings, and community activities at which hundreds of students, staff, faculty, and community members participated:

|                           |                           |                        |
|---------------------------|---------------------------|------------------------|
| 33 Collaborative Programs | 15 CSDI-led and Sponsored | 4 Film Screenings      |
| 12 Class visits/trainings | 7 Peer Mentor Socials     | 4 Community Activities |

**Student Perspectives**



*“CSDI has always been a place where I can truly express myself without the fear of being judged...The environment in the office is always very welcoming and comfortable...I enjoy going to the office to seek support and advice when needed for our organization. I am grateful to have Salomon Rodezno as director as he encourages us to promote diversity and inclusion at our events and in our daily lives ... He is the reason why I am a Resident Assistant for the upcoming school year...and have I started to think about a career in which I can help students in the future. I really appreciate everything that CSDI offers its students.”*

- Marlene Villa, Class of 2018

*“I had no idea that my employment with CSDI would change my entire experience at John Carroll. The work environment is extremely professional while incorporating and enhancing very important skills that I will surely be utilizing in my life. Among them are critical thinking and problem solving, practicing empathy and effective listening, organizational skills and social development. It was also through CSDI that my skills and experiences were enhanced as they relate to my work with Black Students in Action.”*

- Anonymous, Class of 2017

**HIGHLIGHTS**

*This past year, the Center for Student Diversity and Inclusion (CSDI) coordinated and collaborated with many departments to present an outstanding set of programs ranging from major speakers to film screenings to the peer-mentoring program:*

- The Cultural Awareness Series featured two major speakers: Bree Newsome, filmmaker and activist; and Jose Antonio Vargas, filmmaker and CEO of Define American. In collaboration with the Office of Institutional Diversity and Inclusion and the Office for University Mission and Identity, CSDI co-sponsored the visit of Bishop Edward K. Braxton for the 2017 Martin Luther King, Jr. campus celebration.

- In partnership with Campus Ministry, the CSDI created and implemented a new educational session during Streak Week called “All Together, Today and Tomorrow” which featured a moderated panel of students from diverse backgrounds who shared their stories, challenges, and advice with the entering Class of 2020. Other collaborations included Interfaith Prayer Services before the national election and inauguration, a “Service of Healing Ourselves, Our World”, and a prayer for migrants and refugees.

- A revised Peer Mentoring program resulted in 21 matches between returning student mentors and first year students. Peer mentors provided over 300 hours of contact with their mentees during the academic year, including seven peer mentoring social and community activities. Student evaluations of the Peer Mentoring program informed modifications for the 2017-18 academic year. One of the main goals is to register at least 35 first-generation students.

Searches for a new Director of CSDI and a new Administrative Assistant resulted in the promotion of Salomon Rodezno from Assistant Director to Director and Christina Johnson as the Administrative Assistant. A new Graduate Assistant, Natalie Talerico, will join the staff in fall 2017.

The CSDI Lounge in the D.J. Lombardo Student Center benefited from much needed renovations. New furniture and a fresh coat of paint create a more welcoming and comfortable environment for all students and student organizations to meet. In addition, the Intergroup Dialogue Lending Library, established in the CSDI office this past spring, is open to the entire JCU community.

# DEAN of STUDENTS

## SEARCH PROCESSES LEAD TO NEW STAFF APPOINTMENTS

The Associate Vice President for Student Affairs/Dean of Students (AVP/DOS) chaired two search processes resulting in the appointments of Salomon Rodezno as the new Director of the Center for Student Diversity and Inclusion and Amanda Cottrell as the new Coordinator for the Violence Prevention and Action Center (VPAC).

## PROGRAM REVIEWS AND POLICY DEVELOPMENTS

The AVP/DOS worked closely with the Director of the Student Health and Wellness Center and Program Coordinator for Health Promotion and Wellness to complete their Administrative Program Reviews. An ad hoc Health and Wellness committee of faculty and staff provided feedback and recommendations for each of these units.

DOS staff collaborated with the new full-time Title IX coordinator on the development of a Mandatory Reporting Process for Title IX cases as well as a new combined Sexual Harassment and Interpersonal Violence Policy and process.

## COLLABORATIONS WITH VPAC AND TITLE IX OFFICE

The DOS worked with VPAC to develop prevention education for students to improve their understanding of the definition of “consent” as defined in the Interpersonal Violence Policy. This included the development of residence hall bulletin board concepts as well as posters focused on health masculinity initiatives.

The AVP/DOS established regular meetings with the Title IX Coordinator, VPAC Coordinator, and the Associate Dean of Students to share information about prevention education, provide feedback on drafts of new policies and procedures, and present information to Student Union to gather feedback on new policies.

## IMPACT

COMMUNITY STANDARDS VIOLATIONS

|                         |                |                                  |                |                             |
|-------------------------|----------------|----------------------------------|----------------|-----------------------------|
| 232<br>Total Violations | 169<br>Alcohol | 71<br>Drugs (Other than alcohol) | 9<br>Vandalism | 3<br>Interpersonal Violence |
|-------------------------|----------------|----------------------------------|----------------|-----------------------------|

## Student Perspective



“Before going away to college, we were told that it would be hard and that it would not be like high school. I remember thinking that this did not apply to me. I thought ‘how hard could this really be?’ Well, I quickly found out. Saying I got off to a rough start at John Carroll would be an understatement. In only three short weeks, I was written up for a third time and was required to meet with the Dean of Students to discuss my behavior. During the meeting, the Dean held me personally responsible for everything that I had done. She gave me some tough love. I can honestly say that my meeting with the Dean is one of the main reasons I am currently where I am and I was able to graduate at the top of my class. The meeting was the kick that I needed to begin to turn my life around. I am a poster child of what the Dean of Students Office can do for a student. They never stopped believing in me, even when I did, and they continued to push me instead of merely giving up on me, which may have been easier. I truly believe that without them I would not have graduated from John Carroll.”

- Stephen Ciocca, Class of 2017

## 2017-2018 GOALS

- Provide leadership to the division of Student Affairs and to the University community around issues of diversity and inclusion.
- Using the Council for the Advancement of Standards, review Student Conduct operations to evaluate current processes, set priorities for improvement, and create annual assessment reports of conduct process outcomes
- Collaborate with the Center for Career Services to increase referrals to the Center (from Student Conduct Administrators) and explore opportunities for Career Center staff to serve as mentors for students participating in the conduct process.

## STUDENT CONTACT AND SUPPORT

Overall, the number of student conduct cases declined during the 2016-17 academic year. The decrease resulted from fewer cases involving alcohol, interpersonal violence, and vandalism. However, the number of cases involving drug policy violations increased slightly.

The Assistant Dean of Students, Fr. Bernie McAniff, S.J. met and provided pastoral support to over 170 students, alumni, and families of JCU students. Outreach to students most often related to issues of grief, physical and/or emotional health issues, academic difficulties, life transitions, and sacramental preparations.

# FRATERNITY and SORORITY LIFE

## FRATERNITIES AND SORORITIES DEMONSTRATE COMMITMENT TO ACADEMIC EXCELLENCE

Fraternity and Sorority Life (FSL) staff re-established John Carroll's Upsilon Rho chapter of the Order of Omega, a Greek honor society that recognizes the top three percent of fraternity/sorority students and focuses on scholarship, service, and leadership. During the spring semester, advisors assisted the 32 newly initiated members in creating bylaws and electing officers. In addition, since affiliating with inter/national organizations in fall 2001, the all-Greek, all-sorority, and all-fraternity grade point averages (GPAs) continue to be higher than the all-student, all-women and all-men GPAs.

## ASSESSING THE GREEK EXPERIENCE

In March 2017, the Panhellenic Council and Interfraternity Council collaborated with FSL advisors to create the Greek Experience Survey to ascertain students' perceptions of their FSL experience in the following areas: academics, leadership, involvement in campus organizations, and career development. The results were shared with the FSL community and used in print and digital marketing materials supporting the positive benefits of lifetime membership in inter/national organizations.

## Student Perspectives



*"This department has nurtured my leadership development from the time I became the Interfraternity Council's Vice President of Finance and Administration to my current position as IFC President. I value my experience because I have learned responsibility and developed leadership skills such as time management, collaboration, supervising a team of diverse individuals, conflict resolution, and leading with integrity. Greek Life also holds me to a higher standard than the typical John Carroll student with a great deal of emphasis placed on academic excellence and regular participation in service."*

*- Anthony Volpe, Sigma Phi Epsilon, Class of 2019*

*"I see the most influential role of Fraternity and Sorority Life as service. Every Greek organization has a required amount of service hours all members must fulfill. Fraternities and sororities have specific philanthropies they support. Members of all the fraternities and sororities support each other's service and philanthropy events as well. Many Greeks also participate in various service opportunities on and off campus."*

*- Mackenzye Santos, Kappa Alpha Theta, Class of 2019*

## LIVING THE MOTTO MEN AND WOMEN FOR OTHERS

In October 2016, the Interfraternity Council sponsored an all-campus philanthropy event called JCU Cures, and raised \$12,179 for the St. Baldrick's Foundation, an organization whose mission is to raise money to fund children's cancer research. Ninety-three participants shaved their heads, 26 JCU community members volunteered, 11 student organizations sponsored, and five volunteer barbers gave their time and talent. Throughout the year, each fraternity and sorority holds separate events to raise funds for both national and local philanthropic organizations. In addition, every FSL community member must also complete community service hours.

## IN ALIGNMENT

### JCU's Jesuit, Catholic Mission and the International Fraternal Experience

With the assistance of the fall 2016 FSL Graduate Intern from Kent State University, the first FSL Standards of Excellence program is set to begin in fall 2017. Chapters will provide evidence for each of the four pillars of the Standards of Excellence: Scholarship, Service and Philanthropy, Community, and Leadership. Based on evidence provided, chapters receive University recognition and feedback per pillar and overall as a Standards of Excellence organization.





# GREEK EXPERIENCE SURVEY

Based on fraternity and sorority member feedback, results indicate:

- 75% *are satisfied or very satisfied with their Greek Life experience at John Carroll.*
- 71.5% *believe membership enhanced their ability to organize time to meet responsibilities very much or a great deal.*
- 91.6% *are involved in another campus organization outside of their fraternity/sorority.*
- 80% *consider the community's greatest strength is the opportunity for lifelong friendships.*
- 76.6% *believe membership enhanced their oral communication skills very much or a great deal.*
- 83.3% *agree or strongly agree with this statement, "I believe that throughout my fraternity or sorority experiences, I have developed leadership skills and abilities that will serve me well past college."*
- 76.3% *assert that membership enhanced their time-management and conflict resolution skills very much or a great deal.*

| IMPACT   |   |
|--|---|
| 2016-2017 MEMBERSHIP INFORMATION   |   |
| <b>FRATERNITIES</b><br>Total Number of Fraternities<br><h2 style="text-align: center;">4</h2> <i>Beta Theta Pi, Delta Tau Delta, Lambda Chi Alpha, and Sigma Phi Epsilon</i> | <b>SORORITIES</b><br>Total Number of Sororities<br><h2 style="text-align: center;">5</h2> <i>Chi Omega, Gamma Phi Beta, Kappa Alpha Theta, Kappa Delta, and Kappa Kappa Gamma</i> |
| Total Members<br><h2 style="text-align: center;">152</h2> 10% of Male Population   | Total Members<br><h2 style="text-align: center;">349</h2> 24% of Female Population  |
| <b>Total Membership: 501</b><br>17% of overall student population  |   |

## 2017-2018 GOALS

- Provide leadership development opportunities that prepare fraternity and sorority members to lead in their individual organizations, the Panhellenic and Interfraternity Councils, and the greater JCU community.
- Create a fraternity and sorority life community committed to JCU's Jesuit, Catholic mission and identity and to their common interfraternal mission and values.
- Promote holistic membership development opportunities to enrich both student learning and the overall student experience by educating fraternity and sorority members and key organizational leaders, in the areas of risk management, alcohol abuse prevention, hazing, and sexual assault.

## SUMMARY

Survey results indicate key areas of emphasis for student learning in fraternity/sorority life include leadership skills, time-management skills, communication skills, and building close relationships with others. The Fraternity/Sorority Life Office will also continue to collaborate with the Panhellenic Council and the Interfraternity Council to explore ways to increase positive perceptions from the JCU community and increase support from faculty and staff.



# INTERCOLLEGIATE ATHLETICS

## COMPETITIVE AND ACADEMIC EXCELLENCE

Seven teams claimed 11 OAC regular season and/or tournament trophies, and the John Carroll men's program brought home its third consecutive Ohio Athletic Conference All-Sports Trophy. John Carroll won men's OAC regular season titles in football, soccer, lacrosse, and tennis; and was the tournament champion in soccer, swimming and diving, lacrosse, and tennis. JCU women's teams captured the tennis regular season title and won postseason championships in swimming and diving and tennis.

A record five football players were selected to the D3football.com 2016 All-America Teams: Mason McKenrick '18, Michael Hollins '17, Jovon Dawson '17, Dominic DiTirro '17, and Ray Brown '18. Chelbi Graham '19 and Hayden Snow '20 earned All-American honors at the 2017 NCAA Outdoor Track and Field Championship. Ryan McClelland '20 finished in the top 12 at the NCAA Diving Championship and joined the All-American Team. Baseball catcher, Monroe Donnelly '18, also earned ABCA/Rawlings All-American status. Lauren O'Malley '19 became the first JCU tennis singles player to earn All-American honors.

Overall, 139 JCU student athletes were named to All-OAC first, second, or honorable mention teams and 73 student athletes earned Academic All-OAC recognition with GPAs above 3.5.

All-American Academic honors included tennis player Jad Abdul-Aal '17, 2017 NCAA Division III Academic All-American; Sal Corrao '17, National Wrestling Coaches Association Scholar All-American; Preston Williams '18 (Basketball) and Ashura Powell '19 (Track) 2017 Arthur Ashe Jr. Sports Scholars; Women's Swimming and Diving Team, CSCAA Scholar All-Americans; and 14 softball players represented JCU as National Fastpitch Coaches Association Scholar Athletes with GPAs of 3.5 or higher.

## COACHING HONORS

- Head Swimming Coach, **Mark Fino**, Diving Coach **Lewis Fellingner**, and their assistants – OAC Men's and Women's Swimming and Diving Coaching Staff of the Year
- **Shaun Keenan** – OAC Men's and Women's Tennis Coach of the Year; 2017 Wilson/Intercollegiate Tennis Association DIII Women's Central Region Coach of the Year
- **Hector Marinaro** – OAC Men's Soccer Coach of the Year; 2016 Men's NCAA DIII Coach of the Year in Ohio
- **Tom Arth** – D3football.com Coach of the Year 2016 (the first ever National DIII Coach of the Year in any sport); OAC Coach of the Year; North Region Coach of the Year
- **Mike Moran** ended his 25th year as JCU's Men's Basketball Coach as the OAC Coach of the Year for the sixth time

## STUDENT ATHLETE ENGAGEMENT AND DEVELOPMENT

Competition for the Varsity Team Service Awards took a major step forward this year. Seven teams completed the application process, which included an evaluation on the team's level of involvement in service, efforts to build relationships with the people served, and the incorporation of meaningful reflection into the post-service experience. This year's recipients of the Varsity Team Service Awards were the Softball and Wrestling teams.

In collaboration with Dr. Terry Mills, Assistant Provost for Diversity and Inclusion, Athletics sponsored speaker Ron Thomas, author of *They Cleared the Lane*, focusing on African American pioneers in sports. The experiences of student athletes of color and LGBTQ athletes have emerged as opportunities for staff development related to student engagement and success.

## COACHES ADVISORY GROUP

In its second year of operation, the Coaches Advisory Group revised the Department of Athletics goals to align more closely with the University Strategic Plan and to focus on the following areas:

- **Purposeful, Organized Recruiting of Prospective Student Athletes**
- **Personal Growth and Development of Student Athletes**
- **Academic Excellence**
- **Competitive Excellence**
- **Community Outreach and Engagement**
- **Legacy and Athletic Tradition**

## 2017-2018 GOALS

- Enhance the organization, outreach, communication, tracking, and reporting of the recruitment of prospective student athletes in alignment with the University's Strategic Enrollment Plan.
- Expand initiatives that focus on the personal growth and development of student athletes in terms of their leadership, service, academic success, career readiness, and social engagement.
- Develop a new Athletics leadership team in order to manage administrative transitions and to implement new systems, procedures, websites, and operations.

## Student Perspective



*“Part of why I chose John Carroll was because it was close to home. The other part, was because it felt like home. The people, the environment, and the attitude of those on campus were determined and optimistic. So in all honesty, I was not surprised to see that in my Track coaches. They accommodated me in every way I could have possibly imagined in regards to academics, organizations, and campus social life ... I was made to feel important and a vital member of the team simply by the support they were able to give me as coaches to an athlete. They have taken what it means to be an individual for others, what it means to be selfless, and turned it into a way of life that I'm sure they hope will be passed down to their athletes.”*

*- Mikenna Miller, Class of 2017*



# LITURGICAL MUSIC and MUSICAL ARTS

## MUSICAL CAMPUS TRADITIONS CONTINUE TO DELIGHT

The staff of the Liturgical Music and Musical Arts Department (LMMA) organized a number of outstanding events this past academic year.

Highlights include:

- The Pep Band's never-ending spirit and rousing music led Blue Streak crowds at football and basketball games and bolstered fans when JCU Football beat Mount Union to win the OAC title and advance to the NCAA Semifinals.
- The Christmas Carroll Eve Concert rang in the holiday season once again to a standing room only crowd in the LSC Conference Room.
- Cleveland Orchestra members and JCU staff from LMMA and the Center for Service and Social Action performed *The Seven Last Words of Christ* by Austrian composer Joseph Haydn in the annual Sacred Music Concert.

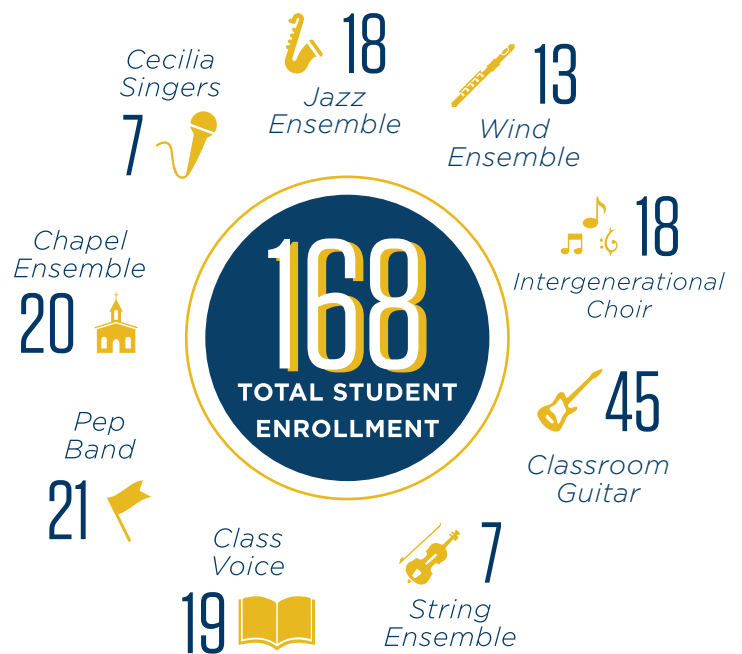
## ACADEMIC COLLABORATIONS LEAD TO EXCEPTIONAL PERFORMANCES

In November 2016, LMMA teamed up with Dr. Phil Metres, Professor of English, and the Cleveland Classical Guitar Society on the "Pictures at an Exhibition" concert featuring international Peruvian guitarist Jorge Caballero, with a reading and lecture by Dr. Metres from his publication *Pictures at an Exhibition: A Petersburg Album*.

The Intergenerational Choir performed at the annual 2017 regional fundraiser of the Cleveland Alzheimer's Association. The Choir, a collaboration between LMMA and the Department of Sociology and Criminology, involved 18 JCU students, and adults diagnosed with early-stage Alzheimer's disease and their caregivers.

In a cross-institutional opportunity, Dr. Cynthia Caporella teamed up with Dr. Julia Karolle-Berg, Associate Professor of German, to organize and perform a German lied for two classes at Saint Vincent College in Latrobe, Pennsylvania.

## IMPACT Student enrollment in academic courses/ vocal and instrumental ensembles



## 2017-2018 GOALS

- Plan, facilitate, and implement a new Fine Arts musical offering: Class Piano for spring 2018.
- Hire and orient a new adjunct instructor of the JCU Jazz Ensemble for fall 2017.
- Apply for core designation for new Fine Arts one-credit hour courses: American Song: The Broadway Stage, and Class Piano.

## Student Perspectives



*"I have been a member of various groups in the Liturgical Music and Musical Arts department (Schola Cantorum, Chapel Ensemble, Cecilia Singers, and Intergenerational Choir) and a work-study for the department for four years. My experience in the music department was more than just a musical experience ... it was also an experience of community and service. In addition, I was pushed outside my comfort zone in participating in the Intergenerational Choir to acknowledge my own misconceptions about Alzheimer's disease and was rewarded with priceless relationships."*

- Abigail Svitana, Class of 2017



# STUDENT HEALTH and WELLNESS CENTER

## IMPACT

Total Client Visits

3,038

Unique Clients

1,025

Female 59%

Male 41%

First Year 37%

Sophomore 28%

Juniors 17%

Seniors 16%

Graduate Students,  
Faculty and Staff 2%

TOP REASONS FOR VISITS

Weekly Chair Massages

962

Physician Visits

560

Transports to Health  
Appointments

315

Flu Injections

250

Lab Tests

172

STD/HIV Clinic

120

TB testing

118

## NEW SOFTWARE AND CLEVELAND CLINIC APP LAUNCH CENTER INTO THE DIGITAL WORLD

The Student Health and Wellness Center (SHWC) successfully implemented Medicat, a software system to manage patient health records. Included with the installation, all staff received training while using the technology with patients. Staff are very comfortable and proficient with this new technology. SHWC staff collaborated with the Cleveland Clinic to offer students the use of their Express Care online app for treating common illnesses.

## CENTER COMPLETES PROGRAM REVIEW

As part of the University's program review cycle, the SHWC evaluated services utilizing the Clinical Health Services Standards of the Council for the Advancement of Standards in Higher Education. This past spring, all student clients received satisfaction surveys to offer feedback on center services and staff. Results showed a high degree of satisfaction with overall patient care.

## Student Perspective



*"Working at the Student Health and Wellness Center has given me the opportunity to experience first-hand the hard work of all the staff... it is always a positive environment where everyone supports one another and strives to maintain a healthy campus. I look forward to my shifts and spending time in the office. The health care I have received as a patient has also been extraordinary. The nurses do everything they can to get you back to full strength as soon as possible. It is truly a joy to be a part of this department."*

*- Julianne Rosa, Class of 2019*

## 2017-2018 GOALS

- Develop additional technologies and processes with Medicat, the center's electronic health record system, to improve services.
- Develop a Narcan protocol for campus in collaboration with JCUPD and JCU EMS.
- Create health and wellness programming to address student needs, interests, and behaviors as reported through survey results of the American College Health Association-National College Health Assessment survey data.

# VIOLENCE PREVENTION and ACTION CENTER

## 2017-2018 GOALS

- Identify underserved students to increase engagement with these populations.
- Create and implement a social marketing and social media plan to deliver key prevention and awareness messages.
- Establish additional academic collaborations to increase prevention programming outreach efforts.

### TARGETED PROGRAMMING AND COLLABORATION EFFORTS LEAD TO INCREASED OUTREACH AND VISIBILITY

The Violence Prevention and Action Center (VPAC) collaborated with several faculty members in 10 different academic classes to infuse education about interpersonal violence into the curriculum. VPAC also collaborated with Campus Ministry, the Counseling Center, Health Promotion, and Residence Life on programs and trainings. Additionally, VPAC organized opportunities to involve students with off-campus organizations and volunteer opportunities with the Cleveland Rape Crisis Center and Hillcrest Hospital SANE (Sexual Assault Nurse Examiner) unit.

### IMPROVEMENTS TO BYSTANDER INTERVENTION TRAINING

Modifications to the bystander intervention curriculum provided 544 rising sophomore residential students with a more focused program on the prevention of interpersonal violence through increasing knowledge and skill building. Facilitators received a newly created Facilitator's Guide and participated in required training to deliver this program.

### REVISED CONTENT OF DEPARTMENTAL RESOURCES TO BETTER CONNECT MISSION AND UNIVERSITY POLICIES

VPAC developed resource documents for Carroll Faith Community leaders and Peer Mentors on responding to students who disclose incidents of interpersonal violence. An easy-to-follow flow chart details how to support students and to provide essential resources. In addition, staff completed a comprehensive revision of the departmental website content to ensure it properly reflects current policies and supportive services as well as create a more student friendly platform.

## IMPACT Educational Programs

| PROGRAM CATEGORY                  | PROGRAMS OFFERED | PARTICIPANTS |
|-----------------------------------|------------------|--------------|
| General Student                   | 3                | 280          |
| Varsity Athletic Teams            | 6                | 370          |
| Student Groups                    | 4                | 100          |
| First Year Orientation (SUM&FALL) | 17               | 2,726        |
| Classes                           | 10               | 196          |
| <b>FALL TOTALS</b>                | <b>40</b>        | <b>3,672</b> |
| General Student                   | 8                | 382          |
| Varsity Athletic Teams            | 1                | 25           |
| Student Groups                    | 1                | 60           |
| Res. Rising Sophomores            | 32               | 544          |
| Classes Community                 | 1                | 25           |
| Partners                          | 1                | 16           |
| <b>SPRING TOTALS</b>              | <b>43</b>        | <b>1,066</b> |
| <b>TOTALS</b>                     | <b>83</b>        | <b>4,738</b> |

### Student Perspective



*“Through my involvement with VPAC, I co-facilitated a series of Bystander Intervention Training sessions geared towards educating first year students on the importance of acting as a catalyst rather than as a passive bystander in situations of possible sexual assault. Teaching these sessions was a very positive experience and one from which I learned how to organize and deliver an educational program that engages students effectively. It makes me feel safe to know that VPAC exists and that there are people to whom I could talk to if something ever happened to me or to a friend, and any information shared would be confidential.”*

- Elissa Filozof, Class of 2019

# OFFICE of STUDENT ENGAGEMENT

## COLLABORATIONS RESULT IN ENHANCED STUDENT EXPERIENCES

The Office of Student Engagement (OSE) expanded collaborative programs with a variety of University departments both within and outside the Division of Student Affairs. Examples include:

- The implementation of a comprehensive civic engagement programming series titled "Streak the Vote" engaged students in dialogues, speaker presentations, and spiritual discussions both prior to and after the divisive November 2016 election.
- The creation of the Student Affairs' Liaisons program for 15 first-year, cohort-advising groups allowed students enhanced contact with a student life or campus ministry professional in addition to their faculty advisor.
- The coordination of two successful "Streak the Center" large-scale programming initiatives. More than 500 students participated at both of these popular, late-night activities.
- A committee of faculty, staff, and students reviewed the Demonstration Policy resulting in the creation and implementation of the new Protest and Rally Policy. The revised policy balances the University's responsibility to maintain a safe living and learning environment anchored within our Jesuit, Catholic mission and values while allowing students to engage in open speech, assembly, and expression.

## GREATER COORDINATION OF LEADERSHIP DEVELOPMENT INITIATIVES

The Senior Director of Student Engagement assumed management of the Leadership Development minor, adding stability to the overall program and increasing course enrollments. The minor also underwent a program review this past spring resulting in the implementation of recommendations for the 2017-18 academic year.

A Leadership Advisory Board, chaired by the Senior Director of Student Engagement was established for the Leadership Scholars Program and the Leadership Development Minor. This Board will assist in the selection of a larger cohort of scholars and support the programming for both the scholarship program minor.

The creation of a Student Union Academy informed and prepared aspiring students to run for Student Union Senate and Executive Board positions. This resulted in more students running for office, a greater number of contested elections, and higher voter turnout.

## IMPACT 2016-2017 OSE PROGRAMMATIC DATA

### SOCIAL

#### Student Union Programming Board

- Total Events: **100**
- Total Student Participation: **10,382**

### LEADERSHIP DEVELOPMENT

#### Tier Leadership Development Program

- Student Participation: **175**
- Students (all four tiers completed): **38**

#### Leadership Scholars Program

- Student Participation: **88**

#### LAUNCH (Leaders Always Undertaking New Challenges)

- Student Participation: **60**

### CIVIC ENGAGEMENT

#### JCU Student Union 2016 Elections

- Student voters: **1,051**
- Student Union Executive Board candidates: **12**
- Contested races: **5 of 7**

## INCREASED COMMUTER PARTICIPATION

Commuter students participated in 40 outreach events ranging from drop-in programs to holiday festivities to finals study breaks. Approximately 32 commuter students attend each program. The fall 2016 Finals Week Late Night Breakfast drew the largest commuter crowd with 123 participants. These programs, along with the Commuter Lounge, create a stronger sense of community and connection among a growing commuter student population.

### 2017-2018 GOALS

- Manage the increase of students into the Leadership Scholars Program through the creation of a community committee as well as a signature service project.
- Review and implement findings from the Leadership Development Minor program review with the assistance of the Leadership Advisory Board.
- Design and implement a program series to increase dialogue about differences among students, faculty, and staff.

### Student Perspective



*"The Tier Leadership Development Program allowed me to learn how to work and grow with people. It enhanced my strengths and taught me the importance of ethical decision-making. Tier also helped me bond with students I may have never met! This program and the leadership development minor have helped me develop into the leader I am today. I cannot imagine my John Carroll experience without them."*

- Tori Williams, Class of 2018

# Office of Residence Life

## COLLABORATIONS KEY TO SUCCESSFUL PROGRAMS

In collaboration with the Facilities Office and Governmental Relations and Community Affairs, the Office of Residence Life (ORL) provided housing for over 350 Secret Service and Homeland Security agents as well as NBC and ABC student interns during the Republican National Convention in July 2016.

Working closely with JCUPD, Risk Management, Violence Prevention and Action Center, Health Promotion and Wellness, and JCU Dining, the ORL coordinated the annual Safety Week with several new and expanded programs.

In collaboration with faculty colleagues in the following academic areas (STEM majors, Honors, Arrupe Scholars, and Leadership Scholars), the ORL developed program and assessment plans for the new first-year student living-learning communities. The STEM and Signature Scholarship program communities launch in fall 2017.

Residence hall programming featured 22 programs presented by staff in Health Promotion and Wellness, 20 programs coordinated by Resident Ministers, and four programs each sponsored by the Centers for Career Services and Student Diversity and Inclusion.

## OUTREACH INITIATIVES

The 2017-2018 Resident Assistant (RA) cohort is more diverse than ever due to targeted recruitment efforts through student organization meetings and personalized outreach. Thirty-four percent of the RA applicants identified as persons of color, LGBTQ or international students.

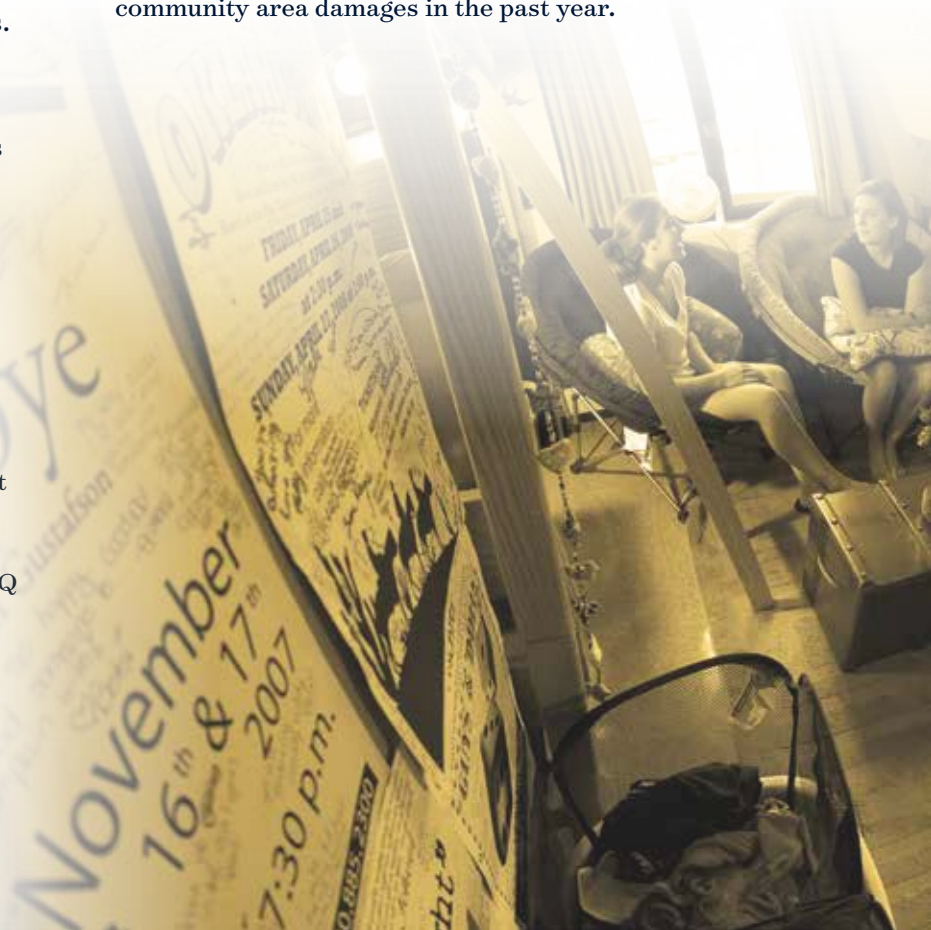
The ORL expanded its connections with students through social media via Twitter, Instagram and Snapchat. These efforts produced an increase in followers and interactions among residential students.

The ORL professional staff gained greater understanding of academic requirements, expectations, and processes by participating in training sessions facilitated by academic affairs staff responsible for the coordination of the Integrative Core Curriculum and Academic Advising. This training increased staff's confidence to serve as resource persons with additional academic knowledge and contacts for residential students.

## RESIDENCE LIFE STRUCTURES, POLICIES, AND PRACTICES

The ORL staff conducted an internal review of the structure and staffing of the office to prepare for future reorganization, to clarify staff expectations and responsibilities, and to gain a greater understanding of the learning outcomes of the RA position through the first-ever RA Alumni Survey.

This year saw an enhanced response to incidents of vandalism in the residence halls through the establishment of clearer expectations with the Facilities Office in determining repair and replacement costs, developing a new response and education protocol, and community engagement initiatives to address repeated acts of vandalism in specific communities. These efforts resulted in a forty-eight percent decrease in vandalism work orders and a fifty-two percent decrease in community area damages in the past year.



# IMPACT

The Community Development Model offers programs initiated and delivered by RAs that focus on three domains – development of self, relationships with others, and community as a whole. In addition, the ORL staff coordinate social programs for the halls and larger scale programs for all residential students. RAs also initiate small group activities for the members of their floors.

## Educational Programs

238

## Social Programs

209

## Large Scale Residential Community Programs

18

## RA small group activities

681

**TOTAL PROGRAMS: 1,146**

## RA ALUMNI SURVEY

A survey of alumni RAs and Senior RAs who served from 2010–2015 yielded important information about how the RA position contributed to their growth as well as what they know, are able to do, and value as a direct result of employment.

These include:

- Listening to others
- Holding oneself accountable
- Demonstrating inclusivity
- Confronting poor behavior
- Appropriately handling crises

## RESIDENT FEEDBACK SURVEY

Thirty-seven percent of residents (n=614) completed a Resident Feedback Survey in November 2016. The results below indicate positive effects of programming efforts.

- **83%** of respondents attended floor programs
- **88%** agreed or strongly agreed that they met fellow residents and developed relationships with them.
- **90%** agreed/strongly agreed that they learned about different resources on campus
- **90%** indicated that the programs they attended interested them.

## 2017-2018 GOALS

- Implement STEM and Signature Scholarship Program Living-Learning Communities, including an assessment plan and measures to evaluate their impact on student learning and success.
- Focus ORL assessment measures for residents and RAs around shared outcomes of effective communication and conflict management.
- Engage in and complete an Administrative Program Review by May 2018.

## Student Perspectives



*“Living on campus helped me learn to accept others for who they are, and how to cultivate living with someone else. One grows in his ability to be open to others as well as to let others enjoy their presence. With the RA’s to help and let you know what goes on around campus, you feel like living on campus is a resource in and of itself. I was very happy I chose to live on campus to grow in my college experience.”*

- John Heisterkamp, Class of 2020

*“Living on campus is so much more than just living near people I have come to know—it’s fostering a community of support, friendship, and love that I never really thought I would have at college. I learned so much about communication, time management, and friendship from living on campus, all fostered by the amazing members of res life staff.”*

- Bridges Sayers, Class of 2019

# JCU Police Department

## COLLABORATIONS PROVIDE IMPORTANT SAFETY TRAININGS

JCUPD collaborated with the offices of Residence Life, Facilities, and Risk Management to offer the annual Safety Week in mid-September. Topics included fire safety, residence hall security, street smarts in Cleveland, hands-only CPR, sexual assault prevention, and bystander intervention.

In addition, educational programs offered across campus included alcohol awareness, emergency response, crime prevention, and general safety awareness. Over 800 students, faculty, and staff participated in these programs throughout the academic year. Collaborators included Health Promotion and Wellness, Center for Service and Social Action, Global Education, Violence Prevention and Action Center, and Athletics.

## SETTING THE FUTURE OF JCUPD

The JCUPD management team participated in a strategic planning retreat. Prior to the retreat, team members completed personality and work style assessments and used the results to develop positive professional relationships and a unified departmental vision. They performed a department SWOT (strengths, weaknesses, opportunities, and threats) analysis and began the development of a strategic plan. An evaluation of officer and management skills and knowledge led to the assignment of projects that met departmental needs.

## OUTREACH INITIATIVES

In July 2016, the department created its first Facebook page in order to engage more fully with JCU community members. Currently, the department has 479 likes and 476 people follow the page.

## 2017-2018 GOALS

- Complete departmental strategic plan based on SWOT analysis and other collected data, accounting for new fiscal and staffing realities.
- Revise operating procedures to align with Ohio Collaborative Community Police Advisory Board standards and to reflect best practices in the International Association of Campus Law Enforcement Administrators (IACLEA) policy standards guide.
- Create evaluation tools to assess operations and programmatic initiatives.

## Student Perspectives



*“As a former Senior Resident Assistant, I worked closely with JCUPD to ensure the safety and security of students and staff. Officers are always patrolling campus offering a sense of safety, security, and community as well. In addition, JCUPD provides various safety programs for many groups and departments across campus. For example, officers facilitated a program for my fraternity on what to do when faced with an active shooter. Over the course of my four years, one of my favorite experiences was having the pleasure to work so closely with JCUPD. The department is engaged in students’ lives and is committed to the Jesuit ideals of serving the greater good of the community.”*

*- August Runyon, Class of 2017*

# IMPACT

## JCUPD

## JCU EMS

### 2015-2016

Total Calls Received

**11,320**

Non-Criminal Calls

**164**

Criminal Calls

**127**

### 2016-2017

Total Calls Received

**8,244**

Non-Criminal Calls

**121**

Criminal Calls

**128**

### 2016-2017

Total Training Hours

**585**

Total Volunteer Hours

**13,892**

Total Calls

**83**

## TOP 5 REASONS FOR CALLS

2014-2015

2015-2016

2016-2017

Facility Admittance

1,747

1,942

1,965

Building Check

1,690

3,280

1,316

Maintenance Concern

754

806

888

Lock Up

260

810

781

Unseccured Areas

1,078

920

775

