



STUDENT AFFAIRS

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**ANNUAL REPORT**

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2017-2018



*Dear Colleagues and Friends,*

I am pleased to share the 2017-18 Division of Student Affairs Annual Report with you. 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 of the classroom. This report provides examples of the outstanding services, programs, and leadership development opportunities designed to support students' academic and personal success, as well as their physical and emotional health and well-being.

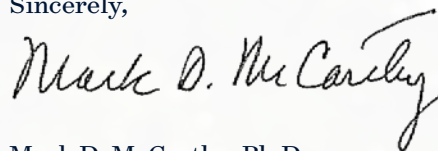
I am grateful for the many contributions made by staff members in the division to:

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

- **Collaborate** with campus and community partners to help students identify career interests and prepare for 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

DIVISION OF STUDENT AFFAIRS

# Mission *and* Vision

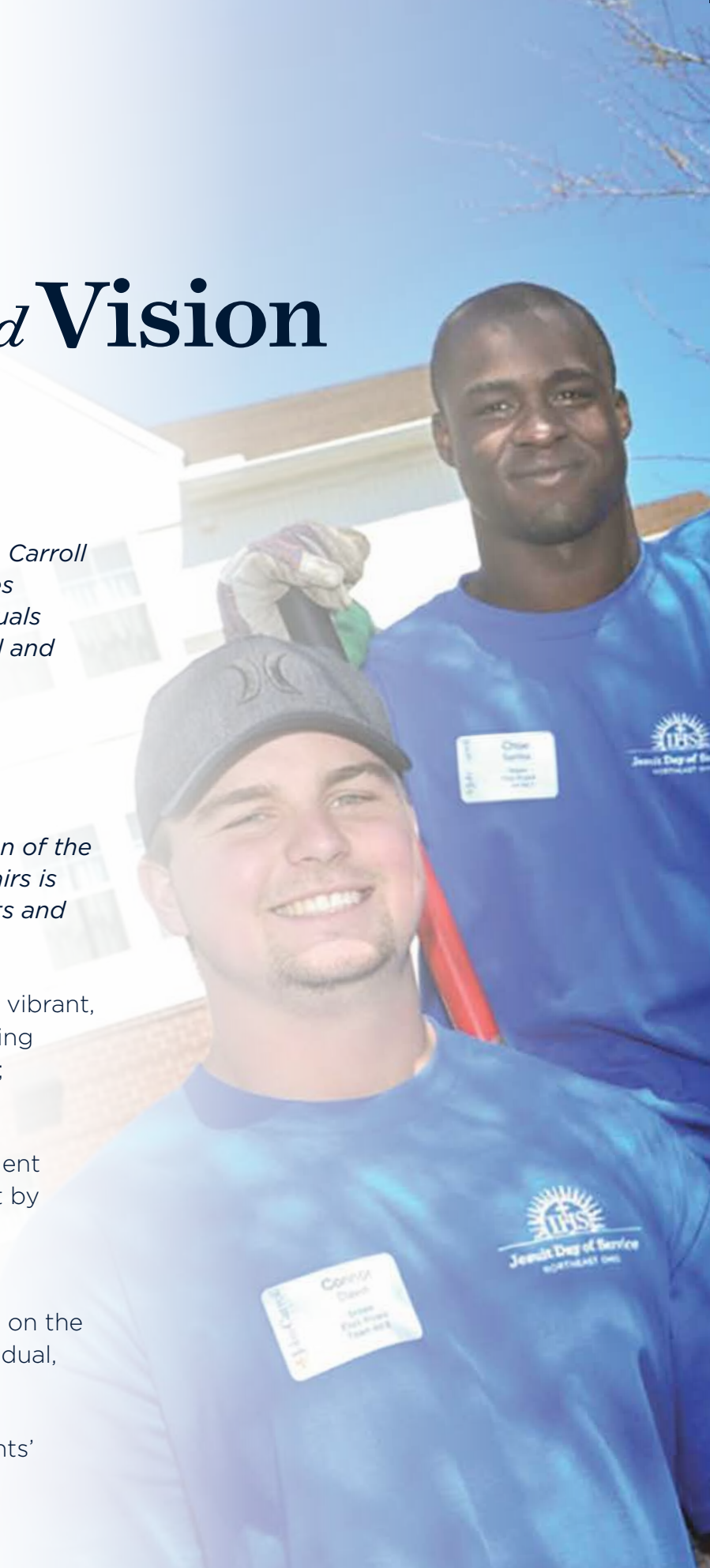
## MISSION

*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 the world.*

## 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 students' needs and overall development.



# By *the* Numbers



**73.5%**

of full-time undergraduates participated as members of **student organizations, club, or varsity sports and/or held major student leadership positions**



**41%**

**OF STUDENTS EMPLOYED AT JCU**

work in Student Affairs departments



**23.4%**

of full-time undergraduates were **varsity student-athletes** (670). 105 students participate in two or more sports



**12.1%**

of full-time undergraduates had appointments at the **Counseling** Center



**17%**

of full-time undergraduates are **fraternity or sorority** members. Four fraternities, Five sororities. 484 total members



**9.8%**

of full-time undergraduates participated in the **student conduct process**



**33.1%**

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



**56.4%**

of full-time undergraduates were **residential students**. Eight residence halls, duplex/houses, 1,618 resident students



**35.3%**

of full-time undergraduate students had appointments at the **Center for Career Services**.



**33.8%**

of full-time undergraduates (970) visited the **Health and Wellness Center**

# JCU POLICE DEPARTMENT

## HIGHLIGHTS

- In Collaboration with Legal Affairs, Risk Management, and IMC, JCUPD created and implemented a campus-wide Distracted Driving Campaign using awareness/education marketing positive reinforcement, and enforcement.
- Developed and implemented several new safety programming initiatives including:
  - Safety Week 2018 “Catastrophe Cookout”, a collaboration with Residence Life, Risk Management, and Facilities, which featured mocktails/drink safety followed by a field sobriety test, a Consent Ice Cream bar, “Heimlich and Hotdogs” and other safety-related themes
  - A new Streak Week Safety Awareness program using video, slides and live action safety scenarios
  - Various Personal Safety/Self Defense, Emergency Response, Public Safety, Preparedness and Active Shooter trainings for CSSA student liaisons (28), residence life staff (68), residence hall students (58), international and exchange students (29); and over 25 faculty and staff in 5 departments
  - Drug Policy and Response in the residence halls
- Trained JCUPD staff as instructors in Racial Intelligence, Field Training and Defensive Tactics.

## By the Numbers

**7,166**

Total Calls for Service  
(including 94 medical emergency calls)

**3,409**

Parking permits sold  
(an increase of 282 permits over 2016-17)

## Student Perspectives



“My experience as a member and Chief of JCUEMS has enhanced my JCU experience because it allowed me to grow as a professional and as a person. Because of my relationship with the JCUPD officers, my career prospects have greatly increased, I have had access to great networking opportunities, I have become a better leader, and I have been a much better person. I cannot thank them enough for what they have done for me, and I know the other members of JCUEMS share my sentiment.”

- John Patrick Quinn, Class of 2018

## STRATEGIC PRIORITIES SET FOR 2018-19

JCUPD completed a strategic planning process, which resulted in the articulation of new mission and values statements and a set of strategic priorities for 2018-2021 as follows:

- To enhance positive connections between JCUPD and the campus community
- To improve efficiency and service in parking operations
- To create staff training and development plan to strengthen skills and maintain retention
- To develop creative and sustainable approach to enhancing preparedness (planning/training/education) and response (capability/resources/partnerships) to crime and emergencies.

### TOP 5 REASONS FOR CALLS

2017-2018

Building Check/Unsecured Area	1982
Facility Admittance	1682
Maintenance Concern	641
Suspicious Behavior/Situation/Vehicle	455
Vehicle Assistance	259

# CENTER FOR CAREER SERVICES

## ENGAGEMENT WITH PROFESSIONAL DEVELOPMENT PROGRAMMING

During the 2017-18 school year, the Center for Career Services became very engaged in professional development programming initiatives to bring career preparation programs to students. Career Services provided significant support to the Boler College of Business in Fall 2017 to deliver the Boler Professional Development Program while providing assistance in Spring 2018 with further redesign and delivery during the semester. The Center for Career Services also launched a two year pilot with the College of Arts & Sciences to design and deliver the College of Arts and Sciences Professional Development Program.

- The Center for Career Services worked with 11 academic departments to deliver the College of Arts and Sciences Professional Development Program. This program resulted in a total of 790 student engagements of which 315 were unique.
- The Boler College of Business Professional Development Program resulted in a total of 1,982 engagements of which 1,052 were unique.
- A total of 127 classes/workshops were conducted for the Boler and College of Business and the College of Arts and Sciences professional development programs.
- Outside of the professional development programming, the office partnered with various departments and student organizations to conduct 20 additional workshops resulting in 1,264 engagements with 409 students.

## CAREER FAIRS

### Prepare Fair and University-wide Career Fair

- Prior to the 2018 Annual Career Fair, Career Services hosted the newly created Prepare Fair event. This event was designed to assist students in building the skills necessary to successfully navigate the University-wide Career Fair. This event was attended by 80 students. This effort resulted in significant increases in how the employers rated our students.
  - From the Employer Survey 93% of employers stated that our students had quality resumes (up 7%).
  - 98% of our employers stated students had effective communication skills (up 27%).

### Targeted Career Fairs

- Created and Implemented three new targeted career fairs
  - o The Post-Grad Volunteer & Non-Profit Fair
  - o Recruiting Russerts
  - o Counseling Practicum, Internship Networking Event
- The implementation of these targeted career fairs resulted in an increase of 255 students participating in career-related events.





## STREAMLINED STIPENDS AND SCHOLARSHIPS

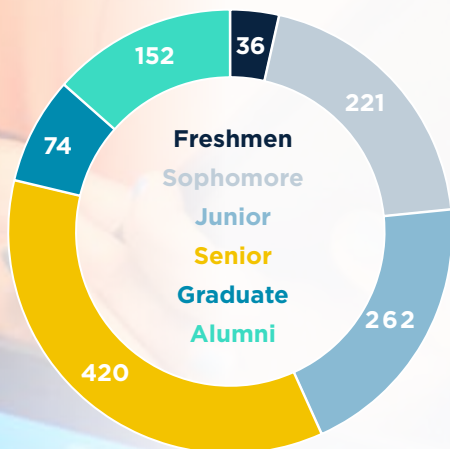
### The Belda Fund Summer Stipend

Career Services restructured this stipend to support students in low/no pay summer internships. This funding allowed them to do an internship they would otherwise be unable to do. Applications grew from 3 in 2016-2017 to 22 applicants in 2017-2018. There were 9 awards given with the average amount awarded being \$2,222.

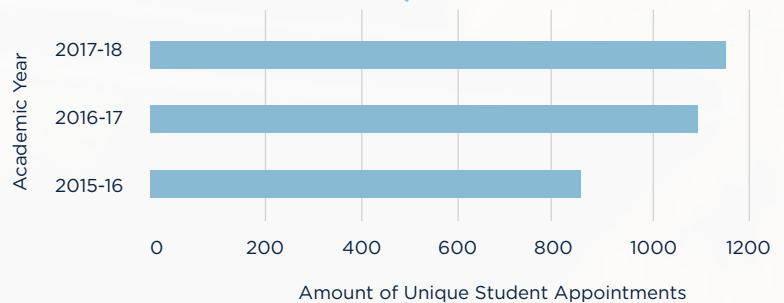
### Charles J. Stillwell Scholarship

This scholarship recognizes students for outstanding performance in an internship. Due to increased marketing of the scholarship, the number of applications grew 200% from 16 in spring 2017 to 48 in spring 2018. There were 2 students awarded \$3,500 each for winning this scholarship.

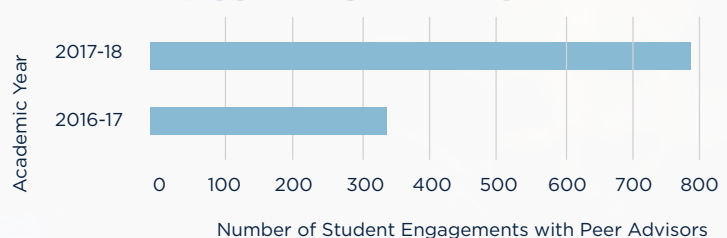
## BREAKDOWN OF APPOINTMENTS



## TOTAL NUMBER OF UNIQUE STUDENT APPOINTMENTS



## PEER ADVISOR APPOINTMENTS



# UNIVERSITY COUNSELING CENTER

## MEETING STUDENTS' NEEDS THROUGH PROACTIVE PROGRAMMING AND OUTREACH

- In collaboration with the Center for Diversity and Inclusion (CSDI), continued the “Let’s Talk” weekly drop-in consultation program. This program:
  - Created an opportunity for students who may be hesitant about counseling to speak with a counselor without needing a formal appointment.
  - Increased visibility of UCC services to historically under-represented groups on campus.
  - Brought in 25 unique students (up 178%) who participated in 28 attended appointments (up 115%)
- Collaborated with Global Education to host monthly International Tea House socials

## COMMITTED TO CONTINUING EDUCATION AND TRAINING FOR STUDENTS AND FACULTY/STAFF

- Facilitated 65 outreach programs this year (up 51%) with the assistance of the Graduate Assistant and doctoral/master’s level trainees.
- These educational programs ranged from Body Beautiful events to Mental Health First Aid Training to presentations outlining mental health topics to classes and student organizations.
- 201 student leaders, staff and faculty members completed the Kognito on-line interactive gatekeeper training

## WHAT STUDENTS SAY

The following survey results are based on a University Counseling Center End-of-Year Survey which yielded 110 respondents.

### Percentage of respondents who agreed/strongly agreed:

96% - “The UCC helped me stay/adjust to JCU”

96% - “The UCC had a positive impact on my school or work performance.”

97% - “The UCC is a necessary part of the University”

97% - “I would refer my friends to the UCC.”

Over 42% of students completing the survey rated themselves as a 5 (highest level of distress) pre-counseling, and that number of students decreased to 2% post-counseling.

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### Student Perspectives



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**“Counseling Center helped me learn that it is okay to ask for help and that everyone is going through something. Many more people go to the Counseling Center than I would have thought. I didn’t know how much I needed counseling until I went, and it changed my life for the better.”**

— Anonymous student

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**“Counseling Center helped me learn that there are people out there just like me and that sometimes all you need is to feel heard.”**

— Anonymous student

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**“Counseling taught me self-acceptance.”**

— Anonymous student



# By *the* Numbers

The University Counseling Center (UCC) saw record utilization numbers this year:

**348** unique students used counseling services  
(last year 298, 17% increase)

There were a total of **1,789** appointments  
(last year 1,620, 10% increase)

**67** unique students used psychiatry services last year  
(last year 56, 20% increase)

There were a total of **219** attended psychiatry appointments  
(last year 213, 3% increase)

- Using the UCC's electronic medical records system, the UCC launched a new text messaging reminder system for appointments. As a result of this new system, the no-show rate for appointments dropped from 10.2% last year to 7.6% this year.

- Top Five Presenting Concerns

- 1: Anxiety/stress
- 2: Depression
- 3: Relationship issues
- 4: Self-Esteem
- 5: Loneliness/Isolation

Also notable concerns: academic performance, panic attacks, sleep issues, anger/irritability, body image/eating concerns, major/career

#### STATISTICS THAT MATTER

- Same Day Crisis/Emergency Appointments - 67 (up 18%)
- After Hours On-Call Phone Calls - 18 (up 157%)
- Consultations with Faculty, Staff, Families - 122
- Drop-in Meditation groups - 28

## UTILIZATION NUMBERS

**Freshman**  
**24.8%**

**Sophomore**  
**22.1%**

**Junior**  
**25.1%**

**Senior**  
**21.8%**

**Graduate**  
**5.0%**

# DEPARTMENT OF RECREATION

## HIGHLIGHTS

### Club Sports Success

- Nine club sports teams engaged 268 student athletes.
- Leadership boards received extensive monthly training focused on budgeting, leadership, marketing, recruitment, injury prevention, risk management and community service.
- Hockey team repeated as the College Hockey Mid-America Champions.
- Men's Rugby claimed the Challenge Cup Midwest Championship and finished second in the National Small College Rugby Organization Championship.
- Men's and Women's Volleyball teams participated in the National Collegiate Volleyball Federation Tournaments with the men finishing 21st in DIIAAA and the Women 17th in the country in DII club volleyball.
- Club sailing had a resurgence in membership in their second year back as a recognized sport.

### Intramural Engagement

- Nearly 950 students participated in at least one intramural sport with an overall participation of 2017 students throughout the year.
- Increased marketing for the Class of 2021 resulted in an 18% increase (53 additional students) in first year student participation in 2017-18.
- First year female participation rose 35% in Intramural play as compared to 2016-17.

### Student Building Supervisor/Student Staff Training

- Leadership development for 11 Student Building Supervisors was critical to managing operations of the Rec Plex facilities (Corbo Room, Intramural Gym, Pool and Racquetball Courts).
- Student staff training focused on risk management, conflict management, safety/security, internal operations, emergency preparedness, advanced water safety, vocational calling, career development and team building.



### RecPlex Usage

- Average daily usage of Corbo Room was 424 visitors per day with a high of over 600 visitors per day during the winter months.
- With 15 classes per week/per semester, the average weekly participation in Group Fitness classes was 223.

### Outcomes

- 92% of Club Sport Leadership Board members indicated that they are "highly satisfied" with their leadership development in areas of communication and organizational skills.
- 88 % indicated that their involvement in Club Sports leadership enhanced their affinity to JCU and desire to participate in organizations outside of Club Sports.



### Student Perspectives

*"I have grown exponentially in my two years working in the Department of Recreation by becoming a more patient and caring person and by gaining critical thinking skills in order to think outside the box to solve problems. Through intramurals, I have found myself encouraging more and more people to be active and join our various leagues. The health and wellness of those around me is very satisfying and gives me the drive to do more for my community. The leadership skills I have gained I plan to take with me into my personal life and my career. Everyone who works for the Department of Recreation has something to bring to the table and can find something to take away as well. While the Department of Recreation is about fun and games, it is so much more than just that. "*

*- Allison Kwan, Class of 2020*

*"I started out as a simple Rec Desk employee and worked my way up to a Building Supervisor position. I love interacting with students/faculty and spending my day welcoming people to John Carroll's campus. Throughout my four years, I have met more people and made more friends at the Rec Desk than any other job or activity in which I have been involved. As a supervisor, Courtney Farver is a role model who has personally helped me through many difficulties the last four years. She not only deeply cares for her employees but she goes to extreme measures to make sure they are the greatest versions of themselves that they can be. "*

*- Hannah Mizener, Class of 2020*



# CENTER FOR STUDENT DIVERSITY AND INCLUSION

## By the Numbers

- Nine (9) interns delivered cultural student programming and peer services this school year—one (1) high school intern, seven (7) undergraduate interns, and one (1) graduate intern.
- Interns completed 1,375 hours of work, earning each of them 1-3 academic credits.
- Peer Mentors provided 386 hours of mentoring to first-year students in the Match, Empower, Learn, Teach (MELT) Peer Mentoring Programing.
- \$2,000 was awarded to an intern in the fall as part of the Lavelle Internship Scholarship for Non-Profit Organizations.
- 93 unique programs were offered in the 2017-18 school year.
- 3,384 students, staff, and faculty participated in CSDI programming.
- 26 Community Development Activities were offered by cultural student organizations.

## HIGHLIGHTS

- In April 2018, the department sponsored the film screening of *Risking Light* at the 42nd Cleveland International Film Festival (CIFF) this April 2018. The film aligned with the department's mission and vision by exploring the process of forgiveness and the complexity of what happens when people are wronged at the personal, social, and/or systemic levels.
- Department funded 26 Community Development Activities carried out by the eight (8) cultural student organizations.
- The MELT peer mentoring program paired 32 new students with 33 returning student mentors. The goal of the mentoring program is to support first year students' academic, emotional, and social adjustment, and personal development.
- In collaboration with University Advancement, the Center offered five opportunities for alumni engagement with current students.



## Student Perspectives



“Working for CSDI has been the best part of my final semester at JCU. The office is so welcoming and I instantly felt like a part of the team. The office is very student-centered, which can be felt in every aspect of the work that they do. Every team member is committed to the growth and success of the students that they interact with and I truly felt that throughout my internship experience.”

- Mareike Amann, Class of 2018

“As a first generation college student, I wasn't sure of many norms, practices, and traditions that exist at John Carroll and in American universities. I have struggled at many points in my career with sometimes just not knowing something. The CSDI Director has helped me navigate college, mindful leadership, balancing academics and extracurricular, and self-care. As I looked into graduate school, the director informed me of what to expect. This was all new information that I couldn't find online. He has pushed me to do more than I could have ever imagined. I ran for Student Union after he asked me what I was going to do with my frustration at the discrimination happening around me.”

- Amy Kato, Class of 2018

# DEAN OF STUDENTS

## HIGHLIGHTS

- Developed a mission statement for the student conduct process, through the utilization of the Council on the Advancement of Standards guidelines.
- Assessed the conduct hearing process via the reflection paper sanctions. Results indicated that not only are students feeling heard in their conduct hearings, but they are also demonstrating progress toward realizing the learning outcomes of the conduct process.
- Engaged fraternity and sorority communities in a review of their standards practices and ways in which the Dean of Students office may be a collaborator in their projects and processes.
- Improved efficiency of the student conduct process through a decrease in the overall time from the date of incident to date of resolution.
- Assessments of students conducted after meeting with a hearing office indicated that 93% of students participating in the conduct process indicated progress in meeting specified learning outcomes.

## ENHANCING THE STUDENT EXPERIENCE

- Jamie Linn was hired in January 2017 as the Coordinator for Student Wellness.
- Rev. Bernie McAniff, S.J. researched sports chaplaincy programs to provide recommendations for implementing a program at John Carroll. He met with 16 varsity head coaches to offer ways that he can support their teams.

During the 2017-2018 academic year, Rev. Bernie McAniff, S.J., Assistant Dean of Students, provided pastoral care to students for a variety of issues:

1. Transitions – graduating/transferring – 17
2. Grief support/ student death aftermath - 16
3. Homesickness Adjustment - 13
4. Sacramental Prep (including marriage) – 11
5. Mental or Physical Health/Injury for students/family members - 10

## By the Numbers

201 conduct incidents involving 283 students (187 males/96 females) were addressed through the student conduct process. Primary violation categories included:

**DRUGS (other than alcohol) - 59** (last year - 71)

**ALCOHOL - 181** (last year - 169)

**VANDALISM/PROPERTY DAMAGE - 7** (last year - 9)

During the 2017-18 academic year, 104 students were sent the Student Conduct Hearing survey and 41 students responded for a 39% response rate. The purpose of the survey was to ask students for feedback about their experience going through the conduct process, and in doing so, the survey results provided the Dean of Students office with data on how goals are being met.

### HIGHLIGHTS FROM THE SURVEY:

On a five point scale (5 = strongly agree):

**4.49** — My hearing officer or panel gave me an opportunity to review my rights

**4.20** — My hearing officer or panel actively listened to me

**4.17** — As a result of participating in the student conduct process, I have reflected on my decision making/choices

**4.15** — Whether or not I was satisfied with the outcome of the hearing, I understand why I was found ‘responsible’ or ‘not responsible’ for the policy violations

**4.0** — My hearing officer or panel treated my fairly

### Student Perspective



*“The staff at the Dean of Students office have had such a positive impact on my overall experience here at JCU. They make every student feel comfortable and let their opinions and comments be heard. They are not ‘my way or the highway’ type of people. They are always there to lend an ear and to listen to any student (and at times, parents) that come in with concerns. They will stop whatever it is they are doing and will help that individual out. And if they do not know the answer they will work to find it for you. I have enjoyed my time working in this office these past four years.”*

*- Toren Bakula Class of 2018*

# HEALTH PROMOTION AND WELLNESS

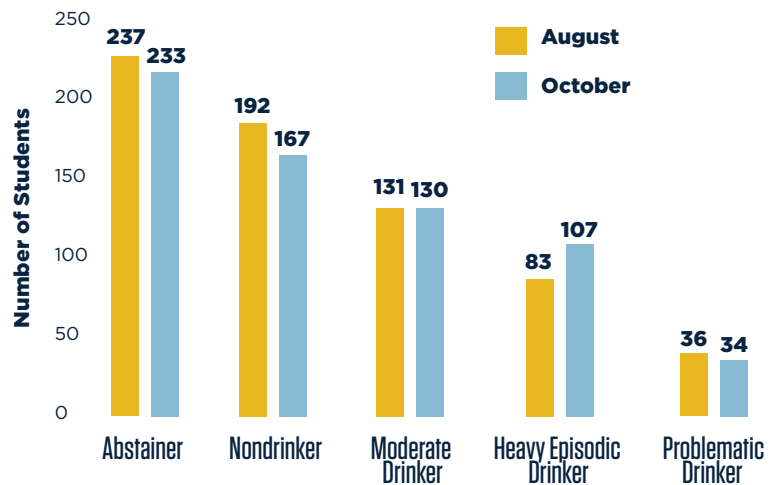
## HIGHLIGHTS

- New Coordinator of Student Wellness hired in January to re-envision the work of the Office of Health Promotion and Wellness.
- New model of peer education and advocacy created and 15 Peer Health Advocates (PHA's) were hired in the first cohort
- PHA's will be trained to deliver programs concentrating on three areas of wellness: physical, behavioral and relational to be presented in the library "Wellness in the Stacks", residence hall or student organization meetings.
- Co-sponsored 26 Wellness programs with a variety of offices, with over 1000 student participants
- JCU collaborated with Wake Forrest University to administer the Wellbeing Assessment regarding issues of belonging, academic engagement, happiness, mental health, substance use and health behaviors. Results will be used to inform program priorities in the future.

## ALCOHOLEDU SURVEY RESULTS

All first year students complete an online alcohol/drug education program prior to Streak Week in August and again 6 weeks into the semester in October.

Results of the pre-post surveys indicate five main categories of drinkers as indicated in the chart below



- Results indicate that 55% of students drink the same amount in October as pre-college, while 24% drank more, and 19% actually decreased their alcohol consumption after coming to college.
- Priority will be placed on maintaining the number of abstainers/non-drinkers while reducing the movement toward heavy episodic drinking.

## By the Numbers

### WELLNESS PROGRAMS AND SERVICES

Small group meetings  
**116 students**

50 programs on various topics  
**1121 student attendees**

Wellness information sessions  
**76 students**

Conduct follow-up sessions  
**41 students**

Health assessments  
**25 students**

### Student Perspective



*“The Office of Health Promotion and Wellness positively changed and strengthened the Peer Health Advocate position, which I know will allow me to share my passion for health topics affecting college students while honing my skills of event organization and public speaking. The staff in the office have encouraged me to actually practice the self-care that I, in my role as a Peer Health Advocate, will promote to peers. The newly created paid PHA position has clear expectations and responsibilities and will be a great leadership-building position. In terms of my intended future career in occupational therapy, working as a PHA will teach me to be a more empathetic, effective educator, skills I will rely on heavily throughout my career.”*

- Elissa Filozof, Class of 2019

# FRATERNITY + SORORITY LIFE

## TRAINING AND PROGRAMMING SUCCESSES

- In collaboration with several inter/national fraternity headquarters' staff, an all-day leadership summit was offered to address critical issues that the fraternity community has been struggling with for a number of years. 40 fraternity leaders participated in the summit along with JCU staff and staff representatives from 5 inter/national organizations
- 140 new fraternity and sorority members participated in Greek F.I.R.E. (First-year Initiates Reaching Excellence). The program focused on education, resources, and expectations for new members joining the JCU fraternity and sorority community.
- Additional training and development programs focused on Officer Transition, Planning Events with Alcohol, Risk Management for Social Chairs and Panhellenic Delegate training,
- The Annual Greek Week was a success. During the course of the week over 1,300 students and friends of Greek organizations participated in or attended events, with the ever popular Lip Sync program welcoming 570 non-fraternity and sorority students and guests to cheer on the 430 participants.

## Student Perspectives



*“The amazing thing with Greek Life is that it’s so versatile in terms of the experience you have. It truly is what you want to make of it. For me, I’ve experienced so much growth in leadership, career readiness, and personal development. I’ve met so many brothers on the national level that have helped me find what I value and who I am. They’ve also become life-long friends which is amazing and such a valuable aspect of national fraternities/sororities. I’ve connected with alumni that have given me amazing career advice, along with just good old life lessons.”*

- Steve Nikolakis, Class of 2019

*“It has been an incredibly rewarding experience for me in Greek Life and I owe it all to the department and the staff of Fraternity and Sorority Life. I’ve learned authenticity and how to be a real person when communicating with people. I’ve also learned valuable communication and personable skills from the staff and being able to work in groups. With all of this being said, I value leadership as the most incredible skill that I’ve had the opportunity of developing.”*

- Brittany Cole, Class of 2019

## ASSESSMENT EFFORTS

- FSL assessment efforts were enhanced significantly during the 2017-18 academic year in order to guide ongoing work with students especially in regards to marketing and public relations, programming, leadership development, and officer training and transition. Assessments were conducted regarding the following: Sorority and Fraternity Recruitment, Overall Greek Experience, and Survey of Perception of Greek Life by unaffiliated students and faculty/staff.

## ACADEMIC ACHIEVEMENT

Student participating in Fraternities and Sororities continue to succeed academically:

	All Greek GPA	All Campus GPA
Fall 2017	3.26	3.07
Spring 2018	3.27	3.16

For the Spring 2018 Semester, 191 FSL members (44%) made the Dean’s List and 22 (5%) had 4.0 GPA’s

## BY THE NUMBERS

### Membership

Fall 2017	484 (144 Men, 340 women)
Spring 2018	429 (121 Men, 308 women)



# GREEK EXPERIENCE SURVEY

The 2018 Greek Experience Survey was completed by 176 fraternity and sorority members (56% response rate).

Results indicate:

- 75.2%** *are satisfied or very satisfied with their Greek Life experience at John Carroll.*
- 83.3%** *agree or strongly agree that FSL experiences helped them to develop leadership skills and abilities that will serve them well past college*
- 91.6%** *are involved in another campus organization outside of their fraternity/sorority.*
- 74.8%** *indicate that their membership in Greek organizations helped them to improve time management with extracurricular activities.*
- 76.7%** *indicate that membership enhanced their ability to work cooperatively with others whose beliefs differ a great deal or very much*
- 76%** *indicate that membership enhanced their conflict resolution skills a great deal or very much*
- 71.8%** *assert that membership enhanced their oral communication skills*
- 80%** *report that the fraternity/sorority community's greatest strength is the opportunity to build lifelong friendships.*



# INTERCOLLEGIATE ATHLETICS

## COMPETITIVE EXCELLENCE

- Fourth consecutive Ohio Athletic Conference Men's All-Sports Trophy
- Ten OAC Championships including:
  - o Men's basketball (regular season & tournament)
  - o Men's swimming & diving (tournament)
  - o Men's tennis (regular season & tournament)
  - o Men's lacrosse (regular season & tournament)
  - o Women's swimming and diving (tournament)
  - o Women's tennis (regular season & tournament)
- **NCAA Qualifiers**
  - o In addition to the OAC Championship teams in men's basketball, lacrosse, soccer and tennis and the women's tennis teams; individual members of the following teams qualified for NCAA Championships:
    - Wrestling
    - Men's and Women's Outdoor Track & Field
    - Men's Indoor Track and Field
    - Men's and Women's Cross Country
    - Men's and Women's Swimming & Diving
- **All-Americans**
  - o Mason McKenrick – 2017 American Football Coach Association DIII Coaches' All-American Team
  - o Jesse Marinaro – D3Soccer.com First Team All-America and United Soccer Coaches All-American
  - o Hayden Snow 2018 NCAA DIII Indoor Track & Field, Outdoor Track & Field All-American (Long Jump)
- o Ryan McClelland – NCAA Men's DIII Diving All-American for 1-meter and 3-meter board
- o Gwyn Ledrick – NCAA Women's DIII Swimming Honorable Mention All-American
- o Lauren O'Malley – Intercollegiate Tennis Association All-American
- o Nick Colby – 2018 NCAA Men's DIII Outdoor Track & Field All-American (Discus)
- o Devin Ward, Cole Weirich, Austin McIlvane and Hayden Snow – NCAA Men's DIII Outdoor Track and Field All-Americans (4 X100 relay)
- 142 student athletes were named to All-OAC first, second, or honorable mention teams
- 94 student athletes earned Academic All-OAC recognition with GPA's over 3.5

## COACHING HONORS

- Pete Moran – OAC Conference Men's Basketball Coach of the Year in his first year as head coach
- Kyle Basista and his coaching staff – OAC Men's Indoor Track and Field Coaching Staff of the Year
- Mark Fino and Lewis Fellingner and their coaching staff – OAC Women's Swimming and Diving Coaching Staff of the Year
- Shaun Keenan – OAC Men's Tennis Coach of the Year (4th consecutive) and OAC Women's Coach of the Year
- Jake Alexander – U.S. Track & Field and Cross Country Coaches Association (USTFCCCA) Men's Track and Field Assistant Coach of the Year for the Great Lakes Region





## STUDENT ATHLETE ENGAGEMENT AND DEVELOPMENT

Total student athlete participants - across all sports



742

Total number of student athletes competing in 2 or more sports



105

Total number of unduplicated individual athletes



670

- Athletic Training Staff provided a total of 3,336 treatments to students athletes
- A new drug testing program was instituted during the 2017-18 academic year
- Overall Athletics exceeded recruitment goals by 23% with 285 first year student deposits as of May 15, 2018. This represents 33.4% of the entering class of 850. The yield for accepted student athletes who deposited was 41.7%, exceeding the overall university yield (accepted to deposited) of 25.6%
- Continued growth in community service engagement was evidenced again this year. Two teams were recognized for the quality of service and number of athletes involved in community service: Women's soccer and softball.

### Student Perspective



*“As I reflect on my time at John Carroll, I have found that being a member of the swim team has had a major impact on my experiences and opportunities over the last four years. A big part of my experience has been learning the true meaning of being on a team-- no matter if you are on the scoring roster or the travel team. What you do in the pool every single day helps push your teammates just a little bit further. It is about being selfless. Being a part of something bigger. Being a part of John Carroll. Being men and women for others. Swimming taught me so much about myself. I learned new skills and discovered some I never knew I had including time management, leadership, growth, respect, integrity, teamwork, courage, and resilience. Swimming has changed me and the way I think about life, taught me how to put another perspective on things and be open-minded. I honestly cannot imagine what my time at John Carroll would have been like had I not be a member of the swim team.”*

*-Emma Connell, Class of 2018*

### NEW STAFF

- Two new Assistant Directors for athletics, Russell Houser and Dana Funyak, were hired to replace long-time Associate and Assistant Directors.
- A national search for a new Senior Director of Athletics and Recreation resulted in the hiring of Michelle Morgan, Associate Athletic Director at the University of St. Thomas in St. Paul, Minnesota. Michelle replaces Laurie Massa who retired after 14 years as Senior Director.

# LITURGICAL MUSIC and MUSICAL ARTS

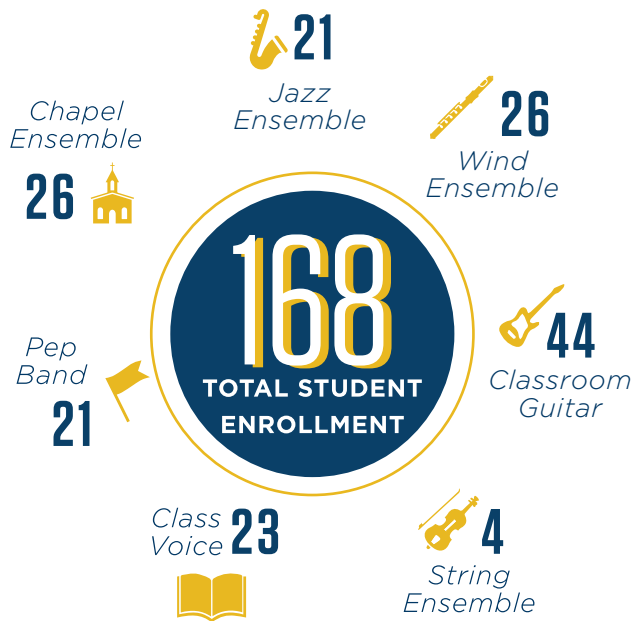
## COLLABORATIONS WITH ACADEMIC DEPARTMENTS RESULTED IN SEVERAL SPECIAL EVENTS INCLUDING THE FOLLOWING:

- *How Music Empowers Social Justice* featured lecturer and musical artist Jennifer Heemstra, whose work in Kolkata, India combined classical music concerts with healthcare for marginalized women and children. Gender, Sexuality and Women's Studies, History and the Center for Student Diversity and Inclusion worked with Musical Arts to coordinate this initiative.
- Arts@Night was a collaborative endeavor with the Office of Academic Affairs and the Department of English during the Celebration of Scholarship and featured musical and spoken word performances by students as well as the Wind and Jazz Ensemble.
- LMMA sponsored *Leonard Bernstein: A Centennial Celebration*, presented by the Cleveland Chamber Collective as a free and open to the public concert in St. Francis Chapel.

## PROGRAMS AND OUTREACH

- Opportunities for instrumental and vocal music engagement expanded with growth in music classes and performances including the Broadway Music Class, Wind and Jazz Ensembles and the spring Easter concert featuring a select student vocal quartet.
- The new director of the JCU Jazz Ensemble, Johnny Cochran, Jr. has re-energized the group, which now includes 21 students and offered six concerts during the year.
- Dr. Cynthia Caporella served as the musical director for the successful fall semester musical *Cabaret*, which featured many students involved in vocal and instrumental performing groups and classes.

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



## Student Perspectives



*“While I did not come to John Carroll specifically for music, I would have never chosen John Carroll if we did not have a Music Department. This Department and all the musical groups we have on campus made my time at John Carroll. I Participate in Pep Band, Jazz Band and Wind Ensemble and I do not think that my college experience would have been whole without it. Through the Music Department, I was able to develop leadership skills as president of the Pep Band...I learned how to be the head of a student organization and put the needs of the group as a whole over my own. While it is my education at John Carroll that developed my intellect (and was the reason why I came to this school) I think that the Music Department had a huge impact on the person I am today. ”*  
 - Jacob Dzierwa, Class of 2018

- Venues for concerts were expanded this year to include the Marinello Theatre for instrumental and Broadway class performance.
- Two new Fine Arts music classes were offered – American Song; Broadway and Class Piano. Registration for Class Piano was full and will continue in most semesters going forward.

# STUDENT HEALTH and WELLNESS CENTER

## BY THE NUMBERS

Total Client Visits

2932

Unique Clients

990

Female 63%

Male 37%

Students of Color 11.5%

First Year 26.5%

Sophomore 26.6%

Juniors 18.7%

Seniors 26.2%

Graduate Students,  
Faculty and Staff 2%

TOP REASONS FOR VISITS

Weekly Chair Massages

852

Physician Visits

539

Transports to Health  
Appointments

232

Flu Injections

240

Lab Tests

179

STD/HIV Clinic

115

TB Tests

97

Referrals to area  
health clinics

97

## HIGHLIGHTS

- Implemented a true online student health form in collaboration with Mediat, the center's electronic medical record (EMR) system, and Information Technology. The portal went live to entering first year students on May 1, 2018.
- Established a Women's Wellness Clinic in partnership with the Cuyahoga County Board of Health to offer monthly clinics beginning in March 2018. Twenty-six (26) female students utilized the March and April clinics.
- Developed a NARCAN protocol for the campus as a collaboration with Risk Management and JCUPD to help prevent opioid overdose. A supply of NARCAN was provided through a grant from the Association of Independent Colleges and Universities of Ohio. JCUPD, EMS and the Health and Wellness Center have NARCAN dosages available on campus.
- Chair massages continue to be well received with over 850 massages offered during the academic year.

## TOP FIVE MONTHS FOR VISITS:

September (475)

April (334)

February (330)

October (327)

November (305)

## Student Perspective



*“The Student Health and Wellness Center offers a very a very positive working environment. The nurses there have become like mentors. The Center became a community for me throughout the last two years, and has had a positive impact on my time here. I certainly learned a lot more about health care, which will be helpful for me as I enter the non-school portion of my life. The Center's staff also really listened to me as I was trying to decide what to do with my life after graduation, and helped me to come to a decision between programs. They helped me come to a better understanding of myself and also allowed me to learn to build community in a workplace.”*

- Rebecca Ries-Roncalli, Class of 2018

# VIOLENCE PREVENTION + ACTION CENTER

## ENHANCED PROGRAMMING ON VIOLENCE PREVENTION/REPORTING

- Sponsored 113 programs/events with a total of 5,300 participants.
- In collaboration with Student Health and Wellness and Athletics, VPAC developed presentations designed to educate and build skills to prevent hazing and sexual violence.
- Coordinated and implemented 31 in-person bystander intervention trainings to rising sophomores who will be living on campus next year. This program provided students with knowledge and skills to intervene and prevent interpersonal personal violence.
- Worked with Title IX Office to ensure that Campus Ministry staff received training and resources on how to respond to students who disclose incidents and reporting obligations.
- Created a student employee training video on how to respond to disclosures of interpersonal violence. Thirteen departments utilized the training video with over 100 student employees.
- Provided training to the academic coaches working with students who disclose incidents.

## NCAA ATHLETIC BYSTANDER INTERVENTION PROGRAMMING 2017- 2018

This programming was provided to all NCAA student athletes at John Carroll University.

Evaluation results of the NCAA Athletic Bystander Intervention Programming attendees:

- 604 attendees with a 94% survey return rate (566)
- 99.8% of respondents agreed/strongly agreed that they could define consent
- 99.82% of respondents agreed/strongly agreed that they could recognize the importance of obtaining consent
- 99.82% of respondents agreed/strongly agreed that they were willing to intervene if they saw a peer who potentially needs help.
- 98.4% of respondents were willing to prevent hazing from occurring on their team.

## FRATERNITY/SORORITY LIFE (FSL) VIOLENCE PREVENTION AND ACTION PROGRAMMING 2017-2018

FSL First-Year Initiates Reaching Excellence (F.I.R.E. Program) was conducted for all new FSL members:

100 attendees

92 respondents to the survey reporting on the following:

**97.83%** strongly/somewhat agreed that they were willing to intervene if they noticed a student in danger.

**97.83%** strongly/somewhat agreed that they can name some warning signs that would indicate a potential need for intervention

## FSL SEXUAL VIOLENCE PREVENTION, MAKING A DIFFERENCE 2017-2018 PROGRAMMING

130 attendees including members of Delta Tau Delta, Kappa Alpha Theta and Kappa Kappa Gamma

124 respondents to the survey reported on the following:

**100%** of respondents strongly/somewhat agreed that they are willing to intervene if they noticed a student in danger

**98%** of respondents reported that they strongly/somewhat agreed that they have a better understanding of the resources available both on and off campus.

## SERVICE TO INDIVIDUAL STUDENTS AND STUDENT GROUPS

VPAC coordinator provided advocacy and secondary survivor services as well as class project and student organization support to 59 students (an increase of 31 over 2016-17)

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### *Student Perspective*



“The Violence Prevention and Action Center has become a place of growth and safety for me. I have been able to work with kind, open, and nonjudgmental people who want to make not only John Carroll, but also the world a healthier and less harmful place. VPAC has given me the opportunity to personally take part in this positive change for the well being of students who are affected by issues of domestic violence, sexual assault, and more.”

- Autumn Franz, Class of 2020

# OFFICE OF STUDENT ENGAGEMENT

## Enhanced Diversity, Equity and Inclusion Initiatives

- Collaboration with Center for Student Diversity and Inclusion, Student Union Executive Board and Senators, resulted in the establishment of a new Student Union Vice President for Diversity, Equity, and Inclusion position. Responsibilities include:
  - Leading diversity and inclusion training for Student Union
  - Serving on the University's Diversity Equity and Inclusion (DEI) committee
  - Maintaining relationships with campus DEI-related offices such as Title IX and the Student Accessibility Services.
  - Leading the Diversity and Inclusion Advocacy Committee for Student Union
- Diversity Planning Protocol and Inclusive Programming Guidelines were created to inform Student Union programming efforts. The Inclusive Programming Guidelines are a first among our Jesuit peer institutions and can serve as a model for others.

## New Streak Week Initiatives

- Implemented a new program "What If I'm Not Catholic?" which connected new students to Resident Ministers from different faith traditions to learn about spiritual programming on campus. The presentation included a segment on "Going to Mass 101" as well as information about how to connect with other students in their diverse faith traditions.
- Worked with the Center for Service and Social Action to implement the "Meet CLE" event as part of Living the Mission Day during Streak Week. First year student will visit various Cleveland neighborhoods to introduce them to different aspects of the Cleveland community and culture, including the Arts, Homelessness, Innovation, and Immigration.

## Leadership Initiatives Advance

- A record breaking 41 Leadership Scholars were welcomed to campus in the fall of 2017 resulting in a total of 107 Leadership Scholars during the 2017-18 year
- An Assistant Director for Signature Scholarship Programs was hired to provide additional outreach and programming to the Leadership and Arrupe Scholars and Honors Students.
- The Tier 1-4 Leadership Programs included 191 participants
- Collaboration with the Reid Chair of Management and ROTC resulted in the creation of the John Carroll Leadership Initiative that will coordinate the various touchpoints for leadership formation and education across the curriculum and co-curriculum
- Annual Leadership Recognition Ceremony included 38 leadership award nominees and 12 recipients; 38 students recognized for completion of all 4 Tiers of the Leadership program; and 12 students recognized for earning a Minor in Leadership.

## By the Numbers

### EVENTS AND PROGRAMMING SUCCESS

- There were a total of 9,922 attendees at the 92 Student Union Programming Board sponsored events during 2017-2018.
- The Student Union Programming Board implemented a new program in February called "Frozen Frenzy" that included a portable outdoor ice arena, music and food trucks. 500 students participated in this event on a cold winter night.
- Streak The Center and Bingo nights remain very popular with 300-700 participants at each event.
- There were a total of 1,294 attendees at 39 programs for commuter students

## Student Perspective



*"The department and the people there have had a tremendous impact on my JCU experience. I have had the pleasure of having people in the office advise me since I arrived to campus, specifically through Student Union, and the people there have always encouraged me to continue to get out of my shell and to constantly work to not only improve myself but to encourage those around me to also continue to improve."*

- Tori Williams, Class of 2018

# OFFICE OF RESIDENCE LIFE

## SUCCESSFUL LAUNCH OF RESIDENTIAL LIVING-LEARNING COMMUNITIES

- In collaboration with faculty and colleagues in Academic Affairs, Student Affairs, and the Library, two residential living-learning communities were initiated in Champion Hall.
- The STEM and the Honors, Arrupe, and Leadership Scholars communities provided opportunities for over 120 students (collectively) to live with students in similar majors and programs and to engage in their academic learning in the classroom and in their residence hall
- The students involved reported a strong connection to their communities both socially and academically and a strong satisfaction with the opportunity to live with like-minded students and the ability to find support and shared study within their residential area.

## TECHNOLOGY UPGRADES IMPROVED STUDENT EXPERIENCE AND ADMINISTRATIVE PROCESSES

- The residence hall wireless system was upgraded to increase speed and reliability.
- As the result of advocacy by Student Union, the installation of printers in each residence hall provided students with easier 24/7 access to printing.
- After an upgrade and move to a cloud-based system, Residence Life's housing database, the Housing Director, is providing a more intuitive experience for students and will continue to improve the efficiency and efficacy of integral housing processes.

## ENHANCED DUPLEX & HOUSE EXPERIENCE

- Because of consistently high occupancy levels and significant demand in the Residence Life-managed houses and duplexes near campus, upgrades were made including the addition of air conditioning, new windows, flooring, and wireless thermostats.
- In the year end survey, over 80% of the responding students indicated they were satisfied with their experience living in the duplexes or houses.
- 63% of the responding students rated the overall value as positive when comparing cost to the quality of the duplex and house experience.

## By the Numbers

### RESIDENT STUDENT SATISFACTION SURVEY

Each year the students who live in the eight residence halls provide feedback at the end of the academic year. The 2017-2018 results indicate:

- 94%** were very satisfied or satisfied with the overall performance of their RA
- 91%** of students indicate that living on campus has contributed positively to their sense of the belonging at JCU
- 93%** of students indicate that living on campus has contributed positively to their overall learning
- 82%** of students are extremely satisfied or satisfied with their on campus living experience
- 89%** of students indicate that living on campus has positively contributed to their academic performance
- 90%** of students are willing to recommend living on campus to new students

## STEM SURVEY

At the end of the year, students who participated in the STEM Living-Learning Community (LLC) shared the following information about their experience:

### LLC SURVEY

- 94%** I feel comfortable approaching a faculty member of mine to discuss an academic matter.
- 94%** I feel comfortable approaching a staff member tied to the LLC to discuss an academic matter.
- 94%** I feel comfortable approaching an RA to discuss an academic matter.
- 100%** I feel comfortable approaching a fellow student to discuss an academic matter.
- 100%** At least one STEM faculty member of mine is approachable.
- 94%** At least one STEM faculty member of mine is accessible.
- 94%** I will graduate as a STEM major.

### Student Perspectives



*“It is hard to put into words the tremendous impact Residence Life has had on my transition to John Carroll. My first year as a Blue Streak may be coming to an end; however, the incredible memories created in Champion Hall during my first two semesters at JCU will be cherished for a lifetime. A lot of these memories can be accredited to the inclusive communities the Residence Life at John Carroll strives to foster amongst residents....The power of feeling believed in, empowered, and welcome is unexplainable; however, I can say that because I was part of such a community in Champion, I have found a second home and made lifelong friends.”*

- Maguire Tausch, Class of 2021

## DUPLEXES AND HOUSES SATISFACTION SURVEY

For the first time this year, a Student Satisfaction Survey was conducted in the JCU owned duplexes and houses that the Office of Residence Life oversees. There was a 45% response rate to a series of questions focusing on quality of facilities, satisfaction and impact.

### POSITIVE EFFECT:

- 67%** of residents responded that living in campus housing contributed positively to their academics

### NEIGHBORHOOD INTERACTIONS AND IMPACT

#### ROOMMATE AND NEIGHBOR INTERACTIONS:

- 63%** interacted with their house neighbors or duplex neighbors
- 52%** felt that living in campus housing enhanced their ability to meet other students
- 69%** felt that living in campus housing enhanced their ability to live cooperatively
- 69%** felt that living in campus housing enhanced their ability to solve conflict
- 62%** felt that living in campus housing enhanced their ability to improve interpersonal relationships

*“Without my experience in Residence Life, I do not believe I would have been involved and as happy as I am at JCU. As a student who lives nearby, I highly considered just commuting but decided to at least take the chance my freshman year and meet new people. I met some of my best friends, and living on campus allowed me the ability to be super involved. It made it easy and convenient to not only work diligently as a student, but afforded me the ability to stay on campus and make a difference. It has given me a community and understanding that we here at John Carroll are all working towards the same goal: to grow as students to become the best advocates and citizens for the change we want to see in this world through our everyday actions and encounters.”*

- Leanne Tang, Class of 2019





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