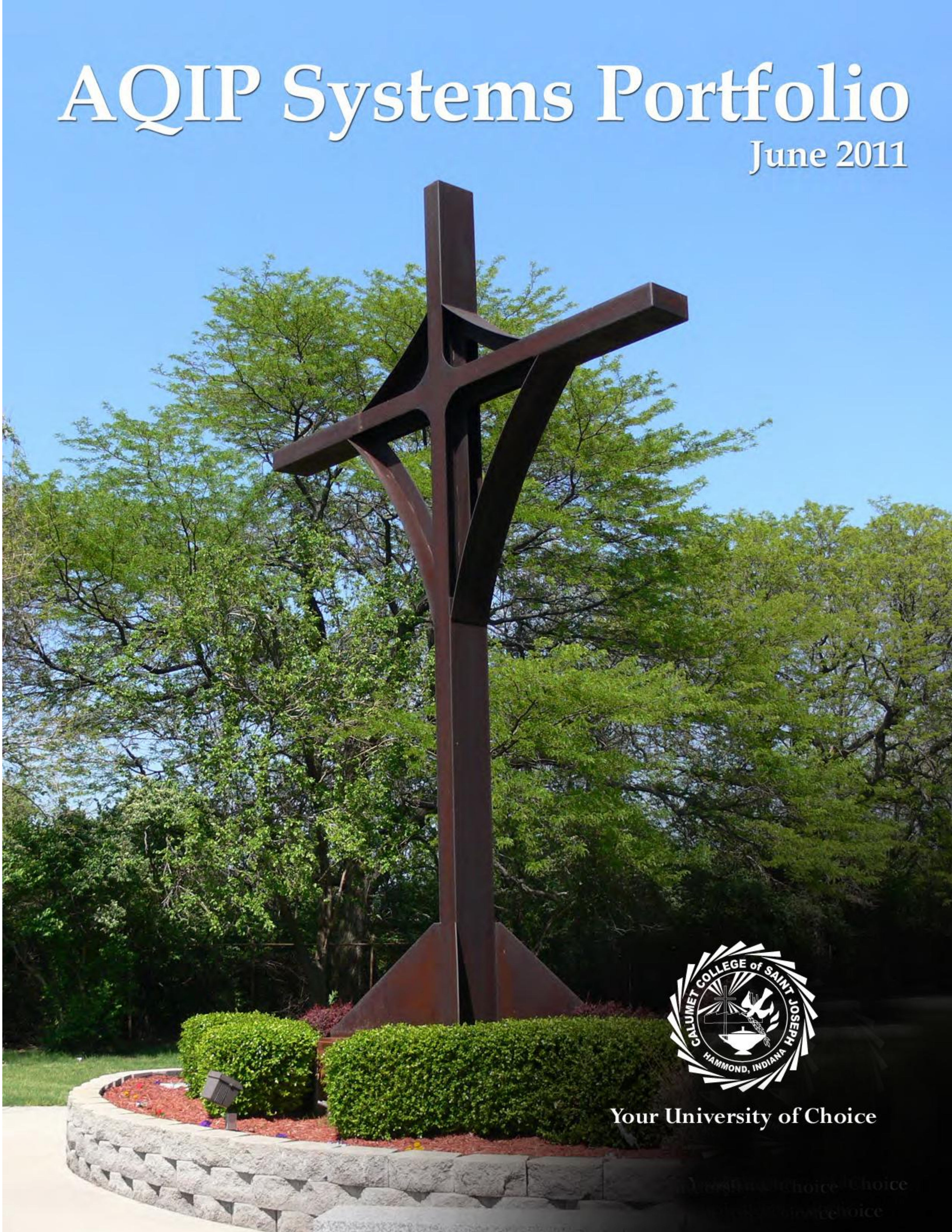
AQIP Systems Portfolio

June 2011



Calumet College of Saint Joseph
Hammond, Indiana

Your University of Choice

Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual, and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.PP.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

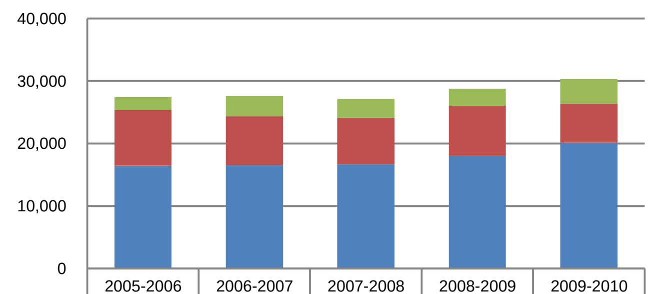
The College grew from humble origins. In 1951, St. Joseph's College in Rensselaer, Indiana opened the Calumet Center in Lake County. In 1960, Saint Joseph College's Board of Control authorized the Center to offer all courses leading to a select set of bachelor degrees. It was thus the first institution to offer baccalaureate degrees in Lake County. In 1973, the College was separated from Saint Joseph's College and established as an independent institution.

At its Hammond campus, the College serves a commuter population drawn largely, but not exclusively, from Northwest Indiana and Cook County, Illinois. Programs are offered at other locations in Indiana and Illinois as well.

1. What are your goals for student learning and shaping an academic climate? What are your key credit and non-credit instructional programs, and educational systems, services, and technologies that directly support them?

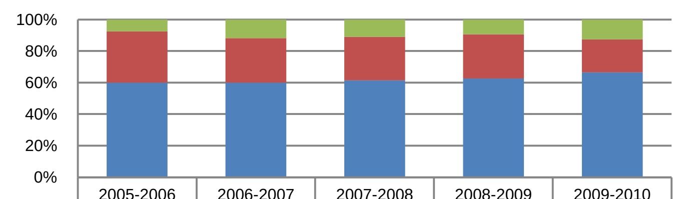
For various administrative purposes, the College organizes its academic programs by delivery model. Over the course of the last decade, enrollment in the College's traditional undergraduate programs has increased as a result of a strategic decision in 1999 to develop an intercollegiate sports program. These programs now account for approximately two-thirds of the College's total credit hour production. Our accelerated degree-completion programs have suffered a decline in credit hour production due to an increasingly competitive environment. A number of other institutions have introduced degree-completion programs of one kind or another in Northwest Indiana over the course of the last decade. Graduate programming has become an increasingly important part of the College's lineup of academic offerings and now accounts for more than 12 percent of our total credit hour production.

Credit Hour Production



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Graduate	2,098	3,267	2,970	2,722	3,858
Degree Completion	8,856	7,779	7,476	8,010	6,270
Traditional Undergraduate	16,463	16,550	16,651	18,031	20,152

Percentage Credit Hour Production



	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Graduate	7.7%	11.9%	11.0%	9.5%	12.7%
Degree Completion	32.3%	28.2%	27.6%	27.8%	20.7%
Traditional	60.0%	59.9%	61.4%	62.7%	66.6%

The College now offers 16 majors to traditional undergraduate students. As the charts on the following page show, our professional programs are among our most heavily subscribed.

Four majors are available as degree-completion programs: Organization Management; Computer Information Systems; Public Safety Management, which is targeted to police officers and other professionals who work in public safety fields; and the Humanities, a newly developed degree-completion program.

The College has five graduate programs as well. Our Law Enforcement Administration/Public Safety Administration Program was launched in 2000. Our Leadership in Teaching Program was created in 2005. Our Master of Science in Quality Assurance Program was unveiled in 2005. Our post-baccalaureate Transition-to-Teaching Certificate Program was converted to a Master of Arts in Teaching Program in 2009. Finally, a Master of Arts in Psychology Program was approved by the Higher Learning Commission in 2010.

The College substantially revised its undergraduate learning objectives during the 2007-2008 academic year. The model illustrated below was developed as a result. The College had long been committed to competency-based learning. Nevertheless, our faculty welcomed the opportunity to more clearly articulate our academic goals, recognized the need to focus more explicitly on certain foundational knowledge and skills, and formally acknowledged the contributions that co-curricular programs can make toward the achievement of learning objectives.

Our yearlong discussion drew on several conceptual and research-based foundations. The College's mission, our role as a Catholic institution of higher learning, and the expressed views of our founding religious order informed our articulation of four academic goals. Together, they focus on the need to develop "meaningful" personal lives and careers and challenge our graduates to make positive contributions to the communities in which they will live. Like our commitment to learning competencies, our renewed focus on a select set of foundational knowledge and skills drew on an established literature. A taxonomy developed by Benjamin Bloom

Full-time Undergraduates	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Accounting	15	23	23	28	18	21
Business Management	58	61	63	76	97	79
Criminal Justice	83	77	81	75	82	109
Elementary Education	110	103	100	90	112	82
General Studies	30	29	31	32	22	40
Human Services	26	15	11	16	17	21
Psychology	16	20	18	19	33	32

Part-time Undergraduates	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Business Management	30	29	19	19	23	20
Criminal Justice	30	26	23	24	22	24
Elementary Education	43	47	52	37	35	19
Healthcare Management	29	13	5	0	1	0
Law Enforcement/Public Safety Management	277	270	261	271	282	263
Organization Management	104	76	72	70	50	67

Undergraduate Learning Objectives

Learning Competencies:

Cognitive Domain
- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

Affective Domain
- Internalizing
- Organization
- Valuing
- Responding
- Receiving

Psychomotor Domain
- Origination
- Adaptation
- Complex Overt Response
- Mechanism Guided Response
- Readiness to Act
- Perception

Academic Goals:
- Our graduates are prepared for lifelong learning.
- Our graduates are prepared to enter engaging and meaningful careers or to pursue graduate studies.
- Our graduates are prepared to pursue fulfilling and meaningful personal lives.
- Our graduates are prepared to contribute in a positive way to the communities in which they live.

Knowledge and Skills Associated with Particular Academic Programs:

400 Level

- Accounting
- Business Management
- Communication
- Computer Information Systems
- Criminal Justice
- Elementary Education
- English and Professional Writing
- General Studies
- Human Services
- Humanities
- Journalism
- Management Information Systems
- Media and Fine Arts
- Organization Management
- Paralegal and Pre-law Studies
- Psychology
- Public Safety Management
- Religious Studies
- Religious Studies and Pastoral Care
- Social Sciences

Foundational Knowledge and Skills:

100 Level

- Reading
- Writing
- Critical Thinking
- Mathematics
- Science
- Technology

informed our understanding of learning competencies. Our deliberations pertaining to foundational knowledge and skills were research-based as well. In fact, all full-time faculty members were provided with copies of *How College Affects Students: A Third Decade of Research* (2005) for this purpose. Written by Ernest T. Pascrella and Patrick Terenzini, this comprehensive and well-respected text summarizes research pertaining to teaching and learning in post-secondary education from the 1990's. In the end, the several components of the Collegiate Assessment of Academic Proficiency (CAAP) examination, a standardized and nationally-normed instrument administered by ACT, provided a framework for our articulation of six foundational knowledge and skill sets.

As noted in section IP18, we struggle with our commitment to learning competencies. Their full incorporation into our curriculum remains an opportunity to be pursued. Our renewed focus on a select set of foundational knowledge and skill sets has been remarkably productive, however, and is embodied in our *Centering on Retention and Enrollment* or *CORE Initiative*, which is described in section 1I1.

Our graduate learning objectives are programmatically focused. Our Law Enforcement Administration Program was thus re-framed as a Public Safety Administration Program in 2004 based on an empirical and normative literature produced in the wake of attacks on the United States on September 11, 2001. The learning objectives associated with our Master of Science in Quality Assurance degree draw on the "quality body of knowledge" endorsed by the American Society for Quality. Our Transition-to-Teaching Program was re-crafted as a Master of Arts in Teaching Program using competencies promoted by the well-respected National Council for Accreditation of Teacher Education. Finally, our Master of Arts in Psychology Program draws explicitly on professional standards promoted by the American Psychological Association, the Council for Accreditation of Counseling and Related Educational Programs, the National Board for Certified Counselors, and the National Association of School Psychologists.

Our understanding of the College's strategic position explains why institutional learning objectives are employed in the case of our undergraduate programs, but not in the case of our several graduate programs. As noted in section 8P2, our undergraduate programs are mission and competitively focused in a way that our graduate programs are not. Our graduate programs are targeted to well-defined niches. Nevertheless, learning objectives associated with each of these programs draw on a relevant and respected body of knowledge or set of professional standards. Our last strategic plan called for the development of at least three graduate programs. We now have five. Our proposals to develop new graduate programs have been well received by the Higher Learning Commission. Indeed, we have been encouraged to apply for autonomy with respect to the approval of new graduate programs.

2. What key organizational services, other than instructional programs, do you provide for your students and other external stakeholders? What programs do you operate to achieve them?

In recent years, the College has developed a number of academic support programs designed to serve at-risk and underprepared students. Several of these programs were developed under the conceptual framework of our *CORE Initiative.* In fact, this effort is cited in several locations in this document. For reasons articulated in section 8P2, the *CORE Initiative* is deemed of strategic importance to the College.

Serving the College's traditional students is challenging. As noted above, a significant number of our students are drawn from among the poorest performing K-12 school systems in the state. A majority are first-generation college attendees. Many work and have family responsibilities. And these challenges have become more widespread and acute over time.

Given this, the faculty and key administrative staff members launched a comprehensive three-year initiative at the beginning of the 2006-2007 academic year. Our research-based *CORE Initiative* was designed to ensure that we leave no stone unturned in addressing the needs of our undergraduate students.

We were also motivated to pursue this effort by a renewed appreciation for the competitive environment in which the College finds itself. Our key competitors have raised their admission standards. We are better positioned as a result to serve as a four-year alternative to the state's community college system. Our mission, our competitors' strategic re-positioning, and our long and successful history of serving at-risk and underprepared students thus pointed to the same objective: the achievement of excellence in providing undergraduate educational programs for at-risk and academically underprepared students.

The *CORE Initiative* built on several proactive steps taken over the course of the preceding decade. A Tutoring Center opened in 2007. The PACE Program described in section 1P8 was launched in 2003 using a Lilly Endowment grant, and a "learning communities" pilot was initiated by faculty beginning in 2006.

The several components of the *CORE Initiative* were developed during the 2006-2007 academic year. In the following year, we vetted its several components through our faculty, administrative, and board decision-making processes. The initiative was then implemented during the 2008-2009 academic year. Its key elements include:

- The prescribed sequencing of our General Education curriculum to ensure that students are provided with opportunities early in their college careers to develop the foundational knowledge, skills, abilities, and personal dispositions they need to succeed;
- A for-credit, multi-day orientation course designed to engage students more quickly and better prepare them for success in the classroom;
- The adoption of linked courses delivered to cohorts of freshman assigned to learning communities;
- The administration of a comprehensive set of assessment tools in our orientation and General Education capstone courses (i.e., CAAP, BCSSE, CAPSOL, and FOCUS);
- The assignment of staff mentors who communicate regularly with students through their first semester or their entire freshman year, if needed; and
- The development of student portfolios, which include transcripts, early alerts, and assessment test scores.

This effort was organized around two AQIP action projects. One pertained to our undergraduate orientation program and a second to the "learning communities" component of our *CORE Initiative*.

None of these components is original *per se*. They are packaged, however, in a way that is quite innovative. The *CORE Initiative* fully reflects findings in the literature pertaining to at-risk and underprepared students. The strategies employed are consistent with our mission. They build on our strengths, and they are fully responsive to the competitive environment in which the College finds itself. Together, these several strategies provide for a freshman experience that is quite unique.

We have been greatly aided in this effort by a grant from the Lilly Endowment. The $375,000 received in support of the *CORE Initiative* has been used to hire faculty and support staff and to finance an expanded array of assessment activities.

Two additional organizational programs and services must be noted as well. The College launched an intercollegiate sports program in 1999. Some 219 student athletes are now enrolled and participate in 18 different sports programs. Our Athletics Program is addressed in section 2P1. Finally, the College has long espoused a commitment to social justice. Our efforts in this regard, both in the classroom and in the community, are described in section 2P1.

3. What are the short- and long-term requirements and expectations of the current student and other key stakeholder groups you serve? Who are your primary competitors in serving these groups?

Applicants who are clearly unprepared for college-level work are generally referred to IVY Tech State College, Indiana's community college system. In terms of our undergraduate programs, however, the College accepts the vast majority of applications it receives. Typically, no more than ten or so applications are rejected each year. Although this policy was recently revised as described in section 5I1, we intend to reject few applicants. This is consistent with our mission to serve an otherwise underserved urban population and a strategic focus that builds on the College's historic success in serving at-risk and underprepared students. As noted above, the College devotes considerable resources to academic remediation and early intervention.

A strategic and competitive analysis is provided in section 8P2. In short, our chief competitors in terms of our undergraduate programs are IVY Tech State College, which has four campuses in Northwest Indiana, Indiana University Northwest in Gary, and Purdue University Calumet in Hammond. To a lesser extent, we also compete with the City Colleges of Chicago. Although we are a private institution of higher learning, few of our undergraduate students are in a position to enroll at most other private colleges and universities. Few have the financial wherewithal to consider other institutions. Additionally, a considerable number of our undergraduates do not meet the rigorous entrance level requirements in place at many private institutions.

Our entry-level requirements for graduate students differ dramatically from our entry-level requirements for undergraduates. As noted in section 8P2, our development of graduate programs has been less mission-based than niche-focused. All applicants to our graduate programs require an undergraduate GPA of 3.0 or higher and a demonstrated record of professional accomplishment. Several of our graduate programs have additional requirements as well. For instance, applicants to our Master of Arts in Teaching Program must pass the Praxis I test, and applicants to our Master of Arts in Psychology Program are required to have passed an undergraduate course in research methods.

4. What are your administrative, faculty, and staff human resources? What key factors determine how you organize and use them?

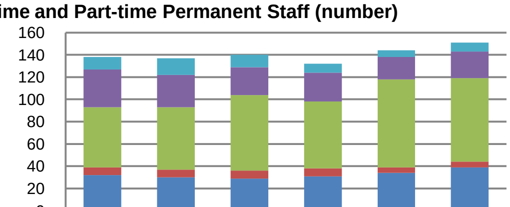
The College has a lean organizational structure. Until recently, our various departments and operations had been divided among four vice presidents. In this structure, the President retained direct line responsibility for all issues pertaining to facilities and grounds. As described in section 8I1, a reorganization plan was implemented in January 2011.

As is illustrated in the charts to the right, the College has migrated away from clerical positions in recent years to more highly-credentialed and highly-skilled professional positions with job descriptions that encompass duties previously performed by clerical employees. As noted above, two grants from the Lilly Endowment have enabled us to develop a broader range of professional services for at-risk students. Over time, both grants have accelerated this gradual but nonetheless intentional change.

Classes in our various academic programs are taught by a mix of full-time faculty members and adjunct instructors. Most of the courses in our degree-completion and graduate programs are designed to be taught by adjunct instructors for reasons detailed in section 4R3. In contrast, a significant percentage of courses in our General Education curriculum are taught by full-time faculty members. This division of labor is consistent with our mission.

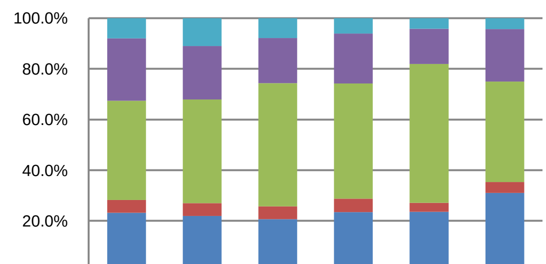
With respect to human resources management, our culture can best be described as *ad hoc* and opportunistic. Legacy divisions of labor were sometimes maintained long after the rationale that prompted them – organizational, financial, and sometimes personal – had passed. In order to achieve improved efficiencies and productivity and to underwrite the development of several much needed planning documents, a new organization structure was put in place in January 2011. See section 8I1.

Full-time and Part-time Permanent Staff (number)



	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Maintenance/Skilled Craft	11	15	11	8	6	8
Clerical and Secretarial	34	29	25	26	20	24
Professional Staff	54	56	68	60	79	75
Executive/Administrative	7	7	7	7	5	5
Instruction/Research/Service	32	30	29	31	34	39

Full-time and Part-time Permanent Staff (percent)



	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Maintenance/Skilled Craft	8.0%	10.9%	7.9%	6.1%	4.2%	4.3%
Clerical and Secretarial	24.6%	21.2%	17.9%	19.7%	13.9%	20.7%
Professional Staff	39.1%	40.9%	48.6%	45.5%	54.9%	39.7%
Executive/Administrative	5.1%	5.1%	5.0%	5.3%	3.5%	4.3%
Instruction/Research/Service	23.2%	21.9%	20.7%	23.5%	23.6%	31.0%

5. What strategies align your leadership, decision-making, and communication processes with your mission and values, the policies and requirements of your oversight entities, and your legal, ethical, and social responsibilities?

The College has a Corporate Board, which is chaired by the Provincial Director of the Cincinnati Province of the Missionaries of the Precious Blood (C.PP.S.), our sponsoring religious order. In keeping with canon law, certain rights and responsibilities are reserved to this body, including control of all property, changes in the College's mission, and the ratification of presidential selections.

The ongoing functioning of the College is governed by an independent Board of Trustees. Our Trustees convene as a body of the whole every other month. Six committees (i.e., Rules, Membership and Nominating; Academic Affairs; Audit, Finance and Administration; Fundraising and Development; Investments; and Student Affairs) meet frequently.

The Board of Trustees looks to the President and his administrative team to maintain operations and to develop strategic and tactical options for the Board's consideration. Key decisions (e.g., significant changes in the College's academic programs, tuition increases, changes in the College's investment strategy, the approval of annual budgets, the selection of auditors, and audit oversight, etc.) are subject to the Board of Trustees' review and approval. Our Board of Trustees is a highly engaged body. For instance, its Audit, Finance, and Administration Committee played a pivotal role in guiding the institution through the financial crisis described in section 6P2.

As detailed in our Faculty Handbook, the lead responsibility for developing, implementing, and assessing the College's academic programs is reserved to the Faculty Senate. All full-time and part-time permanent faculty members serve as members. The Senate meets monthly over the course of the academic year. Between meetings, the Senate's work is pursued by several committees. The Senate's responsibilities and prerogatives are taken very seriously by all faculty members. For instance, all aspects of our *CORE Initiative*, which is described at various points in this document, were vetted through the Faculty Senate. Similarly, recent changes in our General Education Program were vigorously debated in the Faculty Senate over the course of several meetings. Faculty members recognize their collective responsibility for our General Education Program, and this includes those who do not teach General Education courses. The Faculty Senate's role is highly respected by the College's administrative team and by the Board of Trustees as well.

Finally, it would be difficult to over-estimate the influence our founding religious order has on all critical aspects of leadership, decision-making, and communication at the College. The Missionaries of the Precious Blood only sponsor two institutions of higher learning: Calumet College of St. Joseph and Saint Joseph's College in Rensselear, Indiana. Most of the Cincinnati Province's priests and brothers serve in parishes or in other kinds of pastoral work. The Missionaries of the Precious Blood have a flexible mission that compels them to meet the Church's needs wherever they might be found. Indeed, Calumet College of St. Joseph is located in Lake County's urban core because the C.PP.S. recognized that academic needs were going unmet in Northwest Indiana and that this was having an adverse effect on the poor and disadvantaged in our community.

The Missionaries of the Precious Blood are especially dedicated to social justice, a commitment embraced by the College as well. In fact, two social justice themes are articulated in the Cincinnati's Province's mission statement. Members of the community serve God and the Church by:

- Promoting conversion and reconciliation; and
- Pursuing justice ever mindful of the poor and marginalized.

Five members of the C.PP.S. now serve the College in various capacities. Their ongoing presence is highly valued by the College community. Further, a member of the community serves as the College's minister. He also serves as a religious advisor to the president, and, in this capacity, attends all senior staff meetings. Additionally, the College's Board of Trustees includes five members of the C.PP.S., including the Cincinnati's Province's Provincial Director. Another member chairs the College's Social Justice Committee, an active body open to all members of the College family. The Social Justice Committee's responsibilities and activities are further described in section 2P1.

6. What strategies align your key administrative support goals with your mission and values? What services, facilities, and equipment do you provide to achieve them?

In the past, five-year strategic plans have been developed by senior staff at the direction of the Board of Trustees. The last strategic plan was approved by the Board in March 2005. Because a presidential search was undertaken in 2010, the development of a new strategic plan was postponed. Discussions pertaining to the College's strategic position significantly informed the search process, however.

Historically, tactical planning was pursued at the departmental level, and initiatives that spanned across the College's vice presidential areas of responsibility were coordinated and reconciled in weekly senior staff meetings. As described in section, 8I1, a new planning regime was launched in January 2011. In addition, administrative retreats involving all department heads have been conducted two times each year for over two decades. The agendas for these retreats typically address the status of ongoing operations and the development of new initiatives. The decision to apply for the Academic Quality Improvement Program (AQIP) emerged out of a discussion that spanned across several of these retreats.

The College's approach to planning has long been more entrepreneurial than systematic in nature. Our small size and streamlined decision-making processes have enabled us to respond quickly and effectively to market conditions. Indeed, our opportunistic approach to planning has served the College well. In the 1980s, it led to the development of our Organization Management Program, the region's first degree completion program. More recently, it prompted the creation of the largest Transition-to-Teaching Program in Indiana, the largest Public Safety Program in the Chicagoland area, a highly successful Athletics Program, and several promising graduate programs.

Nevertheless, the market for higher education in Northwest Indiana has become much more competitive of late. This fact, together with the increasing breadth and complexity of our various academic and co-curricular programs, business operations, and student support services, prompted a recognition that we need to be more strategic in our thinking. We recognized that our tactical planning processes and day-to-day decision-making needed to be more effectively linked as well. These deliberations resulted in the development of a new planning regime. See section 8I1.

7. What determines the data and information you collect and distribute? What information resources and technologies govern how you manage and use data?

The College applied to participate in AQIP in late 2006, in part, because we have never been very sophisticated in our approach to data and information. We hoped to use AQIP as a spur to dramatic improvement in this regard. The College had largely relied on two compilations of data over the course of the preceding decade: a budget summary, which did not disaggregate data below the presidential level, and an annual "Fact Book," which focused primarily, but not exclusively, on student demographic data. Weaknesses in these reports became evident during the financial crisis detailed in section 6P2. The simultaneous conversion to a new student management system, *Empower*, and a new financial management system, *Great Plains*, revealed a number of deficiencies in our approach to data and information. We did not have the "numbers" needed to avoid the crisis or to minimize its impact.

Our efforts in this regard since 2006 have been fourfold:

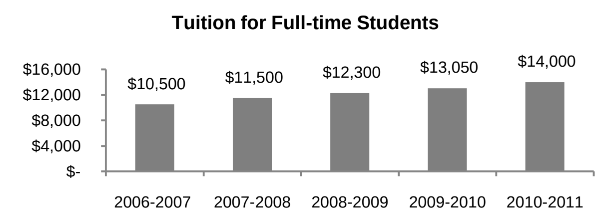
- The conversions to *Empower* and *Great Plains* took place in 2007. Again, this experience is described in section 6P2.
- In 2007 and 2008, considerable training on the use of our new student management and financial management software packages was provided for our professional employees. Additionally, a faculty member with considerable expertise in extracting and analyzing a broad range of data was appointed to the position of Institutional Researcher in 2007. As a result, we are in a much better position both to monitor key operations and to answer research questions posed across a broad front, including, most importantly, issues pertaining to student learning and resource utilization.
- Our *CORE Initiative* has also served as a catalyst. As described in sections 1P18, our approach to the assessment of student learning has been significantly improved. As noted in section 1R1, we are in a better position to monitor key variables pertaining to student retention and student perceptions. As detailed in section 3P1, we know much more about our incoming students than we ever have.

Most importantly, our implementation of the *CORE Initiative* is fully reflective of the plan-do-check-act methodology associated with AQIP and other quality assurance and quality improvement designs.
- Finally, the development of this document represents a key step in our effort to use data and information more effectively. The extensive use of data in our *System Portfolio* is quite intentional. As noted in category seven, we plan to institutionalize our use of the kinds of data gathered for various purposes over the course of the last three years.

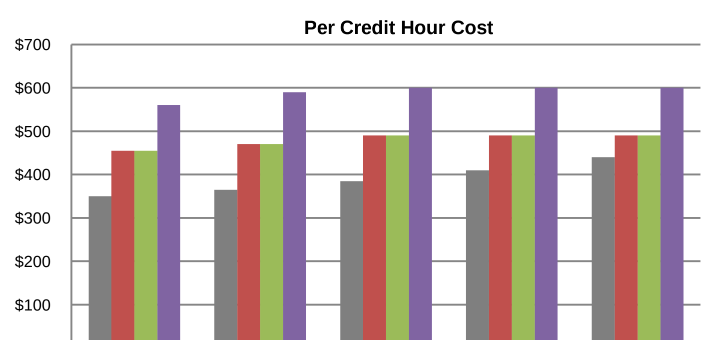
Despite these accomplishments, the College's use of data and information can best be described as an ongoing opportunity. Our emerging sophistication in this regard will need to be sustained over several years before we can conclude that this new approach to decision-making is fully embedded in our culture. Additionally, we have recognized the need to develop and deploy a sampling process of some kind in order to ensure the ongoing integrity of data entered into our student management system. Slight differences in coding can degrade the value of queried data. Further, we have become a great deal more sophisticated in assessing our own levels of achievement over time and in the use of comparative data. We are less effective in setting goals and objectives, however. Additional improvement in this regard is needed.

8. What are the key commitments, constraints, challenges, and opportunities with which you must align your institution's short- and long-term plans and strategies?

Our understanding of the College's strategic position is described in some detail in section 8P2. With respect to our undergraduate programs, the College benefits from a well-defined mission to serve at-risk and underprepared students, a geographic catchment area that includes many at-risk and underprepared youth and underserved adults, low overhead costs, and competitors who are moving intentionally, albeit slowly, away from serving these niches. Our mission and the strategic opportunities available to us are thus well-aligned. (The following analysis does not apply to the College's graduate programs. With one notable exception, our graduate tuition rates are based on competitive analyses. The one exception pertains to our Master of Arts in Teaching, a transition-to-teaching program. Our commitment to the development of teachers who are willing and able to serve Northwest Indiana's urban school districts is mission-based. For this reason, our standard graduate tuition rate is discounted in this one instance.)



As fortuitous as the convergence between our mission and the mix of opportunities available to us might seem, it presents an ongoing challenge. Together, the high levels of financial need reported by our students, which is documented in section 3P1, and our competition with three state-supported institutions of higher learning (i.e., Indiana University Northwest, Purdue University Calumet, and IVY Tech State College) impose a virtual cap on our ability to increase tuition revenues. We closely monitor the impacts of all tuition increases on our most needy



	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Traditional (part-time per credit hour)	$350	$365	$385	$410	$440
Degree Completion Programs (per credit hour)	$455	$470	$490	$490	$490
Master of Arts in Teaching (per credit hour)	$455	$470	$490	$490	$490
Other Graduate Programs (per credit hour)	$560	$590	$600	$600	$600

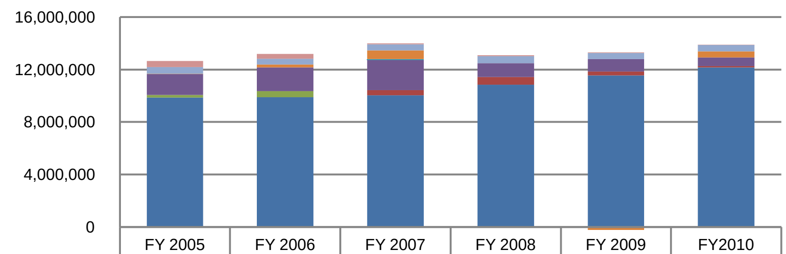
students. Statistical analyses indicate that past increases have had little or no impact on our enrollment of students with high levels of need. Nevertheless, we know that this apparent degree of elasticity decreases at higher tuition levels or “price points.” Significant increases would close the door to the very students our mission compels us to serve. For this reason, the College has by far the lowest full-time tuition rate of any independent four-year institution of higher learning in Indiana. Our 2009-2010 full-time tuition rate stood at 52.4 percent of the average for all independent colleges and universities in the state.

This circumstance is exacerbated by the fact that the College is heavily dependent on tuition revenues. As the charts to the right show, 87.5 percent of the College’s revenues in fiscal year 2010-2011 were derived from tuition payments. Considerable effort has been undertaken by the Board of Trustees, the President, and our staff of development professionals to build an endowment. A $5 million capital campaign was concluded in 2005, and a $7 million campaign was unveiled in 2006. The latter effort was hampered by the deep recession that enveloped the nation in 2008. Nevertheless, it was successfully concluded as of March 2011.

The objectives of these two campaigns have been fourfold:

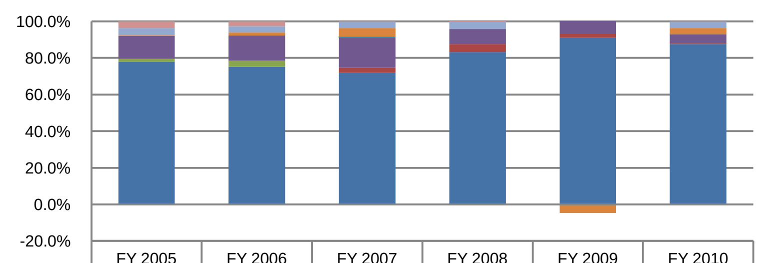
- To renovate and modernize the College’s existing facilities;

Sources of Revenue ($)

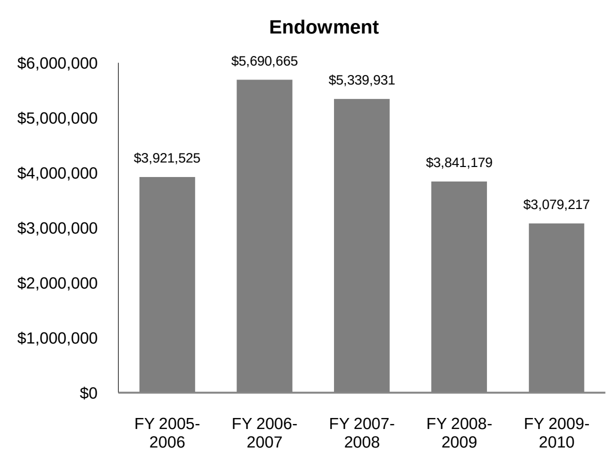


	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY2010
Other Revenue	464,647	350,033	57,525	75,930	47,639	34,813
Auxiliary Enterprises	498,792	445,534	459,499	523,432	470,010	476,074
Investment Return	36,941	227,630	660,535	(44,439)	(601,863)	473,488
Contributions from Affiliated Entities	0	0	50,000	0	0	0
Private Gifts, Grants and Contracts	1,589,817	1,809,621	2,321,815	1,061,140	939,050	666,512
Local Grants and Contracts	191,387	443,140	0	0	0	0
Federal Grants and Contracts	0	0	385,675	574,642	292,292	85,439
Tuition and Fees	9,859,375	9,898,945	10,045,970	10,844,154	11,552,760	12,165,012

Sources of Revenue (%)



	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Other Revenue	3.7%	2.7%	0.4%	0.6%	0.4%	0.3%
Auxiliary Enterprises	3.9%	3.4%	3.3%	4.0%	3.7%	3.4%
Investment Return	0.3%	1.7%	4.7%	-0.3%	-4.7%	3.4%
Contributions from Affiliated Entities	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%
Private Gifts, Grants and Contracts	12.6%	13.7%	16.6%	8.1%	7.4%	4.8%
Local Grants and Contracts	1.5%	3.4%	0.0%	0.0%	0.0%	0.0%
Federal Grants and Contracts	0.0%	0.0%	2.8%	4.4%	2.3%	0.6%
Tuition and Fees	78.0%	75.1%	71.9%	83.2%	91.0%	87.5%



- To underwrite the cost of a new athletics facility and student activity center, a building opened to great fanfare in September 2010;
- To provide a financial safety net for the College; and
- To offset tuition increases for students with high levels of financial need.

This last objective is of particular importance because a larger endowment used, in part, for this purpose would permit a modest increase in our tuition rates with little or no impact on our most vulnerable students.

As of July 1, 2010, the College's endowment stood at $3,079,217. This represents a 14.8 percent increase over the $2.7 million endowment in place ten years ago. We anticipate that the further development of our endowment will remain a strategic objective for years to come. Further, it will represent a priority for the College's new President, who will assume office on July 1, 2011.

In short, the College is significantly constrained by the mix of funding sources represented in its revenue stream. Nevertheless, we understand that this constraint is a byproduct of our unique mission. Further, in an important sense, it is self-imposed or, at least, accepted as part and parcel of the institution's commitment to serve an at-risk and underprepared student body drawn from the urban community in which it is located.

9. What key partnerships and collaborations, external and internal, contribute to your institution's effectiveness?

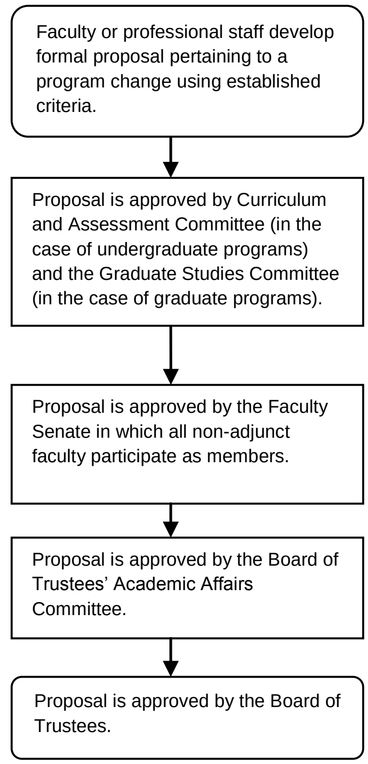
Our most important internal collaboration involves our cross-functional, multi-faceted, and student-centered *CORE Initiative*, which is described in the response to question two. Focused on student success, the various activities embedded in the *CORE Initiative* require faculty members and professional and support staff to work closely together to meet students' needs. Additionally, the College recently adopted a cross-functional annual planning regime in order to promote even more collaboration across our various departments. See section 8I1.

As is detailed in category nine, the College is engaged in a number of important external collaborations as well. Three factors have established these various relationships and partnerships as high priorities: our mission, our strategic positioning *vis-à-vis* the institutions of higher learning against which we compete, and our long-standing desire to develop and sustain a highly visible presence in the community. In section 2R3, reference is made to the College's outsized "footprint," a term that testifies to the high level of engagement long demonstrated on a whole host of public policy concerns. Additionally, two highly promising ventures are described in section 9I1. In fact, the level of engagement attained over a period of many years represents one of our superior strengths.

AQIP Category One, HELPING STUDENTS LEARN, focuses on the design, deployment, and effectiveness of teaching-learning processes that underlie your institution's credit and non-credit programs and courses, and on the processes required to support them.

Processes (P)

1P1. How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?



All significant changes involving the College's undergraduate and graduate-level learning objectives are developed and approved through a well-defined decision-making process. The workflow to the right illustrates the formal steps employed with respect to institutional learning objectives and all other significant program changes as well. It is displayed as a linear process, but, in fact, is iterative in nature. A good deal of re-crafting often takes place, particularly between the first and second levels of the work process. Our culture dictates that the Senate's Curriculum and Assessment Committee and the Graduate Studies Committee serve as highly engaged gatekeepers.

This formal process is supplemented by several informal processes. Significant institutional and programmatic changes are often addressed in open forums in which draft proposals are presented and critique is invited. The re-crafting of the College's undergraduate learning objectives and the development and adoption of the several changes embodied in our *Centering on Retention and Enrollment* or *CORE Initiative* were vetted in several open forums over the course of a two-year period.

Most importantly, this decision-making process is organized around the faculty's collective responsibility for all critical aspects of the institution's academic programs, including, most importantly, our General Education Program. All faculty members serve as members of the Faculty Senate. Our institutional culture recognizes the faculty's responsibility in this regard. Indeed, this role is esteemed and nurtured.

1P2. How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

The lead responsibility for establishing specific programmatic learning objectives rests with our program directors. As noted above, all significant changes must be approved by the Faculty Senate after they have been vetted by the Faculty Senate's Curriculum and Assessment Committee or Graduate Studies Committee. Both employ Benjamin Bloom's taxonomy of learning outcomes as a criterion against which to evaluate learning objectives. This applies to new academic programs and to changes in existing programs as well. Our learning objectives are framed in terms of cognitive, affective, and psychomotor outcomes. Discussions involving proposed outcomes often revolve around the "levels" at which they have been set. A conscious effort has been made to establish our programmatic learning objects at levels appropriate to a college-level curriculum. As noted elsewhere in this document, our evolution to a more theoretically-grounded approach to learning has not been entirely successful. It has been reinforced of late, however, through the development and implementation of a new assessment process, which is described in section 1P18.

1P3. How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

Proposals for new undergraduate and graduate programs are presented to the Faculty Senate's Curriculum and Assessment Committee or Graduate Studies Committee in an established format. The proposal itself must address the relationship of the proposed program to the College's mission, the design of the proposed program, and the rationale for the change. The following criteria are then used to evaluate the proposal.

- The conceptualization of the program;
- The instructional resources needed to deliver the program;
- Other financial and institutional resources needed;
- The learning objectives associated with the program;
- Methods that will be used to assess learning;
- The uniqueness of the program;
- A marketing analysis that demonstrates a need for the program;
- A financial analysis based on anticipated costs and revenues associated with the program; and
- Strategies to involve key constituencies and stakeholders in planning, delivering, and assessing the program.

All new programs and significant changes to existing programs must be approved by the Faculty Senate. They must then be approved by the Board of Trustees' Academic Affairs Committee and the full Board of Trustees. New graduate programs must be approved by the Higher Learning Commission as well.

The addition and deletion of individual courses in existing programs are processed through the Senate's Curriculum and Assessment Committee and Graduate Studies Committee.

1P4. How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market?

As a part of our *CORE Initiative*, we sequenced our General Education courses during the 2007-2008 academic year. See section 1I1. This change was implemented in the following year. It ensures that our undergraduates – many of whom are underprepared for college-level work – develop the foundational knowledge and skills they will need to succeed. The General Education curriculum itself was revised during the 2009-2010 academic year. The sequence of General Education courses now in place for full-time students is displayed to the right. A similar sequence is employed in the case of part-time students.

Prior to 1st Semester:	GENL 100 (College Survival)
1st Semester:	GENL 110 (Master Student)
	ENGL 103 (English Composition)
	HUM 110 (Foundations of Western Civilization)
	RLST 110 (Social Justice)
2nd Semester:	CMIS 115 (Computer Literacy)
	ENGL 104 (Academic Reading and Writing)
	HIST 110, 115 or 120 (American, Western or World Civilization)
	MATH 103 (Intermediate Algebra)
3rd Semester:	ECON 160 (Economic Theory and Personal Finance)
	PHIL 200 (Great Philosophical Ideas)
	SCIE 110 and 111 (The Logic of Science and Lab)
4th Semester:	ENGL 111 (The Literary Experience)
	PHYS 110 (The Mechanical Universe), CHEM 110 (Inorganic Chemistry) or BIOL 111 (General Biology)
	PSYCH 100 (Introduction to Psychology)
	RLST 130 (Introduction to Religious Studies)
5th Semester:	MFA 200 or 270 (Introduction to the Performing or Visual Arts)
	PLSC 220 (American Political System I) or SOCL 210 (General Sociology)
6th Semester:	GENL 299 (General Education Capstone: The Search for Meaning)

The effectiveness of this strategy is enhanced in the student's first semester through the use of learning communities. Faculty who teach three classes taken by first-time, full-time freshman (i.e., a writing course, a humanities course, and a course that focuses on social justice) are challenged to coordinate their syllabi, lesson plans, and assignments in order to provide an integrated learning experience.

To further leverage this strategy, faculty who teach in our General Education Program have collaborated in the development of rubrics that address each of the six foundational knowledge and skill sets articulated in our undergraduate learning objectives. This effort was sanctioned as an AQIP action project.

The rubrics were developed and field tested during the Spring 2011 Semester. During the 2011-2012 academic year, the rubrics will be made available to faculty who teach in all of our undergraduate programs. The rubrics should thus provide a powerful tool for reinforcing the College's learning objectives.

A General Education Capstone course is taken in the student's junior year. It focuses on the individual search for meaning. Every section uses Viktor Frankl's *Man's Search for Meaning* as a common text. Using various media and disciplinary approaches (e.g., movies, literature, the psalms), faculty members explore three themes addressed in Frankl's work (i.e., the experience of meaning in creative acts, in relationships, and in the way we deal with circumstances over which we have no control). Our General Education Capstone is thus designed, not just to provide an integrative experience that reinforces certain foundational knowledge and skill sets, but to engender an exploration of meaning as well. Because two of our four academic goals address the experience of meaning, our new Capstone course holds an important place in our General Education Program.

Over the course of the last two years, a concerted effort has been made to articulate learning objectives in individual courses in our undergraduate and graduate programs more clearly. This effort was pursued through the development of a new assessment plan, which is described in section 1P18. This task was pursued as a sanctioned AQIP action project. Our new assessment plan requires that all course learning objectives be mapped against their respective programmatic learning objectives. Benchmarking against comparable programs is required as well.

Emerging "realities of the workplace" are addressed in processing requests for program changes. The process through which new programs are approved and existing programs are changed is described in section 1P2. Benchmarking is required in all such cases. Market analyses are required as well. As noted in section 1P18, programmatic assessments, which are conducted every three years, can also prompt change requests.

1P5. How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?

As noted above, courses in our General Education Program are sequenced in order to develop and build upon the foundational knowledge and skill sets articulated in our undergraduate learning objectives. With one exception, prerequisites are used in the case of our several undergraduate majors that employ traditional delivery models. Our undergraduate Education Program and all of our degree-completion programs and graduate programs use a cohort delivery model. Individual courses in these programs are thus structured to build on courses that precede them.

1P6. How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support, and registration services aid in this process?

The College's Student Catalog is the primary document in which our learning and development objectives are described. It is updated and republished each year. Our General Education requirements are addressed in our for-credit orientation course, which is described in the response to question two in the introduction. Further, formal half-day or daylong orientation programs are conducted in our degree completion and graduate programs. Still further, all course syllabi employ a common format and include sections that articulate course-specific learning outcomes and how they will be assessed.

We also rely heavily on one-on-one interactions with our students to communicate our learning objectives. As noted in section 4R3, the vast majority of our General Education courses are taught by full-time faculty members, and most of our program directors teach entry-level courses in their respective programs. As noted in section 1P7, we have elected not to use electronic registration because of the value that accrues to students in our face-to-face registration process. Finally, under our *CORE Initiative*, all first-time, full-time freshman are assigned a mentor. We are convinced that this kind of one-on-one engagement with our students is critical to their success.

Additional steps are taken in the case of our most at-risk and underprepared undergraduates. See section IP8.

1P7. How do you help students select programs of study that match their needs, interests, and abilities?

Although our student management system can accommodate online course registration, we have elected not to use this feature. We have determined that our undergraduates benefit from frequent face-to-face contact with our professional academic advising staff. Our academic advisors know our students well and are often asked for advice and counsel.

Our academic advising process has benefited from the sequencing of our General Education courses. See section 1P5. Since the 2008-2009 academic year, our undergraduates have been deterred from taking so many courses in a particular program that they cannot graduate in a timely manner if they change majors. We adopted this design in order to ensure that our undergraduates develop the foundational knowledge and skills they need to succeed. The extended opportunity to explore alternative majors and to interact with faculty and their academic advisors has emerged as an added benefit. Although we will not know the full impact of this change for at least two years, we anticipate that higher percentages of our students will complete their studies in a timely manner.

As noted in section 1I1, our undergraduates participate in a for-credit orientation course. In this course, students take a battery of tests, which includes Focus, an online career exploration and planning program. It introduces students to a variety of career alternatives. Output from the interactive program is provided to students immediately. Additionally, printouts are included in portfolios shared with students in formal closeout interviews with mentors at the beginning of their second semester. Students take the Focus again as part of their General Education Capstone course. The College's Career Services Office makes the Focus available to students upon request as well. Students are thus provided with a number of opportunities to clarify their career interests.

Finally, practica and internships are featured in several of our professionally-oriented undergraduate majors. For instance, our Education students benefit from a number of exposures to the classroom early on in their studies. Further, the College has made a significant investment in its Career Services Office. Based on research that documents a positive relationship between career planning and guidance, on the one hand, and retention, on the other, the scope of services offered by our Career Services Office was greatly expanded in calendar years 2005 and 2006. Most importantly, the number of internship sites at which students could be placed was greatly increased. The Career Services Office now provides guidance, development and coordination, and resources in support of career planning, job search, and a broad range of experiential opportunities both for students and alumni.

As a result, dramatic improvements in several measures of achievement have been made. As noted in the chart to the right, high levels of performance have been maintained even through a deep recession that started in 2008 and peaked in 2009 and 2010.

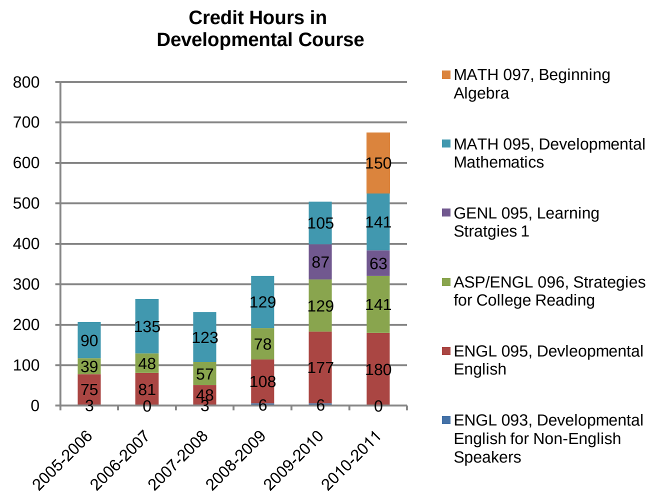
	2004	2005	2006	2007	2008	2009	2010
Internship Sites Developed	68	54	25	18	9	8	11
Students Placed in Internships	34	48	59	66	25	40	51
Persons Referred for Jobs	5	29	53	105	80	69	118
Persons Hired	2	11	27	46	42	11	14
Persons Serviced in Career Services	56	188	264	185	209	266	548
Students Registered on CCN	0	178	124	123	111	208	198
Alumni Registered on CCN	0	103	84	98	181	64	48
Employers Registered on CCN	0	251	113	123	95	84	43
Jobs Posted	0	293	1274	1337	588	631	419

Most of our graduate students come to the College with a particular course of study in mind. In some instances, applicants to our Master of Arts in Teaching Program need assistance in deciding between careers in elementary or secondary education. Advising to this effect is provided by professional staff and faculty who teach in our Education Program as well.

1P8. How do you deal with students who are underprepared for the academic programs and courses you offer?

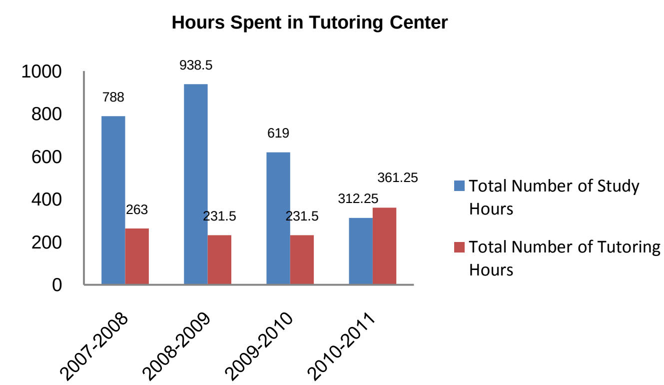
As noted in section 3P1, many of our undergraduate students are underprepared for college-level work. Several intervention strategies are designed to address this concern. The English Compass test is administered to all students who present with ACT scores of less than 18 or SAT scores of less than 430, and the mathematics Compass test is administered to all students who present with ACT scores of less than 22 or SAT scores of less than 560. The results are used to determine whether or not the student should be placed in one or more development courses.

As indicated in the chart to the right, we have more than doubled the number of students assigned to developmental courses over the course of the last five years. Additionally, another developmental course in mathematics was introduced in the Fall 2010 Semester as a result of a change in our General Education curriculum.



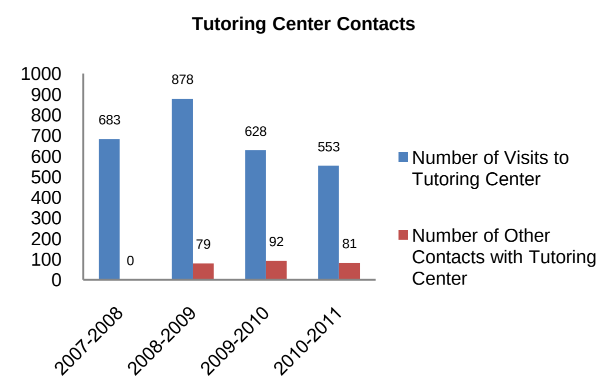
Additionally, our Personal Academic Career Excellence (PACE) Program is designed to meet the needs of conditionally-admitted students who have the potential to do college work, but who need additional support. The PACE Program was developed in 2005 using a grant from the Lilly Endowment. Students are assigned to the program if they report with a high school GPA below 1.75. Other students are admitted on a case-by-case basis. PACE students participate in the following activities:

- One-on-one tutoring;
- Group study sessions;
- Academic and life skills workshops; and
- Several social activities.



Beginning with the 2009-2010 academic year, a separate learning community was created for students enrolled in the PACE Program. See the response to question two in the introduction.

Our fall-to-fall retention goal for PACE students is 50 percent. A total of 42 students participated in the program in 2006, and the number enrolled has risen each year since. Our fall-to-fall retention rate was 48 percent in the first year of the initiative. Retention rates of 59 percent and 50 percent respectively were achieved in our second and third PACE cohorts.



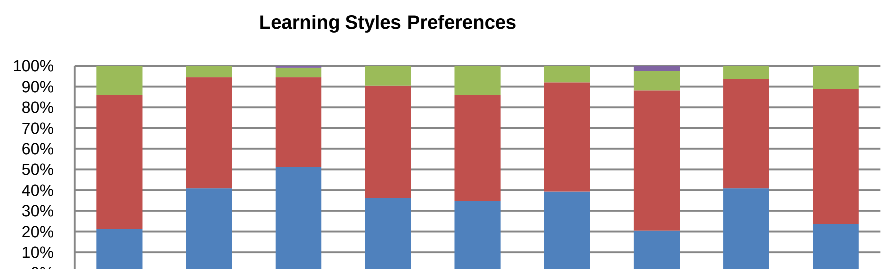
The College opened a Tutoring Center at the beginning of the 2007-2008 academic year. As the charts to the right show, the number of hours spent in tutoring and the number of students engaged fell during the 2009-2010 and 2010-2011 academic years. This is largely attributable to a decrease in the number of scholarships provided to our student-tutors. This was due, in turn, to the financial crisis the College faced beginning in the 2008-2009 academic year. See section 6P2. The Tutoring Center's budget has been restored. As a result, we anticipate a return to the levels of achievement reported during the 2008-2009 academic year.

1P9. How do you detect and address differences in students' learning styles?

As noted in section 1I1, the College implemented a comprehensive program designed to increase retention and to improve learning outcomes over the course of the 2006-2007 and 2007-2008 academic years. Our *CORE Initiative* includes the administration of a battery of tests during the College's for-credit orientation program. This includes the CAPSOL, a 45-question instrument that identifies students' learning styles preferences. Results pertaining to nine dimensions of learning are divided into high preferences and low preferences.

The CAPSOL is self-scored. The results are thus immediately available to students. Further, until the 2010-2011 academic year, all incoming freshmen were required to take RLST 110, a course that addressed social justice themes and learning strategies. Dave Ellis' *Becoming a Master Student* was one of two texts used in this course. It includes another learning styles inventory. Students were thus provided with two assessments pertaining to learning styles early on in their studies. Beginning with the 2010-2011 academic year, the various topics and materials addressed in the *Master Student* text were reassigned to a free-standing one-credit hour course, which is now required for all undergraduates in their first semester.

At the beginning of the student's second semester, a portfolio is developed. It includes test results obtained during the for-credit orientation (e.g., CAAP, BCSSE, Focus, and CAPSOL), various materials submitted at the time the student enrolled (e.g., information from high school, ACT and/or SAT scores, COMPASS tests scores, etc.), "early alerts" of poor academic performance issued by faculty members, and grade reports. The portfolio provides a foundation for an end-of-semester conversation with the student's mentor. If appropriate, learning styles preferences are addressed in these conversations. Full-time freshmen are thus provided with at least four opportunities to consider the impact learning styles preferences can have on their academic performance.



	Visual	Auditory	Bodily-Kinesthetic	Indivdual	Group	Oral Expression	Written Expression	Sequential	Global
No Response	0%	0%	1%	0%	0%	0%	2%	0%	0%
Low Preference	14%	6%	5%	9%	14%	8%	9%	6%	11%
Medium Preference	65%	54%	43%	54%	51%	53%	68%	53%	65%
High Preference	21%	41%	51%	36%	35%	39%	20%	41%	24%

The results for the 127 full-time freshmen who completed the CAPSOL in our Fall 2009 orientation are displayed to the right. A majority of our freshmen prefer a sequential approach to learning rather than a global approach. Additionally, our students strongly prefer oral expression to written expression. Further, they are evenly divided between a preference for individual work and group work. Finally, they prefer instruction involving bodily-kinesthetic activities to instruction reflecting auditory or visual designs.

Although we do a great deal to help students understand and appreciate their learning styles preferences, we have yet to incorporate these findings systematically into our instruction strategies. This remains an opportunity to be pursued. A preliminary step in this direction was taken in a faculty retreat conducted in September 2010 when the results displayed above were presented and a discussion ensued pertaining to their implications.

The CAPSOL test is also administered to students individually as the need is identified. It is thus used by Academic Support Services staff when working with individual students.

1P10. How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)?

Although, the College has always provided a high level of support for students with special needs, an effort to publicize this commitment more explicitly was undertaken at the beginning of the 2008-2009 academic year. Our Coordinator of Disability Services is responsible for identifying any reasonable accommodations individual students may require under the Americans with Disabilities Act (ADA). These services and the processes in place to access them are described on our website, in our Student Catalog, and in our published Schedule of Classes. It is also addressed in our orientation programs. Finally, all full-time and adjunct faculty members are reminded of our obligations under the ADA at the beginning of each academic year. The College now provides reasonable accommodations of one kind or another for five to ten students each year.

All of our students are commuters. The range of issues addressed by mentors as part of our *CORE Initiative* includes the many challenges students face when not on campus. See section 3P1. Three courses our freshmen take in their first semester are linked. The opportunities learning communities provide for students to establish relationships with other students is one of the key advantages of this course delivery model. Additionally, an array of clubs and student organizations are provided for students as a way to engage others.

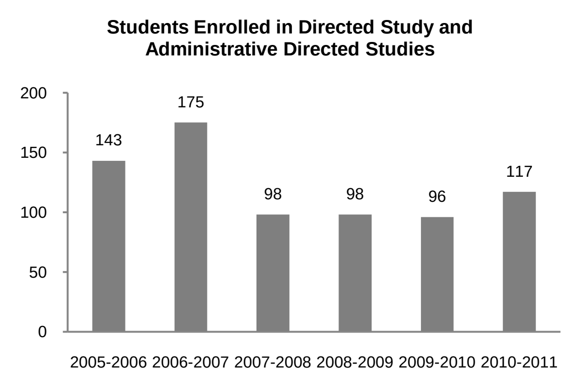
Internships and job placement services are particularly important to seniors. As noted in section 1P7, the College has significantly expanded the range and depth of services provided by our Career Services Office in recent years.

1P11. How do you define, document, and communicate across your institution your expectations for effective teaching and learning?

Effective teaching and learning are addressed in the orientation programs we provide for new full-time and adjunct instructors. It is also addressed in the yearly self-evaluations prepared by all full-time faculty members. Further, the College's commitment to outcomes measurement represented a substantial step forward with respect to teaching and learning. See section 1P18. Still further, the adoption of a new faculty self-assessment process in January 2010 is described in section 4I2. We anticipate that the Boyer model of scholarship, which is embodied in this process, will prompt further development.

1P12. How do you build an effective and efficient course delivery system that addresses both students' needs and your institution's requirements?

Two recent initiatives address the unique needs of students enrolled in our traditional undergraduate programs. The sequencing of our General Education courses, which is described in section IP4, and the use of learning communities has dramatically reduced scheduling conflicts involving our student-athletes. See section 2P5. As the chart to the right indicates, more careful scheduling and course sequencing have also reduced the need for directed and independent study contracts.



To serve older part-time students better, our School of Adult Learning initiative was launched over the course of the 2009-2010 academic year. As part of this effort, a new associate degree in General Studies was offered in September 2010. It features a mix of traditional and accelerated courses.

Flexible scheduling is a defining characteristic of our degree-completion and graduate programs. Courses in our five degree completion programs are delivered in an accelerated format during evening hours. Our undergraduate Public Safety Management Program and our graduate Public Safety Administration Program are delivered in a shadow format that features early morning and evening sections, thus accommodating the work schedules of police officers. Finally, all classes in our Master of Arts in Teaching Program, a transition-to-teaching curriculum, are offered on Saturdays to accommodate working adults.

Despite these positive developments, we believe that additional work will be required to optimize our course delivery system. This remains an important opportunity to be pursued during the coming months and years.

1P13. How do you ensure that your programs and courses are up-to-date and effective?

This issue is addressed as part of our assessment process, which is described in section 1P18.

1P14. How do you change or discontinue programs and courses?

The process for changing or discontinuing programs is addressed in section1P1.

1P15. How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes?

Until recently, our various learning support services were addressed in the following cross-functional venues: senior staff meetings; biweekly meetings of our AQIP Steering Committee; Technology Committee meetings; and meetings involving faculty and staff engaged in our learning communities initiative. Seven cross-functional planning committees established in January 2011 now play a role in this regard as well. See section 8I1. Additionally, the Director of Academic Support Services now participates in our weekly Academic Council meetings. The Academic Council had previously consisted of our academic department chairs, our Librarian, our Institutional Researcher, and the Vice President for Academic Affairs.

In recent years, grants have provided an opportunity to explore several cross-functional initiatives designed to promote student learning. Lilly Endowment grants in 2005 and 2008 supported the development of the College's Tutoring Center and the PACE Program, both of which are described in section 1P8, and our *CORE Initiative*. See the response to question two in the introduction.

Additionally, we expect to break ground in July for a new facility that will house three new science laboratories, an art studio, a new bookstore, and a new entrance to the library. This was made possible through the successful completion of a capital campaign launched in 2006.

1P16. How do you align your co-curricular development goals with your curricular learning objectives?

As noted in the next category, our Athletics Program is one of our most important co-curricular programs. As described in section 2P3, the Champions of Character Program provides a clear link between our undergraduate learning objectives and expectations associated with participation on one or more of our intercollegiate sports teams.

The presidents and vice presidents of all student clubs and organizations are also awarded small scholarships in recognition of their service. The agreements they sign stipulate co-curricular objectives related to leadership and service.

1P17. How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

In some of our academic programs, external tests serve this purpose. This includes Praxis II in the case of our Education Programs, the Society of Human Resources Managers and CISCO certification examinations in the case of two concentrations offered in our Organization Management Program, and various American Society for Quality Assurance certification tests in the case of our Master of Arts in Quality Assurance Program. In other programs, this objective is accomplished in capstone courses. This includes our undergraduate Public Safety Management Program and our graduate-level Public Safety Management Program. Finally, student teaching serves this role in the case of our Education Programs.

Although we receive a great deal of anecdotal feedback regarding our graduates, we do not now have formal processes in place to track their accomplishments in graduate school or on the job. An alumni survey addressing this need has been developed as part of an ongoing AQIP project. The survey instrument is being field tested.

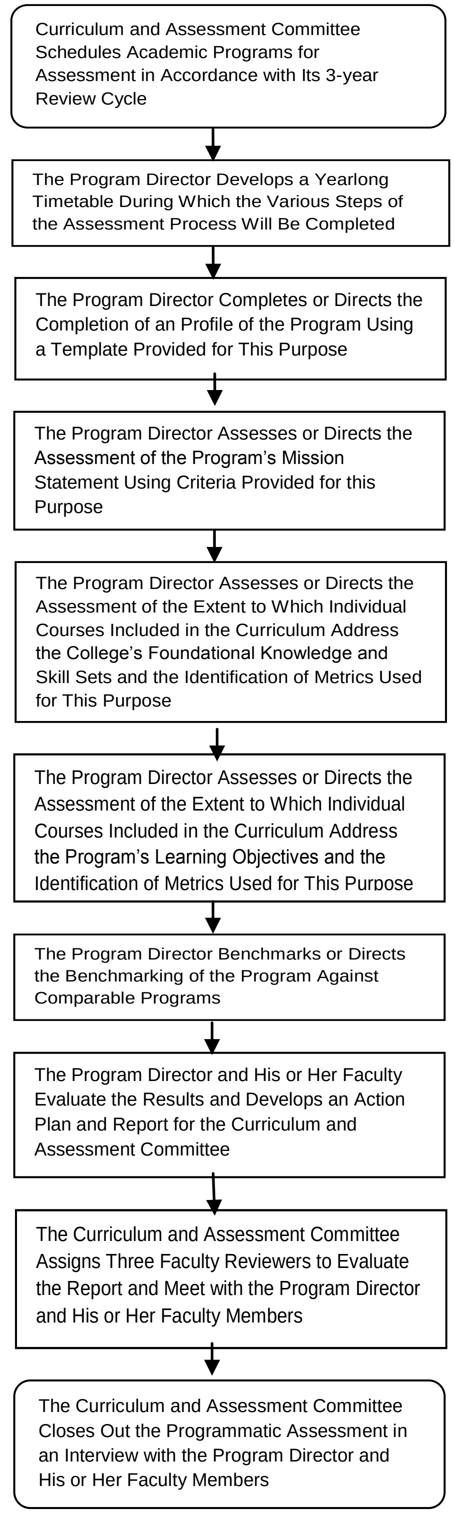
1P18. How do you design your processes for assessing student learning?

As was noted in our 2001 self-study, the College has long struggled to develop a "culture of assessment." To address this concern, two strategies were adopted in the wake of our last accreditation visit. First, program-specific chronologies were developed in which significant changes in our academic programs were documented. This included course additions and deletions, course name changes, and changes in programmatic learning outcomes. Each program's "Blue Book" was updated annually. The second change involved the formal adoption of learning outcomes as a foundation for course and program design and assessment. Led by a senior faculty member, this initiative represented a major step forward toward the development of a more mature assessment regime.

Assessment has been addressed in several faculty retreats conducted over the course of the last five years. Our progress in this regard has been mixed, however. As noted in section 1P1, all program changes involving undergraduate courses are processed through the Faculty Senate's Curriculum and Assessment Committee, and all changes involving graduate programs are processed through the Graduate Studies Committee. Both employ Benjamin Bloom's taxonomy of learning outcomes as a template against which to evaluate the course and programmatic learning objectives included in proposals to create new academic programs and changes in existing programs as well.

Sophisticated sets of learning objectives are articulated in several of our academic programs. This includes our Human Services Program, which was designed by the senior faculty member noted above, and our undergraduate and graduate Education Programs. This is not surprising given that our Education Programs are subject to programmatic accreditation processes that require the full integration of comprehensive sets of learning objectives. The deployment of learning objectives in our other academic programs has been somewhat uneven, however. In fact, the need for further work in this regard was confirmed recently when self-assessments involving several of our academic programs were conducted as part of a State reaccreditation of "content areas" associated with our undergraduate Secondary Education Program. These self-assessments prompted a substantial redesign of our English and Journalism Programs during the 2010-2011 academic year.

Two additional steps have been taken of late. As was noted in section 1P1, our *CORE Initiative* includes a pre-test/post-test assessment design that uses the Collegiate Assessment of Academic Proficiency or CAAP test. The CAAP is a standardized and nationally-normed instrument developed by ACT. It includes six modules:



reading, writing skills, writing essay, mathematics, science, and critical thinking. As noted in section 1P1, these several modules provided a framework for our commitment to six foundational knowledge and skill sets over the course of the 2007-2008 academic year. The CAAP is administered to all freshmen as part of our for-credit orientation course. The results are shared with students at the conclusion of their first semester in discussions with assigned mentors. The CAAP is again administered as part of the College's General Education capstone course, *The Search for Meaning*, which our students take as juniors. This course was first offered during the Fall 2010 Semester. We anticipate that our pre-test/post-test use of the CAAP will enable us to assess student learning more accurately at the individual student level and at the cohort level as well. Further, because the CAAP's several modules mirror all but one of the foundational knowledge and skill sets included in our undergraduate learning objectives, the results should provide valuable feedback regarding the efficacy of our General Education Program.

A second initiative pertains to programmatic assessment. Our previous five-year assessment plan expired in June 2006. We recognized that the *CORE Initiative* would dramatically change our approach to undergraduate education. For this reason, the development of a new assessment plan was postponed until key elements of the *CORE Initiative* could be implemented. Its several components were brought online during the 2007-2008 academic year; and in the 2008-2009 academic year, the Faculty Senate's Curriculum and Assessment Committee undertook a wholesale redesign of the College's approach to programmatic assessment under the auspices of a sanctioned AQIP action project. A draft strategy was developed and piloted during the 2009-2010 academic year. Changes were made as a result of lessons learned, and the pilot was significantly expanded during the 2010-2011 academic year.

The revised assessment plan includes multiple steps that reflect a self-study/peer review design. The process is overseen by the Faculty Senate's Curriculum and Assessment Committee. (We anticipate that the Graduate Studies Committee will assume responsibility for the assessment of our several graduate programs using the same assessment design, timetable, and templates when the new assessment plan is formally adopted by the Faculty Senate, most likely at the beginning of the 2011-2012 academic year. Our graduate programs are included in the extended pilot now being conducted by the Curriculum and Assessment Committee.) A workflow illustrating these several steps is displayed on the previous page.

Our overall sense is that the College has made dramatic progress with respect to assessment. Our recent adoption of the CAAP test represents an important advance. Because the *CORE Initiative* was only launched three years ago, the post-test component of this portion of our assessment plan was not brought online until the 2010-2011 academic year. We are still analyzing the results obtained from our most recent administration of the CAAP test. Similarly, our new approach to program assessment reflects a much more sophisticated strategy than the chronological approach previously used. Our new assessment design will not be fully implemented until the 2011-2012 academic year, however.

Despite this progress, the clear articulation of course-specific learning outcomes and the assessment of the extent to which they are or are not achieved remain missing links in our overall assessment strategy. This represents an outstanding opportunity. Nevertheless, it is one we are well-positioned to pursue given the substantial progress demonstrated over the course of the last three years.

Results (R)

1R1. What measures of your students' learning and development do you collect and analyze regularly?

As noted above, various data are gathered and assessed at the individual student level, the individual course level, and the programmatic level as well. The following analysis pertains specifically to institutional performance. Three types of metrics are assessed:

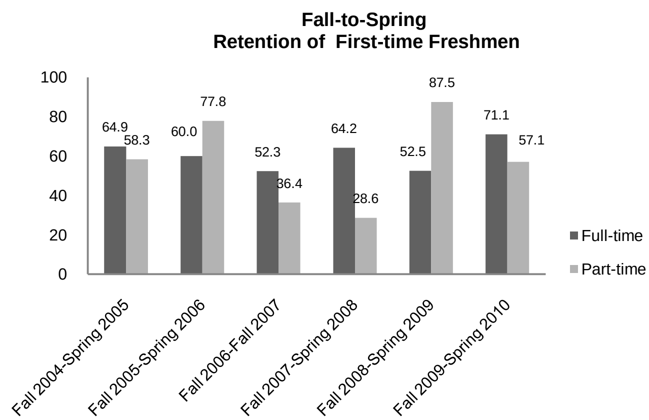
- Retention and graduation data;
- Results obtained from the pre-test/post-test administration of the Collegiate Assessment of Academic Proficiency (CAAP) test; and
- Results obtained from the administration of the National Survey of Student Engagement (NSSE).

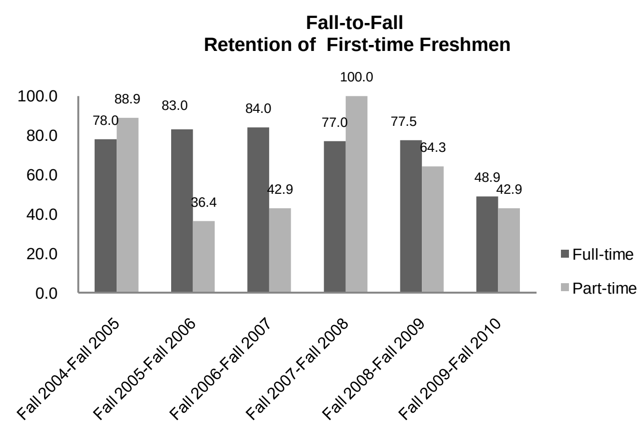
All of these data are analyzed in the aggregate and in terms of gender and race and ethnicity as well. Additionally, eligibility for financial aid, high school grade point average, and a metric that focuses on "progress demonstrated toward graduation" were employed as independent variables and fall-to-spring retention and fall-to-fall retention as dependent variables in statistical analyses conducted over the course of the last year.

Because these various developments have only been undertaken in recent years and since we are just now beginning to interpret the data being gathered, we continue to view assessment as an opportunity to be pursued.

1R2. What are your performance results for your common student learning and development objectives?

Our undergraduate degree-completion and graduate programs retain virtually all of their students through to graduation. Our traditional undergraduate program lies at the heart of the College's mission, however. As the retention and graduation data to the right show, considerable work will be needed to improve our fall-to-fall and fall-to-spring retention of traditional freshmen. As noted in section 3P1, a significant majority of our undergraduates report risk factors well-documented in the literature. Many come to us underprepared for college-level work. We know from long experience, however, that the vast majority of these students can succeed if they can overcome the various academic and non-academic challenges they face during their first year of study. Further, it is obvious that students who are not retained cannot benefit from our curriculum, instructional strategies, co-curricular activities, or support services. They cannot progress toward graduation. Therefore, it is appropriate that we associate our retention goals with student learning.





Concern about our fall-to-spring and fall-to-fall retention of traditionally-aged undergraduates prompted the development and implementation of our *CORE Initiative*. See section 1I1. Goals associated with the initiative include a fall-to-spring retention rate of 90 percent, a fall-to-fall retention rate of 70 percent, and a baccalaureate-level graduation rate of 45 percent.

The several components of the *CORE Initiative* have now been in place for three full years. In our first year, we saw modest but encouraging improvement in our retention rates and in the number of students who stay on track toward graduation. The post-test portion of our package of assessment instruments was administered for the first time in the Fall 2010 Semester. Further, key components of the initiative were enhanced after the 2008-2009 academic year and again after the 2009-2010 academic year. Most notably, the content of our General Education curriculum was updated. Additionally, interpreting our Fall 2009 to Fall 2010 results was complicated by a change in the way athletics scholarships were awarded beginning with the Fall 2010 Semester. We now know that a number of our student-athletes left the College for this reason.

The very meaning of "retention" as a concept also complicates our assessment of our effectiveness. For instance, we know that 18 percent of the students who attended the College in the Spring 2010 Semester had "stopped out" or missed at least one full semester during their time with us. This is not uncommon with the kinds of students we serve. Additionally, some students plan to enroll at the College for only one or two semesters. They fully intend to transfer to a residential campus after they have completed one or two years with us.

These kinds of developments complicate assessment. We have implemented a number of initiatives designed to improve learning and retention and will continue to do so. We are in this effort for the long haul and are confident that students will be better served at Calumet College of St. Joseph as a result.

We rely on two additional forms of data in our institutional analyses. The CAAP focuses on knowledge and skills associated with General Education programs. It is useful as a complementary measure of performance because it is objective and because it is nationally-normed, thus facilitating comparative analyses. It can also be used in a pre-test/post-test assessment design.

As noted in section 1P18, the six components of the CAAP (i.e., reading, mathematics, science, critical thinking, writing skills, and writing essay) are administered to all incoming freshmen in a for-credit orientation course (i.e., College Survival) and, again, in our General Education Capstone course, which students take in their third year of study. Our orientation course and General Education Capstone were developed as part of our *CORE Initiative*. Our College Survival course was offered for the first time during the 2008-2009 academic year.

The post-test administration of the CAAP was administered for the first time during the 2010-2011 academic year. As noted above, the mix of courses included in our General Education curriculum was recently revised. A new lineup of courses was deployed for the first time during the 2010-2011 academic year. For these reasons, the CAAP will not provide reliable data pertaining to the efficacy of our General Education Program for at least a year.

Nevertheless, our baseline data have been instructive. For instance, we were surprised by how well our freshman performed on the CAAP. It is important to remember that this battery of tests is designed to measure the extent to which students have acquired knowledge and mastered skill sets associated with most General Education programs. For this reason, it is generally administered at the end of the sophomore year or the beginning of the junior year. Again, we administer the CAAP to freshman in the context of a pre-test/post-test assessment design. Given the prevalence of known risk factors among our incoming freshmen, we were surprised that they performed as well as they did in 2008 and 2009. See below. Moreover, our White freshmen performed somewhat better than our African-American and Hispanic freshmen, but not significantly so. We track this because minority status is identified as a risk factor in the retention literature.

Test Date: 08/2008 - 11/2008

	Writing Skills		Math		Reading		Critical Thinking		Science		Writing Essay (Composite)	
	Local	National	Local	National	Local	National	Local	National	Local	National	Local	National
Mean	57.4	64	53.4	58.5	55.5	62.5	56.6	62.3	55.7	61.7	2.9	3.2
S. D.	4.2	4.8	3.2	4	4	5.1	4.5	5.4	3.4	4.4	0.5	0.6
N	144	24,453	143	21,678	146	18,591	138	10,746	139	18,290	147	10,586

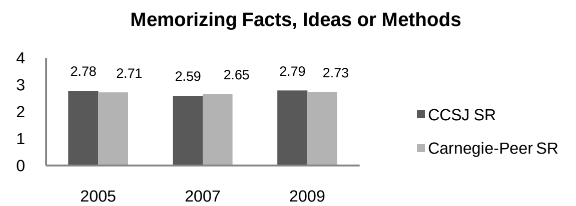
Test Date: 08/2009 - 09/2009

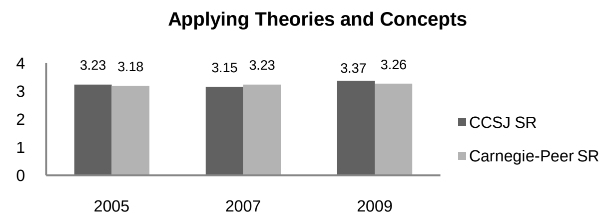
	Writing Skills		Math		Reading		Critical Thinking		Science		Writing Essay (Composite)	
	Local	National	Local	National	Local	National	Local	National	Local	National	Local	National
Mean	58.3	64.1	54.2	58.5	56.2	62.5	56.3	62	55.5	61.7	2.8	3.2
S. D.	3.8	4.7	3.2	4.1	4.7	5.2	4.2	5.4	3.2	4.5	0.5	0.6
N	157	24,071	158	19,642	155	18,264	147	9,531	147	16,416	165	7,623

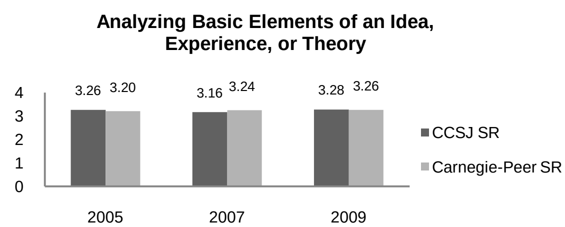
We have been greatly heartened by this result. It shows that our students can succeed academically despite certain risk factors. It has thus reinforced our commitment to the several interventions included in our *CORE Initiative*.

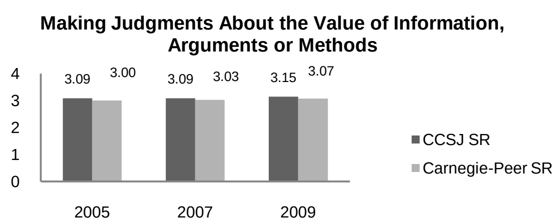
At the institutional level, we rely on the National Survey of Student Engagement as well. Although NSSE data is subjective in nature, several of the question banks included in the test align closely with our undergraduate learning objectives. Additionally, NSSE provides comparisons to results obtained from a broad sample of our Carnegie-category peers.

Although we tend to employ Benjamin Bloom's taxonomy in developing and assessing programmatic outcomes, five questions on the NSSE align well with our understanding of learning competencies, particularly as they pertain to the cognitive domain. The following charts employ a four-point Likert scale that addresses the following question: "During the school year, how much has your coursework emphasized the following mental activities (i.e., 1 = very little; 2 = some; 3 = quite a bit; and 4 = very much)?" In each instance, our seniors' scores compare well to the scores of seniors who attend Carnegie-peer institutions that administer the NSSE survey.

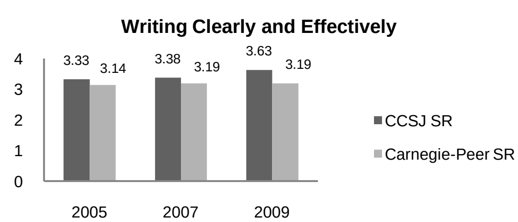


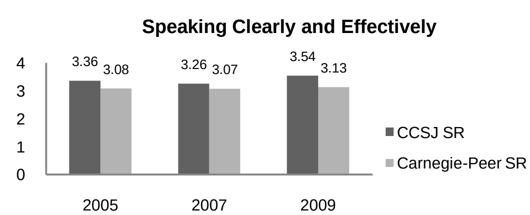


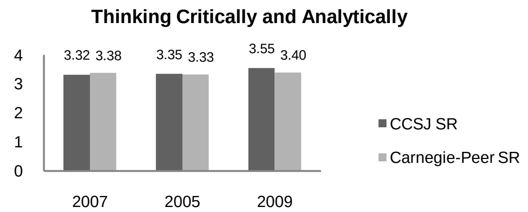


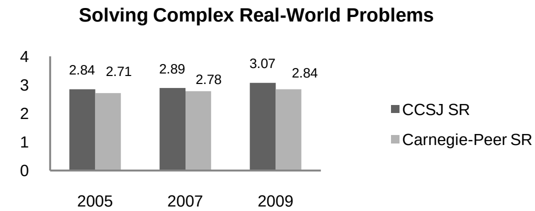


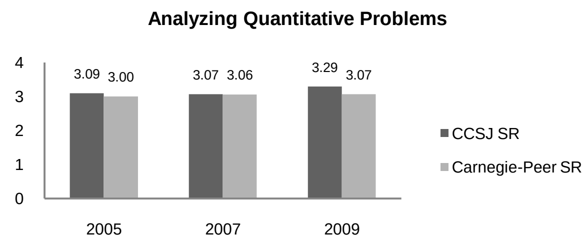
Similarly, six questions on the NSSE align well with the foundational knowledge and skill sets addressed in our undergraduate learning objectives (i.e., reading, writing, critical thinking, mathematics, science, and technology). The following charts employ a four-point Likert scale that addresses the question: "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas (i.e., 1 = very little; 2 = some; 3 = quite a bit; and 4 = very much)?" Again, our students' scores compare well to the scores of seniors who attend Carnegie-peer institutions that administer the NSSE survey.

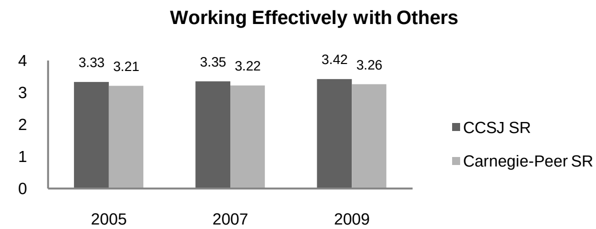








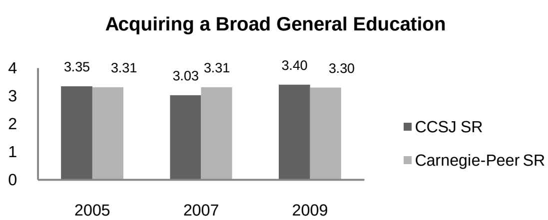


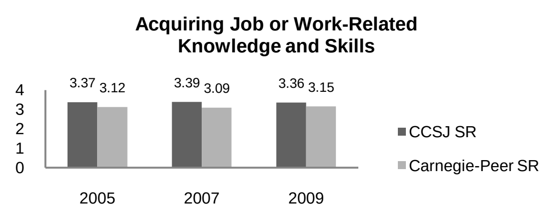


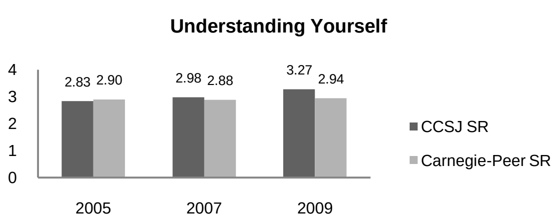
Finally, a battery of seven questions on the NSSE aligns well with the overarching academic goals included in our undergraduate learning objectives:

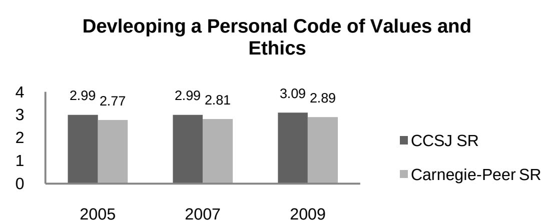
- Our graduates are prepared for lifelong learning;
- Our graduates are prepared to enter engaging and meaningful careers or to pursue graduate studies;
- Our graduates are prepared to pursue meaningful personal lives; and
- Our graduates are prepared to contribute in positive ways to the communities in which they live.

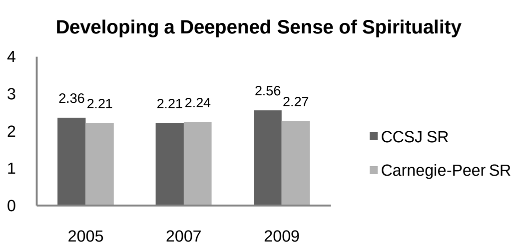
As the following charts show, our graduating seniors consistently rate our performance highly with respect to these goals.

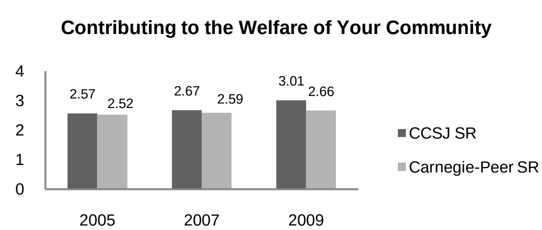




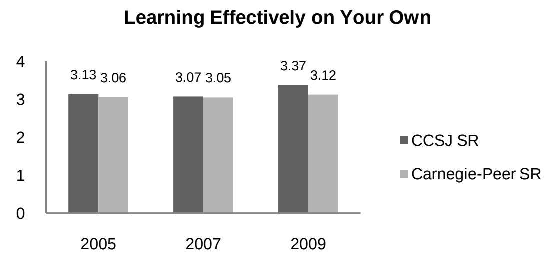








Our overall judgment with respect to student learning is that we have the right measures of performance in place, that we have become much more sophisticated with respect to the analyses we conduct, and that recent interventions pertaining to student learning show great promise. That being said, dramatic improvement in our retention and graduation numbers remains a top priority and a significant opportunity for further action.



1R3. What are your performance results for specific program learning objectives?

With the exception of our Education Programs, we do not gather performance results pertaining to our academic programs in a systematic fashion. The Praxis II test and student teaching serve this purpose. Virtually all of our Education majors pass the Praxis II examination, and an ongoing evaluation process ensures that the vast majority of our Education majors enjoy a successful student teaching experience as well. With respect to our General Education Program, the pre-test/post-test use of the CAAP described in section 4P18 will eventually supplement the subjective data gathered in recent years using the NSSE survey. Nevertheless, additional work is needed in this regard.

1R4. What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational institutions and employers)?

As noted in section 1P17, we do not now have formal processes in place to track our students' accomplishments in graduate school or on the job. A survey instrument that can be used for this purpose is being developed under the auspices of an AQIP action project.

1R5. What are your performance results for learning support processes (advising, library and laboratory use, etc.)?

We do not systematically gather or analyze data in this regard. A broader range of data pertaining to library services has been tracked since the 2007-2008 academic year, however. This initiative has been aligned with a concerted effort by library staff to better support classroom activities.

1R6. How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education institutions and, where appropriate, with results of organizations outside of higher education?

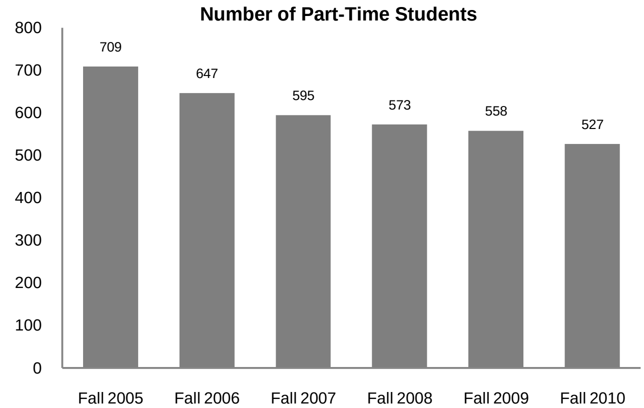
After the post-test portion of our CAAP testing is fully implemented, we will be in a better position to make these kinds of comparisons, at least as they pertain to our General Education Program. As noted above, this will provide a useful complement to the self-reported assessments obtained from seniors on the NSSE survey.

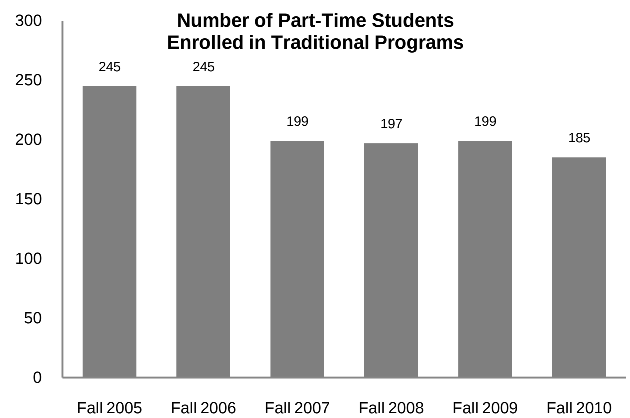
Improvement (I)

1I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Helping Students Learn*?

The College has long prided itself on serving an older population of students. Our degree completion programs and graduate programs serve this purpose, of course, but most of these students are employed professionals. Since its founding, the College has also served adults who had previously earned few or no college credits. These students tended to come from the urban core communities served by the College, and many took courses on a part-time basis. As noted in section 2P1, considerable effort has been expended in recent years toward the development of a younger student body. We did not intend to abandon the College's long-standing commitment to underserved adults, however.

Nevertheless, fewer older students are now attending the College on a part-time basis. The chart to the right illustrates a decline in the number of part-time students served. Our peak enrollment of part-time students was recorded in 2003: 967students. When we exclude part-time students enrolled in our degree-completion and graduate programs, the loss of part-time students in our traditional undergraduate programs is even more apparent.





Various hypotheses have been proposed to explain this decline. It has been suggested that the sequencing of our General Education courses inhibits adult enrollment. According to this view, older students prefer to concentrate on courses in their intended major. Some feel that the presence of so many younger students has contributed to a less welcoming environment for older adults. Others have suggested that adult part-time students are not interested in the particular programs in which so many of our students enroll. The most likely explanation, however, lies in the re-positioning of IVY Tech State College from status as a vocational school to status as an associate degree-granting institution. This transformation began in 1999. By 2005, IVY Tech had developed a full line of associate degrees in majors long preferred by our part-time students. IVY Tech now offers a convenient and less expensive alternative to programs offered by Calumet College of St. Joseph.

Beginning in the 2008-2009 academic year, several initiatives have been adopted to reclaim ground lost in serving this population.

- Beginning with the Fall 2008 Semester, a sequence of General Education courses was adopted. It provides part-time students with opportunities to explore courses in their intended majors early on in their academic careers.
- Our Humanities Program was reconfigured as an accelerated degree and offered to degree-completion students as well as to adult students who had completed their General Education courses. This provides an alternative for adult students who do not wish to pursue a professional degree of one kind or another.
- Under the aegis of an AQIP action project, a marketing strategy targeted to adults with few or no college credits was developed over the course of the 2009-2010 academic year. The School of Adult Learning was adopted as a brand.
- In early 2010, the registration and advising function for students enrolled in the School of Adult Learning was assigned to a professional staff member who has extensive experience in working with adult students.
- Beginning with the Spring 2011 Semester, a new associate degree in General Studies was offered to adult students. It employs a cohort design and features a mix of courses offered in accelerated and traditional formats. Students start and end the program as a group. They are thus provided with opportunities to form supportive relationships with other adult students.

- In the summer of 2010, a study lounge was opened for the exclusive use of students enrolled in our School of Adult Learning.

The School of Adult Learning is designed to help students with few or no college credits pursue their degrees on an expedited albeit part-time basis. The School of Adult Learning's curriculum is offered in a mix of formats on weekday evenings and weekends. Students attend classes two evenings or one day per week, completing three classes per term.

Admissions requirements in the School of Adult Learning are determined on a case-by-case basis. Students admitted pursue an Associate of Science degree in General Studies. A mix of 16-week and 8-week courses enables the students to graduate with an associate degree in as little as 28 months. They can then complete work toward a bachelor degree in one of our three degree completion programs: Organization Management, Education, or Humanities. Students can also pursue one of the College's other major courses of study, all of which are offered in a traditional semester format.

At this point, we do not know if this initiative will be successful. It is mission-based rather than strategic in nature. That being said, we are committed to its full implementation over the course of the next several years.

1I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Helping Students Learn*?

Our institutional culture recognizes that faculty members are primarily responsible for developing, implementing, and assessing academic programs. To a certain extent, our *CORE Initiative* tested the boundaries of this privileged role. The chief barrier to developing the initiative was conceptual in nature and pertained to the traditional roles of faculty and staff. Early on, key faculty members recognized that the image of the faculty member as a sole practitioner who is in total control of his or her courses and the pedagogical methods employed needed to give way to a more student-centered model. This does not mean that faculty members were asked to surrender their academic freedom. They needed to exercise their autonomy in collaboration with others, however, not as individual faculty members *per se*, but as a faculty, a community of scholars who are as dedicated to student learning as they are to teaching. Additionally, we recognized that our faculty needed to work in closer collaboration with professional staff who serve students as advisors, coaches, and tutors. We were fortunate to have senior faculty members who embraced this understanding of the academic calling.

AQIP Category Two, ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES, addresses the key processes (separate from your instructional programs and internal support services) through which you serve your external stakeholders — the processes that contribute to achieving your major objectives, fulfilling your mission, and distinguishing yours from other educational institutions.

Processes (P)

2P1. How do you design and operate the key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

2000-2001:	Men's Basketball
	Women's Basketball
2001-2002:	Baseball
	Softball
2002-2003:	Women's Volleyball
2003-2004:	Women's Soccer
	Men's Soccer
2005-2006:	Men's Cross Country
	Women's Cross Country
	Men's Golf
	Men's Soccer
2006-2007:	Men's Tennis
	Women's Tennis
	Track and Field
	Men's Bowling
	Women's Bowling
2009-2010:	Competitive Dance
	Wrestling

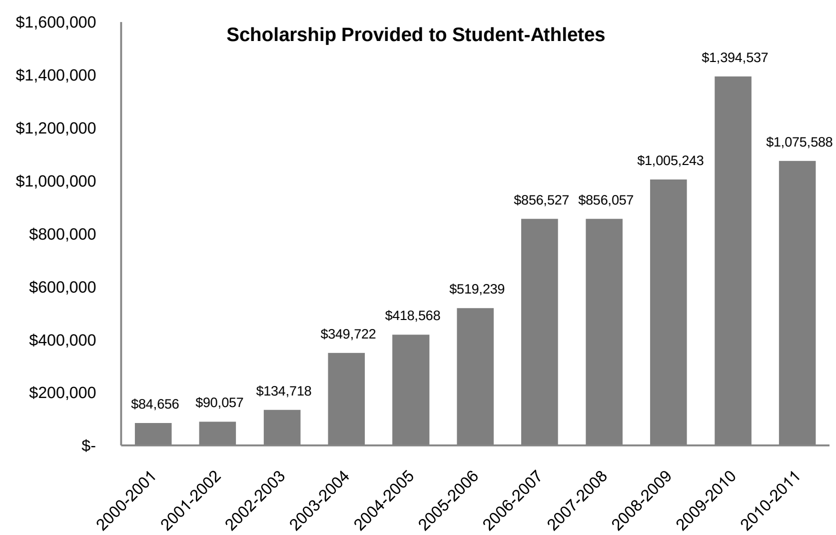
Two of our most important non-instructional processes are addressed in this section: our Athletics Program and a variety of activities associated with our institutional commitment to social justice.

The College committed itself to the development of an Athletics Program in 1999. We sought to increase our undergraduate enrollment in a manner consistent with our mission to serve at-risk and underprepared students. Our first intercollegiate match took place in November 2000. We compete as a National Association of Intercollegiate Athletics (NAIA) school in the Chicagoland Collegiate Athletics Conference (CCAC). Eighteen sports have been added over the course of the last ten years.

Some 219 student athletes are now enrolled full-time at the College. Our student-athletes benefit from an opportunity to extend and enhance their involvement in competitive sports. As noted in the chart below, they benefit as well from the substantial commitment the College makes to athletic scholarships.

Five full-time staff positions are allocated to our Athletics Program: an Athletics Director, an Assistant Athletics Director and Director of Media Relations and Marketing, an Assistant Athletics Director of Compliance and Student Services, a Coordinator of Recruiting and Travel, and an Athletics Trainer. Four of these individuals also coach teams. All of our other coaches serve on a part-time basis.

Through the 2008-2009 season, practice and competitive venues were secured through partnerships with various public and private entities in the community. A new Student Activity/Community Center opened on campus in September 2010. It was constructed using funds secured in a capital campaign completed before the close of the 2010-2011 academic year. We now have a state-of-the art home for our basketball, volleyball, and wrestling programs. It also serves as a practice facility for all of our student-athletes. Other venues are maintained through partnerships with Calumet High School, Campagna Academy, East Chicago Central High School, Lost Marsh Golf Course, Olympia Lanes, and the cities of Hammond and Whiting.



As noted in the response to question five in the introduction, a concern for social justice informs much of what we do at the College. Indeed, it is embedded in our curriculum. Most importantly, all freshmen take a Social Justice course in their first semester. This course includes a service-learning experience with a nonprofit or community-based organization.

A concern for social justice is emphasized outside of the classroom as well. A calendar of various activities is developed and maintained by the Office of Ministry and the Office of Mission Advancement and Support. During the 2009-2010 academic year, the following opportunities were made available to students, faculty, and staff.

- Food drives for the St. Joseph Soup Kitchen in Hammond and the First Church of God in Gary;
- The collection of goods for several nonprofit organizations, including the Gabriel Project, the State Street Shelter, Capes House, the Sojourner Truth House, and the Gary Diocese's Migrant Worker Initiative;
- Service on a regularly scheduled Meals-on-Wheels route;
- Service projects involving Habitat for Humanity, Lake Area United Way, and clean-up initiatives at local beaches;
- Fundraisers organized on behalf of Haven House, a women's shelter;
- Tutoring programs provided at several urban schools and at a local GED program as well;
- A week-long visit to New Orleans to assist residents in restoring homes damaged in Hurricane Katrina; and
- An annual week-long trip to Guatemala to assist residents of a small village with various development projects.

Some of these initiatives are organized and managed by students. Others are developed and pursued by various administrative units at the College or by individual faculty members as part of assigned coursework.

Since 2004, the College has addressed systemic and structural social justice concerns through the work of our Social Justice Committee, which is chaired by a C.PP.S. priest who also serves as a member of our Religious Studies faculty. The President and two vice presidents serve on the Social Justice Committee. Faculty and staff serve as well, and participation is open to all members of the College family.

The Social Justice Committee discusses questions pertaining to social justice at the College and makes recommendations to the President. In recent years, the Committee has examined: the need for a pay raise among our lowest paid employees; the advisability of establishing a club to serve students who self-identify as gay, lesbian, and/or transgendered; the development of a more robust recycling program; and the opportunity to enter into a partnership with the Peace Corps in developing an International Studies and Service Program.

Social justice concerns involving the community are addressed as well. Elected officials and other community leaders are invited to participate in "listening sessions" designed to enhance our understanding of complex issues. These discussions engender guest editorials or opinion pieces in the local media. Recent publications and televised features have focused on capital punishment, public transportation, health care reform, gun control, property tax reform, immigration, education reform, and the lingering effects of racism.

The Center for Social Justice also hosts an annual conference on targeted social justice themes. Depending on the conference theme, partnerships are sometimes formed for this purpose. Recent partners have included the Lake Area United Way and the Northwest Indiana Quality of Life Council. Community leaders from Lake, Porter, and LaPorte counties are invited to these events. From 2004 to 2008, our annual conferences focused on the status of at-risk youth. In 2009, the need for reconciliation across racial and ethnic lines served as an organizing theme. In 2010, we focused on the Church's reflections on the immigration issue.

Finally, key administrators at the College have assumed a number of highly visible roles with organizations that focus on public policy concerns of various kinds. On three occasions, our current President has chaired the Quality of Life Council, a three-county consortium of community leaders that pursues sustainable economic, environmental, and social equity concerns of various kinds. The Vice President of Academic Affairs and now President Elect served as the organization's executive Director from 2000 to 2007. The President also served as the Chair of the Regional Bus Authority from 1999 to

2009, and other administrators, staff, and faculty members have played significant roles on a number of boards, including the Lake Area United Way, Catholic Charities, the Bernardin Center at Catholic Theological Union of Chicago, and Campagna Academy, a residential facility that serves youth referred by the juvenile justice system. In 2008, the College assumed administrative and programmatic responsibility for the Lake County Advancement Committee, a civic organization that seeks to “identify major social, economic, and policy issues impacting the citizens of Lake County, Indiana” in order to “educate members and the public about these important issues and to propose possible solutions.” The College’s involvement with this organization is further detailed in section 9P5.

Our Social Justice Committee also sponsors the annual visit of a “social justice scholar” who delivers several lectures over the course of three days. The Director of Notre Dame’s Kroc Institute for International Peace Studies served as our first visiting scholar in 2007. He was followed in 2008 by an Imam associated with a mosque located in Northwest Indiana and a rabbi who has long served the region in 2009. In 2010, a labor scholar who recently published a book on the Catholic Workers Movement served in this capacity.

Finally, our Social Justice Committee solicits and awards a small stipend to two faculty members each year in support of research or service projects focused specifically on social justice concerns in Northwest Indiana.

2P2. How do you determine your institution’s major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

As noted above, our Athletics Program is used to increase enrollment without undermining our commitment to at-risk and underprepared students. All things being equal, we hope that our teams will be competitive as well. More importantly, however, we view intercollegiate sports as co-curricular programs. We expect our sports programs to contribute in a significant way to our undergraduate learning objectives, most notably, our long-term objectives:

- Our graduates are prepared for lifelong learning;
- Our graduates are prepared to enter engaging and meaningful careers or to pursue graduate studies;
- Our graduates are prepared to pursue fulfilling and meaningful personal lives; and
- Our graduates are prepared to contribute in a positive way to the communities in which they live.

Our social justice initiatives encompass both charitable endeavors and the promotion of systematic or structural change. A Catholic understanding of social justice informs our various social justice activities and commitments. In fact, a robust social justice tradition is reflected in various papal, conciliar, and episcopal documents. More specifically, discussions in our Social Justice Committee meetings and the various activities the Committee sponsors are organized around seven themes articulated by the United States Conference of Catholic Bishops.

- The life and dignity of the human person;
- The call to family, community, and participation;
- Rights and responsibilities;
- The “option” for the poor and vulnerable;
- The dignity of work and the rights of workers;
- Solidarity; and
- Care for God’s creation.

2P3. How do you communicate your expectations regarding these objectives?

The mission-based, competitive, and co-curricular goals associated with our Athletics Program are communicated in a variety of ways: in recruiting materials and visits, in our orientation programs, and in day-to-day interactions between and among our coaches and student-athletes. We have found, however, that the Champions of Character Program provides an excellent vehicle through which to communicate these complementary goals. Five core values are promoted at Champions of Character institutions: integrity, respect, responsibility, sportsmanship, and servant leadership. A 100-point evaluation or "scorecard" is completed each year. The criteria include: character training (47 points), conduct in competition (20 points), academic focus (8 percent), character recognition (19 points), and character promotion (6 percent).

Social justice initiatives in which students, faculty, and staff are invited to participate are featured on flyers posted throughout the College and in e-mail messages as well. After the fact, art and photography shows and "Lunch 'N Learn" events – a kind of town hall meeting open to all members of the College family – are organized to celebrate some of these initiatives. For instance, our annual visit to Guatemala has been featured in several art and photography shows that were open to members of the College family and to the community as well. Similarly, a briefing on a recent service-learning trip to New Orleans was featured in a Lunch 'N Learn event. As noted in section 2P1, guest editorial and opinion pieces written by administrators and faculty members often appear in the media. Other communications are provided by the various nonprofit and civic organizations served by members of the College family.

2P4. How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

Our Athletics Program and our social justice initiatives and commitments are entirely reflective of the two most important criteria available to us: our mission statement and our undergraduate learning objectives. Both sets of activities are regularly discussed in Board of Trustee meetings and in our senior staff meetings as well.

Our social justice activities in the classroom are developed and assessed by faculty, and significant changes involving course and program design are vetted through our Curriculum and Assessment Committee, our Graduate Studies Committee, and the Faculty Senate.

Our co-curricular and community-focused social justice activities and commitments are developed, monitored, and assessed by our Social Justice Committee. Additionally, a member of the Missionaries of the Precious Blood serves as the College's minister and as a religious advisor to the President. In this dual capacity, he participates in senior staff meetings. This provides an ongoing opportunity to address social justice concerns embedded in issues that might not otherwise garner attention.

2P5. How do you determine faculty and staff needs relative to these objectives and operations?

Updates on the College's Athletics Program are regularly featured in the two administrative retreats held each year. Athletics is addressed in at least one Board of Trustees meeting each year as well. Additionally, significant concerns that arise from time to time are addressed in weekly meetings involving members of the senior staff. Finally, representatives of the Athletics Program are now represented on several of the planning committees described in section 8I1.

Our Athletics Program staff are involved in our *Centering on Retention and Enrollment* or *CORE Initiative* in two important ways. They serve as mentors. Additionally, they receive copies of all academic alerts as a result of a change in routing adopted in the wake of an AQIP action project. See section 3I1. Our coaches are often in a better position than faculty and professional staff to intervene with student-athletes who may be struggling. Our coaches have proven responsive and helpful to faculty and professional staff in this regard.

Faculty members have played an important role as well. After the Athletics Program was launched in 2000, our student demographics changed. Significantly, the student body grew much younger. As a result, more classes had to be offered during daytime hours. This required certain adjustments in the design of our undergraduate programs. The following changes, for instance, were approved by the Faculty Senate during the 2007-2008 and 2008-2009 academic years.

- A flexible but consistent policy that emphasizes the priority of class attendance over team practices was adopted. Previously, each faculty member had set his or her own policy in this regard. As a result, we now have a much more transparent policy. It is easily understood by faculty, coaches, and students. Opportunities for conflict have thus been minimized.
- Courses in our General Education Program have been sequenced. Most General Education courses are now scheduled during morning and early afternoon hours. As a by-product of this change, fewer

student-athletes are now taking classes in the late afternoon, a time period that often conflicts with team practices.

- Our classes were converted from a Monday-Thursday/Tuesday-Friday schedule to a Monday-Wednesday/Tuesday-Thursday schedule. Friday is often a travel day for sports teams. This change dramatically reduced the need to miss class in order to attend games and matches.

Faculty, our professional and support staff, and members of our Athletics Program staff all played significant roles in identifying the need for these changes and have worked well together for the benefit of our student-athletes. This student-centeredness has long been a part of our culture.

As noted above, our various social justice activities and initiatives are vetted through several organizational constructs: our Curriculum and Assessment Committee, our Graduate Studies Committee, the Faculty Senate, and our Social Justice Committee.

2P6. How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

Until recently, policy changes involving the Athletics Program were addressed by our Athletic Director and his staff and the Vice President for Finance and Business Operations, to whom the College's Athletic Director reported. As part of the reorganization described in section 8I1, the Athletics Director now reports to the Vice President for Student Life, a newly established position.

Accommodations involving academic concerns are processed though the Faculty Senate. As noted in the response to question five in the introduction, the lead responsibility for developing, implementing, and assessing the College's academic programs is reserved to the Faculty Senate to which all full-time and part-time permanent faculty members belong.

Because our social justice initiatives and activities are informed by various papal, conciliar, and episcopal documents, our social justice objectives have required little or no adjustment *per se* in recent years. Discerning appropriate action based on these documents is another matter, however. Again, new social justice initiatives and significant changes in initiatives already under way are vetted by our Curriculum and Assessment Committee, our Graduate Studies Committee, the Faculty Senate, and our Social Justice Committee.

Results (R)

2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

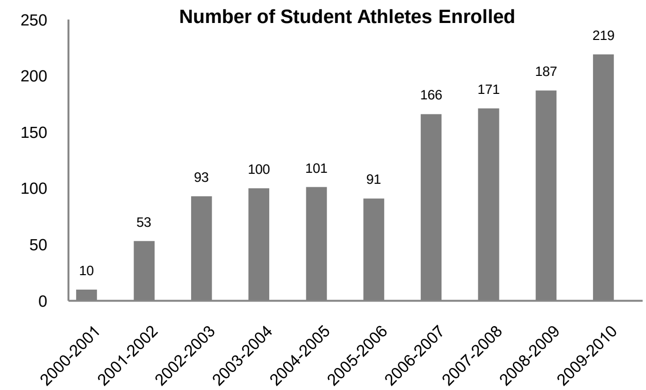
As noted in section 2P1, the development of our Athletics Program was strategic in nature. The College wanted to increase undergraduate enrollment in a manner consistent with our mission to serve at-risk and underprepared students. The number of student-athletes enrolled each year thus serves as a key measure of performance. This impact is assessed, however, against the demographic makeup of our student body in order to ensure that our institutional mission is being served.

Further, three measures of performance have been adopted with respect to the contributions our Athletics Program makes to our undergraduate learning objectives: the Champions of Character designation described in section 2P3; the grade point averages earned by our student-athletes; and the number and types of academic awards they received.

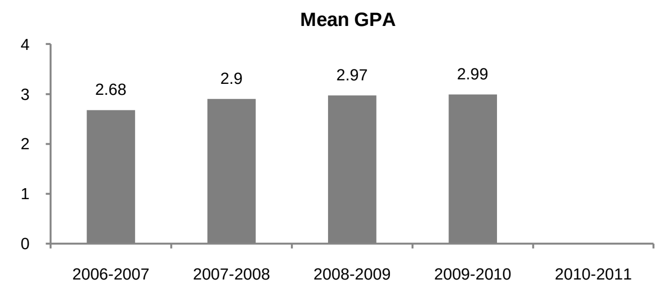
Finally, we monitor the competitiveness of our sports teams. We know that success in one activity or sphere of life can positively affect other aspects of a student-athlete's development. Additionally, successful sports programs tend to draw additional recruits. This contributes to enrollment. Similarly, successful sports programs help to develop a spirit of camaraderie among students. This is an persistent challenge on commuter campuses.

The College's various co-curricular and community-focused social justice initiatives are broadly communicated and celebrated. Nevertheless, we do not systematically gather data pertaining to student participation or to the contributions these various activities make to our undergraduate or graduate learning objectives. Although data is tracked on a project by project, initiative-specific, or *ad hoc* basis, this remains an opportunity to be pursued.

2R2. What are your performance results in accomplishing your other distinctive objectives?



As the chart to the right indicates, our Athletics Program has positively affected our undergraduate enrollment. At the same time, the demographics of our undergraduate student body are little changed. According to U.S. News and World Report, we remain the most diverse four-year institution of higher learning in the Midwest. As the demographic data in section 3P1 indicate, we continue to serve a highly diverse student body composed primarily of first generation enrollees drawn from the urban community in which the College is located. In effect, our goal to increase undergraduate enrollment dramatically was constrained by our mission to serve an at-risk and underprepared student body. Our efforts in this regard have been remarkably successful over the course of the last ten years, however.



Our co-curricular goals have been substantially achieved as well. A score of 60 or higher qualifies a college or university as a *Champion of Character* institution. The College achieved a score of 90 on its most recent scorecard. Further, our student-athletes' achievements in the classroom are closely monitored. As is detailed in the chart to the right, the GPA's achieved by our student-athletes have risen over time. Over the course of the 2009-2010 academic year, the average GPA's of seven of our sixteen athletics teams exceeded 3.0. The lowest team average was 2.7. Further, a number of our student-athletes have earned academic recognition from the NAIA, the conference in which our teams compete, and the College as well.

Award	2006-2007	2007-2008	2008-2009	2009-2010	4-Year Totals
NAIA Scholar-Athletes	11	7	12	12	42
CCAC All-Academic Team	N/A	N/A	10	12	22
Athletic Director List	N/A	N/A	101	99	200
USBC Scholar All-Americans	10	11	12	10	43

Finally, our individual athletes and sports teams have been very competitive. A number of our athletes have achieved NAIA and conference recognition. Our men's basketball team has won a regular season conference championship. And our men's and women's bowling teams are regular participants in the United States Bowling Congress' national championship tournament. At the close of the 2009-2010 season, our men's bowling team finished second in the nation, and a member of the team was recognized as the most valuable bowler in the championship tournament. This accomplishment was celebrated by the entire College family.

As noted above, the College does not gather data pertaining to its co-curricular and community-focused social justice initiatives on a systematic basis. Nevertheless, we are quite proud of our efforts in this regard. They help define us as an institution.

2R3. How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Benchmarking the ongoing performance of our Athletics Program is relatively easy. Enrollment and demographic data pertaining to our student-athletes are easily obtained, and our memberships in the NAIA and the CCAC provide opportunities to participate in the various benchmarking and awards programs they sponsor. As the results in section 2R2 show, the accomplishments of our Athletic Department and our individual student-athletes stack up well on several measures of performance.

Comparable results pertaining to our social justice initiatives and commitments are more difficult to secure. Nevertheless, in discussions that take place in Board of Trustee and senior staff meetings, we often talk about the College's "footprint" in the community. The term "footprint" pertains to the visibility we enjoy and the impacts we have on a whole host of public policy and community concerns – *vis-à-vis* Northwest Indiana's five other institutions of higher learning – given our small size. Our performance in this regard is closely monitored through press clippings, all of which are shared with members of our Board of Trustees.

Further, we are acutely aware of the drift away from the values of their founding religious communities that has occurred at some institutions of higher learning. As noted in our response to question five in the introduction, we embrace our identity as a Catholic institution of higher learning which has been deeply influenced by the commitment to social justice espoused by the Missionaries of the Precious Blood. Our various co-curricular and community-based social justice initiatives and commitments both reflect and reinforce this identity.

2R4. How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

The enrollment increases associated with our Athletics Program have greatly strengthened the College. Accomplishing this objective, while at the same time maintaining our commitment to at-risk and underprepared students, has been – in our view – a remarkable achievement. We are stronger financially as a result of this development. Additionally, our academic programs are more viable because we now have a resource base that can support the hiring of additional faculty and staff, the adoption of new systems and technologies, and the pursuit of needed upgrades to our facilities.

As noted above, our various social justice initiatives have contributed to the development of a disproportionately large "footprint" in Northwest Indiana. Calumet College of St. Joseph is well respected by community leaders from across the region, in part, because of our extensive engagement on a broad range of public policy and community concerns.

Improvement (I)

2I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Accomplishing Other Distinctive Objectives*?

With respect to our Athletics Program, we are particularly proud of our student-athletes' recent academic achievements and the high ranking recently achieved on the Champions of Character scorecard. Nevertheless, the grand opening of our new Student Activity/Community Center in September 2010 was an seminal moment in the College's history. It is the College's first new building. Since the late 1970s, all of our facilities had been located in a single large facility donated by Amoco Oil.

This accomplishment is remarkable for two reasons. First, the new building was constructed using funds secured in a capital campaign that persisted though one of the worst economic downturns in the nation's history. Second, as detailed in section 6P2, a serious financial crisis enveloped the College in 2007. It was tempting to defer the $3.5 million cost associated with the building project. Nevertheless, our commitment to our student-athletes was honored, and the new athletics facility was built. Our teams now have an excellent facility in which to train and compete.

2I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Accomplishing Other Distinctive Objectives*?

Our mission to serve an underserved urban community has significantly informed the development of our Athletics Program and our various co-curricular and community-based social justice initiatives as well. In the case of our Athletics Program, the need to focus our recruiting efforts on student-athletes drawn from the urban communities we serve functioned as a constraint. Working within this constraint, our recruiters and coaches have attracted a population of student-athletes that fully reflects the student body profile our mission compels us to serve. This does not mean that all of our student-athletes are recruited from Northwest Indiana or that none of them come from more affluent homes. Nevertheless, we continue to serve a remarkably diverse student body – including a high percentage of student-athletes – drawn from communities that have traditionally been underserved by private institutions of higher learning.

As noted above, an abiding concern for social justice is deeply embedded in all that we do at the College. It is part and parcel of our culture and is reflected in our academic programs and in our co-curricular and community-focused initiatives and commitments as well.

AQIP Category Three, UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS, examines how your institution works actively to understand student and other stakeholder needs.

Processes (P)

3P1. How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

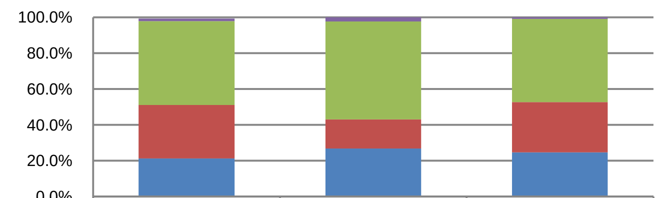
Three broad types of data pertaining to students are analyzed on an ongoing basis:

- Demographic data;
- Data pertaining to academic preparedness; and
- Data pertaining to financial need.

Our student body is remarkably diverse. This is not surprising given our commitment to serve an underserved urban community. At the start of the 2010-2011 academic year, our full-time degree-seeking student body was 48.4 percent male and 51.6 percent female, and our part-time degree-seeking student body was 53.5 percent male and 46.5 percent female. (The lower percentage of female part-time students is attributable to the large number of students enrolled in our Public Safety Management and Public Safety Administration Programs. The makeup of most police departments is still predominantly male.)

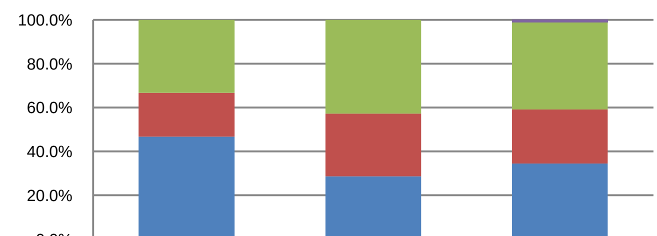
Race and ethnicity data are important for two reasons. Our mission compels us to serve a diverse student body. Additionally, minority status is identified as a risk factor in the literature pertaining to retention and persistence to graduation.

Demographic Distribution (Full-time Undergraduates)



	First-Time Students	Transfer Students	Continuing Students
Oher	1.4%	2.3%	0.9%
White, non-Hispanic	46.8%	54.7%	46.5%
Hispanic	29.8%	16.3%	28.0%
Black, non-Hispanic	21.3%	26.7%	24.6%

Demographic Distribution (Part-time Students)

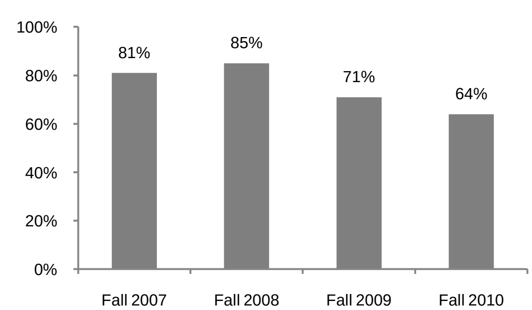


	First-time Students	Transfer Students	Continuing Students
Oher	0.0%	0.0%	1.2%
White, non-Hispanic	33.3%	42.9%	39.7%
Hispanic	20.0%	28.6%	24.6%
Black, non-Hispanic	46.7%	28.6%	34.5%

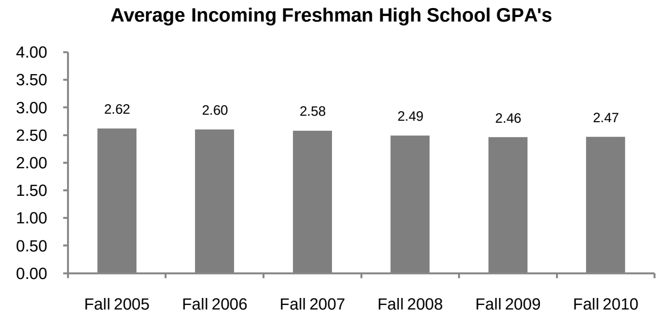
We also track the percentage of students who are the first members of their families to attend college. We have historically served high percentages of first-generation students. This commitment is part and parcel of our mission. We know that some of these students experience less effective family support than do their peers.

With respect to academic readiness, much of our work in recent years has focused on our freshmen and sophomores. This is so for three reasons. First, the success of our at-risk and underprepared undergraduates lies at the heart of our mission. Second, our degree-completion and graduate programs reflect a cohort design tailored to the needs of older adults. Our retention and persistence to graduation rates in these programs are remarkably high. Third, until recently, our own analyses had not revealed any statistically valid correlations between a number of independent variables, including eligibility for financial aid, the school district from which the student

Percentage of First-Generation Students

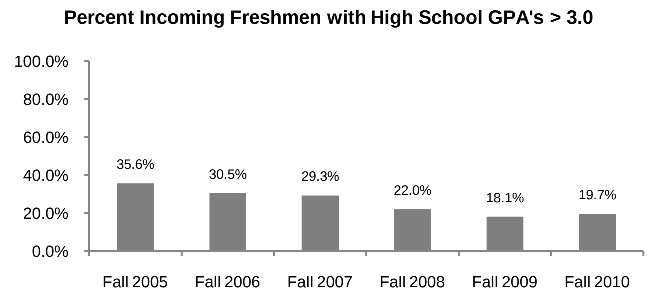


graduated, and high school grade point average, on the one hand, and a metric designed to track "progress toward graduation" on the other. Using bivariate techniques, the only statistically valid independent variables we had discovered pertained to GPA's earned in the first and second semesters of the student's freshman year. This indicated that most of our students can succeed if we can keep them on track through their freshman year. Multivariate techniques employed in the Spring 2011 Semester have proven more helpful. Indeed, they contributed to the development of several initiatives now being pursued as part of the College's annual retention plan. See section 5P6.



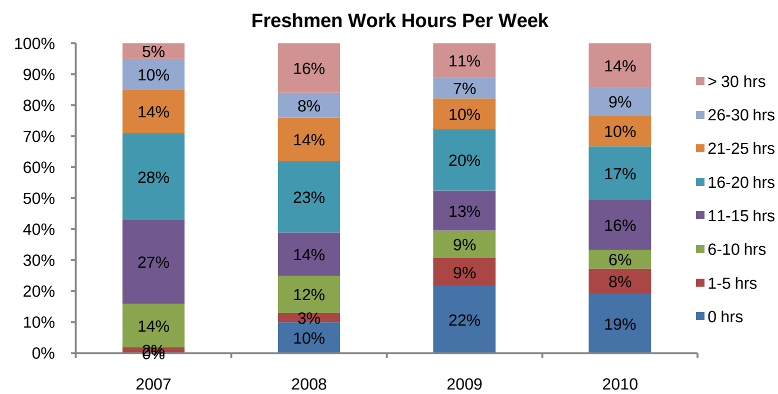
Academic readiness is assessed in several ways. As the charts to the right show, many of our first-time, full-time freshmen graduated from high school with low grade point averages. Moreover, a significant proportion of these students come from urban school districts in Indiana and Illinois where – experience shows – GPA's are somewhat inflated.

Further, we know that many of our students lead complex lives. Some have family responsibilities. A high percentage of our students are athletes, and many work. As the chart to the bottom right shows, between 28 and 38 percent of our incoming freshmen report each year that they work at least 20 hours per week.

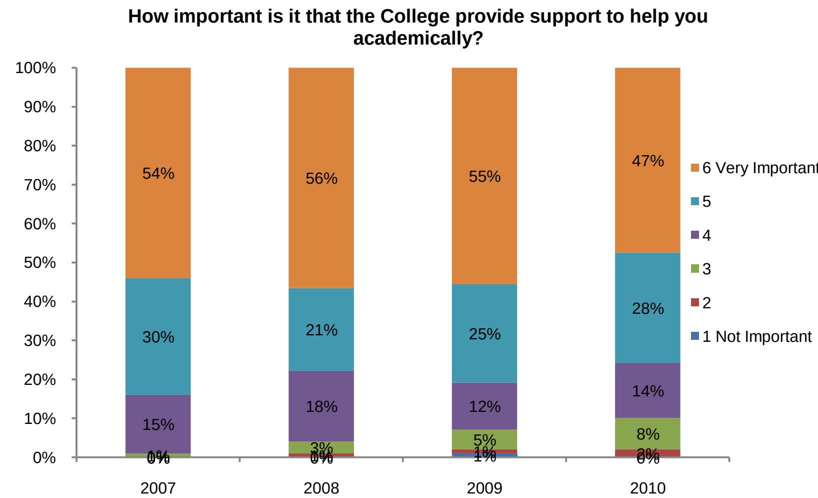


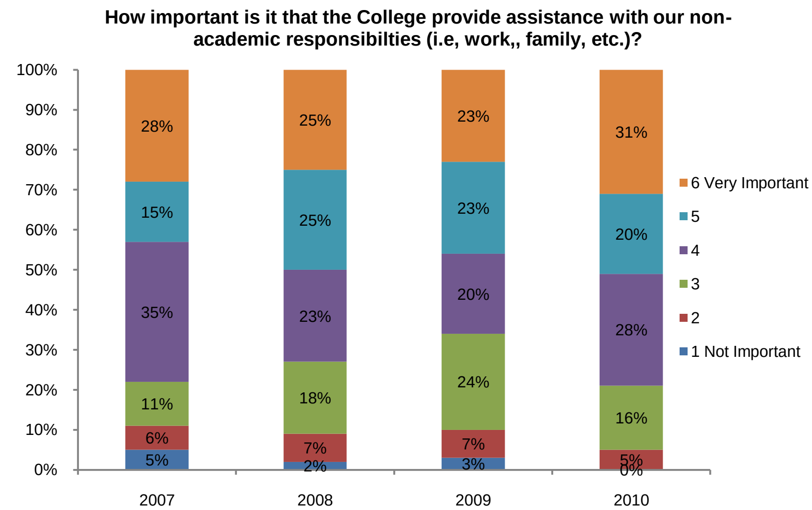
We also assess our incoming students' expectations and sense of self-efficacy. As part of our *Centering on Retention and Enrollment* or *CORE Initiative*, all incoming freshmen complete a battery of tests. The Beginning College Survey of Student Engagement (BCSSE) is a national survey instrument designed by the Indiana University Center for Postsecondary Research to assess incoming undergraduates' perceptions and sense of self-efficacy. This instrument allows us to compare our students' responses to the collective responses of peers from across the country. A report comparing each student's responses to the responses of his or her peers at Calumet College of St. Joseph and the responses provided by students from across the country are shared with each student and with his or her mentor.

The BCSSE provides a number of useful insights. Interestingly, many of our first-time, full-time freshman indicate that they expect to earn higher GPA's at Calumet College of St. Joseph than they earned in high school. At first glance, this might seem to reflect a certain naiveté regarding college-level work. Discussions with our students have suggested an alternative explanation, however. A high percentage of our freshman report that they did not really apply themselves in high school. Several questions on the BCSSE point to this conclusion. Our students report elsewhere in the BCSSE that they intend to work much harder in college. This intent may explain their hope to achieve higher GPA's at the college level.



We know, of course, that the best predictor of future performance is past performance and that an intent to apply oneself does not necessarily translate into a sustained effort in the classroom. Other questions on the BCSSE indicate that our students recognize this as well. As the charts to the right show, a significant majority of our incoming freshmen recognize their vulnerability. When asked if they anticipated a "need for help to succeed academically," between 77 and 84 percent reported in each of four years that it would be important or very important. Similarly, between 43 and 50 percent reported each year that they viewed "assistance in coping with certain non-academic responsibilities, including work and family," as important or very important. Still further, between 47 and 51 percent reported each year that they viewed "support provided to help them thrive socially" as important or very important. Our *CORE Initiative* is designed to address these high levels of need for academic and social support.





The third factor we monitor pertains to financial need. Although we make counseling and advising services available to students enrolled in our degree-completion and graduate programs, the vast majority of these students are working adults, and many – most notably, the vast majority of the police officers who enroll in our Public Safety Management and Public Safety Administration programs – are able to draw on tuition-reimbursement benefits provided by their employers. Additionally, these academic programs are generally shorter in duration, and the overall expense incurred is typically not as great as the cost of a four-year degree.

In contrast, few of the students who enroll in our traditional programs hold high paying professional or skilled positions, even though many work. Moreover, as noted above, many of these students come from disadvantaged backgrounds. Few are in a position to finance the cost of their education on their own. Indeed, 96 percent of our first-time, full-time degree-seeking undergraduates benefited from some type of financial aid and/or loans over the course of the 2007-2008 academic year. The average size of these financial aid packages was $8,587. In the 2008-2009, academic year, the number receiving some form of financial aid and/or loans fell to 92 percent, and the average size of the financial aid packages received decreased to $8,441. The numbers and percentages of students relying of these several sources of funds and the average amounts received are indicated in charts to the right.

Percent Receiving Financial Aid	2007-2008	2008-2009	2009-2010
Federal Grants	61%	46%	52%
State/Local Government Grants	38%	28%	21%
Institutional Grants or Scholarships	75%	83%	89%
Loans	65%	58%	71%

Average Amounts of Financial Aid	2007-2008	2008-2009	2009-2010
Federal Grants	$3,652	$4,239	$5,065
State/Local Government Grants	$7,310	$5,896	$4,375
Institutional Grants or Scholarships	$4,383	$5,797	$4,749
Loans	$4,212	$5,797	$5,198

These circumstances, together with the College's mission to serve the urban communities of Northwest Indiana and south Chicago, largely explain why the College is committed to keeping tuition rates low. They also testify to the reasons behind the various interventions pursued by the College in recent years, including the PACE Program and the *CORE Initiative*, most notably the learning communities and mentoring components of the *CORE Initiative*.

3P2. How do you build and maintain a relationship with your students?

As noted in section IP6, we rely extensively on one-on-one encounters to maintain our relationships with students.

3P3. How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?

With two notable exceptions, we tend not to think of our students as stakeholders *per se*. Education is a transformational process in which students are actively engaged. In our view, today's students can better be described as co-producers – with Calumet College of St. Joseph – of their future selves. The first exception pertains to our student-athletes, who are identified as stakeholders in category two. In our view, student-athletes should be understood as stakeholders only with respect to their unique status as athletes. More often than not, they are engaged simply as students. We know, however, that student-athletes face unique challenges. As noted in section 2P5, we have gone to great lengths to minimize conflicts involving their responsibilities as students and their involvement in athletics. Our efforts in this regard have largely been preventive in nature.

Some of our older part-time students have unique needs as well. Again, we have attempted to reduce barriers they face in pursuing their academic goals. Our *School Adult Learning* initiative is described in section 1I1.

Faculty and staff members can be understood as stakeholders as well. As noted in section 4R2, survey instruments are now used to identify their changing needs. Our performance management processes, both for our professional and support staff members and faculty, were recently revised. They now provide for more dialogue concerning individual, departmental, and institutional goals. See sections 4P10 and 4I2.

Other key stakeholders include our sponsoring religious order, the Missionaries of the Precious Blood (C.PP.S.), and the Catholic Diocese of Gary. The role played by the C.PP.S. in terms of governance and decision-making is described in the response to question five in the introduction, and our close working relationship with the Gary Diocese is described in section 9P5.

3P4. How do you build and maintain relationships with your key stakeholders?

See above.

3P5. How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

As noted in the response to question eight in the introduction, our mission and strategic position are well aligned with our undergraduate programs. The College is challenged to meet the educational needs of at-risk and underprepared students in the urban community in which it is located. In order to accomplish this goal, we have to compete effectively as a "focused low cost provider," a competitive position we embrace. See section 8P2. These twin foci – mission and strategic position – guide the development of new undergraduate offerings and services.

In contrast, a niche strategy is employed in the case of our graduate programs. The evaluation criteria noted in section 1P3 is ideally suited to evaluations of this kind, particularly as they pertain to potential markets and projected costs and revenues.

Together these complementary strategies have served the College well. We anticipate, however, that the strategic planning process that will be undertaken during the coming months will help us further refine our efforts in this regard. For this reason, this remains an opportunity to be further pursued. See section 8P1.

3P6. How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

In keeping with the principle of subsidiarity, we believe that complaints and expressions of concern should be addressed at the lowest possible level of the institution. For instance, faculty members are expected to address concerns expressed by students concerning class assignments and grades whenever possible. In fact, our full-time and part-time faculty members perform well in this regard.

Formal complaints and expressions of concern are referred to the Vice President for Academic Affairs. An attempt is made to address the student's concern, more often than not with the assistance of other faculty and staff members. An assessment of this process is included in section 3R2.

The College's Student Handbook describes a more formal process for resolving various kinds of disputes, including grades and non-academic grievances. A case-specific Faculty-Student Grievance Committee is formed to adjudicate individual issues that cannot otherwise be resolved either to the student's satisfaction or to a faculty or staff member's satisfaction. Each committee includes two faculty members, the president and one other elected member of Student Government, and one member of our sponsoring religious order. The Committee can dismiss a case, recommend that the faculty or staff member involved consider an accommodation of some kind, or recommend academic suspension, probation, or dismissal if a breach of academic integrity is involved.

Results (R)

3R1. How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

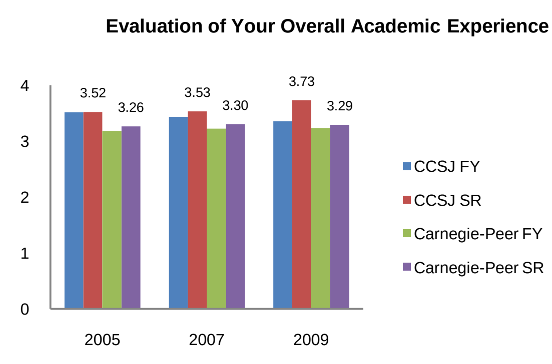
Student evaluations are collected at the conclusion of all courses. With very few exceptions, the results are overwhelmingly positive. We are not entirely satisfied with the evaluation form now being used, however. It could focus in a more explicit way on learning. This remains an opportunity to be pursued, primarily by faculty members. In fact, the Faculty Senate's Faculty Affairs began addressing this matter during the 2010-2011 academic year. Three other measures of performance are used as well:

- Key questions on the National Survey of Student Engagement (NSSE), which we administer every two years;
- Complaint data; and
- Faculty and staff evaluations drawn from the survey instrument described in section 4R2.

3R2. What are your performance results for student satisfaction?

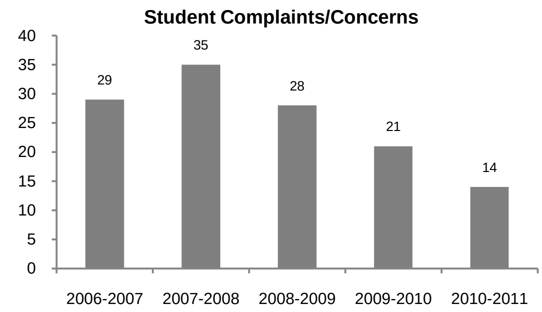
We do not believe that student satisfaction data is as important as data pertaining to learning. As a complement to outcome data, however, satisfaction data can be helpful. The NSSE survey addresses the perceptions of freshmen and seniors and compares the results to the results obtained for all Carnegie-peer institutions that use the NSSE.

The chart to the right shows that freshmen and seniors at Calumet College of St. Joseph consistently report higher levels of satisfaction than do their peers at other institutions. (The means reported for our seniors and for their counterparts across the country are indicated.)



The number of student complaints and concerns adjudicated at the vice presidential level in recent years is reflected in the chart on the following page. These data include formal requests for action as well as complaints. For instance, the 21 complaints and concerns received over the course of the

2009-2010 academic year included six grade appeals, four requests for readmission, four expressions of concern about student behaviors, three requests to take a course at another institution, two requests for a reasonable accommodation, one appeal of an administrative withdrawal due to non-attendance, and one complaint about academic counseling provided by a faculty member.



We are pleased with these results. The overall number of complaints and concerns received has come down in recent years for two reasons. Section 2P5 describes steps taken to reduce the number of scheduling conflicts involving student-athletes, and section 1P12 describes the sequencing of our General Education courses. We now receive very few complaints about class scheduling.

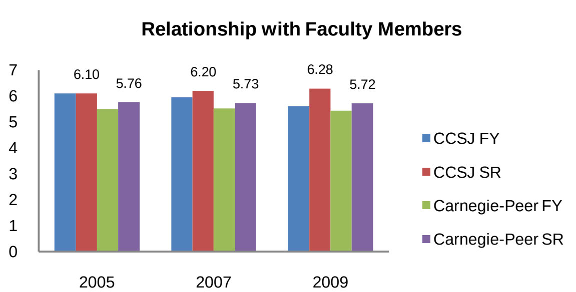
All of these complaints and requests for action were resolved one way or another at the vice presidential level. Over the course of the last five years, there has been no need to pursue a grievance through the point of formal adjudication by a Faculty-Student Grievance Committee.

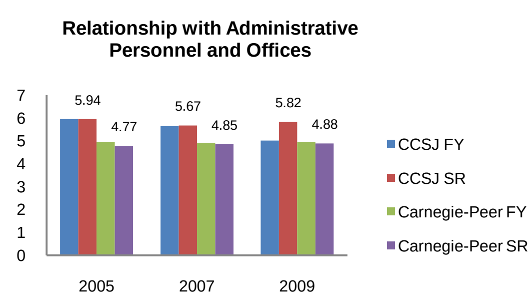
We also use the faculty and staff survey instrument described in section 4R2 to assess our own perceptions about student satisfaction, the extent to which we are student-centered, and the extent to which we are courteous and responsive to students. The results are displayed on the table to the right. Again, these data are not as important as data pertaining to student learning or the self-reported satisfaction of students. Nevertheless, they complement other kinds of data gathered on a routine basis.

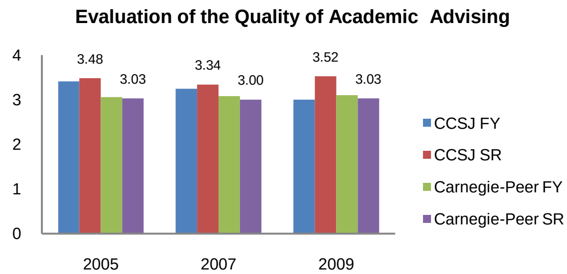
	May 2007	Jan 2010	Change Jan10 -May07
▪ Student Satisfaction Improving	2.5	2.5	0
▪ Student Needs Serve as Basis for Changes	2.4	2.9	0.5
▪ Needs of Students Guide Curriculum/Work Process Development	2.6	2.7	0.1
▪ Faculty and Staff are Courteous and Responsive to Students	2.9	3.1	0.2

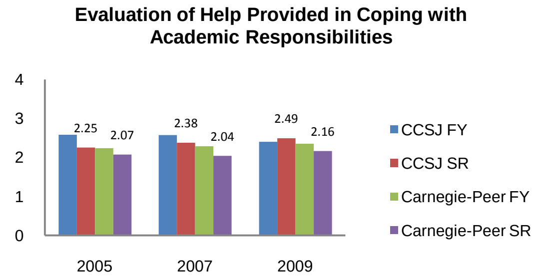
3R3. What are your performance results for building relationships with your students?

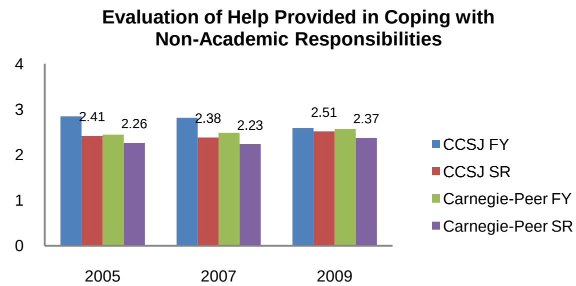
Several of the questions on the NSSE survey instrument address relationships. As the charts below show, freshmen and seniors at Calumet College of St. Joseph consistently report higher levels of satisfaction than do their counterparts at other institutions of higher learning. We are particularly pleased with the results obtained on the last two questions, which pertain to the amount of assistance provided to students with respect to their academic responsibilities and their non-academic responsibilities (e.g., work and family, etc.). As is noted throughout this document, we pride ourselves in the depth and breadth of assistance we provide to at-risk and underprepared students.











3R4. What are your performance results for stakeholder satisfaction?

We do not systematically gather data pertaining to the satisfaction of our external stakeholders. Nevertheless, we are pleased with our presence and standing in the community. See section 2R3.

3R5. What are your performance results for building relationships with your key stakeholders?

See above.

3R6. How do your results for the performance of your processes for Understanding Students' and Other Stakeholders' Needs compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

See section 3R3 above.

Improvement (I)

3I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Understanding Students' and Other Stakeholders' Needs*?

During the 2009-2010 academic year, our AQIP Steering Committee sanctioned an action project designed to convert one or more of the College's paper-intensive work processes into paperless processes. The first work process considered involved academic alerts (i.e., "early alerts"). Individual faculty members draft academic alerts for students who struggle in class for any number of reasons.

Three problems were identified with the extant process.

- It took too long to process our academic alerts. By the time some of our students received them, they had fallen too far behind in their coursework to catch up.
- Key individuals were not effectively involved in the process, most notably coaches and the mentors assigned to our freshman students. The involvement of coaches in our *CORE Initiative* is described

in section 2P5, and the role of our mentors is described in the response to question two in the introduction.
- The data obtained could not easily be aggregated and disaggregated for analysis.

An online form was developed and tested during the Fall 2009 Semester. In all, 495 of the 499 academic alerts examined employed the new online version of the form. Satisfaction with the form was expressed by faculty members and our academic advisors, who now receive the forms via e-mail. In the following semester, the workflow for this process was revised to provide for copies to be sent to coaches, if the student is an athlete, and to mentors as well. Finally, our Institutional Researcher now analyses the academic alerts received each semester and shares the results with all faculty members. His initial analyses have focused on the number of alerts associated with particular courses and the reasons the alerts were issued (e.g., the failure to complete assignments, attendance, participation, test preparation, etc.). In January 2010, training pertaining to the new process was provided for all of our mentors, who now meet with their assigned students to address any underlying problems that might have contributed to the need for an academic alert.

The successful completion of this project confirmed the value of the plan-do-check-act methodology reflected in the designs of various quality assurance and quality improvement systems. It also pointed to the need to document our work processes more formally.

3I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Understanding Students' and Other Stakeholder* Needs?

The *CORE Initiative*, which is noted throughout this document, has provided a focus for many of the efforts undertaken in this regard in recent years. A number of improvements associated with the *CORE Initiative* have been pursued as AQIP action projects. Further, several structural and planning changes were adopted in January 2011 as part of our ongoing presidential transition. As described in section 8I1, they include:

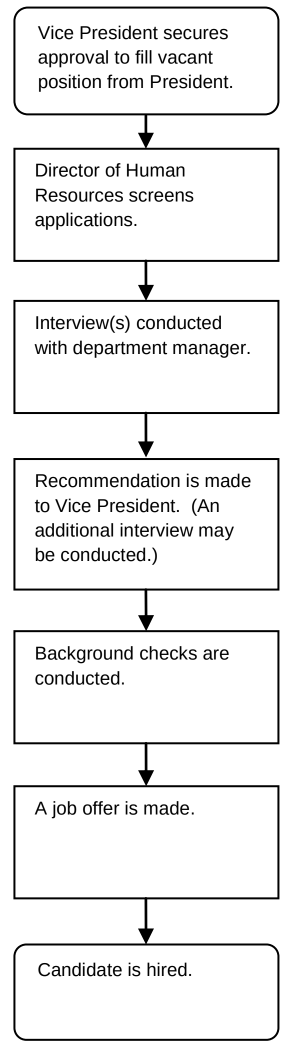
- The integration of academic and student support services under the leadership of a newly designated Vice President for Academic Affairs/Chief Operating Officer;
- The development of seven annual planning documents (i.e., enrollment management, student retention, development, marketing, facilities management, human resources management, and information and instruction technology) using cross-functional teams; and
- The development of a 2011-2012 budget based, in part, on the several planning documents noted above.

These various initiatives are fully reflective of our organizational culture. As noted in section 3R2, faculty and staff members rate our performance with respect to student and stakeholder needs quite highly. As described in section 3R3, our students give us high marks in this regard as well. We attribute these results to a strong sense of mission and fidelity to our commitment to social justice. See the response to question five in the introduction.

AQIP Category Four, VALUING PEOPLE, explores your institution's commitment to the development of your faculty, staff, and administrators.

Processes (P)

4P1. How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?



As a general rule, faculty members hired on a full-time basis are required to hold terminal degrees in their academic disciplines. Exceptions are made in the case of the visual arts, however. A significant number of our adjunct instructors also hold terminal degrees. Virtually all of our adjunct instructors have had exemplary professional careers as well.

Applications for most full-time faculty positions are processed through a formal search process. Faculty search committees are staffed and chaired by faculty members. Recommendations are made to the Vice President for Academic Affairs who also interviews one or more candidates. These interviews tend to focus on "fit." Our mission to serve at-risk and underprepared students is unique and not for everyone. We use behavioral interviews to identify candidates who can contribute to our mission.

In recent years, several distinguished faculty members from other institutions have approached the College regarding employment. Abbreviated search processes were conducted in some of these cases. Even then, however, formal interviews involving faculty members were conducted. In recent years, a similar process has been used with some long-serving adjunct instructors, all of whom had earned terminal degrees. A social justice concern played a role in three of these instances. The adjunct faculty members in question all taught three or more courses. They performed well as instructors and were making substantial contributions to the institution. These several hiring decisions have all worked out well.

Standardized job descriptions are used in the case of non-faculty positions. Job duties are described, reviewed, and updated every time a search is approved. The College does not, however, employ job requirements lists that articulate the knowledge, skills, abilities, and personal dispositions associated with a job. This may represent an opportunity to be pursued. Knowledge, skills, abilities, and personal dispositions are addressed in job interviews, however.

In most instances, open positions are posted internally. The President, however, can waive this requirement. Special circumstances of one kind or another tend to be involved in these instances (e.g., a unique credential, etc.). The hiring process for non-faculty positions is illustrated to the right.

4P2. How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

These processes are described above.

4P3. How do you recruit, hire, and retain employees?

Again, the processes involved are described in section 4P1.

4P4. How do you orient all employees to your institution's history, mission, and values?

A formal orientation program is conducted for all new faculty members each September. These sessions includes adjunct instructors. The orientation includes a brief review of the College's history, mission, and values.

Newly hired professional and support staff meet with the Director of Human Resources, their department directors, and the chaplain, all of whom conduct individualized orientation sessions. Numerous occasions designed to share and promote the College's mission are provided over their course of the employee's first year with the institution. This includes an annual convocation, which all employees attend, and the two administrative retreats conducted each year. Many of our professional-level employees attend one or both of these retreats.

4P5. How do you plan for changes in personnel?

The College did not have a formal human resources plan until recently. As described in section 8I1, an annual human resources plan has now been developed as part of the presidential transition now under way.

In 2007, a task force involving four faculty members and our Director of Human Resources developed a policy pertaining to the "recruitment and retention of minority tenure-track faculty." This effort was undertaken because of a mismatch between the demographic profile of our student body and the racial and ethnic makeup of our faculty. Following a review of the relevant literature, the task force recommended 27 strategies pertaining to the recruitment and retention of minority faculty members. The resulting report is referred to frequently and has contributed to the successful recruitment of two faculty members.

Our current President will leave office on June 30, 2011. The Board of Trustees recognized that it might benefit from an external perspective in designing a search process. Several firms specializing in academic searches were considered. The selected firm was chosen, in part, because of the exhaustive process it employs in identifying the attributes of desired candidates. The College family and representatives from the community were engaged in this effort. Based on a consensus that emerged in the initial phase of this process, the search was curtailed and the current Vice President for Academic Affairs was named President Elect by the Board of Trustees. As described in section 8I1, a transition plan was then developed and is now being implemented. Overall the transition has proceeded in a remarkably smooth fashion.

4P6. How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

An AQIP action project involving the development of policy and procedure documents is described in section 6I1. All departments have participated in this improvement initiative. A need to become more systematic in the performance of some job tasks has been recognized. We anticipate that these policy and procedure documents will provide a foundation for continuous improvement as well. They will be reviewed and updated regularly.

4P7. How do you ensure the ethical practices of all of your employees?

Our hiring practices serve as our first line of defense against unethical behaviors. Given the fact that past performance is the best predictor of future performance, extensive background checks are essential. Behavioral interviews are helpful as well.

We also employ clear divisions of labor with respect to all cash-handling responsibilities. Additionally, all monies are handled by personnel in our Business and Finance Office. In recent years, our auditors have identified several potential vulnerabilities in this regard, and preventive measures have been taken in each instance. Further, the development of policy and procedure documents that can be reviewed and updated regularly should ensure the reliability of these practices.

We also survey staff regarding the College's ethical environment. A question on our Baldrige-style survey and another on an instrument used exclusively with management personnel specifically address this concern. Results from the most recent administration of our Baldrige-style survey are displayed in section 4R2.

We are hopeful that our participation in AQIP will prove helpful in this regard as well. Modern quality assurance and quality improvement systems promote the early identification of failures, vulnerabilities, and weaknesses in work processes. Further, quality gurus W. Edwards Deming, Joseph Juran, and others have noted that 80 to 90 percent of what goes wrong in an organization can be attributed to the processes with which employees work rather than the employees themselves. In our view, AQIP promotes a degree of honesty with respect to work processes and procedures that is lacking in some management systems. "Sugar-coating" bad news, "sandbagging" expectations, "spinning" data, and "shooting the messenger" – behaviors that are all too common in some organizations – are antithetical to team-building and quality improvement. Calumet College of St. Joseph has always valued ethical behavior. Our hope is that a complementary emphasis on quality principles and practices will reinforce this defining characteristic over time. This document has been written with this consideration in mind.

4P8. How do you determine training needs? How do you align employee training with short and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?

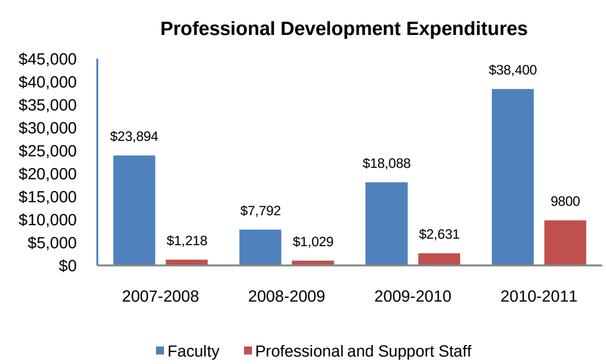
Faculty members prepare professional development plans each year. As noted in section 4I1, this process was revised at the close of the 2009-2010 academic year in order to assist faculty members in linking their individual goals to certain institutional and departmental objectives. Professional development plans are reviewed by program directors, department chairs, and the Vice President for Academic Affairs. In the case of tenure-track faculty, this process is supplemented by end-of-year meetings with the faculty member's department chair and the Vice President for Academic Affairs.

We have long recognized a need to approach the training and professional development of our adjunct instructors more systematically. At the beginning of the 2007-2008 academic year, a webpage devoted to the development needs of adjunct faculty members was unveiled. It includes links to 21 sites that provide resources specifically targeted to adjunct instructors. Information about various services at the College is provided as well. Further, a brief orientation session is conducted at the beginning of each academic year. Still further, we have developed a abbreviated version of our Faculty Handbook for adjunct instructors. Finally, we have explored the development of an online training course for new adjunct instructors. This effort has not yet extended beyond benchmarking, however.

Despite these positive steps, we are not entirely pleased with the level of support we provide for adjunct instructors. We are like many institutions of higher learning in this regard. More can be done. In fact, this remains an opportunity to be further explored.

In the case of professional and support staff, training and development needs are identified as part of the performance appraisal process, which is described in section 4P10. This recently revised process represents a significant improvement over prior practice. It does not, however, include an individual development planning process, a best practice employed in some organizations. This also represents an opportunity to be further explored.

Our expenditures on professional development remain quite low. As noted in the chart to the right, our investments in this regard are modest. (The unusually low expenditure on faculty development during the 2008-2009 academic year is attributable to a financial crisis that enveloped the College during the 2007-2008 fiscal year. See section 6P2. A tight lid was maintained on all discretionary expenditures through 2009.)



In the case of faculty, $35,000 has been allocated to professional development for the 2010-2011 academic year, and $9,800 has been allocated to training and professional development for our professional and support staff members.

Our past and future allocations in this regard do not tell the whole story, however. In 2005, the College secured a grant designed to address our professional development needs. It included $240,000 to help individual faculty and professional staff members pursue graduate work. All of these funds have now been expended. In all, 26 individuals have taken advantage of this opportunity, which was made possible through the generosity of the Lilly Endowment.

4P9. How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your institution? How do you reinforce this training?

A new faculty self-assessment process is described in section 4I1. Based on Ernest Boyer's taxonomy of scholarly activity, it was adopted, in part, to address the life cycle needs of faculty members. We wanted a self-evaluation process that would serve senior faculty members as well as it serves tenure-track instructors. In the retreat in which the new process was unveiled, a former provost of Valparaiso University delivered an address specifically focused on the "arc of the academic career." The new process was piloted over the course of the 2010-2011 academic year.

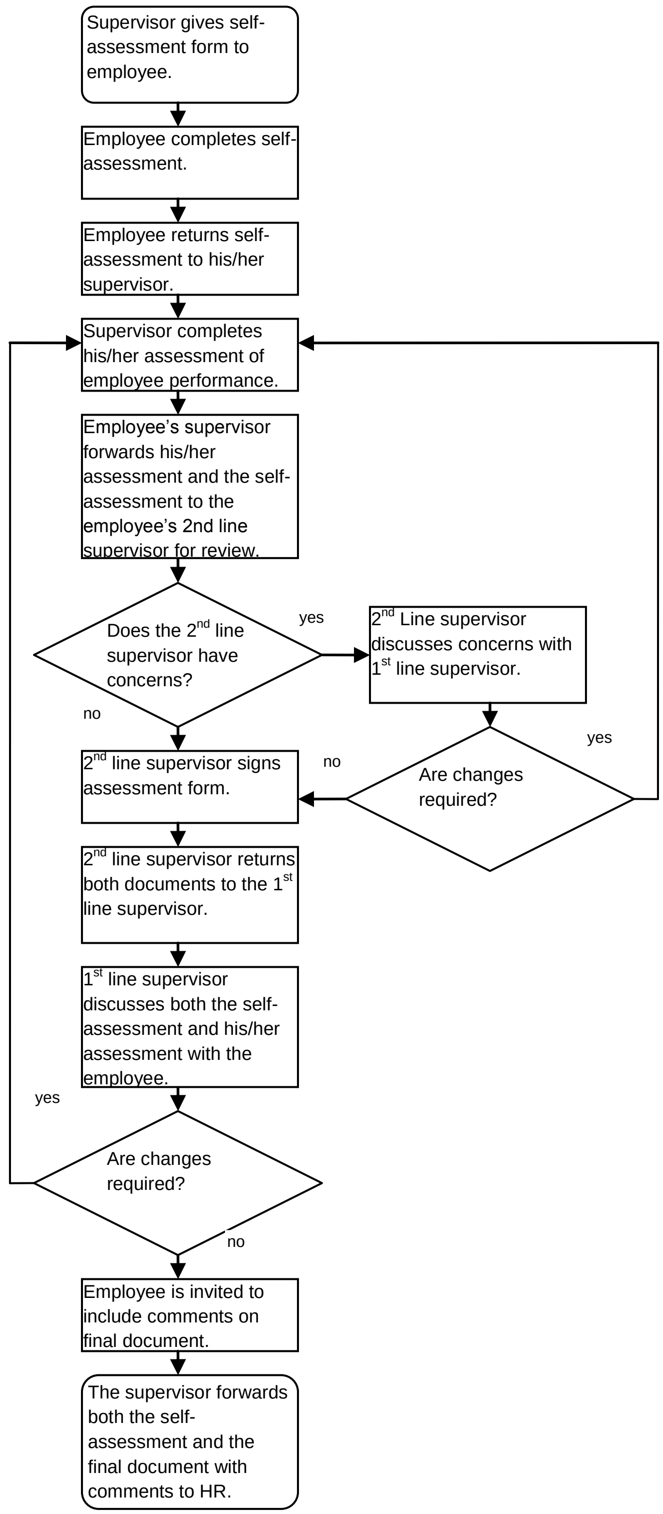
With respect to management and administrative positions, the College has often promoted from within. As noted in section 4P1, vacancies are posted and professional and support staff members are encouraged to apply for jobs. Four of the College's vice presidents and many of its departmental managers and administrators were promoted from within.

4P10. How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

The College has two different performance appraisal processes, one for faculty members, which is addressed in section 4I1, and one for professional and support staff. The latter process is reflected in the workflow displayed to the right. It was developed by the College's Compensation Committee, which includes representatives from faculty, professional staff, and support staff. The Committee was formed in response to results obtained on a 2007 staff survey. Some dissatisfaction with the College's performance appraisal process had been indicated.

The process now employed in the case of professional and support staff is noteworthy in several respects:

- The employee conducts a formal self-assessment prior to the development of a



performance appraisal by his or her supervisor.
- A discussion with the employee takes place prior to the issuance of a formal performance rating.
- The process focuses on both quality and productivity.
- The process values initiative and creativity.
- The process addresses customer and stakeholder service under the heading “constituent services and relations.”
- The process solicits employee input pertaining to performance and career aspirations.

Each of these characteristics is consistent with well-respected applications of quality thinking and practice to human resources management.

To date, our experience with respect to this process has been mixed. Responses to survey questions pertaining to the “appropriateness” of our performance reviews and the extent to which our performance metrics are “well-balanced” showed no change between May 2007 and January 2010, with mean scores of 1.9 and 2.2 respectively on a five-point Likert scale. However, the mean score on a question pertaining specifically to the extent to which quality is emphasized equally with productivity improved from 2.0 in May 2007 to 2.3 in January 2010. Similarly, the mean score on a question pertaining to the extent to which management recognizes employee contributions improved from 1.9 in May 2007 to 2.4 in January 2010, the most significant improvement recorded on the 47-question survey.

Our failure to achieve higher levels of improvement on the first two questions may pertain more to the way in which our new performance appraisal system was implemented than its design, however. The matter has been referred back to the Human Resources Committee for further consideration and may represent an opportunity for improvement.

4P11. How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

Separate award programs are conducted each year for full-time and adjunct faculty members and for professional and support staff. With one exception, the awards given are based on time with the institution. Professional and support staff vote, however, for an “employee of the year.”

Our approach to compensating our full-time faculty members can best be described as a slotting-system. We eschew the method employed at some institutions in which a few “superstars” are compensated at much higher levels than other faculty members. Pay raises come in two forms: across-the-board increases approved by the Board of Trustees; and promotion. Our Faculty Handbook provides for pay increases of $1,000, $2,000, and $3,000 when faculty members are promoted, respectively, from instructor to assistant professor, assistant professor to associate professor, and associate professor to professor. Time with the institution is not considered in this system.

In 2006, a comprehensive analysis of our approach to pay and benefits was undertaken with the help of a consultant. Benchmarking showed that our overall compensation package for faculty members is competitive, but, nonetheless, compressed in comparison to other institutions of higher learning. Due to a budget crisis that ensued in late 2007, no action has yet been taken on this finding. It remains an opportunity to be pursued.

Following a year-long review conducted by the chairs of our five academic departments, adjunct pay was significantly increased in January 2008. Additionally, our pay structure for adjunct instructors was revised to address inequities identified in the prior system.

Pay-banding is employed in the case of professional and support staff. Like all compensation systems, pay banding has certain strengths and weaknesses. It is a flexible system. At the same time, inequities can easily creep into this kind of pay structure. An opportunity may exist to consider other approaches to compensation.

As noted in section 2P1, the College’s Social Justice Committee was asked in 2007 to assess the adequacy of the pay provided for our lowest-paid employees. The Committee recommended several increases, a recommendation accepted by the President. Additionally, following the administration of a staff survey in 2007, a Compensation Committee was formed to evaluate a variety of issues pertaining to pay and benefits. The Faculty Senate, our professional employees, and our support staff elect representatives who serve on this Committee, as does the President and the College’s Human

Resources Director. As noted in section 8.1, it was recently renamed and its scope of work has been enlarged.

The College provides a generous benefits package. Like most employers, we have experienced dramatic increases in the cost of health insurance. Nevertheless, the College continues to pay 80 percent of this cost both for individuals and families. Additionally, the College contributes eight percent of pay to TIAA-CREF accounts for every employee who contributes at least one percent of his or her salary.

Although our pay structure is not as generous as the pay structures in place at some institutions of higher learning, our benefits package is quite competitive. Discussions on this topic in Board of Trustee meetings, senior staff meetings, and Compensation Committee and Social Justice Committee meetings – particularly as they pertain to families – often revolve around the College's abiding commitment to social justice.

4P12. How do you determine key issues related to the motivation of your faculty, staff, and administrators? How do you analyze these issues and select courses of action?

Historically, the College has approached these kinds of issues on an *ad hoc* basis. As noted in the following section, a more systematic approach has been adopted over the course of the last several years, however.

4P13. How do you provide for and evaluate employee satisfaction, health and safety, and wellbeing?

Several steps have been taken in recent years to promote health and safety. Annual health screenings are provided for all employees and their spouses. The opening of our new athletic facility makes it easier now for employees to maintain an exercise regime. A smoke-free policy pertaining to the entire campus was adopted in 2009. After a hiatus of two years, our Wellness Committee was reconstituted in 2010.

The College addresses employee satisfaction, health and safety, and issues pertaining to wellbeing both formally and informally. Individual concerns are addressed in meetings involving department directors. The College's Human Resources Director is sometimes engaged as an internal consultant in these instances. A formal grievance procedure is included in the College's Employee Handbook as well.

The College has also taken steps to gather better information about employee perceptions pertaining to satisfaction and health and safety. In 2007, anonymous responses to a 47-question survey were solicited from all faculty and staff members. The instrument used was based on the criteria of the Malcolm Baldrige National Quality Award. It includes several questions pertaining to employee satisfaction, health and safety, and perceived wellbeing. The responses to the 2007 survey were analyzed in terms of the following:

- The most positive responses obtained (i.e., strengths upon which the College could build);
- The least positive responses obtained (i.e., opportunities for action); and
- Bifurcated responses reflected on the five-point Likert scales employed (i.e., issues on which the College family is not of a common mind).

The results were shared in an administrative retreat just prior to our decision to apply for participation in AQIP. Additionally, concerns pertaining to performance appraisals identified in the initial administration of the survey contributed to the creation of a Compensation Committee on which faculty and all professional and support staff are represented. See section 4P10.

The survey was administered again in January 2010. In addition to the criteria noted above, the results were analyzed in terms of the degree to which responses had changed since 2007. Moderate progress was noted on several issues. See section 4R2. The use of this survey instrument has been institutionalized. It will now be administered biannually, with the next survey to be conducted in late 2011.

In 2010, a second survey was developed for use with the College's leadership team and all department directors. Responses to all of the process, results, and improvement questions embedded in AQIP systems portfolios were elicited using a four-point Likert scale (i.e., outstanding opportunity,

opportunity, strength, and superior strength). Again, the results were shared with the College's entire management team. We were pleased to note a close correspondence between the results obtained in our 47-question Baldrige-style instrument, which is administered more broadly, and this complementary instrument. As in the case of our Baldrige-style survey, the College will administer the systems portfolio instrument every two years with the next administration to take place in 2012.

Results (R)

4R1. What measures of valuing people do you collect and analyze regularly?

See below.

4R2. What are your performance results in valuing people?

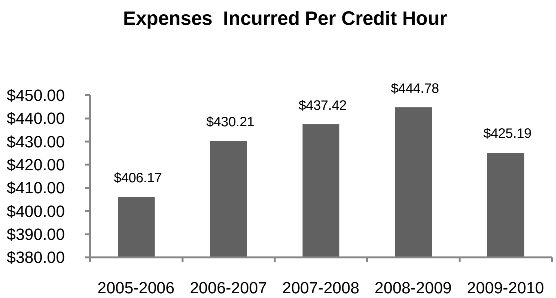
Results from the 47-question instrument referred to in the preceding section are attended to closely. Comparative results on key questions from the survey administered in 2007 and the one administered in 2010 are displayed on the following page. Again, the results are drawn from responses to the five-point Likert scales embedded in the instrument itself (i.e., 0 = strongly disagree; 1 = disagree; 2 = no opinion; 3 = agree; and 4 = strongly agree). As noted in section 4P13, these results correspond closely with the results obtained in the initial administration of a complementary instrument used exclusively with the College's leadership team and department directors.

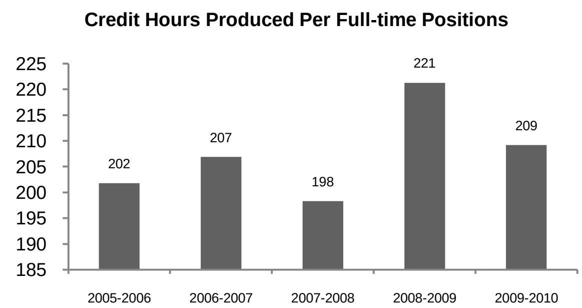
	May 2007	Jan 2010	Change Jan10 -May07
Morale			
▪ My Morale is High	2.4	2.4	0
Performance Reviews and Recognition			
▪ Management Team Recognizes Contributions	1.9	2.4	0.5
▪ Performance Reviews and Awards Appropriate	1.9	1.9	0
Professional Development			
▪ Amount of Professional Development Is Appropriate	2.1	1.8	-0.3
Faculty and Staff Empowerment and Decision-Making			
▪ Faculty/Staff Empowered to Address Needs	2.5	2.7	0.2
▪ Faculty/Staff Effectively Involved in Decisions	2.1	2.5	0.4
Health and Safety and Environmental Concerns			
▪ Health and Safety Concerns Addressed	2.4	2.8	0.4
▪ Environmental Concerns Addressed	2.1	2.3	0.2
Ethics			
▪ Strong Commitment to Ethical Conduct	2.7	2.8	0.1

Although the overall trend in these results is positive, we are not entirely pleased with our current performance with respect to faculty and staff perceptions. Positive steps have been taken on several fronts. As noted in section 4P10, the College's performance appraisal system was redesigned, in part, in response to results obtained in our 2007 survey. Additionally, a comprehensive audit of the College's compliance with federal environmental laws and regulations was conducted in 2010 as part of an Independent Colleges of Indiana initiative. Based on the results obtained in the 2010 survey, concerns pertaining to professional development were referred to the College's Compensation Committee for further analysis. As part of this review, focus groups have been conducted with key constituencies. Despite these positive developments, our overall judgment is that employee satisfaction remains an opportunity to be pursued.

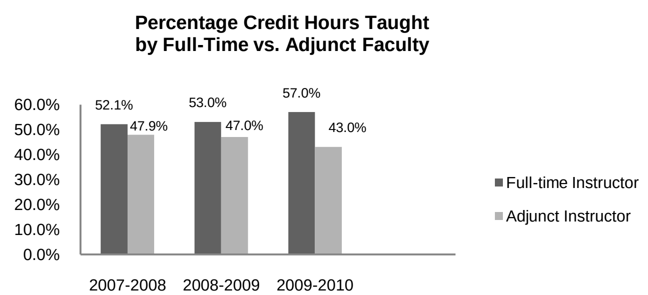
4R3. What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?

Two gross measures of productivity are employed: credit hours produced per position, a metric that excludes adjunct positions since they represent a variable cost, and expenses incurred per credit hour produced. Our performances on both metrics have improved as a result of steps taken to address a financial crisis described in section 6P2.



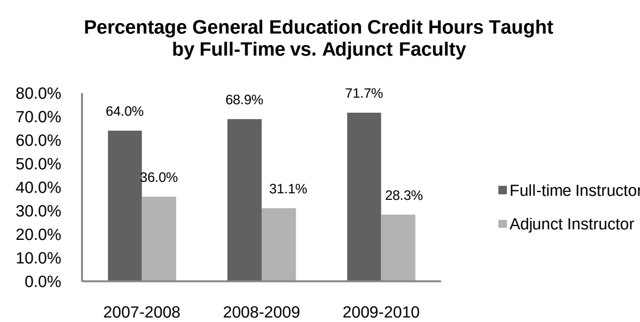


We recognize, however, that productivity measures need to be tempered by a concern for effectiveness. As noted in question four in the introduction, the College has moved away from clerical positions to more highly-credentialed and highly-skilled professional positions. This has enabled us to develop a broader range of student support services, all of which are provided by professional staff.



With respect to our instructional staff, we monitor the balance between the number of courses taught by full-time faculty members and the number taught by adjunct instructors. As the chart to the right shows, our full-time faculty-to-adjunct faculty ratio is moving toward a greater reliance on full-time faculty members.

To a certain extent, these data belie our actual performance, however. Our degree-completion and graduate programs are marketed to nontraditional students, most of whom are older. Courses in these programs are designed to be taught by working professionals who bring real world experiences with them into the classroom. During the 2009-2010 academic year, 61.6 percent of our remaining courses – most of which serve traditional students – were taught by full-time faculty members. Further, the percentage of General Education courses taught by full-time faculty members has increased each of the last two years.



These levels of performance are fully reflective of our mission and our strategic focus, which is described in detail in section 8P2. Together, these data reflect what we believe to be an appropriate balance between a concern for productivity and a corresponding concern for effectiveness.

4R4. How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

We do not have a very good sense of how our approach to "valuing people" compares to other institutions of higher learning or to other kinds of organizations. We are becoming more adept at tracking our own performance over time. Comparisons against other institutions in this regard remain an opportunity to be explored.

Nevertheless, we have good comparative data with respect to employee compensation, and the 47-question Baldrige-style survey we employ has been administered to dozens of other for-profit and nonprofit organizations. The ratings obtained in the 2007 and 2010 administrations of this instrument tend to fall in the mid-range of results obtained elsewhere.

Improvement (I)

4I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Valuing People*?

Two initiatives are addressed in this section: the involvement of new faculty in the redesign of our General Education Program; and the conversion of our faculty evaluation system from a conventional model to a taxonomy developed by Ernest Boyer.

As noted in the response to question two in the introduction, our Faculty Senate approved substantial changes in the structure of our General Education Program during our 2006-2007 and 2007-2008 academic years. Our General Education courses were sequenced. A for-credit orientation program was developed. A new delivery model involving linked courses and learning communities was adopted. A robust set of assessment tests administered in a pre-test/post-test design was implemented. Mentors were assigned to our first-time, full-time freshmen. Student portfolios were developed to facilitate students' discussions with their assigned mentors.

A tactical decision was made early on in this process to postpone the consideration of any changes in the content of our General Education curriculum. We feared that pursuing content issues could inhibit our deliberations over the structure of our General Education Program. With the successful implementation of our *CORE Initiative* during the 2008-2009 academic year, faculty members turned their attention to the content of our General Education curriculum.

Substantial revisions in General Education programs are sometimes thought of as the "third rail" of academic programming. Faculty members who teach General Education courses often hold strong views about the ideal design of a General Education curriculum. This was particularly so in our case because so many of our senior faculty members teach General Education courses.

With some trepidation, we decided to ask junior faculty members to assume the lead in redesigning our General Education Program. This strategy made sense for several reasons. First, the College had had the good fortune to hire several remarkably talented and dedicated faculty members over the course of the preceding two years. As a group, they showed great promise and had quickly earned the respect of their tenured colleagues. Second, several senior faculty members, including the Director of our General Education Program, endorsed this strategy. Third, no particular mix of courses had yet been presented for consideration. This permitted a *de novo* approach to any group willing to take on this task.

Our "empowerment" of junior faculty members even acquired a descriptive nickname. We referred to it as the "Benedictine strategy," thus invoking a rule established by the good St. Benedict: to paraphrase, "if you want to make a big change, ask the young monks to do it since they will have to live with it the longest."

Over the course of the 2009-2010 academic year, seven junior faculty members:

- Established criteria to guide their deliberations;
- Drew extensively on a document developed by the Project on General Education and Mission (i.e., *United Endeavor: Promising Practices in General Education at Catholic Colleges and Universities*), an initiative on which several of our senior faculty members had labored with faculty members and administrators from nine other Catholic institutions of higher learning;
- Benchmarked against highly respected programs at other institutions;
- Developed a new curriculum that included five new courses;
- Engaged in extensive conversations with their more senior colleagues; and
- Processed their recommendations through the College's several decision-making bodies, including the Curriculum and Assessment Committee, the Faculty Senate, and our Board of Trustees.

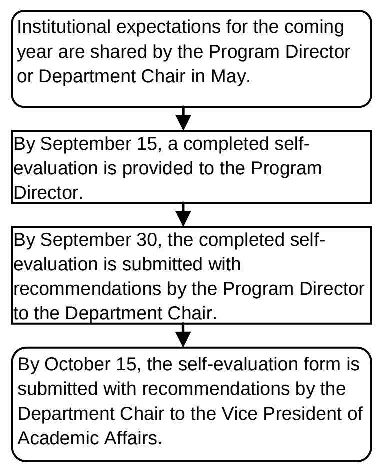
As a result, we now have a much more rigorous General Education Program. Our mathematics and science requirements have been strengthened and extended. Our humanities curriculum has been substantially revised. A history requirement has been added to the curriculum. The writing requirements in our English courses have been upgraded.

This story is as much about empowerment, however, as it is curriculum design. Several of the faculty members who participated in this effort delivered a presentation about their involvement at the Higher Learning Commission's annual conference in April 2011. Further, as part of an AQIP action project, the same group of faculty members has pursued the development of rubrics tied to the six foundational knowledge and skill sets embodied in our undergraduate learning objectives. We anticipate that these rubrics will be employed, not just in our General Education courses, but in our other programs as well. As a group, they are now positioned as an influential and respected cohort. This would not have happened, however, without the support and encouragement of senior faculty members. This positive outcome speaks to a culture that is all too rare in academia.

The second initiative involves the adoption of the Boyer Model as a framework for faculty evaluations and rank and tenure decisions. Like most institutions of higher learning, our rank and tenure decisions had long been based on a tripartite understanding of the faculty role as teaching, scholarship, and service. Over time, key administrators and senior faculty members recognized that this system does not necessarily fit institutions that put a premium on teaching and learning, on the one hand, and service in the community as well as service to the institution, on the other. The Boyer Model was considered as an alternative at several faculty retreats beginning in 2007. It holds that faculty members engage in four distinct kinds of activities: teaching, discovery, integration, and application. Moreover, the extent to which these activities take place in relevant communities determines whether or not they are scholarly in nature.

The Faculty Affairs Committee of the Faculty Senate took this issue up in earnest during the 2009-2010 academic year. After extensive deliberations, the Faculty Senate formally adopted the Boyer Model in January 2010, an action quickly ratified by the College's President and Board of Trustees.

The Faculty Affairs Committee then revised our faculty self-evaluation form to conform to the Boyer Model. This development coincided with a growing recognition that completing the form previously in use had become something of a *pro forma* exercise. A new form and process were introduced in May 2010 at a faculty retreat. As noted in section 4P9, a former provost at Valparaiso University, a well-respected scholar and administrator, set the stage for this discussion in an address focused on the "arc of the academic career." He emphasized the need for ongoing reflection and applauded the faculty's adoption of the Boyer Model. The workflow to the right illustrates a process piloted over the course of the 2010-2011 academic year. The new process is intended to be interactive in nature, with feedback provided to faculty at every step. It is supplemented in informal ways as well. For instance, the Vice President for Academic Affairs meets with each tenure-track faculty member and his or her Department Chair at the end of each year. Goals are discussed and ways in which senior faculty and key administrators might be helpful are identified. Our culture prescribes that the tenure process not be viewed as a daunting challenge to be pursued in isolation. It is a developmental process in which the entire faculty participates.



4I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Valuing People*?

Our commitment to social justice informs our approach to a broad range of human resource issues. For instance, it played a significant role in the redesign of our pay structure for adjunct faculty members, our Social Justice Committee's deliberations over the level of compensation provided for our lowest paid employees, and the maintenance of our long-standing 80 percent/20 percent split in health insurance costs.

The response to question eight in the introduction describes the financial constraints within which the College operates. To a significant degree, these constraints are self-imposed. They are attributable to our mission to serve at-risk and underprepared students. To serve these students effectively over the long-term, however, we need faculty and staff members who are highly motivated and dedicated to the College’s mission. A culture that values people makes this possible.

AQIP Category Five, LEADING AND COMMUNICATING addresses how your leadership and communication processes, structures, and networks guide your institution in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to your internal and external stakeholders.

Processes (P)

5P1. How are your institution's mission and values defined and reviewed? When and by whom?

Changes in the College's mission are approved by the Board of Trustees, but are subject to review by our Corporate Board. Approving any change in mission is one of the responsibilities expressly reserved to the Corporate Board under canon law.

Formal reviews of the College's mission statement are conducted on an as-needed basis. It was last revised in November 2010. New language was approved, in turn, by the President, the Faculty Senate, each of the Board of Trustees' several committees, the full Board, and the Corporate Board. Our mission statement now reads:

> *Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.PP.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning*.

This does not represent a change in mission *per se*. Members of our AQIP Steering Committee had been directed by the President to determine if the prior mission statement could be simplified. With some slight modifications, the above version resulted from their deliberations.

Although our mission statement refers to certain values, we do not have a formal values statement. As noted in the introduction, however, our sponsoring religious order exercises considerable influence over the various ways in which our mission is pursued. Further, the C.PP.S.'s particular charism finds expression in the College's ongoing commitment to social justice, which is organized around seven key themes:

- The life and dignity of the human person;
- The call to family, community, and participation;
- Rights and responsibilities;
- The "option" for the poor and vulnerable;
- The dignity of work and the rights of workers;
- Solidarity; and
- Care for God's creation.

Biweekly meetings of the institution's Social Justice Committee are organized around these several themes. The President and two vice presidents participate in these meetings on a regular basis. Further, our Social Justice Committee considers issues pertaining both to the College and to the wider community. An example involving employee compensation is described in section 4P11. In effect, the principles of Catholic social teaching function as core values for Calumet College of St. Joseph.

5P2. How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?

To a significant degree, our current President has relied on face-to-face meetings to accomplish this goal. He holds weekly meetings with his vice presidents. The President's religious advisor participates as well. Each week's agenda is e-mailed to all members of the College family. Agenda items are solicited. This is important, because the President uses these meetings to talk through the various challenges facing the College and any opportunities that may have presented themselves of late as well. This contributes to a high level of transparency with respect to issues of concern. The conversation in these meetings is wide-ranging and remarkably open. The President invites contrary views, but works to achieve consensus. Mission and values often play a role in these discussions.

Following this pattern, the College's four vice presidents hold weekly or biweekly meetings with their direct reports. In the case of the Vice President for Academic Affairs, this takes the form of biweekly meetings with the chairs of the College's five academic departments, our librarian, and our institutional researcher. Again, these meetings tend to focus on current and anticipated challenges and opportunities.

This unique approach to decision-making and leadership both reflects and accounts for the College's organizational culture, which is oriented to problem-solving. Elsewhere in this document, it is described as entrepreneurial and opportunistic.

Other communications venues are used as well. A convocation is held at the beginning of each Fall Semester. The President meets with the Faculty Senate at least once each year. Two daylong administrative retreats involving the institution's senior leaders and department heads are conducted each year. Day-long faculty retreats are hosted at the beginning and end of each academic year. Further, the President and all of his vice presidents maintain an open door policy. The small size of the College makes ongoing person-to-person communication relatively easy.

With respect to day-to-day operations, the President expects his direct reports to work with a high level of independence. He does not micro-manage. Nevertheless, he is always available to discuss any problem or challenge that might arise. His vice presidents go to great lengths to keep him apprised of significant developments as they occur.

The President Elect has indicated that he will continue the current President's commitment to transparency and his open door policy as well. As described in category eight, however, a more robust planning regime will be adopted as a complementary strategy.

5P3. How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

As noted in categories one and three, our students are our most important constituency. Section 7P1 lists 20 kinds of data now gathered in order to better understand students' needs and expectations. Much of this data has been gathered systematically only recently as part of our *Centering on Retention and Enrollment* or *CORE Initiative*.

As noted in section 8I1, the development of seven annual planning documents (i.e., enrollment management, student retention, development, marketing, facilities management, human resources management, and information and instruction technology) was undertaken in January and February 2011 as part of our presidential transition process. Although all of these planning documents contribute in one way or another to student learning, two, in particular (i.e., our enrollment management and retention plans), both reflect our *CORE Initiative* and extend it in important ways. Our assessment plan, which is described in section IP18, plays a major role in this regard as well.

Additionally, we anticipate that the cross-functional design of our new annual planning process will help us identify the needs of our internal stakeholders more effectively. For instance, our Athletics Department is now represented on our new Enrollment Management Committee and Retention Committee; enrollment management personnel serve on the Marketing Committee; and faculty members have been appointed to all seven of the new committees. We anticipate that this new approach to planning will help break down the organizational silos that have – at times – hampered decision-making at the College. In fact, we have already seen some evidence of this. We anticipate that this positive development will accelerate when discussions at our senior staff meeting are organized around these seven planning documents beginning in July 2011.

The needs of external stakeholders will be addressed in our strategic planning process, the formal portion of which will begin in July 2011. The analytic framework embodied in Michael E. Porter's "competitive forces model" requires an intensive focus on the external environment in which the institution pursues its mission. See section 8P2.

5P4. How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?

As is noted in the response to question six in the introduction, the College has long benefited from an entrepreneurial and opportunistic culture. Pursuing opportunities has not been a problem. If anything, we would benefit from the kind of planning needed to temper the aggressive pursuit of opportunities. Effective planning can reduce risk. It can also keep an organization from drifting away from its mission or the core capabilities that have sustained it over time.

Our President Elect has committed the organization to the development of a more robust planning regime. See category eight. However, we do not anticipate that our renewed commitment to planning will detract from our desire or ability to pursue certain opportunities that present themselves from time to time. In fact, several such opportunities have been considered over the course of the last academic year, including an initial foray into online programming and the development of a foreign travel option for students.

Because the College depends to a large extent on tuition revenues, criteria have been developed in recent years to ensure that we do not over-extend ourselves financially or pursue initiatives that could in any way detract from our ability to accomplish our mission. All new academic program proposals are thus tested against the following criteria:

- The conceptualization of the program;
- The instructional resources needed to deliver the program;
- Other financial and institutional resources needed;
- The learning objectives associated with the program;
- Methods that will be used to assess learning;
- The uniqueness of the program;
- A marketing analysis that demonstrates a need for the program;
- A financial analysis based on anticipated costs and revenues associated with the program; and
- Strategies to involve key constituencies and stakeholders in planning, delivering, and assessing the program.

See section 1P3. This has greatly reduced our financial exposure with respect to new programs. Additionally, all new academic programs must be approved by a Board committee and the full Board of Trustees as well. Historically, our trustees have taken their responsibility to protect the mission of the institution very seriously. The extent to which a new program promises to contribute to our mission is routinely addressed in these discussions.

5P5. How do you make decisions in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?

The roles the President and his direct reports play with respect to decision-making are described in section 5P2.

Historically, the College has rarely used cross-functional teams to address matters. Occasionally, a task force will be formed to resolve a specific problem. This approach to problem-solving is not deeply ingrained in our organizational culture, however. Three exceptions to our more general approach to decision-making are noteworthy, however. The first is the College's Social Justice Committee, which is described in section 2P1.

The second is our Compensation Committee, which includes representative from among our faculty, professional staff, and support staff. It was formed in 2008 to address concerns raised in a staff survey conducted in 2007. Belying its name, the Compensation Committee has addressed a broad range of issues, including the selection of a health insurance carrier, the design of a new performance appraisal system, the identification of training needs, and the development of a wellness program. The Committee has been given a wide berth, and its decisions have generally been supported by the President. Under the annual planning process described in section 8I1, the Compensation Committee will continue its work as the newly designated Human Resource Committee. It has assumed responsibility for developing the College's human resources plan and for tracking our performance against the plan over the course of the year.

The third exception involves the ongoing work of our AQIP Steering Committee, which represented a significant step in the direction of cross-functional decision-making when first convened in

January 2007. Although the Steering Committee has accomplished a great deal over the course of the last four years, it often functioned alongside the institution's more dominant approach to decision-making, which tends to be *ad hoc* and oriented to problem-solving. The President Elect developed the College's proposal to participate in AQIP and now chairs our AQIP Steering Committee. For this reason, we anticipate that the Steering Committee will play a more significant role in advancing institutional change in the future.

5P6. How do you use data, information, and your own performance results in your decision-making processes?

Although the College has not always demonstrated a high level of sophistication with respect to the use of data, considerable progress has been demonstrated in recent years. The installation of a new student management system (i.e., *Empower*) and new financial software (i.e., *Great Plains*) in 2007, together with the appointment of a new Institutional Researcher that same year, greatly accelerated this progress. Our *CORE Initiative* has served as a catalyst as well.

Data also played a significant role in the development of two of the seven new planning documents described in section 8I1. Historical data were used in crafting several of the action steps in our enrollment management plan and in our retention plan. For instance, statistical analyses undertaken as part of the *CORE Initiative* prompted the adoption of a more selective high school recruiting schedule, the creation of an honors learning community, and the development of an outreach initiative targeted to students identified as retention risks. Each of these initiatives is included in one of our recently completed planning documents.

With respect to summative results pertaining to "leading and communicating," we still rely heavily on survey data. The need for complementary forms of data remains an opportunity to be pursued, perhaps as an AQIP action project.

5P7. How does communication occur between and among the levels and units of your institution?

See section 5P2.

5P8. How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

See section 5P2.

5P9. How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your institution?

A need for training and leadership development has been identified in surveys of professional and support staff over the course of the last five years. The matter is now being addressed in the context of our newly developed human resources plan. We anticipate that specific kinds of training will be developed over the course of the next three months and that a series of training opportunities will be provided for supervisors and other professional and support staff members beginning in the Fall 2011 Semester.

Although our surveys tend to show that we do not have a significant problem in this regard, leadership development remains an opportunity to be pursued.

5P10. How do your leaders and board members ensure that your institution maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

The College is now going through a presidential transition. An internal candidate who has worked closely with the incumbent President over the course of the last five years was announced as the Board's selectee in November 2010. A new Vice President for Academic Affairs was selected in March to replace the incoming President, and the search for a new Vice President for Business and Finance has been successfully concluded as well. Even though the current President will have served for 23 years when he retires, we are experiencing a very smooth transition.

Additionally, the Chairman of our Board of Trustees retired in March 2011 after having served in this capacity for 24 years. In anticipation of this transition, the Board's Vice Chairman was named Chair-elect in September 2010. As a result, a very smooth transition in Board leadership has now been completed.

These developments do not obviate the need for a new strategic plan, however. The Board and members of our senior leadership team know that a well-crafted strategic plan can help ensure that an institution's mission, vision, values, and commitment to high performance are maintained during periods of transition. As noted in section 8P1, the Board and our incoming President are fully committed to the development of a strategic plan that can guide decision-making at the College over the course of the next several years.

Additionally, the need for a more formal succession plan has been recognized, even though our leadership transition has proceeded quite smoothly. An action step to this effect is included in our annual human resources plan. An initial step was taken in this direction with the recent re-designation of the Vice President for Academic Affairs' position. The individual recently selected to replace our President Elect will serve as our new Vice President for Academic Affairs/Chief Operating Officer.

Results (R)

5R1. What performance measures of Leading and Communicating do you collect and analyze regularly?

As described in section 4P13, the College first administered a 47-question survey to staff and faculty members in 2007. The survey was conducted again in 2010 and will be administered every two years from this point forward. Questions on the survey instrument are based on the criteria of the Malcolm Baldrige National Quality Award. The instrument includes six questions that pertain specifically to various aspects of communicating and decision-making.

In June 2010, we also administered a questionnaire based on the nine AQIP criteria to all administrators and directors. Using the evaluation scheme recommended by the Higher Learning Commission, the participants were asked to give "outstanding opportunities" a score of 1, "opportunities" a score of 2, "strengths" a score of 3, and "superior strengths" a score of 4. The mean scores and distributions were subsequently calculated and shared with all participants. This survey will also be administered every two years.

5R2. What are your results for leading and communicating processes and systems?

As indicated to the right, all of the mean responses to the questions on our Baldrige-style survey that pertain to communicating and decision-making were positive both in 2007 and 2010. Additionally, across the board improvement was demonstrated in the 2010 administration of the survey.

	May 2007	Jan 2010	Change Jan10 -May07
▪ Management Involved in Improving Processes	2.5	2.7	0.2
▪ Management/Faculty/Staff Communications Reflect Respect	2.4	2.5	0.1
▪ Staff Empowered to Address Needs	2.5	2.7	0.2
▪ Information Regarding Performance Communicated to All	2.4	2.5	0.1
▪ Management Maintains Open Communications	2.1	2.4	0.3
▪ Faculty and Staff Involved in Decisions	2.1	2.5	0.4

Complementary results were obtained when the survey instrument based on the AQIP criteria themselves was administered in June 2010. The results for AQIP category five, *Leading and Communicating* are displayed to the right.

The results from both surveys were examined by the AQIP Steering Committee to identify opportunities for improvement. It is too early to tell if the dramatic changes pertaining to planning described in category eight will engender improvements in these scores. Additionally, it will be interesting to see how these results change after the presidential transition now under way is completed. This remains an opportunity to be further examined over the course of the next year.

AQIP Category	Mean Score
▪ 5P1: How are your institution's mission and values defined and reviewed? When and by whom?	3.22
▪ 5P5: How do you make decisions in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?	3.04
▪ 5P4: How do you leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?	3.04
▪ 5P2: How do your leaders set directions in alignment with your mission, values, and commitment to high performance?	2.96
▪ 5P3: How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?	2.88
▪ 5P6: How do you use data, information, and your own performance results in your decision-making processes?	2.75
▪ 5P10: How do your leaders and board members ensure that your institution maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession?	2.71
▪ 512: How do you culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Leading and Communicating?*	2.61
▪ 5P9: How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills and best practices throughout your institution?	2.42
▪ 5P8: How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?	2.42
▪ 5I1: What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Leading and Communicating?*	2.38
▪ 5P7: How does communication occur between and among levels and units of your institution?	2.35
▪ 5R3: How do your results for the performance of your processes for *Leading and Communicating* compare with the performance of other higher education institutions?	2.31
▪ 5R1: What performance measures of Leading and Communicating do you collect and analyze regularly?	2.28
▪ 5R2: What your results for leading and communicating processes and systems?	2.04

5R3. How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

At this time, we have no comparative data in this regard. This remains an opportunity to be pursued.

Improvement (I)

5I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Leading and Communicating*?

Several of the recent changes described above pertain more specifically to planning and are addressed in section 8I1 for this reason.

The potential of cross-functional teams was demonstrated recently during the development of our new retention plan. As part of the planning process, faculty members and admissions counselors who serve on the Retention Committee examined correlations involving high school GPA's and incoming SAT and ACT scores, on the one hand, and persistence through the first and second semesters of the student's freshman year, on the other. An admissions counselor noted how difficult it can be to determine whether or not a student should be admitted under current guidelines. Until recently, the College had long employed what was – in effect – an open enrollment policy, which was fully consistent with the College's mission to serve at-risk and underprepared students. However, admissions personnel were still expected to exercise some discretion in this regard. See section 5I1. Applicants who demonstrated little likelihood of success were advised to enroll at an IVY Tech campus. IVY Tech serves as Indiana's community college. The several members of the Retention Committee concluded that an admission standard could be crafted that would, in fact, meet the three objectives germane to this decision: first, it would honor the College's mission to serve at-risk and underprepared students; second, it would provide a screening tool that could accurately discriminate between applicants with a moderate to high potential for success and applicants who would be better served elsewhere; and three, it would provide the kind of guidance for admissions personnel that they had heretofore lacked.

A policy was developed and forwarded to the Faculty Senate for approval in March 2011. The new policy was adopted and is now in place. This experience demonstrates the value of cross-functional teams and the usefulness of data in resolving complex challenges. The result is a much better decision-making process.

This one example notwithstanding, our processes and performance with respect to decision-making cannot now be described as systematic or comprehensive. The new planning regime described in section 8I1 should prove helpful in the regard, however.

5I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Leading and Communicating*?

As is noted above, our institutional history reflects a culture of entrepreneurial decision-making that has served the institution well. Evidence to this effect includes our highly successful degree-completion programs, our transition-to-teaching programs, the introduction of intercollegiate athletics, the development of new academic offerings at Ancilla College, and our move into graduate programming over the course of the last several years.

At the same time, we have exhibited patterns of decision-making – at times – that are silo'ed rather than cross-functional and more oriented to problem-solving than strategic in nature. The initiatives described in section 811 are designed to overcome these challenges.

AQIP Category Six, SUPPORTING INSTITUTIONAL OPERATIONS, addresses the institutional support processes that help to provide an environment in which learning can thrive.

Processes (P)

6P1. How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?

Support services provided for students are addressed throughout this document. Our *Centering on Retention and Enrollment* or *CORE Initiative* is described in the response to question two in the introduction. Key support services embedded in this initiative include: our for-credit, multi-day orientation program; learning communities for first-time, full-time freshmen; our one-credit hour *Master Student* course; extensive testing using CAAP, BCSSE, CAPSOL, and FOCUS; and the use of mentors. As described in section 3P1, the BCSSE, which attends to incoming students' affective dispositions and sense of self-efficacy, and the CAPSOL, which assesses learning styles preferences, have been instructive. Further, regularly scheduled meetings involving support staff and instructors who teach in our learning communities provide opportunities in which the unique needs of individual students can be discussed, and these conversations are supplemented in the one-on-one communications students have with assigned mentors.

The *CORE Initiative* was preceded by several other ventures: our PACE Program, which attends to the unique needs of students who enroll with low high school GPA's; our Tutoring Center; and our academic alert procedure. Further, a Coordinator of Disability Services was hired to address the concerns of disabled students. See section 1P10. Our School of Adult Learning addresses challenges older students face. See section 6P12. Several strategies noted in section 2P5 address the scheduling challenges student-athletes face. Similarly, morning and evening classes are scheduled to accommodate the work schedules of police officers enrolled in our Public Safety Management and Public Safety Administration Programs. See section 1P12. Finally, the recent development of an annual retention plan ensures that the support service needs of students will be addressed in a cross-functional manner on an ongoing basis. See section 8I.1.

Moreover, two of five critical administrative functions are addressed elsewhere in this document. Staffing is addressed in section 4P5, and the information and technology needs of faculty, staff, and administrators are addressed in category seven. The control systems essential to viable and sustainable financial operations and business practices, policies and procedures pertaining to safety and security, and the need for well-documented and auditable policy and procedure documents thus serve as foci in this category.

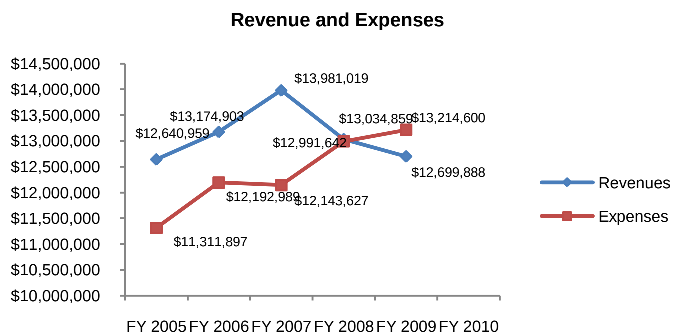
6P2. How do you identify the administrative support service needs of your faculty, staff, and administrators?

Attending to the College's finances is particularly important given our dependence on tuition revenues. We have to balance current revenues and current expenses on a year-to-year basis. In fact, the College has recently emerged from a serious financial crisis. A brief description of events that led to the situation follows. This is followed, in turn, by a summary of steps taken to resolve the crisis. Finally, three lessons learned from this experience are noted.

In July 2007, the College converted from *Univers* to *Empower*, our new student management system. *Great Plains*, a compatible accounting system was installed at the same time. The transition to *Empower* was well planned and effectively implemented. The transition to *Great Plains* was not, and several weaknesses in our financial operations and business practices quickly emerged, including poor management of our accounts receivables, a significant and growing backlog in our bank account reconciliation process, a failure to separate certain duties in our Business Office, and a long-standing practice of paying for various goods and services out of accounts established for other purposes.

This situation was compounded by a growing receivable involving the Chicago Police Department. As noted in section 9P1, the College has benefited significantly from its partnership with the Chicago Police Department. Courses in Public Safety Management (PSM), an undergraduate degree completion program, and Public Safety Administration (PSA), a graduate program, are taught at the

Chicago Police Academy and at the Illinois Institute of Technology using a shadow class delivery model. The same class is taught in the morning and in the evening in order to accommodate the shift assignments of police officers. Both programs have been remarkably successful. Through May 2010, 1,050 students have graduated from our PSM Program and 403 have graduated from our PSA Program. Our business model for both programs has long permitted students to collect their tuition reimbursement checks from the City of Chicago before paying their bills. (The City's union contract with its police officers does not permit direct reimbursement to colleges and universities.) This model served police officers, the City of Chicago, and the College well until 2007. The City then fell behind in payments due to insufficient funding in an account established for this purpose. The resulting delays were exacerbated by substantial weaknesses in our own billing practices. As a result, the City's arrearage ballooned to $3.6 million. This is a significant amount of debt for a small institution to carry, especially one that is tuition dependent.



These several factors contributed to a rapidly deteriorating financial position as noted in the chart to the right.

Although no illegal or unethical practices were uncovered, the College's Board of Trustees and administration were frustrated by the fact that virtually none of the weaknesses that had become so apparent in late 2007 had been noted in financial audits submitted to the College over the preceding several years. The lack of reliable information and data caused by our failure to reconcile our bank accounts in a timely manner and our lack of discipline in making payments out of accounts established for well-defined purposes added another layer of uncertainty.

In January 2008, the Vice President for Business and Finance was relieved of his duties and an interim appointment to the position was made. Several other personnel changes followed over the course of the next several months. Although these changes were deemed necessary, the fact that few policies and procedures were in place for new professional and support staff hampered the transition. In effect, new policies and procedures had to be developed on an as-needed basis.

Meanwhile the College's financial position deteriorated. It did not look as though we would be able to make payroll through the summer of 2008 without a substantial increase in a line of credit maintained with a local financial institution.

In addition to the personnel changes noted above, a hiring freeze was put in place and tighter controls on spending were adopted. Additionally, the College's line of credit was increased to $2.0 million. Finally, officials of the Chicago Police Department and other high ranking officials in the City of Chicago were engaged to resolve the sizable debt owed to the College.

A sustained focus on our systemic challenges then ensued under the direction of the President, the Interim Vice President for Business and Finance, and the Board of Trustees' Finance Committee.

- The number of bank accounts maintained by the College was reduced from 59 to 17 in order to facilitate more effective control.
- A payment schedule that would enable the College to reduce its accounts payables was developed.
- Expenditures were budgeted on a monthly basis and large purchases were staged to accommodate more effectively the predictable ebb and flow of the College's cash reserves.
- A new budgeting process was developed for fiscal year 2009-2010.
- A new process was put in place to collect debt owed by students. This included new contractual relationships with a law firm engaged to pursue collections and a "pre-collection" agency with established policies and procedures designed to ensure the timely resolution of debt. In all, some $750,000 in student debt was referred to one or both of these firms over the course of fiscal years 2008-2009 and 2009-2010.
- $1,000,000 in student debt was written off at the close of fiscal year 2009-2010.
- An online bill payment system was developed.

- Under the auspices of a sanctioned AQIP action project, all key work processes associated with our financial operations and business practices were documented in formats that lend themselves to regularly-scheduled operational audits.

The results of these corrective actions are noted in section 6R3.

6P3. How do you design, maintain, and communicate the key support processes that contribute to everyone's physical safety and security?

The topic of physical safety and security is addressed frequently in senior staff meetings. Potential threats and incident reviews – to the minimal extent that they have been needed – are routinely discussed. "Floor wardens" have been designated and trained to facilitate the evacuation of our two buildings. Fire drills are conducted on an annual basis. And all full-time and part-time instructors are reminded of our procedures pertaining to public safety and security in memoranda that are updated and reissued at the beginning of every Fall and Spring semester.

This concern took on some urgency following a pair of highly-publicized shootings at the Virginia Institute of Technology and Northern Illinois University. A cross-functional taskforce was formed to evaluate the various security processes and procedures then in place at the College. One of the participants, a faculty member who teaches in our Public Safety Administration Program, happens to have a great deal of expertise with respect to these kinds of situations. He has published extensively on the topic of terrorism and has provided consultation services to many different kinds of organizations.

Members of the taskforce reviewed a report pertaining to the Virginia Tech incident, and several best practices were identified from across the nation. At the start of the 2009-2010 academic year, an automated system that routes emergency messages by voice, text, and e-mail was implemented and made available to students and all members of the College family. Since this same system is used to notify students of late openings and school closings, we have had ample opportunity to test its use. The taskforce's recommendations were also considered when a new private security firm was engaged in early 2009.

Consistent with longstanding practice, students about whom concern has been expressed are routinely referred to the Dean of Students and/or the campus minister. Following the advice of our taskforce, any manifestation of bizarre or threatening behavior is now referred to the President to be addressed in a senior staff meeting. A strategy specific to the student in question is then developed. Over the course of the last two years, two students have been barred from campus and referred to a community mental health center for evaluation. In one of these cases, the student eventually received documentation comparable to the "return to work" report routinely provided by the mental health center to employees of various firms in the region with which it contracts for services. It was submitted to the College and evaluated. The student was then readmitted. In the second case, the student elected not to comply with the referral and is no longer attending classes. Three principles govern the way in which the College handles these kinds of troubling – albeit rare – situations. Drawing on the principles of Catholic social teaching, we are compelled to attend to the needs of those who might otherwise be marginalized. At the same time, we have to ensure that our students, faculty, and staff members are provided with a safe environment in which to pursue their responsibilities and interests. Finally, we are obligated to abide by various laws that pertain to privacy.

6P4. How do you manage your key student, administrative and institutional support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

To a significant degree, this question is addressed in category five, which pertains to decision-making, and category eight, which focuses on planning. As noted in category five, a broad range of support service functions are routinely addressed in senior staff meetings and in departmental meetings chaired by our several vice presidents. And as described in category eight, a cross-functional planning regime has been implemented to complement the *ad hoc* approach to decision-making that is so deeply ingrained in our organizational culture.

6P5. How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?

See section 6I1 below.

Results (R)

6R1. What measures of student, administrative, and institutional support service processes do you collect and analyze regularly?

At the institutional level, the several metrics detailed in section 7P1 are used to track performance. At the operational level, the various goals documented in the seven domain-specific annual plans described in section 8I1 are discussed in regularly scheduled cross-functional planning meetings. Further, the agendas of senior staff meetings will be organized around these several planning documents beginning in July 2011. Still further, data is developed on an as-needed basis to support action projects sanctioned by our AQIP Steering Committee. Finally, two questions addressing the extent to which members of the College family believe we are effective in controlling our various administrative and operational workloads are included on the Baldrige-style survey now administered on a bi-annual basis.

Again, our understanding of our data needs and our sophistication in using data have increased dramatically in recent years. We recognize that we have a long way to go in this regard. Nevertheless, we are pleased with our progress to date.

6R2. What are your performance results for student support service processes?

As noted in section 3R3, NSSE data secured from graduating seniors every two years addresses five questions pertaining to student support services:

- Relationships with faculty members;
- Relationships with administrative personnel and offices;
- Evaluation of the quality of academic advising;
- Evaluation of help provided in coping with academic responsibilities; and
- Evaluation of help provided in coping with non-academic responsibilities.

In each of these instances, we consistently score better than do our Carnegie-peer institutions.

As noted in section 3R2, we also survey members of the College family on their perceptions of the extent to which we meet students' needs. Four questions pertaining to student satisfaction were included in the Baldrige-style survey administered in 2007 and again in 2010:

- Student satisfaction is improving;
- Student needs serve as a basis for change;
- The needs of students guide curriculum and work process development; and
- Faculty and staff are courteous and responsive to students.

The scores obtained on all four of these questions were among the highest obtained both in 2007 and 2010. Moreover, three of the four scores improved from 2007 to 2010. This Baldrige-style survey will be administered again in late 2011 and every two years thereafter.

Cause-and-effect relationships pertaining to student satisfaction are difficult to prove. Relationships with students tend to be multifaceted and evolve over time. Nevertheless, we are convinced that the positive results noted above can be attributed to our organizational culture, which takes our mission to serve at-risk and underserved students very seriously, and the degree to which members of the College family embody our mission in the many encounters they have with students each and every day. It is attributable as well to the various activities embedded in our *CORE Initiative* and in several other interventions developed in recent years to promote student success.

6R3. What are your performance results for administrative support service processes?

Faculty and staff perceptions pertaining to our effectiveness in "controlling" our various administrative and operational work processes were addressed in two questions included in the 47-question Baldrige-style survey administered to the College family in 2007 and 2010. Again, the survey instrument employs a four point scoring scheme in which any mean score below 2.0 reflects an overall negative perception.

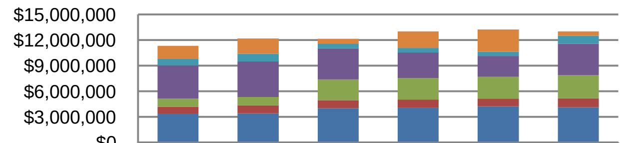
	May 2007	Jan 2010	Change Jan10 -May07
▪ Administrative Workloads Are Effectively Controlled	1.8	1.75	-0.1
▪ Operational Workloads Are Effectively Controlled	1.7	1.5	0.5

It is telling that the scores obtained on these questions were among the lowest in both administrations of the survey. It is noteworthy, too, that neither score improved from 2007 to 2010. Faculty and staff members do not believe that we control our work processes very well. And the documentation included in this category pertaining to the College's financial controls testifies to the validity of this assessment.

The ongoing development of policy and procedure documents described in section 6I1 is intended to address this significant concern. The annual planning process described in section 8I2 should also be helpful. The development of a rigorous operational audit regime will be required as well. Although progress has been demonstrated on all of these counts, this remains an outstanding opportunity for the College.

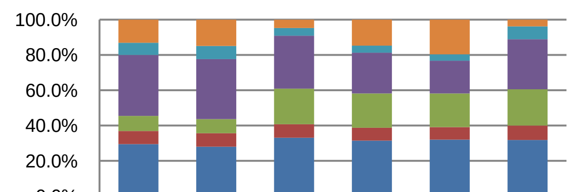
On a more positive note, the several corrective steps pertaining to the College's finances noted in section 6P2 have proven remarkably effective. The College's financial position has improved significantly.

Expenses ($)



	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Other Expenses	1,479,64	1,812,62	572,822	1,920,45	2,598,06	506,092
Auxilary Enterprises	779,891	911,876	543,779	521,261	485,700	936,338
Institutional Support	3,905,09	4,147,90	3,640,29	2,998,22	2,445,10	3,693,71
Student Services	967,292	965,523	2,439,80	2,515,61	2,529,05	2,676,15
Academic Support	838,006	938,719	927,004	939,553	921,113	1,050,13
Instruction	3,341,97	3,416,34	4,019,92	4,096,52	4,235,56	4,142,96

Expenses (%)

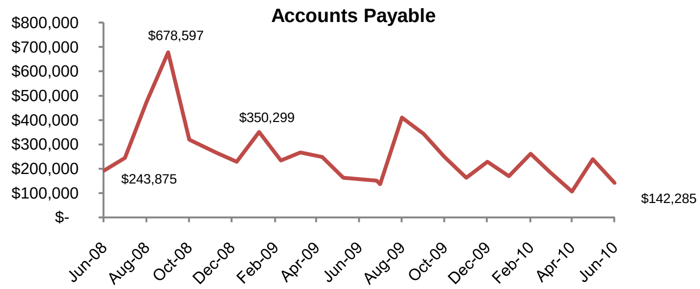


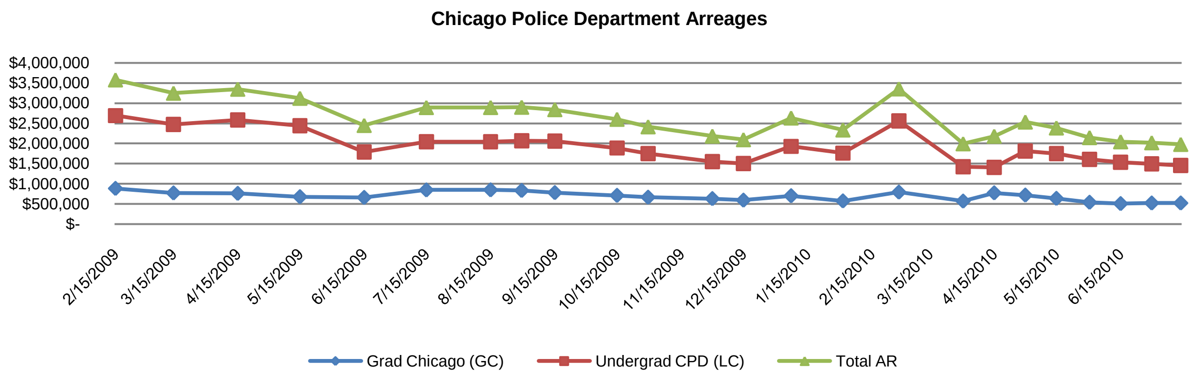
	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Other Expenses	13.1%	14.9%	4.7%	14.8%	19.7%	3.9%
Auxilary Enterprises	6.9%	7.5%	4.5%	4.0%	3.7%	7.2%
Institutional Support	34.5%	34.0%	30.0%	23.1%	18.5%	28.4%
Student Services	8.6%	7.9%	20.1%	19.4%	19.1%	20.6%
Academic Support	7.4%	7.7%	7.6%	7.2%	7.0%	8.1%
Instruction	29.5%	28.0%	33.1%	31.5%	32.1%	31.9%

- As noted in the charts to the right, expenses not immediately associated with our academic mission have been substantially reduced. At the same time, spending on instruction, student support services, and academic support have either been maintained at historic levels or increased.
- During fiscal year 2009-2010, the College paid off its entire line of credit of $889,598. Additionally, for the first time in more than a decade, the College did not need to tap its line of credit during the summer months. Effective contol of the institution's line of credit has been maintained since that time.
- By the close of fiscal year 2009-2010, the College's accounts payable was reduced from $302,117 to $0.
- The College's accounts receivables fell from a high of $8.5 million in February 2009 to $6.4 million in July 2010.
- Money owed to the College by the City of Chicago fell from a high of $3.6 million in February 2009 to $2.0 million in July 2010.

In short, the crisis that emerged in the Fall of 2007 was substantially resolved by the end of fiscal year 2009-2010. Additionally, policies and procedures have been put in place and reporting processes have been established to ensure that the difficulties encountered in fiscal year 2007-2008 do not reoccur.

The College now assesses its financial standing against three ratios recommended by the United States Department of Education (USDOE). The primary reserve ratio is calculated by dividing an institution's expendable net assets by its total expenses. It measures the cushion or margin the institution has "against adversity." According to the USDOE, "a ratio of .30 indicates that an institution has sufficient expendable resources to continue operations for approximately 110 days without any additional revenue or support. Such reserves are indicative of a financially healthy institution and equate to a strength factor of three for private non-profit colleges and universities." By the close of fiscal year 2009-2010, the College had attained a primary reserve ratio of .47 and a strength factor of 3.0, the highest possible in USDOE's scoring system.





The equity ratio is calculated by dividing an institution's net assets by its total expenses. It indicates the proportion of an institution's assets that are owned "free and clear." By the close of fiscal year 2009-2010, the College had attained an equity ratio of .78 and a strength factor of 3.0.

The net income ratio is calculated by dividing an institution's unrestricted net assets by its total restricted income. The College is tuition dependent and has a relatively small reserve of restricted revenues. Until this changes, we will always record a relatively low score in this measure of performance. At the close of fiscal year 2009-2010, the College reported a net income ratio of ratio of .008 and a strength factor of .28.

The USDOE recommends weighting factors for each of these ratios. Once applied, the College reported an overall strength factor of 2.7 out of a possible score of 3.0 for fiscal year 2009-2010. Together these three measures of financial performance indicate that the College is now in a financially healthy condition.

Although considerable progress has been achieved, the crisis experienced in fiscal years 2007-2008 and 2008-2009 has been sobering. The College's Board of Trustees and its administration have drawn three lessons from this experience. One, the management of our financial and business operations and practices must be based on current and reliable information. Two, our financial and business operations and practices need to be well-documented. And three, our financial and business operations need to be audited on an ongoing basis in order to ensure that they conform to established policies and procedures and to all externally-imposed requirements.

6R4. How do your key student, administrative, and institutional support areas use information and results to improve their services?

See section 6P4.

6R5. How do your results for the performance of your processes for Supporting Institutional Operations compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

See section 6R3.

Improvement (I)

6I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Supporting Institutional Operations*?

In July 2010, our AQIP Steering Committee sanctioned an action project designed to identify key work processes throughout the College and to document them using a format reflective of best practice. Once done, the policy and procedure documents will be posted online in a PDF format. Additionally, an audit procedure will be developed to ensure the ongoing accuracy of these documents and to identify opportunities for improvement.

This action project was undertaken in the wake of several action projects that required the development of one or more policy and procedure documents. Members of the AQIP Steering Committee recognized that few of their colleagues had been trained in the development of documents of this kind. Further, there were no processes in place to collect the various policies and procedure documents in locations where they could easily be retrieved or to audit or update them.

To address this challenge, weekly workshops involving representatives of every department in the College were conducted through the summer of 2010. The following tasks were accomplished:

- All critical work processes were identified;
- A template reflecting a best practice design was developed;
- Lead authors were identified;
- A targeted completion schedule was developed; and
- An audit schedule was adopted.

The project is nearing completion. In all, some 86 policy and procedures documents have been developed. Each document is numbered using a system established for this purpose. A footer identifies the individual who developed the document, the date it was authorized, and the name of the approving vice president. The body of each document includes seven sections:

- The name of the work process;
- The scope of the document (i.e., a detailing of all aspects of the work process to which the document applies);
- The name of the department or departments responsible for the work process;
- Policies associated with the work process, including any external or internal standards that might apply, the identification of key stakeholders who have an interest in the work process, and a listing of quality characteristics associated with it;
- Any procedures that pertain to the work process;
- A set of audit questions that reflect the quality characteristics associated with the work process and the identification of any bottlenecks and steps in the work process that might add little or no value; and
- Attachments.

Additionally, an audit schedule, which will provide for an evaluation of every work process at least once every three years, is being developed. Responsibility for this process will be shared by the Associate Vice President for Business and Finance and our AQIP Steering Committee.

6I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Supporting Institutional Operations*?

With respect to student support services, our mission and organizational culture are well-oriented to student success and to the development of a robust set of student support services. Our organizational structure has been less helpful in this regard. The reorganization and the adoption of a more robust annual planning regime in January 2011 as part of our presidential transition process should prove helpful, however, in breaking down the silo'ed and problem-oriented decision-making style that has – at times – undermined performance. See section 8I1.

We anticipate that our newly installed organizational structure and cross-functional planning processes – together with the documentation and audit strategy now being pursued under the aegis of an AQIP action project – will prove helpful as well.

AQIP Category Seven, MEASURING EFFECTIVENESS, examines how your institution collects, analyzes, distributes, and uses data, information, and knowledge to manage itself and to drive performance improvement.

Processes (P)

7P1. How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?

As noted in the response to question seven in the introduction, the College has historically employed two summary forms of data: a five-page budget document, which did not disaggregate data below the presidential level; and an annual "fact book," which focused, for the most part, on the demographics of our student body.

Several developments, including our conversion to new student management and financial management systems in July 2007 and our *Centering on Retention and Enrollment* or *CORE Initiative,* have prompted a growing sophistication with respect to data management. In fact, we applied to participate in the Academic Quality Improvement Program, in part, to accelerate this development.

The indicators reflected in this document were selected with great care. Data pertaining to them will be tracked, analyzed, and widely distributed on an annual

	Source	Update Frequency
Helping Students Learn		
▪ Credit Hour Production	Empower	Semester
▪ Number/Percent Full-time/Part-time Students	Empower	Semester
▪ Internships and Experiential Learning Activities	CSO Department	Annual
▪ Remedial Course Credit Hour Production	Empower	Annual
▪ Tutoring Activities	Tutoring Center	Annual
▪ Learning Styles Preferences	CAPSOL	Annual
▪ Fall-to-Spring and Fall-to-Fall Freshman Retention	Empower	Annual
▪ CAAP Results	CAAP	Annual
▪ Student Self-Reporting on Learning Competencies	NSSE	Bi-annual
▪ Student Self-Reporting on Foundational Learning Knowledge and/Skills	NSSE	Bi-annual
▪ Student Self-Reporting on Undergraduate Learning Objectives	NSSE	Bi-annual
Accomplishing Other Distinctive Objectives		
▪ Scholarships Provided to Student Athletes	Empower	Annual
▪ Number Student Athletes Enrolled	Empower	Annual
▪ GPA's of Student-Athletes	Empower	Annual
Understanding Students' and Other Stakeholders' Needs		
▪ Full-time Tuition	Catalog	Annual
▪ Per Credit Hour Cost	Catalog	Annual
▪ Racial/Ethnic Distribution of Student Body	Empower	Annual
▪ Percentage of First-Generation Students	BCSSE	Annual
▪ Incoming High School GPA's	Empower	Annual
▪ Student Expectations Pertaining to the Need for Help and Support	BCSSE	Annual
▪ Percentage of Students Receiving Financial Aid and Amounts	Empower	Annual
▪ Complaint Information and the Processing of Requests for Action	Manual Process	Annual
▪ Student Self-Reported Satisfaction with Services	NSSE	Annual
Valuing People		
▪ Number/Percent Full-time/Part-time Staff	Payroll	Annual
▪ Employee Morale/Perceptions	Baldrige-style Survey	Bi-annual
▪ Professional Development Expenditures	Great Plains	Annual
▪ Employee Morale/Perceptions	AQIP Survey	Bi-annual
▪ Credit Hour Production Per Position	Empower/Payroll	Annual
▪ Expenses Incurred Per Credit Hour	Budget/Empower	Annual
▪ Credit Hour Production Per Full-time/Part-time Instructor	Empower/Payroll	Annual
Leading and Communicating		
▪ Employee Morale/Perceptions	Baldrige-style Survey	Bi-annual
▪ Employee Morale/Perceptions	AQIP Survey	Bi-Annual
Supporting Institutional Operations		
▪ Amount and Percent Sources of Revenue	Financial Audit	Annual
▪ Amount and Percent Sources of Expenses	Financial Audit	Annual
▪ Accounts Payable	Great Plains	Monthly

▪ Endowment	Financial Audit	Annual
Measuring Effectiveness		
▪ Financial Audit	Audit Document	Annual
▪ Survey Questions Pertaining to Data and Information	Baldrige-style Survey	Bi-annual
Planning Continuous Improvement		
▪ TBD		
Building Collaborative Relationships		
▪ TBD		

basis. We are convinced that the nine criteria embedded in AQIP provide a foundation for the development of the kind of "balanced scorecard" the College has long needed.

These indicators do not replace data pertaining to student learning traditionally gathered by most institutions of higher learning, for instance, grades, scores on qualifying tests such as Praxis, and student course evaluations. They can, however, complement this more conventional kind of data.

We recognize the need to gather qualitative data on an ongoing basis as well. Frequent interactions involving students, faculty, and professional and support staff provide valuable opportunities to examine the College's performance. For instance, meetings involving mentors and faculty members who teach in our learning communities provide an occasion for reflection. See, for instance, the response to question two in the introduction. The administrative retreats conducted two times each year provide similar opportunities. See the response to question six in the introduction. Finally, focus groups were recently used to explore an ambiguous response obtained to a question about employee development on a staff survey. See section 4R2.

Performance indicators are not enough, however. Data are often needed to address pressing operational and financial concerns. The student management and financial management systems put in place in 2007 are more user-friendly than the systems previously employed. Additionally, a number of our employees have acquired considerable expertise in mining these systems for the data needed to answer complex questions. Further, the hiring of a new Institutional Researcher who works well with faculty has led to something of a renaissance in our use of data. This has paid big dividends, particularly with respect to our *CORE Initiative*.

7P2. How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

Our overall approach to selecting, managing, and distributing data is described above. Additionally, however, copies of approved budgets are shared with any employee who asks for a copy. Further, reports showing our monthly performance against budget are shared with each vice president at the close of the month. Still further, enrollment data are tracked on an ongoing basis with updates provided at senior staff meetings in the several weeks leading up to the start of a semester.

At the institutional level, our AQIP Steering Committee sanctions action projects. Over a two-year period, members of the Committee were provided with opportunities to identify the kinds of data and information needed for this document. Additionally, the unveiling of the first draft of our Systems Portfolio coincided with the need to sanction a third round of action projects. The document was used to identify a select set of opportunities from which the College could benefit. We anticipate that our Systems Portfolio will play an increasingly important role in this regard.

7P3. How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

Empower, our student management system, provides for the establishment of "permissions" that allow individual employees to access the kind of data needed to do their jobs. A permission level can be changed, but it requires vice presidential approval.

With respect to our financial management system, most employees are limited to the online processing of requisitions. Access to *Great Plains*, our financial management system, is more limited because it can only be accessed in a "live" mode. This is why paper copies of budgets are still provided to each vice president at the close of the month.

Virtually all employees at the College have personal computers or access to personal computers. In addition to the storage capacity provided on their hard drives, all employees have access to storage capacity maintained on the institution's servers. All data in our student and business data bases are backed up daily and weekly, and weekly backups are stored offsite.

A Technology Committee, which includes broad representation from among the College's various departments, investigates and prioritizes technology needs and develops an annual technology plan. The plan is reviewed and approved by the President. Progress in pursuing the plan is monitored in monthly meetings of the Technology Committee.

7P4. How, at the institutional level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the institution?

Four decision-making constructs play important roles with respect to the analysis of data and information of various kinds.

- The several committees of our Board of Trustees review data pertinent to their responsibilities, for instance, budget, investment, and enrollment data. Their deliberations are then shared with the full Board when it meets as a body of the whole.
- Data and information are requested, analyzed, and disseminated by the President and members of his senior staff who meet as a group each week. Certain data are examined regularly, most notably, enrollment and financial data. In some instances, these data are developed at the departmental level of the organization and distributed upward to senior staff. In other instances, they are distributed downward from senior staff for further development or action.
- Over the course of the last year, our AQIP Steering Committee has assumed more responsibility with respect to the gathering and analysis of institutional data. Data and information are essential to the identification of action projects. Further, the first draft of this document was developed under the Committee's guidance.
- The Faculty Senate and its several committees use data and information as well. As noted in the response to question five in the introduction, the faculty has the lead responsibility for developing, implementing, and assessing the College's academic programs.

Departments and individual faculty, professional, and support staff members also gather and analyze data as a matter of course or to address *ad hoc* concerns on an as-needed basis.

7P5. How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

We have recognized the need to develop three distinct types of comparisons as we continue to develop our expertise in analyzing data: comparisons against our own performances over time; comparisons against the performances of other institutions of higher learning; and comparisons against established goals or targets.

Historically, the College has tracked certain aspects of its performance over time in a very limited set of performance categories. As noted in section 7P1, however, we have greatly expanded the kinds of data and information gathered. The implementation of our *Empower* and *Great Plains* software systems in 2007 enabled us to track data over time at more sophisticated levels of analysis. Additionally, we have developed survey instruments that have provided useful insights pertaining to employee perceptions. For instance, two surveys based respectively on the criteria of the Malcolm Baldrige National Quality Award and the nine criteria of AQIP have served us well. See section 4P13.

Additionally, we are now in a better position to compare certain aspects of our performance against the performances of peer institutions. The following instruments and data sources have proven particularly helpful in this regard:

- The Collegiate Assessment of Academic Proficiency (CAAP);
- The Beginning College Survey of Student Engagement (BCSSE);

- The Faculty Survey of Student Engagement (FSSE);
- The National Survey of Student Engagement (NSSE);
- The Integrated Postsecondary Education Data System (IPEDS); and
- Independent Colleges of Indiana (ICI) reports of various kinds.

We have long recognized that identifying sets of peers against which to assess various aspects of our performance can be problematic. Unlike students at most private institutions of higher learning, all of our students are commuters. Given our competitive position, we keep our tuition rates low. As noted in the response to question eight in the introduction, our tuition rates fall substantially below the tuition rates charged by most private colleges and universities. Few private institutions of higher learning serve as diverse a student body as we do, and few focus so specifically on the needs of at-risk and underprepared students. In fact, only one other private, four-year institution in Indiana comes close to mirroring our unique set of characteristics.

For this reason, we identify our immediate competitors as peers in our IPEDS reports, even though they are public institutions of higher learning. Further, we interpret comparative survey data obtained through the administration of the BCSSE, the FSSE, and the NSSE, comparative test results obtained through the CAAP test, and comparative data obtained from ICI and other consortia very carefully. We believe that mission should trump the vagaries of any particular instrument or data set. Comparative data are useful, but must be interpreted against mission, against our own performances over time, and against our goals and objectives as well.

Although our ability to make comparisons against important aspects of our performance over time and against the performances reported by peers is much improved, we have been less effective in comparing key aspects of our performance against established goals. As noted in the response to question six in the introduction, we anticipate that we will develop a new five-year strategic plan over the course of the 2011-2012 academic year. This planning process will include the development of performance targets of various kinds. The development of the seven new annual planning documents described in section 8I1 will be helpful as well. Goals and metrics are reflected in all of these planning documents.

7P6. How do you ensure department and unit analysis of data and information aligns with your institutional goals for instructional and non-instructional programs and services? How is this analysis shared?

We do not employ a highly sophisticated approach to data gathering and analysis at the departmental level of the institution. This is attributable, in part, to our small size. Our academic programs are not divided into semi-autonomous schools.

An important step has been taken, however, to promote a more consistent approach to tasks performed at the department level of the organization. Section 6I1 describes a sanctioned action project in which policy and procedure documents involving every component of the organization are being developed. The prescribed format challenges their authors to articulate the quality characteristics associated with each work process from the perspective of the customer or the recipient of the service (e.g., accuracy, timeliness, conformance to specifications, reliability, low cost, transparency, easy access, confidentiality, etc). Each quality characteristic requires the development of a three-part audit question, for instance: Is the work process conducted in a timely manner? If "yes," how do we know? And if "no," what can and should be done about it? Two additional audit questions apply to every work process: Are bottlenecks or delays experienced at any point in the workflow? And are there any steps in the work process that do not add value?

Audit questions are not data *per se*, but they can set the stage for data gathering and analysis. We anticipate that our policy and procedure documents will be updated and re-released on a regularly scheduled basis. Articulating the quality characteristics associated with our work processes will help us identify the kinds of data that should be gathered, and audit questions tied to each of these quality characteristics should prompt the gathering and analysis of relevant data.

This initiative was designed, in part, to promote the further development of attributes associated with various quality assurance and improvement systems. These attributes include customer focus, data-based decision-making, and a commitment to continuous improvement. A change in our organizational culture is thus implied in this effort.

7P7. How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?

The implementation of new student management and financial management systems in 2007 has greatly improved the timeliness, accuracy, reliability, and security of information we produce on a day-to-day basis. The conversion from *Univers* to *Empower* was particularly well done. Great care was taken to ensure that data transferred to our new student management system was coded and entered properly. Detailed position-specific training pertaining to the new system was provided for many of our employees. The “permissions” hierarchy put in place has helped secure sensitive data.

Our conversion to a new financial management software package was much more problematic. As detailed in section 6P2, however, the problem did not lie with our *Great Plains* software package *per se*. We discovered that our day-to-day business practices were in a state of disarray. Again as described in section 6P2, the College managed to overcome this challenge over the course of a two-year period. Our financial operations are much more effectively controlled and managed as a result, and our *Great Plains* financial management system is now serving us well.

Despite this positive development, concern has been growing of late over the reliability of certain data maintained in our *Empower* data base. In fact, this emerging concern is a by-product of the growing sophistication with which we gather and use data. Small variations in coding are allowed in some data entry fields. These variations tend not to affect individual transactions. They do, however, complicate the use of output data, and this problem can grow over time as more and more variations are introduced. A data-sampling process of some kind may be needed to address this concern. At this point, however, this remains an opportunity to be pursued, perhaps as a sanctioned action project.

Results (R)

7R1. What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

With respect to financial data, all accounts maintained by the College are now balanced at the end of each month. This practice was adopted in response to the financial crisis described in section 6P2. As a result, we are now highly confident about the data generated in our various business operations. Further, the integrity of these processes is tested each year in a comprehensive financial audit.

We are more confident with respect to certain operational data now gathered and analyzed as well. Several valid, reliable, and nationally-normed instruments are now used (e.g., BCSSE, FSSE, NSSE, and CAAP), and comparative data is secured from a number of reputable sources, for instance, the ICI and IPEDS.

	May 2007	Jan 2010	Change Jan10 -May07
▪ Performance Metrics Are Well-balanced	2,2	2,2	0.0
▪ Performance Metrics Reflect the Concerns of Students	2.4	2.3	-.01
▪ Information Regarding Performance Is Communicated to All	2.4	2.5	0.1
▪ Performance Goals Are Appropriate	2.0	1.9	-0.1

That being said, we do not gather objective data that speak directly to the performance and effectiveness of our information and knowledge management systems. Benchmarking in this regard may be in order. We have, however, gathered subjective data that address this concern. The Baldrige-style survey instrument administered in 2007 and again in 2010 includes four questions that pertain to the use of data and information. The scores in the chart above were recorded on a four-point Likert scale on which a score of 2.0 reflects a neutral position. These scores are disappointing, but probably do not yet reflect the impacts of the several recent developments and initiatives addressed in this document. The next administration of our Baldrige-style survey in late 2011 should be more telling in this regard.

7R2. What is the evidence that your system for Measuring Effectiveness meets your institution's needs in accomplishing its mission and goals?

The various changes noted above have been driven by two overarching concerns. The first is the perceived need to focus more explicitly on our at-risk and underprepared students. Several of the data sets we have accessed in recent years support our *Centering on Retention and Enrollment* or *CORE Initiative* (e.g., the BCSSE and CAAP test results). Various aspects of the *CORE Initiative* were rolled out at the beginning of the 2008-2009 academic year, and our efforts in this regard are critiqued and upgraded each year. It will be some time before we know the full impact of these changes. Nevertheless, the designs associated with key components of the *CORE Initiative* reflect findings in a substantial literature pertaining to at-risk and underprepared students. We are confident that we are on the right track and that the results obtained will be satisfactory.

Additionally, we have recognized the need to augment our entrepreneurial and problem-solving culture with decision-making and policies and procedures that are more systematic in nature. The substantial effort to rationalize our business and financial practices reflects this commitment. Our development of policy and procedure documents does so as well; so, too, do the two staff surveys that will now be administered on a regular basis. The recent development of seven annual planning documents represents a major advance in this regard as well. See section 8I1.

7R3. How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education institutions and, if appropriate, of organizations outside of higher education?

We are not in a position to answer this question with any degree of certainty. We are comfortable with the progress we have demonstrated in this regard over the course of the last several years. We have not, however, engaged in any formal benchmarking with respect to our overall approach to data and information management. This may represent an opportunity to be pursued in a future action project.

Improvement (I)

7I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Measuring Effectiveness*?

Many of the developments described above have been implemented only recently. Although our progress with respect to measuring effectiveness is not yet reflected in the survey results displayed in section 7R1, we are pleased with our efforts to date.

A more recent development involves the security of our data bases. The College is currently implementing a disaster recovery and business continuity plan in partnership with *Comspec International*. Under the plan, the College's data will be backed up nightly to a remote site in Colorado. A duplicate system will be available at that location. In the event of a disaster, the College will be able to continue operations using this offsite database.

7I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Measuring Effectiveness*?

The cultural dimension of our various efforts in this regard is addressed in sections 7P6 and 7R2. As noted above, our data and information infrastructure has been substantially upgraded as well. The *Empower* and *Great Plains* software packages implemented in 2007 now serve us well.

AQIP Category Eight, PLANNING CONTINUOUS IMPROVEMENT, examines your institution's planning processes and how your strategies and action plans help you achieve your mission and vision.

Processes (P)

8P1. What are your key planning processes?

The need for detailed planning pertaining to the College's non-academic work processes has not always been fully appreciated. Indeed, our organizational culture can still be described as entrepreneurial and opportunistic. More recently, however, the need for planning has been recognized, and significant steps have been taken in this regard. Since January 2011, these developments have been accelerated as part of our presidential transition. Once fully developed, the College's new planning regime will have four elements:

- A strategic plan based on the competitive forces model developed by Michael E. Porter;
- Seven cross-functional planning documents, two of which reflect a five-year planning cycle (i.e., facilities and information and instructional technology) and five of which reflect a one-year planning cycle (i.e., enrollment management, student retention, development, marketing, and human resources management);
- An annual budget; and
- Short-term action projects sanctioned by the College's AQIP Steering Committee.

We anticipate that this process will be iterative and that the planning documents produced will be complementary in nature. Although the architecture for this effort is now in place, it will take some time to implement fully. More effective planning thus remains an outstanding opportunity for the College.

Nevertheless, we are not starting from scratch. As described in section 8I1, the seven cross-functional plans noted above have now been completed. A budget format that will better facilitate control at the vice presidential level of the organization is in place. Finally, the use of action projects to drive institutional change is now well-established.

Progress has even been achieved with respect to the development of a new strategic plan. Michael E. Porter's competitive forces model was shared with department heads at an administrative retreat in July 2005. It was examined again in administrative retreats held in July 2007, December 2008, and February 2009; and the Board of Trustees was introduced to the model in retreats conducted in July 2006 and July 2007. Further, Porter's planning model was cited in our application to participate in AQIP in October 2006.

As noted in section six of the introduction, the Board of Trustees elected not to undertake the development of a new strategic plan while searching for a new president. Nevertheless, the strategic analysis described in section 8R2, which is based on Porter's competitive forces model, significantly informed both the selection process and the development of the seven planning documents described in section 8I1. With the selection process now over and the transition to a new presidency well under way, the Board has committed itself to the development of a new strategic plan. A retreat devoted to this purpose will be held in July 2011.

We anticipate that it will take approximately six months to develop a new strategic plan. Key inputs to this process will include this document, our seven new planning documents, a revised budget, current financial reports, and materials associated with our *Centering on Retention and Enrollment* or *CORE Initiative.* Once developed, our new strategic plan will be used to revise our seven annual plans. A planning loop will thus be closed. In future years, the College's strategic plan will provide a foundation for the development of our several annual plans, our annual budget, and new AQIP action projects. The precise sequence in which these various elements of the new planning regime were developed in the current cycle will thus be revised.

8P2. How do you select short- and long-term strategies?

The planning process employed in the case of our academic programs is described in section IP1. Although individual program directors are afforded a great deal of autonomy in this regard, the way in which new programs and program changes are processed is a collaborative one. Based on the strategic framework outlined in section 8R2, the Vice President for Academic Affairs encourages and sponsors certain changes. The Director of our General Education Program and individual department chairs are consulted by program directors. Resource requirements are vetted through the Vice President for Academic Affairs. The Faculty Senate's Curriculum and Assessment Committee assesses all requests for change using the criteria detailed in section 1P3. Finally, new programs and significant program changes are processed through the full Senate, the Board of Trustees' Academic Affairs Committee, and the full Board of Trustees. Requests for new graduate programs must be approved by the Higher Learning Commission as well.

Our new approach to short-term initiatives of a non-academic nature is addressed in section 8I1. Prior to the development of our seven new cross-functional plans, short-term planning was conducted in different ways in different departments. Additionally, the planning documents developed were not integrated to any significant degree. For instance, AQIP's nine categories were used in the Office of Academic Affairs to develop annual plans in 2008-2009, 2009-2010, and 2010-2011. Action projects were developed in each of these nine categories. Progress in this regard was then tracked in regularly scheduled Academic Council meetings, which include our academic department chairs, our librarian, and our Institutional Researcher. Various elements of our *CORE Initiative* were featured prominently in these documents.

An effort to extend this annual planning process to the College's other vice presidential areas during the 2009-2010 academic year failed, however. This can be attributed to our organizational culture, which has long eschewed the need for detailed planning. The presidential transition launched in January 2011 prompted another attempt. As described in section 8I1, considerable progress has been made in this regard. Since our President Elect served as the primary sponsor of this effort, we anticipate that additional progress will be demonstrated over the course of the next year.

Our approach to budgeting has also slowed our efforts to plan more effectively over the short term. A process that is largely top-down in nature has been used in past years. As part of the presidential transition now under way, the several planning documents described in section 8I1 were developed by cross-functional teams in January and February 2011, and the plans were shared with all department heads at a retreat held in March 2011. Action steps were then refined and approved by the incumbent President and the President Elect. Most importantly, the development of a 2011-2012 fiscal year budget was postponed deliberately until April 2011 so that the action steps embodied in the seven planning documents could be accommodated.

Our efforts in this regard have been further hampered by the format of our budget, which facilitates analysis and control at the presidential level of the institution. It is difficult to use at the vice presidential or departmental levels. The format of the 2011-2012 budget has been revised to facilitate control at several different levels of the organization.

The last element in our short-term planning regime is comprised of action projects, which are selected by our AQIP Steering Committee. As is noted in section 5P5, this approach to continuous improvement represented a significant step in the direction of cross-functional decision-making when it was first implemented in January 2007. A variety of inputs are now used to identify action projects, including the *CORE Initiative*, the various survey instruments described in section 7P5, and opportunities and challenges brought to AQIP Steering Committee meetings by its members. As a key construct in a more robust planning regime, we anticipate that our AQIP Steering Committee will play a more significant role in the future.

As noted above, our approach to long-term planning reflects the elements of Michael E. Porter's competitive forces model. This model is uniquely applicable to Calumet College of St. Joseph because of the intense competitive environment in which we operate. The model is comprehensive in nature. Indeed, it is comprised of five distinct components.

- The first looks at the field of higher education as a whole (i.e., the larger developments and trends that affect all institutions of higher learning).
- The model then considers the nature of the competitive environment in which a particular institution of higher learning finds itself.

- The third component focuses on the institution's strengths, weaknesses, opportunities, and threats.
- The model then looks at the institution's "value chain" (i.e., its capacity to marshal and deploy resources toward the achievement of established ends).
- Finally, the model uses the various findings from the foregoing analyses to identify the competitive platform that best "fits" the institution.

A summary analysis pertaining to Calumet College of St. Joseph that reflects the competitive forces model is provided in section 8R2.

8P3. How do you develop key action plans to support your organizational strategies?

See section IP1 below.

8P4. How do you coordinate and align your planning processes, organizational strategies, and action plans across your institution's various levels?

As described in section IP1, cross-functional teams are now being used for this purpose. This remains a work in process, but has proven highly successful to date. As expected, the pattern of silo'ed decision-making described in section 5I2 is giving way to greater collaboration and shared accountability for results.

8P5. How you define objectives, select measures, and set performance targets for your organizational strategies and action plans?

As noted in section 8R2, an analysis that uses Porter's competitive forces model has informed a number of the strategic and tactical initiatives pursued by the College in recent years. Most importantly, it contributed significantly to the development of the *CORE Initiative*, which is cited throughout this document. It has also informed the development of specific enrollment and retention targets now embedded in the annual enrollment management and retention plans described in section 8I1.

Historical data and statistical analyses have played important roles as well. As noted in category seven, we have become increasingly sophisticated in the use of bivariate and multivariate analyses. We have a long way to go; nevertheless, our development in this regard has been nothing short of remarkable. This evolution was sparked by the adoption of new student management and financial software systems, the *CORE Initiative*, the hiring of a new Institutional Researcher, and our acceptance into AQIP in 2007.

8P6. How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

As noted at the end of section 8P1, our planning cycle remains somewhat out of sync. Ideally, the development and adoption of a strategic plan precedes the drafting of annual cross-functional planning documents and a budget. In consultation with our Board Chair and Chair Elect, the incumbent President and the President Elect determined that the pursuit of certain initiatives and the development of a 2011-2012 budget could not be postponed pending the development of a new strategic plan. This decision was made easier by the fact that the strategic analysis reflected in section 8R2 had been presented to various constituencies over the course of several years and that it had been used by the Board of Trustees in the presidential search process that concluded in November 2010. The organizational structure of the College was thus reengineered in January 2011 to facilitate a new planning process, and the effort described in section 8I1 was launched. The new plans were then used in April and May 2011 in developing our budget for fiscal year 2011-2012.

The Board of Trustees will formally embark on the development of a new strategic plan in July 2011. We anticipate that this process may take up to six months to complete. Once done, the action steps embedded in our seven annual planning documents will be reviewed and revised to reflect priorities included in the new strategic plan. A more rational planning cycle – one that uses the organization's strategic plan to establish annual priorities and to identify continuous improvement initiatives – will then be established.

8P7. How do you assess and address risk in your planning processes?

With respect to our academic programs, two of the criteria pertaining to program changes noted in section 5P4 address risk:

- A marketing analysis that demonstrates a need for the program; and
- A financial analysis based on anticipated costs and revenues associated with the program.

These criteria are used by the Faculty Senate's Curriculum and Assessment Committee, the full Senate, the Board of Trustees' Academic Affairs Committee, and the full Board of Trustees in evaluating new program proposals.

The competitive forces analysis, which is described generally in section 8P2 and then applied to Calumet College of St. Joseph in section 8R2, understands risk to be a function of three variables:

- The competitive environment in which the organization finds itself;
- The capacity of the organization's "value chain" to achieve established goals; and
- The precise fit between the competitive platform on which the organization is best able to compete and the competitive platform on which it is actually competing.

In fact, Porter's competitive forces model addresses risk more comprehensively than most other strategic planning models. We anticipate that it will serve us well as we undertake the development of a new strategic plan in July 2011.

8P8. How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

As this category makes clear, we have a great deal of work to do in this regard. This effort is being pursued in four distinct ways.

- In certain key positions, we need professional and support staff who understand the value of the competitive forces analysis summarized in section 8R2. This was largely accomplished with the reorganization plan put in place in January 2011.
- Participants in these various planning processes must be provided with the information and planning templates they need. Our ability to identify our information needs and to gather and analyze data continues to improve, and we anticipate further progress over time. The AQIP process, which is organized around action projects and the development of a systems portfolio, is appropriate for continuous improvement and reengineering projects. In a complementary way, the templates used in the development of the seven planning documents described in section 8I1 can help us stabilize and optimize operations already in place.
- The cross-functional design of our AQIP Steering Committee and our seven annual planning committees should promote more collaboration across our various departments. Initial feedback suggests that this process is promoting the development of new skills among the participants.
- Finally, we need to find ways to celebrate successes achieved in these various planning processes. This remains a work in process and should be viewed as an opportunity for the College.

Results (R)

8R1. What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

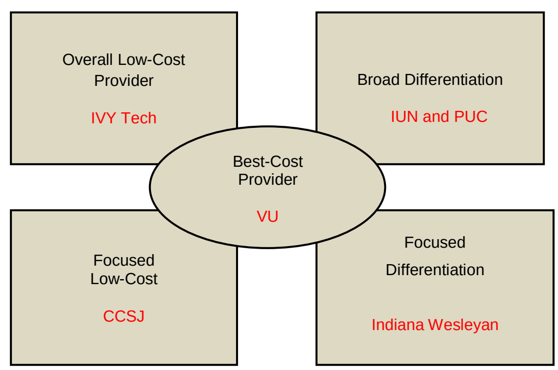
Section 7P5 described two survey instruments – one based on the Malcolm Baldrige National Quality Award and one based on AQIP criteria – which have been administered over the course of the last four years. Both instruments address planning, and the results have generally been positive. They are not shared here, however, because they represent the views of faculty and professional and support staff members who have long worked in a culture that has under-valued planning. For this reason, the results – even though they are quite positive – do not constitute a valid measure of performance is this regard.

We know, of course, that goal achievement is the most important measure of effectiveness that applies to planning processes and systems. Since we will launch the development of a new strategic plan in July 2011 and since the seven annual plans described in section IP1 are new as well, we have little in the way of goal achievement to share at this time. For this reason, the measurement of effectiveness in this AQIP category remains an outstanding opportunity for the College.

8R2. What are your performance results for accomplishing your organizational strategies and action plans?

As is noted above, Michael E. Porter's competitive forces model has significantly informed decision-making at the College even though a new strategic plan has yet to be drafted. The development of the *CORE Initiative* is attributable to this analysis, and it also played a significant role in the selection of our new President. Further, the College's decision to participate in the AQIP accreditation process in 2006 was viewed as a way to pursue opportunities identified in an analysis that used the competitive forces model. It also played a role in the development of the seven cross-functional plans described in section IP1.

Following the five-step process described in section 8P2, a detailed analysis of the College's competitive position and the relative positions of our chief competitors were developed. IVY Tech State College now dominates the overall low-cost provider niche. Indiana Wesleyan, Indiana Tech, and other institutions have developed programs throughout the state to serve degree completion students. Their programs are highly regimented and use adjunct faculty almost exclusively. In effect, they have adopted a focused differentiation strategy. Valparaiso University is fully established as a best-cost provider. Finally, Calumet College of St. Joseph had – at least until 2007 – competed against Indiana University Northwest and Purdue Calumet using a broad differentiation strategy.



This finding came as something of a surprise. Despite our lean resource base, we had for several years been tempted to create one undercapitalized academic program after another in the mistaken belief that we could only compete effectively with Indiana University Northwest and Purdue Calumet by offering as many programs as they do. In reality, we had little hope of "winning" this competition. For the foreseeable future, we will be hard pressed to marshal the resources required to compete with these institutions on the basis of a broad differentiation strategy.

In fact, our mission, history, and a unique mix of strengths and constraints points clearly to a focused low-cost strategy.

- The College's mission focuses on at-risk and underprepared students drawn from the urban communities that surround us.
- There are literally thousands of these students in the geographic area we serve.
- Indiana University Northwest and Purdue Calumet are raising their admission standards.
- Our faculty members are committed to serving at-risk and underprepared students.
- We have small class sizes.

- The College has developed a broad range of student support services designed to serve at-risk students.
- Under the rubric of our *CORE Initiative*, we have successfully implemented learning communities and a robust set of complementary strategies to improve student learning and retention.
- Finally, the College has kept its tuition rates low. Although our tuition is higher than rates at Indiana University Northwest and Purdue Calumet, with federal and state and financial aid, an education at Calumet College is still a bargain.

With respect to our undergraduate programs, we now recognize that we are better off competing as a focused low-cost provider. This strategic imperative is supported by our mission and the competitive environment in which we find ourselves. This recognition led to the *CORE Initiative* described in section 1I1. Further, it informed our decisions in fiscal years 2009-2010, 2010-2011, and 2011-2012 to keep our tuition rates low even though it is difficult to do so.

The foregoing analysis does not apply to our graduate programs, however. With respect to graduate programming, we look for underserved niches. This is why we offer a Master of Science in Quality Assurance degree rather than an MBA. Similarly, the schools of education with which we compete have shied away from transition-to-teaching programs. This presented an opportunity that led to the development of our Master of Arts in Teaching degree, the largest transition-to-teaching program in the state. It also led to the creation of our Public Safety Administration Program, the only such program in the Chicagoland area delivered in a shadow class format. A similar competitive analysis led to the development of a Master in Psychology degree in 2010.

8R3. What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?

See section 8R1 above.

8R4. How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

We do not have a great deal of evidence in this regard. Nevertheless, the challenge we face in evolving from an entrepreneurial and opportunistic organizational culture to one that values integrated planning is a common one. Our efforts to date draw on a sizable literature pertaining to organizational change. Moreover, our progress is consistent with what this literature suggests is possible over time. Because our President Elect is associated with a number of our ongoing efforts in this regard, we anticipate that our progress will accelerate over the course of the coming year.

8R5. What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

As noted in section 8R1, we have scant evidence of success pertaining to our annual planning process since it was only recently undertaken. The same is true for our strategic planning process since it will not be formally launched until July 2011.

We do, however, continue to receive positive feedback from the Higher Learning Commission. We received high marks for the planning reflected in our three most recent proposals for new graduate programs. Feedback on completed action projects has been very positive. Finally, planning involving the conversion of our Master of Science in Quality Assurance Program and a post-baccalaureate certificate program in Paralegal and Pre-law Studies to an online format was lauded by a team of reviewers working on behalf of the Higher Learning Commission during a recent visit. This kind of feedback tells us that we are on the right track with respect to the culture change now under way at the College.

Improvement (I)

8I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Planning Continuous Improvement*?

The development of seven cross-functional planning documents in January and February 2011 represents a major step forward for the College. This effort is a critical component of the presidential transition now in process. In November 2010, the Board of Trustees selected our current Vice President for Academic Affairs as the institution's new President effective July 1, 2011. With the full support of the Board of Trustee's Chair and Chair Elect, the incumbent President and the President Elect agreed to collaborate in the development of a transition plan to be implemented beginning in January 2011. The plan has three elements:

- The reorganization of key departments under five vice presidents (i.e., Vice President for Academic Affairs/Chief Operating Officer, Vice President for Business and Finance, Vice President for Student Life and Dean of Students, Vice President for Development and Alumni Relations, and Vice President for Facilities and Technology);
- The development of seven annual planning documents (i.e., enrollment management, student retention, development, marketing, facilities management, human resources management, and information and instruction technology); and
- The development of a 2011-2012 budget using a format that will provide for greater accountability at the vice presidential level of the institution.

The reorganization was designed to facilitate cross-functional planning and the effective execution of certain strategic and tactical initiatives. Planning teams were asked to identify data needs unique to each planning domain and to develop strategies, action steps, and metrics to be tracked on an ongoing basis. Drafts of each document were presented at a retreat in March 2011 in which all department heads participated. The input received was then incorporated into final documents, which were approved by the incumbent President and President Elect. These documents were then shared with the Board of Trustees in March 2011. The cross-functional teams responsible for developing the planning documents have now been established as standing committees that meet at least once each month to review progress and to make revisions as needed. Additionally, senior staff meetings conducted on a biweekly basis will be organized around the seven planning documents beginning in July 2011, when our new President assumes office.

With two exceptions, the new planning documents include the following elements: a cross-walk to related AQIP categories; a cross-walk to initiatives included in the strategic plan, which will be developed over the course of the next six months; a brief contextual narrative pertaining to each action step; the action step itself; and a summary of progress achieved to date. The two exceptions pertain to the facilities plan and the information and instructional technology plan. Five-year formats are used in these instances because they involve sizable capital expenditures.

When the President Elect takes office in July 2011, three additional changes will be implemented. First, senior staff meetings will be conducted on a biweekly rather than weekly basis. Second, the membership of the senior staff will be expanded to include the Associate Vice Presidents for Academic Affairs and Business and Finance, the Director of Marketing and Public Relations, the Director of Human Resources, the Director of the Enrollment Management, the Director of Academic Support Programs, and the Director of Business Operations and Financial Aid. Third, the seven planning documents described above and the College's budget will serve as the standing agenda for our senior staff meetings. We anticipate that these changes will accelerate our evolution from a decision-making regime that focuses on challenges and opportunities to one that is more strategic in nature.

8I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Planning Continuous Improvement*?

As noted throughout this document, we have recognized a need to be more systematic in our tactical planning and in our day-to-day decision-making. As described above, significant progress has been achieved in this regard. Nevertheless, we recognize that this effort will require a substantial change in our organizational culture. We need to become more systematic in our approach to planning while, at the same time, retaining those aspects of the College's entrepreneurial and opportunistic culture that have served it well. Given our progress to date, we anticipate that this change will take some time. It is a journey well begun, however.

AQIP Category Nine, BUILDING COLLABORATIVE RELATIONSHIPS, examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission.

Processes (P)

9P1. How do you create, prioritize, and build relationships with the educational institutions and other organizations from which you receive your students?

Northwest Indiana is home to some of the poorest performing K-12 school districts in Indiana. This has a significant impact on the readiness of our incoming freshmen, in particular, to perform well and persist in their studies. As noted in the response to question two in the introduction, our *Centering on Retention and Enrollment* or *CORE Initiative* and other activities described in this document address this concern.

Additionally, our Education Program is designed to serve urban school districts located in Northwest Indiana and the southeast side of Chicago. A significant number of our Education majors find jobs in urban school districts. This includes graduates from our Master of Arts in Teaching Program, the largest transition-to-teaching program in Indiana. It is not enough, however, to provide well-prepared teachers. The school districts we serve struggle with a wide variety of challenges pertaining to resources and professional development. To address these concerns, faculty and teacher candidates in our Education Program participate in a number of collaborative ventures, all of which are intended to promote student success at the K-12 level.

- The number of charter schools authorized by Indiana has greatly increased in recent years. The state now needs to evaluate the effectiveness of the various strategies employed in these schools. To this end, Calumet College of St. Joseph was awarded a substantial grant by the Indiana Department of Education in 2008 to evaluate the effectiveness of 40 charter schools. This effort is ongoing.
- From 2005 through 2010, the College sponsored an after-school program focused on remediation. Teacher candidates and instructors provided tutoring services in reading and mathematics for K-6 students drawn from urban school districts in Lake County. An evaluation of the program showed positive outcomes in state standardized test scores.
- Similarly, a summer school program that featured remediation and enrichment activities was provided for Hammond and Whiting students in grades one through six.
- On an ongoing basis, professional development programs are provided for small groups of K-12 teachers. Topics include: the challenges at-risk students face, reading across the curriculum, writing across the curriculum, differentiated instruction, and a primer on licensing rules and regulations. These programs are provided on a low-cost contract basis.
- Our instructors and teacher candidates serve each year as judges in science fairs hosted by two school districts.
- Our instructors and teacher candidates read books to children in local libraries and bookstores. Additionally, one of our faculty members hosts a workshop on how to write and publish children's books.
- Faculty members play leadership roles in a number of local, state, and national educational organizations dedicated to student learning at the K-12 level.
- Along with four other institutions of higher learning, Calumet College of St. Joseph belongs to the Northwest Indiana Consortium on Teacher Education (NICTE), a collaboration that addresses concerns pertaining to teacher education. A memorandum-of-understanding involving NICTE institutions has proven particularly beneficial for the College. Indiana has mandated that all teacher education programs make a transition-to-teaching option available to students. We recognized this as a strategic opportunity. The other members of NICTE elected, instead, to enter into an agreement with Calumet College of St. Joseph to provide this service for the entire region. As a result, we now have the largest transition-to-teaching program in the state. Over the course of the 2009-2010 academic year, NICTE proved helpful in mounting a united front against a proposed set of state regulations that was widely viewed as detrimental to the preparation of K-12 teachers. NICTE is also

represented in a consortium of K-12 school districts located in Lake County Indiana that convenes on a regular basis to share best practices.

Many of our students do not come to us directly from high school. Other relationships are thus important as well.

- We have articulation agreements with a number of institutions, most notably IVY Tech State College, Indiana's community college system. Two new agreements were signed during the 2010-2011 academic year. Additionally, our admissions staff now has weekly access to the two IVY Tech campuses located in the region's urban core.
- As noted in section 6P2, our undergraduate and graduate Public Safety Programs are among the largest in the Midwest. We teach courses to sworn officers at the Chicago Police Academy. Since 1995, more than 1,400 Chicago Police officers have received degrees from Calumet College of St. Joseph. Our relationships with the City of Chicago and the Chicago Police Department are thus of critical importance. As noted in section 6P2, problems in managing this relationship developed in 2007 when the City deferred reimbursements paid to police officers for courses they had completed. The matter was substantially resolved in meetings conducted with high ranking officials in the Police Department and City government.
- At the start of the 2009-2010 academic year, we entered into an agreement with Ancilla College, an associate degree-granting institution located in Donaldson, Indiana. We now offer baccalaureate programming in Business Administration and Criminal Justice there. Like Calumet College, Ancilla College is a Catholic institution that serves an at-risk and underprepared student body. We graduated our first cohort from Ancilla College in May 2011. We are now in discussions about one or two additional program offerings for the 2012-2013 academic year.
- Two of our faculty members serve in leadership positions with the local and regional chapters of the American Society for Quality (ASQ). We host an annual conference for quality professionals in collaboration with ASQ. Further, we provide space for ASQ to administer certification and re-certification tests. Students in our Master of Science in Quality Assurance (MSQA) Program are provided with an opportunity to join ASQ as student-members. This ongoing exposure to quality professionals in Northwest Indiana and the greater Chicagoland area has enabled us to develop and sustain a viable MSQA Program.

9P2. How do you create, prioritize, and build relationships with the educational institutions and employers that depend on the supply of your students and graduates that meet those organizations' requirements?

See section 1P7.

9P3. How do you create, prioritize, and build relationships with the organizations that provide services to your students?

We are a commuter campus. We have our own bookstore and face no competition from other providers of this service. We also have our own food service. Unlike other institutions of higher learning, we did not have preferred relationships with certain banks that provided loans to students. As a result, we were not affected by the various changes pertaining to student loans precipitated by several highly publicized scandals in 2008 and 2009. In short, this question may not be as relevant to Calumet College of St. Joseph as it is to some other institutions.

One exception pertains to public transportation. At the start of the 2010-2011 academic year, a student who is confined to a wheelchair was experiencing difficulty arranging for door-to-door service with the public transit provider that serves our region. The College intervened on the student's behalf and the needed accommodation is now being provided. Similarly, we occasionally need to intervene with two local police departments on behalf of the few students from other states who reside in private housing in the area. Because they have out-of-state license plates, police officers sometimes ticket them. Fortunately, we have very good relationships with the City of Hammond and the City of Whiting, and these kinds of situations are easily resolved.

9P4. How do you create, prioritize, and build relationships with the organizations that supply materials and services to your institution?

Our Board of Trustee's Finance Committee insists that bids be requested in the case of all major purchases. Recent examples include the lease of new photocopy machines, the purchase of new vehicles, and financing for a new building project, which is expected to commence in July 2011. See section 1P15. Additionally, a concerted effort is made to enlist the support of all of our major vendors and contractors in the various development activities we sponsor, including the Trustees' Annual Ball and a golf outing that supports our athletics programs.

9P5. How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

The College is also engaged in a number of important external collaborations. Mission and visibility in the community serve as key drivers in some of these partnerships. Others more clearly reflect our strategic interests. See section 8P2. Our most important mission-based partnerships include the following.

- The College has a close working relationship with the Catholic Diocese of Gary. Our Bishop serves as the honorary chair of our Board of Trustees and has contributed significantly to our capital campaigns. We make space available to the Diocese on an as-needed basis. Individual churches in the Diocese have been helpful in promoting the College. During the 2007-2008 academic year, we developed a baccalaureate degree in Pastoral Studies and made it available to students in the Diocese's lay ministry program at a discounted tuition rate. Few students have taken advantage of this opportunity. It is provided at little cost to the College, however, since it draws on courses already offered in our Religious Studies and Human Services programs.
- The Northwest Indiana Quality of Life Council is a leadership organization with a membership that extends across Northwest Indiana's three counties. The Council is an "agenda-setting" body that focuses on economic development, the environment, and social justice. The concept of sustainability provides a conceptual framework for the Council's work. The organization is chaired on a rotating basis by the chancellors and presidents of Northwest Indiana's six colleges and universities. Indeed, the chancellors and presidents who helped establish the organization in the late 1990s used the Quality of Life Council to promote a shared public policy agenda, and this objective has been sustained through several transitions in leadership. The Council has a great deal of influence on a broad range of public policy concerns, including education, tax policy, economic development, and public transportation. Several individuals at the College have played significant roles with the organization. This includes our current President, who has chaired the Quality of Life Council on three occasions, and our President Elect, who served as the Council's executive director for seven years.

- The Lake County Advancement Committee hosts monthly luncheons at which community leaders deliberate on social and economic issues of interest to Lake County. The Committee had long been sponsored by another university. Calumet College of St. Joseph was asked to step in when a controversy erupted in 2007 over the Committee's long-standing practice of opening each session with a prayer. The College assumed administrative and programmatic responsibility for the organization in early 2008. This was an easy decision since the Committee's goals are entirely consistent with the College's mission.
- Campagna Academy is a well-respected organization that serves at-risk teens. It has a residential program, a day-treatment program for youth referred by the courts, and a charter school targeted to the needs of youth who have struggled at other schools. Several individuals from the College have served as board members. Faculty in our Education Program provide consultation and professional development services, and our Education students are provided with experiential learning opportunities at Campagna Academy. Our soccer teams play there. Finally, we provide a four-year, full tuition scholarship for one Campagna Academy student each year.

- The College collaborates with Lake Area United Way to make experiential learning opportunities available to our students. Two of the College's employees also serve the organization as board members. In September 2010, our close collaboration with Lake Area United Way led to the relocation of the Northwest Indiana Grantsmanship Center to the College. The Grantsmanship Center – recently renamed South Shore Grants, Inc. – is described in more detail in section 9I1.
- The Jewish Federation of Northwest Indiana has become an increasingly important partner in recent years. The Federation supports our annual mission to Guatemala. In 2009, it provided a speaker for our annual Visiting Social Justice Scholar Program. See section 2P1. We have also collaborated with the Jewish Federation in developing programs and conferences focused on genocide and the need for reconciliation in Northwest Indiana. See section 2P1.

In an important sense, each of these initiatives is strategic in nature as well as mission-focused. As noted in section 2R3, the College has worked hard in recent years to increase its visibility and impact in Northwest Indiana. We refer to our collective presence in the community as our "footprint." The collaborations detailed above contribute to our mission. They contribute in a positive way to the College's standing in the community as well.

9P6. How do you ensure that your partnership relationships are meeting the varying needs of those involved?

The dynamics of these various relationships differ from case-to-case. In some instances, memberships on the several boards and the other governing bodies involved play a role (e.g., the Northwest Indiana Consortium on Teacher Education, the Northwest Indiana Quality of Life Council, Campagna Academy, and Lake Area United Way). In other cases, formal memoranda-of-understanding or contracts are required (e.g., Ancilla College, South Shore Grant, Inc., and, as noted below in section 9I1, NiSource and the Peace Corps). And others require ongoing interventions of one kind or another (e.g., the Chicago Police Department and Northwest Indiana's public transit provider). The key, however, is that our senior leaders are typically involved in these kinds of relationships and partnerships. They tend to be developed and nurtured at the presidential and vice presidential levels of the organization.

9P7. How do you create and build relationships between and among departments and units within your institution? How do you assure integration and communication across these relationships?

This question is addressed to a substantial extent in category five, which pertains to decision-making and leadership, and category eight, which pertains to planning. As noted at several points in this document, our organizational culture sometimes underwrites patterns of decision-making that are silo'ed rather than cross-functional in nature, and our efforts are sometimes more oriented to problem-solving than to the pursuit of our strategic interests. The various initiatives described in section 811 are designed to overcome these challenges.

Results (R)

9R1. What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

Our Development Office scans our two regional newspapers each day for articles pertaining to the College, our various partner organizations, and public policy and social justice concerns that have been discussed either in our senior staff meetings or in our biweekly Social Justice Committee meetings. See section 2P1. Clippings are then circulated and shared with members of our Board of Trustees as well.

We do not have a formal review process pertaining to these kinds of relationships and partnerships. They tend to be managed through the processes described in section 9P6. This represents an opportunity for the College.

9R2. What are your performance results in building your key collaborative relationships, external and internal?

Because we do not collect data or audit our external relationships and partnerships in any formal way, our assessment can only be based on our "feel" for the situation. In fact, our "footprint" *vis-à-vis* the other institutions of higher learning located in Northwest Indiana is remarkably large given our small size. This explains why organizations like NiSource, Lake Area United Way, and the Lake County Advancement Committee tend to approach Calumet College for assistance. We are widely recognized as a responsible, mission-driven organization that understands the importance of community engagement.

In large part, this commendable reputation is attributable to the leadership of our current President, who has long played a highly visible role on a broad range of public policy concerns. Most notably, he served as the first chair of Northwest Indiana's Regional Transportation Authority. We do not anticipate that this will change when our new President assumes office in July 2011. Our President Elect has served in leadership roles in a number of nonprofit and civic organizations, has published reports on such topics as regional transportation and state tax policy, has moderated mayoral and gubernatorial debates, and – until recently – hosted a weekly public affairs program on the region's public television station. The College's external engagement will persist through the presidential transition now under way.

9R3. How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

See above.

Improvement (I)

9I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Building Collaborative Relationships*?

The College entered into two agreements during the Spring 2011 Semester that show great promise and are illustrative of the kinds of mission-based partnerships we seek. The first pertains to a high school dual credit program and the second to a unique international study experience.

In March 2011, the College signed a memorandum of understanding with NiSource, a public utility that provides natural gas and electricity to customers located across the northern third of Indiana. The partnership involves two urban school districts as well. Under the agreement, NiSource will provide an array of mentoring and other support services to cohorts of high school students who will take one class for college credit each summer over the course of their high school careers. The program's goal is to prepare at-risk students for success. NiSource approached Calumet College regarding this initiative because of our past work with urban school districts.

The second initiative involves the Peace Corps. Following two years of discussions, the College entered into a formal partnership with the federal agency in May 2011 in support of our new International Studies and Service associate and baccalaureate degree programs. As one of only three such programs in the country, the new academic offerings will provide students with the knowledge, skills, and abilities to serve in the Peace Corps or in another approved service setting. The program will unfold in two phases:

- The first three years of the five-year program will be completed at Calumet College of St. Joseph. Phase one will include three components: a prescribed course of study; participation in a series of in-service seminars; and a series of service-learning projects. Students who complete this phase will be awarded Associate of Science degrees in International Studies and Service.
- Phase two will begin with the student's acceptance into the Peace Corps or into another approved program of international service. A total of 18 hours of credit will be awarded for the successful completion of a pre-service training program in the country to which the student is assigned. An additional five hours of credit will be awarded for the demonstrated completion of two or more formal in-service training courses offered by the Peace Corps or the approved host organization. The student will engage in a capstone project as well. The successful completion of phase two of the program will qualify the student for a Bachelor of Science degree in International Studies and Service.

All tuition and fees associated with phase two of the program will be waived upon successful completion of the activities noted above. These activities will be documented using the LEAP portfolio process. Assuming that they attend on a fulltime basis, students would thus pay for three years of what would normally be a four-year program of study. Their studies will be stretched out over a total of five years, however, due to the two-year international service commitment included in phase two of the program.

The proposed program is expected to have relatively small enrollments. We anticipate one cohort of 10 to 15 students per year, beginning in the Fall 2011 Semester. Nevertheless, as a very unique program, it should attract students who might not otherwise consider attending Calumet College of St. Joseph. It should also underwrite the College's expressed intent to internationalize its curriculum. Finally, the proposed program should extend the College's focus on social justice concerns in a tangible way.

The Peace Corps approved our proposal and presented us with a contract. It was reviewed and approved by the several decision-making bodies responsible for program approvals at the College, including the Faculty Senate's Curriculum and Assessment Committee, the full Senate, the Board of Trustees' Academic Affairs Committee, and the full Board of Trustees. Opportunities with other possible partners (e.g., Catholic religious orders with established missions in South and Central America) will be explored during the coming year.

9I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Building Collaborative Relationships*?

As is noted above, our efforts in this regard are driven by mission, which is informed, in turn, by an abiding concern for social justice. Indeed, social justice is identified in category two as one of the College's "distinctive objectives."

Several of our key relationships and partnerships are motivated by our strategic interests as well. As noted in category eight, however, the College has not always thought as clearly about its strategic positioning as it has about mission. The analysis using Michael E. Porter's competitive forces model that is described in section 8R2 should prove helpful in this regard. Again, our Board of Trustees will launch the development of a new strategic plan in July 2011.

With respect to infrastructure, our tendency toward silo'ed decision-making has not represented a significant impediment to our development and maintenance of key relationships and partnerships. Although this aspect of our culture has proven problematic – at times – inside the College, our most important external relationships have depended more on the personal engagement of our senior leaders than on a high level of collaboration between and among our various departments.

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- The College's Board of Trustees adopted a new mission statement in November 2010. It clarifies but does not change the institution's long-standing commitments. [5P1]
- The College's social justice commitments inform the kinds of external partnerships it pursues. [9P5]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The College's mission statement emphasizes the centrality of the following values: the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning. [5P1]
- Two themes explicitly identified in the provincial mission statement of the College's sponsoring religious order focus on the need for conversion and reconciliation and the needs of the poor and marginalized. These commitments significantly inform the pursuit of the College's own mission statement. [O5]

Core Component 1c. Understanding of and support for the mission pervade the organization.

- As part of the College's commitment to social justice, a wide array of service opportunities are made available to students. [2P1]
- All incoming freshman and transfer students take a class in social justice in their first semester at the College. [2P1]
- In our Athletics Program, the Champions of Character Program is used to infuse values consistent with the College's mission and our undergraduate learning objectives. They include integrity, respect, responsibility, sportsmanship, and servant leadership. [2P3]

Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- The College's Board of Trustees actively and responsibly exercises its governance responsibilities. [O5]
- All full-time faculty members serve on the Faculty Senate and participate in the development and assessment of the College's academic programs in a highly engaged and effective manner. [O5]
- Bi-annual administrative retreats ensure professional staff at the College are effectively engaged in discussions involving past, present, and future performance. These discussions routinely involve a focus on the institution's mission. [O6]
- As part of the College's presidential transition, the administrative structure of the College was substantially reorganized in January 2011 in order to promote greater collaboration between and among its various departments. [8I1]

Core component 1e. The organization upholds and protects its integrity.

- The College's sponsoring religious order plays an active role in ensuring fidelity to the College's commitment to serve the needs of underserved and at-risk populations of students. [O5]
- A Social Justice Committee meets on a biweekly basis to address issues pertinent to the College and to the larger community. [2P1, 4P11]
- Reflecting its mission, the College is routinely recognized as the most diverse four-year institution of higher learning in the Midwest. [2P1]

- Organizational and mission "fit" are used as criteria in job interviews with applicants for faculty and staff positions. [4P1]
- A recent transition in Board leadership and the College's ongoing presidential transition have been conducted in an exemplary fashion. [5P10, 8I1]
- The development of policy and procedure documents has been pursued as a way to ensure the integrity of the College's business operations. A complementary operational audit regime is now being developed as part of an AQIP action project. [6I1]

Criterion Two – Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- A well-respected model (i.e., Michael E. Porter's competitive forces model) informs the College's understanding of its strategic position. It will provide a foundation for the College's strategic planning process which will begin in July 2011. The model considers the field of higher education as a whole; the immediate competitive environment in which the institution finds itself; the institutions' strengths, weaknesses, opportunities, and threats; its "value chain"; and the "competitive platforms" on which it is competing and on which it should compete. [8P2, 8R2]

Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- Despite a deep recession that persists, the College recently concluded a $7 million capital campaign. The funds raised were used to construct a new athletics facility and will support the construction of a new addition to the College's classroom building that will house three new science laboratories and a new art studio. [O8]
- A number of steps were successfully pursued during the 2008-2009 and 2009-2010 academic years to address identified weaknesses in the College's finances. [6P2, 6R3]
- Based on financial ratios recommended by the United States Department of Education, the College's finances are sound. [6R3]

Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- Professional certifications are used in several academic programs (e.g., Education, Quality Assurance, and Human Resources Management) as part of the College's ongoing external assessment of teaching and learning effectiveness. Capstone courses are used in other programs. [1P17]
- The Collegiate Assessment of Academic Proficiency (CAAP) test is used in a pre-test/post-test design to assess the efficacy of the College's General Education Program. [1R1, 1R2]
- The College developed and adopted a new programmatic assessment regime during the 2007-2008 academic year. [1P18]
- The College's *CORE Initiative* and its participation in AQIP have prompted the identification of data that is now being gathered and assessed on an ongoing basis. [7P1]

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- A new annual planning regime was adopted in January 2011 as part of the College's ongoing presidential transition. The many strategies embodied in the seven resulting documents are now being pursued by the cross-functional teams that developed them. [5P3, 8P1, 8P2]
- The Board of Trustees has committed itself to the development of a new strategic plan after the College's new President assumes office in July 2011. [5P3, 8P1, 8R2]

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- The College's undergraduate learning objectives were substantially revised during the 2007-2008 academic year to reflect its commitment to learning competencies and the recognized need to promote a discrete set of foundation knowledge and skills. [O1]
- Learning outcomes associated with the College's graduate programs reflect bodies of knowledge established by relevant professional associations. [O1]

Core component 3b. The organization values and supports effective teaching.

- Faculty who teach in our General Education Program have agreed to use a common set of rubrics pertaining to the foundational knowledge and skills identified in the College's undergraduate learning objectives (i.e., technology, science, mathematics, critical thinking, writing, and reading). [1P4]
- Using the CAPSOL test, the College assesses the learning styles of individual students in its for-credit orientation class. [1P9]
- An orientation program is provided for all new full-time and adjunct faculty members. Topics include an introduction to competency-based learning, an orientation to Blackboard, a briefing on student support services, and an introduction to services provided by our library. [1P11]

Core component 3c. The organization creates effective learning environments.

- The vast majority of courses in the College's General Education Program are taught by full-time faculty members. [4R3]
- Courses targeted to sworn police officers are organized in a "shadow format" in order to accommodate their work schedules. [1P12]
- During the 2007-2008 and 2008-2009 academic years, the Faculty Senate adopted several scheduling changes designed to make it easier for student athletes to excel in the classroom. [2P5]

Core component 3d. The organization's learning resources support student learning and effective teaching.

- The College's *CORE Initiative* provides a framework for the mobilization of an array of student support services, including a pre-test/post-test assessment regime, mentoring, learning communities, and the sequencing of courses in its General Education curriculum in a manner that promotes the acquisition of a foundational set of knowledge and skills. [O2, 1P4]

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- Faculty annual development plans are required at the beginning of each academic year. [4P8]
- After several years of study, the College formally adopted a faculty-self assessment process based on Ernest Boyer's taxonomy of scholarly activity during the 2010-2011 academic year. [4I1]
- The performance appraisal system in place for professional and support staff addresses career aspirations in an explicit fashion. [4P10]

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- The College's General Education Program is well-designed and comprehensive. Moreover, it is delivered in a sequenced fashion in order to ensure that students acquire and build upon knowledge and skills identified in the College's undergraduate learning objectives. [1P4]
- In 2005, the College secured a grant of $240,000 to underwrite the enrollment of faculty and professional staff members in graduate programs. [4P8]

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- The criteria used to evaluate proposed academic programs require the inclusion of a marketing analyses demonstrating a need for the program in question. [1P3]
- The Focus, an online career exploration and planning program is administered to all undergraduates as part of a for-credit orientation course and again as part of the General capstone course. Students are thus provided with these and other opportunities to assess their academic progress and plans against their interests. [1P7]
- The number of experiential opportunities provided to students has expanded significantly in recent years. [1P7]

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- An "academic alert" process has been developed to assist in the early identification of students who are having trouble in the classroom. [3I1]
- The College's assessment plan employs a mix of internal and external evaluation tools and benchmarking as well [1P18]

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- Consistent with its mission, the College's organizes and underwrites an annual conference for community leaders focusing on targeted social justice themes (e.g., at-risk children, immigration reform, race relations, etc.). [2P1]

- Using a survey instrument based on the Malcolm Baldrige National Quality Award, the College solicits and shares feedback from all employees on a regular basis. This is complemented by the administration of a survey based on the nine categories of the AQIP accreditation model, which is administered to management personnel. [4P13, 5R1]

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- Consistent with its mission, the College's maintains low tuition levels in order to meet the needs of students. [O8, 8R2]
- The College has greatly expanded the size of the scholarship fund made available to student-athletes. [2P1]
- Key administrators are actively involved in community and civic organizations that focus on the needs of the poor and marginalized. [2P1, 9R2]
- The visit of a visiting social justice scholar has been sponsored every year since the 2007-2008 academic year. [2P1]

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- The College's PACE Program is designed to meet the academic and support service needs of conditionally-admitted students. [1P8]
- A Tutoring Center was opened during the 2007-2008 academic year. [1P8]
- The School of Adult Learning was created during the 2009-2010 academic year to address the needs of older non-traditional students. [1I1]
- A number of collaborations with external partners are pursued on the basis of mission and on the basis on the College's strategic interests as well. [9R1, 9R5, 9I1]

Core Component 5d. Internal and external constituencies value the services the organization provides.

- A variety of measures are used to assess the extent to which freshmen and seniors believe that we are serving them well. These include the National Student Survey of Engagement, student complaints, and an internally-designed instrument based on the Malcolm Baldrige National Quality Award. [1R2, 3R2, 3R3]
- The College's extensive engagement in the community is highly valued. [2R4, 9R2]

Institution: Calumet College of St. Joseph
June 1, 2011

Item	In-Depth?	SS	S	?	O	OO
1P1	Yes		X			
1P2	Yes				X	
1P3	Yes		X			
1P4	Yes		X			
1P5	No					
1P6	Yes				X	
1P7	Yes		X			
1P8	Yes		X			
1P9	Yes				X	
1P10	Yes		X			
1P11	No					
1P12	Yes				X	
1P13	No					
1P14	No					
1P15	Yes				X	
1P16	No					
1P17	Yes				X	
1P18	Yes					X
1R1	Yes				X	
1R2	Yes				X	
1R3	Yes				X	
1R4	Yes					X
1R5	Yes				X	
1R6	Yes				X	
1I1	Yes				X	
1I2	No					
2P1	Yes	X				
2P2	Yes		X			
2P3	Yes		X			
2P4	Yes		X			
2P5	Yes		X			
2P6	Yes				X	
2R1	Yes		X			
2R2	Yes		X			
2R3	Yes		X			
2R4	Yes		X			
2I1	Yes		X			
2I2	Yes		X			
3P1	Yes	X				
3P2	No					
3P3	Yes				X	
3P4	Yes				X	
3P5	Yes				X	
3P6	Yes		X			
3R1	Yes				X	
3R2	Yes		X			
3R3	Yes		X			
3R4	No					
3R5	No					
3R6	No					
3I1	Yes				X	
3I2	Yes		X			
4P1					X	
4P2	No					
4P3	No					
4P4	Yes				X	
4P5	Yes				X	
4P6	Yes				X	
4P7	Yes				X	
4P8	Yes				X	
4P9	Yes				X	
4P10	Yes				X	
4P11	Yes				X	
4P12	No					
4P13	Yes		X			
4R1	No					
4R2	Yes				X	
4R3	Yes		X			
4R4	Yes				X	
4I1	Yes		X			
4I2	Yes		X			
5P1	Yes		X			
5P2	Yes		X			
5P3	Yes			X		
5P4	Yes		X			
5P5	Yes				X	

Item	In-Depth?	SS	S	?	O	OO
5P6	Yes				X	
5P7	No					
5P8	No					
5P9	Yes				X	
5P10	Yes			X		
5R1	Yes			X		
5R2	Yes				X	
5R3	No					
5I1	Yes				X	
5I2	Yes				X	
6P1	Yes			X		
6P2	Yes			X		
6P3	Yes		X			
6P4	No					
6P5	No					
6R1	Yes				X	
6R2	Yes		X			
6R3	Yes				X	
6R4	No					
6R5	No					
6I1	Yes			X		
6I2	Yes				X	
7P1	Yes		X			
7P2	Yes		X			
7P3	Yes				X	
7P4	Yes		X			
7P5	Yes				X	
7P6	Yes				X	
7P7	Yes				X	
7R1	Yes				X	
7R2	Yes				X	
7R3	No					
7I1	Yes				X	
7I2	No					
8P1	Yes				X	
8P2	Yes		X			
8P3	No					
8P4	No					

Item	In-Depth?	SS	S	?	O	OO
8P5	Yes				X	
8P6	Yes				X	
8P7	Yes				X	
8P8	Yes				X	
8R1	Yes					X
8R2	Yes		X			
8R3	No					
8R4	No					
8R5	Yes				X	
8I1	Yes		X			
8I2	No					
9P1	Yes		X			
9P2	No					
9P3	Yes			X		
9P4	No					
9P5	Yes		X			
9P6	Yes			X		
9P7	Yes				X	
9R1	Yes				X	
9R2	Yes			X		
9R3	No					
9I1	Yes		X			
9I2	Yes				X	

SS – A significant or "super" strength, something the institution does so well that it should be the model of *good practice, efficient operation*, or *effectiveness* for others.

S – An institutional strength – a process that is well designed and operating effectiveness, a performance result that everyone is proud of, an improvement system that consistently find and implements effective improvements.

? – A system or performance result that people in the institution do not agree represents either a strength or an opportunity for improvement.

O – An opportunity for improvement, an area that everyone agrees can and ought to be done better.

OO – An outstanding improvement opportunity, one that urgently needs attention, either because it represents a opportunity to diminish a significant risk to future effective operations, or because it represents an opportunity to innovate in a way that would significantly strengthen the institution in the future.