

Calumet College of St. Joseph
AQIP Systems Portfolio
June 2015

Systems Portfolio, June 2015 Contents

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Institutional Overview

Calumet College of St. Joseph's 2015 Systems Portfolio presents a story of continuous improvement guided by the College's mission, the AQIP process, and our responses to data-driven assessment. Since the previous Systems Portfolio, we have moved from a reactive stance to systematic or aligned processes and results in all categories and integrated processes and results in some areas, as the category responses that follow will demonstrate.

The main theme of this story is our continuing effort to meet the needs of our diverse students, especially undergraduate students from the local community where the College is located, who are at-risk according to a variety of educational and demographic measures. Our mission in the local community was articulated in 1951, when the Missionaries of the Precious Blood established Calumet College of St. Joseph (CCSJ) as an urban outpost in Northwest Indiana to serve the families of steel and oil workers who would not otherwise have access to college education. It states:

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.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

Today our student body has changed, but the mission remains the same; the 2014 – 16 Strategic Plan reaffirms our commitment to the local community even as we pursue other opportunities to strengthen the College. *U.S. News and World Report* consistently identifies us as among the most diverse liberal arts colleges in the Midwest, and we are the only federally designated Hispanic-serving college or university in the state of Indiana. Many of our students are first-generation college students, and most of them qualify for federal Pell grants, demonstrating their financial need. In addition, the urban school systems we serve are among the lowest performing systems in the state. Nationwide, students with these characteristics have low retention and graduation rates. Rather than settle for disappointing results in these key measures of performance, we adopted national averages for retention and graduation as goals, standards that are very ambitious indeed for our students, but standards we intend to meet. Although these goals are aspirational, we consistently outperform both our regional competitors and the expected graduation rates for students with similar demographic and academic profiles, as Figure 1-3 in Category 1 illustrates.

In light of our aspirational goals, we have taken an aggressive approach to improvement. We turned to the AQIP continuous improvement process specifically because of the impetus it provides for positive change, and we have integrated the AQIP structure in institutional processes by aligning agendas for Senior Staff and Board of Trustees meetings to AQIP categories. Guided by our mission and utilizing AQIP action projects, we implemented the Centering on Retention and Enrollment (CORE) initiative. The CORE initiative institutionalized an initial set of changes, including learning communities, and then introduced research-based high-impact educational practices recommended by the Association of American Colleges and Universities, including a required freshman orientation, a revised General Education curriculum, and a Summer Bridge Program. Because retention and graduation are not only the results of academic programming and support, we

simultaneously began to address some serious financial needs through targeted scholarship programs. These efforts led to Calumet College of St. Joseph's recognition in [Time magazine's 2014 article, "Catholic Colleges Tell Poor Kids to Go Elsewhere"](#) (12/22/14). *Time* listed CCSJ among five Catholic colleges and universities that are "providing a lower-cost education to comparatively high proportions of Pell students." The introduction of these coordinated efforts is outlined in Figure 1-1 in Category 1.

We continue to work toward ongoing improvement by closely monitoring performance and responding to conclusions from data-based analysis. Since Calumet College of St. Joseph's 2011 Systems Portfolio, the College has made significant strides toward establishing an institutional culture focused on quality. Programmatic assessment and assessment of student learning were in place in 2011, but over time we found that the data these processes provided, while useful in some important ways that will be fully described in Category 1, did not provide information we could immediately apply to improve student learning. As a result of this finding, our faculty, under the guidance of the Curriculum & Assessment Committee, voted to adopt the American Association of Colleges and Universities' Five-Level Assessment framework in October 2014 in order to provide an approach to assessing student learning with an eye toward early intervention as well as programmatic accomplishments in preparing students for the workplace or graduate school. With this framework in place, we are collecting appropriate data and asking the right questions of it to determine that the College is indeed meeting its mission of empowering people through education.

While we are proud of continuous improvement in helping students learn, this is not the only story at Calumet College of St. Joseph. In response to feedback from our previous Systems Portfolio, we made transformative changes in responding to stakeholders. We have used surveys and other data to identify student, employee, and other stakeholder needs, to meet identified needs, and to institutionalize responses. We have completely aligned all planning and leadership platforms with AQIP categories and processes to ensure ongoing improvement.

Resource management was acknowledged as the weakest area of performance in the last Systems Portfolio because of issues with accounts payable and two audits with qualifications that cited weak financial controls and budget challenges. Significant, enduring changes were made. We hired well-qualified staff to manage business operations, developed new policies and procedures pertaining to all critical aspects of the College's financial and business operations, and turned to new leadership on the Board of Trustees' Finance and Audit Committees. As a result of these changes, our financial performance represents one of the strongest areas at the College. Our budgets are well crafted and well managed. Our last three audits have been unqualified. Our accounts receivable are now well controlled, and our reliance on our line of credit has decreased. In a challenging economic environment, our endowment and investments have increased by 12 percent over the last four years. During this same period, we have also been able to make significant investments in deferred maintenance, classroom equipment, and employee pay.

Together, these AQIP-guided advances in helping students learn, meeting stakeholder needs, valuing employees, planning and leading, and managing resources effectively demonstrate the perceptible shift to a culture of quality at Calumet College of St. Joseph. These changes will become clear in the category sections that follow.

AQIP Category One: Helping Students Learn

In 2006, Calumet College of St. Joseph (CCSJ) had to face an unenviable statistic: a 0 percent four-year graduation rate. While the 2006 rate was an outlier for us, nationwide, students like those CCSJ educates have chronically low retention and graduation rates. Nonetheless, our mission compels us not only to admit underprepared students, but also to ensure that they can graduate in a reasonable amount of time, with the skills and knowledge they need to compete in the workforce, and with the least amount of debt possible. Our response to the shock of the 2006 graduation rate led us to take immediate action to improve and assess student learning, goals that continue to compel us today.

The first step of our response involved utilizing AQIP Action Projects to move toward improvement. We combined initial improvement efforts into a coherent, research-based program, Centering on Retention and Enrollment (CORE). Based in large part on research by the American Association of Colleges & Universities that demonstrated the value of [High-Impact Educational Practices](#) in undergraduate learning, CORE expanded its pilot efforts in learning communities to include linked classes, introduced a required freshman orientation, assessed student learning through standardized testing and programmatic efficacy, and identified foundational learning objectives (3.B.2). Significant progress has been made in these and other areas aimed at undergraduate education since then. Utilizing thirteen AQIP Action Projects, CORE has led to significant and promising institutional changes, including a revamped General Education Program (3.B.1), improved student support, and adoption of appropriate assessment processes to determine if those various efforts have been effective (4.B.1). Figure 1-1 lists the components of our responses; Figure 1-2 outlines the integration of high-impact educational practices across the curriculum (3.B.2).

Our graduation rate improved dramatically since the shock of 2006, although we have not achieved the aspirational goal of matching national averages for retention and graduation. That does not mean, however, that we should aspire to anything less. Moreover, we consistently do better than the [Higher Education Research Institute \(HERI\)](#) estimate tool, which considers students' standardized testing scores and demographic characteristics, indicates we can expect. In addition, our retention and graduation rates exceed those of the public institutions that serve the region. Figure 1-3 presents these comparisons.

A key component of reaching these high goals is assessing student learning and program effectiveness. This area has proven to be especially challenging because it requires a significant change in our institutional culture. Three AQIP Action Projects have helped move the College forward on assessment. These projects have helped us apply the wide range of data that is being collected to improve courses and programs, and therefore student learning (4.B).

Over the past four years, both the processes and results in Category 1 have moved from reacting to the higher education environment to systematic in the core components related to assessment (4.B) and to the learning and skills that result from our educational programs (3.B and 3.E). As faculty and staff refine their work and share it broadly at conferences and in journals, we feel that we are well on the way to alignment in Category 1. This section explains the mission-based, AQIP-guided activities that have been implemented to meet the challenges of continuing to provide a legitimate opportunity for underprepared students to improve their lives through higher education.

Figure 1-1: Continuous Improvement Initiatives

Academic Year	Curriculum/Assessment Initiatives	Student Support Initiatives	Financial Aid Initiatives	AQIP Action Projects
2005 – 2006	Learning Communities pilot project	Tutoring Center established		
2006 – 2007	CORE initiative developed to drive retention and graduation rate improvements			
2007 – 2008	CORE initiative approved			*Learning Communities in Support of the CORE Initiative *Orientation Course *Marketing Campaign in Support of the CORE Initiative
2008 – 2009	CORE initiative fully implemented			*Pilot Test of a Draft of an Assessment Plan
2009 – 2010	General Education revision based on CORE developed and approved Pilot programmatic assessment plan implemented	Learning Communities Coordinator hired		*Development of Foundational Learning Objectives
2010 – 2011	Revised Gen Ed fully implemented	Joined Campus Compact to enhance service learning opportunities	St. Gaspar’s Honors Learning Community Scholarship established	*Assessment Data Pertaining to Graduates *Honors Learning Community *Review of Freshmen Retention Numbers *Service Learning Assessment and Development
2011 – 2012	Online course evaluation offered to expedite assessment EMPOWER student information system installed to provide better tracking of student progress		Hammond College Bound Scholarship becomes available, making tuition free for Hammond residents and	*Experiential Learning Best Practices *EMPOWER Student Information System

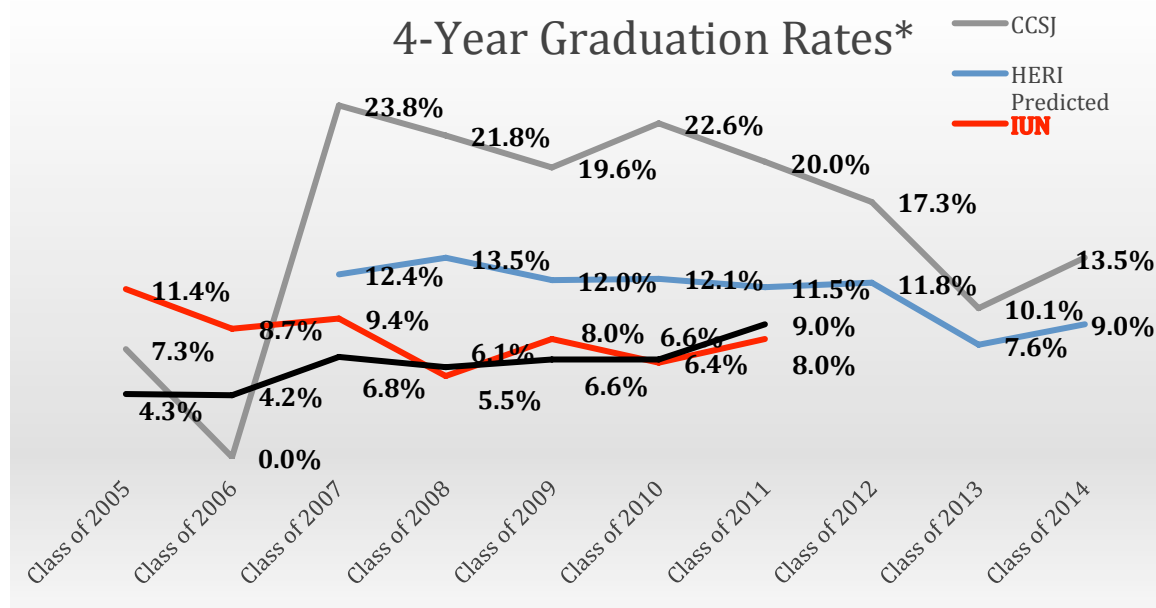
	Mentoring program and first-semester freshman learning communities fully developed		allowing CCSJ to compete with public institutions	
2012 – 2013	Center for Workforce Innovations review of program curricula in relation to workplace needs completed Experiential learning pilot project in the Business, English, and Science Programs	Summer Bridge Program introduced	CCSJ Fast Track Grant established to make accelerated program more attractive Zero EFC Grant established to offer free tuition to the highest need students Flat rate tuition adopted	*External Review of Programs and Curriculum *Experiential Learning Curriculum
2013 – 2014	Learning Community contracts piloted Signature Assignments piloted Experiential learning across the curriculum established	Midterm grades with interventions piloted	Graduate Assistantships established	*Midterm Grades in Learning Community Classes *Co-curricular activities transcript *Finish in 4 *Assessment of the Assessment Plan
2014 – 2015	Signature Assignments fully implemented AAC&U Five-level Assessment adopted by Faculty Senate New Director of Curriculum and Assessment named	Tutoring Center relocated and the process revised Adjunct faculty members hired in the Tutoring Center		

Figure 1-2 Integration of High-Impact Educational Practices into the Curriculum 2012 – 2015

1st Year Seminars and Experiences	<ul style="list-style-type: none"> Fully implemented Honors Program
Common Intellectual Experiences	<ul style="list-style-type: none"> Alignment of Gen Ed courses with the Indiana Core Transfer Library
Learning Communities	<ul style="list-style-type: none"> Extended learning communities to second semester of freshman year (2 linked courses)
Writing-intensive Courses	<ul style="list-style-type: none"> Common rubric developed for assessment across the Gen Ed curriculum

Collaborative Assignments and Projects	<ul style="list-style-type: none"> Three linked Signature Assignments integrated into assessment of the Gen Ed Program Three collaborative projects now required in linked freshman first-semester learning community courses
Undergraduate Research	<ul style="list-style-type: none"> Participation in the Butler Undergraduate Research Symposium Participation in the Chicago Association of Undergraduate Research Symposium Research shared in Humanities Festival
Diversity/Global Learning	<ul style="list-style-type: none"> Annual Honors Program trip to Europe Redesign of the undergraduate Business program
Service- and Community-based Learning	<ul style="list-style-type: none"> 67% of all courses now include experiential learning opportunities 83% of all Gen Ed courses now include experiential learning opportunities
Internships	<ul style="list-style-type: none"> EEON Program (12 internships and 70 employer partnerships to date)
Capstone Courses and Projects	<ul style="list-style-type: none"> All four graduate programs now include a capstone project Capstone projects or Senior Seminars now developed in all undergraduate majors

Figure 1-3: Graduation Rate Comparison



Common Learning Outcomes

Calumet College of St. Joseph's common learning outcomes – foundational skills in reading, writing, critical thinking, mathematics, science and technology – are achieved through the College's General Education Program, which is a key element in demonstrating our continuous improvement (3.B.1). The General Education Program was revised to reflect the emphases of the CORE initiative and implemented in 2010. A 2009 AQIP project identified the foundational skills that students must gain in the General Education Program to successfully complete the majors (3.B.3). As the annual [College catalog](#) indicates, students are expected to:

- Speak and write at an appropriate college level
- Recognize specious reasoning and formulate sound arguments
- Have sufficient command of technology to meet the demands of their field
- Understand the principles of inquiry in the natural, social, and behavioral sciences
- Demonstrate basic proficiency in quantitative analysis
- Apply a broad knowledge of literature, religion, the arts, psychology, philosophy, and history to understanding the world (3.B.4).

Classes provide the clearly identified knowledge and skills that students must gain (3.B.2); support services provide the opportunity for every student to be successful in achieving them (3.E.2).

1P1 The PROCESSES for determining, communicating, and ensuring the stated common learning outcomes and who is involved in those processes

Processes for achieving, communicating, and assessing common learning outcomes reflect institutional shared government ideals, the results of AQIP action projects, and best practices (3.B.2). They include the following:

Determining Learning Outcomes

- Faculty design programmatic outcomes and reverse engineer the curriculum and course objectives that will meet them, based on best practices in the field, benchmarking other programs, and any external information about jobs available in the workplace.
- The Curriculum & Assessment Committee (C&A) considers and approves new courses and programs, based upon an established, clearly identified process that includes assessment of the program's relation to the workplace.
- Beginning in fall 2015, C&A will review established programs to determine their impact on preparing students for careers as part of the ongoing assessment process.
- The Faculty Senate approves C&A recommendations.
- The Board of Trustees' Academic Affairs Committee approves the Senate motion.
- The Board of Trustees approves the Academic Affairs Committee's recommendation.

Communicating Learning Outcomes

- The Vice President for Academic Affairs (VPAA) ensures that all faculty have the data and information about the institution and the region we serve that they need to identify appropriate outcomes through regularly scheduled meetings and activities:
 - [Welcome Week: faculty in-service activities in August](#),
 - [Education Day](#), an annual academic year wrap-up for sharing information in May,
 - Regular Senior Staff meetings every two weeks, where all department heads and the Vice Presidents share information that department heads then communicate to all members of their departments, and
 - The monthly Faculty Senate meeting.
- Department heads share information at regular department meetings.
- The General Education Committee meets regularly.
- The VPAA develops a standard [syllabus template](#) that identifies common language about institutional opportunities and expectations, as well as a separate template for General Education and Learning Communities classes that explains those programs.
- The VPAA reviews all syllabi each semester to ensure that they accurately reflect the approved course objectives and that students have all the institutional information they need to be successful; specific issues are shared with individual faculty members and general concerns are shared with the faculty as a whole at Faculty Senate and in regular meetings.
- The VPAA communicates programmatic and course requirements to all constituencies via the [CCSJ College Catalog](#).
- Academic Advising communicates program requirements to students via [program checklists](#).
- Faculty and administrators communicate College and program expectations to students at [Freshman Orientation](#) and through Student Government forums.
- Faculty communicate course requirements to students via syllabi.

Ensuring That Learning Outcomes Are Achieved

- Faculty review programs to assess the first four levels of the [American Association of Colleges and Universities' \(AAC&U\) five-level analysis](#): student learning in individual courses, student learning across courses, the courses themselves, and the program (the fifth level is the institution as a whole) to close the program design loop through assessment and revision (4.B). Assessment leads to course and programmatic changes. To provide just a few examples,
 - The pre-test/post-test process in the foundational Humanities General Education class revealed that whereas full-time faculty members consistently met the course objectives, adjunct faculty did not meet specific outcomes. Adjunct orientation has been re-developed to emphasize the importance of the outcomes and to provide specific activities to meet them.
 - The pilot Senior Seminar in the English, Writing, and Professional Communications Program demonstrated that students were not mastering workplace outcomes. Curricular revision is underway to identify where every outcome is introduced and practiced.
 - Pilot Signature Assignment data has demonstrated the need to introduce the standard rubric for oral communications in the required Public Speaking class and to require

writing across the curriculum, assessed using the standard rubric, in General Education.

- C&A and the Faculty Senate review changes that emerge from assessment, returning to the beginning of the processes for determining, communicating, and assessing learning outcomes (4.B.3, 4.B.4).

This process constitutes a closed loop that begins with determining learning outcomes, ends with ensuring that learning outcomes are achieved, and uses information collected from a review of syllabi, a catalog audit, and program review to ensure that common learning outcomes are consistently met.

As the introduction to this section explains, data demonstrating poor performance in reaching retention and graduation goals led to the Centering on Retention and Enrollment initiative, and a revision of the General Education Program (Gen Ed) was an important part of that response. The redesigned Gen Ed Program emerged from the process of identifying, communicating, and assessing learning outcomes listed above; in turn, it required that new processes be developed to guide freshman learning communities, sequenced courses, and assessment. These Gen Ed processes are described next (3.B.1, 3.B.2).

Freshman Learning Community Processes. Approximately 85 percent of freshmen are assigned to Learning Communities that link three classes in their first semester and two in their second semester. The linked classes reinforce learning, share meaningful assignments, extend learning activities across classes, and provide a platform for intrusive advising procedures (3.B.2). A three-year pre-test/post-test study of student learning in the foundational Humanities course (designed as an overall introduction to the Gen Ed curriculum) provided important insights about the impact and structure of learning communities. Specifically, we found that students in linked learning community courses consistently outperform other students on a test of knowledge gained, and that students in classes taught by full-time faculty achieved all the outcomes of the course whereas students in classes taught by adjuncts did not master some of the objectives.¹ As a result of this analysis, learning communities were extended to students in developmental classes, a policy that requires at least one full-time faculty member in each learning community was established, a new adjunct training program was required, and a new Learning Communities Coordinator was hired and located adjacent to the Academic Support Center to coordinate activities and track student accomplishment. All Learning Community faculty now sign an added [contract](#) that specifies that they will be held accountable for actively fulfilling specifically listed responsibilities that allow for intrusive or proactive advising, a well-documented best practice, rather than waiting for students to seek help:

- Participating in Learning Community training and three scheduled meetings per semester
- Recording attendance daily via the College's data management system, Empower,
- Sending Academic Alerts in weeks 3 and 9

¹ Faculty members Ginger Rodriguez and Chris Buczinsky have shared these results in "Humanities and the Underprepared Student," *International Journal of the Humanities* 9 (2011) and "Linking Classes: Learning Communities, 'High Culture,' and the Working Class Student," *Learning Communities Research and Practice* 1, no. 2 (Spring 2013).

- Recording midterm grades and providing information for or conducting midterm interventions
- Participating in Freshman Learning Community Socials
- Developing and linking projects with other Learning Community courses
- Communicating and collaborating regularly with other members of the Learning Community
- Utilizing standardized rubrics and participating in General Education assessments
- Participating in Learning Community Portfolio evaluation or the evaluation of Oral Signature Assignments, as indicated by the Director of Curriculum & Assessment

These requirements provide several opportunities for intervention to ensure that students achieve learning outcomes. First, study skills workshops have been embedded in first-semester freshman Learning Community classes. During the first four weeks of the semester, some class time is devoted to workshops in reading academic texts, taking notes in class, and studying for tests. Other processes involve personal intervention. The Learning Community Coordinator follows up in weeks 3 and 9 with students whose attendance is erratic and who have received Academic Alerts. She refers students to Academic Support Programs as appropriate. Midterm grades are also required, and students who are receiving Ds and Fs are required to meet with the lead faculty member in their learning community, who will prepare a prescription for Academic Support Programs or address other problems that contribute to poor performance, such as attendance (3.B.2).

These processes rely on a strong Academic Support Programs department. A new Coordinator of Academic Support Programs has overseen the redesign of the program based on best practices, a process that involved a benchmarking visit to the Academic Success Center at the University of Dubuque, which has a good reputation for its support services innovations. In addition, CCSJ's Academic Support Center was relocated to make student use easier. Now highly visible in a renovated library space with access from the library, an adjacent writing lab, and English department offices, the Academic Support Center has become a place for students to congregate and study in addition to taking part in formal services such as individual tutoring, group study sessions, and workshops. At the same time, the College replaced peer tutors, whose performance over the previous three years had not been effective in helping underprepared students meet collegiate academic standards, with faculty tutors, who provide one-on-one tutoring, study groups, workshops on specific skills, and mentoring.

Advising Processes to Ensure a Sequenced Curriculum. The General Education program was designed to achieve the identified foundational skills through a sequenced curriculum in which courses build upon one another, increasing academic demands as students progress, rather than the more traditional “cafeteria” style General Education in which students have choices among groups of courses (this sequence is outlined in the CCSJ Course Catalog, p. 68). Additionally, our front-loaded General Education Program ensures that students are prepared for more rigorous work as they move more deeply into their majors (3.B.2).

Faculty and Academic Advising have developed processes to ensure that students follow this sequence in all but exceptional cases. First, Academic Advising produces checklists for each major that indicate the required Gen Ed sequence, and these checklists are the basis for student scheduling. Second, some departments, specifically Education, English, and Science, require students to meet

with a faculty advisor before they register through Advising to be sure that they can accomplish all the requirements of General Education and the major. Third, students typically register through the Academic Advising department, where a specific advisor is responsible for all students within a department so he or she becomes familiar with the departmental requirements. The faculty/advising partnership is fundamental in keeping students on track to graduation.

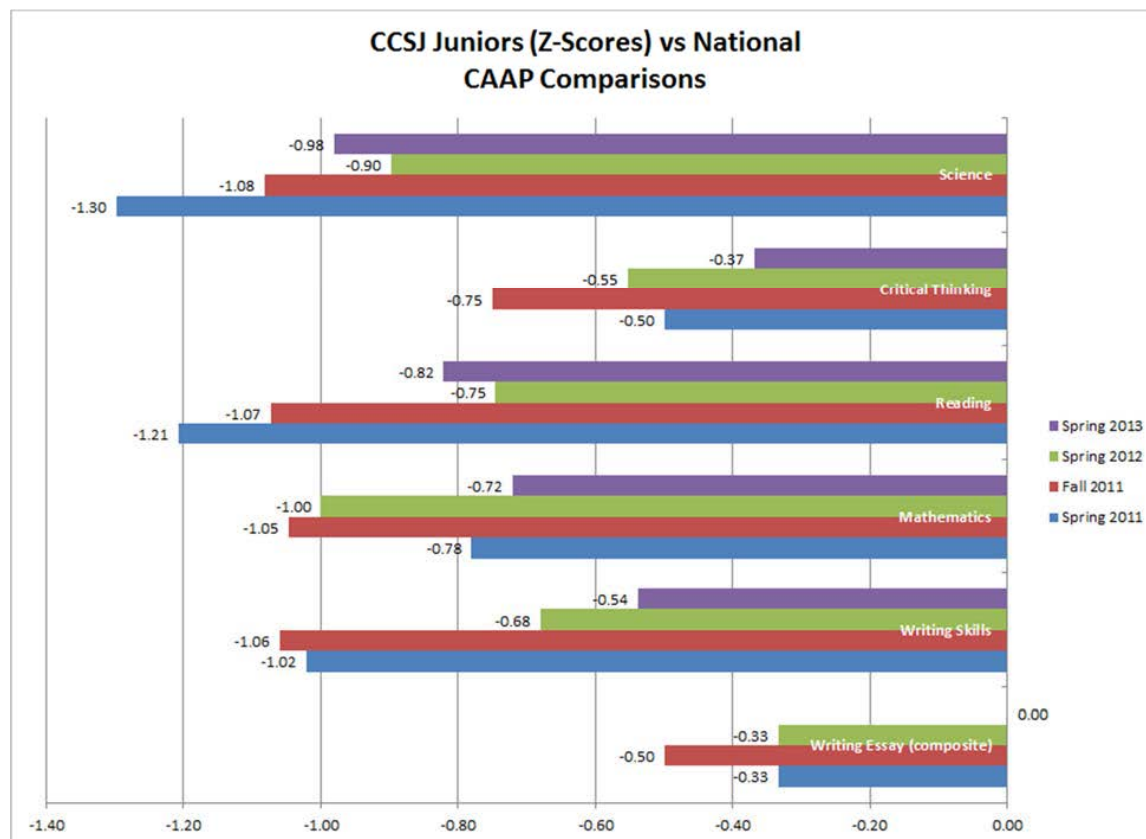
Assessment Processes. In addition to Learning Community activities, assessment practices are in place or being implemented to chart student learning in the General Education Program within courses, across courses, and in the program as a whole. A significant step forward in this area was the faculty's adoption of a framework for assessment based on the American Association of Colleges and Universities' five levels of assessment. A second significant step involved naming a new Director of Curriculum & Assessment with appropriate expertise to implement assessment practices across the curriculum. With a framework and personnel in place, the following systems for assessing common learning outcomes were developed and implemented (4.B):

- All Gen Ed course objectives were mapped to state transfer core standards
- Course objectives were standardized across multiple sections of Gen Ed classes and documented by a syllabi review by the Vice President of Academic Affairs (VPAA)
- An appropriate assessment of student learning was identified for each class
- A Signature Assignment process was developed and piloted to assess student learning across the program (4.B.1).

Signature Assignments replace the standardized Collegiate Assessment of Academic Proficiency (CAAP) testing that we discussed in our previous Systems Portfolio as the primary assessment tool for student learning across Gen Ed as a whole because they allow us to more quickly intervene with individual students in relation to core skills (4.B). CAAP testing has had some significant results. The data indicate where our students stand in relation to national norms when they enter college and at the culmination of their General Education pathway. The results demonstrate that juniors at Calumet College consistently score lower than sophomores nationwide (see Figure 1-4) and substantiate the conclusion that Calumet College's challenge is to ensure that students who enter underprepared achieve General Education objectives. Just as clear, however, is that learning occurs over the course of the Gen Ed Program. Statistically significant gains in writing skills, math, and critical thinking are apparent, as Figure 1-5 shows.

While CAAP testing shows where our students stand in relation to national norms and has demonstrated positive change over time, it also has some disadvantages. CAAP data is challenging to use, so analysis occurs only when requested rather than regularly. The last CAAP study was completed in fall 2011. Most importantly, once the data is deciphered and analyzed, it provides only very broad indicators of student accomplishments or needs; the data do not point to specific curricular modifications or interventions. Therefore, it has not been used to improve student learning. Finally, CAAP testing may not be a true indicator of student progress because it is not consequential. Fewer than half of students identify themselves in the "tried my best" category on most of the CAAP tests because the tests have no impact on grades or advancement.

Figure 1-4: CAAP Comparison – CCSJ Juniors versus National Scores



Results from a pilot Signature Assignment assessment process during the 2014 – 2015 academic year revealed that the majority of students are not meeting the foundational skills outcomes specified in the General Education Program, an issue that CAAP testing had not identified. As a result of a preliminary analysis of this data, Signature Assignments will replace CAAP testing in 2015 – 2016 because this assessment provides direct guidance for the Gen Ed curriculum. [Signature Assignments](#) are a scaffolded set of common written and oral assignment that students complete in specified classes in the first semester of freshman year, the second semester of sophomore year, and the second semester of junior year. The results are assessed for written communications, oral communications,² and critical thinking using [standard rubrics developed by the American Association of Colleges and Universities \(AAC&U\)](#).³ Signature Assignments are consequential: they contribute to course grades and students cannot advance beyond each assessment point if they do not

² Faculty members Joan Crist and Kirk Robinson discuss the oral component of these assignments in “Stewards of the Word: Employing Oral Examinations in Required Theology Courses to Assess Undergraduates’ Development of Oral Communication Skills,” *Journal of Catholic Higher Education*, forthcoming.

³ Faculty member Kirk Robinson’s work on AAC&U rubrics can be found in “The VALUE Rubrics at Calumet College of St. Joseph.” *Using the VALUE Rubrics for Improvement of Learning and Authentic Assessment*. Washington, D.C.: The Association of American Colleges and Universities, 2013.

meet minimal standards, so effort matters. They provide a clear guide for individual student interventions, while using nationally normed rubrics. Moreover, using teams of General Education faculty to assess these assignments has two important advantages: faculty members can adjust curriculum as needed to ensure that outcomes are achieved and norming process helps ensure that the curriculum is implemented as intended whether taught by full-time or adjunct faculty (4.B).

Figure 1-5: Fall 2011 CAAP Study

Fall 2011 CAAP Study
Pre-Test (GENL 100) and Post-Test (GENL 299) Data Analysis Results
N = 61 (MAX)
alpha = 0.05

CAAP Scores

	t	df	p	Is Statistically Significant (p < alpha)	Effect Size (r)
Writing Essay (composite)	1.398	60	0.167	no	0.18
Writing Skills	2.35	59	0.022	yes	0.29
Mathematics	2.009	59	0.049	yes	0.25
Reading	0.813	58	0.419	no	0.11
Critical Thinking	2.738	58	0.008	yes	0.34
Science	1.409	59	0.164	no	0.18

where

r = Pearson's correlation coefficient

$r = 0.10$ (small effect)

$r = 0.30$ (medium effect)

$r = 0.50$ (large effect)

As students progress, they will meet benchmarks on the Signature Assignments' standard rubrics. When they do not, we will intervene promptly to ensure the students can graduate with a career-ready skill-set. The key part of this process is providing support for students who do not meet the benchmarks at each assessment point. Students must have every opportunity to succeed, but they cannot advance to the next level without demonstrating mastery of fundamental knowledge and skills.

Data from the year-long pilot of Signature Assignments indicates that processes must be strengthened in several areas – rater-reliability, evaluation, sharing results, and using results – to ensure the success of this initiative. With the initial data from the Signature Assignments now available, lead faculty members will develop these processes over the summer to guide use of Signature Assignments in the next academic year.

Signature Assignments also have limitations, however: although they use standard rubrics, they do not provide a clear comparison of Calumet College students to nationwide groups on the same instrument. CCSJ's Director of Curriculum & Assessment is currently investigating ways that we can continue to compare our students to national norms, perhaps through the AAC&U rubrics or by administering CAAP tests periodically rather than regularly to provide this comparison. A recommendation is expected following fall semester of 2015.

Opportunities for All Students to Achieve Outcomes. As the previous discussion of assessment suggests, articulating and communicating common objectives are not meaningful unless all students, even those who have been identified as at-risk, have the opportunity to achieve them (3.E.2). To recap these support service processes:

- *Academic Support Programs* were revamped, moving to a new location and utilizing faculty tutors.
- *Embedded student support* has been incorporated in first-semester freshman learning community courses. A series of three workshops on academic skills occur within the context in which those skills are utilized. The workshops focus on reading academic texts, taking notes, and studying for tests (3.B.2).
- *Academic Alerts* are required in Learning Community courses in Weeks 3 and 9 to give students the opportunity to improve their performance (3.B.2).
- *Midterm grades* were piloted in the learning community courses in spring and fall 2014. The Learning Community Coordinator arranges for students who are earning Ds or Fs at midterm to meet with a lead instructor in the learning community, who issues a prescription for improvement (3.B.2).
- *Signature Assignments* are used at specified points in the freshman, sophomore, and junior years track student learning across General Education. If students cannot meet clearly identified standards at each of these points, they cannot advance to the next assessment course. However, students will have at least a semester to achieve the goal levels by working intensively in the Academic Success Center (3.B.2, 4.B).

In addition to implementing these support activities, we utilized AQIP Action Projects to investigate another high-impact educational practice, experiential learning. Following a project that investigated the theory behind experiential learning and another that implemented pilot experiential learning projects in three programs (Business, English, and Science), the practice was incorporated across the curriculum in order to more directly engage students in identifying and collecting information necessary to solve a problem, mastering disciplinary methods, and encountering diverse experiences (3.B.3, 3.B.4, 3.B.5). In Spring 2014, the syllabi review shows that 67 percent of all courses provide experiential learning opportunities, including 83 percent of all General Education courses. The goal that 80 percent of courses include appropriate experiential learning is currently met by 25 percent of programs.

1R1 The RESULTS for determining if students possess the knowledge, skills, and abilities that are expected at each degree level

Outcomes/measures tracked and tools utilized

Calumet College of St. Joseph tracks achievement of student learning outcomes through a variety of tools. Indirect indicators that students meet or have the opportunity to meet curricular outcomes include support service usage, retention rates, graduation rates, and alumni achievements, and direct indicators that students meet learning outcomes include six years of CAAP testing data, three years of data from freshman first-semester writing portfolios that demonstrate student achievement of specified standards using standard AAC&U rubrics, pilot Signature Assignment data from the 2014

– 2015 academic year, and program assessments, some of which have already been completed and others that are being piloted (3.B.2, 4.B).

Use of Support Services

The College's Support Services provide the opportunity for all students to successfully achieve student learning outcomes. The first support mechanism for underprepared students is a summer College Bridge Program prior to the start of freshman year to help them make the transition from high school to college and to provide the foundation in English and math that students need to be successful during their first academic year. In each of the last three years, 20 students have participated in the summer College Bridge Program. Figure 1-6 provides the 2014 results of Summer Bridge. Since the five-year graduation rate for students who cannot move into the required General Education courses within a year is zero, the Bridge program is a key component in providing all students with a reasonable chance at college success. It will be expanded to two sessions in 2015.

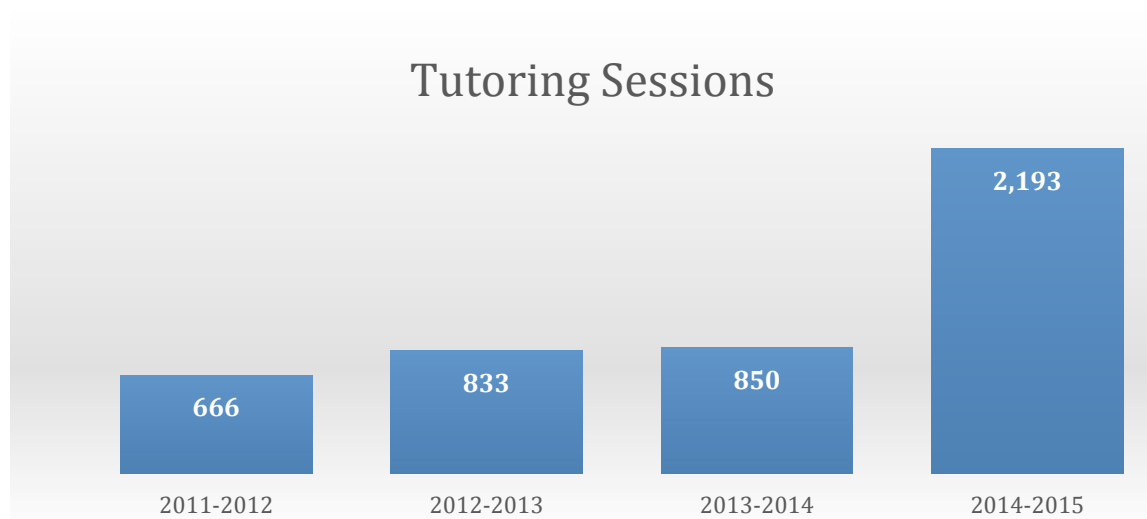
Figure 1-6: Summer Bridge Analysis

ENGLISH BRIDGE RESULTS	
# of students who entered Bridge	20
# of students who completed Bridge	19
Students who placed up one level	14 (74%)
Students who remained at the same level	5 (26%)
Students who placed down one level	0
Students from Bridge who passed the Gen Ed English Composition class the following academic year	11 (58%)
MATH BRIDGE RESULTS	
# of students who entered Bridge	39
# of students who completed Bridge	29
Students who placed up one level	18 (62%)
Students who remained at the same level	10 (35%)
Student who placed down one level	1 (3%)

Once students have enrolled, the intrusive advising processes discussed above in learning communities and Signature Assignments make support imperative. Students face clearly identified needs both in meeting math and science General Education requirements and in developing skills in their majors classes. As noted above, in spring 2014, a team from CCSJ visited Dubuque University to study best practices in student support. In fall 2014, the College opened a revamped Student Success Center in a central library location on the ground floor, adjacent to a writing lab and the English Department offices, hired a new coordinator of Student Support Services, and replaced peer tutors with faculty tutors. These changes increased usage of the Student Success Center dramatically, from 833 total appointments in 2012 – 2013 to 2,193 total visits in 2014 – 2015, a 62 percent increase (see Figure 1-7). Although student retention from fall 2014 to spring 2015 has remained exactly the same as from fall 2013 to spring 2014 (75 percent), the average cumulative grade point average (GPA) of students who received academic alerts or midterm grades of Ds and Fs but utilized tutoring was 2.227, compared to an average cumulative GPA of 1.475 for students who did not utilize tutoring. These indicators suggest that support practices are having a positive effect. As a result, we intend to continue using embedded student support, academic alerts, midterm grades, and

faculty tutors. We will closely follow student success indicators each semester in relation to these activities to promote ongoing improvement (3.B.2, 4.B.3).

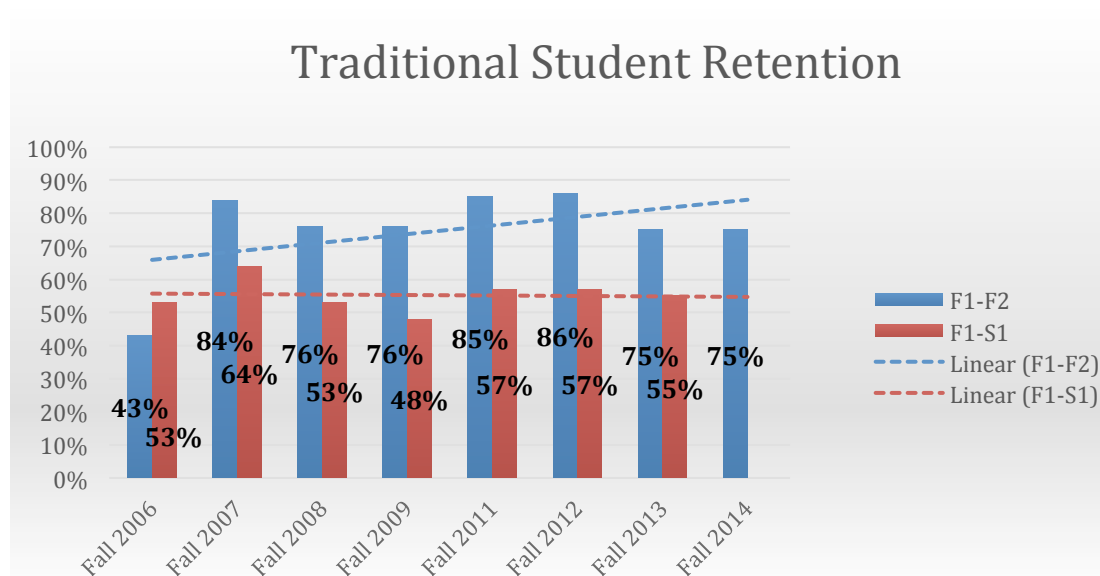
Figure 1-7: Student Success Center Usage



Retention Rates

The CORE initiative’s support services have had some positive results, although more remains to be done, as Figure 1-8 indicates. The fall-to-spring retention rate in traditional undergraduate programs is 75 percent, and fall-to-fall retention of first-time freshmen is 55 percent.

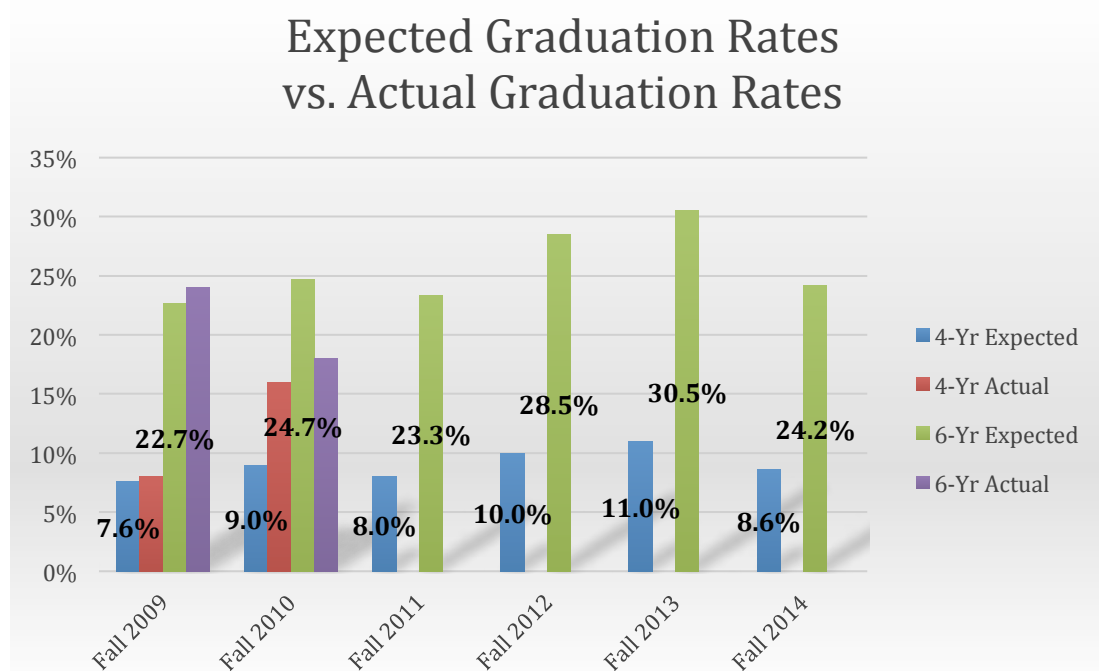
Figure 1-8: Traditional Student Retention



Graduation Rates

Graduation rates, illustrated previously in Figure 1-3, led to the conclusion that CCSJ consistently outperforms local competitors and expected graduation rates, although we have not yet reached the aspirational goals represented by national averages. Figure 1-9 provides another way to view actual and expected graduation rates.

Figure 1-9 Expected Graduation Rates versus Actual Graduation Rates



Alumni Achievements

Our [2015 annual alumni survey results](#) show that 80 percent of graduates find employment related to their undergraduate discipline, 84 percent find a professional position within a year, and 85 percent of respondents feel well prepared for their careers, indicating that the college curriculum is aligned to the job market. In the 2012 survey, alumni provided job titles and employer information, showing that 52 percent hold professional or managerial positions, and 44 percent work in job areas for which programs at CCSJ have prepared them: they serve as police officers (19 percent), teachers (18 percent), social service professionals (4 percent), religious (2 percent), or artists and writers (1 percent). The remaining alumni are in clerical positions or unskilled jobs (4.B.2).

CAAP Data

This indicator is illustrated in Figure 1-5 above.

Gen Ed Writing Portfolios

A [portfolio assessment procedure](#) replaced a common in-class essay as the assessment of common college-level writing skills in fall 2010, and the portfolio was expanded in fall 2014 to include work

from linked learning community classes. Students who fail to meet minimum standards, using an AAC&U standard rubric, from 9 to 12 percent of students annually, originally re-took English Composition. Because it proved difficult to track these students, however, they now receive specific targeted assistance in a supplemental class and resubmit the portfolio. In fall 2014, 11 percent of freshmen failed to meet the minimal standards and took the supplemental class in the spring (3.B.2, 4.B.1, 4.B.3).

Pilot Signature Assignments

Pilot Signature Assignment results were collected at the three designated assessment points – Religious Studies 110, Religious Studies 130 or 131, and Philosophy 200 in fall 2014 and spring 2015. Analysis of this data is now underway. When complete (by June 30, 2015), this analysis will provide a basis for recommendations for improving student learning in courses and across courses (4.B).

Interpretation of Results and Insights Gained

Calumet College of St. Joseph's CORE initiative was developed because data indicated a serious need for instructional practices and support that could help our high-need students graduate with the legitimate skills and knowledge associated with a college degree, which they need to be successful. To support the initiative, the College collects data on enrollment, retention, graduation, and job placement and, more importantly, uses information about student achievement, use of support services, retention, and graduation to guide decisions about course outcomes and programmatic curricula. CCSJ has made great strides in using data to support common learning outcomes. Indeed, faculty and staff have been invited to address national organizations, including the National Learning Communities Conference and Yes We Must, about our efforts in General Education. We believe that our continuous improvement efforts will move us toward the goal of integration. Among our data-based conclusions, these are the most important:

National graduation goals are aspirations for CCSJ, but we out-perform expectations and our regional competition.

Use of best practices in General Education and Academic Support Programs appears promising (3.B.2). These practices include the following:

- The Summer Bridge Program
- Linked courses with embedded student support in freshman learning communities
- Intrusive advising
- Academic alerts and midterm grades
- A revitalized Academic Support Center with faculty tutors

Initial experiences show that assessment of student attainment of common learning objectives can guide both individualized support and curricular change; to accomplish our goals, assessment processes are improving (4.B). CAAP testing provided some valuable information about our students in relation to students nationwide. A pilot Signature Assignment process showed some gaps in the information that CAAP testing provided, and we will fully the Signature Assignment process to address those gaps.

The College needs more data about alumni accomplishments to help direct programmatic assessment. Thanks to funding from the Lilly Endowment, the alumni survey is being expanded to reach more graduates, and data should become available this summer.

III IMPROVEMENTS that have been implemented or will be implemented in the next one to three years

Improvements that have already been implemented include these:

- A required mission-based, sequential General Education program that includes AAC&U high-impact educational practices: linked courses in freshman learning communities with social opportunities and embedded student support (3.B.1, 3.B.2; 3.E.2)
- Required student support practices in General Education courses: Academic Alerts in weeks 3 and 9 and midterm grades, with required follow-ups with faculty (3.B.2)
- A revamped Student Success Center, relocated to a prominent location, that uses faculty tutors to provide student support (3.B.2)
- A successful Summer Bridge Program to help at-risk students transition to college and successfully complete freshman courses in English and math (3.B.2)
- Experiential learning opportunities across the curriculum (3.B.3, 3.B.4, 3.B.5)
- A new Director of Assessment, who has implemented a comprehensive catalog audit and is responsible for implementing the five-level assessment plan over the next academic year (4.B)
- A syllabi review by the VPAA to assess learning outcomes, standard information that has been communicated to students, and experiential learning opportunities (4.B.1)
- A survey to gather information about alumni achievements to guide programmatic assessment is in process (4.B.2)

Improvements that are currently being implemented include these:

- Institutionalizing Signature Assignments to provide assessment of student learning across courses and programmatic assessment (4.B)
- Improving Gen Ed assessment processes, including the English Composition portfolio assessment process and follow-up processes for midterm grades (3.B.2, 4.B.2, 4.B.3)
- Extending successful first-semester freshman year programs (3.B.2)
- Expanding the Summer Bridge Program to reach more students (3.B.2)
- Analyzing the results from the alumni survey to guide programmatic assessment (3.B.3, 4.B.2)

In 2011, we concluded that “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” (2011 Systems Portfolio, p. 21). Four years later, the [College’s history of change](#) makes it clear that we have utilized AQIP Action Projects and institutional data from the CORE initiative to move forward toward promoting common learning objectives.

Programmatic Learning Outcomes

1P2 The PROCESSES for determining, communicating, and ensuring the stated program learning outcomes and who is involved in those processes

Over the last five years, CCSJ has made substantial progress toward programmatic assessment by identifying a framework for assessment; we anticipate that each program will complete the first part of that assessment plan, curricular mapping, by December 2015 and will develop a complete disciplinary assessment plan by May 2016. We expect that program plans will be put in practice during the following academic year, 2016 – 17 (4.B.1, 4.B.4).

The assessment framework was adopted in October 2014, replacing the initial assessment process outlined in the 2011 Systems Portfolio. The process of selecting this instrument began with recognizing serious gaps with the earlier tool. The previous assessment process provided information about how programs functioned, but it did not provide information about how they *should* function that faculty could use to guide improvement; it was often a good report, but not an adequate guide. This gap prompted a new AQIP Action Project to assess the assessment plan and discussion at program meetings during the 2013 – 2014 academic year about what would constitute meaningful assessment in each program, how data could be collected and maintained, and what kind of questions to ask of the data. After a year of studying and debating best practices, a faculty committee introduced the American Association of Colleges and Universities' five levels of assessment during Welcome Week 2014, the annual meeting that precedes the start of the new academic year.⁴ This process moves from assessing (1) student learning within courses, through (2) individual student learning across courses, (3) the courses themselves, and (4) programs, to reach the institutional level (Level 5) as the end of the process. The Faculty Senate voted to support the new structure at its October 2014 meeting. The Senate vote indicated a faculty-wide commitment to the idea of ongoing assessment. With this firm commitment to a process and a new director of Curriculum & Assessment to guide it in place, we believe we have moved from simple reaction to forces in higher education to implementing systematic processes that can assess knowledge, skills, and abilities in each program (4.B).

The processes related to programmatic learning outcomes – such as aligning programs to the mission and degree levels and articulating specific levels of achievement – are incorporated in the five-level assessment process. [Each program has applied this process](#) in ways appropriate to their disciplines. The current status of assessment efforts by program can be briefly summarized as follows (4.B). This discussion also demonstrates how each program meets Core Components 3.B.3 and 3.B.5: engaging students in finding and using information using disciplinary methods and producing scholarship, creative works, and knowledge.

Programmatic Assessments

The five programs in the **Department of Business Management and Technology** are at different stages in the assessment process.

⁴ Miller, Ross, and Andrea Leskes. *Levels of Assessment from the Student to the Institution*. Washington, D.C.: American Association of Colleges and Universities, 2005.

The **Accounting Program** utilizes real-world experiential learning projects, such as general ledgers, simulated tax returns, case studies, fraud cases, and, in Senior Seminar, the full range of accounting for a small business, to assess student readiness for the workplace. Through these experiential learning projects, students apply their skills and knowledge to professional results. External assessment, such as the CPA exam, has not been utilized to date. A review of the program to incorporate external benchmarks and to determine how well the program meets regional demands will be implemented in fall 2015.

In the **Business Management Program**, a new director was hired in fall 2014 to replace a retiring faculty member. Under his guidance, the program is being evaluated and redesigned based upon identified needs in the workplace and requirements for graduate education. The Director evaluated existing program concentrations, program enrollment and growth, the curriculum in relation to current workplace trends and best practices in business education, and resources available to the program, including full-time and adjunct instructors. This evaluation showed that the program has experienced consistent growth (16.96 percent per year) from 2011 to 2014. It also indicated some challenges. The last major change in the business curriculum (as opposed to ongoing updates of course materials) occurred in the 1980s. The program relies heavily upon adjunct faculty, a position that makes it more difficult to develop a sense of the inter-course linkages across the curriculum and the role of key assignments across courses. In addition, when adjuncts leave the College, they take the technical and operational CCSJ-specific knowledge that they acquire over time with them.

As a result of growth in the program and the challenges it faces, the Director has identified these initial steps toward programmatic improvement:

- Eliminating low-enrollment program concentrations: Computer Networking, Management Information Systems, Quality Assurance, Working Class Studies, and Financial Services. Goal: A recommendation for the Curriculum & Assessment Committee (C&A) for immediate action in fall 2015.
- Increasing the number of required management courses and updating courses. Goal: A recommendation for C&A for immediate action in fall 2015.
- Developing a visual curriculum flow that identifies course-to-course linkages (including required inputs, key learning, all course outcomes, and key assessments) on the program website. Goal: In place by fall 2015 and available as one of several possible methods of curricular mapping for other programs, all of which will submit curricular maps by May 2016.
- Investigating an international business approach that recognizes cultural diversity and that research suggests offers a promising niche (3.B.4). Goal: A recommendation in spring 2016.
- Investigating a three plus two master's degree program in which students earn a bachelor's degree on the way to a coordinated master's degree. Goal: A recommendation in spring 2016.
- Investigating cross-listing courses in the Human Resources concentration with the Degree Completion program to improve the viability of both programs during the 2015 – 2016 academic year. Goal: A recommendation in spring 2016.
- Reconsidering the Associate degree in Business Management following institutional review of state initiatives. Goal: A recommendation by spring 2016.

- Utilizing experiential learning to supplement internships to provide meaningful experiences for all students, in which they creatively address real-world business issues. Goal: Activities developed over the 2015 – 16 academic year.
- Establishing a “student mindfulness” initiative to shift responsibility for degree attainment back to students by increasing awareness of intercourse linkages and key assignments defined in each course, rather than the unconnected “bingo sheet” approach of the current scheduling checklist. This effort is in development.
- Complementing the student mindfulness initiative by improving faculty understanding of the program as a whole, especially through adjunct and full-time faculty retreats and in-service activities, also in development.
- Identifying clear program assessment targets, based in part on data now being collected through the alumni survey and in part on information about students currently in the program, for the following:
 - Number and percentage of students who pass the final program assessments
 - Number and percentage of students working in the field within six months or a year
 - Percent of students taking the Graduate Record Exam who score passing grades
 - Percent of students accepted to graduate school if they apply

In the **Computer Information Systems Program**, assuring ongoing relevance requires keeping up with the job market. The program director benchmarks competing programs and monitors labor statistics and changes in the field each semester. In addition to programmatic assessment, the program director assesses student performance in junior and senior level courses. This assessment in 2014 – 15 indicated that students do not have the skills they need for current entry-level jobs in industry. As a result, course content is being adjusted to include additional lab work and design projects that require deliverables similar to those used in computer systems projects in the workplace.

The Organization Management Program uses the Integrated Project (ORMN 463), a Capstone course in which students analyze and complete a case study, to integrate and evaluate skills, behaviors, and attitudes in professional competency, communication in writing and public speaking, critical thinking, and managerial practices. Students’ projects are assessed by outside professionals. Students in the ORMN Program must pass this course to graduate.

In the past academic year, 30 of 32 students (94 percent) passed the integrative project. An analysis of these latest results led to curricular mapping that identified the following areas to emphasize in preceding courses to ensure that students have the skills and knowledge necessary:

- Conducting performance appraisals and creating employee improvement plans (Human Resource Management: ORMN 440).
- Creating a Gantt chart and reviewing its usefulness (Strategic Management: ORMN 460).
- Conducting an analysis of strengths, weaknesses, opportunities, and threats (SWOT) (both Marketing: ORMN 408, Strategic Management: ORMN 460).
- Evaluating sources of information and correctly citing them (Writing and Research: ORMN 431)

The Department of Education offers an MA in Teaching and a BS in Elementary Education through unique program components: an efficient cohort model, a combined MA in Teaching and Transition to Teaching program offered on Saturdays, hybrid and online courses, and unique residency integration with courses. Programs emphasize teaching students how to manage human and cultural diversity (3.B.4). The Department of Education is unique at the College in that it responds to external standards for the degrees it offers. The program is accredited by the National Council of Accreditation of Teacher Education (NCATE). In addition, the department has built-in assessment through state licensure provisions. The program completed its NCATE accreditation in 2012, responded to NCATE recommendations thereafter, and has piloted those responses in the current academic year.

The Department of Education tracks the following measures:

- Praxis II scores for licensure assessment
- Grade point averages (GPAs) in content coursework to demonstrate students' content knowledge in elementary education
- Student teaching lesson plan analysis to demonstrate students' ability to plan instruction
- Student teaching evaluations to demonstrate students' ability to teach required objectives
- Pre- and post-test evaluation to assess the teaching candidate's effect on student learning
- Student teaching reflection journals, an additional assessment that is analyzed weekly and scored using a standardized rubric developed by the Association for Childhood Education International (ACEI), to demonstrate professional growth and development.

The Education Department's analysis of the measures it tracks demonstrates that CCSJ teacher candidates are well prepared in some areas. These measures consistently show above-average competency in English and Reading. In addition, pre- and post-testing indicates that student teachers appear to have a positive impact on K- 5 student learning, producing a 25 percent increase in reading skills and a 22.3 percent increase in math, although these results currently represent a limited time frame. Testing, however, has raised particular concerns about students' preparation to meet required standards in math, especially geometry, and science, especially physical science. Because of the concerns that emerged from testing, a specialized course that had been a Gen Ed requirement, SCIE 110, The Logic of Science, has been replaced by conventional requirements in Biology and Chemistry, and the Gen Ed Math requirements have been changed to offer more stringent options. Assessment in the Education Department, therefore, has played an important role in revising the Gen Ed curriculum to better prepare all CCSJ students.

The Department of Liberal Arts offers degrees in Digital and Studio Arts; English, Writing, and Professional Communications; and Religious Studies. In addition, it is responsible for the History, Philosophy, and Spanish support areas.

In the last four years, the Department of Liberal Arts has focused on the following to align outcomes:

- Redesigning four programs – Digital and Studio Arts; English, Writing, and Professional Communications; Religious Studies and the Philosophy support program (currently

- underway), and History – based upon student needs and demands in the regional workforce
- Assessing student learning in each course and in the program overall, assessing course effectiveness, and assessing programmatic outcomes in English, Writing, and Professional Communications (Assessment Levels 1 – 4)
- Implementing Signature Assignments in the Religious Studies Program and the Philosophy support area

The **Digital and Studio Arts Program**. During the 2013 – 14 academic year, the Liberal Arts program revised the Media and Fine Arts Program, which enrollment and employment indicators showed was underperforming. To evaluate the situation, an interim director examined employer demands and needs in the field, reviewed historical credit-hour distributions and enrollment patterns in the program, evaluated job placements of graduates, and reexamined annual faculty evaluations. These findings led to a streamlined program focused on career-ready skills, which was approved by Curriculum & Assessment and the Faculty Senate in spring 2014 and introduced in fall 2014. The new program emphasizes student creative works across media. It will be assessed through a plan, do, study, act process in order to meet enrollment goals within five years.

The **English Program** has been revised twice to better meet workplace requirements and student needs. Following a 2012 review by the Center for Workforce Innovations (CWI), the English faculty, with Curriculum & Assessment and Faculty Senate approval, revised program requirements to emphasize skills necessary in the regional marketplace and the postgraduate option that most students actually pursue: entry-level positions rather than graduate school. As a result of that programmatic review, the curriculum was re-focused on writing skills as its common core rather than literature. The program was revised again in 2014 to provide a home for a program that the CWI assessment and student requests in Athletics and Advising suggested has great, but unreached potential, Communications. Communications replaced Professional Writing as a concentration in the new English, Writing, and Professional Communications (EWPC) Program. Mastery of entry-level professional writing skills are now required in all three concentrations: Communications, Creative Writing, and Literature. Students are required to use disciplinary methods to analyze the work of others, produce examples of professional-level work, and explore creative expression. Along with the approach of the Business program (see above) and the Math program (see below), the approach of the English program will be provided to the other programs as a possible model to follow under our new assessment plan.

With a new curricular structure in place, EWPC piloted a final course, the Senior Seminar, in 2014 and 2015 to ensure that students achieve program objectives. The course requires students to demonstrate the basic knowledge and skills in demand of English majors in the workplace through tests of knowledge and skills and a portfolio of professional-quality work. In the second part of the course, students match their skills and interests to jobs that are available in the workplace, applying for five jobs. Students who do not pass the Senior Seminar cannot graduate as English majors, although they can earn a degree in Integrated Studies. The results of the spring 2015 Senior Seminar have led to another consideration of program objectives and a curricular map to achieve them. Additional program changes will be proposed to C&A in fall 2015.

The **Religious Studies Program** and support area in **Philosophy** are the cornerstones of the Signature Assignment process that is central to assessment of student learning and programmatic efficacy in General Education, so all assessment efforts in this department have focused on the Signature Assignments. These essential assessments occur in RLST 110, Social Justice in students' first semester of their freshman year; RLST 130, Introduction to Religious Studies, or RLST 131, Exploring the Catholic Religious Tradition, in the second semester of the sophomore year; and PHIL 200, Great Philosophical Ideas, in the second semester of the junior year.

Both of these programs are currently in the midst of the programmatic assessment and revision process. The Religious Studies Program faces unique demands due to the College's relationships with its sponsoring order, the Missionaries of the Precious Blood, and the Catholic Diocese of Gary, in addition to standard concerns about credit-hour distributions, enrollment patterns, and jobs or subsequent educational opportunities available to graduates (3.E.2). The Program Director is restructuring the Religious Studies Program to meet current needs and demands and is investigating the possible demand for a Philosophy major or minor. This process will continue throughout the 2015 – 2016 academic year.

The **History** support program has developed and revised a History minor over the last four years based upon student demand, and the Program Director has identified appropriate assessments of student applications of historiographical methods for the three General Education options that it offers.

Classes in the **Spanish support program** have not been offered within the last five years. The program has not been deleted, however, because CCSJ is the only Hispanic-serving institution in Indiana, and the Spanish program may need to be expanded and supported in the future based upon needs in other departments, such as the Business program.

The Department of Quantitative, Behavioral, and Social Sciences is home to the fast-growing General Science degree program, as well as the following degrees programs: the MA in Psychology, BS/AS in Psychology, BS/AS in Social Science, BS in Human Services, and BS in Integrated Studies, along with support programs in Mathematics, Political Science, and Sociology.

The **General Sciences Program** was introduced in Fall 2011 to meet demand in the local community for graduates with a sound background in the sciences. As the first graduates reached the end of the program in 2014, it became apparent that the General Science degree did not provide an appropriate preparation for many graduate programs. As a result of this research, the new director of the Science Program redesigned the program to meet the needs of the workplace and graduate school. The General Sciences degree was eliminated, and two new bachelor's degree programs, Biomedical Sciences and Forensic Biotechnology, were approved by C&A, the Faculty Senate, and the Board of Trustees in spring 2015. These programs focus on applications in the laboratory and have a significant research thrust toward producing new knowledge through a thriving undergraduate research program. The new programs will be available in fall 2015. With this revision complete, the Science program director is investigating a four plus one Bachelor of Science/Master of Science combination. Another potentially valuable program is being investigated: a four plus one Bachelor of Science/Master of Arts in Teaching combination for potential science teachers.

In the **Psychology Program**, undergraduate learning objectives are aligned with the American Psychological Association goals for undergraduate achievement. To assess student learning, the program has instituted pre- and post-testing in the undergraduate General Education courses in the 2014 – 15 academic year, and it utilizes a capstone course to assess students' knowledge base. In the master's program, the curriculum meets standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and students meet graduate licensure requirements by passing exams to become a Licensed Mental Health Counselor (LMHC) in Indiana or a Licensed Professional Counselor (LPC) in Illinois. We have not tracked the number of students who pass the capstone course or external standardized tests. Tracking preparation for professional licensure will become a goal in the 2015 – 16 academic year.

The **Social Science** program, with the support areas of **Political Science** and **Sociology**, is one program that completed the initial programmatic assessment process. The assessment process revealed issues with the program as it was presented:

- Unclear program objectives;
- A “global focus” that the program did not actually cover;
- Course objectives that were not aligned with program objectives; and
- Inconsistent course objectives across course sections.

As a result of the program assessment, the program director revised program objectives and Gen Ed course objectives and developed a pretest/post-test procedure for the program's Gen Ed classes that is coordinated to learning objectives. While the assessment plan pointed out these needs, it did not provide tools or approaches to address the major issue facing the Social Science program: consistently low enrollment over the last six years. The failures of these programs to thrive may reflect broad trends in higher education. We are utilizing a study developed by Stamats, a well-respected consultant in higher education, as an indicator of demand for academic programs. This study places Social Science in the lowest categories, low demand and low perceived quality (see Figure 1-10). Assessment of the Social Science degree program in light of ongoing low enrollment will proceed as part of the College's assessment process in fall 2015.

Human Services is another program that took part in the initial assessment program. Assessment in this program revealed that the students who completed the required practicum course, where students apply the knowledge gained in the classroom in the workplace, had adequate retention of general knowledge and skills in their concentration, as well as writing skills, to move into the workplace or graduate school at graduation. It also revealed a lack of information about post-graduation student success. Since the current program director is retiring, the new director will begin the new five-level assessment process and develop methods of collecting data about graduates in the 2015 – 2016 academic year.

The **Math** support area has developed a new model assessment plan based upon our adoption of the AAC&U five-level assessment plan that provides clear objectives for each level. The first result of the plan was to revise General Education math requirements to offer all students an appropriate quantitative opportunity, a change that was adopted by the General Education committee, C&A, and the Faculty Senate in spring 2015. The plan includes other assessment-based changes:

Level 1: Individual student learning

- Utilize technology and adaptive online math practice.
- Consistently use the Blackboard online learning platform to provide information to students so they can be accountable for their own learning and grades.
- Provide horizontal alignment between instructors with the same courses and vertical alignment through math sequences in courses that build on each other.
- Require clear attendance and homework policies and expectations.

Level 2: Individual student learning across courses

- Assign instructors to multiple sections of courses to allow them to become experts at teaching a particular level and consistency of expectations for all students who take that course.
- Provide vertical collaboration among instructors to ensure that grade indicate mastery of course objectives and that students who earn a “C” or better are well prepared to be successful in the next math course in the sequence.
- Consistently use academic alerts and midterm grades to give students every opportunity to seek help if needed.

Level 3: Course assessment

- Require a grade of “C” or better to move through math courses in sequence.
- Vertically align course objectives for all math sequences.

Level 4: Department and program assessment

- Add Calculus courses to support other programs such as Science and Business Management.
- Enhance adjunct support and mentoring to ensure consistent expectations across math classrooms.

Changes indicated in this plan will be implemented during the 2015 – 16 academic year.

Determining program outcomes/Ensuring relevant outcomes/Relation to the mission

In addition to assessment within programs, other assessment processes are in place:

- Syllabi review by the department head and the Vice President for Academic Affairs (VPAA) for the clear articulation of outcomes (4.B.1)
- [Department head observation and evaluation of teaching within each program](#) (4.B.1, 4.B.2)
- [Employer feedback following internships](#) (4.B.2)
- Capstone projects (4.B.2, 4.B.3)
- A catalog audit that flags courses and programs that have not run for review by the department head (4.B.2)
- [External evaluations by the Center for Workforce Development that have been the basis for change in the English and Business Programs](#) (4.B.2, 4.B.3)
- [Exit surveys](#) and [alumni surveys](#) (4.B.2, 4.B.3)

One conclusion that emerges from these reviews is that despite the different stages of programmatic assessment across different disciplines, all programs clearly articulate programmatic outcomes in the

College catalog and on the College website, and all clearly present course outcomes in syllabi. In addition, the majority of programs state specific mission-related outcomes in addition to outcomes that reflect the requirements of the discipline and that mission-related outcomes are clearly articulated in the college catalog, syllabi, and courses.

In addition to academic program assessment, we made an important movement in the 2014 – 2015 academic year toward considering how co-curricular programming enriches the educational environment. The impetus for this move is two-pronged. First, research shows the importance of pursuing interests outside of the classroom. Second, because CCSJ is a commuter school and many of our students live in the immediate vicinity, we have made significant efforts to create more vibrant student life to connect students to the school (3.E.1). A co-curricular transcript, which includes skills and knowledge gained outside of the classroom, not only documents student participation but tracks the rigor of the activities in which students are involved for prospective employers (3.E.1).

The Student Activities Office is responsible for co-curricular activities. As CCSJ’s website explains,

The mission of Calumet College of St. Joseph’s Student Activities Office is to provide leadership, support, and co-curricular education and activities to compliment the formal educational experience by providing social learning and leadership opportunities that promote student development.

Processes for initiating and running clubs are clearly defined. Using these guidelines, the [Student Activities Office](#) supports twenty-five co-curricular activities, some of which are directly linked to the academic program, and others that provide support and opportunities to pursue interests beyond the classroom. The Drama Club, English and Creative Writing Club, literary magazine, Paralegal Club, Philosophy Club, and Science Club all grow out of specific programmatic student learning objectives, whereas other student activities provide academic support, public service, leadership, and the social opportunities so important for retention at a commuter college. Each activity has a clearly articulated mission and goals, which can be found on the College website (3.E.1, 3.E.2). These organizations include the following:

Alpha Phi Alpha	Black Student Union	Criminal Justice Club
Drama Club	Delta Sigma Theta Sorority	English and Creative Writing Club
Education Club	Bass Fishing Club	Get Involved Value Everyone (GIVE)
Glee Club	International Club	Intramurals
Kappa Alpha Psi	Los Amigos	Media and Fine Arts Club
Men of Promise (MOP)	Paralegal Club	Philosophy Club
Psychology Club	Rowing Club	Society of Human Resource Managers (SHRM)
Science Club	Student Government	Women of Success
Student African American Brotherhood (SAAB)		Veterans Club

This mix of opportunities offers students attractive options, and participation has almost doubled from 2013 – 2014 to 2014 – 2015 (see Figure 2-2).

Overall levels of deployment of assessment processes within the institution

A frank look at the deployment of assessment at Calumet College of St. Joseph indicates that individual programs use the processes for collecting institution-wide data to guide decision making in different ways and to varying degrees, and significant progress has been made toward meeting the challenge of extending assessment processes across all academic disciplines. Education; English, Writing, and Professional Communications; and Psychology as well as the support areas of History, Math, and Philosophy, have identified specific discipline-appropriate assessment processes and are successfully using or piloting assessment of student learning. The Science program and Digital and Studio Arts have been completely revised based on identified needs in the regional workforce and graduate school requirements. The Business Management program is now engaged in this process. The Religious Studies program, which holds a unique position in relation to our mission as a Catholic institution of higher education, is also in the process of revision. Options for programs that have not yet fully committed to assessment processes and/or do not appear to be meeting their potential according to the institution-wide measures of enrollment, retention, and graduation – including Accounting, Computer Information Systems, and Social Sciences – will be addressed in the upcoming academic year through the new assessment process that is now in place for all programs.

Summary results of assessments

Results from the Gen Ed Signature Assignment process and an expanded alumni survey will be compiled and analyzed during summer 2015. The results of programmatic assessments will become available during the next academic year, 2015 – 2016. Alumni achievements are summarized on p. 17, above. In addition, the graduate exit survey shows the following results:

- 91% of students agree that they were academically challenged.
- 96% agree that they were adequately prepared in their perspective field of study.
- 91% agree they are adequately prepared for employment in their field.
- 94% rated their overall experience at CCSJ as good to excellent.
- 91% would recommend CCSJ to others.

Comparison of results with internal targets and external benchmarks

The College's performance continues to make progress toward our enrollment, retention, and graduation rates overall or by program, although these targets remain aspirations for serving our at-risk student population. Signature Assignments and some programmatic assessments of student learning (for example, in the English program) have been piloted this academic year, and initial results will guide us in setting targets for fall 2015 and the future. In developing a unique internship program funded by the Lilly Endowment, the EEON program, we agreed that our goal for postgraduate placement would be that 70% percent of graduates each year will find meaningful professional jobs within a year of graduation. The alumni survey indicates that we have surpassed the goal; we will expand the survey to ensure the validity of those findings.

Interpretation of assessment results and insights gained

An analysis of programmatic learning outcomes indicates that, as the discussion of common learning outcomes showed, Calumet College of St. Joseph has appropriate policies and procedures in place and is making progress toward consistently using these procedures effectively across the institution. These steps mean that in terms of core component 4.B, we have moved beyond the reaction stage to the systematic stage, and we anticipate being aligned within the next three years, the timetable for implementing the new assessment program.

Effective measures have been identified to assess program outcomes and are beginning to have an impact: Under the direction of the new Director of Curriculum & Assessment, the new assessment plan is effectively guiding improvement in several departments, and a new annual catalog audit has resulted in deleting undersubscribed programs (including Working Class Studies, Humanities, and Management Information Systems) and reviewing the role of courses that have not been offered in eight semesters. In addition, syllabi review, teaching observations, external assessments, employer feedback, capstone projects, and exit and alumni surveys provide information about program quality and effectiveness.

The appropriate processes are in place for approving and changing courses and programs. Experience in applying these processes demonstrates that the Curriculum & Assessment Committee must increase the attention paid to the demand for proposed programs among students and employers to avoid implementing courses and programs that do not have an audience or market. Those issues are already incorporated in the C&A approval process.

The appropriate processes are in place for communicating effectively to all constituents, and these processes – including the course catalog; syllabi; and meetings for communicating with faculty, including the Faculty Senate, and Academic Council, and department and program meetings – are routinely used effectively.

Program outcomes are clearly stated and aligned to the mission and degree levels. All programs have clearly articulated outcomes that specifically relate to the requirements of the discipline. The link to CCSJ's mission is especially well understood and presented across multiple platforms (the catalog, syllabi, the website, and in class).

Additional links to external assessments must be established and tracked to guide programmatic assessment.

IR2 The RESULTS for determining if students possess the knowledge, skills, and abilities that are expected in programs

Outcomes/measures tracked and tools utilized

Student learning indicators have been identified in 1P2, above. To briefly recap, they include the following:

- Enrollment, retention, and graduation rates overall (see Figures 2-7, 1-8, 1-3, and 1-9).
- Enrollment by program (see Figures 1-18 to 1-20).

- For the General Education Program, CAAP testing (see Figure 1-4) and Signature Assignment data (explained above).
- Programmatic assessment results (discussed on pp. 19 – 26).
- Program-specific measurements (such as the Senior Seminar in the English, Writing, and Professional Communications Program). Within the next academic year, program-level indicators of student learning (now being collected) will be identified institution-wide.
- A catalog audit, which flags courses and programs that have not run within identified time periods for action.
- An alumni survey.
- Graduate exit survey data.
- For the Education Department, the standardized licensure tests, CASA general assessment and CASA content assessment.

112 IMPROVEMENTS that have been implemented or will be implemented in the next one to three years

The preceding discussion in IP2 suggests the improvements that have been implemented or will be implemented. These ongoing improvements, all related to core component 4.B, are at the systematic stage. To summarize,

- The faculty has adopted a new programmatic assessment framework.
- A new Director of Curriculum & Assessment is implementing the framework across programs.
- The Director of Curriculum & Assessment has implemented a catalog audit to determine efficiency in offering courses and developing programs.
- Program change based on assessment has occurred in several programs: Computer Information Systems, Digital and Studio Arts, and Science.
- The VPAA regularly reviews syllabi to ensure that learning outcomes and other standard information are clearly communicated.
- Exit surveys are available to guide program assessment.
- External assessment in the Education Program has led to curricular change across Gen Ed.
- The [EEON Program](#), funded by the Lilly Endowment not only supports all students in mastering the fundamentals necessary to be successful in the workforce and provides significant work experience before college graduation for a select group of students, it also provides data from employers about workplace needs to guide curriculum development.
- A survey to gather information about alumni achievements to guide programmatic assessment is completed annually.

Improvements that have moved past the planning stage include these:

- The Director of Curriculum & Assessment is compiling data from the last ten years about retention and graduation rates by program to guide decision making.

- Program change based on assessment is *underway* or continuing in several departments: Business Management; English, Writing, and Professional Communications; Math; Religious Studies; and Science.

Academic Program Design

1P3 The PROCESSES for ensuring new and current programs meet the needs of the institution and its diverse stakeholders

The processes underlying academic program design are the same processes that have been fully described above for achieving learning outcomes under 1P1 above, but the real story in this area is Calumet College of St. Joseph's continuous improvement in responding to identified needs. The processes can be briefly recapped first, but the discussion about identifying student stakeholder groups and determining their educational needs that follows the list of processes is the important part of this section. To summarize, the processes for developing and revising programs include the following:

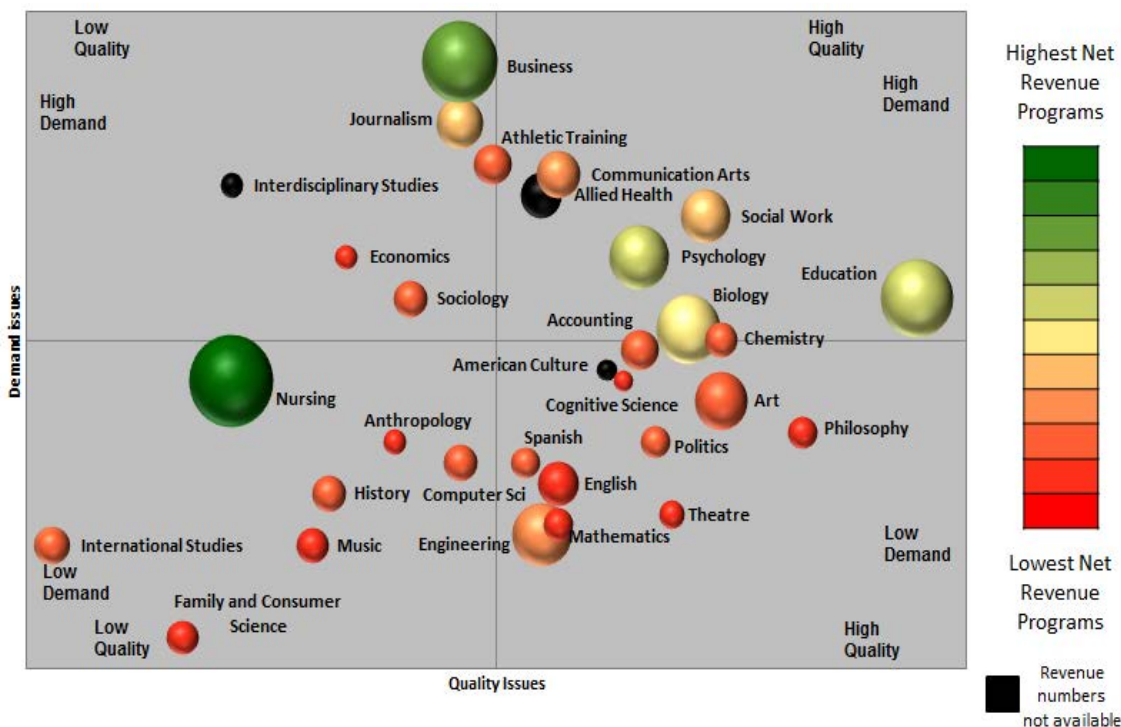
Faculty design programmatic objectives and the specific courses that will meet them based upon best practices, student needs, demand in the region, and the College mission. Faculty are expected to be familiar with best practices in their academic discipline, programs at comparable and competing institutions, student needs in their departments, and the College mission; the institution must provide appropriate information about regional demand and other external factors that impact course and programmatic design (1.C.1, 1.C.2).

As one indicator of demand, we have utilized a study developed by Stamats, a well-respected higher education consultant, which is illustrated in 1-10. The vertical axis in this chart locates academic programs along a demand continuum, and the horizontal axis locates these same programs along a continuum reflecting perceived quality. "High quality" here pertains to academic programs that people perceive as leading to employment or graduate school. The goal is to have as many programs as possible in the upper right quadrant, the high demand/high quality quadrant. Our current mix of undergraduate programs shows that we are relatively well-positioned with respect to programmatic quality and demand. This assessment suggests potential for various programs.

The Curriculum & Assessment Committee considers and approves courses and programs. C&A includes an appointed chair, a representative of every academic department, the registrar, the Library Director, and (in a nonvoting capacity) the Director of Academic Advising. The approval process requires the clearly identified information in the list that follows.

Next, *the Faculty Senate approves C&A recommendations.* C&A reports to the Faculty Senate at every meeting and brings any changes or new programs to the body for approval. Faculty Senate minutes, also maintained in the Academic Support area, reflect all formal approvals.

Figure 1-10: Stamats Assessment of Program Quality and Demand



Information about approved courses and programs is widely communicated in several ways. First, *the VPAA officially communicates programmatic and course requirements to all constituencies via the CCSJ College Catalog*. Program Directors and Department Heads review and update the information regarding their areas of responsibility annually. The Catalog is available digitally on the College website.

Next, *Academic Advising communicates program requirements to students via program checklists*. The Advising department develops checklists for every Associate's degree, every concentration in every baccalaureate program, and every graduate program based on information provided by program directors. The checklists are readily available in Academic Advising, the College lobby, and the College website.

Faculty also communicate requirements to students; they share course requirements via syllabi, which are available in class, on course Blackboard sites, and on the College website. A standard syllabus template provides the basic institutional information that students will require, including information about resources such as the Student Success Center, Disability Services, and CCSJ Alerts. The template also asks instructors to provide information about the course and themselves. Standard requirements include a course description, textbooks, outcomes/competencies, learning strategies, experiential learning components, assessment, the course schedule, and student responsibilities.

The VPAA reviews all syllabi each semester to ensure that required information (outcomes, course descriptions, learning strategies, assessment, course schedule, and institutional responsibilities) appears, that objectives are listed in order of Bloom's Taxonomy, that common language is used for institutional resources, and that all sections of multi-section courses contain the same objectives and language. This review indicates that more work is necessary to ensure that students get consistent information in every class. Following the syllabi review, the VPAA contacted faculty whose syllabi do not meet requirements and their department heads, a general reminder was issued in the General Education meeting on February 16, following the review of spring syllabi, and a meeting of adjuncts is planned for August 2015, before the start of the fall semester, to ensure that part-time instructors also understand the information to be communicated on syllabi.

Finally, *the VPAA communicates the external and institutional information* that faculty need to design educational offerings effectively through several channels. Regular Academic Council and Senior Staff meetings provide institutional information to all academic department heads, who disseminate it in turn at regular department meetings. Information is also shared at Welcome Week (mandatory meetings of the complete faculty prior to the start of the new academic year in August), Education Day (a mandatory meeting of the complete faculty to wrap up the academic year in May), and faculty forums scheduled to address specific issues.

The processes for determining, communicating, and assessing learning outcomes end with procedures that results in a closed loop: The Director of Curriculum & Assessment performs an annual catalog audit, a simple quantitative analysis that can help determine the viability of courses in terms of demand, a process that also has implications for programs overall. Next, faculty review programs to assess the first four levels of the American Association of Colleges and Universities' (AAC&U) five-level analysis. Any programmatic changes resulting from the assessment process are returned to the Curriculum & Assessment Committee, starting the programmatic review process again. In addition to faculty-driven reviews and actions at the programmatic level, institutional programmatic reviews, discussed above, are considered in assessing academic program design.

Those are the processes involved in academic program design. They are only important, however, because they enable us to respond to student stakeholder groups.

Identifying student stakeholder groups and determining their educational needs

Calumet College of St. Joseph has identified its key stakeholder groups based on its long experience in the region and student enrollment data collected each semester:

Traditional undergraduate students from the urban communities we serve. We have served this student group for over 60 years and have data regarding their needs from multiple sources, including demographic data, the literature about at-risk students, and tutoring and retention data over many years. This student group is often underprepared and requires multiple types of support to provide opportunities, as the previous sections have outlined (1.C.1, 1.C.2).

Honors students. As part of the General Education redesign of 2009 – 2010, we established an [Honors program](#) to attract and retain students who otherwise perceive the College as serving *only* at-risk students. High-achieving students who did enroll were less likely than other student groups to

remain at CCSJ. The Honors program includes more challenging courses, seminars, and foreign travel based on best practices. It has increased retention among top-performing students from approximately 15 percent to 85 percent (1.C.2).

Athletes. [CCSJ's Athletics Program](#), initiated in 2000, was an attempt to increase undergraduate enrollment in a way that is consistent with our mission. Currently offering twenty sports (ten for women and ten for men), with two more planned to be introduced in fall 2015, the program has grown to encompass 295 students (Figure 1-11), 52.2 percent of the undergraduate college population (Figure 1-12), and it accounts for almost \$1.5 million in scholarship funds awarded (Figure 1-13). As a group, athletes tend to outperform the student body as a whole, earning an average grade point average (GPA) of 3.07 in 2014 – 2015, the first time that athletes' GPA surpassed the 3.0 (or B) mark (Figure 1-14) (1.C.2).

Nevertheless, student-athletes require significant support, including, in addition to the facilities, equipment and uniforms, travel expenses, and scholarship support they receive, specified procedures to ensure that they remain students first and athletes second. Athletes receive standard support such as athletic study tables and support from the Academic Success Center. Institution-wide discussion of these policies occurs through staff members from the Athletic Program serving on standard committees, including Senior Staff, Marketing, and Retention. The Student-Athlete Leadership Council was established in September 2014. In December 2014, an external audit of the Athletics Department was completed, which resulted in a new cross-functional Athletics team, which brings together the Athletic Director, the President, Athletics Department coaches and staff members, and representatives from the faculty to coordinate policies such as attendance that affect student-athletes.

International Students. While CCSJ has sometimes served a small number of foreign students in the past, that number jumped in fall 2013 (see Figure 1-15). Since then, we have committed to increasing the international presence on campus for several reasons. First, these students help us reach the enrollment goals that enable us to continue to provide our educational program. International enrollment accounts for 39 students in 2014 – 2015, and we plan to increase that number strategically in the future. In addition, international students tend to be high-performing students who model a more stringent work ethic than local students and who raise the academic level of classroom discourse (1.C.1, 1.C.2). Serving the needs of international students, however, requires a significant commitment by the College, including a staff position to handle the many documentation requirements, assistance in finding and furnishing housing, transportation, support for English as a second language (ESL) speakers, and recreational and cultural opportunities.

As this discussion suggests, Calumet College of St. Joseph both recognizes and promotes an exceptional level of diversity at the College. Supporting diversity is another Strategic Plan goal. Throughout the 1990s, CCSJ had the highest average student age in Indiana. A new athletics program introduced in 2000 changed that profile, but the College remains a welcoming place for both returning students, who utilize the accelerated degree completion programs to advance in the workplace, and traditional students. In addition, the College is consistently identified by *U.S. News and World Report* as one of the most diverse liberal arts colleges in Midwest, and we are the only federally designated Hispanic-serving institution in the state of Indiana. Figures 1-16 and 1-17 indicate the ethnic diversity at the school (1.C.1, 1.C.2).

Figure 1-11: Student-Athlete Enrollment

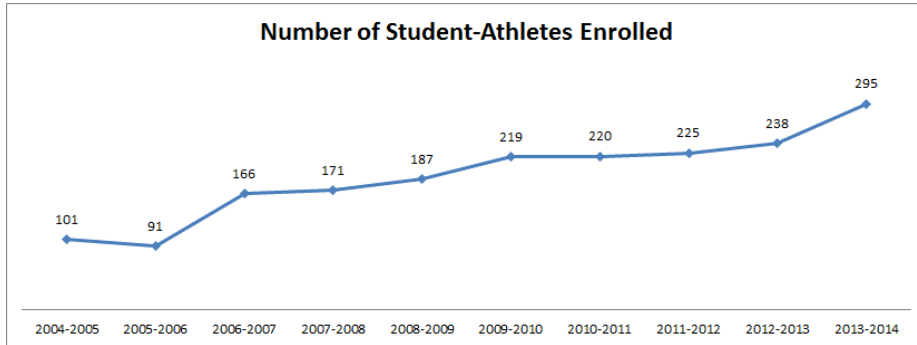


Figure 1-12: Student-Athletes as a Percentage of Traditional Program Enrollment

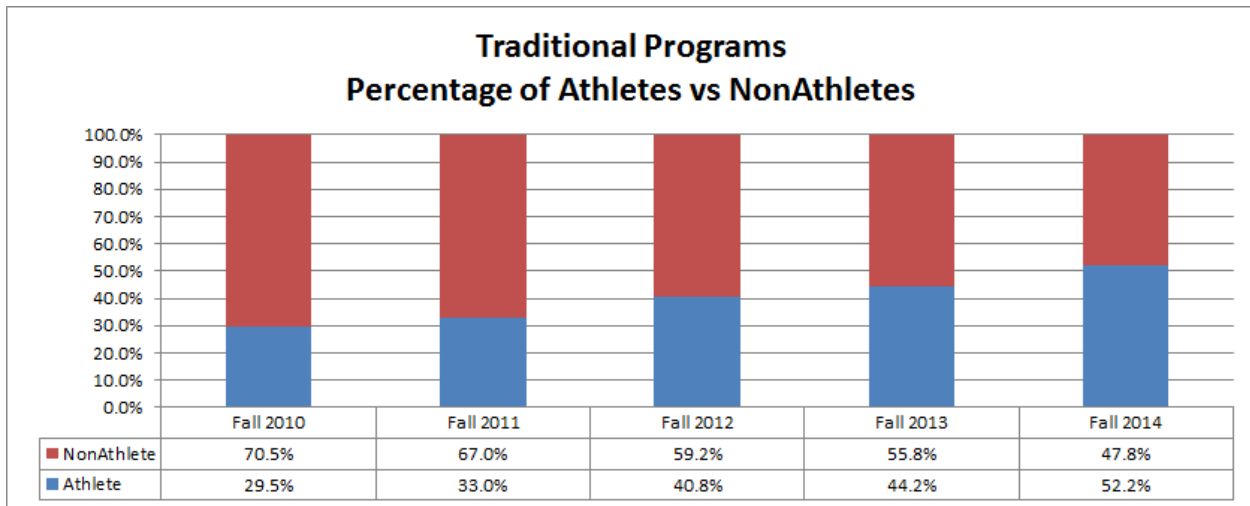


Figure 1-13: Student-Athlete Scholarships

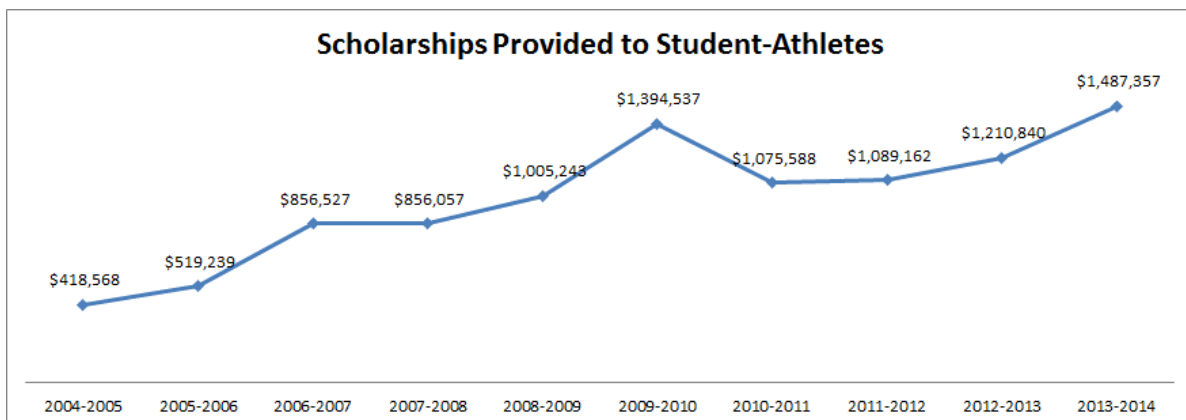


Figure 1-14: Mean GPA of Student-Athletes

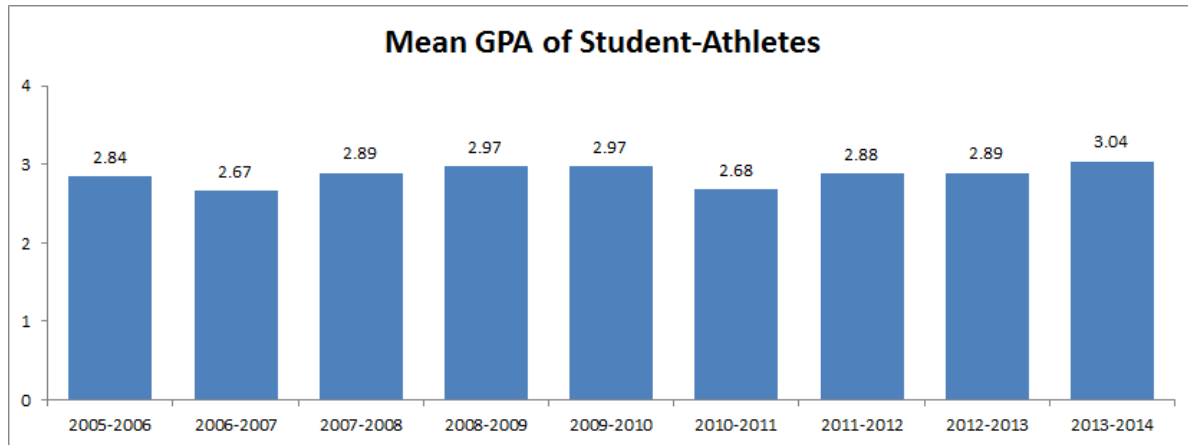


Figure 1-15: International Students

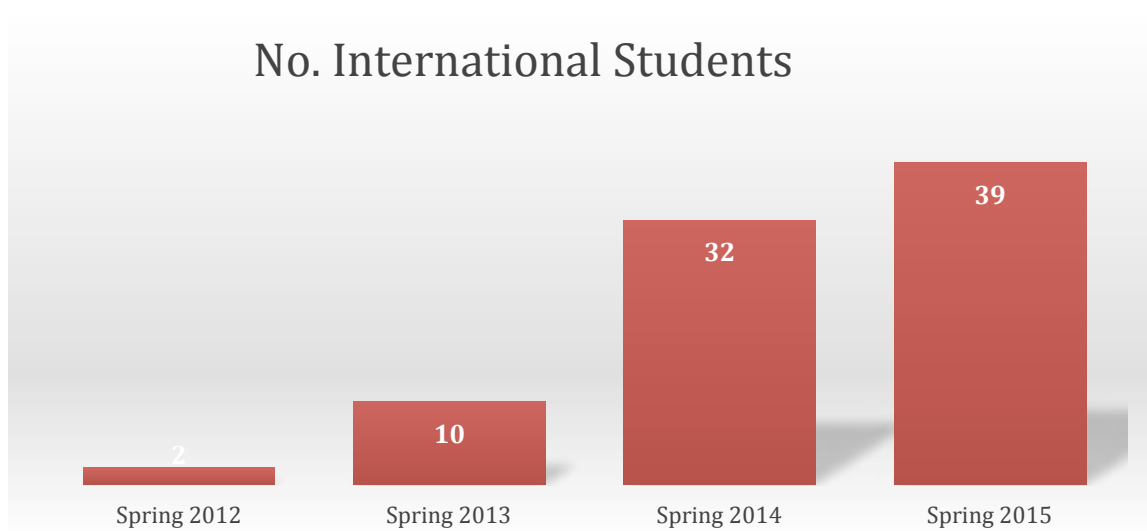


Figure 1-16: Ethnic Diversity at CCSJ – Traditional Undergraduates

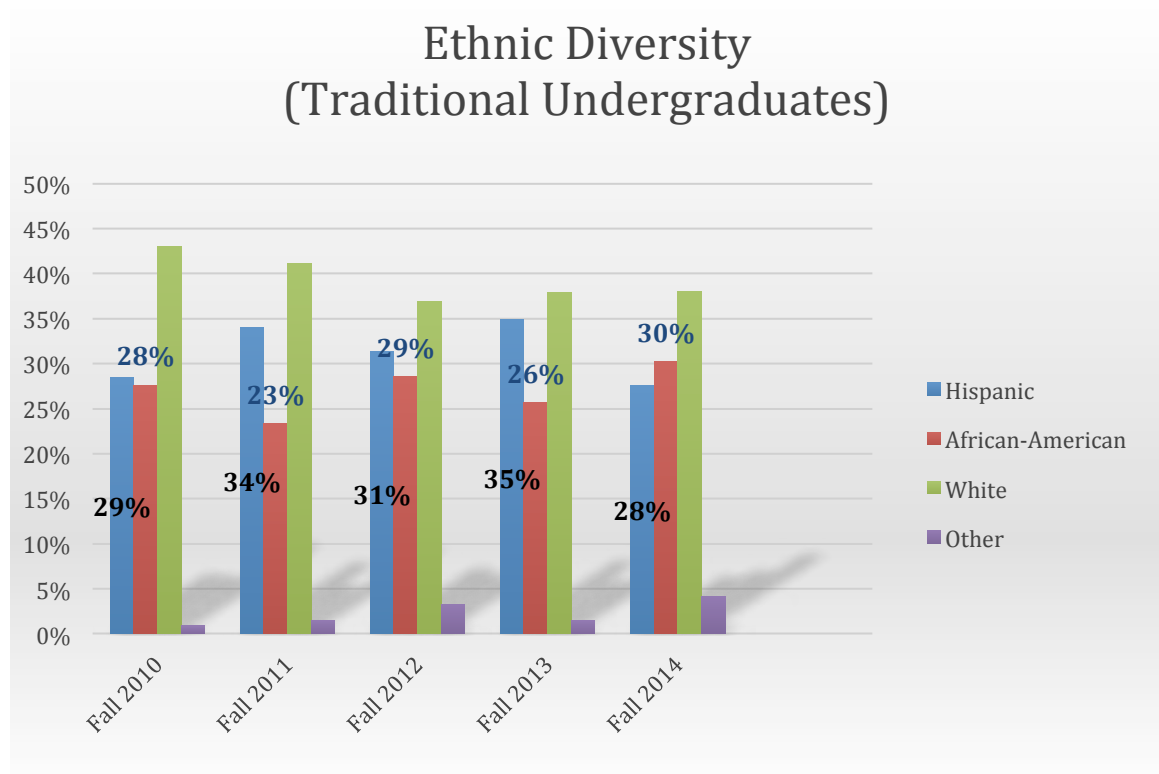
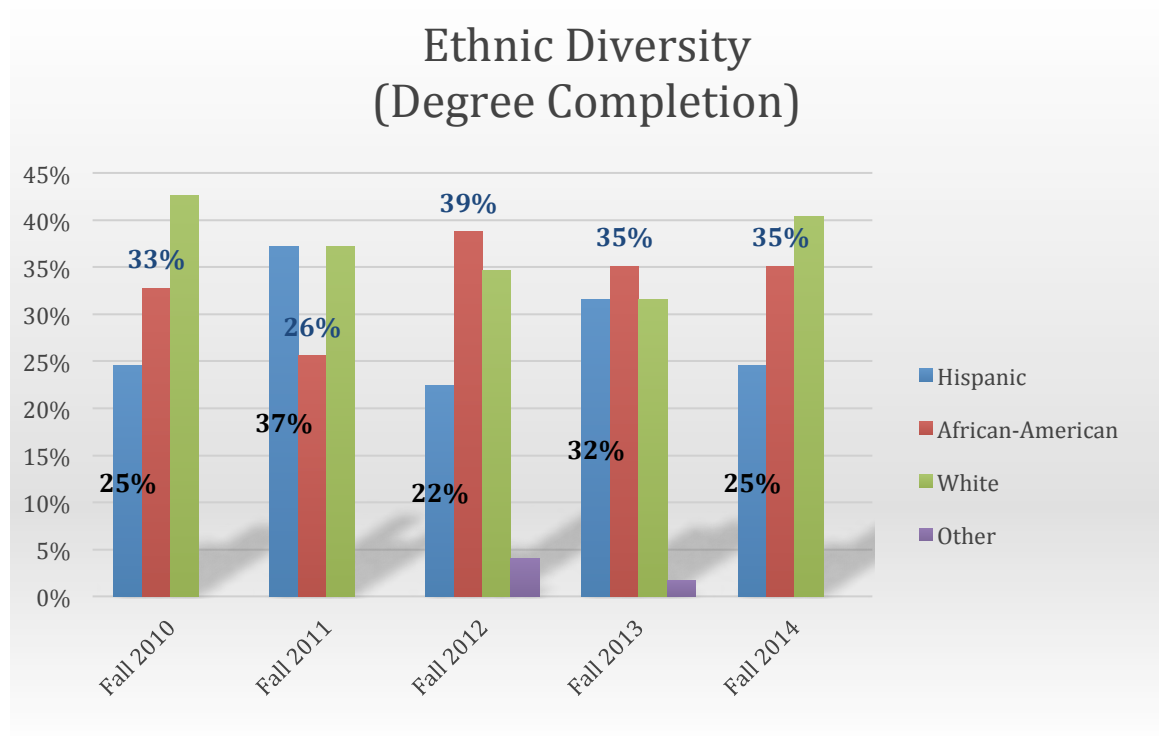


Figure 1-17: Ethnic Diversity at CCSJ – Degree Completion Programs



Identifying other key stakeholder groups and determining their needs

Calumet College of St. Joseph's mission ties us to the urban community we serve, and the 2014 – 16 Strategic Plan emphasizes that “Because the College recruits so heavily from the several communities surrounding it, extensive efforts will be undertaken to establish deeper relationships with key stakeholders and decision-makers in each of these communities.” We compare each community opportunity to the mission and Strategic Plan to assess their viability, and we change or discontinue them as necessary (1.C.1; also, 3.B.2). These key stakeholders include the following:

The adjacent urban school systems that provide the majority of our students, that bring students to dual-credit courses on campus, and that give our Education majors student-teaching opportunities. We have close ties with these school systems through long association at the Vice President level and through CCSJ's Education Department, and these contacts, along with participation in many school functions and committees, enable us to respond to local needs. We provide speakers, academic opportunities (including dual-credit options, Art Shows, poetry slams, theater productions, and science activities), and student support (most recently, workshops for high school students who miss the ACCUPLACER placement test cutoff levels required to qualify for state financial aid in college). One particular area of cooperation with local school systems is the College's sponsorship of two local charter schools, the [Charter School of the Dunes](#) in Gary, Indiana, and the [Hammond Academy of Science and Technology](#) in Hammond, Indiana. These initiatives grow from the College mission, and they present opportunities for joint actions that support education.

The Catholic Diocese of Gary, our sister Catholic colleges of northern Indiana, and the Missionaries of the Precious Blood, our sponsoring order. As our mission clearly states, Calumet College of St. Joseph is a Catholic college. We are, therefore, a part of the Catholic Diocese of Gary, which supports our endeavors and which we in turn support through our Religious Studies program. Two other Catholic colleges serve students in northern Indiana, Ancilla College and Saint Joseph's College in Rensselaer. The Missionaries of the Precious Blood at Saint Joe's originally established Calumet College of St. Joseph in 1951, and we continue to share some members of the Board of Trustees. Thanks to funding from the Lilly Endowment, we have also initiated several joint ventures to better serve our students, including joint career services and articulation agreements. In addition, we are jointly pursuing a study of the role of Catholic identity in recruiting and retaining students. Finally, the Missionaries of the Precious Blood continue to play a significant role on campus, and one member of the community is heading the College's Catholic Identity initiative, a three-year effort to clearly articulate the role of Catholic identity across the College's constituencies.

The adjacent communities. The College is deeply involved in the community where we are politically located, Hammond, Indiana, and the community adjacent to our campus, Whiting, Indiana, as well as other urban communities, especially East Chicago and Gary. We are pursuing joint initiatives with all our neighbors, including a potential business incubator and arts-related initiatives in Whiting; property development opportunities in Hammond that may lead to student housing and playing fields; social justice outreach through the Catholic Gary Diocese in Gary; and the Bridges of Care initiative in East Chicago, a broad-based effort to address the challenges facing Indiana's poorest city. College Social Justice initiatives enhance many additional areas of community life, including:

- Food drives for the St. Joseph Soup Kitchen in Hammond
- Collection of goods for nonprofit organizations in the region we serve
- A regularly scheduled Meals-on-Wheels route
- Service projects involving Habitat for Humanity, Lake Area United Way, and clean-up initiatives at local beaches
- Tutoring programs at urban schools, especially with Spanish-speaking students

The College remains committed to developing and improving responsive programming to meet all these stakeholders' needs by building collaborative relationships in the surrounding community that advance College goals, guided by the Strategic Plan.

1R3 The RESULTS for determining if programs are current and meet the needs of the institution's diverse stakeholders

Outcomes/measures tracked and tools utilized

Institutional data, collected in the annual [College Fact Book](#), can provide some indicators of whether academic programs are current and meet stakeholder needs. These include indicators that have already been introduced:

- Enrollment by major and graduate program
- Retention
- Graduation
- Alumni professional accomplishments – exit and alumni survey
- Feedback from employers on internship reports
- Ongoing discussion with Catholic partners to determine the feasibility of joint action
- Ongoing discussion with community partners to determine whether potential initiatives fit goals in the Strategic Plan

Summary results of assessments

An analysis of these measures indicates that Criminal Justice and Business Management continue to be CCSJ's most popular majors, while the General Science Program has attracted 93 majors in its first three years of operation, indicating its potential to be a popular field of study at the College (see Figure 1-18). The upward trend in the English, Writing, and Professional Communications program also suggests that the program meets student demand, whereas low performance in Social Science indicates that it does not. Figure 1-19 shows that graduate enrollment in the Public Safety Administration and the Master of Arts in Teaching programs remains strong, whereas the Master of Science in Management and the Master of Arts in Psychology are underperforming. Figure 1-20 illustrates the effort to help reach program potential by redesigning Human Services and Paralegal Studies as accelerated programs, a delivery system that has proven to be popular for similar students in other disciplinary areas. This effort will be closely tracked. Note that programs with enrollments of zero in this figure have been discontinued to ensure that resources are allocated to programs with the strongest chance at success. The figure also indicates some cause for concern in the decline in numbers in the Public Safety Management program, which has long been one of the strongest at CCSJ.

A study of data regarding retention and graduation by program is currently underway and will provide the additional data necessary for programmatic decisions. Other indicators are positive: exit surveys demonstrate that at graduation, students report a high level of satisfaction with the College, including their preparation for the job market, and, overall, internship final reviews show that both students and employers feel that the College prepares students well for the work required of them.

Comparison of results with internal targets and external benchmarks

These results demonstrate that some programs are achieving their potential whereas others have not attracted the number of students anticipated. The Curriculum & Assessment Committee will pursue programmatic assessment using the standardized procedures discussed above in fall 2015.

Figure 1-18: Traditional Undergraduates by Program

Full-Time Undergraduates - First Majors - Traditional Programs

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	
Accounting	24	26	23	24	19	
Business Management	89	66	81	106	116	
Communications	10	10	1	1	0	
Computer Information Systems	17	21	17	20	18	
Criminal Justice	131	119	111	111	95	
Digital & Studio Arts	0	0	0	0	4	
Elementary Education	81	62	39	41	36	
English/Writing & Prof Comm	19	21	24	23	30	
General Science	0	21	49	93	90	
General/Integrated Studies	50	51	33	44	37	
Human Services	21	15	19	0	2	
Humanities	0	1	0	0	0	
Media And Fine Arts	23	21	16	20	13	
Not Applicable	0	0	0	0	1	
Paralegal Studies	14	11	20	4	0	
Psychology	33	26	32	34	26	
Religious Studies	3	1	1	5	7	
Secondary Ed	15	8	1	0	0	
Social Science	4	6	4	3	2	
Undecided	13	9	5	0	0	
Grand Total	547	495	476	529	496	

Figure 1-19: Graduate Enrollment by Program

Graduate Students By Major

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	
Law Enforcement/Public Safety Administration (MS)	104	88	85	73	85	
Management/Quality Assurance (MS)	15	8	27	32	18	
Psychology (MA)	15	23	17	19	17	
Teaching (MA)	47	51	35	28	48	
Grand Total	181	170	164	152	168	

Figure 1-20: Enrollment in Degree Completion Programs

Undergraduates - First Majors - Degree Completion Programs (DCP)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	
Computer Information Systems	0	0	0	0	8	
General/Integrated Studies	0	0	0	7	12	
Human Services	0	0	0	8	19	
Law Enforcement/Public Safety Management	266	258	212	217	190	
Management Information Systems	0	1	0	0	0	
Organization Management	71	66	53	81	45	
Paralegal Studies	0	0	0	11	6	
Post Bach-Human Resource Management	0	1	0	0	0	
Grand Total	337	326	265	324	280	

Interpretation of results and insights gained

In terms of understanding the relationship between its mission and the diversity of society, Calumet College of St. Joseph is approaching the integrated level: *U.S. News and World Reports* consistently names CCSJ one of the most diverse liberal colleges in the Midwest, and we are the only nationally recognized Hispanic-serving institution in the state of Indiana. This understanding is reflected in programs, curriculum, and student support (1.C).

Calumet College of St. Joseph responds to a broad range of diverse stakeholders:

- Traditional undergraduate students, especially at-risk students from the surrounding communities
- Honors students
- Athletes
- International students
- The adjacent urban school systems
- The Catholic community, including the Gary diocese where the College is located, our sister Catholic colleges in northern Indiana, and our founding order, the Missionaries of the Precious Blood

Some programs are more successful in attracting students than others; the assessment process now underway will ensure that resources are allocated to programs with the best chance of contributing to the College and the community.

Programmatic assessment, which has been adopted by the faculty as a whole, embraced in some programs, and begun in all programs, indicates the change to a culture of quality at the College as a whole (4.A)

113 IMPROVEMENTS that have been implemented or will be implemented in the next one to three years

Improvements that have already been noted in preceding sections apply in this section as well. To briefly recap, these improvements include the new programmatic assessment framework, the catalog

audit to help determine the viability and efficiency of courses and programs, exit surveys and alumni surveys to guide program assessment, and follow-up with employers. Our overall program review process has changed, but the ideal of regular program reviews is well established, and reviews are ongoing (4.A).

We intend to fully institutionalize the program review process over the next three years (4.A). Other improvements that are in the planning stage include extending programmatic assessment, completing planned program changes, and compiling data about retention and graduation rates by program to help guide decision making.

Academic Program Quality

1P4 The PROCESSES for ensuring academic program quality

AQIP Action Projects in developing foundational learning objectives, extending experiential learning across the curriculum, and assessment demonstrate Calumet College's ongoing pursuit of academic program quality, utilizing data-based decision making.

Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

Because CCSJ students have traditionally been underprepared for college work, placement and support are especially important (4.A.4). We rely on standardized testing because the quality of the school systems from which our students come varies so widely. Although SAT or ACT tests are not required for admission, in Fall 2014, 35 percent of students submitted SAT scores and 42 percent submitted ACT scores. CCSJ also uses Indiana's standardized placement test, ACCUPLACER math and reading.

ACCUPLACER scores also trigger the first important intervention to ensure that students are prepared for college-level work: the Summer Bridge Program. CCSJ's College Bridge Program helps underprepared high school graduates make the transition to college successfully by providing practical academic skills for college success in the foundational areas of English and Math and by introducing students to the culture of the college classroom, expectations for student behavior, and available support services. Because of a new requirement that students meet minimal ACCUPLACER scores to qualify for state aid, Summer Bridge will be expanded in 2015 from one three-week session to two, more than doubling the number of students served from 20 to over 50. Students in the program attend from 9 a.m. to 12 p.m. from Monday through Friday in a three-week period in July or August for group and individual instruction in English and Math. Students are re-tested at the end of the three-week program. If their ACCUPLACER scores remain below the cut-off levels, students will receive a prescription for tutoring in the Student Success Center during the school year and will become eligible for an intersession program in December that will offer another chance to meet the ACCUPLACER requirements.

ACCUPLACER scores determine students' placement in developmental or regular English and Math classes as freshmen, and they are one indicator for Honors placement. Other indicators are

assessed during the English component of Freshman Orientation, which occurs in August prior to the start of classes, to ensure that students are placed in classes where they can be successful and graduate on time. These indicators include an early skills intervention test (ESI), developed by the English faculty, and an initial writing assignment that provide information about student preparation before classes begin that instructors can use to shape class work.

Following placement, students take a sequenced Gen Ed Program, aligned to the Indiana statewide transfer core, that ensures that they master foundational knowledge so they can build upon it in later Gen Ed classes and courses in their majors (4.A.4). Advising processes, based upon common program checklists, ensure that the sequence is followed. The Signature Assignments and programmatic assessments that have been explained previously complete the processes for determining student preparation (4.A.4).

Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs

No matter what level students have attained when they arrive at CCSJ, they must legitimately master the academic program in order to leave with a degree. The following processes, which have already been discussed, are used to evaluate and ensure rigor across all types of courses (3.A.1, 3.A.2, 4.A.4):

- Syllabi review
- Rubric-based teaching observations
- [Course evaluations](#)
- The course and program assessment process

Common standards are shared through adjunct information packets and departmental meetings. Accreditor visits indicate the appropriate level of rigor at all locations; an AQIP multi-site visit in April 2015, for example, gave unqualified approval for our off-campus sites (3.A.3). CCSJ does not offer off-site dual-credit courses; high school students pursuing dual credit take standard classes with College faculty on campus.

Awarding prior learning and transfer credits

CCSJ utilizes the statewide transfer library as a guide for awarding transfer credits. In addition, the registrar assesses the learning outcomes of courses at other institutions to determine if they meet institutional and programmatic requirements. Transfer students typically must take CCSJ's unique curricular requirements: classes in social justice and religious studies, as well as the College's philosophy class, because the Signature Assignments used for assessment occur in those classes (4.A.3).

A process for awarding Life Experience Assessment Program (LEAP) credits, aligned to specific course objectives, has been in place since the 1970s to assist adult students in meeting their educational goals. This process is fully described in the CCSJ Course Catalog (p. 41). Students assemble and submit a LEAP portfolio, a collection of essays and documentation. A faculty evaluator then determines whether the demonstration of learning from life experience is equivalent to what students learn in a benchmark course (4.A.2).

Selecting, implementing, and maintaining specialized accreditation(s)

Because of the importance of assessing student learning, Calumet College has successfully achieved the following program accreditations (4.A.5):

- [HLC Online Program Approval](#) (October 2011)
- [NCATE Education Program Accreditation](#) (October 2012)
- [HLC Reaffirmation of Accreditation](#) (December 2012)
- [ACEI SPA for Elementary Education](#) (March 2015)
- [HLC Multi-site Review](#) (May 2015)

Assessing the level of outcomes attainment by graduates at all levels

Attainment of undergraduate outcomes can be assessed through:

- Placement in meaningful professional jobs
- Entry to graduate school
- GRE and licensure test pass rates

We have used grant funding to improve the response rate to previous efforts to track these measures through an alumni survey. The College's goal, as previously mentioned, is that 70 percent of graduates will find meaningful professional jobs or enter graduate school within a year of graduation. As we noted previously in section 1R1 above, the 2015 survey shows that we exceed those goals: 80 percent of graduates find employment related to their undergraduate discipline, 84 percent find a professional position within a year, and 85 percent of respondents feel well prepared for their careers. Once again, the 2012 survey showed that the majority of students find jobs in the areas that CCSJ traditionally has had strong preparatory programs: business and management (52 percent), police officers (19 percent), teachers (18 percent), social service professionals (4 percent), religious (2 percent), and artists and writers (1 percent) (4.A.6).

We have reliable information about student performance on licensure tests in the Education program, and we have acted upon that information, as outlined on pp. 22 – 23 above (4.A.6). Similar processes to track alumni performance on graduate record exams, certified public accountant exams, and psychology licensure exams are yet to be put in place.

1R4 The RESULTS for determining the quality of academic programs**Outcomes/measures tracked and tools utilized/Summary results of assessments/Comparison with internal targets and external benchmarks**

Syllabi Review: Syllabi review provides an indication of academic program quality by ensuring that faculty have clearly defined course objectives using Bloom's Taxonomy or another academically valid format, and that each course includes appropriate assessment (3.A.2, 3.A.3, 4.A.4). We are making progress toward our goal of reviewing 100 percent of syllabi for continuous improvement in stating course objectives using Bloom's or another standard taxonomy and assessment measures. In Spring 2014, this review also began to consider faculty use of experiential learning. This review shows that 67 percent of all courses provide experiential learning opportunities, including 83 percent

of all General Education courses. The goal that 80 percent of courses include appropriate experiential learning is currently met by 25 percent of programs. As explained in Section I, however, not every course currently makes the experiential learning components of the course explicit.

Course Evaluations and Teaching Observations: Students' course evaluations are used in annual faculty performance evaluations and tenure applications. In the case of adjunct instructors, program directors use evaluations and observations to determine whether or not to offer these instructors classes in the future (4.A.4). Although cumulative data has not been maintained, the annual course evaluation reviews indicate that 90 percent of students who respond agree or strongly agree that their instructors are effective. A 2011 AQIP project helped us move from paper to online evaluations. Student participation rates initially dropped precipitously (from about 84 percent to 23 percent), but they are improving again as new procedures were implemented to schedule classes to complete evaluations in computer labs. These tools may offer additional opportunities for institutional analysis and action.

Alumni survey: Discussed in the previous section (4.A.6).

Assessment: The AAC&U five-level assessment plan is guiding an institutional movement toward increased rigor and higher expectations across courses. CCSJ has used course evaluations and teacher observations for many years to assess teaching and individual courses. A review of syllabi was added in 2014 – 2015. The Director of Curriculum & Assessment has set programmatic goals of completing curricular mapping by December 2015 and a programmatic assessment plan by May 2016, and work toward this end began at our annual Welcome Week in August 2014 and developed in earnest at our end-of-year Education Day in May 2015. A five-level assessment plan that the math program developed (p. 25 above) was distributed to the faculty at Education Day (3.A.1, 3.A.2, 3.A.3, 4.A.6). The first three levels can guide programs in meeting C&A's assessment goals, while the fourth level requires institutional action. The fifth level, not represented in the programmatic assessment plan, is overall institutional assessment.

Level 1: Individual student learning

- Provide clear course outcomes, as indicated in syllabi
- Provide horizontal alignment between instructors with the same courses, as indicated in syllabi
- Require clear attendance and homework policies and expectations, as indicated in syllabi
- Consistently use academic alerts and midterm grades to give students every opportunity to seek help if needed

Level 2: Individual student learning across courses

- Provide vertical alignment through program sequences in courses that build on each other, as indicated by catalog sequences
- Provide vertical collaboration among instructors to ensure that grades indicate mastery of course objectives and that students who earn a "C" or better are well prepared to be successful in the next course in the sequence

Level 3: Course assessment

- Vertically align course objectives, as indicated by a catalog audit
- Determine if students who earn a “C” in a course are well prepared for the next course in the sequence by tracking grades across programs, a goal that has been agreed upon, but not yet implemented
- Analyze student course evaluations

Level 4: Department and program assessment

- Track placement in meaningful professional jobs and the time it takes to achieve them
- Track entry to graduate school
- Track GRE and licensure test pass rates

114 IMPROVEMENTS that have been implemented or will be implemented in the next one to three years

We have already implemented these improvements (3.A.1, 3.A.2, 3.A.3, 4.A.6):

- Assessment plan
- Online student evaluations
- Alumni survey
- Catalog audit

In addition, we plan to promote ongoing improvement in student use of the online evaluation process, the return rate of syllabi, and alumni participation in the survey.

Academic Student Support***1P5 The PROCESSES for ensuring academic program quality***

Calumet College of St. Joseph’s turn to clearly outlined processes and procedures and data-driven assessment is meaningless unless it leads to improving student learning. We have used increasingly sophisticated data collection and analysis to develop and implement strong support programs, based upon best practices, at every level of the institution to ensure that students graduate with a degree that means something. They include the following:

- Standardized tests for placement (3.D.2, 3.D.3)
- The Summer Bridge Program (3.D.1, 3.D.2)
- A College Success class (3.D.1, 3.D.2)
- Assessments at freshman Orientation (3.D.1)
- Support for incoming freshmen in learning communities (3.D.1, 3.D.2)
 - Linked classes
 - Embedded workshops on college-level skills
 - Social activities to build community
 - Academic alerts
 - Midterm grades with required follow-up with students who are not performing at the “C” level or above

- Mentors for students who need additional support
- Signature Assignments with support (3.D.1, 3.D.2)
- Tutoring in majors classes (3.D.1)
- Athletic Program study tables (3.D.1)

At admission, standardized measures are used to determine appropriate placement in developmental or regular English and math classes and are considered in identifying candidates for the Honors learning community. Advisors consider students' grade point averages and standardized test results, such as ACT or SAT scores, in admission and placement. Standardized placement tests, the ACCUPLACER series, are used in conjunction with initial assessments during freshman orientation that include an English usage test and preliminary writing assignment to insure that students are placed appropriately. Students who do not meet minimal levels have the opportunity to participate in the Summer Bridge program, three weeks of intensive work on writing and math skills and an introduction to successful college behaviors prior to the start of school, and they are automatically enrolled in the Personal Academic and College Excellence (PACE) program, which assists students who need additional academic support by work on skills and behaviors required for academic accomplishment, including time management and study skills (3.D.1, 3.D.2, 3.D.3).

In the first semester of the freshman year, a coordinated support program is implemented in learning communities that link three courses that reinforce learning and share several meaningful assignments: English composition, an introductory Western humanities course, and a signature course in social justice. In fall 2014, CCSJ's learning communities embedded student support by using shared class time to provide workshops on college skills that past experience demonstrated our students need: reading textbooks, taking class notes, and studying for tests. This support is especially important for students in the developmental learning community, which focuses on developing college-level skills within the learning community classes. In addition, learning communities offer social experiences that bring together large groups of freshmen to build a sense of community among students at a commuter college (3.D.1, 3.D.2).

Assessment and support occur throughout the freshman learning communities, and interventions are triggered at key points. Some assessments occur in Orientation, where students complete an early writing skills assessment and an introductory writing assignment. When classes begin, instructors already have clear indicators of students' skills and abilities and can personalize instruction. Academic alerts in Week 4 identify students who are not off to a good start either because they are unprepared academically or because they have not yet developed the personal characteristics, such as regular attendance and homework completion, required for academic success. Students who need additional academic support are directed to the Academic Success Center for tutoring help at this point. As previous sections have explained, the Academic Success Center is vital in planned interventions, and we relocated the center and hired adjunct faculty as tutors to provide high-quality services. Midterm grades are issued in Week 6. All students with grades below a C meet with the lead instructor in the learning community to discuss strategies for improving and develop a plan, then begin to implement the plan through the Student Success Center, where they work with faculty tutors skilled in teaching Humanities and composition. In addition, the Learning Communities Coordinator can assign a faculty or staff mentor to help with specific issues (3.C.6, 3.D.1, 3.D.2, 3.D.3).

Following freshman learning communities, the Signature Assignment process that has been described at length previously provides a baseline assessment in the first semester of freshman year, an assessment of sophomore level skills, and a final assessment of General Education outcomes in the junior year. At each of these assessment points, the key element of the process is providing support for students so they can be successful and reach the requisite outcomes. The Signature Assignment process calls for identifying students who are not performing at the required levels of minimal competency in relation to their speed to graduation, referring them to the Student Success Center, developing an individualized plan, and following students' progress. Students then will have the opportunity to re-take the Signature Assignment to indicate that they have reached the appropriate level of performance in relation to expected outcomes. Students will not move ahead – from the second assessment point in Religious Studies 130 or 131 to the final point in Philosophy 200 and from Philosophy 200 to graduation – until they can demonstrate the required level of achievement, but they will have every opportunity to develop true college-level skills and knowledge (3.D.1, 3.D.2, 3.D.3).

In their majors, students can request support in the Student Success Center at any time. Faculty tutors are qualified to help with writing, math, statistics, and content in the humanities, business, social sciences, and science (3.D.1, 3.D.2, 3.D.3).

Students with documented disabilities, such as attention deficit hyperactivity disorder, learning or communication disorders, autism spectrum disorder, chronic medical conditions, or other impairments can request accommodations through Disability Services, where an appropriately trained coordinator with a master's degree can identify the type of assistance necessary and oversee implementation. Commonly requested accommodations are extended time for completing tests or quizzes, extra time for completing assignments, distraction-reduced environments for taking tests, and assistive technologies. Students with disabilities cannot use the disability as an excuse to complete substandard work, but we provide them with every opportunity to meet the same academic standards as other students (3.C.6, 3.D.1, 3.D.2).

Student-athletes, a growing percentage of all CCSJ students, have another avenue for support through study tables offered by each of the twenty sports that the College offers. These study tables, overseen by a properly trained academic compliance officer, require athletes to maintain the “student” part of their title as well as the “athlete” part through regular study sessions, tutoring support when required, and homework help (3.C.6, 3.D.1, 3.D.2).

Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

Every student meets with a member of the professional advising staff to register for classes each semester. Advisors use standard checklists for each major, minor, and Associate degree to ensure that students remain on track to graduation. In addition, some programs require that students meet with a faculty advisor before registering for courses through the Advising department in order to be sure that they take courses in the required curricular sequence. Because CCSJ is a small school, upper-level courses are often offered only once a year, or in some cases only every other year, and department faculty can make sure that students take those courses when they are offered. The English and Science departments fall into this category; the Education department does all its own

advising and registration because the requirements to become certified to teach are so stringent. Finally, faculty tutors in the Student Success Center, who work closely with students on a one-to-one basis, can often help students choose appropriate courses and programs given their level of knowledge and skills and their interests (3.C.5, 3.C.6, 3.D.1, 3.D.2, 3.D.3).

Ensuring faculty are available for student inquiry (3.C.5)

All full-time faculty have required office hours that are directly related to the number of hours they spend in the classroom; the Faculty Handbook specifies that office hours must at least match the number of hours the faculty member teaches. Office hours appear on all syllabi and are posted outside the faculty member's door. Adjunct faculty provide students with contact information so they can be reached outside of class, and they have specified office spaces so they can meet with students. In the first-semester freshman learning communities, at least one instructor is a full-time faculty member with regular on-campus office hours. Finally, adjunct faculty members are available in the Student Success Center during its regular day and evening hours of operation (3.C.5).

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

CCSJ relies upon evaluations of student usage of the Student Success Center, Advising, Disability Services, and library. An annual analysis of usage is a part of the College's budget process. In addition, departments request specific needs annually, requests that, once again, are considered through the budget process. Finally, the Technology Committee meets monthly to set priorities for acquiring, maintaining, and updating the technology necessary to support the educational program. (3.D.1, 3.D.3, 3.D.4, 3.D.5)

Ensuring staff members who provide student academic support services are qualified, trained, and supported

All staff positions have job descriptions that outline the skills and knowledge required, and the [Employee Handbook](#) fully outlines the hiring process. Positions are advertised on the College website and in appropriate professional media and settings. Applications are initially screened by the Human Resources department, which passes the materials of qualified candidates along to the department in question. The department head next reviews all candidates and contacts several top applicants by phone. Typically, the top candidates are then invited to campus for an interview by a cross-functional panel that includes others in the department along with faculty and other interested parties (3.C.6).

Human Resources and the department itself typically provide formal orientation to the College, which is followed by on-the-job training supported by the department head. A ninety-day performance review indicates whether the employee is on track in mastering the requirements of the job. Annual performance reviews continue to indicate whether the employee fully meets the job description (3.C.6).

Employees are provided with on-campus training programs to enable them to develop on the job (see section 3P3 below for a complete professional development schedule). Select employees attend appropriate conferences and seminars off campus and bring back information to share (3.C.6).

Communicating the availability of academic support services

In fall 2014, the Student Success Center was moved to a highly visible, readily accessible location on the first floor of the library, adjacent to English program offices, the Learning Community Coordinator office, and a writing lab (3.D.1, 3.D.2). These programs are clearly outlined for students, using several readily accessible tools:

- Student Orientation sessions
- Syllabi
- The College website
- Electronic bulletin boards on campus
- Paper flyers posted in obvious locations and distributed by faculty members in classes

Faculty are kept well informed of support services through e-mail messages and paper flyers distributed to their mail boxes. Faculty frequently walk students into the Student Success Center (3.C.1).

Determining goals for retention, persistence and program completion

The College tracks retention and program completion, and high goals are set following annual assessment, based upon previous performance (4.C.1). Figures 1-8, 1-3, and 1-9 illustrate the results.

1R5 The RESULTS for ensuring new and current programs meet the needs of the institution and its diverse stakeholders.

Outcomes/measures tracked and tools utilized

CCSJ uses its institutional data management system (EMPOWER) to track the following (4.C.2, 4.C.4):

- Attendance
- Alerts
- Grades
- Retention
- Graduation

In addition, Student Success Center usage has been manually tracked, and these trends are shown in Figure 1-7. In the upcoming academic year, we will transition to using the EMPOWER system to track contacts in the Student Support Center as well (4.C.4).

At the end of each assessment, data is intensively analyzed by the Senior Staff, a cross-functional group that includes the president, vice presidents, and key people from across the institution, to apply insights gained from the data to all areas of the College, from admissions through advising, academics, and support services. This analysis becomes the foundation for planning for the next semester (4.C.3)

Summary results of assessments

CCSJ uses data about attendance, alerts, grades, and Student Success Center usage as assistance in

achieving its goals in retention and graduation. Figure 1-7 provides Student Success Center data, while Figures 1-8 and 1-9 show the College's retention and graduation rates. Currently the four-year graduation rate of 20 percent is below the high, aspirational rate while the six-year graduation rate of 28 percent falls short of the goal of the national average for all types of schools of 40 percent (4.C.1, 4.C.2, 4.C.3, 4.C.4).

1I5 IMPROVEMENTS that have been implemented or will be implemented in the next one to three years

- Improved placement based upon standardized tests for placement, along with assessments at freshman Orientation
- The Summer Bridge Program
- Freshman learning communities, featuring
 - Linked classes
 - Embedded workshops on college-level skills
 - Social activities to build community
 - Academic alerts
 - Midterm grades with required follow-up with students who are not performing at the "C" level
 - Mentors for students who need additional support
- Relocation of the Student Success Center to a prominent and easily accessible location, increasing student usage
- Signature Assignments with support
- Athletic Program study tables

Academic Integrity

Integrity is a strong suit at Calumet College of St. Joseph. Our Catholic heritage places a high premium on ethical behavior across the institution and in the community. Ethical scholarly practices are part of those standards of behavior. The College provides full academic freedom, but academic freedom includes responsibilities, and we hold faculty to all appropriate professional standards. In turn, we teach those same ethical standards to students, with firm policies against plagiarism that are upheld through well-established policies.

1P6 PROCESSES that have been implemented or will be implemented in the next one to three years to promote academic integrity

Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

As the [Faculty Handbook](#) specifies, the College is guided by the 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments of the American Association of University Professors as its operating procedure, and it expects that faculty members will follow these guidelines. Faculty Handbook Appendix I provides the full text of the 1940 statement and the 1970 Interpretive Comments (2.D).

Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

Calumet College of St. Joseph relies on a clearly stated and frequently communicated policy against plagiarism. The following statement on plagiarism is found in the student handbooks and the annual CCSJ College Catalog (2.E.2, 2.E.3):

If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of this handbook that addresses student grievances. Please be aware that your paper may be submitted for examination for plagiarism to Turnitin.com or SafeAssign. Calumet College of St. Joseph adheres to citation guidelines as written in the Publication Manual of the American Psychological Association, Sixth Edition. A copy is available from the Calumet College of St. Joseph Library. This text outlines how to cite references from a variety of sources, including electronic media. Citation guidelines are also available on the Library website at www.ccsj.edu/library/guides/html.

The [Student Handbook](#) also contains a Student Code of Conduct that outlines expectations for student behavior (2.E.2, 2.E.3):

1. Treat all with dignity and respect.
2. Refrain from the use of offensive, abusive language.
3. Respect the property of all.
4. Abide by all local, state or federal laws while on campus or engaged in college-related activities.
5. Conduct oneself in a manner that assures the safety of others.
6. Do not disrupt classes or impinge on students' unhindered access to classes or other sources of information.
7. Refrain from the use of hate speech, physical and verbal abuse, and other provocative actions.

Additional policies governing computer ethics can also be found in the Student Handbook and the CCSJ College Catalog (2.E.3).

Alleged violations of the Code of Conduct prompt either a judicial panel review or alternative conflict resolution, processes that are fully described in the Student Handbook. Alternative conflict resolution provides an opportunity for individuals affected by minor violations or alleged violations of this Code of Conduct to resolve disciplinary matters among themselves at the lowest level of institutional involvement through mediation or restorative justice. CCSJ's Social Justice Committee introduced the restorative justice approach in 2012. When students choose the restorative justice procedure, which had been implemented successfully in after-school programs at the Chicago-based Precious Blood Center, peacemaking circles are established that include all the parties involved and institutional representatives. At the end of the peacemaking circle, a reparative agreement is created that outlines steps the student will take to restore the relationships damaged by his or her conduct. The procedure provides students with the opportunity to learn from their mistakes. It also provides the opportunity for reconciliation of those who have been injured or estranged. It encourages

students to take responsibility by holding them accountable for their actions, including making restitution for damages. And finally, it enables the restoration of an individual to his or her place in the community. The restorative justice process has been used in three cases, and all of them were successfully completed (2.E.3).

Ensuring ethical teaching and research practices of faculty

Just as the College has policies in place to ensure freedom of expression and the integrity of research and scholarly practice, so too we hold faculty to all appropriate professional standards. The AAUP Statement on Professional Ethics (1987 revision) serves as one reminder of the variety of obligations that are part of the integrity of the academic profession. The College is guided by this statement and expects its faculty members to be guided by it, as outlined in the Faculty Handbook, Appendix J. In addition, an appropriate institutional review board (IRB) assures ethical research (2.E.1, 2.E.3).

1R6 The RESULTS for ensuring academic program quality

Outcomes/measures tracked and tools utilized/Summary results of measures/Comparison of results with internal targets and external benchmarks

The measures outlined above are appropriate professional and student standards, developed and endorsed by prominent organizations in higher education. We deal with IRB cases, plagiarism cases, and mediation and restorative justice cases individually, and we maintain records of the results. Because of the nature of these cases, we do not have targets and benchmarks for these measures; we aim at handling each situation in a way that would be broadly recognized as fair and ethical (2.D, 2.E).

1I6 IMPROVEMENTS that have been implemented or will be implemented in the next one to three years

The mediation and restorative justice procedures were instituted in the last two years. The outcomes so far have been positive so we intend to continue to offer this option.

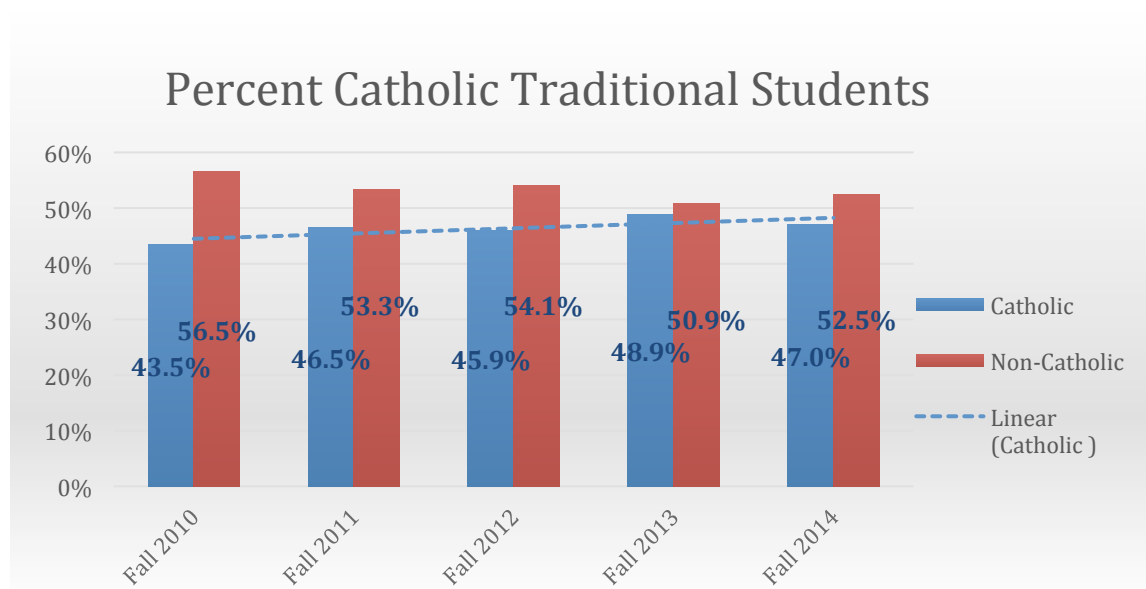
AQIP Category Two: Meeting Student and Other Key Stakeholder Needs

Student learning is the main story at Calumet College of St. Joseph, but we are equally proud of our record of responsiveness to other student needs. In a manner consistent with our social justice mission, we take a customer service orientation to meeting the needs of students and other stakeholders. The College was established in 1951 to serve the children of industrial workers in Northwest Indiana, who tended not to go away to the flagship state universities downstate. We were the first institution of higher education in Lake County to offer baccalaureate degrees. Today our student body has changed – we are, as we explained previously, among the most diverse institutions in the Midwest and the only federally designated Hispanic-serving college or university in Indiana. But our mission remains the same: to meet needs in the region. Our approximately 10,000 alumni have become leaders in Northwest Indiana in business, teaching, public safety, and the ministry, among other fields. We continue to offer students the same opportunities to get ahead today.

The College has programs and nonacademic support services for the many types of students we serve: commuters, adult students, international students, students with disabilities, veterans, honor students, and athletes. In order to develop and implement appropriate academic, support, and co-curricular programming, we collect and utilize retention, persistence, demographic, and completion data, as well as National Survey of Student Engagement (NSSE) data. In addition, CCSJ is well integrated in the community and has strategic, mission-based partnerships throughout the area we serve.

One area that we do not understand clearly enough is the role that Calumet College of St. Joseph's Catholic identity plays in meeting specific student needs. We are a Catholic school, and the Catholic Missionaries of the Precious Blood continue to be an important sponsor and to play a role in College administration. Typically, just under half of our students are Catholic (see Figure 2-1). What Catholicism means to students, faculty and staff, and the wider community, however, is not as clear today as when the College was founded. A key element of meeting stakeholder needs must be to determine the role of Catholic identity in the College's success, expectations others have of us because of our Catholic identity, and activities that Catholic identity may require of us. As a result of these questions, we are in the first year of a special initiative to determine the role that Catholic identity plays. The initiative is entering its listening phase, gathering information from different categories of stakeholders. We look forward to what this process will reveal about what makes Calumet College unique in higher education in Northwest Indiana so we can build upon our strengths and address opportunities that emerge.

Improving student learning may be the main story at Calumet College of St. Joseph, but our continuing identification of needs in the communities we serve and our quick responses to them may offer the best examples of the position the College holds. The Catholic Identity Initiative is one important investigation of the role we play now and the role we should play. Our strong movement toward supporting student learning means that our processes and results in this category are aligned, and we look forward to moving into the integrated category. Category 2 provides a selection from among many examples of our responsiveness to regional needs.

Figure 2-1: Catholic Students at CCSJ

Meeting Current and Prospective Students' Needs

2P1 The PROCESSES for Determining Current and Prospective Student Need

Identifying Key Student Groups

Section II of the [2014 – 2016 Strategic Plan](#) explains, “Because the College is committed to the urban communities located in its immediate vicinity, efforts will be undertaken to ensure that the exemplary ethnic and racial diversity of its student body is maintained.” The Strategic Plan calls for an ongoing commitment to the at-risk students of the area we traditionally serve (3.D.1, 3.D.2). We meet this goal by

- Using targeted recruiting at specific high schools based on a clearly articulated and communicated plan
- Fully explaining the support the College offers to high school counselors, parents, and potential students at regular events in the high schools, such as college fairs and on campus, including open houses, tours, counselor luncheons, and invitational events such as art shows and Humanities Fest
- Offering a full range of [support services](#), an issue that is addressed at several points in the Strategic Plan
- [Providing institutional financial assistance so students who have an expected family contribution of zero \(Zero EFC\) CCSJ pay nothing out of pocket](#)

Section VI of the Strategic Plan indicates that “Because it has been determined that the College can effectively and efficiently serve a larger population of traditionally aged students, strategies designed to ‘grow’ the undergraduate student body will be developed, assessed, and implemented,” including

recruiting international students, developing new undergraduate programs, and developing new intercollegiate sports programs. Movement in these areas will include every consideration of the support required for international students, new programs, and additional sports.

Determining New Student Groups to Target for Educational Offerings and Services

Calumet College of St. Joseph has a clearly defined mission and strategic position. We meet the challenge of educating at-risk and underprepared students in the urban community we serve. To accomplish this goal, we continue to compete, in the terms of Michael Porter's competitive framework, as a "focused low cost provider" of undergraduate programs and a niche provider of graduate education, as we explained in our previous Systems Portfolio.

In addition to our ongoing focus on mission and strategic positioning, the College has been able to move relatively quickly to respond to new opportunities because of its small size and private status. In the past, CCSJ developed accelerated programs to meet needs in the community, we developed an athletic program to attract undergraduate students, and more recently, we responded to a new demand from international students. The program assessment process outlined in Section I will enable us to identify and respond appropriately to new demands as well. We are currently beginning the process of developing a unique program to replace the low-enrollment Religious Studies program that would focus on the College's social justice mission while meeting needs and interests in the community.

Meeting Changing Student Needs

We continue to analyze demographic data, data pertaining to academic preparedness, state and federal regulations that affect our students, and data regarding financial need in order to determine changing student needs (3.D.1)

One particular demand that we are investigating is the move from a commuter campus to a residential college. This demand is emerging from two constituencies: student athletes and international students. The number of student-athletes continues to increase, and in the current academic year (2014 – 15) athletes make up 58.3 percent of the traditional student body (see Figures 1-11 and 1-12). In addition, the college hosts 42 international students. These groups are currently living in the local community, where approximately 125 students now rent accommodations. In order to determine whether to move into providing housing, and if so, how to do so effectively, the College has taken the following steps.

- A Phase I environmental site assessment was completed by Amereco Engineering in December 2013.
- A campus concept plan developed by SEH of Indiana, an engineering, planning, and architectural firm, in May 2014.
- A facilities engineering assessment was completed by Performance Services in July 2014.
- A student housing marketing and financial analysis was completed by Brailsford & Dunlavey in December 2014.
- Negotiations with the City of Hammond regarding the transfer of the 2500 New York Avenue property to develop into student housing are ongoing.

In addition to these efforts, the College forms on-campus groups to meet new needs that emerge. An International Club provides support and sponsors activities for foreign students. In response to data demonstrating that male students, especially minority male students, graduate at a lower rate, we formed the Men of Promise, open to all men, to promote achievement. A second group, Women of Success, provides similar support for the different needs of women students.

Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

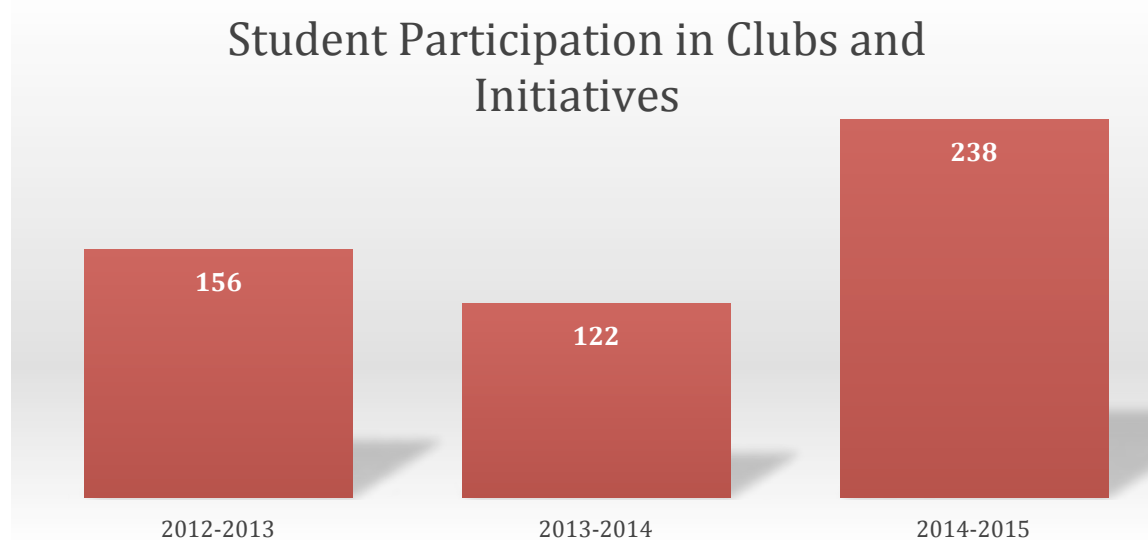
The College serves several distinctive subgroups on campus.

- *For commuters*, the College provides ample free parking and campus food service options, as well as appropriate student lounge areas for study and relaxation, including library study areas, computer labs, student lounges in the English and Science departments, central gathering areas, a game room, a centrally located chapel, and a gym.
- *For adult students*, the College offers late afternoon and evening courses, evening hours for student services, and tutoring.
- *For international students*, the College provides a special cultural competence class, housing assistance, and transportation.
- *For students with disabilities*, the College offers a complete range of [disability services](#).
- *For veterans*, the College is a Yellow Ribbon participant for the third year, a program that uses the G.I. Bill to help make higher education more affordable. This program can offer up to 100 percent of veterans' out-of-pocket tuition and fees that exceed the Post 9/11 G.I. Bill tuition benefit.
- *For honors students*, the College offers a challenging curriculum, financial support, and a capstone European travel experience.
- *For athletes*, the College participates in the NAIA Champions of Character Program. As the [NAIA Champions of Character](#) website explains, this program highlights character education, hospitality and game management, sharing the Champions of Character message in the community, promoting and recognizing character, and ongoing oversight and assessment. The College provides study tables for athletes, academic support, and preventative injury assessment.

Deploying non-academic support services to help students be successful

In addition to its academic processes, Calumet College furthers its mission of promoting the academic, spiritual, and ethical development of undergraduate and graduate students through its [co-curricular activities](#) (3.D.2). Our Athletics Program is one of our most important co-curricular programs. 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.

Our clubs and activities, previously introduced in section 1P2 above, provide additional opportunities to meet student needs. This mix of opportunities offers students attractive options, and participation has almost doubled from 2013 – 2014 to 2014 – 2015, as Figure 2-2 shows. A co-curricular transcript, which lists skills and knowledge gained outside of the classroom, documents student participation.

Figure 2-2: Student Participation in Activities

In addition to clubs and activities, CCSJ offers the following non-academic support services (3.D.1):

- [The Enterprise Expansion Opportunity Network \(EEON\) program](#), which provides internships for the College's top students and employment-related seminars to help all students successfully find professional positions
- On-campus psychological counseling
- The NAIA Champions of Character program for the majority of students who are athletes.

Another key area of student support is the [Career Services Office](#). Our efforts to develop student internships have been successful. In the baseline year of 2003, CCSJ placed 34 students in internships. The Career Services Office was developed in 2004. From 2004 to 2012, internship placements have increased by 129 percent (see Figure 2-3). Students and businesses alike view the experience as a valuable one. Employers who responded to an internship satisfaction survey have been consistently satisfied with CCSJ interns; 93 percent claim that they would definitely use another intern from the College, while 7 percent said they would consider using another intern. Students have also been satisfied; 100 percent of the students who responded to the survey found the internship meaningful and relevant, learned new knowledge, and learned something new about themselves. All of them would recommend the internship to another student.

With funding from the Lilly Endowment, we have developed a second unique type of internship. In this program, the Enterprise Expansion Opportunity Network (EEON), a group of our best students earn the opportunity for a two-year internship. The first group of eight EEON interns graduated in May, and of those eight, four have been offered full-time professional positions with the company where they worked, one is moving out of state, and one is entering graduate school. The program to date has not only given students important experience; it has helped us develop our internship processes. We have learned the importance of preparing students well for an internship, and we will continue to use what we have learned to help students achieve in the future.

Lessons learned from the EEON experience will also help us place all students in professional positions upon graduation. While the internship program and EEON have been successful, we have had a more mixed result in placing students in jobs. From 2004 to date, we have successfully directed 2,480 students and alumni to job information. In addition, we have referred 587 people to specific jobs. Of those 587 references, 184 people or approximately 31 percent, have been hired (see Figure 2-4). While our emphasis on foundational skills and changes in academic programs to make them more responsive to the marketplace are helping to better prepare students for entry level professional positions, the EEON experience has indicated the importance of the soft skills necessary for successful employment, such as being on time, dressing appropriately, and completing tasks. As a result, the internship coordinator will develop activities that target freshmen and sophomores and will extend career readiness workshops.

Figure 2-3: Internships

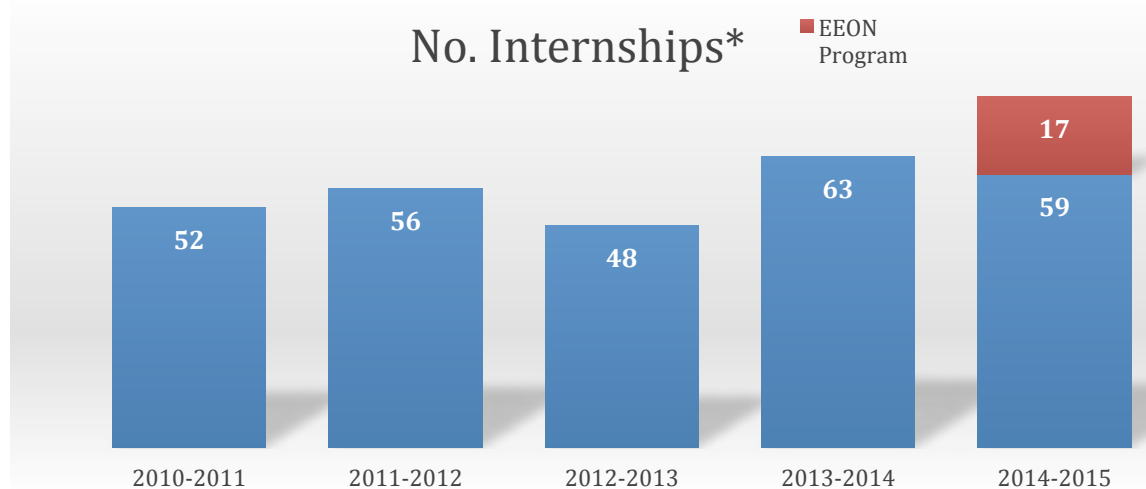
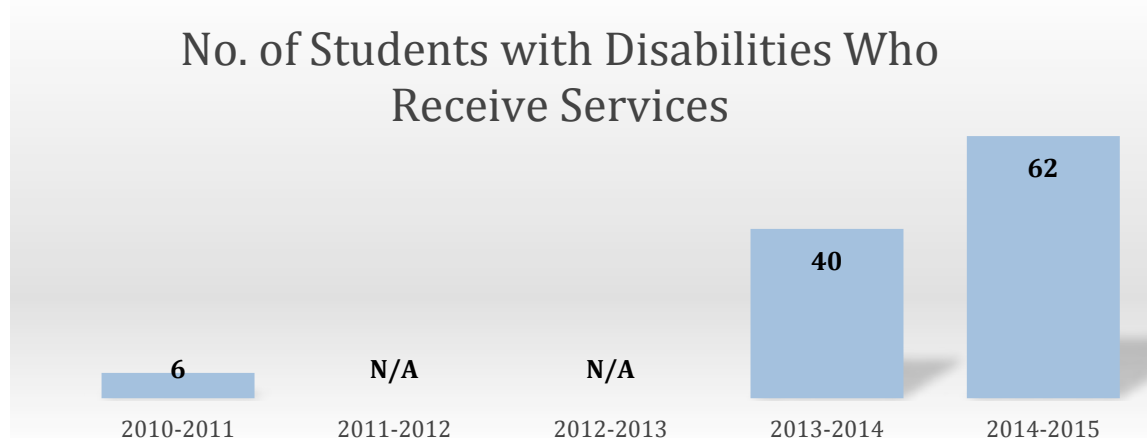


Figure 2-4: Career Services Data

Career Services Data	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Internship Sites Developed	68	54	25	18	9	8	11	18	23	20
Students Placed in Internships	34	48	59	66	25	40	51	68	51	72
Persons Referred for Jobs	5	29	53	105	80	69	118	128	150	88
Persons Hired	2	11	27	46	42	11	14	43	44	2
Persons Served in Career Services	56	188	264	185	209	266	548	764	847	978
Students Registered on CCN	0	178	124	123	111	208	198	184	239	113
Alumni Registered on CCN	0	103	84	98	181	64	48	50	110	68
Employers Registered on CCN	0	251	113	123	95	84	43	70	60	173
Jobs Posted	0	293	1274	1337	588	631	419	267	486	432

Source: CCSJ Career Services

Calumet College of St. Joseph has also made a significant effort to accommodate students with special learning needs. Students who register with Disability Services receive assistance such as extra time on quizzes and exams and help with academic planning. Services to students with disabilities have expanded dramatically in the last four years, as Figure 2-5 shows.

Figure 2-5: Disability Services

Ensuring staff members who provide non-academic student support services are qualified, trained, and supported

The AQIP project that developed standard policies and procedures has had an impact on personnel management; appropriate policies are in place and are administered by a well-qualified Human Resources Director. These procedures specify the hiring process, provide clear job descriptions, and include a clear personnel evaluation system. In addition, an institution-wide Human Resources committee, which includes representatives from every functional area, provides input into decisions that affect employees and channels information to them (3.C.6).

The previous Systems Portfolio noted that the College has often promoted from within, which is still the process. As efficient operations have required the loss of some mid-level positions, the opportunity for promotion remains important. Vacancies are posted, and professional and support staff members are encouraged to apply for jobs.

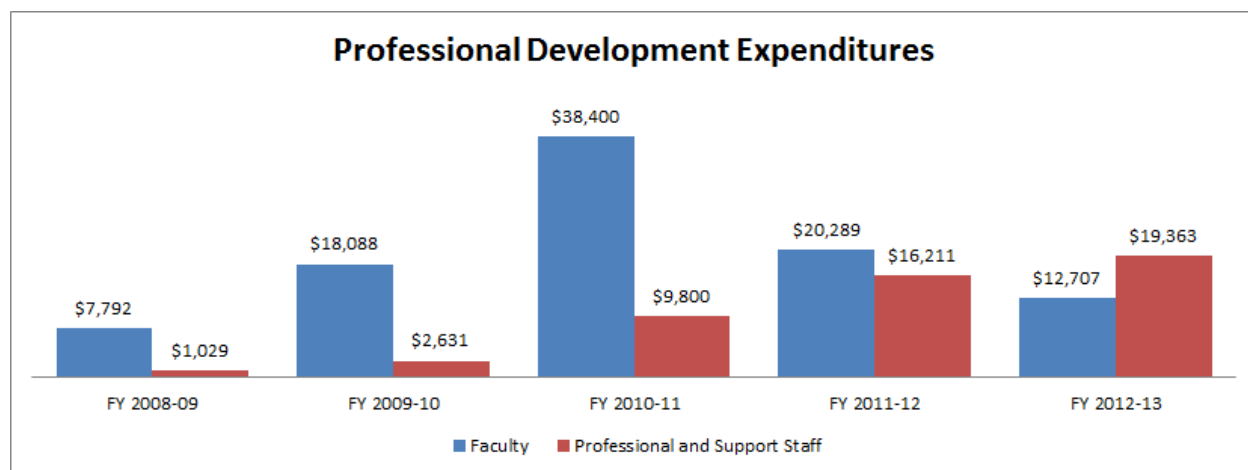
The College took a significant step regarding compensation two years ago, when we devised a clear pay structure that not only is completely transparent, but also offers a step and grade system that provides workers with financial gains over the course of their careers, which had not been the case under the previous system. While implementing a new system has its own challenges as it becomes standard, we believe that it provides clear expectations and incentives that will serve all employees well.

Professional development for staff is a budgeted line item that has been substantially increased since academic year 2011 – 12 (see Figure 2-6). A process is in place for requesting funds for professional development activities, and a priority list has been established for approving requests. Two years ago, the College’s annual Baldrige survey of faculty and staff revealed concerns with access to professional development. The College responded by contracting with a management consulting firm to provide monthly professional development workshops on campus. These two-hour workshops were offered twice each (morning and afternoon) for a full year. The Human Resources Committee recommends another series of workshops that will provide additional choices for

employees. The schedule of courses we offered on campus for staff included these topics:

- Employee motivation and accountability
- Dealing with reoccurring problems – coaching and counseling
- Feasting on feedback
- Communication and listening
- Interviewing and hiring
- Effective delegation
- Time management 1
- Time management 2
- Effective presentations 1
- Effective presentations 2
- Professionalism
- Career development

Figure 2-6 Professional Development Expenditures



Communicating the availability of non-academic support services

Information about non-academic support services is available on the website, on digital bulletin boards on the main floor and the second-floor café and student gathering area, through paper flyers posted on designated bulletin boards on each floor and in the elevators and disseminated by professors in class, and in specific departments, such as Academic Support Services, Disability Services, and Student Activities. In addition, information is also released through e-mails to the entire College family or to specific groups, such as students or faculty. Finally, student forums each semester, sponsored by the Student Government, gives students the opportunity to raise concerns and address issues with the administration (3.D.2).

Selecting tools/methods/instruments to assess student needs/Assessing the degree to which student needs are met

The College utilizes a variety of tools to help us assess students' needs from multiple perspectives. The indicators and results are included in the [College Fact Book](#), which is available to all

stakeholders, including faculty, staff, and members of the Board of trustees, and they are analyzed each semester to guide the College's decision making. Each of these indicators is presented below in Section 2R1 (3.D.1).

2R1 The RESULTS for determining if current and prospective students' needs are being met

Outcomes/measures tracked and tools utilized

The College tracks the following:

- Enrollment and retention from semester to semester, using institutional data
- Demographic distribution data, including gender, minority status, and first-generation status, because research points to general needs among groups with these characteristics, using Census data for the region as a whole and institutional data for the student body
- Grade point averages of incoming students, using institutional data
- Student assessments of satisfaction on multiple measures, using National Survey of Students Engagement (NSSE) results
- Student complaints and the student incident report

Summary results of measures

Indicators of whether the College meets the needs of prospective and current students come from enrollment and retention data (3.D.1). The College tracks enrollment and retention by semester and enrollment and retention by program. Enrollment data for the college overall follows in Figure 2-7; enrollment data for student-athletes can be found in Figures 1-11 and 1-12 above; and enrollment by program is in Figures 1-18 through 1-20. Retention data is found in Figure 1-8.

In addition to overall enrollment numbers, the College analyzes demographic distribution data for insights that gender, minority status, and first-generation status, all of which research shows to have an impact on academic achievement, might provide, along with data about the entering grade point averages of students, which can help determine the amount of support that students might require (3.D.1).

[The National Survey of Student Engagement \(NSSE\)](#), which students take as freshmen and seniors, provides insight into students' perceptions of their educational experiences and compares the results to those of Carnegie-peer institutions (3.D.1). Figure 2-8 shows that CCSJ students consistently report higher levels of satisfaction than do their peers at other institutions. Students almost consistently express greater satisfaction than their peers elsewhere with specific aspects of their overall experience as well – their relationships with faculty members, administrative personnel, and help with academics and non-academic issues, which are illustrated in Figures 2-9 through 2-12. We are proud that students' perceptions of their relationships at the College are favorable.

When students report complaints and concerns, they typically stem from specific issues. For example, admitting an unexpectedly large group of international students in fall 2013 resulted in complaints about the level of support. These concerns produced an immediate response: creation of a new half-time position, International Student Liaison, and a new cultural competency course to help these students navigate the issues of school in a foreign country. In the current academic year, 2014-2015, another unexpected group of issues arose from African American male students who felt that

their concerns and interests were not adequately addressed on campus. These issues were immediately acknowledged through an external audit of the Athletics program, where the complaints originated, an audit of diverse course offerings and readings (which revealed that the curriculum offers more diversity than anticipated [3.B.4]), and a revised support program for male students, run by an external consultant, Men of Promise. Tracking student complaints and concerns closely allows us to respond immediately to ensure that students receive the support they need to stay in school.

Figure 2-7: Enrollment – Full-Time Traditional Students

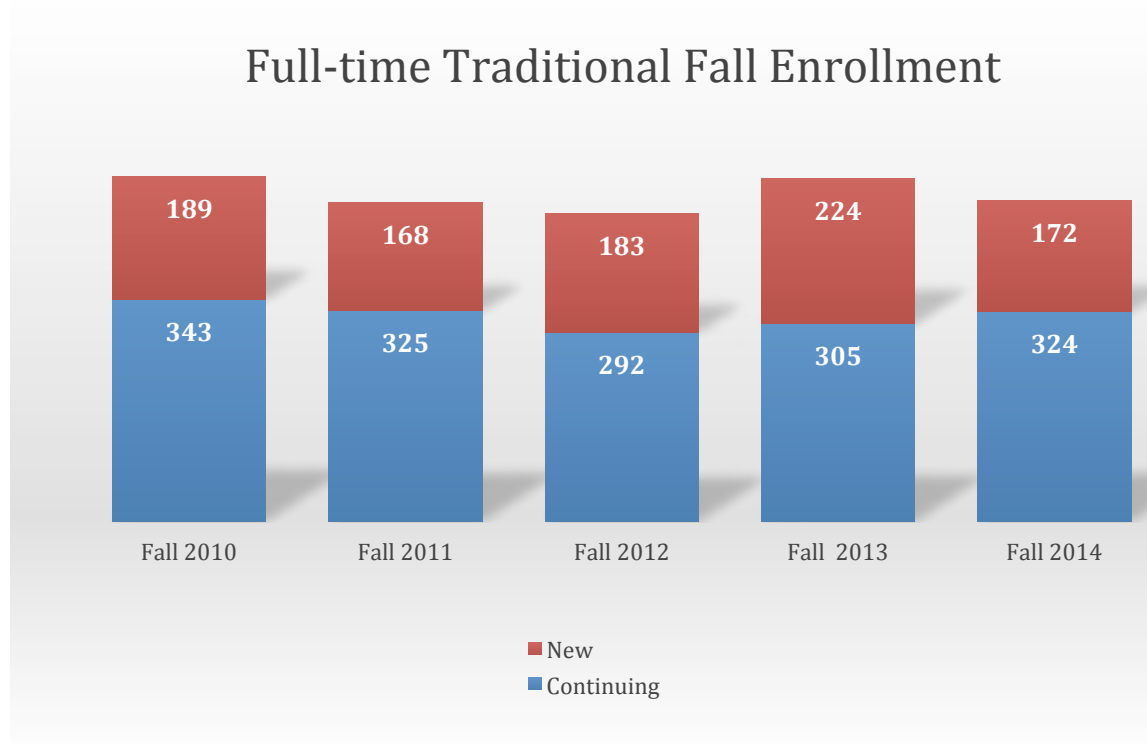


Figure 2-8: Students’ Evaluation of Their Overall Educational Experience

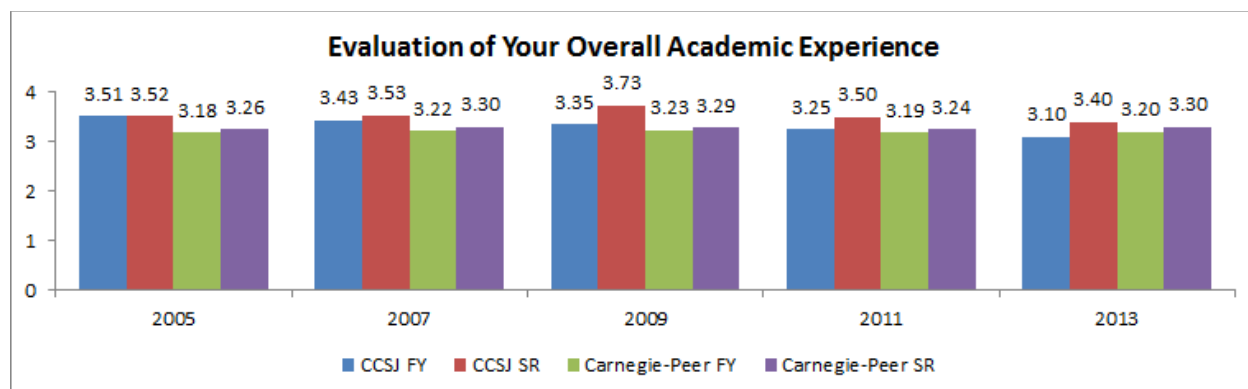


Figure 2-9: Students' Perceptions of Relationships with Faculty Members

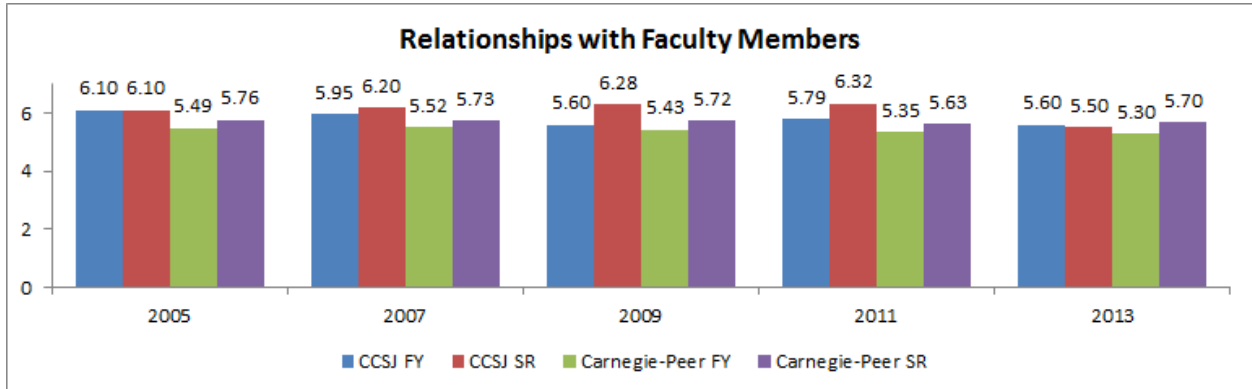


Figure 2-10: Students' Perceptions of Relationships with Administrative Personnel

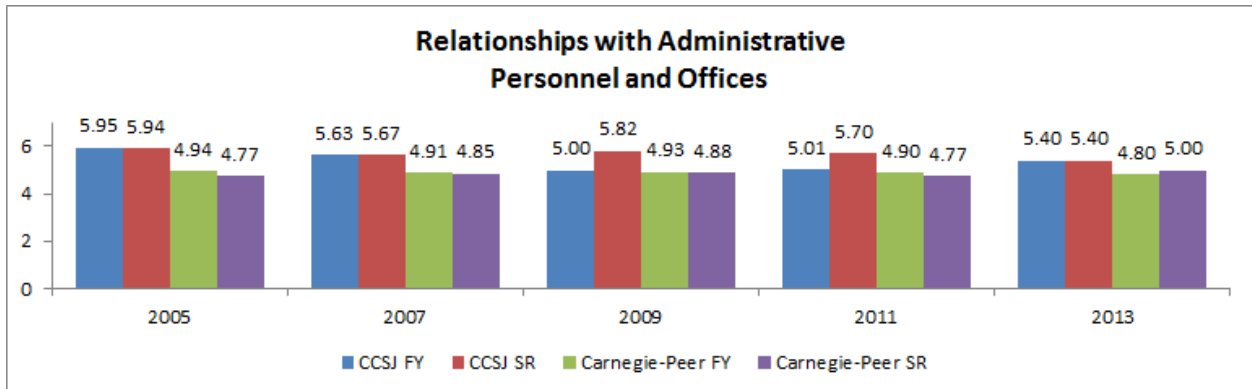


Figure 2-11: Students' Perceptions of Academic Support

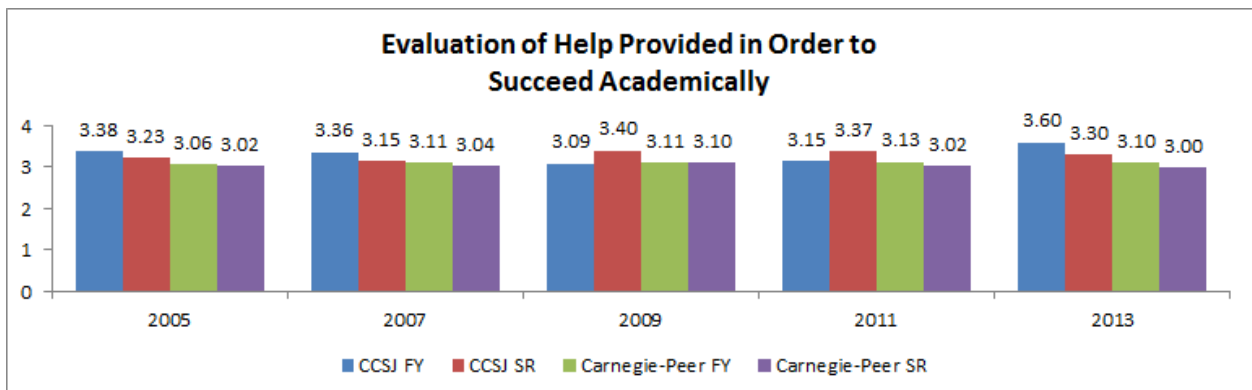
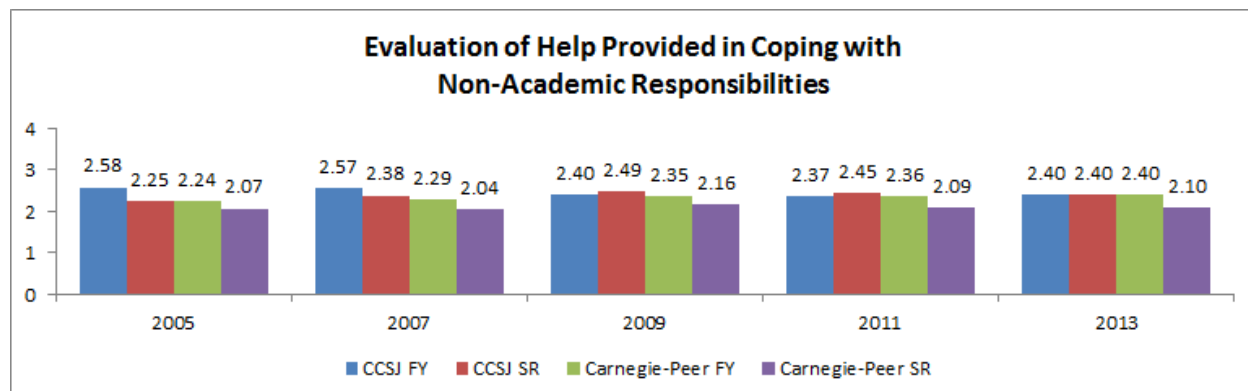


Figure 2-12: Students Perceptions of Non-Academic Support

Comparison of results with internal targets and external benchmarks

Our goal for enrolling and retaining students is to maintain a student body that reflects the diversity of the region we serve across all measures: minority status, gender, socioeconomic status, and age. We continue to achieve this goal in exemplary fashion. The demographics of our student body closely mirrors the make-up of the region as a whole. CCSJ is consistently ranked as the first or second most diverse liberal arts college in the Midwest, according to *U.S. News and World Reports*. In addition, we are the only federally designated Hispanic Serving Institution in the state of Indiana (1.C.1, 1.C.2).

We have no specific goals for student satisfaction other than continual improvement. Therefore, we track student complaints closely and take immediate action, as we did in responding to the needs of high-performing students by developing the Honors Learning Community, of international students and athletes by providing specific support services, and of male students by forming a support program facilitated by an external consultant. Our small size enables us to react quickly, and we consistently utilize that advantage.

Interpretation of results and insights gained

This analysis leads to the conclusion that the College's approach to meeting the needs of current and prospective students is aligned and moving toward integrated. These are the reasons for our conclusion:

Calumet College of St. Joseph's small size is a significant advantage in creating family-type atmosphere that promotes student satisfaction. We monitor the data sources we have outlined above so we can act quickly when necessary, (3.D.1).

Calumet College of St. Joseph continues to reflect the region that we serve, which means that the leaders we prepare academically for leadership positions in this area will bring a deep understanding of its opportunities and challenges. We will continue our targeted recruitment policy and our support services, and in fact, intensify these efforts so we can continue to attract and retain these students (1.C.1, 1.C.2, 3.D.1, 3.D.2).

The students we attract need a high level of support, but overall they express satisfaction with their college experience. We will continue to emphasize the College Family ideal, the personal relationships between students, faculty, and staff that contribute to student satisfaction (3.D.1, 3.D.2).

We must expand our efforts to provide these students with the soft skills they need to be successful in the workforce (3.D.1).

We must continue our assessment of student needs to reinforce our customer service approach. This effort includes a realistic assessment of the demand for student housing and academic assessment to offer the right programs to meet both student and workforce needs (3.D.1).

We must continue to provide the adequate level of support for staff members that we offer so they can meet the day-to-day challenges of serving our students (3.C.6).

211 IMPROVEMENTS that have been implemented or will be implemented in the next one to three years

The following programs for determining, understanding, and meeting the nonacademic needs of current and prospective students have been developed and implemented (3.D.1, 3.D.2):

- A tiered recruitment plan for contacting local high schools
- An international recruitment plan
- A support program for international students
- A support program to ensure that all students meet the ACCUPLACER minimal limits to qualify for state financial aid
- Onsite psychological counseling
- The zero EFC initiative to ensure that the neediest students can surmount the financial barriers to attending college
- The EEON Program, funded by the Lilly Endowment, which will support all students in mastering the fundamentals necessary to be successful in the workforce and the “best and brightest” students in gaining significant work experience before college graduation
- A survey to gather information about alumni achievements to guide programmatic assessment is in process

Improvements that are moving beyond the planning stage include these:

- Ongoing assessment of programmatic initiatives to offer students the academic programs they need to enter the workplace or graduate school
- Assessment of the demand for student housing

Retention, Persistence, and Completion

2P2 The PROCESSES for collecting, analyzing, and distributing data on retention, persistence, and completion to stakeholders for decision making

The information requested in this category has been provided and discussed at length in Category 1 (4.C.1, 4.C.2, 4.C.4). The College collects data each semester on enrollment, retention, persistence, and completion, using Empower, the student information system. Enrollment data for the college overall can be found in 2-7; enrollment data for student-athletes can be found in Figures 1-11 and 1-12 above; and enrollment by program is in Figures 1-18 through 1-20. Retention data is found in Figure 1-8. We consistently set high and challenging goals for retention and graduation. We use national averages as our goals, knowing that we will not meet those goals because of the nature of the student body we serve, yet we continue to work diligently to approach those levels, gauging our progress against expected graduation rates and the rates of other institutions serving the region (see Figure 1-3). We use realistic estimates of enrollment and retention, based upon past rates, to guide the budgeting process, which is described more fully in Categories 4 and 5. These estimates are the basis for resources allocations. A careful consideration of retention, persistence, and completion at the beginning and end of each semester also guides class schedules, the provision of services, and the plan for recruiting.

2R2 The RESULTS for collecting, analyzing, and distributing data on retention, persistence, and completion to stakeholders for decision making

Interpretation of results and insights gained

Our progress in tracking student achievement and using this data to guide improvement means that our processes are aligned, on the way to being integrated, and our results are aligned.

Planning processes and support services are in place to maximize success in recruitment, retention, and graduation. Calumet College of St. Joseph is facing general issues in the higher education landscape that are leading to cutbacks and closures elsewhere, as well as issues specific to our student body, that raise concerns for recruiting, retaining, and graduating students. These issues are being addressed through an aggressive recruiting plan, a comprehensive support program, and a well-conceived assessment plan that promises to identify and support high performing programs (4.C).

The Institutional Researcher has well-developed procedures for collecting retention, persistence, and completion data and presenting it in the CCSJ Fact Book so it can guide decision making across the institution (4.C.2, 4.C.3).

The budgeting process determines targets for retention, persistence, and completion data based upon longitudinal data and identifies procedures for meeting those targets (4.C.3).

Actual performance is compared to targets and guides decision making in enrollment management, Academic Support Programs, and curricular development (4.C.3).

2I2 IMPROVEMENTS that have been implemented or will be implemented in the next one to three years In enrollment, retention, and completion, the College has focused on ongoing improvement of established processes, which have been described in Category 1. Of particular note here are these activities:

- Consistent use of a focused recruitment plan based on previous experience (4.C.3)
- Implementation of expanded and more visible support services (4.C.2, 4.C.3)
- The acceptance and implementation of programmatic assessment (4.C.3)

Key Stakeholders

2P3 The PROCESSES for determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners

Determining key external stakeholder groups (e.g., alumni, employers, community)

The College's 2014 – 16 Strategic Plan, which was developed with the input of all the College constituencies, identifies our key external stakeholder groups. They fall into these categories:

- *The local communities.* The Strategic Plan reaffirms the College's commitment to the urban communities of Northwest Indiana. We emphasize our partnership with the local communities of Northwest Indiana in a variety of significant ways. CCSJ relies on the nearby communities for fundraising, recruiting, and support for projects, from building housing to campus activities. On the other hand, our academic programs serve the needs of local communities by providing police officers, teachers, civil servants, ministers, and business leaders for the community.
- *The K-12 school districts of Northwest Indiana.* Our commitment to the community extends to local school districts where we recruit students and provide a variety of outreach activities, including student teachers, student art shows, economic literacy workshops for high school students, and an annual Humanities Festival, among others. Our commitment is clear in our sponsorship of two charter schools, the Charter School of the Dunes in Gary, Indiana, and The Hammond Academy of Science and Technology in Hammond, Indiana.
- *Employers in the region.* As with communities and schools, we have close relationships with area employers that work in both directions. Our programs provide well-prepared workers for the region's businesses and industries, and regional businesses provide experiential learning opportunities, service projects, internships, and other opportunities for our students.
- *The Catholic community: The Gary Diocese and our sponsoring order, the Missionaries of the Precious Blood.* Just as important as communities and employers is the College's Catholic identity, also reaffirmed in the Strategic Plan. The relationship between the College and Catholic organizations too is a reciprocal one.
- *Alumni.* We rely on our alumni for fundraising, job opportunities for students, and assistance in programmatic initiatives. An active Alumni Association, a regular alumni magazine, and friends and family travel opportunities maintain close ties with alumni.
- *Professional groups and associations.* Members of the College maintain memberships and hold positions in appropriate groups.

Determining new stakeholders to target for services or partnership

The College's mission and the Strategic Plan, which was organized according to the former AQIP categories, guide our efforts both on and off campus. Both leave us committed to competing as a "focused low cost provider" in our undergraduate program, meeting the educational needs of at-risk and underprepared students in the urban community where we are located. In graduate programs, on the other hand, the mission and Strategic Plan lead us to compete using a niche strategy to identify opportunities. These complementary strategies serve the College well.

Meeting the changing needs of key stakeholders

We work closely with all stakeholders listed above, as these indicators demonstrate:

- The College is committed to working collaboratively with local Northwest Indiana communities of Hammond, Whiting, East Chicago, and Gary.
- We work closely with area school districts so we can identify and meet needs. For example, we became the sponsoring institution for two local charter schools. When new state requirements for financial aid required students to meet minimal placement test standards, we developed workshops to enable all local students to meet these standards and attend college. We also work closely on providing on-campus dual credit opportunities for local students and provide learning opportunities, such as art shows and other on-campus events.
- We are in the midst of the first year of a three-year Catholic identity initiative to identify what Catholicism means to the school and all of its key stakeholders, from students, faculty, and staff to external groups.
- Employer advisory groups and administrators', staff members', and faculty members' membership in community organizations enable us to respond to the needs of the business community.
- The alumni organization is larger and more active than at any time in the past.

Selecting tools/methods/instruments to assess key stakeholder needs/Assessing the degree to which key stakeholder needs are met

There are several key indicators of success in this area:

- Enrollment is a challenge given the overall higher education climate, but enrollment data indicate that CCSJ continues to attract the students at the heart of our mission (see Figure 2-7).
- New ways of communicating with alumni have been instituted:
 - [Wavelength magazine](#),
 - Social media campaigns, and
 - Meet-and-greet functions with the president
- [Alumni giving](#) (see Figures 2-13, 2-14, and 2-15), including giving to the following special initiatives, is increasing:
 - The Gift of Light and Learning Campaign, a special initiative to improve the College infrastructure
 - The Catholic Donor Appeal, a special initiative to attract Catholic donors
 - [The St. Joseph Society](#), a recognition for donors of \$1,000 or more, which has been steadily growing (Figure 2-15)

- The Father John Lefko Society, currently being developed
- Special events are increasingly popular, both raising funds and increasing loyalty to the College:
 - [The annual Trustees Ball](#) has been sold out for the last several years.
 - [The Spirits of St. Joseph wine-tasting event](#) has become a popular annual event in the last three years.
- Alumni employment is meeting the College’s goals: The alumni survey shows that the majority of students (84 percent) find employment in their field of study within a year of graduation, and 85 percent of respondents feel well prepared for the job market, suggesting that the curriculum is aligned to the workplace (see Section 2P1, as well as discussions in Category 1, for findings from the alumni survey).

32-12: Alumni Contributors

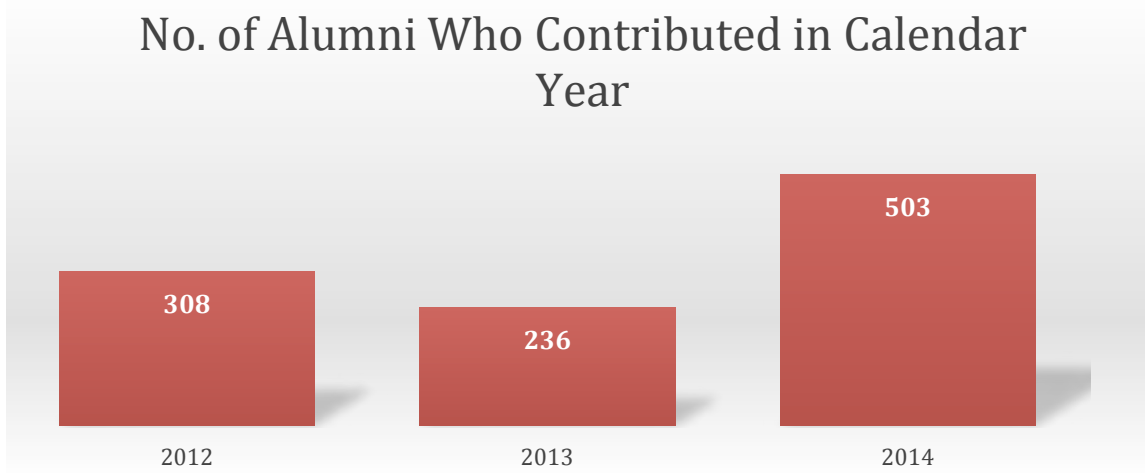


Figure 2-14: Alumni Contributions

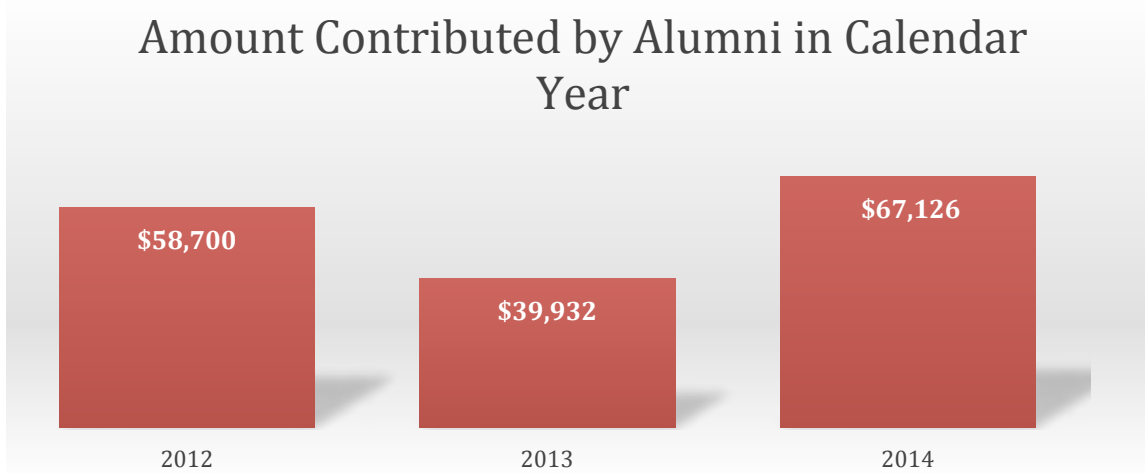
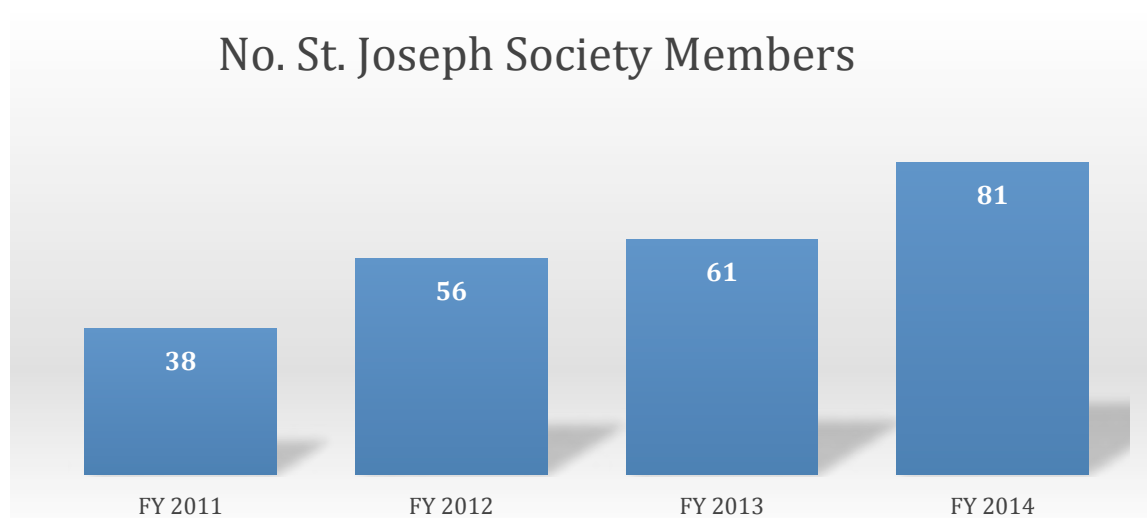


Figure 2-15: Recognition Society Membership**2R3 The RESULTS for determining if key stakeholder needs are being met****Outcomes/measures tracked and tools utilized; summary results of measures**

Enrollment, alumni giving, and alumni employment have been outlined in the preceding section.

Comparison of results with internal targets and external benchmarks

Our goal is to maintain positive relationships with all our external stakeholders. Despite good relationships in the community, enrollment remains highly volatile and cannot always be accurately forecast. While we met enrollment goals in fall 2013, we did not meet those goals in 2014. We are on track, however, to meet enrollment goals for fall 2015.

We have exceeded an initial goal of support from 5 percent of alumni and intend to promote ongoing growth in alumni giving.

Our target for alumni employment, which was explicitly identified in the Lilly-funded EEON program, is that 80 percent of graduates will find a professional position within a year of graduation. The Alumni Survey shows that 84 percent of graduates meet this requirement, indicating that we have surpassed our goal.

Interpretation of results and insights gained

We are well integrated in the local community, and we have strong reciprocal relationships. These relationships, outlined above, offer advantages on both sides. We will continue to nurture our close and positive relationships and our reputation for service to the community.

As a commuter college, CCSJ has not typically attracted the loyalty of alumni, but our several efforts are beginning to have positive results. Recent efforts to expand the Alumni Association, including a new magazine, are slowly improving alumni's sense of connection to the College and, as a result, their giving.

Our relationships with K-12 school districts are also a source of pride, but the perception of the College must be raised across all schools to provide for more consistent enrollment patterns.

Our relationships with alumni and employers demonstrate that our curriculum prepares students for the workforce.

The role of our Catholic identity in attracting, retaining, and educating students to become moral and ethical members of society remains to be clarified. What does our Catholicism mean to students, faculty, and staff? To the community? In order to provide an answer to these questions, we have initiated a three-year investigation into the role of Catholic identity. We are now in the first phase of that effort, the listening phase. This phase will provide the information necessary for the second, planning phase and the third, action phase.

2I3 Improvements that have been implemented or will be implemented in the next one to three years

- We have compared opportunities in the local communities to the college mission and Strategic Plan to guide outreach efforts.
- We have further integrated the College with K-12 education by sponsoring two local charter schools.
- The Alumni Association has grown, alumni are better tracked, and they are more closely integrated with the College.
- A process to identify the role of the College's Catholic identity is underway and will guide future decision making.

2P4 Collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups.

Collecting complaint information from students

CCSJ has a well-developed and clearly stated complaint policy, which is outlined in the Student Handbook on pages 29 to 31. All freshmen and transfer students are introduced to the Student Handbook in their formal orientation programs. The handbook is also available online. The complaint policy calls for the Vice President of Academic Affairs to convene a Student Grievance Committee made up of two faculty members, two members of Student Government, and a member of the C.P.P.S. community to hear formal complaints. We have only needed to convene this committee once over the last two years, and the process worked well. In addition, three grievances were processed through the Restorative Justice process described in Section 1P5 above. Again, the process worked successfully.

Students' general perceptions of the institution are used to shape institutional activities through the National Survey of Student Engagement (NSSE), a survey administered biannually to freshmen and seniors in keeping with the vendor's protocols. Figures 2-8 through 2-12 show students' perceptions of their overall education experience and their relations with faculty members, administrative personnel, academic support, and non-academic support. We consistently outscore our Carnegie-peer institutions with respect to perceptions of students' relationships with faculty, administrative and support personnel, and academic advisors. The results of this survey are disseminated to all

administrators and become the basis for a discussion of the need for change in the Senior Staff, Academic Council, and Retention Committee meetings.

Collecting complaint information from other key stakeholders

Internal complaints generally follow the chain of command to a supervisor, the appropriate Vice President, and ultimately the President. Because of our small size and the small number of other types of complaints, the College has no formal policies or procedures for collecting complaint information from external stakeholders. External complaints that cannot immediately be addressed by staff are channeled to a Vice President and then to the President.

Learning from complaint information and determining actions

Action on student complaints follows a clearly outlined process, and information about these complaints is maintained in the appropriate office. Evaluation of student complaints occurs in regularly scheduled administrative meetings. NSSE information is widely shared among administrators and guides discussion in upper-level meetings. External complaints have been infrequent and therefore are handled on a case-by-case basis. External complaints have revealed areas that require institutional attention, however. For example, because we are a commuter campus, we have not traditionally been involved in students' housing issues and concerns. With increasing enrollment by athletes and foreign students, the number of students living in the community adjacent to the school has also increased, and approximately 125 students now rent in the area. As a result, complaints from neighbors have increased as well. In response, the College took more responsibility for students living in nearby residential neighborhoods and developed policies to address the concerns of residents. This change reflects two fundamental beliefs at CCSJ: the CORE initiative's emphasis on intrusive advising, or reaching out to students rather than waiting for them to approach us, and our ongoing commitment to be a good neighbor.

Additionally, we have responded to the demands now being placed on colleges and universities by a growing awareness of the requirements of Title IX that includes identifying staff responsibilities in this area. Finally, as we prepare to build student housing, we recognize a need to ramp up our surveillance of and responsiveness to a still broader array of student concerns.

Communicating actions to students and other key stakeholders

The complaint process includes specific notification procedures, while NSSE results are disseminated in the meetings listed above. Changes resulting from complaints are communicated in ways appropriate to the action: athletic department meetings, student forums, Faculty Senate meetings, e-mails to the full college family, and the like.

Selecting tools/methods/instruments to evaluate complaint resolution

The student complaint process is well defined, and because of the small number of other types of complaints, they are handled on a case-by-case basis.

2R4 The RESULTS for student and key stakeholder complaints

Outcomes/measures tracked and tools utilized/Summary results of measures/Comparison of results to targets and benchmarks

We track the number of student complaints received and share them for discussion at the appropriate meetings. Because our performance in this area is good, our goal is continuous improvement in quickly resolving both internal and external issues.

Interpretation of results and insights gained

The process for handling student complaints works well in practice: complaints are resolved in a timely fashion and results disseminated in appropriate ways.

Because external complaints are few in number and unique, they are effectively handled on a case-by-case basis.

2I4 Based on 2R4, what improvements have been implemented or will be implemented?

- The Restorative Justice process has been established and used.
- The College has become more involved in issues involving students living in the community.
- The College is paying greater attention to Title IX issues, including identifying appropriate staff members.

The goal in this category is to continue to improve our performance in response to student issues.

Collaborations and Partnerships

2P5 The PROCESSES for building collaborations and partnerships

Aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

Calumet College of St. Joseph pursues partnerships that align with the College mission and are indicated by the 2014 – 2016 Strategic Plan. The most significant of these measures include the following:

- Partnerships with local school districts enable CCSJ students in the Education Program to fulfill student teaching requirements.
- The METAS partnership with Indiana University Northwest, East Chicago Central High School, and Communities in Schools aimed at increasing Latino enrollment and retention in college through on-site high school coaching, dual enrollment for Hispanic youth, a Latino conference, and an expanded Summer Bridge Program to help Latino youth enter college and be successful there.
- The EEON program, funded by the Lilly Endowment, has led to significant improvements in our contact with the business community. In the first year of the program, the EEON coordinator developed 25 memorandums of understanding (MOUs) with local businesses. These business partners not only offer internships and professional preparation; they also function as a business advisory board to ensure that the curriculum remains well aligned with workplace needs.
- Lilly funding has also enabled us to develop closer ties with the other Catholic colleges of Northern Indiana, Saint Joseph's College of Rensselaer and Ancilla College in Donaldson. Our MOUs with these colleges commit us to joint career development activities that

maximize resources and provide new opportunities for students, as well as to joint curricular initiatives that enable students at one institution to move seamlessly into more advanced programs at one of the other institutions, again expanding opportunities for students.

- CCSJ sponsors two local charter schools in the communities we serve, one in Hammond, Indiana, and one in Gary, Indiana.
- The College partners with Indiana Humanities and several local arts organizations – the Whiting Arts Council, Arts Alive, and Books, Brushes, and Bands – to present the annual Humanities Festival, which provides a week of activities in the arts and Humanities.
- The College partners with the International Community Alliance (ICA) of East Chicago to tutor Spanish-speaking children in East Chicago and to offer parent workshops at six East Chicago schools
- In a partnership with the Food Bank of Northwest Indiana, the Get Involved Value Everybody (GIVE) club established the first college food pantry in the region, offering produce, meat, poultry, bakery, canned goods, boxed food, and personal hygiene products to the needy.
- The College partners with a variety of social service organizations for volunteer activities. Some of these groups include Habitat for Humanity, the Whiting Food Pantry, the Humane Society of the Calumet Area, the Lake County Parks Department, and many others.

Selecting partners for collaboration

The College is frequently asked to partner with other organizations. The collaboration decision is guided by the mission and Strategic Plan. Each of the partnerships listed above directly promotes the College mission of serving students from the urban core of Northwest Indiana and specific strategic initiatives, such as student housing, that are indicated in the Strategic Plan.

Building and maintaining relationships with partners

First, College personnel are encouraged to join regional and professional groups related to their professional interests. In addition, the College adopted a policy two years ago that provides staff members with paid time off each month for volunteer activities. Second, the College reaches out to educational and governmental groups that can help us achieve specific goals. Finally, the College considers opportunities to work with others as requested on a case-by-case basis.

Selecting tools/methods/instruments to assess partnership effectiveness

Tools for assessing partnership effectiveness are also chosen on a case-by-case basis because each type of partnership is distinctive and requires different methods. To assess the partnerships listed above, the following are necessary:

- Student teaching partnerships: State licensure and Education Program accreditation requirements call for assessment by both a cooperating teacher in the assigned school district and a supervising instructor in CCSJ's Education Program. These assessments consider a lesson plan analysis, student teacher observation, and pre- and post-testing of student learning. All assessment requirements are fully met.
- The METAS partnership: As a grant-funded initiative, the College tracks the number of participants, contacts with students, and enrollment and retention of participants.
- The EEON program: Evaluation by an independent contractor tracks the number of business

partners, the number of internships, and business programming on campus, including interviews and advisory activities.

- Joint educational and career activities with our sister colleges in Northern Indiana: A separate evaluator tracks joint career activities and programmatic initiatives.
- Charter schools: CCSJ maintains a dashboard assessment of state-specified indicators of success for the two charter schools we sponsor to track progress locally, as well as submitting all required state reports.
- Humanities Fest: CCSJ sends a final report to Indiana Humanities that highlights the number of participants at each event during the week-long Humanities Fest.
- ICA tutoring: CCSJ maintains records of the number of visits and the number of children served.
- Volunteer activities: The College maintains records of activities and participants. Participants often write reflection papers that discuss the value of specific activities. We also are aware of employees who utilize the College program for paid time off for volunteering.

Evaluating the degree to which collaborations and partnerships are effective

Applying the evaluations identified above provides a basis for determining whether the partnerships are effective and should be continued or not:

- CCSJ teacher candidates are well prepared in the areas involved in the partnerships, including lesson planning and implementation, meeting all College benchmarks. Pre- and post-testing indicates that student teachers appear to have a positive impact on K- 5 student learning, producing a 25 percent increase in reading skills and a 22.3 percent increase in math.
- The METAS partnership was effective in bringing students to sponsored activities, expanding dual credit participation, and enrolling students from East Chicago in college. While the grant program that funded these efforts has expired, the program demonstrated the importance of a college coach on the high school campus in increasing college application rates.
- The EEON program has demonstrated an interest among regional businesses in partnering with the College to provide internships and college-oriented preparation for students; the program not only provides experience, it also has led to full-time professional positions for 50 percent of the first cohort of EEON graduates.
- Joint efforts with other Northern Indiana colleges to promote career opportunities, on the other hand, have not had the anticipated results. The joint internship website that these collaborative efforts promote duplicates other, less expensive options and as a result will not be maintained after the grant period. The joint career fairs, chosen as a feasible option given the distance between our physical campuses, have not attracted students or business partners like on-site career fairs have. While a final decision is yet to be made, evaluation to date has provided the important insight that these particular activities have not met their potential. Joint programmatic initiatives, on the other hand, are promising and implementation will begin in the upcoming academic year.
- CCSJ's dashboard assessment of the Charter School of the Dunes during the previous academic year led to a series of specific recommendations, including closing the high school. These recommendations are now being implemented. A contract formalizing CCSJ's

partnership with the Hammond Academy of Science and Technology was signed in March 2015, and reporting is beginning.

- [The 2015 Humanities Fest](#), which involved three local partners and a state organization, was the most successful in its four-year history, attracting 567 students and a record 65 participants from the community.
- Assessment showed that the ICA collaboration did not attract the number of children intended. This partnership called for ICA to enroll the children to be served and CCSJ to provide tutors to promote academic success. ICA could not meet its end of that bargain. Therefore, when the group asked CCSJ to partner for another year, the College declined.
- The value of volunteer activities has been assessed based on anecdotal evidence of its success. Individual instructors and club sponsors decide whether to continue activities based upon past experience.

2R5 The results for determining the effectiveness of aligning and building collaborations and partnerships

Outcomes/measures tracked and tools utilized; summary results;

Using the tools outlined above to assess the identified outcomes, the College has reached the conclusions above.

Comparison of results with internal targets and external benchmarks

- CCSJ teacher candidates consistently meet all benchmarks for student teaching performance. Approximately 45 students complete student teaching annually. In the last two years, only two of these students failed to meet student teaching requirements.
- Dual credit participation and college enrollment met the METAS program goals.
- The EEON program has outperformed its goals: we anticipated developing 20 business partnerships in the first year and have 25 partnerships pending, with additional partnerships pending.
- A joint internship website and virtual career fairs have not reached targets and do not appear to be having the intended effects.
- The dashboard assessment of the Charter School of the Dunes demonstrated some issues that are being addressed.
- The success of Humanities Fest in 2015 can be directly linked to expanding partnerships, and continuing these collaborations and forging new ones will be pursued in the future.
- Because ICA did not fulfill its role, the partnership will be discontinued at the end of the current grant period.

Interpretation of results and insights gained

Our analysis of the results of these activities is implied above; the results clearly indicate that collaborations are worthwhile. They do, however, have to be well managed, which requires a commitment of resources, and the College must be willing to pull out of partnerships if the returns are not as anticipated. To be specific,

CCSJ teacher candidates are well prepared to move directly into the classroom upon earning their degrees.

College coaching in high school settings increases college enrollment; if available, resources should be channeled toward this kind of partnership.

Businesses are willing to work closely with students to develop them into good employees, and these partnerships not only provide students with experience; they can lead to full-time professional positions.

More students respond to on-site career development initiatives than to joint virtual efforts, and resources should be allocated accordingly.

Community partnerships can be effective means for bringing new constituencies to College events and activities.

Partnerships that do not meet expectations should not be renewed.

2I5 Improvements that have been implemented or will be implemented

With the exception of student teaching partnerships, which have been in place as long as the Education Program has been offered here, the initiatives described above have been implemented since the previous AQIP Systems Portfolio. Based on their success, we intend to

- Pursue business partnerships
- Pursue community partnerships that benefit both the College and the community and that bring community members to the school
- Monitor partnerships closely

AQIP Category Three: Valuing Employees

Category 2 is the story of Calumet College of St. Joseph's responsiveness to student and other stakeholder needs; Category 3 adds another chapter about responsiveness, expanding the discussion to the employees that make it possible. The best example of the College's responsiveness is that we consistently respond to information that emerges from faculty and staff surveys. Employee concerns about pay resulted in revised pay structures, and a perceived lack of professional development led to a major increase in funding for professional development both within and outside of the institution.

Second, we have significantly broadened our decision making processes as a result of feedback from our previous Systems Portfolio. Cross-functional teams were developed to involve more employees in decision making. These teams include:

- Technology Committee
- Human Resources Committee
- Enrollment Committee
- Retention Committee
- Marketing Committee
- Facilities Committee
- Athletics Committee
- Co-curricular Programs Committee
- Safety Committee

Finally, because of Calumet College of St. Joseph's resource limitations and small size, every position must be filled with the best possible candidate, and we must provide every employee with the support he or she needs to be successful. To meet that goal, the College has, first, developed appropriate policies and procedures that reflect best practices in human resources management. In short, we have professionalized our approach. For example,

- An AQIP project established [policies and procedures](#).
- New job descriptions linked to a revised pay structure were developed.
- A Support and Administrative [Employee Handbook](#) has been developed; the [Faculty Handbook](#) was significantly revised.
- The College has made a commitment to hiring faculty and staff that mirror the student body.

These developments demonstrate that CCSJ has come a long way in responding to the needs of full-time faculty and staff and involving them in decision making over the last five years. The College now has another opportunity to take action demonstrating concern for all employees: As we becomes more dependent on adjuncts, these valuable employees must be better incorporated into college life.

Because of the changes that we have implemented in our relationships with employees, we are firmly in the systematic category both in processes and results, and we continue to move toward the aligned category.

Hiring Employees

3P1 The PROCESSES for recruiting, hiring, and orienting employees

The first example of CCSJ's responsiveness to employee needs is developing specific, clear policies and procedures for recruiting, hiring, and orienting employees, which emerged from an AQIP Action Project. These procedures are in place and administered by a well-qualified Human Resources Director, and they are reviewed and revised regularly. We are pleased with the results that clearly delineated job descriptions and a step and grade pay scale have had in hiring and keeping well-qualified staff. The policies cover the following:

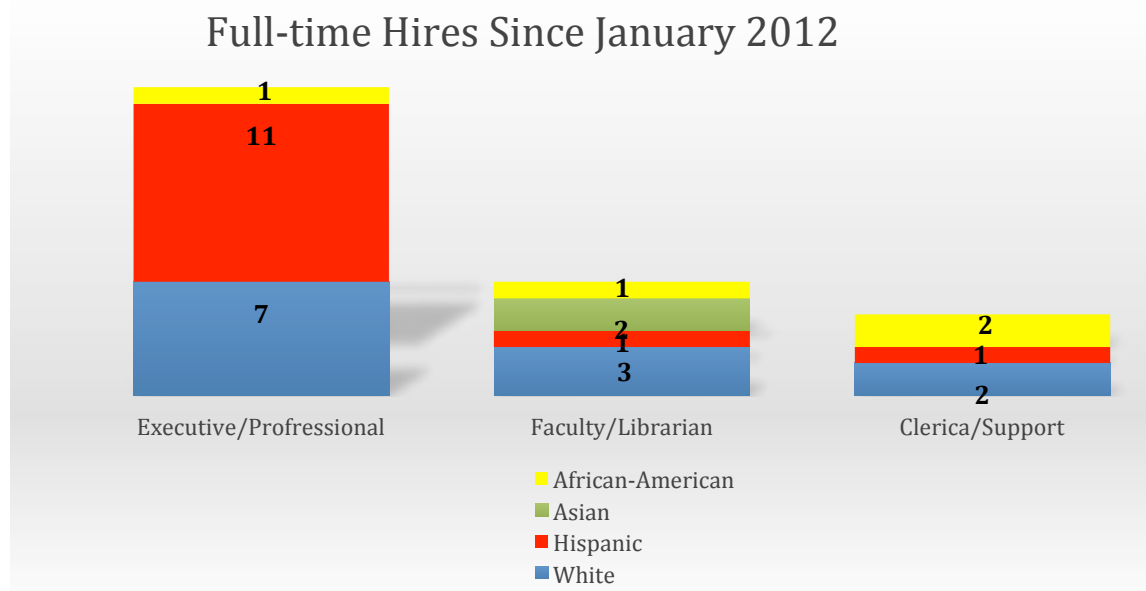
- Job descriptions
- Hiring: non-faculty
- Compensation
- Performance Management
- Payroll processing
- Vacation and sick time
- Medical leaves of absence
- Worker's compensation claims
- Employee use of College assets
- Resignation and termination processes

Another area of hiring where the College has made impressive strides is in responding to the need for a faculty and staff that reflects the region and student body we serve. [The College's Strategic Plan](#) claims that "Because the College has recognized the value of a diverse faculty and administrative staff, best practices pertaining to minority recruitment will be incorporated into its hiring and promotion practices." Figure 3-1 demonstrates the diversity among new full-time hires since January 2012. Reflecting the College's status as a federally designated Hispanic-serving institution, the greatest increase (57.9 percent) has been in the percentage of Latinos professionals hired over the last three years.

The Faculty Handbook (pp. 20 – 63) and the Support and Administrative Employee Handbook (July 1, 2013) clearly outline Human Resource issues related to recruitment, selection, promotion, transfer, work schedule, benefits, vacation, and the like.

We conduct a formal orientation program for all new faculty members each September that briefly covers the College's history, mission, and values. These sessions include adjunct instructors. Newly hired professional and support staff meet with the Director of Human Resources and their department directors. Additional opportunities to share the College's mission occur at an annual convocation and on cross-functional teams.

In addition to print materials, an institution-wide Human Resources committee includes representatives from every functional area, provides input into decisions that affect employees, and channels information to them.

Figure 3-1: Full-Time Hires Since January 2012

Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

Calumet College of St. Joseph is a small school, and every hiring opportunity is important. All hiring processes are based on best practices in human resource management and the College mission and are designed to place the best qualified person in each job. These processes are found under Recruitment and Selection Process in the Administrative Employee Handbook and in Section 2.3, pp. 31 – 32, in the Faculty Handbook (3.C.6).

Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs (3.C.1, 3.C.2)

The Faculty Handbook provides a list of terminal degrees required for tenure-track faculty members (p. 118), and we consistently adhere to these standards. All dual-credit opportunities occur on campus, taught by fully qualified college instructors who meet all requirements for dual credit instruction (3.C.2, 3.C.2).

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities

Faculty requirements for teaching, office hours, committee service, other service to the institution, and scholarship are spelled out in the Faculty Handbook. Program directors consider those faculty commitments when developing the annual course schedule. Directors determine the number of courses to be scheduled each semester, based upon the number of students in the program, assign full-time faculty to teach those courses, and find appropriately qualified adjuncts for the remaining courses. The College is tuition dependent, however, and enrollment drives planning, determining how many courses can be offered. Therefore, course schedules are adjusted prior to each semester based upon actual enrollment (3.C.1).

Ensuring the acquisition of sufficient numbers of staff to provide student support services

The College budget determines the number of staff positions available. Each vice presidential area prioritizes the workload to accomplish goals with available staff.

Ensuring staff members who provide non-academic student support services are qualified, trained, and supported

Hiring policies and procedures, including complete job descriptions, ensure that new employees are qualified for each position. Professional development for staff is a budgeted line item (see Figure 2-6), which has been substantially increased since academic year 2011 – 12, a process is in place for requesting funds for professional development activities, and a priority list has been established for approving requests. Two years ago, the College's annual Baldrige-type survey of faculty and staff revealed concerns with access to professional development. The College responded by contracting with a management consulting firm to provide professional development workshops on campus (the list of these workshops was provided on p. 61). The Human Resources Committee recommends another series of workshops that will provide additional choices for employees in the upcoming academic year (2015-16) (3.C.6).

The College's [annual Baldrige-type survey of faculty and staff](#) reveals that faculty and staff are most satisfied with our responsiveness to student needs and interactions with students; they see student needs as guiding action and change. Their concerns point to training, professional development, and the structure of workloads so they can continue to meet student needs. These responses reflect the high level of employee commitment to the mission across all functional areas (faculty, staff, administration); the attitudes they reflect is a source of pride (3.C.1).

3R1 The RESULTS for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services**Outcomes/measures tracked and tools utilized/Summary results**

Like other institutions of higher education, Calumet College attempts to balance productivity and effectiveness. The goal at CCSJ is to offer small classes taught by excellent faculty members while keeping costs low. The challenges in doing so have prompted creative and promising responses.

As in every institution of higher education, we cannot manage class loads effectively with full-time faculty, and the proportion of adjunct faculty members is growing (see Figure 3-2). According to the National Center for Educational Statistics (NCES), our overall rate of 49.6 percent of courses taught by adjuncts is very close to the national average of 48 percent and to the 47 percent average at regional competitor, Purdue University Calumet. Our rate is much better than that of another regional competitor, Indiana University Northwest, where 57 percent of instructors are adjuncts. Moreover, our rate of adjunct-taught courses is still lower in General Education courses, 33.9 percent (see Figure 3-3). We concentrate resources in Gen Ed because national studies and the Humanities pre-test/post-test described in Category 1 indicate the impact of these courses on retention. In addition, we have developed new ways to recruit excellent part-time faculty from the many higher education sources in Chicago and Northern Indiana that surround us to meet this need. We have implemented extensive adjunct training programs that not only focus on the mechanics of working at the College (how to get an ID, where the copiers are, and who to call in case issues arise,

for example), but also on Gen Ed outcomes, how to reach the particular students we serve, and our goals for establishing personal relationships with students. Once again, these training programs are a direct response to data collected from the Humanities pre-test/post-test study that indicated a need (3.C.1).

Figure 3-2: Credit Hours Taught by Full-Time versus Adjunct Faculty

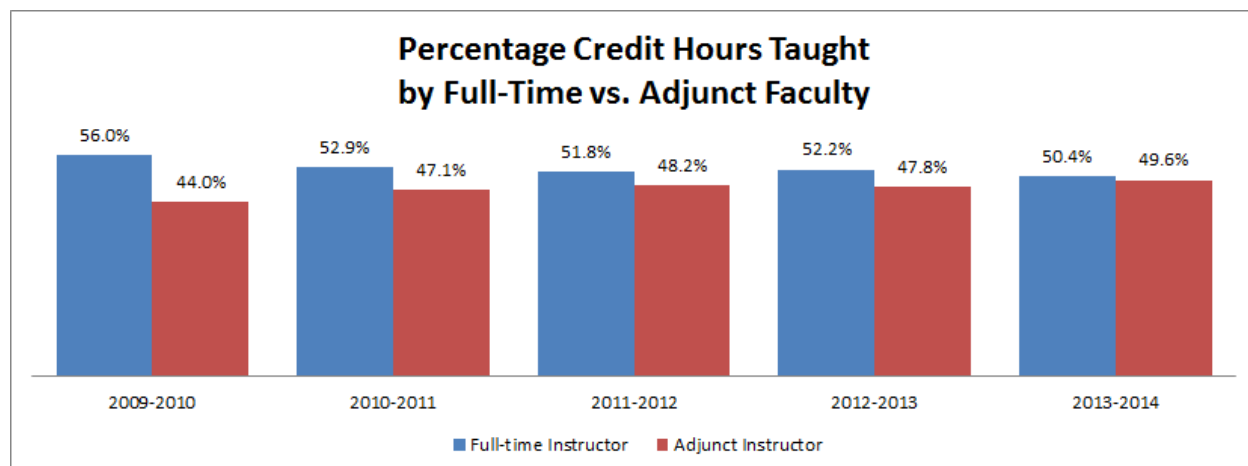
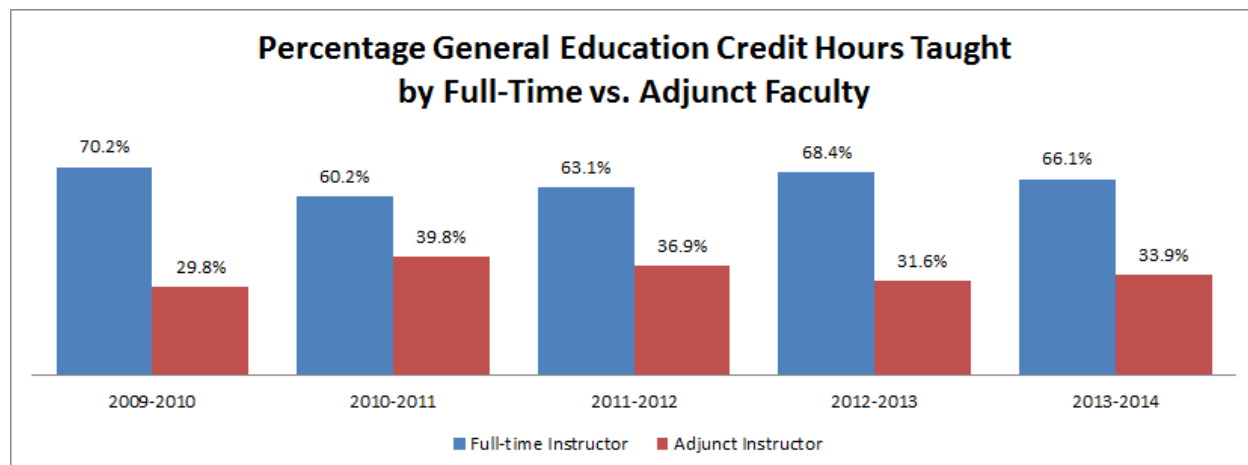


Figure 3-3: Credit Hours Taught by Full-Time versus Adjunct Faculty in General Education



Our Baldrige-type survey provides additional insight into faculty and staff perspectives on CCSJ's responsiveness. The complete survey data is readily available, but the high- and low-scoring areas are revealing. Faculty and staff consistently rank responsiveness to students highest (3.C.1). The top-scoring categories are as follows:

- Faculty and staff are uniformly courteous and responsive with students
- The needs of students guide curriculum and work process development
- There is a high commitment to cooperate with other organizations

- Standards for interacting with students are in place
- Communication among faculty and staff reflects respect
- Management is involved in improving services
- Student needs serve as the basis for changes
- Faculty and staff are proud of the service provided
- The College accomplishes its mission

On the other hand, faculty and staff seem most concerned about employment and work processes. These are the lowest scoring survey items:

- Professional reviews and awards
- Work processes
- Resources to improve service
- Innovation, pride, improvement, and trust
- Training for a broad scope of work
- Professional development
- Involvement in decision making
- Controlling workloads
- Job satisfaction and career development
- Quality training
- Morale

These responses suggest that while faculty and staff continue to see student service as their primary goal and a College strength, they have concerns about institutional support for the people who are providing this service.

We identify and respond immediately to the concerns that emerge from surveys, in partnerships with the Human Services Committee, one of our cross-functional teams. In 2012-2013, we responded to the clear desire for professional development with a significant training initiative. In 2013-2014, we responded to concerns about pay with a new pay structure and performance measurement systems for our non-faculty staff and a significant investment to address our long-standing pay compression issues for faculty. In 2014-2015, we responded to concerns about heating and cooling in offices and classrooms with a \$750,000 investment to improve our environmental management systems (3.C.6).

Comparison of results with internal targets and external benchmarks/Interpretation

Because every person we hire is so important given our small staff, our goals in this area involve meeting all institutional needs for attracting and supporting the best possible employees for each position. While striving to run the College efficiently, we also strive to identify creative ways to support our employees. These are good examples of major initiatives to support faculty and staff (3.C.1, 3.C.6):

Priorities have been established for faculty and staff professional development to ensure that these groups receive the training they need and share that information widely at the College. CCSJ makes

certain that the faculty and staff members that most need professional experiences outside of the College have the opportunities they need by setting priorities for professional development. For faculty, tenure track assistant professors are the first priority, while for staff, department heads are the first priority with the goal of bringing back information to their staffs.

Because external professional development opportunities are limited, the College has successfully pursued high-quality professional development opportunities on campus and will continue this practice to reach as many faculty and staff members as possible. Over the last five years, the College has held both faculty and staff professional development series.

The College requires more adjunct faculty members to present its academic programs; these faculty members must be included in College life so they understand the students we serve, our goals in serving them, and the institutional culture. Adjunct training sessions have been offered both at the institutional and the program levels. These outreach efforts will be expanded. In addition, facilities for adjunct faculty will be developed to better integrate them in the program activities and help them improve student service.

311 IMPROVEMENTS that have been implemented or will be implemented in the next one to three years

- A professional development priority structure has been established and is used in allocating professional funds annually (3.C.6).
- On-campus professional development opportunities have been offered for both faculty and staff (3.C.6).
- Institutional training for adjuncts is offered regularly (3.C.6).
- Programmatic training for adjuncts has been implemented (3.C.6):
 - Business Management Program: spring 2015
 - English Program: fall 2012 to present
 - Religious Studies Program: fall 2014 to present
 - Science Program: fall 2014 to present
- A step and grade pay system for staff and a revised pay schedule for faculty have been implemented. For professional staff, the new system provides for step increases over and above inflation reflecting “real” increases in pay of 40 percent over a 20-year career and “real” increases in pay for support staff of 25 percent over a 20- year career. This was a major commitment on the part of the administration of the College and our Board of Trustees (3.C.6).
- Policies and procedures have been established and are the foundation for treating people fairly (3.C.6).

Assessing and Recognizing Employees

3P2 The PROCESSES for assessing and recognizing faculty, staff, and administrators' contributions to the institution.

Designing performance evaluation systems for all employees

Like other systems that we have discussed, the College's performance management systems were developed as part of the AQIP Action Project to develop institutional policies and procedures. The Performance Management Systems policy, HR 15.1, was approved on July 28, 2011.

As this policy indicates, Calumet College of St. Joseph is committed to the effective, efficient and timely administration of a comprehensive performance management system. The system calls for promptly addressing performance problems on an as-needed basis, then moving through formal performance appraisals, performance improvement plans, and individual development plans.

Soliciting input from and communicating expectations to faculty, staff, and administrators

The College's evaluation procedures provide ample opportunity for communicating expectations and soliciting input. These procedures include three steps. In step 1, the supervisor will communicate expectations for the new performance appraisal time period. This will be performed in one-on-one discussions with employees. The discussion will specifically address the job tasks identified in the employee's job description. In Step 2, the supervisor will document at least one informal, one-on-one performance discussion with each employee, specifically addressing the tasks identified in the employee's job description. In Step 3, the supervisor will prepare a formal performance appraisal, identifying the employee's overall job performance as either satisfactory or unsatisfactory. A performance appraisal rating of unsatisfactory will require the development of a performance improvement plan, which otherwise if optional, within 30 days.

The faculty evaluation process is linked to the tenure process and is fully described in the Faculty Handbook (pp. 20 – 63). Faculty complete an annual self-evaluation process that provides an annual opportunity to reflect on work and service and to discuss that reflection and the plans for the future that it engenders with the program chair, the department head, and the Vice President of Academic Affairs. For nontenured faculty, these discussions indicate progress toward tenure; if performance is considered acceptable each year, the faculty member should be considered on track for earning tenure. Following tenure, the annual self-evaluation is a means of discussing the faculty member's accomplishments and plans for the future in relation to institutional goals.

Key elements of the faculty evaluation process include student evaluations, which have been in place for over ten years; teaching observations, which have expanded from observations of pre-tenure and contractual faculty only to all faculty members over the last two years; and the review of syllabi, implemented in fall 2013.

Aligning and utilizing the evaluation system with institutional objectives for both instructional and non-instructional programs and services

The evaluation system was designed to exactly align the administrative, staff, or faculty member's performance to institutional goals, and it is consistently implemented as advised.

Establishing employee recognition, compensation, and benefit systems to promote retention and high performance

As explained in Section 3I1 above, a step and grade pay system for staff and a revised pay schedule for faculty have been implemented to promote retention and high performance.

Promoting employee satisfaction and engagement

Also as explained in Section 3I1 above, the College's annual Faculty and Staff survey indicates significant strengths in meeting employee expectations. This survey has guided College actions as discussed thoroughly above. A second instrument, The Great Colleges to Work For survey, was also administered in spring 2015. Those results will become available in the summer.

3R2 The RESULTS for determining if evaluation processes assess employees' contributions to the institution

[The tenure review process](#) demonstrates that faculty make substantial contributions to the institution prior to earning tenure in all three areas assessed: teaching, scholarship, and service to the institution and the community. These contributions have not been compiled and compared because faculty contributions are so distinctive. Several types of support for tenure-track faculty, especially professional development opportunities both on and off campus and regular luncheons to share information about each part of the tenure process, have resulted in retaining 100 percent of faculty who have been hired in the last five years, allowing them to become well integrated into College life (3.C.3).

Student evaluations and teaching observations been not been studied formally on an institutional level, other than noting the broad indicator that 90 percent of students rate instructors as effective, because these tools are passed along to program directors for action. In the case of adjunct instructors, program directors use evaluations and observations to determine whether or not to offer these instructors classes in the future; for permanent faculty members, these tools help program directors devise professional development plans. These tools may offer additional opportunities for institutional analysis and action. Syllabi review have resulted in requests from the Vice President for Academic Affairs for specific improvements in planning and presenting classes (3.C.3).

The staff and administrative employee development processes guide retention and promotion in four ways: performance reviews, Individual Development Plans, cross-functional teams, and incentives. The College's performance review process is designed to be a conversation-rich process allowing for personal discussion between managers and staff while developing goals and objectives to meet the department's needs and aligning individual goals with the College's mission and values. Our professional staff members continue to show personal and professional growth through the use of this system. Along with the performance review process, an Individual Development Plan (IDP) policy has been established to allow managers to design a personal plan for employees who desire professional growth within their current department and/or future career paths. This may include outside training, completion of degrees, mentoring, or other measures to help them gain the experience and knowledge necessary to progress in their career. The College's cross-functional teams bring together employees from across the institution, enabling participants to increase their knowledge of the College as a whole so they can contribute more effectively, move more easily to

other positions, and take on new responsibilities. Finally, the College provides incentives for employee development and contributions to the community, including a volunteer service policy that offers employees time off for volunteer activities (adopted in the Employee Handbook revision of July 2013), an annual appointment to Leadership Northwest Indiana, and tickets to the annual Trustees Ball for United Way contributions (3.C.6).

Outcomes/measures tracked and tools utilized

Faculty achievements in teaching, scholarship and service:

- Tenure applications
- Annual self-evaluations
- Student evaluations
- Teaching observations
- Syllabi review

Administrative and staff achievements are tracked through [performance appraisals](#), performance improvement plans, and individual development plans (3.C.6).

Summary results of measures

Calumet College has 23 tenured professors and 10 tenure-track professors. In the last five years, nine faculty members were awarded tenure. Annual self-evaluations, student evaluations, and teaching observations are used as opportunities for individual improvement, and are not tracked institutionally. This reflects an opportunity for the institution to use data more effectively to guide overall improvement. The syllabi review process offers another source of data about faculty effectiveness by ensuring that faculty have clearly defined course objectives using Bloom's Taxonomy or another academically valid format, and that each course includes appropriate assessment.

Comparison of results with internal targets and external benchmarks

Our goal in this area is to ensure that the best person is in every position at the College. In order to accomplish that goal, we benchmark the appropriate qualifications for each position (see, for example, Appendix F in the Faculty Handbook referenced previously, for a list of the terminal degrees required for faculty positions [p. 117] and job descriptions for each administrative and staff position). In addition, we utilize the positions of professional organizations for guidance. For example, we adhere to the Association of American Colleges' Statement on Recruitment and Resignation of Faculty Members (Appendix D in the Faculty Handbook, p. 113).

Interpretation of results and insights gained

The tenure process is effective in helping new faculty develop. The annual self-evaluation process guides new faculty members to develop in the three areas that the College values: teaching, scholarship and service. Support measures are working to maintain effective new faculty members (3.C.3).

Annual assessment procedures are in place to offset some of the issues that emerge with maintaining contributions from tenured faculty members. The annual self-assessment process and new sources of data help to identify areas that require improvement (3.C.3).

Formal policies and procedures for appraising the performance of staff and administrators are working to ensure that the best possible person fills each position; they will continue to be followed.

3I2 Improvements that have been implemented or will be implemented in the next one to three years

Improvements that have been implemented include:

- A fully transparent and standardized step-and-grade system for staff (3.C.6)
- A revised faculty pay structure that addresses previous pay compression issues, providing a greater pay differential between the rank of Assistant and Associate Professor (3.C.3)
- Standardized Human Resource policies and procedures for appraising performance of administrators and staff (3.C.6)
- Support programs for tenure-track faculty (3.C.3)

Improvements that will be implemented include:

- Expanded institutional evaluation of student evaluations, teaching observations, and syllabi (3.C.3)

Training and Supporting Employees

3P3 The PROCESSES for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution

Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

Professional development was introduced earlier in Section 3 in relation to orienting employees. As we explained there, priorities have been established for off-campus faculty and staff professional development opportunities. For faculty, tenure track assistant professors are the first priority, while for staff, department heads are the first priority with the goal of bringing back information to their staffs. To supplement external professional development opportunities, the College has provided high-quality workshops and training on campus, both for faculty and staff. The staff workshop schedule was provided in Section 3; a similar series of workshops throughout the academic year addressed issues of special concern to faculty (3.C.4, 3.C.6, 5.A.4).

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

In addition to professional development opportunities, the College offers two annual retreats to share information, Education Day in the spring and Welcome Week in the fall. Because of its importance, both recent retreats have focused on assessment issues, and Education Day in fall 2015 will pick up on ideas that were introduced in May. Two other methods are regularly used to share professional information. First, Faculty Forums are scheduled by the Faculty Senate to provide the time necessary to thoroughly discuss particular issues of concern (such as changes to General Education and assessment processes). Another method of sharing professional information is the Instructional Design Blackboard site, where faculty can share and access information about pedagogy (3.C.4).

Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)

Hiring policies and procedures, including complete job descriptions, that have been described under Hiring, above, ensure that new employees are well qualified for each position. Student support staff have access to professional development opportunities as described above. The annual performance evaluation process indicates any individual needs (3.C.6, 5.A.4).

Aligning employee professional development activities with institutional objectives

Because resources are limited, all professional development activities are approved by the appropriate Vice President and directly relate to institutional objectives. (3.C.4, 3.C.6)

3R3 The RESULTS for determining if employees are assisted and supported in their professional development

Outcomes/measures tracked and tools utilized

These outcomes have been thoroughly discussed in the preceding section:

- Faculty annual self-assessment (3.C.4)
- Faculty tenure applications (3.C.4)
- Annual performance evaluations for staff and administrators (3.C.6)
- The Human Resources Committee's Baldrige-type survey (3.C.)

Summary results of measures

See 3R2, above.

Comparison of results with internal targets and external benchmarks

See 3I2, above.

Interpretation of results and insights gained

Because resources are limited, ongoing professional development requires careful planning to ensure that both faculty and staff have the opportunities they need to be effective. The priorities the College has set are appropriate. Other sources of professional information, such as retreats, the Instructional Design Blackboard site, and additional library resources, will continue to be developed, promoted, and used (3.C.4, 3.C.6).

Institution-wide assessment of information that is being collected, including faculty self-assessments, student evaluations, instructional observations, and annual performance evaluations, could indicate areas that need formal training or support. These data are available and seem to represent a potential opportunity for the institution (3.C).

3I3 Improvements that have been implemented or will be implemented in the next one to three years

The hiring, evaluation, and professional development opportunities outlined above have been in place for several years. Additional assessment of data sources mentioned above represent an opportunity, but resources to pursue that opportunity are limited.

AQIP Category Four: Planning and Leading

We mentioned the impact of the AQIP process in developing a culture of quality in each of the preceding categories; nowhere is that impact more important than in planning and leading. AQIP criteria have provided the organizational structure for the College's workgroups, from the Senior Staff through the Board of Trustees. Planning has become an articulated process that proceeds from cross-functional teams with access to the sources of data outlined throughout this document, through bi-monthly Senior Staff meetings, to the Board of Trustees. At each level, discussion is organized around AQIP categories and informed by Michael E. Porter's competitive forces model, which was described in our last Systems Portfolio. Briefly, the model considers several factors to find an appropriate competitive platform: the field of higher education as a whole; the nature of the competitive environment for a particular institution; that institution's strengths, weaknesses, opportunities, and threats; and the institution's value chain (its ability to find and use resources in support of its goals). That analysis identified CCSJ as a focused low-cost provider of undergraduate education and a niche provider of graduate education. That identification, re-assessed annually, continues to guide institutional planning.

The strategic planning process has been led by two key employees at the College: President Dan Lowery and Associate Professor and Director of the Master of Science in Management program, Desila Rosetti. These two employees, who are well respected across the region, have been involved in a majority of strategic planning initiatives across Northwest Indiana over the last 20 years, and they facilitate planning processes at the College.

Under their leadership, a calendar of ongoing planning activities was developed in fall 2014 to intentionally capture [learning from work groups](#). This calendar indicates what needs to be done when and who is responsible. Based on experience in the 2014 – 2015 academic year, planning for regular activities will begin earlier: the calendar will start in July rather than September.

Finally, CCSJ's Catholic identity offers a clear focus as well as a tremendous opportunity. Our mission guides actions; the mission is lived through activities such as the Zero EFC initiative and support for students who do not meet the new state ACCUPLACER requirements for state aid, as well as by guiding decision making about community outreach. Yet the meaning of our Catholic identity for students, faculty, and staff is sometimes unclear, prompting a four-year initiative to determine its importance, plan to build upon findings, and implement ideas that emerge from this process.

Overall, strategic planning for the institution is characterized by a clear planning process, which has resulted in a strategic plan with a high level of buy-in because each functional area of the institution was involved in its development. [Cross-functional planning documents](#) have been developed, a bottom-up annual budgeting process is in place, AQIP projects are clearly identified and completed, and a collaborative planning process for academic programs is in place.

Shared government and cross-functional teams characterize leadership, and the college-wide emphasis on social justice insures the integrity of the College, both in its internal and external actions. In the Planning and Leading category, AQIP and the mission meet, directing both what the

College does and how we do it. Our ongoing improvement in this area makes us fully aligned and moving toward the integrated level.

Mission, Vision, and Values

4PI The PROCESSES for developing, deploying, and reviewing the institution's mission, vision, and values (1.A.1, 1.D.2, 1.D.3)

Calumet College's mission, formally adopted by the Board of Trustees on January 20, 2011, clearly describes the College's goals and values and guides activities at the College. Understanding of and support for the mission pervade the organization. Mission "fit" is a criterion in the final job interview with applicants for faculty and staff positions. All students take a signature course in Social Justice in their first semester at the College. We make a wide variety of service opportunities available to students. The Champions of Character Program in Athletics promotes values consistent with our mission, such as integrity, respect, responsibility, sportsmanship, and servant leadership. The College's mission guides academic program development and support programs such as the Zero EFC initiative, support for undocumented students, and the Men of Promise initiative. The mission states:

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 mission statement is clear and publicly articulates the organization's commitments. It is easily located on the College website and is included in many descriptive statements that identify CCSJ, such as grant applications. It emphasizes the importance of the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning (1.A.1, 1.A.2, 1.B.1, 1.B.2, 1.B.3, 1.D.1, 1.D.2).

The College's sponsoring religious order, [the Missionaries of the Precious Blood \(C.PP.S.\)](#), plays an active role in ensuring fidelity to the College's commitment to the mission (1.D.3). The C.PP.S. brothers have a presence on campus, sit on the Board of Trustees, and comprise the College's Corporate Board. Calumet College of St. Joseph continues to be guided by their values:

- 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
- Care for God's creation

Bringing the mission and values to life, however, is an ongoing challenge. The 2014 – 16 Strategic Plan specifies that “Because our Catholic identity has been recognized as a priority in terms of our mission and the institutional distinctiveness it provides, the College will explore opportunities to more explicitly and consistently embody Catholic values reflective of a Catholic understanding of the human person” (Section II, Accomplishing Other Distinctive Objectives). Based on this strategic directive, the College has initiated a four-year project to investigate what the College’s Catholic identity means to its many different stakeholders, including students, prospective students, faculty, staff, the Catholic community, the surrounding community, other Catholic institutions, and other institutions of higher education, among others. The project brought together a team representing every part of the College, including students, representatives from the Missionaries of the Precious Blood, and community representatives, under the leadership of two faculty members, the director of the Religious Studies Program and a Precious Blood brother who teaches math. We are currently halfway through the first year of the project, which calls for planning. The next step is listening to the College’s many constituencies. Initial introductions to the effort occurred with students during the annual spring Humanities Festival and the annual faculty in-service day following the end of classes for the 2014-2015 academic year. In addition, activities are planned for the annual Board of Trustees retreat in July. The second phase of the project will involve listening to input from these many different stakeholders, and in the third phase, the committee will begin to implement changes that grow from the process. Part of the process may involve proceeding with a joint academic study with Saint Joseph’s College in Rensselaer, Indiana, to determine the impact of Catholic identity on enrollment and retention. The final step will institutionalize learning from the initiative (1.D.3).

Ensuring that institutional actions reflect a commitment to its values

The College’s small size and organizational structure makes possible a common adherence to the values espoused in the mission, as well as a high level of transparency on issues of concern. The President and Vice Presidents maintain open door policies, facilitating communication. A regular schedule of department meetings is maintained. A convocation at the beginning of each Fall semester directly links current concerns to the College’s mission and values. The President meets with the Faculty Senate at least once a year. Faculty retreats occur at the beginning and end of each academic year, and an annual Board of Trustees retreat follow the same pattern. All of these opportunities provide appropriate venues for sharing a mission-based approach, and all of them function in that way (1.B.1, 1.B.2).

Communicating the mission, vision, and values (1.B.1, 1.B.2, 1.B.3)

The structures described in the immediately preceding section indicate the ways that the College communicates a commitment to common values. In addition, these values are formally introduced to students at freshman Orientation, discussed across common General Education programming, featured in activities during the College’s spring Humanities Fest, and repeated at graduation (1.B.1, 1.B.2, 1.B.3).

Ensuring that academic programs and services are consistent with the institution’s mission

The College’s program development process has been thoroughly described in Section 1, Helping Students Learn. A key element at each of these steps is the extent to which a proposed program contributes to the College mission. The process for academic program approval involves testing proposals for new programs against clearly specified criteria, a process that ensures that each

program advances the College's mission (1.A.2). As a brief reminder, those criteria include:

- 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
- Strategies to involve key constituencies and stakeholders in planning, delivering, and assessing the program
- The program's connection to the College mission

The program proposal, including a discussion of each of these areas, is then approved by the Curriculum & Assessment Committee, the Faculty Senate, the Academic Committee of the Board of Trustees, and the full Board of Trustees.

Allocating resources to advance the institution's mission and vision, while upholding the institution's values

The College's budget process is described in Category 5. The mission and values are important elements of that strategic discussion, as Section II of the 2014 – 16 Strategic Plan, cited above, specifies (1.A.3, 1.D.1).

4R1 The RESULTS for developing, communicating, and reviewing the institution's mission, vision, and values

All new programs are assessed against the College's stated mission and values at each step, from the Curriculum & Assessment Committee through consideration by the Board of Trustees.

Consideration of proposed College activities by the Board of Trustees, from the question of supervising charter schools to the issue of establishing College housing, consistently refer to the College mission for guidance. An ongoing commitment to the College's traditional mission and values is specifically incorporated in the 2014 – 16 Strategic Plan, which reaffirms our commitment to the surrounding urban communities and Catholic identity and has led to the development of the particular initiatives that we have already mentioned: the Zero EFC initiative, support for undocumented students, and the Men of Promise, among others (1.A.2, 1.A.3, 1.D.1, 1.D.2).

Outcomes/measures tracked and tools utilized (e.g. brand studies, focus groups, community forums/studies, and employee satisfaction surveys)

Mission and values are assessed qualitatively across the institution. This approach has left us unsure of the impact of the College mission and values. As a result, we initiated the Catholic Identity Initiative outlined above (1.D.3).

Summary results of measures

The lack of summary results in this area have led to developing the Catholic Identity Initiative, as

indicated.

Comparison of results with internal targets and external benchmarks

At this point, we do not have specific internal targets; we aim at continuous improvement. We anticipate that the Catholic Identity Initiative will help us develop appropriate guidelines in this area to pursue that broad goal.

Interpretation of results and insights gained

The lack of summary results and internal targets represents a tremendous opportunity for the College. Determining how and why the College's mission and values – our Catholic identity – matter to our various constituencies will provide additional information on which to base decisions.

4I1 IMPROVEMENTS that have been implemented or will be implemented in the next one to three years

Three important examples of mission-based initiatives developed in the last three years include:

- The College's [Zero Expected Family Contribution program \(Zero EFC\)](#), which enables students whose Free Application for Federal Student Aid (FAFSA) shows that their families cannot afford to contribute to higher education to attend college with no out-of-pocket expenses (1.A.3)
- The College's extensive support programs for students who ACCUPLACER placement test scores fall below the minimal levels required to receive state aid, another mission-based program (1.A.3)
- Support for students who have an undocumented immigrant status (1.A.3)

The Catholic Identity Initiative, which will be underway for the next three years, promises to lead to new insights and ideas (1.D.3).

Strategic Planning

4P2 The PROCESSES for communicating, planning, implementing, and reviewing the institution's operational plans

Calumet College of St. Joseph's strategic planning process, which was being initially developed when the last Systems Portfolio was written, is now firmly in place. It includes the following four components:

- A strategic plan based on the competitive forces model developed by Michael E. Porter (5.C.1)
- 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) (5.C.2, 5.C.3)

- An annual budget (5.C.1)
- Short-term action projects sanctioned by the College's AQIP Steering Committee (5.B.3)
- A collaborative planning process for academic programs (5.B.3)

In the planning process, a facilitator used Porter's competitive forces model to lead planning meetings of the administrative staff, faculty, and Board of Trustees (5.B.3, 5.C.4). This model looks at the general higher education environment in which we operate; the particular competitive environment for Calumet College; the College's strengths, weaknesses, opportunities, and threats; and the institution's value chain (its ability to utilize resources to achieve clearly defined ends). It then uses these findings to identify the competitive platform that best fits the institution. These planning meetings confirmed the competitive position we had already identified by our last Systems Portfolio: as a focused low-cost provider of undergraduate education for the high-need students of the region we serve (and a provider of undergraduate education for specialized groups that can help us achieve that mission, such as international students) and a provider of specialized graduate education to fill underserved niches. These competitive positions continue to meet the strengths and constraints that we had identified earlier:

- The College's mission, which focuses on at-risk and underprepared students from the surrounding urban communities (5.C.1)
- The number of students who fit that profile in the geographic area we serve (5.C.4)
- Staff and faculty who are committed to serving these students (5.B.3)
- Small class sizes (5.C.1)
- Student support services and learning communities (5.C.1)
- Low tuition rates and financial programs that enable students to attend college with little or no out-of-pocket expenses (5.C.1)

Reconfirming this competitive position forms the basis for 2014 – 2016 Strategic Plan and informs the College's fiscal decisions.

Engaging internal and external stakeholders in strategic planning

Porter's competitive forces model requires that the College consider both the general higher education landscape and the particular competitive setting. The strategic planning process requires input at all levels of the College, as well as approval by the [Board of Trustees](#), which is composed of representatives from many sectors of the community. In addition, a market analysis (see Figure 1-10 above), an indication of needs of key external stakeholders, is considered in program planning (5.C.3, 5.C.4).

Aligning operations with the institution's mission, vision, values and across departments, divisions, and colleges for optimum effectiveness and efficiency

Cross-functional teams are the basis for seven area planning documents and for AQIP action projects. The annual budget is developed from each Vice Presidential area. Academic programs include evaluation of the impact of change on other areas. All of these measures ensure that efforts are aligned across the institution (5.B.3, 5.C.2).

Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats

An analysis of strengths, weaknesses, opportunities, and threats (SWOT) is a key element of the Porter model described above, and is a fundamental element of strategic planning (5.C.4, 5.C.5).

4R2 The RESULTS for communicating, planning, implementing, and reviewing the institution's operational plans

As already discussed, the ongoing process results in the following (5.B.3, 5.C):

- The strategic plan
- Regular cross-functional planning documents
- The annual budget
- AQIP Action Projects
- New and revised academic programs

Outcomes/measures tracked and tools utilized (e.g. achievement of goals and/or satisfaction with process)/Summary results/Internal targets and external benchmarks

In this area, production of planning documents in a timely manner determines whether goals have been met; the internal target is to produce all specified planning documents on a regular schedule. Since the new planning process outlined above has been implemented, these goals are consistently met. Planning is now a standardized process that produces clear results at Calumet College of St. Joseph (5.B.3, 5.C).

Interpretation of results and insights gained

Planning has enhanced the College's competitive position. CCSJ has implemented a formal planning process that works, used that process to produce a strategic plan and regular planning documents, and implemented collaborative budgeting and program development processes that ensure that all stakeholders are considered.

4I2 IMPROVEMENTS that have been implemented or will be implemented in the next one to three years

The planning processes that have been put in place will continue. Reevaluation of the strategic plan at its halfway point is currently underway. An update on each provision in the plan was presented to the Board of Trustees at the May meeting. The process will evaluate whether the strategies are being implemented effectively. The strategic planning effort will mesh with the Catholic Identity Initiative, which is described earlier in this section, to provide a better view of the role the College plays and should play in the community.

Effective Leadership

4P3 The PROCESSES for ensuring long-term effective leadership of the institution

Calumet College of St. Joseph is committed to a shared governance policy. The College's Corporate Board is chaired by the Provincial Director of the Cincinnati Province of the Missionaries of the Precious Blood (C.P.P.S.), our sponsoring religious order. This body controls property and changes in the College mission and ratifies presidential selections. Moreover, the C.P.P.S. emphasis on social justice continues to shape our institution. Five members of the C.P.P.S. serve the College in various capacities, and one member of the community is the College's minister and attends all senior staff meetings. Additionally, the College's Board of Trustees includes five members of the C.P.P.S., including the Cincinnati Province's Provincial Director. Another member chairs the College's Social Justice Committee, an active body open to all members of the College family.

An independent Board of Trustees meets every other month to guide ongoing College activities and consider key decisions, such as 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, audit oversight, and the like. Six committees (i.e., Rules, Membership and Nominating; Academic Affairs; Audit, Finance and Administration; Fundraising and Development; Investments; and Student Affairs) meet more frequently to address specific needs. This Board structure establishes appropriate oversight responsibilities and policies and supports leadership and governance (2.C.4).

While maintaining oversight, the Board delegates ongoing management to an administrative team that includes the President, Vice President for Academic Affairs, Vice President for Enrollment and Retention, Vice President for Business and Finance, and Vice President for Facilities.

All full-time faculty members serve on the Faculty Senate, which approves all policy and programmatic changes. As we have discussed previously, the Faculty Senate takes the lead on developing, implementing, and assessing the College's academic programs. The Senate meets monthly throughout the academic year and works through a number of committees. The College's administrative team and Board of Trustees respect faculty as equal partners in running the organization.

The College's shared governance and cross-functional teams ensure cooperation across all functional units of the College and prevent "silo'ed" decision making. Leadership is another area in which we have made the move to aligned processes and results.

4R3 The RESULTS for ensuring long-term effective leadership of the institution

The structures described above ensure the College's long-term leadership. To recap, these include

- An effective and actively involved Board of Trustees (2.C, 5.B.1)
- An effective administrative structure (2.C.4, 5.B.3)
- A functioning and involved Faculty Senate (5.B.3)
- Cross-functional administrative teams (5.B.2, 5.B.3)

Outcomes/measures tracked and tools utilized

- All administrative structures meet as required.
- Decisions follow the specified chain of command.
- All sensitive issues are fully considered at each point in the shared governance structure.

Summary results of measures/Comparison of results with internal targets and external benchmarks

The College's goal is to fully involve each of the institution's governing bodies in decisions on major issues to develop buy-in across all functional groups. This goal involves following formal processes and procedures, and minutes of each group are available for review to ensure that procedures are followed (2.C.4, 5.B.2, 5.B.3). The 2015 Faculty/Staff survey, however, suggests that employees have mixed feelings about the success of this approach. Faculty/staff empowerment, cooperation among administration, faculty, and staff, and management/faculty/staff communications receive only average scores on this instrument, while the entry on faculty/staff involvement in decisions is below average.

Interpretation of results and insights gained

A formal administrative structure is in place that ensures shared governance (2.C.4, 5.B.3).

Administrators will continue to emphasize the role of faculty and staff and to encourage bottom-up movement toward change to counteract perceptions of top-down management.

Scarce resources seem to explain, at least in part, employees' mixed feelings about empowerment, communications and administration-staff relationships. Because resources are limited, some jobs have been combined, and positions vacated when faculty and staff leave the institution are not always filled. The budgeting process cannot be as open as administrators would like because it does not include any discretionary funds. In response to these challenges, multiple avenues of communication – “college family” e-mails to all employees, sharing the president's report to the Board with all employees, Donuts with Dan, where all employees are welcome to raise any issues for discussion at a monthly breakfast meeting, and faculty forums for discussing sensitive issues such as budget concerns – are only some of the methods used to share information with employees (5.B.3).

4I3 IMPROVEMENTS that have been implemented or will be implemented in the next one to three years

- Efforts will continue to broaden the Board of Trustees to better reflect the region we serve.
- College communication will continue to be emphasized.

Ensuring Integrity***4P4 The PROCESSES for ensuring integrity: legal and ethical behavior and social responsibility***

Calumet College of St. Joseph's Catholic heritage places a high premium on ethical behavior across the institution and in its dealings in the community. On every survey or assessment instrument, the

College consistently scores high on commitment to the College's Catholic social justice mission. The College's emphasis on social justice guides behavior from the Board of Trustees to students, who encounter social justice across the curriculum, as the College's mission statement indicates.

Three main tools indicate the College's integrity across the institution:

- *Financial audits.* Unqualified financial audits indicate the integrity of our business practices.
- *Academic accreditation.* External accreditors indicate the integrity of our academic practices in the same way that financial audits assess business practices; our recent experience in this area is also uniformly positive.
- *Academic assessment.* Assessment of student learning and programmatic effectiveness demonstrates that we provide the education that we advertise. We have made great progress in the last year toward establishing a culture of assessment.

Our substantial progress in each of these areas over the last five years indicates our move from a reactive position to an aligned position.

Developing and communicating standards

Many examples of developing and communicating CCSJ's ethical standards can be cited. Standards pertaining to the College's ethical expectations are an integral element of formal orientation programs for all students, student-athletes, faculty, and staff. Ethics is a part of coursework in several areas: the required Social Justice and Humanities classes in General Education, Business Ethics, a Philosophy course, a Religious Studies course, and required courses in Public Safety, Psychology, and Human Services, among others. In the past two years alone, our small freshman classes have given over 5,000 service-learning hours by volunteering in the community. Reminders about ethical competition occur at specified athletic events, including the Wave Day events that welcome student-athletes back to campus. Ethical issues are raised and debated in the Honors Learning Community seminars and during the annual College Humanities Fest. In athletics, the Champions of Character program specifies competing with integrity, respect, responsibility, sportsmanship, and student leadership (see 2P3 above). We belong to Campus Compact, a coalition of over a thousand college and university presidents dedicated to civic engagement and community partnership. And the Board of Trustees has adopted an ethical investment policy.

An ethical atmosphere, however, does not emerge only from formal activities; it is a way of life. The College's website entry for "Social Justice" best describes the ethos at CCSJ. It reads:

When you become a student at Calumet College of St. Joseph, you're not just choosing a college, you're choosing a way of life. It is a life dedicated to service and rooted in the Catholic tradition of social justice. This life is more than just a concept we talk about, it is a reality we try to live out every day. At CCSJ you can start making a difference well before you graduate.

This culture is the most commonly mentioned aspect of the experience of working or studying at Calumet College of St. Joseph.

Training employees for legal and ethical behavior

Organizational and mission “fit” is used as a criterion in the final job interview with applicants for faculty and staff positions (see 4P1 above). Once hired, faculty and staff orientations are the key areas where training occurs, although professional development sessions have addressed ethical issues as well.

Modeling ethical and legal behavior from the highest levels of the organization; Ensuring the ethical practice of all employees

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] Five members of the College’s Board of Trustees are members of our sponsoring order, the Missionaries of the Precious Blood, and ten members are the products of Catholic education. All Board decisions are weighed against the ethical dimensions of the situation. College President Dr. Daniel Lowery is a Catholic deacon, and his commitment to ethical behavior is well known in the region. The College has never tolerated unethical activity among anyone related to the institution (2.A).

Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff

The AQIP project to develop policy and procedure documents was pursued as a way to ensure the integrity of the College’s business and personnel operations. Applying those policies in every situation has become a key way to build trust among all elements of the institution. The integrity of budget procedures is tested through an annual comprehensive audit. Some examples of integrity in operations across the institution include the following (2.A):

- Shared governance: The administrative structure, consisting of the Board of Trustees, the College administration, and the faculty, provides a system of checks and balances. Both the Board of Trustees and the Faculty Senate are active and engaged.
- The College’s clean financial audits assure integrity of our business practices.
- The College’s successful accreditations, the academic equivalent of financial audits, assure the integrity of our academic practices.
- A completely transparent pay system: given years of service and education, pay rate is a given, not a privately negotiated rate.

Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents

CCSJ is dedicated to serving some of the most economically vulnerable and exploited members of society. We cannot accept students and leave them in debt without a degree that will enable them to repay college loans and become successful members of society. Therefore, financial aid counseling is especially important, perhaps more important at Calumet College than in most institutions of higher education. Under the Zero EFC Initiative, described briefly in Category 4, students whose families cannot afford to pay for college education have no out-of-pocket expenses. All financial requirements are clearly outlined on the College website. In addition, the College attempts to be completely transparent in all its operations, making information about all programs, requirements, and professional expectations completely clear on the website, in the College catalog, and in all

recruiting documents. Finally, all faculty credentials are shared in the College catalog and in the online Directory (2.B).

4R4 The RESULTS for ensuring institutional integrity

Outcomes/measures tracked and tools utilized

Among many examples of institutional integrity, the following indicators stand out:

- Annual audits. CCSJ has passed with no qualifications for each of the last three years (2.A, 2.B).
- Accreditations over the past four years have been consistently positive (2.A, 2.B).
- Programmatic assessments are underway, as explained previously in Category 1.
- Zero EFC Grant. Over the last five years, the College has provided from 42 to 82 of these grants annually (see Figure 4-1).
- Volunteer activities in the community. Volunteer hours are tracked in several places in the institution, including the Honors Learning Community, clubs and organizations, and individual classrooms. Bringing these various activities together into a single institutional database would enable us to better see the overall picture of volunteerism at the College.
- Participation in the Champions of Character program.

Summary results of measures

In addition to the external measures of audits and accreditations and the programmatic assessment that were described in Category 1, CCSJ's freshman class alone contributes over 5,000 volunteer hours every fall, and the Honors program and student clubs also meet high volunteer goals. The CCSJ Athletic Department has been a six-time NAIA 5-Star Champions of Character Institution, including 2004 – 05, 2008 – 09, 2009 – 10, 2010 – 11, 2011 – 12, and 2013 – 14. The CCSJ Athletic Department remains committed to the five core values of the NAIA Champions of Character initiative: integrity, respect, responsibility, sportsmanship, and servant leadership. The Athletic program fulfills its commitment to student leadership through community service projects.

Comparison of results with internal targets and external benchmarks

In this area, the College is striving for ongoing improvement. We gauge improvement by continuing our high level of volunteer activities, continuing to pass the annual financial audits with no qualifications, and providing every qualifying student with the Zero EFC Grant to enable the neediest students to complete college. We are currently meeting these goals. We also aim to re-establish our status as a Champions of Quality Institution through the Champions of Character Program. While recognition of the College mission rates high on the Faculty/Staff survey, we want to see that item rank consistently among the top five items.

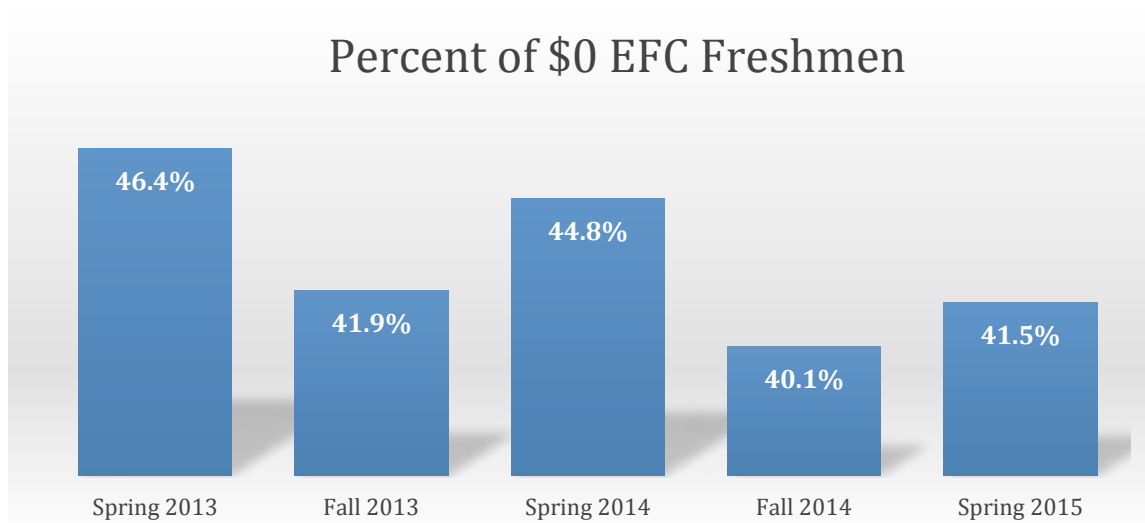
Interpretation of results and insights gained

Calumet College of St. Joseph has a clearly identified ethical culture that springs from the C.P.P.S., our sponsoring order, and the Catholic social justice tradition. This ethical approach is infused across the institution, and the College operates with integrity across all its functions (2.A).

External assessment through financial audits and accreditation demonstrate institutional integrity (2.A, 2.B).

Formal elements, such as policies and procedures, and formal memberships, such as the Champions of Character and Campus Compact, effectively promote our ethical culture (2.A).

Figure 4-1: Percent of Freshmen Who Receive the Zero EFC Grant



414 IMPROVEMENTS that have been implemented or will be implemented in the next one to three years

The following formal activities have occurred:

- [Campus Compact membership](#)
- Participation in the Champions of Character athletic program
- The Zero EFC Initiative
- Formal policies and procedures

Next, our ongoing task is to continue to follow the policies and procedures to ensure fairness across the institution and to continue to implement assessment of student learning and programmatic effectiveness.

AQIP Category Five: Knowledge Management and Resource Stewardship

Positive changes in resource management and increased reliance upon data-based decision making across the institution since the previous systems portfolio make a compelling story.

Resource management was acknowledged as the weakest area of performance in the last Systems Portfolio because of issues with accounts payable and two audits with qualifications that cited weak financial controls and budget challenges. Significant changes were made. We hired well-qualified staff to manage business operations, developed new policies and procedures pertaining to all critical aspects of the College's financial and business operations, and turned to new leadership on the Board of Trustees' Finance and Audit Committees. Five years ago, the College was heavily dependent – too dependent, in fact – on our line of credit. We are now using our line of credit as we should (see Figures 5-1 and 5-2). Five years ago, our accounts receivable with the Chicago Police Department were out of control for all intents and purposes; this is no longer the case. Five years ago, several of our largest book vendors cut us off from deliveries because we couldn't pay our bills on time. Our payables are now well-controlled and invoices are paid on time. Five years ago, we couldn't trust the numbers in our budget. Now we can. Five years ago, our relationship with our auditors was contentious. We have now had three unqualified and remarkably clean audits, and our auditors have lauded the controls we have established. Finally, our cash and investment position is sound (Figure 5-3).

Data management has also improved. Calumet College collects a wide variety of data, and the switch to the Empower system for maintaining student information and the Great Plains system for managing financial information provides full data integrity. Perhaps just as importantly, we share data widely and increasingly use it to guide programmatic change and growth. As we have already demonstrated in previous sections, we collect a wide variety data, from enrollment, retention, and graduation statistics to student and staff perceptions, and we use this data as the basis for action.

This information has been the foundation for program introduction and change, developments in the General Education program, student support, career-oriented programs, professional development, and faculty and staff support. Data is shared regularly at officially established meetings of the cross-functional teams: Senior Staff, Academic Affairs, Retention, Technology, Curriculum & Assessment, General Education, and Student Activities.

The story does not end with formal processes, however; Calumet College of St. Joseph successfully uses multiple methods of informally sharing information at all levels of the institution. These informal methods also comprise a lengthy list, but one of them might provide a good general indicator: The president maintains an open door policy and is readily available to students, staff, and faculty. In terms of knowledge and resource management, then, CCSJ has moved to the aligned level.

Figure 5-1: Dependence on the Line of Credit

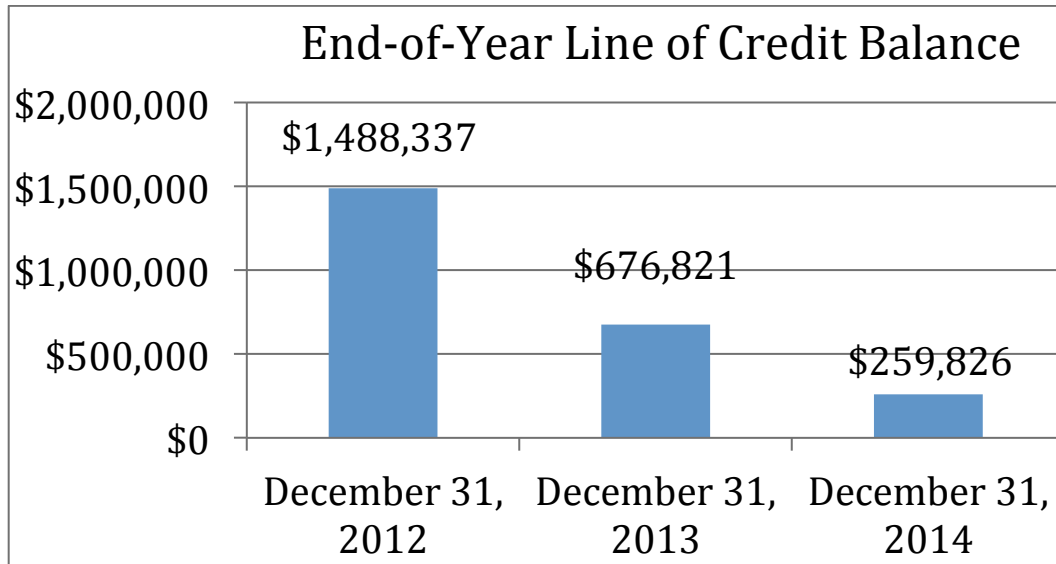


Figure 5-2: Line of Credit Balances

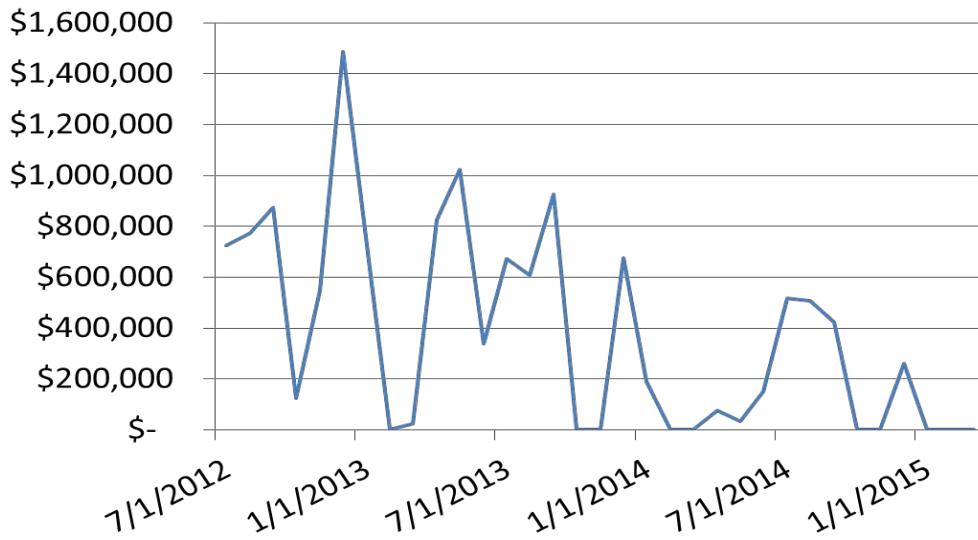
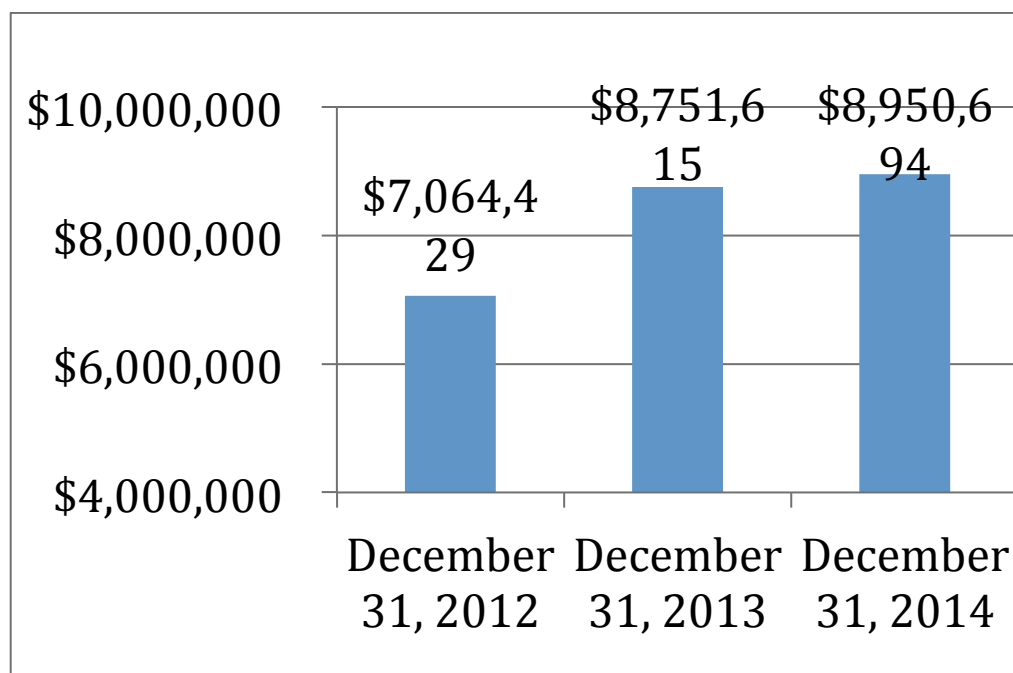


Figure 5-3: Cash and Investment Position

Knowledge Management

5P1 The PROCESSES for knowledge management and who is involved in those processes.

All the preceding sections of the Systems Portfolio indicate the importance of data in making decisions at Calumet College of St. Joseph. In the past, data was collected, but not consistently used as the basis for actions. In the last five years, that approach has changed dramatically. Enrollment, retention, and graduation data have been the basis for decisions regarding academic programs and student support. We have provided a wide variety of quantitative data in this document:

- Enrollment: overall, by program, and by demographic characteristics, gender, and first-generation college student status
- Retention: overall and by program
- Graduation rates: 4-year, 6-year, and 8-year rates, compared to national expectations for graduation based on the demographic characteristics of our student body
- Student athletes: enrollment, scholarships, and grade point average (GPA) compared to other students
- International students
- Use of the Academic Support Center
- Use of Career Services
- Full-time faculty and adjunct faculty

- Professional development expenditures
- Student perceptions
- Faculty and staff perceptions

We have shown how this information has been the foundation for the following key areas of activity:

- Program introduction and change
- General Education
 - A required sequenced approach
 - Freshman learning communities with midterm grades and embedded support
 - Signature Assignments to assess student learning, learning across courses, and programmatic success
- Student support
 - A revitalized Academic Support Center with faculty tutors
 - Embedded support in freshman classes
 - A standard midterm grade policy in freshman learning communities that will be expanded to all General Education classes
- Career-oriented programs
 - Career Services
 - The Lilly-funded EEON program, featuring two-year internships for high-achieving students
 - Joint career service activities with other Northern Indiana colleges
 - Athletic department policies
 - Professional development
 - Orientation processes for adjunct faculty members
- Professional development
- Faculty and staff support

Clearly, Calumet College of St. Joseph's move toward a culture of quality is based upon using data effectively to guide decision making.

Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making

The data to support decision making comes from several sources: the student records platform, Empower, which the institutional researcher uses as a primary source for reports about the institution in general and specific programs and activities; the financial management system, Great Plains; and qualitative assessments from survey instruments and meetings.

Empower is not only the source of conventional data about student learning (such as grades); it also compiles the data that is the basis for institutional research. In the process of compiling the last Systems Portfolio process, institutional research, maintained in a College Fact Book, was reorganized by AQIP category. This Fact Book contains all the information that supported the inquiry and conclusions that the AQIP process required. After the Systems Portfolio process was complete, the Fact Book continued to be produced annually. It is disseminated to all Senior Staff members and is available online to guide decision making in each of the areas that the AQIP process

considers. In addition to the Fact Book, retention, enrollment, and usage figures for various departments that serve students (such as Disability Services, Career Services, and the Academic Support Center) are compiled and used in Enrollment Management, by the Retention Committee, and in Program meetings. The President disseminates his regular report to the Board to faculty and Senior Staff members as well, and he holds regular open meetings for any faculty or staff member who cares to attend where information is widely shared and questions answered. The many ways of compiling, analyzing, and disseminating information indicates an emphasis on transparency across the institution.

The Great Plains financial system provides all necessary budget data. Paper copies of budgets are provided to each vice president at the close of each month.

Determining data, information, and performance results that units and departments need to plan and manage effectively

Data and other information to track enrollment, retention, and the College's financial status are both developed at the departmental level and distributed upward to Senior Staff, and requested by the President and members of Senior Staff and distributed downward through the departments. In addition faculty members request information from the Institutional Researcher to assess programs.

Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements

Data is shared regularly at officially established meetings, including those of cross-functional teams:

- Senior Staff
- Academic Affairs
- Faculty Senate
- Enrollment
- Retention
- Technology
- Curriculum & Assessment
- Student Activities
- General Education
- Student Activities

In addition, data and institutional information are available in the College Fact Book online, which tracks the same data included in the Systems Portfolio and is updated annually. In addition, data can be requested from the Institutional Researcher on an as-needed basis.

Finally, the College also uses other methods of sharing information. These are some examples:

- Convocation
- Annual address to faculty at Faculty Senate
- President's bimonthly reports to the Board of Trustees, which are shared with the entire college

- Faculty representation on the Board of Trustees
- Open forums
- Faculty and professional staff participation on cross-functional teams
- Open door policy and “Donuts with Dan,” informal monthly breakfast meetings for all faculty and staff with the president
- 360-degree review for President and Vice Presidents (2013-2014)

Ensuring the timeliness, accuracy, reliability, and security of the institution’s knowledge management system(s) and related processes

Since the Empower and Great Plains data management systems have become active in 2007, we have not encountered undue delays in accessing data required for decision making. Permissions hierarchies for these two systems allow access to data that could be sensitive for people who require it. Disaster recovery and business continuity plans are in place.

5R1 The RESULTS for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution

Outcomes/measures tracked and tools utilized (including software platforms and/or contracted services)

Because the CCSJ Fact Book was developed based upon the AQIP process, the information it presents represents the measures tracked. These include the following:

- Credit hour production
- Credit hours in developmental courses
- Enrollment: full time, part time, traditional program, degree completion programs, graduate programs, athletes, by gender, by ethnicity, by first-generation status, and by specific academic programs
- Full- and part-time staff
- Tuition
- Per-credit hour cost
- Sources of revenue
- Endowment
- Career Services data
- Academic Success Center data
- Retention – fall to spring, first-time freshmen; fall to fall, first-time freshmen; historical rates; five-year average retention rates with retention goals
- IPEDS graduation rates
- Scholarships provided to student-athletes
- GPAs of student-athletes
- Students receiving financial aid
- Average amounts of financial aid
- Student complaints
- Professional development expenditures
- Credit hours produced by full-time and part-time permanent positions

- Percentage credit hours taught by full-time vs. adjunct faculty
- Percentage of General Education credit hours taught by full-time vs. adjunct faculty
- Revenues and expenses
- Student default rates

Summary results of measures; interpretation of results; comparison of results with internal targets and external benchmarks

These measures have been introduced and utilized where appropriate throughout this Systems Portfolio. Their usage leads to the following conclusions:

Calumet College of St. Joseph collects a wide variety of data from a variety of reliable professional platforms.

Calumet College of St. Joseph disseminates data widely, using both formal and informal processes.

Over the past five years, the College has increasingly been asking more sophisticated questions of the data collected. While there is room for improvement, for example, in some academic programs that are just beginning to use data for assessment, the College has made major strides in moving from an institution that relied on ad hoc decision making to an institution that relies on data at every level.

511 IMPROVEMENTS that have been implemented or will be implemented in the next one to three years

The College has moved toward the type of data-based decision making that is required for a true culture of quality. Some of these moves include:

- Migration to the Empower and Great Plains record-keeping systems
- Establishment of cross-functional teams to analyze data collected and use it in planning
- Organization of the Fact Book around AQIP categories
- Establishment of additional means of communications, including sharing the president's bi-monthly reports to the Board of Trustees with the College, open forums, and "Donuts with Dan"
- 360-degree review of administration

We will:

- Continue to refine questions asked of the data to develop a realistic picture of forces that affect student and institutional success
- Continue the program assessment process, which measures programmatic success against documented achievements in relation to established targets

Resource Management

5P2 The PROCESSES for maintaining fiscal, physical, and technological infrastructures sufficient to support operations

As a small, tuition-dependent institution, Calumet College has traditionally taken a conservative fiscal approach, avoiding long-term debt and maintaining a balanced budget through a careful budgeting process that involves all functional areas of the College and that is based upon past experience (5.A.5). CCSJ's fiscal strategy to maintain is outlined in Section VI of the 2014 – 16 Strategic Plan (5.A.1). The policy recognizes the following:

- Because [Marketing](#) is critical to the realization of the College's enrollment goals and financial stability, additional resources will be committed toward the achievement of the following objectives.
 - The College's liberal arts focus, which integrates science, the social sciences, and the humanities; its Catholic identity; the small size of its classes; its student-centered orientation; and its affordability will be incorporated more explicitly into marketing materials targeting traditionally aged students.
 - A significant effort will be undertaken to recruit graduate students who received their undergraduate degrees at other institutions of higher learning.
- Because it has been determined that the College can effectively and efficiently serve a larger population of traditionally-aged students, strategies designed to “grow” the undergraduate student body will be developed, assessed, and implemented. Possibilities in this regard include:
 - [The recruitment of international students](#) using a tuition and fee schedule sufficient to attract, support, and serve this population;
 - The development of a select set of new undergraduate programs that leverage recent changes in the College's physical plant and the makeup of its faculty; and
 - The development of additional intercollegiate sports programs (e.g., men's volleyball, cheerleading, football, etc.).
- Because athletics has emerged as a key focus of the College's enrollment and retention efforts, steps will be taken to better integrate the various work processes employed by our Athletics Department and the complementary strategies employed by our academic, enrollment, academic support, and marketing staff.
- Because fundraising has been identified as a significant weakness, additional resources will be allocated to the College's development initiatives. This will include efforts to build the College's endowment through planned giving and its annual campaign as well.
- Because the College's name has been identified as a weakness (i.e., the term “college” is less highly valued than the term “university” by some prospective students and their families; the name “Calumet” leads to some confusion vis-à-vis Purdue Calumet; and we are sometimes not recognized as a Catholic institution of higher learning), the advantages and disadvantages associated with a name change will be examined.

Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs

The annual budget is well aligned to follow the Strategic Plan and meet identified needs. Funds have been allocated to the initiatives that we have already discussed throughout this document: new programs, specifically the Science Program; Orientation; Summer Bridge; learning communities; athletics; international students; and faculty and staff needs (5.A.3).

Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected

Calumet College of St. Joseph has always been a tuition-dependent institution, and as a result, we have maintained conservative fiscal policies that focus on balanced budgets and conservative investment policies. Over time, these policies have ensured the continuation of the educational program (5.A.2).

As the introduction to the category noted, CCSJ has made tremendous strides in resource management over the past five years with well-qualified staff, new policies and procedures, and new leadership on the Board of Trustees. In terms of our business practices, we are probably in as good a shape as we have ever been, and our cash and investment position has improved (Figure 5-3).

Not only are our business practices sound, however; we have been able to make substantial investments in the College and in our people. These investments include:

- A new lobby and science labs in FY 2012
- Substantial changes in non-faculty pay in FY 2013
- Resolution of pay compression challenge in faculty pay in FY 2014
- Dramatic increases in institutional financial aid in FY 2014 and FY 2015 (see Figure 5-4)
- A \$347,000 investment in equipment for the Science Program in FY 2015 (see Figure 5-5)
- A \$750,000 investment to address substantial deferred maintenance issues FY 2015.

Yet, the volatility of enrollment in higher education in general and in the region in particular means that budgeting remains a challenge. Figure 5-6 indicates a projected budget deficit for the next fiscal year. While the deficit will be met this year with investment income, it indicates the financial challenges we face.

5R2 The RESULTS for resource management

Outcomes/measures tracked and tools utilized /Summary results of measures /Comparison of results with internal targets and external benchmarks

Calumet College of St. Joseph is in a strong financial situation according to all indicators utilized in the budgeting and financial monitoring processes .

Interpretation results and insights gained

Calumet College of St. Joseph's conservative fiscal policies, in general, keep us in business despite the vagaries of tuition dependence in an unpredictable higher education context (5.A.1, 5.A.2, 5.A.3).

Figure 5-4: Institutional Financial Aid

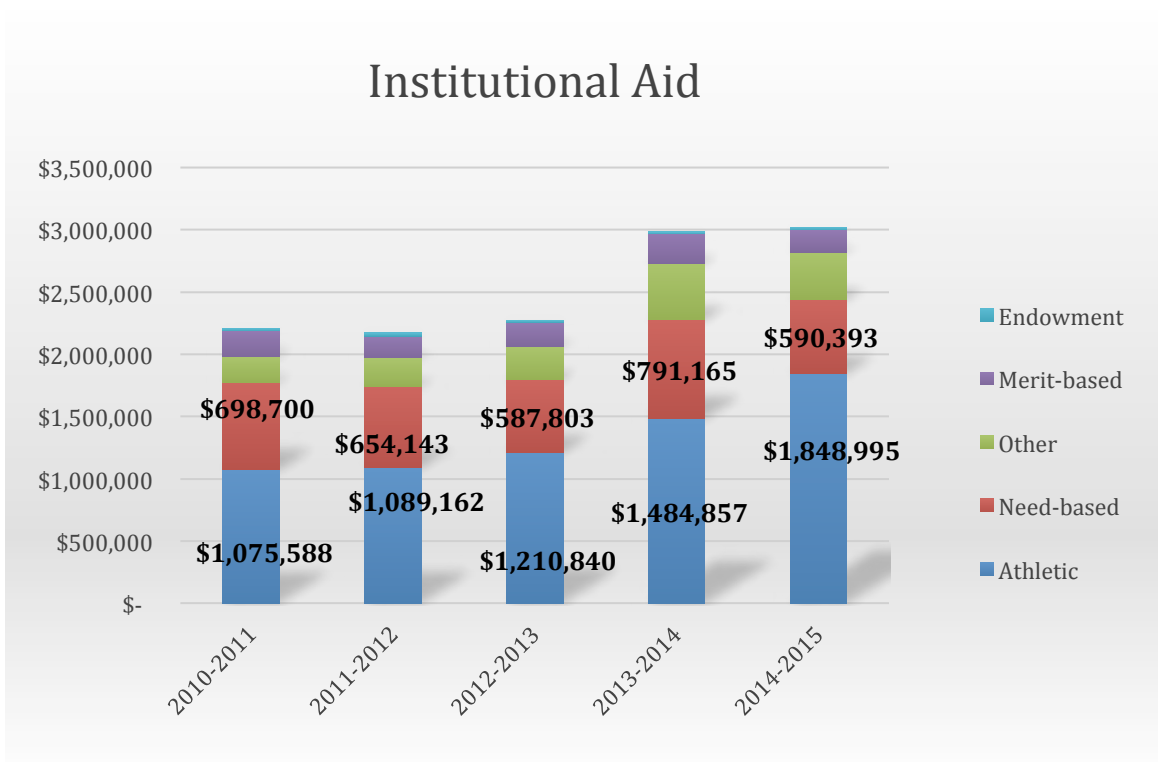


Figure 5-5: Equipment Investments

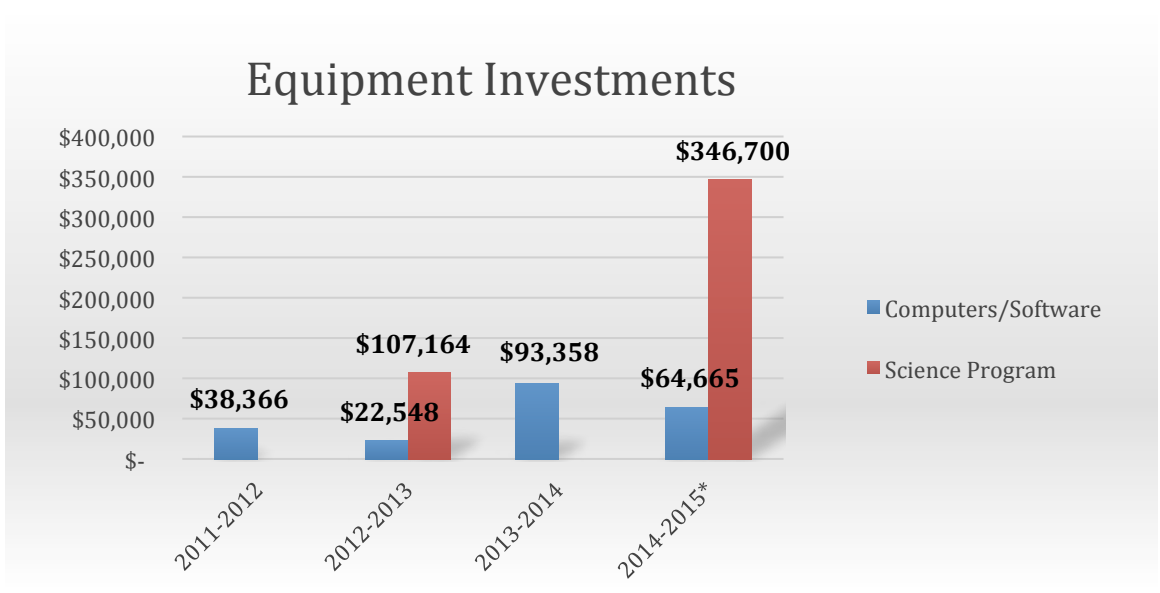
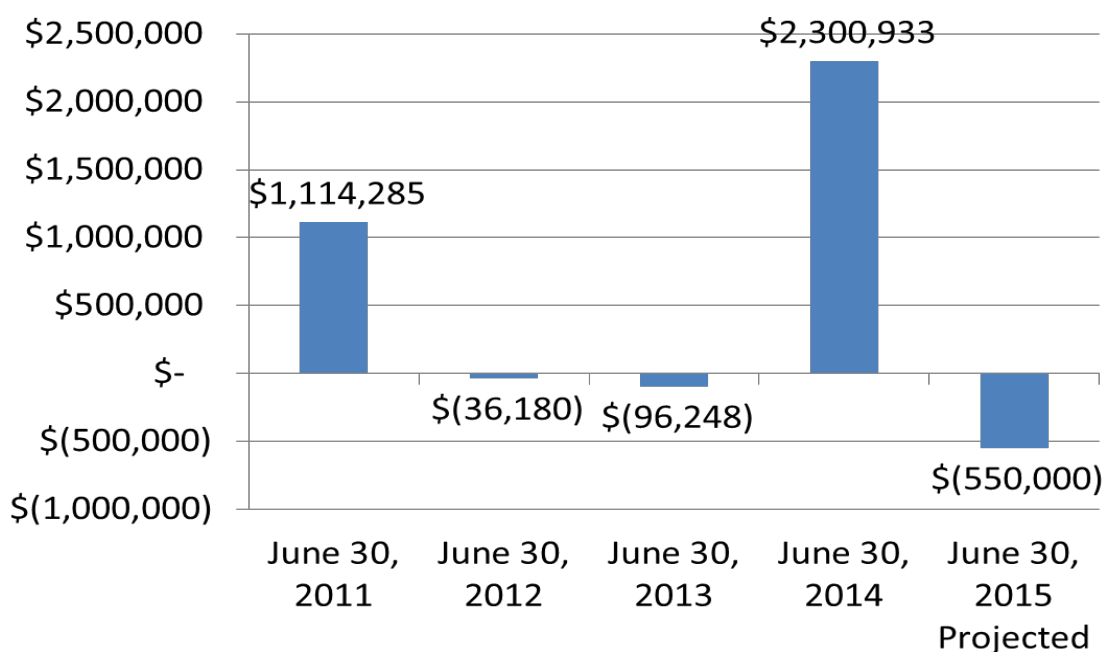


Figure 5-6: Budget Projection

Tuition and retention. Over the last five years, enrollment has been difficult to predict. When the College fails to meet the conservative goals on which the budget is based, it has ramifications for operations at all levels of the institution. That situation occurred in spring 2014, prompting concern for programs and personnel.

5I2 IMPROVEMENTS that have been implemented or will be implemented in the next one to three years

As a result of these financial indicators, the administration and Board of Trustees have moved toward efficient operations at all levels, ensuring that the College can maintain staff and faculty levels and programs even in low enrollment years (5.A). In the upcoming academic year (2015 – 16), the College plans to re-evaluate expenditures in the academic and athletic areas.

Operational Effectiveness

5P3 The PROCESSES for ensuring effective management of operations on an ongoing basis and for the future

Building budgets to accomplish institutional goals

Because Calumet College of St. Joseph is a tuition-dependent institution, the budget process begins with a realistic estimate of enrollment, based on past experience. Given the projected income based on this estimate, the Vice Presidents then meet with the Chief Financial Officer (CFO) and President to set budgets based on needs identified by the Senior Staff. The budget is reviewed by the Finance

Committee of the Board of Trustees, which historically insists upon presenting a balanced budget to the full board, and then adopted by the Board of Trustees (5.A.5).

Monitoring financial position and adjusting budgets

The budget process is based upon an estimate of enrollment, and enrollment in the recent past has been volatile at colleges and universities throughout the area. The President, CFO, and Vice Presidents closely monitor fall enrollment, adjusting the budget for instruction and student support based upon the actual number of students enrolled. The College's use of adjunct faculty members and part-time employees provides some flexibility in adjusting the number of classes offered and the number of support staff available to be sure that the College runs efficiently (5.A.5).

Maintaining a technological infrastructure that is reliable, secure, and user-friendly

Technology needs are built into the budget process through the annual technology plan. The technology committee meets monthly to compile the plan and to meet any immediate needs. With the growth of the Science program, the College has leased necessary equipment to meet student needs (5.A.1).

Maintaining a physical infrastructure that is reliable, secure, and user-friendly

Building comfort is an issue that has emerged in faculty and staff surveys. To address the physical plant problems, the College has made a considerable investment in the building over the last two years(5.A.1). These changes include the following:

- The replacement of the College's chillers with a more modern cooling system in order to improve the reliability of our air conditioning
- The replacement of damaged or missing capacity to chill and heat air drawn into the facility in order to moderate extremes in heating and cooling in the building as a whole
- The repair and installation, in some cases, of fans in heating and cooling units in our classrooms, again to moderate temperature extremes
- The replacement of our water tank with a pumping system

In addition, to improve user access to the College, a new lobby was constructed.

Managing risks to ensure operational stability, including emergency preparedness

As the previous section indicates, CCSJ is fiscally conservative. We have not traditionally considered income from investments as part of the annual operating budget. These available funds provide some financial cushion for the College in the face of variable enrollment. Like other Colleges and universities, we utilize a line of credit to manage the cash flow issues inherent in higher education finance 5.A.2).

5R3 The RESULTS for ensuring effective management of operations on an ongoing basis and for the future

Outcomes/measures tracked and tools utilized; Summary results of measures /Comparison of results with internal targets and external benchmarks

The key elements in this category have been discussed at length: financial audits, accreditation visits, and progress toward a culture of assessment. As we have noted, we achieved our goal of clean

financial audits in each of the last three years, and we intend to continue to meet that goal. In addition, accreditation visits of the several types outlined previously, which function in relation to the academic program much as audits function in relation to business practices, have noted no exceptions. Finally, we are making remarkable progress toward establishing a culture of assessment, as we outlined in Category 1, Helping Students Learn.

Interpretation of results and insights gained

Enrollment and retention are fundamental to the College's financial health.

Given the volatility of enrollment, the College's conservative fiscal policies will continue.

513 IMPROVEMENTS that have been implemented or will be implemented in the next one to three years

First, we organized work processes around AQIP categories (5.A.3). The Senior Staff meeting agenda and Strategic Plan align with AQIP categories as a guide to effective management. This means that other regularly scheduled meetings, including the Board of Trustees, follows the AQIP model.

Second, we have established cross-functional teams aligned to the most critical work processes and organized around student needs (5.A.2):

- Technology Committee
- Human Resources Committee
- Enrollment Committee
- Retention Committee
- Marketing Committee
- Facilities Committee
- Athletics Committee
- Co-curricular Programs Committee
- Safety Committee

These cross-functional teams are responsible for annual planning documents. These planning processes culminate in the annual budget process (5.A.5, 5.C.2).

Third, we have revised the bi-monthly Senior Staff meetings. Three years ago, Senior Staff meetings included only the president and vice presidents. We have expanded this group to include the director of admissions, the athletic director, the director of financial aid and business office operations, the human resources director, the director of institutional advancement, the institutional researcher, the director of library services, and the director of marketing and public relations. In addition, the president invites other key personnel when appropriate to share their perspectives on specific initiatives or issues. Not only does this expanded meeting help to share institutional information widely and foster shared decision making, but it also holds specific staff members accountable.

Finally, we are in the second year of an annual planning process that maintains best practices for ongoing events and activities in an annual calendar. This year, we will move the start of the calendar to July to provide adequate time to plan every upcoming College activity.

These approaches are guiding effective management at Calumet College of St. Joseph. We intend to continue to develop them.

AQIP Category Six: Quality Overview

This Systems Portfolio has presented the story of continuous improvement guided by the College's mission, the AQIP process, and ongoing data-driven assessment. The key elements in that story are the greater emphasis on student learning, with an eye toward early intervention; the adoption of a new assessment framework; responsiveness to students, employees, and the community; and improved financial systems. The College's AQIP Action Projects, listed in Figures 6-1 and 6-2, are the foundation for this improvement; they demonstrate a move toward a culture of quality in which processes and results no longer react to external stimuli. Instead, in Categories 1 and 3 processes and results are systematic and moving toward being aligned, while in Categories 2, 4, and 5, they have become aligned and are moving toward the integrated level.

Figure 6-1: AQIP Action Projects, 2014 - 2016

AQIP Category	Action Project Title (Date Opened)	Primary Strategic Plan Goal	Status
Category One: Helping Students Learn	Midterm Grades in Learning Community Classes <i>VP for Academic Affairs</i>		Active
Category Two: Meeting Student and Other Key Stakeholders Needs	Co-curricular activities transcript <i>VP for Enrollment and Retention</i>	IV	Closed
	High School Initiative <i>VP for Academic Affairs</i>		Closed
	Title IX <i>VP for Enrollment and Retention</i>	III	
Category Four: Planning and Leading	Finish in 4 <i>VP for Academic Affairs</i>		Posted
Category Six: Quality Overview focuses on Continuous Quality Improvement	Assessing and Improving Customer Service <i>VP for Academic Affairs</i>	VII	Needs Updating 11/13
	Assessment of the Assessment Plan <i>VP for Academic Affairs; Curriculum & Assessment</i>	VIII	In Review

Figure 6-2: Older AQIP Projects, Aligned to 2012 – 14 Goals

AQIP Category	Action Project Title (Date Opened)	Primary Strategic Plan Goal	Status
Category One: Helping Students Learn	Learning Communities in Support of the CORE initiative <i>(04-09-2008)</i>	III	Completed
	Required 3 Credit Hour Orientation Course <i>(04-09-2008)</i>	III	Completed

	Pilot Test of a Draft of Assessment Plan <i>(09-01-2009)</i>	III	Completed
	Development of Foundational Learning Objectives <i>(08-01-2010)</i>	II	Completed
	Honors Learning Community <i>(04-01-2011)</i>	III	Completed
Category Two: Accomplishing Other Distinctive Objectives	Review of Freshmen Retention Numbers <i>(10-01-2010)</i>	III	Completed
	Football		April 2013
Category Three Understanding Students' and Other Stakeholders' Needs	Latino Success Initiative <i>(05-29-2012)</i>	I	Closed 2/13/14
	Campaign: Experiential Learning Curriculum <i>(01-29-13)</i>	III	Closed Nov 13, 2013
	Service Learning Assessment & Development (Campus Compact) <i>(12-06-2011)</i>	V	Completed
Category Four: Valuing People	HIEP: Increase Diversity and Globalization Initiative		Reviewed/Ready to Close
	Consumer Information Disclosure <i>(08-01-2011)</i>	VI	Completed
Category Five: Leading and Communicating	Marketing Campaign in Support of the CORE Initiative <i>(04-09-2008)</i>	VI	Completed
	Financial and Business Practices and Policies <i>(04-09-2008)</i>	VI	Completed
Category Six: Supporting Institutional Operations	Paperless and Online Forms of Operations <i>(11-10-2008)</i>	VI	Completed
	Improvement of CCSJ Registration Process <i>(05-01-2009)</i>	VI	Completed
	Development of Policies and Procedure Documents <i>(07-15-2010)</i>	VI	Completed
	EMPOWER Student Information System <i>(04-02-2012)</i>	VI	Completed
	Assessment Data Pertaining to Graduates <i>(10-01-2010)</i>	III	Completed
	Online Course Evaluations <i>(12-06-2011)</i>	VI	Completed
Category Seven: Measuring Effectiveness	Campaign: Experiential Learning Best Practices <i>(5/3/12)</i>	III	Completed 10/1/12
	External Review of Programs and Curriculum <i>(12/1/2012)</i>	I	Complete 2/1/2013
	High School Initiative <i>(08-01-2012)</i>	I	Closed 2/13/14

Quality Improvement Initiatives

6P1 The PROCESSES for selecting, deploying, and evaluating quality improvement initiatives

The College chose the AQIP program as a challenging way to assure ongoing quality improvement. AQIP guides work processes at the institution. We aligned the Systems Portfolio categories with the Senior Staff agenda and all planning documents. AQIP Action Projects, outlined in Figures 6-1 and 6-2, result from these planning processes and are implemented by the AQIP committee, one of the College's cross-functional teams. The preceding sections indicate how these projects have been used to address issues and opportunities at Calumet College of St. Joseph.

6R1 The RESULTS for continuous quality improvement initiatives

The Systems Portfolio, Action Projects, and Strategic Plan are exactly aligned. Strategic Plan categories were designed to correspond to the Systems Portfolio categories. The agenda for regularly scheduled Senior Staff meetings is set up in these categories as well, and each meeting addresses items that need attention at the time. This change in structuring College activities has been invaluable in promoting the change to a culture of quality, based on data-driven assessment.

6I1 IMPROVEMENTS that have been implemented or will be implemented in the next one to three years

See Figures 6-1 and 6-2. Open projects include midterm grades, Finish in 4, and assessment of assessment. We anticipate that new quality projects will emerge from cross-functional teams in the upcoming academic year.

Culture of Quality

6P2 The PROCESSES for continuous quality improvement to evidence a culture of quality

Developing an infrastructure and providing resources to support a culture of quality

The AQIP structure has become Calumet College of St. Joseph's quality infrastructure. As we have explained, it provides the structure for the Strategic Plan, the framework for the President's reports to the Board of Trustees, the agenda for Senior Staff meetings, and guidance for administrative committees: Academic Council, the Enrollment Committee, the Retention Committee, the Student Activities Committee, the General Education Committee and the Curriculum & Assessment Committee. It therefore guides initiatives from the academic program to employee policies, and the budgeting process channels resources to these identified initiatives.

Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

This document has told the story of the key change at Calumet College of St. Joseph's from the last Systems Portfolio to the current one: Because the AQIP process has been institutionalized in the many ways that have been explained above, continuous improvement has become a part of CCSJ's culture (5.D.1).

Ensuring the institution learns from its experiences with CQI initiatives and reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution

AQIP initiatives and their results are shared across the administrative structures outlined in the previous section (5.D.2).

6R2 The RESULTS for continuous quality improvement to evidence a culture of quality

AQIP quality initiatives are outlined in Figures 6-1 and 6-2. The following AQIP projects have been institutionalized at Calumet College of St. Joseph:

- Experiential learning
- Online course evaluations
- Graduate survey
- EMPOWER student information system
- Policy and Procedure documents
- Improved registration process
- Paperless and online operations
- Marketing campaign to support the CORE initiative
- Consumer information disclosure
- Service learning development through Campus Compact
- Latino Success Initiative
- Honors Learning Community
- Foundational learning objectives
- Orientation
- Freshman learning communities
- Assessment plan
- Improved customer service
- The Finish in 4 Program
- Co-curricular activities transcript
- Midterm grades in learning community courses

This is an impressive list of activities that are improving education at Calumet College by implementing AQIP initiatives (5.D.1, 5.D.2).

6I2 IMPROVEMENTS to the quality culture that have been implemented or will be implemented in the next one to three years

We intend to continue the major quality initiatives outlined in this section. First, we will complete the open AQIP Action Projects: assessing the assessment plan, assessing and improving customer service, Title IX, and midterm grades for all learning community classes. Second, we will initiate new AQIP action projects based upon needs that emerge from the bottom up in the cross-functional team meetings that have been previously mentioned. Finally, we will continue the assessment

process that began in fall 2014, revisiting faculty progress at Education Day prior to the new fall semester in September and planning for ongoing assessment throughout the next academic year.

These initiatives will enable us to continue the ongoing improvement that this Systems Portfolio demonstrates is underway.