



Calumet College of St. Joseph



AQIP Systems Portfolio - March 2019



Systems Portfolio
Calumet College of St. Joseph

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Introduction

Institutional Overview

Calumet College of St. Joseph (CCSJ) 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.

The College was established in 1951 as a Roman Catholic liberal arts college sponsored by the Missionaries of the Precious Blood (C.P.P.S.), Cincinnati province, a congregation of priests and brothers under the patronage of St. Gaspar.

Today our student body of 655 (Fall 2018) has changed, but the mission remains the same. *U.S. News and World Report* identifies us as among the most diverse liberal arts colleges in the Midwest, and we remain the only Hispanic-serving college or university in the state of Indiana according to the Hispanic Association of Colleges and Universities. Many of our students are first-generation college students (35% to 51% of the entering freshman classes over the last five years), and qualify for federal Pell grants (63% to 75% annually over the last five years). 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, yet we consistently outperform both our regional competitors and the Higher Education Research Institute's expected graduation rates for students with similar demographic and academic profiles. We achieve these goals with a full-time faculty of 28, a regular adjunct faculty of 69, and a staff (including our part-time athletic coaches) of 61.

Under a new president, the College has made significant progress toward continuing to serve these students by addressing the three strategic challenges identified in our last systems portfolio: collecting and assessing data, planning, and developing an institutional culture of quality. We can point with pride to major advances in each of the systems portfolio categories:

- Assessing student learning and academic program quality in Category 1.
- Reorganizing senior leadership and relocating vice presidents to improve enrollment and retention in Category 2
- Also in Category 2, identifying realistic targets for retention and graduation rates to guide improvement and developing a strategic enrollment plan to meet those targets
- Improving employee accountability and recognition in Category 3
- Developing a clear sense of what a liberal arts education in the C.P.P.S. tradition means and building CCSJ's identity upon the Five Pillars of a Catholic liberal arts education in the C.P.P.S. tradition in Category 4
- Also in Category 4, initiating an inclusive strategic planning process, developing a plan to recruit Board of Trustees members, and enhancing community partnerships
- Refining fiscal processes appropriate to the College's size and situation in Category 5

Brief introductions to each of the systems portfolio category responses demonstrate our progress.

Progress in **Category 1**, Helping Students Learn began with adopting and applying three theoretical constructs: the AAC&U's Five-Level Assessment, which moves from individual student learning to course assessment, department assessment, and finally to overall institutional assessment; an adaptation of AAC&U VALUE rubrics to assess student learning; and a research model approach to quality improvement that we implemented following the HLC Strategy Forum in 2015. As a result of these theoretical foundations, we have

- Implemented assessment of student learning in General Education (which is responsible for common learning objectives) through Signature Assignments and in all academic degree programs through capstone analysis
- Fully implemented program assessment

- Revised the General Education Program, based on student needs, in order to ensure that all students meet common learning outcomes, identified as foundational skills and knowledge
- Streamlined and improved curricula in several programs as a result of program assessment
- Expanded First-Year Experience support and activities, based on best practices and an innovative approach developed to meet unique student needs, in order to support student engagement and promote success in meeting common learning outcomes
- Improved academic student support services to meet the needs of underprepared students

Because of these significant developments, we find that Calumet College is aligned in Category 1 processes; we have instituted explicit, repeatable processes that address key institutional goals of retention, graduation, and quality, and we have effectively communicated both the processes and goals across the institution in order to coordinate our efforts successfully. The results of our work are systematic: We are beginning to collect and maintain data, analyze at a variety of levels, and share across the institution. Tracking is beginning to yield trend data and comparative measures.

In **Category 2**, Meeting Student and Other Key Stakeholder Needs, increased emphasis on analysis of available data has identified needs and guided improvements. The College has used data from the National Student Survey of Engagement (NSSE) in conjunction with other externally normed sources of information: a Gallup Poll, Yes We Must research, and the IDEA course feedback instrument. In addition, CCSJ has utilized internal survey data to collect feedback about student experiences unique to the College. As a result of data analysis, we have

- Set realistic goals for retention, persistence, and completion based upon historical achievements and Higher Education Research Institute (HERI) comparisons
- Established the cross-functional Strategic Enrollment and Retention Committee to improve processes for assessing factors affecting enrollment, retention, and student services
- Reorganized vice presidential positions and the Athletics structure to meet the needs of various stakeholders
- Improved recruitment, financial aid, and admissions processes
- Expanded nonacademic support services to meet student needs
- Provided additional resources for Career Services
- Improved extra-curricular and co-curricular processes and student engagement
- Implemented an intentional process for community engagement that has resulted in strong community partnerships
- Developed and implemented a digitized complaint process

Because of CCSJ's move toward using data consistently as the foundation for decision making about meeting stakeholder needs, we are aligned for Category 2 processes: we have explicit, repeatable processes for key retention, persistence, and completion areas; those processes are communicated across the institution; and we are using those processes to improve. Once again we are systematic in the results of these processes: data are collected, maintained, and shared; tracking of performance has begun; and some trend data and comparative measures are available. We intend to continue to use that data for ongoing improvement.

In **Category 3**, Valuing Employees, Calumet College of St. Joseph has been working diligently for the past four years to align our mission with our basic human resource practices in valuing our employees and ensuring accountability across the institution. These endeavors are meant to recruit the best qualified faculty and staff possible, allow them the freedom and creativity to effectively assist our students in pursuing success, create an attractive environment for them, and ultimately retain them.

The College has implemented well-defined recruiting, hiring, and employee orientation processes to ensure that the right number of appropriately qualified faculty and staff are in place. Compensation is governed by a transparent step and grade system. Annual fall enrollment determines the number of course sessions to be offered and the number of adjunct faculty members needed to fully implement the academic program. The College maintains sufficient staffing benchmarked against norms established by professional organizations. Just as important as

onboarding appropriate faculty and staff, CCSJ has implemented employee evaluation processes to ensure accountability in all departments, including faculty.

Therefore, the institution is currently systematic in processes and results in Category 3. Well-established policies provide guidance, and quality improvement is beginning across units. A planned review of staff evaluation, which will engage appropriate representatives from across the College, and clearly communicating guidelines will move CCSJ to aligned status over the next three years. Calumet College will continue to work toward making institutional quality goals more generally understood and consistently used in all departments. In results, CCSJ is collecting and maintaining data and beginning to share trends and comparative data across the institution.

In **Category 4**, Planning and Leading, the story of progress is obvious in a range of initiatives: mission clarification, strategic planning processes, shared governance, and administrative structures.

A three-year Catholic Identity initiative led to Mission Across Curriculum/Campus (MAC), a pedagogical instrument designed to inculcate mission, vision, and values across the curriculum in a way that is uniquely Catholic and in the tradition of the college's sponsoring religious congregation, the Missionaries of the Precious Blood. The Five Pillars of a CCSJ Education are at the heart of MAC. They state that a CCSJ graduate is

1. Open to growth
2. Intellectually competent
3. Religious/spiritual
4. Loving
5. Committed to justice

These Pillars relate to the mission goals, and each of them, in turn, is investigated through a series of questions that guide reflection. MAC and the Pillars are featured across campus and on the College website. A revitalized Faculty Senate Mission Committee is developing activities and approaches to make them central to College life.

Other important advances in Planning and Leading have occurred under a new president, who took office in July 2017. She has achieved initial goals of developing a strategic planning process that includes all areas of the institutional community, instituting an intentional Board recruitment process, clarifying shared governance with the Board of Trustees and faculty, and revising cross-functional teams to ensure that information is widely available.

These processes represent important steps forward for the College. In this category, therefore, we find that Calumet College is systematic both in processes and results; we have instituted processes that address our key goals, which are integrated with institutional goals and communicated effectively across the institution, and we are beginning to operate via these appropriate processes consistently. We collect and maintain data where possible, we are developing new measures of achievement, and are beginning to utilize trends and comparative measures.

In **Category 5**, Knowledge Management and Resource Stewardship, the College has well-developed processes for sharing information, budgeting, and allocating resources. The Institutional Research Office prepares and disseminates a portfolio of regular reports on enrollment and retention that support strategic planning and semester-to-semester decision making; reports on attendance, grades, and progress toward degrees that can ensure timely actions; and ad hoc reports to assist in operations across the institution. In addition, the College regularly utilizes trusted external sources of information as a foundation for planning and decision making.

The VP for Business and Finance prepares other standardized reports for the Board of Trustees, the President, and the Vice Presidents, which are the foundation for institutionalized annual budgeting processes. Minor changes in processes to make budget-to-actual data available more frequently will enhance the College's efforts to maintain fiscal responsibility.

Data collected in the CCSJ Fact Book, the budgeting process, and enrollment and retention tracking inform the College's decision-making. Processes address the College's primary goals: student learning, enrollment, retention, and fiscal responsibility. These processes are explicit, repeatable, communicated among all institutional units, and evaluated annually. Therefore, the College is aligned in its processes for maintaining the technological and physical infrastructure, coordinating across the institution, and communicating effectively. CCSJ is systematic in the results for resource stewardship. The necessary systems are in place, we use standard budgeting tools, and we are beginning to share and extend these processes more widely.

Finally, in **Category 6**, the Quality Overview, we note that the HLC systems portfolio feedback and subsequent Strategy Forum have helped the College prioritize quality improvement initiatives in each category above: assessing and improving academic programs and student learning, implementing academic and nonacademic student support services, developing intentional outreach to all stakeholders, holding all employees accountable, extending mission across the campus, implementing Board development processes, collecting appropriate information and disseminating it in a timely fashion to the appropriate departments, and maintaining fiscal responsibility despite challenges.

We believe that our specific responses to HLC feedback and the emphasis on data-based decision making that resulted from the HLC Strategy Forum have moved us to aligned status in quality improvements: we have utilized explicit and repeatable processes for improvement initiatives that address our key institutional goals, and we have communicated those results across the institution. The many improvements that we have implemented because of these processes mean that the results of our work have become systematic: We collect data and information, maintain it, analyze it, and share the results in appropriate functional units of the College. We are beginning to consistently utilize trend data and comparative measures as the foundation for institutional decision making.

Our goal now is clear: We intend to move from the aligned and systematic statuses that we have achieved through diligent efforts over the last three years to aligned in all areas and integrated in key processes, such as program assessment and mission across the campus. We look forward to that ongoing quality improvement.

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

111: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1.1: COMMON LEARNING OUTCOMES

1P1 PROCESSES

Calumet College of St. Joseph's common learning outcomes are achieved through the College's General Education Program. They directly relate to the College mission: to help undergraduate and graduate students develop academically, spiritually, and ethically. As the [Course Catalog](#) indicates, students are expected to achieve these common outcomes:

- Read analytically, synthetically, and critically in a variety of genres
- Write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage and punctuation
- Deliver oral presentations with a clear central idea that is logically developed, supported by convincing evidence and valid reasoning, and expressed using language and delivery choices thoughtfully adapted to the audience
- Represent, apply, analyze and evaluate relevant qualitative and quantitative mathematical and scientific evidence
- Appreciate, create, and critique the persuasive power of art and media
- Apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs

The first five objectives reflect foundational academic skills and the last reflects spiritual and ethical growth. Mission-related spiritual and ethical learning outcomes are also assured through two transfer-protected courses in General Education: THEO 110, which introduces Catholic social justice teaching and applies it to the contemporary situation, and THEO 230, the Search for Ultimate Meaning, part two of the General Education capstone. These courses help students apply what they have learned to their own lives.

Aligning Common Learning Outcomes (3.B.1, 3.E.2)

While the General Education Committee (Gen Ed) has overall responsibility for common learning outcomes ([Faculty Handbook](#) [FH] 1.5.2.1.2 and 1.7.3.7), identifying, communicating, achieving, and assessing them reflect institutional shared governance ideals that ensure that the outcomes are aligned across the institution to the mission and degrees offered. These processes begin with faculty, then include administrative and Board of Trustees approval and support. The Curriculum & Assessment Committee (FH 1.7.3.3) reviews and approves Gen Ed outcomes, and all changes in Gen Ed must be approved by the Faculty Senate (FH 1.6.1.1) and the Board of Trustees (FH 1.7.3.3). Next, Academic Advising ensures that students follow the sequence (see

the College Catalog, pp. 34 – 35), and the Vice President for Academic Affairs (VPAA) oversees implementation of standard processes and ensures that they are followed.

Determining Common Learning Outcomes

Curriculum & Assessment's 2015 – 2016 [initial program review](#) identified issues with assessing Gen Ed learning objectives. A working group met weekly throughout fall 2016 to revise learning outcomes, considering the College's traditional goals, the College's mission, AAC&U VALUE rubrics for foundational skills, Gen Ed programs benchmarked at other institutions, and characteristics of CCSJ students documented in the College Fact Book. The working group agreed upon the six common learning outcomes listed at the opening of this section, along with a more specific sub-list to guide instruction and assessment for each outcome (3.B.2). Assessable objectives led to a revision of the Gen Ed Program in order to achieve them. In the revision, the number of required credit hours was reduced from 54 to 38 and other issues identified in the C&A assessment were addressed (see Results, below). The final Gen Ed revision was approved in spring 2017 by the Curriculum & Assessment Committee, the full Faculty Senate, and the Board of Trustees, for implementation in fall 2017 (4.B.4).

Articulating the Purposes, Content, and Level of Achievement of the Outcomes

Minutes of the Gen Ed meetings are shared with all full-time faculty members, and the representatives to the Gen Ed committee from each department share decisions and requirements in their monthly department meetings. This structure ensures that every academic department is engaged in the discussion and assessment of common learning outcomes and informed about decisions and requirements (3.B.2). In addition, faculty discussed common learning outcomes at professional development days in fall 2017 and spring 2018. Key components of the Gen Ed revision, including common learning outcomes, were shared with Senior Staff, a group that includes the President, Vice Presidents, Directors, Registrar, and a representative of faculty. To ensure that common learning outcomes are implemented appropriately in student schedules, weekly Advising meetings with the Vice President for Academic Affairs (VPAA) were devoted to explaining and implementing them in practice. Levels of achievement are indicated through Signature Assignment data, shared annually in the General Education Committee, and student self-reports on the NSSE instrument (Figures 33 through 49 in the [CCSJ FactBook 2018 19](#)) and on the IDEA course feedback instrument (Table 1-13) (4.B.1).

Incorporating into the Curriculum Opportunities for All Students to Achieve the Outcomes

Evidence of student achievement of common learning outcomes is gathered through Signature Assignments, a scaffolded set of common assessments that students complete in specified General Education classes. Faculty disciplinary teams review Signature Assignments for written communications, oral communications,[1] and quantitative and scientific thinking using a modified version of standard rubrics developed by the American Association of Colleges and Universities (AAC&U).[2] Signature Assignments are consequential: students repeat these Gen Ed classes if they do not pass, and students cannot advance beyond each assessment point if they do not meet minimal standards. In the College's accelerated programs, where students enter with the equivalent of an associate's degree, they take a standard Signature Assignment assessment in

written and oral communications in an initial class (3.B.2, 4.B.1). If they do not meet the standard, they receive a referral to the Tutoring Center to work on specific skills, and they have until the capstone to demonstrate that they have mastered the requisite skills.

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. Achievement is supported through the First-Year Experience (FYE) Office and Student Support Services. Based on experience over time and research into high-impact educational practices,[3] the FYE Director coordinates Signature Assignment processes with the CCSJ Tutoring Center, located in a convenient and visible first-floor location adjacent to the Library and Disability Services. Faculty tutors offer one-on-one tutoring and mentoring and lead study groups and workshops on specific skills. The FYE Director also coordinates the following support services to ensure that students can meet all common learning objectives:

- *The Summer Bridge Program*, a free three-week program prior to the start of freshman year to help students make the transition from high school to college and to provide a review of English and mathematics.
- *Orientation Day and Orientation Passport activities*, a list of required cocurricular work and optional activities to foster skills and increase engagement.
- *The Personalized Academic Career Excellence Program (PACE)*, a program designed to meet the needs of students who have the desire to do college work, but who need additional support to succeed.
- *Learning Communities*, links between two classes in the first semester of the first year to reinforce learning, share meaningful assignments, extend learning activities across classes, and provide a platform for intrusive advising procedures.
- *Midterm grades and follow-up interventions*, clear indications for students of where they stand while they have time to improve

These support services will be fully discussed in Category 2.

Ensuring the Outcomes Remain Relevant and Aligned with Student, Workplace and Societal Needs (3.B.4)

Two external instruments provide indicators of students' perceptions of their educational experiences. CCSJ participates every other year in the National Survey of Student Engagement (NSSE) and utilizes the IDEA student evaluation system each semester to collect information.

The College monitors diverse workplace needs through annual discussions with business and industry partners in a Lilly grant-funded program, faculty participation in regional organizations in their fields, and partnerships with regional workplace organizations. We utilize the Center for Workforce Innovations' 2014 State of the Workforce Report, State of the Workforce Data Analysis 2016, and 2015 NW Indiana Indicators to better understand diverse perspectives, and we are a participating member of READY NWI, the Regional Education and Employer Alliance for Developing Youth in Northwest Indiana.

Finally, we commission market analyses as needed to answer specific questions. For example, in 2014, we contracted with CWI to assess the effectiveness of our Business, English, and technology programs and instituted some curricular changes in response, and in 2018 we contracted with Higher Thinking, Inc., for an overall [market analysis](#). While these analyses focused on programmatic outcomes, they also provided additional insight into foundational skills and knowledge required in the contemporary workforce.

Designing, Aligning and Delivering Cocurricular Activities to Support Learning

The General Education Program was intentionally designed to include a specified set of cocurricular activities across the program in transfer-protected required General Education courses (3.E.1):

- Orientation Day activities to introduce the College, common learning outcomes, and specific foundational skills such as library research and source citation
- A social justice project in the community, developed by students, in Theology 110.
- A visit to the Chicago Art Institute, in connection with the curriculum in Humanities 110.
- A public project (e.g., a letter to the editor or participation in an undergraduate research conference) in Academic Writing and Research, another transfer-protected Gen Ed requirement.

Students track cocurricular achievement in General Education through Orientation Passport activities. In addition to required cocurricular work, students choose at least three of nine optional activities to complete an Orientation Passport, including cultural, civic, and service opportunities at an assortment of venues and with a diverse group of faculty members who share interests and experiences. These activities are designed to help the students identify and meet their own needs on Maslow's hierarchy, and they promote the goal of student engagement and retention (3.D.1, 4.B.2). All students are also encouraged to participate in cocurricular clubs, which have learning activities that are directly related to departmental curricula. Active cocurricular clubs in 2018 – 2019 are Business, Drama, Education, English and Creative Writing, Media, and Science (4.B.2).

Selecting the Tools, Methods, and Instruments for Assessing Attainment of Common Learning Outcomes

Prior to the 2014 – 2015 academic year, CCSJ used College Assessment of Academic Proficiency (CAAP) testing to assess student achievement of common learning outcomes. While CAAP testing showed where our students stood in relation to national norms, the data was challenging to use, did not point to specific curricular modifications or student interventions to improve student learning, and was not an indicator of student progress because it was not consequential.

The Director of Curriculum & Assessment reviewed best practices in assessment, attended training on a promising approach using signature assignments, and proposed a modified Signature Assignment process appropriate for College resources to the General Education Committee and C&A. The process was piloted in 2014 – 2015 and fully implemented in 2015 –

2016. It met the CAAP assessment issues by providing direction for individual intervention and for curricular change. Signature Assignments, however, lost the national comparison that CAAP tests provided. Standard AAC&U rubrics helped meet this need, and the IDEA feedback tool was chosen in 2017 – 2018 to enable comparison to external benchmarks (4.B.2).

Assessing Common Learning Objectives

In addition to Signature Assignment assessment of individual student learning, assessment practices are in place or being implemented to assess the achievement of the College's common learning outcomes overall. The General Education Committee meets Curriculum & Assessment Committee (C&A) requirements for course and program assessment (4.B.1, 4.B.2, 4.B.4):

- Course objectives were standardized across sections of General Education courses, and standardized curricula were developed to ensure that students meet learning objectives.
- The Gen Ed program was mapped to clearly indicate where each learning objective was addressed and to what extent.
- An appropriate assessment of student learning was identified for learning objectives identified on the Gen Ed curricular map.

A method for storing and assessing artifacts from each Gen Ed class was identified, and a timetable for assessing artifacts established.

IRI RESULTS

During the 2015-2016 academic year, the first round of [C&A assessment](#) and response identified concerns for the General Education Program and requested immediate attention to ensure common learning outcomes across all programs and delivery methods. The Gen Ed program was revised in response to these concerns, as the [Gen Ed minutes](#) (April 6, 2017), [C&A minutes](#) (April 2017), Faculty [Senate minutes](#), April 19, 2017), and [Board of Trustees minutes](#) (May 1, 2017) indicate. The revised program provides assessable and achievable common learning outcomes that are consistent across the institution (4.B.3).

To assess common learning outcomes, the FYE Director and the Director of the General Education program collect and analyze direct indicators of student success through Signature Assignments and indirect indicators through students' self-reported responses on the National Survey of Student Engagement (NSSE) and the IDEA course feedback, both of which compare CCSJ students' responses to national averages. Use of Signature Assignments mapped to programmatic learning objectives has begun to inform Gen Ed teaching and student support, as the general pattern of improvement from year to year in written, oral, and quantitative assessment for midyear freshmen, sophomores, and juniors shows. NSSE and IDEA feedback indicates that students consistently feel more successful than or equally successful as their peers in all areas that represent CCSJ's common learning outcomes.

Summary Results

C&A identified several concerns about the General Education Program. Stated outcomes and learning objectives for General Education were not assessable. An Academic Advising study of student transcripts found that despite the intention to sequence the existing General Education courses, the courses were seldom taken sequentially. The VPAA's review of syllabi indicated that the majority of General Education syllabi did not state the same intended outcomes as the General Education curriculum map. Gen Ed requirements varied for different categories of students: traditional students who begin and end their academic careers at CCSJ, students with preparatory needs, transfer students, students in accelerated programs, students in the Human Services program, and associate degree students. Finally, Gen Ed course requirements did not leave enough room for preparatory work, a minor, or in some cases (specifically Science programs and Education), completion of the major within 120 credit hours.

Following the adoption of assessable common learning objectives and a revised General Education program, the 2018 round of program assessment identified another issue: The annual curricular map indicated a gap in reinforcing quantitative skills across the Gen Ed program between initial required classes and the capstone sequence, as the program required. That gap was addressed by the Gen Ed Committee at its October meeting (see [Gen Ed minutes October 2018](#)) and work is currently underway to address it in the Gen Ed curriculum.

Direct indicators that students master common learning objectives come from Signature Assignments. Table 1.1 provides the results of the signature assessments in written communication, oral communication, quantitative reasoning, and scientific reasoning, with results provided in relation to internal targets. Data are available for written and oral communication since the pilot year 2014 – 2015. Quantitative and scientific reasoning Signature Assignments were piloted during the 2016 – 2017 school year, following revision of common learning outcomes. Based on the results of the pilot, a revised quantitative assessment was fully implemented. The scientific reasoning instrument was further revised and piloted during the 2018-2019 academic year.

Table 1.1 Signature Assignments 2014 – 2018

WRITTEN	Rubric Score	% Meeting Standards (2014 – 2015)	% Meeting Standards (2015 – 2016)	% Meeting Standards (2016 – 2017)	% Meeting Standards (2017 – 2018)
Entering freshman standard	10	79	97	89	77
Midyear freshman standard	11	64	85	83	88
Midyear sophomore standard	12	49	57	65	64
Midyear junior	13	36	38	57	59

standard					
ORAL	Rubric Score	% Meeting Standards (2014 – 2015)	% Meeting Standards (2015 – 2016)	% Meeting Standards (2016 – 2017)	% Meeting Standards (2017 – 2018)
Entering freshman standard	10	61	90	89	Not available
Midyear freshman standard	11	48	83	92	86
Midyear sophomore standard	12	38	72	61	73
Midyear junior standard	13	22	64	69	89
QUANTITATIVE REASONING	Rubric Score	% Meeting Standards (2014 – 2015)	% Meeting Standards (2015 – 2016)	% Meeting Standards (2016 – 2017)	% Meeting Standards (2017 – 2018)
Standard	Varies	N/A	N/A	72	96
SCIENTIFIC REASONING	Rubric Score	% Meeting Standards (2014 – 2015)	% Meeting Standards (2015 – 2016)	% Meeting Standards (2016 – 2017)	% Meeting Standards (2017 – 2018)
Standard	13	N/A	N/A	N/A	83%

In addition to these Signature Assignments, in 2017 – 2018, the pilot assessment year for transfer and accelerated students, 91 transfer students took initial written and oral assessments at Orientation. Of the 91, 26, or 29% did not complete testing successfully. Further analysis shows that students who did not complete or who failed the assessment are less likely to remain at CCSJ. Of the 26 unsuccessful students, 12 (46%) never completed registration at CCSJ, 8 (31%) are not registered for classes for the 2018 – 19 academic year (one year after testing), and 6 (23%) have grade point averages above 2.0 and are registered to return to classes in the fall. These results strongly suggest that students who do not successfully complete the transfer signature assignment are underprepared or less committed to being in College, and therefore less likely to complete. This indicator will help us identify at-risk students and provide appropriate supports for them so they can successfully complete the Gen Ed capstone sequence, identified in Table 1-1 as the midyear junior standard.

Students in accelerated programs also completed a pilot combined written and oral signature assessment in 2017 – 2018. Of the 18 Organization Management students who submitted the assessment, 1 (5%) did not achieve the required rubric score. She received a personalized assignment to work with a tutor, rewrote her original submission, and now meets all writing and

presentation standards. We consider this experience confirmation that the more highly motivated adult students in accelerated programs can successfully achieve standards if notified of deficiencies early in the program, provided with a clear plan to improve, and given the opportunity to re-test. We look forward to extending this pilot to our other accelerated program, Public Safety Management, in fall 2019.

Indirect indicators of student achievement of common learning objectives include students' self-reported responses on the National Survey of Student Engagement (NSSE) and the IDEA course feedback, both of which compare CCSJ students' responses to national averages. The College's goals with each of these instruments is to match or exceed national averages. NSSE results appear in Figures 38 – 42 and 47 in the 2018 – 2019 Fact Book, and show that student perceptions consistently match or exceed those of their Carnegie peers.

IDEA course feedback for the three semesters in which the instrument has been utilized to provide a nationwide comparison – Fall 2017, Spring 2018, and Fall 2018 – also shows that students rate their progress on relevant objectives at or above the national average. The results are as follows, relative to a mean of 50 and a standard deviation of 10:

- Fall 2017: CCSJ, 52; IDEA average, 49 (response rate, 33.59% overall; 38% in Signature Assignment Gen Ed classes)
- Spring 2018: CCSJ, 53; IDEA average, 49 (response rate, 36.86% overall; 33.5% in Signature Assignment Gen Ed classes)
- Fall 2018: CCSJ, 54; IDEA average, 49 (response rate, 20.52 overall; 18% in Signature Assignment Gen Ed classes)

Comparison with Internal Targets and External Benchmarks

The College's internal target for Signature Assignment achievements is that 80% of students at the freshman, sophomore, and junior midyear assessment points meet the rubric score identified in Table 1.1. The results have identified needs in sophomore and junior writing that are guiding individual interventions and curricular revisions to emphasize more writing across the curriculum. CCSJ aims at matching or outperforming NSSE and IDEA benchmarks in each survey period.

Interpretation of Results and Insights Gained

The Curriculum & Assessment Committee's review of General Education in terms of levels 1 – 4 in the Five-Level Assessment framework revealed issues that prompted action, resulting in assessable learning objectives and a General Education program that is designed and sequenced to meet the needs of students we serve. Continuing the assessment process annually raised a concern with the revised program, reinforcement of quantitative skills across the program, which will be addressed in the next assessment cycle in the 2019 – 2020 academic year.

III IMPROVEMENTS

Two key initiatives at Calumet College, program assessment and Signature Assignments, have led to significant progress in achieving common learning outcomes. As a result of program assessment, the General Education Program responsible for common learning objectives:

- Developed a new set of assessable skills objectives
- Reduced the number of required credit hours from 54 to 38 in a defined sequence
- Made common learning objectives consistent across all majors and modalities
- Identified a gap in reinforcing quantitative common learning objectives as intended that will be addressed in the 2019 – 2020 academic year

The Signature Assignment process also has an impact on assessing achievement of common learning outcomes:

- Signature Assignments were expanded from writing and oral communication to include quantitative reasoning and scientific inquiry
- Math courses have been standardized to directly measure student achievement for each Gen Ed learning objective
- The initial quantitative Signature Assignment scores in 2016 – 2017 led to assigning an additional faculty tutor in science and math to the Tutoring Center. While causation cannot be demonstrated, quantitative Signature Assignment scores improved by more than 20% in the following year (see Table 1.1)
- Signature Assignment achievement at the midyear sophomore and junior levels is below institutional expectations in writing, as are oral skills at the sophomore level. As a result, we intend to move the first half of the capstone sequence to sophomore year in the 2019 – 2020 academic year so students have an opportunity to master required skills as juniors.

Another major improvement was implementing the nationally normed IDEA course evaluation instrument. The initial year's results demonstrate that CCSJ students' perceptions of their mastery of learning objectives compares favorably to that of students at other institutions. Efforts to encourage participation must be consistently implemented every semester.

Our goals in the short term, therefore, are to fully institutionalize assessment processes and the General Education changes that have occurred and to promote participation in the external surveys that help us assess common learning outcomes.

[1] 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* 34, no.2 (235-256), Summer 2015.

[2] 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.

[3] Kuh, George D. *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, D.C.: AAC&U, 2008.

Sources

- Board minutes May 2017
- C and A April 2017
- C and A initial review
- CCSJ Fact Book 2018-19
- Gen Ed minutes April 2017
- Gen Ed minutes October 2018
- Market analysis
- Senate minutes May 2017

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1.2: PROGRAM LEARNING OUTCOMES

1P2 PROCESSES

Aligning Learning Outcomes for Programs

The processes for determining, communicating, and ensuring program learning outcomes begin, as the processes for determining common outcomes do, with the Five-Level Assessment process. Focusing on the learning outcomes for the programs and the stated programmatic goals, C&A collected data from each program and reviewed all five levels. In the 2018 – 2019 academic year, the Graduate Committee adopted and implemented the same assessment processes so all academic programs utilize consistent processes (3.E.2).

Determining Program Learning Outcomes

Program learning outcomes are initially developed by working groups led by program directors and members of the department in which the program will be housed to (1) ensure that students are able to collect, analyze, and communicate information appropriate to the discipline; (2) ensure that outcomes reflect the diversity of the field; and (3) ensure that outcomes call for appropriate scholarship and discovery of knowledge. The process, described under 1.3 below, calls for a rationale that involves “A substantial, evidence-based argument ... based on internal assessments or data, external markets or data, or other objective criteria as well as any subjective criteria,” according to the form for adding, deleting, or changing programs. The College’s traditional goals, the College’s mission, benchmarked programs at peer and competing institutions, student interest, and market needs are among these considerations. Both learning outcomes for new programs and changes in learning outcomes for existing programs are approved by the Curriculum & Assessment Committee, and new programs and major changes in existing programs are also considered and approved by Faculty Senate and the Board of Trustees, ensuring that all levels of the College’s shared governance structure have a role in the process (4.B.4).

Articulating the Purposes, Content, and Level of Achievement of Program Learning Outcomes

Once approved, program learning outcomes are incorporated into the College Catalog, which is reviewed and revised annually. The [Course Catalog](#) is available on the website to both internal and external constituencies. Learning outcomes are the basis for curriculum development and delivery, marketing materials and outreach to potential students, and advising and scheduling classes (4.B.1).

Ensuring the Outcomes Remain Relevant and Aligned with Student, Workplace and Societal Needs (3.B.4)

The processes outlined for common learning outcomes apply for programmatic learning outcomes as well. These processes consider the following sources of data:

- NSSE results ([CCSJ FactBook 2018 19](#), Figures 33 - 57)
- IDEA course evaluations (Table 1-10)
- Business and industry partnerships
- Local and regional workplace data
- Market analyses as needed (e.g., the 2018 [market analysis](#))

In addition, the College partnered with the national Gallup organization through a program sponsored by the Indiana Commission for Higher Education in order to better determine alumni job placement and satisfaction. The [Gallup Poll 2018](#) results compare CCSJ alumni experiences to college graduates in the state and nationwide.

Designing, Aligning and Delivering Cocurricular Activities to Support Learning

Six academic programs support student learning through cocurricular clubs: Business, Drama (from the Digital and Studio Arts Department), Education, English and Creative Writing, Media, and Science. Faculty members or students propose club activities, then faculty develop learning objectives that support the curriculum and methods of assessing them, and supervise student activities (3.E.1, 4.B.2).

Selecting the Tools, Methods, and Instruments for Assessing Attainment of Program Learning Outcomes

CCSJ uses a standard program assessment process adopted by Faculty Senate and included in [Faculty Handbook](#) 3.6.1 (4.B.2).

Assessing Program Learning Outcomes (4.B.1, 4.B.2, 4.B.4)

Assessing the implementation of program learning outcomes begins with a curricular map of each program in order to provide a starting point for courses and their corresponding assessments. Mapping also addresses programmatic goals and learning outcomes as they relate to the institutional mission and social justice requirement. To capture the information, C&A developed a standard rubric (see [Faculty Handbook](#) 3.6.1 and Table 1.6), which calls for nine areas of review, including whether outcomes are assessable, achievable, at the appropriate level on Bloom's Taxonomy, and current for success in the profession.

Annual program review ensures that these outcomes remain relevant and aligned with workplace needs. C&A asks Program Directors to submit updated curricular maps annually, followed by a program narrative to explain responses to previous C&A issues and any changes. The program narrative template asks what changes have taken place in the program over the last three years and why; what competitive advantages or disadvantages the program might have in relation to trends; and how capstone course data over two years are stored, evaluated, and used. The third question requires annual collection of student learning results. It was used for the first time in 2018 – 2019. Capstone data demonstrate that students know and communicate information appropriate to the discipline.

IR2 RESULTS

The Curriculum & Assessment Committee and the Graduate Studies Committee have implemented consistent program assessment processes. In undergraduate programs, capstone achievement data are available for 10 of the 14 disciplinary programs, or 71% (excluding General Education), and for 3 of 4 graduate programs (75%). The College also utilizes three nationally normed instruments to provide indirect indicators of student achievement in programs: [NSSE](#), the IDEA feedback instrument (Table 1-10), and a [Gallup survey](#). Program assessment and capstone review have identified areas to improve learning objectives, curricula, and data collection and analysis. Indirect indicators are promising.

Overall Levels of Deployment of Program Assessment Processes

Eighty-six percent of undergraduate programs (12 of 14) have completed two rounds of program assessment, and 93% of them (13 of 14) have completed one round of program assessment; 100% of graduate programs have completed a combined round one and two assessment.

Capstone data available for review reflects several situations that apply to specific programs. Digital and Studio Arts and public safety programs have not provided data requested because of changes in program leadership. Current data and available trend data are being collected this semester. Kinesiology and General Education programs are relatively new, and students have not yet reached the capstone level. Procedures will be in place by the end of this semester to capture and analyze student learning data in those capstones. No Theology students had reached the capstone level in 2017, and the program is not currently offering a bachelor's degree because of low enrollment.

Summary Results

The NSSE and IDEA results, which compare CCSJ student responses to national averages, are presented in IR1 above. Student responses are comparable to those of peer groups. The [Gallup-Purdue Index \(GPI\)](#): Great Jobs and Great Lives survey measures workplace engagement, well-being, and alumni attachment to the college. The survey found that CCSJ alumni's work satisfaction is higher than that of their peers statewide, but employment outcomes suggest a need for expanding Career Services and ensuring that program learning outcomes match workplace needs.

Undergraduate Program Assessment Results. The first iteration of [program mapping](#) in relation to questions 1 – 9 on the evaluation outline in Faculty Handbook 3.6.1 revealed a number of issues, as expected for initial findings. Without considering programs that were in the process of change,

- 40 areas (42%) needed immediate attention
- 48 areas (50%) needed work prior to the next academic year because of questionable content in relation to changing trend data and enrollments or changes in requirements for the field of study

- 7 areas (7%) were fully satisfactory or appropriate (totals do not equal 100% due to rounding)

This process brought to light issues with establishing measurable learning objectives (76% of programs), achievable objectives (16% of programs), or rigorously written objectives (47% of programs). It was also instrumental in showing gaps in the curriculum and throughout the outcome alignment with assessments. The next step in program assessment, a narrative overview of the program ([C and A narratives 2018](#)), identified changes underway in response to this initial assessment and explained some of the discrepancies. The narrative review loops back to the mapping review, ensuring that ongoing assessment builds upon previous years' results.

The request for descriptions of capstone courses and the data they produce showed that all programs have capstone evaluations of student learning in relation to program learning objectives, but most programs had issues in defining the process for collecting, storing, disaggregating, and using data to make programmatic decisions and changes. Table 1.2 shows the percentage of students who pass capstones with acceptable grades, and Table 1.3 outlines the availability of undergraduate capstone data.

Table 1-2 Capstone: Student Outcome Assessments

Major	2016-2017	2017-2018
Accounting	100	100
Biomedical Science	Not available*	100
Business Management	89	81
Criminal Justice	100	100
Digital and Studio Arts	Not available	Not available
English, Writing, and Professional Communication	Not available*	100
Education	100	100
Forensic Biotechnology	Not available*	100
Human Services	91	100
Kinesiology	Not available	Not available
Organization Management	57	100
PSM	Not available	Not available
Psychology	84	100
Theology	Not available	Not available
General Education	Not available*	Not available*

*Programmatic Change in progress

Note that (1) Digital and Studio Arts and PSM have not provided data because of a change in program leadership; (2) Kinesiology students and students in the revised General Education Program have not yet reached the capstone level; and (3) no Theology students had reached the capstone level in 2017, and the program stopped offering a bachelor's degree in 2018 because of low enrollment.

Table 1-3 Undergraduate Capstones: Data Assessment

Major	Capstone Data Collection
Accounting	Capstone data maintained in PD's office; no process for analyzing and using data
Biomedical Science	Capstone data collected; no process for storing, analyzing, and using data to improve
Business Management	Capstone data collected, maintained, and analyzed by the PD and used to guide curricular change
Criminal Justice	Program development underway; no narrative submitted
Digital and Studio Arts	Narrative not submitted; follow-up underway
English, Writing & Professional Communication	5 years of data from Senior Seminar assessments collected, maintained, and analyzed by the PD and used to guide curricular change
Education	External assessments used to evaluate student learning; data maintained and analyzed in the department and used to guide curricular change
Forensic Biotechnology	Capstone data collected; plan to store, analyze, and use data to improve will be completed by fall 2019
Human Services	Capstone data collected, maintained, and analyzed by the PD and used to guide curricular change
Organization Management	Capstone uses outside assessors to evaluate six program objectives. Results are stored on Blackboard and can be easily retrieved. Annual analysis has led to curricular changes over time.
Public Safety Management	Program change underway; no narrative submitted
Psychology	Capstone covers broad areas of the field, some of which are not required in the curriculum. Data reviewed electronically, but unclear where it is maintained or how it is used
Theology	Bachelor's degree discontinued due to low enrollment
General Education	Initial year for the revised capstone sequence. Gen Ed processes for collecting, maintaining and analyzing

data will be implemented

Based on this information, data management processes will be addressed prior to the next assessment cycle; we will establish shared digital storage using the Empower student information system.

Baseline information was also collected for the first time for programs that offer only minors: History, Mathematics, and Philosophy. This data will provide a foundation for future assessment.

Graduate Program Results. In fall 2018, the Graduate Studies Committee ([Faculty Handbook 1.7.3.6](#)) adopted the same assessment process that had been proven effective for the Curriculum & Assessment Committee, ensuring that assessment processes are consistent across the institution. The first graduate program assessment cycle combined the requirements for a curricular map and a program narrative.

The data that resulted show that 21 areas or 59% required immediate attention. A second group of 11 or 31% of areas needed attention prior to the next academic year because of changing trend data and enrollments or changes in requirements for the field of study. Ten percent of areas were rated sufficient or appropriate. This process illustrated the need for continued evaluation and identified areas requiring evidence through the mapping process. Table 1.4 illustrates student achievement in graduate programs, based upon the number of students with a passing grade in the capstone.

Table 1.4 Student Outcome Assessment in Graduate Programs

MSM	89	81
PSA	Not available	Not available
MAP	100	100
MAT	100	100

Note: Because of a change in program management, the data for PSA will be collected during the current academic year.

Graduate program maps and narratives illustrate curricular planning for students to master learning outcomes in the capstone course. They also show that the MSM and MAP programs need to define the process or platform used in collecting data and where that data is stored, how it is analyzed, and how it is used to make programmatic decisions and changes.

Comparison with Internal Targets and External Benchmarks

For program learning outcomes, the College's internal goals are as follows:

- One hundred percent of academic programs are assessed regularly. The Curriculum & Assessment and Graduate Studies Committees have determined that because of the

importance of regular program assessment and the small number of programs offered, the narrative portion of the assessment process should occur annually.

- Academic program review shows ongoing improvement in assessment results.
- Eighty percent of students will pass program capstone assessments annually and have the opportunity to retake the course to demonstrate achievement and graduate.

Interpretation of Results and Insights Gained

CCSJ will meet the goal of assessing 100% of academic programs in the next academic year. Initial assessment brought to light issues with program learning outcomes and gaps in the curriculum that are being addressed. While capstone processes are underway in all programs, and capstone goals are met in the programs that provided data, data collection, maintenance, and analysis are inconsistent and will be addressed by providing shared digital storage using Empower in the 2019 - 2020 academic year.

Three instruments provide nationally normed data for consideration: [NSSE](#), IDEA (Table 1-10), and [Gallup Poll](#) responses. NSSE and IDEA responses are at or above responses among peers. We will watch trend lines closely and institutionalize intentional efforts each semester to improve survey response rates. Gallup Poll results suggest areas of improvement in developing links between program learning outcomes and the workplace.

II2 IMPROVEMENTS (4.B.3)

The change at the foundation of improving learning outcomes was the initial change in assessment processes themselves ([C and A Sept 2016](#)). These processes overcome issues from the previous assessment process. Table 1.5 outlines these process improvements.

Table 1-5 Learning Outcome Processes Timeline

Date	Process Improvement
2014	Faculty adopt Five-Level Assessment
2015 – 2016	C&A adopts improved processes for initial and ongoing undergraduate program review
2016 – 2017	Initial assessment cycle with program mapping completed
2017 – 2018	C&A returns feedback to program directors
2018 – 2019	C&A completes assessment cycle with narrative response and capstone data to assess student learning
Fall 2018	Graduate Committee adopts the assessment process utilized by C&A; requests program maps and narratives in a single step
Spring 2019	C&A and Graduate Committee return feedback to programs

The College's short-term goal is to continue the cycle of assessment in the Curriculum & Assessment Committee and the Graduate Studies Committee. Going forward, improved processes for program review will be utilized for all new program requests, and an annual narrative will build upon the initial review. By looping annual narrative review back to the initial mapping and narrative, we can ensure that assessment from prior years is the foundation for ongoing improvement.

C&A used the revised processes for initial program review in Spring 2016, approving a Graphic Design minor and a Biokinetics bachelor of science degree (later changed to Kinesiology), but denying a proposal for a Medical Assistant associate of science degree because it did not fit the College's mission and cost more than competing programs in the region.

The initial cycle of assessment resulted in curricular revisions to meet program and course needs that the process identified:

- A revised General Education Program, described in 111
- Program changes in response to the initial C&A assessment in all of the programs identified with the exception of one, which will be addressed in the next academic year

In terms of program learning objectives, therefore, processes are now in place and have been fully implemented, and curricular changes are occurring as a result of regular assessment and feedback. In terms of student learning in academic programs, all programs assess student achievement of program learning objectives, but the College must address data collection, management, and analysis. Finally, student feedback indicates the need for ongoing attention to programmatic outcomes and their relation to the workforce. Continuing program assessment and forging better connections between academic programs and jobs are ongoing goals; data collection and management to demonstrate student achievement can be accomplished in 2019 – 2020.

Sources

- C and A initial review
- C and A narratives 2018
- C and A Sept 2016
- CCSJ Fact Book 2018-19
- Gallup 2018
- Market analysis

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1.3: ACADEMIC PROGRAM DESIGN

1P3 PROCESSES

Prior to spring 2016, the process for adding new programs and reviewing current programs had not been consistently implemented. The process did not provide a clear direction for how to address programs that had not conducted analysis of “need for the offering.” Further, existing programs were not reviewed effectively once they began operation. To address these gaps, Curriculum & Assessment rigorously adhered to the processes in Faculty Handbook 3.6.1 [Faculty Handbook](#) (see [C and A Sept 2016](#)).

Identifying Student Stakeholder Groups and Determining Their Needs (1.C.1, 1.C.2)

In 2000, Calumet College had the highest average student age in the state of Indiana, averaging over 30. The College served working adults, with night classes and accelerated programs designed to meet their needs. With the addition of an NAIA athletic program in 2000, that student profile changed, and we now serve a more traditional-aged student body. CCSJ is consistently among the most diverse liberal arts colleges and universities in the Midwest, according to *US News and World Report*, and we are the only Hispanic-serving institution in Indiana, according to the Hispanic Association of Colleges and Universities ([2016 HSI list](#)).

The College breaks down our diverse student body in a number of ways in order to identify distinct needs (see the [CCSJ FactBook 2018 19](#) [FB]):

- Transfer students (FB, Figs. 6 and 7)
- Adult students in accelerated programs (Institutional data)
- Catholic students (FB, Fig. 14)
- First-generation students (FB, Figs. 17 and 18)
- Athletes (FB, Figs. 62 – 72)
- International students (FB, Figs. 73 and 74)
- Military veterans (FB, Figs. 75 and 76)

We also track the number of students who use Disability Services, the Tutoring Center, and Counseling Services to determine special needs. Finally, NSSE provides some insight into students who need help managing nonacademic responsibilities, such as work and family life (see [Fact Book](#), Figure 56).

Identifying Other Key Stakeholder Groups and Determining Their Needs

As a commuter school, CCSJ views the community as campus, and our demographic makeup reflects the diverse composition of the area we serve. An extensive web of relationships in the region where we live and work keeps us abreast of the variety of regional needs. These relationships include a diverse [Board of Directors](#), close relationships with the communities where we live and work, a close relationship with the C.P.P.S., our sponsoring order and the

Catholic Diocese of Gary, strong relationships with K – 12 school districts, Career Services partnerships with business and industry, and faculty involvement in community groups and professional organizations (1.C.1, 1.C.2).

Developing and Improving Responsive Programming to Meet All Stakeholders’ Needs

The assessment process for new and existing programs in [Faculty Handbook](#) 3.6.1 requires all new and current programs to submit a detailed rationale for a requested addition, deletion, or change in an academic program, including student and community feedback, as shown in Table 1-6.

Table 1-6 Academic Program Design and Assessment

1) Conceptualization of the Program (w/course list laid out in a curricular map)

Evidence	Responsible Party	Timeline
a. Curricular map	Program Director (PD) C&A	Submitted to C&A annually by mid-October Feedback to programs in the spring semester
b. Course catalog	Program Directors (PDs) VPAA	Updated info to VPAA by May 1 annually Catalog posted to the website in a two-year cycle
c. Checklists	Advising	Each assessment cycle
d. Syllabi review Is the program conceptualization carried out at the course level?	C&A VPAA	Each assessment cycle

2) Qualified Faculty (sufficient and fully qualified adjunct and full-time faculty)

VPAA will notify C&A of any potential problems

Evidence	Responsible Party	Timeline
a. To assess “fully qualified”: Hiring documents	HR and VPAA	Completed at time of hire; documented by VPAA;
b. To assess “fully qualified”: Annual cycle of review	VPAA	Annually – Completed by January

c. To assess “sufficient”	C&A annual program review; see # 9	Annual program review each spring
	C&A review of requests for program changes	
	C&A review of requests for new programs	As requests are submitted
d. Student feedback IDEA course evaluation surveys	PD and VPAA	Analyzed each semester

3) Adequate Resources (Considering needs beyond faculty, including library, labs, technology, physical space, levels of student preparation in relation to course work, and any resources, including administrative support)

Evidence	Responsible Party	Timeline
a. Programmatic mapping process and review – adequate time and equipment to accomplish program goals (see mapping rubric)	Program Director C&A	Submitted to C&A by mid-October annually Feedback to programs in the spring semester
b. List of available print and online resources	Library Director and staff	Provided as needed with all requests for new programs and program changes
c. Narrative of programmatic changes, administrative duties, and overall needs	PD	Submitted to C&A by mid-October annually Feedback to programs in spring semester

4) Clear and Assessable Learning Objectives (Using Bloom's Taxonomy on a vertically and horizontally aligned curricular map, including both course-level objectives and programmatic outcomes in line with the Mission)

Evidence	Responsible Party	Timeline
a. Curricular map (see rubric)	Program Director (PD)	Submitted to C&A by mid-October annually Feedback from C&A to PD by spring semester
b. Syllabi Review	PDs	Submitted to VPAA at least one week prior to each

	VPAA	semester
	C&A	Reviewed in each assessment cycle

5) Adequate Assessment Methods and Appropriate Follow-up (Accounting for each of the appropriate "AAC&U Five Levels of Assessment")

Evidence	Responsible Party	Timeline
a. Curricular map	Program Director (PD)	Submitted to C&A by mid-October annually Feedback from C&A to PD in spring semester
b. Syllabi Review	VPAA C&A	Each assessment cycle
c. Narrative of programmatic evolution and change based on evidence from the capstone classes, key assessments and targets or goals, and C&A feedback	PD C&A	Submitted to C&A by mid-October annually Included in annual program review
d. Student feedback or advisory boards, etc.	PD VPAA	Analyzed each semester

6) Competitive Advantages of the Academic Offering (In relation to our population, other existing or proposed programs, local and national employment and academic trends, the institutional mission, the strategic plan, etc.)

Evidence	Responsible Party	Timeline
a. Narrative, with evidence when available	Program Director (PD)	Submitted to C&A with revised curricular maps by mid-October annually Included in annual program review
b. Trend and cost analysis	VPAA, Business Office,	As requested

(internal and external)	market analysis	
c. Information from employers and external stakeholders (Advisory Committees, etc.)	PDs; VPAA	As gathered in other college departments: Development, Career Services, etc.
d. Course catalog for consideration of size of program in relation to time to graduation	PD; C&A	C&A Annual program review
e. Alumni feedback	VPAA collection from Gallup Poll, social media follow-up and annual appeal questions	Annually in June

7) Need for Academic Offering (In relation to our student population, other existing or proposed programs, local and national employment and academic trends, the institutional mission, and the strategic plan.)

Evidence	Responsible Party	Timeline
a. Narrative with evidence	Program Director (PD)	Submitted to C&A with revised curricular maps by mid-October annually Included in annual program review
b. Trend analysis (internal and external)	Internal or external analysis	As requested
c. Information from employers and external stakeholders	PDs; VPAA	As gathered in other college departments: Development, Career Services, etc.

8) Number of First Majors, Second Majors, and Minors (Including estimates, projections, trend data, benchmarking, or other evidence when appropriate to the current status and nature of the academic unit)

Evidence	Responsible Party	Timeline
a. Institutional data: Fact Book and automated reports	Institutional Researcher	Prepared in June annually and submitted to the VPAA and Senior Staff
b. Proportion of current students to expected # of students – Demand	VP – Enrollment and Retention Market analysis	As requested

9) Credit Hour Production by Discipline / Graduates by Program (Including any useful evidence as in #8 above, with particular attention to retention in programs that grant minors or majors for degrees)

Evidence	Responsible Party	Timeline
a. Institutional data: Fact Book and automated reports (service hours and majors hours)	Institutional Researcher	Prepared on a regular schedule and submitted to Senior Staff and Curriculum and Assessment
b. Institutional data: Fact Book, cohort reports and trends (retention)	Institutional Researcher	Prepared on a regular schedule and submitted to Senior Staff and Curriculum and Assessment

10) A Guideline of a 15-Course maximum inside a major, with 4 additional courses for each additional concentration (495 and 497 are excluded from this limit)

Evidence	Responsible Party	Timeline
Institutional data; College Catalog	PDs	Updated info provided to VPAA by May 1
Indicates time to graduation	VPAA	Catalog posted to the website by June 1

The review process for new programs or changes in existing programs utilizes data compiled annually in the College Fact Book; in the Enrollment, Advising, Student Services, and Career Services departments; and in labor statistics and state and regional reports. To ensure that all stakeholder interests are considered, this process requires a chain of approval (1.C.1, 1.C.2) from program/department, to C&S, to Faculty Senate, to the Board of Trustees.

Selecting the Tools, Methods, and Instruments Used to Assess Currency and Effectiveness

The faculty approval process identified and implemented the best practices outlined in [Faculty Handbook](#) 3.6.1. The process was developed by C&A and adopted by Faculty Senate.

Reviewing the Viability of Courses and Programs and Changing or Discontinuing When Necessary

Programs are assessed annually using a curricular map that shows where each programmatic outcome is taught and to what extent students are expected to have mastered that outcome (4.A.1). The map review rubric asks for assessable and achievable outcomes, appropriate levels of rigor, courses that support at least one program learning outcome, and alignment with institutional and societal needs. This rubric identifies program scaffolding to achieve learning outcomes and can identify gaps or redundancies.

Program directors submit an annual narrative to identify changes and provide capstone data indicating student achievement of program learning objectives. The narrative asks the questions outlined in 1P2 above about changes, competitive advantages and disadvantages, and capstone assessment of student learning.

Other sources of information include an annual review of course waivers and substitutions to indicate whether programs are delivered as intended and approved.

Finally, program snapshots for each year (2016, 2017, 2018) developed by the Vice President for Academic Affairs, compile institutional data regarding enrollment, number of students in classes in the program, and cost. Program snapshots are shared with the Academic Council (composed of all department chairs) annually.

1R3 RESULTS

In the initial cycles of [program assessment](#) in 2016 and 2017, C&A found issues with currency and effectiveness in 7 of 17 undergraduate programs in addition to the General Education Program; evaluated course waivers and substitutions to determine if programs are implemented as intended (Tables 1-7 and 1-8); and considered the annual academic program snapshots (2016 and 2017) for insights into program efficiency. The results identified program design elements that need review, flagged programs with potential implementation issues, and flagged programs that do not meet institutional efficiency standards. Those program design issues are part of the ongoing process of developing a Strategic Enrollment Plan.

Summary Results

C&A [annual program assessment](#) identified program design issues in Accounting, Biomedical Science, Business Management, Criminal Justice, Organization Management, Psychology, and Theology. All program directors were notified of the issues, and either the issues have been addressed or programmatic changes are in progress.

Annual reviews of course substitutions and waivers, which are indicators that programs are not being implemented as intended, are presented in Tables 1-7 and 1-8. Waivers and substitutions are approved by Program Directors and reviewed and approved by the Vice President for Academic Affairs. While an institutional goal has not been set for substitutions or waivers in relationship to the number of students in the program, outliers are cause for concern. Review shows three types of reasons:

- In the sciences, curricular revision has led to substitutions as students transition to new requirements.
- In Criminal Justice, curricular revision is underway and will be in place for Fall 2019.
- In Human Services and English, low enrollment for upper-level courses required solutions to ensure that students could meet program learning objectives; enrollment growth and curricular streamlining in 2019 - 2020 will address these issues.

Curricular changes are underway in the other programs identified to ensure that curricula can be fulfilled as planned. Changes in the Criminal Justice program are scheduled for review in the Curriculum & Assessment Committee in February and March 2019.

Table 1-7 Course Substitutions by Program

SUBSTITUTIONS				
	2015	2016	2017	TOTAL
ACCT	0	1	3	4
ARTS	7	2	9	18
SCIE	63	49	55	167
BSMT	4	6	5	15
CMIS	6	3	6	15
CRIJ	23	10	18	51
EWPC	9	10	42	61
HIST	14	3	1	18
HSV	8	1	18	27
MATH	12	6	5	23
PHIL	1	1	3	5
LSCC	1	0	4	5
PLSC	0	0	0	0
PSY	6	5	2	13
RLST/THEO	3	7	21	31
SOCL	2	3	1	6
ECON	5	3	1	9
TOTAL	164	110	194	

Table 1-8 Course Waivers by Program

WAIVERS				
	2015	2016	2017	TOTAL
ACCT	0	0	0	0
ARTS	0	0	2	2
SCIE	8	1	15	24

BSMT	0	0	3	3
CMIS	1	0	1	2
CRIJ	0	2	1	3
EWPC	1	2	5	8
HIST	0	0	0	0
HSV	10	1	1	12
MATH	3	1	6	10
PHIL	0	0	0	0
LSCC	0	0	0	0
PLSC	0	0	0	0
PSY	2	0	1	3
RLST/THEO	0	0	3	3
SOCL	0	0	0	0
ECON	1	0	1	2
TOTAL	26	7	39	

Finally, the [Academic Snapshot Fall 2018](#) raised concerns about some programs for institutional efficiency reasons. Several programs have enrollment below the target level of 20: Accounting, English, Forensic Science, Human Services, Organization Management, the Master of Science in Management, and Theology. Some programs have annual retention rates under the institutional goal of 80%: Accounting, Biomedical Science, Business Management, Criminal Justice, Digital and Studio Arts, English, Forensic Science, Human Services, Kinesiology, Organization Management, Psychology, Public Safety Management, and Theology. A last group of programs have average class sizes below the average of 12 required to run efficiently: Accounting, Biomedical Science, Education, Human Services, Organization Management, Psychology, and the Master of Arts in Psychology.

Comparison with Internal Targets and External Benchmarks

CCSJ anticipates that 100% of academic programs take part in the program assessment process adopted by Faculty Senate and presented in [Faculty Handbook 3.6.1](#) annually. The College identifies outliers for program substitutions and waivers, which suggests a need for additional inquiry. Annual program snapshots compare each program to internal goals: a minimum of 20 majors, 80% retention, and a 12-student class average.

Interpretation of Results and Insights Gained

The initial round of program assessment identified currency and efficiency issues that needed to be addressed immediately. Ongoing annual assessment will maintain currency. Course

substitutions and waivers indicate possible need for curricular change and problems of low enrollment. These indicators, combined with enrollment, retention, and seat fill indicators, flag programs that need attention to continue to meet students' needs. Tracking these indicators over time will identify improvement or the need for additional actions.

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Assessment, specifically considering the pattern of substitutions and waivers, has contributed to curricular and sequencing changes in Biomedical Science and Human Services. Curricular revisions are currently under consideration for Criminal Justice and should be implemented in Fall 2019. In Theology, the program director recommended and C&A approved a hold on offering the bachelor's degree unless changing needs in the diocese lead to new demand. Specific enrollment and retention initiatives are underway in Criminal Justice, English, Human Services, Organization Management, the Master of Science in Management, and public safety programs. The program snapshot for Fall 2019 will indicate whether these activities are moving in the right direction and point to next steps for these programs. The Forensic Science program will be reviewed at the end of the 2018 – 2019 academic year to assess its viability as a stand-alone program.

Sources

- 2016 HSI list
- Academic Snapshot 2017
- Academic Snapshot 2016
- Academic Snapshot Fall 2018
- Board list Mar. 2019
- C and A initial review
- C and A Sept 2016
- CCSJ Fact Book 2018-19

1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1.4: ACADEMIC PROGRAM QUALITY

1P4 PROCESSES

Determining and Communicating the Preparation Required of All Students

Admission Standards. Institutional admission requirements are determined by a vote of the Faculty Senate. Admission requirements for first-time freshmen, returning students, transfer students, accelerated program students, and graduate students are outlined in detail in the [Course Catalog](#) (pp. 17 – 21). Undergraduate students are conditionally admitted if their test scores do not meet required standards or if their high school GPAs fall between 1.75 and the required 2.00. High school GPA below 1.75 leads to the Review Admission (RA) process, a required interview with the Director of Enrollment Management and the Director of the First Year Experience. Conditionally admitted or RA admitted students enter the Personalized Academic Career Excellence program (PACE), a semester-long class that reviews foundational skills and college readiness. Program directors set program-specific admission standards, following the required C&A or Graduate Studies approval processes in [Faculty Handbook](#) 3.6.1. Program standards are provided in the Course Catalog and on the College website. All faculty, both full-time and adjunct, are [fully qualified](#) to deliver programs as intended (see 3P3) (4.A.4).

Placement Standards. ACCUPLACER scores at admission determine students' placement in developmental English and Math classes as freshmen, and they are one indicator for Honors placement. The College offers one preparatory English class and three Math classes. ACCUPLACER also triggers referral to the Summer Bridge Program, a free, three-week program immediately preceding the beginning of the fall semester that helps underprepared high school graduates make the transition to college successfully. Summer Bridge provides practical academic skills for college success in the foundational areas of English and Math and introduces students to the culture of the college classroom, expectations for student behavior, and available support services.

General Education Standards. Following placement, students follow the sequenced General Education Program in which they master foundational skills for the upper level courses in majors programs. 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 through Gen Ed (4.A.4).

Evaluating and Ensuring Program Rigor for All Modalities, Consortia, and Dual-Credit Programs

CCSJ offers traditional undergraduate programs at its Whiting campus, accelerated undergraduate programs in Organization Management and Public Safety Management in Whiting and at off-campus locations, and three graduate programs in Whiting and one in Chicago. Although the College is approved to offer one online program, we currently offer

only face-to-face programs, with a limited number of hybrid or fully online classes offered in approximately a third of programs. CCSJ offers two dual credit options, both of which use its own faculty members. Students come from three local high schools to take classes on campus with college students. At a charter school that Calumet College authorizes, the Hammond Academy of Science and Technology, CCSJ faculty members offer two classes on site each semester.

Program consistency is ensured across locations and delivery methods because the same policies and standards apply and the same program directors, located in offices at the central Whiting campus, are responsible for curriculum, faculty, and delivery at all locations (3.A.3, 4.A.4).

The program assessment processes outlined in the previous section not only ensure student learning, but also demonstrate evidence of program currency and quality (3.A.1). Table 1-6 outlines the program assessment process, which includes consideration of qualified faculty, institutional resources, competitive advantages, need for the program, and program functions (4.A.4).

Awarding Prior Learning and Transfer Credits

Calumet College offers students the opportunity to earn up to 45 credit hours through alternative credit options: the College Level Examination Program (CLEP), a national testing program sponsored by the College Board; and the Life Experience Assessment Program (LEAP) (see [Course Catalog](#), pp. 26 - 27). The process for awarding LEAP credits, aligned to specific course objectives, has been in place since the 1970s. LEAP is managed through trained counselors in the Enrollment Management Department, and student portfolios are assessed by fully qualified and trained faculty members who determine whether the demonstration of learning from life experience is equivalent to what students learn in a benchmark course (4.A.2).

The Registrar is responsible for reviewing all transfer credits utilizing 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, consulting with Program Directors if necessary (4.A.3).

Selecting, Implementing, and Maintaining Specialized Accreditations

Calumet College pursues external accreditations when appropriate, as indicated by requirements in the field (for example, in Education) and cost-benefit analyses that demonstrate that the costs of securing external accreditations in terms of faculty, staff, equipment, and other required resources result in improved student enrollment and retention that would leave the College in a stronger position.

Calumet College has the following 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-Location Reviews (May 2015 and Fall 2018)
- CAEP Education Program Accreditation upcoming in March 2019

Assessing the Level of Outcomes Attainment by Graduates at All Levels

Capstone courses and the data they produce provide insight into program learning outcomes, as outlined in section 1.2 above, and the level of outcomes achieved at the associate's, bachelor's, and master's levels (3.A.2). In addition, [NSSE](#), IDEA (Table 1-10) and the [Gallup Poll](#) provide insight into the level of graduate achievement (4.A.6).

Selecting the Tools, Methods, and Instruments Used to Assess Program Rigor Across All Modalities

Table 1-5 outlines the tools, methods, and instruments used for program review. An inclusive faculty process identified and implemented the best practices outlined in the table. Academic Affairs, Student Engagement and Retention, and Career Services jointly developed the graduate survey and a social media study to get additional insight into student perceptions of rigor. NSSE result in the [CCSJ FactBook 2018 19](#), Figures 33 - 53), IDEA (Table 1-10), and the Gallup Poll in [2016](#) and [2018](#) provide external benchmarks for comparing student achievement to national norms.

1R4 RESULTS

Calumet College tracks multiple indicators of program quality, including program assessment by the Graduate Studies and C&A committees (Table 1-6) with a review of syllabi (Table 1-9), review of [faculty credentials](#) by the VPAA, student feedback using the IDEA instrument (Table 1-10), a graduate survey (Table 1-11) and a social media survey (Table 1-12) to indicate student success in finding employment in their fields. These assessment processes indicate that the College successfully delivers an appropriate academic program in terms of quality.

Summary Results

Curriculum & Assessment's program assessment process, outlined in Table 1-6, outlines the data that indicate academic program quality. These data are supplemented by review of documents that are widely available, such as the course catalog, program checklists, library materials, and trend analyses. The initial cycle of program assessment found that 7 of 14 undergraduate baccalaureate degree-granting programs required attention. Either the issues have been addressed or programs are in the process of making changes that will be complete by fall 2019.

Advising processes maintain program integrity. While a review of program checklists indicates that they accurately reflect program changes passed by C&A, catalog and website copy were found to be out of sync in 7 of 14 undergraduate baccalaureate degree-granting programs reviewed. Program directors had not updated the information or had assumed that planned changes had been implemented when the approval processes had not been completed. Program directors were notified of these issues and corrections have been made. Course waivers and

substitutions also affect program integrity and have been addressed as explained in section 1R3 above.

The Vice President for Academic Affairs completed a *syllabi review* in fall 2016 to address how program conceptualization is put into practice, common and programmatic learning objectives, and assessment methods. The results of the review were included in the initial cycle of undergraduate program review. The review included 22 syllabi or 22% of the 104 syllabi posted online for the semester. The review found the common issues listed in Table 1-9.

Table 1-9 Syllabi Review, Fall 2016

Issue	# of occurrences	%
Course description does not match catalog description	13	59%
Template used was outdated; information was incorrect	6	27%
Competencies remain at the lowest level of Bloom's, although the course is at a 300 or 400 level	6	27%
Objectives listed on the syllabus don't match the curricular map	4	18%
Ethics is listed as a program objective, but is not specifically mentioned on the syllabus	4	18%
The course is not in the Course Catalog	2	9%
The course is not on curricular maps	2	9%

The syllabi review indicated the importance of keeping all materials up to date and ensuring that all objectives, including the mission-related objective of ethics, are assessable within the course in which they occur. Since the five faculty members who scored lowest on the syllabi review were all adjuncts, this review also indicated the importance of providing clear guidance to the adjunct instructors who have delivered an average of 51% of classes each semester over the last five years (see [CCSJ FactBook 2018 19](#), Figure 26).

The VPAA's annual *review of faculty credentials* to ensure qualified faculty found that in fall 2018 5 of 31 permanent faculty members (16%) were teaching some classes outside their degree areas. Four of these faculty members have submitted proof of tested experience that fully qualifies them for these classes. The fifth will not be assigned to the classes in question in the future. Of 71 adjunct faculty members, five were teaching outside their specialties (7%) and four others updated their credentials, demonstrating their qualifications to teach the courses assigned. This information was shared with program directors for future assignments. All faculty are now considered fully qualified for the courses they teach ([Faculty Credentials 2018 - 19](#)) (3.C.3).

Student feedback using the IDEA instrument, which provides student perceptions of course and faculty quality, demonstrates that CCSJ students' perceptions of their course and instructor

experiences are similar to those of college students nationwide. These responses are outlined in Table 1-10.

Table 1-10 IDEA Teaching and Course Results

	Fall 2017	Spring 2018	Fall 2018
	CCSJ average/ IDEA average	CCSJ average/ IDEA average	CCSJ average/ IDEA average
Progress on relevant objectives	53/49*	54/49	52/49
Excellence of teaching	51/50	51/50	50/50
Excellence of course	51/51	52/51	52/51
Summary	52/50	53/50	52/50
Amount of coursework	3.3/3.4**	3.2/3.4	3.3/3.4
Difficulty of subject matter	3.4/3.4	3.4/3.4	3.4/3.4

*Relative to a mean of 50 and a standard deviation of 10

**On a 5-point scale

Gathering *alumni feedback* to gauge student outcomes is challenging, so we utilize several sources of information. In 2015, an alumni survey showed that CCSJ exceeded the institutional goal that 70% of graduates will find meaningful professional jobs or enter graduate school within a year of graduation: 84% found a professional position within a year, 80% of graduates found employment related to their undergraduate discipline, and 85% of respondents felt well prepared for their careers. The survey response rate, however, approximately 1% of all alumni at the time (106 respondents), was too low to draw general conclusions. In 2016, the survey piggy-backed on the annual development phone-a-thon, with similar results.

To address the concern with collecting alumni feedback, the college partnered with the national Gallup organization through a program sponsored by the Indiana Commission for Higher Education in order to better determine alumni job placement and satisfaction. In Gallup Poll surveys in [2016](#) and [2018](#), CCSJ alumni reported lower immediate employment than their peers in Indiana and nationwide, but more job satisfaction. They reported being “deeply interested” in their work and having “the ideal job” for them at higher rates. They also exceeded their peer groups in feeling that their professors cared about them personally and that CCSJ was the perfect school for them. Their responses were significantly higher than peers in finding that their alma mater “is passionate about the long-term success” of its graduates. The final iteration of the Gallup poll will be administered in fall 2020.

To supplement poll results, CCSJ uses the annual graduate survey and an annual social media survey to provide some insight into graduate achievement in their first five years after college.

Table 1-11 shows the number of students who have jobs or plan to enter graduate school at graduation; Table 1-12 shows the results of a social media survey of alumni.

Table 1-11 Graduate Survey: Plans after Graduation

Plans after graduation	2016	2017	2018
Continue education	55%	55%	41%
Continue current employment	31%	35%	27.35%
Pursue employment in field	56%	49%	60.68%

Table 1-12 Alumni Social Media Survey

Graduation Year	Percent Working in Area of Study*
2013	72
2014	75
2015	66
2016	70
2017	92

**Note: The figure for Percent Working in Area of Study is based on the percentage of alumni found on social media, 46% of all graduates for 2013 – 2016 and 68% for 2017.*

Together, these results suggest that CCSJ students find jobs in their fields, although not as quickly as peers at other institutions. They tend, however, to be more satisfied and to appreciate the “CCSJ family” atmosphere at the College, to which some of them attribute their success.

Comparison with Internal Targets and External Benchmarks

CCSJ’s goal for program assessment is that 100% of programs participate annually. We will achieve that goal in the 2019 – 2020 academic year. All faculty must be properly credentialed, and following some adjustments during the current year, 100% of faculty meet credential requirements. NSSE and IDEA comparisons show that CCSJ meets or exceeds national benchmarks, which is the College’s goal. The Gallup Poll highlights alumni concerns about their preparation for the workforce. Although graduates find jobs in their fields, we will identify employment targets based on external benchmarks and track students effectively in relation to targets in the upcoming academic year (2019 - 20).

Interpretation of Results and Insights Gained

Calumet College tracks multiple indicators of program quality. Taken together, these varied assessment processes indicate that the College successfully delivers an appropriate academic program:

- The program assessment process is effective.
- Annual review provides a method for addressing issues.
- Faculty credentials are appropriate to the academic programs in which they teach; faculty are well qualified.
- Student feedback meets or exceeds national norms.
- Alumni find jobs in their fields, though at a slower rate than peers. They identify the CCSJ family atmosphere as an important contributor to their success.

Going forward, our task is to continue the program review processes; centralize data collection, maintenance, and analysis by utilizing the Empower student information system by fall 2019; and connect students to jobs more effectively.

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The institutional goal of improving academic program quality has been advanced through the following improvements:

- Full implementation of an appropriate program assessment program.
- Curricular change to meet identified gaps in Business Management, Biomedical Science, Criminal Justice, English, Forensic Biotechnology, Human Services, and Mathematics, as a result of program assessment
- Full implementation of the IDEA course evaluation system to provide comparison of students' views of CCSJ courses and instructors to national peers.
- Participation in a national Gallup poll to compare alumni perceptions of their college experiences with Indiana and nationwide peers.

Our goal is to continue the progress begun through program assessment and to improve processes for data collection, maintenance, and analysis to ensure that quality improvement can continue.

In addition, we must address workforce issues by identifying a performance indicator for job placement within six months of graduation, along with the underlying performance indicators (such as meeting with Career Services for resume preparation and interview practice) that will lead to the goal. These workforce issues will be addressed as part of a Strategic Enrollment Plan, now being developed through the Strategic Enrollment and Retention Committee. The plan will be in place by fall semester 2019.

Sources

- CCSJ Fact Book 2018-19
- Faculty Credentials 2018 - 19
- Gallup 2016
- Gallup 2018

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1.5: ACADEMIC INTEGRITY

1P5 PROCESSES

Ensuring Freedom of Expression and the Integrity of Research and Scholarly Practice

Calumet College is guided by the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors (AAUP) as endorsed by the Association of American Colleges with 1970 Interpretive Comments. This information is included as Appendix I in the [Faculty Handbook](#). The Handbook also covers grounds for terminating faculty members to ensure that freedom of expression is not violated. These processes are outlined in FH 2.8.5.1 (2.D, 2.E.1, 2.E.3).

Ensuring Ethical Learning and Research Practices of Students

Students are also held to a high standard in their academic work. The Student Honor Code was developed jointly by the Honors Learning Community and Student Government in 2016, after benchmarking honor codes and practices at peer institutions, and it was confirmed by Faculty Senate and the Board of Trustees. It is highlighted in the [Student Handbook](#) and included on every course [syllabus](#) (2.E.2, 2.E.3). The Student Honor Code reads as follows:

I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:

- Continuously embrace **honesty and curiosity** in the pursuit of my educational goals;
- Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my **community**;
- Do my own work with **integrity** at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;
- Do my utmost to act with commitment, inside and outside of class, to the goals and **mission** of Calumet College of St. Joseph.

All students receive mandatory library research training as part of FYE programming, and they are expected to adhere to these standards in their work. Cases of plagiarism can lead to a grade of zero for the assignment in question, a failing grade in the class, or expulsion. The first two options are the discretion of the instructor. If the student disagrees with the determination, he or she can appeal to the department chair, and if dissatisfied, to the Faculty – Student Grievance Committee, convened by the VPAA (see [Faculty Handbook](#) 5.9.3) (2.E.2). Faculty have been asked to bring all cases of plagiarism to the VPAA, who maintains a centralized file. In practice, these issues are typically handled within the academic department.

Ensuring Ethical Teaching and Research Practices of Faculty

The College expects all faculty members to maintain and model the integrity of research for their students. Department Chairs review each faculty member's annual self-evaluation and assess the validity of claims presented ([Faculty Self Evaluation](#)). The Vice President of Academic Affairs also reviews all faculty self-evaluations. When issues come to light, the VPAA is responsible for investigating claims of unethical practices (2.E.2, 2.E.3).

Selecting the Tools, Methods and Instruments for Evaluating the Effectiveness and Comprehensiveness of Supporting Academic Integrity

Ethical behavior among faculty is guided by industry standards set by the AAUP, the Association of American Colleges, and academic disciplines. The student Honor Code was developed by students after benchmarking codes at other institutions.

IR5 RESULTS

All faculty and all students are expected to maintain the College's standards of academic integrity. One case of a faculty member misrepresenting her academic work and credentials has occurred. Institutional processes led to relieving her of leadership positions, and she subsequently resigned. While faculty frequently mention student plagiarism as a concern, the problem must be tracked effectively to show progress in addressing it. Academic Council is addressing tracking plagiarism with the goal of developing a more effective response for the fall 2019 semester.

Summary Results

The VPAA maintains summaries of faculty annual reviews. We have asked that faculty submit all instances of plagiarism to the VPAA's office so they can be tracked and so that multiple incidences of plagiarism across departments can be addressed appropriately. A clear process must be developed and implemented for the next academic year.

Comparison of Results with Internal Targets and External Benchmarks

All students and faculty are expected to maintain the standards of academic integrity, and all issues in this area are investigated and addressed.

Interpretation of Results and Insights Gained

Faculty review processes worked effectively in a difficult situation for a small institution. Procedural clarifications are necessary to provide a centralized approach to ethical issues regarding students.

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Standardized procedures for ensuring academic integrity among students should be addressed over the next two years.

Sources

- Faculty Self Evaluation
- Syllabus template 2018

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2.1: CURRENT AND PROSPECTIVE STUDENT NEEDS

2PI PROCESSES

Serving students' needs begins with recruitment and continues through identifying needs and providing the services to address them.

Identifying Underprepared and At-risk Students, and Determining Their Academic Support Needs (3.D.1)

Students' academic needs are identified at admissions (see [Course Catalog](#), pp.17-21), when ACCUPLACER test scores, college entrance exams (if submitted), and high school grade point averages (GPAs) prompt specific responses:

- ACCUPLACER scores determine students' placement in developmental or regular English and Math classes as freshmen. Eleven to 22% of students were enrolled in one or more preparatory course from 2010 through 2017 ([CCSJ FactBook 2018 19](#), Fig. 59).
- ACCUPLACER also triggers referral to the Summer Bridge Program, a free, three-week program immediately preceding the beginning of the fall semester that helps underprepared high school graduates make the transition to college successfully. Summer Bridge provides practical academic skills for college success in the foundational areas of English and Math and introduces students to the culture of the college classroom, expectations for student behavior, and available support services.
- High school GPA between 1.75 and the required 2.00 triggers conditional admission and assignment to the Personalized Academic Career Excellence Program (PACE), a semester-long class that reviews foundational skills and promotes college readiness.
- High school GPA below 1.75 leads to the Review Admission (RA) process, a required interview with the Director of Enrollment Management and the Director of the First Year Experience (FYE). Students admitted through the RA process also become part of the PACE program. This process resulted from a study by the Strategic Enrollment and Retention Committee (SERC).

Once students are enrolled, intrusive advising processes identify students who need assistance while they have time to improve (3.D.3). These processes include:

- Pre-term outreach and engagement with upper level administrators across departments
- Weekly attendance reports
- Midterm grades, followed by Academic Advising outreach, and midterm interventions

- Academic alerts, followed by Academic Advising outreach and referral
- Informal Tutoring Center referrals

Deploying Academic Support Services to Help Students Select and Successfully Complete Courses and Programs (3.D.2)

Academic Advising is charged with helping all undergraduate students choose and register for courses that will enable them to earn the degrees they envision in a timely fashion. Academic advisors are well trained, serve specific undergraduate or graduate programs that they know thoroughly, and participate in weekly meetings with the Vice President for Academic Affairs for training, sharing information, and discussing specific issues. Students meet with Advisors at registration and discuss an academic plan that will enable them to earn the degree they envision in a timely fashion. Advisors also provide information about CCSJ support services and student activities. Midterm grades and academic alerts prompt advisors to reach out to students early in the semester when they still have the opportunity to improve (see [Course Catalog](#), pp. 34-35) (3.D.3).

The FYE director coordinates academic support services centered on the Tutoring Center, where faculty tutors offer one-on-one tutoring and lead study groups. She is also responsible for support services that ensure students can meet both the common learning objectives of General Education and programmatic learning objectives:

- Summer Bridge Program
- Orientation Day and Orientation Passport activities, required cocurricular work, library orientation, and optional activities to foster skills and increase engagement (3.D.5)
- PACE
- Learning Communities, links between two classes in the first semester of freshman year to reinforce learning, share meaningful assignments, extend learning activities across classes, and provide a platform for intrusive advising procedures.
- Midterm grades and follow-up interventions, clear indications of where students stand while they have time to improve.

In addition, the Coordinator of Disability Services promotes the success of all students by providing services in accord with American Disability Act (ADA) guidelines. Students with documented disabilities can receive accommodations or utilize auxiliary aids so they can meet all course learning objectives ([Course Catalog](#), p. 36).

Ensuring Faculty Are Available for Student Inquiry

[Faculty Handbook](#) 2.9.5 states the requirements for faculty availability to students: “Keep reasonable office hours for advising and consulting with students. Post office hours and file them with the Vice President for Academic Affairs. Each member of the faculty will be expected to schedule office hours for student conferences equaling at least the number of semester hours taught.” In practice, full-time faculty post their office hours at their doors and on their syllabi. Adjunct faculty members can meet with students in designated adjunct offices or the Tutoring Center. They indicate how and when students can reach them on their syllabi. Faculty can hold

office hours in the Tutoring Center to make student engagement easier. Five of the 28 full-time faculty members (18%) are holding a part of their office hours in the Tutoring Center in 2018 – 2019 (3.C.5).

Determining and Addressing the Learning Support Needs of Students and Faculty

New program introductions and program evaluation require assessment of the adequacy of all facilities, including labs and library resources, as Section 1P3 indicates, to support the learning needs of students and faculty (3.D.4). The five-year [Facilities Plan](#) and [Technology Plan](#) ensure that learning support needs are met regularly. When new needs arise, for example, for expanded facilities for the Communications concentration in the English program, cross-functional teams in these areas can divert resources to meet them, while still ensuring regular maintenance. The First-Year Experience Passport program requires library orientation for all new students so they have the research and information access skills required for success (3.D.5).

Table 2.1 outlines the instruments used to assess other student needs. In addition, the Student Government Association represents the voice of the student body, and has a representative on the Board of Trustees, Faculty Student Grievance Committee, and Student Judicial Review Panel. Student Forums are held every semester to collect data on student needs and concerns.

Table 2.1 Institutional Measures for Assessing Student Needs

Measure	Instruments	Comparative Data		Cycle
		Internal	External	
Preparation	Admission data		X	Ongoing
Engagement	NSSE	X	X	Every 2 years
Satisfaction	Graduate Exit Survey		X	Annual
Satisfaction	Student Services Customer Service Survey		X	Monthly
Outcomes	IDEA Course Evaluations		X	Semester
Outcomes	Capstone		X	Semester
Outcomes	Alumni (Gallup Poll Survey)	X	X	2-year

Determining New Student Groups to Target for Educational Offerings and Services

Calumet College of St. Joseph has a clearly defined mission and strategic position: educating at-risk and underprepared undergraduate students, largely from the urban community we

serve. Additionally, we are a niche provider of graduate education as we partner with employers and professional organizations to strengthen their workforce. Our size provides agility to meet the evolving needs of the market and creates a hands-on and personal approach to our stakeholders in the community. Moreover, we are the only Catholic college in Northwest Indiana and have the lowest tuition of any four-year private institution in the state, giving prospective students seeking a mission-driven private education an affordable option. These clearly defined and recognized characteristics, explicitly considered in our strategic planning processes, drive our identification of new student groups that we can serve (3.D.1).

Meeting Changing Student Needs

We regularly analyze demographic data, entrance data pertaining to academic preparedness, state and federal policies that affect our students, data regarding financial need and feedback from Academic Advising in order to determine changing student needs (3.D.1, 3.D.3). Faculty and staff attend appropriate conferences to remain up to date on national and regional student trends and best practices. In addition, CCSJ gains insights into student needs from close relationships with local high schools, dual credit relationships with area schools, and membership in READY NWI, a regional partnership that “embraces a commitment to regional thinking and acting in order to ensure prosperity by meeting skill and education needs of employers throughout Northwest Indiana.”

Identifying and Supporting Student Subgroups with Distinctive Needs (Seniors, Commuters, Distance Learners, Military Veterans)

The distinctive needs of our student subgroups have been identified through admissions data, student forums, and surveys. Departments on campus provide support activities and services to help students succeed, as Table 2.2 shows (3.D.1).

Table 2.2 Identified Student Subgroups with Distinctive Needs

Student subgroup	Support activities	Support department
Students of Color	Cultural experiences, club opportunities (Los Amigos, Black Student Union), events	Student Life
International	Orientation, transportation services, housing assistance, monthly social outings, and events	Enrollment and Student Life
Commuters	Textbook rental (mail delivery option), late office hours for key departments, late hours for food services, online technology support, ample free parking, chapel, gym, student	Student Life, Academic Affairs, Facilities and Technology

	lounges	
Athletes	Leadership program, study tables, NAIA Champions of Character leadership program	Athletics
Veterans	Assistance with military related education benefits, club (Veteran's Unit)	Registrar and Student Life
Students with disabilities	Advocacy, evaluation and interpretation of documentation, accommodations, tutoring	Disability Services
Honors Students	Challenging courses, financial support, capstone European travel experience	Academic Affairs
Adult Students	Late afternoon and evening classes, late office hours for key departments, accelerated programs	Academic Affairs

Deploying Non-academic Support Services to Help Students Be Successful

The College also offers non-academic support services to support student needs. Students are introduced to the services during Orientation. Additional information is made available through the CCSJ website, the Blackboard learning platform, and social media. The services are described in the [Student Handbook](#) and the [Course Catalog](#) and advertised through flyers posted around campus. Table 2.3 lists non-academic support services.

Table 2.3 Non-Academic Support Services

Service Center	Services Provided	Target group
Counseling	Individual counseling, information sessions, referrals, group counseling, wellness education	All students
Athletics	Athletic development, weight rooms	Student athletes
Campus Ministry	Daily mass, mission trips, social justice community initiatives	All students
International Programming	Cultural awareness programming, trips, transportation, events	International Students
Career Services	Resume assistance, Internship search, major exploration	All students

Student Life	Student clubs and organizations, activities, Student Government, Homecoming activities	All students
Healthcare Services	Healthcare services, referrals	All students
Food Pantry	Food assistance	All students

Students who utilize the student support service areas are surveyed following each visit, and the results of those surveys are shared with the Vice Presidents. Customer service surveys from 8/1/18 to 11/6/18, summarized in Table 2-4, are consistent with the type of responses received on a regular basis, including the response rate. These surveys indicate the commitment to service exhibited by the staff in those areas and guide improvement in student service. Because of the value of the customer service feedback, Academic Advising and the library have been added to the survey lists and will appear in data going forward.

Table 2-4 Summary of Customer Service Visits from 8/1/18 – 11/6/18

Month	Admissions	CASA	Financial Aid	n/a	Registrar's Office	Total
Aug	77	0	207	13	14	311
Sep	17	0	119	5	16	157
Oct	56	1	138	6	16	217
Nov	1	0	4	0	0	5
Grand Total	151	1	468	24	46	690

254 of these 690 are “unique” individuals (254 people met with staff 690 times during the three-month period). Fifteen survey respondents (about 6% of the unique visits) agreed or strongly agreed with the following statements:

- Met with me in a timely fashion
- Took the time to understand my question(s)
- Was courteous and professional
- Took care of my questions/concerns
- Helped me better understand the answer
- Went above and beyond in trying to help me
- Knew answer or directed me to the correct resources

Comments provided on these surveys are positive, for example, “My Advisor J. Cruz went over and beyond for me.”

Student clubs provide additional resources beyond the classroom. In the 2018 – 2019 academic year, the College has 14 active clubs that represent various academic disciplines of study and non-academic interest, each with a faculty or staff advisor. Active clubs are shown in Table 2.5.

Table 2.5 Student Clubs, 2018 - 2019

Co-curricular	Extra-curricular
Business Club	Black Student Union
Drama Club	Food Pantry
Education Club	G.I.V.E.
English and Creative Writing Club	International
Media Club	Los Amigos
Science Club	Student Government
Pep Band	Veterans Unit

The College aligns its co-curricular development goals with curricular learning objectives through faculty collaboration with Student Life. Extra-curricular clubs are linked to special interest groups, community service, or social activities. This change in club structure was launched in the Fall of 2017 due to student requests, faculty advisory committee recommendations, and examination of best practices.

Ensuring Staff Members Who Provide Non-academic Support Services Are Qualified, Trained, and Supported (3.C.6)

Appropriate hiring and evaluation policies are in place and are administered by a well-qualified Human Resources Director, as Category 3 explains in greater detail and as the [Staff Credentials](#) list demonstrates. HR procedures specify the hiring process, provide clear job descriptions, and include a personnel evaluation system. In addition, a cross-functional 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).

Professional development for staff is a budgeted line item, and guidelines for sending faculty and staff to off-campus events and conferences are in place. Figure 77 in the [2018 – 2019 CCSJ Fact Book](#) shows the College’s expenditures on professional development. While resource limitations mean that we cannot support travel for all faculty and staff, the College emphasizes the use of webinars and on-campus support. This support includes the Food for Thought training program; specific training as needed, for example, on the Empower student information system, the Blackboard course management system, and the Zoom distance meeting platform; Financial Aid and Human Resources webinars; and weekly meetings in the Advising and Enrollment departments.

The Food for Thought program provided on-campus training for staff members on institutional issues on the schedule in Table 2.6. Surveys found that, overall, the staff and faculty found the Food for Thought sessions to be valuable and informative. Eighty percent of the participants rated the workshops good or excellent every semester. Because of staff changes in 2018, sessions have not been offered in the current academic year, but the program will be offered again beginning in fall 2019.

Table 2.6 Food for Thought Schedule

Semester	Topic
Summer 2016	Academic Affairs
Summer 2016	Financial Aid 101
Summer 2016	DOL: Fair Labor Standards Act
Summer 2016	Disability Services 101
Fall 2016	Safety 101
Fall 2016	FERPA
Spring 2017	Safety 102
Spring 2017	Career Services 101
Spring 2017	Safety 103
Spring 2017	Book Services program
Fall 2017	Athletics and Compliance
Fall 2017	Spirituality of Hospitality
Fall 2017	Human Resources
Fall 2017	Safety 104

Communicating the Availability of Non-academic Support Services

Information about non-academic support services is made available to students on the website and digital bulletin boards, through paper flyers posted on designated bulletin boards on each floor and in the elevators, in classes, and in student service departments. In addition, information is released through e-mails and texts to the entire College family or to specific groups, such as students or faculty. Finally, student forums each semester, sponsored by the Student Government, give students the opportunity to raise concerns and address issues with the administration. Available support services are also discussed at regular faculty and staff venues:

- Faculty Senate monthly during the academic year
- Academic Council, a monthly meeting of all academic department chairs
- Faculty in-service days at the beginning and end of each academic year
- Weekly meetings in Advising and Enrollment

- Senior Staff meetings
- Cross-functional athletic and enrollment and retention teams

Selecting the Tools, Methods, and Instruments to Assess Student Needs

In addition to the tools listed in Table 2.1, the Office of Institutional Research prepares regular reports to identify student body characteristics, including gender, ethnicity, and transfer status, which are included in [CCSJ FactBook 2018 19](#). Additional research from national organizations such as the [Yes We Must](#) Coalition informs needs assessment. Surveys, especially nationally normed instruments – the National Survey of Student Engagement (NSSE) ([CCSJ FactBook 2018 19](#), Figures 33 - 57), the IDEA course evaluation instrument (Table 1-10), and the Gallup-Purdue Index (GPI): Great Jobs and Great Lives survey ([2016](#) and [2018](#)) – help guide ongoing improvement. Finally, service usage data provide indirect indicators that we offer services that students need.

Assessing the Degree to Which Student Needs Are Met

Calumet College uses both indirect and direct indicators of meeting student needs: support program results; independent research; service usage data, which gives some insight into student academic support needs and nonacademic requirements on Maslow’s Hierarchy of Needs; and internal and external surveys. These data are analyzed by the President’s Cabinet each semester, and appropriate findings are shared with Senior Staff.

2R1 RESULTS

Direct and indirect indicators show that services are in place to meet students’ academic and non-academic needs, and students tend to see their experience at CCSJ positively. Results from the Summer Bridge program (Tables 2.7 and 2.8), the [Tutoring Center](#), and the PACE program, which are collected and disseminated by the Director of the First Year Experience, are direct indicators that underprepared students have significant needs for support. The [Yes We Must Coalition](#) Student Success Research (2018) shows that we are successfully meeting some academic support needs. Service usage data for nonacademic support programs, collected and shared by the VP for Student Engagement and Retention, provide indirect indicators that we offer the services that help meet necessities on Maslow’s Hierarchy of Needs. Surveys and comparative research, including NSSE ([CCSJ FactBook 2018 19](#), Figures 33 - 57) IDEA, and the Gallup Poll [2016](#) and [2018](#), demonstrate that students tend to be satisfied with their CCSJ experiences.

Summary Results

Summer Bridge. Tables 2.7 and 2.8 summarize three years of Bridge data. The College Board ACCUPLACER Exam is used as the pre-test and post-test assessment tool. Bridge data lead to two conclusions: The summer program can enable students to forgo developmental classes and move more quickly toward graduation. Participation, however, is declining, and an intentional effort is required to improve enrollment. Training in the Enrollment and Advising Departments

will ensure that entering students hear a consistent message about Summer Bridge to improve participation.

Table 2.7 Mathematics Bridge Data

Math Bridge Results	Summer 2015	Summer 2016	Summer 2017
# of students who entered Bridge	39	41	17
# of students who did not complete Bridge	10 (26%)	8 (20%)	5 (29%)
# of students who completed Bridge	29 (74%)	33 (80%)	12 (71%)
Students who place up one or more levels (% is of students who completed Bridge)	18 (62%)	18 (55%)	7 (58.3%)
Students who remained at the same level (% is of students who completed Bridge)	10 (35%)	15 (45%)	4 (33.3%)
Students who place down one or more levels (% is of students who completed Bridge)	1 (3%)	0 (0%)	1 (8.3%)

Table 2.8 English Bridge Data

English Bridge Results	Summer 2015	Summer 2016	Summer 2017
# of students who entered Bridge	13	28	9

# of students who did not complete Bridge	2 (15%)	16 (57%)	6 (66%)
# of students who completed Bridge	11 (85%)	12 (43%)	3 (33%)
Students who place up one or more levels (% is of students who completed Bridge)	7 (64%)	2 (17%)	0 (0%)
Students who remained at the same level (% is of students who completed Bridge)	4 (36%)	10 (83%)	3 (100%)
Students who place down one or more levels (% is of students who completed Bridge)	0 (0%)	0 (0%)	0 (0%)

Tutoring Center. In fall 2014, the college opened a revamped Student Success Center in a central library location on the ground floor, adjacent to student services; hired a new coordinator of Student Support Services; and replaced peer tutors with faculty tutors. Tutoring Center visits increased by 61% from 2013 – 2014 to 2014 – 2015: 850 visits to 2,193. [Tutoring data](#) from 2016 suggests a positive impact on student learning among students who use the Tutoring Center. Data show that students with lower GPAs used the Tutoring Center more frequently, and were retained at a slightly higher rate than students who did not utilize Tutoring, suggesting that students who need help may be seeking it and benefiting from it. In addition, GPAs of students who received academic alerts or midterm grades of D or F and utilized tutoring was higher than students who received alerts or low midterm grades and did not use tutoring: 2.227 compared to 1.475.

The *PACE program* for conditionally admitted students, traditionally a standard study skills class that retained an average of 50% of students to the next semester, was revised in spring 2017 in an effort to improve retention. Group study with individualized goals was integrated into the Tutoring Center in spring 2018. Of the six initial students enrolled, 2 earned F's, 1 withdrew, and 3 passed. None of these students were enrolled in fall 2018. In fall 2018, when more entering students required the program, the program served 29 students. Nineteen of these students passed, and all 19 are enrolled for spring 2019. One student formally withdrew and 9 earned an FW grade because they stopped attending. None of these 10 students are enrolled for spring 2019. PACE retention for fall 2018, therefore, is 65.5%. Based on these mixed results, changes to the course structure to meet identified problems will be implemented in fall 2019, and data will continue to be tracked and analyzed.

Yes We Must Coalition research independently verifies that the academic support we provide has an impact. Yes We Must “strives to increase degree attainment of students from low-income backgrounds by promoting the work of independent, not-for-profit colleges and universities where undergraduate enrollment of Pell-eligible students is 50% or more” (<https://yeswemustcoalition.org>). The 33 members are small private schools that serve students similar to CCSJ students. The Coalition’s 2018 analysis shows that although non-Pell students with a high school GPA under 3.0 earned fewer credits than the same segment at other YWMC school, Calumet College outperformed our peer group in other areas. Non-Pell remedial students showed improvement and earned credits at a higher rate than the YWMC mean in 2015 and 2016. Black students showed “significant improvement” from 2015 to 2016, with Black, non-Pell students making the largest improvement. Non-athletes’ performance improved as well.

Survey results give insight into student satisfaction, plans, and perception of their own learning. NSSE results, discussed in Category 1, appear in Figures 33 - 57 in the [2018 – 2019 Fact Book](#). These figures indicate that students consistently feel more successful than or equally successful as their Carnegie peers in all areas that represent CCSJ’s common learning outcomes. Nevertheless, the gap with the Carnegie peer group diminishes in all areas over time, perhaps indicating the challenges of serving increasingly underprepared students. This indicator will continue to be tracked.

Student feedback on *the IDEA instrument*, which provides student perceptions of course and faculty quality, demonstrates that CCSJ students’ perceptions of their course and instructor experiences are similar to those of college students nationwide (see Table 1-10). The IDEA instrument demonstrates that students perceive their learning positively compared to other students nationwide and demonstrates the importance of efforts to increase participation.

The Gallup-Purdue Great Jobs and Great Lives survey measures workplace engagement, well-being, and alumni attachment to the college, comparing CCSJ results to statewide and national averages. In Gallup surveys in [2016](#) and in [2018](#), CCSJ alumni reported lower immediate employment results than their peers in Indiana and nationwide, but strong job satisfaction. They reported being “deeply interested” in their work and having “the ideal job” for them. They also exceeded their peer groups in 2018 in feeling that their professors cared about them personally and that CCSJ was the perfect school for them. Their responses were significantly higher than those of their peers in finding that their alma mater “is passionate about the long-term success” of its graduates. The final iteration of the Gallup poll will be administered in fall 2020.

As part of Grad Finale, a one-stop opportunity for graduating students to complete all the details of graduation, students submit a survey that asks them to rate their satisfaction with services, overall experience, plans after graduation, and development of abilities. This survey guides improvement of services, indicates employment or education plans, and provides insights into student perceptions of their own learning. Student responses reinforce nationally normed instruments that rate students’ interactions with professors very highly, but indicate concern about preparation for employment. Graduate survey results for the last three years are summarized in Table 2-9.

Table 2-9 Graduate Survey Results**Satisfaction with services (yes)**

Department or services	2016	2017	2018
Classroom environment	96%	95%	97.48%
Contact with professors	96%	98.33%	96.64%
Financial Aid Office	79%	75.63%	82.35%
Registrar	96%	93.33%	92.44%
Library	90%	95%%	88.24%
Computer Services	89%	90.83%	88.24%
Advising	85%	84.17%	86.55%
Business Office	95%	90.83%	86.55%

Overall experience (agree)

	2016	2017	2018
Challenged academically	96%	90.83%	94.02%
Adequately prepared for future study	92%	90%	90.52%
Adequately prepared for employment in field	88%	85.83%	85.47%

Plans after graduation

Plans after graduation	2016	2017	2018
Continue education	55%	55.00%	41.03%
Continue current employment	31%	35.00%	27.35%
Pursue employment in field	56%	49.00%	60.68%

Development of abilities (significant-some development)

Abilities	2016	2017	2018
Understand and apply math concepts and statistical reasoning	87%	88.00%	92%
Use computer technology	91%	86.00%	85%
Apply scientific knowledge and skills	91%	90.00%	87%
Read with comprehension and efficiency	96%	89%	95%
Write clearly and logically	97%	92%	95%

Appreciate the value of history in understating past and present	93%	91%	89%
Give effective oral presentation	95%	96%	96%
Appreciate great works of music, art, and drama	77%	84%	79%
Understand and enjoy literature	81%	85%	88%
Gain a broad education about different fields of knowledge	94%	93%	96%
Responsible citizen	92%	91%	87%

The Graduate Survey and Gallup Poll both indicate some concerns about adequate preparation for the workforce. Although internships are a valuable tool to prepare students for the workplace, students' external commitments to jobs and athletics makes placement difficult. In addition, beginning in 2017, CCSJ began emphasizing better workplace preparation before placing students in internships. The declining numbers shown in Table 2-10 are a cause for concern. In response, Career Services, a one-person office, has been integrated into Academic Advising to make career preparation a consistent part of student advising. A Career Services event has also become part of the Orientation Passport to ensure that students begin thinking of careers at the beginning of their college experience.

Table 2-10 Career Services Usage

	2015 – 16	2016 – 17	2017 – 18
Active Internship Sites	35	38	19
Inactive Internship Sites	N/A	N/A	10
Students Placed in Internships	49/9.8%*	43/9.7%*	28/7%*
Persons Hired	3	5	1
Career Services Visitors	N/A	N/A	184

Note: The “Students Placed” column includes the number and the percent of the full-time traditional student body placed in internships.

In non-academic support, a growing number of mental health referrals from faculty and staff led to contracting with a service provider to develop a Student Assistance Program (SAP) in 2015. Through this program, students explore a wide range of issues such as depression and anxiety, relationship concerns, eating disorders, substance use and abuse, academic difficulties, bereavement, and family mental illness. Approximately 16% of the student population utilize counseling services annually (see Table 2-11).

Table 2-11 Student Assistance Program Referrals and New Clients

Academic Year	Referrals	New Clients
2015-2016	9	17
2016-2017	11	26
2017-2018	12	25
2018-19 (Fall only)	8	14

According to the Food Bank of Northwest Indiana, one in six people struggle with hunger in Northwest Indiana. Since the launch of the Food Pantry in 2013, we have seen a consistent need to address food insecurity on campus. Food Pantry usage increased steadily from 2015 to 2017. Over the past three years (2015 – 2018), we have served an average of at least 40 students a month, or roughly 10% of the traditional undergraduate student population. The College meets the majority of needs through donations from the College family and the community, and collaborates with the Northwest Indiana Food Bank to meet additional needs.

In 2016, medical insurance and housing were identified through survey data as areas of student concern. The College established a partnership with Community Health to provide a minimal healthcare program. All international students are enrolled into this program, which is also available to the student body as a whole. The program provides 18 to 42 students a semester with basic healthcare coverage, reduces medical costs, and eliminates some of the red tape of finding a doctor.

Comparison of Results with Internal Targets and External Benchmarks

Targets and benchmarks for each of the services described vary:

- Bridge: Ensure that the program is available for every student who needs it; target a 75% completion rate; enable 65% of completers to move up one developmental class step
- Tutoring: Data collection processes have made it difficult to link services to student performance. New processes will be implemented in fall 2019, data will be collected, and appropriate targets will be identified for ongoing improvement.
- PACE: 50% retention rate
- Yes We Must, NSSE, and IDEA: Match or exceed the results from peers
- Career Services: Place 10% of the student body in appropriate internships annually, improving to 25% over three years. These goals represent a challenge because of the nature of the students we serve: our students are commuters and athletes who work and have responsibilities outside of school.

Interpretation of Results and Insights Gained

- [YWM Research](#) data show that support services enable some at-risk segments of the student population to outperform peers
- Survey data – NSSE ([CCSJ FactBook](#), Figures 33 - 57), IDEA (Table 1-10), Gallup [2016](#) and [2018](#) and the Graduate Survey – demonstrate that students are generally satisfied with courses, instructors, and their overall CCSJ experience, and provide some guidance for improvement.
- Student usage data show that counseling, the food pantry, and healthcare services, all of which help meet the basic levels on Maslow’s hierarchy of needs, are widely used and may help keep students in school.
- Career Services data demonstrate that as student concerns about careers increase, the percentage of students in internships that can help them secure entry-level positions has decreased. This result indicates an opportunity for improvement by allocating additional resources.

211 IMPROVEMENTS

Analysis of available data has identified the following improvements to promote retention, a key College concern:

- A new position, the Vice President for Student Engagement and Retention, was established.
- Relocation of key vice presidential positions to the first floor, adjacent to student services and student activities, has improved student access and collaboration between administrative offices.
- The Tutoring Center location and processes have been substantially revised, and the Center appears to have a positive impact on student learning and retention. Data collection, maintenance, and analysis of the impact needs to become more robust, however. Those processes are currently being developed, and they will be in place for the 2019 – 2020 academic year, allowing us to develop meaningful targets for the following year.
- The PACE program for conditionally admitted students was revised because retention goals have not been met. Initial results appear promising, so the revised administrative placement and structure will be continued, with some specific program developments based on experience to be implemented in fall 2019.
- Two new surveys to collect data were implemented to complement NSSE data and provide comparison with national and regional peers: the IDEA course evaluation instrument and the Gallup Poll. The College will utilize proven techniques for encouraging student response to improve NSSE and IDEA participation. We will also determine how to improve Career Services to meet areas of concern identified through the Gallup Poll of alumni.
- A Student Assistance Program was established on campus in response to student and faculty requests to provide individualized counseling. It currently serves approximately 16% of the student body annually.

- An on-campus Food Pantry was established to meet student needs. In response to demand (indicated by student surveys), the Pantry was relocated to a larger space and non-food items are now provided.
- A healthcare program was initiated to meet student needs.
- Career Services was incorporated into Academic Advising to provide more resources to help address student and alumni concerns about adequate assistance to move into the workforce.

Sources

- CCSJ Fact Book 2018-19
- Facilities Plan
- Gallup 2016
- Gallup 2018
- Staff Credentials
- Technology Plan 18-19 10 27
- Tutoring Data FA14 to SP16
- Yes We Must research

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

2:2 RETENTION, PERSISTENCE AND COMPLETION

2P2 PROCESSES

Collecting Student Retention, Persistence, and Completion Data (4.C.2, 4.C.4)

The College collects data each semester on enrollment, retention, persistence, and completion, using Empower, the student information system, and disseminates this information widely through weekly reports and the annual [CCSJ Fact Book](#). The same data are provided to IPEDS.

The College tracks persistence of four groups: first-time, full-time freshmen in traditional undergraduate programs; transfer students in traditional undergraduate programs; students in accelerated degree completion programs, and graduate students. In addition, we evaluate persistence among subgroups such as athletes, students of color, and low-income students. Finally, CCSJ tracks retention by academic major and athletic program.

Determining Targets for Student Retention, Persistence and Completion

In 2010, the administration set national averages for these common indicators as the institutional goals, knowing that they were not realistic, but considering them aspirational. These goals are represented in Figure 24 in the [2018 – 2019 CCSJ Fact Book](#). Over time, it became apparent that unrealistic goals could not guide improvement, so we revised goals, building upon historical performance, to assess success and guide accountability (4.C.1, 4.C.4):

- Fall to Spring Retention of First-Time Freshmen: 85%
- Fall to Fall Retention of First-Time Freshmen: 55%
- Sophomore to Junior: 75%
- Junior to Senior: 80%

Analyzing Information on Student Retention, Persistence and Completion

The Strategic Enrollment and Retention Committee (SERC), an institutional cross-functional team, was established in 2015 to analyze and share data in this area. SERC evaluates enrollment and retention initiatives, reports findings to Senior Staff, and provides a link to two Board of Trustees committees: Marketing, Enrollment, Retention and Student Support (MERS) and Academic Affairs. The committee identifies retention targets by class and cohort (with a special focus on freshmen fall to spring and freshmen to sophomore), analyzes retention needs by different groups, and considers retention, persistence, and completion data. The Office of Institutional Research (IR) compiles the data for the committee to review.

The Vice President for Academic Affairs utilizes retention data to develop academic program snapshots each fall ([2016](#), [2017](#), and [2018](#)), which are shared with Academic Council (made up of department chairs) and departments.

Meeting Targets for Retention, Persistence and Completion

The College's programs to support underprepared and at-risk students and meet retention, persistence, and completion targets, including Bridge, PACE, and intrusive advising practices in Tutoring and Academic Advising, have been discussed in the previous section (4.C.1).

Selecting Tools, Methods and Instruments to Assess Retention, Persistence and Completion

The Institutional Research Office summarizes all available persistence and completion data from Empower, the student information systems. The Academic Affairs, Enrollment, and Retention Offices use these reports to guide action by department and for strategic planning. Key administrative staff and faculty receive weekly, beginning and end of semester, and annual reports (4.C.4):

- Retention by grade (freshman, sophomore, junior, senior)
- Retention by academic program
- Retention by athletic team
- Graduation by cohort
- Graduation compared to the HERI Graduation Comparison
- Graduation compared to local institutions: Indiana University Northwest and Purdue University Calumet (now Purdue University Northwest)

2R2 RESULTS

Retention rates are consistently within a 10 percentage point spread for all areas: first-semester freshmen to second-semester freshmen (F1 to F2), freshman to sophomore, sophomore to junior, and junior to senior, as Figure 2-4 shows (see also Figures 21, 22, 23, and 24 in the [2018 – 2019 CCSJ Fact Book](#)). Figure 2-5 shows CCSJ's graduation rate. While the retention data and goals and the College graduation rate may seem to suggest cause for concern, a comparison of CCSJ IPEDS data to the Higher Education Research Instrument (HERI) Basic Graduation Calculator shows that the College outperforms both predicted graduation rates based upon student characteristics, and four-year graduation rates at local public institutions, as Tables 14, 15, and 16 in the [Fact Book](#) illustrate. This is an indicator that the College is meeting the needs of its underprepared student body and enabling many of them to earn a suitably rigorous college degree; it also demonstrates the considerable challenges posed by serving an underprepared student body.

Summary Results

In addition to institutional retention and graduation data, SERC studies include a cohort retention study and, because athletes represent more than half of the student body, two studies of athlete retention. Cohort [Retention Report](#) ("Apples to Apples" SERC study, February 2016) followed 114 first-time, full-time freshmen from the Fall 2015 cohort over four terms. The study subdivided the group based on their persistence toward a meaningful degree. The data from the study showed that students with low GPAs and low placement scores are retained an average of 1.60 semesters. Students with high GPAs and high placement scores stayed an average of 3.11

semesters. Athletes were retained at a higher rate per semester whatever their characteristics. This information informs recruiting strategies and the strategic enrollment plan under development.

More than half of CCSJ traditional students are athletes (54% to 64% over the last five years; see [CCSJ 2018 – 2019 Fact Book](#), Figure 66), so retaining athletes merited additional study, and SERC utilized two studies of retention among athletes. First, in spring 2016, the Athletic Director and Director of Mission and Ministry held a series of dinners for each athletic team off campus, and used the [“C.P.P.S. Fest”](#) to collect qualitative data that identified common student-athlete concerns: facilities, full-time coaches, and class scheduling. Second, the *Athletic Persistence and Retention Study* (Fall 2017) of first-time, full-time athletes (Fall 2013 through Fall 2017) considered coach information, team winning percentage, credit hours earned by athletes, and the “success to failure” ratio of each team (Table 2-12). The “success to failure” ratio measures those graduated or still enrolled against those who lasted less than a year. Teams below a 1.5 ratio are starting over with recruitment each year and in some instances losing more students than they keep. Once again, this information informs recruiting strategies and the strategic enrollment plan that is being developed.

Table 2-12 Athletic Persistence and Retention Study

Team	# of Coaches	Win %	Average Credit Hrs.	Success to Failure Ratio
Men's Basketball	1	0.472	76.1	3.50
Softball	2	0.481	69.1	3.20
Women's Bowling	1	x	67.1	2.63
Men's Bowling	1	x	63.2	1.69
Women's Volleyball	3	0.157	69.1	1.33
Women's Soccer	4	0.246	65.9	1.17
Men's Soccer	4	0.325	58.1	1.05
Women's Cross Country / Track	4	x	45.2	0.63
Baseball	2	0.197	46.9	0.61
Wrestling	4	x	45.8	0.56
Men's Volleyball	2	0.085	42.6	0.56
Women's Comp Dance	4	x	52.6	0.54
Men's Cross Country / Track	4	x	41.1	0.51
Women's Basketball	4	0.260	32.6	0.29

Comparison of Results with Internal Targets and External Benchmarks

CCSJ's new retention goals will better enable assessment of progress in the future. Our graduation rate targets are set to continue to outperform the HERI predicted rate: a 20% 4-year rate and a 30% 6-year rate.

Interpretation of Results and Insights Gained

Despite expanded student support services, retention does not meet established institutional goals. The comparison of CCSJ's graduation rates to HERI's anticipated rates and the rates of local institutions suggest that the College is utilizing effective support services to retain and graduate students, but more must be done to meet goals. The SERC Committee's Strategic Enrollment Plan, now in development with a fall 2019 completion date, will guide necessary development in this area.

212 IMPROVEMENTS (4.C.3)

In retention, persistence, and completion, the College has focused on developing data and student support based upon it. These initiatives include the following:

- Establishing the cross-functional SERC committee to evaluate retention data, recommend initiatives, and communicate across the institution
- Based upon the SERC [Cohort Retention Report](#),
 - Students are accepted after August 1 only in unusual circumstances.
 - Activities for first-semester freshmen have been extended into semester 2 during this academic year, and Academic Council is considering high-impact educational practices for later semesters.
 - To the extent possible, full-time faculty members have been assigned to General Education classes, particularly first-semester freshman classes. The percentage of General Education credit hours taught by full-time versus adjunct faculty members has remained over 50% for 2016 – 2017 and 2017 – 2018 (see [CCSJ Fact Book](#), Figure 27)
- In Athletics, CCSJ
 - Reorganized, creating additional full-time coaching positions in volleyball, soccer, and cross country/track.
 - Developed internal training for part-time coaches on financial aid, academic programs, and enrollment policies.
 - Provided additional facilities: Batting cages for golf, softball, and baseball teams and new wrestling spaces.
 - Reestablished the College relationship with the nearby YMCA to provide additional resources

Going forward, developing and implementing the strategic enrollment and retention plan, now in progress, will be the most important improvement to accomplish.

Sources

- Academic Snapshot 2017
- Academic Snapshot 2016
- Academic Snapshot Fall 2018
- C.P.P.S. Fest feedback
- CCSJ Fact Book 2018-19
- Retention Report

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2.3: KEY STAKEHOLDER NEEDS

2P3: PROCESSES

Determining Key External Stakeholder Groups

The College's strategic planning process, which includes all areas of the institution as outlined in Section 4.2, has identified these stakeholders:

- Alumni
- Our sponsoring order, the Missionaries of the Precious Blood (C.P.P.S.)
- The Diocese of Gary
- Regional school systems, including the Catholic schools, community school systems, and charter schools
- Calumet Region communities
- Local industries and the Center for Workforce Innovation

Determining New Stakeholders to Target for Services or Partnerships

Our relationships with alumni, our sponsoring order, the Gary Diocese, and regional school systems are a part of our identity. Other partnerships are a result of our status as a commuter campus without housing. Calumet College considers the community as our campus, and close relationships with the surrounding municipalities that meet our own priorities and resources are a necessity. These processes begin in two ways, either by the College's outreach for specific projects in which we are interested or through outreach from a potential partner.

Meeting the Changing Needs of Key Stakeholders

The College's Alumni Association meets regularly. The president of the Alumni Association is a member of the Board of Trustees with full voting rights. A digital newsletter, *Wave of Info*, is distributed bi-monthly to share information and to solicit information about alumni milestones or news. The alumni magazine, *Wavelength*, published annually, shares news and information about students, alumni, and College friends. The College uses the Graduate Survey (Table 2.9) and the Gallup Poll in [2016](#) and [2018](#), described above, to better understand alumni needs in relation to state and national benchmarks. Career Services performs an annual social media study (Table 1-12) to help assess alumni success in finding career opportunities in their field of study.

Recognizing our relationship with the C.P.P.S.,

- Three C.P.P.S. members are full-time employees at the College.
- Four C.P.P.S. members serve on the Board of Trustees.
- Calumet College's president meets with the C.P.P.S. Provincial periodically and attends the annual C.P.P.S. retreat to share information and identify needs.

Calumet College is the only Catholic college or university in the Gary Diocese, so we are natural partners, and we maintain close relationships with the Bishop and his office and meet frequently. Among other important joint activities, Gary Diocese representatives were key participants in the College's three-year Catholic Identity project, and we pursued a year-long joint investigation of the College's role in training lay ministers and deacons.

Calumet College has been the teacher of teachers for the Calumet Region since its founding in 1951. Close relationships with local K-12 school systems serve both partners. We currently sponsor two local charter schools, meeting with them regularly. To meet local needs when the large public schools stopped offering dual credit courses, we developed options to provide dual credit choices for high school students:

- Requested classes offered by CCSJ faculty at the Hammond Academy of Science and Technology, one of our sponsored charter schools, after school hours to meet specific needs in Arts, English, and Math.
- The option for high school students to attend classes on the CCSJ campus that are offered at convenient times. Gary Westside High School students are transported to campus regularly for 1:45 classes, and Bishop Noll Institute and Andean High School students attend night classes.

A Department of Education grant to the College enables us to offer summer programming for elementary and middle school students, and we have supported two School City of Whiting state grant applications. These close partnerships enable CCSJ's Education program to offer clinical instruction in local classrooms from the beginning of our teacher training program. In perhaps the most impressive example of meeting local needs, Hammond Public Schools offer CCSJ students who earn a Bachelor of Science in Life Science a full-time position teaching science while they complete our Transition to Teaching program for state licensure.

We provide a location for community events, offering Mass for the community Monday through Thursday mornings when school is in session, serving as a polling place, and hosting community meetings such as Crime Watch and issues forums, among many other community activities.

Calumet College is a member of READY Northwest Indiana and cooperates in programming by the Center of Workforce Development to help identify needs in the regional workforce. In addition, 12 of 20 or 60% of our academic programs have relationships with business and industry groups through partnerships, memberships in industry groups, or adjunct practitioners in the field that help us meet the community need for well-prepared employees. We also have used a grant from the Lilly Endowment to further develop our relationships with business and industry in the region. Our partners in this program (see the [Internship Partnership list](#)) have become an unofficial advisory group, helping us to identify workplace needs and required student preparation. These partners participate in the annual Career Fair and look to our graduates to fill entry-level positions. Because the number of internships has declined by a larger percent than student enrollment (by 48% compared to 27%) due to more stringent requirements for student preparation for internships, additional resources are being allocated to Career Services by incorporating the office into Academic Advising, providing professional development, and

incorporating student preparation in First-Year and work-study programming to improve outcomes.

Selecting the Tools, Methods, and Instruments to Assess Key Stakeholder Needs

Calumet College uses internal and external surveys, the Graduate Survey (Table 2-9) and the [Gallup Poll](#), to identify whether alumni needs are met. Given the results from these two instruments regarding alumni careers, we developed another instrument, an annual social media survey (Table 2-13), to get additional insight into alumni work experience. We use the strategic plan to guide annual planning for meeting other stakeholder needs, and we regularly assess the degree to which we can respond to other stakeholder requests during the year, given our strategic priorities and limited resources.

Assessing the Degree to Which Key Stakeholders Needs Are Met

Senior Staff, the President's Cabinet, and the Board of Trustees regularly assess survey results and ongoing partnerships to assess the degree to which we meet the needs of alumni and community stakeholders, given institutional priorities and resources.

2R3: RESULTS

The Graduate Survey (Table 2-9) and [Gallup Poll](#) both indicate concerns about whether alumni are adequately prepared for the workforce, although a social media study (Table 2-13) finds that alumni report jobs in their fields of study. Taken together, these results indicate the need to provide adequate resources to Career Services to meet alumni needs. In regard to other external stakeholders, Calumet College has strong ongoing relationships with the Missionaries of the Precious Blood, the Gary Diocese, regional K – 12 school systems, and the communities we serve.

Summary Results

In addition to the Graduate Survey results presented in Table 2-9 and the [Gallup Poll](#) results, another source of information about graduate outcomes is self-reported data on social media sites. CCSJ's annual social media study searches alumni on LinkedIn and Facebook and compares their reported job to their degree area. We recognize the limitations of this study, but it can function as one indicator of whether students work in their fields of study. In 2017, the search included 319 graduating students. Of 217 alumni found on social media, 199 were working in their field of study, and 18 were working in another field. We can document that, of students using social media, 92% were working in their area of study. Table 2-13 shows the results over the last five years. Note that 46% of graduates were found on social media for 2013 – 2016.

Table 2-13 Social Media Study -- Alumni Work Experience

Graduation Year	Percent Working in Area of Study*
2013	72
2014	75
2015	66
2016	70
2017	92

**Of alumni located on social media: 68% in 2017 and 46% in previous years*

Comparison of Results with Internal Targets and External Benchmarks

We can provide participant numbers for many of the activities highlighted in this section. For example, high school students have taken 375 dual credit classes from fall 2013 to spring 2019, and we have served 150 elementary and middle school students in our summer programs for each of the last two years. We have no numerical goals for these programs, however; we gauge success by the continuation of valuable relationships with our external stakeholders.

The results in this category demonstrate that we do not meet external benchmarks for graduates to find jobs in their fields, which requires attention, although alumni satisfaction in their jobs exceeds that of peers.

Interpretation of Results and Insights Gained

Calumet College's relationships with alumni and the C.P.P.S. and view of the Community as Campus has produced close relationships that benefit all partners.

213: IMPROVEMENTS

Over the past three years, CCSJ has

- Implemented a new digital newsletter to better communicate with alumni
- Utilized the Gallup Poll to provide insight into alumni perspectives
- Developed a social media study to get additional insight into alumni work experience
- Provided additional resources to Career Services
- Expanded dual credit opportunities for high school students, using only our own well-qualified faculty, in order to meet local needs
- Developed a Life Science to Transition to Teaching program to fill local needs for middle school and high school science teachers

Looking ahead, a key goal is to continue to develop Career Services to meet the needs of students and area employers.

Sources

- Gallup 2016
- Gallup 2018
- Internship Sites

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2.4: COMPLAINT PROCESSES

2P4: PROCESSES

Collecting Complaint Information from Students

CCSJ outlines complaint processes in the [Student Handbook](#) on pages 34 to 47. All freshmen and transfer students are introduced to the Student Handbook in Orientation. The handbook is also available online. Complaint processes include the following:

- Filing Non-Academic Complaints, p. 34
- Filing Non-Academic Grievance or Charges with the Judicial Review Panel, pp. 34 – 37
- Title IX Policy, pp. 37 – 43.
- Online student Grievance Process (p. 44)
- Grade appeals, pp. 45 – 47. The processes for grade appeals are also outlined in Section 5.9.3 in the Faculty Handbook.

Collecting Complaint Information from Other Key Stakeholders

Internal complaints generally follow the chain of authority to a supervisor, the appropriate Vice President, and ultimately may reach the President. Because of our small size and the small number of other types of complaints, external stakeholders typically approach the President or a Vice President directly.

Learning from Complaint Information and Determining Actions

Information about these complaints is maintained in the appropriate office. External complaints have been infrequent and therefore are handled on a case-by-case basis and shared at the Senior Staff level. Additionally, we have responded to the demands now being placed on colleges and universities by a growing awareness of the requirements of Title IX.

Communicating Actions to Students and Other Key Stakeholders

Complaint processes include specific notification procedures. 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 was intentionally defined to meet all external requirements (such as federal Title IX requirements) and internal needs.

2R4 RESULTS

Over the last three years, CCSJ’s complaint processes have identified areas of concern, for example, the need for better explanations of the book rental program and academic attendance policies in relation to athletes. We have developed and implemented a digital complaint process to ensure that information is shared across the administration and Title IX processes, including mandatory training for faculty and staff. The digital complaint process, which should be used consistently across the institution by fall 2019, promises to make it easier to analyze concerns and responses.

Summary Results

We track the number of student complaints received and share them for discussion at the appropriate meetings. Prior to 9/18, paper copies of complaints were kept in the appropriate Vice President’s office.

Academic complaints, 2015 – 2017

- 37 appeals for readmission or grade complaints reached the VPAA; 1 grade appeal advanced to the level of the Faculty-Student Grievance Committee; 1 settled through legal action
- 2 complaints about faculty; investigated and addressed
- 5 complaints about attendance policies; all investigated and addressed
- 3 complaints about the Book Rental program; all addressed

Academic complaints, 2017 – 2019 (digital process)

- 7 complaints about faculty; all investigated and addressed
- 1 grade complaint; addressed in person

Athletic complaints, 2017 – 2019 (digital process)

- 1 complaint about a coach; investigated and addressed

Community complaints, 2017 – 2019

- 2 complaints investigated and addressed: 1 regarding rental and 1 regarding student driving

Student life complaints, 2015 – 2017

- 7 complaints: 2 housing, 5 behavioral issues; all investigated and addressed

Student life complaints, 2017 – 2019 (digital process)

- 3 complaints pending

Title IX complaints since the program was initiated are outlined in Table 2-14.

Table 2-14 Title IX Complaints

Title IX cases	2015-2016	2016-2017	2017-18	2018-19
Informal investigation	2	1	2	0
Formal investigation	1	3	1	1
Number filed	3	4	3	1

Comparison of Results with Internal Target and External Benchmarks

We have set internal goals of responding to student complaints and issues in a timely way, following guidelines for formal grade complaints that are outlined in the [Student Handbook](#) and the [Faculty Handbook](#). While we collect complaint information and share it at the President's Cabinet, we have neither set targets for managing complaints nor compared our experience to external benchmarks in this category.

Interpretation of results and insights gained

Complaint processes have identified needs, and once the digital process is fully utilized, centralized data will enable us to better analyze and use complaints to improve.

214 IMPROVEMENTS

The most important improvements regarding complaints involve the processes themselves. Over the last three years, CCSJ has developed and implemented Title IX processes, including mandatory training for faculty and staff. In addition, we developed and implemented a digital complaint process to ensure that information is shared across the administration. Specific improvements that resulted from the complaint processes include the following:

- Reviews of two athletic programs, soccer and women's basketball, that led to changes in program design and leadership
- Athletic cross-functional team meetings to explain academic attendance policies
- Efforts to better communicate the Book Rental Program.
- Reiteration of the College's policies regarding student renters in the community

The goal in this category is to continue to improve processes to ensure that all concerns surface and are answered in a timely way.

Sources

There are no sources.

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P5 PROCESSES

Selecting Partners for Collaboration

As a commuter school with one academic and administrative building, Calumet College views the surrounding communities as its extended campus. We employ prospect research to identify potential partners based on corresponding interests and capacity. These processes begin in two ways, either by the College's outreach for specific projects or through a potential partner's request. The first process, College outreach, begins with identifying a specific project or need and reviewing our partners or potential partners that would be able to assist with the project,

while also benefiting from the partnership in some way. The second process involves being approached by a partner or potential partner with an idea for a project which would be mutually beneficial. Examples of partnerships that have emerged from these two approaches include the following:

- The City of Whiting: athletic facilities, Mascot Hall of Fame projects, student housing, service projects
- The City of Hammond: land to develop student housing, scholarship programs, service projects, environmental initiatives, space for community activities
- The Missionaries of the Precious Blood (C.P.P.S), Calumet College's sponsoring religious order: shared personnel in key College roles
- Holladay Properties, developing the Illiana Hotel property for student housing
- Diocese of Gary: cooperative programming and social justice projects, the Bishop Grutka Archives, housed at the College
- NW Indiana Catholic schools and public school systems:
 - Dual credit options
 - Summer programming
 - Student teaching and teaching clinical opportunities
 - Professional development opportunities for school faculty and staff
 - School City of Hammond – Statewide E-learning Conference
 - Use of East Chicago Central High School soccer facilities
- Charter school authorizer: the Hammond Academy of Science and Technology and the Charter School of the Dunes (Gary, Indiana)
- Chicago Police Department: Public Safety programs use CPD facilities; cooperative programming; faculty relationships
- Hammond Port Authority: Shared facilities when appropriate
- Business and industry in the region we serve: internship and employment opportunities, capstone class community assessments, student service opportunities, speakers

Building and Maintaining Relationships with Partners

Ongoing active communication allows for adjustments as needs change. CCSJ uses these approaches, among others:

- Multi-channel efforts (mail, email, and social media) to keep partners and potential partners informed and engaged.
- Regular and special social events throughout the year
- Opportunities for partners and alumni to participate at the college
- Regular check-ins with ongoing donors and partners
 - The mayors of Whiting, Hammond, and East Chicago
 - Bishop Hying of the Diocese of Gary
 - Superintendent of Schools for the Diocese of Gary and the principals of the three Catholic high schools
 - Faculty liaison with the Chicago Police Department
- Participation by faculty and staff in external groups, for example, these (among *many* others):

- Dr. Amy McCormack – Comer Children’s Hospital
- Dr. Steve Varela -- World Trade Organization
- Jennifer Young – Whiting Studio 659
- Linda Gajewski – Whiting-Robertsdale Chamber of Commerce
- Desila Rosetti and Sharon McGuire- Society of Human Resource Managers (SHRM)
- Liz Guzman – Court-appointed advocate for children
- Mark Cassello, Historic Pullman Foundation
- Roy Scheive, Junior Achievement

Selecting the Tools, Methods, and Instruments to Assess Partnership Effectiveness

The College responds to outreach or approaches potential partners for specific projects. Partnership effectiveness is assessed by project outcomes.

Evaluating the Degree to Which Collaborations and Partnerships are Effective

We have built relationships with the cities of Whiting and Hammond, the Gary Diocese, local public school districts, and the Chicago Police Department, as the preceding list of partnership activities indicates. We consider the effectiveness of these partnerships annually, or more frequently as needed, determining if ongoing partnerships continue to meet the needs of both parties and making adjustments as needed.

2P5 RESULTS

CCSJ maintains strategic collaborations with key partners in the political, religious, educational, and business communities, particularly the two cities whose borders we straddle and who constitute our “community as campus,” our sponsoring religious order, the K-12 education systems in the surrounding communities, and our longtime partner for our public safety programming, the Chicago Police Department. We also maintain good relationships in the local business and industry community. These partnerships have demonstrated successes.

Summary Results

Collaborations with the City of Whiting, the City of Hammond, local Catholic and public school systems, the C.P.P.S., and the Chicago Police Department have been successful:

- CCSJ’s use of Whiting’s Oil City Stadium and the Whiting Sports Complex allows CCSJ’s teams to play at state-of-the art facilities without the financial burden such facilities would bring to the college, while bringing new people into the community.
- In a collaboration at the Mascot Hall of Fame (MHOF), an interactive museum for children, CCSJ has provided curricular support for activities, and the MHOF is assisting in designing a new mascot for the college and will offer students internship and work opportunities.

- The City of Whiting is working with the College on a master lease agreement with Holladay Properties to offer reasonably priced apartments for students. The property has not yet been completed, so effectiveness cannot yet be evaluated.
- The City of Hammond has made available land adjacent to the College for student housing.
- CCSJ students' participation in Hammond's College Bound Program, a scholarship program for Hammond homeowners and their families, grew from 1 student in the initial year of 2006 to a peak of 23 students in 2014. Currently, participation has been 18 in 2015, 17 in 2016, and 7 in 2017.
- Since 2011, 98 students from 10 local high schools have participated in 395 classes at Calumet College and the Hammond Academy of Science and Technology, earning dual high school and college credit. Eight of these students (8.2%) have enrolled at CCSJ.
- Public Safety Management and Public Safety Administration continue to be the largest academic programs at Calumet College because of the College's close relationship with the Chicago Police Department. When the City of Chicago changed its reimbursement policy for higher education from 100% to 75%, CCSJ offered a scholarship for police officers to make up the difference, enabling the College to remain one of the largest educators of Chicago police officers.
- In the last academic year, 28 students were placed in internships with 19 active business partnerships ([Internship Sites](#)). This represents 7.3% of the current student body, a percentage we intend to increase in the next academic year.

Comparison of Results with Internal Targets and External Benchmarks

We value our relationships with the political, educational, and business communities and assess their successes regularly. However, we have neither set targets for partnerships nor compared our experience to external benchmarks in this category.

Interpretation and Insights Gained

CCSJ utilizes its relationships with local communities to pursue student housing options and provide athletic facilities in the surrounding area and on campus. Regular review can illustrate areas that need attention. For example, student participation in one partnership, the Hammond College Bound Program, has declined, which suggests that we can better market our participation to serve the community and as an enrollment initiative.

215 IMPROVEMENTS

Under a new President, the College has strengthened relationships with the surrounding communities that will enable CCSJ to pursue student housing options both on and off campus.

CCSJ has continued our long-term relationship with the Chicago Police Department by developing a scholarship to meet student needs when city funding changed. We will seek additional ways to respond quickly and appropriately to changing needs for our public safety programs.

We will assess whether the results of our dual credit options over time are worth the resources allocated to these programs.

We have incorporated Career Services into Academic Advising to provide additional support for a key support area. We will continue to assess whether that move is adequate to meet student and alumni needs.

Sources

- Internship Sites

3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (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)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3.1 HIRING

3P1: PROCESSES

Recruiting, Hiring, and Orienting Processes That Result in Faculty, Staff and Administrators Who Possess the Required Qualifications, Skills and Values (3.C.6)

The college recruits and hires employees who are most suited for the position being filled using a cross-functional team approach, along with related job descriptions and policy and procedure documents. Each time a position opens, the department director, in conjunction with the Director of Human Resources and the appropriate Vice President, reviews the stated knowledge, skills, and abilities needed for an employee to be successful. This joint effort ensures that new employees coming on board not only have the necessary skills to complete the essential functions, but also the ability and desire to fit into the culture at CCSJ. The process for recruitment and hiring is outlined in policy 2.9 of the [Staff Handbook](#). The process includes these steps:

1. Department Director and appropriate Vice President identify new position opening.
2. Director and Human Resources (HR) create, review and/or revise the job description.
3. HR posts the position on the College website and sends notice to all faculty, staff, and administrators; posts the position locally and, if necessary, posts it nationally.
4. The Director receives resumes and forwards them to the hiring manager.
5. The Director and HR identify and organize the hiring team. Depending on the position being recruited, the College includes a variety of positions in the hiring team including the appropriate Vice President, Human Resources, faculty, and exempt and non-exempt staff.
6. The hiring team considers resumes and conducts telephone/Skype interviews.
7. The hiring team narrows the field, typically to one to three candidates, and schedules a campus tour and interview.
8. The hiring team selects the final candidate. The Vice President and HR work together to make the offer and determine a starting date.
9. HR works with the new hire to obtain all necessary background information and paperwork.
10. Once all background information is obtained, the Director submits an authorization to hire form to the Vice President for approval. This approval is forwarded to HR.
11. HR sets up all necessary accounts, orders a laptop and cellphone (if required), and issues keys and documents for personnel file.
12. On the new hire's first day of employment, she/he meets with HR to review the Employee Handbook and cover other general onboarding information, including benefits.

Developing and Meeting Academic Credentialing Standards for the Faculty, Including Those in Dual Credit, Contractual, and Consortia Programs 3.C.1, 3.C.2

[Faculty credentials](#) are fully vetted through the initial hiring process. Because Calumet College is a small school with 28 full-time faculty members, each hire is crucial. For full-time faculty, the hiring Department Chair assembles a faculty team that includes at least one faculty member from another department to assist in finding and hiring the right candidate. The Vice President for Academic Affairs (VPAA) and Director of Human Resources (DHR) are also included in this process. The hiring process begins with posting an ad in appropriate venues for the academic discipline, which is the responsibility of the DHR in collaboration with the Department Chair. Next, the faculty committee fully reviews all CVs submitted and identifies the top three to five candidates. All candidates who move to the next stage are fully qualified according to institutional and HLC standards (see [Faculty Handbook](#) 2.1.6.1). Committee members do an initial Skype interview and invite the top three candidates to campus, where they teach a sample class with students, administrators, and sometimes appropriate staff members. Finally, the candidate meets with the VPAA to discuss the institution's offer and expectations. When both parties agree, the new faculty member's credentials are added to the VPAA's faculty credential spreadsheet. This process was used recently in hiring new full-time faculty members in Science and in Public Safety.

Program Directors are responsible for hiring adjunct professors. These instructors also meet all institutional and HLC qualification standards per [Faculty Handbook](#) 2.1.6.1. After the Program Director has fully evaluated the applicant, the instructor's application and credentials, including transcripts, are forwarded to the VPAA for approval. At that point, the adjunct faculty's credentials are added to the VPAA's [Faculty Credentials](#) table. All faculty, including active adjuncts, are listed on the [Faculty Roster](#) on the College website, providing information about their academic preparation for internal and external constituencies.

All faculty who teach dual credit classes are fully qualified faculty members at CCSJ; we do not offer dual credit through high school instructors. Faculty teaching under any other type of agreement would be required to meet all qualifications specified in the Faculty Handbook.

Ensuring the Institution has Sufficient Numbers of Faculty to Carry Out Both Classroom and Non-classroom Programs and Activities 3.C.1

Full-time faculty teach 12 credit hours per semester, fall and spring. In addition, they are required to attend a monthly Faculty Senate meeting and a monthly department meeting, to serve on two Senate committees, and to hold appropriate office hours. [Faculty Handbook](#) 2.9.1 explains that "Each member of the faculty will be expected to schedule office hours for student conferences equaling at least the number of semester hours taught," reflecting our emphasis on faculty mentoring. Job descriptions for faculty who serve as program directors and department chairs are in place. When demands for faculty services are above and beyond the normal workload expectations, course releases or course overloads are provided.

Gauging whether sufficient numbers of faculty are available involves the VPAA's review of course sections offered, course releases, and/or overloads on an ongoing basis prior to each

semester. As Figure 26 in [the 2018 – 2019 CCSJ Fact Book](#) shows, CCSJ has used an average of 51% adjuncts over the last five years to deliver its academic program. This use of well-qualified adjuncts provides some flexibility. To accomplish the goal of offering classes efficiently given enrollment challenges, a cooperative scheduling process was piloted in 2017 – 2018 and fully implemented in 2018 – 2019. In this process, program directors work closely with the Director of Academic Advising to develop the academic year schedule based upon current students' needs.

Ensuring the Acquisition of Sufficient Numbers of Staff to Provide Student Support Services, 3.C.1

The vice president team – the Vice President for Academic Affairs; Vice President for Business and Finance; Vice President for Enrollment, Marketing, and Athletics; and Vice President for Student Engagement and Retention – works together to ensure that a sufficient number of staff are available and prepared to provide student support services in Advising, Enrollment, Financial Aid, Disability Services, the Registrar's Office, the Library, and the Tutoring Center. They review the student to non-faculty member ratio (see Table 3.2, below) and usage statistics annually to determine if additional staff are needed to support the student population.

Tracking Outcomes/Measures Utilizing Appropriate Tools

The College uses the [Great Colleges to Work For](#) survey results as a tool for measuring various components of the employee's relationship with the College. These include areas such as relationships with senior leadership, collaboration efforts, fairness in applying policies and procedures, communication, respect and appreciation between faculty, staff and administration, feelings of pride for the institution, condition of facilities, job satisfaction and support, the teaching environment, professional development opportunities, compensation, benefits and work/life balance.

Faculty hiring is determined by enrollment and demand; staff hiring is determined by need demonstrated by usage statistics in comparison to national benchmarks for staffing by department.

3R1 RESULTS

Well-defined processes are in place to ensure that the College has the faculty and staff necessary to meet students' academic and support needs, as the [Staff Handbook](#), [Faculty Handbook](#), and [Faculty Credentials](#) indicate. These processes result in an excellent student-faculty ratio in comparison to national benchmarks and staffing that meets professional organization guidelines. Customer service surveys indicate general satisfaction with the level of service provided.

Summary Results

Area Vice Presidents and Department Directors are responsible for determining appropriate staffing levels for their respective areas and presenting their recommendations as part of the budgeting process. Students who utilize the student support service areas are surveyed following each visit, and the results of those surveys are shared with the Vice Presidents. Customer service

surveys from 8/1/18 to 11/6/18, which are summarized in Table 3-1 (see also Table 2-4), are consistent with the type of responses received on a regular basis, including the response rate. These surveys indicate the commitment to service exhibited by the staff in those areas and guide improvement in student service.

Table 3-1 Summary of Customer Service Visits from 8/1/18 – 11/6/18

Month	Admissions	CASA	Financial Aid	n/a	Registrar's Office	Total
Aug	77	0	207	13	14	311
Sep	17	0	119	5	16	157
Oct	56	1	138	6	16	217
Nov	1	0	4	0	0	5
Grand Total	151	1	468	24	46	690

254 of these 690 are “unique” individuals (254 people met with staff 690 times during the three-month period). Fifteen survey respondents (about 6% of the unique visits) strongly agreed or agreed with the following indicators:

- Met with me in a timely fashion
- Took the time to understand my question(s)
- Was courteous and professional
- Took care of my questions/concerns
- Helped me better understand the answer (1 “Neutral” rating)
- Went above and beyond in trying to help me: (2 “Neutral” ratings)
- Knew answer or directed me to the correct resources

Two individuals added comments, for example, “My Advisor J. Cruz went over and beyond for me.”

Staffing data indicate whether adequate faculty and staff are available to deliver services. The VPAA tracks the number of courses and sections of courses to be offered each semester based upon enrollment and audits of student course needs each semester. Full-time and adjunct faculty are assigned accordingly. The number of classes and sections scheduled was reduced in each of the last two years to align with enrollment. In fall 2017, total enrollment was 803, and we offered 299 course sections (including all directed and independent studies). By spring 2019, enrollment was 634, 79% of the fall 2017 number, and we offered 259 course sections, or 86% of the fall 2017 course sections. Table 3-2 shows the staff to student ratio compared to national benchmarks.

Table 3-2 Support Services Staffing to Student Ratios

Student Support Services Staffing to Student Ratio				
Department	# of Staff	# of Students Served	Staff to Student Ratio	Benchmark Standard
Advising	4: 2 professional advisors, 1 director, 1 support staff	305	1 to 75 overall; 1 professional to 101 students	1 professional advisor/296 per National Academic Advisor Association, 2013
Enrollment	9.5: 8 enrollment counselors, 1 director, .5 support	305	1 to 32	8.2 professionals at institutions with enrollment under 1,000 per American Association of College Registrars and Admissions Officers, 2015
Financial Aid	4: 3 professional advisors, 1 director	634	1 to 159	Average staff size for institutions of our type, size, and location per the National Association of Student Financial Aid Administrators: 3.57
Disability Services	1	100	1 to 100	College assessed need based upon student usage data
Career Services	1	305	1 to 305	1/339 per National Association of Colleges and Employers, 2017
Tutoring Center	5	200	1 to 40	College assessed need based upon student entry testing
Registrar	1.5	305	1 to 200	2 professionals at institutions with

				enrollment under 1,000 per American Association of College Registrars and Admissions Officers, 2015
Library	2	634	1 to 317 overall; 1 library professional to 634 students	1/500 per Council of Independent Colleges, 2016

Comparison of Results with Internal Targets and External Benchmarks

We use a holistic review of public service and use feedback aimed at improvement. Faculty hiring is based on institutional need, and we maintain an excellent student/faculty ratio of 10 to 1, compared the national average of 18 to 1, according to the National Center for Education Statistics (2018). Staffing is analyzed in comparison to the national benchmarks provided in Table 3-2.

Interpretation of Results and Insights Gained

Comparison of staffing to institutional needs indicated a need to enhance Enrollment Management to improve results. Academic Advising at first glance appears out of line with national standards. Recent research into student services, however, indicates that advisors are being asked to take on more responsibilities, requiring more time per student, and that a “realistic” caseload requires assessing actual job requirements.[1] CCSJ academic advisors:

- Schedule and register students
- Audit student schedules
- Audit student progress toward graduation
- Advise program directors on courses necessary on annual course schedules to meet student needs
- Benchmark program requirements at competing organizations
- Manage “intrusive advising” requirements: follow-up on academic alerts and midterm grades
- Career Services support
- Special projects

Given these job responsibilities, the Advising workload at CCSJ is in line with standard staffing. Our Career Services Office is also responsible for filling student work/study positions, which is a substantial increase in workload. The library requires a professional and a para-professional staff member in order to remain open as needed. Based on these considerations, we are confident that we are right-sized in terms of support service staffing.

311 IMPROVEMENTS

Assessment of staffing needs based on institutional enrollment requirements led to reorganization and realignment of key responsibilities among senior administrators in October – November 2018. A Senior Vice President of Enrollment, Marketing, and Athletics was hired through a comprehensive search process to lead the efforts to grow enrollment. The position of Vice President of Student Engagement and Retention was created to focus on student success and persistence. The position of Vice President of Facilities and Technology was eliminated and those responsibilities rolled into the portfolio of the Vice President for Business and Finance, which is appropriate for an institution the size of Calumet College in square footage and enrollment, per comparison with comparable institutions in the area. Two experienced senior enrollment staff members were added to meet CCSJ’s recognition of the key importance of the Enrollment Department, align with national benchmarks, and address susceptibility to high turnover in this field nationally.

Staffing academic classes has been right-sized by using these tools:

- Ongoing assessment of classes and sections needed based upon enrollment
- Advising audit of specific classes that students need
- Cooperative process between the program director and the Director of Academic Advising to develop an annual course schedule that meets student needs

Several areas for improvement have been identified for the next one to three years. They include working with Human Resources and Academic Affairs departments to develop an online orientation program, redesigning the employee and faculty handbook, and creating separate adjunct and coach handbooks. Once these key documents are in place, the Human Resource department will begin to create onboarding videos to include employee handbook topics, safety issues and benefits.

[1] See Michael Anft, “Student Needs Have Changed. Advising Must Change Too,” *Chronicle of Higher Education*, 7/1/18; Ashley A. Smith, “Advising Equals Engaged Students,” *Inside Higher Education*, 2/13/18; and Isaiah Vance, “Determining and Planning a ‘Realistic’ Advisor Caseload,” NACADA International Conference, 7/13/17.

Sources

- CCSJ Fact Book 2018-19
- Faculty Credentials 2018 - 19
- Great Colleges 2018

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3.2 EVALUATION AND RECOGNITION

3P2: PROCESSES

The College strives to inform faculty, staff and administrators regarding a Code of Ethics closely related to our mission statement, and to hold them accountable to it. This Code of Ethics, Guiding Principles and College Values helps employees understand the importance of what they do and expectations for how we perform our jobs and interact with each other and our students. While we agree on the importance of the Code of Ethics, we realize that it is not well known, an area for improvement. The Code of Ethics is presented in Table 3-3.

Table 3-3 Code of Ethics

Code of Ethics
<p>All administrators and staff are expected to accept and be guided by the codes of ethics of their respective professional organizations, e.g., National Association of College and University Business Officers, National Association of College Admissions Officers, American Counseling Association, etc. In addition, the College expects its personnel to be guided by the following code:</p> <p><i>We will be fair, sensitive, honest, trusting and trustworthy in all of our relationships and dealings, internally among ourselves, and externally with all others. We will be ethical and legal in our work, both in fact and in spirit, and we will try to act responsibly and appropriately in every situation. As necessary, we will try to resolve misunderstandings and errors in judgment and/or behavior.</i></p>
Guiding Principles
<ol style="list-style-type: none"> 1. The most important person is the one we are trying to serve. We make a conscious effort to enhance and enrich our students and staff experience in the College community. 2. Our most important resource is our personnel. We believe in encouraging and empowering our employees to accomplish their assignments and in further developing their knowledge and skills.
College Values

Consistent with this code of ethics and principles the College adheres to the following values:

1. Integrity: We will act ethically, legally and consistent with College policies and procedures.
2. Accountability: We will act responsibly, considering the consequences of our actions before taking them.
3. Excellence: We will take pride in the quality of our work.
4. Fairness: We will act equitably with all our students and staff.
5. Service: We will continue to be aware of the needs of those in the college community.
6. Cooperation: Together we can accomplish more than by working alone.
7. Professionalism: We take our responsibilities seriously and continue to develop our knowledge and skills.

Designing Performance Evaluation Systems for all Employees

Performance evaluation processes are in place for different categories of employees.

Faculty Review – Full-time faculty are all well-qualified for their teaching positions (see [Faculty Credentials 2018 - 19](#)). They submit a self-evaluation annually to the Department Chair, who reviews and forwards it to the Vice President of Academic Affairs, who in turn sends her review to the President ([Faculty Self Evaluation](#)). She maintains a summary of the self-evaluations for each year. The self-evaluation uses the Boyer Model of Scholarship, which was formally adopted by the Faculty Senate in 2009. This model requires evaluation in three domains: teaching, contributions to new knowledge (traditional scholarship), and service to the College and the community. The VPAA uses a holistic assessment approach, considering the IDEA course feedback instrument, teaching observations, scholarship, and service. Because of the heavy teaching load at Calumet College (a 4/4 requirement), teaching is weighted most heavily in this evaluation. The VPAA meets in person with all tenure-track faculty members following the self-evaluation to discuss whether the faculty member is on track to earn tenure on the six-year timeline specified in the Faculty Handbook (see section 2.6). The VPAA meets again with tenure-track faculty members in the spring to outline expectations for the upcoming academic year. While tenured faculty members are evaluated annually using the same process, they are not required to meet with the Vice President, although they are invited to do so.

Administrative Review – In 2018, the President piloted a self-reflective evaluation process with her direct reports that focuses on improving performance and service to the college. Each administrator completes a professional development and feedback questionnaire. This questionnaire is as follows:

1. Identify your personal/professional strengths and give a few examples of how those strengths have benefited Calumet College
2. Identify areas where you feel you could use more guidance, professional development, or improvement. Give a few specific examples.

3. Given our working relationships over the last year, what has worked well and what would you change so that we can work most productively for the benefit of CCSJ? Any suggestions on communication channels and improvements are welcome.
4. If you were my professional coach or providing feedback to the board on my performance and leadership style over the last year, please identify suggestions or opportunities that will help me (and CCSJ) succeed in these challenging times.
5. Given the priority to improve financial sustainability, what are three things you will do in 2018 to improve enrollment, retention and/or fundraising, and what are the measurable goals for success?

Once this is completed, a one-on-one meeting is held with the President to review the responses and agree on goals for the coming year. The President provides a written summary following that meeting to ensure that both parties are in agreement. A copy is provided to the administrator and a copy is placed in the personnel records.

Feedback on this process was gathered and is being used to evaluate whether the staff review process described next could be improved by incorporating some aspects of it.

Staff Review – The College evaluates full-time and part-time employees throughout the year using the standard method of evaluation documented in policy HR 15.1. The appraisal year for all non-faculty staff runs from September 1 through August 31 of each year. Evaluation is a three-step process beginning in September with a review of the job description, performance goals, and expectations for the coming year. Step Two is held the following spring with an informal discussion regarding job tasks and expectations. The third step is completed in August of that next year, when the supervisor completes an evaluation document indicating satisfactory or non-satisfactory performance. If an employee's performance is rated as non-satisfactory, a performance improvement plan will be implemented to provide the employee with the information and tools to improve. This process is intended to engage each employee in the planning, development, and analysis of relevant aspects of their job performance in a dynamic and collaborative manner.

The College's performance management system is oriented towards the growth and development of staff rather than reward and punishment. Through this process, employees are provided with a clear understanding of their performance goals and job expectations. Ongoing and periodic discussions and feedback focuses on the attainment of performance goals and objectives and supports the strengthening of individual skills and personal development goals of employees.

Soliciting Input from and Communicating Expectations to Faculty, Staff, and Administrators

Expectations for employees and administrators are documented in the [Staff Handbook](#) and in individual job descriptions provided to them at the time of hire and reviewed annually during the performance evaluation meeting. Expectations for faculty are provided in the Faculty Handbook, annual and course contracts, and job descriptions. These documents are available to all faculty, staff and administrators electronically via the college intranet.

Several methods are used to gain input from and communicate expectations to faculty, staff, and administrators. The college currently uses seven cross-functional teams, which include a mix of exempt, non-exempt and faculty members, to ensure communication across departmental lines and align with Board of Trustees functional committees. The teams, aligned with Board of Trustees committees, include the following:

- Strategic Enrollment & Retention (4-5 times/year)/aligned with the Board of Trustees' MERS & Academic Programs Committees (feeds strategic planning)
- Athletics (3 times/year)/MERS
- Marketing, Advertising, Public Awareness (2-3 times/year)/MERS
- Student Life (4-5 times/year)/MERS
- Facilities (Aesthetics, Safety and Capital Plan) 3 times/ year/Building & Finance
- Technology (monthly or as needed) (Technology Plan and Service)/Building and Finance
- HR (2 times/year, or as needed) – Business and Finance

Aligning the Evaluation System with Institutional Objectives for Both Instructional and Noninstructional Programs and Services

The College recognizes its responsibilities to provide a satisfying and rewarding work environment that provides opportunity for faculty, staff and administration to understand the value of their work as it relates to our mission and to help them find ways to develop on a personal and professional level. The performance evaluation tools in use provide opportunity for input and feedback on how we provide all of our services. The College values all our faculty, staff and administration and continuously looks for ways to recognize them.

Utilizing Established Institutional Policies and Procedures to Regularly Evaluate All Faculty, Staff, and Administrators 3.C.3

The administrative, faculty, and staff review policies described above are in place and are utilized on a regular annual cycle.

Establishing Employee Recognition, Compensation and Benefit Systems to Promote Retention and High Performance

Annual faculty and staff recognition events honor them for years of service to the College and for their professional achievements.

Compensation and benefit systems also contribute to retention and performance. The College has an established step and grade compensation structure with clear pay levels for transparency and implemented these benefits:

- A flexible scheduling policy, allowing employees to determine their exact start and end time each day to support work/life balance activities.
- A re-design of the vacation policy, based on employee requests, to allow use in increments of one-quarter hour.

Promoting Employee Satisfaction and Engagement

Avenues for soliciting input and engaging faculty, staff, and administration include special activities throughout the year to recognize their contributions to the institution. This year, the College piloted a number of recognition events for staff, including these:

- First Friday Celebrations – Events are held throughout the year, for example, a special picnic in the park for employees to gather, eat, converse with their peers and go home a little early.
- Easter Basket Delivery – Special Easter baskets were created for every department and delivered throughout the day to celebrate the season.
- Annual Scholarship Gala – This event is held not only to recognize achievements of our students and raise scholarship funds, but also to bring all employees together with our Board of Trustees and students to celebrate the mission of the College and all that they do to achieve great things.
- End of Academic Year Survival Celebration – This week of food and fun celebrates surviving the academic year and graduation.
- Welcome Back to School Celebration – To recognize the return of our faculty and students, we serve coffee and donuts on some days and lunch on others.
- C.P.P.S summer picnic hosted by our founding religious community, Missionaries of the Precious Blood
- July “New Fiscal Year” gathering to celebrate the beginning of a new year, new challenges and new successes.
- Halloween Celebration – The College hosted a Halloween decorating theme and encourage costumes and treats for all.
- Thanksgiving Celebration – A full Thanksgiving feast was provided for students, faculty, staff and administration to come together, celebrate, and enjoy conversation.
- Christmas Celebration – This two-week celebration welcomes the holiday season. The college encourages department decorating and sharing food.
- Routine presidential engagement with faculty and staff through informal visits to offices, periodic notes, and emails

Tracking Outcome/Measures Utilizing Appropriate Tools

The College utilizes well-developed evaluation systems and the Great Colleges to Work For survey to assess satisfaction.

3R2: RESULTS

Well-defined processes are in place to hire, orient, and evaluate employees as the [Staff Handbook](#) and the [Faculty Handbook](#) demonstrate. Standard and transparent pay rates are also in place. We use the Great Colleges to Work For survey [Great Colleges 2018](#) to help assess whether our faculty and staff feel their voices are heard, and the results indicate that this survey is helping to guide improvement.

Summary and Comparison of Results with Internal Targets and External Benchmarks

The [Great Colleges 2018](#) survey average for all institutions in our classification is 67% positive. The College came in at 58%, falling short of the average percent positive by 9%. The results of this survey provide valuable information on areas where the College can improve. Based on the 2016 and 2017 surveys, we chose to focus on Senior Leadership, Collaboration, Facilities and Professional Development for improvement. The 2018 survey shows improvement in 13 of the 15 dimensions with double-digit growth in three of the key areas we had chosen to work on: leadership, facilities and professional development. See Category 4, Leadership, for additional insight and opportunities for improvement.

Table 3-4 Modern Think Survey Results (2018)						
81 Invites - 50 Responses = 61.7% Overall Response Rate						
SCALE	Poor	Warrants Attention	Fair to Mediocre	Good	Very Good to Excellent	
0-44%	45% - 54%	55% - 64%	65% - 74%	75% - 100%		
<i>Category</i>	<i>% change over last year</i>	<i>2018</i>	<i>2017</i>	<i>2016</i>	<i>2015</i>	
Senior Leadership	10%	54%	44%	38%	49%	
Collaboration	2%	58%	56%	48%	61%	
Fairness	3%	52%	49%	45%	49%	
Communication	1%	51%	50%	46%	51%	
Respect & Appreciation	2%	58%	56%	52%	55%	
Facilities	11%	60%	49%	49%	48%	
Pride	7%	75%	68%	65%	71%	
Job Satisfaction/Support	4%	65%	61%	59%	67%	
Teaching Environment	-2%	50%	52%	54%	47%	
Policies, Resources and Efficiency	1%	46%	45%	41%	49%	
Professional Development	10%	71%	61%	58%	70%	
Faculty, Administration and Staff Relations	1%	41%	40%	36%	45%	
Shared Governance	0%	37%	37%	39%	46%	
Supervisors/Department Chairs	5%	71%	66%	69%	65%	

Compensation Benefits and Work/Life Balance	3%	63%	60%	64%	59%	
Survey Average	4%	58%	54%	51%	56%	

Interpretation of Results and Insights Gained

Our focus on key areas has led to improvement. Going forward, we determined that we will participate in the Great Colleges to Work For Survey every three years rather than every year. to provide more time to determine areas for improvement, develop action steps, and assure forward movement.

3I2: IMPROVEMENTS

A new employee onboarding procedure will include acknowledgement of receiving the mission statement, Code of Ethics, guiding principles, and College values to ensure that all employees read and understand these important statements of who we are.

A new administrative review process was implemented and feedback on the process is being used to evaluate whether the staff review should be revised to correspond with it.

The Great College to Work for Survey will guide future development in aligning the evaluation system with institutional objectives. Senior Staff meetings in February and March are devoted to in-depth discussion of the insights this tool provides. We may require an improved performance management and evaluation system, and the discussion in Senior Staff may provide a foundation for defining the type of system and the process to utilize within the college.

By identifying specific ways to improve in each category and providing a longer time frame in which to improve, we intend to move forward with the ultimate goal of reaching “Good” or “Very Good” in every category.

Sources

- Faculty Credentials 2018 - 19
- Faculty Self Evaluation
- Great Colleges 2018

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (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.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3.3 DEVELOPMENT

3P3 PROCESSES

Providing and Supporting Regular Professional Development for All Employees

The mission statement of CCSJ includes the following language: “the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity and lifelong learning.” Through this aspect of the mission, the College embraces a learning environment not only for our students, but also for faculty and staff. Each Vice President has made a commitment to ensure that employees in her or his department will receive some type of professional development on an annual basis. Attending outside conferences focusing on specific roles such as Advising, Enrollment, and Financial Aid is encouraged along with attending on-site webinars dedicated to similar topics and institutional training sessions such as Food for Thought (see Category 2) to provide information that all faculty and staff need.

Ensuring that Instructors Are Current in Instructional Content in Their Disciplines and Pedagogical Processes

The annual [faculty self-evaluation](#) calls on faculty to specify their professional development as part of the regular process. To ensure that faculty members have every opportunity to remain up to date, professional development funding is earmarked first for tenure-track faculty members to attend professional activities that enable them to move ahead in their careers, next for faculty members who are presenting at conferences, and then for senior faculty members’ participation in development activities. All requests are made to the Vice President for Academic Affairs in the fall, so resources can be allocated appropriately. Faculty have the opportunity to share professional work with the College family at monthly Lunch and Learn sessions, which were reinstated in spring 2018 after a lapse of several years. All faculty professional activities are shared annually with the President and the Board of Trustees.

Supporting Student Support Staff Members to Increase Their Skills and Knowledge in Their Areas of Expertise

The College continuously encourages student support staff members to participate in activities both on and off campus that will increase their knowledge in related areas of expertise. The college offers tuition benefit programs and tuition exchange programs to support these activities. On an average, four to seven employees participate in the tuition benefit program each semester.

Aligning Employee Professional Development Activities with Institutional Objectives

CCSJ focuses on attracting and retaining qualified employees who support our mission and understand the value of life-long learning. Some institutionwide training, such as diversity and

Title IX training, is provided, but most professional development activities are determined by the appropriate Vice President and Department heads on a divisional level.

Tracking Outcomes/Measures Utilizing Appropriate Tools

Faculty and employee satisfaction is tracked through the use of [Great Colleges 2018 Survey](#). Faculty and staff rated professional development satisfaction at 71%. This was a 10% increase over 2017 and a 13% increase over 2016.

3R3: RESULTS

The [Great Colleges 2018](#) survey provides an external indicator of employee satisfaction to complement the internal committee structure outlined above. The institutional results overall are good for job satisfaction/support and professional development and show that the teaching environment warrants attention. Breaking down these results by different categories of employees provides additional insights: professional staff rates each category significantly higher than the institutional average, while faculty and nonexempt staff rate job satisfaction/support and the teaching environment lower, and nonexempt staff rate professional development significantly higher. These results offer a guide for improvement.

Summary Results of Measures

Table 3-5, an excerpt from the 2018 Great Colleges Survey, shows a breakdown of the percent positive ratings for job satisfaction, teaching environment, and professional development.

Table 3-5 Faculty and Staff Satisfaction

Category	Admin	Faculty	Prof'l Staff	Non-Exempt Staff
	Response Rate 41.6%	Response Rate 60%	Response Rate 39.1%	Response Rate 58.3%
Job Satisfaction/Support	67%	52%	82%	62%
Teaching Environment	52%	46%	74%	49%
Professional Development	65%	63%	84%	70%

Comparison of Results with Internal Targets and External Benchmarks

The Great Colleges Survey provides external benchmarks. Our internal goal is to move forward in each category, ultimately reaching “Good” or “Very Good.”

Interpretation of Results and Insights Gained

While positive ratings have improved over the previous two-year period, the College understands the need for continuous improvement in assisting our faculty and staff with continued professional development to improve their skills and knowledge but also allow them to provide

improved services to our students. We recognize that more of our faculty and staff need to be encouraged and assisted in seeking out and participating in professional development activities. Discussion of professional development and, for administrators, promoting professional development among staff, is part of the annual evaluation process.

313: IMPROVEMENTS

Based on the results of the Great Colleges survey and feedback from staff and faculty, the College will be setting up processes to gather additional data on professional development activities that are taking place but are not being well documented.

A focus for the next three years will be working to communicate with faculty and staff about the value of professional development and assuring that documentation of their work is in place. The College is also looking at additional opportunities to offer in-house training using expertise that we have on hand. The Food for Thought series (see Category 2) was a successful initiative that will be continued. Other in-house training emerges from identified needs. One example is training on the ZOOM software, which allows online communication and sharing of documents to enhance the student learning and collaboration opportunities. A current faculty member will present training sessions and support in this area.

In addition, an understanding of the “Teaching Environment” will be developed. Ideas for enhancing the environment given resource limitations and providing additional support for faculty and staff will be solicited in department meetings and a plan will be developed and implemented in the President’s Cabinet and Senior Staff. The Strategic Plan Addendum, as drafted, recommits to creating a positive work environment and identifies specific strategies.

Sources

- Faculty Self Evaluation
- Great Colleges 2018

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4.1 MISSION AND VISION

Calumet College's mission, formally adopted by the Board of Trustees on January 2011, describes the College's goals and values and guides activities at the College. In fact, faculty and staff alike point to mission as their reason for coming to CCSJ and for staying here. 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.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning." It aligns with the mission and values of our sponsoring order, the Missionaries of the Precious Blood (C.P.P.S.), and it identifies our focus on student growth. The mission is widely used: for example, on the website, in offices, on course syllabi, and on placemats at the Board retreat.

4P1 PROCESSES

Developing, Deploying, and Reviewing the Institution's Mission, Vision, and Values

In 2015 – 2016, the College undertook a three-year Catholic Identity Project to articulate what the mission means as lived experience on campus. The project was led by an experienced facilitator and included a broad-based cross-functional team with representatives of the C.P.P.S. community, faculty, staff, community representatives, representatives of the Gary Diocese, and students (see [Catholic Identity Notes](#)). In the first year, the team planned efforts. The second year was devoted to listening to the College's stakeholders, and the third was designed for discerning who we say we are in relation to Catholic identity. With a change in the presidency imminent as Year 3 approached, however, then-President Dan Lowery turned the concluding discernment over to the standing Social Justice Committee, a cross-functional team, under the leadership of the new Director of Mission and Ministry to draft a statement of the College position, which resulted in the [Mission Across Curriculum](#), later Mission Across Campus, program (1.A.1).

Mission Across Curriculum/Campus (MAC) sketches the essential characteristics of a C.P.P.S. education at Calumet College. It is a living document open to rewriting and rethinking as time goes on, a credo that invites constant reflection on how to more effectively live the College mission, vision, and essential values.

The Five Pillars of a CCSJ Education are the heart of MAC. The Calumet College graduate is

1. Open to growth
2. Intellectually competent
3. Religious/spiritual
4. Loving
5. Committed to justice

These pillars relate to the mission goals, and each of these pillars, in turn, is investigated through a series of questions that guide reflection.

MAC was introduced at the Board of Trustees annual retreat in July 2017 and at Faculty Welcome Week 2017. The materials were developed into the Mission section of the CCSJ website, unveiled in fall 2017. In Spring 2018, the Social Justice Committee was reconstituted as a standing committee of Faculty Senate, the Mission Effectiveness Committee, composed of five elected faculty members and the Director of Mission and Ministry. The committee's ongoing charge is to:

1. Advise the Director of Mission and Ministry on matters related to the spiritual programming needs of the entire college community;
2. Review the implementation of the college's strategic plan on matters related to Catholic identity and mission and report its findings to the President;
3. Review the college's implementation of matters related to *Ex Corde Ecclesiae* and the norms for its application and report its findings to the President.

Ensuring that Institutional Actions Reflect a Commitment to Its Values

CCSJ's commitment to its foundational values across the institution is assured in several key ways:

- The Director of Mission and Ministry, a member of the C.P.P.S. founding order, is a member of the President's Cabinet. In addition, he is a faculty member, Director of the Theology Program, and Chair of the Humanities Department, which gives him a seat in Faculty Senate and on the Academic Council.
- The C.P.P.S. is represented on faculty, staff, the Faculty-Student Grievance Committee, the Technology Committee, the Library Committee, and the Human Resources Committee.
- The General Education program includes transfer-protected courses at the beginning and end: a social justice class linked with a Western humanities class for entering students and a Theology class, the Search for Ultimate Meaning, following a research and writing class to conclude the program. These required courses engage students in the question posed in MAC.
- The annual personnel evaluation format is being revised to include the mission statement.
- The St. Gaspar Leadership Society and the St. Gaspar Honors Learning Community directly engage students with the College mission.

Communicating the Mission, Vision, and Values

The College mission, [MAC](#), and the Five Pillars communicate the purpose of the institution and nature, scope, and intended constituents of programs effectively in a variety of settings (1.B.1, 1.B.2, 1.B.3):

- Board of Trustees retreat, summer 2017 and 2018
- Faculty Welcome Week, fall 2017 and 2018

- New Student Orientation, fall 2017 and 2018
- Mission section of the website
- Visual incorporation across campus, including banners used at formal events, placemats at the Board retreat, centrally located artwork on the first floor and the College Commons, and displays on office doors, bulletin boards, conference room doors, and the President's office
- Central location of the Grutka Center, including prominent display of the Five Pillars, which communicates our values and religious identity through our use of space

Ensuring That Academic Programs and Services Are Consistent with the Mission

The position of Director of Mission and Ministry was added in 2016 to coordinate mission activities across campus, and under his leadership, Mission Across the Curriculum was developed and presented to all institutional stakeholders (1.A.2).

Allocating Resources to Advance the Mission and Vision, While Upholding the Institution's Values

CCSJ allocates resources to support its mission and vision. Among the key ways of promoting mission on campus are these (1.D.1, 1.A.3):

- Salaries for four C.P.P.S. representatives on campus
- The President's attendance at the Association of Catholic Colleges and Universities' (ACCU's) New President's Institute (2018)
- The Director of Mission and Ministry's attendance at the annual ACCU conference, 2018 and 2019
- Consultant to facilitate the Catholic Identity Initiative
- Required Gen Ed courses engage students in mission questions
- Central location of the Grutka Center, which celebrates the contributions of the first Bishop of the Gary Diocese
- Annual Guatemala service trip for students, faculty, and staff, organized through Campus Ministry
- Athletic commissioning ceremonies
- Kairos retreat for students
- Athletic team retreats

Tracking Outcomes and Measures

The College's initial goal was to articulate our mission clearly. The MAC document is an initial step toward that goal. Fully implementing its provisions across the curriculum, including identifying assessments, is the next major task. Over the next three years, the College will utilize NSSE and the Graduate Survey to assess mission-related indicators across the campus. In addition, over the next two years the initial General Education required class Theology 110 (Social Justice), and the General Education capstone sequence (two transfer-protected courses) will assess the level of attainment of the Five Pillars of a CCSJ education, which are currently

listed on the website as characteristics of CCSJ graduates. The two-course capstone was piloted in the 2018 – 2019 academic year and will be fully implemented in 2019 – 2020.

4R1 RESULTS

The College's Catholic Identity Initiative asked, "Who do we say we are?" ([Catholic Identity Notes](#)). Four years later, we have reached our internal goal of answering that question through the [Mission across Curriculum](#)/Campus document and the Five Pillars of a Catholic Education. With these pieces now in place, we will begin formal assessment of the impact of mission across campus in the next academic year by tracking external surveys and student learning outcomes in appropriate transfer-protected classes in the General Education program.

Summary Results

Without specific data-based indicators to track mission- and values-related indicators, Calumet College can point to the following results:

- A three-year Catholic Identity initiative concluded successfully with a guiding document, MAC, and the Five Pillars of a Catholic education in the C.PP.S tradition, meeting a strategic goal. These ideals have been broadly shared and are evident across campus and on the website.
- Both the President and the Director of Mission and Ministry attend the annual meetings of the American Association of Colleges and Universities.
- All students take Theology 110, a transfer-protected course in social justice, and develop and implement a social justice project in the community, meeting the institutional goal of building our Gen Ed program upon Catholic social justice teaching. They also take a Theology course at the end of Gen Ed to discuss and clarify values.
- Students in athletics and clubs meet requirements for social service.
- Over the last five years, 34 students, faculty, staff, and community members have participated in the annual Guatemala mission trip, averaging approximately seven per year (the trip can accommodate eight participants annually). The Mission Effectiveness Committee is currently considering the impact of the trip and determining whether it is the best way that the College can meet social service goals.

Comparison with Internal Targets and External Benchmarks

CCSJ has achieved its initial internal goal of clarifying what Catholic liberal arts education in the C.PP.S. tradition means to us. We have completed a holistic assessment of where the College currently stands and identified institutionwide assessment points and assessments of student attainment of the Five Pillars of a CCSJ education in appropriate transfer-protected courses.

Interpretation of Results and Insights Gained

As a result of these efforts, the College's mission and values have been clarified, using input from all institutional stakeholders. The next step is to determine the impact of [MAC](#) using the assessment processes that have been identified.

Through the mission clarification effort, it became clear that while the Five Pillars relate to every key clause in the College mission statement, the relationship is not immediately apparent. As a result, a mission clarification effort was introduced in the Mission Effectiveness Committee in February 2019. The Committee will consider specifying the Five Pillars in a slightly revised mission statement. Mission clarification has also led to rich discussions about whether to continue an international service trip abroad or to focus on needs in the community in which we live and work. That discussion will continue and lead to recommendations in spring 2019.

Initiatives aimed at students have been utilized sporadically, including a Kairos retreat and athlete commissioning ceremonies. The Mission Effectiveness Committee is charged with identifying promising activities and making them a regular part of campus culture.

4P1 IMPROVEMENTS

A lengthy process for identifying the role of mission at CCSJ has been completed. We have

- Hired the Director of Mission and Ministry, who serves on the President's Cabinet and as a faculty member
- Concluded a three-year Catholic Identity Initiative ([Catholic Identity Notes](#))
- Adopted the [Mission Across Curriculum/Campus](#) initiative and the Five Pillars of a Catholic liberal arts education in the C.P.P.S. tradition
- Developed a clear charge for the Social Justice Committee – now the Mission Effectiveness Committee – to continue the work of the Catholic Identity Initiative with immediate goals of considering the mission in relation to the Five Pillars, evaluating the effectiveness of current mission-related activities such as the Guatemala mission trip, and assessing the impact of mission initiatives
- Identified transfer-protected courses in the revision of General Education to specifically address mission and values
- Developed a clear mission focus on the College website and in the building

Work will continue in these areas:

- Making minor revisions to better align the mission to the Five Pillars
- Clarifying social justice initiatives and identifying clear goals for them, including goals for student participation
- Assessing the impact of mission-related activities through surveys and assessment of student achievement of learning outcomes
- Revising the personnel evaluation to include review of the mission statement and tracking results

Sources

- Catholic Identity Notes
- Mission Across the Curriculum

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4.2 STRATEGIC PLANNING

Core Components 5.B and 5.C

Calumet College's [strategic plan](#) ended in 2016. Because a search for a new president was underway at the time, then-President Dan Lowery continued the previous strategic plan to allow new leadership to guide the planning process and contribute to setting College priorities going forward.

4P2 PROCESSES

Engaging Internal and External Stakeholders in Strategic Planning (5.C.3)

Within the first month of her presidency, Dr. Amy McCormack focused the July 2017 Board of Trustees retreat with senior administrators on reviewing the 2014 – 16 strategic plan. The group identified items that are core to the mission, items that continue to be a priority, initiatives that are underway and progressing in a positive direction, and any items that should be deferred. Those items became the foundation to develop a [Strategic Plan Addendum 2020: Foundation for the Future](#), with the intent of developing a full strategic plan in the coming years. The process was shared with faculty at a Senate meeting in fall 2018, after which faculty were invited to participate in an open forum. In May 2018, three faculty members led a discussion on strategic planning and market position and faculty completed a survey to gather input for the strategic plan on competitive advantage, strengths, weaknesses, opportunities, and threats. A draft document resulted from this review of the prior plan and the subsequent input from the Board of Trustees, faculty and Senior Staff.

Aligning with HLC categories, the four focal areas of the draft plan include helping students learn, connecting students and stakeholders, creating a positive work environment, and building institutional strength and sustainability. The draft document was shared with the President's Cabinet for initial review and feedback, then with Senior Staff and Academic Council for their input. In early March 2019, open forums will allow for input from all faculty and staff. In addition, applicable sections of the draft will be discussed at the respective board committee level prior to being presented to the full board for approval. *Addendum 2020* will be submitted to the Board of Trustees for approval at the March 2019 Board meeting.

Aligning Operations with the Institution's Mission, Vision, and Values

A reorganization and realignment of key responsibilities among senior administrators in October/November 2018 placed the college in a better position to focus on developing and measuring key performance indicators. A Senior Vice President of Enrollment, Marketing, and Athletics was hired through a comprehensive search process to lead the efforts to grow enrollment. The position of Vice President of Student Engagement and Retention was created to focus on student success and persistence. The position of Vice President of Facilities and Technology was eliminated and those responsibilities rolled into the portfolio of the Vice

President for Business and Finance, which is appropriate for an institution the size of Calumet College in square footage and enrollment. The four vice presidents work closely together on a daily basis to link student learning, enrollment, and retention with budgeting processes (5.C.2).

Aligning Efforts across Departments and Divisions for Optimum Effectiveness and Efficiency

The key leadership processes described in section 4.3 below align planning processes effectively and anticipate emerging factors (5.C.4, 5.C.5), and efforts in every major functional area across the institution ensure that goals are communicated and guide action:

- The President shares her letters to the Board of Trustees in September and May with the College family, bookending the academic year with updates on enrollment, financials, and student activity.
- The President uses a July gathering (at the start of the new fiscal year) for faculty and staff to share updates on enrollment and highlight successes and priorities for the year ahead. The information is more broadly distributed via a letter to the college family.
- Two faculty representatives and administrative staff liaisons to Board subcommittees attend all Board meetings to provide information and participate in the discussions at the Board level.
- Cross-functional teams are aligned with Board subcommittees and institutional priorities and have representation from senior staff and faculty.
- The VPAA prepares a written report to Faculty Senate monthly and distributes it to all faculty and Vice Presidents to share academic information across divisions and departments.
- Academic Council, made up of all academic department chairs, meets monthly and shares information across academic departments; the VPAA shares notes from the meeting with the president.

Capitalizing on Opportunities and Institutional Strengths and Countering the Impact of Institutional Weaknesses and Potential Threats (5.C.4, 5.C.5)

Calumet College has opportunities related to its history, location, and mission, and at the same time, faces threats from the uncertain climate that all small private colleges face and from local competition. The College has developed a coordinated package of responses.

To address the College's facility limitations,

- The *Campus as Community* narrative has been used internally and externally to address the lack of residence halls and to foster a more vibrant campus environment. A communication tool, a creatively designed [map](#), has been used to place CCSJ in the middle of the local community.
- *Community partnerships* have been created to capitalize on resources and relationships with several local organizations and municipalities to efficiently use high-quality facilities in the area in softball, baseball, soccer, bowling, and golf teams, keeping tuition low. The local YMCA, four blocks from campus, offers convenient facilities at discounted rates for students and hires students for summer employment and part-time

employment during the academic year, which connects students with the local residents and the youth of the community.

To use personnel resources efficiently,

- A reorganization in Summer/Fall 2018 divided the position of VP for Enrollment and Retention and aligned positions and people around skills and expertise, with a focus on priorities and institutional need. A senior VP for Enrollment, Marketing, and Athletics position was created to recognize the need for additional expertise in key recruiting functions. At the same time, the VP for Student Engagement and Retention position was created. The President communicated the reorganization to Senior Staff at the July/New Year gathering, in a letter format to the entire faculty and staff, and at Faculty Welcome Week in August.
- In Spring 2018, the marketing function was divided into recruitment-focused marketing versus brand awareness marketing. Targeted recruitment marketing is in the portfolio of the VP for Enrollment, and brand awareness is the responsibility of communications and public relations, which reports directly to the President. The change was shared with Senior Staff and in the president's update.
- The VP for Facilities and Technology position was eliminated and duties subsumed under the responsibilities of the VP for Business and Finance. Both Facilities and Technology needs are being assessed with a multi-year approach to budgeting.

To run high-quality programs efficiently,

- Given enrollment trends, efficiency has been evaluated for both curriculum and courses, class fill rates are carefully considered in scheduling, and new Pathways to Degrees have been mapped to help students reach degree completion in a timely manner, which is attractive to prospective students and families, and to enable a more transfer friendly approach for recruiting community college students.
- Annual analysis of athletic and academic programs considers their contributions to budget, mission, and liberal arts education.
- Accelerated degree programs are being promoted and revised to build on CCSJ's history of serving the adult student population and the needs of the region and the workforce.

Creating and Implementing Strategies and Action Plans That Maximize Current Resources and Meet Future Needs (5.C.1, 5.C.4)

- Due to a small staff and faculty with a high teaching load, the strategic planning process was designed to get input using current organizational committee structures. Senior Staff, Faculty Senate, and Academic Council were the primary venues for input. The President's Cabinet was used for distilling input and finalizing the drafting process. Open forums were used to share the draft and get input before presenting to the Board for approval.
- Faculty members without a full teaching load assist with institutional priorities. Examples include assistance with grant writing, research in healthcare program analysis, and mission initiatives.

- Rather than hiring full-time staff positions, faculty members have been engaged to assist with projects such as assessment, retention, technology support, and training. Shared staff positions have been created to maximize current resources and meet needs for short-term staff vacancies.
- Flexible work schedules have been created for selected positions to capitalize on institutional knowledge and retain key employees.

Tracking Outcomes/Measures Utilizing Appropriate Tools

Inputs for planning processes include the following:

- Enrollment tracking reports: semester-to-semester enrollment, semester-to-semester retention, enrollment funnel reports, same-date, year-to-year admission comparisons
- Marketing and Web analytics
- Academic program snapshots by semester ([Academic Snapshot 2016](#), [Academic Snapshot 2017](#), [Academic Snapshot Fall 2018 \(1\)](#))
- Annual review of financial contributions of academic and athletic programs

4R2 RESULTS

With a new president, the College’s strategic planning process was revised, resulting in *Addendum 2020*, which will be presented to the Board of Trustees in March 2019. A separate detailed three-year strategic enrollment plan is being developed and will be in place by May, including academic and athletic program assessment. The results of reorganization to improve enrollment and retention (Table 4-1) appear initially positive, and monitoring twice a week guides action. These strategic planning initiatives promise ongoing improvement.

Summary Results

Table 4-1 shows current prospective student inquiries, applications, and acceptances compared to the four-year average for these indicators. The initial response to administrative reorganization, at this very early date, appears positive.

Table 4-1 Fall Admissions Comparison Report (as of 3/6/19)

	Inquiries (current/4-year avg)	Applications (current/4-year avg)	Final Acceptance (current/4-year avg)
Non-athletes	1257/1043	576/342	43/27
Athletes	119/25	40/13	19/7

Community partnerships help CCSJ reach its strategic goals. Partnerships have resulted in the following facilities contracts, all within five miles of the College:

- Oil City Stadium, Whiting: baseball

- Whiting Athletic Complex: softball
- East Chicago Central High School: men's and women's soccer
- Plaza Lanes: men's and women's bowling
- Lost Marsh Golf Course, Hammond: men's and women's golf

Marketing and web-based analytics demonstrate an increase in visibility and prospects, and click-through rates are higher than in past years.

Comparison to Internal Targets and External Benchmarks

Our internal target for strategic planning is to pass and implement *Addendum 2020* as a foundation for a new full strategic plan, *Vision 2025*, which will be developed over the next two years. A strategic enrollment plan being developed by the SERC committee under the direction of the Senior Vice President for Enrollment, Marketing, and Athletics will be in place by the end of the current academic year, May 2019. While we have benchmarked other schools' planning processes and strategic plans, the final process that we developed is unique to our needs and goals.

[Academic Snapshot 2016](#), [Academic Snapshot 2017](#), and [Academic Snapshot Fall 2018](#) (1) indicate the following areas where programs do not meet internal targets of 20 majors, 80% retention, and 12 average class size to meet financial efficiency goals:

- Enrollment: Arts, Forensic Biotechnology, Human Services, Theology, MSM
- Retention: Criminal Justice, Arts, English, Human Services, Psychology
- Class sizes: Accounting, Education, Human Services, MAP

Interpretation of Results and Insights Gained

- The strategic planning process has included all stakeholders and is on the way to designated goals.
- Administrative reorganization appears initially positive, and the impact on enrollment and retention will continue to be carefully tracked.
- Community partnerships remain strong and are an important way to efficiently provide accessible high-quality facilities while keeping student tuition low.
- Academic program performance indicators focus attention on curriculum, delivery, and marketing in a number of programs.

4I2 IMPROVEMENTS

Improvements in planning functions include the following:

- An inclusive Strategic Planning process was developed and implemented.
- [Addendum 2020](#) will be submitted to the Board of Trustees for approval at the March 2019 Board meeting and a new strategic plan will be developed over the next year.
- A strategic enrollment planning process is underway and a timeline in place.

In staff organization,

- A reorganization and realignment of key responsibilities has occurred, some initial improvement in inquiries and applications seems to have resulted, and the results for enrollment and retention will be carefully tracked.
- Institutional work teams have been revised and redefined to lead toward clear outcomes.

Varied considerations based on annual enrollment, retention, and class efficiency data are being discussed in several departments: Arts, Criminal Justice, undergraduate Education, Human Services, Psychology, and Theology. Synergies between departments and scholarship opportunities are also under discussion.

Changes in athletic programs based on analysis of effectiveness include the following:

- The elimination of men's and women's tennis
- The elimination of the men's volleyball program
- The addition of Cheer

Sources

- Academic Snapshot 2017
- Academic Snapshot 2016
- Academic Snapshot Fall 2018
- Community Campus Map
- Strategic Plan 2014 16
- Strategic Plan Addendum

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4.3: LEADERSHIP

4P3 PROCESSES

Establishing an Appropriate Relationship between the Institution and Its Governing Board to Support Leadership and Governance (2.C.4)

Calumet College of St. Joseph has a two-part governing structure: a Corporate Board, composed of members of the Missionaries of the Precious Blood, our sponsoring order, and responsible for approving purchase of property and approval of presidential hires, and a Board of Trustees, which is responsible for these aspects of the overall governance of the College:

- Determination of the institution's mission and the ongoing assessment of performance in relation to mission
- Development, approval, and oversight of the strategic plan and all other decisions of strategic importance
- Selection of the president and the ongoing assessment of the President's performance
- Approval of budgets and all key financial decisions
- The full representation of key stakeholders' views, including the perspectives of the Missionaries of the Precious Blood, alumni, and the community at large
- Ongoing monitoring of The College's academic programs and the various administrative and support structures that contribute to the achievement of the College's mission

Establishing Oversight Responsibilities and Policies of the Governing Board

Board responsibilities were established under [Articles of Incorporation](#) approved on November 10, 1973, and [Bylaws](#) adopted on July 13, 1995 (2.C.3). The [Annual Board Disclosure Statement](#) helps ensure ethical proceedings.

Maintaining Board Oversight (2.C.1, 2.C.2, 2.C.4, 5.B.1, 5.B.2)

To meet its mandate, the Board of Trustees meets six times a year, including an annual retreat in the summer. The College President keeps the board chair abreast of significant issues on an as-needed basis, and schedules a monthly phone call for regular updates. Board meeting agendas are developed by the President based on historical activities completed regularly on the academic calendar.

The Board works through its standing committees, which enable it to preserve and enhance the College, while considering the needs of internal and external constituents:

- Academic Programs
- Building/Facilities/Technology
- Finance and Audit
- Fundraising

- Governance
- Investments
- Marketing, Enrollment, Retention, Student Life (MERS)

Each committee has an administrative liaison who schedules meetings and provides all necessary materials prior to the meeting. Committee meetings are scheduled on an annual calendar to allow for greater participation. Committees report at each Board meeting, and all administrative liaisons attend the meetings.

Over the last year, the Governance Committee has been active in identifying board needs and prospects utilizing a [Board Composition Matrix](#) that was developed to focus on required knowledge and skills, a commitment to diversity, and succession planning. The matrix includes the following categories:

- Constituency/affiliation
- Skills/expertise
- Demographics
- Age range
- Fundraising potential
- Geographic representation

Ensuring open communication between and among all colleges, divisions and departments

Several tactics have been implemented or further developed to enhance communication and share information across the institution.

In 2018, the President redesigned team meetings to improve communication. The current structure for institutional teams includes the following:

- *Monthly Direct Reports (President's Cabinet) meetings*, a structured opportunity to share information among the President, Vice President, and senior directors, reach consensus, and provide support.
- *Monthly Senior Staff meetings*, consisting of 15 staff members and 2 faculty members (20% of full-time faculty and staff). Three of the members have dual administrative/faculty roles.
- *Monthly one-on-one meetings* between the President and direct reports.
- *Cross-functional teams*, aligned to Board committees so agenda and approval items can come up from the team to the Board committee and Board discussions can easily be shared with the team.

In addition to formal teams, the President has restructured annual self-evaluations and performance reviews to focus on key performance indicators. The restructuring includes the annual presidential performance review by Board members, senior leadership, and faculty leadership.

Other key communication approaches include wide distribution of enrollment and retention reports to directors and all full-time faculty. The President and Vice Presidents maintain an open door policy. The President's letter to the Board of Trustees is shared with the College Family and the President sponsors an annual informal social in July and a holiday gathering to provide avenues for faculty, staff, and Athletics to mix.

Vice Presidents have well-defined communication processes as well, including regularly scheduled meetings with their functional areas and a monthly VP working lunch to share information, concerns, and strategies. Academic Affairs has additional formally specified structures:

- Faculty Senate, on the third Wednesday of every month during fall and spring semesters, includes all full-time faculty members. The Vice President for Academic Affairs, standing committees, representatives to the Board of Trustees and Senior Staff, and each academic department reports regularly.
- The Vice President of Academic Affairs (VPAA) sends a monthly report to all full-time and adjunct faculty members, the President, Vice President, and directors.
- Academic Council, which includes all academic department chairs and the VPAA, meets monthly during the fall and spring semesters to share information. Department Chairs then can take that information back to their monthly department meetings.
- Weekly meetings with Academic Advising ensure that this key department remains up to date and that problems in implementing academic programs as intended come to light early.

Collaborating Across All Units to Ensure the Maintenance of High Academic Standards (5.B.3)

CCSJ's size and physical location in two adjacent campus buildings make communication and collaboration easy. The many formal and informal communication channels described in the preceding section ensure that all units – Academic Affairs (including Advising, the Library, and the Tutoring Center), Athletics, Enrollment Management, Facilities, Financial Aid, the Registrar, Student Services, and Technology – have appropriate information and the opportunity to provide input from the unique perspective that they bring.

Shared governance can be a thorny issue. The new president addressed the topic with both the Board and the faculty:

- March 2018: Meeting with the President, a consultant on shared governance, the VPAA, and faculty leadership, including the Senate Chair and Vice Chair, the Chair of the Faculty Affairs Committee and the faculty representatives to the Board of Trustees
- July 2018: Board retreat with senior administrators: Presentation by faculty member, Dr. Roy Scheive, to share research on best practices in shared governance
- August 2018, Faculty Welcome Week: Presentation by Dr. Scheive and Dr. David Wantz, President of the Independent Colleges of Indiana, who provided an external view of shared governance based on long experience in higher education.

Providing Effective Leadership to All Institutional Stakeholders

In summary, institutional leadership includes the following, beginning with the overall guidance of the Board of Trustees (2.C.1, 2.C.2) :

- The Board of Trustees, with its affiliated standing committees
- President’s Cabinet
- Senior Staff
- Cross-functional teams
- Faculty Senate, with its standing committees with specified areas of responsibility
- Academic Council
- Academic department meetings

To that list, we can add the Alumni Association, which meets quarterly to inform and engage alumni. Alumni initiatives include an electronic newsletter and alumni magazine.

Developing Leaders at All Levels within the Institution

The annual performance review process is being developed to provide clear key performance indicators and a professional development plan for the year that helps guide staff and administrators’ development. Faculty have a well-defined self-evaluation and review process (Faculty Handbook, 2.5). Professional development opportunities are outlined in Category 3 above.

Ensuring the Institution’s Ability to Act in Accordance with its Mission and Vision

The integral role of the Director of Mission and Ministry; the integration of representatives of the C.PP.S. in the Board, President’s Cabinet, faculty, and committees; and the ongoing work of the Mission Effectiveness Committee ensure that actions align with the overall institutional mission and vision, as overseen by the Board of Trustees (2.C.3).

Tracking Outcomes/Measures Utilizing Appropriate Tools

The [Great Colleges to Work For](#) survey continues to show opportunities for improvement across all categories. The categories assessing Senior Leadership, Collaboration, Fairness, and Communication show some improvement, however (see Table 4-1). The College seeks to improve its scores to “Good” or “Very Good” in all categories over the next five years.

4R3 RESULTS

Appropriate structures are in place to ensure ongoing effective leadership, from Board policies and intentional Board development (as the Articles of Incorporation and bylaws indicate), through team and administrative structures that ensure regular communications, to evaluation processes that promote employee development. The Great Colleges to Work For survey shows that confidence in senior leadership is improving.

Summary Results

The [Board of Trustees](#) has expanded and contributions have improved, as Table 4-2 indicates.

Table 4-2 Board of Trustees Engagement

Year	# of Board Members	Meeting Participation	Retreat Participation	Donations	% Donating
2014	27	71%	71%	\$57,841	89%
2015	25	73%	72%	\$45,805	96%
2016	26	68%	64%	\$51,736	77%
2017	22	71%	85%	\$51,950	64%
2018	28	68%	60%	\$85,390	82%

Comparison with Internal Targets and Figures

CCSJ's new president took office in June 2017. One of her immediate goals was Board development, and she set a goal of recruiting ten new members over three years using a matrix that identifies the knowledge and skills needed on the board, reflects a commitment to diversity, and advances succession planning. Three members were added to the Board in 2017 – 2018, three additional members will be added in spring meetings, and additional discussions are underway, placing this project on track. Another goal is consistent participation and contributions among Board members. Increase in Board contributions demonstrates some progress, and work is continuing toward meeting participation goals.

Administrative teams with Communications structures are in place, and the Great Colleges to Work For survey shows that positive responses to questions about senior leadership have improved by 10% over the previous year's responses, one category closer to the College goals of "Good" or "Very Good" in every category.

Interpretation of Results and Insights Gained

Board development is proceeding as planned, and utilizing the newly implemented Board matrix to recruit new members and to engage current members promises to bring needed skills and connections to the College. While the results of the Great Colleges to Work For Survey remain disappointing, improvement in responses about senior leadership shows some positive movement. The President's Cabinet February meeting was devoted to reviewing the feedback, and the group will identify specific, achievable goals at the March meeting.

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- Intentional Board expansion promises to provide skills and connections the College needs. The process will continue.

- The new meeting structure is fully implemented and should enhance communication across the institution.

CCSJ plans to address the concerns raised in the Great Colleges survey to guide improvement over the next three years.

Sources

- Annual Board Disclosure Statement
- Articles of Incorporation
- Board Composition Matrix 12-12-18
- Board list Mar. 2019
- Bylaws Amended May 2013
- Great Colleges 2018

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- 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 (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4.4 INTEGRITY

4P4 PROCESSES

Integrity is deeply embedded in the culture at Calumet College. The College's website entry for "Social Justice" best describes the CCSJ ethos:

"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, as survey instruments such as the Gallup Poll, NSSE, and the Graduate Survey demonstrate.

The College is an equal opportunity employer and educator. In compliance with Title IX of the Educational Amendments of 1972 and Title VII of the Civil Rights Act of 1964, no one will be denied admission or employment on the basis of sex, race, religion, color, or national origin. In addition, no student or employee will be excluded from participation in, be denied benefits of, or be subjected to discrimination in any college educational program or activity on the basis of sex, race, religion, color, or national origin.

Developing and Communicating Standards

The College's emphasis on Catholic social justice teaching guides behavior from the Board of Trustees to students and from administrators to alumni. General institutional standards are developed and communicated in several key ways.

[Board bylaws](#), developed by the Board governance committee and approved by the Board as a whole, cover such concerns as conflict of interest and nondiscrimination.

Handbooks apply to specific constituencies at the College. The [Faculty Handbook](#) is developed and updated by the Senate Handbook Committee, and approved by the Senate as a whole. Policy changes in the handbook are approved by the Board of Directors. The Adjunct Handbook, available on the CCSJ website, compiles appropriate handbook sections for part-time instructors. The [Staff Handbook](#) is the responsibility of the Human Resources Department and is a joint project of the Director of Human Resources and the Human Resources Committee. The [Student Handbook](#) is also available online. A key element of the handbook is the Student Honor Code, described above in section 1P5.

Athletic standards are developed by the Athletic department, in conjunction with other functional areas of the College. The College maintains a higher academic standard for a student-athlete to participate in sports than required by the NAIA: entering freshmen are required to have a 2.0

GPA as compared to the 1.75 NAIA requirement. CCSJ also participates in the [Champions of Character](#) Program, which specifies competing with integrity, respect, responsibility, sportsmanship, and student leadership. The St. Gaspar Society Leadership Program recognizes and promotes ethical leadership in sports. The mission statement of the St. Gaspar Society reads,

"The St. Gaspar Society Leadership Team seeks to transform student athletes through the essential characteristics of an education in the tradition of the Missionaries of the Precious Blood (who began and sponsor) Calumet College: The Five Pillars of a CSSJ Education are, **Open to Growth, Intellectually Competent, Loving, Religious, and Committed to Justice.**"

Calumet College meets all federal and state requirements. For example, a Title IX policy was developed through an administrative team, vetted by the College legal counsel, and adopted by faculty and the Board of Trustees. The College also holds to all recognized financial standards and accreditation standards, and the assessment practices outlined in Category 1 demonstrate our commitment to demonstrated student outcomes.

Training Employees and Modeling Ethical Behavior

Mission appreciation is used as a criterion in the final job interview with applicants for faculty and staff positions. Once hired, faculty and staff orientations are the key areas where training occurs, and professional development sessions such as Food for Thought (see Category 2) also address issues. Because of the importance of Title IX issues, all faculty (both full-time and adjunct), staff, and Board members are required to complete online training.

Training and modeling opportunities occur across the institution. [Faculty handbooks](#) and the [Staff Handbook](#) are available at hiring and online, and students are directed to the online [Student Handbook](#) during Orientation. Organizational charts ([Organization Chart](#), [Organization Chart Faculty](#)), updated annually, make accountability for actions clear. Training through the Food for Thought program, outlined in Category 2, provides updates for staff on common expectations. Spot checks in Academic Affairs ensure that specified policies are followed: classes meet as required, office hours are held as required, and syllabi are posted to the website.

Operating Financial, Academic, Personnel and Auxiliary Functions with Integrity (2.A)

Indicators of integrity across the College include the following:

- The shared governance 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 financial audits consistently assure integrity of business practices.
- The College's successful accreditations, the academic equivalent of financial audits, assure the integrity of academic practices.
- HR policies and procedures are clearly defined and readily available in the [Faculty Handbooks](#) and the [Staff Handbook](#).

Making Information Available to All Constituents (2.B)

The College website, handbooks, syllabi, and published policies and procedures make information about programs, requirement, costs, accreditations, [faculty credentials](#) and all other information that constituents need to assess College operations clear and readily available.

4R4 RESULTS

Calumet College operates in line with all accepted standards of integrity. Our Catholic mission leads to going still further, as Board policies, administrative processes, and student initiatives, including the Honor Code, Champions of Character, and the St. Gaspar's Leadership Program, demonstrate.

Summary Results

Indicators that Calumet College operates with integrity include the following:

- Handbooks are published online and updated regularly.
- Financial audit results over the last three years are positive.
- Program assessment results outlined in Category 1 ensure that stated learning outcomes are achieved.
- The College is an equal opportunity employer and educator.
- In 2017 – 2018, 100% of faculty (including both full-time and adjunct faculty), staff and Board members completed Title IX training.
- Table 4-3 shows the Title IX cases that have been completed
- CCSJ Athletics were recognized as Champions of Character from 2014 through 2018

Comparison with Internal Target and External Benchmarks

Internal targets include timely and correct publications and continuing to reach 100% of faculty and staff who complete Title IX training. In relation to external benchmarks, we intend to continue positive financial audits. In Athletics, an intentional plan will move us forward from Bronze status to silver and then to gold over the next five years.

Interpretation of Results and Insights Gained

Calumet College operates in line with all accepted standards of integrity. Our Catholic mission leads to going still further, as Board policies, administrative processes, and student initiatives, including the Honor Code, Champions of Character, and the St. Gaspar's Leadership Program, demonstrate.

4I4 IMPROVEMENTS

Calumet College has made some key moves in ensuring ongoing integrity in operations across the institute:

- The Director of Mission and Ministry was hired.
- The Mission Committee was reestablished with a clear directive for incorporating mission across the campus.
- The Student Honor Code was developed by students, passed by Student Government, and affirmed by Faculty Senate and the Board of Trustees. It is included on every syllabus.
- Title IX processes were developed and introduced to faculty and staff, and all faculty, staff, and Board members completed training.
- CCSJ athletes have achieved the bronze level in the Champions of Character program.
- The St. Gaspar Society Leadership Team was established.

Goals for the next three years include continuing efforts to develop and spread a mission-related culture, specifically by assessing the impact of mission-related initiatives. In addition, we aim to improve the College's level of achievement in the Champions of Character program. Finally, Human Resources will develop a checklist and welcome package for all new hires with deadlines to acknowledge completion of online Title IX and conflict of interest training, as well as receipt of the handbook.

Sources

- Bylaws Amended May 2013
- Champions of Character
- Organization Chart
- Organization Chart Faculty 030519

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- 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
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are 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? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5.1 KNOWLEDGE MANAGEMENT

5P1 PROCESSES

Selecting, Organizing, Analyzing, and Sharing Data and Performance Information to Support Planning, Process Improvement, and Decision Making

Performance information and data come from internal reports generated by the Office of Institutional Research (IR), utilizing the Empower student information system; other enterprise resource planning systems such as Slate for enrollment data, ADP for personnel data, and Great Plains for financial data; and external data sources such as the Integrated Postsecondary Education System (IPEDS), the Higher Education Research Institute (HERI), Yes We Must Consortium research, the National Survey of Student Engagement (NSSE), and the National Student Clearinghouse Student Tracker.

The [CCSJ Fact Book](#) was created to support the 2012 systems portfolio, and it was organized to provide the data needed in each of the AQIP categories. Those categories were revised for the 2015 systems portfolio and will be revised again in connection with current needs. IR compiles the requested data and updates it each summer. The Fact Book is available on the website, and the information it contains is used throughout the institution.

Administrators have access to the data systems mentioned above. In addition, IR provides bi-weekly reports to support the President's Office and the President's Cabinet, Senior Staff, Academic Affairs, Enrollment Management, Student Life, and the Strategic Enrollment and Retention Committee (SERC). These reports are the basis for strategic planning as well as for semester-to-semester decision making. They include the following:

- Enrollment reports: detailed, traditional students, athletes
- Full-Time Headcount: Actual vs. Budget Goals
- Retention reports: Fall to spring traditional students, Degree Completion students, Graduate students, athletes by team, and retention by academic major
- Admission reports: Admissions Comparisons, Admissions Prospects and Funnel Report

Other reports generated regularly can prompt timely actions:

- NAIA reports
- Student attendance reports
- Degree audit reports
- Class fill reports
- Admissions and Financial Aid dashboards
- Contribution margin by team and academic major

In some situations, college users need to run more specific queries or reports regularly. IR works with the user to identify needs and creates a query or queries to provide needed data regularly. Examples of these reports include the following:

- Admissions prospects database queries
- Midterm grades
- Student billing checks
- Academic Advising special reports
- Institutional Advancement’s Gift Check Process

Other requests are ad hoc: one-time requests for specific purposes. Examples, among many others, include dual credit student conversions by high school, student outcomes by admission status, program capstone results, and the like.

Along with internal reports, the College regularly uses external data from HERI and IPEDS,(see [CCSJ FactBook 2018 19](#), Tables 14, 15, and 16), and the National Student Clearinghouse Student Tracker, along with national survey instruments that have been discussed in Categories 1, 2, and 3: the [Gallup Poll](#) of alumni, the [Great Colleges 2018](#) survey, the IDEA course evaluation instrument (Table 1-10), NSSE results in Tables 33 - 57 of the [CCSJ 2018 - 2019 Fact Book](#), and [Yes We Must](#) research.

Finally, CCSJ contracts for specific market analyses as needed, such as the Center for Workforce Innovations market analysis for the Business, Computer, and English programs, 2012 and the Higher Thinking, Inc. [market analysis](#).

Table 5.1 outlines these various types of data and reports and identifies the unit that selects the report or information, the purpose of the data (including use in tracking outcomes), its availability, and its timeliness.

Table 5.1 Knowledge Management

Type	Unit	Purpose	Availability	Frequency
Enrollment Rpts.	President’s Office	Current semester data	From opening of registration to end of add-drop period	Bi-weekly
	Cabinet			
	Senior Staff	Trend data		
	Faculty			
Retention Rpts.	President’s Office	Current semester data	From opening of registration to end of add-drop period	Bi-weekly
	Cabinet	Trend data		
	Senior Staff			

	Faculty			
Admissions Rpts.	President's Office Cabinet Senior Staff Faculty	Current semester data Comparative data Trend data	Ongoing	Bi-weekly
Admissions Funnel/Prospects	Enrollment	Status	Ongoing	Real time
Admissions and Financial Aid Dashboards	Enrollment Mgmt. Financial Aid	Current data	Ongoing	Real time
Full-time Headcount	President's Office Cabinet Senior Staff Faculty	Budgeting Class and faculty planning	Opening of registration to opening of the fall semester	Weekly
Student attendance	Academic Affairs Athletics Student Engagement and Retention	Timely interventions	Throughout fall and spring semesters	Weekly
Midterm Grades	Academic Affairs Student Engagement and Retention	Enabling timely interventions	Following semester midpoint	Following the midpoint of each semester
Gift tracking	Institutional Advancement	Recognition and follow-up	Twice a year	Twice a year
Degree Audits	Academic Advising	Timely interventions	As requested	As requested
Class Fill Reports	Academic Affairs	Planning for class sections and faculty – Program snapshots for	Each semester	Each semester

		assessment		
NAIA Reports	Athletics	Eligibility	As requested	As requested
Gallup Poll of Alumni	President's Office	Outcomes	Every other year	Every other year
	Cabinet			
	Senior Staff			
	Faculty			
	Alumni Office			
IDEA Course Evaluation	Academic Affairs	Outcomes	Every semester	Every semester
Great Colleges to Work For	President's Office	Institutional assessment and trend analysis	Annually	Annually; moving to every 3 rd year (see Category 3)
	Cabinet			
	Senior Staff			
	Faculty			
External market analyses	President's Office	Market assessment	As needed	As needed
	Cabinet			
	Senior Staff			
	Faculty			

Determining Data, Information, and Performance Results Needed to Plan and Manage Effectively

AQIP categories have guided the choice of data that is supplied regularly; the CCSJ Fact Book was designed to provide the data necessary for ongoing analysis and for the systems portfolio. As new processes were developed in the last five years, more regular tracking of admissions and retention data led to the first bulleted list of reports above. Those reports are currently being assessed by the President's Cabinet to determine if they still meet institutional needs. We seek external sources where possible to provide comparative data. The College has consistently utilized NSSE for insight into student needs. In the last three years, we implemented the IDEA course feedback system to provide an external comparison of perceptions of teaching and learning (Table 1-10), the [Gallup poll](#) to provide insight from alumni, and [Yes We Must](#) research for comparison to a peer group of institutions. Finally, as mentioned above, needs across the College lead to new one-time or regular reports. For example, tracking seat fill by course and

program each semester aids the VPAA in scheduling classes efficiently. Growing program assessment needs have led to other requests for data reports that have been filled.

Making Data, Information, and Performance Results Available

The CCSJ Fact Book is available online to all faculty and staff. Regular reports, as noted above, are provided to the President's Office and the President's Cabinet, Senior Staff, Academic Affairs, Enrollment Management, Student Life, and the Strategic Enrollment and Retention Committee (SERC). Selected reports about enrollment and retention are disseminated on the same schedule to all full-time faculty members. Program snapshots for [2016](#), [2017](#), and [2018](#), which compile enrollment, retention, and class fill data by program, are shared with Academic Council, which is made up of academic department chairs.

Ensuring Timeliness, Accuracy, Reliability, and Security

The Fact Book and reports are produced on a regular schedule. They utilize the College's standard information management system, Empower, to ensure that they are reliable and secure.

Tracking Outcomes/Measures

The reports outlined in this section are produced regularly and on time, and used by the administrative team and faculty for decision making.

5R1 RESULTS

Calumet College collects and distributes data from a variety of internal and external sources to provide insight into key operational areas. Because of feedback on our previous systems portfolio that indicated that we collect data but don't use it as the basis for decision making, we utilized the HLC strategy forum as an opportunity to develop a research model for using data to improve, and we are implementing that approach across the institution to follow data collection with analysis, identify needs and interventions based on analysis, then close the loop by assessing the impact of the intervention. The reports outlined above are produced regularly and have guided decision making regarding staffing, support services, the number of courses and sections to offer each semester, services to offer, and academic and athletic programs to support.

Summary Results

All reports are produced regularly on the schedule outlined above. They have guided decision-making processes.

- *Admissions, enrollment, and retention reports* from fall 2016 to fall 2018 demonstrated that continuing to approach enrollment and retention in the same way was not effective in meeting enrollment and budget goals. In 2017, the College hired a marketing consultant and new ad agency. In 2018, the College
 - Hired a Senior Vice President for Enrollment, Marketing, and Athletics
 - Hired two new Enrollment specialists at the Assistant Director level

- Designed a new position, the Vice President for Student Engagement and Retention
- Relocated offices to provide a senior administrative presence on the first floor, where student services are located
- *Attendance and midterm grade reports* were initiated to provide early indicators of students who were at risk. Since fall 2017, Academic Advising and athletic coaches consistently follow up on these indicators. We also analyze retention data to determine the impact of the College's range of intrusive advising initiatives.
- As enrollment fluctuates, *class fill reports* enable the VPAA to adjust the number of class sections offered to run efficiently and plan better for staffing, classroom, and technology needs.
- The *IDEA course feedback* instrument compares student responses to national norms to provide external validation for conclusions about teaching. The overall indication, as explained in Category 1, is that instruction at CCSJ compares positively to external standards. IDEA also identifies teachers who could benefit from resources about teaching effectiveness that IDEA provides and offers appropriate resources. Program directors address these issues after each semester with both full-time and adjunct faculty members.
- *The Gallup Poll*, as indicated in Category 1, indicates a need to develop Career Services, and as a result the department was relocated to Academic Advising to provide additional resources, and we are investing in professional development. Results will continue to be tracked.
- *The Great Colleges to Work For* survey indicates needs across the institution. The President's Cabinet meetings in February and March 2019 will be devoted to identifying possible responses.
- *Yes We Must research* illustrates the importance of investing in support services to meet the needs of the students we serve.
- *The 2018 external market analysis* recommended specific programmatic goals. We are pursuing recommendations in Public Safety and Psychology programming as a result. One of those initiatives, a Public Safety Psychology concentration in the Public Safety Administration master's program, was approved by the Graduate Committee and Senate in February. A recommendation regarding accreditation in the Psychology program is currently being developed.

Comparison of Results with Internal Targets and External Benchmarks

We have no specific benchmarks for knowledge management other than the goal that necessary information is available as needed for scheduled analyses.

Interpretation of Results and Insights Gained

Calumet College has appropriate data collection and dissemination processes in place and, following the guidelines set by an AQIP Action Project, uses the data they provide as the foundation for decision making, an approach that is beginning to support a culture of quality across campus.

511 IMPROVEMENTS

The significant changes that have resulted from the research model approach to decision making, which are outlined above, fall into four categories: personnel changes, space changes, policy changes, and curricular changes. Our goal now is to further integrate these changes into an institutional culture of quality, assess the impact, revise as needed, and continue the process. Specifically, accreditation and strategic planning processes are leading us to assess the information included in the Fact Book, the structure and data presented in standard reports, and the dissemination and availability of all reports to ensure that everyone has the information needed and that administrative, faculty, and staff time is used effectively.

Sources

- Academic Snapshot 2017
- Academic Snapshot 2016
- Academic Snapshot Fall 2018
- CCSJ Fact Book 2018-19
- Gallup 2018
- Great Colleges 2018
- Market analysis
- Yes We Must research

5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5.2 RESOURCE MANAGEMENT

5P2 PROCESSES

Maintaining Fiscal, Physical, and Technological Infrastructures Sufficient to Support Operations (5.A.1)

CCSJ manages our fiscal, physical, and technological infrastructures through a clearly outlined budget process, fully outlined in section 5.3 below, and five-year [facilities](#) and [technology](#) plans. The College maintains a fiscally prudent [Investment Policy](#) that aligns with our mission.

The physical infrastructure is the responsibility of the Facilities Committee and the maintenance department under the direction of the Vice President for Business and Finance (VPBF). The College maintains a regular maintenance schedule and a five-year [facilities](#) and capital plan, but responds to additional needs as they arise. For example, the College responded to Great College survey results and concerns brought to Senior Staff by investing in the heating and air conditioning system to improve building comfort in 2015. Other needs are addressed through a work order process. Work orders are prepared in the department that identifies a need, approved by the appropriate vice president, and addressed in an efficient order determined by the maintenance department. The number of work orders is rising at a slow but steady rate annually, from 277 in the 2015 – 2016 fiscal year, to 297 in 2016 – 17, to 329 in 2017 – 18.

The College's technological infrastructure is managed through Computer Services and the cross-functional Technology Committee, which includes the Director of Computer Services, the Institutional Researcher, the Registrar, the VPBF, the VPAA, two faculty members, and the database administrator. The first four members serve on Senior Staff, so the interests of the committee are considered broadly, and the President is invited to committee meetings as appropriate. The Technology Committee maintains a five-year [technology plan](#) that specifies a regular hardware and software replacement plan based upon anticipated lifetimes and guides futures expansion. Equipment is replaced according to this internally set timetable or unique requests. The committee also considers requests for new programmatic needs in relation to the budget and replacement needs. For example, Technology Committee review processes led to utilizing a portion of the annual lab update budget to provide a Mac lab for the growing Communications concentration in the English, Writing, and Professional Communications program. Computer Services responds to technology maintenance needs through a standard work order system like the one used for maintenance requests. As in maintenance, work orders enable tracking of concerns and needs. Unlike maintenance work orders, however, the number of computer service work orders has been decreasing, from 1,142 in 2015 - 16 to 1043 in 2016 – 17, to 798 in 2017 – 18.

We have experienced no data security breaches or internally caused power outages. The processes that are in place have resumed services quickly in cases of external power supply outages.

Setting Goals Aligned with the Institutional Mission, Resources, Opportunities, and Emerging Needs

Calumet College's fiscal, physical, and technological goals are related to strategic priorities set by the Vice Presidents, President, and Board with input from each functional area of the institution, and they are realistic given the scan of our operating environment outlined in 4.3 (5.A.3).

Allocating and Assigning Resources to Achieve Organizational Goals

Section 5.3, which follows, outlines the budget processes used to ensure that resources are allocated in line with strategic goals and annual plans, and that educational priorities guide spending (5.A.2).

Tracking Outcomes Utilizing Appropriate Tools

The College tracks outcomes through assessment of the budget to actual expenditures; completion of the five-year maintenance plan and the five-year technology plan as intended; and work order processing.

5R2 RESULTS

Despite enrollment issues and their impact on budgets, through FY end 6/30/18 the College has maintained unqualified financial audits ([2016](#), [2017](#), and [2018](#)) and a consistently decreasing line of credit. The five-year maintenance plan and five-year technology plan remain on track. These results indicate that CCSJ utilizes appropriate resource management procedures effectively, sometimes in challenging circumstances.

Summary Results

Unqualified financial audits and a decreasing line of credit demonstrate the College's fiscal responsibility. The College's maintenance and technology plans remain on track. Equipment and repair needs and staffing required to meet them are tracked through the work order process.

Comparison of Results with Internal Targets and External Benchmarks

The College uses budget goals set by the Board of Trustees annually after vetting by the Board's Finance Committee in conjunction with the Office of Business and Finance. Projected to actual figures are shared at each Board meeting. We aim at external verification through unqualified audits and judicious use of our line of credit.

Interpretation of Results and Insights Gained

Calumet College's fiscal policies support College operations. Five-year maintenance and technology plans guide expenditures to maintain the College's infrastructure. The work order process ensures that both maintenance needs and computing resource needs are met in a timely

manner. Tracking the number of work orders over time enables the College to allocate staffing in these two departments appropriately.

512 IMPROVEMENTS

- A key personnel change was implemented to improve efficient operations when the VP for Facilities and Technology position was eliminated and duties subsumed under the responsibilities of the VP for Business and Finance in 2018, a more appropriate location for this function given the size of the College and the building demands.
- Special needs, such as the heating and cooling system and the Communications lab, have been addressed as appropriate, within the established planning and decision-making processes.

Sources

- Facilities Plan
- Financial Compliance 2016
- Financial Compliance 2017
- Financial Compliance 2018
- Investment Policy final
- Technology Plan 18-19 10 27

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5.3: OPERATIONAL EFFECTIVENESS

5P3 The PROCESSES for Operational Effectiveness

Building Budgets to Accomplish Institutional Goals

CCSJ's budgets are compiled through the following process:

1. The Board of Trustees votes on an updated tuition and fee schedule in November. The tuition and fee schedule is set by the president and vice presidents based upon assessment of institutional needs and market trends. In 2018, the date for Board approval was moved up to November from the traditional January date for recruiting purposes.
2. The President and Cabinet next take the following steps to project income:
 1. Develop enrollment estimates for new and transfer nonathletes
 2. Create rosters for athletes
 3. Develop enrollment estimates for new students in degree completion and graduate programs
 4. Develop retention estimates for all programs based upon historical performance and new initiatives
 5. Consider tuition data, including tuition freeze amounts, in tuition formula
 6. Estimate financial aid awards
 7. Estimate fee income as a percent of tuition
 8. Consider fundraising projections from the Institutional Development
 9. Estimate other income and grants
 10. Estimate other income sources: Midwest Teachers Institute, charter school fees, etc.
3. The President and Cabinet then take the following steps to project expenses:
 1. Estimate payroll, given the positions currently in place, changes in personnel, annual raises, adjunct expenses based on the number of courses and sections to be offered
 2. Review historical expenses for administration, building, and student services and adjust as needed
 3. Estimate benefit costs based upon a discussion with the College's broker
 4. Estimate auxiliary expenses

These steps lead to a proposed budget for the upcoming academic year that is sufficient to fund the academic program in place, which is presented to the Board of Trustees' Finance Committee for consideration in April and May. The Finance Committee brings the final budget to the full Board for approval in May.

Monitoring Financial Position and Adjusting Budgets

CCSJ not only has a well-developed budgeting process, but also processes for monitoring expenses. The Vice President for Business and Finance monitors the College's actual financial

position in relation to budgeted categories regularly. Fall enrollment figures are compared to estimates, and a working budget based on the relationship of projected to actual figures developed. The VPBF provides regular reports comparing budget to actual figures at each board meeting and projects fiscal year-end performance (5.A.5).

Maintaining Technological and Physical Infrastructures That Are Reliable, Secure, and User-Friendly

Both the technological infrastructure and the College buildings use five-year plans – the [Facilities Plan](#) and the [Technology Plan](#) – to guide investment adequate to maintain information technology and facilities at an appropriate level.

Managing Risks, Including Emergency Preparedness

Calumet College has well-developed procedures for weather closures, which is especially important because employees and students come from a broad geographical area along the southern tip of Lake Michigan, where weather conditions may vary. Students, faculty, and staff sign up for emergency text alerts and receive notices of closures. Faculty are advised to have emergency closing procedures in place so course work can continue via distance learning using the Blackboard course management system when the campus must close.

Emergency procedures are posted in every classroom. Faculty and staff have training upon hiring and on an every-other-year schedule.

Processes are in place have resumed services quickly in cases of external power supply outages.

Tracking Outcomes

CCSJ strives to meet all benchmarks for financial audits and all federal statutes and regulations for financial aid.

5R3 RESULTS

Calumet College has well-developed budget processes that are consistently implemented, with appropriate oversight processes that result in meeting all audit standards (see [Financial Compliance 2016](#), [Financial Compliance 2017](#), and [Financial Compliance 2018](#)), and we follow five-year plans to maintain the [technological](#) and [facilities](#) infrastructures. Senior management's goal is to submit balanced budgets to the Board for approval. Several years of declining enrollment have made that goal more challenging. The College has made well-considered cuts to avoid impacting the academic program or direct student service areas. With no additional significant cuts available, management proposed and the Board approved investing in enrollment and marketing to address income and meet the modest budget shortfall in the [2018 - 19 budget](#).

Summary Results

The College meets all audit standards and qualifies as a low-risk auditee with only two minor notes appearing over the last five years:

- 2016: Calumet College did not meet the community service requirement for providing a work-study to a local library system. The problem was rectified.
- 2017: \$628 in financial aid was not returned in a timely manner.

No internal technology service outages or security breaches have occurred in the last five years.

The technology plan and facilities plan have been implemented as intended, with regular technology upgrades, building maintenance, and an upgrade to the heating and cooling system.

Comparison with Internal Targets and External Benchmarks

The College's internal target is to balance the annual budget while maintaining all student service areas. Our external benchmark is supplied by audit standards. Despite enrollment challenges, the College meets its external benchmark.

Interpretation of Results and Insights Gained

Budget processes are appropriate, and investment in enrollment and marketing will enable us to meet the target of regularly balancing the budget over the next three years.

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The College has implemented the following improvements to address enrollment challenges and their impact on budget goals:

- The College moved up the tuition and fee approval processes to provide all information that students need to consider enrolling (2018).
- Athletics processes were changed to provide realistic enrollment targets. Since athletes make up such a large proportion of the student population, an understanding of each team's recruits, turnover, and transfers is crucial to building an appropriate budget (2018).
- Projected year-end results have been added to the budget-to-actual figures presented at each Board meeting to ensure that spending remains on track (2018). This change helped to make the impact of fall enrollment and the importance of the Enrollment department clear.
- Budget considerations identified the key role of the Enrollment department, and the Board of Trustees determined the need to put additional resources into that department. New positions, described in Category 4 above, were created to address this gap (2018).
- Board review of the budget led to a key question regarding on-campus bookstore operations, which required an increasing commitment of resources with shrinking revenue. After investigating several options, a fee-based book rental program was

initiated in fall 2017, which maximizes student engagement while minimizing the College's commitment of resources.

Sources

- 18-19 CCSJ budget
- Facilities Plan
- Financial Compliance 2016
- Financial Compliance 2017
- Financial Compliance 2018
- Technology Plan 18-19 10 27

6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

6.1 QUALITY IMPROVEMENT INITIATIVES

A preliminary version of Calumet College of St. Joseph's [federal compliance documentation](#) indicates that we meet all accreditation standards, and our 2018 systems portfolio presents an outline of quality improvement in key areas that feedback from the 2015 portfolio identified. We took the three strategic challenges that the feedback pointed out very seriously: collecting and assessing data, planning, and developing an institutional culture of quality. In response, we focused on a portfolio of initiatives in these areas that promised to have the most impact on the College as a whole:

- Assessing student learning (Category 1)
- Assessing academic programs across multiple areas, including quality indicators and faculty qualifications (Category 1)
- Reorganizing the administrative structure and spaces to support the need for improving enrollment and retention (Category 2)
- Setting realistic targets for retention and graduation rates with assessable steps to reach them (Category 2)
- Developing a strategic enrollment plan, scheduled to be completed in May (Category 2)
- Implementing standard Human Resources processes to improve faculty and staff support across the institution (Category 3)
- Developing the Mission Across Curriculum/Campus initiatives and the Five Pillars of a Catholic liberal arts education in the C.PP.S. tradition, as a foundation for the lived experience at CCSJ (Category 4)
- Initiating an inclusive strategic planning process (Category 4)
- Intentionally developing the Board of Trustees (Category 4)
- Enhancing community partnerships (Categories 2 and 4)
- Refining fiscal processes appropriate to the College’s size and situation (Category 5)

Our progress across all AQIP categories is significant and is leading to an overall culture of quality at Calumet College of St. Joseph.

6P1 PROCESSES

Selecting, Deploying, and Evaluating Quality Improvement Initiatives

Choosing and implementing quality improvement initiatives has been intentional, systematic, and collaborative in response to the 2015 systems portfolio feedback. The overall strategic challenges and areas that the systems portfolio feedback identified as “reactive” in each AQIP category were prioritized for quality improvement and led to the list of institutional priorities presented above.

Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

Systems portfolio feedback was therefore the first step in identifying and prioritizing improvement efforts. Following our Strategy Forum, which we participated in within several months of receiving the feedback, an AQIP action project identified a process based on a standard research model to assist in data-based decision making, evaluation of the interventions, and ongoing improvement. CCSJ used that process for its final rounds of AQIP Action projects in 2016 and 2017. Moreover, CCSJ extended the approach to quality initiatives across the institution, not only those efforts that reached the status of Action Projects. Projects directly related to systems portfolio feedback, including improving the structure of student clubs, integrating learning across the General Education Program, and developing a more formal and intentional strategy for spiritual formation, utilized this model. Moving forward, the College’s strategic planning process will focus on HLC quality categories – helping students learn,

connecting students and stakeholders, creating a positive work environment, and building institutional strength and sustainability – to ensure ongoing quality improvement.

6R1 RESULTS

The feedback from our 2015 systems portfolio guided quality improvement efforts and led to improvements in each AQIP category. Data presented across the 2018 systems portfolio categories demonstrate this progress:

- *Assessing student learning through common learning outcomes.* A summary of the Curriculum & Assessment Committee’s evaluation of the General Education Program in 1R1, the Signature Assignment results in Table 1.1, and the IDEA course feedback results in 1R1 demonstrate that assessable common learning outcomes are in place, and a regular cycle of assessment is underway.
- *Assessing academic programs.* Section 1R2 provides the timeline for program assessment efforts in Table 1.5 and the results of assessment of student learning in Tables 1.2 through 1.4. These data demonstrate that assessment efforts now engage all academic programs and consider both program quality and student learning.
- *Reorganizing and relocating administrative units.* The enrollment trend line depicted in Figure 1 in the [2018 – 2019 CCSJ Fact Book](#) and retention data presented in Figure 2-4 above indicated that the College’s traditional approach to enrollment and retention was not effective in responding to the challenges facing private higher education. In response, two new positions, the Senior Vice President of Enrollment, Marketing, and Athletics and the Vice President of Student Engagement and Retention were created to focus on enrollment and student success and persistence. Two experienced senior enrollment staff members were added to meet CCSJ’s recognition of the key importance of the Enrollment Department, align with national benchmarks, and address susceptibility to high turnover in this field nationally. These two vice presidential positions were relocated to the first floor, adjacent to Admissions, Advising, Financial Aid, student services, and student activities, in order to improve student access and collaboration between administrative offices. In addition, the structures of cross-functional teams and working teams have been revised as indicated in 4P2 and 4P3.
- *Setting realistic retention and completion targets.* Section 2R1 outlines achievable targets for retention and graduation rates, based on assessment of historical trends and HERI anticipated rates, which have replaced aspirational national targets that could not guide improvement. Targets that can focus ongoing quality improvement efforts are
 - Fall to Spring Retention of First-Time Freshmen: 85%
 - Fall to Fall Retention of First-Time Freshmen: 55%
 - Sophomore to Junior: 75%
 - Junior to Senior: 80%
- *Using realistic targets to guide development of a strategic enrollment plan.* The Strategic Enrollment and Retention Committee (SERC), under the guidance of the Senior Vice President of Enrollment, Marketing, and Athletics and the Vice President of Student Engagement and Retention, is utilizing the revised retention and completion targets and SERC studies such as the Cohort Retention Study and the Athletic Persistence and Retention Study outlined in 2R2, along with NSSE data, Gallup Poll data, and the Yes

We Must Consortium research mentioned several times across categories as the basis for a strategic enrollment plan, which will be completed and implemented following the spring 2019 semester.

- *Implementing standard Human Resources processes to improve faculty and staff support.* Processes described in 3P1 and 3P2 for faculty credentialing, evaluation processes for administration, faculty, and staff, and benchmarking staff needs ensure that the right people are in the right places to provide our educational programs. The current student to faculty ratio is 1 to 10, compared to the national average identified by the National Center for Education Statistics (2018) of 1 to 18. Table 3.1 shows staffing in student support services that is comparable to national benchmarks. As section 3R2 discusses, CCSJ faces some morale issues, stemming in part from resource limitations. The Great Colleges to Work For assessment will guide future development in this area through Senior Staff meetings in February and March.
- *Developing mission-related initiatives.* Building upon the College's Catholic Identity Initiative, we hired a Director of Mission and Ministry, who developed the Mission across Curriculum/Campus document and the Five Pillars of a Catholic Education in the C.P.P.S. tradition (see Category 4P1). With these pieces now in place, we will begin formal assessment of the impact of mission across campus through both external surveys and student learning outcomes in the transfer-protected General Education capstone. The Mission Effectiveness Committee is in place, with a clear charge, and will identify priorities for outreach and action.
- *Developing and implementing an inclusive strategic planning process, Board development initiatives, and community outreach efforts.* See Categories 4P2, 4P3, and 2P3.
- *Refining fiscal processes for effectiveness.* Minor improvements in budgeting processes, fully outlined in section 5.3, will enable the College to plan more effectively to meet unanticipated enrollment issues.

6I1 Quality Improvement Initiatives

Based on previous HLC feedback and intensive discussion at the HLC Strategy Forum that followed, Calumet College has focused its quality improvement efforts on the areas outlined above, with the changes indicated.

The strategic planning process, now underway (see 4P2), will align future quality initiatives with HLC categories: helping students learn, connecting students and stakeholders, creating a positive work environment, and building institutional strength and sustainability.

Sources

- CCSJ Fact Book 2018-19
- Federal Compliance Document

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

6.2 Culture of Quality

6P1 PROCESSES

Developing an Infrastructure and Providing Resources

The leadership groups described in Category 4P3 provide the infrastructure for ongoing quality improvement. Those teams can be summarized as follows:

- President's Cabinet
- Senior Staff
- Cross-functional teams: SERC, Mission, Athletics, Human Resources, Technology, Facilities

- Faculty Senate, with its standing committees with specified areas of responsibility
- Academic Council
- Academic department meetings
- Staff department meetings

Since these teams represent all areas of the College, they have full institutional support, and significant administrative, faculty, and staff time has been allocated to pursuing quality initiatives across these working groups.

Ensuring Continuous Quality Improvement

The strategic planning process, described in 4P2, aligns the College's strategic plan with HLC categories. The four focal areas of the draft plan include helping students learn, connecting students and stakeholders, creating a positive work environment, and building institutional strength and sustainability. Quality categories are at the foundation of the College's strategic plan and will guide decisions about setting priorities and achieving them. The strategic planning processes are inclusive and transparent.

Ensuring the Institution Learns from Its Experiences with CQI Initiatives

Assessable quality initiatives will become the foundation of CCSJ's strategic plan, and the plan will include specific assessment points.

Reviewing, Reaffirming, and Understanding the Role and Vitality of the AQIP Pathway within the Institution

The AQIP pathway has been responsible for our improvement initiatives, from HLC systems portfolio through the Strategy Forum that identified a standard approach to quality improvement, to the Action Projects that resulted, and finally to the new strategic planning process. As the HLC phases out the AQIP pathway, Calumet College will remain committed to the data-based decision-making processes that AQIP has helped us to develop and implement.

6R1 *The RESULTS for Continuous Quality Improvement*

- The College's final AQIP Action Projects were completed.
- A process is in place for continuing data-based improvement initiatives.
- The new strategic planning process is in place.

6I2 *IMPROVEMENTS*

- Leadership teams are in place with full institutional support
- A strategic planning process is in place
- Data-based decision making is becoming part of the College culture

Sources

There are no sources.