Higher Learning Commission
A commission of the North Central Association

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August 27, 2012

Dr. Daniel Lowery
President
Calumet College of St. Joseph
2400 New York Avenue
Whiting, IN 46394

Dear President Lowery:

Attached is the report of the team that conducted Calumet College of St. Joseph's Quality Checkup site visit. In addition to communicating the team's evaluation of your compliance with the Commission's Criteria for Accreditation and the Commission's Federal Compliance Program, the report captures the team's assessment of your use of the feedback from your last Systems Appraisal and your overall commitment to continuous improvement.

I Hope you will read and study the report carefully, because the team invested heavily in preparing for and conducting this visit, and its perceptions and advice are valuable to your institution. Please consider distributing it widely throughout your institution, since its positive feedback can be helpful in strengthening and broadening involvement in your quality improvement efforts.

A copy of the report will be read and analyzed by the AQIP Panel that reviews institutions for Reaffirmation of Accreditation at the time your review is scheduled. Prior to that review, we will send you a listing of the materials the Panel will consider, and give you an opportunity to update or supplement them if you so desire.

To comply with federal requirements, we need you, as CEO of your institution, to formally acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Your response will become a part of the institution's permanent record.

Sincerely,

Stephen D. Spangehl
Vice President for Accreditation Relations

QUALITY CHECKUP REPORT

Calumet College of Saint Joseph

Whiting, Indiana
August 22-23, 2012

Quality Checkup team members:

Dr. Jane Salisbury
Dean of Institutional
Planning & Effectiveness (Retired)
Edison State Community College (OH)

Dr. Scott Epstein
Executive VP for Quality & Effectiveness
Davenport University (MI)

Academic **Quality** Improvement Program

Background on Quality Checkups conducted by the Academic Quality Improvement Program

The Higher Learning Commission's Academic Quality Improvement Program (AQIP) conducts Quality Checkup site visits to each institution during the fifth or sixth year in every seven-year cycle of AQIP participation. These visits are conducted by trained, experienced AQIP Reviewers to determine whether the institution continues to meet The Higher Learning Commission's *Criteria for Accreditation*, and whether it is using quality management principles and building a culture of continuous improvement as participation in the Academic Quality Improvement Program (AQIP) requires. The goals of an AQIP Quality Checkup are to:

1. Affirm the accuracy of the organization's online Systems Portfolio and verify information included in the portfolio that the last Systems Appraisal has identified as needing clarification or verification (System Portfolio Clarification and Verification), including review of distance delivery and distributed education if the institution is so engaged.

2. Review with organizational leaders actions taken to capitalize on the strategic issues and opportunities for improvement identified by the last Systems Appraisal (Systems Appraisal Follow Up);

3. Alert the organization to areas that need its attention prior to Reaffirmation of Accreditation, and reassure it concerning areas that have been covered adequately (Accreditation Issues Follow Up);

4. Verify federal compliance issues such as default rates, complaints, USDE interactions and program reviews, etc. (Federal Compliance Review); and

5. Assure continuing organizational quality improvement commitment through presentations, meetings, or sessions that clarify AQIP and Commission accreditation work (Organizational Quality Commitment).

The AQIP peer reviewer(s) trained for this role prepare for the visit by reviewing relevant organizational and AQIP file materials, particularly the organization's last *Systems Appraisal Feedback Report* and the Commission's internal *Organizational Profile,* which summarizes information reported by the institution in its *Annual Institutional Data Update*. The report provided to AQIP by the institution is also shared with the evaluator(s). Copies of the Quality Checkup report are provided to the institution's CEO and AQIP liaison. The Commission retains a copy in the institution's permanent file, and will be part of the materials reviewed by the AQIP Review Panel during Reaffirmation of Accreditation.

Clarification and verification of contents of the institution's *Systems Portfolio*

The team reviewed the 2011 Systems Portfolio before arriving for the Quality Checkup visit to gain an understanding of the College. During the visit, the team verified and clarified the contents of the 2011 Systems Portfolio through discussions with fifteen representative groups. Areas of discussion included five strategic issues described in the Feedback Report, the strategic planning process, data analysis and access, general education, program review, summer bridge initiatives, current action plans and next steps.

Discussions with the AQIP Steering Committee focused on system appraisal conclusions concerning the Systems Portfolio. Questions stemming from the Executive Summary and from category OFIs were clarified. While it is true that the College does not have an abundance of formalized processes and systems in place, as indicated in the Systems Appraisal Feedback Report, the College's modest size has allowed many of its less formal processes and systems to function effectively.

In the team's judgment, Calumet College has presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issues, documentation, and performance is acceptable and comply with Commission and AQIP's expectations.

Review of the organization's quality assurance oversight of its distance education activities.

The College was recently authorized by the Higher Learning Commission to grant a Master of Science and Management online degree. It will be offered for the first time in fall 2012.

In the team's judgment, the institution has presented satisfactory evidence that its distance education activities are acceptable and comply with the Commission's standards and expectations.

Review of the organization's quality assurance and oversight of distributed education (multiple campuses, additional locations, off-campus course sites)

The main campus is located in Whiting, Indiana with additional in-state locations in Donaldson, Dyer, and Merrillville. The team confirmed they have out-of-state locations in Chicago, Chicago Heights, and Oak Lawn, Illinois in the area of Public Safety.

In the team's judgment, the institution has presented satisfactory evidence that its distributed education activities (operation of multiple campuses, additional locations, off-campus course sites) are acceptable and comply with Commission's standards and expectations.

Review of specific accreditation issues identified by the institution's last Systems Appraisal

There were no accreditation issues identified during the review of the 2011 Systems Portfolio. In the team's judgment, Calumet College of Saint Joseph presented satisfactory evidence that it continues to address the criterion for accreditation and met this goal of the Quality Checkup. Further, the College demonstrates it complies fully with each of the Core Components of the Five Criteria for Accreditation. The institution's approach to the issues, documentation, and performance is acceptable and comply with Commission and AQIP's expectations.

Review of the institution's approach to capitalizing on recommendations identified by its last Systems Appraisal in the Strategic Issues Analysis.

Calumet College of Saint Joseph has begun to address the strategic issues identified in the Systems Appraisal Feedback Report (September 2011).

1. *Performance Measurement System*. The College has taken several steps to improve its performance measurement system and is in the early stages of establishing a process of integrating performance measures into daily work. Several initiatives have been implemented to improve the collection and use of data including the determination of both self- and external targets for improvement, utilizing external evaluators in specific disciplines, and an increased emphasis on learning communities. Institutional Research capabilities have been significantly enhanced by the appointment of an Institutional Researcher and designation of an Institutional Research Office. There has been an improvement in data analysis skills and capabilities throughout the College. Training faculty and staff in data collection and analysis methods should be a priority.

2. *Comparative Data.* The College is in the early stages of developing performance measures and it is clear the staff has given some thought to this strategic issue raised by the Appraisal Team. The College still lacks processes and methods for the collection of comparative data. Although some benchmarking initiatives are evident (NSSE, CAAP, IPEDS, U.S. Department of ED.,

NAIA), underlying processes to support a systematic comparative data approach are lacking. The College recognizes the need to improve in this area. Developing trend and comparative data as an ongoing practice should help support the College's efforts to establish and meet short- and long-term strategies and manage performance based on their results.

3. *Strategic Planning*. The College has taken several steps to improve the planning process. This has been reinforced with the installation in 2011 of President Daniel Lowery and the development of a new Strategic Plan. Committees comprised of representatives from the Board of Trustees, faculty, staff, administration and current students were formed to address critical issues impacting the College. This approach to strategic planning was designed to create a greater emphasis on aligning existing systems around critical functions; using data on those critical functions to drive ongoing assessment and benchmarking; and to surface ongoing "opportunities for improvement." It is expected that these activities will become part of Calumet College's overall institutional effectiveness strategy.

4. *Process Management*. The College is in the early stages of developing and deploying processes that address most of the requirements of the AQIP categories. A few gaps still exist in Category 6, Supporting Institutional Operations; Category 7, Measuring Effectiveness; and Category 8, Planning Continuous Improvement, but in meeting with the College's leadership, discussions revealed they are aware of these gaps and are taking steps as identified above. In the Quality Checkup Team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance is acceptable and comply with Commission and AQIP's expectations.

Review of organizational commitment to continuing systematic quality improvement

There was much evidence of the College's continuing commitment to systematic improvement:

• The Board of Trustees commitment to the quality journey was evident during the Quality Checkup visit. For instance, the Vice Chairman met with the visiting team and was fully knowledgeable about AQIP and other quality improvement initiatives, along with the Board's responsibility in these efforts.

• The development and implementation of the Strategic Plan was one of the major actions taken as a result of AQIP and other quality efforts and processes. The Strategic Planning process

continues to be discussed and is being refined. The Quality Checkup team met with employees about the Strategic Planning process and they were knowledgeable and well-versed about the proposed changes to the process.

- The Quality Checkup team met with the President numerous times during the visit and found a high level of energy and a strong commitment to the quality journey. In addition, many employees provided additional information about the new President that reinforced this commitment to quality and the College's commitment to AQIP.

- The College has developed a comprehensive process to assess student learning and development at the program level. The primary components of the assessment cycle include identification of outcomes, measurement of outcomes, analysis of data derived from the measures, and planning and implementing action for improvement. External assessment is being used for the first time and the academic leadership supports the work of the faculty in this area.

- The Quality Checkup team found Calumet College to be in the early stages of developing a culture and infrastructure where defining processes, establishing measures and targets, collecting and analyzing data, reviewing performance, identifying opportunities for improvement, establishing improvement priorities, and taking action to improve are the norm with respect to the nine AQIP categories.

The Quality Checkup Team also believes there are some challenges the University needs to address soon:

- The College does not appear to document many of its processes and little evidence is available to verify that documentation is up to date and being used by staff members to ensure consistent delivery of services and programs. Further, there is no indication that process documentation is used to share and manage knowledge, provides learning opportunities, or encourages improvement and innovation.

- Student and administrative support service processes do not appear to be managed and improved consistently throughout the College. For example, Calumet College has yet to develop and deploy throughout the College a process management model, such as Plan, Do, Study, Act (PDSA) to guide process owners in these activities. Such a model may provide faculty and staff consistent and detailed guidance in the design of service delivery processes, in the monitoring of process performance, and in the approach to take to identify process improvements. If such a

process were in place, the College could train the faculty and staff on the tools and procedures used to carry out process management activities, thereby enabling them to effectively manage their work on a daily basis. If work is managed effectively, the opportunity to generate continuous quality improvement is considerably greater.

▪ The measurement architecture across most of the nine AQIP Categories is not well developed, thereby preventing results information from being generated. A process has not been established to align selection of measures with the strategic direction of the College. Without measures aligned with the strategy, Calumet College will be inhibited from gaining an understanding of whether or not its actions are producing the desired results and if the College is moving towards the realization of its Vision.

Other AQIP issues (specify)

The Quality Checkup Team found that Calumet College has worked diligently to address issues identified in the Systems Portfolio Feedback Report and has designed and implemented actions that will move the College forward in its quality journey. The *Quality Program Summary, CCSJ's Improvement Process*, and other planning documents provided by the College describe what is being done, the process being followed and the improvement goal to be achieved.

Our conversations with faculty and staff were candid and employee comments celebrated a changing culture represented by "actual planning, an understanding of the need for external data, and cross-functional involvement of faculty and staff." Faculty and staff seem to be highly committed to supporting leadership and advancing the institution. If their goals are met, it will be impressive.

WORKSHEET ON
Federal Compliance Requirements

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM:

Institutional Materials Related to Federal Compliance Reviewed by the Team:

The University Website
Academic Plans by Degree
University Catalog (2011-2012)
Student Planner
Students' Rights and Responsibilities
Consumer Information Discloser
Incident Report
Withdrawal Policy
Numerous Marketing Materials
Strategic Plan
Planning Documents
HLC Accreditation Confirmation
On-line Accreditation Confirmation
NCATE Accreditation Affiliation
NCATE Institutional Report
Orientation Agenda
Public Notification
Tuition and Fees
Learning House Contract
Transfer Policy
Blackboard Resources
SAP Policy
CCSJ's Improvement Process

Evaluation of Federal Compliance Program Components

1. Credits, Program Length, and Tuition: Calumet College's approach to the Commission's policy on Credits, Program Length, and Tuition is well documented with approval systems in place. Tuition is set consistently across degree programs with variations justified based on the cost for offering the degree. Students may also be subject to some fees in addition to tuition. These include application fee, special course fees, student records fee, and lab fees.

The College offers over 20 fields of study through one-year certificate programs, two-year associate programs, four-year baccalaureate programs, and master's degrees. Program credit requirements are measured in semester hours as defined by the Indiana Commission on Higher

Education and range from 30 hours for certificate programs through 124 hours for bachelor's degrees. Graduate degrees require 33 – 36 hours of additional study.

Program lengths and tuition rates are published in the annual catalog, both in hard copy and online. Delivery formats available are traditional for certificate, associate's and bachelor's degrees, accelerated for degree completion programs, and a traditional/hybrid/online combination for graduate degrees. (http://www.ccsj.edu/academics/index.html)

Tuition rates are equally applied across traditional undergraduate programs while a higher rate is required for degree completion and graduate programming. Additional laboratory/materials fees are applied to programs for which the cost of instruction is high (natural sciences, education, media & fine arts, etc.)

In summary, the College has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs. Program/class specific fees are published in the Tuition and Fee Schedule and available through the Financial Aid and Business Offices.

In the Quality Checkup Team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance is acceptable and comply with Commission and AQIP's expectations.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

       Additional Monitoring, if any: None

2. Student Complaints: Calumet College made available access to the Student Handbook which describes the *Policy on Student Responsibility and Conduct,* including student expectations, the process for filing complaints or charges with the Dean of Students, and the appeals procedures. Time frames for filing charges, penalties and sanctions, and an explanation of the Judicial

Review Panel are documented. The complaint process is also explained in the *Student Planner* and in course syllabi.

Policies on harassment and discrimination, the use of drugs and alcohol, and weapons and firearms on campus or at CCSJ functions are clearly stated. Student complaints typically are in areas of grades and related issues.

In the team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance is acceptable and comply with Commission and AQIP's expectations.

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        Additional Monitoring, if any: None

3. Transfer Policies: The College Catalog describes the steps necessary for transfer consideration on pages 13-15. These include completing an application, providing official transcripts from all accredited colleges and universities attended, and in some cases, supplying a high school diploma or GED score. Transfer grade point requirements, possible on campus testing, and transfer credit limits are defined.

The College has demonstrated it is appropriately disclosing its transfer policies to students and the public by posting the requirements from the College Catalog on the Web site.

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Additional Monitoring, if any: None

4. Verification of Student Identity: CCSJ verifies student identity for courses and programs delivered through distance education by utilizing course management systems that require usernames and passwords for course access, based on personal demographic information. The Blackboard Learning System, The Learning House, and Moodle support asynchronous course delivery, chat room access, and traditional email.

Video Proctor verifies students' identities through video recording and photo identification during quizzes and examinations. A complete video review of testing sessions is archived for reference, if needed.

In the team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance is acceptable and comply with Commission and AQIP's expectations.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

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_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Additional Monitoring, if any: None

5. Title IV Program and Related Responsibilities: The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution's administration or oversight of its Title IV responsibilities.

> **General Program Requirements:** The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. CCSJ has not been subject to reviews related to the U.S. Department of Education Title IV program. No issues have been raised regarding the administration of Title IV funds.

- **Financial Responsibility Requirements:** The College has provided the Commission with information about the Department's review of composite ratios and financial audits. CCSJ operates within the State of Indiana as a recipient of state funds under the State Department Assistance Commission of Indiana (SSACI) and has complied with A-133 audit requirements.

- **Default Rates. The institution has provided the Commission with information about three years of default rates**: The University has demonstrated, and the team has reviewed, the institution's policies and practices ensuring compliance with these regulations. The Quality Checkup Team reviewed CCSJ's default rate for fiscal years 2007, 2008, and 2009, noting that it is rising. The College's default rate remains within the federal guidelines. The College has initiated a default management program using tools provided by guarantor management agencies, and they are also developing an internal plan that will provide counseling and financial literacy for borrowers.

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures:** In accordance with the Crime Awareness and Campus Security Act of 1990, Calumet publishes crime information annually on the both the Web site and in hard copy. Campus crime is minimal with incidents being reported only in areas of theft, burglary, and forcible entry.

- **Student Right to Know**. The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students.

  A Consumer Information Disclosure is available by direct link from the CCSJ Main Webpage.

- **Satisfactory Academic Progress and Attendance**. The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students.

  Satisfactory academic progress policies are included on the College's website under the financial aid link and available in the student catalogue on page 32. Hard copies are

available upon request. Notifications of noncompliance are provided to students via mail and email each semester. "Intrusive advising" and the development of an academic plan are used to aid in retention of these students. Each program or department has attendance guidelines that are outlined in the course syllabi. Instructors report no shows by the third week of class each semester so that financial aid adjustments can be made.

- **Contractual Relationships:** The team learned that Calumet College of Saint Joseph does not engage in contractual relationships with third-party providers of 25-50% of the academic content of any degree or certificate programs.

- **Consortial Relationships:** Calumet College is establishing relationships with targeted high schools within the region.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

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_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____   The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Additional Monitoring, if any: None

6. **Institutional Disclosures and Advertising and Recruitment Materials:** The College has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

In the team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. The institution's approach to the issue, documentation, and performance is acceptable and comply with Commission and AQIP's expectations.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

__X___   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

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_____ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

_____ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Additional Monitoring, if any: None

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: CCSJ is accredited to offer masters, baccalaureate and associate degrees, certificates, and diplomas by the Higher Learning Commission, and has been approved by the Indiana Department of Education and the National Council for the Accreditation of Teacher Education for the preparing and licensing of teachers.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

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_____ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Additional Monitoring, if any: None

8. Public Notification of an Evaluation Visit and Third Party Comment: The College provided evidence of public notification of the Checkup Team visit through the CCSJ website, Facebook, and the local newspaper. The Quality Checkup Team and the College President were provided with electronic mail on August 16, 2012 indicating the Commission had received no third party comments.

In the team's judgment, the institution presented satisfactory evidence that it met this goal of the Quality Checkup. Calumet College of Saint Joseph's approach to the issue, documentation, and

performance were acceptable and comply with Commission and AQIP's expectations.

CHECK THE APPROPRIATE RESPONSE THAT REFLECTS THE TEAM'S CONCLUSIONS:

___X__   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

_____   The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

_____   The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

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   Additional Monitoring, if any: None

Appendix B
Credits and Program Length

Instructions: The team reviews the "Protocol for Peer Reviewers Reviewing Credit Hours Under the Commission's New Policies" before completing this Worksheet. This Worksheet must be completed for all Quality Checkup visits after January 1, 2012.

A: Answer the Following Questions

Institutional Policies on Credit Hours

➢ Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

   [X] Yes   [ ] No

Comments:

➢ Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution?

       ☒ Yes   ☐ No

       Comments:

➢ For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

       ☒ Yes   ☐ No

       Comments:

➢ Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

       ☒ Yes   ☐ No

       Comments:

Application of Policies

➢ Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

       ☒ Yes   ☐ No

       Comments:

➢ Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

X	Yes		No

Comments:

➤ If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

X	Yes		No

Comments:

➤ If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

X	Yes		No

Comments:

➤ Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

X	Yes		No

Comments:

B: Identify the Sample Courses and Programs Reviewed by the Team. For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

Programs reviewed, including selected courses:

Accounting: CIS 115, Computer Literacy; CIS 225X Business Microcomputer Applications; CIS 253X, Webpage Design; CIS 350, Distributed Applications I

Business: CIS 213, Internetworking and TCP/IP; CIS 265X, Hardware & Software Concepts; CIS 340X, Computer Security; CIS 350, Distributed Applications

English & Professional Writing: ENG 103, Rhetoric & Composition II; ENG 106H, Honors Rhetoric and Composition II; ENG 250, Stories: An Introduction; ENG 496, The Meaning of Life

Media & Fine Arts: MFA 110A, Design Workshop; MFA 330X, Sculpture; MFA 360X, Drawing; MFA 390A, Advanced Design

Religious Studies: RST 110A, Freshman Experience: Social Justice; RST 130B, Introduction to

Course syllabi posted have student objectives. Not all syllabi have same format, but seem to be so within programs or departments. Effective 2012-13, all syllabi will be using a common template prior to being offered.

C: Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's credit hour policies and practices?

☐ Yes   ☒ No

Rationale:

Identify the type of Commission monitoring required and the due date:

D: Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

Appendix C
Clock Hour Worksheet

Instructions: Teams complete the following worksheet only if the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Such programs typically include those that must be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

A: Answer the Following Questions

➢ Does the institution's credit to clock hour formula match the federal formula?

☒ Yes   ☐ No

Comments:

➢ If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

➢ Did the team determine in reviewing the institution's credit hour policies that they reasonable within the federal definition as well as within the range of good practice in higher education?

☒ Yes   ☐ No

Comments:

> Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

$\boxed{\text{X}}$ Yes $\square$ No

Comments:

B: Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

$\boxed{\text{X}}$ Yes $\square$ No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C: Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

$\square$ Yes $\boxed{\text{X}}$ No

Rationale:

Identify the type of Commission monitoring required and the due date:

\		Table 1: Participation by Calumet College of St. Joseph Stakeholders at the Quality Checkup Visit Sessions, August 22-23, 2012	
Day	*Session*	*Topic*	*Participants**
1	*1*	Introductions, third party comments, and review of agenda	*1*
	2	Overview of key AQIP issues for visit, agenda, and general questions	*2*
	3	Discuss strategic issues and opportunities for Planning Continuous Improvement	*10*
	4	Compliance Review: Check on student financial aid, Title IV compliance, marketing & admissions documents	*6*
	5	Discuss strategic issues and opportunities for Leading and Communicating	*10*
	6	Discuss strategic issues and opportunities for Helping Students Learn	*13*
	7	Discuss strategic issues and opportunities for Accomplishing Other Distinctive Objectives, Understanding Student's and Other Stakeholder Needs, Valuing People, and Supporting Institutional Operations	*13*
2	*8*	Discuss Strategic Planning Process (Board participation)	*2*
	9	Discuss approach to selecting, collecting, and analyzing performance measures	*12*
	10	Discuss Valuing People	*3*
	11	Discuss Program Assessment Plan	*7*
	12	Discuss Retention Plan	*16*
	13	Discuss policies and procedures	*2*

*Participants include both those directly involved in dialogues, and those who came to observe. Counts do not include the Quality Checkup Team members.