Category Improvement Worksheet–*Creating the Climate for Continuous Learning*

Complete this worksheet and email it as an electronic file to AQIP before the Strategy Forum Homework Deadline. The boxes will expand to fit whatever you write; keep the total to 3 pages or fewer. Questions? Call AQIP at 800-621-7440.

Institution: **Calumet College of St. Joseph**	City & State: **Whiting, IN**

URL of the page on your college website where your Organizational Overview can be found. If you have experienced major changes in your organization since submitting your last System Portfolio, you may update it, but do not recreate it solely for this homework. (This URL will be shared with the facilitators and other institutions in your Strategy Forum group so they can become familiar with your college. Review the Overview with your team members as well so all share understanding of the major focus and challenges of your institution.)
HTTP:// http://www.ccsj.edu/news/ncate/Standard6/6exhibits/CCSJ%20Organizational%20Chart%20(2012).docx

List the three AQIP Categories where your institution needs the most improvement. Base this on your Systems Appraisal and other surveys, data, and plans in place.

Category	
1	Helping Students Learn
7	Measuring Effectiveness
9	Building Collaborative Relationships

Identify the one AQIP Category that you believe it is most critical for you to work on first. (This will be the category that you will focus on at the Strategy Forum and the area where you will target a specific campaign for improvement including future Action Projects.)

Category	
1	Helping Students Learn

Within this most critical Category, identify a more specific and significant challenge — i.e., one or two processes or performance results that you consider *targets* for change.

Assessment System:
- How to assess and address risk in the planning process
- How to assess student learning in general education and content area
- Programmatic Assessment

Improve Student Learning:
- Experiential Learning
- Project Based Learning
- Internship in Local Community
- Service Learning
- Link curriculum to business needs

Which opportunities for improvement (identified as O or OO or comments in your Systems Appraisal) led you to identify this Category and this significant challenge?

Category	
1R1	CCSJ has continuously worked toward a "culture of assessment" since its last self-study, utilizing two strategies (i.e., program-specific chronologies

	and adoption of learning outcomes) and collecting a variety of selected data that includes retention and graduation rates, CAAP test results, and NSSE results. None of these are direct measures of student learning outcomes in subject areas. It is not evident from the portfolio how measures of attainment of non-general education learning objectives are collected and analyzed. The College has self-identified this issue and may benefit by defining, collecting, and analyzing direct measures of attainment of program and degree learning outcomes.
1R2c	It is unclear if there are common student learning objectives beyond those in the CAAP and NSSE, which provide students' perceptions of their abilities. Although NSSE elements align with the College's stated undergraduate learning objectives, NSSE data is student self-reported. Further, NSSE questions ask what tasks were included in courses (*e.g.*, "Memorizing Facts, Ideas or Methods," "Applying Theories and Concepts"), not what learning outcomes students attained. CCSJ may wish to consider development of objective measures of those outcomes as confirmation of NSSE results.
1R2b	CCSJ has identified a need to address Fall-To-Fall and Fall-To-Spring retention. Although it has implemented the CORE Initiative, no results are reported. The College suggests that that nature of its student population complicates assessment of retention. The College may benefit from monitoring outcomes in retention to ensure that the initiatives undertaken are providing the results anticipated. CCSJ is cognizant of challenges due to baseline data collected and has determined risk factors that impact students who "stop out" or who come back after a semester absence.
1R5	The College acknowledges it does not gather or analyze data regarding student support services, with the exception to some extent of library services. Absent such data it may be difficult to assess its performance and identify opportunities for improvement. The College may wish to consider how such services affect student success and to establish processes to assess the outcomes of student support services.
1I2	CCSJ is 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 Helping Students Learn.
3P1b	Although the College assesses the needs of students once they are enrolled, it does not appear to assess those needs based on the input of external stakeholders such as employers regarding changing needs pertaining to employment, skills needed to succeed, and job prospects in the local community.
3P3	Although the College has a process to identify the changing needs and preferences of employees, it is unclear if there is a systematic process to analyze the changing of needs of other stakeholders. The College may benefit from identifying and analyzing the needs of all stakeholder groups.
3P4	No information is provided regarding how the College builds and maintains relationships with its stakeholders, particularly external stakeholders. Developing and deploying systems and processes with building and maintaining relationships may help the College more effectively reach its strategic goals.

What feedback from other sources (consultant reports, other accreditation reports, research studies, performance results data, complaints, system breakdowns, etc.) led you to your conclusion that this Category and its significant challenge represent a key opportunity for your institution?

(prior) HLC focus visit on Assessment

NCATE
- Does not consistently make decisions based on data
- Does not actively engage stakeholders
- Does not consistently provide feedback to stakeholders

Northwest Indiana Workforce
- Our curriculum may not be aligned to current job skills
- Our students should be better prepared for workforce

AQIP Appraisal
- Does not have a formal system in place to collect and analyze data
- Does not have a system in place to make decisions based on data

CAAP
- Does not have information overtime to ensure that students are learning
- Does not implement changes based on the results of student learning

Programmatic Assessment Plan System
- Assessment plans are plan system is not conducted in a timely manner
- Feedback on Assessment Plan are not conducted or conducted in a timely manner
- Changes are not documented or implemented based on feedback
- No evidence of curriculum or student learning approving based on Assessment Plan System

What positive forces and support exist among your leadership and employees for addressing this challenge now?

1. We have a committed staff and faculty
2. Diverse committees in place that can support challenges i.e enrollment, retention, marketing..
3. General Education Committee committed to improve student learning and retention
4. Institution-wide support of the college mission

What strengths have been identified as S or SS in your Systems Appraisal that will assist you in addressing this challenge?

1. Understanding student and other stakeholders. We understand the changing needs of our student population and can immediately address the issues and take a course of action.

2. Calumet College utilizes a structured process when evaluating learning objectives. The process presented is iterative in nature and provides the opportunity for review and open discussion. The process involves the Faculty Senate which is composed of all faculty members.

3. The College demonstrates a sound understanding of the importance of identifying the changing needs of its student groups and assessing the needs of incoming students. It recognizes the extent to which its student population is particularly at risk and collects data to modify service and offerings to create greater value for students.

4. Item 3P1a as a SS states that the college demonstrates a sound understanding of the importance of identifying the changing needs of…

5. Item 3P5a as a S states that the college conducts market analysis and cost benefit studies to determine which graduate programs to offer….

What obstacles to addressing this challenge currently exist that will need to be considered to make any change effort successful?

1. Some programs are small in student enrollment, making it difficult to collect quality data on a consistent basis.
2. Some programs have only one full-time faculty (director), making it challenging to effectively manage the quantity and quality of a program assessment system.
3. This same challenge makes it difficult to establish relationships with surrounding employers to address programmatic needs
4. Resources are limited to address identified goals and challenges.

How would addressing this challenge better meet the needs of your students, external stakeholders, faculty, or staff?

1. **Increase Student Learning**
   We have adopted LEAP, High Impact Educational Practices. Consistently implementing these best practices institution-wide will enable us to strengthen our curriculum.
2. **Increase Retention**
   Best practices are in place to increase persistence towards graduation. Most emphasis circulate around the F1s. Implementing ways to engage and build relationships with students for the entire 4 years will provide a community of learning for the students.
3. **Increase Opportunities**
   Creating collaborative relationships with stakeholders will ensure that our curriculum is aligned to the needs of employers, provide internship and employment opportunities for students.
4. **Show Improvement**
   Our primary goal is to ensure that students are learning. Having an Assessment System in place which collects, analyzes data on a consistent basis will allow us to make improvements at the programmatic level. Collecting departmental data i.e enrollment, advising, technology…. Will enable us to compare our practices and outcomes to other institutions and make improvements accordingly.