

Systems Portfolio Feedback CCSJ's Improvement Process

Item	1P1b	O	Although the College involves its administration and full-time faculty in the curriculum development process, it is unclear how other constituencies are involved. The College may wish to consider ways in which it can more deeply involve adjunct faculty in curricular decision making so as to take advantage of the practitioner and academic expertise of such faculty.
CCSJ Response			
<p>The College values the involvement and feedback of adjunct instructors and other external stakeholders in the development and improvement of our curriculum. Adjuncts have been directly involved in the following ways.</p> <ul style="list-style-type: none"> ▪ Adjunct instructors are required to attend biannual workshops specifically designed to meet their needs. Some of the topics include Liberal Education and America's Promise (LEAP) high impact educational practices, technological instructional strategies, policies and procedures, learning styles, and teaching strategies. ▪ Adjunct instructors are invited and strongly encouraged to attend our monthly professional development sessions, Faculty Welcome Week, and Faculty Education Day. Our monthly workshops are scheduled from 4:30 – 6:30 p.m. to allow adjunct instructors to attend. ▪ Many of our academic programs are small and have only one or two full-time faculty. Therefore, adjuncts teach and interact with students in a significant number of courses and are a valued part of decision-making pertaining to the curriculum. Adjunct instructors work with their Program Directors to select textbooks and write course objectives. ▪ Programs have annual program-specific meetings and orientation sessions with adjunct instructors. Directors use this as an opportunity to discuss and develop curricular goals and program expectations with adjunct instructors. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ We now send an annual academic affairs calendar to all full-time faculty and adjunct instructors. The academic affairs calendar lists all professional development and orientation opportunities. ▪ An e-mail is sent on a monthly basis to remind adjunct instructors of these opportunities. ▪ Our new employee orientation is mandatory. Participation in all of the other events described above is strongly encouraged. ▪ To increase participation, e-mails and notifications also come directly from Program Directors. Workshops have been rescheduled from 4:30 – 6:30 p.m. to 5:30 – 6:30 p.m., thus allowing additional time for adjuncts to come after their work day. Refreshments are made available to eliminate any need for attendees to stop on the way to the College. In addition, the days on which sessions are scheduled are rotated on the weekly calendar to accommodate the work schedules of our adjunct instructors. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ To increase the direct participation of adjunct instructors and other stakeholders in curriculum related activities. ▪ Through our recently developed AQIP campaign on experiential learning, we plan to develop advisory boards for each academic program. The advisory boards would consist of full-time, part-time, and adjunct faculty; staff; community members; and representatives from relevant occupational disciplines and industries. ▪ Increase the participation of adjunct instructors who attend monthly workshops. ▪ Involve adjuncts in facilitating workshops. ▪ Develop a more systematic approach to our annual program-specific faculty meetings. 			

Artifacts Available for Review
<ul style="list-style-type: none"> ▪ “Welcome Back” packet ▪ “Welcome Week” agenda ▪ “Education Day” agenda ▪ Adjunct workshops ▪ Faculty workshops ▪ Annual programmatic orientation for adjunct instructors sample ▪ New employee orientation

Item	1P2b	O	It is unclear how the College determines what learning outcomes are appropriate to each course and program. There is no description of a process to link PLOs to a program’s purpose statement, including the major content objectives of the program and the expectation for the level of mastery of the content. The College may benefit from establishment of criteria against which to vet proposed and current specific learning outcomes.

CCSJ Response

Each program has learning outcomes for the program as a whole and for individual courses as well. In some cases, these objectives are aligned to national standards. The outcomes are approved by our Curriculum and Assessment Committee or our Graduate Studies Committee. Program objectives and outcomes are established and revised through the following activities.

- The overall curriculum of each program is championed by the Program Director with the support of senior administrators and the approval of the Senate, and, ultimately, our Board of Trustees.
- In 2008, a panel of external stakeholders from other institutions and industry met with faculty to discuss skills needed for various careers. Program Directors incorporated many of the identified skills into their programmatic and course learning objectives.
- Our new assessment plan ensures that Program Directors examine their curricula and benchmark learning objectives against other institutions and the job skills pertinent to their academic discipline.
- An external evaluator, The Center of Workforce Innovation (CWI), has been engaged to assess each program’s learning objectives and outcomes as they relate to job trends and employment needs. So far, the evaluators have reviewed two programs: English/Professional Writing and Business/Technology. The feedback from the evaluators has been shared with the Program Directors who are now working with faculty, adjunct instructors, and stakeholders (advisory boards) to determine the implications of the findings to their curricula.
- The Education Department has monthly Education Committee meetings. The individuals who serve on this Committee are internal and external to the College and have expertise related to schools and/or instruction. In addition, the Education Department hosts an annual stakeholders meeting in which local educators (i.e., administrators, teachers, and cooperating teachers) provide input on their needs and the College’s curriculum.

CCSJ Process

- CWI will evaluate all of our undergraduate academic programs.
- Program assessment reviews will be developed and processed using an established template.
- Develop advisory boards for all of our academic programs in order to advance our experiential learning campaign.
- The Education Department will continue to host annual stakeholder meetings involving local P-12 schools.

CCSJ Improvement Goal

<ul style="list-style-type: none"> ▪ Ensure that programs abide by established guidelines pertaining to programmatic assessments and that these assessments are reviewed and shared with Program Directors in a timely manner. ▪ Develop a process in which programmatic revisions are developed based on feedback obtained through the College's peer assessment process, CWI's feedback, and our soon to be developed advisory boards.
Artifacts Available for Review
<ul style="list-style-type: none"> ▪ The Curriculum and Assessment Committee's new program proposal guidelines ▪ Welcome Week agenda ▪ Assessment plan ▪ CWI feedback report ▪ Education Department's committee meeting schedule ▪ Education Department's agenda for stakeholder meetings

Item	1P4b	O	It is unclear how the College designs responsive academic programs. There is no description of a systematic process to identify student career needs and the employment market. The College has an opportunity to incorporate employment market needs and utilize advisory boards to design a well sequenced program for learner outcomes. Without a defined process, it may be difficult to ensure that programs remain current with the changing needs and requirements of students and other stakeholders.
CCSJ Response			
New initiatives include the following.			
<ul style="list-style-type: none"> ▪ Beginning Spring 2012, the Director of Career Services began visiting classrooms to talk to students about their career choices and internships. ▪ All incoming freshman are required to take the CAPSOL test, a 45-question instrument that identifies students' learning styles preferences. ▪ During our GENL 100 for-credit orientation course, students complete FOCUS, a self-guided, career self-assessment. ▪ The Career Services Department hosts an annual career fair to expose students to career opportunities in the region. ▪ During the 2011-2012 academic year, the Career Services Department hosted presentations involving five local employers. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ The Career Services Department works with Program Directors to assess students' needs and to identify courses in which Career Services personnel can effectively interact directly with students. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ Make career assessment more readily available to students through the Career Services Department. ▪ Increase the number of employer presentations available to students. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ College Central Network (CNN) ▪ FOCUS ▪ Career Services career fair flyer ▪ Sample employer flyer 			

Item	1P9	O	Although diagnostic tests and surveys are used to help students and the College to identify particular learning style preferences, the College currently does not stress teaching for different learning styles. The College has a self-identified opportunity to incorporate data on learning styles systematically into instructional strategies and has begun conversations within its faculty as to how these may be addressed. As part of these conversations the College may wish to consider whether and to what extent student preferred learning styles align with student career and academic program choices.
CCSJ Response			
<p>The College seeks to serve a diverse population with multiple needs. To achieve this mission, it is important that we understand our students, including how they can best learn. The following activities illustrate our commitment to better understand the learning needs of our students.</p> <ul style="list-style-type: none"> ▪ The College implemented a comprehensive program designed to increase retention and to improve learning outcomes. Our CORE Initiative includes the administration of a battery of tests during the College’s first-year experience courses. This includes the CAPSOL, a 45-question instrument that identifies students’ learning styles. ▪ Full-time faculty and adjunct instructors have been introduced to learning styles and how to align their teaching strategies to them. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ We administer the CAPSOL assessment during the GENL 110 Master Student course and have identified the most appropriate point in each program’s curriculum to administer a career assessment to students. ▪ We provide professional development opportunities related to how students learn. ▪ We are working to incorporate experiential learning throughout the curriculum as outlined in our AQIP experiential learning campaign. ▪ The Career Services Department is developing a plan that will enable professional staff to work directly with students in the classroom. In addition, Career Services in creating a user friendly website, which will provide students with multiple service-learning and community service opportunities. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ Employ a wider variety of instructional strategies to ensure that all students’ needs are met. ▪ Continue to provide professional development opportunities for full-time faculty and adjunct instructors. ▪ Create a systematic approach that will allow Career Services personnel to interact more directly with students in the classroom. This will include intrusive advising, early involvement in internships and service-learning opportunities, and the administration of Myers-Briggs assessments. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Freshmen orientation schedule ▪ CAPSOL assessment ▪ Professional development on learning styles ▪ Career Services website 			

Item	1P10b	O	Although the College references support of its senior class members through internships and job placement services, it is not clear how CCSJ differentiates between the needs of its adult and traditional learners, or how it addresses differing student learning styles. The College may have an opportunity to more fully identify the subgroups of its students and further consider the needs of each to ensure that its support is appropriate to those needs.
CCSJ Response			
The College has already begun making improvements in this area.			

<ul style="list-style-type: none"> Strategies have been developed to incorporate more job related service-learning activities into our students' freshmen year experience. In the Fall 2009 Semester, the College introduced the School of Adult Learning (SAL). The SAL is designed to help students with few or no college credits graduate in as little as 4 ½ years while attending on a part-time basis.
CCSJ Process
<ul style="list-style-type: none"> The Career Services Department works with Program Directors to assess students' needs and to benchmark courses in which Career Services personnel can interact directly with students.
CCSJ Improvement Goal
<ul style="list-style-type: none"> Tailor more experiences to students' individual needs. Integrate more service-learning, internship, experiential learning, and community service opportunities into the student's time at the College.
Artifacts Available for Review
<ul style="list-style-type: none"> Career Services Department website School of Adult Learning website

Item	1P11	O	The College acknowledges an opportunity to strengthen its use of outcomes measures and the adoption of a new faculty self-assessment process. This will allow for an "entire" faculty development leading to a more consistent faculty base. The College may benefit from a clearer articulation of how Boyer's Model will be implemented and how it will define and ascertain effective teaching and learning.
CCSJ Response			
<p>Faculty are committed to aligning their instruction practices to the Boyer Model.</p> <ul style="list-style-type: none"> Tenure track faculty are assessed annually through observation in the classroom and in a formal self-evaluation process. The Boyer Model was first introduced in 2009. More than half of our full-time faculty members coming up for tenure since that time have opted for a process based on the Boyer Model. Until 2012, classroom observations had not been consistently performed and a variety of forms were used. A new observation form, which was reviewed by the Faculty Senate, functions as a rubric and is aligned to the Boyer Model. This new model allows for a more systematic approach to faculty evaluation and feedback. 			
CCSJ Process			
<ul style="list-style-type: none"> Faculty are observed while teaching by their Program Directors and/or Department Chairs on an annual basis. The Program Director or Department Chair shares the feedback and submits a hard copy of the observation report to the Office of Academic Affairs. The new observation form functions as a rubric and is aligned to the Boyer Model. This new model allows for a more systematic approach to faculty evaluation and feedback. Faculty also prepare a self-evaluation each year. This evaluation is based on three criteria: teaching; service; and scholarship. An evaluation template is used to ensure consistency. The self-evaluation is assessed by the Program Director, Department Chair, and, finally, the Vice President of Academic Affairs. In the case of faculty applying for tenure, the application also goes to the President and then to the Board of Trustees for final approval. Faculty hired prior to 2010 may choose either the model in place prior to that time or the Boyer Model for this purpose. Those hired after 2010 are required to use the Boyer Model. Tenure track faculty participate in bi-annual professional development opportunities in which the Boyer Model is discussed. 			

CCSJ Improvement Goal
<ul style="list-style-type: none"> ▪ All new faculty members utilize a self-assessment process based on the Boyer Model. As part of this self-assessment process, faculty members are required to provide evidence of their teaching effectiveness. ▪ We expect to see an increase in the number of faculty using the Boyer Model as an alternative to our traditional self-evaluation model each year. ▪ All faculty will be observed teaching on an annual basis using a Senate-approved observation form which is aligned to the Boyer Model.
Artifacts Available for Review
<ul style="list-style-type: none"> ▪ Observation form presented at Senate ▪ Self-evaluation tool reflecting the Boyer Model ▪ Tenure track workshop (sample)

Item	1P12b	O	Although the College has established some key components that contribute to an effective course-delivery system, there is no clear, systematic process that links these components, nor is it clear how the components are aligned or integrated with improved teaching and learning. The College offers a variety of course delivery systems for each of its programs, including traditional and accelerated courses, shadow format scheduling, reduced directed and independent studies, and flexible scheduling. The College has a self-identified opportunity to clarify and strengthen its course delivery systems and may benefit from a more formalized process of assessment as it moves forward.
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CCSJ Response
<p>The College has implemented four initiatives to streamline the curriculum, thus making it more efficient for students and the College: learning communities; a CORE General Education curriculum; cohort models; and 4-year academic plans.</p> <ul style="list-style-type: none"> ▪ Our learning communities consist of linked courses that allow students to participate in curricular and extracurricular activities with the same cohort of students. This model has proven effective in increasing retention. ▪ As part of the CORE Initiative, all General Education courses are sequenced and skills courses are front-loaded in the new curriculum. This ensures that students have the same foundation with respect to writing, critical thinking, and projects aligned to LEAP High Impact Educational Practices. This also allows the College to be more efficient in its course offerings. Our learning communities and CORE Initiative allow us to link courses, thus creating a quasi-cohort in the first two years of the student's college experience. ▪ The College has adopted a cohort model for seven programs: Bachelor of Science in Elementary Education; Master of Arts in Teaching; Master of Arts in Psychology; Master of Science in Public Safety Administration; Master of Science in Management; Bachelor of Science in Public Safety Management; Bachelor of Science in Organization Management; and our School of Adult Learning. The cohort model is designed to increase learning and promotes persistence towards degree completion. In addition, it enables us to more easily conduct long-term planning and to be more efficient in course delivery. ▪ In 2011, our Office of Academic Advising began working with Program Directors to develop 4-year academic plans. This replaced what was essentially a checklist of courses. These 4-year plans ensure that students are able to graduate within a 4-year period of time and allows Program Directors to plan their course schedules and teaching assignments more effectively.
CCSJ Process
<ul style="list-style-type: none"> ▪ Our General Education Committee is committed to extending the use of learning communities and linked courses into the F2 term. The General Education Committee will develop a plan by the end of the coming Fall term and this design will be implemented by the Fall 2013 Semester. ▪ An intensive writing strategy will be piloted in our General Education courses over the course of the 2012-2013 academic year. Each course will include an

<p>intensive writing assignment aligned to a rubric that has been calibrated using a rater-reliability exercise. Faculty will receive their first training in intensive writing across the curriculum as part of our Welcome Week activities in August 2012. The training will be conducted by two General Education faculty from the English Program.</p> <ul style="list-style-type: none"> ▪ We are now identifying additional programs that might benefit from the use of cohorts. ▪ The Director of Academic Advising will meet with each Program Director annually to update their 4-year academic plans and to adjust their course schedules as needed.
<p>CCSJ Improvement Goal</p> <ul style="list-style-type: none"> ▪ Extend linked courses to the freshmen spring term (F2 semester) in the 2012-2013 academic year and into the sophomore year by 2013-2014 academic year. ▪ Integrate extensive writing, project-based learning, and undergraduate research more extensively into our CORE curriculum. ▪ Identify additional programs that might benefit from the use of cohorts and consider this approach in designing all new programs. ▪ Continue to update and revise our 4-year academic plans in order to ensure timely graduation. ▪ Offer Summer courses in order to ensure that students who fall behind can quickly get back on track.
<p>Artifacts Available for Review</p> <ul style="list-style-type: none"> ▪ Learning community schedule ▪ Learning community activities ▪ High educational impact practices (LEAP) ▪ Welcome week agenda ▪ Assessment plan template ▪ 4-year academic plans

Item	1P13	O	<p>It is unclear if there is a systematic approach to evaluating courses to ensure that they are current with the changing needs and requirements of students and other stakeholders. Program modification or elimination may not be based on a standardized process, and when courses are modified or eliminated it is not apparent that these decisions are made systematically. As a result, the College may not modify or eliminate programs and/or courses based on sound analysis, in a timely fashion, or recognize when such actions are appropriate.</p>
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<p>CCSJ Response</p> <p>A systematic approach has been put into place to assess each program.</p> <ul style="list-style-type: none"> ▪ A peer review process has been established to review program assessments. The feedback on the assessment plan allows Program Directors to examine the strengths and weakness of their programs. ▪ An external agency, CWI, has been contracted to evaluate each program’s learning objectives and to assess them against the knowledge, skills, abilities, and personal dispositions associated with high-demand jobs in the region’s economy. Feedback from these evaluations provide useful information for Program Directors, faculty members, and administrators. ▪ In January 2012, several programs (i.e., Human Services, Computer Information Systems, Social Science, Psychology, and Religious Studies) initiated their programs reviews. All of these reviews should be completed by the end of the year. ▪ In the Spring 2012 Semester, our Curriculum and Assessment Committee selected seven of our academic programs (i.e., Accounting, Business

Management, Criminal Justice, Education, General Studies, Media Fine Arts, and Organizational Management) for assessment during the 2012-2013 academic year.
CCSJ Process
<ul style="list-style-type: none"> ▪ Each Program Director is responsible for evaluating his or her academic program using an assessment plan template and for completing an assessment in keeping with an established timeline. ▪ The Curriculum and Assessment Committee reviews, approves, and reports all routine curricular changes and academic proposals to the Academic Senate. ▪ CWI will continue to conduct program reviews that will be shared with Program Directors so that they can make improvements to their programs.
CCSJ Improvement Goal
<ul style="list-style-type: none"> ▪ Continue to submit and review assessment plans according to an established schedule. Use feedback to make improvements to our academic programs. ▪ Two programs (i.e., English and Business Management) have already been reviewed by CWI and the results have been shared with their Program Directors.
Artifacts Available for Review
<ul style="list-style-type: none"> ▪ Assessment plan template ▪ CWI external assessment of program objectives

Item	1P14	OO	It is unclear how trend data on student demographics, employer information, and market data are integrated into a systematic process to discontinue a course or program. It is not evident from the materials provided how the College determines which courses or programs are to be changed or discontinued. The College may benefit from a more formalized process with criteria to ascertain courses and programs that no longer meet the needs of the College or its students.
CCSJ Response			
The peer review process embedded in our assessment plan is designed to address this concern. See section 1P13 above.			
CCSJ Process			
<ul style="list-style-type: none"> ▪ As noted in our Systems Portfolio, the process for discontinuing an academic program is the same one used to add a new program or to substantially change a current program. This process is described in section 1P1 of our Systems Portfolio. ▪ The College’s assessment plan describes the new peer review process referred to above. 			
CCSJ Improvement Goal			
Our new assessment process was fully implemented in the 2011-2012 academic year. The first five program reviews conducted using this new process will be completed during the Fall 2012 Semester. Seven additional programs have been scheduled for review in the coming academic year. The impact that this process will have on our current roster of academic programs will be assessed at the close of this first and second cycle of reviews.			
Artifacts Available for Review			
Assessment plan template			

Item	1P15b	O	The process by which student support needs are determined is not evident from the information provided. The College may benefit through more clearly defined processes and criteria in determining and integrating the support of its students.
CCSJ Response			
<p>The College collects information regarding each student’s academic ability prior to registration and throughout the year. Based on academic skill levels, students are placed in appropriate courses and programs such as the PACE Program, which is targeted to our most at-risk and underprepared students.</p> <ul style="list-style-type: none"> ▪ When undergraduate students apply for admission and before they are accepted, they take a COMPASS assessment exam. The results of the COMPASS assessment provide information about each student’s academic abilities and needs. Our Institutional Researcher, Director of Academic Support Services, and Academic Advisors work together to place students and/or refer them to Academic Support Services. Students are placed in various levels of math and English. Students who score low on the COMPASS are recruited for the Summer Bridge Program offered through the Academic Support Services Department. Students who fall behind during the semester are referred to the Academic Success Center based on academic alerts. Students who are placed on academic probation are referred to the Academic Success Center as an intervention. Students with disabilities are referred to the Office of Disability Services for further evaluation. ▪ As a result of an AQIP project on retention, we discovered that our high ability students were not being retained at a higher rate than other students. In light of the data, an honors learning community was established to provide students with a more rigorous academic experience. In the first semester of implementation, 100 percent of the participating students were retained from their F1 Semester to their F2 Semester. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ Our Retention Committee developed guidelines by which students are placed in remedial courses. Based on their COMPASS scores, our Academic Advisors determine the most appropriate placement in our English Program and math courses. ▪ Likewise, if a student is placed on academic probation, the Registrar sends a status letter to the student. The Academic Advisor develops recommendations, registers the student, and refers him or her to Academic Support Services. ▪ Students who are failing to demonstrate progress in meeting course objectives are recommended by faculty, mentors, and coaches to seek the assistance of professional staff in our Academic Support Services Department. ▪ Academic alerts are due the third week of classes, but can be employed on an as-needed basis. ▪ Students who have reported disabilities are referred to and served through the Office of Disability Services. ▪ High ability students are identified by our Institutional Researcher based on GPA, ACT/SAT, and COMPASS scores. The Coordinator for our honors learning community invites students to participate via letter and an application process, which includes a statement of purpose. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ A lot of work goes into appropriately placing students in courses that best meet their needs. The goal is to continue to perfect the system by which students are placed and identified as early as possible for intervention. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Placement rubric ▪ Probation letter (sample) ▪ Academic alert ▪ Disability Services website ▪ Retention freshman data survey ▪ Honors learning community proposal 			

Item	1P16	OO	<p>CCSJ reports a variety of co-curricular activities ranging from athletics to student clubs and organizations. The process by which the College assures alignment of co-curricular goals with curricular learning objectives is not evident. Although the College refers to the Champions of Character Program references in 2P3, it is noted that only 8% of the points in that program address “academic focus” and that this program is specific to student-athletes. The College may benefit from more intentional alignment of co-curricular goals with its curricular learning objectives.</p>
<p>CCSJ Response</p>			
<p>Since the College recognizes that co-curricular activities are vital to persistence to graduation, the Vice President for Student Life and the Athletic Director serve on the Retention Committee.</p> <ul style="list-style-type: none"> ▪ Currently, the Student Life Committee is developing an annual student activity plan aligned to the several AQIP categories. ▪ Clubs provide additional co-curricular opportunities for students. Other co-curricular opportunities include Humanities Week, our native garden project, poetry slams, and theater productions. ▪ A Catholic Identity Project is now being developed in collaboration with St. Joseph’s College in Rensselaer, Indiana. ▪ Our participation in Campus Compact, a national organization that promotes service-learning, has developed over the one year in which we have been involved. An AQIP action project has been sanctioned, and a “world café” brainstorming session has been conducted to ascertain the kinds of activities in which students might be interested. Two grants have been secured through Campus Compact to promote service-learning and various other community service activities. ▪ We are now pursuing an experiential learning campaign, which was developed at an AQIP Strategy Forum that members of our AQIP Steering Committee attended in April 2012. Research on best practices was conducted this Summer by a team of faculty and staff members. In the Fall 2012 Semester, our English, Business, and Science Programs will develop and pilot the implementation of experiential learning across their respective curricula. 			
<p>CCSJ Process</p>			
<ul style="list-style-type: none"> ▪ The Student Life Committee meets on a bi-weekly basis. ▪ The Liberal Arts Department has written a grant to support its annual Humanities Week activities. ▪ A new club, GIVE (i.e., <u>G</u>et <u>I</u>nvolved, <u>V</u>alue <u>E</u>veryone), is being developed to promote service-learning and community engagement. 			
<p>CCSJ Improvement Goal</p>			
<ul style="list-style-type: none"> ▪ Encourage more students to participate in activities outside the classroom. ▪ Provide service-learning opportunities as part of our AQIP experiential learning campaign. ▪ Promote community service. ▪ Establish goals and objectives for all co-curricular activities in order to enable us to better measure effectiveness. 			
<p>Artifacts Available for Review</p>			
<ul style="list-style-type: none"> ▪ Student life plan (draft) ▪ Humanities Week agenda 2012 ▪ Humanities proposal ▪ GIVE website ▪ Experiential learning campaign 			

Item	1P17b	O	CCSJ acknowledges that it has only anecdotal information and lacks processes to track accomplishments of its alumni in graduate school or on the job. The College has a self-identified opportunity to increase feedback from its alumni through post-graduation surveys. Field testing of this is underway. Feedback from individuals who have completed its programs may benefit the College in regards to the sufficiency of preparation in the career fields supported by a certificate or degree.
CCSJ Response			
<p>Feedback from students, alumni, employers, and external stakeholders is important to making improvements to the curriculum. Several tools are utilized to collect feedback.</p> <ul style="list-style-type: none"> ▪ In addition to the NSSE assessment outlined in the Systems Portfolio, an AQIP action project was established in 2011 to develop a survey designed to assess the job preparedness of our graduates and their overall satisfaction with the College. The survey was administered electronically in 2012. Although the number of respondents was small, the results were favorable. Another survey is scheduled to be administered electronically in August 2012. ▪ A graduate exit survey was created and implemented in 2011 and has been used two consecutive years. It addresses our graduation candidates' overall satisfaction over the course of their time at the College. At least one-third of the graduates completed surveys. They responded very favorably. The survey results were shared with the College family and used to make improvements in the Career Services Department and in our Office of Academic Advising. ▪ A withdrawal survey was created and implemented in 2011. Students withdrawing from all courses complete a withdrawal survey as part of this process. ▪ Several programs, such as the Education Department, have continually collected feedback from alumni using surveys and have made improvements in their programs as a result. ▪ The Education Department also collects feedback from administrators about graduates (completers) via surveys. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ A survey targeted to recent graduates is administered each Summer by the Career Services Department. The information is shared with the entire College. Changes made as a result of the survey are captured in a "history of change" document. ▪ The graduate exit survey is administered each March during Grad Finale, an event in which graduation candidates pick up their caps and gowns, take photos, etc. The survey results are tallied by the Career Services Department, and findings are shared with decision-makers throughout the College. Changes made as a result of these surveys are captured in a "history of change" document. ▪ The withdrawal survey is administered on an ongoing basis to any student who withdraws from all courses. The survey is part of the withdrawal form and must be completed by the student in order for the request to be processed. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ We will increase participation in the alumni survey. To accomplish this, the Career Services Department is collaborating with the Office of Development to reach alumni via email. ▪ The College will continue to administer the graduate exit survey and to make improvements based on the feedback received. ▪ We will identify patterns as to why student withdraw from classes. ▪ We will develop strategies to reduce the number of students withdrawing completely from school. ▪ Using this data, we will identify strengths and weaknesses in the design of our academic programs. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Alumni survey ▪ Alumni survey results ▪ Graduate exit survey 			

- Graduate exit survey results
- Withdrawal survey
- [Withdrawal survey results](#)
- [Education Department completer survey](#)
- Education Department administrator survey

Item	1P18	O	The College has placed a number of processes and instruments into service since its 2001 self-study. These include nationally normed instruments, specialty accreditation standards, and state standards. CCSJ acknowledges a continuing opportunity to increase the scope of its assessment processes to include those courses, programs, and degrees that currently lack proper assessment capability. It may benefit from further institutionalization of a culture of assessment and the extension of proper assessment capability throughout the organization.
CCSJ Response			
<ul style="list-style-type: none"> ▪ We believe that the adoption of the various normed instruments noted above represent a positive step toward the establishment of a “culture of assessment.” ▪ Another step in this direction was taken with the full implementation of our new assessment plan over the course of the 2011-2012 academic year. 			
CCSJ Process			
See our System’s Portfolio			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ We must first complete the cycle of academic program reviews detailed in section 1P13 in a timely and effective manner. ▪ We must then demonstrate that the data and insights gained from these reviews contribute to sound decision-making pertaining to our roster of academic offerings. 			
Artifacts Available for Review			
Assessment plan template			

Item	1R1	O	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.
CCSJ Response			
<p>The College uses a variety of assessments to measure student learning in program majors. Examples include, but are not limited to: Praxis I; Praxis II; portfolios; rubrics; student teaching evaluations; interviews; project-based assessments; and a variety of formative and summative assessments.</p> <ul style="list-style-type: none"> ▪ The Education Department has established four benchmarks that teacher candidates must achieve in order to each to transition to the next phases of their preparation. Praxis I, a reading, writing, and math competency examination, is used for acceptance into the program. Praxis II assesses competence in 			

<p>content areas and is required for obtaining a teaching license. Evaluations using a rubric and aligned to national teaching standards are administered by cooperating and supervising teachers to assess student teachers' content knowledge and their ability to provide instruction. Interviews and electronic portfolios are aligned to professional teaching standards are used as an acceptance requirement for student teaching.</p> <ul style="list-style-type: none"> ▪ The English Department evaluates students' writing skills through the use of a portfolio. Based on COMPASS scores and portfolio assessments, students can advance to the next course level and can earn their way into an honors learning community. ▪ The Organization Management and Education Programs utilize an interview process to assess students' learning. ▪ The Public Safety Department engages external evaluators who assess project based assignments. ▪ The Management and Education Programs use standardized external assessments to assess performance against established learning outcomes.
<p>CCSJ Process</p> <ul style="list-style-type: none"> ▪ Each academic program has adopted benchmarks and timelines for their programmatic assessments.
<p>CCSJ Improvement Goal</p> <ul style="list-style-type: none"> ▪ Further develop a college-wide culture of assessment by identifying key performance indicators (KPIs), goals, and timelines. ▪ Demonstrate continuous improvements based on the results of these assessments.
<p>Artifacts Available for Review</p> <ul style="list-style-type: none"> ▪ Education Department's assessment timeline ▪ English Program's writing portfolio rubric ▪ Organization Management interview assessment ▪ Public Safety Program's external assessment ▪ Management Program's standardized assessment

Item	1R2b	OO	<p>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.</p>
CCSJ Response			
<p>The College's retention rates show signs of significant improvement.</p> <ul style="list-style-type: none"> ▪ We achieved a full-time freshman first semester to full-time freshman second semester retention rate of 84.5 percent in our Spring 2012 Semester. This result fell 5.5 percent short of our goal of 90 percent, but represented our highest F1-to-F2 retention rate in seven years. ▪ Our overall retention of full-time students enrolled in the Fall 2011 Semester to the Spring 2012 Semester was 84.2 percent, the highest level achieved in six years. ▪ We achieved a full-time freshman first semester to full-time sophomore first semester retention rate of 51.9 percent in our Fall 2011 Semester. This result fell significantly short of our goal of 70 percent. In analyzing these results, we identified a high number of students who were adversely impacted by a change in the Pell Grant Program. As a result of this change, a significant number of our students could not be awarded financial aid due to financial holds that could not be resolved through the use of payment plans. To address this concern, professional staff at the College have reached out to students with financial holds in a much more proactive manner than in past years. Additionally, status with respect to these financial holds is now addressed in senior 			

<p>staff meetings.</p> <ul style="list-style-type: none"> As of August 1, 2012, 59 percent of our full-time freshmen from the Fall 2011 Semester are registered for classes this coming Fall 2012 Semester. This F1-to-S1 retention rate already far surpasses the F1-to-S1 retention rates achieved in the prior three years. We anticipate that we will achieve our goal of 70 percent this year. Although we have yet to achieve our 6-year graduation rate goal of 45 percent, we continue to make progress. For the 6-year periods ending in 2006, 2007, and 2008, our 6-year graduation rates ranged from 7.1 percent to 18.2 percent. For the 6-year periods ending in 2009, 2010, and 2011, our 6-year graduation rates ranged from 23.1 percent to 32.1 percent. The 2008-2009 academic year is the last one for which we have comparative data pertaining to the two institutions of higher learning against which we compete most directly for students. Even though we have significantly higher percentages of students with known risk factors (i.e., Pell grant eligibility and minority status) and higher tuition and overall costs of attendance, our 32.1 percent 6-year graduation rate for that year surpassed Purdue University Calumet's performance of 31.0 percent and Indiana University Northwest's performance of 27.0 percent.
<p>CCSJ Process</p> <ul style="list-style-type: none"> A variety of changes have been adopted since the launch of our CORE Initiative. Since February 2011, these and other initiatives have been embedded in an annual planning document that is monitored and refined on an ongoing basis by our cross-functional Retention Committee.
<p>CCSJ Improvement Goal</p> <p>Our retention and persistence to graduation rates are embedded in the strategic plan approved by our Board of Trustees in November 2011:</p> <ul style="list-style-type: none"> Full-time F1-to-F2 retention of 90 percent; Full-time F1-to-S1 retention of 70 percent; and Full-time persistence-to-graduation within six years of 45 percent. <p>These goals were selected because they reflect national averages for all 4-year institutions of higher learning. Given the profile of our student body, we believe these goals to be challenging, but nonetheless achievable. Given our student profile, for instance, our "predicted" 6-year graduation rate is 36 percent.</p>
<p>Artifacts Available for Review</p> <ul style="list-style-type: none"> CCSJ Fact Book Retention plan

Item	1R2c	O	<p>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.</p>
CCSJ Response			
<p>In contrast to the NSSE and BCSSE tests, which both assess student self-perceptions, the Collegiate Assessment of Academic Proficiency (CAAP) is a battery of six standardized, nationally normed tests that assesses student achievement in essay writing, writing skills, mathematics, reading, critical thinking, and science. This particular battery of tests was chosen because it uses learning objectives common to many colleges and universities. Further, this common set of learning objectives corresponds well with our own undergraduate learning objectives.</p>			
CCSJ Process			

Because CAAP tests are designed to assess the effectiveness of an institution's General Education Program, most institutions of higher learning administer them at the end of the student's sophomore year. Instead, we administer the tests on two occasions: first, as part of our freshman orientation program; and, second, in our General Education capstone course, which students take in their junior year of study. This pre-test/post-test design yields two types of comparative data: first, student achievement from the student's freshman year to their junior year; and second, the mean levels of achievement recorded <i>vis-à-vis</i> the performances of students at other institutions of higher learning.
CCSJ Improvement Goal
This process is now institutionalized and serves the College well. Our goal is to continue to assess the effectiveness of our General Education Program.
Artifacts Available for Review
CCSJ Fact Book

Item	1R3	O	The College acknowledges it lacks a systematic approach to the gathering of academic program attained outcomes. There are limited performance results provided to demonstrate overall achievement of the PLOs or any measures on the degree to which students have acquired the knowledge and skills to succeed.
CCSJ Response			
<ul style="list-style-type: none"> ▪ With respect to the learning objectives that pertain to our General Education Program, see the response to 1R2c above. ▪ With respect to our undergraduate majors and our graduate programs, see the response to section 1P18 of our Systems Portfolio, which describes our new programmatic assessment process. Our assessment plan requires that all course learning objectives be mapped against their respective programmatic objectives. Benchmarking against comparable academic programs is required as well. ▪ As noted above, several initiatives launched over the course of the Spring 2012 Semester should provide additional information that can be used to assess the learning outcomes associated with our undergraduate majors and graduate programs. This includes the contracted reviews to be performed by The Center for Workforce Innovation, the experiential learning initiatives developed at our April 2012 Strategy Forum, and our plan to recruit advisory committees for each of our academic programs. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ With respect to our CAAP testing, see section 1R2c above. ▪ Our programmatic assessment process is detailed in our assessment plan. ▪ Our multi-year experiential learning campaign is just now being launched. A review of the literature has now been completed. A detailed strategy will be developed over the course of the upcoming year. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ With respect to our CAAP testing, we aspire to continuous improvement using the plan-do-check-act cycle espoused in the quality assessment literature. ▪ With respect to our programmatic assessment process, we intend to evaluate the process documented in our assessment plan now that a full assessment cycle has been completed for the initial phase. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Assessment plan template ▪ CWI assessment of programs 			

Item	1R4	OO	The College appears to lack a systematic process to track student accomplishments in graduate school or on the jobs. Although CCSJ is addressing this in part through development of an alumni survey, it is not evident from the portfolio that the College seeks other stakeholder input either for the expectations of those stakeholders or feedback as to how well those expectations are being met by its graduates.
CCSJ Response			
<ul style="list-style-type: none"> ▪ See our response to 1P17b, which addresses two alumni surveys now being used. ▪ See also the several sections above that address the contracted studies performed to date by The Center for Workforce Innovation, the experiential learning initiative developed at our April 2012 Strategy Forum, and our plan to recruit advisory committees for each of our academic programs. 			
CCSJ Process			
See section 1P17b above.			
CCSJ Improvement Goal			
Each of the above initiatives need to be brought to completion and then formally evaluated.			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Alumni survey instruments ▪ CWI external assessment of programs 			

Item	1R5	OO	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.
CCSJ Response			
<ul style="list-style-type: none"> ▪ As noted above in section 1P17b, several steps have been taken in this regard with respect to our Career Services Department. ▪ Data pertaining to our Student Success Center (previously known as the Tutoring Center) are documented in section 1P8 of our Systems Portfolio. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ See section 1P17b above. ▪ With respect to our Student Success Center, see section 1P8 of our Systems Portfolio. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ Since the Systems Portfolio was drafted, we started recording student contacts through our EMPOWER student management systems. Additional steps need to be taken with respect to the use of data pertaining to other student support services provided by the College. ▪ Enhance our use of data to identify areas needing improvement. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Survey instruments administered by the Career Services Department ▪ Systems Portfolio ▪ CCSJ Fact Book ▪ Sample student contract report 			

Item	1R6	O	CCSJ acknowledges the need to implement post-testing of the CAAP test. The College may wish to consider whether analysis of post test results could demonstrate the effectiveness of its General Education programs in improving student knowledge and performance in the CAAP test subject areas.
CCSJ Response			
In the Fall 2011 Semester, we had – for the first time – significant numbers of juniors who participated in our CAAP examinations who had taken the same battery of tests as freshman. Using <i>t</i> -tests of means, statistically significant positive results were achieved on four of the test or sub-test modules: (1) writing skills (.30 effect, $p < .05$), (2) writing skills usage/mechanics (.33 effect, $p < .05$), (3) mathematics (.30 effect, $p < .05$), and (4) critical thinking (.36, $p < .01$).			
CCSJ Process			
<ul style="list-style-type: none"> ▪ The results of CAAP tests are referred to a standing General Education Committee for analysis and action. Over the course of the last two years, the Committee has adopted rubrics tied to our undergraduate learning objectives that are applicable both to our General Education courses and to all of our majors as well. Additionally, significant steps have been taken toward the development of a writing-across-the-curriculum program. Further, the evaluation of incoming students' levels of writing ability has been significantly refined in order to ensure that each student is assigned to an English class that will best serve them early on in their college careers. Still further, the College's required science course have been totally revised in order to meet student needs. ▪ Additionally, individual results are shared with each freshman and junior who takes the CAAP suite of tests. A reflection paper addressing the test results is required in the General Education capstone course that all of our undergraduate students take in their junior year. 			
CCSJ Improvement Goal			
Continuous improvement has been adopted as our goal with respect to CAAP testing.			
Artifacts Available for Review			
2011 CAAP results summary			

Item	2P1b	O	The College views its Athletics Program and commitment to Social Justice as its two key non-instructional processes. While a detailed description is given of the history of the athletic program, the process design method to guide process owners and design teams on designing or redesigning processes through which significant stakeholders are served is not evident. As a result, non-instructional processes have not benefited from such a review and analysis, thereby increasing the risk that key objectives have not been established or linked to the needs and expectations of students and other stakeholders.
CCSJ Response			
With respect to our Athletic Program, we have adopted and abide by all policies and processes associated with our institutional membership in the National Association of Intercollegiate Athletics (NAIA). These policies and procedures pertain to institutional membership, the eligibility of student-athletes, recruitment standards, financial aid, reporting, and self-auditing. The NAIA's Champions of Character Program is particularly useful as a co-curricular assessment tool.			
CCSJ Process			
The processes through which the NAIA's objectives and requirements are pursued, monitored, and enforced are documented in the organization's various policy and procedure documents.			

CCSJ Improvement Goal
Although the College has adopted a policy and procedure documentation and audit regime, externally mandated policies and procedures, such as the NAIA's regime, are not yet included in the audit portion of this process. These policies and procedures will be incorporated into our internal auditing process over the course of the next year.
Artifacts Available for Review
NAIA policies and procedure documents

Item	2P2	O	It is not clear if a process exists for determining the objectives of non-instructional activities. Articulating the processes that are driven by students and other stakeholders may allow the College to evaluate and improve weak or underdeveloped processes.
CCSJ Response			
<ul style="list-style-type: none"> As was noted in our June 2011 Systems Portfolio, approximately half of our traditionally-aged undergraduate students are student-athletes. We view our Athletics Program as a co-curricular program. The learning objectives associated with the NAIA's Champions of Character Program mesh well with the learning objectives established for our undergraduate academic programs and include the following: integrity; respect; responsibility; sportsmanship; and servant leadership. Each of these values is further broken down into sub-standards in the Champions of Character Program. Additionally, processes have been established to ensure that our student-athletes progress with respect to these standards. This is accomplished, for instance, through an orientation program, the use of mentors, study tables, and the monitoring of attendance in all freshman learning community classes. With respect to our institutional commitment to social justice, all freshmen and transfer students are required to enroll in a class in Social Justice in their first semester at the College. This goes a long way toward arming them with the conceptual knowledge, vocabulary, and critical thinking skills needed to engage in discourse involving considerations of social justice. At the beginning of the 2011-2012 academic year, the College joined Indiana Campus Compact, an organization that promotes service-learning. As a result of this affiliation, GIVE, a new student led club, has been created. It will promote service-learning, servant leadership, and community engagement. In the Summer 2012, we created a Student Life Committee and directed it to develop goals and objectives pertinent to non-instructional student activities. 			
CCSJ Process			
<ul style="list-style-type: none"> The processes through which the NAIA's objectives and requirements are pursued, monitored, and enforced are documented in the organization's various policy and procedure documents. Our relationship with Campus Compact is contractual. Policies and procedures pertaining to student clubs are documented in our Student Handbook. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> With respect to our participation in the NAIA's Champions of Character Program, our goal is continuous improvement. A membership drive organized by GIVE will take place in the Fall 2012 semester. Planned activities include a scheduled service-learning fair in which students will be introduced to nonprofit organizations in the community. These co-curricular initiatives complement service-learning assignments in our Social Justice classes in which all of our undergraduate students are enrolled in their first semester at the College. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> NAIA policies and procedure documents Campus Compact contract 			

- [Student Planner/Handbook](#)

Item	2P3b	OO	CCSJ has implemented the Champions of Character Program to communicate the values expected of all student-athletes. It is not clear how the College communicates these values to non-athletes. Further, although the College discusses the activities in which it is involved to promote Social Justice, it is not evident how objectives of these activities are identified.
CCSJ Response			
<ul style="list-style-type: none"> ▪ Approximately half of our traditional undergraduates are student-athletes. The percentage of students to whom the NAIA’s Champions of Character Program applies is thus significant. The five standards associated with the Champions Character Program align well, however, with the seven student expectations that have long been in place for all of our students. Students are expected to: (1) treat all with dignity and respect; (2) refrain from the use of offensive, abusive language; (3) respect the property of all; (4) abide by all local, state, and federal laws while on campus or engaged in college-related activities; (5) conduct themselves in a manner that assures the safety of others; (6) not disrupt classes or impinge on students’ unhindered access to classes or other sources of information; and (7) refrain from the use of hate speech, physical and verbal abuse, and other provocative actions. These standards are published in a Student Handbook made available to all students electronically or via hard copy. These standards are also addressed in our freshmen and transfer student orientation programs. Procedures pertaining to the filing of complaints and the adjudication of these concerns are documented in our Student Handbook as well. ▪ With respect to social justice, the process involved in selecting and analyzing issues is theological reflection, a method that is well defined in the literature. (See Whitehead, James D. and Whitehead, Evelyn Eaton. <i>Method in Ministry: Theological Reflection and Christian Ministry</i>. Lanham, MD: Sheed & Ward, 1995; Killen Patrician O’Connell and DeBeer, John. <i>The Art of Theological Reflection</i>. New York, NY: The Crossroad Publishing Company, 2002; Kinast, Robert L. <i>Let Ministry Teach: A Guide to Theological Reflection</i>. Collegeville, MN: The Liturgical Press, 1996; and Kinast, Robert L. <i>What Are They Saying About Theological Reflection?</i> New York, NY: Paulist Press, 2000.) Community issues addressed over the course of the last year using this technique include a focus on at-risk families. This led to the sponsorship of a forum in partnership with Catholic Charities of the Gary Diocese and the Lake Area United Way in which community leaders were introduced to a best practice model called the Homebuilder Program. Institutional issues addressed in this manner over the course of the last year include our development of a response to the Department of Health and Human Services’ mandate concerning health insurance coverage for medical procedures disavowed by the Catholic Church. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ The processes through which the NAIA’s objectives and requirements are pursued, monitored, and enforced are documented in the organization’s various policy documents. ▪ The process of theological reflection, as articulated by the Whiteheads, involves the triangulated analysis of a pressing issue from three distinct perspectives: (a) the facts surrounding the situation or circumstance itself; (b) the secular literature or body of knowledge most pertinent to the concern (e.g., political, economic, cultural, organizational, managerial, sociological, legal, etc.); and (c) the religious or theological literature or teaching most pertinent to the concern. With respect to this third analytic dimension, the seven principles of Catholic social teaching are well documented: the life and dignity of the human person; the call to family, community, and participation; rights and responsibilities; the preferential “option” for the poor and vulnerable; the dignity of work and the rights of workers; subsidiary; solidarity; and care for God’s creation. All freshmen and transfer students are exposed to these principles in the Social Justice classes in which they enroll. Theological reflection guides the deliberations of our Social Justice Committee, which meets on a bi-weekly basis. 			
CCSJ Improvement Goal			

<ul style="list-style-type: none"> Our goal is continuous improvement. We are pleased with efforts with respect to our performance against the several standards and sub-standards associated with the NAIA's Champions of Character Program. Although we view the development of GIVE, a new student club, which is noted above in section 2P2, as a positive development, we need to involve students more directly in the deliberations of our Social Justice Committee. Efforts in this regard will be undertaken over the course of the next year.
Artifacts Available for Review
<ul style="list-style-type: none"> Agenda from our 2011 social justice conference Memorandum to employees concerning our health insurance policy and the HHS mandate Referenced texts

Item	2P4b	O	Although co-curricular and community activities are assessed by faculty and committees, it is unclear how data are collected relative to non-instructional process objectives and how reviews of the appropriateness and value of these objectives are conducted systematically.
CCSJ Response			
<ul style="list-style-type: none"> Data specified in the NAIA's Champions of Character Program are collected on an annual basis, scored against an established criterion, and submitted to the NAIA for review. Although social justice concerns fall within the seven broad principles documented in the response to item 2P3b above, data pertinent to any particular concern has to be developed using the second of the three perspectives noted above: an appropriate secular literature or body of knowledge (e.g., political, economic, cultural, organizational, managerial, sociological, legal, etc.). 			
CCSJ Process			
<ul style="list-style-type: none"> Processes pertaining to complaints or violations associated with an NAIA Champions of Character standard or substandard or with any of the seven expectations that apply to all students are well documented in the Student Handbook made available on an annual basis to all students. Violations involving student-athletes are documented and reported by our Athletics Department. Violations involving non-athletes are documented and reported by the Vice President for Academic Affairs. As noted above, data pertaining to our social justice initiatives are qualitative rather than quantitative in nature and hence specific to the external or internal issue being addressed. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> Our goal with respect to both of our "other distinguishing objectives" is continuous improvement. With regards to capturing non-instructional data, our goal is to document more accurately the number of students who participate in outreach activities and the number of hours they serve. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> Sample agenda from social justice conference The NAIA's Champions of Character documents 			

Item	2P5	OO	The College describes the supporting role of its athletics staff for student-athletes and how, since the inception of the Athletics Programs, it has increased enrollment of traditional students. Although the College made adjustments to reflect changing demographics, it is unclear if a process exists for incorporating faculty and staff needs with regard to non-instructional objectives. Without a systematic approach it may be difficult to align and integrate faculty and staff needs into the distinctive objectives design and improvement processes.
CCSJ Response			
Approximately half of our traditional undergraduates are student-athletes. The percentage of students to whom our NAIA's Champions of Character Program applies is thus significant. Our coaches, many of whom are part-time employees, are key stakeholders in our Athletics Program, which functions as a co-curricular program. The integrated design of the Champions of Character Program, the vast array of training materials and resource guides provided by virtue of our NAIA membership, and the scoring rubrics associated with the Program serve us well. In addition to requiring that all of our coaches are oriented to the NAIA's Champions of Character Program, refresher training is provided on an annual basis. Further, our Athletics Director and key support staff ensure ongoing compliance with NAIA standards.			
CCSJ Process			
The processes through which the NAIA's objectives and requirements are pursued, monitored, and enforced are documented in the organization's various policy documents.			
CCSJ Improvement Goal			
We aspire to continuous improvement in our implementation of the NAIA's Character of Champions Program.			
Artifacts Available for Review			
NAIA policies and procedures			

Item	2P6	OO	Accommodations involving academic concerns are processed through the Faculty Senate; however, it is not apparent how information about faculty and staff needs is identified or how that information is used in these decisions.
CCSJ Response			
With respect to our Athletics Program, policies pertaining to eligibility to compete, the grade point averages of our student-athletes, and class attendance are in place. Based on data gathered and analyzed as part of our CORE Initiative, freshman class attendance has been identified as a critical concern. As a result, weekly attendance is now tracked in our learning community courses in which all freshmen are enrolled. Attendance problems are flagged by staff in our Academic Support Department and assigned mentors intervene using techniques addressed in the formal training they receive each year. Further, aggregate attendance data are analyzed on an ongoing basis by our standing Retention Committee. Faculty serve on this committee as they do on all of our cross-functional planning committees.			
CCSJ Process			
<ul style="list-style-type: none"> ▪ Our Retention Committee meets on a bi-weekly basis. Each year, the Committee develops an annual planning document in which initiatives are linked both to goals and objectives included in the institution's strategic plan and to relevant AQIP categories as well. ▪ Weekly attendance reports are sent to stakeholders (faculty and staff mentors) who review attendance patterns in order to identify students who are at-risk of withdrawing or failing. Mentors and faculty intervene accordingly with those students. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ Our goal is continuous improvement in how we use information for improvement and in meeting student's needs. 			

Artifacts Available for Review
<ul style="list-style-type: none"> ▪ Retention plan ▪ Sample attendance report

Item	2R1	O	Although a number of measures were identified for use in tracking accomplishment of non-instructional objectives, it is not apparent that data, other than the data obtained from Athletics, are analyzed to any significant degree
CCSJ Response			
As is noted in the response to 2P6, attendance is tracked by professional staff in our Academic Support Department. An “early alert” process has long been in place as well. In the Spring 2012 Semester, this process was revised and now addresses a broader array of academic and behavioral issues. Additionally, alerts are now requested earlier in the semester. Further, the reporting process was converted from paper to an online process in the 2010-2011 academic year. Finally, copies of early alerts are provided to trained staff members who serve as mentors for our freshmen students. The data gathered are comprehensive, and are drawn from a variety of sources. Further, these processes are supported by professional staff assigned to this responsibility. Still further, our standing cross-functional Retention Committee monitors the overall results of these various initiatives, and this analysis informs the development of our annual retention plans.			
CCSJ Process			
See response to 2P6 above.			
CCSJ Improvement Goal			
See response to 2P6 above.			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Early alert form ▪ Attendance report 			

Item	2R2b	O	No results are reported for non-instructional objectives of students who do not participate in athletics. The College lacks evidence of how the athletic program impacts at-risk and underprepared students - a focus of its mission statement. The College may benefit by establishing performance measures appropriate to the majority of its students, who are non-athletes, to determine its results in attaining non-instructional objectives.
CCSJ Response			
Approximately half of our traditional undergraduates are student-athletes. The percentage of students to which this particular “distinctive objective” applies is thus significant. As is noted above in the response to 2R1, however, our attendance, mentoring, and early alert policies and procedures apply to all freshmen students as does the CORE Initiative, which was addressed in great detail in our Systems Portfolio.			
CCSJ Process			
See response to 2P6 above.			
CCSJ Improvement Goal			
See response to 2P6 above.			
Artifacts Available for Review			

- Attendance report
- Early alert form

Item	2R3a	OO	No comparative or competitive data are available to demonstrate how CCSJ's effectiveness in Accomplishing Other Distinctive Objectives compares with other higher education organizations or those outside of higher education
CCSJ Response			
<ul style="list-style-type: none"> ▪ With respect to our Athletics Program, our participation in the NAIA's Champions of Characters Program was motivated in large part by our desire to benchmark our performance against an external standard. In our view, comparative assessments can involve one or more of three kinds of measures: (a) against one's own performance over time; (b) against an external benchmark or standard; and (c) against other institutions. The Champions of Character scorecard fits into the second of these three categories (i.e., an external benchmark or standard). A score of 60 or higher qualifies a college or university as a Champion of Character institution. We achieved a score of 86 on our most recent scorecard, the highest score achieved by any institution located in the Chicago Area Athletic Conference. With respect to the co-curricular objectives associated with our Athletics Program, this is an entirely appropriate external standard. We continue to assess our performance against this benchmark on an annual basis. ▪ Since the issues we address in keeping with our commitment to social justice are so situation-specific, we have yet to determine how we might compare our performance with respect to this second "distinctive characteristic" to other institutions. Further reflection is required. 			
CCSJ Process			
The measurement and reporting processes associated with the NAIA's Champions of Character Program are included in the relevant NAIA documents.			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ Our goal is continuous improvement with respect to our participation in the NAIA's Champions of Character Program. ▪ With respect to our commitment to social justice, further reflection is required. This challenge will be incorporated into the deliberations of our Social Justice Committee, which meets on a bi-weekly basis. 			
Artifacts Available for Review			
NAIA policies and procedures			

Item	2R4b	O	Aside from the Athletic Program, the College lacks performance results to demonstrate how its other distinctive objectives strengthen the organization by enhancing its relationship with the community.
CCSJ Response			
<ul style="list-style-type: none"> ▪ As noted above, some of our social justice initiatives pertain to the community and some to internal issues. Although the feedback we receive on the social justice conferences we host each year is overwhelmingly positive, we have not yet identified a way to quantify the overall impact of our social justice initiatives on the broader community. Additional reflection in this regard is required. ▪ We have, however, entered into an agreement with our local United Way agency that will enable us to electronically monitor and track the number of service-learning hours performed by our students as well as the organizations for which this service is performed. It might thus be possible to solicit follow-up qualitative evaluations from these various organizational partners. 			
CCSJ Process			
The process is embedded in the website made available to us by Lake Area United Way (LAUW).			

CCSJ Improvement Goal			
<ul style="list-style-type: none"> With respect to our service-learning initiative, we intend to fully implement the online tracking system recently made available to us by LAUW. The follow-up qualitative assessment noted above will need to be developed as well. 			
Artifacts Available for Review			
Link to LAUW volunteer website			

Item	2I1b	OO	The improvement in student-athletes' academic achievement and the construction of a new building are described as improvements in this category. However, it is not clear if processes, data, and results have been identified and developed for continuous improvements.
CCSJ Response			
With respect to our building project, the processes involved were twofold: (a) a well-designed capital campaign; and (b) the construction project itself. Two types of summative data guided this effort: the amount of funds raised within the target time period; and the timely construction of the new facility according to specifications documented in our building plan. With respect to results, our fundraising goal was fully achieved within the specified timeframe, and the building project was completed in an efficient, timely, and effective manner.			
CCSJ Process			
An annual development plan is used to articulate our various fundraising initiatives, including the funding of our two most recent building projects. Specific initiatives are linked both to goals and objectives included in our strategic plan and to relevant AQIP categories. A Board Development Committee uses these same documents to monitor and assess our efforts in this regard. Building projects are monitored in weekly construction meetings that include the President, our Vice President for Facilities and Technology, our architect, representatives of the general contractor selected for the project, and key subcontractors as well. Our Vice President for Business and Finance and our Board Chairman are involved in these discussions on an as-needed basis as well.			
CCSJ Improvement Goal			
Our experience in our most recent capital campaign and construction projects will be used to inform future projects.			
Artifacts Available for Review			
<ul style="list-style-type: none"> Strategic plan Annual development plan 			

Item	2I2b	O	Although the culture of the College appears derived from its Catholic heritage based on responses to other aspects of the Systems Portfolio, the College does not describe how that heritage helps it to <i>select specific processes and targets</i> for its non-instructional objectives.
CCSJ Response			
Our mission commits us to the service of at-risk and underprepared students. Additionally, our recently revised undergraduate learning objectives commit us to a focus on the whole student (i.e., character development as well as the development of knowledge and skills). In keeping with these imperatives, the CORE Initiative extensively documented in our Systems Portfolio focuses on retention, persistence-to-graduation, and student learning. Further, our Champions of Character Program provides a co-curricular tool through which these objectives can be pursued for a substantial sub-population of our student body. We believe that these guiding principles, programs, and processes are logically linked and mutually supportive.			

CCSJ Process
A Catholic Identity workgroup has been established to further consider cultural implications associated with these initiatives.
CCSJ Improvement Goal
Our goal is continuous improvement in this regard.
Artifacts Available for Review
Catholic Identity Committee member list

Item	3P1b	O	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.
CCSJ Response			
<ul style="list-style-type: none"> As noted elsewhere in this document, the College’s AQIP Steering Committee focused on the development of an “experiential learning” campaign at a Strategy Forum hosted in April 2012 by the Higher Learning Commission. This multi-year effort will be implemented in stages. The first two stages have now been completed: (a) faculty were introduced to the initiative at a retreat held in May 2012; and (b) a review of the literature pertaining to experiential learning was conducted over the course of the next two months and best practices were identified. The College has engaged The Center for Workforce Innovation (CWI) to assess each of our undergraduate programs against emerging needs in the region’s economy. Reviews of the first two academic programs were completed over the course of the Spring 2012 Semester and are now being evaluated by their Program Directors. 			
CCSJ Process			
<ul style="list-style-type: none"> A series of AQIP action projects overseen by the College’s AQIP Steering Committee will be used to guide this effort. CWI reviews the program and course descriptions in our catalog and syllabi, which are available online, and compares these profiles to the kinds of jobs expected to emerge in the region’s economy over the course of the next decade as well as the kinds of knowledge, skills, abilities, and personal dispositions associated with these jobs. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> Our goal is to integrate experiential learning opportunities more fully into every undergraduate major. We intend to complete the external reviews of our undergraduate programs as rapidly as possible. This is a substantial effort, however, and may take some time. Based on our positive experience in the recent revision of the content and structure of our General Education Program, we estimate that it may take up to 3 years to fully implement. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> Summary of analyses developed at our April 2012 Strategy Forum Experiential learning literature review CWI external assessment of programs (1st two reports) 			

Item	3P3	OO	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.
CCSJ Response			
<p>The College works with various internal and external stakeholders in a variety of ways to address concerns and to any identify any actions that may be required. Examples include the following:</p> <ul style="list-style-type: none"> ▪ In the Spring 2012 Semester, our Coordinator of Community Services hosted a “world café” with students and employees in order to collect information regarding current and future community service opportunities. As a result of this forum, a number of service-learning and community service activities are being developed in partnership with a newly formed student club, GIVE. ▪ Our Education Department meets regularly with key stakeholders (i.e., local teachers, administrators, and cooperating and supervising teachers) to examine the changing needs of P-12 students and to make adjustments in our education curriculum in order to ensure that prospective teachers are fully prepared to meet those needs. ▪ Monthly College-wide forums are now conducted so that feedback on proposed initiatives and programs can be gathered and questions on a broad range of topics can be addressed. ▪ Administrators and counselors from our local middle and high schools now participate in luncheon meetings hosted by the College at which concerns of mutual interest are addressed. ▪ As part of the College’s experiential learning campaign, initial steps have been taken toward the eventual development of program-specific advisory committees on which employers and professionals from the community will serve. These committees will be asked to provide input on the designs and overall effectiveness of our academic programs. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ Series of AQIP action projects are being used in the case of our community service initiatives and in the case of our experiential learning initiative as well. ▪ The manner in which the various meetings initiated and hosted by our Education Department are pursued is governed by policies and procedures promulgated by NCATE and our state licensing agency. ▪ Our monthly College-wide open forums are scheduled through the President’s Office. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ With respect to our community service initiatives, we hope to identify a variety of opportunities that will be of interest to students. More specific goals and objectives will be articulated as this initiative further unfolds. ▪ Since our Education Department enjoys very positive and productive relationships with P-12 schools in our region, our goal with respect to these relationships is continuous improvement. ▪ With respect to our College-wide forums, we look for continuous improvement in the scores that pertain specifically to communications in our Baldrige-style survey, which is administered in December of each year. ▪ With respect to the luncheons we host for high school counselors and principals, our goal is to listen and respond to any needs expressed. ▪ As our “experiential learning” campaign continues to unfold, program-specific advisory committees will be formed. Under the overall guidance of our AQIP Steering Committee, we anticipate that this initiative will develop over the course of several years. As noted above, two steps in this direction have already been taken. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Community service website 			

- Baldrige-style survey instrument
- [High school initiatives letter to administrators](#)

Item	3P5b	O	Aside from its graduate programs, it is not apparent that a well-defined approach has been established to determine when to target new student and stakeholder groups and which ones to choose. Without such an approach, the College may miss opportunities to increase enrollment and bring its services and programs to individuals and communities in need.
CCSJ Response			
<p>The College employs a well-defined approach in selecting target schools and in identifying prospective students.</p> <ul style="list-style-type: none"> ▪ In the Spring 2011 Semester, the College’s cross-functional Enrollment Committee determined that a majority of our traditional students graduated from a relatively small number of local high schools. As a result, a “targeted recruitment” strategy was adopted and tested through the Summer of 2011. An initial set of seven targeted schools within a 50 mile radius of the College was identified. In keeping with the College’s strategic focus on at-risk and underprepared students, most of these schools are located in Northwest Indiana’s urban core and the southeast side of Chicago. Based on the positive results achieved in the first year of this effort, the number of schools “targeted” has since been expanded. ▪ An AQIP action project on “High School Initiatives” was developed to further strengthen our partnerships with certain local high schools. Administrators and counselors from these schools were invited to attend a focus group on building collaborative relationships. The topics addressed included dual credit, sporting events, and the use of faculty as guest speakers at local high schools. ▪ In the Spring of 2012, Calumet College of St. Joseph collaborated with two other institutions of higher learning, a community foundation, and representatives from local P-12 school systems in the development of a grant proposal designed to promote the success of Latino students. Our METAS Initiative grant proposal is now pending with the Lumina Foundation. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ The College’s “targeted schools” strategy is being led by our Enrollment Management Office. This effort is monitored in biweekly meetings of the College’s cross-functional Enrollment Planning team, which receives updates on progress, analyzes outcomes, establishes benchmarks and timelines, and adjusts the College’s annual enrollment plan on an as-needed basis. ▪ The several partners pursuing the METAS Initiative meet on a bi-weekly basis to articulate goals, strategies, and outcomes designed to increase the number of Latino students from the region who enter and complete college. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ The College’s ultimate goal is to increase the number of students from “targeted” communities who enroll, succeed in their studies, and move on to satisfying and productive careers and lives. ▪ In keeping with the first objective under goal I of our strategic plan (i.e., to position the College as an exemplary “focused low-cost” provider of undergraduate programs targeted to the urban communities of Northwest Indiana and Northeast Illinois), we aspire to continuous improvement in our recruitment of students from local high schools. We have already had considerable success in this regard. In the 2011-2012 academic year, the Hispanic proportion of our traditional undergraduate student topped 30 percent for the first time. In the Spring 2012 Semester, the College was formally recognized by the federal government as Indiana’s sole “Latino-serving institution.” ▪ The College is fully prepared to pursue the several opportunities documented in the METAS proposal submitted to the Lumina Foundation as soon as a positive response is received. 			
Artifacts Available for Review			

- [Annual enrollment planning document](#)
- [High school initiative PowerPoint](#)
- [Latino grant proposal](#)

Item	3P6b	OO	<p>Although there is a process in place to handle student complaints, it is unclear how complaint data are analyzed to identify development of widespread issues. As a result, the College may be limited in its ability to recover from complaints and to use complaint data to identify changing needs and requirements. Additionally, there does not appear to be a process in place to handle complaints from other stakeholder groups. The College may benefit from establishing a structured approach to better serve these stakeholders and to more fully attain the mission of the College.</p>
CCSJ Response			
<ul style="list-style-type: none"> ▪ The College receives very few formal complaints. Fewer than 30 have been received in each of the past four academic years, and most of these have involved grades, financial aid, or course schedules, objective concerns largely governed by clearly documented policies and procedures. In fact, faculty and staff at Calumet College of St. Joseph are quite effective in addressing student complaints at the lowest possible level of the organization. For instance, mentors reach out proactively to all freshmen in order to quickly identify any concerns they might have. ▪ More formal and systematic assessments of student perceptions are administered as well, including the NSSE survey, which is directed to freshmen and seniors every two years. As detailed in section 3R3 of our Systems Portfolio, we consistently outscore our Carnegie-peer institutions with respect to perceptions of students' relationships with faculty, administrative and support personnel, and academic advisors. ▪ The Dean of Students position was re-established as part of the substantial reorganization undertaken in January 2011. This provides an additional institutional point of contact for students who have concerns of one kind or another. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ The College's formal complaint process is documented in the Student Handbook to which all freshmen and transfer students are introduced in their formal orientation programs. The Student Handbook is also available online. Free hard copies are available in the College's Bookstore as well. ▪ Recurring or systematic concerns identified by mentors are gathered by professional staff in our Academic Support Office, the organizational unit of the College that oversees the work of our mentors. These concerns are then brought to the biweekly meetings of our cross-functional Retention Committee for further consideration. ▪ The NSSE survey is administered on a biannual basis in keeping with protocols provided by the vendor. 			
CCSJ Improvement Goal			
Given the fact that our performance in this regard is quite good, our goal is continuous improvement.			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Student Planner/Handbook ▪ CCSJ Fact Book 			

Item	3R3b	O	NSSE Survey results for Freshman have been declining for all questions shown. In addition, Freshman results are below the peer group for Relationship with Faculty Members and Quality of Academic Advising. The latter may be of concern following the implementation of face-to-face mentoring during the first year.
CCSJ Response			
It seems that the several charts presented on pages 42 and 43 of our Systems Portfolio may have been misinterpreted. The blue bars represent the scores reported by our freshmen and the green bars represent the scores reported by freshmen at our Carnegie-peer institutions. In fact, the perceptions reported by our freshmen are consistently more positive than the perceptions reported at peer institutions. The perceptions reported by our seniors are consistently much more positive than the perceptions reported by seniors at peer institutions.			
CCSJ Process			
The NSSE survey is administered on a biannual basis in keeping with protocol provided by the vendor.			
CCSJ Improvement Goal			
Given our positive performance vis-à-vis our Carnegie-peer institutions, our goal is continuous improvement.			
Artifacts Available for Review			
CCSJ Fact Book			

Item	3R3c	OO	The College relies primarily on satisfaction measures to understand its performance results in this category. The College may benefit by identifying and collecting other types of data to better understand its progress with its relationship with students and other stakeholders.
CCSJ Response			
<ul style="list-style-type: none"> ▪ Our most important indicator of student satisfaction is retention. As detailed in goal III of our strategic plan, the first chapter of our Systems Portfolio, and the responses to reviewers concerns pertaining to student learning noted above, retention is viewed as a strategic concern and a top priority by all members of the College family. ▪ In addition to the NSSE survey, the College uses two instruments to assess the status of its relationships with students: (a) course withdrawals are documented and reviewed by staff in our Academic Advising Office; and (b) a graduate exit survey is conducted and the results are reviewed by the College's cross-functional Retention Committee. ▪ Our assessment process pertaining to external relationships is anecdotal for the most part. That being said, all of the indications we have received in recent years point to high levels of satisfaction. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ As detailed in section 1R2b above, steady progress is being demonstrated with respect to student retention. Our specific goals outlined in the plan allow for continuous improvement. ▪ We have yet to take significant steps toward the development of formal measures of satisfaction with the College among community stakeholders. Our goal, therefore, is to identify a more systematic way to assess our performance in this regard. 			
CCSJ Process			
The College's cross-functional Retention Committee is charged with the lead responsibility pertaining both to student retention and student satisfaction. The Committee meets on a biweekly basis. It monitors performance, gathers and assesses relevant data, develops an annual plan, and makes adjustments to these plans on an as-needed basis.			

Artifacts Available for Review
<ul style="list-style-type: none"> ▪ CCSJ Fact Book ▪ Course withdrawal form ▪ Graduate exit survey ▪ Annual retention plan

Item	3R5	O	Limited results are available to demonstrate the effectiveness of the processes and activities used to build relationships with stakeholders.
CCSJ Response			
<ul style="list-style-type: none"> ▪ We have not yet determined how best to measure our global performance in this regard. As noted below, our efforts to date pertain to specific stakeholder groups. ▪ Our donor community represents one of our most important stakeholder groups. A \$7 million capital campaign was launched in September 2006. Despite the onset of the deepest economic downturn in the country since the 1930's, our "Changing Lives—Growing the Vision" Campaign was successfully concluded in September 2011 ▪ As noted in section 9P4, the portion of our development strategy focused on contractors and vendors was significantly revised in advance of our 2012 Board of Trustees Gala. Our contributions increased significantly as a result. ▪ Since our Systems Portfolio was drafted, several initiatives have been pursued In keeping with the first objective under goal VIII of our strategic plan (i.e., We will identify new ways in which to engage our alumni, in the ongoing development of Calumet College of St. Joseph): (a) new bylaws for our Alumni Association have been drafted; (b) a nominating committee was formed and a slate of candidates was nominated to serve on a newly-reconstituted Alumni Association Board; (c) a Facebook page dedicated to alumni has been developed; and (d) Wavelength, an alumni magazine has been published. ▪ At an AQIP Strategy Forum attended by members of our AQIP Steering Committee in April 2012, we committed to a 3-year initiative in which we will work to strengthen linkages between our academic programs and the requirements of the workplace through the use of experiential learning strategies of various kinds. As part of this effort, advisory committees comprised of professional and other external parties, will be established for all of our academic programs. Best practices are now being examined. We anticipate that a detailed plan in this regard will be developed over the course of the Fall 2012 Semester. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ As the reviewers note, our assessment process pertaining to non-student stakeholders has been largely anecdotal. That being said, all of the indications we have received in recent years point to high levels of satisfaction. ▪ All fundraising activities are processed through our Development Department. An annual development planning process was adopted in January 2011. Our second annual development plan was drafted in January 2012. ▪ Our experiential learning campaign will be pursued in a series of AQIP action projects. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ Our immediate goal is to benchmark best practices pertaining to the measurement of stakeholder satisfaction. ▪ Through the various activities documented in our annual development plan, we hope to achieve our goals pertaining to vendor contributions to our Trustees Gala. ▪ Our newly constituted Alumni Association Board should be in place by October 2012. 			

<ul style="list-style-type: none"> ▪ Through the various activities documented in our annual development plan, we hope to increase alumni contributions to our annual development campaign. ▪ Based on our successful experience in revising our General Education Program, we anticipate that our experiential learning campaign will take up to 3 years to fully implement. Over the course of the Fall 2012 Semester, we will develop a detailed plan based on the benchmarking study that has already been completed.
Artifacts Available for Review
<ul style="list-style-type: none"> ▪ Alumni Wave magazine

Item	312	O	The College's development of an infrastructure to support process improvement is in transition due to a change in Presidents. Although an effort to support processes and improve performances is noted, an opportunity exists to develop systematic processes to track and monitor these results, thereby allowing the College to continue along its path of continuous improvement.
CCSJ Response			
<p>In our view, the cultural changes pursued beginning in January 2011 are now substantially under way. Concrete evidence to this effect includes the following.</p> <ul style="list-style-type: none"> ▪ The institutional reorganization launched in January 2011, which created our Academic Support Office and reestablished the position of Dean of Students, has now been fully implemented. ▪ The College's senior staff has been expanded and its biweekly meetings are now organized around eight annual planning documents, including the College's retention plan and student life plan. ▪ Our cross-functional Retention Committee, which began its work in January 2011, is now well-established. The Committee is now working on its second annual planning document. ▪ Using a well-respected conceptual model, a strategic planning process was launched July 2011. It culminated in the formal adoption of a new strategic plan in November 2011. ▪ A CCSJ Fact Book, a tool in which critical data is presented for use by all decision-makers at the College, has now been developed. 			
CCSJ Improvement Goal			
We have put a number of structures in place that we are hopeful will change the culture of assessment.			
CCSJ Process			
This concern pertains to culture change and is not a process <i>per se</i> .			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Assessment Timeline for the college ▪ Organization chart ▪ Senior staff meeting agendas ▪ Annual planning documents ▪ 2012 Strategic plan update ▪ CCSJ Fact Book 			

Item	4P1	O	It is not clear how job descriptions are developed to identify the specific credentials, skills, and knowledge required by faculty, staff, and administrators.
CCSJ Response			
On June 11, 2011, a policy and procedure document (HR 3.1) that codifies our existing approach to non-faculty job descriptions was approved and posted to our website. An employee appraisal process has been established and implemented to improve performance and morale. This process is conducted quarterly each year and is conversation rich and document light. An emphasis on job description is part of the process.			
CCSJ Process			
<ul style="list-style-type: none"> • See HR 3.1 (Job Descriptions). • See HR 15.1 (Performance Management System) 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> • Our existing procedure does not formally require the precise stipulation of the knowledge, skills, abilities, and dispositions associated with each job. This will require the development of a job requirements list to complement each of our job descriptions. As a preliminary step in this direction, all non-faculty jobs were categorized into eight distinct job classes in February 2012: clerical support; technical/administrative support; professional level III; professional level II; professional level I; management (director); management (senior level II); and management (senior level I). This undertaking is in keeping with the first objective included under goal VIII of our strategic plan, which was adopted in November 2011: “We will examine the integrity and effectiveness of the College’s salary structures and develop and pursue initiatives designed to address any concerns that are identified.” Because of budget considerations, further action pertaining to this revised job classification and pay structure has been deferred until mid-September 2012. Based on a best practices model that has already been identified, individual job descriptions will be revised to reflect the knowledge, skills, abilities, and personal dispositions associated with each of the eight job classifications. HR 3.1 will then be revised to reflect the new, more comprehensive approach and will be subject to regularly scheduled audits. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ HR 3.1 (Job Descriptions) ▪ 2012 Strategic plan overview ▪ HR 15.1 (Performance Appraisal System) 			

Item	4P2	O	There does not appear to be a well-defined and documented recruiting and hiring process designed to identify high performing individuals who possess the necessary skills to succeed as candidates for positions that open. It is unclear how organizational values are integrated into recruiting and hiring. A clearly defined process for recruiting and hiring may help CCSJ identify individuals who would be a good fit in the organizational culture and enhance the opportunity for success and long-term retention.
CCSJ Response			
On May 24, 2012, a policy and procedure document (HR 1.2) that codifies our existing approach to our non-faculty hiring process was approved and posted to our website. This document was developed by our cross-functional Human Resources Committee and reviewed by senior staff prior to final adoption.			
CCSJ Process			
See HR 1.2 (Non-Faculty New Hire Process)			
CCSJ Improvement Goal			

- We believe that the process documented in HR 1.2 serves us well. That being said, the reviewers’ assessment includes a reference to “organizational values.” These kinds of values are not specifically addressed in our recently adopted policy and procedure document. It must be noted, however, that “organizational fit” is a critical criteria embedded in step 3 of our job posting process: “Before interviews are conducted, the Manager will consult the Vice President, once they decide who they want to interview. The Manager will discuss candidates with the Vice President before proceeding to interviews.” It is also embedded in step 1 of the appointment process: “With the approval of the appropriate Vice President, an offer of employment will be made to the candidate.” Both of these processes are included in our policy and procedure document HR 1.2.
- Like all of our policy and procedure documents, this process will be assessed and audited on a regularly scheduled basis.

Artifacts Available for Review

[HR 1.2 \(Non-Faculty New Hire Process\)](#)

Item	4P3	O	It is not clear what processes are used to hire and retain employees and plan for changes in personnel. The Portfolio states that a standardized hiring process is used but the steps in that process are not described.
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CCSJ Response

See responses to 4P1 and 4P2 above.

CCSJ Process

See policy and procedure document HR 3.1 (Job Descriptions) and HR 1.2 (Non-Faculty New Hire Process)

CCSJ Improvement Goal

See responses to 4P1 and 4P2 above.

Artifacts Available for Review

- [HR 3.1 \(Job Descriptions\)](#)
- [HR 1.2 \(Non-Faculty New Hire Process\)](#)

Item	4P5	O	Although the College now develops an annual human resources plan, it is not evident from the portfolio that the College proactively plans for personnel changes. As departures can occur unexpectedly at all levels, the College may wish to consider a more proactive approach to address personnel changes.
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CCSJ Response

- A significant reorganization that was launched in January 2011 is documented in section 8P8. This followed the perceived need to realign our human resources and reporting responsibilities in order to better support our annual planning processes.
- On July 1, 2011, the Vice President for Academic Affairs (VPAA) assumed an additional job title: Chief Operating Officer (COO). This followed the addition of several critical areas of responsibility to the VPAA’s portfolio, including Academic Support Services, Enrollment Management, Academic Advising, the Registrar, and Career Services. Reflecting a renewed appreciation for the importance of succession preparedness, our new Chief Operating Officer is also engaged in key governance matters that might appear – on the surface – to extend beyond her immediate scope of work. This includes all meetings of our full Board of Trustees and the Board’s Finance and Investments Committee. To support our COO in this broader scope of work, a new Associate Vice President for Academic Affairs position was created and staffed as well. This position is designed as an “alter ego” position, which means that the incumbent is engaged in all significant activities that fall under the COO’s scope of work other than Board responsibilities.

<ul style="list-style-type: none"> ▪
CCSJ Process
The annual tactical planning processes adopted in January 2011, which are described in sections 6 and 7, have contributed in a significant and positive way to our readiness to deal with sudden losses of key employees. The use of standing cross-functional teams to address concerns proactively rather than reactively means that institutional knowledge about our most critical work processes is now extended much more broadly than it had been previously. Our AQIP action projects have served this same purpose as well. Together, these processes represent a major step forward for the College.
CCSJ Improvement Goal
The changes noted above were dramatic and culturally impactful. They have served us well. At this point, we are 12 to 18 months into these various changes, and we continue to evaluate them on an ongoing basis. No additional changes are anticipated at this time, however.
Artifacts Available for Review
<ul style="list-style-type: none"> ▪ Organization chart ▪ Annual planning documents

Item	4P6	O	It is not clear what work processes and activities are in place to contribute to high performance, innovation, empowerment, organizational learning, and skills sharing. The College identified this as an opportunity that has resulted in an AQIP Action Project.
CCSJ Response			
<ul style="list-style-type: none"> ▪ Our policy and procedure document initiative, which was undertaken in the Fall of 2010, is described in our response to section 6P4-5. ▪ Our use of cross-functional teams to develop, monitor, and assess objectives documented in our eight annual tactical planning documents is described in sections 6P2, 6R1, 7PIb, and 8P1. Innovation, employee empowerment, and organizational learning are recognized among the chief advantages associated with cross-functional teams in the Organizational Behavior literature, which is why this decision-making model and planning process was adopted. ▪ Our AQIP action projects serve this same purpose. Whereas our standing cross-functional teams focus on ongoing or cyclical activities of a critical nature, our AQIP action projects are used to address significant cross-functional challenges for which the plan-do-check-act cycle is appropriate. 			
CCSJ Process			
See our responses to sections 6, 7 and 8. These changes are now fully embedded into our culture and our way of doing business.			
CCSJ Improvement Goal			
We are delighted with the progress made with respect to these initiatives. Our goal at this point is to sustain these efforts and to glean as much organizational learning as we can from them. In order to accomplish this, the agendas of our bi-weekly senior staff meetings are organized around our several tactical planning documents.			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Policy and procedure documents ▪ Annual planning documents ▪ AQIP action projects document 			

Item	4P7	O	The College appears to lack a systematic and explicit approach to communicate and monitor ethical expectations and compliance. Given the heritage of the College, this is an important opportunity for improvement.
CCSJ Response			
<ul style="list-style-type: none"> ▪ As part of our ongoing organizational change initiative, a consultant was engaged in January 2012 to conduct 12 distinct training sessions over the course of the year. The individual topics included in the series were selected by our Human Resources Committee based on feedback received from employees on the Baldrige-style survey that is administered annually. Each session is repeated so that so that all employees are provided with an opportunity to attend. Attendance is required for all non-faculty members and optional for faculty members. The series includes a session on business ethics. ▪ Ethics and our commitment to the development of a service culture are addressed in our new staff orientation, which is scheduled at the beginning of each semester. All new employees, including all new full-time and adjunct faculty members, participate in these sessions. ▪ Employee perceptions pertaining to ethics are addressed in our annual Baldrige-style survey, which is now conducted in early December of each year. The results are discussed in both our senior staff meetings and in our Human Resources Committee meetings as well. ▪ As provided for in our annual human resources plan, our Human Resources Committee completed an update of our Employee Handbook on March 12, 2012. The various changes included in the document were reviewed by members of our senior staff as well. The draft is now ready for review by the Governance Committee of our Board of Trustees. The revised Handbook addresses a broad range of ethical issues, including employee harassment, the use of human subjects, the use and maintenance of College property, computer use and social media, gift acceptance, political activities, drug and alcohol use, unauthorized solicitations, and problem resolution. As is our practice, a copy will be provided to all employees once the document is approved by the full Board of Trustees. Requirements included in our Employee Handbook are addressed in our new employee orientation sessions. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ As noted in our Systems Portfolio, significant steps have been taken in recent years to ensure that appropriate separations in duties are provided for in work processes involving revenues and expenditures. Appropriate policy and procedure documents are now in place (e.g., BF 3.1, BF 4.1, BF 7.1, BF 11.1, BF 13.1, and BF 14.1). Together, they provide a foundation for our regularly scheduled operational audits. ▪ Approved policies and procedures have been implemented and are available on our website. 			
CCSJ Improvement Goal			
We have long believed that we are an ethical institution. We feel that the steps noted above now provide us with greater assurance in this regard.			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Draft CCSJ Employee Handbook ▪ Baldrige-style survey instrument and results ▪ Business and Finance policy and procedure documents ▪ BF 3.1 (Grant Accounting Process and Procedure) ▪ BF 4.1 (Daily Business Office Close and Integration Process) ▪ BF 7.1 (Payroll Processing) ▪ BF 11.1 (Purchase of Goods and Services) ▪ BF 13.1 (Employee Travel/Expense Reimbursement Process) ▪ BF 14.1 (Use and Monthly Reconciliation of College Issued Credit Cards) 			

Item	4P8	O	Although the College provides faculty with pertinent professional development opportunities, it is unclear what process is in place that determines training needs for part-time employees. In addition, it is not apparent how either full or part-time employee training needs are aligned with short-and long-range organizational plans,
CCSJ Response			
<ul style="list-style-type: none"> ▪ In Fall 2011, the orientation session provided for new employees was expanded to include all adjunct instructors. The scope of the training was dramatically expanded as well. A separate, more abbreviated orientation program for new adjuncts had previously been provided at the start of each academic year. As a result, we believe that our adjuncts are now more fully aware of the many resources that the College stands ready to provide for them. ▪ In our Systems Portfolio, we noted that we were exploring the development of an online training course for new adjunct instructors who teach in two new online programs. We have since required that all full-time and adjunct instructors who teach in these programs complete an online course in online instruction that is provided by <i>The Learning House</i>, the provider with whom we have partnered in support of our two online programs. A team commissioned by the Higher Learning Commission that reviewed our efforts in April and May 2011 gave the College high marks for our accomplishments in this regard. ▪ A new performance management system was launched in August 2011. All part-time non-faculty employees are included in this process. It includes an individualized professional development component, which is documented in HR 15.1, a policy and procedure document which was formally adopted on July 28, 2011. As provided for in HR 15.1, this aspect of our performance management system will be fully implemented in August and September 2012 as a part of the closeout of our current performance appraisal year. 			
CCSJ Process			
See HR 15.1 (Performance Management System)			
CCSJ Improvement Goal			
With respect to our individual development planning process, our next step will be to review its use and effectiveness. Our Human Resources Committee will be charged with this task at the conclusion of the first cycle for our new performance management system.			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Orientation program agenda ▪ HR 15.1 (Performance Management System) 			

Item	4P9	OO	The College provides no evidence of a process that reinforces continuous professional development training for all employees (faculty, staff, and administrators).
CCSJ Response			
<ul style="list-style-type: none"> ▪ The faculty self-assessment evaluation, which was revised in 2008, provides for the documentation of all professional development activities on an annual basis. Further, these activities are included in the evaluation criteria used for both tenure and promotion. ▪ See section 4P7 above pertaining to the professional development workshops provided for employees beginning in January 2012. ▪ See section 4P8 above pertaining to the individual development planning process adopted in August 2011 as part of our new performance management system. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ See Faculty Handbook. 			

<ul style="list-style-type: none"> See HR 15.1 (Performance Management System)
CCSJ Improvement Goal
All of the processes described above will be evaluated over the course of the next year.
Artifacts Available for Review
<ul style="list-style-type: none"> Faculty Handbook HR 15.1 (Performance Management System)

Item	4P10	O	Although, CCSJ regularly evaluates faculty and staff, it is unclear how the College aligns its performance evaluation system with its objectives for both instructional and non-instructional programs and services.
CCSJ Response			
<ul style="list-style-type: none"> Our primary vehicle for promoting this kind of alignment is our program assessment process, which addresses all of the above issues with one exception: instructional effectiveness. With respect to non-faculty, the strategic plan adopted in November 2011 and the eight cross-functional annual planning documents developed beginning in February 2011 provide points of reference that complement our use of job descriptions in the three discussions that are now required as part of the performance management process adopted in July 2011. 			
CCSJ Process			
<ul style="list-style-type: none"> Our programmatic assessment process is described in our assessment plan. Our performance appraisal process is described in our policy and procedure document HR 15.1 (Performance Management System). 			
CCSJ Improvement Goal			
Faculty's goal is to revise the current student course evaluation form to focus on the effectiveness of instruction and learning instead of satisfactory with the instructor. The revision will be initiated by the Faculty Affairs committee and presented to Senate for final approval.			
Artifacts Available for Review			
<ul style="list-style-type: none"> Assessment plan HR 15.1 (Performance Management System) 			

Item	4P11	O	While the College provides information regarding compensation for faculty and a recent assessment of their pay, it does not provide these details for non-faculty. CCSJ recognizes this as an opportunity.
CCSJ Response			
<p>In February 2012, a preliminary step was taken in response to our reviewers' feedback. This step was also in keeping with the first objective under goal IX of our strategic plan, which was adopted in November 2011: "We will examine the integrity and effectiveness of the College's salary structures and develop and pursue initiatives designed to address any concerns that are identified." We are actively exploring the pros and cons associated with the adoption of a step-and-grade pay system for our non-faculty positions. As is noted above to the response to item 4P1, all non-faculty jobs have now been categorized into eight distinct job classes: clerical support; technical/administrative support; professional level III; professional level II; professional level I; management (director); management (senior level II); and management (senior level I). Because of budget considerations, further action pertaining to this revised job classification and pay structure has been deferred until mid-September 2012. When we move forward on this initiative, a best practices model that has already been</p>			

identified will be employed. Individual job descriptions will be revised to reflect the knowledge, skills, abilities, and personal dispositions associated with each of the eight job classifications, and our policy and procedure document HR 3.1 will then be revised to reflect our new, more rational and comprehensive approach, which will be subject to regularly scheduled audits.
CCSJ Process
This process is now being developed.
CCSJ Improvement Goal
We hope to improve the pay system we use for non-faculty employees.
Artifacts Available for Review
IPEDs for HR

Item	4P12	O	The College acknowledges that it has not developed and implemented a method to determine the key drivers of faculty and staff motivation limiting its ability to make decisions regarding workforce related issues with an understanding of the factors that are most important to the workforce. Without this determination, CCSJ may select courses of action that do not provide the best opportunity to achieve desired outcomes and unintentionally miss creating a workforce focus due to a lack of understanding of and appreciation for the key drivers.
CCSJ Response			
<ul style="list-style-type: none"> ▪ The Baldrige-style survey described in section 4R2 of our Systems Portfolio is the primary vehicle we employ for assessing employee morale. Our 47-question instrument covers a broad range of issues. The survey is administered on an annual basis. The results are shared with all employees. In January 2012, our newly appointed President held an open session to which all employees were invited. The results from our December 2011 survey were reviewed. The President noted categories in which high scores were recorded, categories in which low scores were recorded, categories in which a broad distribution of scores were recorded, and categories that had experienced significant change since the last time the survey was administered. He then invited input. The session was well-attended. Additionally, the President met with each non-academic department over the course of the next month for small group discussions pertaining to the results. Additionally, the results were discussed in a senior staff meeting and referred to the institution’s Human Resources Committee for further review. ▪ Monthly open question-and-answer sessions with the President were launched in January 2012. This provides an additional opportunity for employees to share their concerns. ▪ As noted above in the response to section 4P8, a new performance management system was launched in August 2011. As provided for in our policy and procedure document HR 15.1, all supervisors are now required to have formal one-on-one discussions with their subordinate employees at least three times each year. Training pertaining to these sessions, which included role-playing, was provided for all supervisors before the new process was launched. 			
CCSJ Process			
Our performance appraisal process is described in policy and procedure document HR 15.1 (Performance Management System). The next administration of our survey will take place in early December 2012			
CCSJ Improvement Goal			
We aspire to higher scores in the annual administration of our Baldrige-style survey, especially as they pertain to our employees’ assessments of communications, performance assessment, training, and pay structure.			
Artifacts Available for Review			

HR 15.1 (Performance Management System)

Item	4R3	O	Although the College uses credit hours per position and expenses per credit hour as metrics of efficiency, it is not clear if there are measures to indicate the productivity and effectiveness of faculty, staff, and administrators in helping to achieve CCSJ's Strategic Plan.
CCSJ Response			
<p>We did not have a strategic plan in place when our Systems Portfolio was developed in late 2010 and early 2011. As detailed in the response to section 7P3 below, this process was not launched until July 2011 and concluded with the adoption of a 2-year strategic plan by our Board of Trustees in November 2011. Using the <i>Competitive Forces Model</i> developed by Michael E. Porter, the College aspires to leadership as a “focused low-cost” provider of undergraduate programs. The efficient use of our various human and material resources is critical to assessing our performance in this regard. The efficiency ratios included in our Systems Portfolio thus remain relevant. These measures must be counter-balanced, however, by the various measures of learning, retention, and persistence-to-graduation addressed in chapter one of our Systems Portfolio: Helping Student Learn.</p>			
CCSJ Process			
Not applicable. This is not a process <i>per se</i> .			
CCSJ Improvement Goal			
The measures employed in our Systems Portfolio have now been updated and included in a CCSJ Fact Book that will be revised on an annual basis. A new AQIP action project team will be directed to critique and update the data included in our Fact Book in September 2012. We anticipate that our measures of performance will be further revised and that a particular focus of this effort will involve the identification of comparative data.			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Strategic plan ▪ CCSJ Fact Book 			

Item	4R4	OO	The College provides little comparative data to determine how its results in Valuing People compare to peer institutions.
CCSJ Response			
<ul style="list-style-type: none"> ▪ In advance of the Strategy Forum in which members of our AQIP Steering Committee participated in April 2012, all of our employees were invited to participate in an electronic “climate survey.” Like the instrument we use to assess morale internally, the Higher Learning Commission’s instrument is based on the criteria of the Malcolm Baldrige National Quality Award. It thus provided a good opportunity to assess changes in morale since we last administered our own instrument at the end of 2011. We were pleased to learn that our scores on the Higher Learning Commission’s survey exceeded all of the means reported for the 16 institutions that participated in the Strategy Forum. Further, we were among the top five institutions in six of the sixteen categories addressed in the survey: conflict resolution; culture management; institution focus; goal clarity; identification with the institution; and stakeholder identification. ▪ Although the Baldrige-style survey we administer to all employees each year does not compare our performances to those of other institutions <i>per se</i>, it captures changes in our scores from one time period to the next. In general, we do not believe that the AQIP criteria sufficiently value this kind of comparative data. In fact, detailed comparisons to an institution’s own performance over time can be incredibly helpful. 			
CCSJ Process			

Not applicable. This is not a process <i>per se</i> .
CCSJ Improvement Goal
As is noted above in the response to 4P12, we aspire to higher scores in the annual administration of our Baldrige-style survey, especially as they pertain to employees' assessments of communications, performance assessment, training, and pay structure. Again, substantial steps have been taken with respect to each of these concerns over the course of the last year. The next administration of our survey will take place in early December 2012.
Artifacts Available for Review
<ul style="list-style-type: none"> ▪ Climate Survey results from HLC ▪ Baldrige-style survey results

Item	5P1b	O	Although the College has established a formal Mission Statement and a set of Values, it is not clear how these are communicated, reviewed and reinforced to all faculty and staff.
CCSJ Response			
<ul style="list-style-type: none"> ▪ As described in section 7P3, a new strategic plan was developed in 2011. Michael E. Porter's <i>Competitive Forces Model</i> was used for this purpose. This model includes a review of an organization's mission statement. In fact, the Board of Trustees initial planning meeting in July 2011 focused intensively on our mission. ▪ Our institutional mission is addressed in many of our foundational documents, including our Catalog, our Student Planner, our Employee Handbook, our website; and our Systems Portfolio, a copy of which was made available electronically to all of our employees. ▪ Our mission is addressed in the formal orientation program now provided for all incoming students. ▪ Our mission is addressed at length in the orientation program now provided for all new full-time and part-time employees. ▪ The relationship of each academic program to the institution's overall mission must be addressed in all proposals for new academic programs. ▪ Finally, the contribution each academic program makes to our institutional mission is addressed in all of our programmatic assessments. 			
CCSJ Process			
A new strategic plan was developed in 2011. The institution's mission is reviewed as part of this process. Our Board of Trustees and administrative team are scheduled to begin work on a new strategic plan in mid-2013.			
CCSJ Improvement Goal			
Actually, we constantly receive feedback from visitors to the effect that everyone at the College seems to know the institution's mission well and embrace it. This feedback was received most recently by HLC reviewers who visited onsite in the Spring 2011 Semester to review a proposed online program and again by an NCATE visit team in the Spring 2012 Semester. We believe this to be a super strength for the College.			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Strategic plan ▪ Catalog ▪ Student Planner ▪ Employee Handbook ▪ Systems Portfolio ▪ New employee orientation agenda ▪ Curriculum and Assessment Committee guidelines for new program proposals 			

- Graduate Studies Committee guidelines for new program proposals
- Assessment plan

Item	5P3	OO	Although the College utilizes the CORE initiative, it does not describe a process for including the needs and expectations of students and other stakeholders. Without this process, it may be difficult to anticipate any future changes in student and other stakeholder requirements.
CCSJ Response			
Our Systems Portfolio identifies the kinds of data we employ for this purpose, including CAAP tests, the BCSSE, the NSSE, the FSSE, learning styles data, demographic data, retention data, and persistence-to-graduation data. It also stipulates that several cross-functional teams, including an enrollment management team, a retention team, and a technology team, use these data to develop annual plans that are managed throughout the year. This process is further tailored to the needs of individual students through our use of mentors, in the case of all freshmen, and our Student Success or Tutoring Center.			
CCSJ Process			
See above.			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ At this point, we are looking for continuous improvement. Our use of cross-functional teams and annual planning documents – in which each objective is tied to a goal item in our strategic plan – provide for this. ▪ As is noted in section 4R2, a new AQIP action project team will be directed to critique and update the data included in our CCSJ Fact Book in September 2012. We anticipate that our measures of performance, including measures pertaining to student learning and other student needs, will be further revised and that a particular focus of this effort will involve the further identification of comparative data. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ CCSJ Fact Book ▪ Annual planning documents 			

Item	5P4	O	It is not clear how decisions are made by leaders and by the committees. The Portfolio provides information on who has authority to make specific decisions guided by policies, procedures and the results and information that are available to the leadership. What is not clear is the process that is used by the chain of command structure and the various committees to actually make and implement fact-based decisions, particularly when there are competing priorities, limited resources, or conflicting stakeholder needs.
CCSJ Response			
Our senior leaders, including our President and Vice Presidents, participate as members of the several tactical planning committees described in our Systems Portfolio. That being said, we aspire to data-driven decision-making in which decisions are achieved through consensus. In most instances, this works well.			
CCSJ Process			
<ul style="list-style-type: none"> ▪ Decisions specifically reserved to the faculty (e.g., changes in curriculum, learning objectives, admissions criteria, etc.), are processed through various committees of the Faculty Senate. Faculty responsibilities, rights, and prerogatives in this regard are detailed in our Faculty Handbook. ▪ Issues that do not fall under the purview of the Faculty Senate and that entail significant strategic, mission, or resource implications are referred to the 			

<p>appropriate Vice President for disposition. If the decision is consistent with our understanding of our institutional mission, our strategic plan, and the relevant annual planning document, and if the resource implications associated with a decision can be accommodated for in the Vice President's budget, he or she makes an appropriate decision based on the facts as presented.</p> <ul style="list-style-type: none"> ▪ Decisions that involve significant resource implications that cannot be accommodated within the annual budget approved by the Board of Trustees are referred to the appropriate Board committee for disposition. ▪ If two or more Vice Presidents are involved in a decision, they are expected to resolve the matter themselves in keeping with the above constraints. If they disagree, the matter is put on the agenda for the next senior staff meeting or referred directly to the President if the question at hand does not pertain to other members of the senior staff.
<p>CCSJ Improvement Goal</p> <p>We aspire to continuous improvement with respect to these several processes. Although our various planning processes are now fully institutionalized, we have yet to progress through several planning cycles. Since our senior staff meeting agendas are organized around our several planning documents, we have ample opportunity for further reflection on these processes.</p>
<p>Artifacts Available for Review</p> <ul style="list-style-type: none"> ▪ Annual planning documents ▪ Faculty Handbook ▪ Budget

Item	5P5	O	<p>It is unclear how leaders guide the College and ensure high performance. There is no evidence of a formal decision-making process or how work teams are used to accomplish overall goals. Collaboration among individuals through the use of teams may advance CCSJ towards its objectives.</p>
CCSJ Response			
The President and Vice President of Academic Affairs make the final decisions after input from the senior staff, various college wide committees, Academic Council, and various members of the college.			
CCSJ Process			
See response to 5P3 and 5P4 above.			
CCSJ Improvement Goal			
Our goal is to have continuous improvement in our decision making. Although we have yet to progress through several planning cycles of our new CCSJ structure, our senior staff meetings, organized around the planning documents, provide ample opportunity for reflection.			
Artifacts Available for Review			
Annual Planning documents			

Item	5P6b	O	The College's use of data and information appears to be limited. It is not evident how it systematically uses performance results to guide decision-making throughout the College.
CCSJ Response			
The recent re-introduction of an electronic CCSJ Fact Book, as opposed to an older hard copy Fact Book, shows the importance of data. Various AQIP projects will be developed around the data provided in the electronic CCSJ Fact Book.			
CCSJ Process			
The various CCSJ college wide committees will not be able to analyze the CCSJ Fact Book data as it pertains to their individual committee. Upon reflection in these committees, various AQIP projects will be developed and sent to the AQIP steering committee for action.			
CCSJ Improvement Goal			
Our goal is to be a data driven decision making institution. With the results of better data entry input from EMPOWER and an updated CCSJ Fact Book, access to relevant data should improve decision making.			
Artifacts Available for Review			
CCSJ Fact Book			

Item	5P7	O	The College reports that "the College's four Vice Presidents hold weekly or biweekly meetings with their direct reports," and, while "the small size of the College makes ongoing person-to-person communication relatively easy," it is not clear how communication occurs between levels of the organization.
CCSJ Response			
This is now primarily accomplished through the use of the cross-functional planning teams described in detail in section 7 and above in section 5P4. This process, which was new when the Systems Portfolio was drafted, has served the College well. We are now in the second iteration of these planning documents. They drive much of the decision-making that takes place at the College.			
CCSJ Process			
See above.			
CCSJ Improvement Goal			
See above.			
Artifacts Available for Review			
None			

Item	5P8	O	There is a top-down communication of values and goals in the College. The Portfolio lacks the evidence to determine if this contributes to high performance.
CCSJ Response			
<ul style="list-style-type: none"> ▪ The CORE Initiative, a seminal achievement in which faculty played a leading role, is described throughout our Systems Portfolio. The leading role that faculty plays on an ongoing basis in the development of learning objectives is described in section 1P2. The leading role that faculty played in the recent redesign of our General Education Program is described in section 1P4. The critical role that members of our sponsoring religious order play with respect 			

<p>to our commitment to social justice is described in chapter 2 of the Systems Portfolio. And the use of cross-functional planning teams is described in chapter 7.</p> <ul style="list-style-type: none"> At the same time, we recognize that many of these processes and developments were relatively new at the time our Systems Portfolio was drafted. The processes described in 5P4 and in section 7 of this response have now been institutionalized to a considerable extent.
CCSJ Process
See above.
CCSJ Improvement Goal
See 5P4 above.
Artifacts Available for Review
<ul style="list-style-type: none"> Strategic plan Annual planning document Assessment plan

Item	5P9-510	O	The College acknowledges that leadership development initiatives have not been comprehensively established. Although the employee performance management system provides some information for individual development plans, there are no formal leadership and management development programs or learning initiatives at the present time. In addition, efforts to establish a succession planning approach for leadership positions have not been fully developed. Without these important leadership processes in place, CCSJ may risk creation of a leadership gap and inhibit the growth and opportunity provided to current employees.
CCSJ Response			
<ul style="list-style-type: none"> Formal training for managers has been provided on several of the new policies and procedures introduced during our recently completed transition in leadership. This has included the development of policy and procedure documents, a new performance management system, which was approved in July 2011, and the use of annual planning documents. All of our managers and administrators have been required to participate in the 12 distinct training courses that are being conducted onsite over the course of 2012 as described in section 4P7. Topics include achieving customer focus, building positive communication skills, business ethics, cross-functional communication, developing effective teams, managing cultural change, employee motivation, coaching and counseling, and the characteristics of effective managers. As part of our succession planning, our new Chief Operating Officer participated in a 3-week leadership program at Harvard University in June 2011. 			
CCSJ Process			
The above initiatives are not processes <i>per se</i> . The improvement initiative described below is outlined in our policy and procedure document HR 15.1, which was approved on July 28, 2011.			
CCSJ Improvement Goal			
The individual development planning process introduced to staff in August 2011 as part of our newly revised performance management system should provide an opportunity for exploring additional training opportunities. As noted in 4P8, the opportunity to complete an individual development plan is formally extended in the third step of the performance appraisal process, which is scheduled to take place for the first time in August and September 2012.			
Artifacts Available for Review			

HR 15.1 (Performance Management System)

Item	5R1	OO	Other than some questions on the Faculty and Staff Opinion Survey pertaining to supervisory leadership and communications, measures to determine the effectiveness of Leading and Communicating have not been developed. Therefore, little data collection and analysis are currently being conducted.
CCSJ Response			
Our annual morale survey is drawn from the criteria of the Malcolm Baldrige Quality Award, the same criteria on which the AQIP criteria are based. The questions employed address each of the sub-elements in the criteria that pertain to leading and communicating. The survey results are tracked over time and inform decision-making in the institution.			
CCSJ Process			
Our Baldrige-style survey is administered in early December each year. The results are shared with all members of the College family. They are reviewed by our senior staff and considered by our Human Resources Committee when the annual human resources plan is drafted at the beginning of each year. As noted in section 4P12, our newly appointed President held an open session in January 2012 to discuss the results obtained from our December 2011 survey. The President reviewed the results and invited input through meetings with each non-academic department.			
CCSJ Improvement Goal			
At this point, we are still reflecting on the feedback received pertaining to this item from the reviewers. As noted in section 4R3, the various measures employed in our Systems Portfolio have now been updated and accumulated in a CCSJ Fact Book that will be revised on an annual basis. A new AQIP action project team will be charged with critiquing and updating the data included in our Fact Book in September 2012. We anticipate that our measures of performance will be further revised and that a particular focus of this effort will involve the further identification of comparative data. This will provide an opportunity to further explore the measures we employ pertaining to leading and communicating.			
Artifacts Available for Review			
Baldrige-style survey results			

Item	5R3	OO	The College acknowledges the lack of comparative information. Comparative data from within and outside academe may assist the College to support innovation and decision making.
CCSJ Response			
In advance of our recent Strategy Forum in which members of our AQIP Steering Committee participated in April 2012, all of our employees were invited to participate in an electronic "climate survey." Like the instrument we use to assess morale internally, the Higher Learning Commission's instrument is based on the criteria of the Malcolm Baldrige National Quality Award. Further, we were among the top five institutions in six of the sixteen categories addressed in the survey: conflict resolution; culture management; institution focus; goal clarity; identification with the institution; and stakeholder identification.			
CCSJ Process			
See 5R1 above.			
CCSJ Improvement Goal			
See 5R1 above.			
Artifacts Available for Review			

Climate Survey Results

Item	511a	O	<p>While the College has “experimented” with cross-functional teams in its decision making, it has yet to commit to adopting this strategy across the board. In addition, no reportable information is provided regarding how the College’s culture and infrastructure assists it in selecting specific processes to improve and to set targets for improved performance results in Leading and Communicating. The College articulates changes made to academic standards; however, it is not clear how this would directly relate to Leading and Communicating. The College may wish to consider the extent to which the identified improvements reflect accomplishments in these areas.</p>
<p>CCSJ Response</p>			
<ul style="list-style-type: none"> ▪ The College did not have a strategic plan in place when our Systems Portfolio was developed in late 2010 and early 2011. This process was not launched until July 2011 and concluded with the adoption of a 2-year strategic plan by our Board of Trustees in November 2011. This provided a conceptual foundation for the development of a second generation of annual planning documents, a process that was undertaken in late 2011 and early 2012. As noted in our System Portfolio, the development of our strategic plan was delayed by our transition in leadership. The development of our first generation of annual planning documents coincided with a substantial reorganization that took place in January 2011. ▪ Our annual planning process is now well established. The annual plans that have been produced address enrollment, retention, marketing, facilities, technology, student life, and development. Verifiable metrics are included in each plan. Performance against these metrics is monitored in bi-weekly or monthly cross-functional team meetings in which performance is assessed and interventions and/or improvements are identified on an ongoing basis. With the formal adoption of a new strategic plan in November 2011, all of the action items included in the second generation of annual plans are now linked to specific initiatives included in our strategic plan. 			
<p>CCSJ Process</p>			
<ul style="list-style-type: none"> ▪ Using the <i>Competitive Forces Model</i> developed by Michael E. Porter, our Board of Trustees and senior administrators undertook the development of a strategic plan at a July 2011 retreat. A draft was produced and discussed at the Board’s September 2011 meeting, and a final version of the strategic plan was adopted at the Board’s meeting in November 2011. For reasons described in the strategic plan itself, a 2-year time horizon was adopted. This means that the Board is scheduled to undertake the development of a new strategic plan in mid-2013. ▪ Our annual tactical plans are developed in January of each year. This date was changed from May and June to January based on our first year experience in implementing this planning strategy. The plans are developed by cross-functional teams. They are reviewed and approved at the senior staff level. Performance is monitored by the cross-functional teams on a bi-weekly or monthly basis. Copies of the plans are shared with the appropriate Board committees. Written updates pertaining to the plans are provided at Board meetings as well. 			
<p>CCSJ Improvement Goal</p>			
<p>We learned a great deal from our first year of experience with this process and adopted several changes as a result. We anticipate that additional lessons will be learned and continued improvement will be demonstrated as time goes by.</p>			
<p>Artifacts Available for Review</p>			
<ul style="list-style-type: none"> ▪ Strategic plan ▪ Annual planning documents 			

Item	511b	O	It is unclear if there are specific leadership development goals for employees. The College may benefit by considering decision making as part of a closed loop process that includes goal setting, action plans, data collection, and objective assessment of outcomes.
CCSJ Response			
The development of our first generation of annual planning documents coincides with a substantial reorganization that took place in January 2011. Our annual plans produced leadership in enrollment, retention, marketing, facilities, technology, student life and development.			
CCSJ Process			
Leadership performance is monitored in bi-weekly or monthly cross-functional team meetings in which performance is assessed and interventions and/or improvement are identified on an ongoing basis.			
CCSJ Improvement Goal			
Our goal is to develop leadership in all its cross-functional teams by setting clear goals and implementing them effectively and efficiently.			
Artifacts Available for Review			
None			

Item	512	O	The College appears to lack the infrastructure to support a culture of improvement. For example, it is unclear if the approaches described in the portfolio will be applied consistently across the organization and used by all appropriate departments.
CCSJ Response			
In our view, this is an overly harsh judgment that it not reflective of the ethos of AQIP, an assessment strategy that champions self-understanding, deep reflection, and continuous improvement. Our interpretation of the culture change now underway is quite different: "Calumet College of St. Joseph is deeply committed to its mission and has recognized the need to approach its work differently. This has resulted in the development of a number of positive steps, including its data-driven and student-focused CORE Initiative, a major reorganization, the use of cross-functional teams and annual tactical planning processes, the development of a broad range of data that are both objective and subjective in nature, the identification of best practices models, including LEAP course design and student support services, the criteria of the Malcolm Baldrige Award criteria, and the Harvard <i>Competitive Forces Model</i> . Although most of these developments are new and tentative at this point, they show great potential."			
CCSJ Process			
Not applicable.			
CCSJ Improvement Goal			
We believe that these various strategies are contributing to substantial culture change that builds in a positive way on many years of outstanding service to students. Our goal is now continuous improvement with respect to this culture change.			
Artifacts Available for Review			
None			

Item	6P1	O	While the College lists methods it employs to gather information on support service needs, there does not appear to be a systematic process in place that is used college-wide for this purpose.
CCSJ Response			
<ul style="list-style-type: none"> Portfolios with results from the various student assessments described in 6P1 are shared with their respective mentors, who are assigned to all freshmen students. Mentors then meet with the students assigned to them to address individual issues. A survey instrument based on the Malcolm Baldrige Award is administered to staff members annually. A broad range of staff support needs are addressed in this instrument. The results are systematically analyzed both by senior staff and by a cross-functional Human Resources Committee. Specific action items are addressed in these meetings. 			
CCSJ Process			
<ul style="list-style-type: none"> Training on the materials included in the portfolios is provided for all mentors in advance of their discussions with their assigned students. The survey instrument is administered electronically. The results are then ranked in two ways: (a) from most positive to most negative; and (b) by the amount of change indicated since the last administration of the survey 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> With respect to students, our primary focus is traditional freshman because data show this to be our most at-risk cohort. Our process goal is to ensure that interventions are made as early as possible and that a broad range of at-risk factors are addressed (e.g., academic, social, learning styles, etc.). Our outcome goals are identified in our strategic plan and in our annual enrollment and retention plans. These goals pertain to retention and graduation. We are committed to administering the survey annually and to analyzing the results. With respect to outcome goals, we aspire to score positively in each of the 47 categories addressed on the instrument. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> List of items included in portfolio Agenda from training provided for mentors in 2011 New performance appraisal policy and procedures developed as a result of employee feedback on survey E-mail and Board report provided to all employees as result of feedback received on staff survey Wellness committee newsletter detailing initiatives identified in staff survey 			

Item	6P2	O	There does not appear to be a systematic process to aggregate information on support service needs gathered through formal and informal methods, analyze the data, and use it to identify needs.
CCSJ Response			
<ul style="list-style-type: none"> Cross-functional teams meet on a biweekly or monthly basis to track performance against established operational and support performance goals. Specific work needs are addressed in these meetings. This process ensures that high priority support service needs are attended to a frequent and ongoing basis. The staff survey noted in the response to 6P2 provides a second avenue through which key support service needs are addressed. 			
CCSJ Process			
<ul style="list-style-type: none"> Biweekly meetings involving cross-functional teams are employed. Discussions revolve around progress against established goals and opportunities and challenges that may have arisen since the plan was last updated. The budget process is orchestrated by our Vice President for Business and Finance. Data pertaining to current year and prior year spending is provided. Revenue entries are drawn from enrollment and retention targets established in our annual enrollment and retention plans. After a preliminary budget is 			

submitted, senior staff work with the President in drafting a final budget, which is then submitted to the Board's Finance Committee for review and then to the full Board for approval.
CCSJ Improvement Goal
<ul style="list-style-type: none"> ▪ Our process goal is to maintain and use work plans pertaining to enrollment, retention, marketing, human resources management, facilities, student life, and technology. ▪ Our goals pertaining to our staff survey are detailed in the response to 6P1. ▪ We aspire to develop and abide by budgets that are realistic and balanced. Our outcome goal is to achieve our revenue and expenditure projections at the end of each year.
Artifacts Available for Review
<ul style="list-style-type: none"> ▪ Annual planning documents ▪ Budget worksheets employed in crafting this year's budget ▪ Approved 2012-2013 budget

Item	6P3	O	It is not clear how key support processes regarding safety and security are communicated to students and other stakeholders. Regularized channels for dissemination of information and trainings may prove useful in an emergency situation.
CCSJ Response			
<ul style="list-style-type: none"> ▪ Policies on student responsibility and conduct, harassment and discrimination, and alcohol and substance abuse are published annually in a Student Handbook that is made available to all students. New students are introduced to the Academic Planner in formal orientation programs provided at the start of each semester. ▪ Evacuation drills involving students are conducted each year. The only change this year was that an evening evacuation drill was conducted as well. ▪ As noted in the Systems Portfolio, students are enrolled in an emergency messaging system that can advise students, faculty, and staff immediately of a wide variety of emergencies and school closings via e-mail, text message, and telephone. This system is tested annually. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ The Student Handbook is revised each year and copies are distributed to students either in the orientation packages that are provided to new students or via the Bookstore. ▪ Fire drills are coordinated by the Vice President for Facilities and Technology, and a debriefing is conducted after each drill by a Safety Committee that includes broad representation from throughout the College. ▪ This process is described in the Systems Portfolio. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ We expect that all students will know how to access detailed information pertaining to safety and security when they need it. ▪ We expect 100 percent compliance with our evacuation procedures and expeditious response times. ▪ We aspire to 100 percent participation in enrollment in our emergency response system. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Academic Planner ▪ Student Handbook 			

Item	6P4-5	OO	<p>Although CCSJ has begun to document key processes throughout the College, it is unclear how this information will be used for continuous improvement across the student and administrative support areas. Little evidence is available to verify that documentation is 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, provide learning opportunities, and encourage improvement and innovation.</p>
CCSJ Response			
<ul style="list-style-type: none"> ▪ Over 100 policy and procedure documents pertaining to key work processes have now been developed and posted on our CCSJ website. ▪ With the exception of those documents that include sensitive information, all approved documents are posted as <i>pdf</i> copies on our webpage in order to ensure that all staff members have access to the current versions of our policy and procedure documents. ▪ An audit regime has been established to ensure that all key work processes are reviewed and updated on a 3-year cycle. Key stakeholders are involved in these operational audits. As a result, improvement strategies are explored as part of the audit process. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ The need for new documents is established in a variety of ways: AQIP action projects; cross-functional planning meetings; departmental meetings; and senior staff meetings. A standard format reflecting best practices in the quality industry is employed. All documents must be approved by a Vice President. All documents are reviewed by the President as well. ▪ After new or revised policy and procedure documents are reviewed by the President, they are forwarded to the College's webmaster for posting. ▪ The President leads the audit teams that are formed to review established documents. A schedule that ensures that each document is reviewed on a 3-year cycle is maintained. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ We intend to document all key work processes. Approximately two-thirds of these documents are now done. We anticipate that they will all be completed by mid-2013. ▪ Our goal is to have current policy and procedure documents pertaining to all key work processes posted for easy access by all employees. ▪ Our goal is to revise each policy and procedure document as needed on a minimum of a 3-year cycle. Revisions are also directed whenever a significant change has occurred in a policy or procedure. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ List of all policy and procedure documents drafted to date ▪ Master policy and procedure document showing format ▪ Webpage screen showing documents posted to date ▪ E-mails announcing audit process and inviting employees to participate ▪ Subsequent e-mails showing quarterly audit schedules 			

Item	6R1	O	Although some support areas have some measures in place, most have not developed a process focus and do not regularly monitor the results of process performance. For example, almost no process level measures or indicators have been identified and almost no data are being collected to understand process performance across the institution. Further, most of the data that are being collected are not being aggregated and analyzed to permit identification of trends or improvement requirements. Without the ability to obtain results data and monitor process performance, CCSJ must rely on informal feedback from students, customers and stakeholders to know if processes are not performing sufficiently well to meet requirements. This limits the College's ability to become a learning organization that proactively strives to understand how to best meet student, customer and stakeholder needs and address issues pertaining to education and support service delivery.
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CCSJ Response

- The process level indicators referred to in the Systems Appraisal Feedback Report are actually embedded in our various annual tactical planning documents.
- Our several annual planning documents (i.e., enrollment, retention, human resource, marketing, facilities, technology, student life, and development) now include verifiable metrics. Performance against the metrics is monitored in bi-weekly or monthly cross-functional team meetings in which performance is assessed and interventions and/or improvement are identified on an ongoing basis.
- With the formal adoption of a new strategic plan in November 2011, all of the action items included in the annual plans revised in January 2012 are now linked to specific initiatives included in the strategic plan.

CCSJ Process

Our annual tactical plans are developed in January of each year. This date was changed from May and June to January based on our first year experience in implementing this planning strategy. The plans are developed by cross-functional teams. They are reviewed and approved at the senior staff level. Performance is monitored by the cross-functional teams on a bi-weekly or monthly basis. Copies of the plans are shared with the appropriate Board committees. Written updates pertaining to the plans are provided at Board meetings as well.

CCSJ Improvement Goal

Our expectation is that all of the objectives included in our tactical plans will include actionable and measurable objectives and that these objectives will guide decision-making throughout the organization.

Artifacts Available for Review

- Annual planning documents
- Samples of minutes from planning meetings
- Samples of updates on performance against planning documents included in Board packets

Item	6R2-4	OO	Few results of student and administrative support process performance are available to permit an understanding of the effectiveness of these processes.
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CCSJ Response

- It does not appear that our NSSE survey results were valued by our reviewers. We had noted that we consistently outperformed our Carnegie-peer institutions in this regard. We still recognize this as valuable comparative data, albeit incomplete in and of itself.

<ul style="list-style-type: none"> ▪ We now have results from the first year in which we employed annual tactical planning documents. ▪ These results were used in developing the planning documents now in place. ▪ Exit surveys were administered to our 2012 graduates.
CCSJ Process
The NSSE survey is administered every two years. We now administer the survey electronically and use various means to promote it with our students. The process itself is administered by our Institutional Researcher.
CCSJ Improvement Goal
We aspire to continuous improvement in our student perceptions of the College. We also hope to add additional measures of performance in this regard, a task that will be taken up in an AQIP action project to be sanctioned in September 2012.
Artifacts Available for Review
<ul style="list-style-type: none"> ▪ Examples of NSSE results pertaining to key questions involving student support over two or three cycles ▪ Specific results from action items pertaining to student support services included in our first round of planning documents ▪ Results from our most recent graduate exit survey

Item	6R5	O	No comparative or competitive data are reported to demonstrate how the College's effectiveness in Supporting Institutional Operations compares with other higher education organizations or those outside of higher education.
CCSJ Response			
<ul style="list-style-type: none"> ▪ Although we did not address this issue in detail in our Systems Portfolio, our NSSE survey results apply here as well. ▪ The U.S. Department of Education's financial scoring system referenced on page 68 of our Systems Portfolio are also applicable. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ Our NSSE survey is administered every two years to all freshmen and all seniors. ▪ The U.S. Department of Education's comparative financial data is shared by the Council of Independent Colleges of which we are a member. 			
CCSJ Improvement Goal			
Our goal with respect to the comparative data generated by the NSSE and U.S. Department of Education is threefold:			
<ul style="list-style-type: none"> ▪ To maintain a high level of performance; ▪ To outperform peer institutions; and ▪ To generate potentially actionable information that can be addressed in our annual planning processes. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Our most recent NSSE results ▪ Our most recent U.S. Department of Education report 			

Item	6I1	O	Although there are some examples of improvements across student and administrative support areas, processes, and improvement efforts and performance results do not appear to be systematic and comprehensive.
CCSJ Response			
<ul style="list-style-type: none"> ▪ Our policy and procedure initiative has now been institutionalized. ▪ Our annual tactical planning processes using cross-functional teams have now been institutionalized. 			

CCSJ Process
<ul style="list-style-type: none"> ▪ See 6P4-5. ▪ See 6R1.
CCSJ Improvement Goal
<ul style="list-style-type: none"> ▪ See 6P4-5. ▪ See 6R1.
Artifacts Available for Review
None

Item	612	O	The College does not report how the culture and infrastructure helps to select specific processes to improve and to set targets for improved performance results in Supporting Organizational Operations. It is not clear how the college selects, gathers, analyzes, and manages data. The lack of a standard process may make it difficult to improve performance.
CCSJ Response			
<p>The move from an <i>ad hoc</i> culture to a culture that values policies and procedures and the transformation from a culture that prizes departmental decision-making to one that uses cross-functional teams represent profound changes. As noted above, the various changes implemented in January 2011 are now fully in place.</p> <ul style="list-style-type: none"> ▪ Our policy and procedure initiative has now been institutionalized. ▪ Our annual tactical planning processes using cross-functional teams have now been institutionalized. ▪ We continue to administer our Baldrige-style survey instrument to all employees on an annual basis. 			
CSJ Process			
<ul style="list-style-type: none"> ▪ See 6P4-5. ▪ See 6R1. ▪ We assess employee morale on an annual basis using a 47-question instrument modeled on the Malcolm Baldrige Quality Award. ▪ The Higher Learning Commission's climate survey was administered before our most recent Strategy Forum. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ See 6P4-5. ▪ See 6R1. ▪ Our goal with respect to our Baldrige-style survey is threefold: (a) to maintain a positive level of performance (i.e., 2.0 or higher) in each category; (b) to improve from administration to administration in categories targeted for improvement; and (c) to generate potentially actionable information that can be addressed in our annual planning processes. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Our most recent Baldrige-style survey results ▪ The climate survey administered at our recent AQIP retreat 			

Item	7P1b	O	<p>Although the College has moved from collecting only budgetary and student demographic data to include methods for collecting a wider spectrum of data including the Empower and new financial systems, data necessary for the CORE initiative, and various standardized surveys, the College traditionally uses two summary forms of disaggregated data and the annual Fact Book. The College states that the indicators do not replace student learning data and that there is a need to gather qualitative data. It is not apparent that this question has been responded to as it impacts instructional and non-instructional programs and services.</p>
CCSJ Response			
<p>Thirty-eight different types of data were cited in our Systems Portfolio. CAAP, NSSE, BCSSE, and our Baldrige survey are particularly noteworthy. That being said, the following initiatives have been more fully institutionalized over the course of the last year and can thus be viewed as complementary to what is reported in the Systems Portfolio.</p> <ul style="list-style-type: none"> ▪ Each of our annual operating plans includes an array of quantitative and qualitative goals and associated sets of metrics. ▪ The academic assessment plans now in place require the accumulation of standardized sets of data. The results for each program are reviewed by faculty teams from outside the program being reviewed. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ Our annual tactical or operational plans are developed by cross-function teams and are aligned both to our strategic plan and to the various AQIP categories. The plans are approved by senior staff. Performances against these targets are assessed at biweekly and monthly meetings of the cross-functional teams that manage these plans. ▪ A self-review is conducted by the Program Director and their respective faculties. The results are then reviewed by a team of three faculty members drawn from other programs. The entire process is scheduled and managed by two faculty committees: Curriculum and Assessment in the case of our undergraduate programs; and the Graduate Studies Committee in the case of graduate programs. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ Our expectation is that all of the objectives included in our tactical plans will include actionable and measureable objectives and that these objectives will guide decision-making throughout the institution. ▪ Our expectation for our academic programs assessments is that they will be rigorous, that they will be externally validated, and that they will lead to programmatic improvements. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Copies of all annual planning documents ▪ Samples of minutes from planning meetings ▪ Samples of updates on performance against planning documents included in Board packets ▪ Our assessment plan ▪ Samples of completed self-assessments ▪ Minutes of Curriculum and Assessment Committee meetings focusing on the development of the assessment plan 			

Item	7P2	O	It is not clear how data for supporting planning and improvement opportunities is distributed to departments. Without a standard process that provided an understanding of process performance, the College may be limited in its ability to proactively identify improvement opportunities.
CCSJ Response			
<ul style="list-style-type: none"> ▪ Performance against targets established in the institution’s various annual operational plans (i.e., enrollment, retention, marketing, student life, development, facilities, technology, and human resources management) are assessed at biweekly or monthly meetings of the cross-functional teams drawn from throughout the institution that manage these processes. ▪ All of the actions included in the annual planning documents developed in January 2012 are aligned with goals articulated in the College’s strategic plan. ▪ Since July 2011, the discussion agendas of our bi-weekly senior staff meetings have been aligned to these various plans. Senior staff members are thus apprised of progress on an ongoing basis. ▪ Participants at senior staff meetings are charged with sharing information obtained in these meetings with their respective staff members. 			
CCSJ Process			
This process is described in prior section.			
CCSJ Improvement Goal			
<p>Our goals with respect to this process are threefold:</p> <ul style="list-style-type: none"> ▪ That employees at all levels of the organization participate in the development and management of the cross-functional processes addressed in our planning documents; ▪ That the goal items reflected in the documents be fully aligned with both our strategic plan and the several AQIP categories; and ▪ That progress with respect to these goals be communicated in a variety of venues. 			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Copies of all tactical planning documents ▪ Strategic plan ▪ Sample agendas from senior staff meetings ▪ Meeting notes from senior staff meetings, including the meeting in which we discussed the need for senior staff members to share information with the respective departments 			

Item	7P3	OO	Although the College describes how the information and data needs are supported by Empower, it is unclear how CCSJ determines the needs of its departments and units related to the collection, storage, and accessibility of data. There is limited evidence that performance measures are derived from the College’s needs and strategy and provide critical data and information about key processes and results.
CCSJ Response			
<ul style="list-style-type: none"> ▪ Since the System Portfolio was drafted and reviewed, a strategic plan has been written. Our analysis of institutional and departmental needs now flows from this document. ▪ As is noted in the foregoing section, all of the action items included in our most current annual planning documents developed in January 2012 are aligned 			

to goals and objectives articulated in our strategic plan.

- In the late Spring and Summer of 2011, our annual budget format was revised to better serve decision-making. As a result, enrollment, retention, marketing, facilities (including deferred maintenance), and human resources (including professional development) priorities reflected in our strategic plan and in our various annual planning documents now drive the budget process.

CCSJ Process

- Our annual operational plans are developed by cross-function teams and are aligned both to our strategic plan and to the various AQIP categories. The plans are approved by senior staff. Performances against these targets are assessed at biweekly or monthly meetings of the cross-functional teams that manage these plans.
- The College's strategic plan was developed over the course of a 5-month period. First, a strategic analysis was conducted for the Board of Trustees and all members of the senior staff. A well-respected theoretical framework was used for this purpose: Michael E. Porter's *Competitive Forces Model*. Five key factors were addressed in the analysis: (a) the nature of the dominant economic features impacting the field of higher education as a whole; (b) the kinds of competitive forces that uniquely impact the College; (c) our institutional strengths, weaknesses, opportunities, and threats; (d) the overall health of our "value chain"; and (e) the optional competitive "platforms" available to us. This was complemented by an analysis of implications our institutional mission holds in this regard. A draft document was subsequently developed based on the ensuing discussion. The draft was circulated broadly for comment and formal presentations were conducted at a College-wide convocation held in September 2011 and with members of our St. Joseph Society, which includes many of the institution's most generous benefactors. These results were shared at our Board of Trustees' September 2011 meeting. The document was further refined and was formally adopted at the Board's November 2011 meeting.
- The cross-functional teams that developed our new annual planning documents in January 2012 used the new strategic plan in developing their goals and objectives.
- The revenues and expenses included in the bottoms-up development of our 2012-2013 budget drew directly on the goals and targets established in our various annual planning documents (e.g., enrollment, retention, marketing expenses, anticipated deferred maintenance expenditures, professional development, etc.). The starting point for our new annual planning documents was moved from the late Spring to January, in part, so that the goals and objectives reflected in the annual planning documents could be more effectively accounted for in our fiscal year budget process, which unfolds in March and April of each year.

CCSJ Improvement Goal

Our process goals with respect to the identification of our data needs are twofold:

- That we continue to move intentionally from a departmentally-focused decision-making model to one that relies on cross-functional teams; and
- That we achieve a high level of alignment between our strategic planning, operational planning, and budgetary processes.

Artifacts Available for Review

- Copies of all tactical planning documents
- Strategic plan
- New budget format and underlying spreadsheet pertaining to enrollment and retention projections
- Strategic plan
- PowerPoint presentation pertaining to the *Competitive Forces Model* from July 2011 strategic planning retreat

Item	7P4	O	It is not clear how data and information are analyzed at the institutional level and how the analysis is shared throughout the institution.
CCSJ Response			
See response to 7P2.			
CCSJ Process			
See above.			
CCSJ Improvement Goal			
See above.			
Artifacts Available for Review			
None			

Item	7P5	OO	Although the College identifies several national instruments and organizations to use for comparison, the process by which the College determines the needs and priorities for comparative and the criteria and method for selecting sources of comparative data are not clear. A process to systematically identify what data is relevant and to prioritize collection and analysis of that data is not evident.
CCSJ Response			
<ul style="list-style-type: none"> ▪ As is noted above, Michael E. Porter's <i>Competitive Forces Model</i> was used as a theoretical framework in developing the College strategic plan over a 5-month period beginning in July 2011. The analysis clearly identified three institutions as our primary competitors based on the geographic catchment area from which our student body is drawn. Given our strategic objectives, our primary interest at this time is in comparative data pertaining to retention, the demographic profile of our student body, and student perceptions. ▪ Although chapter 7 of our Systems Portfolio focused primarily on comparative data involving other institutions of higher learning, we have found two other kinds of comparative data useful as well: (a) comparisons of our own operational performances from one time period to another; and (b) comparisons of our accomplishments against goals and objectives including in our annual operational planning documents. CAAP, NSSE, our staff Baldrige-style survey, BCSSE, and IPEDS have proven particularly helpful in this regard. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ Our strategic planning process and our use of the <i>Competitive Forces Model</i> is described above in section 7P3. ▪ As is noted above, our annual tactical or operational plans are developed and managed by cross-functional teams. Meetings focused on data needs and progress and challenges involved in advancing the various goals and objectives included in these documents take place on a biweekly or monthly basis. 			
CCSJ Improvement Goal			
Our process goals with respect to comparative data are twofold: (a) that these data reflect our understanding of the two competitive platforms (i.e., focused low-cost provider, in the case of our undergraduate programs, and focused differentiation provider, in the case of our graduate programs) on which we have elected to compete based both on our understanding of our mission and on the competitive circumstances in which we find ourselves; and (b) that we attend as well to our own performances measured both over time and against targets and goals established in our various annual planning documents.			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Powerpoint presentation pertaining to the <i>Competitive Forces Model</i> from July 2011 strategic planning retreat 			

- IPEDS
- Comparative retention data involving IUN and Purdue Calumet
- Baldrige-style survey comparing results from one time period to another
- Revised enrollment report showing year-to-year comparisons

Item	7P6	OO	The College acknowledges that it does not have a process to share and analyze information about its instructional programs and services. The lack of this process may make it difficult to track progress to the goals in the strategic plan.
CCSJ Response			
See response to 7P2.			
CCSJ Process			
See above.			
CCSJ Improvement Goal			
See above.			
Artifacts Available for Review			
None			

Item	7P7	O	Although the College has converted to the Empower system for its data needs and reports that timeliness and accessibility have been greatly enhanced, there are growing concerns over the reliability of certain data maintained in the Empower data base.
CCSJ Response			
<ul style="list-style-type: none"> ▪ An AQIP action project was created to address this issue. A task force was established to evaluate how we use EMPOWER. The goal of the project is to establish processes for entering data and validating the data. ▪ Additionally, the cross-functional teams that developed and manage our various annual planning documents, most notably our enrollment management and retention teams, have proven effective in identifying problems pertaining to data. These problems are addressed as they arise and reports of “fixes” are shared with team members. Our Institutional Researcher participates as an active member of these various teams and is generally assigned the lead in analyzing and recommending solutions as problems are identified. 			
CCSJ Process			
Ideas for new AQIP action projects originate from a variety of sources, including our annual planning teams. Projects are vetted and monitored on an ongoing basis by our AQIP Steering Committee. If appropriate, AQIP projects are included in one of our annual planning documents as well.			
CCSJ Improvement Goal			
Our goal is to achieve and maintain a highly accurate base of operational data.			
Artifacts Available for Review			
AQIP project description and most recent update			

Item	7R1	OO	The lack of appropriate data may make it difficult to determine the effectiveness of the analysis of performance measures.
CCSJ Response			
<ul style="list-style-type: none"> ▪ Surveys pertaining to faculty and staff perceptions of our use of data are gathered on an annual basis. ▪ The alignment achieved between our new strategic plan and our various annual planning documents as described in section 7P3 reflect a significant change since the Systems Portfolio was written. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ A 47-question survey based on the criteria of the Malcolm Baldrige Quality Award is administered electronically to staff and faculty in December of each year. The use of data is a key element in the Baldrige criteria and is thus featured prominently in the survey instrument used for this purpose. The results are then distributed via e-mail and discussed in open sessions led by the President. ▪ See section 7P3. 			
CCSJ Improvement Goal			
Our goal with respect to the interventions described above is to see even higher levels of confidence expressed by staff in survey questions pertaining to data management.			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Baldrige survey results showing comparisons over two cycles specifically highlighting the results pertaining to questions involving data and data management ▪ Copies of all annual planning documents ▪ Strategic plan 			

Item	7R2	OO	No evidence is cited for Measuring Effectiveness and how it meets the College's needs in accomplishing its mission and goals. The College may have an opportunity to build a more comprehensive system to accomplish this and provide accurate measures of its performance.
CCSJ Response			
See response to 7R1.			
CCSJ Process			
See above.			
CCSJ Improvement Goal			
See above.			
Artifacts Available for Review			
None			

Item	7R3	OO	No results are reported for the College's performance for its processes for Measuring Effectiveness compared with the results of other higher education organizations or organizations outside of higher education.
CCSJ Response			
See response to 7P5.			
CCSJ Process			
See above.			
CCSJ Improvement Goal			
See above.			
Artifacts Available for Review			
None			

Item	7I1	OO	The College states that its progress with respect to measuring effectiveness is not reflected in survey results. There is no evidence of improvements made; instead, there is a discussion of "anticipated future improvements."
CCSJ Response			
See response to 7R1.			
CCSJ Process			
See above.			
CCSJ Improvement Goal			
See above.			
Artifacts Available for Review			
None			

Item	8P1	OO	The College is in the early stages of developing a formal planning process begun in 2005. The seven planning documents have not been tied to the College's mission nor does the process provide alignment to strategic planning to inform continuous improvement. The College does not identify key strategic planning process elements including how and when decisions are determined. It is unclear how, and when, major stakeholders of the institution (students, faculty, staff, alumni, and external stakeholders) are included in the process. There exists the continued opportunity to actually implement sound strategic planning processes.
CCSJ Response			
<ul style="list-style-type: none"> ▪ The four-fold articulated process described in section 8P1 of the Systems Portfolio has now been fully implemented. ▪ Significant cross-functional initiatives are address using AQIP action projects. Where appropriate, objectives associated with AQIP action projects are documented in an annual planning document as well. Note, for instance, objectives associated with the METAS Initiative, which are also reflected in the College's annual enrollment plan. 			
CCSJ Process			

- As is noted above, our annual planning documents are developed by cross-function teams and are aligned both to our strategic plan and to the various AQIP categories. The plans are approved by senior staff. Performances against these targets are assessed at biweekly or monthly meetings of the cross-functional teams that manage these plans.
- The College’s strategic plan was developed over the course of a 5-month period. First, a strategic analysis was conducted for the Board of Trustees and all members of the senior staff. A well-respected theoretical framework was used for this purpose: Michael E. Porter’s *Competitive Forces Model*. Five key factors were addressed in the analysis: (a) the nature of the dominant economic features impacting the field of higher education as a whole; (b) the kinds of competitive forces that uniquely impact the College; (c) our institutional strengths, weaknesses, opportunities, and threats; (d) the overall health of our “value chain”; and (e) the optional competitive “platforms” available to us. This was complemented by an analysis of implications our institutional mission holds in this regard. A draft document was subsequently developed based on the ensuing discussion. The draft was circulated broadly for comment and formal presentations were conducted at a College-wide convocation held in September 2011 and with members of our St. Joseph Society, which includes many of the institution’s most generous benefactors. These results were shared at the Board of Trustees’ September 2011 meeting. The document was further refined and was formally adopted at the Board’s November 2011 meeting.
- The cross-functional teams that developed our new annual planning documents in January 2012 used the new strategic plan in developing their goals and objectives.
- The revenues and expenses included in the bottoms-up development of our 2012-2013 budget drew directly on the goals and targets established in the our various annual planning documents (e.g., enrollment, retention, marketing expenses, anticipated deferred maintenance expenditures, professional development, etc.). The starting point for our new annual planning documents was moved from the late Spring to January, in part, so that the goals and objectives reflected in the annual planning documents could be more effectively accounted for in our fiscal year budgeting process, which unfolds in March and April of each year.

CCSJ Improvement Goal

Our goal is to achieve a high degree of alignment between our various planning processes (i.e., our strategic plan, our annual operational plans, our annual budget, and our AQIP action projects). Over the course of the last year, significant progress has been achieved in this regard.

Artifacts Available for Review

- Copies of all tactical planning documents
- Strategic plan
- New budget format and underlying spreadsheet pertaining to enrollment and retention projections
- Powerpoint presentation pertaining to the *Competitive Forces Model* from July 2011 strategic planning retreat
- METAS Initiative AQIP action project description
- Annual enrollment plan highlighting addition of METAS goals and objectives

Item	8P2	OO	The College does not identify a formal process related to how it selects long-term and short-term strategies. The College admits that its organizational culture “has long eschewed the need for detailed planning.” It is unclear how market and other external factors are incorporated into strategies. Without a process to collect and evaluate information on its internal and external environment, it may be difficult to ensure that the strategic plan addresses the changing needs of students and other stakeholders. Well-defined processes for developing short-term and long-term strategies are particularly important during periods of instability.
CCSJ Response			
The College’s strategic planning process was developed on the foundation of a well-respected theoretical framework: Michael E. Porter’s <i>Competitive Forces Model</i> . Five key factors were addressed in the analysis: (a) the nature of the dominant economic features impacting the field of higher education as a whole; (b) the kinds of competitive forces that uniquely impact the College; (c) our institutional strengths, weaknesses, opportunities, and threats; (d) the overall health of our “value chain”; and (e) the optional competitive “platforms” available to us. This analysis was complemented by a renewed focus on our institutional mission and the implications it holds for our deliberations over the College’s future.			
CCSJ Process			
The College’s strategic plan was developed over the course of a 5-month period. First, a strategic analysis was conducted for the Board of Trustees and all members of the senior staff. A draft document was subsequently developed based on the ensuing discussion. The draft was circulated broadly for comment and formal presentations were conducted at a College-wide convocation held in September 2011 and with members of our St. Joseph Society, which includes many of the institution’s most generous benefactors. These results were shared at the Board of Trustees’ September 2011 meetings. The document was further refined and was formally adopted at the Board’s November 2011 meeting.			
CCSJ Improvement Goal			
Our goal with respect to our planning processes is twofold: (a) to employ a model that is relevant to the strategic challenges facing the institution; and (b) to achieve a high degree of alignment between our various planning processes (i.e., our strategic plan, our annual operational plans, our annual budget, and our AQIP action projects). Over the course of the last year, significant progress has been achieved with respect to both of these goals.			
Artifacts Available for Review			
Copies of all tactical planning documents Strategic plan Powerpoint presentation pertaining to the <i>Competitive Forces Model</i> from July 2011 strategic planning retreat			

Item	8P3	OO	There does not appear to be a systematic process for developing action plans. There is reference to the development of planning documents, but it is not clear how the process comes together. It is also unclear how plans are developed to support organizational strategies.
CCSJ Response			
<ul style="list-style-type: none"> ▪ AQIP action plans are aligned to the AQIP categories and come out of discussions at the AQIP Steering Committee. ▪ Planning projects come out of the cross-function teams that produce the planning projects. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ In January or February, the established goals and objectives of the cross-function teams are able to be reflected in the fiscal budgets that are developed 			

<p>in March and April.</p> <ul style="list-style-type: none"> ▪ The AQIP steering committee meets twice a month to consider the status of open AQIP action projects and what new AQIP action projects to open.
CCSJ Improvement Goal
Our goal is to achieve a high degree of alignment between our various planning processes (i.e., our strategic plan, our annual operational plans, our annual budget, and our AQIP action projects).
Artifacts Available for Review
Annual Planning documents

Item	8P4	OO	There does not appear to be an established process to ensure that strategic planning will occur on a regular basis in the future. Without an annual strategic planning effort, CCSJ risks failing to identify emerging needs and requirements that may need to be addressed, which may hinder its ability to move toward realization of the vision.
CCSJ Response			
See 8P1 and 8P2 above.			
CCSJ Process			
See above.			
CCSJ Improvement Goal			
See above.			
Artifacts Available for Review			
None			

Item	8P5	OO	It is not apparent that the College has made a dedicated effort to define the objectives and establish measures of key performance indicators to align with its strategic and tactical initiatives to enhance its ability to determine the progress being made. The College has made no performance projections or specific targets for performance in the goals that are stated. Without measures and targets to track progress against initiative implementation and the effectiveness of initiatives once they are implemented, the College is limited in its ability to determine their progress.
CCSJ Response			
See 8P1 and 8P2 above.			
CCSJ Process			
See above.			
CCSJ Improvement Goal			
See above.			
Artifacts Available for Review			
None			

Item	8P6	OO	While the College states that their planning cycle is “out of sync,” it also states that years of strategic analysis was utilized to set its plans and budget. It is not clear that CCSJ understands planning and how to link planning to resources. It is also not clear how the College links strategy selection and action plans from what appears to be centralization of direction from the senior leadership rather than a participative process.
CCSJ Response			
See 8P1 and 8P2 above. As is noted above, the four-fold articulated process reflected in 8P1 of the Systems Portfolio has now been fully implemented.			
CCSJ Process			
See above.			
CCSJ Improvement Goal			
See above.			
Artifacts Available for Review			
None			

Item	8P7	OO	Although the College has identified a process of assessing risk, it is unclear how it actually assesses and addresses risk through an ongoing process. The College may benefit from a formal system to identify and mitigate risks that affect all aspects of the College.
CCSJ Response			
Two types of risk have been addressed over the course of the last year.			
<ul style="list-style-type: none"> ▪ In February 2012, an outside contractor was engaged to walk all members of the senior staff through a crisis scenario in order to assess our readiness to forestall crises of various kinds and to test our ability to respond efficiently and effectively if a crisis occurred. ▪ As a tuition-dependent institution, financial risk pertaining to student enrollment and retention is a recurring concern. The revised budget process described in section 7P3 and the data gathered by our enrollment management and retention teams contributed to the development and use of two sets of enrollment goals: (a) one set to be used by enrollment staff in scheduling their various work processes; and (b) a second more conservative set of goals pertaining to revenue projections that are based on historical data. This has enabled us to employ a set of “stretch goals” in our enrollment planning while using a more conservative set of objectives in our budgeting process. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ A report was drafted and is now being analyzed by the College’s Safety Committee. We anticipate that several actionable items will be identified either for inclusion in our annual facilities plan or as a possible AQIP action project. The status of the ongoing analysis is being monitored by senior staff members. ▪ As is noted above, our annual tactical plans are developed in January of each year. This date was changed from May and June to January based on our first year experience in implementing this planning strategy. ▪ Our annual planning documents, including our enrollment and retention projections, now feed directly into our budgeting process. 			
CCSJ Improvement Goal			
<ul style="list-style-type: none"> ▪ Our Safety Committee addresses physical risks involving students, faculty, and staff on a regular basis. We anticipate that the analysis involving the crisis scenario in which senior staff participated will result in actionable projects. It is too early in the process, however, to assess the results of this initiative. ▪ Our goal is to achieve our enrollment and retention goals and objectives over the course of the coming year and thus have additional revenues available to 			

address established institutional priorities.
Artifacts Available for Review
<ul style="list-style-type: none"> ▪ Powerpoint on crisis scenario results ▪ 2012-2013 budget including spreadsheet used to document enrollment and retention projections

Item	8P8	OO	The methods for developing and nurturing faculty, staff, and administrator capabilities to handle changing institutional strategies and action plans appear to be informal, reactive and less structured than may be necessary to address future opportunities and challenges facing the institution.
CCSJ Response			
<ul style="list-style-type: none"> ▪ A significant reorganization was accomplished in January 2011. The perceived need to realign our human resources and reporting responsibilities in order to better support our annual planning processes represented a key driver in this change. The creation of Chief Operating Officer position and the re-designation of the College’s Institutional Researcher as a member of the senior staff have proven effective in this regard. ▪ Again, the four-fold articulated process reflected in section 8P1 of the Systems Portfolio has now been fully implemented. 			
CCSJ Process			
<ul style="list-style-type: none"> ▪ The reorganization process was a top down process inaugurated by the President and the institution’s new Chief Operating Officer. ▪ Two subsequent adjustments were recommended by the new Chief Operating Officer based on her consultation with key staff members. 			
CCSJ Improvement Goal			
The process goal here is to support the cultural change that underlies our movement away from departmental decision-making to the use of broadly based, cross-functional decision-making teams and the full integration of our various planning documents.			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Revised organizational plan ▪ The presentation pertaining to the need for a track and cross country coach that Peter Haring made to the enrollment management committee and subsequently to senior staff is a good example of how human resource decisions are now guided to a much more significant extent by objectives reflected in our annual planning documents. 			

Item	8R1	OO	The College does not give evidence of regular measurement of its planning processes and systems to demonstrate effectiveness of the system of Planning Continuous Improvements.
CCSJ Response			
Again, the four-fold articulated process reflected in section 8P1 of the Systems Portfolio has now been fully implemented.			
CCSJ Process			
See section 7P3.			
CCSJ Improvement Goal			
The efficacy of the approach employed is now evident in some of the results achieved with respect to specific initiatives developed and pursued in our various annual planning processes.			
Artifacts Available for Review			

Examples involving specific initiatives include:

- Year-to-year changes in enrollment involving our target high schools; and
- F1 to F2 retention of honor learning community students.

Item	8R2	OO	Results are not available to indicate the effectiveness of the College's strategic planning.
CCSJ Response			
The College's strategic planning process is described above in 8P1.			
CCSJ Process			
A formal report pertaining to our first year accomplishments involving the various elements of the College's strategic plan was presented at the Board's May 2012 meeting. The convocation which will open the 2012-2013 academic year will draw on these same materials.			
CCSJ Improvement Goal			
See section 8P1.			
Artifacts Available for Review			
PowerPoint presented at the Board's May meeting			

Item	8R3	OO	It is unknown what CCSJ's strategies and initiatives are over the next 1-3 years. The College has not implemented a strategic plan.
CCSJ Response			
Again, a strategic plan has been developed and the four-fold articulated process reflected in section 8P1 of the Systems Portfolio has now been fully implemented.			
CCSJ Process			
See section 8P1.			
CCSJ Improvement Goal			
Our goal is to achieve a high degree of alignment between our various planning processes (i.e., our strategic plan, our annual operational plans, our annual budget, and our AQIP action projects). Over the course of the last year, significant progress has been achieved in this regard.			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Copies of all annual planning documents ▪ Strategic plan ▪ New budget format 			

Item	8R4	OO	No results are provided regarding the performance of the College's processes for Planning Continuous Improvement compared with the performance results of other higher education institutions and organizations outside of higher education.
CCSJ Response			
We have yet to develop good comparative measures pertaining to planning processes <i>per se</i> .			
CCSJ Process			
See above.			
CCSJ Improvement Goal			
As noted above, an annual CCSJ Fact Book, which includes all of the data in our Systems Portfolio, has now been developed. The data was updated in July 2012. More importantly, an AQIP action project will be charged in September with critiquing and revising the data we use for this purpose. A particular emphasis will be put on the development of additional comparative measures in all of the AQIP categories.			
Artifacts Available for Review			
CCSJ Fact Book			

Item	8R5	OO	The College does not have a systematic process that includes methods, performance measures, and evaluations.
CCSJ Response			
Again, a strategic plan has been developed and the four-fold articulated process reflected in 8P1 of the Systems Portfolio has now been fully implemented.			
CCSJ Process			
<ul style="list-style-type: none"> ▪ In July 2011, a strategic analysis was conducted for the Board of Trustees and all members of the senior staff. A well-respected theoretical framework was used for this purpose: Michael E. Porter's <i>Competitive Forces Model</i>. ▪ Five key factors were addressed in the analysis: <ul style="list-style-type: none"> ○ the nature of the dominant economic features impacting the field of higher education as a whole; ○ the kinds of competitive forces that uniquely impact the College; ○ our institutional strengths, weaknesses, opportunities, and threats; ○ the overall health of our "value chain"; ○ and the optional competitive "platforms" available to us. ▪ This was complemented by an analysis of implications our institutional mission holds in this regard. ▪ A draft document was subsequently developed based on the ensuing discussion. ▪ The draft was circulated broadly for comment and formal presentations were conducted: <ul style="list-style-type: none"> ○ at a College-wide convocation held in September 2011; ○ with faculty at Welcome Back Week; ○ and with members of our St. Joseph Society, which includes many of the institution's most generous benefactors. ▪ These results were shared at the Board of Trustees' September 2011 meetings. ▪ The document was further refined and was formally adopted at the Board's November 2011 meeting. 			
CCSJ Improvement Goal			

Our goal is to achieve a high degree of alignment between our various planning processes (i.e., our strategic plan, our annual operational plans, our annual budget, and our AQIP action projects).
Artifacts Available for Review
Strategic Plan

Item	8I1	OO	While the College has “planned to plan” and put some steps that could lead to a strategic planning process in place, these steps and their effectiveness are, as yet, untested. It remains to be seen whether the steps may assist the College along on its continuous improvement process.
CCSJ Response			
Again, a strategic plan has been developed and the four-fold articulated process reflected in 8P1 of the Systems Portfolio has now been fully implemented.			
CCSJ Process			
See above.			
CCSJ Improvement Goal			
See above.			
Artifacts Available for Review			
None			

Item	8I2	OO	Although the College has identified a need for a cultural change, there is no evidence that such change has begun.
CCSJ Response			
As noted in section 3I2, the culture change pursued beginning in January 2011 is now substantially under way. Concrete evidence to this effect includes the following.			
<ul style="list-style-type: none"> ▪ The institutional reorganization launched in January 2011, which created our Academic Support Office and reestablished the position of Dean of Students, has now been fully implemented. ▪ The College’s senior staff has been expanded and its biweekly meetings are now organized around our eight annual planning documents. ▪ Using a well-respected conceptual model, a strategic planning process was launched July 2011. It culminated in the formal adoption of a new strategic plan in November 2011. ▪ A CCSJ Fact Book, a tool in which critical data is presented for use by all decision-makers at the College, has now been developed. 			
CCSJ Improvement Goal			
Culture change does not happen overnight. Although substantial progress has been made, continuous improvement will be required over the coming months and years.			
CCSJ Process			
This concern pertains to culture change and is not a process <i>per se</i> .			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Organization chart ▪ Senior staff meeting agendas ▪ Annual planning documents 			

- Strategic plan
- CCSJ Fact Book

Item	9P2a	O	While the College describes existing relationships, it is not clear how it creates or prioritizes them. There exists an opportunity to develop a systematic approach to continuously explore and search for opportunities to create relationships with entities from which the College receives its students.
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CCSJ Response

Our Systems Portfolio was submitted prior to the drafting of the College’s current strategic plan, which was approved by our Board of Trustees in November 2011. The priorities indicated in section 9P1 of our System Portfolio are thus aligned as follows with key elements in our strategic plan.

- The first objective under the first goal item in our strategic plan (i.e., we will position the College as an exemplary “focused low-cost” provider of undergraduate programs targeted to the urban communities of Northwest Indiana, Southeast Chicago and the Greater Chicagoland area) and the third objective under the first goal item (i.e., we will integrate “upstream” by developing targeted K-12 partnerships designed to promote success at the college level) are based on our understanding the College’s market position, which is, in turn, based on Michael E. Porter’s *Competitive Forces Model*, a well-respected strategic planning model. The objectives documented in section 9P1 of our Systems Portfolio that pertain to market positioning thus align well with these priorities. This is not surprising since Michael E. Porter’s work has informed our decision-making for several years now, as noted in section 8R2 of our Systems Portfolio.
- Other partnerships that have been pursued reflect our focus on the underserved, which is embodied in our mission statement and which is thoroughly discussed – particularly as it pertains to our founding religious order’s abiding concern for social justice – in chapter three of our System Portfolio.
- Reflecting our strategic goal to position ourselves as a “focused low-cost” provider of undergraduate programs, the following actions have been pursued over the course of the last year: (a) tuition was not increased for the 2012-2013 academic year, thus ensuring that the College remains one of the private, nonprofit institutions with the lowest 5 percent of all tuition rates in the country; (b) a targeted recruitment strategy was adopted thus ensuring that high schools in the region with the highest minority enrolments and the lowest household incomes are visited on a more frequent basis than other high schools in the region; (c) luncheons featuring question-and-answer sessions were hosted for counselors from high schools in our urban communities; (d) the College entered into a consortium involving three other institutions of higher learning (i.e., Purdue University Calumet, Indiana University-Northwest and IVY Tech Community College) and a local foundation to develop a proposal to the Lumina Foundation in support of an initiative designed to promote the success of Hispanic students (i.e., the METAS Initiative); (e) the College registered as a dual credit institution and pursued a recruitment strategy focused on the region’s urban school districts; and (f) additional articulation agreements were signed with IVY Tech Community College, which draws heavily on students from the region’s urban core.
- Reflecting the third objective under the second goal item in our strategic plan (i.e., we will evaluate all of our academic programs in terms of their potential to ensure productive and rewarding careers for our graduates), we have engaged our local workforce planning agency – The Center for Workforce Innovation – to conduct independent audits of our academic programs against the knowledge, skills, abilities, and professional dispositions associated with jobs expected to emerge in the region over the course of the next decade. Two of our academic programs have been evaluated to date and more are scheduled. This data will be folded into our 3-year cycle of programmatic assessments.

CCSJ Process

This is not a process *per se*.

CCSJ Improvement Goal

At an AQIP Strategy Forum attended by members of our AQIP Steering Committee in April 2012, we committed to a 3-year initiative in which we will work to strengthen the linkages between our academic programs and the requirements of the workplace. To this end, advisory committees comprised of professional and other external parties, will be established for all of our academic programs. Best practices are now being examined. We anticipate that a detailed plan in this regard will be developed over the course of the Fall 2012 semester.

Artifacts Available for Review

- METAS Powerpoint
- Recently-signed articulation agreements with IVY Tech State College
- CWI report

Item	9P2	O	There does not appear to be a systematic process to create and build relationships with educational institutions and employers that depend on the supply of CCSJ students, nor is it clear how the College ensures that these relationship building methods actually occur.
CCSJ Response			
<ul style="list-style-type: none"> ▪ A targeted recruitment strategy was adopted, thus ensuring that high schools in the region with the highest minority enrolments and the lowest household incomes are visited on a more frequent basis than other high schools in the region. ▪ Luncheons featuring question-and-answer sessions were hosted for counselors from high schools in our urban communities. ▪ The College entered into a consortium involving two other institutions of higher learning (i.e., Purdue University Calumet and IVY Tech State College) and a local foundation to develop a proposal to the Lumina Foundation in support of an initiative designed to promote the success of Hispanic students (i.e., the METAS Initiative). ▪ The College registered as a dual credit institution and pursued a recruitment strategy focused on the region’s urban school districts. ▪ An articulation agreement was signed with IVY Tech State Community College, which draws heavily on students from the region’s urban core. 			
CCSJ Process			
Recruitment and Enrollment management will set up activities that will help implement our CCSJ 2011 Strategic Plan goal that we will integrate “upstream” by developing targeted K-12 partnerships designed to promote success at the college level.			
CCSJ Improvement Goal			
The third objective under the first goal of the 2011 Strategic Plan (i.e., we will integrate “upstream” by developing targeted K-12 partnerships designed to promote success at the college level) is based on our understanding of the College’s market position and mission.			
Artifacts Available for Review			
Strategic Plan			

Item	9P3	OO	CCSJ does not appear to have a systematic process in place to create, prioritize, and build relationships with the organizations that provide services to its students. Further, the College's definition of services for students appears to be somewhat narrow. CCSJ may benefit by expanding its outlook on services for students to include organizations such as health care providers, dining establishments, entertainment venues, career counseling, etc.
CCSJ Response			
As part of our annual tactical planning process, a Student Life Plan has now been developed that includes: <ul style="list-style-type: none"> ▪ support for Greek sororities and fraternities; ▪ development of an intramural sports program; ▪ address concerns involving students who choose to live in the neighborhoods surrounding the College and the perceived impacts – positive and negative – their presence may be having on local residents (i.e., our neighbors); ▪ develop more student clubs; ▪ encourage Indiana College Compact Activities; ▪ Widespread student involvement in Humanities Week. 			
CCSJ Process			
We will implement the Student Life Plan by the Student Life committee who meet on a bi-weekly basis.			
CCSJ Improvement Goal			
As part of our annual tactical planning process, a student life plan has now been developed. Key initiatives include support for Greek sororities and fraternities and the development of an intramural sports program. It also addresses concerns involving students who choose to live in the neighborhoods surrounding the College and the perceived impacts – positive and negative – their presence may have on local residents (i.e., our neighbors).			
Artifacts Available for Review			
Student life plan			

Item	9P4	O	Although the College states it makes a concerted effort to build relationships with its major contractors and vendors, it is unclear how the College systematically creates and builds these relationships.
CCSJ Response			
<ul style="list-style-type: none"> ▪ The College has greatly strengthened its relationship with its banking partner over the course of the last year. This has included: (a) the engagement of the bank's CEO as a member of our Board of Trustees; and (b) ongoing meetings involving key staff of both organizations that have led to several upgrades our capacity to control funds internally; (c) the development of new technological capacities allowing us to process alumni contributions more easily; and (d) the development of new technological capacities designed to facilitate online purchases from our Bookstore. ▪ In advance of our 2012 Board of Trustees Gala, the portion of our solicitation strategy focused on contractors and vendors was revised. Our contributions increased significantly as a result. 			
CCSJ Process			
Communications with our banking partner take place both electronically and by telephone. Communications are initiated by both parties. We are delighted with the fact that staff who represent our banking partner frequently propose ways in which they can provide more service for us at less cost. Again, this relationship has improved dramatically over the course of the last year.			

CCSJ Improvement Goal
Our focus now is on one of our most critical vendors (i.e., the company to which we have outsourced our cleaning services). A detailed request for proposal is now being developed.
Artifacts Available for Review
None

Item	9P5b	O	While mission and visibility have been identified as key drivers in some of the partnerships, the processes by which the relationships are created, prioritized, and built are unclear.
CCSJ Response			
We are not entirely sure of the thrust of this comment. We are a very small organization located in a well-defined region. The leadership structure of Northwest Indiana is not in any way complex. For this reason, the key relationships described in our Systems Portfolio tend to be forged and fostered through one-on-one relationships involving the President and members of our senior staff. Over the course of the last year, for instance, our new President served in leadership positions on the boards of the local United Way organization, Catholic Charities of the Gary Diocese, Campagna Academy (a prominent residential care center for youth), and the Quality of Life Council (a civic organization focused on local and regional public policy issues). Each of these organizations focuses in one way or another on the needs of the poor and disadvantaged in our community. As noted in chapter 2 of our System Portfolio, social justice lies at the heart of our mission as a Catholic institution of higher learning. These kinds of engagements are central to our self-understanding as an institution. Given this, we not precisely sure what kinds of additional information the reviewers might need. In our own view, our work in this area represents one of our super strengths.			
CCSJ Process			
As noted above, the processes involved are one-on-one in nature.			
CCSJ Improvement Goal			
Again, we feel that this is already one of the College's a super strengths. In May 2012, the College was asked to spearhead the creation of a coalition of community partners focused on the needs of unemployed and psychologically challenged veterans in our community. Since this is in keeping with our institutional commitment to social justice, we agreed. Our former President and our current President are now involved in this effort. At this point, only two organizational meetings have been held.			
Artifacts Available for Review			
None			

Item	9P6	O	There do not appear to be measures in place to determine the success of partner relationships. CCSJ relies upon anecdotal information to assess how it meets the needs of the various organizations with which it partners. The College may benefit through more intentional metrics, agreed upon between itself and its partners, as to how it meets partnering organizations' needs, and how to collect objective data to measure those outcomes.
CCSJ Response			
We have not yet determined how best to measure our performance in this regard.			
CCSJ Process			

As the reviewers note, our assessment process pertaining to external relationships is anecdotal for the most part. That being said, all of the indications we have received in recent years point to a level of involvement that is highly valued by the community.
CCSJ Improvement Goal
Our immediate goal is to benchmark best practices in this regard.
Artifacts Available for Review
None

Item	9P7	OO	The College notes that a “siloeed” culture undercuts the development of communication and integration processes. There does not appear to be a systematic process to create and build relationships within the institution. It is not clear how the College ensures that internal relationship building methods actually occur.
CCSJ Response			
As noted throughout this document, the College has made substantial progress in this regard since our Systems Portfolio was written. Many of the initiatives designed to break down the barriers resulting from our “siloeed” culture have since been institutionalized. This includes: <ul style="list-style-type: none"> ▪ The development and adoption of a strategic plan, which is now used to set institutional priorities; ▪ The extensive reorganization January 2011, which consolidated our various academic affairs and student support services departments; ▪ Our effective use of cross-functional teams in our AQIP actions projects; ▪ Our development and use of eight annual planning documents, which are developed, updated, and maintained on an ongoing basis by cross-functional teams; and ▪ The expansion of our senior staff and the reorganization of our biweekly meetings around the work of these cross-functional teams. 			
CCSJ Process			
Our planning processes are described under the several responses to “O” and “OO” scores shared by our reviewers in response to chapter eight of our Systems Portfolio: Planning Continuous Improvement.			
CCSJ Improvement Goal			
We are pleased with our accomplishments in this regard over the course of the last year. The significant changes noted above have now been in place over the course of two academic years. They were significantly refined as we moved from the 2010-2011 academic year to the 2011-2012 academic year. We anticipate additional adjustments as we learn more. Our goal at this point is continuous improvement.			
Artifacts Available for Review			
<ul style="list-style-type: none"> ▪ Strategic plan ▪ Organization chart ▪ AQIP action project documentation ▪ Annual planning documents ▪ Senior staff meeting agendas 			

Item	9R1	OO	Measures to determine the effectiveness of collaborative relationships with employers, receiver schools, and the community have yet to be established. Currently, the College appears to rely upon anecdotal information collected on an ad hoc basis.
CCSJ Response			
<p>During the last year, CCSJ has had important interactions with the local communities of Hammond and East Chicago that are in line with the objectives of goal one of the 2011 Strategic Plan are.</p> <ul style="list-style-type: none"> ▪ In November 2011, we entered into an agreement with the City of Hammond to provide scholarships to “College Bound” students, thus closing gaps between the students’ full tuition costs and financial aid they receive from the federal government, the State of Indiana, and the City of Hammond. ▪ In order to lay the groundwork for a more productive relationship with the East Chicago Schools, we responded positively to the school board’s request that we conduct a climate survey of all of their employees 			
CCSJ Process			
<p>Although our assessment process pertaining to external relationship is anecdotal for the most part, all of the indications we have received in recent years point to a level of involvement that is highly valued by the community.</p>			
CCSJ Improvement Goal			
<p>As found in our 2011 Strategic Plan:</p> <ul style="list-style-type: none"> ▪ We will position the College as an exemplary “focused low-cost” provider of undergraduate programs targeted to the urban communities of Northwest Indiana and Northeast Illinois. ▪ We will integrate “upstream” by developing targeted K-12 partnerships designed to promote success at the college level. 			
Artifacts Available for Review			
Strategic Plan			

Item	9R2	OO	The College acknowledges that it does not collect data or audit its external relationships in any formal way, but rather relies on “feelings.” In order for CCSJ to truly measure its performance in this category, a set of outcomes based measures must be identified and data collected and analyzed on a regular basis.
CCSJ Response			
<p>Over the course of the last year, our new President has served in leadership positions on the boards of:</p> <ul style="list-style-type: none"> ▪ The local United Way organization; ▪ Catholic Charities of the Gary Diocese; ▪ Campagna Academy (a prominent residential care center for youth); ▪ and the Quality of Life Council (a civic organization focused on local and regional public policy issues). <p>Each of these organizations focuses in one way or another on the social justice needs of the poor and disadvantaged in our community, which lies at the heart of our mission as a Catholic institution of higher learning. These kinds of engagements are central to our self-understanding as an institution.</p>			
CCSJ Process			
<p>The process is one-on-one. In May 2012, the College was asked to spearhead the creation of a coalition of community partners focused on the needs of</p>			

unemployed and psychologically challenged veterans in our community. Since this is in keeping with our institutional commitment to social justice, we agreed. Our former president and our current president are now involved in this effort. We anticipate, however, that the model described in our System Portfolio will guide our efforts in this regard.
CCSJ Improvement Goal
Although our assessment process pertaining to external relationship is anecdotal for the most part, all of the indications we have received in recent years point to a level of involvement that is highly valued by the community.
Artifacts Available for Review
Strategic Plan

Item	9R3	OO	The College has not identified a peer group and lacks comparative data to assess its performance for Building Collaborative Relationships.
CCSJ Response			
<p>During the last year we have targeted our local urban students:</p> <ul style="list-style-type: none"> ▪ In July 2011, a “targeted” recruiting strategy focused on high schools in urban communities in Northwest Indiana and south Cook County was implemented. This includes more frequent visits to certain high schools and the development of relationships with high school counselors and other gatekeepers in targeted schools. ▪ In November 2011, we entered into an agreement with the City of Hammond to provide scholarships to “College Bound” students thus closing gaps between the students’ full tuition costs and financial aid they receive from the federal government, the State of Indiana, and the City of Hammond. ▪ In March 2012, the Board of Trustees voted not to increase tuition for the 2012-2013 academic year. The number of current students on whom financial aid holds had been placed and evidence that our student loan default rate is increasing played significant roles in this decision. ▪ In April 2012, we received official designation as a “Hispanic-serving institution” from the U.S. Department of Education. This required that we achieve a minimum Hispanic enrollment of 25 percent over the course of three consecutive years. ▪ Over the course of the 2011-2012 academic year, 90 percent of our full-time traditional students qualified for federal, state, or institutional financial aid. Some 38 percent qualified for financial aid as zero percent “expected family contribution” students. And 45 percent were from Hammond, East Chicago, Gary, or Whiting. 			
CCSJ Process			
Recruitment and Enrollment management will set up activities that will help implement our CCSJ 2011 Strategic Plan goal that we will integrate “upstream” by developing targeted K-12 partnerships designed to promote success at the college level.			
CCSJ Improvement Goal			
Our goal is to position the College as an exemplary “focused low-cost” provider of undergraduate programs targeted to the urban communities of Northwest Indiana and Northeast Illinois.			
Artifacts Available for Review			
Strategic Plan			

Item	911	O	Although the College has made two recent agreements with regards to mission-based partnerships, it appears to lack systematic processes and performance results for building collaborative relationships with internal or external stakeholders.
CCSJ Response			
We were somewhat perplexed by this comment, since we had understood the instruction pertaining to section 911 to recommend featuring just one or two initiatives. Further, both initiatives were quite new at the time the Systems Portfolio was drafted. Neither initiative had yet reached the point that formal assessment seemed appropriate.			
CCSJ Process			
We are still trying to discern precisely what kind of documentation would satisfy the reviewers' concerns in this regard.			
CCSJ Improvement Goal			
Now that we have a policy and procedure document process in place, it might be possible to draft a generic document identifying criteria that could pertain to a discrete set of external relationships. We could then require documentation internally pertaining to each of these key relationships (e.g., pertinence to our strategic plan, lead contact(s) in both the College and in the external organization, assessment criteria, etc.). At this point, we are not entirely convinced that this documentation is needed. As a small institution located in a very well-defined and relatively small geographic region, we believe we have a good sense as to which partnerships are critical to our mission and to the goals and objectives in our strategic plan. We also think that we have a good feel for the value and efficacy of these key relationships.			
Artifacts Available for Review			
None			

Item	912	O	Although the College is informed by its heritage and mission, it has been unable to translate those into specific processes and targets for performance regarding its collaborative relationships.
CCSJ Response			
As is noted above, a strategic plan had not been developed at the time our Systems Portfolio was drafted. Specific goals pertaining to key external relationships are now reflected in this document. A sample 2011-2012 accomplishment is associated with each goal below:			
<ul style="list-style-type: none"> ▪ Goal 1, Objective 3: We will integrate "upstream" by developing targeted K-12 partnerships designed to promote success at the college level. (e.g., dual credit); ▪ Goal II, Objective 3: We will evaluate all of our academic programs in terms of their potential to ensure productive and rewarding careers for our graduates. (e.g., Center for Workforce Innovation report); ▪ Goal IV, Objective 3: We will identify and pursue external funding opportunities in order to underwrite faculty research and scholarship. (e.g., Campus Compact membership); ▪ Goal V, Objective 1: We will sponsor local, regional, national, and international initiatives that underwrite the College's commitment to social justice. (e.g., CCSJ social justice conference); ▪ Goal V, Objective 2: We will promote volunteer activity in social service, philanthropic, and Church-affiliated organizations that address the needs of the poor and the marginalized who live among us. (e.g., volunteer policy for employees); ▪ Goal V, Objective 3: We will develop and extend the use of service-learning and other experiential learning strategies. (e.g., experiential learning campaign, mission trip to Guatemala); 			

- **Goal VII, Objective 1:** We will ensure that the College’s building project is accomplished in a timely and cost-effective manner. (e.g., agreement with BP and the Wildlife Habitat Council);
- **Goal VII, Objective 5:** We will identify opportunities for expansion of the College’s physical plant and undertake the development of a master plan. (e.g., funding proposal opportunity involving the Legacy Foundation);
- **Goal VIII, Objective 1:** We will identify new ways in which to engage alumni in the ongoing development of Calumet College of St. Joseph. (e.g., new alumni magazine, Wavelength);
- **Goal VIII, Objective 2:** We will identify and pursue grant and foundation funding in order to support the College’s academic goals (e.g., METAS Initiative proposal to the Lumina Foundation); and
- **Goal VIII, Objective 3:** We will strengthen the College’s annual development campaign as a prelude to the development and launch of a capital campaign focused on our endowment (e.g., annual development plan).

Some of these initiatives were motivated by our mission and others were motivated by our understanding of our strategic position. (See section 8R2 of our Systems Portfolio.)

CCSJ Process

The various processes associated with each of these initiatives vary to a considerable extent.

CCSJ Improvement Goal

We are proud of our efforts in this regard and believe that we have productive relationships with our key external partners. We aspire to continuous improvement at this point in time.

Artifacts Available for Review

- Strategic plan
- Dual credit documentation
- CWI report
- Campus Compact agreement
- Letter to pastors pertaining to undocumented students
- United Way recognition
- Volunteer policy
- BP/Wildlife Habitat Council MOU
- Master plan request for proposal and Legacy Foundation application
- Alumni magazine
- Revised alumni bylaws
- Alumni Facebook page
- METAS proposal