



 Academic Quality Improvement Program
Commission Reaffirmation

AQIP Quality Check-up

Quality Program Summary

Introduction

[Calumet College of St. Joseph](#) is a private not-for-profit Catholic institution of higher learning. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College's [mission](#) promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning. At its Whiting campus, the College serves a diverse urban/suburban commuter population drawn largely from Northwest Indiana and Cook County, Illinois.

Programs are offered at several other locations in Indiana and Illinois as well. The College organizes its academic programs by delivery model; traditional college, degree-completion programs, and graduate programs. The College now offers sixteen majors to our traditional undergraduate students. Four majors are available as degree-completion programs: Organization Management; Computer Management Information Systems; Public Safety Management; and the Humanities. The College offers four graduate programs as well: Master of Science in Law Enforcement Administration/Public Safety Administration; Master of Science in Quality Assurance; Master of Arts in Teaching Program; and Master of Arts in Psychology.

The College has developed a number of academic support programs designed to serve at-risk and underprepared students. A significant number of our students are drawn from among the poorest performing K-12 school systems in the state. A majority are first-generation college attendees. Many work and have family responsibilities. Several of these initiatives were developed under our *Center on Retention and Enrollment* or *CORE Initiative*. Our research-based *CORE Initiative* includes a tutoring center, a PACE remediation program, and a "learning communities" program for traditional undergraduates launched in 2008 and continuing into the present.

Organization

The College follows a "shared governance" model in its planning, deliver, and operation of all academic programs offered at the College. Governance structures are in place at the College to provide for faculty input into academic decision-making. Programs and delivery models are planned for at the programmatic level. Major program initiatives and changes are passed along to one of the five departments for consideration. Department recommendations are forwarded to the Committee on Curriculum and Assessment (undergraduate) or the College Graduate Studies Committee (graduate) for approval. Approvals are authorized for such changes as course titles, descriptions, numbers, additions and/or deletions as well as for all major curricular proposals, such as revisions in academic programs,



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program additions and deletions, and the introduction of new degrees. Approvals of major programmatic changes are then forwarded to the Faculty Senate where initiatives and major changes are approved before being passed onto the College Board of Trustees for final approval. See the [College's Organizational Chart](#) and the [Faculty Handbook](#) wherein the governance structure of the College is outlined in Section 1.1 to Section 1.9.

The College utilizes cross functional teams in developing and implementing ongoing initiatives and AQIP projects. [The Senior Staff](#) includes administrators responsible for tracking performance on the [eight planning documents](#) aligned to the College's Strategic Plan. Our planning committees include representatives from key departments across the institution. Like our Senior Staff members and planning committees, the [AQIP Committee](#) is institutionally diverse, thus encouraging input and feedback from across the entire institution. Our AQIP Steering Committee consists of members from senior administration, academic affairs, student life, enrollment management, library, faculty, our sponsoring religious community, institutional research, human resource, athletics, and the president. Bi-monthly meetings are used to discuss current projects, review data, and sanction new initiatives aligned to the AQIP categories and our strategic goals. Task forces are developed to manage each new project. Task forces function as an extension of the AQIP steering committee and include a range of staff, faculty and other stakeholders. Task forces receive their respective charges, guidance and support from the AQIP Steering Committee.

Systems Portfolio

CCSJ submitted its [Systems Portfolio](#) just over one year ago, in June 2011, and received its [Systems Appraisal Feedback](#) in September 2011. Since that time, the College president, Dr. Dennis Rittenmeyer, retired after almost 25 years of dedicated service. At the same time, the chairman of the Board of Trustees retired after serving more than 25 years. A change in the institution's leadership in July 2011 provided an opportunity to advance a number of initiatives noted in the Systems Portfolio, including:

- The development of a new strategic plan under the leadership of the new president and the [College's Board of Trustees](#);
- The development of [eight planning documents](#) (i.e. enrollment, retention, development, human resource management, marketing, student life, facilities, and technology) and the alignment of these plans with the College's strategic plan.
- The use of cross-functional teams both to develop these several annual plans and to monitor progress with respect to the initiatives included in them;
- A reorganization of key functions in order to streamline reporting responsibilities;
- The Education department achieve [NCATE accreditation](#);
- The sanctioning of a dozen new AQIP projects;
- The [AQIP Steering committee](#) participated in an AQIP forum in April 2012;
- A new [AQIP Campaign](#) has already been launched and is now in the research stage in which we will identify best practices in implementing Experiential Learning across the curriculum



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- An expansion of the [College's senior staff](#) and the organization of our senior staff meetings around the initiatives included in the institution's annual plans; and
- The recent institutionalization of data to be tracked on an ongoing basis in a new repurposed [College Fact Book](#).

In fact, several of these changes such as the AQIP project to complete the [Policy and Procedure](#) documents were launched in January 2011 in anticipation of the leadership change. This was accomplished with the full support of our outgoing president and Board Chair. Moreover, AQIP provided a conceptual framework within which several of these changes were designed and pursued.

Our AQIP steering committee values the feedback received on the Systems Portfolio and is being very deliberate in the evaluation of each category. A systematic approach has been used to develop improvements, goals and actions to improve all the high priority "opportunities". Our AQIP steering committee looks forward to sharing our substantial progress with you during the upcoming Quality Check visit.

Strategic Plan

Since the Systems Portfolio was drafted and reviewed, a strategic plan has been developed. It defines our goals and the many actions needed to accomplish these goals. The strategic planning process began in 2011, under the direction of Dr. Lowery, then Vice President of Academic Affairs, and involved the entire institution. Since January 2011, [eight planning committees](#) analyzed issues, reviewed internal and external data, identified gaps in analyses, developed recommendations, and drafted ongoing plans aligned to the AQIP categories.

Our strategic plan includes the following broad priorities and within these priority areas, more specific strategic goals. The strategic plan was written in the spirit of continuous improvement. See full [alignment of Strategic Plan to AQIP projects](#).

Action Projects

STRATEGIC PLAN GOALS

Goal I:

We will ensure the integrity of the community's trust.

Goal II:

In a manner consistent with the College's mission, we will ensure that our mix of academic programs is attractive to a diverse student body.

Goal III:

We will demonstrate exemplary levels of achievement in student learning.

Goal IV:

We will promote scholarly activity among our faculty and students.

Goal V:

In a manner consistent with our mission, we will ensure that members of the College family engage in the broader life of the community.

Goal VI:

We will optimize our operational performance and business practices in order to better serve students.

Goal VII:

We will ensure that our facilities and technology support student learning and administrative and operational efficiency and effectiveness.

Goal VIII:

We will diversify and expand the College's non-tuition revenue streams.

Goal IX:

We will continue to value all members of the College family.




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The College has aligned its organization structure of Senior Staff, [Board of Trustees Committees](#), and Planning Committees to its strategic plan, our eight planning documents, and our sanctioned AQIP action projects in order to ensure continuous improvement. Our action projects have resulted in multiple improvements outlined in the [History of Change Document](#). Approximately half of our action projects were developed since our strategic plan was adopted. Table 1 demonstrates how our action projects and our strategic plan align.

Table 1:

AQIP Category	Action Project Title (Date Opened)	Primary Strategic Plan Goal	Status
Category One: Helping Students Learn	Learning Communities in Support of the CORE initiative (04-09-2008)	III	Completed
	Required 3 Credit Hour Orientation Course (04-09-2008)	III	Completed
	Pilot Test of a Draft of Assessment Plan (09-01-2009)	III	Completed
	Development of Foundational Learning Objectives (08-01-2010)	II	Completed
	Honors Learning Community (04-01-2011)	III	In Review / Pending Closure
Category Two: Accomplishing Other Distinctive Objectives	Campaign: Experiential Learning Model (04-09-2008)	III	Propose to Open 9/12
Category Three: Understanding Students' and Other Stakeholders' Needs	Review of Freshmen Retention Numbers (10-01-2010)	III	Completed
	Latino Success Initiative (05-29-2012)	I	Active / Open
	Campaign: Experiential Learning Advisory Boards (04-09-2008)	III	Propose to Open 9/12
Category Four: Valuing People	Latino Success Initiative (05-29-2012)	I	Active / Open
Category Five: Leading and Communicating	Service Learning Assessment & Development (Campus Compact) (12-06-2011)	V	In Review / Pending Closure
	Consumer Information Disclosure (08-01-2011)	VI	In Review / Pending Closure
Category Six: Supporting Institutional Operations	Marketing Campaign in Support of the CORE Initiative (04-09-2008)	VI	Completed
	Financial and Business Practices and Policies (04-09-2008)	VI	Completed
	Paperless and Online Forms of Operations (11-10-2008)	VI	Completed
	Improvement of CCSJ Registration Process (05-01-2009)	VI	Completed




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	Development of Policies and Procedure Documents <i>(07-15-2010)</i>	VI	Completed
	EMPOWER Student Information System <i>(04-02-2012)</i>	VI	In Review / Pending Closure
Category Seven: Measuring Effectiveness	Assessment Data Pertaining to Graduates <i>(10-01-2010)</i>	III	Completed
	Online Course Evaluations <i>(12-06-2011)</i>	VI	In Review / Pending Closure
	Campaign: Experiential Learning Best Practices <i>(04-09-2008)</i>	III	Active / Open
Category Eight: Planning Continuous Improvement	External Review of Programs and Curriculum <i>(04-09-2008)</i>	I	Active / Open
Category Nine: Building Collaborative Relationships	High School Initiative <i>(08-01-2012)</i>	1	Active/Open

AQIP Campaign

Currently the college is in the process of launching its most recent [AQIP Campaign](#), which was developed at the April 2012 AQIP Strategy Forum. After a series of exercises focused on [Continuous Improvement](#) and [Five Lessons Learned](#), our [AQIP Steering Committee](#) resolved to focus on “Helping Students Learn.” The Campaign will focus on integrating experiential learning across the curriculum for all programs. Valuing the perspectives our key stakeholders, our goal is for each program to work with an external advisory board (content specific) to assist with the integration of experiential learning into each program curricula.

To date, we have launched the AQIP Campaign by establishing the following initiatives aligned to this multi-year goal:

1. Creating action projects aligned to this goal;
2. Introducing and discussing the campaign with faculty, who will drive the initiative;
3. Contracting with “[The Center of Workforce of Innovations](#)” for an external assessment of curriculum ([see assessment of our Business and English program](#));
4. Developing a task force charged with researching best practices in Experiential Learning; and
5. Identifying a select set of programs to develop models of experiential learning into the curricula.