September 23, 2011

Dennis C. Rittenmeyer
President
Calumet College of St. Joseph
2400 New York Avenue
Whiting, IN 46394

Dear President Rittenmeyer:

Enclosed is a copy of Calumet College of St. Joseph's *Systems Appraisal Feedback Report*. It begins with a concise Executive Summary, intended for those general readers that do not require a high level of detail. Your Systems Appraisal Team of quality experts provided extensive detail in the full report by identifying nine distinct groups of what they view as your institution's *strengths* and *opportunities for improvement*, one group for each of the nine AQIP Categories. We are also emailing your institution's AQIP Liaison a copy of this full *Systems Appraisal Feedback Report*.

To receive maximum benefit from your Systems Appraisal, you and your colleagues should plan to invest substantial time in discussing it, considering the team's observations and advice, and identifying which actions will best advance your institution. The enclosed *After Your Appraisal* details what lies ahead and how to use your Feedback Report most effectively, and explains when and how to register for your next Strategy Forum.

To comply with federal requirements, we need the CEO of the institution formally to acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Please read the enclosed *After Your Appraisal* suggestions *before* you decide how to respond. Limit your acknowledgement and comments to a maximum of two typewritten pages, and understand that your response will become part of your institution's permanent HLC file, to be shared with future peer reviewers who review your institution (including the next Systems Appraisal team, the next Quality Checkup visit team, and the next Reaffirmation of Accreditation panel). Email your response to AQIP@hlcommission.org; call me or Mary Green (at 800-621-7440 x130) if you have any questions about it.

We know you will gain real value from the Systems Appraisal Feedback and the activities it will stimulate within your institution, and we are proud to be working with you as you continue along the never-ending path to improvement.

Sincerely,

Stephen D. Spangehl
Vice President

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

CALUMET COLLEGE OF SAINT JOSEPH

September 20, 2011

SYSTEMS APPRAISAL FEEDBACK REPORT

In response to the *Systems Portfolio* of

CALUMET COLLEGE OF SAINT JOSEPH

Academic Quality Improvement Program

The Higher Learning Commission NCA

September 20, 2011

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EXECUTIVE SUMMARY FOR CALUMET COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight Calumet College's achievements and to identify challenges yet to be met.

Category 1: Helping Students Learn

The College has clearly articulated its mission and has made slow, but definite, progress along its AQIP path. The College describes multiple approaches to address the requirements of this category, but there is a lack of clear focus on the processes, assessments, and overall systematic approaches necessary to effectively monitor its curricular, co-curricular, and student support programs to ensure intended outcomes are attained. Much of the information provided is anecdotal, and the College does not appear to emphasize use of data to drive its decision making. The College needs to further develop its outcomes assessment processes and to use data gathered from assessments to understand better where it is and to determine where it needs to go. The lack of systematic processes and standardized approaches to collecting and analyzing data may limit the College's ability to control and improve processes effectively to address student learning and development.

Category 2: Accomplishing Other Distinctive Objectives

The College appears to lack a culture and infrastructure where stakeholder input is used for establishing improvement priorities and taking action to improve with respect to Accomplishing Other Distinctive objectives.

Category 3: Understanding Students' and other Stakeholders' Needs

The College appears to be aware of the need for increased formalization of its processes and to more fully collect data regarding how various constituencies are viewed and affected by the College. Calumet relies heavily on satisfaction data to understand its students. A more outcome-based approach may provide the College with the breadth and depth in understanding that it is seeking. Further, no segmented data are provided to understand the various groups identified by the institution. For example, it is not clear how student needs, other than student athletes, are addressed. Additionally, the College does not appear to attempt to understand the needs of prospective students or other external stakeholders. In fact, the College does not identify external stakeholder groups. A next step may be to extend to other stakeholders formalized processes of analysis and assessment to better understand their needs and

perceptions, and the benefits of the College to them. The College has successfully completed one AQIP Action Project in this category, something upon which it can build as it further strengthens itself in this area.

Category 4: Valuing People

The College appears to still be in the formative stages of developing, implementing and evaluating its processes for Valuing People. There is little evidence that an approach exists to determine workforce engagement and satisfaction across employee groups and segments. Assessment methods and measures related to Valuing People appear to be limited and there does not appear to be a systematic process in place that allows the College to identify processes to improve or to set targets, particularly in the area of retention and training. The College's employee surveys are a first step to initiating such a process and further segmentation of the data, a formal, regular review of the results, and communication of those results campus-wide, may aid the College in establishing a process and setting targets for this category.

Category 5: Leading and Communicating

The College acknowledges the need for a systematic process for Leading and Communicating. There appears to be a lack of attention to underlying systems that will produce improvement and limited information regarding a formal process that addresses CCSJ's leadership and communication infrastructure. Strategies for aligning leadership, decision-making, and communication processes with the College's mission and values, as well as its legal, ethical and social responsibilities are not evident in the responses provided in this category. It is likely that the turnover in leadership has slowed the development of processes and systems related to this category.

Category 6: Supporting Institutional Operations

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

Category 7: Measuring Effectiveness

Processes and methods for the collection and analysis of data do not appear to have been developed. The lack of a systematic approach for selecting and using data and information for performance measurement and review may make it difficult for the College to continually improve processes for student learning and ensure the effectiveness of programs in meeting student and other stakeholder needs as described in the overview.

Category 8: Planning Continuous Improvement

The College appears to function in an ad-hoc manner. While the portfolio describes a few activities that are included in its strategic planning process, there is little evidence of a systematic approach to developing objectives and action plans. It is not clear if there is an approach to collecting and analyzing relevant data as part of the strategic planning process.

Category 9: Building Collaborative Relationships

CCSJ appears to depend on personal relationships rather than systematic processes to manage its collaborative endeavors. Although some relationships appear to be strategically driven, others appear intended to benefit the College rather than being mutually beneficial. The results of these relationships are assessed judgmentally rather than based on established criteria for which data are gathered. The College appears to lack a systematic process to plan, create, and build relationships. Further, it is unclear how relationship building is prioritized and linked to the strategic plan. As the College moves toward becoming an organization that shares the AQIP principles of academic quality, it may be helpful to create a systematic and comprehensive process for the regular collection, analysis, and tracking of data (both quantitative and qualitative) to support Building Collaborative Relationships.

Accreditation issues and Strategic challenges for Calumet College are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

ELEMENTS OF Calumet College's FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your

institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each

Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the

Criteria as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

> The Systems Appraisal team concluded that Calumet College has presented evidence that it complies substantially with each of the Five *Criteria for Accreditation* but not fully with some Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist Calumet College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Calumet College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- The College appears to lack an approach for selecting, collecting, and analyzing performance measures and does not report many results that provide sufficient information to make informed decisions. In addition, no meaningful trends are reported in its Systems Portfolio. Key performance measures that are trended and show performance over time should be visible and widely shared to allow CCSJ to control and improve its processes. It is important to measure the right things and look at inputs, process, and outputs and how they connect to overall objectives.

- The College acknowledges the need to improve its use of comparative data. Without the collection and analysis of comparative data, it might be difficult to establish performance

targets or determine where the College stands in relation to its competitors. In addition, comparative data may often provide the impetus for change and/or improvement. If appropriate comparative data are selected and used, then the College has an opportunity to set stretch goals and promote innovation.

- CCSJ does not provide a description of how the leadership system creates an environment for performance improvement. It is not clear if a structure exists to foster teamwork and appropriate risk-taking. The College may be well served if it created processes that ensure that everyone understands and values the institution's mission, goals, and directions – and creates an infrastructure to support the decision-making process.

- The College provides anecdotal information for the majority of AQIP Categories. It frequently uses examples and describes individual activities rather than systematic processes. Approaches that are systematic may provide the opportunity for evaluation, improvement, and sharing.

- CCSJ appears to lack a strategic perspective in choosing those activities in which it engages. Rather, it appears *ad hoc* and opportunistic in its decision making. The College appears to lack clear and unified direction to guide all levels and areas of the institution in a cohesive manner to ensure coordination and consistency in its endeavors.

USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given

our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Calumet College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Calumet College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item   Critical Characteristic

OV1a   The College is a Catholic institution of higher learning dedicated to the academic, spiritual, and ethical development of its students. The College promotes the inherent dignity of all people, social justice, ethic of service, student empowerment, opportunity, and lifelong learning.

OV1b   The College focuses on the need to develop "meaningful" personal lives and careers and challenges its graduates to make positive contributions to the communities they live in.

OV1c   Through its Calumet Center, St. Joseph's College became the first institution to offer baccalaureate degrees in Lake County, IN. In 1973 Calumet College of St. Joseph became an independent institution. At its Hammond campus, the College serves a commuter population drawn largely, but not exclusively, from Northwest Indiana and Cook County, Illinois. Programs are offered at other locations in Indiana and Illinois as well.

OV2a   The College offers 16 majors to traditional undergraduate students. Graduate programming has become an increasingly important part of the College's academic offerings; the institution has five graduate programs.

OV2b   Four majors are available as degree-completion programs: Organization Management, Computer Information Systems, Public Safety Management, and Humanities.

OV2c   The CORE Initiative is considered the College's most important internal collaboration effort. This initiative, focused on student success, requires faculty and staff to work closely to meet students' needs and is funded by a $375,000 grant from the Lilly Foundation.

OV3a   The College is an "open enrollment" private college that serves "an otherwise underserved urban population" of at-risk students who are underprepared and have limited financial resources.

OV3b   Chief undergraduate competitors include IVY Tech State College and to a lesser extent, the City Colleges of Chicago.

OV4a   The College put into place a reorganization plan in January of 2011. It has made an effort to move away from traditional clerical positions and to hire professional individuals

to perform many of the duties previously performed by its clerical workers. Clerical positions accounted for 25% of all positions in 2005 and currently account for 21%. In contrast, Instruction/Research/Service positions comprised 23% of all positions in 2005 and currently 31% of all staff are in this category.

OV4b The College has 151 full and part-time employees divided into five broad categories: Maintenance/Skilled Craft, Clerical and Secretarial, Professional Staff, Executive/Administrative, and Instruction/Research/Service. The full-time faculty teach much of the Gen Ed courses while adjunct faculty teach the majority of the degree-completion and graduate programs.

OV5a The College has a Corporate Board, a Board of Trustees, and a Faculty Senate that direct the decision-making and communication functions. Members of the religious order Missionaries of the Precious Blood help to provide ethical and social responsibility guidance.

OV5b All full and part-time permanent faculty members serve on Faculty Senate and are responsible for the assessment of the College's academic programs.

OV6 The College instituted a new planning process in January of 2011. Previously, planning was done at the departmental level. The College acknowledges the need to be more strategic in its thinking and that past tactical planning was effective yet not strategically aligned with its mission or values. Recent changes have lead to a new planning regime.

OV7a Traditionally, the College has largely relied on two compilations of data, a budget summary, and an annual "Fact Book," which focused primarily, but not exclusively, on student demographic data. The College recognizes the need to become more data driven. To that end, the position of Institutional Researcher has been created and filled. In addition, the College has implemented two new data management software packages.

OV7b The College recently converted to a new student management system called Empower and a new financial management system called Great Plains which has helped identify institutional deficiencies within the system. Overall, creating a System Portfolio has helped the College to become more sophisticated in its assessment process of comparative data.

OV8   Key vulnerabilities for the College include competition from state-funded public institutions, and a heavy dependence on revenues from tuition, which it finds difficult to increase given its commitment to serving constituents with high financial need. Additionally, private gifts have dropped nearly 60% since FY06-07.

OV9   Key partnerships for Calumet College were created to help strengthen organizational effectiveness. Favorable relationships exist with high schools, Northwest Indiana Consortium on Teacher Education (NICTE), various articulation agreements with other higher education institutions, and the City of Chicago and the Chicago Police Department.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these "strengths and opportunities" sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty

and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Calumet College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item   Critical Characteristic

OV1a   The College is a Catholic institution of higher learning dedicated to the academic, spiritual, and ethical development of its students. The College promotes the inherent dignity of all people, social justice, ethic of service, student empowerment, opportunity, and lifelong learning.

OV2a   The College offers 16 majors to traditional undergraduate students. The graduate programming has become an increasingly important part of the College's academic offerings; the College has five graduate programs.

OV3a   The College is an "open enrollment" private college that serves "an otherwise underserved urban population" of at-risk students who are underprepared and have limited financial resources.

Here are what the Systems Appraisal Team identified as Calumet College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

Item	*S/O*	*Comment*
1P1a	S	Calumet College utilizes a structured process when evaluating learning objectives. The process presented is iterative in nature and provides the opportunity for review and open discussion. The process involves the Faculty Senate which is composed of all faculty members.
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.

There also exists an opportunity as CCSJ aligns its program requirements with those of other Colleges to utilize key industry professionals for input on its curriculum which will afford many potential opportunities in the future.

1P2a	S	The Faculty Senate's Curriculum and Assessment Committee and its Graduate Studies Committee use Bloom's Taxonomy of Learning Outcomes to evaluate objectives.
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.
1P3	S	A systematic process is in place to design new programs. A line of responsibility provides for programs to be approved through the Faculty Senate, Board of Trustee's Academic Affairs Committee, and then the Board of Trustees.
1P4a	S	The College's CORE Initiatives sequence the General Education courses, providing for the development of student foundational knowledge and skills that apply to both full-time and part-time students. The strategy is further enhanced through CCSJ's established learning communities. Coordination occurs in syllabi, lesson plans, and assignments with experienced faculty teaching 3 classes to first-time, full-time freshman who address developmental rubrics in six foundational knowledge and skill sets. The College's Capstone course explores the individual's search for meaning; the experience of meaning in creative acts, in relationships, and in the manner individual's deal with circumstances.
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.

1P5	S	General Education courses are sequenced to build upon earlier courses. Prerequisites are the norm and the use of a cohort delivery model facilitates the learning process.
1P6	S	The College has a variety of methods in place to communicate expectations of students. This includes, but is not limited to, one-on-one interactions, orientation programs, and the college catalogues.
1P7	S	For undergraduates, the College utilizes advisors in face-to-face interactions, General Education sequencing of courses, participation in for-credit orientation course, online career exploration and planning, General Education Capstone, and practicum and internships. The College uses a variety of testing and personal counseling to assist students to select programs of study the match their interests, needs, and abilities. The use of a for-credit orientation course in which testing and advising occurs is appropriate to the population served. The availability of internships and practica help students confirm career choices.
1P8	S	The College utilizes Compass tests for students below threshold levels for ACT/SAT to identify students requiring remediation in English/Math. Students indicated as requiring remediation are placed into developmental courses. The College offers a specific developmental English course for ELL students. Through a Lilly Endowment grant, the College has created its Personal Academic Career Excellence (PACE) program for students with High School GPAs under 1.75. The College operates a Tutoring Center to assist students needing additional academic support.
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.

1P10a   S   A Coordinator of Disability Services identifies reasonable accommodations that individual students may need. The availability of such services is publicized through a variety of channels, including the orientation program. As a wholly commuter population College, CCSJ provides a number of activities intended to encourage student interaction outside the classroom.

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.

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.

1P12a   S   To serve the adult part-time learner, the School of Adult Learning initiative was launched and a new Associate degree in General Studies features a mix of traditional and accelerated coursework. Flexible scheduling is a defining characteristic of the degree-completion and graduate programs

providing for courses in accelerated format, evening, shadow format, morning and evening, and Saturdays.

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.

1P13   O   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.

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.

1P15a   S   Learning support services are addressed in cross-functional venues such as personnel meetings, senior staff meetings, biweekly meetings, Technology Committee meetings, and other meetings involving faculty and staff who are engaged in learning communities. Grants, such as the

Lilly Endowment, support cross-functional initiatives like the College's Tutoring Center and PACE Program designed to promote student learning. Through CCSJ's capital campaign, expansion on the facility includes new science labs, art studio, bookstore, and entrance to the library.

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.
1P16	OO	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 referenced in 2P3, it is noted that only 8% of the points in that program address "academic focus" and that this program is specific to its student-athletes. The College may benefit from more intentional alignment of co-curricular goals with its curricular learning objectives.
1P17a	S	The College utilizes a variety of external instruments to measure and assess attainment of intended learning outcomes appropriate to its certificates and degrees in specific programs. This includes, but is not limited to, CISCO Certification, SHRM, and ASQ. In other programs it uses capstone courses, as well as Skill based tests, board pass rates, and surveys, as summative assessment of attainment of intended outcomes.
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.

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.
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.
1R2a	S	The College has analyzed data it collects to identify areas of strength and opportunities for improvement. Given the underprepared nature of the College's undergraduate students, the CORE Initiative appears to be showing positive results. The CAAP and NSSE tests help to indirectly measure performance.
1R2b	OO	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.

1R2c	O	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.
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.
1R4	OO	The College appears to lack a systematic process to track student accomplishments in graduate school or on the job. 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.
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.
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.

1I1a	S	The College continues to serve its adult student population and is expending resources to develop a younger student body. It acknowledges the need to address decline in part-time students in traditional undergraduate programs. Efforts to understand causal factors are being made through several initiatives such as: adopting General Education courses, reconfiguration of the Humanities Program in an accelerated degree format; utilizing the AQIP Action Project as a marketing strategy, assigning a professional staff member to students enrolled in the School of Adult Learning, offering a new associate degree in General Studies, and opening a study lounge for students in the School of Adult Learning.
1I1b	O	While the College has made some improvements to Helping Students Learn through AQIP Action Projects, it may benefit through formal monitoring of outcomes of these initiatives to ensure that they are providing the results anticipated.
1I2	O	CCSJ is in the early stages of developing a culture and infrastructure where defining processes, establishing measures and targets, collecting and analyzing data, reviewing performance, identifying opportunities for improvement, establishing improvement priorities, and taking action to improve are the norm with respect to Helping Students Learn.

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Calumet College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:

Item   *Critical Characteristic*

OV1a   The College is a Catholic institution of higher learning dedicated to the academic, spiritual, and ethical development of its students. The College promotes the inherent dignity of all people, social justice, ethic of service, student empowerment, opportunity, and lifelong learning.

OV2c   The CORE Initiative is considered the College's most important internal collaboration effort. This initiative is focused on student success and requires faculty and staff to work closely together to meet students' needs and is funded by a $375,000 grant from the Lilly Foundation.

OV3a   The College is an "open enrollment" private college that serves "an otherwise underserved urban population" of at-risk students who are underprepared and have limited financial resources.

Here are what the Systems Appraisal Team identified as Calumet College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

Item	*S/O*	*Comment*
2P1a	S	The College's commitment to Social Justice is integrated into the curriculum and there are numerous opportunities outside the classroom to facilitate this initiative. The Social Justice Committee provides oversight to issues pertaining to Social Justice around the campus, keeping this goal a priority.
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.

2P2	O	It is not clear if a process exits 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.
2P3a	S	The College's commitment to Social Justice is communicated through its curriculum, Lunch 'N Learn events, e-mail, flyers and written communication by faculty and administrators. The Champions of Character Program helps to promote the goals of the Athletics Programs.
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 Justices, it is not evident how objectives of these activities are identified.
2P4a	S	The College states that assessment and review of the appropriateness and value of the objectives for initiatives is mission driven and undergraduate learning based. Social Justice activities that are curriculum oriented are evaluated by the Curriculum and Assessment Committee, Graduate Studies Committee, and the Faculty Senate those that are co-curricular and community focused are evaluated by the Social Justice Committee.
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.
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.

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.
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
2R2a	S	The College scored 90 in the NAIA Champion of Quality program, well above the score needed to be designated a Champion of Quality Institution. Further, the results of the Mean GPA of student-athletes shows favorable trends and the numbers of student athletes have increased.
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.
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
2R4a	S	Development of the athletic program increased enrollments.
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.

2I1a	S	The College recently opened a new Student Activity/Community Center to provide a focal point for student interaction. It also has opened a new athletics facility to enhance its Athletics Program objective.
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.
2I2a	S	The College culture of Social Justice is embedded in its Catholic base, integrated in its programs and in co-curricular and community focused initiatives. CCSJ is dedicated to the ethical development of at-risk and underprepared students in Northwest Indiana.
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 *select specific processes and targets* for its non-instructional objectives.

AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Calumet College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

Item   Critical Characteristic

OV1b The College focuses on the need to develop "meaningful" personal lives and careers and challenges its graduates to make positive contributions to the communities they live in.

OV3a The College is an "open enrollment" private college that serves "an otherwise underserved urban population" of at-risk students who are underprepared and have limited financial resources.

OV3b Chief undergraduate competitors include IVY Tech State College and, to a lesser extent, the City Colleges of Chicago.

Here are what the Systems Appraisal Team identified as Calumet College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

Item	*S/O*	*Comment*
3P1a	SS	The College demonstrates a sound understanding of the importance of identifying the changing needs of its student groups and assessing the needs of incoming students. It recognizes the extent to which its student population is particularly at risk and collects data to modify service and offerings to create greater value for students.
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.
3P2	S	The College has implemented numerous methods to build relationships with students to foster retention, loyalty, positive word of mouth, and to attract prospective students. These include face-to-face interaction, freshman mentors to ensure student acclimation to the institution, and a vibrant athletics program.
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.

3P4	OO	No information is provided regarding how the College builds and maintains relationships with its stakeholders, particularly external stakeholders. Developing and deploying systems and processes with building and maintaining relationships may help the College more effectively reach its strategic goals.
3P5a	S	The College conducts market analysis and cost benefit studies to determine which graduate programs to offer.
35Pb	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.
3P6a	S	The College resolves disputes with the use of a Faculty-Student Grievance Committee which handles disputes that cannot be resolved informally. Each committee includes two faculty members, the president and one other elected member of Student Government, and one member of its sponsoring religious order. This process is described in the Student Handbook.
3P6b	OO	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.
3R1	S	The College has a variety of informal and formal approaches to determining the satisfaction of students and other stakeholders including

complaint data, faculty evaluations, and key questions on the National
Survey of Student Engagement (NSSE).

3R2a	S	The College reports a variety of metrics of student satisfaction that are positive and support the student satisfaction commitment offered by the College.

3R2b	S	The number of student complaints has steadily declined since 2007-08.

3R3a	S	Satisfaction rates of Seniors for all of the NSSE questions shown are above the peer group ratings.

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.

3R3c	O	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.

3R4	OO	Performance results for building relationships with students are not reported. The College indicates that this is not an area of importance for determining learning.

3R5	O	Limited results are available to demonstrate the effectiveness of the processes and activities used to build relationships with stakeholders.

3R6a	S	The NSSE results indicate that first year student and senior scores for relationships with faculty exceed the national mean and both the first year student and senior scores for administrative personnel relationships is higher than the national mean.

3R6b	OO	Other than the NSSE, no other sources are used to obtain data with which to compare CCSJ outcomes and the performance of student and stakeholder-related processes to those of other higher education institutions or organizations outside of higher education. The College may

benefit from identifying an appropriate peer group and collecting data that can be used for comparison. Such comparisons can guide the College in assessing whether the results it attains align with those of its peers.

3I1	S	The College has implemented a new process to address "academic alerts" of substandard performance by students. The new process has made alerts more timely, provided more consistent reporting, and provides a basis from which causal factors can be identified and addressed.
3I2	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.

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Calumet College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item   Critical Characteristic

OV4a   The College put into place a reorganization plan in January of 2011. It has made an effort to move away from traditional clerical positions and to hire professional individuals

to perform many of the duties previously performed by its clerical workers. Clerical positions accounted for 25% of all positions in 2005 and currently account for 21%. In contrast, Instruction/Research/Service positions comprised 23% of all positions in 2005 and currently 31% of all staff are in this category.

OV4b The College has 151 full and part-time employees. They are divided into five broad categories: Maintenance/Skilled Craft, Clerical and Secretarial, Professional Staff, Executive/Administrative, and Instruction/Research/Service. The full-time faculty teach much of the Gen Ed courses while adjunct faculty teach the majority of the degree-completion and graduate programs.

Here are what the Systems Appraisal Team identified as Calumet College's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

Item	*S/O*	*Comment*
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.
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.
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.
4P4	S	The College has instituted a variety of orientation programs for employees to learn about its history, mission, and values. These include individualized sessions, administrative retreats, an HR orientation, and an

annual convocation. The process appears to be well established for the faculty. The College may wish to emulate this model for all staff as well.

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.
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.
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.
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,
4P9	OO	The College provides no evidence of a process that reinforces continuous professional development training for all employees (faculty, staff, and administrators).
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.
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.
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.

4P13	S	Individual concerns about satisfaction with health and safety issues and perceived well-being are addressed informally in meetings and formally through CCSJ's grievance process. A survey based on the Malcolm Baldrige National Quality Award has been institutionalized and is administered biannually to employees with the results shared with the College's management team.
4R1	S	Faculty and staff satisfaction is the primary method by which the College measures its effectiveness with regard to Valuing People.
4R2	S	The College reports several results in processes associated with Valuing People including the percent of General Education course taught by full-time faculty members and the percent of credit hours taught by full-time faculty.
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.
4R4	OO	The College provides little comparative data to determine how its results in Valuing People compare to peer institutions.
4I1	S	Involvement of new faculty in the General Education Program redesign and the conversion of the faculty evaluation system to the Boyer model are two recent improvements.
4I2	S	The College is in the early stages of developing a culture and infrastructure where defining processes, establishing measures and targets, collecting and analyzing data, reviewing performance, identifying

opportunities for improvement, establishing improvement priorities, and taking action to improve are the norm with respect to Valuing People.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading And Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Calumet College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

Item   Critical Characteristic

OV5a   The College has a Corporate Board, a Board of Trustees, and a Faculty Senate that direct the decision making and communication functions. Members of the religious order Missionaries of the Precious Blood help to provide ethical and social responsibility guidance.

OV5b   All full and part-time permanent faculty members serve on Faculty Senate and are responsible for the assessment of the College's academic programs.

Here are what the Systems Appraisal Team identified as Calumet College's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

Item	*S/O*	*Comment*
5P1	S	The College's mission is approved by the Board of Trustees and subject to review by the Corporate Board. Formal reviews are conducted on an as-needed basis.

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.

5P2   S   The President maintains an open door policy and conducts weekly meetings with Vice Presidents who in turn hold meetings with their respective directors, in a top-down process, to set alignment with mission, vision, and values. CCSJ's mission and core values provide the foundation of the weekly meetings.

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.

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.

5P5   O   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.

5P6a   S   The College reports that it has made progress in terms of using data to drive the decision-making process. The CORE Initiative prompted the adoption of a more selective high school recruiting schedule, the creation of an honors learning community, and the development of an outreach initiative targeted to students identified as retention risks.

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.
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.
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.
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.
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.
5R2	S	Results from the Baldrige-style survey regarding Leading and Communicating have improved.
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.

5I1a   O   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.

5I1b   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.

5I2   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.

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Calumet College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

Item   Critical Characteristic

OV6   The College instituted a new planning process in January of 2011. Previously, planning
       was done at the departmental level. The College acknowledges the need to be more
       strategic in its thinking and that past tactical planning was effective yet not strategically
       aligned with its mission or values. Recent changes have lead to a new planning regime.

**Here are what the Systems Appraisal Team identified as Calumet College's most
important strengths and opportunities for improvement relating to processes
encompassed by Category 6, Supporting Institutional Operations.**

Item	*S/O*	*Comment*
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.
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.
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.
6P4-6P5	OO	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.
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 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.

6R2-6R4   OO   Few results of student and administrative support process performance are available to permit an understanding of the effectiveness of these processes.

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.

6I1   O   Although there are some examples of improvements across student and administrative support areas, processes, improvement efforts and performance results do not appear to be systematic and comprehensive.

6I2   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.

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at

the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Calumet College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item   Critical Characteristic

OV7a   Traditionally, the College has largely relied on two compilations of data, a budget summary, and an annual "Fact Book," which focused primarily, but not exclusively, on student demographic data. The College recognizes the need to become more data driven. To that end, the position of Institutional Researcher has been created and filled. In addition, the College has implemented two new data management software packages.

OV7b   The College recently converted to a new student management system called Empower and a new financial management system called Great Plains which has helped identify institutional deficiencies within the system. Overall, creating a System Portfolio has helped the College to become more sophisticated in its assessment process of comparative data..

Here are what the Systems Appraisal Team identified as Calumet College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

Item	*S/O*	*Comment*
7P1a	S	Data are collected and sorted by AQIP Categories and aggregated for the university as a whole. These data are provided to the faculty and staff via the intranet with security based access.
7P1b	O	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.

7P2	O	It is not clear how data for supporting planning and improvement opportunities is distributed to departments. Without a standard process that provides an understanding of process performance, the College may be limited in its ability to proactively identify improvement opportunities.
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.
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.
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 a process to systematically identify what data is relevant and to prioritize collection and analysis of that data is not evident.
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 relative to the goals in the strategic plan.
7P7	O	Although the College has converted to the Empower system for its data management 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.

7R1	OO	The lack of appropriate data may make it difficult to determine the effectiveness of the analysis of performance measures.
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.
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.
7I1a	S	The College is currently implementing a plan in partnership with Comspec International to address disaster recovery and business continuity. Under the plan, the College's data will be backed up nightly to a remote site in Colorado where a duplicate system will be available. In the event of a disaster, the College will be able to continue operations using this offsite database.
7I1b	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."
7I2	OO	The College does not address how its culture and infrastructure help it select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness.

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action

plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Calumet College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:

Item   Critical Characteristic

OV6   The College instituted a new planning process in January of 2011. Previously, planning was done at the departmental level. The College acknowledges the need to be more strategic in its thinking and that past tactical planning was effective, yet not strategically aligned with its mission or values. Recent changes have lead to a new planning regime.

OV8   Key vulnerabilities for the College include competition from state-funded public institutions, and a heavy dependence on revenues from tuition, which it finds difficult to increase given its commitment to serving constituents with high financial need. Additionally, private gifts have dropped nearly 60% since FY06-07.

Here are what the Systems Appraisal Team identified as Calumet College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

Item   S/O   Comment

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.

8P2	OO	The College does not identify a formal process related to how it selects long-term or 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.
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.
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.
8P5	OO	It is not apparent that the College has made a dedicated effort to define the objectives and establish measures or 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.
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 that a participative process.

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.
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.
8R1	OO	The College does not give evidence of regular measurement of its planning processes and systems to demonstrate effectiveness of the system for Planning Continuous Improvements.
8R2	OO	Results are not available to indicate the effectiveness of the College's strategic planning.
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.
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.
8R5	OO	The College does not have a systematic process that includes methods, performance measures, and evaluations.
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.

| 8I2 | OO | Although the College has identified a need for cultural change, there is no evidence presented that such change has begun. |

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Calumet College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:

Item   Critical Characteristic

OV9   Key partnerships for Calumet College were created to help strengthen organizational effectiveness. Favorable relationships exist with high schools, Northwest Indiana Consortium on Teacher Education (NICTE), various articulation agreements with other higher education institutions, and the City of Chicago and the Chicago Police Department.

Here are what the Systems Appraisal Team identified as Calumet College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

Item	*S/O*	*Comment*
9P1a	S	The College has articulation agreements with a number of 2-year institutions and offers 2+2 programs at Ancilla College. It has agreements with the Chicago Police Academy for its public safety programs and has relationships with ASQ to provide its MSQA to ASQ members.

9P2b	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.
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.
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.
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.
9P5a	S	Consistent with its heritage, the college has a working relationship with the Catholic Diocese of Gary. This includes a bachelors program in Pastoral Studies for the lay ministry. The College and its senior leadership are active in the Northwest Indiana Quality of Life Council. Consistent with its mission the college maintains relationships with Campagna Academy, and Lake Area United Way, and partners with the Jewish Federation of Northwest Indiana in its mission to Guatemala.
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.
9P6	OO	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.

9P7   OO   The College notes that a "siloed" 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.

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.

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

9R3   OO   The College has not identified a peer group and lacks comparative data to assess its performance for Building Collaborative Relationships.

9I1   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.

9I2   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.