

CCSJ STRATEGIC PLAN ALIGNED TO AQIP & OUTCOMES

Updated 7/13/12

Strategic Plan Goals and Objectives	2011- 2012 Accomplishments	AQIP Category
<p>Goal 1</p> <p>We will ensure the integrity of the community's trust.</p> <p><i>We have thrived as an institution of higher learning by attending our mission. We are a Catholic Institution of higher learning that provides educational opportunities to students who might not otherwise achieve their full potential as responsible, caring, and productive members of community. Lives are transformed and enriched at Calumet College of St. Joseph. This is our calling, the same calling to which our sponsoring religious order, the Missionaries of the Precious Blood, responded more than 60 years ago. As our future unfolds, we will not lose sight of this foundational imperative.</i></p> <p>We will position the College as an exemplary "focused low-cost" provider of undergraduate</p>	<p>In July 2011, a "targeted" recruiting strategy focused on high schools in urban communities in Northwest Indiana and south Cook County was implemented. This includes more frequent visits to certain high schools and the development of relationships with high school counselors and other gatekeepers in targeted schools.</p> <p>In November 2011, we entered into an agreement with the City of Hammond to provide scholarships to "College Bound" students thus closing gaps between the students' full tuition costs and financial aid they receive from the federal government, the State of Indiana, and the City of Hammond.</p> <p>In March 2012, the Board of Trustees voted not to increase tuition for the 2012-2013 academic year. The number of current students on whom financial aid holds had been placed and evidence that our student loan default rate is increasing played significant roles in this decision.</p> <p>In April 2012, we received official designation as a "Hispanic-serving institution" from the U.S. Department of Education. This required that we achieve a minimum Hispanic enrollment of 25 percent over the course of three consecutive years.</p> <p>Over the course of the 2011-2012 academic year, 90 percent of our full-time traditional students qualified for federal, state, or institutional financial aid. Some 38 percent qualified for financial aid as zero percent "expected family contribution" students. And 45 percent were from Hammond, East Chicago, Gary, or Whiting.</p> <p>In April 2011, we secured the Higher Learning Commission's approval to "re-brand" our MSQA Program as a Master of Science in Management Program with two concentrations: management and quality assurance.</p> <p>During the 2011-2012 academic year, our Master in Psychology Program was restructured based on lessons learned through our first year experience with the program.</p> <p>Over the course of the 2011-2012 academic year, a dual credit program that provides for courses to be taught at Calumet College of St. Joseph during the summer months was developed and marketed to our</p>	<p>Category 9</p> <p>Category 9</p> <p>Category 3</p> <p>Category 4</p> <p>Category 1</p> <p>Category 3</p> <p>Category 8</p> <p>Category 9</p>

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<p>programs targeted to the urban communities of Northwest Indiana and Northeast Illinois.</p> <p>We will position the College as an exemplary “focused differentiation” provider of niche graduate programs.</p> <p>We will integrate “upstream” by developing targeted K-12 partnerships designed to promote success at the college level.</p> <p>We will resolve naming/branding issues associated with the marketing theme now being employed (i.e. Your University of Choice) and the College’s ongoing development as a university.</p> <p>We will ensure and safeguard institutional/programmatic accreditation.</p> <p>Finally, we will promote the College’s Catholic identity as the charism of our sponsoring religious order.</p>	<p>target high schools.</p> <p>In order to lay the groundwork for a more productive relationship with the East Chicago Schools, we responded positively to the school board’s request that we conduct a climate survey of all of their employees.</p> <p>Beginning in July 2012, our old logo (i.e., the chevron that had been adopted several years ago) was replaced by a new branding logo (i.e., the College’s seal) and the phrase: “Your University of Choice.”</p> <p>Over the course of the year, all internal and external publications, including recruiting materials, television commercials, and billboards were converted to the new brand.</p> <p>In September 2011, we received an evaluation of the AQIP Systems Portfolio submitted in June 2011 indicating that we are substantially in compliance with each of the Higher Learning Commission’s five criteria pertaining to institutional accreditation.</p> <p>In March 2011, our Education Program was deemed fully accredited by NCATE. Plans are now underway for an August or September 2012 accreditation “check-up” visit from the Higher Learning Commission. In October 2011, a Catholic Identify workgroup was established to develop initiatives designed to strengthen the College’s Catholic identity. The workgroup meets monthly.</p> <p>Since January 2012, morning prayer (i.e., the Liturgy of the Hours) has been offered each weekday. In our Fall 2011 and Spring 2012 Semesters, a new course on Catholicism was piloted.</p> <p>In April 2012, the Faculty Senate adopted the course as an alternative to our World Religions course in our General Education Program.</p> <p>In February 2012, our health insurance coverage was analyzed in the wake of a mandate issued by the Obama Administration. A needed change was identified and processed expeditiously.</p> <p>During Lent, three presentations on prayer, fasting, and almsgiving were conducted during lunch periods in the Study Buddy.</p>	<p>Category 9</p> <p>Category 5</p> <p>Category 5</p> <p>Category 8</p> <p>Category 6</p> <p>Category 2</p> <p>Category 2</p> <p>Category 2</p> <p>Category 2</p>
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<p>Goal 2</p> <p>In a manner consistent with the College’s mission, we will ensure that our mix of academic programs is attractive to a diverse student body.</p> <p><i>We are called in a particular way to serve at-risk and underprepared students. We know, however, that students’ life chances are threatened by more than disadvantaged circumstances and the experiences they may have had in high school and at other colleges and universities. Indeed, our students encounter a wide variety of challenges as they progress from orientation to graduation. We are committed to standing with them throughout each of their unique journeys. Additionally, we know that students need to be challenged academically in order to reach their potential. They also need a diverse environment and academic and co-curricular programs that can help them</i></p>	<p>In the Fall 2011 Semester, “academic plans” for each of our majors were developed. The plans illustrate the sequence in which courses need to be taken in order for students to complete all coursework within 4 years. Our course schedules are now developed to ensure that courses are available in the required sequence.</p>	<p>Category 3</p>
	<p>In the Spring 2012 Semester, the Faculty Senate adopted three new minors: Political Science, History, and Sociology.</p>	<p>Category 3</p>
	<p>In September 2011, our new Science Program was launched with an initial enrollment of 23 students. Program concentrations include restoration ecology, exercise science, and pre-professional education.</p>	<p>Category 3</p>
	<p>In June 2012, a new “Summer Bridge Program” will be launched to provide opportunities for newly enrolled students to complete any developmental courses they may need prior to beginning their first full semester with us.</p>	<p>Category 1</p>
	<p>The programmatic assessment plan developed during the 2010-2011 academic year addresses linkages between curricula and the knowledge, skills, abilities, and personal dispositions associated with jobs in each academic discipline’s related employment fields. The first round of programmatic assessments was completed in the Spring 2012 Semester and the entire process is now being evaluated.</p>	<p>Category 7</p>
	<p>In February 2012, the Center for Workforce Innovations was engaged to conduct an external audit of our academic programs in order to assess the extent to which they align with the region’s emerging workforce needs. This audit is now underway.</p>	<p>Category 7</p>
	<p>In September 2011, a new “honors learning community” was launched with 12 freshmen enrolled. 100 percent of these students were retained into the Spring.</p>	<p>Category 1</p>
	<p>In November 2011, our athletics program achieved “Five Star Champion of Character” designation from the NAIA. The NAIA’s certification scorecard focuses on the following criteria: character training; conduct in competition; academic focus; character recognition, and character promotion.</p>	<p>Category 2</p>
	<p>In all, some 225 student-athletes competed in our 18 sports programs over the course of the 2011-2012 academic year. A total of 22 of our student-athletes achieved recognition as scholar-athletes.</p>	<p>Category 2</p>
	<p>Our athletic teams competed effectively in their respective sports. Highlights included a second place</p>	<p>Category 2</p>

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<p><i>develop – not just as students – but as participants in God’s ongoing creation.</i></p> <p>We will promote and ensure the academic integrity of our current mix of academic programs.</p> <p>We will develop new academic programs designed to advance the College’s mission and/or its overall strength as an institution, including both undergraduate and graduate programming and a limited set of online programs as well.</p> <p>We will evaluate all of our academic programs in terms of their potential to ensure productive and rewarding careers for our graduates.</p> <p>Finally, we will promote and enhance the contributions made by our co-curricular programs, including our Athletics Program, to student learning and development.</p>	<p>finish in the NAIA in men’s bowling and runner-up status in the Chicago Athletic Conference in men’s basketball.</p> <p>In May 2011, a highly successful Humanities Week was hosted by our English faculty. Activities included lectures, a debate, a play, and poetry readings.</p> <p>In all, 89 students participated on various clubs or student organizations over the course of the 2011-2012 academic year.</p>	<p style="color: red;">Category 1</p> <p style="color: red;">Category 3</p>
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<p>Goal 3: We will demonstrate exemplary levels of achievement in student learning.</p> <p>Learning cannot be assumed. Because our commitment to students is communicated in the form of a trust, we are obliged to demonstrate the full achievement of our retention and academic goals. At Calumet College of St. Joseph, we embrace our accountability for our many efforts in this regard.</p> <p>We will assess student learning thoroughly and rigorously.</p> <p>We will use identified “high impact educational practices” (i.e., first year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service- and community-based learning, internships, and capstone courses and projects) in order to extend the benefits of the CORE Initiative.</p>	<p>In February 2012, the 2013-2014 academic calendar was revised to provide for two 7-week summer sessions rather than one 14-week session and one 7-week session. We believe that this will provide more students with the opportunity to complete any remedial work that they might require before beginning their first full semester with us.</p> <p>The 2011-2012 is the first year in which we will have pre- and post-data from the six CAAP tests undertaken as part of the CORE Initiative launched in 2009-2010. These data are now being evaluated.</p> <p>In the Spring 2012 Semester, the diagnostic regime used to determine the level of English course to which students should be assigned was significantly revised in order to promote more appropriate course assignments.</p> <p>The concept of “high impact educational practices” was introduced to faculty during a retreat conducted in August 2011. Several of these techniques were implemented as part of the CORE Initiative.</p> <p>During the 2011-2012 academic year, a plan was developed to implement additional “high impact educational practices” and to strengthen those that are already in place (e.g., the extension of our use of learning communities into the freshmen second semester; the use of a common writing rubric across the General Education program, the integration of experiential learning opportunities across the curriculum, etc.).</p> <p>In the fourth week of the Fall 2011 Semester, a newly developed motivation survey was administered to all Freshmen in order to identify students who might be struggling with their classes. This complements an already strong battery of diagnostic tools that includes CAAP, BCSSE, and Focus testing.</p> <p>In January 2012, we attained our best-ever freshmen first semester to freshmen second semester retention: 87.5 percent. Our retention for our developmental students was 83.9 percent. As we work to improve our 6-year graduation rate, we continue to fine tune our comparative measures. For instance, our 32.1 percent 6-year graduate rate in 2009 compares to Purdue Calumet’s 27.8 percent, Indiana University Northwest’s 23.1 percent, Purdue North Central’s 18.4 percent, and Chicago State’s 14.1 percent. Further, our “predicted graduation rate” based on a recently develop and highly respected model is 31 percent.</p> <p>In May 2012, an exit survey was administered to all graduating students. In all, some 95 percent of our 2012 graduates rated their experience at Calumet College of St. Joseph as excellent (48%), very good (33%), or good (14%).</p>	<p>Category 6</p> <p>Category 1</p> <p>Category 1</p> <p>Category 1</p> <p>Category 1</p> <p>Category 3</p> <p>Category 3</p> <p>Category 7</p>
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<p>Finally, we will develop and implement strategies designed to achieve freshmen first semester-to-freshmen second semester retention of 90 percent, freshman first semester-to-sophomore first semester retention of 70 percent, and freshman first semester-to-graduation within six years to 45 percent.</p>		
<p>Goal 4: We will promote scholarly activity among our faculty and students.</p> <p><i>Our faculty are committed to scholarship. At its best, the academic calling involves more than teaching. Scholars reflect deeply on their respective disciplines and do so in community. At teaching institutions, this often involves undergraduate and graduate students.</i></p> <p>We will integrate the Boyer Model of scholarship into the academic culture of the institution.</p> <p>We will expand training and professional development</p>	<p>In order to provide feedback for instructors, an online course evaluation tool was developed in the Spring 2012 Semester to replace the paper and pencil process that had long been in place.</p> <p>Beginning with the Fall 2012 Semester, full-time faculty will be reduced to a maximum of two course overloads to allow more opportunities for scholarly activities.</p> <p>Beginning in the 2011-2012 academic year, monthly luncheons focusing on professional development were launched for tenure-track faculty members.</p> <p>The line items in our 2011-2012 and draft 2012-2013 budgets for faculty professional development have been maintained even as budgets cuts in November 2011 were adopted and a tightly constrained budget for 2012-2013 was developed.</p> <p>In the Spring 2012 Semester, our faculty's success in revising our General Education Program in the 2008-2009 academic year was captured in a chapter in an edited text published by Steve Spangehl of the Higher Learning Commission.</p> <p>During the Spring 2012 Semester, a series of workshops focused on scholarly writing was launched for our full-time faculty members.</p> <p>Our engagement with Indiana Campus Compact in 2011-2012 should provide research opportunities for more faculty members in 2012-2013.</p> <p>In the Spring 2012 Semester, Calumet College of St. Joseph students participated for the first time in the statewide student research conference hosted each year by Butler University.</p>	<p>Category 6</p> <p>Category 4</p> <p>Category 4</p> <p>Category 4</p> <p>Category 5</p> <p>Category 4</p> <p>Category 4</p> <p>Category 1</p>

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<p>opportunities designed to promote scholarly activity.</p> <p>We will identify and pursue external funding opportunities in order to underwrite faculty research and scholarship.</p> <p>Finally, we will engage undergraduate and graduate students in research opportunities.</p>	<p>In April 2012, a weeklong Humanity Week celebration featured student short-stories, poetry, and artwork.</p>	<p style="text-align: center;">Category 1</p>
<p>Goal 5: In a manner consistent with our mission, we will ensure that members of the College family engage in the broader life of the community.</p> <p><i>Social justice is one of the signature charisms of Calumet College of St. Joseph's sponsoring religious order, the Missionaries of the Precious Blood. Our social justice ministry involves more than teaching. Our students, faculty, and staff are encouraged to use their gifts on behalf of those who live on the margins of the various communities in which they live. We are committed to supporting their efforts in this regard.</i></p>	<p>In October 2011, we were represented at a meeting for presidents of Catholic colleges and universities pertaining to undocumented students that was hosted by Cardinal Roger Mahoney. We subsequently forwarded a letter to all pastors of Catholic parishes in the Gary Diocese reiterating our commitment to provide institutional aid equaling up to one-half of the cost of our tuition for undocumented students who do not qualify for financial aid from the federal government or the State of Indiana.</p> <p>In November 2011, the College hosted a social justice conference for community leaders. It focused on at-risk families facing crises of one kind or another. Our partners in this initiative included Catholic Charities of the Gary Diocese and Lake Area United Way.</p> <p>Over the course of the 2011-2012 academic year, faculty members have published articles in the newspaper pertaining to right-to-work legislation and have organized protests pertaining to media inappropriately targeted to children.</p> <p>For the second year in a row, we offered employees free tickets to our Annual Trustees Ball if they contributed at a specified level to the annual United Way campaign. Participation skyrocketed in the first year this incentive was offered. The College was recognized by Lake Area United Way with a plaque for its efforts in this regard.</p> <p>In January 2012, a new policy pertaining to volunteer activities was adopted. Developed by our Human Resource Committee, it provided for up to 3-hours of release time per month for approved volunteer activities for all employees.</p> <p>Various drives (e.g., food, clothing, etc.) focused on the material needs of the poor were conducted over the course of the 2011-2012 academic year.</p>	<p style="text-align: center;">Category 2</p> <p style="text-align: center;">Category 2</p> <p style="text-align: center;">Category 2</p> <p style="text-align: center;">Category 4</p> <p style="text-align: center;">Category 4</p> <p style="text-align: center;">Category 2</p>

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<p>We will sponsor local, regional, national, and international initiatives that underwrite the College's commitment to social justice.</p> <p>We will promote volunteer activity in social service, philanthropic, and Church-affiliated organizations that address the needs of the poor and the marginalized who live among us.</p> <p>Finally, we will develop and extend the use of service-learning and other experiential learning strategies.</p>	<p>The College continues to sponsor a team that delivers meals to the homebound in the Whiting/Robertsdale community on behalf of Meals on Wheels.</p> <p>In October 2011, we joined Campus Compact, a statewide organization that supports institutions of higher learning in developing service-learning as a pedagogy.</p> <p>In May 2012, our AQIP Steering Committee participated in a 3-day planning retreat sponsored by the Higher Learning Commission in which we committed to the development of a 2-year strategy which will lead to: (1) the creation of external advisory teams for each academic program; and (2) the integration of a full range of experiential learning components into each major.</p> <p>In the Fall 2012 Semester, students in our Education Program visited New Orleans as part of a service-learning initiative.</p> <p>In May 2012, a team from the College again visited Guatemala as part of a long-term institutional commitment.</p> <p>In all, some 52 students participated in internships during the 2011-2012 academic year.</p>	<p>Category 9</p> <p>Category 1</p> <p>Category 8</p> <p>Category 1</p> <p>Category 2</p> <p>Category 3</p>
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<p>Goal 6: We will optimize our operational performance and business practices in order to better serve students.</p> <p><i>We cannot meet the needs of the students we are compelled to serve unless tuition costs are maintained at the lowest possible level. Similarly, we cannot provide the comprehensive mix of support services so many of our students need unless our operational performance and business practices are both efficient and effective. Our commitment to continuous improvement is thus inspired by the College's social justice mission.</i></p> <p>We will use annual planning documents to improve decision-making and the allocation of resources.</p> <p>We will improve the College's budgeting process, including both budget development and control.</p> <p>We will determine optimum enrollment targets and develop and pursue plans designed to achieve those targets.</p>	<p>Through the 2011-2012 academic year, the following cross-functional teams have met on a bi-weekly basis to monitor performance against their respective annual tactical planning documents: enrollment; retention; marketing; and human resources management.</p> <p>In July 2011, our senior staff meetings were restructured to focus more intently on the management of our annual tactical plans. The number of participants was also expanded to include managers of key business units as well as the President and Vice Presidents.</p> <p>In January 2012, our annual tactical plans were updated and approved.</p> <p>In July 2011, a preliminary budget for 2011-2012 was presented to the Board of Trustees.</p> <p>In November 2011, the Board of Trustees formally adopted the College's budget for 2011-2012, which was revised to disaggregate restricted and non-restricted funding. A cash flow analysis was presented as well.</p> <p>In May 2012, the Board's Finance and Audit Committee adopted a proposed budget for 2012-2013. The new format was based on a rigorous analysis of enrollment activity and past spending.</p> <p>In the Fall 2012 Semester, enrollment "trigger points" were developed. These trigger points identify plateaus in enrollment at which additional classroom space and faculty would be required.</p> <p>Plans for various office, laboratory, and classroom moves have been developed and will be implemented in September.</p> <p>Together, they should provide adequate room for growth for several years to come. Constraints on growth that the College has experienced in recent years have thus been obviated.</p> <p>The new organization structure introduced in early 2012, was assessed throughout the 2011-2012 academic year. Subsequent adjustments were made in the following areas as needs were indicated: Enrollment Management and Academic Advising, Academic Support, and our Development Office.</p> <p>Throughout the 2011-2012 academic year, our Human Resources Committee redrafted our non-faculty Personnel Manual. It is now ready for presentation to the Board's Governance Committee for review and approval.</p> <p>In the Spring 2012 Semester, an audit regime pertaining to the College's policy and procedure documents</p>	<p>Category 6</p> <p>Category 7</p> <p>Category 4</p> <p>Category 6</p>
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<p>We will document and audit operational and administrative policies and procedures in order to promote institutional efficiency and effectiveness.</p> <p>Finally, we will streamline business practices in order to optimize efficiency, effectiveness, and student service.</p>	<p>was developed and implemented.</p> <p>During July and August 2011, a substantial effort was devoted to improve our approach to financial audits. In October 2011, the College received an unqualified audit from our auditing firm. No significant issues were noted and no difficulties were encountered over the course of the audit.</p> <p>Throughout the 2011-2012 academic year, our collections activities have improved both in timeliness and effectiveness. This has had a positive effect on improving retention as the number of financial holds has been minimized.</p> <p>Several departments throughout the College were “right sized” over the course of the 2011-2012 academic year as opportunities presented themselves. This included our Education Program, our Computer Services Department, Academic Support, and our Development Office.</p> <p>In September 2011, temporary parking space was secured at no cost from the property owners to the immediate south of the campus.</p> <p>All classroom and laboratory challenges resulting from the construction project have been successfully accommodated.</p>	<p>Category 8</p> <p>Category 6</p> <p>Category 8</p> <p>Category 6</p> <p>Category 6</p>
<p>Goal 7: We will ensure that our facilities and technology support student learning and administrative and operational efficiency and effectiveness.</p> <p><i>Relationships unique to higher education are forged in spaces – both physical and virtual – designed specifically for this purpose. We will build and maintain campus facilities and online support services that promote learning and scholarship.</i></p>	<p>In August 2011, a waiver of the approximately \$25,000 in fees and permit costs associated with the building project was secured from the City of Hammond.</p> <p>In August 2011, an agreement was reached with Citizens Financial reducing the amount of the debt covenant associated with the College’s mortgage from 40 percent to 25 percent.</p> <p>In August 2011, we entered into an agreement with BP and the Wildlife Habitat Council pertaining to landscaping around our new building addition. Under the agreement, \$20,000 in consultation services will be provided by the Wildlife Council and \$20,000 in material costs associated with the landscaping will be reimbursed by BP.</p> <p>Our weekly construction meetings have provided a framework for effective decision-making and project management.</p> <p>Through mid-May, we have committed \$139,941.98 of the 10 percent of funding set aside for our building project.</p>	<p>Category 6</p> <p>Category 6</p> <p>Category 9</p> <p>Category 6</p> <p>Category 6</p>

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<p>We will pursue the completion of the College’s ongoing building project in a way that minimizes the impact on current operations.</p> <p>We will ensure that the College’s building project is accomplished in a timely and cost-effective manner.</p> <p>We will pursue projects identified in the College’s deferred maintenance plan in a timely and effective manner.</p> <p>We will provide the technology and related support services faculty need to teach and students need to learn.</p> <p>Finally, we will identify opportunities for expansion of the College’s physical plant and undertake the development of a site plan.</p>	<p>Despite our late start and delays, we anticipate that we will be approved for occupancy by our target fall 2012 semester.</p> <p>In August 2011, substantial steps were taken to upgrade and repair the facility’s air conditioning system.</p> <p>In May 2012, the College’s 5-year deferred maintenance schedule was revised to advance initiatives more closely associated with the College’s building project.</p> <p>Given the potential of online programming and the fact that we have little technical capacity in this regard, the College contracted with Learning House, Inc. in the Spring 2011 Semester to host our first two online programs: our MSQA Program and a Paralegal Program. Online classes in the MSQA Program started in the Fall 2011 Semester.</p> <p>Throughout the 2011-2012 academic year, we have strengthened our ability to provide accommodations for disabled students. These efforts have included staff training, a more proactive approach in engaging faculty, and the use of technology.</p> <p>In August 2011, Hammond Mayor McDermott was formally approached regarding a partnership that would provide access for the College to the land adjacent to the north basin of George Lake to the immediate west of the College. Several conversations with representatives of a local community group and an environmental organization followed the initial conversation with the Mayor.</p> <p>Numerous conversations pertaining to the 2500 building and the land on which it sits have been conducted with key stakeholders. The building has been condemned. We are now awaiting a final decision from the building owners regarding its disposition.</p> <p>In March 2012, preliminary research was conducted pertaining to the development of student housing.</p> <p>In March 2012, a funding source was identified for underwriting costs associated with the development of a master plan for our property and the properties adjacent to the College.</p> <p>In April 2012, the Board of Trustees’ Building Committee authorized the drafting of an RFP providing for the development of a master plan.</p>	<p>Category 6</p> <p>Category 6</p> <p>Category 6</p> <p>Category 3</p> <p>Category 3</p> <p>Category 6</p> <p>Category 6</p> <p>Category 3</p> <p>Category 8</p> <p>Category 8</p>
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<p>Goal 8: We will diversify and expand the College's non-tuition revenue streams.</p> <p><i>Calumet College of St. Joseph's mission is compelling, and we have been faithful to the call that led to the institution's founding in 1951. Over many years, foundations and individuals have responded generously with financial support. Our mission persists and the needs of our students are growing. We invite our alumni and others in the community to join us in our efforts to provide transformative educational experiences for students who would otherwise go un-served.</i></p> <p>We will identify new ways in which to engage our alumni in the ongoing development of Calumet College of St. Joseph.</p> <p>We will identify and pursue grant and foundation funding in order to support the College's academic goals.</p> <p>We will strengthen the College's annual development campaign as a prelude to the launch of a capital campaign focused on our</p>	<p>In February 2012, we began the development of a new Alumni Magazine, The Wavelength, to replace our outdated newsletter. The first publication is expected in July 2012.</p> <p>In February 2012, we engaged three alumni to undertake a re-drafting of the College's alumni association bylaws. This effort is now underway.</p> <p>In March 2012, a Facebook presence focused on alumni was established.</p> <p>In May 2012, we established the capability to process automatic withdrawals from donors' bank accounts. We anticipate that this will become the preferred form of giving for our alumni over time.</p> <p>Several efforts have been undertaken over the course of the year to engage the Lilly Endowment.</p> <p>As in past years, a \$25,000 grant was secured from the John W. Anderson Foundation.</p> <p>In the Spring 2012 Semester, the College engaged Southshore Grant, Inc. in order to extend its capacity to identify and write grants.</p> <p>Through the Spring 2012 Semester, representatives from the College participated as part of a consortium of institutions in the development of a substantial Lumina Foundation grant pertaining to the success of Latino Students. The METAS Plan represents a partnership that includes Purdue Calumet, IVY Tech State College, Indiana University Northwest, and the Foundations of East Chicago.</p> <p>In January 2012, an annual development plan was developed and presented to the Board of Trustees' Development Committee for review and approval.</p> <p>In March 2012, our second annual St. Joseph Society Luncheon was held. In all, 35 of our prior year's members renewed their memberships and 21 new members were recruited. The total amount raised was \$67,000, which exceeded our goal by \$17,000.</p> <p>In May 2012, we hosted the most successful Trustees Annual Ball that we have had in years. The event was entirely underwritten. More than \$45,000 was netted for student scholarships.</p> <p>Planning is underway for a new annual fundraising event: "the Spirits of St. Joseph" wine tasting event which will take place on November 18th.</p>	<p>Category 9</p> <p>Category 9</p> <p>Category 9</p> <p>Category 6</p> <p>Category 6</p> <p>Category 6</p> <p>Category 9</p> <p>Category 9</p> <p>Category 8</p> <p>Category 9</p> <p>Category 6</p> <p>Category 6</p>
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<p>endowment.</p> <p>Finally, we will secure the endowment of two academic chairs.</p>		
<p>Goal 9 We will continue to value all members of the College family.</p> <p><i>We are a family committed to our students. As such, we will attend to the professional development needs and personal and career aspirations of our faculty, professional colleagues, and support staff members.</i></p> <p>We will examine the integrity and effectiveness of the College's salary structures and develop and pursue initiatives designed to address any concerns identified.</p> <p>We will promote the development of an organizational culture reflective of the servant-leader model associated with Robert Greenleaf.</p> <p>We will increase training and professional development opportunities designed to promote professional growth.</p>	<p>In January 2012, the College's contribution to employees' TIAA-CREF accounts was reduced in order both to address a short-term budgeting challenge and to achieve a more sustainable balance between the College's revenue streams and expenses.</p> <p>A formal analysis of our salary structure was undertaken in January 2012. As a result of this effort, a step-and-grade pay system for professional and support staff was developed. A presentation to the Board of Trustees' Governance Committee is pending.</p> <p>The full implementation of new annual planning regimes was accomplished over the course of the academic year. This was complemented by the use of cross-functional decision-making teams focused on enrollment, retention, technology, marketing, development, and human resources management.</p> <p>In August 2011, a new performance management system (i.e., performance appraisal, performance improvement plan, and individual development plan) was developed. Training for all managers was conducted in September and the new system was launched in October. It puts an emphasis on dialogue and ongoing feedback.</p> <p>In November 2011 when the College faced a shortfall in revenues, an "early out" retirement option was developed that proved attractive to four employees. As a result, two layoffs that otherwise would have occurred were averted.</p> <p>In November 2011, a briefing pertaining to the College's financial challenges and steps being taken to address those challenges was conducted for all employees.</p> <p>In December 2011, a morale survey employing the criteria of the Malcolm Baldrige Quality Award was administered to all employees. Meetings focused on the survey's results with small groups of employees were conducted through February.</p> <p>In January 2012, we began sharing the formal report made to the Board of Trustees in advance of each Board meeting with all employees.</p> <p>In February 2012, a series of open meetings with the President was scheduled. The open forums are now</p>	<p>Category 6</p> <p>Category 4</p> <p>Category 8</p> <p>Category 4</p> <p>Category 4</p> <p>Category 5</p> <p>Category 4</p> <p>Category 5</p> <p>Category 5</p>

CCSJ STRATEGIC PLAN ALIGNED TO AQIP & OUTCOMES

Updated 7/13/12

<p>Finally, we will promote diversity in the makeup of our faculty and administration.</p>	<p>conducted on a monthly basis.</p> <p>In April, 2012, an “organizational culture” survey developed by the Higher Learning Commission was administered to all employees.</p> <p>In September 2011, the College contracted with a provider to provide online computer training to employees at no cost.</p> <p>As a part of our contract with Learning House, 10 instructors were provided with training on best practices in teaching online courses.</p> <p>In January 2012, a yearlong series of training sessions was initiated for all employees. The monthly workshops focus on customer service and internal and external communications.</p> <p>In February 2012, a local consultant on security conducted a table top exercise focused on crisis management for the senior management team. Recommendations arising from this exercise have not yet been assessed for further action.</p> <p>Over the course of the 2011-2012 academic year, 19 new employees were hired. This included 14 Caucasian employees, 2 African-American employees, and 3 Hispanic employees.</p> <p>Retained an additional Hispanic employee in our academic support unit, but will not report until September 1. Further, the two finalists for our open science faculty position are both minorities.</p>	<p>Category 7</p> <p>Category 4</p> <p>Category 4</p> <p>Category 4</p> <p>Category 8</p> <p>Category 4</p> <p>Category 3</p>
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