

AQIP PARTICIPATION APPLICATION

Calumet College of St. Joseph

Whiting, IN

October 23, 2006

Name of Institution

City, State

Application Date

To answer Question 1, present evidence that will allow the AQIP Admission Panel to evaluate and affirm your organization's continuing compliance with the Commission's accreditation expectations. Label the sections of your response for each of the five *Criteria*, and make sure each section encompasses the Core Components (listed in the boxes) of the Criterion under discussion.

1. How does your organization currently demonstrate that it meets each of the Higher Learning Commission's five *Criteria for Accreditation*?

Criterion One: Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

- Calumet College of St. Joseph's mission statement emphasizes the need to ground all of our academic programs in the liberal arts and sciences. To this end a strong commitment to the humanities is reflected in all of our undergraduate programs, including our accelerated programs.
- Our mission statement points to a need for academic programs that are flexible so that they can meet the needs of non-traditional learners. In recent years, Calumet College of St. Joseph has successfully launched an accelerated degree program and three graduate programs tailored to adult learners. Classes in our Public Safety Program, for instance, employ a "shadow" format (i.e., morning and evening classes) in order to accommodate working police officers. Our mission statement says that we "acknowledge and respect the dignity and worth of each individual." Additionally, social justice is identified as one of our four guiding "academic principles." To this end, incoming students are required to participate in a "Freshman Experience" class on social justice in which several reflective assignments and a service-learning project are required.
- Our commitment to social justice is also reflected in the ongoing work of a Social Justice Committee in which social justice concerns both in the community and at Calumet College of St. Joseph are examined. In recent months, the College revised its sick leave policy as a direct result of the Committee's work. It also rejected a proposed change in the pricing of our health insurance that would have had a disproportionate effect on our lowest paid employees. Further, the Social Justice Committee hosts an annual conference focusing on the needs of at-risk children and families.
- Our mission statement commits us to serving a diverse population; indeed, most of our students come from urban settings and represent the first members of their families to attend college. In 2006, Calumet College of St. Joseph was again identified as having the most diverse student body among all baccalaureate institutions in the Midwest.

Criterion Two: Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

- Calumet College of St. Joseph adopted a comprehensive strategic plan on March 17, 2005. It includes ambitious growth targets and has served as a foundation for several of the initiatives described in the pages that follow.
- All new academic offerings are now evaluated, in part, based on perceived needs in the community. Extensive market analyses were included, for instance, in our proposals to the

Higher Learning Commission to create masters degree programs in teaching and quality assurance.

- The College is in the process of developing a comprehensive initiative to improve student retention and enrollment. Our “Centering on Retention and Enrollment” (C.O.R.E.) initiative is grounded both on our mission and on the financial and competitive realities that confront us. Our preliminary work in this regard includes a formal competitive analysis based on the work of Michael E. Porter, a Harvard Professor known for his seminal work in strategic planning.
- Additionally, in response to concerns raised by the Higher Learning Commission, a strong athletics program has been developed to support the growth of our traditional programs. As a result, a majority of our traditional students now attend full time.
- The College has made several strategic hires over the course of the last two years, several of which have greatly improved our capacity to pursue AQIP and the continuous quality improvement strategies that it embodies.
- The College embarked upon a successful capital campaign in 1995. In all, \$5 million was raised. A new campaign is being launched in 2006. The “silent” phase of this initiative will soon be completed. In all, it is anticipated that \$7 million will be raised through the “Changing Lives – Growing the Vision” Campaign.

Criterion Three: Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

- Our general education curriculum was significantly revised in 2001. The language arts curriculum, in particular, was strengthened. We intend to reevaluate our general education curriculum again in 2007 as part of our C.O.R.E. initiative.
- Competency-based education has been adopted by the College as one of its four guiding “academic principles.” This has had two distinct outcomes to this point in time. First, we now require that learning objectives be stipulated on all syllabi and that they include the kind of higher-order learning objectives embodied in Benjamin Bloom’s taxonomy of learning objectives (i.e., application, analysis, synthesis, and evaluation, as well as knowledge and comprehension). Second, our Curriculum and Assessment Committee now evaluates proposed changes in our academic programs with respect to these same criteria. As a result, recent changes in our Public Safety Administration Program and the development and implementation of our new Masters in Quality Assurance Program were examined on these grounds.
- Our approach to student assessment has greatly matured in recent years. We currently employ a variety of complementary tools, including the National Survey of Student Engagement (NSSE) and the Collegiate Assessment of Academic Proficiency (CAAP). Nevertheless, we do not view assessment as a strength at this time. We anticipate that this critical function will be a candidate for an action project if participation in AQIP is approved.
- Two tutoring programs have been implemented. The first, initiated in 2004 as part of a Lilly Endowment grant, is specifically targeted to students who are admitted conditionally. A comprehensive package of student support services is provided in this program, including tutoring, pre-admittance and post-admittance mentoring, advising, and career counseling. The second program, implemented in 1998, serves our entire population of undergraduate students.
- Finally, a learning communities pilot was launched in 2004. A preliminary assessment, the results of which proved promising with respect both to classroom performance and retention, was conducted in 2005. The pilot will be expanded over the course of the 2006-2007 academic year.

Criterion Four: Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

- Faculty members are engaged in two week-long retreats each year. Several sessions during “Welcome Week” and “Education Week” focus on faculty development and a sharing of scholarly pursuits and accomplishments. Additionally, semi-annual retreats are held for all administrators at the College.

- Monthly “Lunch and Learn” sessions at which faculty members make contributions to a year-long theme are conducted as well. This year’s theme is social justice.
- Funding is provided for all faculty members and administrators to participate in conferences and workshops annually.
- Although a sabbatical policy is now in place, it has not been adequately funded. A commitment has been made to pursue sufficient funding in our 2007-2008 budget to support two sabbaticals.
- The Senate’s Faculty Affairs Committee is now wrapping up a formal assessment of the institution’s policies and procedures pertaining to intellectual capital.
- A Lilly Endowment grant designed to encourage faculty members, administrators, and staff to pursue advanced degrees has been secured. As of now, 13 members of the College family are pursuing masters and doctoral studies.
- Despite these several initiatives, we cannot say yet that faculty and staff development represents an institutional strength. Again, this topic may represent an ideal candidate for an action project.

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

- As is noted above, a substantial service-learning activity is included in our Freshman Experience class.
- Using funds provided through a federal earmark of funds, Calumet College of St. Joseph created a Public Safety Institute in 2005. This initiative is firmly grounded in the institution’s commitment to social justice. Indeed, public safety represents a significant social justice concern in many urban settings. The Public Safety Institute facilitated the development of a bi-state “major crimes” taskforce, conducts an annual conference for community members pertaining to truancy, and is underwriting research pertaining to substance abuse and other public safety concerns.
- In 2003, Calumet College of St. Joseph established an endowed chair in social justice. Father Al Spilly, C.P.P.S., Ph.D., now hold this chair. In this capacity, he chairs our Social Justice Committee, which is described above.
- In addition to the above initiatives, personnel at the College are significantly involved in a broad range of activities in the community. President Dennis Rittenmeyer serves as the President of the Regional Transportation Authority. Vice President for Academic Affairs Daniel Lowery serves as the Executive Director of the Northwest Indiana Quality of Life Council, a leadership organization that focuses on public policy concerns in the three-county region. The Council is sponsored by six of the region’s colleges and universities. (See www.nwiqlc.org.) Dr. Lowery also serves as the Treasurer for the Race Relations Council, a nonprofit organization chaired by Bishop Dale Melczek of the Roman Catholic Diocese of Gary. Geoff Anderson, the Director of the College’s Public Safety Institute, serves on the City of Hammond’s Human Rights Commission. These and other commitments reflect Calumet College of St. Joseph’s ongoing commitments to community service and social justice.

2. Answer both parts of this question candidly and substantively.

2A. Through what specific actions has your organization demonstrated its responsiveness to the Commission in addressing specific accreditation concerns or challenges identified by the Commission’s last comprehensive evaluation?

Calumet College of St. Joseph has a history of moving rapidly and decisively in order to respond to opportunities which become available. This history predates the current President as, among other activities, the College was the first in Northwest Indiana to offer stand-alone baccalaureate degrees in the 1960’s and the first in the region to implement an accelerated Degree Completion Program in the early 1980’s. This responsive approach to challenges and opportunities is reflected in the manner in which we responded to the seven challenges and the seven suggestions noted as part of our last comprehensive evaluation.

Challenges:

1. *The College is not effectively assessing its general education program and is therefore not using the results of assessment to improve student learning. Assessment of major programs is uneven. There appears to be some confusion regarding the different purposes and relationships among the assessment of student learning, program review, institutional effectiveness, and faculty evaluation.*

Response: As is noted above, competency-based education has been adopted by the College as one of its four guiding “academic principles” since our last comprehensive visit. Again, we now require that learning objectives be stipulated on all syllabi and that they include the kind of higher-order learning objectives embodied in Benjamin Bloom’s taxonomy of learning objectives (i.e., application, analysis, synthesis, and evaluation, as well as knowledge and comprehension). Further, our Curriculum and Assessment Committee now evaluates proposed changes in our academic programs with respect to these same criteria.

As is also noted above, our approach to student assessment has greatly matured since our last visit. We currently employ a variety of complementary tools, including the National Survey of Student Engagement (NSSE) and the Collegiate Assessment of Academic Proficiency (CAAP). Still, we do not view assessment as a strength at this time. We anticipate that this critical function will be a candidate for an action project if participation in AQIP is approved.

2. *The College must be able to move rapidly and decisively to respond to opportunities to increase enrollment and at the same time respect the role of the faculty in institutional governance. The improvement of communication between the President and the faculty is essential.*

Response: Since the last comprehensive visit the College has increased overall enrollment by 30 percent (table 19 comprehensive report, p. 131). This was accomplished by diversifying our enrollment silos. First, the College increased enrollment in our traditional programmatic offerings through the development of new programs and growth in our athletic program; second, we added programs in our accelerated track and added three new masters degree program (i.e., a Leadership in Teaching Program, a Public Safety program, and a Masters of Science in Quality Assurance). These initiatives were fully supported by faculty and were approved by the Academic Senate.

The current President has served for 20 years. Throughout that time, he has made a commitment to respect the role of faculty in institutional governance. For that reason, the President has supported the role of the Academic Senate, has included faculty leadership in the two administrative retreats, which have been conducted every year since 1987, and has urged the Board of Trustees to accept two faculty members, elected by the faculty, to serve on the Board of Trustees. These faculty members also serve on the Academic Affairs Committee and the Audit, Finance, and Administration Committee of the Board.

The reference to the effect that “the improvement of communication between the President and the faculty is essential” is not judged by the College to be a totally accurate statement of the situation in 2001. The faculty, the President, and the Board of Trustees have enjoyed a close and supportive working relationship on most matters. Nevertheless, there have been and there continues to be times when the President and/or the Board of Trustees do not accept the advice of faculty. When this happens, it is not unusual for expressions of concern about “communication” to be voiced. It is the responsibility of the President and the Board of Trustees to make final decisions on matters affecting the future of the institution. On these occasions, they render their best judgment in the light of all advice received. Again, when faculty recommendations on certain matters have not been followed, a measure of discontent can ensue. Nevertheless, the President stands by his commitment to include faculty in the administrative retreats two times a year, faculty representation on the Board of Trustees, and the President’s personal attendance at any Senate meeting to which he is invited. In addition, more recently, all members of the College family have been invited to submit topics for discussion at these retreats,

and the agenda of the President's weekly staff meeting is also distributed throughout the College via e-mail.

3. *Administrative decisions regarding faculty policies and procedures (sabbaticals, tenure, and half-time status) have been made without following procedures outlined in the Faculty Handbook.*

Response: A Faculty Handbook Committee was created in response to this concern. The Committee updates the Faculty Handbook on a yearly basis.

The issue of tenure has been resolved since our last comprehensive visit. At that time, some full-time faculty members who had been hired recently were not deemed tenure-track due to a moratorium on tenure imposed by the Board. Following the comprehensive visit, the President, the Chairman of the Board of Trustees, and the Chairperson of the Academic Affairs Committee hosted several meetings with the faculty to resolve a variety of issues. In 2002, the Board of Trustees lifted the tenure moratorium and new faculty were again hired on a tenure-track basis. As of this writing, we have 15 full-time faculty members who are tenured, 10 who are tenure-track, and 8 who serve as instructors and are thus not tenure-track.

In regards to sabbaticals, unfortunately, the College has not yet been able to fund this line item. Although it is recognized as an important benefit for tenured faculty, the administration has elected to direct scarce resources to enrollment growth and to adequate staffing for all organizational components of the College. As is noted above, however, a commitment has been made to pursue sufficient funding in our 2007-2008 budget to support two sabbaticals.

The status of half-time faculty has been clarified as a result of the work of the Faculty Handbook Committee.

4. *The College must continue to stabilize its financial situation by increasing endowment and annual giving and by achieving a stable level of enrollment.*

Response: Again, the College has increased its enrollment by 29 percent since its comprehensive visit five years ago. Most importantly, full-time enrollment in our traditional programs has increased from 30 percent at the time of our comprehensive visit to 57 percent as of the Fall of 2006. This has been accomplished by diversifying the College's athletic program (i.e., 18 sports in all) as well as enhanced recruitment efforts in local high schools and community colleges. Admissions staff currently make over 100 visits annually to high schools, college fairs, and community colleges. This signifies a dramatic improvement in our recruiting process. Enrollment has also increased and stabilized through the addition of master degree programming. The College now has 160 students enrolled in its three masters programs.

Calumet College of St. Joseph has increased the value of its endowment from \$2,700,000 at the time of our last visit to \$5,298,139 today, a 96 percent increase in value. The College continues to work at increasing its annual giving and is currently engaged in the silent phase of a new \$7,000,000 campaign: "Changing Lives – Growing the Vision." This campaign will focus on bricks and mortar and will underwrite the construction of a new student community center, which will house some of our athletic events as well as state-of-the-art workout rooms, locker rooms, and office space for our athletic staff. A second building project will include a new technology center, which will be housed in a wing that will be added on to our current library.

5. *As finances are stabilized, the College needs to improve salaries and to support instruction by providing professional development funds and appropriate teaching resources including laboratory facilities.*

Response: The College has continued to improve salaries since its last comprehensive report. In the last five years, the College has implemented 20 percent across-the-board raises (i.e., 5%, 5%, 5%, 2.5%, and 2.5%). At the direction of the Board of Trustees, the College has also

developed a comprehensive evaluation plan for all administrative and support staff members. Although not a merit plan per se, it will assist the College in assessing the strengths and weaknesses of staff. It will also allow for each supervisor to create tailored sets of goals for their employees. This new system was introduced to all supervisors during the past Summer and Fall. Supervisors will begin using the new instrument beginning in January 2007.

The College has also concentrated on increasing the amount of professional development funds available for faculty and staff. Each year, individual faculty members are provided with funds targeted to professional development. Many faculty members have presented at as well as attended conferences in their respective fields. Administrative Staff members have also been provided with professional development funds. Administrators have attended conference focusing on enrollment, financial aid, advising, student support/retention, and business processes.

Providing appropriate teaching resources has also been a priority for the College since the last comprehensive visit. We have invested in smart classrooms, portable computers labs, and a dramatic upgrade in our student computer labs. A four-year technology replacement schedule has been developed. A new science lab is also being planned as part of our scheduled renovation of the library and the construction of a new technology center. This lab will add significantly to our current science curriculum.

6. *To make the campus fully usable by students, staff, and faculty, the College must find support for capital projects including elevator replacement, HVAC, and continuing upgrades of academic technology.*

Response: The College's last capital campaign designated \$1,000,000 to capital projects. With these funds, the College completely rebuilt its elevators, upgraded the HVAC system to include new chillers, and installed nine smart classrooms. We also renovated the second floor of our building to serve as a new student center. Students now have a place to gather between classes. This Fall, the College will install a wireless node in the student center to provide WI-FI capabilities for our students.

7. *In order to increase its ability to make informed decisions, the College must improve the quality of institutional research regarding enrollment, marketing, alumni, curriculum revision and program development.*

Response: A Director of Institutional Research position was created shortly after our last comprehensive visit. Further, the Student Affairs Division of the College has greatly enhanced its use of data through the efforts of its new Vice President for Student Affairs and Director of Admissions and Financial Aid. These two individuals have collected and effectively employed data pertaining to enrollment, the College's marketing efforts, and issues as wide ranging as retention rates, graduation rates, and financial aid data. The academic area has also increased its reliance on data for program review as well as the development of new programs. Enrollment trends as well as national employment trends have proven helpful in this regard.

Advice and Suggestions:

1. *The College should consider using community boards as consultants to assist with assessment and program development.*

Response: The College has fully implemented this suggestion from the visiting team. We currently have community boards for some of accelerated program majors and for all three of our masters degree programs. The boards meet up to four times per year and are comprised of community leaders who share an interest in the major in question. Community board members

share their perspectives pertaining to the needs of their professional communities and help in formally assessing programs. Some community leaders also help with recruitment.

2. *The College should remodel at least one restroom in the campus building that is easily accessible to mobility impaired staff and students.*

Response: The College has taken the advice of the visiting team on this matter. The restroom facilities located on the first floor of the library have been updated with handicap stalls and doors that are easily accessible for people with mobility problems.

3. *The College should consider gaining information from students to determine and appropriate balance of day and evening classes.*

Response: The College still struggles with this issue; however, as more full-time students have registered, we have worked to balance our class scheduling to better meet their needs. Our Academic Affairs components work hand-in-hand with the Academic Advising Office to develop the College's year-long schedule. Also, the Education Department has instituted day and evening cohorts for those students who enter the program. Students attend classes as a cohort with day and evening opportunities to attend class.

4. *Given the large percentage of minority students, the College should make every effort to recruit more minority faculty and staff members. It is admittedly difficult to attract minority faculty given the financial constraints of the College, but it should be possible to increase the number of support personnel.*

Response: The College has worked diligently on this suggestion. The Student Affairs Division has been successful in recruiting qualified, minority applicants for many of its positions. In the last three years, it has hired two female, African-American directors; both with experience at major universities, the University of Chicago and the University of Texas-Austin. Within the Student Affairs Division, seven (22%) of our employees are African-American, three (9%) are Hispanic, and twenty-three (72%) are women.

The Academic Affairs Division has also had success in recruiting minority faculty members as well. Two African-American females and one African-American male have been hired since the Higher Learning Commission's last visit. This represents 9.1 percent of our full-time faculty; nine (27.3%) of our full-time faculty members are female. The recruiting of minority faculty members remains a priority for the College.

5. *The College should make a concerted effort to enhance the name recognition of the College among perspective students in its market area.*

Response: The College continues to make strides on this suggestion. We have increased our spending on marketing and advertising since the last visit. At that time, the College spent approximately \$178,000 on advertising (p. 152); this fiscal year, the College will spend approximately \$325,000 on marketing. The College has continued to upgrade its marketing materials, developing pieces that focus on several distinct audiences, including traditional students, accelerated students, potential athletes, and conditionally-admitted students. Fact sheets as well as grant and scholarship pieces have also been developed with recruiting in mind. The College continues to advertise in two local papers and specialty papers such as the Northwest Indiana Catholic and LaRaza, a Hispanic newspaper. We also advertises on billboards throughout Northwest Indiana and have spots on local AM radio stations and sports radio.

6. *NCA specifically requires only one full-time faculty member for each major program. It appears that CCSJ is moving in the direction of having no full-time faculty member in general education areas unless a major is also offered. If this should occur, the negative effect on general education could be very great. It might well indicate to students that the institution does not take*

general education very seriously. CCSJ should consider whether this is a trend and, if so, whether it is beneficial for an institution that believes in the importance of a liberal education to the professions.

Response: The College maintains a strong commitment to general education. Significant steps have been taken even as the College has striven to balance its interest in growing the full-time faculty against its available revenues.

The College currently has two full-time General Education faculty: one in mathematics and one in science, teaching disciplines in which majors are not currently offered. The College also maintains three full-time English faculty members, at least one more than the number of English majors and the number of English graduates would suggest to be needed.

In addition, the College has appointed a full-time member of the faculty as Director of General Education. The College's assessment efforts have focused very intently on General Education. We do not envision a lesser number of faculty in the future. To the contrary, the College has added four faculty members since the comprehensive visit in 2001 as a result of growth in enrollment and, consequently, in the demand for General Education courses. Additionally, the C.O.R.E. initiative noted above calls for a intense focus on General Education.

We have also increased the number of faculty in our two largest programs: Education and Law Enforcement Management/Public Safety Administration. The faculties in these programs have grown as their student enrollments have increased. Currently, the College has five faculty members in the Education Department and five faculty members in our Law Enforcement Management/Public Safety Administration programs.

7. *The College may wish to consider a residence hall in order to attract and retain traditional-age students.*

Response: The College has explored buying apartment buildings in the area to house students. Additionally, discussions have been conducted with the local owner of a hotel building. However, it became clear that the College was not ready to invest in student housing with no guarantee of success. The institution has created a housing alliance to work with students to find apartments/houses for rent in the commuting area. To date, this has worked well, with some twenty students now housed in the area. The College continues to look at this issue at least once a year at one of its administrative retreats.

Under the conventional PEAQ accreditation process, our next comprehensive evaluation is schedule for 2010-2011.

2B. What specific actions or activities are you planning to take in order to address any accreditation concerns or challenges from the Commission's last comprehensive evaluation that are still active issues?

We are not aware of any specific accreditation concerns or challenges that have been identified by the Commission since the issues noted above were shared with the College.

To answer questions 3 - 8, present information that will allow the Admission Panel on Admissions to evaluate your organization's understanding of academic quality improvement and its ability to benefit from participation in AQIP.

3. Why does your institution wish to participate in AQIP? What benefits do you hope to gain as a consequence of participating?

In recent years, Calumet College of St. Joseph has made tremendous progress as an institution of higher learning. Our academic offerings have grown, our financial circumstances have improved, and significant gains have been made with respect to technology.

Nevertheless, we face formidable challenges, including:

- The need to dramatically improve retention and graduation rates, a daunting prospect given the at-risk population we target as part of our established mission;
- The need to identify, collect, and use data more effectively;
- The need to expand significantly on progress demonstrated in recent years with respect to the assessment of student learning;
- The need to develop infrastructure sufficient to our growing number of graduate programs; and
- The need to continue progress demonstrated in recent years with respect to faculty development.

AQIP's prospective focus, the interdepartmental and cross-functional strategies it recommends, and the commitment to continuous quality improvement it embodies make it an ideal accreditation option for Calumet College of St. Joseph at this point in its history. We have grown in sophistication in recent years and now enjoy sufficient institutional capacity, in our view, to take full advantage of AQIP's innovative design.

4. Since broad understanding of, support for, and commitment to a continuous improvement approach and AQIP are essential for their success, what is the current level and extent of these elements in your organization? What is the evidence that key groups in your organization (e.g., Board, CEO, senior leaders, faculty, and staff) understand the nature of continuous improvement efforts and the demands of AQIP?

AQIP has been formally addressed in four faculty and administrative retreats over the course of the last 15 months. Two outside speakers have been invited in to share their experiences with AQIP, including representatives from the University of Wisconsin-Stout and Indiana University Northwest. AQIP has also been formally discussed in Senate meetings and in a subsequent open forum in which virtually all members of the faculty participated. Our Board of Trustees has been briefed as well. To facilitate this ongoing discussion, an intranet site was created and materials pertaining to AQIP from the Higher Learning Commission and a variety of other sources have been made available to all members of the faculty and staff.

President Dennis Rittenmeyer has been deeply involved in all of these discussions. A one-on-one meeting with an administrator from Wisconsin-Stout proved crucial to his evolving and now deep commitment to AQIP as an accreditation option.

The College hired a new Vice President of Academic Affairs in May 2006. Daniel Lowery, Ph.D. has extensive experience with respect to formal quality programs.

- In the early 1990s, he served as a quality coordinator with the Social Security Administration. In this capacity, he conducted training in formal quality programs throughout the federal government's six state region.
- While serving as a faculty member at Indiana University Northwest, Dr. Lowery developed and taught a graduate course in formal quality programs.
- He has consulted extensively with public and non-profit organizations on ISO 9000, the Malcolm Baldrige National Quality Award, and other topics pertaining to quality. One of these organizations, Lake Area United Way, subsequently became the first nonprofit organization in Indiana to win the State's quality award.
- Dr. Lowery has published in the area of quality¹.

¹ **The Role of Intermediaries in the Development and Implementation of Quality Programs in the Not-for-Profit Sector**, 2001. *Quality Progress*, Vol. 33, (January). **ISO 9000: A Certification-based Technology for Reinventing the Federal Government**, 1998. *Public Productivity and Management Review*, Vol. 22, (December). **Quality Infrastructure: The Key to Implementing a Total Quality Program in a Clinical Setting**, 1996. *Journal of the Society for Health Systems*, Vol. 5, (November).

- Finally, Dr. Lowery has developed and is now implementing a Masters in Quality Assurance Program for Calumet College of St. Joseph. Commission approval for this new academic offering was recently received and our first class is now underway.

Dr. Lowery will serve as co-director of the institution's AQIP initiative. He will be joined in this responsibility by Alexandra Victor, the College's Vice President of Student Affairs. This collaboration reflects the College's commitment to the development of a broad-based accreditation strategy, one that cuts across critical functions and engages all departments. Ms. Victor is intimately familiar with all student support functions at the College and is thus well-positioned to serve as co-director. She served as the College's liaison with the Higher Learning Commission from 1993 to 2001. Ms. Victor also served as a co-author in drafting the institution's last two focused visit reports. Finally, Ms. Victor is pursuing a doctorate in higher education, an endeavor that exposes her on an ongoing basis to state-of-the-art thinking pertaining to higher education.

Calumet College of St. Joseph has hired three individuals over the course of the last two years who can be expected to make considerable contributions to our AQIP initiative as well. Desila Rosetti joined our faculty in August 2006.

- Ms. Rosetti consults extensively in the area of quality.
- She has served as a lead judge in the healthcare and nonprofit categories for the Indiana State Quality Award.
- Ms. Rosetti now serves as the President of the Indiana Association for Healthcare Quality.
- Finally, she has served as an AQIP trainer for the Higher Learning Commission.

Doris Harmon-Warren was hired in 2005 as a staff accountant following several years of experience as a consultant on quality and other management topics. Her day-to-day involvement with our budgets together with her understanding of quality processes will make Ms. Harmon-Warren a key participant in our AQIP initiative.

Finally, Christine Weber was hired in 2005 as our Director of Library and Information and Technology. She joined Calumet College of St. Joseph after extensive experience as a management and technology consultant. In this capacity, she gained a thorough understanding of quality principles and practices. Because of her formal position with the institution and because we have identified data development and use as a critical priority, we believe Ms. Weber will make a significant contribution to our AQIP initiative.

We believe that we are well-positioned in terms of personnel to pursue AQIP as an accreditation strategy.

5. What are your plans for integrating participation in AQIP into your organization's current agenda? Are there major events on the horizon (e.g., a change in leadership, a major contract negotiation, budget cuts), and how are you planning to address them or integrate them into your quality efforts?

Two critical initiatives are posed on our immediate time horizon. The first involves the adoption of new accounting (Great Plains) and student support services software (Empower) in 2007. The full development of these new elements of infrastructure should enable us to better integrate a broad range of data, e.g., financial, student characteristics, resource utilization, etc., into our decision-making processes. Formal quality programs, by definition, are data driven. Both software installations will be completed by the end of June 2007. For this reason, we do not anticipate that they will interfere in any way with the development and implementation of AQIP. In fact, we believe that the timing of these changes could not be better for AQIP implementation.

The second initiative involves a dramatic rethinking our traditional academic programs. A three-year "Centering on Retention and Enrollment" (C.O.R.E.) initiative has been proposed and is now being developed. This comprehensive strategy will address many of the significant needs noted above,

including the assessment of student learning, student support services, and curriculum redesign. Again, several of the tasks included in this substantial effort are central to what we do as an institution of higher learning. They also manifest as cross-functional challenges. As such, they should be ideal candidates for action projects. In fact, our C.O.R.E. initiative represents a powerful motivation for our decision to apply to participate in AQIP. It addresses all nine of AQIP's assessment categories. Further, it acknowledges the interrelationships that occur between and among these nine categories. Our own analysis suggests that significant progress can be made if we approach the several challenges we have identified in a systematic fashion. AQIP provides a methodology through which this can be accomplished.

6. How are you planning to organize your quality effort? Explain which current or new structures (committees, systems, etc.) you will use to organize and run your improvement efforts? What organizational systems, structures, and other resources (e.g., a quality council, quality "champions," task forces, training programs, etc.) currently exist or are planned that will sustain your continuous improvement efforts?

We anticipate the creation of a steering committee, which will be jointly chaired by our Vice Presidents for Academic Affairs and Student Affairs. Following Joseph Juran (1988), our steering committee will be charged with five responsibilities. It will:

- Establish policies and goals pertaining to our quality initiative;
- Establish plans for meeting those quality goals;
- Secure and provide the resources needed to carry out plans;
- Establish controls to evaluate progress against goals and to take appropriate action; and
- Motivate and stimulate personnel assigned to projects and initiatives associated with the initiative.

More specifically with respect to AQIP, the steering committee will plan for and conduct our preliminary self-assessment, identify participants for the College's strategy forum, sponsor and oversee action projects, develop our systems portfolio, and oversee the development of annual reports to the Higher Learning Commission. The steering committee will also serve a "boundary spanning" function with respect to other decision-making bodies and organizational constructs at the College.

Membership on the steering committee will be broad based.

- In addition to our Vice President for Academic Affairs, membership will include at least four individuals associated with Academic Affairs Division: our Institutional Researcher, who will also serve a secretary to the steering committee; a faculty member who teaches statistical process control in our Masters of Science in Quality Assurance Program; another faculty member who has had extensive consulting experience with respect to the Malcolm Baldrige National Quality Award, ISO 9000, and other documentation-and-audit based quality systems, and two formal appointments by the faculty Senate.
- In addition to our Vice President for Student Affairs, membership on the steering committee will include five representatives associated with student support services at the College: our Director of Admissions and Financial Aid, our Athletic Director, our Director of Academic Advising, our Director of Student Services, and our Dean of Students.
- Finally, membership on the steering committee will include our Director of Library and Information and Technology and a staff accountant who has a great deal of familiarity with formal quality systems by virtue of her prior employment.

The steering committee will meet on a regular basis. All members will participate in the retreat at which a preliminary self-assessment will be completed. As many of the members as will be permitted by the Higher Learning Commission will also participate in the strategy forum hosted by the Commission.

We anticipate that the steering committee will meet weekly through an initial formation period of four to six weeks; thereafter, meetings will take place every two weeks or more frequently if required.

Action projects will be pursued through taskforces or cross-functional teams, which will report to the steering committee. They will interact with other decision-making constructs at the College that hold institutional interests in each project as well. A matrix organization structure will thus be employed.

We anticipate that the steering committee will retain overall “ownership” of the kinds of strategic initiatives reflected in our response to question 3. Sponsored projects charged to taskforces or cross-functional teams will address components or elements of these larger concerns.

A broad set of tools widely recognized in both the planning literature and the quality literature will be used in assigning, pursuing, and monitoring projects and continuous improvement initiatives sanctioned by the steering committee, including:

- Statements of work;
- Work breakdown structures;
- Task summary sheets;
- Quality cost analyses;
- Workflow diagrams;
- Histograms;
- Pareto diagrams;
- Cause-and-effect or fishbone diagram;
- Gantt and PERT charts
- Quality function deployment processes;
- Run charts and control charts; and
- Affinity diagrams.

Several members of the steering committee are familiar with these tools by virtue of their teaching and consulting work. We are fully capable of conducting any training onsite that may be required with respect to these techniques.

All sponsored projects will be monitored using the plan-do-check-act methodology recommended by W. Edward Deming, Joseph Juran, and others associated with the quality movement.

7. Prior to attending a Strategy Forum, how are you planning to meet AQIP’s requirement to conduct a preliminary self-assessment from a systems- or process-focused perspective, one that includes input from perspectives external to the organization?

Prior to attending a Strategy Forum (within the 12 months following admission), how will your organization identify issues, challenges, problems, or opportunities that might become Action Projects?

Our preliminary self-assessment will be based on the Malcolm Baldrige National Quality Award. As part of his consulting work, our Vice President of Academic Affairs has developed a comprehensive assessment tool based on the Baldrige Award that is ideal for two-to-three day retreats. He has used this instrument in conducting retreats for over 20 organizations. Dr. Lowery and Desila Rosetti, both of whom are now with Calumet College of St. Joseph, employed this tool effectively in facilitating Indiana University Northwest’s preliminary self-assessment in May 2001. A copy of this instrument is attached.

When you submit this application, please name a formal AQIP Liaison for your organization — someone who is centrally involved in your quality initiative. (It need not be the CEO or chief academic officer. We intend to continue to communicate closely with your CEO, CAO, and other members of your leadership, but we must have someone we can call or email directly regarding details of your relationship with AQIP. You inform AQIP whenever you change your AQIP Liaison.)

Contact Information for Organization's AQIP Liaison:

Daniel Lowery, Ph.D.
Salutation, Name

Vice President of Academic Affairs
Job Title of Liaison

Calumet College of St. Joseph
Organization Name

2400 New York Ave
Office address

Whiting, IN 46394
City, State, Zip

(219) 473-4307 (219) 473-4259 dlowery@ccsj.edu
Office phone(s) and extension(s) Office fax Email address

Name and address to which AQIP should send invoice for application fee of \$275:

Daniel Lowery, Ph.D.
Salutation, Name

Calumet College of St. Joseph
Organization Name

2400 New York Ave
Office address

Whiting, IN 46394
City, State, Zip

Before you email your *Participation Application* to AQIP@hlcommission.org, make certain it has been reviewed and approved by your organization's CEO.

UNDERSTANDINGS AND EXPECTATIONS OF PARTICIPATING ORGANIZATIONS

A Participating Organization is one that elects to maintain its accreditation with the Higher Learning Commission by regularly providing the Academic Quality Improvement Program with evidence of the vitality of its academic quality improvement initiative and the results that initiative has achieved. Participation is subject to approval by AQIP and the Commission. The Academic Quality Improvement Program's goal is to create a culture, a set of shared understandings, with its Participating Organizations that will:

1. *enhance communication, ongoing learning, and public understanding of systematic academic quality improvement;*
2. *encourage systems-thinking and provide resources that will stimulate continuous improvement and accountability;*
3. *promote, within and among organizations, a culture of involvement and shared responsibility for academic quality, and*
4. *develop the critical judgment, skills, and capabilities required for systematic quality improvement.*

These understandings and expectations relate formal points of agreement between AQIP and the organization that establish the conditions for this accreditation process.

To support Academic Quality Improvement Program operations and activities, the organization will:

- identify an official organizational liaison with AQIP and the Commission, notifying AQIP promptly of temporary or permanent changes affecting this liaison role;
- participate in all scheduled AQIP activities (e.g., Strategy Forum, Systems Appraisal, Annual Updates, Checkup Visit, Reaffirmation of Accreditation), which are essential to the operation of this accreditation process and required by AQIP for its accrediting determinations;
- inform AQIP promptly of major organizational conditions, events, or changes that could negatively affect the organization's viability, operations, or quality improvement efforts;
- pay fees charged for participation in AQIP Workshops, Appraisals, and other activities promptly; and
- continue to meet the Commission's *Criteria for Accreditation*, responding promptly to any inquiries the Commission receives regarding possible violations of these fundamental Commission membership expectations, and observing other Commission policies and obligations of membership (e.g., concerning organizational change and dynamics, annual report, complaints, public information, etc.).

To respond to an organization's needs and requirements, the Academic Quality Improvement Program, its staff, and the Higher Learning Commission will:

- collaborate with a participating organization to help it accomplish its goals;
- make information about an organization public only with the organization's consent;
- respond energetically, quickly, and courteously to requests by a Participating Organization for assistance or information in all quality-related areas;
- keep program costs and the fees charged to a Participating Organization as low as possible, thereby promoting opportunities for broader involvement in AQIP's activities and services; and
- share information on organizational quality improvement by identifying, evaluating, validating, and sharing best and innovative practices discovered by participating and partnering organizations.

The Higher Learning Commission agrees to:

- maintain the organization's AQIP participation so long as the organization continues to take part in AQIP activities and provides AQIP with credible evidence justifying continuation;
- indicate in the organization's Statement of Affiliation Status (SAS) under a section titled "Next Reaffirmation of Accreditation," the scheduling of the date for a reaffirmation seven academic years in the future;
- transition the organization, after appropriate notice and consultation, to the standard accreditation process if (1) the organization so requests, (2) the Commission has evidence that the organization is no longer continuing in its good faith effort to participate in AQIP according to the terms of these understandings and expectations; or (3) AQIP review for Reaffirmation of Accreditation shows a lack of progress in continuous quality improvement and that the organization or the Commission would be better served by a standard process;
- if the organization has participated in AQIP for five years or more, to schedule its next comprehensive visit five years after the year it leaves AQIP; or
- if the organization has participated in AQIP for fewer than five years, to schedule its next comprehensive visit either for the year that it was originally scheduled before the organization joined AQIP, or at least one full year after the year the organization ceases to be an AQIP participant, whichever is later.

The Commission continuously re-examines its programs and processes to make changes and corrections where appropriate. In the event the Commission makes changes that will affect this agreement, the Commission agrees to notify Participating Organizations in advance of implementation and allow a reasonable period of time for organizations to make appropriate adjustments or request transition to a standard process.

APPLICATION AFFIRMATION

I affirm that the application emailed to AQIP@hlcommission.org presents our institution accurately, and that we agree, if admitted, to abide by the *Academic Quality Improvement Program Understandings and Expectations* and to:

- commit to a systematic initiative to improve continuously our academic and related processes and their results;
- engage faculty, staff, and other constituents in defining and implementing quality improvement efforts so that an institution-wide culture and understanding of systematic academic quality improvement evolves;
- promote and provide broad-based involvement in activities and in professional development that builds awareness and understanding of the principles and practices of systematic quality improvement at all levels of the institution; and
- establish systems for communication across staff, students, and other constituents and stakeholders regarding our institution's involvement and progress in systematic Academic Quality Improvement.



October 23, 2006

Signature of Organizational CEO

Date

Dennis Rittenmeyer, Ph.D., President

Printed/Typed Name and Title

Calumet College of St. Joseph

Organization Name

2400 New York Ave

Office address

Whiting, IN 46394

City, State, Zip