



Strategy for Action Workbook

Calumet College of St. Joseph, Indiana

A. Name of Institution's *Present*

▪ Distinctive organizational features

Calumet College of St. Joseph (CCSJ) was founded in 1951 as a two-year urban extension of Saint Joseph's College of Rensselaer, Indiana to provide opportunities in urbanized, industrial Northwest Indiana for first-generation ethnic workers and other marginalized groups. CCSJ is a Catholic institution of higher learning sponsored by the Precious Blood Order. In 1960, CCSJ attained status as a full four-year, degree-granting institution, the first in Northwest Indiana to offer baccalaureate degrees. In November 1973, CCSJ was incorporated as an independent institution. In January 1976, the College moved to facilities in Hammond, which were donated by American Oil Company. CCSJ is a commuter campus; we do not provide student housing.

Seven features uniquely define CCSJ.

- We remain committed to serving a diverse population. A recent survey of members of our incoming freshmen class indicates that 81 percent are the first in their families to attend college. Further, 21 percent are African-American, 28 percent Hispanic, and 45 percent White. In 2006, CCSJ was identified by U.S. News and World Report for the seventh year in a row as having the most diverse student body among all baccalaureate institutions in the Midwest. We take great pride in the fact that the diversity of our graduating classes virtually mirrors the diversity of our incoming classes as well as Northwest Indiana as a whole.
- Our traditional academic programs and a broad array of student support services are intentionally designed to serve students who are at-risk. Results from the National Survey of Student Engagement (NSSE) indicate that faculty and staff at CCSJ excel in developing close working relationships with students. We out-perform our peers on this critical assessment of performance year in and year out.
- In keeping with our mission, CCSJ has maintained low tuition rates. Our full-time tuition rate is now the lowest among four-year private institutions of higher learning in Indiana.
- In recent years, CCSJ has developed an array of flexible delivery models designed to meet the needs on adult learners. This includes accelerated degree programs and three graduate programs. 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 affirms "respect for 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 at the College and in the community are examined. In recent months, we revised our sick leave policy as a direct result of the Committee's work. We also rejected a proposed change in the pricing of our health insurance that would have had a disproportionate effect on our lowest paid employees. Additionally, a number of full-time salaries were raised to the level of a "livable wage." Finally, the Social Justice Committee hosts an annual conference focusing on the needs of at-risk children and families.
- Although we have launched three graduate programs in recent years, we remain deeply committed to undergraduate education. Indeed, we understand CCSJ to be a teaching institution

in which excellence in scholarship and service is also pursued. The graduate programs we now offer are fully reflective of our mission and our setting in an urban and highly industrialized region. They can also be viewed as niche programs to the extent that comparable programs are not being offered elsewhere in Northwest Indiana.

- Over the course of the last several years, CCSJ has developed an intercollegiate athletics program. We now compete in 17 men's and women's sports. In all, 186 undergraduates now participate in our athletics programs. This strategic initiative has contributed positively to a resurgence in our undergraduate enrollment.

▪ **Scope of educational offerings**

We offer 19 majors in our undergraduate program. We have three graduate programs (i.e., Public Safety Administration, Education, and Quality Assurance). Finally, we have the largest transition-to-teaching post-baccalaureate degree program in Indiana.

Four of our undergraduate programs and all three of our graduate programs are offered in an accelerated format. Our remaining programs are offered in a traditional format that is more amenable to younger students.

In all, 665 (54%) of our students are enrolled in our traditional undergraduate programs, 358 (29%) in our accelerated undergraduate degree programs, 176 (14%) in our graduate programs, and 36 (2.9%) in our transition-to-teaching program.

▪ **Students**

As is noted above, our study body is remarkably diverse and is drawn to a considerable extent from the urban communities that make up Northwest Indiana and the near south side of Chicago.

As of November 5, 2007:

- 489 (40%) of our students attend full-time and 746 (60%) part-time;
- 668 (54%) are female and 567 (46%) male;
- 568 (46%) are Catholic and 667 (46%) are not;
- 606 (49%) are White, 347 (28.2%) African-American, and 262 (21.2%) Hispanic;
- The average age of our students is 33;
- 551 (44.7%) of our students are under the age of 30;
- 665 (53.8%) of our students come from Lake County, Indiana, 92 (7.4%) from elsewhere in Indiana, and 478 (38.7%) from Illinois; and
- On average, our students take 9.3 credit hours of classes per semester.

These numbers differ somewhat for our traditional students who are generally younger (i.e., average age 28) and take a higher number of credit hours each semester (i.e., 11.6).

▪ **Collaborative or partnership arrangements**

The following partnerships are among the most critical to CCSJ:

- Our undergraduate Public Safety Management (PSM) and our graduate Public Safety Administration (PSA) Programs are our largest. In all, 165 students are enrolled in our PSM Program and 125 in our PSA Program. Classes are offered at the Chicago Police Academy and the Illinois Institute of Technology as well as at our campus in Whiting, Indiana. We enjoy a close working relationship with the Chicago Police Department.
- Using federal grant funds, we have created a Public Safety Institute which works closely with law enforcement agencies in Northwest Indiana. We helped create a Major Crimes Task Force, for which CCSJ has received a great deal of positive media attention. We continue to work with local law enforcement agencies on a variety of research and service projects.

- The Lilly Endowment has been very supportive of CCSJ over the years. Grants from the Endowment have enabled us to greatly expand the array of student support services we provide, underwrite graduate education for faculty members, and match contributions to past capital campaigns.
- Teacher licensure is a critical concern for our undergraduate, graduate, and post-baccalaureate programs in Education. We thus maintain a close and positive working relationship with the Indiana Department of Education and the Northwest Indiana Consortium on Teacher Education.
- Given our status as a Catholic institution of higher learning, the Catholic Diocese of Gary is a critical stakeholder. We enjoy a positive relationship with Bishop Dale Melczek. Our Education programs provide teachers to Catholic grade schools in Northwest Indiana. Further, we are in the process of developing a broader array of continuing education programs designed to meet the needs of lay ministers in the Diocese. Finally, professional staff and faculty at CCSJ work closely with Diocesan officials on a broad array of service activities.
- In recent years, we have greatly expanded our number of internship affiliations with the assistance of a Lilly grant. We have placed more than 170 students in external internships with over 150 employers, agencies, and organizations in Northwest Indiana.

▪ **Faculty and staff**

CCSJ employs 115 full-time employees. Our employees are classified into three broad categories: administrative and/or professional, faculty, and support staff. In all, 54 (47.0%) of our employees are classified as administrative and/or professional, 30 (26.1%) as faculty, and 31 (27.0%) as support staff.

The College is organized into four divisions each led by a vice-president who reports directly to President Dennis Rittenmeyer: Academic Affairs; Student Affairs; Finance; and Development. In all, 53 (46.1%) of our employees are assigned to Academic Affairs; 35 (30.4%) to Student Affairs, 8 (7.0%) to Finance, 7 (6.1%) to Development, and 12 (10.4%) to the President.

CCSJ's academic programs are divided into six departments, each headed by a chair who reports to the Vice President for Academic Affairs: Liberal Arts; Business, Management, and Technology; Education; Public Safety and Criminal Justice; Natural and Social Sciences; and Library Services. Academic program directors report to their respective chairs.

We have 29 full-time faculty members, 20 (69%) of whom are male and nine (31%) of whom are female. Four (13.8%) of our full-time faculty members are African-American; one is Hispanic (3.4%), and the remainder are White (82.8%). A faculty-led taskforce recently produced a series of recommendation designed to improve the recruitment and retention of minority faculty members. Five (17.2%) our faculty members hold the rank of professor, eight (27.5%) the rank of associate professor, 11 (37.9%) the rank of assistant professor, 4 (13.8) the rank of instructor, and 1 (3.4%) the rank of lecturer. Fifteen (51.7%) of our full-time faculty members are tenured, 9 (31%) are on a tenure track, and five (17.2%) are not tenured or tenure-track. Eighteen (62.1%) of our full-time faculty members hold doctorate or law degrees. Three others (10.3%) are now in the process of completing doctorates.

The Student Affairs staff is composed of 26 full-time administrative staff members and nine support staff members. In all, 24 (69%) are women and 11 (31%) are male. The ethnic make up of the combined staff is 71 percent White, 9 percent Hispanic, and 20 percent African-American. With respect to educational attainment, one (4%) of our administrative staff members has an associates degree, 11 (42%) have baccalaureate degrees, 12 (46%) have masters degrees, and two (8%) are currently pursuing doctoral degrees. Two support staff members hold baccalaureate degrees and four are pursuing baccalaureate degrees at the present time.

CCSJ currently employs 87 adjunct faculty members. In the Fall 2007 semester, they taught 52.5 percent of all classes offered by the institution.

We view our human resources as a critical asset. The NSSE results noted above testify to the fact that our students value the collaborative atmosphere which is integral to the academic experience at CCSJ. These findings, which are replicated year in and year out, pertain to both faculty and staff. Further, over the period of several years, we have succeeded in gradually upgrading the knowledge, skills, abilities, and personal dispositions of our professional staff and faculty. This is evident not just in the academic credentials and experience they bring to their jobs, but in their commitment to students and to collaborative work across the institution's organizational boundaries as well.

▪ **Three operational environment requirements**

- CCSJ faces ongoing funding challenges. Although the College has largely recovered from the very difficult financial circumstances it faced in the 1980s, our heavy dependence on tuition dollars makes it difficult to take advantage of certain growth opportunities. This challenge is compounded by the fact that so many of our students come from homes that can be classified as poor or near-poor. The option of raising tuition rates is not available for this reason.
- The College is space-constrained. Most of our traditional classes are now offered in a single building located in Whiting, Indiana. Graduate courses are offered in our main facility as well. Additionally, we teach accelerated undergraduate and graduate courses in various sites located in Northwest Indiana as well as at the Chicago Police Academy and the Illinois Institute of Technology. We are now in the process of constructing our first new building: an athletics and recreation center. Additionally, our current capital campaign is expected to fund an addition to our primary facility that will house technology labs. These projects will make more space available. Given our growth plans, however, we anticipate that space will remain a challenge.
- Our image remains a challenge as well. Although we enjoy a generally positive image in the region we serve, particularly with respect to our external engagement and service activities, the public's perception of CCSJ has yet to catch up with a number of very positive developments that have occurred in recent years (i.e., our improving financial condition, the development of three graduate programs, the revitalization of our traditional undergraduate programs, improvements in the academic credentials of faculty and staff, our athletic programs, etc.).

Although we are limited in this section to three items, other constraints are noteworthy as well, including the need to maintain and improve technology and a recognized need to document and standardize key work processes and procedures.

▪ **Three important competitors**

- Our accelerated degree programs face increasing pressure from Indiana Wesleyan and other institutions of higher learning that have opened facilities in Merrillville, Indiana.
- Our traditional programs compete directly with Purdue Calumet University in Hammond and Indiana University Northwest in Gary. The presence of these lower-cost options makes it difficult to raise tuition rates.
- Our master's level programs face little competition in Indiana because they are intentionally designed to serve niche markets. In Illinois, however, St. Xavier's, National-Lewis, and Benedictine pose competitive threats.

▪ **Three important opportunities and three critical vulnerabilities**

Despite the many challenges we face, we have come to recognize a number of strategic opportunities as well.

- The regional campuses in the Purdue and Indiana University systems have been directed to gradually raise admission standards over the course of the next several years. At-risk students in Indiana are increasingly being directed to the IVY Tech State College system. We are compelled by our mission and history to serve precisely these kinds of students. Further, given the poor state of K-12 education in Northwest Indiana and the south side of Chicago, there are many thousands of at-risk students who are only marginally prepared for college. Finally, we know from

our NSSE results and from other confirming evidence that we serve these students better than our competitors. Collectively, these several factors represent a potentially valuable – and mission-related – niche. At the same time, we know from years of experience that pursuing this option can be a formidable challenge. It carries a significant moral obligation as well.

- The Hispanic population in Northwest Indiana is growing. Hispanics are already well-represented in our student body. Additionally, we are convinced that we can serve this population as well as or better than our competitors. Further, a relatively small increase in our percentage of Hispanic students would establish CCSJ as federally-designated “Hispanic-serving Institution,” which could, in turn, qualify us for various grants.
- Funding for the Marquette Plan, an ambitious effort to reclaim and restore the Lake Michigan shoreline, is now coming on line. We are aggressively working on a new undergraduate program in Restoration Ecology, which could prove of long-term benefit to CCSJ and the region.

Other prospects have been noted as well, including an opportunity to improve our competitive position in south Chicago, a possible development of a select set of distance education programs (e.g., Paralegal Studies and Quality Assurance), and opportunities associated with our new athletics and recreation facility.

At the same time we recognize certain constraints and vulnerabilities.

- As is noted above, our heavy reliance on tuition and fees limits our ability to take advantage of certain growth opportunities. For this reason, we can ill afford to make mistakes in the investments we make even as we strive to be entrepreneurial.
- We know that we are over-reliant on a select set of academic offerings, including our Organization Management Program and our various undergraduate and graduate Public Safety Programs. Increased competition from Indiana Wesleyan and other institutions continue to cut into enrollments in our Organization Management Program; and even though our relationship with the Chicago Police Department is quite positive, any kind of disruption would impact us severely. We know that we need to diversify our academic offerings in order to guard against these kinds of adverse contingencies.
- We also know that our policies and procedures have not kept pace with our growth as an institution. This represented a key finding in an institutional assessment conducted in May 2007 using the criteria of the Malcolm Baldrige National Quality Award. We recognize a need to institutionalize our policies and procedures to a significantly greater extent. At the same time, however, we need to remain flexible and responsive to challenges and opportunities as they present themselves.

B. Name of Institution’s *Future*

1. Three chronic frustrations

- Like all of our policies and procedures, our budget processes have not kept pace with our growth as an institution. Although new operating systems and accounting systems are now in the process of being implemented, frustrations with respect to our budgeting processes have yet to be resolved.
- Our professional staff and support personnel tend to “wear many hats.” As a result, the need to attend to the day-to-day business of the institution can conflict at times with the need to be responsive to problems of an individual or unique nature. Although we do well in this regard, personal and inter-component conflicts can arise as a result.
- As is noted above, the funding constraints we experience mean that we are not in a position to take full advantage of certain opportunities. The Restoration Ecology Program noted above is a case in point. Although the opportunity is great, new labs are required as well as additional faculty. Similarly, we know that achieving status as a Hispanic-serving institution would reap significant benefits, but will require additional investment in marketing.

2. Three elements of your shared vision

- Within five years, we will be recognized as an exemplary provider of a broad range of academic programs and support services targeted to at-risk students.
- Over the course of the next five years, we will achieve and maintain a balance between our ongoing efforts to enhance our organizational capacity (e.g., technology, operating systems, financial infrastructure, and human resources) and our tradition as a teaching institution that nurtures one-on-one relationships tailored to meet the needs of individual students. For instance, we want to maintain our focus on teaching and student learning even as we promote scholarly activity among our faculty members.
- Over the course of the next five years, we will build sufficient slack in our funding stream to support strategic investments designed to expand our academic offerings and the range of support services we provide to students.

3. Three most critical Principles of High Performance Organizations

- Focus: CCSJ is now considering a formal move to university status. This reflects progress made over the course of several years across a broad front, including the introduction of graduate programs, the development of an athletics program, the construction of a new building, an improved financial position, etc. Additionally, there is a growing consensus that our current strategic plan is out of date and needs to be revised. Further, the CORE initiative, which is described below, will require a dramatic rethinking of our approach to marketing.
- Learning: Our strategic focus on at-risk students will require an extraordinary focus on student learning. Again, our CORE initiative will provide a focal point in which this principle will be featured. We also need to revise and dramatically strengthen our General Education and programmatic assessment plans.
- Collaboration: We have made great progress in recent years in improving collaboration across the institution. This asset needs to be effectively leveraged in the absence of certain more tangible resources.

4. Three to four tentative Action Project ideas; titles (up to 10 words) and descriptions

- Under the aegis of the CORE Initiative, complete the ongoing redesign of the College's traditional undergraduate program and the complementary development of a comprehensive array of student support services designed to meet the needs of at-risk students.
- Develop and implement a comprehensive assessment strategy that encompasses the College's academic programs as well as other critical work processes at CCSJ.
- Assess and act on a proposed move to university status.
- Assess and advance the development of a proposed consortium involving Ancilla College and Martin University.

Action Project Worksheet Name of Institution, State	<i>Challenging</i>	X	<i>Easy</i>
	<i>Complex</i>	X	<i>Simple</i>
	<i>High Payoff</i>	X	<i>Low Payoff</i>
<p>Action Project idea #1: Under the aegis of the CORE Initiative, complete the ongoing redesign of the College's traditional undergraduate program and the complementary development of a comprehensive array of student support services designed to meet the needs of at-risk students.</p>			
<p>AQIP Criterion to which this primarily relates: Both <i>Understanding Students' and Other Stakeholders' Needs and Helping Students Learn</i></p>			
<p>Briefly describe what you would like this project to accomplish. This activity reflects the first vision element noted above: <i>Within five years, we will be recognized as an exemplary provider of a broad range of academic programs and support services targeted to at-risk students.</i> It is embodied in a 3-year effort that is already underway (i.e., our <u>C</u>entering <u>O</u>n <u>R</u>etention and <u>E</u>nrollment or CORE Initiative) and builds on a 2-year pilot involving learning communities. Accomplishments to date include the revision of our General Education goals, the development of critical analytic and research capacity, the further integration of faculty and staff activities in support of our learning communities, a faculty commitment to the development of a for-credit orientation program and General Education capstone, the development of a broader array of tutoring services, and the conversion of key extra-curricular programs into true co-curricular programs. Following the successful completion of our Fall 2007 work plan, workgroups have been established to advance the next stage of activities.</p>			
<p>Where did the idea or stimulus for this project originate? In an important sense, the CORE Initiative builds on a successful pilot involving learning communities and efforts to develop a robust array of student support services over a period of several years. It also recognizes that at-risk students represent a strategic opportunity for CCSJ. The following findings proved salient in deciding upon this course of action:</p> <ul style="list-style-type: none"> ▪ Thousands of at-risk students who want to attend college live in our catchment area. ▪ IUN and PUC are moving away from serving at-risk students. ▪ Our mission and history commits us to serving these students. ▪ We are more effective than our competitors in meeting the needs of these students. 			
<p>Which specific needs of your students or other external stakeholders would be better met if you accomplished this project? How? The CORE Initiative is designed to promote student success, which ultimately involves learning but must begin with a focus on certain basic behaviors and the provision of supportive services. This includes attendance, study practices, and assistance in overcoming barriers both inside and outside the classroom. Our goal is to dramatically improve retention. Through curriculum redesign, the use of learning communities, and better course sequencing, we hope to improve student learning as well.</p>			
<p>How would doing this project allow you to better meet your employees' needs? Which, specifically? We have already benefited in two ways. Improved analytic and research capacity has enabled faculty and staff to make better decisions. Additionally, the collaborative engagement of faculty and Student Affairs staff in planning and developing the CORE Initiative and in supporting our learning communities has greatly enhanced our ability to intervene with at-risk student in a timely and effective manner.</p>			
<p>How would accomplishing this project change or affect your institution's culture? The Initiative will not so much change our culture as enhance – in a significant way we believe – what we already do well, which is collaborate to meet the individual needs of our students in a tailored fashion. The CORE Initiative is designed to build on our strengths.</p>			
<p>What leadership and employee enthusiasm and support is there for doing this project now? Faculty and professional staff are fully engaged and supportive. The Board of Trustees has endorsed the Initiative as well. A Steering Committee and various workgroups are in place. The CORE Initiative is very comprehensive. Nevertheless, it has been effectively parsed into a set of discrete but related tasks that can best be handled by small teams.</p>			

Action Project Worksheet Name of Institution, State	<i>Challenging</i>	X	<i>Easy</i>
	<i>Complex</i>	X	<i>Simple</i>
	<i>High Payoff</i>	X	<i>Low Payoff</i>
Action Project idea #2: Develop and implement a comprehensive assessment strategy that encompasses the College's academic programs as well as other critical work processes.			
AQIP Criterion to which this primarily relates: Both <i>Measuring Effectiveness</i> and <i>Helping Student Learn</i>			
Briefly describe what you would like this project to accomplish. Our first task will be to decide upon an approach to assessing our General Education Program. We will then move on to address our assessment needs pertaining to our programmatic majors. Finally, we will focus on a broader array of institutional policies and procedures. These three tasks should be viewed as a series of sequential steps.			
Where did the idea or stimulus for this project originate? The development of a new General Education Assessment Plan has been postponed pending key steps related to the CORE Initiative, including the rewriting of our General Education goals. Faculty members have also committed to the development of a for-credit orientation program and General Education capstone, which will provide for a pre-test and post-test design to be incorporated into our assessment strategy. These tasks have now been accomplished. Additionally, there is a growing consensus that our approach to assessing our programmatic majors is not working well. Still further, we have recognized a need to more effectively institutionalize our approach to developing and tracking performance with respect to critical institutional policies and procedures.			
Which specific needs of your students or other external stakeholders would be better met if you accomplished this project? How? Because our approach to assessment is weak, we lack an effective feedback loop that can inform curriculum design and pedagogy. Ideally, these should be the twin goals of assessment. Additionally, our approaches both to our academic programs and to critical institutional policies and procedures tend to be reactive and episodic. In short, we now lack the capacity to support continuous improvement.			
How would doing this project allow you to better meet your employees' needs? Which, specifically? A broader array of assessment tools and their more effective use – in short, the development of the feedback loop noted above – should ultimately manifest itself in terms of curriculum improvement, the development of new and improved pedagogical strategies, and the better dissemination of proven pedagogical strategies. The more effective development of critical policies and procedures should contribute to improved consistency in the services we provide, improved efficiency, and less staff conflict as “rework” costs decrease.			
How would accomplishing this project change or affect your institution's culture? We are committed to developing and supporting a culture that is both “fact-driven” and committed to continuous improvement. We are convinced that this will ultimately lead to improved student learning and greater satisfaction among our faculty and professional staff members.			
What leadership and employee enthusiasm and support is there for doing this project now? In some institutions, assessment can be perceived as a thankless job. Nevertheless, key faculty members have recognized that we must take on this task. Additionally, the broad outlines of an effective assessment strategy have emerged from our work on the CORE Initiative. A workgroup has been established and is prepared to take on the task in the Spring 2008 Semester. Less work has been accomplished with respect to our policies and procedures. Although problems with respect to our current strategy in this regard have been recognized, no consensus has yet developed as to how we should proceed. Additional work will be required before this part of the initiative can be launched.			

Action Project Worksheet Name of Institution, State	<i>Challenging</i>	X	<i>Easy</i>
	<i>Complex</i>	X	<i>Simple</i>
	<i>High Payoff</i>	X	<i>Low Payoff</i>
Action Project idea #3: Assess and act on a proposed move to university status.			
AQIP Criterion to which this primarily relates: <i>Leading and Communicating</i>			
Briefly describe what you would like this project to accomplish. Following years of discussion, we would like to determine if Calumet College of St. Joseph should change its name to reflect university status.			
Where did the idea or stimulus for this project originate? This change has been discussed for several years. Dissatisfaction with our name tends to be three-fold in nature: (1) we are sometimes confused with Purdue Calumet; (2) our current name may not adequately reflect our status as a Catholic institution of higher learning; and (3) our current name may not communicate the considerable advancement achieved across a broad front over the course of the last two decades (i.e., our improved financial position, the development of three graduate programs, the ongoing revitalization of our traditional undergraduate programs, improvements in the academic and professional credentials of faculty and staff, our athletic programs, etc.). Further, our Board of Trustees has directed the President to develop an assessment of options in this regard. Additionally, several positive developments expected to come on line in 2008 indicate that the Summer of 2008 may be a propitious time for a change of this kind.			
Which specific needs of your students or other external stakeholders would be better met if you accomplished this project? How? This project would primarily be focused on image and marketing, both of which are critical to an institution that depends so heavily on tuition and fees. Importantly, however, it would reflect progress made over two decades rather than a designation up to which we would strive to "live" in subsequent years.			
How would doing this project allow you to better meet your employees' needs? Which, specifically? Our hope is that the proposed name change would enable us to attract and secure additional resources, which, in turn, could be targeted to program development, enhancements in the broad array of student support services we now provide, and the further development of our institutional capacity.			
How would accomplishing this project change or affect your institution's culture? The change in culture is already underway. We have grown much more sophisticated in our development and delivery of our academic programs as well as in the kinds of services we provide to students. The proposed change would affirm this trajectory and encourage further development along this path. As is noted above, it would hopefully put us in a better position to underwrite these kinds of positive developments as well.			
What leadership and employee enthusiasm and support is there for doing this project now? As is noted above, the Board of Trustees has directed that a formal study with respect to a possible name change be undertaken in the Spring Semester of 2008. President Rittenmeyer and senior staff support the change in principle. Additional work is required and the full scope of the project is now being developed.			

Action Project Worksheet Name of Institution, State	<i>Challenging</i>	X	<i>Easy</i>
	<i>Complex</i>	X	<i>Simple</i>
	<i>High Payoff</i>	X	<i>Low Payoff</i>
Action Project idea #4: Assess and advance the development of a proposed consortium involving Ancilla College and Martin University.			
AQIP Criterion to which this primarily relates: <i>Building Collaborative Relationships</i>			
<p>Briefly describe what you would like this project to accomplish. We want to determine if a proposed consortium involving three institutions – CCSJ, Ancilla College, and Martin University – would be beneficial to all three institutions. More specifically, we hope to engage all three institutions in a series of projects designed to increase student accessibility to a broader array of academic offerings, technology, and supportive services of various kinds. That being said, it is important to note that – unlike the prior three initiatives included in this document – this project is currently at the conceptual stage of development.</p>			
<p>Where did the idea or stimulus for this project originate? A faculty member who has previously served as VPAA at CCSJ and as a board member at Ancilla College proposed the initiative and subsequently engaged the Presidents at all three institutions in conversations in this regard.</p>			
<p>Which specific needs of your students or other external stakeholders would be better met if you accomplished this project? How? This is not entirely clear at this early point in our discussions. Nevertheless, preliminary explorations of a select set of opportunities pertaining to our academic programs and the use of technology have been conducted. Our collaboration could ultimately lead to programs at one institution being offered at one or both other partners in the consortium. We are already moving in the direction of shared technology, most notably communications technology.</p>			
<p>How would doing this project allow you to better meet your employees' needs? Which, specifically? This is not entirely clear at this early stage of our conversation.</p>			
<p>How would accomplishing this project change or affect your institution's culture? Again, this depends of the specific projects that are ultimately decided upon. The initiative is still in its initial exploratory and design phase. Specific projects emerging from this preliminary work could lead to follow-on action projects.</p>			
<p>What leadership and employee enthusiasm and support is there for doing this project now? The presidents of all three institutions have tentatively signed on the initiative. Further, visits have taken place at each of the three institutions, and the chief academic officers at all three institutions have met as well. Finally, teams have been formed at all three institutions to further develop the initiative.</p>			