

AQIP Category Five, LEADING AND COMMUNICATING addresses how your leadership and communication processes, structures, and networks guide your institution in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to your internal and external stakeholders.

Processes (P)

5P1. How are your institution's mission and values defined and reviewed? When and by whom?

Address Core Component 1A under 5P1 and 5P2

1.A The institution's mission is broadly understood within the institution and guides its operations.

- The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
- The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
- The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C1)

5P2. How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?

Address Core Component 1A under 5P1 and 5P2

Address Core Component 2C under 5P2

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

- The governing board's deliberations reflect priorities to preserve and enhance the institution.
- The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
- The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.
- The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Address Core Component 5C under 5P2

5.C. The institution engages in systematic and integrated planning.

- The institution allocates its resources in alignment with its mission and priorities.
- The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
- The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
- The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
- Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

5P3. How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

Address Core Component 1B under 5P3 and 5P8

1.B. The mission is articulated publicly.

- The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
- The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
- The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

5P4. How do your leaders guide your institution in seeking future opportunities while enhancing a strong focus on students and learning?

5P5. How do you make decisions in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?

Address Core Component 5B under 5P5 and 5P9

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

- The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
- The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
- The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

5P6. How do you use data, information, and your own performance results in your decisionmaking processes?

Address Core Component 5C under 5P2 and 5P6

5P7. How does communication occur between and among the levels and units of your institution?

5P8. How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

Address Core Component 1B under 5P3 and 5P8

5P9. How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your institution?

Address Core Component 5B under 5P5 and 5P9

5P10. How do your leaders and board members ensure that your institution maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

Results (R)

5R1. What performance measures of Leading and Communicating do you collect and analyze regularly?

5R2. What are your results for leading and communicating processes and systems?

5R3. How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Improvement (I)

5I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Leading and Communicating*?

5I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Leading and Communicating*?

Leading and Communicating

Processes in this category have mostly been systematic, but with several improvements in the last few years, we believe that BSC is moving closer to aligned processes. These improvements include:

- a strategic planning process that was a model of collaboration and communication across campus and in the community. Tracking progress on the plan through TracDat and regular updates continue to foster openness and communication.
- strengthening the sharing of information through the implementation of the CORE portal which provides access to data, news, reports, and a multitude of other information resources
- increasing leadership options through the Excellence Through Leadership program and other leadership training opportunities
- developing the Office of College Relations to improve communication, particularly internal communication, through the creation of a strategic communication plan.

As presented in Category Four, there are discussions underway to improve the employee development program by making it systematic, customized to each employee's professional goals, and linked to the goals and needs of the College. A more systematic approach to employee development is the foundational step in the development of a succession plan for BSC. Upcoming retirements and a strong job market require us to help our employees develop the skills and leadership abilities needed to move into key positions for the College and to meet their own professional goals. These plans are in the beginning stages but, when fully developed, will link the strategic plan with a meaningful employee development program and a sound plan for leadership succession.

5P1 The State Board of Higher Education (SBHE) administers the eleven public higher education institutions as per provision 15-10-01 of the ND Century Code. These institutions, including Bismarck State College, form the North Dakota University System managed by the NDUS office. SBHE policy 100.7 states that the SBHE “must approve the individual mission/role/scope statements of the constituent campuses as published in their bulletins. Mission statements are expected to reflect North Central Association requirements and, as appropriate, the strategic plan of the North Dakota University System. Such statements are drafted by each institution in consultation with their stakeholders and must be submitted to the Chancellor's Office for review and forwarding to the Board upon Board's request.” (1A)

The mission of BSC is that of a comprehensive community college with emphases on transfer, technical, continuing, and community education, as well as workforce training. A broad variety of students are served at BSC, such as traditional aged, older than average, residential and commuter, part- and full-time, transfer and employment bound, and those with varying degrees of college readiness. Student services are provided that support the many needs of community college students. (1A)

Using the Board directed mission for a community college within North Dakota as the starting platform, campus leaders and external stakeholders completed a strategic planning process (see Category Eight) in which local and community values were revealed. As a part of the process, the mission, vision, and values of the College were reviewed and ultimately approved by the BSC Cabinet, comprised of the Executive Council, associate vice presidents, dean of academic affairs, director of college relations, and chief human resources officer. The mission, vision, and values of the College are widely communicated to the employees, students, and the public through the website and numerous print and electronic sources. (1A)

5P2 The State Board of Higher Education is the policy-setting and advocacy body for the North Dakota University System and the governing body for North Dakota's 11 publicly supported colleges and universities. Article VIII, section 6 of the North Dakota constitution states the Board "shall have the control and administration of" all of the state institutions established in the state constitution at that time and "such other state institutions of higher education as may hereafter be established." BSC and all NDUS institutions have a president, administrative officers, faculty, and staff to manage the day-to-day operations and direct academic endeavors. (2C)

As an independent board, the SBHE is able to make decisions based on sound considerations and deliberations, free from the influence of those who may have conflicting interests. Policy 100.6 states that "the people of North Dakota created the Board through the state constitution to ensure the institutions and their employees were protected from political interference. Recognizing the legitimacy and importance of such protection and believing each institution properly retains substantial responsibility for its own affairs, the Board and the System honor the integrity of each institution and its people. The Board will provide the leadership and governing environment necessary to maximize the opportunities for the NDUS colleges and universities to be successful in fulfilling their individual missions and enhancing the economic and social vitality of North Dakota." A president is the chief executive officer of the institution and a member of the Chancellor's executive staff. (2C)

The BSC planning process includes internal and external stakeholders and focuses on institutional needs. A part of the planning process is the identification of emerging trends that help us prepare for changes in demographics, technology needs, and other factors. The following trends were considered when shaping our most recent strategic plan of 2013-2018:

- accelerated rate of technological change creates opportunities and challenges in the management of teaching, learning, and college operations
- increased difficulty in recruiting and retaining qualified and dedicated employees
- enrollment challenges due to the availability of lucrative jobs and the rising cost of housing and living in the Bismarck-Mandan region
- greater public and governmental scrutiny of higher education
- growing demands for a college education to be more affordable
- growth in the number and diversity of North Dakota residents
- challenges for online education from heightened competition, increased regulation, and the development of new education models
- increased diversity of student backgrounds, interests, academic preparation, goals, and need for educational services. (5C)

In addition to these trends, the planning process also assesses the possibility of other changes or fluctuations that must be considered. We are especially aware of the impact of our regional economy on enrollments, especially as they pertain to financial resources. The budgeting process is aligned with strategic planning (Category Eight) and involves the use of student learning assessment data and operations evaluations that help to determine the strategic direction of the College and specific goals and objectives. Budget allocation in connection with planning includes a realistic assessment of what the College is currently doing and how we may need to adjust for changing times. (5C)

Using the 2013-2018 Strategic Plan, Executive Council members serve as champions of strategic objectives and related strategic action items that are aligned to the goals, mission, vision, and values of the College. As a part of the budgeting process, the Executive Council and Operations Council set budgets to support the objectives of the strategic plan. Strategy teams are identified to ensure that the objectives and action items will be met. The team members determine a process for achieving the outcomes, set a timeline for accomplishment, and determine accountability measures/success indicators. (5C) This information is entered into TracDat. Progress that is made on the

strategic action items is also entered and updated, as needed. In this way, campus leaders can track and monitor progress and the successful completion of the action items and objectives.

The Office of Institutional Effectiveness and Strategic Planning, supported by the expertise of the institutional research professionals, regularly monitors progress on objectives and provides regular reviews to the Executive Council. These reviews are used by the EC to help direct or redirect efforts, as needed, to keep on track in meeting the objectives of the strategic plan.

Department reviews are required every five years and may be conducted more often, if needed or desired. Departmental missions and goals must be in alignment with the institutional goals, mission, vision, and values.

5P3 The most recent strategic planning process was collaborative in nature and sought the involvement and input from a variety of stakeholders, including students, employees, the business community, educational leaders, alumni, and community members. Through the environmental scanning process with the stakeholders, the needs and expectations of these groups were communicated to the college community.

In addition to the input received through the strategic planning process, BSC seeks input in other ways from other stakeholder and student groups, such as:

Current and Potential Students

- The president and executive vice president meet each semester with the student Board of Governors to share information and to get feedback and input from the students.
- The Student Satisfaction Inventory is administered every two years to assess student satisfaction with their college experiences.
- The dean of academic affairs and BSC English faculty worked with a group of secondary English teachers to align secondary English standards with the BSC curriculum.
- The alternative learning coordinator meets with high school counselors, principals, and students to inform and advise them about dual credit opportunities through BSC.
- The college sponsors career and exploration days to inform high school students about career choices and college programming.

Key Stakeholders

- Business and industry leaders are in contact with faculty and other campus leadership to ensure that the campus is aware of their needs and expectations. BSC learns of business community needs through its association with the Chamber of Commerce and Bismarck-Mandan Development Association.
- The Bismarck State College Foundation Board members are important in providing a broad perspective about the needs of the community. The Alumni Association monitors the expectations of alumni.
- Advisory committees for technical programs are used extensively to assure the quality, currency, and relevance of the curricula. The committees meet twice a year with department chairs, program managers, and faculty. They may meet more often to assist with special projects or assessments. In addition, information is shared between business leaders and members of the campus regarding the directions of the campus.
- Recent graduates of technical programs are surveyed annually to assess the quality of their training. The survey results are used to make changes and improvements to the programs.
- Surveys of employers and alumni assist in identifying needs and expectations of stakeholders. The results of these surveys are used to develop strategies and directions for responding to the expressed needs.

Documents, both electronic and print, make the BSC mission, vision, values, goals, plans, and institutional priorities available internally and to prospective and current students, business and industry, and the general public through the college website, marketing materials, news media, annual reports, college catalog, student handbook, syllabi, and others. The mission documents, such as the strategic plan and others, focus on instruction, community education and enrichment, and workforce training, and are monitored regularly and updated, as needed. (1B)

5P4 Campus leaders and all employees work with a variety of processes established to focus on students and learning, including:

- regular monitoring of internal conditions, such as student enrollment, retention, placement, student demographics, and student satisfaction and engagement
- commitment of employees to the institutional mission and strategic plan that focuses on student learning and success
- initiating student learning projects through Wild Endeavors grants and AQIP Action Projects
- pursuing private and federal grants and working with state government initiatives to develop programs that improve student learning, development, and success
- environmental scanning of external conditions, such as new business development, economic conditions, and demographics to identify potential programs for delivery to students
- building connections with key external stakeholders to get support for current programs and curricula, and to fund, develop, and implement new offerings
- involvement in collaborative arrangements with other higher education institutions to determine the opportunity for the development of courses and programs
- soliciting advice from business partners and advisory committees to keep the College aware of changing workforce needs.

Through these methods campus leaders can keep abreast of future forces that may impact the College in significant ways. Improvements resulting from the efforts of campus leaders include:

- the consolidation of three student service areas of Veterans Services, Student Accessibility, and Academic Support Services in the Sykes Student Success Center
- implementing the computerized evaluation of degree plans
- the development of two programs serving the needs of the oil and gas production industry
- the development of a Technical Studies degree
- making improvements to the service learning program.

5P5 In keeping with our emphasis on empowerment of employees, decisions are made at the lowest appropriate level in the institution. Faculty members determine the curriculum, for example, in a program or discipline. Supervisors determine workloads and areas of responsibility in the various offices on campus. Administrators identify new programs and major new initiatives. Students are encouraged to work through the Board of Governors, as a way to help set standards and policies, and to actively participate in the governance of the College. (5B)

Employees are supported by many institutional policies and procedures related to accounting and finance, employee relations, technology, employee compensation and benefits, faculty relations, and others. These policies guide them in decision making and in the governance of the College. Faculty Senate and Staff Senate provide avenues for shared governance for employees. Oversight is provided by the SBHE through the North Dakota University System and its set of policies and the support of NDUS staff. (5B)

Cross-functional teams and a commitment to teamwork have been guideposts on campus. We establish cross-function teams to review processes and develop improvements. Stakeholders from affected areas serve on the teams and all are given opportunity for input into the decision and the

implementation processes. Cross-functional teams and task forces are expected to develop team charters that outline the purpose, timelines, membership, and outcomes. (5B)

The Operations Council serves as the central cross-functional team. Its members include the associate vice presidents, dean, chiefs, directors, and representatives from the department chairs/program managers, Faculty Senate, and Staff Senate. The OC meets bimonthly to exchange information and to oversee the day-to-day operations of the campus. Having representatives from many departments and units on the OC has improved communication and implementation of projects. (5B)

5P6 Leaders use a number of sources of data, information, and performance results as illustrated in the table below:

Organizational Unit	Data, Information, and Results Sources	Use of Data, Information, and Performance Results
Executive Council	<ul style="list-style-type: none"> • Financial indicators • Facilities use • Enrollment data • Community and industry indicators • Survey results 	<ul style="list-style-type: none"> • To develop the budget and identify future needs • To develop a facilities plan and maintenance schedule • To use enrollment and admission data in the development of marketing and recruitment strategies • To make decisions on program and activity viability • To serve the business community • To build community awareness and support of BSC • To improve employee and student satisfaction and student engagement levels
Academic Departments	<ul style="list-style-type: none"> • Student enrollments • Student evaluations of faculty • Student placement • Student engagement and satisfaction • Assessment results 	<ul style="list-style-type: none"> • To develop an appropriate programming mix • To ensure student success • To address student academic concerns • To improve teaching and learning • To identify faculty development needs
Student Services	<ul style="list-style-type: none"> • Student advising • Student satisfaction with services • Student retention • Requests for and evaluation of services 	<ul style="list-style-type: none"> • To ensure high-quality services to students • To retain students • To address student needs • To provide a satisfying collegiate experience
Auxiliary Services and Information Technology	<ul style="list-style-type: none"> • Textbook sales and rentals • Bookstore services and merchandise sales • Food services revenue and student contracts • Computer lab availability and use • Information technology helpdesk use • Student satisfaction 	<ul style="list-style-type: none"> • To provide services and reasonable cost • To ensure student satisfaction • To ensure adequate access to technology and support

Figure 5.1 Sources and use of data, information, and performance results

5P7 Communication is facilitated by the use of electronic methods (e.g., email, blogs, social media, CORE, electronic newsletters), print methods (e.g., annual reports and alumni association newsletters), regularly scheduled meetings between related campus entities (e.g., department chairs meetings, communication and collaboration meetings), reports given at Faculty and Staff Senates by attending administrators, and presidential presentations to campus. Examples follow:

Communication	Frequency	Method	Content
AskMystic	Ongoing	Electronic	Campus information; staff directory
Campus blogs	As needed	Electronic	President and other offices maintain blogs
FYI Campus Newsletter	As needed, at least monthly	Electronic	Information on campus initiatives, events, and employees
BSC Chronicle	Weekly	Electronic	Campus schedule of events by room
Connections	Quarterly	Print; electronic	Campus news for alumni and donors to the Foundation
Meeting minutes of campus Senates, teams, committees	As needed	Print; electronic	Re-caps meeting discussions and decisions
Fact Sheets	As needed	Print	Program information for prospective students
Planning and Budgeting	Annually	Print; electronic	Strategic plan/updates and budget information
Emails	As needed	Electronic	Provide pertinent information about specific campus issues
Enrollment reports	Each semester	Print; electronic	Enrollment figures
Faculty and staff in-service events	Annually	Oral	Campus updates and faculty development
College and Foundation annual reports	Annually	Print; electronic	Accomplishments and financial report for the fiscal year

Figure 5.2 Communication methods on campus

The implementation of the SharePoint based CORE Portal is expected to have a large impact on BSC's internal communications. The CORE Portal has the potential to absorb and enhance many communication efforts including FYI (newsletter), the Chronicle (campus events/activities), all-employee mass emails, and the HR and Campus and Community news blogs.

The Office of College Relations is incorporating this promising internal communication vehicle into its overarching strategic communication plan, ensuring that our internal audiences are the first and best informed of BSC's activities. To achieve the full potential of the CORE portal, the strategic communication plan recommends the addition (or reassignment) of one full time internal communications staff person, and communication centralization.

5P8 AQIP's principles of high performance organizations are incorporated into the foundation of the BSC strategic plan under the banner of "Engage, Connect, and Deliver" and in the values of the College. The president consistently promotes and models an innovative, collaborative, and inclusive environment of continuous quality improvement. Empowerment training is offered for employee development throughout each academic year through the Office of Innovation. New employees are given basic training in this area during their orientation.

Communications of the sort identified in earlier answers demonstrate leadership's commitment to those values. Of particular note, the president addresses the College's commitment to these values and principles during his various addresses to campus (e.g., State of the College, Faculty Development and Staff Development Days, and BSC Celebration, etc.).

Full implementation of the CORE portal, and its incorporation into the communications culture of the campus will further these efforts.

5P9 The following table shows the ways in which leadership abilities are developed, encouraged, and strengthened among faculty, staff, and administrators.

Opportunities/activities that encourage, develop, and strengthen leadership abilities		
Program	Frequency/Length	Personnel Involved
Excellence Through Leadership	Academic Year	6-8 volunteer employees
Great Teachers Seminar	3 days	Volunteer faculty
Faculty and Staff Development Days	5 days	All employees
Faculty Development Workshops	Monthly	All first year full-time faculty
CETI Workforce Training Business Partners	On-going	Voluntary for all full-time employees
Chair Academy	1 week	Dean of academic affairs and department chairs/program managers
Conferences	Varies	Volunteer faculty and staff
Senates, team, and committees	Varies	All employees
Leadership Bismarck Mandan	Academic year	Volunteer application, 1 chosen
New Faculty Mentoring	Academic Year	All first year full-time faculty
Probationary periods	6 months to 6 years	All employees
Tenure	6 years	Tenure track faculty

Figure 5.3 Leadership abilities

Communication of leadership knowledge, skills, and best practices occurs through the sharing of information and experiences of employees who have participated in leadership activities. Members of the campus community in leadership roles are invited to speak to the participants of the Leadership Through Excellence program. A project report prepared by the Excellence Through Leadership participants helps to promote the program and its activities. New faculty members are mentored by veteran faculty members who communicate leadership knowledge. The new faculty workshops also encourage best practices. Those who have participated in leadership activities and training are encouraged to use their knowledge by taking on leadership roles and by modeling leadership skills.

5P10 The president of the College is hired by the State Board of Higher Education, typically following national searches for the best qualified candidates. The SBHE has defined processes for hiring new presidents that include significant representation of the campus on the search committee and ample opportunity for input by all campus employees and many external stakeholders during the interview process. Through the interview process, candidates are introduced to campus and to the NDUS mission and values.

For any position that reports directly to the president of the college, an internal and external search will be conducted by HR in accordance with NDUS guidelines. Internal personnel who feel they are qualified for any open position are highly encouraged to submit their application. As positions are filled or new positions created, the organizational chart of the college is continually updated to identify and take advantage of personnel already in place.

Middle management leadership positions may be filled with internal candidates through promotion or by internal or external candidates through a rigorous interview and hiring process. The goal is to ensure that

leaders are hired who have the combination of skills needed to do the job, are willing to be part of the larger team, and can contribute to the efforts to move the campus forward.

Department chairs on the BSC campus have both teaching and management responsibilities; they represent a critical link between the faculty and administration. Chairs are appointed annually. While some people serve for many years as department chairs, others serve for two or three years, then step aside for another person in their department. There is a defined selection process for department chairs that requires input from the members of the department.

BSC provides a wide range of training opportunities (Figure 5.3 and Category Four) to all employees of the college to enhance their professional development and personal growth, and to identify future leaders and management potential. In addition, Staff Senate is working on a new staff mentoring program similar to the new faculty mentoring program.

The Recruitment and Retention Plan is used to recruit excellent employees and develop their knowledge and abilities that prepare them for advancement. Discussions are underway to improve professional development opportunities for employees through a systematic and more customized approach that will enable them to meet professional goals and the goals of the College as they move into key positions.

5R1 Bismarck State College uses two national normed surveys, the Campus Quality Survey and the HERI survey, to ascertain employee perceptions of leadership qualities and effectiveness, as well as campus communication.

BSC uses internally developed surveys as needed. Recent surveys were completed on 1) the Excellence Through Leadership program, 2) innovation, and 3) Systems/Environment Principles. Faculty and staff development days are also used to provide employees opportunities for input and to express their opinions regarding campus leadership and communication issues.

The Student Satisfaction Inventory includes questions about communication that help us to understand the student point of view.

5R2 The Campus Quality Survey measures eight major components including Top Management Leadership and Support. In addition, there are several statements related to communication. The table below shows the results for key statements. Lower performance gaps indicate higher agreement with the statement.

Scale	How It Should Be	How It is Now	Performance Gap
Job responsibilities are communicated clearly to employees	4.482	3.677	0.805
Administrators are committed to providing quality service	4.484	3.959	0.525
Administrators pay attention to what I have to say	4.350	3.586	0.764
My supervisor helps me improve my job performance	4.428	3.820	0.608
Administrators have confidence and trust in me	4.482	3.959	0.523
Administrators share information regularly with faculty and staff	4.446	3.761	0.685
I know what is expected of me	4.462	4.112	0.350
The mission, purpose and values of this institution are familiar to employees	4.459	4.100	0.359

Figure 5.4 Top Management Leadership and Support, CQS

The HERI survey measures faculty satisfaction and beliefs about their employment at their institution. One of the questions is about faculty satisfaction with departmental leadership. Results show that 77.6% of BSC faculty are very satisfied or satisfied with departmental leadership compared to 77.0% of faculty

at all participating two-year colleges. 36.2% indicated that they are very satisfied compared to 29.6% at the two-year colleges.

The Excellence Through Leadership program, now in its third year, is designed to develop leadership skills in employees through an intensive training program. The program focuses on training in specific skills or knowledge. The annual survey of the participants showed increases in the use of the skills and knowledge they acquire through the program. Participants also indicate that the training sessions increased their confidence as leaders and believe that the skills/knowledge they gained will help them achieve their work objectives.

The Innovation Survey asked employees to respond to statements about innovation on campus. Two questions specifically dealt with leadership and communication.

Question	2009 Always to most of the time true	2011 Always to most of the time true
BSC openly shares information with employees, students, customers, and other stakeholders	55.8%	57.9%
BSC leadership provides the encouragement, infrastructure, resources, and support that enables innovation to happen	41.0%	52.7%

Figure 5.5 Innovation Survey

The System/Environment Principles survey (seven point scale; seven is high) included three statements that indicate employee perception about leadership and communication.

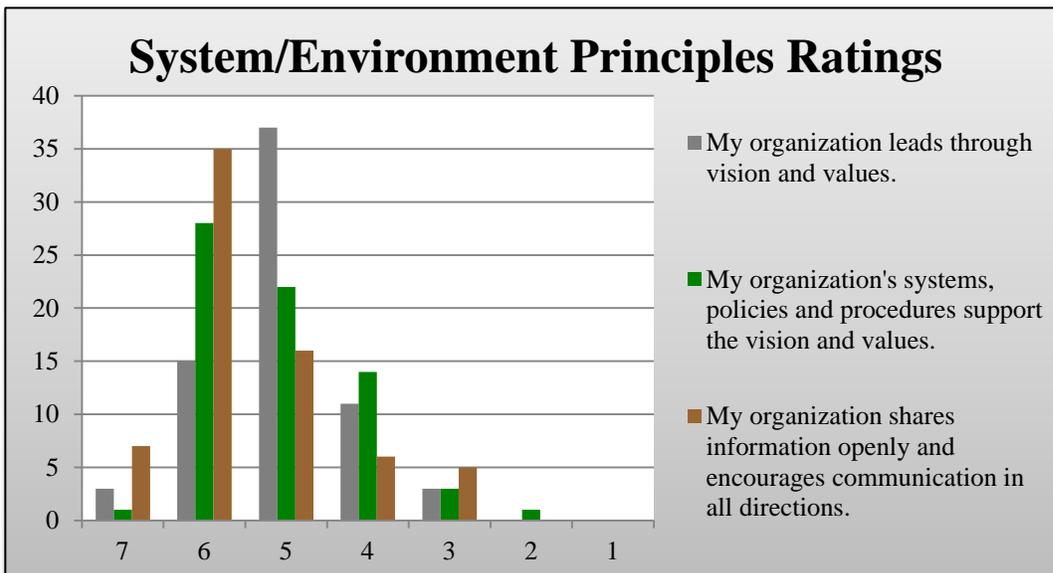


Figure 5.6 System/Environment Principles Ratings

Several items in the Student Satisfaction Inventory are related to communication and are included in the following table with a comparison to national community colleges.

Item	Bismarck State College		National Community Colleges	
	Satisfaction Mean	Performance Gap	Satisfaction Mean	Performance Gap
Administrators are approachable to students.	5.87	0.29	5.30	0.74
Faculty are usually available after class and during office hours.	5.99	0.42	5.62	0.60
I seldom get the “run-around” when seeking information on this campus.	5.69	0.67	5.09	0.97
Students are notified early in the term is they are doing poorly in a class.	5.32	0.87	4.90	1.04
Channels for expressing student complaints are readily available.	5.28	0.80	4.90	1.04

Figure 5.7 Student Satisfaction Inventory – communication statements

5R3 The Campus Quality Survey provides comparative data with two-year colleges and other types of institutions. When comparing Bismarck State College overall average *how it is now* ratings with those of two-year colleges in the data bank, BSC ratings are higher in all eight quality categories, including Top Management Leadership and Support at +.316. The mean for BSC in this category is 3.653; the two-year college mean is 3.337. The mean for all institutions that participated in the survey is 3.451.

Comparative data for the HERI survey and the Student Satisfaction Inventory are included in question 5R2.

5I1 Improvements at BSC in the area of leadership include the Excellence Through Leadership program designed to help employee develop leadership skills and knowledge that can help them in their jobs and can ready them for advancements. Empowerment training for employees has given them the confidence to take the lead in making decisions. The Operations Council presents a series of supervisors’ meetings that cover a wide range of topics that supervisors need to know to effectively lead their departments. To improve communication on campus we broadened our public information efforts through the restructuring of our College Relations department. The objective of the College Relations department is to tell the Bismarck State College story through a variety of communications tools, channels, and messages while advancing the reputation, image, and values of the college among key constituencies.

A strategic objective of the College’s 2010-2012 Strategic Plan was to “evaluate BSC’s operational processes to identify opportunities to increase efficiency, trust, and communication.” The Operations Council championed this objective and formed a cross-functional team to address it. From the team’s work came several recommendations, many of which have been implemented or are being implemented, including:

- making information, reports, and other data available in one place – being accomplished through the development of the CORE portal
- improving committee and team work through the use of team charters – now being implemented on campus
- develop customized training pathways for employees that meet the college’s goals and the professional goals of employees – under development
- use process mapping to increase efficiencies and communication among departments – currently being implemented in many departments and at an institutional level.

5I2 The openness and transparency that is fostered on the campus has established a culture in which employees have the freedom to suggest improvements based on their knowledge, experience, and observation. A flattened operational structure and empowerment training support this culture. The various

teams and committees of the College also identify needs and areas of improvement. Transparency and empowerment are key ingredients for communication and developing leadership potential. In addition, BSC has a culture and leadership that focuses on innovation and continuous quality improvement in all areas of the College.

The collaborative nature of the strategic planning process was dependent on the input from many stakeholders, both internal and external. As a result of the planning we were able to identify processes to improve and to set targets for improved performance. Other campus plans, such as the enrollment management plan or the marketing plan, assist in identifying needed improvements and the implementation of actions that will result in those improvements.

Our culture of continuous quality improvement and transparency has led to the development of CORE, a structure that will greatly improve communication on campus. This internal site, which is currently in use and being more fully implemented, will eliminate duplicative delivery systems (emails, interoffice mail, etc.), provide a home for previously scattered data, meeting minutes and documents, and serve as the hub of communication between and among the levels and units of our institution.