

Bismarck State College

AQIP Systems Portfolio June 2009



BISMARCK
STATE COLLEGE

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Bismarck State College (BSC) is a public, two-year institution located in south central North Dakota in the state capital of Bismarck.

History

Bismarck State College began its existence in 1939 as a response by local educational leaders to the need for advanced education in Bismarck and the surrounding area. Bismarck Junior College (BJC), as it was then known, occupied a portion of the local high school. Very soon, however, BJC outgrew its space and was moved to a building located on the state capitol grounds. An increasing enrollment necessitated another move to a place where it could continue to expand. In 1959, Harold Schafer, a local business leader and philanthropist, donated acreage for a permanent site for the growing college. This site provided room for expansion and an enviable view of the Missouri River. It is easy to imagine that Lewis and Clark looked up to the bluff where BSC now stands as they journeyed on their historic exploration of the West. Although much less significant than Lewis and Clark's voyage of discovery, Bismarck State College has charted its own course of discovery in the years since it was established. Perhaps, the famous explorers have served as an inspiration.

In 1961, Schafer Hall, the first building on the new location, was built to house classrooms and administrative offices. Other buildings were added over the next years, and today the campus consists of 12 buildings. In addition, three other local sites provide instruction for several technical programs.

Through the leadership of various presidents, the College slowly evolved from a junior college to a comprehensive community college. Numerous technical programs were added to the curriculum, and a community education division was established to further connections with the local community. Today Bismarck State College has a broad mission that not only serves its local area but also reaches across states.

From its inception, Bismarck State College was governed by the local public school district. In 1987, BJC and other two-year colleges in North Dakota became part of the North Dakota University System. This action resulted in greater credibility for the College and offered a number of significant advantages, such as opportunities for collaboration, improved student transferability, and membership in a unified educational body. Eventually, the name of this college with its humble beginnings and high expectations was changed to Bismarck State College.

Vision, Mission, and Values

For a number of years, Bismarck State College has intentionally focused on developing workable strategic plans based on an intensive process that included external environmental scanning. The planning and scanning process has helped the College set a direction and develop a course of action that would assist it in meeting its goals. With each round of strategic planning, the vision, mission, goals, objectives, and values were re-evaluated, refined, or changed.

In 2007, Dr. Larry Skogen assumed the presidency of the College and reaffirmed the need for a review of the strategic plan through a streamlined planning process. The result of that process is the current

strategic plan that focuses on three main goals: engage, connect, deliver. Annual reviews of the strategic plan, as developed in 2007, led to further refinement, updates, and an analysis of the progress being made on goals and objectives. The full [Strategic Plan](#) is available in the College catalog and other campus publications. The vision, mission, goals, and values are listed in Figure O.1.

VISION	
A national model for innovative education and workforce training.	
MISSION	
Bismarck State College, an innovative community college, offers high quality education, workforce training, and enrichment programs reaching local and global communities.	
GOALS	VALUES
Engage Connect Deliver	Excellence Innovation Learning Integrity People

Figure O.1 Vision, mission, goals, and values

Overview Questions

1 At Bismarck State College, our primary goal is to help students develop the skills that will enable them to be lifelong learners capable of living responsible lives as productive citizens. To achieve that goal we offer curricula that are rigorous, varied, and relevant to the needs of students and society. In addition, we seek to be accessible to students who need or desire a college education.

Bismarck State College serves students of all ages who primarily reside in counties surrounding the College and in the south central and southwestern region of the state. For some programs the student base may be statewide or national in scope. Target populations include traditional aged students, individuals who desire education for a career change or advancement, collaborative students, and students in online programs.

Bismarck State College offers a variety of educational programs. Key programs include transfer programs, technical programs, customized programs and workforce training, and continuing education programs. Students may earn certificates, diplomas, or Associate in Applied Science degrees in selected occupational programs. For transfer programs, two degrees are awarded, the Associate of Arts and the Associate of Science. In non-credit programs, certificates are awarded for successful completion.

Bismarck State College also offers a Bachelor of Applied Science degree in Energy Management. This program educates energy workers to move into supervisory or management positions in energy production facilities. The BAS in Energy Management is a unique degree that attracts students from across the country.

The transfer/liberal arts curriculum allows students to complete two years toward a bachelor’s degree. Transfer courses provide depth and breadth of knowledge that enables students to transfer to other

institutions of higher education well-prepared to meet the demands of their chosen degree programs. Our general education program is designed for students to develop communication skills, acquire the thought processes necessary for problem solving and understanding complexities, gain an awareness of the diversity of peoples, and to recognize how the past impacts the future. Key curricula include business, agriculture, sciences, mathematics, languages, arts, social and behavioral sciences, and humanities.

Students in our technical programs are fortunate to work with up-to-date equipment and knowledgeable faculty as they prepare themselves for rewarding careers. Challenged by the latest techniques in their programs, students develop necessary technical skills that will make them desirable employees. Our commitment to providing relevant instruction is evident in the wide variety of programs available and the experiences those programs offer. Students can choose from skilled trades programs, highly technical programs, medical programs, business and computer programs, among others. With 37 technical/occupational programs, students have many choices. Key technical programs include those related to the energy industry, management and business, nursing, and geographic information systems.

For non-credit students, BSC extends its resources by providing service for lifelong learning and training opportunities through quality, needs-based educational programs for community and professional development, economic growth, and personal enrichment. Workforce training is also provided to residents of the southwest region of North Dakota.

Student learning is supported by a highly qualified, educated, and credentialed faculty. The faculty is provided with numerous development opportunities to help them stay current and motivated. Faculty policies and tenure guidelines reinforce the need for ethical standards and adherence to college values. A strong Faculty Senate supports faculty work and sets guidelines for academic standards, faculty rights and responsibilities, tenure, and faculty and student relations.

To ensure accessibility of programs, Bismarck State College uses a variety of delivery methods, including on-ground, online, interactive video television, and interactive video network. Some BSC programs are offered at satellite locations making education more accessible for students living a distance from the campus. An EMT-Paramedic program is offered in Fargo and at a local hospital. The nursing program is taught through a consortium with other two-year colleges in North Dakota and is delivered via interactive video. Welding is taught at a distant rural community in collaboration with BSC. In addition to varied delivery methods, technologies are incorporated in classes to serve students with differing learning styles and needs.

A powerful online delivery platform allows for the development and delivery of quality online courses. Faculty who teach online classes complete a training course and are supported by the distance learning department. An instructional technologist/designer provides help in designing courses and assists faculty to integrate technology. A multi-media specialist also assists in adding technology to online and traditional classes. To meet the need for academic rigor, a policy on best practices for online instruction sets forth guidelines and procedures that help ensure quality courses.

Traditional classrooms are furnished with technologies and equipment that optimize student learning and facilitate instruction. Most classrooms are smart rooms that allow faculty to incorporate audio and video components to courses and offer flexibility in teaching. A majority of faculty members use online companion classes for their traditional classes to give students more access to course materials.

As part of its philosophy, Bismarck State College recognizes the widely diverse educational backgrounds of students and seeks to provide appropriate educational services to meet the wide-ranging needs of its student population. The College also seeks to instill in students a feeling of individual worth and to provide opportunities for personal achievement. Bismarck State College fosters an academic climate by keeping students and learning at the center of its work and by focusing on a high-quality educational experience that emphasizes intellectual achievement.

2 Bismarck State College has always maintained close ties with the community and region. As a community college, BSC takes a broad view for its mission and vision, feeling a strong need and desire to work closely with community residents and with business and industry leaders.

One of the cornerstones of the North Dakota University System is the expectation for North Dakota colleges to aid the economic development of the state through programming and other services. BSC responds to this directive through the development of connections with local and regional businesses and industries. The Continuing Education, Training, and Innovation (CETI) division of the College takes a foremost role in working with business and industry by providing workforce and customized training, numerous online courses useful to a variety of employees, computer classes, and specialty training.

In addition to its workforce training and related activities, CETI is also heavily involved in connecting to the community with personal enrichment courses and activities, educational programs for children, conference planning, and a speaker's bureau. A newly developed institute for lifelong learning is developing a wide variety of educational activities directed to community residents. Through CETI the College has developed an effective and future-oriented workforce and community development system that offers opportunities and assistance for all its constituents.

As an integral part of the local community, Bismarck State College has fostered a close alliance with residents and strives to make them feel that BSC is their college. Residents are welcome to the campus and encouraged to take part in campus activities. Athletics and cultural enrichment activities abound at the College and are supported by local residents. Art exhibits, concerts, plays, lectures, book talks, sporting events, and competitions are an important part of developing ties with the community. ArtsQuest, a month long series of musical, artistic, literary, and dramatic events, provides extensive access to cultural events, but also helps develop and maintain relationships with a diverse population in our service area.

It is challenging to adequately fund educational and auxiliary activities on campus due to rapid increases in enrollments coupled with a decreasing share of the state budget. Our ability to develop external sources of funding through grants and private donors and foundations helps BSC to provide educational and community programming.

The BSC Foundation and Resource Development have been instrumental in acquiring outside funding for special objectives and programming. The Foundation has fostered strong relationships with industry and business leaders that have been invaluable to the College. The Foundation enjoys excellent relationships with our congressional delegation and state legislators. Those relationships, as well as extensive grant writing by resource development personnel, have been essential to the growth of the College, both for students and for community programming and activities. The Foundation also develops close ties with alumni of the College who are helpful in promoting BSC and supporting its functions.

BSC's commitment to the community and economic development has existed for many years and continues to grow. BSC is proud and pleased to be part of a thriving community where the College is an important entity and where we can provide services, programming, and activities that add to the economic, educational, and cultural life of the community.

3 Like other community colleges, Bismarck State seeks to serve the needs of a large and varied group of stakeholders. Students, both credit and non-credit, are the primary stakeholders of the College. Current students can include older adults, individuals upgrading workforce skills, high school students, transfer students, distance learning students, collaborative students, and continuing students. Understanding their needs and expectations is a demanding but essential task.

Because of the variety of students attending Bismarck State College, their needs are wide-ranging. Their goals include pursuing degrees, certificates, or credits; training for employment; and personal enrichment. Those who seek to transfer need a strong curriculum that allows them to successfully transition into a four-year college or university. Working students need options for distance education and classes at convenient times. Career and technical students need training with skilled teachers and well-equipped laboratories with opportunities for firsthand, practical experiences. Collaborative students need courses that prepare them to move seamlessly into other institutions. And non-credit students need courses and training that help them upgrade skills or learn something new.

A wide range of methods is used to identify short- and long-term requirements and expectations of our students, including surveys, focus groups, feedback from faculty and advisors, and interactions with other college employees. Through these methods, we have determined that students need:

- high quality instruction
- accessible and flexible course offerings
- a convenient class schedule
- smooth transfer of courses
- affordability
- financial assistance
- relevant and wide range of credit and non-credit programs or courses
- academic advising
- accurate and timely information
- a safe campus environment
- support services
- career counseling and educational planning.

In addition to students, there are many other important stakeholders at BSC, including parents, business leaders, community members, alumni, and other colleges. The needs and expectations of these people are identified as follows:

- parents expect a high quality, affordable education for their children
- business and industry employers expect high-quality training that will produce qualified workers
- community members expect cultural and enrichment activities as well as continuing education
- local residents expect the College to be a valuable resource to the community

- secondary and post-secondary institutions expect students to experience a smooth transition into BSC and ease of transfer to other colleges
- alumni expect the College to maintain its academic reputation
- state legislators expect accountability
- taxpayers expect the appropriate use of funds
- the State Board of Higher Education expects accountability and academic excellence
- accrediting agencies expect the College to monitor quality and meet accreditation requirements
- economic development organizations expect graduates who will help the economy grow.

The variety of College stakeholders impacts on the ability of the College to adequately meet their requirements and expectations. The complex nature of BSC, as a community college, creates an exciting environment, but meeting the sometimes conflicting needs of stakeholders can be difficult. We must always weigh the needs of each group and respond as well as possible to those needs, keeping in mind that the most important stakeholders are the students.

Our primary competitors in serving students include other post-secondary educational and training institutions, both public and private. For-profit colleges, whether located physically in the community or available online, have made a big inroad in the provision of higher education. There is also competition for non-credit enrichment courses and workforce development training from other colleges, online opportunities, local trainers, and in-house industry training. For older students and employed workers especially, career and family responsibilities compete with the time needed to take classes and complete a college program of study. For many students, a healthy job market in the region, particularly in the energy industry, has lured them to high-paying jobs rather than spending money on a college education.

4 The College goals of Engage, Connect, Deliver are all focused on students and other stakeholders. **Engage** asks the question, “How do people know who we are and what we have to offer?” **Connect** focuses on staying connected to students and stakeholders as well as ensuring the best quality experience for students. The goal of **Deliver** is to provide what we say we are providing – the delivery of the best quality education and training for student success.

These College goals, focused as they are on student learning, dictate the organization and hiring of employees so as to maximize students’ educational experience while at BSC. The intent of the College is to hire and develop employees whose desire is to work with students in achieving their educational goals. Employees are supported and valued for their dedication and service to students.

Bismarck State College is organized by divisions and departments with work activities assigned appropriately. A job classification system is defined by the North Dakota University System and includes administration, faculty, professional staff, technical/paraprofessional, office, crafts and trades, and service categories. Each position has specific job duties and responsibilities outlined in a job description to help organize job activities and the work environment within departments.

Category of Employee	Number
Administration	31
Faculty	116
Coach	2
Professional Staff	59
Technical/Paraprofessional	22
Office	35
Crafts & Trades	10
Service	26
Total	301

Figure O.2 Category and number of benefitted employees

There are a number of factors that affect the number and types of employment positions at BSC, including:

- a significant growth over the past decade in student head count
- a rapidly expanding market for online classes and other forms of distance learning
- an increased number of collaborative agreements with four-year institutions offering baccalaureate education on our campus
- proportionately less state funding than other NDUS institutions.

The combined effects of these factors have resulted in a substantial increase in full-time faculty positions and an increase in the number of adjunct faculty teaching for BSC. Many adjunct faculty teach online for energy technology programs. Expected growth in providing education to military service members will certainly require the hiring of additional adjunct faculty, as well as full-time faculty members.

Staff positions have also increased commensurately with the growth in student enrollment. We also rely more heavily on temporary part-time help and student workers to accomplish nonskilled tasks on campus.

The happy occurrence of student enrollment growth comes with the very real consequence of added workloads and the need for additional employees. Although we have added many faculty and staff positions, we continue to require more employees to provide the quality of education and service that students need. Exciting new initiatives and a focus on innovation require an adequate number of motivated and qualified employees. In a sparsely populated state with a relatively good economy, finding good faculty and other employees can be a challenge.

5 Within the context of the North Dakota University System, BSC has a distinct and specific mission. The University System is headed by the Chancellor and is governed by the State Board of Higher Education. Communication from the University System Chancellor and System offices flows to the member colleges.

Several years ago, the State Board of Higher Education, legislators, educators, and business leaders developed the Roundtable on Higher Education. The Roundtable group identified six cornerstones of the University System. Each of the eleven institutions in the NDUS, including BSC, is responsible for aligning

its activities with the System cornerstones: economic development, education excellence, flexible and responsive system, accessible system, funding and research, and sustaining the vision. All colleges must report annually to the North Dakota University System linking college missions, objectives, and strategies with the six cornerstones.

The leadership system at the College combines a traditional administrative structure with teams and councils that serve to flatten decision-making and broaden communication. The College is organized into four main divisions: academic affairs, college advancement and BSC Foundation, student affairs and operations, and energy technology programs.

The Executive Council consists of the president of the College and the four vice presidents. An Operations Council is charged with many of the day-to-day decision-making functions and operations of the campus. Members of the Operations Council include the associate vice presidents, deans, and chief officers. Instructional departments work as teams under the leadership of a chairperson. In addition, standing committees, Faculty Senate, Staff Senate, and ad hoc teams have charge of numerous activities and processes that enable the campus to run smoothly.

The campus strategic plan is developed for two years at a time and is reviewed annually to measure progress in meeting objectives. Planning and budgeting occurs in the spring of each year. Initiatives based on the campus mission and goals are submitted by departments, reviewed, and approved. At year's end, the initiatives are assessed and reported through the campus strategic plan and the annual report to the NDUS office.

Effective communication is essential for leading and decision-making. Communication occurs informally on campus through discussion and, more formally, through meetings and performance evaluations. Cross-functional teams are indispensable in promoting an environment in which employees can work together and share information. Campus-wide communications (blogs, email, newsletters) provide another avenue for information dissemination.

Although communication methods abound, there often seem to be difficulties in ensuring that people are informed about the many things they need to know. We are always seeking more effective methods for improving communication.

Bismarck State College takes seriously its responsibility to follow legal regulations and guidelines. As a part of the University System, there is oversight of the College's activities and support, as needed, to ensure that the College is in compliance with policy and laws. Ethical responsibilities are spelled out in college policy and communicated to all employees. As a part of the strategic planning process in 2007, core values were agreed upon that focus on people, excellence, innovation, learning, and integrity.

6 Delivering the best quality education and training for student learning and success is one of BSC's most important goals. Student and administrative support services are designed to reinforce this goal. From the time a student enrolls in the College to the time of graduation, transfer, or completion of a program, he/she is supported by the College's infrastructure and a variety of support services. Undoubtedly, most students are unaware of the number of services, offices, and staff members it takes to provide the amount and quality of support provided to them during their college experience.

Admissions and enrollment processes serve as the gateway to start students on their journey from application to matriculation and ease their transition to becoming college students. Academic support services, such as those provided by the student success center and library, assist students to become academically successful. When needed, students can take advantage of counseling and advising services to help them meet the challenges of making decisions and planning for the future. Students are encouraged to become engaged in campus life through extracurricular activities, student government, and student life experiences. Financial needs are addressed in the student finance office and in the financial aid office. All of these services exist to support student learning and educational success.

A major objective of the College is to address the need for improved student advising. This objective, “to better serve students and to increase satisfaction, retention, and graduation rates through an improved Academic Advising process,” provided the impetus for an AQIP Action Project that resulted in the development of an advising center with the capability to provide more complete and responsive advising for students.

Administrative processes and services provide the resources for Bismarck State to hire qualified instructors and the College staff needed to facilitate the teaching and learning process. Business office processes and resource development through the Foundation help the College meet its financial responsibilities. A well-maintained physical plant, housing, and food service make the campus environment pleasant. Instructional needs are met by modern classrooms and labs that are supported by powerful and up-to-date technologies and computer networks. Computer labs are conveniently located on the campus to give students regular access to the internet and software that support their classes.

7 Bismarck State College understands the need for data and information in order to measure effectiveness and serve as the foundation of quality improvement. The data and information that BSC collects are driven by the need to understand student and stakeholder needs and to provide appropriate services, support, and instruction.

BSC actively collects information from a variety of sources, including the College’s administrative system, surveys, and external sources. Data collection and storage occurs at both the institutional and departmental levels.

As a NDUS institution, Bismarck State College is required to gather data and information that provides evidence of accountability. The [Accountability Measures annual report](#) is a compilation of the evidence from all System colleges that presents an overview of how effectively the campuses, including BSC, are meeting the requirements for accountability.

Information and data for the College are primarily collected, stored, and retrieved through our Enterprise Resource Planning system, Connect ND. ConnectND is North Dakota’s implementation of Oracle PeopleSoft financials, human resources, and student administration applications across North Dakota’s state government and University System. The Oracle PeopleSoft implementation provides web-based applications for its users. The system consists of modules that provide functions for admissions, registration, financial aid, student finance, and student records. The integration of the modules allows employees to share information and reduces duplication of information in separate databases. The system also accommodates the data collection needs for reporting requirements for the Integrated Postsecondary Education Data System (IPEDS). Specialized staff in the Information Technology

department are charged with the responsibility of more effectively using ConnectND to provide queries that furnish reports of data and information that aid campus offices in decision-making.

Some unique data collection requirements necessitate the collection of data in databases or systems separate from ConnectND. Those include conference and facilities software for room scheduling, student placement tracking, and assessment data. The library is a member of a consortium that uses a computerized library database and system for maintaining circulation records, cataloging materials, inventory, and providing student access to the library collection. TracDat, an assessment management software, is used in the collection and reporting of academic assessment data, as well as assessment data related to enrollment management and strategic planning. Distance learning statistics are gathered from the distance learning platform, eCollege. These statistics provide information about student satisfaction with distance learning classes.

The Office of Institutional Research has primary responsibility for the collection and analysis of data and tracking institutional effectiveness. The IR office routinely collects survey data, produces and submits IPEDS reports, and collects accountability measures data.

We have made progress in the collection of data but still need to improve the use of the data with increased centralization, better reporting, and more human resources. Better use of data and information will move the College further along the quality improvement road.

8 The vision for Bismarck State College is to be recognized as a national model for innovative education and workforce training. To achieve this vision, the College must overcome some challenges and implement some strategies and initiatives. We are committed to an innovative environment in which employees are encouraged to think creatively and in new ways to address our commitment to student learning and to the economic well-being of the community, state, and region.

There are several constraints and challenges that Bismarck State College faces, but with those challenges comes opportunity. One of our major challenges is one of demographics. North Dakota is a sparsely populated state and only in the last year or two has seen some growth in population. Although the city of Bismarck is growing, the rural areas surrounding the city are declining. Unfortunately, the population decline is among young people and families, resulting in fewer traditional college-aged students. Enrollment figures from the Department of Public Instruction show a drop in public K-12 enrollment of 5800 students from 2002-2007. The projected enrollment decline is expected to continue over the next nine years.

To adjust for the enrollment decline, Bismarck State College focuses more recruitment attention to other populations, such as adult workers. Under the leadership of the President, the College is developing partnerships with the armed services and is attracting more military personnel to its programs and general education courses. Other opportunities for new markets include dual credit high school students and prior learning options for those who have substantial job and personal experience that can be translated to college credit and degrees. Growth in online course offerings and in our energy programs has added greatly to the number of student enrollments for the College. These areas are a strength for the College but require additional support for continued growth. The newly developed enrollment management plan identifies new markets and strategies that must be employed to continue to grow or, at the least, maintain enrollment.

To continue its growth and retain vibrancy, the College must have an expert staff. Again, because of the small population in North Dakota, good employees are at a premium. Recognizing that an inability to attract good employees would hamper the growth of the College, a strategic focus has been placed on developing a recruitment and retention plan that will ensure a high-quality staff to meet the needs of students and stakeholders, and will allow the College to expand and offer new learning options.

Funding continues to hinder the College in its attempts to provide the learning opportunities and services it needs to offer. An inequitable state funding formula for higher education translates into a smaller share of state funding for Bismarck State College. There is an ongoing effort on the part of the College president and executive council to redress the inequity. The College pursues other sources of revenue, such as grants, private and corporate donors, and federal legislation, to offset the loss of state funding. Finding additional revenues in a volatile national economy is one of the challenges facing BSC in the future.

Competition for students is keen and marketing is essential. BSC faces challenges in effectively marketing itself and the many opportunities it offers. To meet the constraints posed by a declining student population, revenue concerns, and the need for human capital, BSC must present itself as a good place to learn and a good place to work.

9 Bismarck State College is involved in a number of key collaborative relationships. These relationships include K-12 school systems, higher education institutions, business and industry, governmental agencies, and private foundations. The building of collaborative relationships relates directly to an objective in the strategic plan to develop partnerships that can increase credit and non-credit student populations and operational revenues. Collectively, these collaborative relationships bring expertise and fresh insight to campus, and increase the availability of rich learning experiences for our students.

Collaborative partnerships and relationships reinforce the College's mission by focusing on five areas: delivering learning opportunities for students, streamlining educational transitions for students, advancing economic development, ensuring educational quality, and engaging and connecting with the community (Figure O.3). This table lists only a sampling of the many partnerships and relationships in which BSC is involved.

Deliver Learning Opportunities for Students	
Students are able to acquire educational training and experiences through partnerships.	
Partners include: <ul style="list-style-type: none"> • Clinical experiences for nursing, clinical laboratory, surgical technology, paramedic technology students at various hospitals and clinics throughout the state • Paramedic programs at St. Alexius Medical Center and Fargo-Moorhead Ambulance Service • Welding program at Halliday Public School • Dakota Nursing Consortium with five ND community colleges • Military partnerships offer service members the opportunity for education • Collaborative partners located on the BSC campus provide access to four-year and graduate degrees 	
Streamline Educational Transitions for Students	
Students are able to start college level work in high school and make a seamless transfer to other higher education institutions.	
K-12 Partnerships include:	Post-secondary partnerships include:
<ul style="list-style-type: none"> • Local and regional high schools • Missouri River Educational Cooperative • Career Resource Network • Articulation and dual credit agreements with local and regional high school programs 	<ul style="list-style-type: none"> • NDUS sister institutions • Common courses in the NDUS system • General Education Requirement Transfer Agreement (GERTA) in the NDUS System • Articulation agreements with colleges and universities • Transfer agreements with private, tribal, and corporate colleges
Advance Economic Development	
Partnerships among community, business and industry, government, and other partners enhance the workforce and economic development.	
<ul style="list-style-type: none"> • Bismarck-Mandan Chamber of Commerce • Numerous energy partners, such as power plants and energy providers • Apprenticeship and workforce training partners 	<ul style="list-style-type: none"> • Bismarck Mandan Development Association • Employers • Job Service of ND • Program advisory committees
Ensure Educational Quality	
Partnerships ensure that students receive an education that meets quality standards.	
<ul style="list-style-type: none"> • Higher Learning Commission • Credentialing boards for nursing, surgical technology, paramedics, and other programs • Program accrediting agencies 	<ul style="list-style-type: none"> • State Board for Career and Technical Education for program evaluation • State Board for Higher Education for oversight, program approval, accountability, funding, and data reporting
Engage and Connect with the Community	
BSC contributes to the community and is considered a vital community member.	
<ul style="list-style-type: none"> • Bismarck Parks and Recreation for the community bowl and aquatic center • Facilities use by community entities 	<ul style="list-style-type: none"> • Employees serve on community boards and are active in service and other organizations

Figure O.3 Collaborative relationships

Processes

1P1 General education objectives are the common learning objectives for students pursuing degrees. These objectives are determined by the faculty.

In 2006-2007, the College initiated a review of its general education objectives. The impetus for the review was the need for a more appropriate and adequate assessment of the general education program. The Academic Assessment Committee, in particular, felt that the existing objectives were not very assessable, thus, creating difficulties for faculty and sometimes resulting in data of questionable validity. The Academic Assessment Committee, in conjunction with the General Education Committee, developed a plan to review the objectives with the entire faculty. Input from faculty members was gathered at a faculty development day. In small groups, faculty members were asked to discuss:

- the basic competencies or skills that students should have upon completing the general education requirements at BSC
- what students who complete the general education program should know and be able to do
- the abilities, skills, knowledge, and attitudes that employers want students to acquire.

The faculty discussions proved to be very valuable and ultimately led to a revamping of the general education philosophy statement and general education objectives. After analysis of the information gained through the small group discussions, basic areas of knowledge were identified as being most important. Further distillation of the categories led to the development of general education objectives based on three broad knowledge areas – awareness, communication, and thought. Thus, the ACT general education program was born.

All faculty had a role and a stake in the process, and were led in the process by other faculty. This process helped all involved to focus on student learning objectives and fostered faculty buy-in of the new general education program.

1P2 Our occupational programs foster individual goals and outcomes that are established by the faculty with the advice and assistance of advisory committees, which consist of employers and working professionals. Information provided by accrediting agencies and certification boards is also used to determine objectives. Learning objectives are included in new course requests and are reviewed by the curriculum committee, Faculty Senate, the Dean of Academic Affairs, Associate Vice President for Academic Affairs, and the Provost.

1P3 New programs and courses that facilitate student learning follow a process that is fairly structured but allows for some flexibility. Ideas and suggestions for new programs sometimes come from academic departmental faculty and, sometimes, come from business and industry. Input from advisory committee members and accrediting agency standards are used in decision-making about new program and course development. Approval is given by the administrative personnel and the College curriculum committee.

As an NDUS college, BSC must follow the guidelines and policies for the development of new programs. After a program is suggested for development, we must submit a Stage I proposal to the University System that announces our interest in the program. This one-page proposal serves as a notice to other colleges in the System of our interest in a new program. Any concerns about the potential program development are stated by other campuses after the Stage I proposal is submitted. If there are no objections to BSC moving forward with the program development, a more substantive Stage II proposal is developed that details the specifics of the program. The new program Stage II proposal must be approved by the State Board for Higher Education before the program can be implemented.

The program development process provides protection against unnecessary duplication of programs in the state, an important consideration due to the state’s small population. However, programs are allowed to be developed that will compete with other colleges, both System and non-System, where there is sufficient need and student interest.

The process for new course development may occur as a part of the development of a new program or as an addition to the existing curriculum. Faculty, staff, administrators, advisory committee members, employers, or others may suggest the development of new courses to augment the curriculum. Students, too, can offer suggestions for new courses. New course request forms are completed that review the need or rationale for the course, course description, and specific details about the course. The new course request must be submitted with a copy of the syllabus prepared in the standard format required by the campus curriculum committee. The new course request is reviewed by the administrative officials and the curriculum committee. Upon approval, the course becomes a part of the master catalog.

As the curriculum evolves, and the character and content of courses change, course revisions are submitted on the course change form, and are reviewed by administrators and student records personnel. Upon approval, revised course titles and credit hour values are changed in the master catalog.

The development of new programs follows the process in Figure 1.1.

Development Steps	People Involved	Description
① Program Idea Initiation	Faculty, other campus employees, business or industry	A new program is suggested by departmental faculty, other employees of the College, or by business or industry representatives.
② Program Discussion	Associate Vice President for Academic Affairs, Provost, faculty, Dean of Academic Affairs, industry representatives	Details of the program are discussed including industry and student need, possible costs, and the fit of the program with the mission and goals of the College. Representatives of other campus offices (admissions, student records, marketing, bookstore, financial aid, communications) are informed of the possibility of the program development.
③ Information Gathering	Associate Vice President for Academic Affairs	A review begins of career and labor market information from a variety of sources: Bureau of Labor Statistics, ND Job Service, Occupational Outlook Handbook, ND Employment Projections, and others. Programs are reviewed from other colleges. A Stage II proposal is

		submitted to the North Dakota University System.
④ Need Determination	Associate Vice President for Academic Affairs	Further determination of need may be done through focus groups, informal discussions, environmental scanning, advisory committee input, community surveys, or other methods.
⑤ Budget and Curriculum Determination	Associate Vice President for Academic Affairs, Provost, faculty	The cost of the program and tuition revenue is determined and the curriculum is identified.
⑥ Location and Faculty Determination	Associate Vice President for Academic Affairs, Dean of Academic Affairs, Provost	The number and qualifications of the faculty are determined, as is the physical location of the program.
⑦ Stage II Proposal Submitted	Associate Vice President for Academic Affairs	A Stage II proposal is submitted that identifies the need and rationale for the program, job market, cost and resources, objectives, relationship to the rest of campus, assessment.
⑧ Prepare Courses	Department faculty; Dean of Academic Affairs; Associate Vice President for Academic Affairs	Upon approval by SBHE, new faculty members are hired and courses are prepared. The campus is informed about the approval and pending implementation of the program.
⑨ Program Implementation	Department faculty; Dean of Academic Affairs	New courses are submitted for approval and placed in the schedule. Instruction begins.

Figure 1.1 New program development process

1P4 As a community college, BSC strives to develop courses and programs that are responsive to student desires and their career goals, as well as to meet the needs of business and industry. Matching student needs with the employment market is important to ensure that the College offers courses and programs that attract students and serve the labor needs of employers. To do this we:

- use the feedback of advisory committee members, alumni, and business and industry representatives
- monitor employment needs, top jobs, salaries, job placement, and other factors
- acquire student and employer feedback through surveys
- use accreditation standards and credentialing competencies
- watch course and program enrollment patterns.

Courses are approved by the curriculum committee, faculty senate, and administration. This oversight of course development provides assurance that guidelines are met and that courses are needed.

1P5 All NDUS colleges and universities require that an ACT score be submitted as part of the application process for students aged 24 or under. Bismarck State College is an open enrollment institution. A pre-enrollment assessment is required of all first-time and non-continuously enrolled degree-seeking students applying for admission in liberal arts courses or technical programs. The purpose of placement testing at Bismarck State College is to match the academic readiness of the

incoming student with the academic requirements of the curriculum. [Pre-enrollment assessment requirements](#) are outlined in the College catalog and website.

Students are assessed and placed in the appropriate general education courses based upon their reading, writing, and math skills that are determined by their ACT and/or COMPASS scores. Students at a distance can use the Accuplacer placement exam. If test results do not meet the standards of college-level courses, students are required to register in courses which help them to improve their learning and increase their opportunity to succeed in college. Beginning Algebra, Composition Lab, College Writing Prep, and Effective Reading are developmental courses taken by students whose placement scores indicate a need for higher skills levels. The skills required for each course level are determined by discipline faculty and are regularly reviewed for efficacy.

Students entering program areas are also required to meet a minimum score in order to enter certain technical programs. The placement scores are developed to reflect the probability of academic and employment success. Faculty and department chairs in those areas determine the minimum score required. The scores are examined by the Testing and Assessment Coordinator on a regular basis to verify their validity. In addition, some programs, nursing, as an example, have additional course and certification requirements before students can enroll in the program.

Prior to enrolling in online courses, students are encouraged to take a self-assessment that will inform them about their readiness and aptitude for online learning. While not extensive, the [self-assessment quiz](#) serves to remind students of the different requirements for a learning delivery method that may or may not be the right option for them. Once enrolled in an online course, students take a student orientation tutorial offered by eCollege, the learning management system, that explains the elements of a course and the processes to use in navigating through an online course.

Many courses and programs have prerequisites or sequence requirements that are established by faculty members to ensure that students can be successful in a program or make a good transition into increasingly challenging courses. The academic course descriptions in the print catalog and on the website list prerequisite requirements.

1P6 Even before students are enrolled in BSC, they are provided information about the College's expectations. Contact with students through the admissions office begins with admissions counselors who travel to high schools in the region. Detailed admissions and enrollment information is included in print and online materials. Early contact is also made by faculty who encourage students to enroll in specific programs. Career fairs, financial aid presentations, and informal contact all help to inform students. Students are invited to the campus for Explore BSC Day during which they tour the campus and visit a variety of programs areas.

As students enter the College, they learn more about the College's expectations through academic advisors, placement testing, counselors, and student records personnel. Registration sessions and orientation are designed to inform students of objectives for courses and degrees, as well as other types of preparation necessary for success.

Student preparation and learning outcomes are communicated to students through the Bismarck State College website and College catalog, course schedules, program fact sheets, student planning guides, and worksheets. Course syllabi and outlines specify objectives and expectations of course instructors.

[Student policies](#) are available on the BSC website and include policies related to student conduct, academic warnings, the academic honor code, and other applicable policies and procedures.

1P7 Advisors, faculty, and counselors help students select programs that match their needs, interests, and abilities. The College Student Inventory is taken by all entering first-year students. The Inventory helps counselors, advisors, and faculty know more about the student's background, support systems, and interests, and serves as a useful tool in providing advice and counsel. A faculty advisor is assigned to each student who has chosen a technical program or discipline. Other advisors are assigned to those students who are undecided about a specific course of study.

A variety of [Counseling and Career Services](#) are available to students to help in the areas of decision-making, dealing with problems, and locating employment.

Career Counseling Services personnel offer assistance to help BSC students make informed decisions about career and educational goals, using a variety of resources to explore possible careers. After completing a self-assessment and interest inventories, acquiring occupational information, and finishing a job shadow experience, the student will move toward selecting a major.

Referral activities assist students, faculty, and employers in developing a relationship for possible student employment. These activities may include on-campus interviews and informational sessions, workshops on résumé/cover letter writing, interviewing techniques, or electronic job search skills. Placement statistics are also available related to past graduates of BSC programs.

To better serve BSC student employment needs, the online career service system [Job Seekers Network](#) is available for students and alumni seeking employment with local, regional, and national companies.

1P8 Students who are underprepared for academic programs and courses are identified through the placement testing process. Transcripts are reviewed and ACT or COMPASS scores evaluated. Those who need help with reading and English are placed in academic skills courses that prepare them for academic courses. Students who have weaker math skills are placed in Beginning Algebra or a lower level math course.

The [Sykes Student Success Center](#) (SSSC) offers a wide-range of services to assist students in developing the background, knowledge, and skills needed to be successful in their college courses. The Center has dedicated professional staff and student staff to provide assistance. Tutorial services are provided free of charge on a drop-in basis. Peer tutors are current students who have been recommended by faculty. They are trained through a nationally recognized CRLA certified program. This certification process sets a standard of skills and training for all tutors.

As students adjust to the transition of campus life, they are supported through the Center's academic success studies workshops. Various topics are offered, such as learning styles, note-taking, and exam preparation.

Special Programs provided through Academic Support Services are:

- **Return to Learn: An Orientation for Adult Learners**—Intended for adult learners (25+) who have decided to enroll at BSC for the first time or to re-enter after a period of time away from college.

This program is intended to make the transition to the academic environment as easy as possible.

- **Learning Fair**—Two are held yearly—one in September and one in February. The purpose of learning fair is to provide opportunities for students to build skills and gain knowledge relevant to academic success, to increase awareness of and access to support programs and centers, and to bring focus and visibility to the concept and importance of academic success.
- **Basic Computer Skills Workshops**—One-on-one or group sessions to assist students who have not had an opportunity to use a computer and want instruction on the basics (how to start and end a computer session, how to use the mouse, etc.) Formatting documents and using the internet are also covered.

1P9 The faculty has had training about learning styles, and a number of faculty conduct informal or formal assessments of learning styles in their classes. A variety of teaching methods are used by individual faculty members to assist student learning.

1P10 In accordance with the Americans with Disabilities Act (ADA), Bismarck State College recognizes its responsibility to provide appropriate accommodations for students with documented disabilities who are otherwise qualified to participate in programs and courses of the College.

Students with handicaps and disabilities are encouraged to contact the [Student Accessibility Office](#). The mission of BSC's Student Accessibility office is to support the College in providing equal access to programs and services for students with disabilities and to assist students with disabilities, who register with the office, by providing reasonable accommodations that maintain the quality and integrity of the College's academic standards. Services are provided by Student Accessibility staff or coordinated through referral to appropriate on-campus services or community and state agencies.

Bismarck State College makes every effort to provide easy access to its buildings and complies with regulations to provide handicapped parking, wheelchair access, elevators, and other accommodations for disabled or handicapped students and visitors.

Bismarck State College is responsive to the needs of community members through the offering of many campus events. CETI provides numerous class offerings, professional development options, and enrichment offerings that appeal to many residents. Seniors in the community are in frequent attendance at many campus activities.

BSC is primarily a commuter college with a limited amount of campus residence space. To serve commuters, BSC provides some campus services, such as computer labs and library services, for extended hours. Because many of our commuter students are employed full- or part-time, online and evening classes are offered. Extended hours are in place for campus offices prior to and during the first week of the fall and spring semester to help students who are enrolling and registering for classes, meeting with advisors, buying textbooks, and working with financial aid and student finance.

1P11 Various methods are used at BSC to define, document, and communicate expectations for effective teaching and learning. One of the most important is the faculty performance appraisal which includes student evaluations, classroom evaluation, and self-evaluation.

Student evaluations are a significant part of the evaluation of effective instruction and are used in courses taught by both full-time and adjunct faculty. Course evaluations are completed each semester. Questions on the evaluation form focus on assessing the course, instruction, and faculty performance. The student evaluation instrument is currently under review by a committee that is searching for a better evaluation tool and process that will provide more useful information and a streamlined reporting process.

In conjunction with student evaluations, faculty complete a short self-evaluation and are observed in the classroom by the department chair and/or the Dean of Academic Affairs. Online faculty members are evaluated by students each semester and are monitored by the department chair or program manager.

The results of the evaluations are shared with the faculty member. If any of the evaluation tools present evidence of issues or instructional deficiencies, the department chair and Dean of Academic Affairs work with the faculty member to develop performance goals to address the concern.

New instructors are mentored by experienced faculty during their first year of teaching. They are also required to participate in workshops related to instruction and other aspects of teaching. The mentors provide valuable support and information about effective teaching techniques and practices.

Faculty who are teaching online courses are guided by the faculty policy [Best Practices for Online Classes](#). This policy outlines specific practices that should be practiced by faculty teaching in the online environment and addresses such issues as:

- interaction with students
- use of the online gradebook
- the responsibility for prompt feedback to students
- the importance of building classroom community
- expectations for student participation
- assessment of coursework

and other topics important for student success in online classes.

Should students have complaints about courses, faculty members, or the kind of instruction provided, policies and procedures are in place that allow for concerns to be communicated. The department chair serves as the first contact for a complaint. If not resolved, the Dean of Academic Affairs works with the student and faculty member to resolve the problem. More formal processes exist for serious allegations or grievances that cannot be readily settled.

Student learning is assessed regularly at the course and program level. Results for general education, technical programs, academic skills courses, and entry-level assessment are published in the [annual assessment progress report](#). The assessment of general education is on a three-year cycle with a specific focus each year. Courses to be assessed are determined through a mapping procedure to ensure that all faculty participate in assessment and that all courses are assessed. Technical programs have assessment

plans and learning objectives that are measured and reported annually. Industry certifications and national exams communicate learning expectations and provide evidence of student learning.

1P12 Community colleges serve students with widely divergent needs. The goal of Bismarck State College is to provide programming and scheduling options that meet students' needs, and to do so in an efficient way that makes the most of the College's resources.

The scheduling of courses begins with each academic department where course enrollments and faculty teaching loads are regularly monitored. To increase efficiency, full teaching loads and minimum enrollment numbers are expected.

A traditional schedule of sixteen week semesters is offered for on-campus curricula for the academic year. An eight week session, or two four week sessions, is offered in the summer semester. In addition to the traditional schedule of courses, there are a number of courses offered in shorter sessions to meet specific student needs or program needs. Many eight week courses have been developed to fit the lifestyles of busy students. Courses are also offered in the evening.

As an early adopter of distance education, BSC long ago recognized the importance of flexibility and educational access for students. Numerous courses are offered online, and several programs are available entirely online. Some programs are offered in shorter blocks of instruction. Most notable in this regard are the energy programs which offer courses ranging from one week to sixteen weeks. BSC can employ over fifty course sessions in order to provide the courses needed at the times they are needed. In addition, the College is connected with high schools and other colleges through interactive video.

1P13 Bismarck State College continually monitors the currency and effectiveness of its programs and courses. Each technical program is required to have an advisory committee that meets at least twice a year. Programs are evaluated and reviewed by the advisory committee members who, as professionals in the field, can provide real-world input about the industry. As changes occur in a field, the advisory committee members are an invaluable resource in helping programs adapt or change. Employer surveys provide information about how well our graduates perform on the job and about the quality of their instruction and training. The North Dakota Department of Career and Technical Education conducts in-depth reviews of job-readiness programs every five years, focusing on curriculum, facilities, equipment, resources, faculty, and other program components.

A recently developed department review process is in place to monitor the effectiveness of each of the College's departments. Departments are made up of technical programs and liberal/transfer and general education disciplines. Both programs and disciplines undergo a review every five years. The process reviews the following measures:

- goals and objectives
- professional development
- enrollment
- program/discipline demand
- program/discipline relationships
- student success
- student learning outcomes

- resources
- promotion and marketing.

Each review identifies strengths and weaknesses in departmental disciplines and programs, makes recommendations for improvement, and develops action plans. The department reviews are studied by a response team that provides feedback and support of needed improvements. Departments are expected to use the review data to aid in budgeting and planning for continuous quality improvement.

1P14 Course changes are made by department faculty in consultation with the department chair.

Because changes can have significant impact on the CampusConnection student records module, course changes require a discussion with Student Records office personnel. Changes are then approved by the administrative chain of officers and entered into the master catalog. Department faculty and the department chair can start the deletion process of courses that have had low enrollment for several terms or are considered obsolete. The deletion of courses follows the same chain of approval as do course changes.

An in-depth review is conducted for programs that need to be changed or discontinued. Programs with declining enrollment for several years are subject to such a review. Working with the advisory committee, the department chair, dean, or associate vice president reviews enrollments and the costs and revenues associated with the program. They will also review the curriculum, course and program objectives, tasks and competencies, equipment, structure, and staffing for the program. Similar programs in the state or across the nation may be contacted for input on industry trends. These external programs can provide much information about improvements in curriculum and other program components. After analysis, a recommendation is made to the provost to either change or discontinue the program. A program that is discontinued is put on inactive status by the North Dakota University System for three years, after which time, it may be permanently deleted.

1P15 Identification of learning support needs is accomplished through the use of faculty, staff, and student input, data collected from surveys, the planning and budgeting process, and community representatives.

Some information about students' needs is learned directly from students through faculty/course evaluations, focus groups, input from student government leaders, advising, and informal conversations. Assessment and placement exams provide additional information about the kinds of learning support students will need from the College.

The College Student Inventory, given to new students early in their first semester, reveals areas of need and provides a mechanism to connect students with appropriate support resources. This early intervention is designed to forge a positive relationship between students and advisors who can refer them to campus services for assistance. The inventory is an excellent tool for improving student learning and retention. Two additional surveys, the Community College Survey of Student Engagement and the Student Satisfaction Inventory, also provide insight into students' needs and their satisfaction with campus support services. By indicating the importance of a service or resource, students can inform the College about the importance of the service and alert the College about areas that need change or improvement.

Community input is provided by technical program advisory committees. Employer surveys provide feedback on student preparedness as they enter the job market. This information is useful in realizing what students need to succeed on the job and helps the College assess the value of support services.

Faculty support needs are identified through the annual planning and budgeting process. Strategic initiatives are submitted to address deficiencies in service and make improvements that will ultimately impact student learning and development. The department review process offers another avenue through which faculty can identify and discuss classroom conditions, resources, and any weaknesses in their programs or disciplines that affect learning.

Department meetings and department chair meetings, as well as informal dialog among faculty, are other avenues in which faculty identify ways to more effectively serve students. The faculty regularly make referrals to appropriate service points on campus, such as the Sykes Student Success Center, disability services, counseling, and others.

1P16 Co-curricular development goals are aligned with curricular learning objectives in a number of ways. BSC offers students numerous opportunities to participate in co-curricular activities that support and enhance what they are learning in classrooms and labs.

One focus of our general education program is that of awareness and includes the recognition of the diversity of people, examination of one's attitudes, values, and assumptions, and knowledge of the rights and responsibilities of citizens in society. Through these objectives, BSC strives to help students develop leadership skills and community responsibility, to know and understand themselves better, and to become more adept at living in a diverse world. Developing students' awareness is not only the goal of the curriculum but also a function of the many co-curricular clubs, organizations, activities, and events offered on campus for student involvement and enrichment.

Students from several programs and departments have organized to carry out projects and activities beyond the classroom and to work toward common goals. These clubs include the Agriculture, Technology, and Natural Resources Club, Energy Club, Surgical Technology Club, Engineering Club, and Psychology Club. Faculty advisors for the clubs assist in aligning club activities with professional and program, discipline, or course competencies. In some of these clubs, students have the opportunity to compete in local, state, and national competitions. Student participation in these organizations strengthens classroom skills and enhances leadership, teamwork, and communication skills. In addition to program or discipline related clubs, other student interest organizations are active on campus. Intramural sports are open to all students who want to participate in a team sport. Students interested in writing, editing, and photography can be involved in the student newspaper and literary magazine.

Through BSC's athletic program, theater, art, and music programs, students develop and improve learning and performance abilities. National competitions, such as the National Junior College Athletic Association (NJCAA) basketball tournament and the Kennedy Center American College Theater Festival offer BSC students coveted opportunities for performance and intense competition that foster confidence and personal fulfillment. Art shows provide students the chance to display their artistic creations.

Leadership and personal growth are promoted through a variety of activities, in addition to those already mentioned. Students are encouraged to participate in the Board of Governors and act as student

ambassadors. Phi Theta Kappa, an international honor society for two-year colleges, encourages scholarship, service, and leadership for its members. Students in some career and technical programs are encouraged to belong to Skills USA and to participate in contests that develop leadership, as well as technical skills.

Service learning experiences are available that integrate students into the community. Efforts are being made to increase participation in service learning. For the first time in 2009, service learning tuition waivers were made available to entice more students to take part in service learning activities, learn more about the community, and experience the pleasure of helping others.

1P17 A variety of methods are used to determine that the students who are awarded degrees and certificates have met our learning and development expectations. Some of the measures used are internally developed while others are required by the North Dakota University System as a part of the accountability report.

A number of technical programs use internships as a means for students to draw together their classroom learning into real world experiences. In programs such as Criminal Justice and Human Services, internships serve as capstone experiences; in other programs internships are optional, but highly recommended, and serve to mesh on-campus learning and field work. Students in health-related programs are rigorously evaluated by clinical supervisors, providing an excellent method to determine how effectively students have met learning outcomes. Program and general education assessment activities are additional methods that provide direct and indirect measures of learning.

Several programs, particularly in health careers, require that students pass a state or national licensure exam or certification examination. The pass rates for these exams are reported to the North Dakota University System and are published in the accountability report.

Employer feedback is extremely important for determining how well our students are performing on the job and the adequacy of our teaching practices and learning outcomes. Feedback is obtained informally through advisory committee members who, as subject matter experts, are in an excellent position to provide information on our graduates' skills and abilities. Surveys of employers are developed on campus and completed annually by employers. Additionally, the NDUS conducts an annual survey of all employers of University System graduates to determine their satisfaction with the graduates' skills, knowledge, and abilities.

1P18 The processes for designing the assessment of student learning at Bismarck State College are the responsibility of the Academic Assessment Committee. The committee consists of representatives from technical program areas and from general education categories. The committee is headed by the Associate VP for Academic Affairs. The team meets monthly throughout the academic year and often meets during the summer session.

The assessment plan promotes assessment at pre-enrollment, at the classroom level, and at the program level for general education and technical programs. Assessment timelines, responsibilities, and resources form the components of the assessment plan.

To ensure student success, incoming assessments of students have been implemented since 1997-1998. Pre-enrollment assessment is required for first time and non-continuously enrolled degree seeking students. Assessment scores are screened for proper placement of students in math, English, reading, and limited enrollment programs. The Testing and Assessment Coordinator is a member of the Academic Assessment Committee and provides incoming assessment results for the assessment report.

Classroom level assessment is the responsibility of individual instructors. The assessment committee serves as advisors for the faculty members as they develop a variety of assessment techniques and activities. Program assessment for the general education program and for technical programs is managed by the assessment committee.

Technical programs formalize a plan for assessment, develop assessment activities and processes, complete a matrix of assessment measures, and conduct regular assessment. Annually, assessment results are gathered, analyzed, and reported in the annual assessment report.

The general education assessment program focuses on three main categories of student learning: awareness, communication, and thought. Each category is assessed once in a three year cycle. General education courses are mapped throughout the cycle, and decisions are made prior to each year about the courses that will be assessed. Faculty members conduct the assessment during the year and reports to the faculty group leaders who review the results and include them in the annual assessment report.

The assessment committee believes that one of its principal roles is that of providing assistance to faculty in developing assessment plans and activities, and to provide faculty development opportunities that increase understanding of the value of assessment. At faculty development days prior to the start of fall semester, committee members may present assessment results, introduce new assessment concepts, and develop plans with faculty for the year's assessment activities.

Results

1R1 Student learning and development is measured in a variety of ways and data are collected regularly.

Instructors in technical programs and in the general education program collect and analyze data through completion or non-completion of class assignments, exams and quizzes, presentations, lab exercises, writing assignments, and projects and reports.

Technical program faculty may also use competency demonstrations or testing, clinical site evaluations, licensing or certification scores, skills assessments, portfolios, and internship evaluations.

Other measures collected and analyzed include:

- licensure and certification data
- graduation rates
- retention rates
- placement rates
- online course completion.

1R2 Performance results for common student learning and development objectives center around our general education philosophy, goals, and objectives. As a part of recent discussions about general education, campus faculty identified essential knowledge and abilities that students should acquire as a result of completing the general education program at Bismarck State College. The knowledge and skills fit into the themes of awareness, communication, and thought. From the discussions, a new general education philosophy was adopted:

Bismarck State College is dedicated to providing innovative educational programs that develop individual abilities, strengthen human relationships, enhance community life, and heighten global consciousness. The General Education requirements at Bismarck State College promote the development of an informed and educated person who recognizes and respects the diversity of communities; understands the value of active, critical thinking; and is competent and proficient at fundamental skills which encourage a positive attitude toward lifelong learning and equip students to participate in a complex, interdependent world.

In addition to a new philosophy statement, general education objectives were also developed around the three themes:

Awareness—The ability to successfully function in a diverse society requires knowledge and awareness.

Objectives:

- Recognition of the diversity of people
- Examination of one's attitudes, values, and assumptions
- Recognition of the impact of past events on contemporary society
- Knowledge of the rights and responsibilities of citizens in society

Communication—The ability to communicate one's thought to others is essential in interpersonal relationships, working environments, and civic duties.

Objectives:

- Organization, clarity of thought, and presentation ability of oral and written communication
- Organization and transfer or presentation of ideas by electronic means
- Communication of ideas and emotions through creative expression

Thought—The ability to think in a manner that is imaginative, methodic, or even provocative can be the cornerstone of success for a student.

Objectives:

- Recognition of the impacts of technology on society and for the responsible and ethical use of technology
- Identification of a problem and an approach to the solution that is realistic and/or creative
- Recognition and analysis of arguments that support divergent theories and perspectives
- Interpretation of results and the reasonable drawing of conclusions.

In addition to general education assessments completed in each year, a survey is annually given to sophomore students to ascertain their perception of the learning acquired in general education classes. This indirect measure of general education assessment is included in assessment reports.

The Academic Assessment Committee provides an [assessment report](#) annually that summarizes and analyzes assessment data. Recommendations for improvement are identified by individual faculty as a part of the general education objectives assessed in their classes. General recommendations are also solicited by the faculty as a whole during faculty development activities prior to the start of fall semester.

1R3 Technical programs have assessment plans and activities that dictate performance results for their specific learning objectives. Assessment plans for programs include the following:

- program goals and objectives
- program competencies
- assessment methods
- courses in which the objective or competency is assessed
- implementation plan for the assessment activity
- measurement of results
- changes/improvement planned
- follow-up requirements.

Using the [program template](#) enables technical program faculty to compile assessment data in one place and draft a report from the form. In addition to the assessment plan, faculty members identify the types of assessment measures used on a matrix, thus ensuring that different assessments, both direct and indirect, are used.

Annually, the program faculty leaders for assessment complete reports that become a part of the overall campus [assessment report](#).

1R4 Students completing programs, degrees, and certificates have acquired the knowledge and skills required by stakeholders as is evidenced in a number of ways. Assessment processes in place ensure that students graduate from BSC with the requisite skills and knowledge. Graduation statistics (Figure 1.2), however, only tell part of the story as a good number of students who complete their programs or transfer courses do not actually apply for graduation.

Year	Liberal Arts/Transfer	AAS	Diploma	Certificate
2007-2008	416	321	6	153
2006-2007	427	307	4	135
2005-2006	311	325	7	138
2004-2005	351	286	14	158
2003-2004	335	293	10	137
TOTAL	1840	1532	41	721

Figure 1.2 Graduation statistics

In addition to graduation statistics, it is important to look at other kinds of evidence, including placement rates, employer surveys, alumni/graduate surveys, and licensure and certification rates. Together, these pieces of evidence offer a more complete view of the level of preparedness students possess as they leave BSC.

The Counseling and Career Services office tracks student placement into employment positions and annually prepares a [placement report](#) presenting the data. This report contains information concerning graduates of the respective programs in which they were enrolled. Students are identified for follow-up by the Registrar's Graduate Report. A graduate is defined as a student who has completed the required coursework for an Associate in Applied Science Degree, a Certificate, or Diploma program. These students must apply for graduation to be identified in the Registrar's Graduate Report.

Employer surveys are used to provide further evidence that students are prepared as they enter the job market. Counseling and Career Services office personnel work with technical program faculty to survey those employers who hire Bismarck State College graduates. The data gathered is compiled and provided to faculty in the program areas. Employer survey results are then included in program assessment reports. In addition, the North Dakota University System surveys employers on a biennial basis and reports the data in the Accountability Measures Report. Survey data for 2004-2006 graduates is provided in Figure 1.3.

2004-2006 Graduates			
Survey Question	BSC Mean	NDUS Mean	
Overall, how SATISFIED are you that this employee demonstrates the qualities you would expect from a college graduate?	4.07	4.16	
Overall, how SATISFIED are you with this employee's general skills as they relate to the requirements of the job?	4.12	4.13	
Overall, how SATISFIED are you with this employee's specialized skills as they relate to the requirements of the job?	3.81	3.88	
Based on your experience with this employee, how LIKELY are you to hire other graduates of this school?	4.05	4.17	
5 = Extremely, 4 = Very, 3 = Somewhat, 2 = Not very, 1 = Not at all			

Figure 1.3 Employer-reported satisfaction with preparation of recently hired graduates

BSC alumni provide valuable information about the quality of instruction at BSC and the level of preparedness for their employment as a result of their experience at the College. As a part of the accountability requirements, the North Dakota University System surveys graduates of all colleges in the system. The results for BSC are shown in Figure 1.4.

2003-2005 Graduates			
	BSC %	NDUS %	National %
What is the closeness of your current job to your most recent degree/certificate/diploma?			
Highly related	58.6	59.0	52.1
Moderately related	3.4	14.2	15.8
Slightly related	13.8	8.9	9.8
Not at all related	13.8	5.6	9.6
No response	10.3	12.3	12.7
How well did experiences at this school prepare you for your current job?			
Exceptionally well	20.7	17.8	16.6
More than adequate	31.0	28.0	26.8

Adequate	31.0	36.0	34.1
Less than adequate	3.4	3.3	4.3
Very poorly	0.0	0.6	0.9
Not at all	3.4	1.9	4.0
I am not employed	0.0	0.0	0.3
No response	10.3	12.5	12.9
What is the relationship between your first job and your major at this school?			
Highly related	55.2	52.5	48.7
Moderately related	6.9	17.0	16.5
Slightly related	13.8	11.1	10.9
Not at all related	10.3	7.6	12.4
No response	13.8	11.8	11.5
How would you rate the overall quality of instruction?			
Very satisfied	51.7	34.9	33.4
Satisfied	34.5	47.7	48.7
Neutral	3.4	8.1	9.0
Dissatisfied	3.4	2.6	3.3
Very dissatisfied	0.0	0.9	0.8
No opinion	0.0	0.6	0.6
No response	6.9	5.1	4.2
Overall, how would you rate this school?			
Excellent	48.3	49.8	44.4
Good	31.0	37.5	42.1
Average	10.3	6.5	9.0
Poor	0.0	0.6	1.2
No response	10.3	5.5	3.3

Figure 1.4 Alumni-reported satisfaction with preparation in selected major, acquisition of specific skills, and technology knowledge and abilities

Many of our technical programs require that students take licensure, certification, or national examinations for employment. The following programs have mandated licensure examinations for students:

- Computer Support Specialist – MCP Microsoft Certified Professional
- Information Processing Specialist – MCAS Microsoft Certified Application Specialist
- Phlebotomy – NAACLS Board of Registry National Accrediting Agency Clinical Laboratory Science
- Clinical Laboratory Specialist – NAACLS Board of Registry National Accrediting Agency Clinical Laboratory Science
- Practical and Associate Degree Nursing – N-CLEX.

In addition to required examinations, there are a number of programs that have voluntary licensure and/or completion examinations:

- Power Plant/Process Plant – NIULPE-National Institute for the Uniform Licensing of Power Engineers and the Minnesota Boiler Operators Certification
- Agribusiness – Private and Commercial Applicators License Tests

- Heating, Ventilation, and Air Conditioning – EPA 608 Certification, RSES Refrigeration Service Engineer Society Test and the National Center for Construction Education and Research
- Automotive Collision Technology – ASE Certification Test
- Automotive Technology – ASE Certification Test
- Welding – Qualifying of Welders to AWS D1.1: 2000 Structural Welding Code
- Electronics Technology – IS CET International Society of Certified Electronic Technicians
- Carpentry – National Center for Construction Education and Research certification.

Mandatory examination results are reported to the North Dakota University System for inclusion in the accountability measures report. An illustration of this data is found in the following figures.



Figure 1.5 First time pass rates on national examinations/licensures

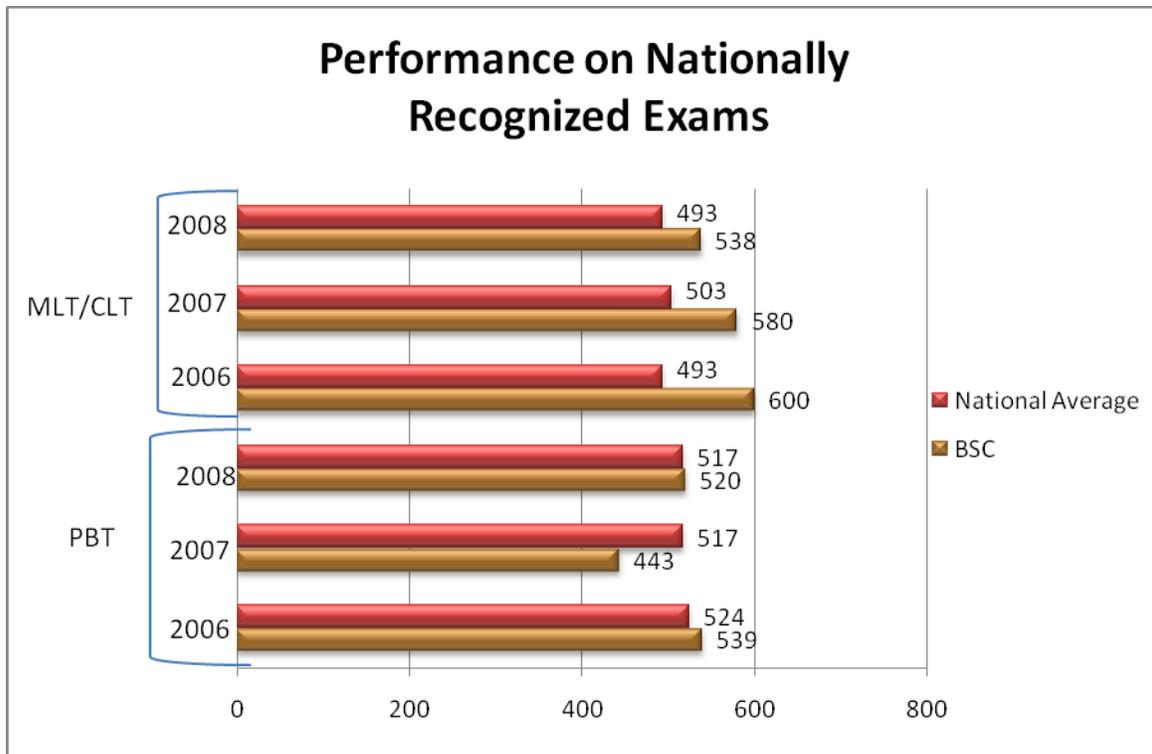


Figure 1.6 Test scores of national examinations for clinical lab technician and phlebotomy technician

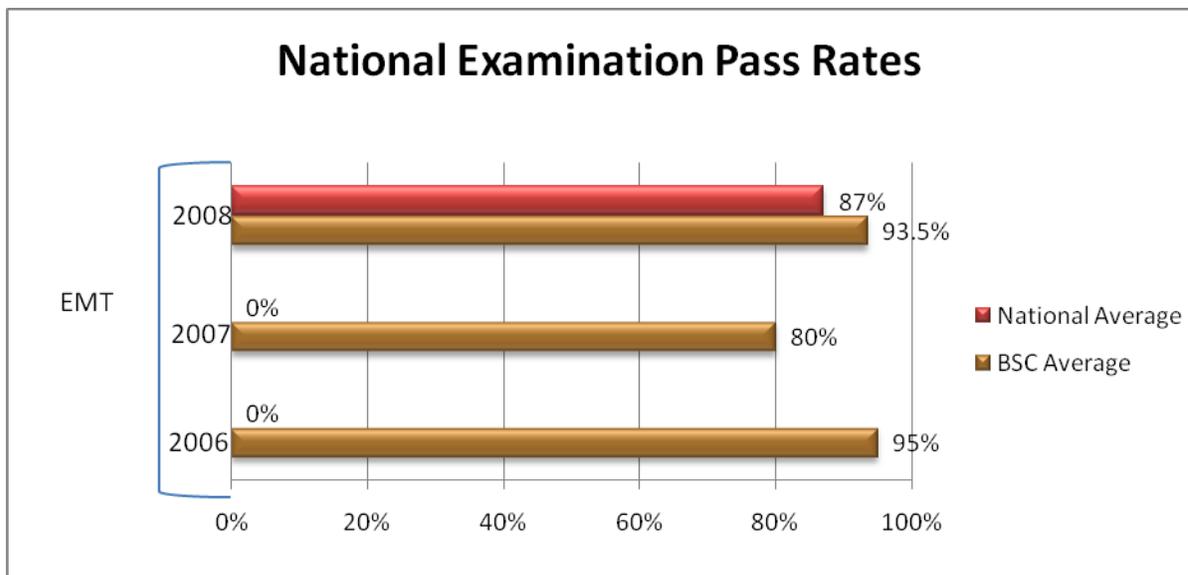


Figure 1.7 Pass rates of EMT-Paramedic students for national examination

1R5 Performance results for learning support processes focus on retention of students. Improvements made in advising and proper placement in courses result in higher retention rates and ultimate learning success for students.

An AQIP action project was developed to improve the advising and orientation for incoming, first-year students. The plan included revamping registration folders, providing advising training, ensuring that all students meet with a faculty advisor, and tracking student retention. To gauge the success of these changes in advising processes, data was gathered through the summer of 2008 to determine if the required advising of incoming freshmen for Fall 2006 correlated to increased retention and degree completion.

In September 2007, data was collected for a random sampling of 200 of the 1436 new students who entered BSC in the Fall 2005 semester. In August 2008, the data was collected for a random sampling of 200 of the 1463 new students who entered BSC in the Fall 2006 semester. The data collected for the 200 randomly chosen students who entered BSC in the Fall 2005 semester showed that by September 2007, 38 of the 200 students had earned an Associate degree, 5 of the 200 earned a Certificate, and 157 had earned neither an Associate degree nor a Certificate. Also, of the 157 students who had earned neither an Associate degree nor a Certificate, 51 of those students were continuing their education at BSC for the Fall 2007 semester. The data collected for the 200 randomly chosen students who entered BSC in the Fall 2006 semester showed that by August 2008, 41 of the 200 students had earned an Associate degree, 3 of the 200 earned a Certificate, and 156 had earned neither an Associate degree nor a Certificate. Also, of the 156 students who had earned neither an Associate degree nor a Certificate, 54 of those students were continuing their education at BSC for the Fall 2008 semester.

Although the correlation between required advising and retention is somewhat inconclusive, it is felt by faculty and staff that there is value in having students meet with an advisor. As a result of the advising changes, there have been fewer complaints from students about the advising process and students are better prepared to use the registration system, CampusConnection.

Placement of students in appropriate classes is also an important factor in helping students learn. Student placement into academic skills courses in composition and reading are tracked annually and reported in the [annual assessment report](#). Statistics show that students are more successful after completing the academic skills class in reading and writing as they move into college composition.

The College uses the College Student Inventory, part of the Noel-Levitz Retention Management System, to assist students in identifying support needs and helping them to connect with a faculty or staff advisor. While we believe the inventory is a useful tool, we have not been consistent in tracking these students to determine its efficacy for student retention.

Retention rates for the campus are reported to the NDUS and are shown below:

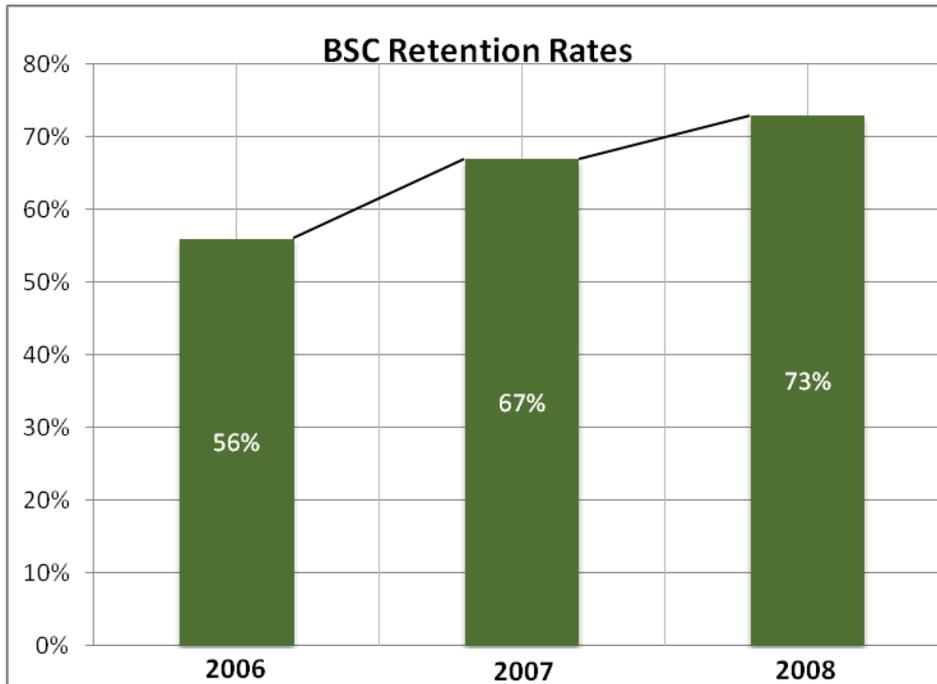


Figure 1.8 BSC retention rates

1R6 Comparisons of performance results for processes in Helping Students Learn can be found in 1R1 through 1R5. Comparisons are made with other colleges in the North Dakota University System and, in some cases, with national means.

Data from the Community College Survey of Student Engagement shows that BSC students ranked the benchmark areas of Student Effort and Academic Challenge higher than other community colleges in North Dakota, yet lower than the national cohort. At a recent AQIP Conversation Day, employees were presented the CCSSE data as one means of provoking ideas for improvement in the area of student engagement.

Community College Survey of Student Engagement 2007			
Benchmark	BSC	Consortium	2007 CCSSE Cohort
Active and Collaborative Learning	47.3	51.9	50.0
Student Effort	47.4	45.2	50.0
Academic Challenge	46.8	44.9	50.0
Student-Faculty Interaction	48.2	53.5	50.0
Support for Learners	46.8	51.9	50.0

Figure 1.9 CCSSE Summary and comparisons

The Student Satisfaction Inventory asks a number of questions of students regarding the effectiveness of learning. Our results, when compared with national community colleges, indicate that student satisfaction is higher in eight of the survey’s scales, as is displayed in Figure 1.10.

Scale	Bismarck State College			National Community Colleges	
	Importance	Satisfaction	Gap	Satisfaction	Gap
Student Centeredness	6.21	5.65	0.56	5.34	0.62
Instructional Effectiveness	6.45	5.63	0.82	5.38	0.78
Responsiveness to Diverse Populations		5.69		5.43	
Campus Support Services	5.71	5.13	0.58	4.94	0.50
Safety and Security	6.11	5.40	0.71	4.97	1.01
Academic Advising/Counseling	6.35	5.56	0.79	5.19	0.92
Admissions & Financial Aid	6.28	5.40	0.88	5.10	0.91
Academic Services	6.22	5.83	0.39	5.42	0.61
Registration Effectiveness	6.36	5.57	0.79	5.39	0.75
Service Excellence	6.18	5.53	0.65	5.23	0.71
Concern for the Individual	6.31	5.53	0.78	5.21	0.86
Campus Climate	6.23	5.58	0.65	5.27	0.68

Figure 1.10 SSI Summary and national comparison

Improvements

111 Recent improvements in this category include the revamping of our general education program. A new philosophy statement and objectives were developed using faculty input about the knowledge and skills that BSC graduates should have upon graduation. (See question 1R2). In addition, a new general education requirement to take a diversity-related course was added for students seeking an Associate of Arts or an Association of Science degree.

Along with the changes in general education, a new assessment plan was developed. The plan focuses on three main goals. A timeline for the assessment plan, rubrics, and a curriculum map were prepared. The intent of the assessment plan for general education is to gather useful assessment data that can be completed in a manageable but not overburdening way for the faculty. The change in assessment and general education was prompted by faculty who desired a more streamlined, yet effective, plan. Eight members of the assessment committee attended a Higher Learning Commission workshop on assessment in 2006. The workshop was an intensive opportunity for the team to work with assessment mentors, and among ourselves, to review our general education assessment plan. This workshop proved to be extremely enlightening and valuable in streamlining the plan and in enhancing it for workability and effectiveness. Some of the things we learned at the workshop were to:

- reduce the number of objectives and to make outcomes less cumbersome
- simplify the assessment terminology
- consider reorganizing the assessment committee structure
- decide what students need when they graduate from BSC
- simplify rubrics.

We continue to make adjustments with our assessment processes in an attempt to improve and acquire better data. Assessment is evolving as we continuously try to improve.

Accompanying these changes was the realization that assessment management software would greatly aid faculty and the assessment committee in gathering and reporting assessment results. The faculty group leaders struggled each year to prepare annual reports and felt that a good software program could more readily produce accurate and effective reports. TracDat was purchased late in 2008 to assist with our assessment management efforts. The committee is working with the software and hopes by fall to be ready to inform the campus of the availability of the system.

BSC has also improved its survey administration as a result of NDUS requirements and support. Our surveys are administered on a regular cycle that provides data in a systematic way. As a result, we are able to analyze and use the data to make needed improvements in a timelier manner.

The data gathered by many campus departments serves as the basis for quality improvement processes. Data gathering has become more thorough in recent years. There is still much that can be accomplished in order for the campus to acquire and use data more effectively. Additional human resources are needed to provide the help and expertise needed to improve the acquisition and use of data.

112 We have a culture and infrastructure that help select processes to improve and set targets for improved performance. Recent changes to a flat operational structure give all employees permission to make decisions in their work area. Emphasis is on quality improvement and empowering faculty and staff.

Our strategic planning process identifies objectives and strategies for improving results. Our culture of innovation supports improvement and encourages employees to “think new” and seek out unique ways to do things better. Targets for performance results are set through strategic planning and are monitored on an ongoing basis.

Committees, such as the assessment committee and others, regularly set improvement goals. Day to day improvements are made readily, while more complex objectives are addressed by cross-functional teams. Through the work of teams, committees, and campus departments, the objectives and targets set through strategic planning are operationalized.

In pursuit of continuous quality improvement, BSC has, this year, held several mini-conversation days where employees were released from work in shifts and allowed to gather and discuss the aspects of the campus they felt are strongest, and those that are most in need of improvement. Data from the CCSSE was shared with employees to provide a basis for discussion that extended beyond the purely anecdotal.

Through the Office of Innovation, employees are encouraged to identify new, better, more efficient and/or more effective ways to accomplish our mission, to make students feel valued and welcome, and to provide optimum learning environments.

Money has been set aside in the annual budgeting process to fund CQI/AQIP Action Projects and Wild Endeavors (innovation projects). Employees volunteer or are recruited to serve on teams to evaluate potential projects and select the ones that are most important to fund and pursue to completion.

Processes

2P1 Key non-instructional processes are designed and operated by the divisions or departments that are charged with responsibilities in those areas. Cultural programming and athletic competitions provide learning opportunities for students and are a critical component of the campus' connection with the community.

The athletics department, headed by the director of athletics, develops objectives for athletic competition at Bismarck State College and plans activities in consultation with other members of the departments and in conjunction with the Mon-Dak conference and non-conference colleges and athletic associations. A soccer program, a new addition to athletics on campus, will start in fall 2009. Cultural programming is primarily planned through academic department faculty who plan concerts, theater productions, writers' series, art shows, and other campus presentations.

The BSC Foundation was started in 1978 with the mission of engaging in activities which support and advance Bismarck State College. The Foundation board and its committees direct the activities of the Foundation and offer advice from the business and professional sector of the community. The goals of the Foundation support the College through scholarships to students and grants directly to the College. The Foundation acquires revenue through personal contributions, endowments, business and industry donations, and grant funding. The revenue has helped fund students' scholarships, faculty and staff development, campus improvements, and support for special campus projects and events. In the years since its founding, the BSC Foundation has become an essential part of the College.

Complementary to the Foundation, the [Bismarck State College National Alumni Association](#), maintains strong contacts with graduates of BSC to secure their support. The Alumni Association Board manages the activities of the association and is supported by the alumni coordinator.

Another component of external funding is Resource Development. BSC's Resource Development office seeks grants and financial support through state, federal, and private sources. Congressionally directed projects, requests for proposals, applications for competitive grants, and other non-appropriated sources are avenues of funding. Successful revenue acquisition leads to partnerships, matching funds, and other innovative resources for BSC. Funding leads to new programs and other opportunities for the College.

One of the NDUS Roundtable directives is to enhance and support economic development in the state. These goals are met through academic programming, employee training, research, and many other ways. A part of this directive is met through the Continuing Education, Training, and Innovation division of BSC. CETI provides community enrichment programs, workforce and customized training, apprenticeship training, and conference planning. Workforce training in North Dakota is divided into four quadrants, each under the direction of a community college. BSC is responsible for the southwest quadrant of the state and works with other institutions and businesses in the region to provide ongoing training for employees.

2P2 Through the strategic planning process goals are articulated for the College and are developed and implemented through departments and divisions. Strategic planning is a collaborative process on campus and involves input from all campus units. More information on the planning process is located in Category 8, Planning Continuous Improvement.

Major non-instructional objectives for external stakeholders are determined through our strategic planning process and are based on community needs, input from boards and advisory groups, and analysis of job opportunities and needs. Relationships with community leaders and agencies, as well as business and industry, are very important in helping us to determine our objectives in non-instructional areas.

Specific institutional objectives relating to this category and the campus entities involved are found in Figure 2.1.

Campus Objective	Strategy	Measures
To develop national and/or international partnerships that increase BSC’s credit and non-credit student populations, as well as operational revenues	Develop targeted lists of alumni to increase alumni financial contributions by 10% of baseline and active involvement in BSC activities	<ul style="list-style-type: none"> Percentage of increased contributions Alumni involvement
	Implement Continuing Education, Training, and Innovation business plan that will increase training activities and revenues by 5% biennially while maintaining quality and profitability	<ul style="list-style-type: none"> Business plan development Percentage of activities and revenue generated
	Identify, cultivate, and/or engage with government, education, and business/industry partners to develop and enhance BSC programs	<ul style="list-style-type: none"> Number of partnerships
To develop effective BSC strategies to increase capital and operating funds	Working with state and federal governments, business and industry, and other grant-issuing entities, increase cash funding and equipment/capital donations for BSC	<ul style="list-style-type: none"> Amount/percentage of increased donations Amount/percentage of cash funding
	Increase the number of endowed scholarships and ensure students are encouraged to apply for scholarships	<ul style="list-style-type: none"> Number of endowed scholarships

Figure 2.1 Institutional objectives relating to Accomplishing Distinctive Objectives

2P3 Expectations regarding non-instructional objectives are communicated through the College to employers, workforce development entities, and the community. The BSC Foundation works closely with its board members to ensure that the members are well aware of the College’s strategic goals and

objectives, and the impact they will have on Foundation activities. The Alumni Association also works through its board to communicate college objectives and to develop necessary plans to meet them. Objectives affecting workforce training and development are effectively shared with agencies, employers, boards, legislators, and other stakeholders.

Expectations regarding non-instructional objectives are communicated to campus through the campus strategic plan and business plans. A recap of accomplishments is included in the institutional annual report and the annual reports of the Foundation and CETI. Each year the Campus Alignment Plan presents achievements of the campus to the North Dakota University System. Through the advisory committees, academic programs inform business and industry of accomplishments and objectives.

Communication avenues include print materials, such as newsletters, news articles, the College catalog, brochures and others. Electronic communications, such as, email, the website, radio and television are also used.

2P4 The appropriateness and value of these objectives are reviewed and assessed by the program directors and administrators most directly involved. Stakeholder feedback from the groups associated with the distinctive objective is obtained through a variety of methods, including information communications and more formal evaluations from participants and employers. Financial data is an important indicator of success and is regularly monitored.

The staff who work on specific action plans assess objectives and make adjustments as needed. Progress reports and annual reports are prepared to share how well objectives were met and to provide evidence of accomplishments.

2P5 Faculty and staff needs relative to these objectives and operations are, to a large extent, based on work processes. For CETI, the processes may include responding to customer needs, developing proposals and contracts, delivering customized training, assessing effectiveness, billing customers, and others. In the foundation and alumni association, some of the same processes would be used, in addition to researching revenue sources, developing connections with the community, businesses, and legislative leaders, and communicating with friends of the College.

CETI personnel strive to be proactive through research and through the observation of national and regional trends. Occupational shifts and changes are regularly monitored. However, to be responsive to workforce and community needs, immediate action is often needed. As such, systematic processes and planning cannot always be used. Particularly in the area of workforce and customized training, staff needs and responsibilities may shift quickly.

Other faculty and staff needs are determined through the usual process of educational planning, department review and budgeting, and divisional meetings. Staff and faculty communicate their needs for training and professional development, improved technologies, additional help, and other needed improvements. Through the college planning and budgeting cycle, these needs are presented for review and decision-making.

The faculty and staff involved in athletics and cultural programming are well aware of the needs in those areas. They are in the best position to identify objectives to meet those needs. Using stakeholder

feedback, analysis of attendance, identification of potential activities, and resources, the faculty and staff can present their needs through the traditional planning and budgeting process.

2P6 Information on faculty and staff needs is incorporated into the regular planning process for each affected area. As needs change, particularly in the areas of college advancement and in corporate and workforce training, objectives may be readjusted or eliminated. Likewise, new objectives may be developed. Economic conditions are a big factor in the adjustment of objectives and will require a reassessment of priorities.

Results

2R1 Multiple sources of data and information are collected depending on the activity or objective. Client and student satisfaction and enrollments, business and industry evaluations, numbers of participants, workforce training revenues, and the number of grants (Figure 6.18) secured are some data sources used to make decisions and set future directions. The annual Foundation report reveals the accomplishment of non-instructional objectives that are measured. CETI also provides data to NDUS and other constituents outlining how it meets its objectives.

2R2 Performance results are gathered for the Foundation, the Alumni Association and CETI. Cultural programming is generally free and attendance results are gathered only informally. Attendance statistics are not formally collected for athletic events.

The Alumni Association is dedicated to connecting alumni and students in lifelong loyalty to Bismarck State College. In the last three years membership in the Alumni Association ranged from 396-443 with 424 the average number of members. From 2007 to 2008, the association met its objective of increasing membership by 11%. Alumni are invited to participate in campus activities by serving on advisory groups, making club presentations, and judging at academic competitions.

Performance results for the Foundation can be found in Category 6 where information about grants received is provided. Information on the amount of scholarships provided can be found in Figure 6.9. Grants provided to the College from the Foundation were:

- \$357,592 in FY 2006
- \$450,990 in FY 2007
- \$561,013 in FY 2008.

From 2005-2008, 33 endowed scholarships have been given by the Foundation in the amount of \$20,000 per recipient.

CETI offers numerous enrichment courses and also provides conference planning services. From 2007-2009, 610 enrichment courses were offered to 6277 participants. For the same time period, 39 conferences were managed by CETI for 13,903 attendees.

2R3 Performance results of these processes compared with other higher education organizations can be difficult to compare since the results of other institutions are not readily available to us.

Workforce training participants and satisfaction is reported to the NDUS for inclusion in the Accountability Measures Report. Satisfaction results are reported in 3R4. The number of businesses and employees in the region receiving training are found in Figure 2.2. These results can be compared to other NDUS community colleges. The information for all colleges is included in the Accountability Measures report prepared annually.

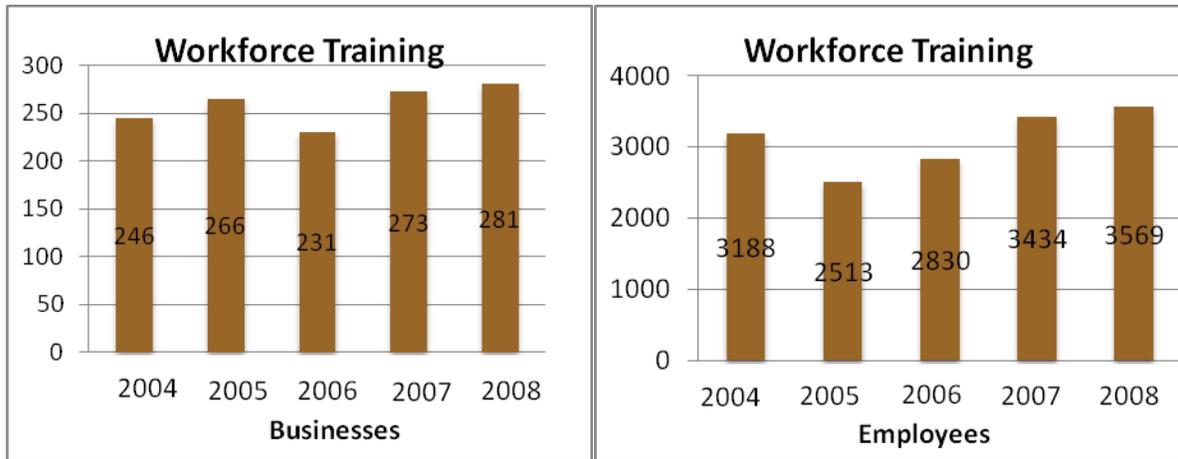


Figure 2.2 Number of businesses and employees receiving training in the region

2R4 The performance results of these processes are intricately tied to the College and strengthen the institution by:

- attracting students and visitors to the campus for athletic and cultural programs that add greatly to the social life of the campus, the community, and the region
- offering students opportunities to develop their potential in co-curricular activities
- aiding economic growth by providing workforce, customized, and apprenticeship training
- enhancing lifelong learning through the provision of non-credit and enrichment programming
- providing support to the College through resource development, grants, and scholarships.

Improvements

2I1 Opportunities for improvement are constantly sought in an effort to serve the needs of stakeholders. CETI works to increase its business partnerships and increase training offerings to business and industry. Recently, Bismarck State College entered into an agreement with Dickinson State University, 100 miles west of BSC, that will benefit students, businesses, and clients in non-credit programs. The partnership should increase accessibility to CETI’s programs and services. The partnership also will enable BSC to deliver two-year programs in the Dickinson region. BSC’s Southwest Quadrant Workforce Training Office has primary responsibility for workforce training in the southwest quadrant of North Dakota and will work collaboratively with DSU’s Strom Center of Excellence for Entrepreneurship and Innovation to provide targeted, specific, industry-driven, non-credit workforce training programs in a timely, efficient, and cost-effective manner.

To serve community residents, particularly older learners, CETI is spearheading Learning Unlimited. This membership-based program will allow participants a chance to network and explore educational and learning events with others. A rich array of short courses, field trips, discussions, and lectures will be

offered on campus and at other venues in the community. The mission of the network is to foster life-long learning and individual growth that enriches people's lives.

Bismarck State College has fostered deeper relationships with North Dakota's congressional delegation that has resulted in earmark revenue that has improved BSC in numerous ways through additional programming and building construction. In 2007, through the efforts of U.S. Senator Byron Dorgan, Bismarck State College was officially designated as the National Power Plant Operations Technology and Educational Center. Dorgan stated that the designation is "recognition of the school's cutting-edge education and training program." This designation led to funding that partially financed the construction of the National Energy Center of Excellence on campus for the delivery of energy education and other programs.

To provide greater opportunities for community residents as well as college students, BSC entered into a partnership with the city of Bismarck to locate a new aquatics and wellness center on the campus. BSC is pleased to be a part of this endeavor that will expand opportunities for wellness, fitness, and athletic competitions.

212 The culture of innovation and continuous improvement on the BSC campus helps us to select processes and targets that lead to improved performance results. Through planning and the setting of objectives, the College is able to identify targets for improvement. CETI, the Foundation, and the Alumni Association function autonomously which allows them to be flexible and prompt in responding to needs of external stakeholders.

Targets for improvement include the continuing implementation of strategies to meet current objectives. Adding co-curricular activities, improving wellness options, and continuing to seek additional revenue sources are future areas of improvement.

Processes

3P1 Bismarck State College assesses student needs with a variety of tools and processes, including the following:

- placement testing (ACT, COMPASS or Accuplacer) to analyze student academic needs
- surveys [Noel Levitz Student Satisfaction Inventory (SSI) and Community College Survey of Student Engagement (CCSSE)]
- new students are required to meet during the summer with an advisor for initial registration. They are then placed with a subject area-appropriate advisor for counseling and support.
- personal interviews with students with disabilities to coordinate appropriate learning processes
- policies for routing complaints to appropriate decision makers and systems for timely response
- data from student evaluations every semester provided to individual faculty and immediate supervisor
- external evaluations in the certifiable programs including auto technology, clinical lab technician, nursing, surgical technology, and welding programs
- experience/knowledge evaluation for possible use of Prior Learning portfolio development for students.

Once a student is established on campus (either physically or virtually), several types of surveys assist the College in keeping abreast of student needs, requirements, and satisfaction. The Noel Levitz Student Satisfaction Inventory and Community College Survey of Student Engagement (CCSSE) help us determine the degree of campus service-orientation, if processes such as registration and financial aid are working appropriately, if students are participating in the activities that are offered, and if the College is meeting their needs academically and socially. Faculty are surveyed using the Community College Faculty Survey of Student Engagement (CCFSSE) to record their perceptions of student participation and performance. Employers are surveyed to determine if graduates are meeting their expectations regarding job skills and abilities. Alumni are surveyed to determine if their education and training is meeting the requirements of their employment. Advisory committees assist in identifying job openings and placement rates to ensure there are job opportunities for the programs that are offered and to make recommendations for new courses and programs to meet emerging needs.

3P2 BSC maintains relationships with its students by means of the following:

- outreach and community-building activities including Campus Read and ArtsQuest
- general education assessment, a three-year plan for ACTive learning
- recruitment of new students with high school visits
- marketing the College programs and services at advertised presentations for adults in communities statewide
- trained counseling and advising for students, both academic and personal issues/challenges
- student representation on campus committees

- support of student organizations including Board of Governors, which represents the entire student body and plans campus-wide activities by faculty sponsors
- sponsoring and supporting student organizations including:
 - Agriculture, Technology & Natural Resources Club
 - Engineering Club
 - Energy Club
 - Multicultural Club
 - Phi Beta Lambda (PBL)
 - Phi Theta Kappa (PTK)
 - Drama Club
 - Surgical Technology Club
 - Psychology Club
 - GSA Club (Gay Straight Alliance)
 - Campus Crusade
 - Energy Club
 - Board of Governors
- Student Ambassadors
- Chronicle (weekly announcements), website, announcement marquee, flyers, emails
- services for students with disabilities
- faculty accessibility
- faculty interaction with on-campus students through discussion, eCompanion (the online resource for traditional classes), and other means
- faculty interaction with online students through threaded discussions and online chats
- both on-campus and online, including the use of threaded discussions and online chats
- an open-door policy with administrators
- data on use rates of campus services
- general education assessment
- back-to-school activities.

Providing excellent customer service is a priority of the College. BSC strives to Engage, Connect and Deliver to our stakeholders. From students' first experience, our goal is to meet and exceed their needs. Their first formal interaction is usually with admissions personnel either by our campus recruiter or through personal contact by email, mail, or phone. The admissions office provides general information including traditional brochures and catalogs or through an online newsletter, online chat, as well as tours for those who come to campus. Throughout the year, organized events for high school students are planned to introduce them to the campus and assist them in completing the forms necessary for admission. Online students have dedicated admissions personnel focused on meeting the needs of the distance education student. Financial Aid also provides information and holds workshops to help students (and parents) navigate the financial aid forms and processes.

As students progress in their coursework, faculty assess student learning including general education and program outcomes through a variety of measures. We are assessing to ensure that we are effective in achieving the goals we have set.

3P3 The College assesses other community and stakeholder needs with a variety of tools and processes including:

- administrative and faculty participation in key civic groups or industries
- administration and faculty consideration of new opportunities, based on trends of the nation or the state's economic development efforts, including energy projects, healthcare, criminal justice, military initiatives, and agriculture
- feedback from CETI (Continuing Education, Training, and Innovation) and TrainND surveys and inquiries
- regular meetings between campus administrators and local school districts
- alumni surveys
- recommendations from program advisory committees
- attending industry and academic meetings and conferences
- annual "Open House" during which a community survey is administered.

Individual departments and the Operations Council or one of their cross-functional teams are charged with reviewing relevant data, identifying opportunities for improvement, and developing either informal or formal action projects to address those opportunities. Other action projects are submitted to the Wild Endeavors (WE) Implementation Committee of the Office of Innovation for approval. Those that are not considered ready may be placed on the Wild Endeavors Blog or the WE Community Bakery for "tweaking" by members of the campus community and adoption by a Champion (individual willing to lead the project) who will develop the idea for implementation.

3P4 BSC sustains relationships with its community stakeholders through the following means:

- reviewing and complying with legislation and mandates determined by initiatives
- entering into articulation agreements with colleges and/or other agencies
- reviewing programs on a regular basis
- maintaining partnerships with other colleges (2+2 program for students to earn baccalaureate degrees on Bismarck campus)
- maintaining joint programs with other two-year colleges in the state
- holding conferences and meetings
- providing outreach activities
- offering entertainment or guest lectures that include the community
- organizing job fairs and other learning based presentations
- holding an annual "Open House" to which the community and prospective student are invited
- administering campus employee satisfaction surveys
- surveying local employers for future development needs.

3P5 BSC attempts to anticipate new stakeholders through the following means:

- strategic planning at the local, regional, and national levels
- information from administrators of CETI and TrainND (workforce training)
- referrals from current clients recommending additional agencies and businesses that could benefit from the programming that BSC supplies
- information from BSC personnel and Foundation Board members who are participants of community and education groups
- information from BSC personnel who meet regularly with school districts (Bismarck, Mandan, and surrounding areas)
- information collected directly from high schools

- partnerships with NDUS member campuses
- Foundation board members' affiliation with professional groups
- referral from legislators and congressional members
- recommendations from advisory committees and boards.

The new flattened administrative structure places responsibility for this category on the Operations Council, which reviews survey data and feedback from informal scanning, program directors, and other personnel involved in the community to determine which opportunities to address. The council is responsible for ensuring that new endeavors will not negatively impact current offerings or students. It also determines that the services provided to newly emergent stakeholder groups are aligned with the College's mission. For example, the new military initiative resulted from careful review of the proposal to provide online learning opportunities for military personnel and their families. This decision built on BSC's ten year proven ability to provide distance learning opportunities to students locally, regionally, nationally, and internationally. Careful planning determined additional resources needed, including a new administrative structure and adjunct faculty needs.

3P6 Students and other stakeholders are provided various formal and informal channels for complaints and grievances through the many surveys that are distributed including the Student Satisfaction, Employer, and Alumni surveys. Informal complaints may be placed through meetings with the appropriate department chair, administrators, or counselors. Students may also approach the Board of Governors (student government) to address complaints or concerns of a non-personal nature. In general, the policies address each complaint at the source level but provide a process for taking it to the next level if necessary. A [formal grievance and appeal process](#) is available for students should they feel the necessity to file a grievance or appeal a decision.

The [formal employee complaint process](#) conforms to NDUS policy. If the problem is not resolved to the satisfaction of the employee through the complaint process on campus, the employee may proceed with a formal grievance as outlined for staff in the Grievances/Appeal Procedures section (Section 28) of the [North Dakota University System Human Resource Policy Manual](#). Information and advice with respect to this procedure is available from the Chief Human Resources Officer and/or designee.

Bismarck State College is committed to equal opportunity and non-discrimination, as is evidenced by its [non-discrimination statement](#). If a complaint is filed with the U.S. Department of Education regarding civil rights violations, this information may be made available to accreditation and other agencies. To date, no such complaints have been logged about Bismarck State College.

BSC has no formal procedure in place for collecting, analyzing, and responding to complaints from stakeholders other than students and employees, although meetings with community groups and the open door policy of senior administration provide avenues for feedback.

BSC complies with the Clery Act and annually communicates criminal activity to the entire campus. In light of the increasing potential for violence or threatening situations, a campus wide notification system has been implemented. The entire campus community including students, faculty, and staff will be notified by email or phone with information and instructions for action, if necessary.

Results

3R1 Feedback by personal communication and regularly collected and analyzed measures of student and stakeholder satisfaction with BSC include the following:

- the Community College Survey of Student Engagement (CCSSE)
- the Student Satisfaction Inventory (SSI – Noel Levitz)
- student course evaluations
- Sophomore Survey for student perceptions of general education
- the Community College Faculty Survey of Student Engagement (CCFSSE)
- meetings with service area leaders
- Business Partners surveys
- workforce training evaluations
- employer surveys.

3R2 The Community College Survey of Student Engagement (CCSSE) is part of the NDUS accountability measures data.

CCSSE Benchmarks	Areas Above the Mean
College activities	6c. Number of written papers or reports of any length
Weekly activities	10b. Working for pay
Educational and personal growth	12c. Writing clearly and effectively 12d. Speaking clearly and effectively
Student services	13h2. Satisfaction: computer lab 13j2. Satisfaction: Transfer credit assistance 13j3. Importance: Transfer credit assistance
College experiences	14e. Transfer to a four-year college or university
CCSSE Benchmarks	CCSSE Areas Below the Mean
College activities	4g. Worked with classmates outside of class 4h. Tutored or taught other students 4i. Participated in community-based project as a part of a regular course 4m. Talked about career plans with instructor or advisor 4n. Discussed ideas with instructor outside of class 4q. Worked with instructors on activities other than coursework 4s. Had serious conversations with students of a different race or ethnicity than their own
Opinions about your school	9c. Encouraging contact among students from different economic, social or racial background 9d. Helping you cope with your non-academic responsibilities 9e. Providing the support you need to thrive socially
Weekly activities	10c. Participating in College-sponsored activities (organizations, etc.)
Educational and personal growth	12b. Acquiring job or work-related knowledge or skills 12k. Understanding people of other racial and ethnic background 12m. Contributing to the welfare of your community 12n. Developing clearer career goals

	12o. Gaining information about career opportunities
Student Services	Frequency: Job placement assistance

Figure 3.1 CCSSE benchmarks above and below the mean

It is not evident that students who indicate responses below the mean were dissatisfied with BSC; rather, their responses are statements of fact. However, experiences identified as above the mean do indicate students recognize that they have gained skills and are provided the resources necessary to succeed academically.

3R3 One of the most obvious demonstrations of a positive relationship between a student and a college is the graduation rate. For students attending two-year schools, there are many compelling reasons to transfer before completing the associate degree and graduating. Retaining students from one semester or year to the next is also a demonstration of the students’ satisfaction with the academics and services. The fall 2007 to fall 2008 retention rate at BSC is 73%.

2007 Graduation Rates (2004 Cohort)	
IPEDS – reported graduation rate	31.6%
National 2007 IPEDS – reported rate	30.9%

Figure 3.2 Graduation rates (2004 cohort)

Additionally, enrollment trends indicate continued interest in attending BSC as shown in Figure 3.3 Enrollment Trends April 2008/2009.

Enrollment Trends April 2008/2009		
	April 7, 2008	April 6, 2009
Registrar’s Office report	3549 students	3621 students
Energy Programs – Online	542 students/1797 enrollments	557 students/1920 enrollments
BAS Online*	18 students/35 enrollments	56 students/144 enrollments
* There are sixteen more students in the BAS program who are currently enrolled only in general education required courses.		

Figure 3.3 Enrollment trends

3R4 In order to meet both the continuing and emerging needs of stakeholders, assessing the outcomes of services and programs provided by BSC is essential.

Employer Satisfaction Surveys		
	BSC Mean 2004-06	NDUS Mean 2004-06
Overall, how SATISFIED are you that this employee demonstrates the qualities you would expect from a college graduate?	4.07	4.16
Overall, how SATISFIED are you with this employee’s general skills as they relate to the requirements of the job?	4.12	4.13
Overall, how SATISFIED are you with this employee’s specialized skills as they relate to the requirements of the job?	3.81	3.88
Based on your experience with the employee, how LIKELY are you to hire other graduates of this school?	4.05	4.17

Figure 3.4 Noel-Levitz Employer Satisfaction Survey

Additionally, surveys are conducted by committees, departments, and programs. The results are used to determine changes necessary for continued success. Most are locally created, and the results are maintained by the individual providers.

Faculty evaluation surveys, completed by both on-ground and online students, are reviewed by department chairs and the Dean of Academic Affairs. They become part of the permanent record of all faculty, full-time and adjuncts. Programs are evaluated, and results are reported as part of the accountability of career and technical education endeavors.

The results of workforce training evaluations are also consistently high. Based on compiled participant training evaluation forms, workforce training satisfaction levels from 2004 to 2008 from both employees and businesses has ranged from 98.0% to 99.5%.

3R5 Building relationships with stakeholders is an ongoing process. Each stakeholder is a valued asset to the College and displays support in various ways. Partnerships with business and industry continue to grow. Gifts from private donors through the Foundation totaled \$786,557 for 2007-2008 (BSC Annual Report).

Groundbreaking took place in May 2006 for BSC's National Energy Center of Excellence. The center received \$3 million in the first round of awards provided through the North Dakota Centers of Excellence for Economic Development. The National Energy Center of Excellence is dedicated to energy education on a national scale, workforce training, and continuing education. Partnerships with industry, the community, and state and federal government agencies were key to raising \$18.3 million for the completion of the NECE building in July 2008. Additionally, the Great Plains Energy Corridor Office opened in August 2008. The office will provide education and outreach services to the state's energy industry, eventually expanding to neighboring states. U.S. Senator Byron Dorgan secured funding to establish the office located in BSC's new NECE.

A new Aquatics and Wellness Center is currently under construction on the BSC campus that is the direct result of a partnership between the Bismarck Parks and Recreation Department and the College. The park department is paying for construction of the facility for which BSC provided the land. This multi-purpose indoor recreation center will provide recreational opportunities to BSC students and employees as well as community residents. The facility will include separate recreational and competitive pools, fitness and wellness space, and space for enrichment and special event programming. There will be a joint powers agreement between BSC and Bismarck Parks and Recreation providing for the management and operation of the Center.

The Bismarck Public School system has over 500 students on the BSC campus each day taking classes in career and technical programs. College and high school programs share the current technical center. The school district has broken ground this spring on a new 92,000 square foot technical center on the BSC campus. This building will more than double the classroom space devoted to CTE programs. Both college and high school programs will be offered in the current career and technical center, as well as the new one. The number of high school students expected to be on the BSC campus as a result of this expansion is expected to nearly double.

BSC began developing a two-year program in Instrumentation and Control Technology in 2008. Representatives from the energy industry requested that BSC offer the program to help meet the need

for skilled instrumentation and control technicians at North Dakota’s power plants, ethanol plants, other process plants and industrial sites.

In August 2008, BSC began offering online power plant technology and process plant technology to students at Wisconsin’s Fox Valley Technical College. The partnership with Fox Valley will help meet the needs of high-demand energy careers in Wisconsin and upper Michigan. BSC credits will transfer to Fox Valley, and students will earn associate degrees from FVTC.

In May 2008, BSC received a scholarship grant of \$597,540 from the National Science Foundation to attract students into science, technology, engineering, and mathematics fields (STEM) and to address the critical national shortage of workers in these disciplines. The grant extends through 2013 and will benefit 25 to 30 students per year.

BSC strengthens its relationships with the local community through the joint effort to build the aquatic center, to maintain the Community Bowl, and to bring community events including ArtsQuest to the Bismarck-Mandan area. Many varieties of campus events connect the College to the community.

Utilizing personal contact as the main communication system with key stakeholders, the College has not developed an instrument for measuring the results of building relationships with employers, area high schools, partnership colleges, or community leaders. But the expanded number of clients in all the programs and initiatives with which BSC is involved suggests that these stakeholders view their relationship with the College positively. Also increasing is the number of high school students enrolling in dual credit classes the College offers in collaboration with area high schools (Figure 3.5), as well as students participating in 2+2 college partnerships.

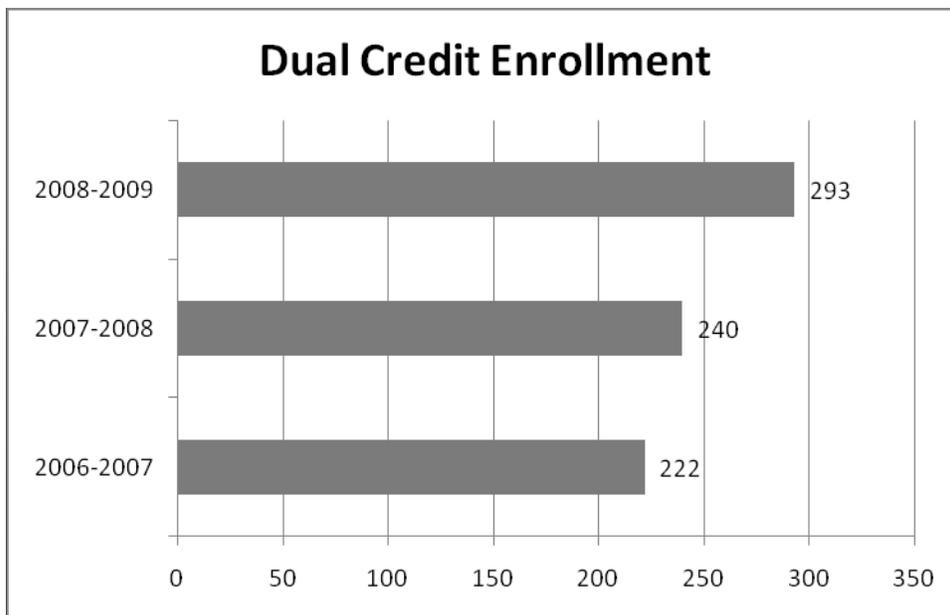


Figure 3.5 Dual credit enrollment at BSC

3R6 BSC’s most recent satisfaction survey tool to evaluate students’ overall impression of key elements of the College is the Student Satisfaction Inventory (SSI–Noel Levitz) part of the NDUS accountability measures report.

Student Reported Satisfaction March 2008						
Category	BSC Importance	BSC Satisfaction	Performance Gap	National Importance	National Satisfaction	Performance Gap
Instructional Effectiveness	6.45	5.63	0.82	6.16	5.38	0.78
Registration Effectiveness	6.36	5.57	0.79	6.14	5.39	0.75
Academic Advising	6.35	5.57	0.79	6.11	5.19	0.92
Concern for Individuals	6.31	5.53	0.78	6.07	5.21	0.86
Admissions Financial Aid	6.28	5.4	0.88	6.01	5.10	0.91
Campus Climate	6.23	5.58	0.65	5.95	5.27	0.68
Academic Services	6.22	5.83	0.39	6.03	5.42	0.61
Student Centeredness	6.21	5.65	0.56	5.96	5.34	0.62
Service Excellence	6.18	5.53	0.65	5.94	5.23	0.71
Safety and Security	6.11	5.40	0.71	5.98	4.97	1.01
Campus Support Service	5.71	5.13	0.58	5.44	4.94	0.50
Responsiveness Diversity		5.69			5.43	

Figure 3.6 Student-reported satisfaction

Compared to the nationally reported responses, BSC students have higher expectations and higher levels of satisfaction than the national standards. BSC students indicate the smallest gap between importance and satisfaction was in the area of academic services (.39) while the national performance gap was .61. At the same time, the largest performance gap at the national level was in the category of safety and security (1.01) while the performance gap in safety and security for BSC students was .71.

The Alumni Survey (see Figure 1.4) is another instrument used as part of the NDUS Accountability measures. When examining the results in all categories in comparison to scores from the other NDUS institutions as well as nationally normed data, BSC ranks higher in preparation for the graduate's current job and in quality of instruction. Of particular note are the responses to the question, "How would you rate the overall quality of instruction?" BSC alumni responded "very satisfied" (51.7%) while NDUS students indicated 34.9% and the national "very satisfied" response was only 33.4%.

Improvements

311 The Operations Council (OC) has been created to "flatten the operations of the organization and to empower employees to make decisions and solve problems." It will also help to enhance communication throughout the organization. The chair of the OC rotates among the five associate vice

presidents. The chair sits on the Executive Council and serves as a liaison between upper and middle management of the campus. The OC will provide operational leadership to the campus including, but not limited to, the following:

- recommend new policies and changes to existing policies for Executive Council (EC) approval
- recommend annual budget and other existing resource allocations for EC approval
- oversee existing programs and research new programs as identified by EC
- oversee existing resource base and initiate new resource opportunities as identified by the EC
- provide oversight of AQIP, CQI, Innovation, and other institutional effectiveness programs
- implement campus-wide strategic planning initiatives
- coordinate cross-functional teams (including staff, faculty and students, as needed) to address new campus initiatives and provide solutions to existing campus-wide challenges.

MEMBERSHIP

Permanent members:

- Associate Vice President for Academic Affairs
- Associate Vice President for Student Affairs
- Associate Vice President for Finance and Operations
- Associate Vice President for Continuing Education, Training, and Innovation
- Associate Vice President for Energy Technology Programs
- Dean of Academic Affairs
- Dean of Admissions and Enrollment Services
- Chief Buildings & Grounds Officer
- Chief Human Resources Officer
- Chief Information Officer

Rotating members (one-year term):

- Faculty Senate representative (chosen by the Senate)
- Staff Senate representative (chosen by the Senate)
- Department Chair/Program Manager representative (chosen by the chairs/PMs)

Note: Seven OC members have academic responsibilities; eight members have support/administrative responsibilities.

The AQIP Coordination Team has provided all College personnel with the opportunity to discuss challenges in the workplace and contribute to addressing those issues culminating with periodic campus conversation to engage and plan for the future. For example, the registration process is continuously reviewed to determine ways to improve. With the adoption of the PeopleSoft management system within the North Dakota University System (NDUS), [CampusConnection](#), the public face of PeopleSoft, creates an electronic repository of all student data. An AQIP action project focused on improving student advising and registration. This project required changes in our orientation process to include training for students in accessing and using CampusConnection. Sessions for families and students, focused on assisting in student success.

Accessing BSC information from the NDUS system has always been a challenge. Advances have been made to CampusConnection to allow individual campuses direct access to their data. A campus Reporting Solutions system is being developed to respond to requests for various reports. BSC recently hired several new personnel including an analyst and query developer to provide more detailed and specialized information to meet campus evaluation and planning needs.

312 BSC's committee structure flows from the flattened administrative plan and is guided by the Operations Council. The cross-functional structure of committees and teams greatly facilitates the exchange of information across campus and ensures that targets for improvement are identified through a careful examination of relevant data. After reviewing the data, each committee sets and prioritizes targets for improvement and submits descriptions of those targets in the form of formal AQIP action projects or informal action projects. AQIP action projects are decided upon through campus involvement and the strategic planning process. WE projects are approved by a WE review committee. Other projects are developed by departments and divisions following identification as a strategic initiative. Close affiliation with advisory board members and keeping current with industry needs enables us to envision future challenges and opportunities and anticipate our role in meeting students' needs.

Processes

4P1 The Human Resources (HR) office oversees and facilitates the hiring process. While providing the structure for hiring, HR works closely with all stakeholders to ensure that the appropriate credentials, skills, values, and attitudes are clearly identified. Working in conjunction with college departments and divisions, Human Resources office personnel identify the skills, credentials, education, and experience needed in a new hire. The HR office provides information gleaned from a variety of publications and resources to ascertain job qualifications, salary ranges, labor pool, and other data. As a part of the process, the job description is reviewed/updated or prepared for a new position, and a job opening announcement is written. Human Resources also ensures that North Dakota University System policies and procedures are followed, including the handling of background checks for employees with access to sensitive information, money, and buildings such as dorms, apartments, and similar facilities.

4P2 Job applicants are required to submit a letter of application, an application form, a résumé, and transcripts, as required. For faculty positions, a philosophy of teaching statement is required, as is a teaching demonstration. Job applications are received in the Human Resources office.

An initial screening of the applications received is undertaken by Human Resources personnel who determine which applicants meet the minimum qualifications. Further screening is completed by personnel in the departments or divisions that are hiring the new employee.

As a result of the two-stage screening process, the best available applicants are selected for interviews. Each full-time opening has an assigned interview committee. This committee evaluates candidates' responses and assesses the interviews and application information to make a decision on the top 1-2 candidates. Reference checks are conducted on the top candidate(s). Upon completion of the reference checks, the interview committee selects the most qualified individual for the job. There is a six month probationary period for new staff and a six year probationary tenure process for tenure track faculty.

4P3 BSC recruits, hires, and retains individuals through a careful and thorough process designed to attract and retain the best employees possible.

Recruitment for employees occurs internally and externally. For external recruitment, Bismarck State College places advertisements in local, state, regional, and national newspapers and publications. Online recruiting is used whenever possible. BSC's [job listing website](#) provides information to potential candidates for campus positions.

Recruiting and hiring well-qualified employees is not enough. Having retention practices in place that can help the College keep good employees is also essential. This is especially critical in a state with limited population, as the competition for employees is keen.

There is an excellent benefit package at Bismarck State, which is an effective tool in attracting and retaining employees. Two retirement plans are available: the North Dakota Public Employees

Retirement System (NDPERS) plan for staff, and TIAA/CREF retirement plan for faculty and administration. In addition, a fully employer-paid health insurance plan is available for families or singles. Employees accrue annual leave, sick leave, and family sick leave. Other retention mechanisms are described on the document [Benefits and Work Life at BSC](#) available on the Human Resources website.

In addition to the retention methods above, the [Bismarck State College Foundation](#) provides recognition and a financial award to employees through the Faculty and Staff Awards for Excellence that yearly recognizes exemplary employees. Employees also receive Years of Service awards from the Foundation.

The Foundation also provides other benefits to BSC employees, including:

- the Jack Fellowship, a substantial award that is usually given annually to a deserving employee who has a plan to complete a degree or take part in a learning experience
- tuition scholarships in the amounts of \$1000 or \$2000 that are provided to spouses, domestic partners and/or children of benefited BSC employees
- the opportunity for benefited employees to enroll in 3 BSC and/or other NDUS college or university classes per calendar year.

4P4 BSC has a formal orientation process which includes a meeting with human resources and payroll personnel. Each new employee receives an orientation packet that includes information about the campus. The strategic plan, which includes the vision, mission, and values, is provided to all new employees. Since the plan is an integral part of the campus, employees are frequently exposed to the values and mission of the College. All employees spend a day with HR personnel in reviewing campus information. Employees also tour the campus to become familiar with the buildings and employees.

New employees, both faculty and staff, also are invited to an informal lunch with the President and the executive council. During the lunch everyone in attendance has a chance to share a little about themselves. In this manner, new employees meet the president and vice presidents. The President has the opportunity to state his support for the College's commitment to innovation, continuous quality improvement, the strategic plan, and various strategic initiatives.

New faculty members are assigned a mentor for their first year of employment. The mentor meets regularly with the new faculty member, visits his/her classes, and provides helpful feedback. The mentor also helps the mentee learn more about the campus culture, organizational structure, and campus procedures. Mentors perform an important role in making new faculty members feel welcome and at home on the BSC campus. In addition, mentors help the new faculty member in developing lesson plans, teaching materials, and syllabi.

During their first academic year, new faculty are required to attend a series of Faculty Development Workshops hosted by the Dean of Academic Affairs. These workshops feature a variety of topics. Though the topics may vary somewhat from year to year, they typically include aspects of classroom management, assessment of learning, use of instructional technology, online course development, advising, and others.

4P5 The Human Resources office annually monitors data indicators that would impact on personnel changes, such as the number of early retirement requests from faculty and administrators, and

employee turnover rates. The age and service of employees is also monitored to see what employment needs will likely arise in the future. Through the use of employment projections, state demographics, labor market information, and business and industry development, College leaders obtain a view of the events and trends that will impact personnel needs.

The North Dakota University System and Bismarck State College planning processes are essential for noting changes in personnel qualifications, curriculum changes, and industry needs. BSC's planning includes informal environmental scanning to note trends in all areas, including personnel changes. Through strategic planning, the College can determine new program development opportunities and the corresponding requirements for faculty. Enrollment growth, student needs, and technology advances are important indicators that personnel changes may be in order.

4P6 The organizational structure delineates the departments and divisions of the College.

Departmental meetings of academic and administrative units are held regularly. There is a structured process in place for employee performance evaluations that allows the supervisor and the employee to discuss concerns, to provide feedback, offer advice, and clarify expectations.

The department review process helps academic departments to analyze and assess their departments. This review illuminates areas of concern, faculty and department needs, and provides an opportunity for the faculty members to discuss and implement improvements, as needed.

The College is making strides in flattening decision-making processes and allowing for more cross-functional teams. The Operations Council (OC) is a highly visible outcome of the flattening process designed to move day-to-day decision-making to the lowest appropriate level. This movement is specifically designed to give employees more voice and empowerment in the performance of their jobs. The visual display below presents BSC's perception of the flattened operational structure with the Operations Council at the center of day-to-day operations and the President and Executive Council serving as the campus foundation.

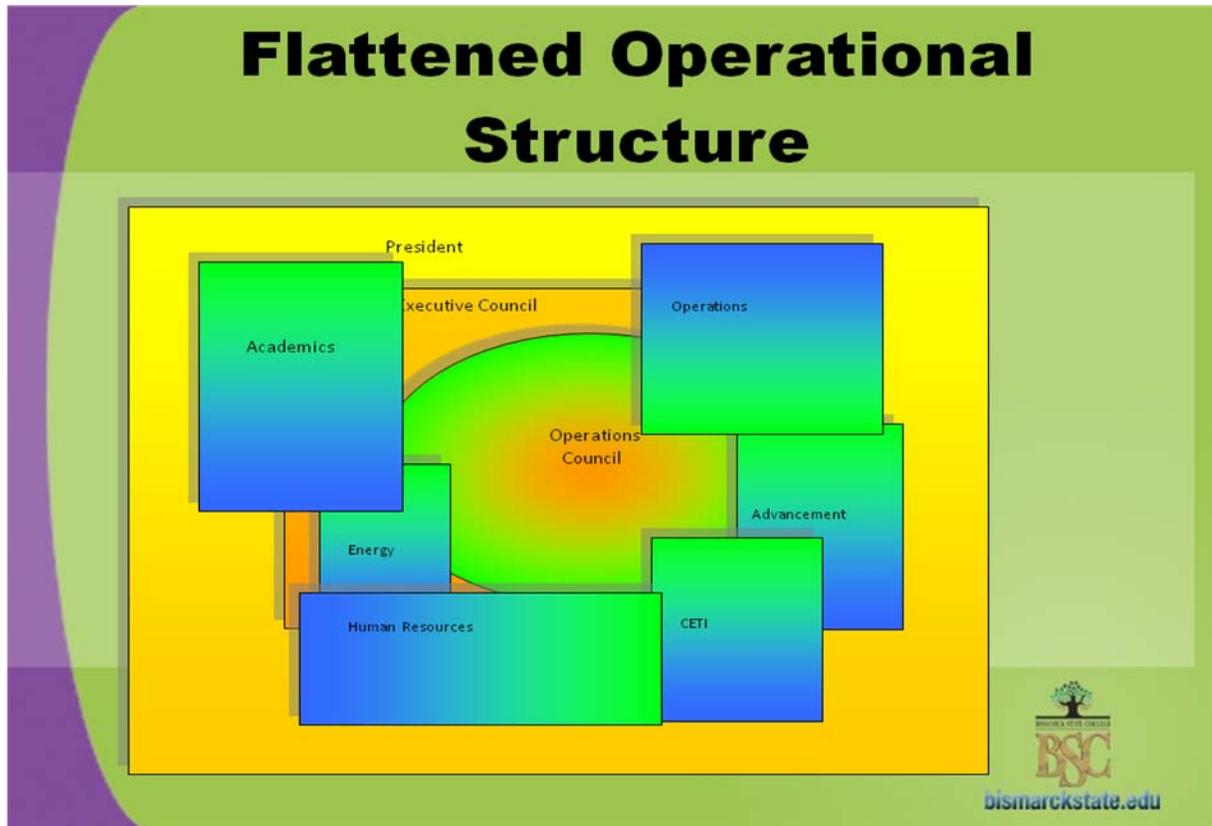


Figure 4.1 BSC's flattened operational structure

The OC has surveyed employees to identify a baseline in areas such as satisfaction with campus communication, input into decision-making, and campus support for new ideas. Continuous quality improvement facilitators are often used with teams as they develop plans for projects and implement new ideas. The strategic planning retreat is another avenue for discussion of employee satisfaction and work activities.

Employees are surveyed for their opinions on issues, such as campus communications, and improving employee satisfaction. The Staff Senate, Faculty Senate, action project teams, and committees all provide employees a venue for voice and action. Focus groups on innovation, colors training (based on personality traits), and workforce needs are held periodically.

4P7 Employees of the College are made aware of the mission and values of the institution from their initial orientation upon hiring and through ongoing training and development. [College policies](#) are in place and readily available that outline ethical expectations for all campus employees. These policies include:

- Consensual Relationships
- Network Usage Policy
- Conflict of Interest.

Mandatory policies reviewed annually in employees' performance evaluations include:

- Drug-free workplace

- Harassment
- Harassment complaint
- Security and Workforce Violence
- Computer facilities use.

The performance appraisal form evaluates employees' adherence to institutional values. BSC has a consistent practice that reaffirms dedicated adherence to ethical and legal standards relating to sexual harassment, hostile work environment, illegal actions, and others.

An academic ethics workshop session is presented annually for new faculty and is open to all other faculty, as well. Faculty development activities have included sessions on ethical issues and behavior.

4P8 Standard training and development needs are identified through performance evaluations. A survey from Business Partners, a program that provides faculty and staff training, gives employees the opportunity to request needed training options.

New campus initiatives or technology changes often necessitate training. A new presidential emphasis on innovation, for example, prompted innovation training for employees, just as our entrance to AQIP has required training on continuous improvement.

Training needs are determined through the strategic planning and budgeting process. Review of positions, academic department review, and divisional review also serve to point out needed training. Required funding is identified and placed in the appropriate budget(s).

4P9 The campus environment promotes many opportunities for training and development. Professional development activities are provided to faculty during the faculty development in-service days. These sessions focus on campus processes, as well as pedagogy and other educational issues. Staff members are provided numerous opportunities for development and training, some conducted by human resources staff, Staff Senate, or individual departments. Ongoing technical training options exist through [Business Partners](#), distance education, and information technology.

Memberships to professional organizations are paid by the College, and publication subscriptions are paid so that faculty and staff can stay abreast of happenings in the world of education. Faculty and staff are able to participate in conferences, seminars, and workshops both in the state or out-of-state.

Employees can avail themselves of the [tuition waiver benefit](#) that enables them to take classes within the North Dakota University System.

The Jack Fellowship offers a substantial, usually annual, award for an employee to complete a degree or take part in specialized training. Started in 1999 with a donation of \$250,000, the fellowship has been awarded to eight employees.

The faculty mentoring program is invaluable in helping faculty members acclimate to BSC through educational sessions and the assistance of a faculty member.

Regardless of the length of time an individual has been employed at BSC, there are always many avenues to pursue for training and professional development. To reinforce training, employees are required to attend some meetings and professional development activities. Employees are given time to attend training activities, as needed. For faculty members, Career and Technical Education certification and requisite degrees must be acquired in a specific amount of time.

Professional development participation is assessed as a part of performance evaluations. All employees are expected to keep up-to-date and knowledgeable about their jobs and the campus.

4P10 Benefited employees are evaluated annually as required by North Dakota University System policy 604.3. The objective of employee evaluations is to ensure quality instruction, effective institutional processes, and the retention and job satisfaction of all employees. Every staff member prepares an input form that enumerates major accomplishments and activities, reviews and determines new goals, and identifies improvement areas and training needs. The input form is used during the employee performance appraisal and becomes a part of the employee's personnel file.

The staff evaluation form is reviewed every three years, and the faculty evaluation form is designed and reviewed, as needed, by the Faculty Senate. Students evaluate their instructors and their classes. These student evaluations become a part of the faculty evaluation process.

All full-time faculty are evaluated annually through a three-part process. The evaluator (a peer, the department chair, or the dean) completes a performance appraisal after a class visitation. The students of the class also fill out an evaluation form assessing the teacher's performance. Each faculty member completes a self-evaluation as part of the evaluation process.

The evaluation of adjunct faculty is similar in that a new adjunct is evaluated the first two semesters of his/her first year of employment and then as deemed necessary by the department chair. Adjunct evaluations follow the same three-part process.

Continuing Education, Training, and Innovation has its students and participants complete evaluations of non-credit instructors, courses, and training. The satisfaction rating was 98% this year, as it has been in the past. Workforce training evaluations of client and participant satisfaction must be reported to the legislature regularly. Clients report a 99% satisfaction rating for workforce training activities.

4P11 A variety of recognition activities occur throughout the year. Each year Faculty Achievement Awards, Staff Achievement Awards, and Adjunct Faculty Achievement Awards are given to deserving employees. BSC employees and students nominate individuals for these awards, which also include a monetary benefit. Service awards are also given to employees at five year increments.

Throughout the year, employees can nominate faculty and staff for You Make a Difference awards. These awards recognize the people for the extra things they do in the performance of their jobs or for campus service.

The College's compensation package and award system supports BSC's value on people and the objective to increase retention of employees.

4P12 BSC uses a variety of methods to determine key issues related to motivation of employees. Informal day-to-day conversations can yield information about employee motivation, as can more structured activities such as department and committee meetings.

In addition to the informal gathering of information, BSC administers the Campus Quality Survey to assess the level of employee satisfaction with the campus and with individual jobs. This survey has been conducted biennially since 2002. The results of the survey are reviewed by the executive council and are shared with employees. From time to time, locally developed surveys, such as one on campus communication, are used to ascertain satisfaction in specific areas.

The HERI faculty survey is administered to faculty to measure satisfaction with their profession and with various aspects of employment at BSC. The HERI Faculty Survey provides information about the attitudes, experiences, concerns, job satisfaction, workload, teaching practices, and professional activities of college faculty and administrators. Information resulting from the survey can be used to improve faculty development programs, develop plans and policies, and improve the educational experiences of students.

In the hiring and performance appraisal process, employees are asked what motivates them in their employment. Training sessions on generational differences and personality traits provide clues as to the things that motivate individuals or groups of individuals.

4P13 Much is in place that helps us provide for and evaluate employee satisfaction, health and safety, and well-being. The Campus Quality Survey is an important tool that measures employee satisfaction. In addition, other campus surveys are conducted, as needed, to determine employee satisfaction and to solicit suggestions for improvement.

BSC is committed to providing a safe environment for students, visitors, and employees. The College has enacted policies designed to protect everyone on campus. With the increased number of hostile incidents taking place on college campuses, the North Dakota University System and Bismarck State College have taken significant measures to ensure safety and security, as much as possible. An emergency response system and [Notifind](#) provides a mechanism and process for notifying students and employees about potential or occurring threats. These systems outline procedures to follow that offer the best chance of protecting individuals on campus. All employees receive an [emergency procedure manual](#). In addition, the College has hired more security help and now has two full-time security officers and a part-time officer. If an accident of any kind occurs on campus, a campus incident report is filed with Risk Management and appropriate actions are taken.

Concern for employees' health and well-being is demonstrated by a number of programs that are available. The Bismarck State College Healthy Campus Committee offers special health-related events and activities in which employees can participate. Similarly, North Dakota Public [Employees Retirement System](#) provides information through its wellness program. Employees also have access to the Employee Assistance Program, offered in conjunction with a local hospital.

Employees can stay in shape at the campus exercise room or can take advantage of a reduced membership at the YMCA. Health related enrichment credit and non-credit classes are also available.

Results

4R1 Measures that are collected include the Campus Quality Survey that evaluates employee satisfaction. The Community College Faculty Survey of Student Engagement is used to gauge our faculty members' perceptions of the level of student engagement on campus. Simple opinion surveys are frequently used to identify employee opinions and perceptions on various issues. Employees participate in AQIP conversations and a variety of decision-making opportunities.

The Higher Education Research Institute (HERI) survey is administered to faculty in the North Dakota University System on a regular basis. This survey provides information about the attitudes, workload, job satisfaction, concerns, and other factors that impact the lives of faculty members. Faculty expressed high levels of satisfaction in the following areas:

- competency of colleagues
- job security
- health benefits
- retirement benefits
- freedom to determine course content
- autonomy and independence
- course assignments
- professional relationships with other faculty
- relationships with administration.

Through the annual performance appraisal process, we collect measures of employee satisfaction and needs. Supervisors analyze this information to make changes that help employees realize their potential and recognize their valuable contributions to the College.

4R2 The Campus Quality Survey shows that employees are substantially more satisfied than they were just two years ago. A comparison of the employee responses from the 2006 survey and the 2008 survey shows that the combined percentage of *satisfied* and *very satisfied* employees increased from 78% to 88%. *Neutral* responses decreased from 12% to 5%, and the percentage of employees indicating that they were *not satisfied at all* decreased from 9% to 7%.

However, the Campus Quality Survey indicates that the Employee Training and Recognition category has the largest performance gap (0.889) between *how it should be* and *how it is* than the other seven categories measured. The survey items with the ten largest gaps include two that directly relate to Valuing People:

- Employees are rewarded for outstanding job performance with a performance gap of 1.504
- Processes for selecting, orienting, training, empowering, and recognizing employees are carefully planned with a performance gap of 1.208.

The health benefits usage report and employee assistance program reports demonstrate the use and importance of benefits to College personnel.

The results of the HERI survey for faculty indicate that 79% of the BSC faculty would still want to teach at BSC if they were to begin their career again. The survey results show that BSC faculty responses were fairly typical of faculty members at other two-year colleges.

Employees participate in training events, educational waivers, the Jack Fellowship, scholarships, and family tuition assistance.

The BSC Jack Fellowship Program has been established to fund sabbatical leaves for a Bismarck State College employee to engage in an educational experience that ultimately benefits BSC and the students it serves. The Fellowship is intended to partially underwrite the salary and/or expenses of the employee during the sabbatical. Each Fellowship will be a monetary award of up to \$25,000 to be used to enhance the recipient's professional performance. To date, five employees of the eight who have received the award completed degrees. One person did not complete the fellowship; two employees are in the process of finishing their degree programs.

Benefited employees are allowed to enroll in 3 BSC and/or other NDUS college or university classes per calendar year. Over the last five years, 72 employees have benefited from the tuition waivers; the tuition waived during that period totals \$54,753.07.

From 2007-2009, 35 family scholarships were provided to family members of employees and 271 BSC employees took a class through the Business Partners, a collaboration with businesses to provide business training to community employees.

The faculty mentoring program demonstrates to new faculty how important they are to the campus and that BSC wants them to be successful in their new positions. Since 2004, 62 newly hired faculty have participated in the mentoring and orientation program. Of those who have participated, 10 have left their positions at the College. Three of the ten left for employment elsewhere, and the remainder left BSC because of illness, non-renewal, for further education, or program closing.

4R3 Bismarck State College has experienced enrollment growth in recent years. This growth is due, in large part, to employee productivity and effectiveness. Employees work hard to recruit students, develop needed academic and support programs, provide a challenging curriculum, and offer socialization opportunities. As a result of growing enrollment, more employees have been hired. Full-time employees now number over 300.

4R4 The Campus Quality Survey shows how BSC compares with other colleges in the North Dakota University System and with other two-year colleges in the country. The Campus Quality Survey measures performance gaps between *how it is now* and *how it should be*. The 2008 Bismarck State College survey reflects performance gaps below the Two-Year National Norm in all eight of the quality improvement categories. The table below shows the performance gaps for the North Dakota University System and BSC in comparison to the norm for Two-year Colleges nationally. A smaller performance gap indicates greater satisfaction.

Quality Category	NDUS Overall	BSC	Two-year Colleges National Norm
Employee Training and Recognition	1.215	0.889	1.325
Top Management Leadership and Support	1.094	0.767	1.203
Measurement and Analysis	1.029	0.790	1.069
Quality/Productivity Improvement Results	1.025	0.747	1.089
Employee Empowerment and Teamwork	1.022	0.652	1.148
Quality Assurance	0.952	0.736	1.080
Strategic Quality Planning	0.932	0.642	1.203
Customer Focus	0.919	0.729	1.016

Figure 4.2 Campus Quality Survey

Improvements

411 A Recruitment and Retention Management plan was recently developed that focuses on a variety of methods to recruit and retain good employees. Bismarck State College recognizes that the recruitment and retention of employees is critically important as the baby boomer generation retires in large numbers in upcoming years. The plan will be instrumental in recruiting good employees, valuing them on campus, and retaining them. Some of the plan’s suggestions for recruitment include improving advertising and marketing strategies and using more flexible salary ranges when hiring. Retention plans include continuing efforts to increase salaries and manage workload, increasing employee recognition, and offering a variety of employee perquisites.

An innovation project (the Big “I” WE) is also underway that is focusing on the retention of employees. This project was initiated as a result of strategic planning that identified the need for developing a major project to improve retention. A cross-functional team met throughout the year to develop the project recently unveiled to the campus.

As part of their deliberations, the team researched literature in the field of human resources and found that healthy work environments impact employee morale and maximize productivity. One component of a motivating work environment is the actual physical layout of an office. Employees should be given a workspace they can call their own. Whether it’s an office, cubicle, or even a desk in open space, the literature indicates there should be a high level of importance placed on helping employees foster a sense of “place” at the company. Not only is it important to assist employees in making their “space” their own, the workspace can contribute to performance, and good performance requires an individual to be innovative on a day to day basis.

This Big “I” WE project, titled [Spinning Spaces-Smiling Faces](#), is the starting point of transforming the entire campus to visually “say” we are committed to a motivating work environment that fosters innovation. The project is more than changing one person’s office; it is about changing the entire campus ambiance in alignment with other strategies taking place to embed innovation as part of the culture.

Anticipated outcomes of this project include:

- creating visual “experiences” for employees and students
- demonstrating BSC’s vision of being a national model for innovation
- campus and community engagement and involvement
- sharing the College’s story of transformation through Spinning Spaces-Smiling Faces (SSSF) website, Prairie Public TV, and national television broadcasting
- demonstrating commitment to being creative and innovative, and creating exceptional experiences in our daily activities
- incorporating a commitment to being a “green” organization.

The impact of this project extends beyond the anticipated outcomes mentioned above.

In 2008-2009, all departments on campus participated in an intensive review of staff positions in an effort to reassess positions, improve functions and processes, and to capitalize on the strengths and talents of individuals. The position review has led to a number of departmental structure changes and has streamlined and improved processes.

As a part of budgeting deliberations in spring 2009, the need to raise faculty pay, both for full-time and adjuncts was cited as critical. It was approved that substantial increases in salary for faculty be given for the next academic year. Additionally, significant increases were approved for overload pay, extended contracts, and special duty pay.

412 When BSC’s new College president was hired two years ago, one of his goals was to promote a flatter campus in which decision-making is made by the employees most closely involved with an issue. The flat campus concept empowers all employees to set improvement goals and work toward achieving them.

An Operations Council was formed to oversee many day-to-day campus functions and activities. The council works closely with employees and serves as a resource and support to them. The campus focus on continuous quality improvement encourages everyone to look for ways to improve processes and implement innovations. The Office of Innovation supports innovative and creative projects that will help the College meet its goal of becoming a national model for innovative education. Suggestions for innovation are solicited from all employees and published on the Wild Endeavor blog.

Targets for improvement for Valuing People include:

- the full implementation of the Recruitment and Retention plan
- implementation of the Spinning Spaces-Smiling Faces project
- increasing satisfaction in the area of employee training and recognition.

Processes

5P1 Our mission and values are, to a large extent, determined by the fact that Bismarck State College is a community college and, as such, espouses the mission and values normally ascribed to a community college. Like other community colleges, we provide technical and transfer education to students with a wide variety of backgrounds, ages, abilities, needs, desires, and goals. In addition, we provide workforce training and serve community, business, and industry needs. We strive to be flexible, accessible, affordable, and committed to a high quality educational experience. In other words, the very broad mission that is the community college belongs to BSC, as well.

In addition to the mission that community colleges share, BSC also must operate within the boundaries of the mission and values set by the North Dakota University System. It must adhere to the guidelines and regulations set by the NDUS. As a community college in the System, BSC is expected to provide educational opportunities that match the needs of an educational system serving the entire state. Our president, working with other University System presidents and the Board of Higher Education, sets goals for BSC that fit within the overall mission of the System. While the colleges are allowed substantial freedom in charting a course, all colleges, including BSC, must work for what is best for post-secondary education in North Dakota, system-wide.

Within the parameters set by the nature of community colleges and the NDUS, Bismarck State College works with its campus leaders to define the mission and values of the institution that mesh with other System colleges. Through a strategic planning process, the mission and values unique to BSC are defined. Feedback is requested from all campus members before a final decision on the mission and values is made. In this way, approval is widespread across the campus. Annually, the mission and values are reviewed, modified, if necessary, and presented to the campus again. This process keeps the campus focused on its mission and values, thus ensuring that the College is in sync with the North Dakota University System, and with the values and mission of community colleges across the country.

5P2 Bismarck State College is guided by its mission, vision, values, and commitment to high performance. It is aligned with the North Dakota University System and united in NDUS' purpose of providing a high quality post-secondary educational system to the residents of North Dakota.

Directions for the campus are set through an effective strategic planning system that assures its strategies are aligned with the core mission of the College—to offer high quality education, workforce training, and enrichment programs in an environment of innovation. The College is committed to engaging, connecting, and delivering the best education possible for students. The College vision and values are developed from the analysis of performance, student success, student and stakeholder satisfaction, and a review of the external environment.

BSC aligns its strategies/initiatives with the nine AQIP categories and College-defined objectives. Strategies and initiatives are put forward by all administrative and operational units. The College's planning activities are linked to NDUS and reported to the NDUS office annually.

The Executive Council, headed by the President, has overall responsibility and leadership for the implementation of the strategic plan, while the Operations Council oversees many of the ongoing activities. In our flattened campus environment, each department takes on the day-by-day duties of meeting the outcomes of the various strategies or initiatives under its control.

Institutional directions are determined through a multi-step process that requires broad campus involvement.

Step	Activity	General Outcomes
1	Information Gathering (e.g., informal environmental scanning, satisfaction surveys, advisory committees, student focus groups, etc.)	Understanding of current opportunities and threats facing BSC; understanding of student, employee and other stakeholder needs and perceptions
2	Strategic Planning	Specific mission and goals for the near future, clearly aligned with NDUS and the Higher Education Roundtable
3.	Development of Initiatives	Specific initiatives and plans for implementation that will achieve institutional objectives.
4.	Operational Planning and Budgeting	Annual plan of activities and allocation of resources to meet the overall strategic plan.

Figure 5.1 Determining institutional directions

5P3 As institutional directions are set, student and stakeholder needs are identified to the College (see category two, Accomplishing Other Distinctive Objectives) and are taken into account. 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. This contact happens most frequently through technical advisory committees that meet regularly with program managers, department chairs, and faculty. At these meetings information is shared between business leaders and members of the campus regarding the directions of the campus.

Various surveys of students, employers, alumni, and community members 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.

On campus, the Faculty Senate has representatives on the Operations Council who report to the full Senate; the Faculty Senate president meets with the BSC president on a monthly basis to exchange feedback. The Board of Governors, the student body governing board, holds regular meetings with the BSC president to discuss its impression of the College’s directions.

These various communication processes help to ensure that the College is aware of the needs and expectations of all stakeholders.

5P4 Campus leaders and all employees of the College have a responsibility to seek future opportunities that will enhance student learning. The College uses a variety of ways to detect what those opportunities might be, including monitoring the internal and external environments and fostering collaborative partnerships.

Internal conditions, such as student enrollment, retention, placement, and student demographics are monitored regularly to identify opportunities for the College that will enhance student learning. Satisfaction with student services, residence life, and advising offers insight into the needs of students that can be addressed by the College.

External conditions, too, are reviewed. New business development, economic conditions, and shifting demographics, offer clues as to how the College can respond to changing needs. Environmental scanning and interactions with business and industry are used to identify potential programs for delivery to students. Strategic and operational planning is used to develop and implement appropriate programs that fit the mission of BSC and fall within the available human and financial resources.

To support the current programs and curricula, and to fund, develop, and implement new offerings, leadership actively promotes the building of connections with key external stakeholders ranging from legislators and leaders in business and industry to accreditation and oversight agencies. Top management works with political leaders to provide adequate funding for BSC. Private and federal grants are actively pursued by employees in the BSC Office of Resource Development.

Collaborative arrangements with other higher education institutions are valuable in helping BSC determine the opportunity for the development of courses and programs. Advice from business partners and advisory committees helps to keep the College aware of changing workforce needs of industry.

Through these methods campus leaders can keep abreast of future forces that may impact the College in significant ways. Grants for new programs and for student scholarships offer students new opportunities in education. The monitoring of internal conditions recently led to the development of a student advising center, a long-needed improvement. A shift in student demographics fueled a need to develop new markets and led to the active marketing and recruitment of military students. Through observing external conditions, campus leaders pinpointed a need to more effectively recruit and retain quality employees.

5P5 Bismarck State College uses a traditional organizational structure but has also developed an innovative operational structure to deal with decision-making and implementation of new or revised procedures and processes.

The organizational structure is traditional in order to facilitate the budgetary and personnel issues faced by all organizations. Managers need to be identified and held accountable for the appropriate use of funds. Employees need to be supervised and supported if they are to be effective in their jobs.

Our innovative operational structure moves the day-to-day decision-making to the lowest appropriate levels whenever possible. Employees are encouraged and empowered to make the decisions needed to best serve our students and other stakeholders. We attempt to reduce the number of times a student needs to be referred to another employee to be helped or to have a question answered.

Cross-functional teams, a commitment to teamwork, and the destruction of a “silo” mentality have been guideposts on campus. We establish cross-functional teams to review processes and develop improved responses. Stakeholders from affected areas serve on the team and all are given opportunity for input into both the decisions as well as implementation processes. In recent years, BSC has increased the use

of cross-functional teams to address specific issues that cut across several areas of campus, both for planning and for implementation purposes. This change has improved efforts to gather input from all affected areas and has reduced, though not entirely solved, communication problems.

The Operations Council (OC) serves as the central cross-functional team. Its members include the associate vice presidents, deans, chiefs, directors, and representatives from department chairs, faculty senate, and staff senate. The OC meets bimonthly to exchange information and to oversee the day-to-day operations of the campus. By having representatives from academics, student services, human resources, information technology, buildings and grounds, etc. on the OC, planning and implementation have improved because of better communication and participation from affected areas.

5P6 Decisions at BSC are generally 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. Administration identifies new programs, major new initiatives, and areas of strategic focus.

Leaders use a number of sources of information for decision-making. There are differences within divisions and departments on the types of information used and the frequency with which the information is collected and analyzed, so there is room for improvement in this area. We are attempting to develop a web-based dashboard of key metrics to improve transparency and to provide a basis for data-driven decision-making. In addition, we have recently been able to develop a database that should serve managers interested in developing data.

The table below summarizes major sources of information and various users.

Organizational Unit	Regularly Used Information Sources
President and VP's	Financial Indicators (see Category 6 for more details) <ul style="list-style-type: none"> • Tuition income • State appropriations • Utility and other fixed expenses • Maintenance and replacement cycles for buildings, educational equipment, etc. Academic Indicators (See Category 1 for more details) <ul style="list-style-type: none"> • Enrollment reports and credit hour production • Headcount and FTE • Numbers of new and continuing programs • Changes in enrollments in specific areas • Numbers of applications • Numbers of returning students • Numbers of graduates • Student and employee satisfaction levels Community and Industry Indicators (See Category 2 for more details) <ul style="list-style-type: none"> • Requests for services from local, state, regional, national partners • Community awareness and support of BSC
Academic Departments	<ul style="list-style-type: none"> • Student enrollments

	<ul style="list-style-type: none"> • Student evaluations of faculty • Student placement • Student satisfaction • Advisory committee input
Student Services	<p>Admissions, Financial Aid, and Student Records</p> <ul style="list-style-type: none"> • Requests for information • Applications • Academic progress • Financial Aid • Graduates • Student satisfaction • Availability and distribution of financial aid resources <p>Student Development and Student Life</p> <ul style="list-style-type: none"> • Requests for special services (tutoring, physical disabilities, learning issues, etc.) • Residence halls • Participation on Board of Governors
Auxiliary Services	<p>Bookstore</p> <ul style="list-style-type: none"> • Requests for texts and other learning materials • Text sales and rentals • Text buybacks <p>Food Service</p> <ul style="list-style-type: none"> • Revenue generated • Student contracts <p>Grounds and Maintenance:</p> <ul style="list-style-type: none"> • Track work orders • Maintenance schedules

Figure 5.2 Information sources

5P7 While communication continues to be an area where we feel improvements can be made, we have made a number of decisions that should help provide timely and appropriate exchanges of information across campus. As noted elsewhere, we have implemented an Operations Council, several blogs, use email and other electronic messages. BSC, as part of the North Dakota University System, is a partner in using Notifind to reach students and employees in cases of emergency.

Campus communication is hampered more by the volume and amount of communicated information than by the quality and content of the information. Oftentimes, the overabundance of information has made it difficult to ensure that important communications are received by those who need the information. The following table shows the variety of communication methods employed on the campus.

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
Campus Alignment Plan and Report	Annually	Electronic	Submitted to NDUS to show alignment of the campus with NDUS goals
Emails	As needed	Electronic	Provide pertinent information about specific campus issues
Enrollment reports	Each semester	Print; electronic	Enrollment figures
Faculty in-service events	Annually	Oral	Campus updates and faculty development
Annual report	Annually	Print; electronic	Accomplishments and financial report for the fiscal year

Figure 5.3 Communication methods on campus

5P8 Leaders communicate a shared mission, vision, and values in the following ways:

Mission, Vision, Values Components	Communication Avenues
Institutional Directions and Opportunities	<ul style="list-style-type: none"> • Involvement of employees in strategic and operational planning as well as development of Mission, Vision, and Goals statements
Learning	<ul style="list-style-type: none"> • Faculty Mentoring Program • Faculty Development Days
Continuous Improvement	<ul style="list-style-type: none"> • AQIP Coordination Team • CQI training • CQI Facilitators
Ethics and Equity	<ul style="list-style-type: none"> • Values statements placed in the catalog, in the strategic plan, on the website, and in

	the annual performance evaluation for staff
Social Responsibilities	<ul style="list-style-type: none"> • Service learning opportunities • Diversity-starred courses • Student governance • Student organizations for leadership
Community Service and Involvement	<ul style="list-style-type: none"> • Support for and involvement in Arts Quest and other artistic endeavors throughout the year • Campus Read • Memberships in service organizations for campus leaders • Interaction with community leaders, businesses, and industry in program advisory committees and through involvement with Chamber of Commerce and Bismarck-Mandan Development Association • Innovation projects

Figure 5.4 Communication avenues for mission, vision, values

5P9 BSC recognizes that leadership consists of a complex union of skills, knowledge, and talents that need to be developed and nurtured to be effective. While employees in higher education tend to be well-educated, many are asked to step into leadership roles with little formal training or experience. BSC actively develops leadership talent on campus in the following formal and informal ways.

Activities	Formal or Informal	New or Potential Leaders	Established Leaders
Participation in Bismarck-Mandan Chamber Leadership Class	Formal	✓	
Department chairs attend National Chair Academy annual meetings	Formal	✓	✓
Leadership training by HR	Formal	✓	✓
Mentoring by supervisors	Informal	✓	✓
Attendance at appropriate professional development activities	Informal	✓	✓

Figure 5.5 Methods of developing leadership

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 NDUS mission and values.

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, and represent a critical link between the faculty and management. 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

Results

5R1 Bismarck State College uses nationally normed surveys such as the Noel-Levitz Campus Quality Survey and the HERI survey to gather data on employee perceptions of leadership qualities and effectiveness, as well as campus communication issues.

BSC also uses internally developed surveys to develop data on these important areas. For example, the [Operations Council](#) survey on communications given to staff last June and to faculty in late August or early September has been used to establish a baseline.

BSC uses AQIP mini-conversation days to provide employees opportunities for input and to express their opinions regarding campus leadership and communication issues.

Faculty development days prior to the first day of classes in the fall have also been consistently used by Faculty Senate and others to gather faculty input on a variety of issues.

5R2 The new Operations Council (described below in 5I1) was formed and conducted surveys on:

- recruitment and retention
- cross functional duties
- communication.

Recruitment and Retention Survey

The recruitment and retention survey requested that BSC employees identify what BSC could do to make it one of the top employers in the nation. The results were compiled by generational groups into five main categories:

- higher salaries
- flexibility
- more employees/positions to handle increased growth and workload
- more support for employees
- improved communication.

The generational groups included:

- traditionalists (ages 66-83) 4% of the BSC employees
- boomers (ages 48-65) 47% of employees

- generation X (ages 27-47) 45% of employees
- millennials (ages 7-26) 4% of employees.

All the generational groups indicated a desire for more flexibility at work, such as four day work weeks, more telecommuting options, and flexible working hours. In general, traditionalists and the boomer employees responded similarly in the other categories, as well, but had some variance with communication. Boomers expressed a desire for more involvement in decision-making, the need for a way to voice opinions anonymously, and the need to use multiple approaches for sharing information. Boomer and traditional employees agreed that BSC should encourage think tank discussions within departments and increase cross-discipline communication.

Generation X and millennial employee groups both indicated a desire for more family friendly activities and support, such as day care on campus. They were more interested in a fun work environment than their older colleagues. They also wanted more recognition for employees and, not surprisingly, more incentives for continuing their education, along with tuition assistance. Both generation X employees and millennials were open to using more email and blogs for communication and reducing traditional meetings.

Survey results were used to draft strategies in the Recruitment and Retention Plan.

Cross-functional Duties Survey

The Operations Council survey on flexibility and cross-functioning duties revealed that 54% of faculty responded they had a talent or interest in another area of campus; 49.5% of staff reported they have an interest in teaching. Flexibility and cross-functioning can help the College make the most effective use of employees. In addition, cross functioning can increase the ability to respond quickly to the needs of certain offices and departments, can increase employee retention rates, decrease burnout, and expand employee learning and experience.

Communications Survey

A survey was conducted by the Operations Council to get a baseline of faculty and staff perceptions of campus communications, input into decision-making, and support for new ideas. Overall, the survey produced very positive results with most people indicating satisfaction in these areas. Generally, faculty were more satisfied than staff members. Adjunct faculty expressed feeling somewhat disconnected from the campus. As a result of the survey, the Operations Council identified some changes that were put into process to improve in these areas. Improvements include the following:

- created a review of staff duties
- added several new faculty and staff positions
- instituted BSC blogs
- started a project for employee recruitment and retention
- created email liaisons for adjunct faculty.

With the development of the Operations Council a variety of projects have been completed or are in progress, as shown below.

Projects completed by cross-functional teams	Current cross-functional teams	Operations Council projects in progress	New or revised policies and/or procedures
Employee Recruitment and Retention Plan	Emergency Preparedness	Committee Budget Requests	Facilities Usage Fees
Faculty/Staff Communications/Flat Org Structure Survey	Annex Conversion Team		Criminal History Background Checks
Enrollment Management Plan	Marketing/Rebranding Team		Application Fee Waiver–Active Duty Military
Big I/WE	WE Evaluation Team		Completion Incentive - GEM Students
Employee Recruitment and Retention Plan	Military Readiness Planning		Volunteer Duty
Faculty Pay/Work Load Team			Purchase Card Policy and User Guide
Equipment Allocation Team			

Figure 5.6 Operations Council sponsored projects

As a result of our strategic plan and determination of campus objectives, the following committees were formed to meet the objectives:

- The Recruitment and Retention Committee (survey administered, Recruitment and Retention Plan developed)
- The Enrollment Management Committee (Enrollment Management Plan developed).

5R3 According to the Campus Quality Survey given in the fall of 2008, all staff perceptions of Top Management Leadership and Support were at a mean score of 3.649 with 4.415 being the attainment goal based on the scored perception. This translates into a 0.767 performance gap for BSC as compared to a performance gap for NDUS colleges of 1.094 and 1.203 for national two-year colleges.

In the same survey, the item with the largest performance gap pertaining to the Leadership and Communication category would be the results for the question *There are effective lines of communication between departments* with a 1.447 disparity between how things should be and how they are. This compares with 1.835 for national two-year colleges.

The question *It is easy to get information at this college* resulted in a performance gap of 0.985 for BSC and 1.277 for two-year colleges nationwide. The question *Administrators share information regularly with faculty and staff* resulted in a gap of 0.702 at Bismarck State College and 1.228 for national two-year colleges.

In the same survey, one item pertaining to communication received the small perception performance gap of .420 *The mission, purpose and values of the institution are familiar to the employees*. Other two-year colleges across the nation had a performance gap of 0.704.

Even though BSC scores favorably in comparison to other similar colleges, communication is an area in which there is room for improvement. Some changes have been implemented to make communication more effective on campus. Scores on future surveys will reveal how well the changes have succeeded.

Improvements

511 In recognition of the impacts of rapidly changing technology and cultural changes as the mix of generations employed at BSC evolves, leadership focused on three initiatives.

Initiative 1: To “flatten” the operational structure of campus by moving the day-to-day decision-making to the managers and other employees responsible for the operations of campus. An Operations Council was formed to provide the internal structure to facilitate the flat campus. The OC is a cross-functional team that represents all parts of campus. Their bimonthly meetings provide opportunities to exchange information and to develop plans and strategies to ensure the smooth operation of campus.

However, flattening campus is more than just the formation of the Operations Council. There has been a concerted effort to engage all employees in decision-making that directly affects their work environment. The OC has been involved in leading this movement and developed a survey to establish a baseline of employee perceptions and levels of satisfaction with campus operations. The survey will be periodically administered to track changes over time.

Initiative 2: Implementing a [BSC Blog](#) site as a means of reaching a greater number of employees with timely news and updates of activities, including administrative activities, on campus. BSC leaders recognized that no single means of communication adequately meets the needs and preferences of all employees. The blogs offer another way for interested employees to learn and to participate in discussions about current events on our campus. For example, President Skogen blogs several times weekly, and interested employees may follow his many activities and ideas and engage in electronic conversations with him and others.

Initiative 3: Establishing an Office of Innovation and promoting a culture of innovation has been a primary goal of the College administration. We are living in a dynamic and rapidly changing world, driven by technological, cultural, and economic realities much different than even ten years ago. Innovation plays a vital role in our attempts to better serve our students, stakeholders, state, and country.

512 Bismarck State College has a culture and leadership that promote the following: focus on student learning, innovation in the classroom as well as across all aspects of campus, and continuous quality improvement across campus. While this culture is still maturing, it has already proven to lend itself well to self-study and identification of processes and procedures to improve.

Our strategic plan is a living document that is result of a single three month period when it was drafted and put into place. Each year we revisit the plan to make whatever updates, additions, and deletions are needed to keep the plan current and vital.

Current leadership is dedicated to flattening the operational structure of the campus. Among the expected outcomes of this action are improved communication across campus and a continued maturation of our culture of CQI and Innovation.

The following are two specific examples where our culture had driven first, a change in our infrastructure and second, a series of innovative improvements.

- Action: Commitment by leadership to flatten campus and move decision-making to the managers and other employees who are directly responsible for the day-to-day operations of the campus. Result: Formation of the Operations Council, consisting of key middle managers and representatives of staff and faculty from across campus. Expected Outcomes: improved communication across campus, greater involvement of all internal stakeholders in decision-making, and empowerment of employees to identify and improve processes and procedures affecting their positions as well as the College in general.
- Action: Identification of employee recruitment and retention as an area of concern for the College. This concern became part of the strategic plan. Result: formation of a cross-functional team that put together an extensive recruitment and retention plan now in the process of being implemented. A related result was the development of a special Wild Endeavor project to help make BSC a more appealing and satisfying place to work. This project, Spinning Spaces, Smiling Faces, commits modest college resources to helping employees decorate and personalize their work spaces to improve their working environment, but also to make students more comfortable when visiting those offices, classrooms, and common spaces. Expected outcomes: happier employees with balanced workloads and more time to be creative and innovative, leading to less employee turnover, greater productivity, and a concomitant increase in student satisfaction and retention to graduation.

BSC also participates in a number of nationally normed surveys such as CCSSE, HERI, Campus Quality, etc., that provide insight into areas on campus that are working well and other areas that need improvement. During spring semester 2009, the AQIP Coordination Team hosted a number of mini-conversation days where cohorts of employees gathered to discuss potential campus improvements and CCSSE outcomes to identify ways in which BSC might change its service to students to improve their engagement and, ultimately, their success.

Processes

6P1 Support service needs of students are identified through a variety of means including but not limited to:

- direct student contact
- student satisfaction, engagement, and other surveys
- withdrawing student survey
- student representation on campus committees and employee senates
- campus visits and tours
- visits to high schools
- advisor feedback
- faculty/staff referrals
- student government input
- Explore BSC Day
- professional development for key student affairs staff
- presentations
- course evaluations.

Other key stakeholders, such as advisory committees, oversight agencies, educational and business partners, businesses, community residents, employees, and the workforce are very important to the success of the College and of students. Their perceptions, beliefs, and requirements help us shape our activities, services, goals, and curricula. Identifying the needs of these stakeholders is identified through:

- direct contact
- meetings
- employer surveys
- advisory committees
- formal and informal feedback
- state policy and federal mandates
- formal communications such as newsletters, publications, letters, and electronic communications
- employee surveys
- data analysis prepared by governmental and other agencies.

Data gathered from these formal and informal means is reviewed, and actions are identified to improve processes for the future.

6P2 Needs for administrative support service by faculty, staff, and administrators are identified in many ways. Direct communication occurs through conversations, committee and department meetings, email messages, blogs, telephone, or direct mail. The College's teams, committees, and Senates provide numerous opportunities for employees to communicate on any topic. A flattened campus structure encourages all employees to communicate needs and to understand their important role in the

decision-making processes of the College. The campus budget process allows for departmental budget requests that may identify support service needs that are not being met.

In addition, a variety of survey instruments are used to gather periodic feedback on a variety of topics, including job satisfaction, campus communication, innovation, and continuous improvement.

6P3 The safety of students and college employees is of paramount concern, particularly in light of numerous hostile and violent events that have occurred on college campuses across the country.

The executive council directs security initiatives and is supported by designated employees and campus committees whose job it is to develop policy and procedures to ensure campus safety. The State Board of Higher Education and the North Dakota University System mandated that each campus develop an emergency notification system to enable institution officials to quickly contact or send messages to employees and students in the event of an emergency. The result was an emergency response system called Notifind (see 4P13) that notifies, through email or telephone, students and employees of possible threats. Students are encouraged to have a campus email address and are automatically enrolled in Notifind with the ability to “opt out” if they desire. In addition, we have responded to a growing enrollment and attendant security needs by installing a campus public address communications system and by hiring additional security officers.

The BSC Loss Control committee monitors other safety issues and handles safety incidents. Employees are made aware of their part in maintaining a safe environment through training and workshops, in-service events, and the emergency procedure manual. There has also been an on-site assistance visit by the North Dakota Division of Homeland Security. This overall security evaluation provides options for the consideration of physical plant safety and security improvements.

6P4 Key student, administrative, and organizational support service processes are managed on a daily basis by trained front-line staff supported by departmental managers. Department meetings are held regularly for staff to discuss issues. Open door policies by managers allow informal and formal discussions among and between employees and supervisors. Stakeholders are also welcome to meet with appropriate College officials to discuss their concerns and needs.

Campus support service units or departments maintain a variety of methods to obtain information about student and stakeholder needs. For example, reports are available on student application numbers, enrollment figures, student withdrawals, and other important data points. Prospective student numbers are monitored, and employees make ongoing contact with students who visit the campus.

Formal and informal teams and committees are sometimes employed to analyze and respond to data and other forms of feedback regarding the effectiveness of processes in meeting stakeholder needs. As a result of such feedback, several processes have been improved and some processes are presently undergoing improvements. These processes include:

Advising

Improving student advising has been recognized as a significant need for a number of years. Our AQIP Action Project to improve advising has gone through much study and discussion by the action project

team. As a result, a one-stop advising center concept has been developed to provide better student service in this key process. Space for the advising center is being renovated with an anticipated opening in June 2009. A related plan to improve orientation and registration for new, incoming students was also developed.

Marketing

A marketing team is reviewing marketing processes and developing a thorough marketing plan that will effectively brand Bismarck State College, thus, presenting a unified and consistent marketing image and message.

Enrollment

An enrollment management team defined and developed a cohesive enrollment management plan for recruiting and retaining students.

Employee Recruitment and Retention

A team focused on the current and future need for skilled and talented employees through the development of a recruitment and retention plan. The plan focuses on improving advertising and marketing strategies, increasing salaries, addressing workload issues, improving faculty and staff development opportunities, offering more flexibility in work schedules, and awarding employees more effectively. A Wild Endeavor project also focused on retaining employees and sustaining or improving morale.

Reporting

The need to improve our response to data requests spurred the development of a process for improved reporting solutions. Additional work will occur in this important area of campus support.

6P5 The commitment to a flat campus and an innovative culture supports employee involvement in processes and decision-making that empowers them in their dealings with students, colleagues, and stakeholders.

Support processes are documented through a variety of ways to ensure that knowledge is shared with all campus employees and with other stakeholders. Procedures manuals and business processes manuals are used to ensure a consistency of service in key front-line positions dealing with the public, students, and others on campus. Communication of activities, processes, and changes on campus is accomplished through a variety of methods ranging from traditional newsletters to electronic communications. For example, the BSC Chronicle, the President's blog, the FYI newsletter, Ask Mystic, the alumni newsletter, electronic wallflowers, and list-servs are all used to transmit various pieces of important information to students, employees, alumni, and the general public. Campus support services are also exploring the use of social networks to communicate processes with students who are so tuned in to electronic media.

Results

6R1 Bismarck State College collects many measures on a regular basis to gauge student and stakeholder satisfaction. Formal measures include the Student Satisfaction Inventory, Alumni Survey, survey of withdrawing students, employer surveys, Community College Survey of Student Engagement, Campus Quality Survey, online and traditional courses and instructor evaluations, and other surveys for

students, alumni, employees, and other stakeholders, as needed. The following table lists the measures that are collected and analyzed regularly:

Student Service Areas	Processes Used to Measure Effectiveness and Improve Services
Admissions	Student Satisfaction Inventory Number of student applications
Student Records	Withdrawing Student Survey Student enrollment statistics Student Satisfaction Inventory Student completion data
Financial Aid	Student Satisfaction Inventory Number of students receiving financial aid Number of scholarships provided
Advising and Counseling; Disability Support Services	Student Satisfaction Inventory Students served
Student Life	Student participation Community College Survey of Student Engagement
Learning Resources	Library use statistics Student Satisfaction Inventory Students served in the student success center Evaluations of service in the student success center
Bookstore	Student Satisfaction Inventory
Testing and Incoming Assessment	Results of placement exams Number of students tested
Technology Support	Number of computer labs Student Satisfaction Inventory Community College Survey of Student Engagement
Administrative Service Areas	Processes Used to Measure Effectiveness and Improve Services
Technology Support	Use of Help Desk Information technology infrastructure
Business and Finance	Financial and compliance audits Key financial ratios Budget monitoring Student Satisfaction Survey
BSC Foundation/College Advancement	Number of grants submitted and received Scholarships provided
Facilities and Grounds; Security and Safety	Student Satisfaction Inventory Security and safety reports
Human Resources	Employee turnover Number of new hires Employee evaluations

Figure 6.1 Measures of effectiveness

6R2 The Student Satisfaction Inventory measures several factors related to student support services. Results for these factors for 2006 and 2008 are listed in Figure 6.2. The results are reported by the

performance gap between what students expect and their perceptions of current standards. A lower gap score indicates higher satisfaction.

Student Satisfaction Inventory Statements	Performance Gap Score	
	2006	2008
My academic advisor is approachable.	0.49	0.75
My academic advisor is knowledgeable about program requirements.	0.69	0.73
My academic advisor helps me set goals to work toward.	0.74	0.77
Adequate financial aid is available for most students.	1.04	1.28
Financial aid awards are announced to students in time to be helpful in college planning.	0.93	1.03
Financial aid officers are helpful.	1.24	1.01
The personnel involved in registration are helpful.	0.82	1.02
New student orientation services help students adjust to college.	0.80	0.63
Policies and procedures regarding registration and course selection are clear and well-publicized.	1.02	0.67
Library resources and services are adequate.	0.12	0.37
Bookstore staff are helpful.	0.16	0.43
Computer labs are adequate and accessible.	0.34	0.71
Admissions counselors accurately portray the campus in their recruiting practices.	0.73	0.54
Admissions staff are knowledgeable.	0.68	0.73
Admissions counselors respond to prospective students' unique needs and requests.	0.71	0.61
There are adequate services to help me decide upon a career.	0.86	0.87
The career services office provides students with the help they need to get a job.	0.81	0.82
Counseling staff care about students as individuals.	0.66	0.63
Personnel in the Veterans' Services program are helpful.	0.28	0.31
Tutoring services are readily available.	0.30	0.22

Figure 6.2 SSI results for student support service processes

In general, the performance gaps between what students want from campus service points and what they believe exists are fairly small, mostly below 1.00.

Additional results for the performance measures are listed below for each student support service:

Admissions

Over the past several years, BSC has seen a steady growth in its programs and enrollments. Approximately 18 programs have been added in the last ten years.

Year	Number of Enrollment Applications
Fall 2006	2417
Fall 2007	2401
Fall 2008	2527

Figure 6.3 Student enrollment applications

Students By Age	2007		2006		2005	
	FT	PT	FT	PT	FT	PT
Under 18	6	109	1	69	3	81
18-19	534	33	861	109	840	108
20-21	881	118	602	165	575	146
22-24	381	223	281	199	280	184
25-29	256	199	180	192	201	177
30-34	101	145	105	114	95	124
35-39	74	97	59	119	56	113
40-49	93	219	83	225	76	217
50-64	19	102	20	88	25	65
>65	0	1	0	5	0	2
Unknown	0	0	0	0	0	2
Total	2345	1246	2192	1285	2151	1219
	3591		3477		3370	

Figure 6.4 Students by age

Student Records

A Withdrawing Student Survey, mandated by the North Dakota University System, is sent to students who leave the institution. It has been difficult to get an adequate response from students for this survey and, as a result, it has not yielded very helpful information. A different process is being developed for administering the survey in the future.

Figures 6.5 and 6.6 show recent enrollment statistics and completions data.

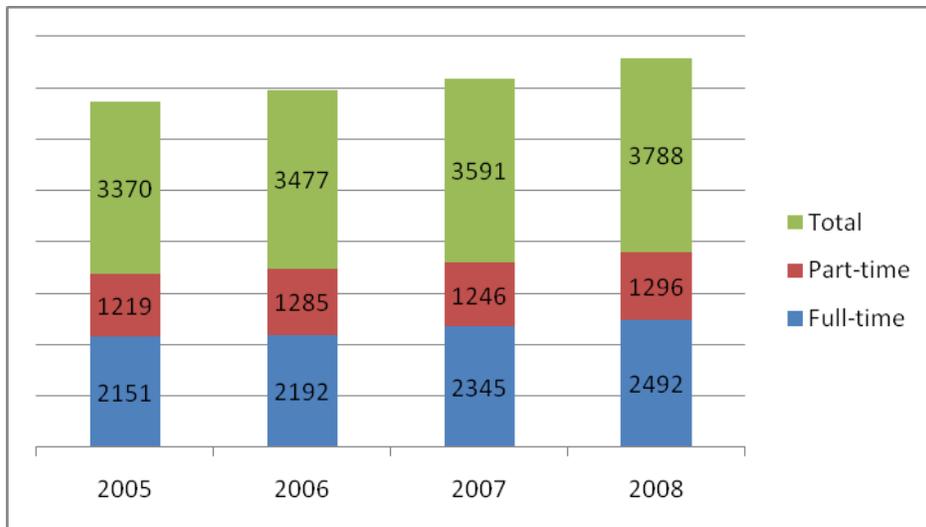


Figure 6.5 Student enrollments

Year	Certificate	Diploma	Associate’s Degree
2005-2006	138	7	636
2006-2007	135	4	734
2007-2008	153	6	737

Figure 6.6 Student completions

Over the past five years, headcount has increased 13.4 percent, a total of 423 students. Full Time Equivalent (FTE) students have increased 9.8 percent or 250 FTE students.

Significant growth has occurred in our online enrollments since beginning offerings in 1998. Currently, BSC offers approximately 200 online courses each term. A nine-year history of online general education and energy is shown below:

Fall	Gen Ed Online	Energy Online	Total Online
2000	279	53	332
2001	326	161	487
2002	500	246	746
2003	628	316	944
2004	718	354	1,072
2005	812	361	1,173
2006	790	396	1,186
2007	928	450	1,378
2008	1093	514	1,607

Figure 6.7 Number of students taking online classes

Students are increasingly taking online courses for convenience of access due to family and/or work responsibilities. Many students take a combination of online and on-campus courses, but with BSC’s increasing penetration into the regional and national market, more and more students are located outside of our immediate service area and therefore are taking only online classes.

Enrollment Projections

General education online enrollment is projected to continue increasing at a steady rate, although not likely as steep an increase as we have seen since our first offerings nine years ago. On-campus enrollment is also expected to continue to increase steadily, but at a lower rate of increase than online enrollment. The number of prospective high school students in our service area is limited; however, through marketing efforts, the area served is growing.

In addition to the projected armed services enrollments, total headcount and FTE are projected to increase at 3 percent per year. Enrollment projections for four years are shown below.

Fall	Headcount	FTE
2009	4,010	3,020
2010	4,225	3,100
2011	4,440	3,270
2012	4,660	3,385

Figure 6.8 Projected enrollments

Enrollment and space required for collaborative programs is also expected to continue to grow as Bismarck continues to grow. Discussions are occurring with other NDUS institutions about the possibility of adding some applied research programs to mesh with the Energy Corridor and our energy programs in the National Energy Center of Excellence building.

With the continued demand for workforce training and development, CETI's pattern of growth is also expected to continue over the next five years.

Financial Aid

The Bismarck State College financial aid department participates in federal, state, and institutional financial aid programs. These programs are designed to assist students in paying education related expenses such as tuition, fees, room, board, books, and tool costs.

Federal financial aid eligibility is determined when a family applies for federal funding by completing the Free Application for Federal Student Aid (FAFSA). Federal financial need is determined through a federal formula that evaluates family income and assets. The largest growth area in financial aid funding is coming in the form of student loans with private loans encompassing a larger and larger share each year. The attendance rate of veterans is increasing at BSC with those students bringing in veterans benefits such as GI Bill funding. Overall, students are relying on a number of different funding sources to assist them with paying college expenses.

The BSC Foundation Scholarship Program was established for the purpose of attracting and retaining students of outstanding ability, regardless of gender, race, creed, or national origin. The BSC Foundation is committed to the encouragement and support of academic excellence. Scholarships are available to both incoming freshmen and sophomores. Receiving other scholarships will not disqualify applicants from receiving BSC Foundation Scholarships.

Below is data regarding the number of students receiving scholarships and the number of students receiving financial aid funding administered through the financial aid department.

Year	# of students receiving scholarships	Amount	Percentage receiving scholarships
2005-2006	448	\$512,715	10%
2006-2007	406	\$441,844	9%
2007-2008	494	\$592,907	11%

Figure 6.9 Students receiving scholarships, private and institutional

Year	# of students receiving financial aid funding	Amount	Percentage receiving financial aid funding
2005-2006	2718	\$13,023,716	61%
2006-2007	2615	\$13,703,951	57%
2007-2008	2772	\$16,425,565	59%

Figure 6.10 Students receiving financial aid funding

Advising and Counseling; Disability Support Services

Academic Advising

The Mystic Advising and Counseling Center houses the staff for academic advising and counseling services. An academic advisor is assigned to each student enrolled at BSC. Depending upon a student’s program of study, this advisor may be a member of the faculty or professional staff. Two professional academic advisors advise students, and coordinate advising processes and activities on campus.

Shared responsibility is the basis for the advisor-advisee relationship. In order to make informed choices, students need mentoring and advice from academic advisors and other professional staff in the BSC community. The academic advisors are the students’ primary source regarding academic issues, programs, and opportunities.

Career Counseling

Career counseling at BSC provides students with occupational information and resources related to their area of interest. Students who have difficulty deciding on a career may explore interests by using an interest inventory or a computer-based program. A career counselor is available by phone or email to assist students in the interpretation of the inventories as well as to assist in finding occupational information. Employment referral activities assist students, faculty, and employers in developing relationships for possible student employment. These activities may include on campus interviews and informational sessions, workshops on résumé and cover letter writing, interviewing techniques, or electronic job search skills. Placement statistics regarding past BSC graduates are available through Career Counseling Services.

Disability Support Services

BSC recognizes its responsibility to meet the needs of students with documented disabilities who are otherwise qualified to participate in programs and courses of the college. Staff and faculty work closely with students and/or other agencies to arrange reasonable accommodations.

Students served in Disability Support Services numbered 192 students in 2007-2008 and 197 in 2008-2009.

Personal Counseling

Counseling is available to help students achieve productive and rewarding experiences while attending BSC. Personal counseling is a resource for assistance with personal problems, maintaining quality mental health, examining life goals, developing coping skills, and establishing positive relationships that may affect academic performance. Referrals to appropriate community agencies are arranged when necessary. Personal, career, and academic counseling are available to all BSC students.

The use of career counseling, personal counseling, and placement are listed below. Other services tracked in the Career and Counseling Office include classroom visits, mock interviews, and phone calls. The large increases shown in 2007-2008 occurred because this was the first year of the job fair and because of the high number of employers on campus.

Year	Career Counseling	Personal Counseling	Placement	Total
2005-2006	199	89	341	629
2006-2007	251	102	272	625
2007-2008	279	180	1485	1944

Figure 6.11 Students served through career and counseling services

Multicultural Program

Established in 2003, the mission of the Multicultural Program is to offer cultural based student support services to promote educational achievement, collegiate success, and cultural enrichment for BSC students. The Multicultural office offers a place for all students to express their culture, join cultural clubs, find academic assistance suited to their needs, and participate in cultural events. The Multicultural program advises the Multicultural and Native American student clubs and facilitates open forums concerning diversity issues.

Student Life

A variety of student life activities is provided for students, including special speakers, game nights, dances, casino nights, intramural sports, residence hall activities, movie nights, and others. Residence hall programs and resident assistants are evaluated by the students. Comments from the students are used to develop new programming ideas and activities.

Learning Resources

Library

Statistics related to library services are presented in the following tables.

Year	Gate Count
2007	45,886
2008	46,180

Figure 6.12 Number of people entering the library

Year	Reference Questions
2007	3,846
2008	4,076

Figure 6.13 Number of reference questions asked (in-person, phone, online)

Patron Type	2007	2008
BSC Employee	1,817	1,836
Student	7,796	5,464
NDUS Distance Ed	23	14
Interlibrary Loan	368	420
ILL Supplier	Not available	567
Local	796	621
Total	10,800	8,921

Figure 6.14 Circulation statistics

The library subscribes to a number of electronic databases for patron use. Examples of databases include Annals of American History, College Source, EBSCOhost Databases, eLibrary, NewsBank, and ProQuest Newspaper and Magazine Databases.

Year	Database Usage
2007	23,375
2008	29,801

Figure 6.15 Database usage

Sykes Student Success Center

Academic support services through the Sykes Student Success Center are provided to assist students in reaching their academic potential and maximize their learning experiences. Students receive tutoring from both degreed and peer learning assistants. Online tutoring is available through Smarthinking.com in subjects of math, English, accounting, and economics. Tutoring may be supplemented with programmed learning materials, audio-visual material, and computer assisted instruction.

Other services that the Sykes Student Success Center offers students are supplemental instruction for at-risk courses, facilitation of study groups, and student success seminars on various topics such as time management, test taking skills, stress management, and note taking.

Student use of the Sykes Student Success Center is monitored each semester and student evaluations are completed on a regular basis. Evaluations consistently show that students are satisfied with the tutors, special events, and workshops provided by the Center.

Year	Unduplicated Student Count	Number of Students	Number of Student Contacts	Contact Hours
2005-2006	511	597	2920	3035.25
2006-2007	512	610	2675	2705
2007-2008	620	745	3507	3868

Figure 6.16 Sykes Student Success Center statistics

Testing and Incoming Assessment

The Testing and Assessment Center administers a variety of tests to students, including COMPASS, makeup exams, online course exams, CLEP, advanced placement exams, Spanish placement tests, practical nurse exams, and Accuplacer. The center also proctors exams. In 2005-2006, 966 students were tested; in 2006-2007, 1048 students were tested; and in 2007-2008, 1028 students were tested.

Technology Support

The Information Technology department provides thirty-four computer labs for student use. The computers are equipped with appropriate software, email, and Internet access. Software specific to technical programs is available in designated labs. The labs are open many hours per week and are well used by students.

6R3 The performance results for administrative support service processes are presented through surveys, statistical data, and observation. The Student Satisfaction Inventory queries students about their perceptions of certain administrative support services and functions. Figure 6.17 shows the performance gap results that apply to those services. A lower gap score indicates higher satisfaction; our scores are under 1.00 reflecting high student satisfaction.

Student Satisfaction Inventory Statements	Performance Gap Score	
	2006	2008
Parking lots are well-lighted and secure.	0.53	0.61
The amount of student parking space on campus is adequate.	0.89	0.99
There are convenient ways of paying my school bill.	0.55	0.59
The business office is open during hours which are convenient for most students.	0.37	0.61
Billing policies are reasonable.	0.76	0.82
The student center is a comfortable place for students to spend their leisure time.	0.14	-0.05
On the whole, the campus is well-maintained.	0.21	0.18
Security staff are helpful.	0.17	0.52
Security staff respond quickly in emergencies.	0.75	0.93
The campus is safe and secure for all students.	0.46	0.65

Figure 6.17 SSI results for administrative support service processes

In addition to the Student Satisfaction Inventory, the Campus Quality Survey administered to employees provides insight about employee satisfaction with campus administrative services. In 2008, the highest rated programs, services, and activities were:

- cafeteria and food service
- maintenance and custodial services
- payroll services
- library and learning resources
- relations with the private sector and business community.

The five areas rated lowest overall were:

- health and nursing services
- marketing, advertising, and public relations
- communication with other departments
- recruitment and orientation of new employees
- research and planning services.

Additional results from other sources related to administrative support services are listed below:

Technology Support

The Campus Information Technology department provides a help desk that responds and assists employees and students who contact them by email, in person, or by telephone. The number of people served can range from an average of 14 customers daily to a maximum of approximately 200 or more a day during peak times, such as prior to and at the beginning of a semester.

In addition to help desk services, the department consistently monitors network uptime, wireless network uptime, emergency public address system, Internet bandwidth usage, top talkers on the Internet, campus network utilization by Vlan, by server, and by building. Server utilization is also monitored.

Business and Finance

The Finance and Operations division monitors the College budget and key financial ratios on an ongoing basis and prepares an annual finance review. Financial and compliance audits are conducted regularly and indicate that the College is fiscally sound and meeting regulatory requirements. Each year BSC submits financial information to the NDUS office for inclusion in the [annual Accountability Measures Report](#). Information reported for the accountability report includes key financial ratios, such as:

- net assets available for debt service
- general fund appropriations and total fund reserves
- cost per student
- operating and contributed income ratio
- primary reserve ratio
- net income margin.

In addition, the North Dakota University System prepares an [annual financial report](#) that includes financial data from all eleven institutions, including BSC.

BSC Foundation/College Advancement

The chart below shows the amount of grant funding received by the College through the efforts of the BSC Foundation and Resource Development department.

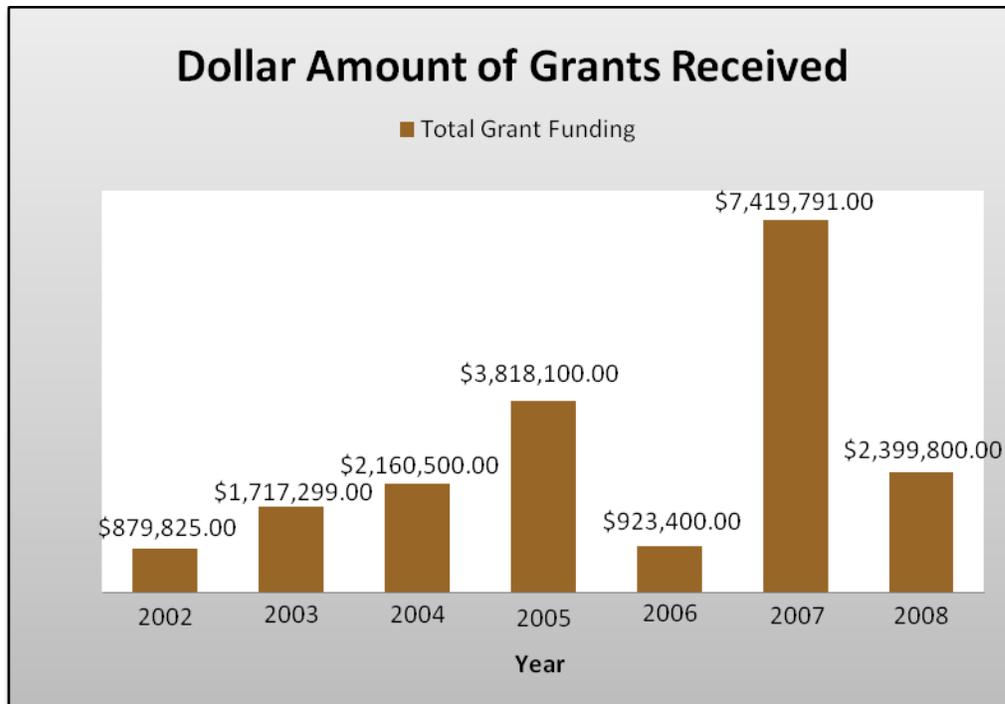


Figure 6.18 Grants received

Facilities and Grounds

Campus buildings and the grounds are typically rated extremely high by employees and students alike. Pride is taken in the care of the campus, and much energy is expended in providing a safe, clean, and aesthetically pleasing environment. Visitors to the campus consistently comment on the attractiveness of the campus.

A [Campus Security and Crime Statistics Report](#), required by federal law, is produced annually in an effort to keep students, employees, and the public informed. Serious crime is negligible on campus; most incidents are related to liquor law violations. Every effort is made to provide a safe environment for everyone on campus. Safety incidents are reported and used to ensure that safety problems are corrected.

Human Resources

Information regarding employee turnover and the number of employees newly hired appears in the table below. Used to monitor employee satisfaction, this data also demonstrates the number of people hired to provide instruction and support services for students and employees.

Year	Employee Turnover Rate			Number of New Benefited Hires		
	Faculty	Staff	All	Faculty	Staff	All
2006-2007	6.4%	12.90%	10.19%	9	26	35
2007-2008	9.57%	14.63%	12.90%	9	27	36

Figure 6.19 Turnover rates and new hires

6R4 A variety of methods are used to improve services based on information and performance results. Some methods or processes are informal, such as the use of anecdotal information gathered through discussions and conversations. Other methods are more formalized and include survey data, measurement results, evaluations, and focus groups.

Information and results obtained from various surveys, data points, and performance measures are used by student and administrative support offices, the Operations Council, and the Executive Council to improve services. Improvement needs are identified through the strategic planning review process, as well. Departmental units, cross-functional teams, and ad hoc committees are regularly formed for the discussion of results and the implementation of improvements.

Performance results are shared with campus employees through campus meetings or forums. AQIP conversations are held campus-wide that allow all employees the opportunity to identify potential action projects that can improve support services. In addition, results and information can form the basis for Wild Endeavor projects and innovative ideas. The flat campus environment fosters the involvement of all employees in the improvement of services.

6R5 The Student Satisfaction Inventory compares student responses to scales of support areas. Figure 6.20 shows the comparison of BSC students to the ND two-year schools and to community colleges nationwide. The data demonstrate that BSC shows higher satisfaction, by mean, in all areas.

Category	BSC		ND Two-Year Composite		National Community Colleges	
	Satisfaction	Gap	Satisfaction	Gap	Satisfaction	Gap
Campus Support Services	5.13	0.58	4.98	0.34	4.94	0.50
Safety and Security	5.40	0.71	4.87	0.87	4.97	1.01
Academic Advising/Counseling	5.56	0.79	5.45	0.56	5.19	0.92
Admissions and Financial Aid	5.40	0.88	5.17	0.71	5.10	0.91
Academic Services	5.83	0.39	5.41	0.39	5.42	0.61
Registration Effectiveness	5.57	0.79	5.42	0.56	5.39	0.75
Service Excellence	5.53	0.65	5.30	0.52	5.23	0.71
Campus Climate	5.58	0.65	5.29	0.58	5.27	0.68

Figure 6.20 2008 Institutional Summary, Noel-Levitz SSI

The Community College Survey of Student Engagement also asks some questions of students regarding their satisfaction with administrative services. Data for 2008 reveals that BSC students and students of other small colleges rate their satisfaction about the same in the areas of academic advising/planning, job placement assistance, peer or other tutoring, skills labs, computer labs, student organizations, and services to students with disabilities. Only in financial aid advising did BSC students rate the service as lower in satisfaction than did students of other small colleges. From the standpoint of CCSSE, the difference is statistically significant. In transfer credit assistance, BSC was rated by students as significantly higher than other small colleges. The table below illustrates the satisfaction results from the CCSSE survey for BSC and other colleges.

	BSC	Other Small Colleges	2007 CCSSE Cohort
Item	Mean	Mean	Mean
How satisfied are you with the service?	<i>0=N.A., 1=Not at all, 2=Somewhat, 3=Very</i>		
Academic advising/planning	2.26	2.27	2.21
Career counseling	1.99	2.06	2.04
Job placement assistance	1.89	1.87	1.82
Peer or other tutoring	2.21	2.15	2.14
Skill labs (writing, math, etc.)	2.25	2.26	2.25
Child care	1.86	1.79	1.76
Financial aid advising	2.07	2.24*	2.18
Computer lab	2.55	2.51	2.49
Student Organizations	1.96	1.99	1.96
Transfer credit assistance	2.27	2.09	2.06*
Services to students with disabilities	2.04	2.03	2.00

Figure 6.21 CCSSE student satisfaction with services; items with * indicate statistically significant difference

Improvements

6I1 Systems and processes for supporting institutional operations are improved by making changes based on feedback from students, employees, and external stakeholders. Two of our first AQIP action projects focused on improved student services. “Finding Your Way with CampusConnection” targeted improving student understanding and use of the software designed to allow students to manage their personal and campus information. The project developed ways to educate users of CampusConnection to use this tool effectively and to increase customer satisfaction with CampusConnection.

Another project “Investigate and Improve the Freshman Advising Process” focused on finding ways to work more closely with incoming freshmen and to develop relationships between students, faculty, and student services personnel. Goals included increasing student satisfaction, success, and retention rates.

Other important recent improvements include the continued development of an advising center to improve advising services to students, the crafting of an enrollment management plan that outlines management goals and measures, and the development of a comprehensive marketing plan.

The newly developed enrollment management plan identifies a number of important objectives for the College including:

- increase awareness and knowledge of BSC and the education we offer
- develop a comprehensive advertising and communications plan in concert with and supporting recruitment efforts to increase enrollment
- enhance communication of ongoing marketing initiatives and advertising campaigns to increase employee awareness of marketing activities and of the important role they play in communicating the BSC brand
- maintain and/or increase high school population attending BSC
- foster, nurture, and enhance current partnerships and develop new partnerships

- increase distance education enrollments (seat count) by 10% annually
- develop new courses and programs for credit and non-credit student populations
- increase awareness of educational and financial opportunities for students who need retraining or have stopped out (non-traditional students)
- characterize and determine institutional definition of retention
- identify and determine reasons for student persistence and success
- define and verify reasons for student attrition
- conduct reviews of academic and technical programs
- engage students to enhance their student experience.

The full marketing plan is under development, but the marketing committee recently unveiled the new Bismarck State College logo. The logo is specifically designed with a fresh and modern look to appeal to today's students.

The past few years have shown improvement in the systematic and comprehensive gathering and use of performance results. Employees are increasingly aware of the need for valid and reliable data for decision-making and support efforts to acquire results from performance measures. Communicating results more effectively will benefit everyone who needs the data.

612 Bismarck State College has a strong commitment to continuous quality improvement. Our entry into AQIP only reinforced that commitment. Recent developments on campus to flatten the operations of the organization and implement an Operations Council are changing the campus culture to one of greater employee involvement in improving processes and systems. The movement toward greater openness and transparency on campus also encourages employees to be willing to evaluate support services in an effort to improve them.

Campus conversations about AQIP and quality improvement are instrumental in developing action plans that will improve performance results. Survey data and other measurement results inform campus employees as they submit initiatives through their departments for change and improvement. These initiatives, or targets for improvement, are addressed and set during the strategic planning and budgeting cycle, which also includes identifying AQIP action projects. The initiatives include implementation plans, funding needs, and a timetable for completion.

Processes

7P1 BSC's mission, goals, and strategic plan provide the foundation for the selection, management, and distribution of data and performance information. Data and performance information supports student learning, the accomplishment of institutional objectives, and overall improvement efforts. At this time, most information is decentralized, collected, and retained at the source. Data and surveys that are required by the University System (NDUS) are disseminated by the Institutional Research (IR) office or the data analyst. Fourth week reports and institutional reporting documents (IPEDS) are completed by IR. Information specifically collected to support student learning is tracked through the assessment committee. Feedback from accrediting bodies and external review teams is coordinated by the Provost or the Associate Vice President for Academic Affairs and supplied to those needing the information. Recognizing the need for specialized data, the creation of Campus Reporting Solutions and the hiring of a programmer analyst and other support staff makes data acquisition and availability easier.

The College president has a blog and frequently shares data to inform the entire BSC community about enrollment progress, achievement, and demographic data about our students. The regular campus information avenues are also used to distribute data and performance information to the campus and to the community.

7P2 The College selects, manages, and distributes data and performance information to support planning and improvement through the strategic planning process. An annual review of campus objectives is completed through the use of data and other information that indicates if objectives were met or accomplished. This review is critical to the formation of strategic initiatives that will lead to further improvement in campus functions. Efforts are made to link the planning process and development of objectives with budgeting.

In addition, the Operations Council, AQIP action project teams, and other cross-functional teams research, collect, and provide information necessary to support decision-making at the administrative level. Data may come from the campus reporting entities or state, federal, or stakeholders' resources. In those academic or technical areas that make a proposal to the Operations Council or Office of Innovation, supporting evidence from other programs or sources locally, regionally, or nationally may be used to support/justify the program development or continued/enhanced support.

7P3 Determining the need of departments and units is essentially a decentralized process. The needs of departments and units arise in the development of budgets, operational plans, scheduling, tracking students and alumni, curriculum development, and academic goals and objectives. Reports based on data in the NDUS data storage systems as well as information available through accrediting bodies and professional organizations provide the necessary information and data support. In-house course evaluation data is tabulated and reviewed by the Dean of Academic Affairs and stored in the Human Resources office.

Information and data are shared through reports to campus departments or units and to external agencies. The College website is used extensively to disseminate information. The campus intranet and restricted computer networks provide employees access to a variety of data and information.

7P4 As an institution, data analysis takes place in many areas. Through the strategic planning retreat, data is used to assess performance and to determine new strategies and objectives. The Executive Council and the Operations Council analyze a variety of data from surveys and other sources to make decisions and to initiate changes and improvements. Various campus committees/teams have responsibility to monitor and analyze data. The assessment committee develops and monitors the College's assessment efforts; the curriculum committee and the general education committee approve course requests upon a review of data. Individual departments and units on campus analyze data to improve services to students and to improve campus processes. The AQIP Coordination Team has the responsibility to analyze data for action projects.

Efforts are being made to centralize more of the distribution of data on the campus to ensure that everyone has access to the same information when they need it. The Associate Vice President for Academic Affairs, with the assistance of the institutional researcher, analyzes and summarizes the majority of institutional data, such as the data that is generated for the accountability measures, surveys, and accreditation information. This information is shared with all appropriate areas, depending on the context of the data: Executive Council, Operations Council or their designees, Department Chairs, and Advisory Committees. Comparisons of national averages are discussed and shared with all employees in the areas that are affected. Selected data is reported for the annual NDUS accountability reports that are shared with state legislators.

7P5 The needs and priorities for comparative information are determined by the NDUS accountability measures, strategic planning, and AQIP Action Projects. Comparative data are routinely identified and provided from system-wide surveys. IPEDS data is produced at the national, state, and institutional level for post-secondary institutions and is used for comparison and peer analysis.

Benchmarking takes place in a number of areas on a continuous basis with two-year colleges within the NDUS; scores on nationally normed tests, especially those required for certification or licensure, are compared to nationally normed data; and nearly all vendor surveys have nationally normed comparison data. Formal program accreditation reports also provide comparison data. When a new initiative is undertaken or new information is sought, the College typically searches for "best practice" and conducts research or identifies other institutions that have experience with the subject.

7P6 Ensuring that department and unit analysis of data and information aligns with organizational goals is a function of our budgeting process. Through budgeting, every department identifies its priorities and objectives for the coming year. These priorities must support the institutional goals and key action plans of the College. These key action plans are driven by SBHE initiatives, strategic planning goals, and AQIP Action Projects.

The operational plan that is linked to the budgeting process is written or updated every year with results on progress or achievement gathered into the Campus Alignment Report that is submitted annually to

the Chancellor's office. This report is used by the President's Office to track how well the College is meeting its goals and to demonstrate its progress to the NDUS.

7P7 Bismarck State College is diligent in providing information systems that are timely, accurate, reliable, and secure. The Information Technology department (IT) is led and staffed by highly trained and skilled professionals whose aim is to ensure safe and effective computing and information services. The IT department is supported by the Computer Use Steering Committee whose members serve as advisors on computing and information needs and are involved in hardware and software selection on campus. The committee members also help develop technology plans that will be most effective for the campus. Computers and other equipment are maintained by IT staff and are rotated or replaced on a regular cycle.

BSC employees and students must abide by the [Use of Computer and Network Facilities Policy](#) and the computing policy of the North Dakota University System. The computing network is password protected. Backups of campus and enterprise applications and data are performed daily. All campus employees have passwords to access e-mail, voice mail, enterprise applications, and the campus network. Employees or students needing computer assistance call the IT Help Desk; these "tickets" for assistance are tracked and prioritized by the IT Department.

A system-wide upgrade in financial, student, and human resources software for the entire NDUS and state government was enacted July 1, 2004. PeopleSoft (the commercial identity of CampusConnection) connects the entire state informational resources under one database. Under PeopleSoft, security is highly regulated, and only those with appropriate password protected access can use the data. PeopleSoft upgrades are determined at the system level and are continuous. The data and enterprise applications are hosted by the NDUS computer center located at the University of North Dakota. Data is transmitted across the North Dakota-owned government and education network (STAGEnet). All data transmitted to the enterprise system is encrypted during transmission and stored behind a firewall.

Campus data security is taken very seriously. All campus hosted applications require individuals to login with a user ID and password. Passwords are set to expire every 90 days at which time individuals are required to change their passwords. All campus-owned computers have a personal firewall installed and running. Additionally, all campus-managed servers are behind a firewall and have intrusion detection software (IDS) running. Within the past year, an outside security vendor was hired to do penetration tests against the external network, the internal network, and the campus wireless network. Vulnerabilities in the network were discovered by the penetration tests and were quickly addressed.

The campus also uses a Network Access Controller (NAC) to monitor access to the campus network. The NAC requires individuals connecting to the campus network to agree with Use of Computer and Network Facilities Policy before allowing them access to the network. The NAC also ensures that any computer connecting to the network has a current version of antivirus software installed and running.

Results

7R1 The systems that BSC has in place for measuring performance and effectiveness center around a centralized area for institutional data collection and the centralization of student information in PeopleSoft. All employees are required to fulfill FERPA training in order to get a password to access data through PeopleSoft.

Local network performance is monitored by the campus IT staff while the STAGEnet performance is monitored by ITD, the state information technology department. BSC has a representative on the NDUS Information Technology Security Officers Council (NDUS ITSO). The NDUS ITSO Council is lead by the NDUS Security Officer who reports to the NDUS CIO. The NDUS IT Security Officer, along with the NDUS Network Analyst, notifies BSC when new vulnerabilities are discovered and when hacking attempts or breaches against the campus network are discovered.

7R2 Eight survey items from the Campus Quality Survey in the area of Measurement and Analysis provide evidence of employee satisfaction with the College’s system of Measuring Effectiveness. Overall, the performance gap for the Measurement and Analysis scale is quite small. The results for most statements in the section indicate employee satisfaction. Only two statements, *this institution has “user-friendly” computer systems to assist employees and students* and *this institution analyzes all relevant data before making decisions*, have a performance gap over 1.000 indicating a higher level of dissatisfaction. The remaining statements indicate that employees have a significant degree of satisfaction with measurement and analysis at BSC.

Scale	How It Should Be	How It Is Now	Performance Gap
	Mean	Mean	Mean
Measurement and Analysis	4.354	3.564	0.790
It is easy to get information at this institution	4.435	3.450	0.985
This institution has “user-friendly” computer systems to assist employees and students	4.600	3.385	1.215
This institution uses state and national data to compare its performance with that of other institutions	4.092	3.443	0.649
This institution continually evaluates and upgrades its processes for collecting data	4.206	3.427	0.779
Efforts to improve quality are paying off in this institution	4.423	3.985	0.438
Employees are encouraged to provide suggestions on ways to improve the work flow	4.451	3.917	0.534
Administrators share information regularly with faculty and staff	4.405	3.702	0.702
This institution analyzes all relevant data before making decisions	4.308	3.208	1.100
Quality improvement tools and methods are used regularly to solve problems	4.268	3.551	0.717

Figure 7.1 Measurement and Analysis, Campus Quality Survey

7R3 The NDUS requires an annual report from each of the system campuses. There are also national and federal academic databases that require timely and accurate reporting. As the number of programs and stakeholder agencies increase, BSC has responded by employing additional staff to access data from the university data management system. Additionally, a programmer analyst has been employed by IT to develop a data access system for staff and faculty.

In the Measurement and Analysis category of the Campus Quality Survey of 2008, BSC scored well. In comparing BSC to the North Dakota University System overall, the performance gap for BSC is 0.79 compared to 1.03 for NDUS.

Improvements

711 BSC improves its current process for measuring effectiveness by systematically reviewing the strategic plan, consistently monitoring the data, and making changes to assess needs, strengths, and weaknesses. The Operations Council, individual departments, and cross-functional teams evaluate processes for measuring effectiveness and suggest changes for data gathering and analysis as needs are identified. With our new initiatives we are providing new services as well as creating resources that will provide data to document effectiveness, including:

- fostering the culture of innovation through the Office of Innovation and the development of a blog and electronic forms for submissions
- developing a centralized IT umbrella, the Campus Reporting Solutions website (including IR, Student Records office and the programmer analyst) where faculty and staff can submit queries for information
- using TracDat to more effectively track assessment and evaluation data and provide helpful reports that can lead to campus improvements
- providing direct access to student information through CampusConnection (the public face of PeopleSoft). Each student is able to access academic, financial, and some personal information in a secure, password protected, confidential environment. Registration, grade reporting, and credit card payment processing are also supported via CampusConnection. These transactions are reflected in BSC's central database in a real time mode
- developing an Instructional Design Lab and employing an Instructional Technologist/Designer to work with faculty providing specialized software and assistance in instructional design.

The explosion in the amount of data being requested of higher education institutions makes it apparent that centralizing data collection and dispersing information through common sources will be more efficient as well as effective for the institution. As we transition to a more centralized data storage process, individual areas of data acquisition will be encouraged to maintain and upgrade their information and reporting processes to keep all areas of the campus informed. With our continued expansion of programs and stakeholders, BSC adds new benchmarks to measure success and identifies institutions that have a "best practice" standard in areas comparable to our own.

712 With the entrance into AQIP and our emphasis on innovation, BSC is developing a culture and infrastructure that requires us to constantly strive for improvement and to set targets for improving performance results. As mentioned, the gathering and use of data on campus has been decentralized and rather sporadic. With an increased importance being placed on continuous improvement, we recognize the need to develop more effective means of collecting data and analyzing it to enhance campus functions and accountability.

Specific targets for improvement include:

- using the data that is already being collected as effectively as possible by incorporating the data into a dashboard system

- screening all survey instruments through the Office of Institutional Research to avoid duplication and unnecessary surveying of students
- keeping an active voice in the state accountability team to help guide appropriate data collection measures
- continuing to centralize data collection and storage
- increasing use of the intranet for sharing information
- expanding the use of TracDat for tracking and evaluation
- developing an institutional effectiveness committee as a central place for the planning, use, and analysis of data for institutional self-appraisal.

In addition to these targets, as a campus BSC needs to continue to develop key performance indicators with measurement goals to better demonstrate institutional effectiveness. We also need to benchmark data that will assist the College in comparing itself with its peers in the state and throughout the nation. We will be looking at the possibility of participating in the National Community College Benchmark Project in an effort to improve benchmarking capabilities.

Processes

8P1 BSC regularly undertakes three key planning processes: strategic planning, resource planning and facilities planning.

Under the direction of a new president, BSC began its latest strategic planning process in 2007 with a two-day retreat attended by administrators and middle managers, and facilitated by an external trained facilitator. During those two days, a draft was developed of the new vision, mission and innovation statements, core trends, campus values, and overarching goals and objectives. The draft was presented to the campus via online survey techniques to seek ideas and feedback.

As a result of the retreat and campus input, the [Bismarck State College Strategic Plan 2007-2009](#) was adopted. At the strategic planning retreat in 2008, the plan was reviewed by campus leaders, and progress on the plan's initiatives and objectives was noted. The plan will be annually reviewed and updated, as needed, to ensure that the College is making progress toward accomplishing the College goals and achieving its vision.

Resource planning is accomplished on an annual basis and includes: identification and evaluation of available resources, assessing economic risk factors, and evaluating new initiatives and existing needs. Resource planning is linked throughout the campus to the goals and objectives identified in the strategic plan.

The campus facilities master planning process follows the biennial legislative cycle. Campus forums are held on alternate years to collect feedback from campus constituents on recent accomplishments, anticipated major changes, existing facilities needs, and other concerns relating to facilities planning. The Executive Council uses feedback from the forums to make major capital project decisions in line with the goals of the strategic plan.

8P2 As a North Dakota University System campus, Bismarck State College must be aligned with the goals and objectives of the System. System initiatives and accountability measures dictate the development of some of our campus objectives and strategies.

Campus objectives are identified by the campus leaders as part of the strategic planning retreat. Campus leaders use informal environmental scanning and a variety of sources, such as state demographic data, employment and labor market trends, assessment data, survey data, information from advisory committees, and student needs to develop campus objectives. Each objective aligns under one of the major goals of the College. From the various objectives that are identified, the campus selects (via online vote) the final objectives that become part of the strategic plan.

Long-term strategies derive from the goals and objectives identified in the strategic planning process. These strategies tend to be broad and encompassing. Employees have involvement in the process and are encouraged to submit strategies that will help meet campus objectives.

Short-term strategies or initiatives are developed at the grass-roots level by all departments and divisions of the College. The Executive Council refines the submitted strategies to a workable number for inclusion in the printed strategic plan. All strategies identified (whether included in the printed plan or not) are encouraged to be implemented by the respective departments and divisions.

Specific events, such as the AQIP mini-conversation sessions held in February 2009, and surveys, such as the Community College Survey of Student Engagement, bring forth suggestions for AQIP action projects and other initiatives. Suggestions for AQIP Action Projects are chosen by campus employees and moved through the budgeting process for inclusion in the 2009-2011 strategic plan. Initiatives arising from CCSSE data on student engagement will also become part of the plan and will be implemented throughout the two-year cycle.

Wild Endeavors, sponsored by the Office of Innovation, offer faculty and staff an avenue for submitting innovative ideas for campus improvement. Upon approval by the WE Implementation committee, the idea is developed and implemented. Wild Endeavors can range from simple, quick ideas to ones that are complex, but all must meet the requirement of innovation and improvement. A sample of some recently approved Wild Endeavors:

- Crime-Solvers, a project to place a web page on BSC's website consisting of a series of 30 second videos showing a crime being committed, solved, victims consoled, and perpetrators punished. These video clips will be used to illustrate BSC's criminal justice, clinical lab science, microbiology, chemistry, nursing, and counseling programs and services offered on campus. Students and faculty will be the actors. Emphasis will be on humor and marketing of our programs.
- the Learning Unlimited project will create a membership-based agenda with humanities programming designed to create intellectual discourse, or "smart talk" among friends. The main elements of the program will include content, conversation, comfort, and connections.
- Quality Matters is a national program that offers a peer-approach to quality assurance and continuous improvement in online education. It has created a set of review criteria based on research and national standards, incorporated these criteria into an interactive web-based rubric with annotations, and developed training and a process for conducting team course reviews. BSC will contract with Quality Matters for training and materials.

Data derived from other surveys provide a source for the development of initiatives and strategies for improving the campus and student learning.

8P3 A "champion" is designated for each short-term strategy based on ultimate responsibility. Each champion identifies a cross-functional team with broad representation from across campus to move the strategy forward. This team develops the action plan needed to accomplish the particular strategy. In addition, institutional departments also develop action plans that assist in accomplishing strategies and campus initiatives.

8P4 The planning processes themselves include administration and middle managers from across the organization. Once a draft strategic plan is in a "workable" stage, it is communicated to the entire campus, and feedback is requested. When the strategic plan is finalized, an all-campus meeting is held

to highlight the plan and its objectives and action plans. Campus leaders (department heads, supervisors, etc.) are then asked to present the detailed plan to their employees and identify how their department or area can contribute to the action plans. The use of cross-functional teams to develop and implement the action plans assures involvement by various departments on campus and by varying levels within the organizational structure.

8P5 Results from external surveys and evaluations, such as CCSSE, HERI, and others, are used to help drive discussions and identify possible strategies for improvement. These discussions may result in additions or alterations to the strategic plan, or they may drive development of action projects to achieve specified improvements. Strategic initiatives are submitted each year by departments throughout the campus. The initiatives are linked to the AQIP categories and the North Dakota University System Cornerstones of Economic Development, Education Excellence, Flexible and Responsive System, Accessible System, and Funding and Rewards. These initiatives require the identification of objectives, measures, action plans, timelines, and outcomes. AQIP action projects and Wild Endeavors also define objectives, measures, and outcomes.

Annually, the strategic planning team meets to review progress of the strategies and action plans. As a result of this meeting, additional effort is placed in areas of the plan where little to no progress had been made.

Certain measures are directed by the North Dakota University System and used to ensure system-wide accountability. These measures are reported annually to the System through the Campus Alignment Plan.

8P6 Initiatives that support goals and objectives of the organization are linked through the resource planning process and given priority for funding from unallocated dollars. All campus departments are required to submit requests for staffing, equipment, and other departmental needs. Those needs are evaluated for priority during the budget planning process.

All requests for new funding are required to be tied to the strategic plan goals, objectives, initiatives, or AQIP Action Plans. In an effort to more tightly link planning and budgeting, a strategic initiative form must be completed with a number of key pieces of information (see below).

Strategic Planning and Operational Budgeting Process	
Key Information for New Initiatives	Explanatory Comments
Links to Cornerstones and AQIP Categories	Each new initiative must be linked to a cornerstone and to an AQIP Category. When the new strategic plan is completed, initiatives will also need to be linked to strategic goals.
Title and Specific Opportunity/ Problem to be addressed	An opportunity or problem will need to be clearly identified.
Expected Outcomes and Steps to Achieve Them	Outcome targets will need to be clearly identified. Specific steps will need to be included that will logically and realistically lead to the expected outcomes.
Timeline	A general timeline to accomplish the initiative will need to be specified.

Measure(s) of Success	Specific metrics will need to be identified that will later give BSC information on how successful the project has been.
Other Affected Departments	This list will help ensure that affected departments are included in the discussion, planning, implementation, and reporting phases.
Initiative Owner(s)/Champion(s)	Every initiative will require specific administrative owner(s) to ensure that the project is carried out effectively.
Budgetary Implications	A series of responses are required concerning possible new personnel, salaries, benefits, start-up costs (equipment, etc.) and ongoing costs (future budget implications).

Figure 8.1 Strategic planning and operational budgeting process

New initiatives are evaluated by the Operations Council and Executive Council for attainability and sustainability as well as effective use of campus funds.

8P7 We do not yet have a formal process for assessing risk. Management team members monitor and evaluate conditions in their departments. Areas of concern are brought to others’ attention at Operations Council and Executive Council. Three specific risk factors have been identified:

- the ability to sustain enrollment growth given a declining high school population in the state
- the uncertainty of various funding sources given the current economic situation
- the safety and security of students and employees in light of recent violent incidents on campuses across the nation.

8P8 Addressing development needs for specific new initiatives is accomplished during the planning and implementation phases. As new initiatives are developed, personnel requirements are identified, as are the resources needed to make the project successful.

With the installation of President Skogen in 2007, BSC began a shift to transparency in decisions and operations. As a result, more information is available to all levels of the campus, and more effort has been made to communicate the strategies and action plans. Innovation and Continuous Quality Improvement represent significant changes in desired campus culture and have required a commitment to training all existing and new employees.

Select campus employees have been trained as CQI facilitators. The facilitators are available to campus departments and organizations (e.g., Faculty Senate, Staff Senate) to help with a variety of operational planning and implementation meetings, events, and activities. The CQI facilitator role is evolving to include facilitating innovation as well.

In addition to innovation and CQI training, faculty, staff, and administrators receive a significant amount of training and professional development opportunities (see Category 4: Valuing People) that help keep them abreast of changes in the skills and knowledge required in the rapidly changing world of higher education.

Results

8R1 A formal plan to measure the effectiveness of our planning process has not been fully developed. Informal observations, such as rapidly growing enrollments and credit hour production, have been used as evidence of a successful planning process and responsiveness to the educational needs of our service areas.

One tool that is used to evaluate the effectiveness of our planning process is the Campus Quality Survey. Four categories in the survey –Strategic Quality Planning, Quality and Productivity Improvement Results, Quality Assurance and Measurement and Analysis – are focused on evaluating planning and are most useful in measuring how well the institution is doing in this area.

While we have made changes and improvements to our strategic planning process and systems, additional methods to collect and analyze their effectiveness need to be identified or developed.

8R2 BSC's 2007-09 strategic plan listed 10 major objectives. Results of strategies identified under each of these objectives as well as performance targets for the next 1-3 years are identified below.

- Objective: To develop a systematic, comprehensive and research-driven Enrollment Management Plan that is designed to locate, attract, and retain students.
 - A team representing a cross-section of campus has developed an enrollment management plan. The plan was forwarded to the Operations Council which recommended approval. The EC approved the plan in October 2008.
 - Action plans identified within the approved enrollment plan will be implemented over the next several years.
- Objective: To develop and fund a comprehensive Marketing and Communications Plan.
 - A team representing a cross-section of campus, including our academic experts in marketing and graphic design, has been working with our marketing agency of record to develop overall marketing strategies, including re-branding and an overhaul of our website. Results of this effort will be rolled out in stages over the next year.
- Objective: To increase retention of employees.
 - A team representing a cross-section of campus developed a recruitment and retention plan. The plan was approved by the Operations Council and the Executive Council in December 2008. Some actions plans within the overall Recruitment and Retention plan are being implemented immediately, while others are being turned over to various cross-functional teams for further planning prior to implementation.
 - Position reviews were conducted for staff in all departments of campus. The reviews were performed to assess workload and efficiency and led to improvements in the functioning of various departments.
 - The creation of the Operations Council in January 2008 further flattened our operational structure. This council meets regularly to discuss operational challenges and create teams to seek innovation solutions to those challenges. Members include associate vice presidents and representatives from Faculty Senate, Staff Senate, Department Chairs, Information Systems, Buildings and Grounds, and Human Resources. Others from across campus are invited to attend OC meetings as needed.

- Objective: To develop national and/or international partnerships that increase BSC's credit and non-credit student populations, as well as operational revenues.
 - Several new partnerships were formed in 2008-2009, including those with the Air Force, Navy, and Army to deliver education to military students. Enrollment from these new partnerships should begin materializing in 2009-2010. In addition, BSC was designated as the National Power Plant Operations Technology and Education Center by the U.S. Secretary of Energy in 2007.
 - BSC leaders continue to actively recruit new local, regional, and national partnerships that align with our mission. We are currently exploring partnerships internationally as well, including the countries of Ghana, Guatemala, and Bulgaria.
- Objective: To enhance our students' and stakeholders' educational experience by meeting future needs and seeking new opportunities to provide the highest quality education and/or training for their success.
 - In 2008, a cross-functional team developed and implemented a curriculum and program review process to gauge how well we are meeting the changing needs of students and the public. The real work continues by department chairs/program managers and faculty across campus as they conduct the actual department/discipline/program reviews over the next two years.
 - A campus-wide security plan is being developed by a cross-functional team. Progress to date includes the development and implementation of a campus-wide public address system, campus-wide emergency notification system in conjunction with the other ten North Dakota University System colleges, and Emergency Notification Policy and Procedures. The next phase will be to provide training to authorized users of the system as well as to all employees on the policy and procedures. This is expected to be accomplished within the next six months.
 - In fall 2008, all collaborative higher education partners on campus were centrally located in a separate building to provide better service to those students who are looking to pursue their education beyond the two-year degree, but are place bound in Bismarck.
- Objective: To better serve students and to increase satisfaction, retention, and graduation rates through an improved Academic Advising process (AQIP project).
 - The student advising process has been reviewed by a cross-functional team and changes are in the works. New staff have been hired and re-organized into one department to provide more cohesive services. Additionally, space is being renovated to co-locate the advisors for better access and service to students.
- Objective: To develop effective BSC strategies to increase capital and operating funds.
 - Finance staff are working with the ND University System office on revising the long-term finance plan for higher education. The process will take about a year to complete, with changes expected to be implemented for the 2011-13 biennium.
 - Our efforts in working with federal and state governments, business and industry, and other grant-issuing entities have produced significant dividends for BSC in the last few years. Emphasis in this area is ongoing, and we expect to continue to be successful in both competitive and non-competitive funding arenas.
- Objective: To foster a culture of innovation through an Office of Innovation (AQIP project).
 - In 2007, the Office of Innovation, working with a cross-functional team, developed the [Wild Endeavors](#) program (8P2). All employees are encouraged to submit innovative ideas and action plans called WEs to the Wild Endeavors selection team. Specific funding

has been set aside to implement these ideas. Additionally, a blog has been created to facilitate further discussion and refining of new ideas.

- In order to foster a culture of innovation and continuous quality improvement, we implemented innovation and CQI training for all current employees. In addition, all new employees must attend training upon hire.
- Objective: To enhance and continue BSC's responsibility and accountability in our assessment efforts, operational activities, meeting of the ND Roundtable objectives and the NDUS Campus Alignment Plan objectives.
 - BSC currently provides information to the ND University System office in the preparation of the State Board of Higher Education Annual Accountability Measures report. In addition, we are in the process of developing a campus-level accountability and assessment inventory to promote transparency and accountability.
 - Assessment plans and activities have undergone significant change, including the development of new general education objectives and philosophy, and assessment strategies. TracDat, a software assessment tracking and measurement tool, was purchased to help improve the gathering of assessment data and reporting.
- Objective: To increase awareness and use of CQI principles and practices (AQIP project).
 - As part of the strategic planning process, many departments utilized the CQI facilitators to assist them in developing action plans. In addition, to increase awareness of the CQI practices and to improve outcomes, all WE action plans require the use of CQI facilitator.
 - As noted above, training on CQI principles is required of all current and new employees.

8R3 We anticipate the majority of the strategies and action plans will be accomplished over the next year, prior to the planning phase of the 2009-11 strategic plan. Some of them will require more time and effort and will likely be rolled into the new plan.

Specific projections for performance of strategies and action plans for the next 1-3 years include:

- Become a military friendly college that embraces service members and their spouses and dependents in the completion of their educational objectives
- Increase employee satisfaction as measured by the Campus Quality Survey
- Improve the level of engagement of students in their college experience as measured by the CCSSE
- Continue to work on the AQIP action projects: to foster a culture of innovation on campus, and to train employees in the understanding and use of continuous quality improvement principles and processes
- Plan and implement new AQIP action projects
- Continue to develop partnerships and collaborations with business and industry, educational institutions, and government entities.

8R4 The Campus Quality Survey is an indicator of how well our processes are developing in planning continuous improvement. This tool queries employees about their perceptions of many areas, including planning and quality improvement, and provides a comparison with other campuses in the state and across the nation. The survey scale Strategic Quality Planning shows the smallest performance gap of the eight scales used in the survey. This indicates that BSC employees view campus efforts to conduct quality planning are effective. The scales related to planning continuous improvement are shown below:

Scales	How It Should Be	How It Is Now	Performance Gap
Strategic Quality Planning	4.340	3.698	0.642
Quality Assurance	4.254	3.518	0.736
Quality and Productivity Improvement Results	4.306	3.559	0.747
Measurement and Analysis	4.354	3.564	0.790

Figure 8.2 Campus Quality Survey scales related to planning continuous improvement

The performance gaps for the four scales are all below the national norm for two-year colleges, and, in the case of Quality and Productivity Improvement Results, Strategic Quality Planning, and Quality Assurance, are below that of other North Dakota two-year colleges. Only in Measurement and Analysis is BSC somewhat higher than some of the other ND two-year colleges.

8R5 BSC has a history of involvement in continuous quality improvement, but our application of quality improvement principles was neglected for a number of years. With our entrance into AQIP, once again we are focusing efforts on continuous improvement. We have not enjoyed the benefits of a mature continuous quality improvement culture to date but have made significant improvements in the last few years. Our planning processes have strengths, including widespread participation among interested employees. We have also encouraged people to dream about the possibilities and to be innovative in a number of different ways in their individual jobs, departments, and campus-wide.

A look at the Campus Quality Survey scales related to quality improvements show that we are making progress in this area and show significant increases (chart below).

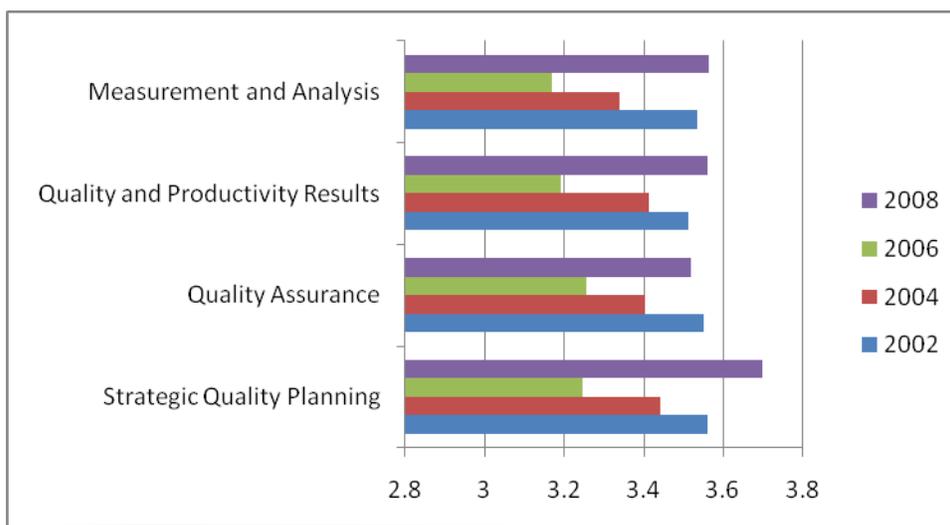


Figure 8.3 Employee perceptions of current status (How It Is Now)

Improvements

811 Some rather significant changes have occurred in our planning processes since the arrival of our new president in March 2007. Strategic planning has moved from a lengthy, detailed process to a quicker and more efficient process. What may have taken a year or more to develop previously is now completed in a span of just a few months. The focus has shifted from development of the plan to implementation of specific strategies to achieve goals and objectives.

We continue to align our planning processes, initiatives, Wild Endeavors, and AQIP Action Projects to the strategic plan and our budgeting processes. These processes are also linked with the North Dakota University System with the Campus Alignment Plan and Report. Yearly reviews through the strategic planning retreat help to keep us on track with the progress of our initiatives and projects. With a maturing innovation and CQI culture and with more experience, we expect our planning to continue to be more effective and more efficiently implemented in the future.

812 Since the arrival of our new president, the campus has been undergoing a cultural shift from doing things “the way we’ve always done them” to one of making processes more efficient and effective through innovation and continuous quality improvement.

To further this culture, we are consistently using cross-functional teams for generating solutions to challenges. The AQIP Coordination Team works with all campus employees to identify possible AQIP action projects, and the Office of Innovation fosters Wild Endeavors to make changes on campus. Various teams and committees are empowered to suggest or implement improvements. As a result, we have greatly reduced the “silo” affect that has long existed between departments on campus. Departments are now working together for the good of the entire college, not just their area.

While changing the culture of an organization does not happen overnight, leadership is sending a consistent message of innovation and continuous improvement through the creation of the Office of Innovation, setting aside specific funding for innovation projects, instituting the review of all staff positions for efficiencies, implementing the president’s blog as a forum for transparency and open discussion, requiring innovation and CQI training, and many other such efforts.

Processes

9P1 BSC is actively involved in creating, prioritizing, and building relationships with educational and other organizations from which we receive students. Priorities are established through strategic planning and the identification of goals and objectives. These opportunities are evaluated for alignment with BSC's mission and goals. Partnerships generally arise out of an identified need and should contribute to the success of the College.

The College is open to the development of relationships with many kinds of partners, actively seeks relationships, and responds to overtures for collaboration. The members of the Executive Council, the Operations Council, and other employees watch development of emerging needs in the workforce, in other educational institutions, and in the market place for which relationships can be productive. Partnership opportunities may be proposed by students, faculty, and staff.

BSC's relationships with area high schools often occur through our recruiting efforts. High school visits, campus visits, mailings, career fairs, financial aid presentations, Explore BSC, and other types of recruitment activities connect us to prospective students and to the high schools they attend. These recruitment methods and activities help to set a tone for collaboration and service essential for the development of positive relationships.

The relationship with the Bismarck Public Schools is particularly strong because of the Career and Technical Center on the BSC campus. This facility provides the educational setting for career and technical programs for both the public school district students and for BSC students. This collaborative effort functions very well for both entities in sharing facilities and equipment, and in reducing the high cost of providing technical programs, such as agriculture, automotive technology, automotive collision, electronics, and welding.

BSC prizes its relationships with school districts in the region. The provost attends meeting of the Missouri River Education Cooperative (MREC), a collection of high school districts with the purpose of providing improved education services within the geographic area of the members. As a cooperating member of the MREC, BSC is able to gain insight into the concerns of the member schools and provide help and opportunities for high school students who will enter the College.

BSC encourages dual credit and early entry enrollment for high school juniors and seniors who may benefit from getting a head start on college. Some high school students take dual credit or early entry classes on our campus while others take these classes in their local high school taught by a BSC instructor or adjunct high school teacher. Through the [Great Western Network](#) 20-25 classes are transmitted each semester from our campus or high school sites via interactive video. This collaborative arrangement has been very beneficial for 40 regional high schools in supplementing course options and providing students an early start in acquiring college credit.

In addition to dual credit and early entry, BSC has developed articulation agreements with the Bismarck and Mandan public schools. These agreements allow students to use part of their high school course work to supplant some college courses, thereby reducing college costs and saving time.

BSC receives some students through an agreement with the ND Department of Corrections and Rehabilitation. Classes are taught throughout the academic year to inmates at the state penitentiary. In addition, at the Missouri River Correctional Center, a minimum security facility, BSC offers an auto technology program that has been awarded the Automotive Industry Planning Council Award for Excellence for over ten years. CETI is instrumental in providing non-credit training in Heating, Ventilation, and Air Conditioning and is exploring the development of other programs.

A new initiative to partner with the military services is underway at BSC. Agreements with the Navy, Air Force, and Army are in place that will assist in the recruitment of military personnel and their families to enroll in technical and general education courses. Six online degree programs will be offered to sailors through the Navy Distance Learning Partnership. BSC has established one Army Career Degree for the 21P – Prime Power School. Selected credits are awarded to BSC’s energy degrees after successful completion of this military school. For the Air Force, BSC will offer general education classes each semester in an effort to assist airmen in acquiring associate degrees.

BSC currently enjoys a close relationship with the North Dakota National Guard (NDNG) and enrolls many National Guard soldiers. The College is also working the NDNG in developing other partnerships, such as one with the Republic of Ghana, for the provision of workforce training and the development of distance education in energy programs.

Through its division of Continuing Education, Training, and Innovation, BSC has been a long time partner in Train North Dakota, partially funded by the North Dakota legislature. TrainND seeks to increase access to workforce training for small and large business across the state. Both as a member of TrainND and through its traditional efforts, CETI has developed relationships with businesses, industry, and unions to provide workforce training and apprenticeship programs. The division also provides non-credit, enrichment courses, lifelong learning programs, and children’s programs for the community.

9P2 Building relationships with educational organizations and employers that depend on the supply of BSC’s graduates is achieved through several ways:

- participation of College personnel with the North Dakota University System, Board of Higher Education, Academic Affairs Council, College Technical Education Council, Career and Technical Education, and others
- articulation agreement with other colleges
- regular interaction of BSC personnel with those at other institutions
- connecting regularly with employers, and business and industry leaders, including the use of advisory committees for career and technical programs that are composed of knowledgeable professionals
- participation of BSC personnel in various system-wide councils.

As a community college, BSC recognizes the importance of BSC graduates having the skills and knowledge required to move into the workforce or to transfer to other colleges. Through NDUS and its various councils and committees, the transfer of students among North Dakota colleges has become much easier. With the common course numbering agreement and the general education transfer

agreement, all colleges can be assured that courses meet the standards and objectives agreed upon by faculty across the state college system.

In an effort to provide local access to public baccalaureate education, BSC entered into cooperative agreements with Dickinson State University, Minot State University, and the Medcenter One College of Nursing. In addition, graduate programs are offered through the University of North Dakota. These cooperative colleges work closely with BSC to readily transition BSC students and graduates into their college programs. These arrangements are a boon to students who are place-bound and cannot leave the local area. They also help to meet local demands for better access to a four-year education in the city and surrounding area.

Relationships with employers are created and built through personal connections with employees in the course of their daily work. Through the placement office, employers are surveyed for their perceptions of BSC graduates. Internships and cooperative education programs offer employers a firsthand look at the abilities of students.

Many programs have developed strong relationships with local and regional employers. This is particularly true of energy programs. Because of the national scope of these programs, many business and other organizational relationships exist to meet the economic development and workforce needs of the energy industry. For over 25 years of energy education, BSC has continuously responded to the ever-changing workplace needs with the high quality training and state-of-the-art technology that can be customized to a company's specific needs and requirements. A list of industry affiliates can be found on the [energy education website](#).

Program advisory committee members are very valuable in ensuring that students are learning what is needed for success on the job. Each year an appreciation dinner is held for the advisory committee members in recognition of their support and advice.

BSC is a member of the Bismarck-Mandan Chamber of Commerce and works with the Bismarck-Mandan Development Association. Through these associations, college personnel are able to ascertain community needs and concerns, and to ensure that BSC graduates meet the requirements of businesses and employers. Through the resource development office, relationships are established and maintained with businesses and corporations that provide funding and scholarship support.

9P3 Services to students are primarily provided through BSC, including housing, food service, custodial services, bookstore, and groundskeeping. Through the North Dakota University System, some services are centralized, such as ConnectND, the computer system for human resources, financial and student data, [ODIN](#), a computer-based library catalog system, and the Interactive Video Network.

Bismarck State College was an early adopter of online education and partners with [eCollege](#) to deliver online course content in a highly interactive and engaging educational manner. Headquartered in Denver, eCollege is an application service provider that builds online courses for colleges and universities worldwide. The educators and technologists at eCollege provide professional services such as intensive faculty training, support in course development and design, evaluation and research, enrollment marketing, and 24/7 Help Desk support.

9P4 Organizations that provide materials and services to BSC include businesses in a variety of industry sectors. These relationships are created, prioritized, and built through personal contacts and in accord with the mission and goals of the College. Senior leadership is involved in civic and business organizations, and faculty and staff are involved in organizational and professional activities.

The Foundation and Office of Resource Development are particularly instrumental in working with businesses to acquire funding and equipment for new programs. As an example, when the mechanical maintenance program was developed, it was in need of a large amount of expensive equipment and financial assistance to purchase equipment and supplies. Through the efforts of the Foundation and Resource Development personnel, the College was able to secure significant donations essential in getting the program started.

In accordance with North Dakota law and SBHE policy, BSC develops requests for proposals for construction projects, equipment leases, and other contracts to ensure the best return on investment of public funds.

9P5 Organizations, external agencies, consortia partners, and general community relationships are created, prioritized, and built based on the mission, vision, and goals articulated in the strategic plan of the College.

Education associations with which we maintain relationships include the North Dakota University System and the North Dakota Department of Career and Technical Education (NDCTE). As a NDUS member institution, we follow the guidelines and policies of the system. Through NDCTE, BSC receives funding for technical programs and assistance from staff. To ensure effective technical programs, NDCTE conducts a program review every five years.

Relationships with external agencies include the Higher Learning Commission for institutional accreditation. Various technical programs also have accreditations and/or require the successful completion of licensure or certification exams. These programs are listed in Figure 9.1.

Technical Program	Accreditation/Certification/Licensure
Auto Technology	Automotive Service Excellence – National Automotive Technicians Education Foundation
Carpentry	National Center for Construction Education and Research
Heating, Ventilation, and Air Conditioning	National Center for Construction Education and Research
Auto Collision	Automotive Service Excellence – National Automotive Technicians Education Foundation
Clinical Laboratory Technician/Phlebotomy Technician	National Accreditation of Allied Health Education Programs
Welding	American Welding Society Certified Welder Exam
Nursing	National Council Licensure Examination
EMT-Paramedic	Commission on Accreditation of Allied Health

	Education Programs
Surgical Technology	Commission on Accreditation of Allied Health Education Programs
Web Page Development and Design	Certified Internet Webmaster Exam
Computer Information Systems	Microsoft Certified Application Specialist Linux certifications CISCO certifications Microsoft Certified Systems Engineer

Figure 9.1 Accreditations, certifications, licensures

Bismarck State College is a charter member of the Western Interstate Commission for Higher Education-Internet Course Exchange (WICHE-ICE). ICE is a collaboration of 16 institutions of higher education and consortia designed to facilitate sharing distance-delivered courses among institutions. The goal of WICHE-ICE is to benefit students through increased access to courses and programs in a variety of disciplines while they continue their interactions with the faculty and advisors of their home institution without interruption. To date, BSC has offered ten courses to be shared in the ICE collaboration.

Consortia arrangements exist with the Fargo-Moorhead Ambulance Service and St. Alexius Medical Center for the EMT-Paramedic program. The Dakota Nursing Program (DNP) is a consortium of five community colleges in North Dakota for the provision of nursing education. Fort Berthold Community College is the newest of the five partners, having been accepted into the nursing consortium in the fall of 2009. Fort Berthold Community College is the first non-NDUS college to belong to the DNP and is the first tribal college to be accepted into the consortium. These consortia are critical to the state of North Dakota for these much-needed programs.

BSC is pleased to play an important role in a vibrant community. We have formed strong relationships with community organizations and participate in civic organizations. By maintaining this level of involvement, we can share the talent, resources, and knowledge with the community. We are also provided the opportunity to hear the concerns and needs of the community and to respond to requests. Local businesses and employers collaborate with the College by hiring students, attending job fairs, serving on advisory committees, and serving as adjunct faculty members.

Evidence of our collaboration with the city of Bismarck and the Parks and Recreation Department is the construction and maintenance of the Community Bowl and the current construction of an aquatics and wellness center on campus. Both facilities benefit the community and the College in offering athletic and fitness activities.

The campus takes part in community activities, such as United Way campaigns and Jeans Day for local charities, United Blood Services for campus blood drives, and similar activities. Through the Building Community team, employees participate in events and fundraisers, such as Building Together, to help address community needs. A recently formed relationship with the God’s Child project and Scheel’s Technical Center in Guatemala will provide opportunities for faculty development and service learning for BSC students while assisting with housing, education, and other needs of Guatemala citizens.

9P6 Partner relationships are monitored frequently by faculty, staff, and administrators of the College. Personal contact is critical in ensuring that we know and understand the needs of our various partners and can respond, as appropriate.

We regularly review articulation and affiliation agreements, monitor occupational and workforce needs and shifts, survey employers, and require program advisory committees to meet regularly. Through meetings and contacts with community leaders and personnel of various agencies and organizations, BSC demonstrates its interest and willingness to work together for solutions to problems and to provide improvements.

9P7 Bismarck State College has informal and formal processes for creating and building relationships within the College in a culture that is quality-focused and encourages open dialogue. The Executive Council, Operations Council, the Faculty Senate, the Staff Senate, and other committees meet regularly. Weekly meetings of the department chairs and the Dean of Academic Affairs are essential in ensuring that communication flows to academic departments and that concerns and problems are shared. Ad hoc committees and cross-functional teams are formed to plan and/or implement special projects.

Employee training sessions are designed to communicate, provide information, and encourage team building. Strategic initiatives, WE projects, and AQIP action projects help to coalesce teams and share information. Faculty members strengthen the integration of new faculty through the mentoring program.

The many ways in which we communicate as a campus can be found in 5P7.

Results

9R1 Measures of building collaborative relationships that are collected and analyzed regularly include:

- student enrollment data
- articulation agreements with high schools and colleges
- affiliation and clinical agreements and memoranda of understanding
- employer surveys
- CETI training contracts
- licensure and certification results
- donations to the BSC Foundation
- grant funding received
- General Education Requirements Transfer Agreement (GERTA)
- AQIP action project reports.

9R2 The following information outlines results from some of Bismarck State College's collaborative relationships:

- student enrollment continues to grow as shown in Figure 6.4

- BSC has 18 affiliation agreements, 16 collaborative agreements, 31 clinical agreements, 14 transfer/articulation agreements with higher education institutions, and four high school articulation agreements
- employers are surveyed about the skills and knowledge of BSC graduates (see Figure 1.5) and consistently express satisfaction with the graduates
- from 2006-2009, there has been 755 high school student enrollments in dual credit classes through BSC; early entry enrollments for the same time period number 153
- from 2005 to date, BSC has been the home campus for 875 students in collaborative programs with other colleges; for the same period BSC has been provided classes to 1659 collaborative students who are home to a partner four-year institution
- donations in the amount of \$229,516 for equipment and supplies and \$132,750 for 18 welding stations was secured for the mechanical maintenance program
- grants received through the Foundation are shown in Figure 6.15
- increase in numbers of high school students (from 425 to 500) on campus each day for CTE programs offered by the high school with the expectation that the number will climb to over 900 students when the new high school technical center is completed in fall of 2010.

The following programs are offered on the BSC campus through cooperative arrangement with Dickinson State University and Minot State University:

Institution	Program	First Offered	Pending	
Dickinson State	English (BA)	1998		
	Composite Social Science (BA)	1998		
	Bachelor of University Studies	1998		
	Accounting (BS)	2003		
	History (BS)	2006		
	Elementary Education (BS)	2004		
	Bachelor of Applied Science in Technology (BAST)	2004		
	Computer Science (BS)	2005		
	Computer Management Technology (BS)	2006		
	Human Resource Management (BS)	2006		
	Secondary Education	2006		
	- <i>Biology</i>			x
	- <i>Math (BS)</i>	2006		
	- <i>English (BS)</i>	2006		
	- <i>Composite Social Science (BA)</i>	2006		
	- <i>History (BS)</i>	2006		
Business Administration (Online) (BS)	2006			
Minot State	Criminal Justice	1984		
	Management	1984		
	Psychology	2004		
	Social Work	2005		
	Addiction Studies	2007		

Figure 9.2 DSU and MSU programs offered on the BSC campus

In addition to the four-year programs, Minot State University-Bottineau offers its Medical Assistant program on the BSC campus. The University of North Dakota has had a long history of offering graduate programs on our campus, usually through interactive video.

9R3 At the present time, Bismarck State College does not have significant amounts of comparison data in this area. College collaborative relationships are quite individualized and are not readily compared with other institutions.

Improvements

9I1 BSC relies on the analysis of survey and evaluation data, formal and informal communication and feedback from partners, and the monitoring of collaborative relationships. BSC targets relationships to cultivate or improve, develops plans, and allocates resources to relationship building to be consistent with the mission and strategic plan. Collaborative relationships are reviewed by staff, community members, advisory committees, and others.

The College has long recognized the need to work with others to meet goals. In a state with a small population, it is difficult, if not impossible, to be successful without the help of partners. In true community college spirit we seek and remain open to new relationships.

An example of seeking collaborative relationships is that of our military initiative through which we hope to serve military students and veterans in their quest for education. This initiative is requiring resources, people power, marketing, and top quality service to be successful, but can be a win-win arrangement for the College and members of the military services.

9I2 Through a flattened structure that encourages a responsive organization and the culture of innovation, BSC employees are well-poised to recognize opportunities to develop mutually beneficial relationships. An emphasis on accomplishment and overcoming barriers gives everyone the freedom to look for new ways to collaborate with others.

The College identifies areas for improvement by monitoring processes. Targets for improvement are prioritized and aligned with strategic goals. The current strategic plan identifies the need for initiating and improving relationships. Current plans are to continue to develop military partnerships, to increase dual credit enrollment, to secure more program accreditations, and to increase business/industry partnerships.

BJC	Bismarck Junior College
BSC	Bismarck State College
CCSSE	Community College Survey of Student Engagement
CETI	Continuing Education, Training, and Innovation
CQI	Continuous Quality Improvement
DNP	Dakota Nursing Program
HERI	Higher Education Research Institute
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
IT	Information Technology
NDCTE	North Dakota Career and Technical Education
NDNG	North Dakota National Guard
NDUS	North Dakota University System
NJCAA	National Junior College Athletic Association
SSI	Student Satisfaction Inventory
WE	Wild Endeavor
WICHE-ICE	Western Interstate Commission for Higher Education—Internet Course Exchange

**Index to the location of evidence
relating to the Commission's
Criteria for Accreditation
found in Bismarck State College's
Systems Portfolio**

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.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- The mission of the college is clearly stated in the strategic plan and in other public documents. [Institutional overview, 5P2]
- The college is committed to innovation in education, workforce training, and enrichment opportunities and seeks to be a national model in innovative education. [2I2, 5P2, 5I1, 7I1, 8P2, 8R2]
- The goals of the college are focused on engaging and connecting with students and in the delivery of a high quality education. [Institutional overview, 5P2]
- Workforce training is an important part of the college mission. [2P1, 9P1]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The general education theme of awareness prepares students to function in a diverse society by examining values and attitudes and by recognizing their responsibilities as citizens. [1P16, 1R2]
- Various techniques are used by faculty to teach students with diverse needs. Courses are designed and offered for students who need skills improvement before moving into regular college classes. [1P8]
- The College is committed to innovation in education and continuous improvement. [I12, 8R2, 8R3, 8R5]

Core Component 1c. Understanding of and support for the mission pervade the organization.

- There is significant employee involvement in determining the mission, vision, and values of the campus. [5P1, 2P2]
- In the employee hiring and orientation process, BSC employees are informed about the mission and values of the institution. [4P7]
- The strategic planning and budgeting process reinforces the mission of the College by connecting it to objectives and strategies determined by departments. [6I2, 7P6, 8P2, 8P5]

Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.

- BSC's relationship with the State Board for Higher Education and the North Dakota University System promotes collaboration with other state colleges and strengthens campus leadership and administrative processes. [Institutional Overview, 5P1, 5P2, 8P2, 9P2]

- A flattened administrative structure and the development of an Operations Council have shifted decision-making to lower levels in the College. [Institutional Overview, 3I1, 5P5, 5I1, 5I2]
- The strategic plan is developed for two years and reviewed in mid-cycle to ensure that objectives are being met. The results of the review are used to develop new strategies and rededicate efforts to current strategies. [Institutional Overview, 5I2, 7I1, 8P1]
- Through flattened governance, employees work in cross-functional teams to resolve problems and refine processes. Team activities support the development of leadership skills for all employees. [3I2, 4P6, 5P5, 8I2]

Core component 1e. The organization upholds and protects its integrity.

- Value statements are placed in college documents, in the strategic plan, on the website, and are included in the annual performance evaluation for staff. [5P8]
- College policies reflect the College's expectations for ethical behavior. [1P11, 4P7, 7P7]
- A process is in place that allows employees and students the opportunity to voice complaints. [1P11, 3P6]

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

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The college has a strategic planning process in place for setting goals and objectives. Strategies are determined annually to meet the objectives. [1I2, 8P2]
- Demographic trends in North Dakota led to the development and implementation of an employee Recruitment and Retention plan to ensure the College will continue to attract and retain highly qualified employees. [4I1, 5R2, 5I2, 6P4, 8R2]
- Safety and security of students, employees, and campus visitors has been enhanced and improved. [4P13, 6P3, 6R3, 8R2]
- An enrollment management plan and a marketing plan outline methods for increasing enrollment, establishing brand identity, and developing marketing strategies. [5R2, 6I1, 8R2]

Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- Additional resources are secured for the college through the efforts of the BSC Foundation and Resource Development. [Institutional Overview, 2P1, 3R5, 9P4, 9R2]
- Growth in the amount of grant funding enhances college resources for scholarships, program enhancements, and campus projects. [2P1, 6R3]
- Resources are allocated for strategies that are determined through the strategic planning process. [1I2, 7P2, 8P1, 8P6]
- Campus leaders consistently endeavor to inform the legislature and general public of the need for a more equitable state funding mechanism to secure the fair distribution of state resources for BSC and other campuses. [Institutional Overview, 8R2]
- Improvement of programs is linked to department review, the budget process, and departmental strategies. [1P13]

Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- BSC compares favorably in comparison to other colleges in the communications and leadership areas of the Campus Quality Inventory. [5R3]
- Data is gathered through a variety of methods and campus offices, and is communicated to the campus community. [1I1, 5P6, 6R4, 7P1]
- Student and administrative support needs are identified and measured. The results are used for improvement. [3P1, 6P1, 6R2, 6R3, 6R4]
- Various sources of information, such as survey data, advisory committee input, assessment data, labor market trends, department review, and others help to determine strategies for improvement. [1I1, 4P6, 8P2, 5P6, Figure 5.2]
- Assessment data for campus processes exists by which future decisions can be made. Data includes: assessment of student learning [1P13, 1R1], performance appraisal of employees [4P7, 4P10], department review [1P13, 4P6, 8R2], student satisfaction of support services and administrative services [6P4, 6R1, 6R2], and stakeholder satisfaction. [Figure 1.3, Figure 1.4]

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- Planning and the improvement of plans are accomplished through the efforts of all campus departments and employees. [8P4]
- The strategic plan, facilities plan, and operating budget are used together in a process to determine college directions. [8P1, 8P6]
- Planning, budgeting, and reporting are linked in a cyclical process that aligns with the College mission. Campus objectives are reported to NDUS and an annual report identifies the level of success in meeting those objectives. [5P2]

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.

Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- Faculty determine outcomes for programs and general education [1P1, 1P2]
- Student learning is assessed in a systematic way and is used to improve teaching and learning. [1P5, 1P11, 1P17, 1P18, 3P2]
- Assessment results are published annually and are available through printed reports and on the website. [1P11, 1R2, 1R2]
- Graduation statistics, placement statistics, licensures and exam pass rates are used to monitor success of programs and students. [1R4, 9P5]
- The development of courses and programs follows a systematic process and includes the identification of learning outcomes and competencies. [1P3, Figure 1.1]

Core component 3b. The organization values and supports effective teaching.

- Faculty participate in faculty development activities that will enhance teaching and learning. [Institutional Overview, 4P4]
- Faculty are supported in their efforts to use technology that strengthens effective teaching and aids student learning. The College provides up-to-date technological equipment and instructional support. [Institutional Overview, 7P7, 7I1, 8P2]

- The College is committed to providing distance education opportunities that offer access for students who need or desire such capability. [Institutional Overview, 1P5, 6R2]
- Faculty are evaluated annually using student evaluations, self-evaluation, and classroom observation. The results are used to improve teaching and learning. [1P11, 3R4, 4P10]
- Each year, two full-time and two adjunct faculty members are recognized for excellence in teaching through the Faculty Achievement Award and the Adjunct Faculty Achievement Award. [4P3, 4P11]

Core component 3c. The organization creates effective learning environments.

- Faculty teaching online courses are expected to develop effective learning environments that focus on building community. A Best Practices for Online Classes outlines expectations for online instruction. [1P11]
- First-time students complete the College Student Inventory. The results are used to match students with campus resources and services to help them succeed in college. [1P15, 1R5]
- Faculty advisors or professional advisors are assigned to each student. Through the advising process, students can be referred to needed services and are provided help in class scheduling and transfer. Improvement in advising includes the development of an orientation for new students and the addition of a one-stop advising center for academic, career, and personal counseling. [1P7, 1R5, 6P4, 6I1, 8R2]

Core component 3d. The organization's learning resources support student learning and effective teaching.

- There is a wide range of support services (counseling, tutoring, placement, advising, library, etc.) available. These services are regularly evaluated for effectiveness and student satisfaction. [1P7, 1P8, 1P10, 6R1, 6R2, 6R3, 6R4]
- Student satisfaction is indicated for administrative and student support services. [Figures 6.2, Figure 6.17, Figure 6.20, Figure 6.21, 6R3]
- Information Technology provides technological resources that support faculty, staff, and students. Computer labs and smart classrooms are used extensively. Training is provided employees on the use of new software and new technologies. A help desk supports campus network and computer-related issues. [6R3, 7P7]
- eCollege is a robust delivery platform for online courses. Faculty are provided training in the use of eCollege and the development of online courses. A related supplement for on-campus courses is eCompanion. [Institutional Overview, 1P5, 3P2, 9P3]

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.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- Faculty and staff are afforded many opportunities to take part in a variety of development activities provided to them. [4P4, 4P8, 4P9, 1P18]
- Faculty and staff have opportunities to take college courses on campus and throughout the NDUS or complete degrees through tuition waivers and the Jack Fellowship. [4P3]

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- The implementation of the ACT assessment program for general education focuses on determining the skills, knowledge, and abilities for a life of learning beyond college. The general education program is designed for students to acquire a base of knowledge which can be built on in the future. [1P16]
- Learning outcomes are identified in programs and courses and are measured to determine student learning and success. [1P2, 1R3]
- Co-curricular activities help develop leadership skills and promote personal growth for students. [1P16, 2P1, 6R2]
- Employers express satisfaction with BSC graduates in general and specialized skills and in the demonstration of the qualities of a college graduate. [1R4, Figure 1.3]

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- The general education program is designed to provide students with the skills, knowledge, and abilities to adapt and thrive in a changing world. [1P1, 1P2]
- Students seeking an Associate of Arts or Associate of Science degree are required to complete a diversity course requirement in an effort to help them better understand the global society. [1I1, 5P8]
- Alumni report satisfaction with their learning at BSC and its relationship to their current employment. [1R4]

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- A strong faculty mentoring program ensures that new faculty are provided the necessary support to develop teaching competencies and gain pedagogical insight. [1P11, 4P4, 4R2]
- Through the performance appraisal system, employee goals for additional training, development, and education are identified. [4P10]
- The College value of integrity is supported by policies governing ethical conduct. [4P7]

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

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- Various methods are employed to determine the needs and expectations of students. [Institutional Overview, 1P4, 3P1]
- Program advisory committees, comprised of community members and industry workers, help to establish program goals and objectives, and assist in maintaining instructional quality. [1P2, 1P13, 1P15, 9P2]
- The College seeks to identify the needs of external stakeholders and find ways to meet those needs. [2P2, 3P3, 3P4, 3R5, 9P1]
- Student and stakeholder feedback is gained from surveys, course evaluations, employer surveys, training evaluations, and personal communications. [3R1, Figure 3.1, 3R4, Figure 3.6]

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- Processes and lines of communication are in place to foster collaborative relationships that strengthen the college and assist college partners [Institutional Overview, 2P3]
- The development of Learning Unlimited by CETII will provide a rich array of learning opportunities for local residents. [2I1]
- Continuing education, workforce training, enrichment activities are made available through the Continuing Education, Training, and Innovation division. [2P1, 2I1]
- The College has embarked on a new initiative with military services to provide programs for service members. [8R2, 9P1, 9I1]
- Students engage with the community through related program and course activities, such as clinical and field experiences, internships and cooperative education, and service learning. [1P16, 1P17, 9P5]

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Numerous cultural and enrichment activities foster community relationships and add to the life of community residents. [Institutional Overview, 2P1, 3R5]
- The College has articulation agreements in place with colleges and high schools. Dual credit and early entry enrollment is encouraged for high school students, as appropriate. [Figure 3.5, 2R2, 9P1, 9P2]
- The College collaborates with other entities to support community improvement, such as the Aquatics and Wellness Center [3R5].
- A relationship with the local public schools is mutually beneficial in providing technical training to high school and college students. [3R5, 9R2]
- The College maintains relationships with area high schools in an effort to meet their needs. [9P1]

Core Component 5d. Internal and external constituencies value the services the organization provides.

- The College provides a variety of activities for the participation of community members, including enrichment activities, athletic events, cultural events, College for Kids, and continuing education opportunities. [Institutional Overview, 9P5]
- Workforce training participation and satisfaction results are gathered systematically and published in an annual report for CETI. These results are also included in the NDUS Accountability Measures Report. [2R3]
- Data is collected from surveys and is analyzed to determine student and stakeholder satisfaction. [3R1, 3R2, 3R3, 3R4, 3R6]
- Colleges and universities collaborate with BSC to provide access to baccalaureate and graduate degrees. These collaborations are beneficial to the colleges involved and to students residing in the BSC area. [3P4, 9P2, 9R2]