

AQIP Category Two, ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES, addresses the key processes (separate from your instructional programs and internal support services) through which you serve your external stakeholders — the processes that contribute to achieving your major objectives, fulfilling your mission, and distinguishing yours from other educational institutions.

Processes (P)

2P1. How do you design and operate the key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

2P2. How do you determine your institution's major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

2P3. How do you communicate your expectations regarding these objectives?

2P4. How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

2P5. How do you determine faculty and staff needs relative to these objectives and operations?

2P6. How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

Results (R)

2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

2R2. What are your performance results in accomplishing your other distinctive objectives?

2R3. How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

2R4. How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

Improvement (I)

2I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Accomplishing Other Distinctive Objectives*?

2I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Accomplishing Other Distinctive Objectives*?

Accomplishing other Distinctive Objectives

As a community college, BSC takes a broad view for its mission, feeling a strong need and desire to work closely with the community. This feeling is reciprocated by local residents and with business and industry leaders.

The maturity level of most of the processes presented in Category Two falls between systematic and aligned. For the most part, processes have been established and are systematically used. This is especially true for our continuing education unit and the BSC Foundation. Other processes that are key to the College are somewhat less systematized in setting specific goals.

There is extensive coordination among the departments that plan cultural and other scholarly programming activities. The ArtsQuest event, for example, requires an immense amount of coordinated effort among disciplines related to determining goals and events. The College Foundation also works closely with college departments to provide resources that are instrumental to making improvements. There is significant coordination of effort and cooperation between the College and the business community that has led to new and improved programs, improved services, and collaborative projects, some of them of major proportion.

Less well developed in the category is the process of setting measures and performing effective evaluation that can drive improvement. This is particularly true for athletics and cultural/scholarly programming where more defined measures and good evaluation techniques would be helpful for future planning. Improvements can be made in this area with the recent addition of the effectiveness and assessment coordinator who can assist in developing evaluation processes.

Comparative results for this category are somewhat difficult to acquire. BSC joined the National Community College Benchmark Project, but comparative data is not available for many of the programs and processes discussed in this category. In addition, the NDUS has not developed a systematized method for gathering and sharing comparative information among colleges in the system. Other avenues for securing comparative data need to be explored.

2P1 Key non-instructional processes support BSC's commitment to significant stakeholder groups. The processes are designed and operated by following the State Board of Higher Education (SBHE) and North Dakota University System policies and procedures, BSC policies, and with input from partner organizations, consortia, and advisory committees.

Examples of the key non-instructional processes BSC uses to achieve its distinctive objectives for students and other external stakeholders are found in Figure 2.1.

Major Non-Instructional Objectives/Processes	Programs/Activities to Achieve Non-Instructional Objectives
Community/Campus Interaction	<ul style="list-style-type: none"> • Participation in civic organizations, such as the Chamber of Commerce • Athletics • Cultural and scholarly programming and activities • Community enrichment courses and programs
Economic Development	<ul style="list-style-type: none"> • Business and industry linkages • Workforce training through CETI • BSC Foundation and Resource Development
Alumni Connections	<ul style="list-style-type: none"> • BSC Alumni Association

Figure 2.1 Key instructional processes

More information about the programs and activities that support our non-instructional objectives follows below:

Participation in Civic Organizations

Bismarck State College is a member of the Bismarck-Mandan Chamber of Commerce to support efforts to make the community a vital and desirable place to live. Each year the College supports an employee to participate in the Leadership Program that helps to educate and grow community leaders. The College also hosts the annual Ethics Day program in which a number of employees serve as coordinators and table leaders for the event. Individual employees serve the community through a variety of service and civic organizations.

Athletics

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. New athletic opportunities are identified and developed in an effort to meet student needs and to provide more sports spectator options for community members.

Businesses, local residents, and fans work with the athletic department to provide training services and financial support to assist in the viability of athletic programming and competitions.

Cultural and Scholarly Programming and Activities

Cultural programming is accomplished through academic department faculty who plan concerts, theater productions, writers' series, art shows, and other campus presentations. While a number of these cultural events and performances have student learning objectives, they also serve to add to student campus life and to enhance the cultural life of the Bismarck and Mandan communities. Our arts faculty members work with the local schools to share expertise and knowledge. Bismarck State College facilities are made available to local arts groups, such as the Civic Chorus, Children's Choir, Youth Symphony, Capitol Shakespeare, and others for practice and performance space. We host music festivals and contests for regional K-12 school systems and sponsor choir fests.

BSC sponsors ArtsQuest, a month long celebration of music, art, theater, film, and literature, each spring. A primary objective of this event with its many speakers, performances, and activities is to engage the community with the arts at BSC. Well-attended by college students, K-12 students, and community residents, ArtsQuest, in its 16th year, has become a major attraction at the college.

The BSC Library sponsors Book Talk at BSC, an annual book discussion series that made its debut in 2000. Book Talk discussions are held at the BSC Library and are free and open to all.

Science faculty has hosted the Regional Science Olympiad annually for nearly 25 years as a way of serving area school children to participate in science competitions and learning activities. The Physical and Biological Sciences department also presents the Visiting Scientist series that seeks to broaden science knowledge of students and local residents.

Community Enrichment Courses and Programs

The Continuing Education, Training, and Innovation department has taken the lead in the NDUS for the implementation of a software system (Lumens) for tracking and billing participants in non-credit activities. CETI has also received Learning Resources Network (LERN) certification, providing key measurements and national benchmarks which are used to improve processes and operations. CETI offers enrichment courses, speakers, and special events for the community. Through these opportunities people may update or learn new skills, pursue vocational interests, and explore new career options. These experiences enrich lives and improve work performance.

CETI also sponsors symposia about a variety of historical people or events. These multi-day events feature well-known scholars and speakers who lecture and participate in panel discussions. Related activities are also a part of the events. The symposia are widely publicized and aimed at local and regional residents, as well as students.

CETI also works with the President of the College, Larry Skogen, and nationally known humanities scholar, Clay Jenkinson, to produce and deliver several public “conversations” between the two each academic year. Topics range across many historical figures and events (such as the first moon landing and the development of the atomic bomb, and the writings of John Donne and Charles Dickens).

Business and Industry Linkages

Bismarck State College takes seriously its commitment to serve the business and industrial community, serving literally hundreds of large and small businesses in the course of a year. In turn, business and industry leaders have been supportive of college projects and initiatives. BSC is a member of the Bismarck Mandan Development Association (BMDA), a group that seeks to grow and improve the community. It encourages new business development and supports efforts to make Bismarck a vital community.

We have many close connections with businesses of all kinds. Programs such as Mechanical Maintenance, Instrumentation & Control, Petroleum Production Technology, and Petroleum Engineering Technology have been developed as a result of needs expressed by business leaders. Each of our technical programs has an advisory committee whose members are business employers and employees who provide advice and support to maintain our curricula at industry standards. BSC, often through the BSC Foundation, receives monetary, equipment, and in-kind donations from businesses and industrial companies that help BSC prosper and meet the needs of both students and industry.

Workforce Training

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. Continuing Education, Training, and Innovation is the college department that provides workforce and customized training, and apprenticeship training to local and regional businesses and industry. Training services include consulting, training workshops, courses, custom curriculum development, and staff development programs.

BSC Foundation and Resource Development

The [BSC Foundation](#) was started in 1978 with the mission of engaging in activities which support and advance Bismarck State College. The Foundation Board of Directors 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 has assets exceeding \$30 million developed 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. In fiscal 2012 the foundation awarded over \$460,000 in scholarships and \$590,000 in grants.

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.

The Foundation fundraising employees are members of two organizations that provide education and guidance for similar organizations and careers – the Association of Fundraising Professionals (AFP) and the Council for Resource Development (CRD). In 2009 the North Dakota legislature adopted the Uniform Prudent Management of Institutional Funds Act (UPMIFA). UPMIFA provides standards for prudent management of endowed funds; the Foundation Board of Trustees adopted UPMIFA in 2009.

BSC Alumni Association

The [Bismarck State College National Alumni Association](#), creates and maintains relationships with alumni, from the first graduating class in 1941 to recent graduates. By forming and strengthening these relationships, Bismarck State College can rely on the experiences and career strengths of our alumni. Alumni relationships have supported grant funding, new campus programs, and employment opportunities. The Alumni Association Board manages the activities of the association and is supported by the alumni coordinator.

2P2 Key non-instructional objectives arise and evolve from the needs of the community and are determined through boards and advisory committees, legislative meetings, business and industry contacts, and involvement in state and local partnerships. The environmental scanning done in the data gathering phase of the strategic planning process (see Category Eight) was also instrumental in ascertaining the needs of community members and other external stakeholders.

The objectives are connected to the mission of Bismarck State College through the strategic planning process. The 2013-2018 strategic plan guides BSC departments and divisions in the implementation of their programs and services. Action plans, outcomes, and measures are identified for the strategic plan objectives and are monitored and tracked regularly. An example of an objective related to this category is the construction of a Communication and Creative Arts Center on campus that will be used for college and community events.

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 through the business plan, board meetings, the website, and social media.

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. 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, and brochures. Personal communications through informal methods and formal methods, such as meetings with boards, committees, partnering agencies, and state and local government officials, also occur. Electronic communications, such as email, the college website, public blogs, social media, and radio and television are used as well.

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 informal communications and more formal evaluations from participants and employers. Financial data is an indicator of success and is regularly monitored. 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 often 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.

In CETI, anticipated growth and direction for personnel needs is determined by the strategic planning process and the alignment of institutional priorities with essential resources. Other processes and documentation used to determine staff needs and direction include annual performance appraisals where employees are given an opportunity to give voice to their needs, and client and participant evaluations. The determination of departmental, budget, and enrollment projections is critical and occupational shifts and changes are regularly monitored.

Other faculty and staff needs are determined through the common processes 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 and scholarly programming are well aware of the needs in those areas through their involvement in community arts and humanities groups and athletic associations. 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 and budgeting processes for each affected area to determine the College's ability to meet requested needs. Annual evaluations and reviews of programs and services, surveys, process mapping, and input from internal and external stakeholders provide the information needed to make appropriate decisions regarding the necessity of readjusting objectives or processes. 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. Once resources are allocated, those responsible for the program and services develop work plans or readjust objectives to meet available resources.

2R1 Multiple sources of data and information are collected depending on the activity or objective. Specific measures that are collected and analyzed regularly are in Figure 2.2.

Major Non-Instructional Objectives/Processes	Programs/Activities to Achieve Non-Instructional Objectives	Measures Collected
Community/Campus Interaction	<ul style="list-style-type: none"> • Participation in civic organizations • Athletics • Cultural and scholarly programming and activities • Community enrichment courses and programs 	<ul style="list-style-type: none"> • Leadership Program participants • Support of events • Number of participants and attendees • Evaluations • Number of events, activities, classes
Economic Development	<ul style="list-style-type: none"> • Business and industry linkages • Workforce training through CETI • BSC Foundation and Resource Development 	<ul style="list-style-type: none"> • Donations • Number of businesses • Number of participants • Revenues • Training Events • Evaluations • Number of grants received • Grants provided to BSC • Amount of scholarships
Alumni Connections	<ul style="list-style-type: none"> • BSC Alumni Association 	<ul style="list-style-type: none"> • Number of members • Number of sponsored or supported events

Figure 2.2 Measures of distinctive non-instructional objectives

2R2 Performance results for accomplishing other distinctive objectives are provided below:

Community/Campus Interaction

Participation in civic organizations

- BSC has sponsored 15 employees to participate in the Chamber of Commerce Leadership Program since the program began in 1990
- Ethics Day hosted on campus with 100+ high school juniors and seniors participating

Athletics

- Businesses and community members support athletics with in-kind and financial donations
- Revenue from ticket sales averaged \$28,192 for 2010-2012

Cultural and scholarly programming and activities

- Theater ticket sales averaged \$9181 for 2010-2012
- Attendance numbers are tracked for various events. Events are attended by a mix of students, students, and BSC employees.
 - Visiting Writer Series includes public readings and classroom visits by the guest writer. From 2010-2012 five writers have visited campus; attendance at public readings ranged from 30 to 400 people; classroom participants averaged 57 people.
 - Visiting Scientist series brings in scientists presenting on a variety of science-related topics. The number of attendees ranged from 40 to 160 for 2010-2012 at nine events; the average number of attendees was 78; one scientist presented to local and regional schools for a total of 1500 attendees.
 - Science Olympiad is attended annually by slightly fewer than 500 school students; students, faculty, and community members assist with the event.
 - Conversations at BSC with the President and a local humanities scholar are held about six times a year with an approximate attendance of 550-600 people annually. Many more

either view the conversations through live streaming from the Internet or through public access cable television.

- Book Talk at BSC is a book discussion sponsored by the BSC Library three times a year. Each discussion attracts 30-35 people, most of whom are community members.
- Evaluations are obtained for a number of events, including Book Talk, Conversations at BSC, and the college sponsored symposia. Evaluations of these events are overwhelmingly positive.
- CETI enrichment events are reported in 3R5. Evaluations of these events are used to make improvements and to determine new opportunities.
 - In 2012, CETI planned 12 conferences for 2998 participants
 - The Speakers Bureau presented 39 events for 2939 participants totaling 4589 contact hours.

Economic Development

Business and industry linkages

- Business and industry has been very generous for many years by providing materials, equipment, and supplies to technical programs. The dollar amount of such donations is:
 - FY 2010 - \$524,947 (includes \$240,000 software and training from an energy company)
 - FY 2011 - \$148,301
 - FY 2012 - \$156,585.
- Adjunct instructors are provided by a local hospital for the Medical Laboratory Technician program and an engineering firm donates the services of engineers to teach in the Engineering Technology program.

Workforce Training (TrainND)

- CETI was honored for excellence by LERN for its most recent one-year business and marketing plan. The plan was selected from a field of more than 100 entries.
- From July 2011 through June 2012, TrainND provided 831 training events to 3621 unduplicated participants resulting in direct training revenue of \$1,215,834. Satisfaction surveys indicate a 99% satisfaction rate of both participants and clients.
- Workforce training participant numbers and satisfaction are reported to the NDUS for inclusion in the annual report on workforce training. The number of businesses, employees, and events/courses in the region receiving training are found in Figure 2.3.

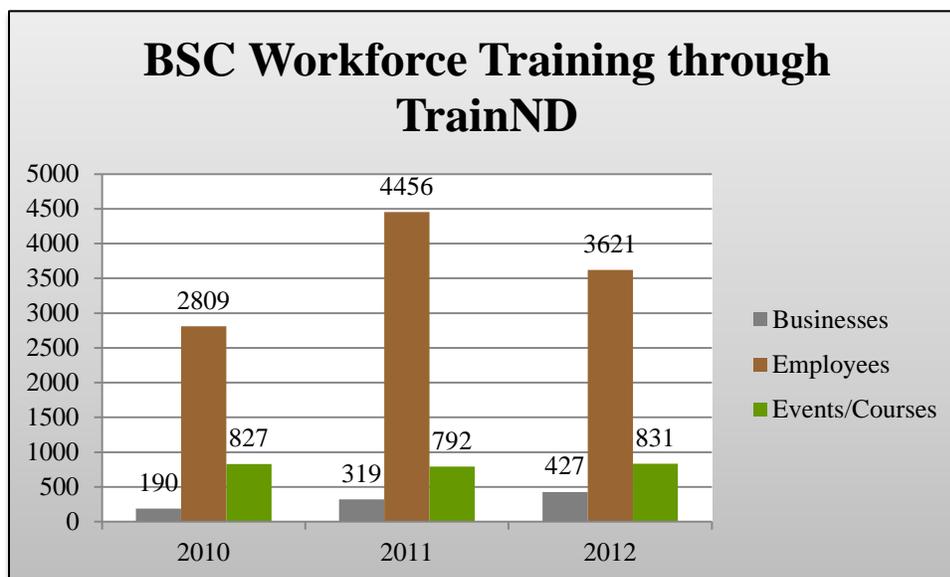


Figure 2.3 BSC workforce training numbers

BSC Foundation and Resource Development

- Eight grants received from 2010-2012
- Grants provided to the College from the Foundation totaled:
 - \$ 885,036 in FY 2010
 - \$ 362,870 in FY 2011
 - \$ 591,686 in FY 2012.
- The budget for scholarships in FY13 is nearly \$500,000. The scholarships generally range from \$500 to \$2000 for the school year. The scholarships are awarded for academic achievement and potential for success in technical programs. Over the past 15 years the number and amount of scholarships has nearly quintupled. Students are required to take 15 credit hours per semester and maintain at least a 3.0 GPA to qualify for continued funding. To encourage student participation in the performing arts the Foundation offers 40 one credit scholarships so students can participate in band, chorus, and other performing arts. By providing the one credit scholarship the Foundation helped the programs and the cultural offerings to the community. Scholarships in the amount of \$500 are also available to the BSC performing art programs to encourage participation.

The Foundation holds many endowed scholarship funds, which range in value from several thousand dollars to over one million dollars. The Foundation guidelines for new scholarship endowments are \$20,000, which annually funds a \$1000 scholarship at a five percent distribution rate; \$30,000 provides a \$1500 scholarship, and \$40,000 funds a \$2000 scholarships.

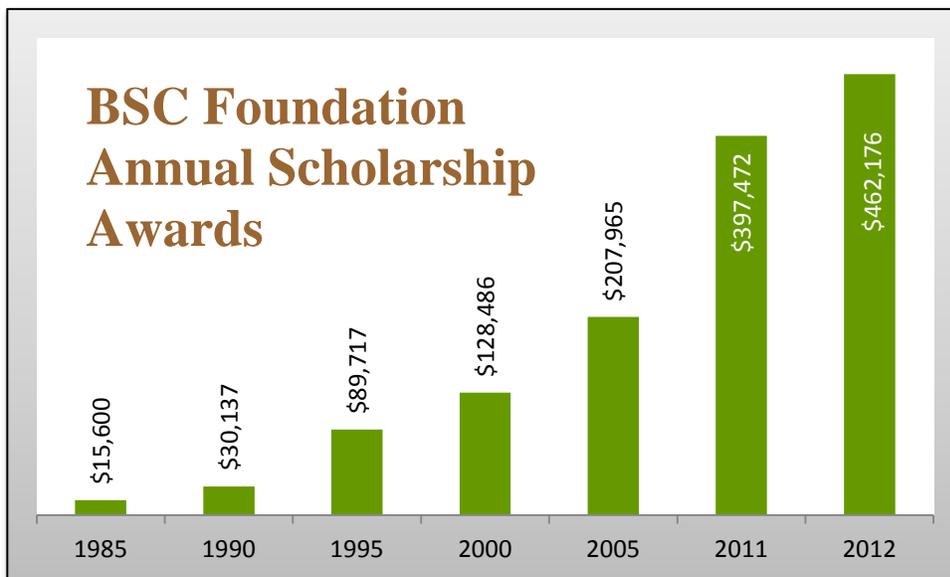


Figure 2.4 Annual scholarship awards

Additional performance results for the Foundation can be found in 6R3 where information about grants received is provided.

Alumni Connections

- The number of members of the Alumni Association averaged 375 for 2010-2012.
- Alumni Association-sponsored or supported events
 - supports the athletic program with scholarship funds
 - annual alumni basketball game
 - sponsors a free self-defense training session (led by an alumnus) for BSC students and employees
 - Through the Hope for the Future kindergarten project the association formed a relationship with a local elementary school to provide career mentoring to a kindergarten class of 18 students. Monthly sessions are designed to inspire students to break out of

family economic and transient patterns. BSC's basketball teams, other programs faculty, and students assist in this project.

- Through the BSC Alumni Association, alumni are referred to the ND Youth Forward program to provide career advice and information.
- Through the Alumni in the Classroom program, alumni participate in mock interviews for Phi Beta Lambda (business student organization) members.
- provide support to student groups such as the Energy Club, Agriculture, Technology, and Natural Resources Club, Phi Theta Kappa society.

2R3 Workforce training results can be compared to other state training quadrants managed by NDUS community colleges in Figure 2.5.

FY 2012 Clients	NW	%	NE	%	SE	%	SW (BSC)	%
Total Clients receiving training	460	7%	235	5%	643	6%	427	6%
Repeat Clients	327	71%	88	37%	272	42%	169	40%
Client Satisfaction		99%		100%		99%		99%
FY 2012 Participants	NW	%	NE	%	SE	%	SW (BSC)	%
Total registrations (duplicated)	13,984		3,706		3,998		7,425	
Unduplicated registrations	10,001		2,403		2,441		3,621	
Total training hours	163,800		27,280		111,383		103,711	
Employee Satisfaction		99%		100%		99%		99%
FY 2012 Trainings	NW		NE		SE		SW (BSC)	
Total Training Sessions	880		437		442		831	

Figure 2.5 Comparison of TrainND quadrants

2R4 The performance results of these processes strengthen the College through enhanced relationships with the community and region it serves.

Through various interactions with the community, Bismarck State College demonstrates that it is a good community member and partner. The college actively works with community organizations, such as the Chamber of Commerce, the Bismarck-Mandan Development Association, and others to provide educational opportunities and support community goals.

BSC adds to the vibrancy of the community through its athletic teams and involvement with other community activities, such as youth basketball tournaments and Hope for the Future. Cultural and scholarly programs and events, such as concerts, film series, speakers, theater productions, ArtsQuest activities, visiting writers and scientists, and others offer broad opportunities for pleasure and intellectual stimulation.

Through CETI, hundreds of community members have enhanced their personal development through many and varied non-credit offerings. A recent collaboration with the University of North Dakota offers learning opportunities and special events designed specifically for adults over 50 years of age. Many workforce training needs are met through TrainND, a statewide initiative for which CETI manages the southwest region of the state.

BSC has strong connections with the business community. Over the years we have developed instructional programs to meet workforce and training needs. In turn, business and industry has been generous in donations to the college for such things as scholarships, equipment, and materials.

The mission of the BSC Foundation is to develop and advance Bismarck State College. The support and advancement of the College comes through a wide variety of sources and methods that can be categorized into two areas – scholarships and grants. The Foundation is governed by an independent board of trustees of community leaders. Currently, 74 members of the community are on the board. Eight campus representatives also serve on the board.

Through the activities of the BSC Alumni Association, connections are established with the College's alumni, who work in a variety of ways to support the college and establish programs that connect BSC to the community.

2I1 The search for opportunities for improvement is an ongoing effort to serve the needs of stakeholders. CETI has made significant improvement in managing their operations. Through a statewide effort guided by the NDUS, the four TrainND regions in North Dakota purchased Lumens software for enrollment management that is specifically designed for continuing education and workforce training. The software increases online self-registrations, streamlines business processes, reduces overhead, and provides easy data analysis. The data and reporting features allow for comparison among the regions in the state. This software is an invaluable tool enabling the CETI division to improve customer service and operational efficiency.

CETI also received LERN certification. LERN is an international association that offers information and resources to providers of lifelong learning programs. Through LERN, CETI has been able to access numerous services, resources, and best practices. Of particular value is the availability of key performance data and benchmarking allowing comparisons with other college continuing education departments.

CETI also presented two symposia on campus, one on broadcaster and North Dakota native son, Eric Sevareid, and one on the 9-11 tragedy. These symposia drew students, local, and state residents to the campus to hear highly respected and nationally known speakers and to participate in related activities.

The BSC Foundation continues its grant seeking efforts which resulted in the awarding of a \$1.9 million Title III grant and a Department of Labor consortia grant for \$14 million. The consortium will provide high quality, accelerated programs with stackable credentials to enable participants to have job opportunities in high-wage, rewarding occupations. A major effort over the last few years has been to acquire qualified matching funds for a North Dakota Department of Commerce Workforce Enhancement grant program. Matching funds have been secured for various technical programs including Instrumentation and Control, Mechanical Maintenance, Energy, Electrical Lineworker, Nursing, Continuing Education, and Electronics.

2I2 The culture and infrastructure of Bismarck State College are designed to meet the needs of the community and the region resulting in the development of long and fruitful relationships that benefit all parties. Many partnerships and collaborations exist, new programs have been developed, and services and educational opportunities are available. Program advisory committee members are representatives of business and industry, government, education, and other community sectors who support and advise our technical programs. They also identify and support opportunities for growth and development. Business and industry leaders view the College as a critical part of the community to educate and train workers and to draw new businesses and residents to the area.

Strong relationships exist between BSC and numerous community entities, including the K-12 schools, local higher education institutions, the arts and cultural organizations, and athletic and fitness

organizations, such as the local park district. These relationships help the College to select activities and processes for improvement and add vitality to local and regional residents.