AQIP Category Three, UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS*, examines how your institution works actively to understand student and other stakeholder needs.*

Processes (P)

3P1. How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

Address Core Component 4C under 3P1

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

- The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
- The institution collects and analyzes information on student retention, persistence, and completion of its programs.
- The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
- The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

3P2. How do you build and maintain a relationship with your students?

3P3. How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?

Address Core Component 1D under 3P3 and 3P5

1.D. The institution's mission demonstrates commitment to the public good.

- Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
- The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
- The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

3P4. How do you build and maintain relationships with your key stakeholders?

3P5. How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

3P6. How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

Results (R)

3R1. How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

3R2. What are your performance results for student satisfaction?

3R3. What are your performance results for building relationships with your students?

3R4. What are your performance results for stakeholder satisfaction?

3R5. What are your performance results for building relationships with your key stakeholders?

3R6. How do your results for the performance of your processes for Understanding Students' and Other Stakeholders' Needs compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Improvement (I)

3I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Understanding Students' and Other Stakeholders' Needs*?

3I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Understanding Students' and Other Stakeholders' Needs*?

Understanding Students' and Other Stakeholders' Needs

Processes for Understanding Students' and Other Stakeholders' Needs were appraised well in our last systems portfolio review and we have continued to make improvements. We feel the majority of our processes range between the maturity levels of aligned and integrated.

Most processes are stable and well designed. We are improving efficiencies for students through our process mapping project. The Enrollment Management Committee is actively involved in analyzing and addressing enrollment and retention issues. A retention plan has been drafted and the College will soon be hiring a retention coordinator to direct the management of retention activities. Monitoring of progress is done by several groups including the Enrollment Management Committee, the Operations Council (OC), the Executive Council (EC) and other departments. The use and further development of the CORE portal will facilitate our efforts to more effectively share data and other information across campus.

The primary focus of the college is educating students. We recognize our role, however, in helping other stakeholders by offering needed credit and non-credit programs for workers and employers and by providing other educational and enrichment programming. We have strong processes developed to work with our stakeholders and strive to meet their needs within our educational mission.

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 readiness for course and program placement
- surveys (SSI and CCSSE) to compare levels of satisfaction and engagement over time and to national data
- New students are required to meet during the summer with an advisor for initial registration. They are later 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, engineering technology, clinical laboratory technician, nursing, and surgical technology.

The Noel Levitz Student Satisfaction Inventory (SSI) and Community College Survey of Student Engagement (CCSSE) help us determine the degree and effectiveness of campus services and if the College is meeting student 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 and monitoring 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.

The College routinely analyzes information that is gathered from these varied sources. At a campus-wide level, the Operations Council reviews data from many of the surveys and instruments. The OC may assign cross-functional teams to review or provide a recommendation to either the Operations Council or the Executive Council to select an appropriate action based on strategic priorities. An example is the assignment of a cross-functional team working on process-mapping the life cycle of a student.

Departments also review and analyze program-related data from a variety of sources including system-level reports that include demographic data, college readiness data, and other data to improve results. For example, the provost led a recent efficiency review of all courses offered by the college. The intent is to first identify any courses that consistently have low success rates, and then to identify and implement strategies to improve course success rates.

The Enrollment Management Committee is cross-functional and has three sub-committees, one of which focuses on retention. This committee is a recommending committee that works with the Office of Institutional Effectiveness and Strategic Planning to analyze data and make recommendations for strategies to improve retention, persistence and completion rates. A retention plan for the college was developed through this process that focuses on:

- **utilizing the Hobson's Retain and early alert and communication capabilities**
- **expanding the availability of the student success class**
- **developing policies that will aid student retention and success**
- **requiring that eCompanion be used for all traditional classes to provide early and frequent feedback**
- **more effectively using the College Student Inventory to help at-risk students**
- **developing and using data to make effective decisions for student retention. (4C)**

The Enrollment Management Committee set a goal to increase the annual retention rate by 1% of first-time, full-time freshman students through 2015. Part of the 2013-2018 strategic plan is to improve retention strategies that help students stay and succeed at BSC. An AQIP Action Project is underway to implement a student success class that will help students make a smooth transition to college and enable them to reach their goals. (4C)

BSC uses both IPEDS data and NCCBP data to compare retention and completion rates. Goals are set through the Executive Council and the Enrollment Management Committee, and are based on benchmark and comparison data, NDUS recommendations, and knowledge of local conditions, such as demographics and employment opportunities. The Enrollment Management Committee, working closely with the Office of Institutional Effectiveness and Strategic Planning, collects and analyzes information on student retention, persistence, and completion rates and works with various committees, departments, and offices to make improvements. This committee also assists in defining the goals for overall retention in alignment with the North Dakota University System level goals. (4C)

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

Prospective /incoming students	Incoming/current students
BSC Tour days for potential students to explore specific programs and services	Job fairs for students currently seeking employment or entering the workforce after school
Application Saturday visits and open house events	Gradfest – a specialized event to provide information regarding graduation
Second Chance Job Fair	Trained counseling and advising for students, both academic and personal issues/challenges
Financial aid workshops for students and parents	Student representation on campus committees
Visits with a local elementary school to work with specific classes on career and campus information	Supporting the Board of Governors, the student government which represents the entire student body and plans campus-wide activities.
Summer academy workshops for specific programs for interested high school students, e.g., energy, welding, and agriculture	Sponsoring and supporting over a dozen student organizations and societies
Utilization of Hobson's software to help manage a	Student representation on campus committees

student's enrollment process	
Recruitment of new students with high school visits	Chronicle (weekly announcements), website, announcement marquee, flyers, emails
Visiting college fairs and open houses	Services for students with disabilities
Marketing the College programs and services at advertised presentations for adults in communities statewide	Faculty accessibility
	Faculty interaction with on-campus and online students through discussion, eCompanion (the online resource for traditional classes), and other means
	Student Ambassadors
	Open-door policy with administrators
	Data on use rates of campus services
	Orientation – coordination of materials via theme
	Campus activities, such as Welcome Week, fairs, Pizza Wars, Fall Fantasy, Funuary, and others

Figure 3.1 Methods of maintaining relationships with students

From students' first experiences with BSC, our goal is to meet and exceed their needs. Their formal interaction is usually with admissions personnel either by talking to 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, or online chat. Tours are available for those who come to campus. Throughout the year, organized events for high school students are planned to introduce them to 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. Hobson's software helps our admissions office provide effective service in working with prospective or incoming students at the start of their educational career.

BSC believes the student orientation process begins with the admission process and continues through students' first six weeks of school. The Orientation Committee has streamlined materials based on verbal and written feedback from students and other stakeholders. The materials are easily identified through a coordinated theme and are more user friendly. "Our Mystic GPS" provides a plethora of information in an online format to help orient the student; several improvements were made to this tool based on the feedback of many stakeholders. Students like being able to access information specific to their needs. Also, as a part of the registration process students participate in assessments, such as the CSI.

The introduction of the student success course, Seminar on Success (an AQIP Action Project) orients students to the College and helps them develop skills to succeed as students. The course was initially implemented to help students who placed into at least two developmental courses.

As the need arises, the student government or Student and Residence Life office will sponsor surveys for students regarding potential changes. Recent surveys were given to students regarding Food Services and the Student Union remodeling project. As a result of the Food Services survey, an extra time frame for breakfast was implemented. Results of the Student Union remodeling survey were shared with the project team to use to address students' needs and wants.

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
- environmental scanning and identification of trends in the strategic plan
- feedback from CETI and TrainND surveys and inquiries

- regular meetings between campus administrators and local school districts
- feedback from counselors through an annual survey provided by the Dakota Association for College Admission Counseling
- regular visits with businesses in the Bismarck/Mandan community
- 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, determining if the opportunities fit the College mission and available resources, 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.

3P4 Some of the ways in which BSC sustains relationships with its key stakeholders are:
- 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 and agreements with other colleges
- maintaining joint programs with other two-year colleges in the state
- holding conferences and meetings
- providing outreach activities
- maintaining a robust alumni association
- offering dual credit and early entry opportunities for high school students
- providing entertainment, special events, 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 students are invited
- administering satisfaction surveys.

In addition to the above processes, an essential vehicle for maintaining relationships across stakeholder groups is the college communication and publication system described more fully in Category Five.

3P5 Bismarck State College uses a variety of resources to determine educational offerings and services to new student and stakeholder groups. Education is the primary purpose of BSC. We recognize our obligation, as identified through our mission and goals, to serve the public by providing needed instructional programs and non-credit training for the business community. As an active community member, BSC offers many opportunities for enrichment, workforce training, and education to local and regional residents. Through regular community outreach we meet with a broad range of community leaders, businesses, high schools, and other entities to assess their needs and obtain feedback. (1D)

BSC attempts to anticipate new stakeholders through the following means:
- comprehensive strategic planning
- annual strategic planning retreats to gauge progress and get feedback from institutional departments
- 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 provides
- information from BSC personnel and BSC 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.

Much of the responsibility for this category is placed 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. (1D)**

As an example, the Operations Council directed and oversees the project to process map the life cycle of a student to identify efficiencies and improvements in services and procedures. This decision came from a review of a committee's fact finding and recommendations for greater efficiency.

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 Inventory, employer, and alumni surveys. Other methods available to express complaints include semester evaluations of faculty and annual personnel evaluations. Informal complaints may be discussed with the appropriate department chair, administrator, 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. Students have access to administrators, faculty, and staff and can express concerns to them. Many students visit with their academic advisors who help to resolve complaints. A formal grievance and appeal process is available for students should they feel the necessity to file a grievance or appeal a decision.

An objective of the 2013-2018 strategic plan is to clearly define and implement policies and procedures for addressing student complaints, grievances, and judicial processes and ensure that they are readily accessible. This objective will help BSC to handle student complaints more effectively through the development of a Student Rights and Responsibility Code and the creation of policies and procedures that focus on student judicial process.

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 in 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. Employee complaints are tracked by Human Resources and fall into the general categories of personnel issues/concerns or harassment issues; student harassment complaints are also tracked.

Bismarck State College is committed to equal opportunity and non-discrimination, as is evidenced by its non-discrimination statement. If a formal 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 analyzes informal complaints from external stakeholders on a case-by-case basis and determines action to be taken. The complaints may be addressed and handled by department chairs and other

department managers. Complaints that are of a serious nature are resolved by vice presidents or the Executive Council.

3R1 Satisfaction of students and other stakeholders is determined by feedback from personal communication and regularly collected and analyzed measures of student and stakeholder satisfaction with BSC that include the following:

- the Community College Survey of Student Engagement (CCSSE)
- the Student Satisfaction Inventory (SSI – Noel Levitz)
- the Priorities Survey for Online Learners
- the Community College Faculty Survey of Student Engagement (CCFSSE)
- alumni survey
- employer surveys
- workforce training evaluations.

3R2 The Community College Survey of Student Engagement is administered every two years and is part of the NDUS accountability measures data. The following table shows the importance, frequency, and satisfaction means for various services:

Services	Importance Mean 1 = Not at all, 2 = Somewhat, 3 = Very	Frequency of Use Mean 1 = Rarely/Never, 2 = Sometimes, 3 = Often	Satisfaction Mean 1 = Not at all, 2 = Somewhat, 3 = Very
Academic advising/planning	2.48	1.71	2.22
Career counseling	2.21	1.30	1.99
Job placement assistance	2.08	1.28	1.92
Peer or other tutoring	2.07	1.42	2.17
Skill labs (writing, math, etc.)	2.08	1.69	2.16
Financial aid advising	2.37	1.67	2.24
Computer lab	2.38	2.05	2.57
Student organizations	1.86	1.35	2.05
Transfer credit assistance	2.18	1.52	2.09
Services for people with disabilities	2.01	1.25	2.05

Figure 3.2 2011 CCSSE means for services

Figure 3.2 shows the satisfaction mean is higher than the importance mean in half of the service areas surveyed. Eight service areas had means exceeding 2.00, indicating some student satisfaction. The two areas that are slightly under a 2.00 mean are for career counseling and job placement services, both areas of rather low frequency of use.

The Community College Faculty Survey of Student Engagement is also administered every two years. Questions regarding student services are asked of faculty in this survey. The results of the 2011 CCFSSE survey indicate that over 50% of faculty members often or sometimes incorporate the use of academic advising/planning, career counseling, peer and other tutoring, computer labs, and services to students of disabilities into their course sections.

BSC administers the Student Satisfaction Inventory (SSI) to students biennially. Survey results (see Figure 3.3) indicate an improvement in student satisfaction in 9 of 12 categories between 2010 and 2012. Only three scales indicate a small decrease in satisfaction means.

Scale	Spring 2010 Satisfaction Mean	Spring 2012 Satisfaction Mean
Student Centeredness	5.75	5.94
Institutional Effectiveness	5.70	5.80
Responsiveness to Diverse Populations	5.90	5.84
Campus Support Services	5.35	5.26
Safety and Security	5.48	5.55
Academic Advising/Counseling	5.60	5.76
Admissions and Financial Aid	5.77	5.69
Academic Services	5.91	5.98
Registration Effectiveness	5.83	5.96
Service Excellence	5.70	5.79
Concern for the Individual	5.60	5.77
Campus Climate	5.69	5.83

Figure 3.3 2010 and 2012 SSI satisfaction means

The Priorities Survey for Online Learners (PSOL) is given to BSC students who are taking at least one online class. Since BSC is committed to online education, this survey is very helpful in getting feedback from students about their satisfaction with online classes. The survey is administered every two years at the same time as the SSI.

The following institutional strengths were identified in the PSOL survey:
- Campus item: I am able to achieve my goal at this campus.
- Registration for online courses is convenient.
- Student assignments are clearly defined in the syllabus.
- There are sufficient offerings within my program of study.
- This institution responds quickly when I request information.
- Billing and payment procedures are convenient for me.
- The bookstore provides timely service to students.
- Assessment and evaluation procedures are clear and reasonable.
- My program advisor is accessible by telephone and e-mail.

Mean satisfaction results are shown below with the comparison of 2010 and 2012 results for the five scales measured. Satisfaction means improved in two areas, remained constant in one area and decreased slightly in two areas.

Scales	Spring 2010 Satisfaction Mean	Spring 2012 Satisfaction Mean
Institutional Perceptions	5.95	5.91
Academic Services	5.80	5.77
Instructional Services	5.81	5.81
Enrollment Services	6.00	6.02
Student Services	5.81	5.87

Figure 3.4 2010 and 2012 PSOL satisfaction means

3R3 Although student enrollments have declined somewhat, there is still strong interest in attending BSC as displayed in Figure 3.5 showing trends for 2010-2012 fall semesters. Due to the positive economic conditions of the state, a number of students are opting to take high-wage positions and forego college or enroll on a part-time basis, resulting in a decrease of total enrollment and the growth of part-time student numbers.
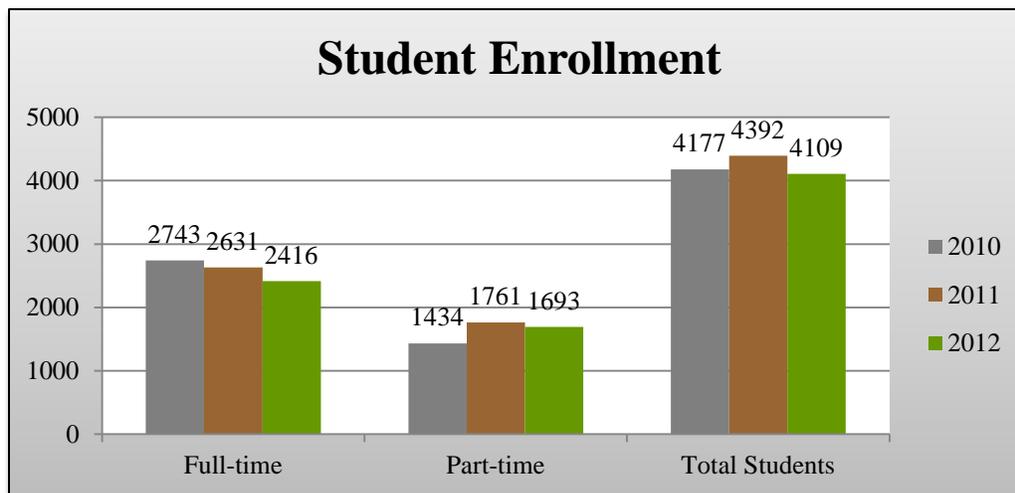
Student Enrollment

Figure 3.5 Enrollment trends

The most obvious demonstrations of a positive relationship between a student and a college are the retention and graduation rates. Retaining students from one semester or year to the next provides additional evidence of the students' satisfaction with instruction and services. From fall 2009 to fall 2010 the BSC retention rate was 69% compared to a national rate of 59.2%. The fall 2011 to fall 2012 retention rate at BSC is 66%.

The graduation rate for BSC is 46.47% for the 2009-2012 cohort; the national graduation rate is 22%. Data from the NCCBP shows that 42.17% of our full-time, first-time students (fall 2008 cohort) completed in three years, a percentile of 97% when compared with other community colleges that participated in the project.

Several items in the Student Satisfaction Inventory reflect the students' opinions on their relationship with BSC. The results for these items have improved from the 2010 administration of the survey.

Item	Importance	Satisfaction	Gap
Most students feel a sense of belonging here.	5.74	5.72	0.02
Faculty care about me as an individual.	6.12	5.87	0.25
My academic advisor is approachable.	6.53	5.96	0.57
The college shows concern for students as individuals.	6.25	5.71	0.54
People on this campus respect and are supportive of each other.	6.28	5.77	0.51
My academic advisor is concerned about my success as an individual.	6.32	5.77	0.55
The campus staff are caring and helpful.	6.33	6.04	0.29
It is an enjoyable experience to be a student on this campus.	6.42	6.07	0.35
Students are made to feel welcome on this campus.	6.49	6.21	0.28

Figure 3.6 Student relationship with BSC - Student Satisfaction Inventory 2012

3R4 Bismarck State College uses employer surveys to measure stakeholder satisfaction with our graduates.

Employer Satisfaction Surveys		
	BSC Mean 2010	ND Campuses Mean 2010
Overall, how SATISFIED are you that this employee demonstrates the qualities you would expect from a college graduate?	3.98	4.12
Overall, how SATISFIED are you with this employee's general skills as they relate to the requirements of the job?	3.98	4.08
Overall, how SATISFIED are you with this employee's specialized skills as they relate to the requirements of the job?	3.79	3.87
Based on your experience with the employee, how LIKELY are you to hire other graduates of this school?	3.98	4.13

Figure 3.7 Noel-Levitz Employer Satisfaction Survey

Faculty evaluation surveys, completed by both on-ground and online students, are reviewed by department chairs and the dean of academic affairs. The surveys 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.

Information on workforce training evaluations is located in 2R2. More results regarding scholarships provided by the BSC Foundation are also located in 2R2.

3R5 Building relationships with stakeholders is an ongoing process. Each stakeholder is a valued asset to the College and displays support in various ways. Performance results for building relationships with employers and business/industry are:
- Partnerships with business and industry continue to grow. Gifts from private donors through the Foundation totaled $1,014,268 as reported in the 2011 BSC *Annual Report.*
- favorable results from the employer surveys (Figure 3.8)
- employee training results (Figure 2.3)
- internships and cooperative education experiences (Category Nine)
- With industry support, BSC developed two petroleum technology programs to assist with the demands for skilled employees in the oil industry.

Performance results with the community include:
- The construction of the Aquatics and Wellness Center, a partnership between the Bismarck Parks and Recreation Department and the College. This multi-purpose indoor recreation center provides recreational opportunities to BSC students and employees as well as community residents. An agreement provides for the joint management and operation of the Center.
- In 2012, CETI offered 219 enrichment events, serving 2383 people for a total of 14,567 contact hours. Among the continuing education opportunities is the Osher Lifelong Learning Institute (OLLI), a non-profit, membership organization for adults aged 50 and older. Since 2010, 289 individuals have joined the OLLI program. Many types of campus events connect the College to the community.

Bismarck State College builds relationships with other educational institutions through the following:
- partnering with the Bismarck Public School system and several nearby schools to have over 800 students on the BSC campus each day taking high school classes in career and technical programs. For many years, BSC and the Bismarck Public School system shared the Technical Center to provide career and technical programs. In 2010, the Bismarck Public Schools opened its new Career Academy on our campus which is also a shared building with BSC for providing needed space for additional technical education programs.
- maintaining three articulation agreements with local schools

- creating transfer agreements, memorandums of understanding, and articulation agreements with other ND colleges
- collaborating with other NDUS colleges to ensure access to baccalaureate and graduate degrees in the Bismarck region
- growing dual credit enrollments (see Figure 9.1) as a result of greater cooperation with the Bismarck Public School system and regional high schools
- collaborating with local high school English teachers to compare the curricula to better ensure high school students would be prepared for college English and would experience a smoother transition.

The number of clients in all the programs and initiatives with which BSC is involved suggests that stakeholders view their relationship with the College positively.

3R6 BSC's most recent satisfaction survey tool to evaluate students' overall impression of key elements of the College is the Student Satisfaction Inventory. Results are shown in the following table:

Student Reported Satisfaction 2012						
	Bismarck State College			National Community Colleges		
Category	Importance	Satisfaction	Performance Gap	Importance	Satisfaction	Performance Gap
Student Centeredness	6.23	5.94	0.29	6.01	5.39	0.62
Instructional Effectiveness	6.37	5.80	0.57	6.21	5.42	0.79
Responsiveness to Diverse Populations		5.84			5.51	
Campus Support Services	5.73	5.26	0.47	5.50	4.98	0.52
Safety and Security	6.06	5.55	0.51	6.05	5.03	1.02
Academic Advising and Counseling	6.39	5.76	0.63	6.17	5.20	0.97
Admissions and Financial Aid	6.29	5.69	0.60	6.08	5.16	0.92
Academic Services	6.18	5.98	0.20	6.08	5.49	0.59
Registration Effectiveness	6.30	5.96	0.34	6.19	5.44	0.75
Service Excellence	6.18	5.79	0.39	5.99	5.29	0.70
Concern for the Individual	6.29	5.77	0.52	6.11	5.23	0.88
Campus Climate	6.19	5.83	0.36	6.01	5.32	0.69

Figure 3.8 Student-reported satisfaction on SSI

Compared to the national data reported in the SSI, BSC students have higher expectations and higher levels of satisfaction than the national averages. BSC students indicate the smallest gap between

importance and satisfaction was in the area of academic services (0.20) while the national performance gap was 0.59. BSC's largest gap is in Academic Advising/Counseling at 0.63 which is significantly smaller than the national community colleges' gap of 0.97. The largest performance gap at the national level was in the category of safety and security (1.02) while the performance gap in safety and security for BSC students was 0.51.

BSC uses the Alumni Outcomes Survey to ascertain alumni beliefs and opinions about their experience at BSC. Responses to the questions, "Overall, how would you rate this school?" BSC alumni responded "very satisfied" (55.8%) while 43.7% of all NDUS students reported being "very satisfied." The national "very satisfied" response rate was 45.5%. More alumni comparisons are in the tables below.

How well did experiences at this school prepare you for your current job?			
	BSC %	NDUS %	Nat'l %
Exceptionally well	17.3	16.4	16.9
More than adequate	17.3	24.6	26.0
Adequately	36.6	31.9	33.9
Less than adequate	1.9	4.2	4.2
Very poorly	0.0	0.5	1.0
Not at all	3.8	3.9	4.1

Figure 3.9 Alumni Survey – preparation for job

How would you rate the overall quality of instruction?			
	BSC%	NDUS %	Nat'l %
Very satisfied	36.5	29.9	32.8
Satisfied	40.4	48.2	48.5
Neutral	9.6	8.7	9.4
Dissatisfied	1.9	3.0	3.3
Very dissatisfied	1.9	0.6	0.8

Figure 3.10 Alumni Survey – quality of instruction

3I1 An Office of Institutional Effectiveness and Strategic Planning was formed in 2010 to provide focus and continuity to our efforts to improve our collection, analysis, and use of data in decision-making. In addition, two high level administrators attended training to do more effective community-influenced strategic planning. The strategic planning process that was developed is a comprehensive and inclusive one that sought the beliefs and opinions of many students and other stakeholders. That their voices were listened to is evidenced in the 2013-2018 strategic plan through the many objectives that reflect students and stakeholder needs including, but not limited to:

- the development of a Teaching and Learning Center
- the establishment of a transfer advising office
- promoting more opportunities for internships and apprenticeships.

The Seminar on Success course was piloted to students in remedial/developmental courses. Future plans are to expand the course for all students to orient them to BSC and to help them acquire the personal and academic skills helpful for college success.

We also implemented improved processes and online access for faculty to acquire the results for the College Student Inventory (CSI). This tool is an early-alert that identifies the individual strengths and challenges for incoming students, as well as their willingness to accept interventions that could improve their chances for success.

We learned from students that there is a definite need for additional student housing on campus. Plans are in development to meet that need by exploring housing options in the city and through the construction of additional campus residences.

The College is implementing a one-card system that will allow greater ease and flexibility in using the library, bookstore, and food service. Other functions will be added to the card as resources allow. This endeavor is an AQIP Action Project developed to address student requests for such a service.

3I2 BSC's core culture is summarized by three words: connect, engage, deliver. We endeavor to raise awareness of our many offerings and quality of programming among stakeholders and potential students. We then work to connect students to the people in the institution who can help them make career decisions that meet their needs and expectations. The final focus is on delivering on our promises, including a focus on service – to students and other stakeholders. This is the framework upon which our flattened operational structure, emphasis on innovation, and commitment to employee empowerment have helped to develop a culture that allows decision making at the most appropriate level to provide good service in a timely manner. The Operations Council is closely attuned to the day-to-day activities of the campus and can quickly respond as changes are needed.

The Office of Institutional Effectiveness and Strategic Planning and Title III activities are establishing a data culture that allows for more informed decision making. The strategic plan provides the framework and direction to meet student and stakeholder needs as well as other important College objectives.

BSC uses many cross-functional teams that facilitate the exchange of information and set targets for improvements. All employees are encouraged to submit suggestions for action projects. Requests for AQIP Action Projects tend to bubble up from employees who see a problem or concern that should be addressed. The campus is involved in making decisions on Action Projects to pursue and the chosen projects are included in the strategic plan to ensure campus-wide commitment.

We maintain a close affiliation with the community through informal and formal methods. We work closely with educational entities and business and industry leaders who help us keep current with industry needs and enable us to envision future challenges and opportunities.