Barton Community College Planning Model

Barton Community College plans for change. This planning model is the basis for a data-informed, strategic approach to creating focus and purpose across the college, aligning long-range plans to the critical daily work of teaching and learning, managing limited resources, and making decisions every day that move the college toward achieving its vision, mission, aspirations, ENDs and strategic goals.

Barton's Executive Leadership Council has created a flexible approach to planning, specifically to developing the college's Strategic and Yearly Plans. Instead of defining at the top level a list of specific projects departments would be required to accomplish, this approach creates a more general framework at the institutional level, allowing management, faculty and staff the opportunity to allocate resources to projects that rise to the top in their work areas as priorities evolve. This approach also helps departments implement big projects that align with the college's strategic objectives in a more manageable manner. Barton's planning model operates within the Strategic Planning Framework approved by the Board of Trustees on 3/26/2015, being designed to advance the college's core priorities, seek continuous improvement in the board-defined ENDS, and enact planning according to the principles the Board has endorsed.

Strategic Planning Framework

The strategic planning framework is the context within which Barton Community College operates to achieve its mission and vision. This framework is the foundation for a strategic management approach through which Barton's leadership team takes responsibility for leading the institution through change, defining the knowledge critical to planning strategically for the college's future, deciding how to interpret that knowledge and how to apply it to plans and decisions that lead to continuous improvement of Barton's programs, services and operations. In this model planners at all levels of the college are able to determine performance "gaps" at the institutional and divisional/department levels and implement initiatives to close those gaps. Senior administrators, with input from internal stakeholders, are able to allocate resources to support the Strategic Plan and ongoing operations that are essential to closing those performance gaps.

The basic operating principles of the Strategic Planning Framework are:

1. Barton exists to create success for its students and the communities it serves.
2. To create stakeholder success, Barton must develop appropriate capacity and function at ever---higher levels of effectiveness.

The college enacts those operating principles through four standing Core Priorities:

- **Drive Student Success**
- **Cultivate Community Engagement**
- **Optimize Employee Experience**
- **Emphasize Institutional Effectiveness**

The college's Core Priorities represent constant areas of focus. Barton's Board of Trustees have defined a series of END statements, which express in measurable terms the value Barton intends to create in each

Priority area. These statements are not as timeless as Barton's Core Priorities, and may evolve over time as conditions change. The END statements provide definition to the Core Priorities, identifying the essential elements of each priority and creating the foundation for effective measurement of results. The context created by the priorities and END statements enables the college leadership to identify how the college needs to adapt to changing conditions to improve results in these areas.

The board's END statements, listed by Core Priority, are:

Core Priority: Drive Student Success.

Board END 1 - ***Essential Skills***

- Students will acquire the skills needed to be successful for the program they are in.
- Students will have the essential skills to succeed in the workplace.
- Students will have the essential skills to lead productive lives
- Students will be provided remediation as needed.

Board END 2 - ***Work Preparedness – Students will be prepared for success in the workplace.***

- Students will have the skills and knowledge required for successful entry into the workplace.
- Students will have the work ethics, discipline and collaborative skills necessary to be successful in the workplace.
- Students will have the skills and knowledge to maintain, advance, or change their employment or occupation.

Board END 3 - ***Academic Advancement – Students desiring academic advancement will be prepared for successful transfer to other colleges and universities.***

- Students will have the academic prerequisites sufficient for successful transfer.
- Students will have appropriate knowledge of transfer requirements.
- Students will have adequate preparation to be successful after transfer to other colleges or universities.
- Students will be able to obtain Bachelor's and advanced degrees through studies sponsored by Barton County Community College.

Board END 5 – "Barton Experience" – Student responses will reflect positively of their Barton experience.

- Student responses will be documented through student exit surveys and other report mechanisms.
- Student response will assess impact of faculty and staff.
- Student response will reflect the diversity of the student body.

Core Priority: Cultivate Community Engagement

Board END 4 - ***Regional Workforce Needs – The College will address regional workforce.***

- The College will develop strategies to identify and address on-going needs.
- The College will organize area resources in addressing needs.
- The College will build effective partnerships in addressing workforce needs.
- The College will be recognized as a leader in economic development.

Core Priority: Optimize Employee Experience

Board END 8 - ***Contingency Planning***

In fulfilling its educational mission, Barton Community College attempts to make optimal use of it resources. Optimum Utilization may call for the adjustment of operational procedures such as a reduction or discontinuance of a program or service; reallocation of resources as a result of changing educational priorities; shifting enrollment patterns; lack of funds; and/or the requirements of legally imposed mandates. The President will make these recommendations to the Board of Trustees based on the College's mission of emphasizing academic, vocational-technical and cultural enrichment learning opportunities; coupled with the need for maintaining program integrity, financial viability, and responsiveness to internal and external college constituencies.

Core Priority: Emphasize Institutional Effectiveness

Board END 6 ***Barton Services and Regional Locations – The College Mission will be supported by the strategic development of Barton service and regional locations.***

- Services and locations will be compatible to the institutional mission of the College.
- Services and locations will be in accordance to available resources.
- Services and locations will maximize revenues and minimize expenses
- Service regions will maximize local tax reliance.
- Service regions will compliment growth of student learning services.

Board END 7 ***Strategic Plan - The College mission will be supported by strategic planning emphasis.***

- The institutional mission of the college will be supported by strategic planning goals and objectives.
- Accreditation requirements of the Higher Learning Commission will be satisfied through the development and implementation of strategic planning goals and objectives.
- Kansas Board of Regents policies and mission will be satisfied through the development and implementation of strategic planning goals and objectives.
- Strategic planning goals and objectives shall be measurable in order to demonstrate their effectiveness and to provide accountability to the public.

Fundamental Principles of Strategic Planning

With direction from the Board of Trustees the Barton Executive Leadership team will advance the Strategic Plan END 7 by developing/refining a planning model that:

- Grounds planning in an analysis of institutional effectiveness, outcomes and an understanding of changes which will affect the colleges future.
- Aligns planning and budgeting so planning enables decision makers to allocate the college's limited resources where they can create the most benefit.
- Aligns the work of academics, student services and the supporting departments of the college toward achieving common institutional goals.
- Promotes continuous improvement of mission-critical operations, programs and services – and doesn't merely define new projects that sit on top of already heavy workloads.
- Creates meaningful opportunities for all employees and students to define institutional goals and shape the planning process.

- Engages employees in innovations that promote higher levels of efficiency, effectiveness and sustainability.
- Enable college leadership to create a compelling vision of the future – what's driving change and how the college will respond.
- Enable leadership to ensure action happens, specific goals are defined, all departments are aligned to the achievement of common goals, resources are allocated to support strategic goals and results are achieved.

Key Performance Indicators

Key Performance Indicators (KPI) are Barton's vital few performance measures, tracked at the institutional level. Indicators are derived from the END statements, but Barton's leadership has the flexibility to develop and revise the measures as conditions change and the institution evolves. KPIs have the following characteristics:

KPIs align with the college's strategic goals

- Strategic goals convey a vision for Barton's future that transcend the timeline of the strategic plan.
- KPIs clarify and simplify the true intent of the strategic goals by defining what the college will measure to determine success.

KPIs establish significant but realistic outcomes and establish a timeframe for results

- KPI's define baseline of performance in a targeted area, quantify intended improvement and state target date.

KPIs document the total effect of innovations created across individual projects, not the contribution of any single project.

- KPIs align with goals of Kansas Board of Regents Strategic Plan

As part of the state's system of higher education, Barton must help move the needle on the state's education and economic development objectives.

<u>Alignment of Analysis, Planning, Budgeting and Action</u>

Strategic Analysis

Strategic Analysis as a component of planning is designed to do the following:

- Provide continuous feedback on external conditions affecting Barton's future
- Defines how the institution needs to adapt to changing conditions
- Produces in-depth knowledge of college *as a system.*

Analysis includes description and explanation of basic college functions and operations, in-depth studies of critical issues, and modeling of critical systems so that planners can understand the dynamic interaction across

enrollment management, teaching and learning, academic programming, institutional management and finances.

Analysis is conducted at three levels:

1) Institutional Key Performance Indicators and other metrics that inform the college of the results of its operations and the gap between results and objectives.
2) Institutional planning models that analyze the variables that produce the results we measure and support planning that influences them.
3) Ongoing research on those variables so decision-makers can know more about them and get better at managing them.

Planning

Planning is designed to do the following:

- Applies a formal yet flexible approach to managing college operations and aligning long-term objectives to daily work.
- Aligns institutional, divisional and departmental level objectives into a common structure that still allows leaders at all levels to apply planning in ways relevant to their needs and missions.
- Aligns programmatic and operational objectives to the management and allocation of Barton's limited resources.

Planning drives resource allocation.

Institutional Planning

- The Board of Trustees oversees the formation of a strategic plan based on input from Executive Leadership Council. The plan defines the college's strategic direction and aligns the work of all college departments and advance continuous improvement of our four Core Priorities.

Executive Leadership Council develops the strategic plan, manages its implementation, monitoring progress. The council conducts major planning retreats each summer to maintain the currency of the Strategic Plan and to provide direction to the review and revision of division plans. The council revises the institutional strategic plan as necessary. As part of the strategic plan, Executive Leadership Council defines strategies in core priorities of the institution – Drive Student Success, Cultivate Community Engagement, Emphasize Institutional Effectiveness and Optimize Employee Experience.

<u>Division Planning</u>

- Division plans for Academics and Student Services drive institutional planning. Academics and Student Services, working in coordination with leaders from the support divisions, review their plans in the throughout each academic year. As the combined Academic/Student Services Plan of Work is developed, Information Services, Human Resources, Facilities, and other departments respond with "support" plans. Because divisional planning is coordinated, the definition of both the Academic/Student Services plan and the support plan evolve at the same time. As specific projects are developed to implement these plans, the division leaders follow the college's project management process to manage the work and seek the necessary resources through the annual institutional budget process.

The specific tasks of Division-level planning include:

1. Management of Divisional-level planning for improvement.
    a. Division leaders (VPs, deans, directors, coordinators) engage in Strategic Analysis/Gap Analysis, Visioning, Goal-Setting, Definition of Resource Needs, and creation of action timelines. Leaders will also manage the evaluation and improvement of the division planning process.
    b. Division Performance Management is holistic, encompassing more than the coordination of Department Performance Management. It includes the definition of an overall direction and goals for the division, to which each department will be expected to contribute.
    c. Strategic Analysis tools at the Division level are more integrated and extensive than the data collection and evaluation practices at the department level.
2. Guidance of Department Performance Management
    a. Division leaders (VP, deans, directors, coordinators) define focus of performance management in their areas – key themes, outcomes, goals, processes that departments will devote time and effort toward evaluating and improving over the course of a year.
    b. Departments produce formal performance management plans, identifying short-term and long-term improvements. Division leaders approve these plans and ensure that efforts are as aligned and coordinated as possible so everyone is working to contribute to the same overall outcome.
3. Integration of Department and Strategic Planning
    a. Division leaders play a pivotal role in shaping institutional strategy and the institutional strategic plan.
    b. Division leaders identify department improvement goals that address more systemic, divisional or institutional issues and elevate those to be included in the Division Performance Management plans or advanced to Executive Leadership Council for consideration as strategic initiatives.
    c. Division leaders also make significant contributions to Strategic Analysis/Gap Analysis, Visioning, Goal-Setting, Definition of Resource Needs, and creation of action timelines at the institutional level by –
        i. Providing evidence and insight into the current state of effectiveness and efficiency in their divisions, which represent critical areas of institutional operations
        ii. Providing evidence and insight into how the various divisions interact, either supporting or constraining effective operations
        iii. Defining a strategic direction for the institution and the focus of strategic improvement initiatives in the strategic plan that will advance the Strategic Priorities
        iv. Defining how limited institutional resources need to be allocated, reallocated or shared in different ways in order to optimize the performance of the institution overall – particularly in its efforts to achieve defined outcomes of its Key Performance Indicators.

<u>Department Performance Management</u>

1. At the direction of division leaders (VPs, deans, directors, coordinators), departments engage in evaluating and improving performance in targeted areas that have a direct impact on their core operations
2. Within each division, departments may work on improving a common process or, at the direction of division leaders, work on improving processes that are specific to their needs and operations
3. As noted above, departments produce formal performance management plans, identifying short-term and long-term improvements. Division leaders approve these plans and ensure that efforts are as aligned and coordinated as possible so everyone is working to contribute to the same overall outcome.

Resource Allocation

Resource Allocation is designed to do the following:

- Quantify to the extent possible the material capacity Barton requires to enact strategic plan and maintain operations at desired levels.
- Manage the strategic development of the college's financial resources.
- Enact strategies to optimize revenues and minimize costs.
- Allocate resources to support critical ongoing operations and special improvement projects.

Presidents Staff manages these actions. In the annual budget process, once resources are allocated, budget officers have the authority – within established accounting procedures – to manage the resources assigned to them to maximize opportunities to enhance ongoing operations or achieve improvements that advance the goals of the college's strategic plan.

As part of the routine budget process, senior budget officers (president, vice president, deans) have the responsibility for defining the specific resource requirements to achieve the outcomes of their division plans of work and to support their critical operations.

Resource Allocation makes planning real.

Structure of the Institutional Strategic Plan

Barton's strategic plan is a clear blueprint of the college: who we are, how we fit into and influence our environment, how we work, what we are working on, and how we measure our progress.

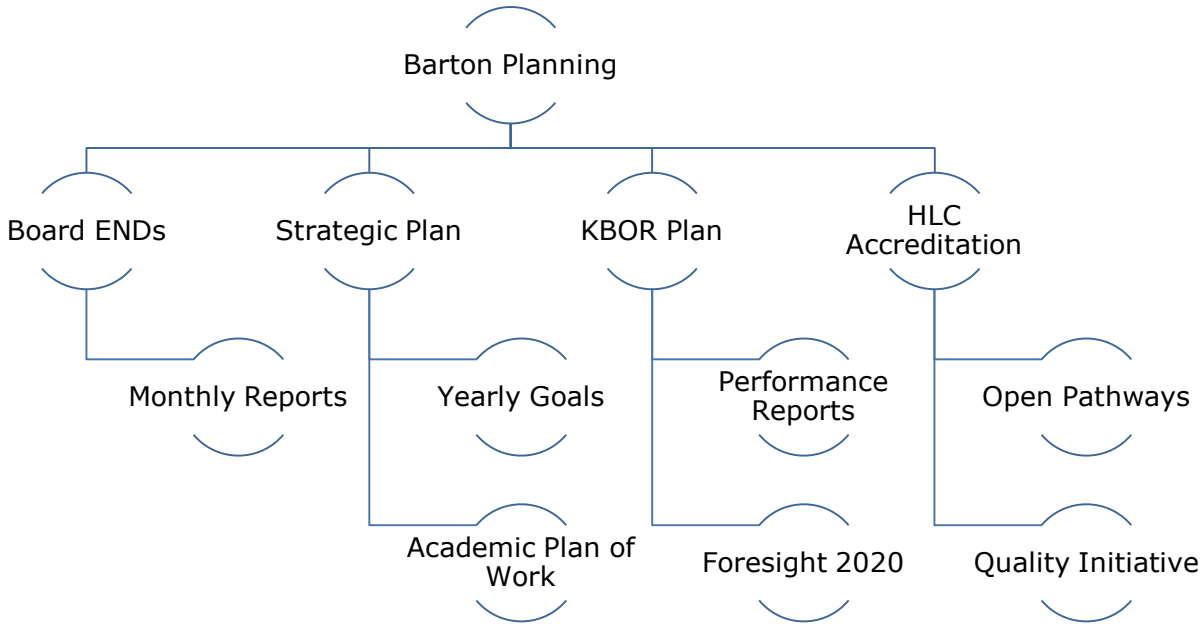
The plan is organized around four Core Priorities.

Drive Student Success
Cultivate Community Engagement
Emphasize Institutional Effectiveness
Optimize Employee Experience

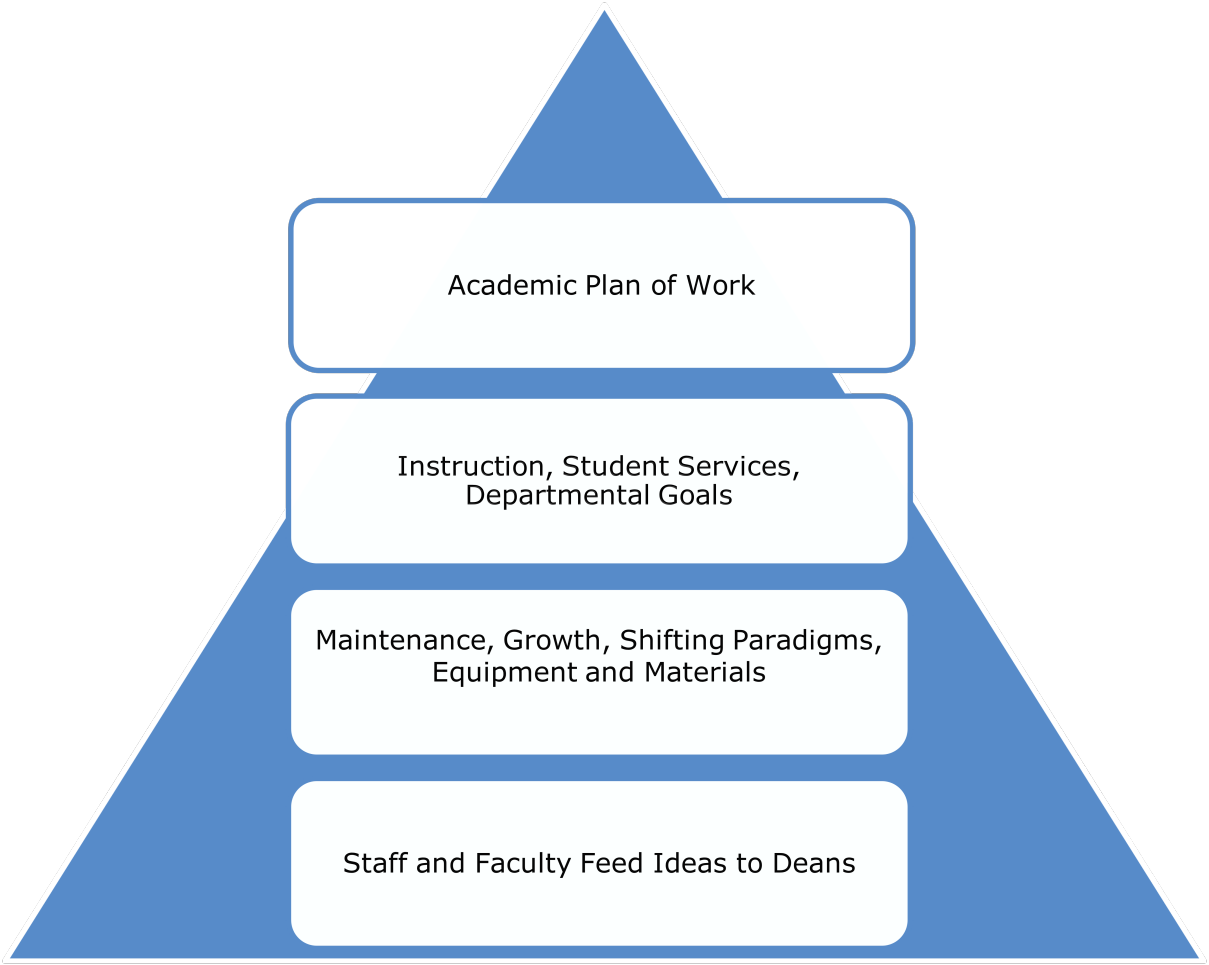
These Core Priorities provide the foundation for strategic planning. To bring focus and commitment to each Core priority, strategic planning avoids discussions of tactics (projects), focusing instead on what we want to be as an institution and what we can do over the next three years to get there. Following a model proposed by Jim Collins (*Good to Great in the Social Services* Sector) this vision is articulated in two goals for each Core Priority. By definition, goals should have a "gulp factor." Goals are not restricted to the timeframe of the strategic planning period, and may require additional planning cycles to complete.

The goals are used to determine a handful of objective statements that divisions and departments can use to determine their projects and activities for the three-year cycle. Goals also are used to determine the set of Key Performance Indicators that are used to track institutional-level progress in major objectives related to the goals. This planning framework places project management and evaluation at the division and department level, freeing the executive level to concentrate on strategic evaluation.

The following charts summarize the planning process.



Barton Two Year Academic Plan of Work Model



Strategic Planning Time Cycle

Planning is part of the day-to-day management of the college and defines and guides the actual work. The process leading to our current Strategic Plan has created a foundation for effective planning, but to sustain that approach, academic deans, student services leaders and Executive Leadership Council will engage in planning activities throughout the academic year, following this cycle:

Barton Strategic Planning Timeline
7-1-2015 through 6-30-2016
Ongoing-Review/Discussion of KPI and Adding items to Assurance Argument and Evidence File at all venues

Responsibilities	July	August	September	October	November	December	January	February	March	April	May	June
Executive Leadership Planning retreat to assess current state of college & relevance of projects	Evaluate & revise plans **Retreat**											Evaluate & revise plans **Retreat**
VP, Academic Deans & Student Services Dean lead collaborative planning meetings		These plans specify the major projects to be undertaken in the current & forthcoming academic year to advance Leadership planning retreat goals										
Executive Leadership engage in monthly research summits		Summits (PCD, etc..) focus on critical issues that will influence the future of the college in such areas as Student Success, Enrollment & Retention and Finances										
Executive Leadership & faculty focus on program reviews							All departments conduct reviews/program reviews & strategic budget development					
Dean of Information Services or other leaders	Briefs Board on status of plans & solicits feedback											
HLC Accreditation												
Gap Analysis/Review						Core Team Review						
Criterion 1 Rough Draft												
Criterion 2 Rough Draft												
Criterion 3 Rough Draft												
Criterion 4 Rough Draft												
Criterion 5 Rough Draft												
Compliance Reporting												
Criterion 1 Final Draft												
Criterion 2 Final Draft												
Criterion 3 Final Draft												
Criterion 4 Final Draft												
Criterion 5 Final Draft												
Begin Final Draft Review											Core Team	
Quality Initiative	Jo Harrington - Ange Sullivan - Vic Martin - Randy Thode											

Barton Strategic Planning Timeline
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Executive Leadership & faculty focus on program reviews							All departments conduct reviews/program reviews & strategic budget development					
Dean of Information Services or other leaders	Briefs Board on status of plans & solicits feedback											
HLC Accreditation												
Final Draft Review	Core Team									Core Team		
Submit to VP			VP									
Submit to President					President							
Submit to Board of Trustees							Board of Trustees					
Final Lock Date												Lock
Quality Initiative	Jo Harrington - Ange Sullivan - Vic Martin - Randy Thode											

- **ONGOING.** Review/discussion of Key Performance Indicators at Board of Trustees, Executive Leadership Council, Presidents Staff, Deans regular meetings, other venues. KPIs include:
    - Monthly update on strategic improvement projects, other core activities and functions
    - End-of-term updates on KBOR Performance Agreement targets
    - Annual (Spring) updates on institutional performance indicators.

- **JUNE/JULY.** Executive Leadership Council engages in planning retreat to assess current state of the college, the relevance of current goals and supporting strategies and to define Barton's broad strategic focus and resource needs for the coming year. The leadership also spends time evaluating and revising the planning process as necessary. The process of ***Strategic Analysis*** (described above) provides the framework for the retreat.

- **FALL SEMESTER.** The Academic and Student Services divisions lead collaborative planning meetings with the support divisions to produce integrated divisional plans of work. These plans specify the major projects to be undertaken in the current and forthcoming academic year to advance the Core Priorities in Enrollment Management and Retention, Student Success, Financial Viability, Community Relations, Employee Development and Organizational Effectiveness. The process of ***Strategic Analysis*** (described above) provides the framework for the retreat, and as part of the framework, participants respond to information from the June/July planning retreat, make an initial review of academic and student service programs, and begin to scope more specific resources needs in preparation for the next fiscal year budget process.

- **FALL SEMESTER.** Leadership engage in monthly research summits, which are focused discussion of critical issues that will influence the future of the college in such areas as student success, enrollment and retention, and financial viability. These discussions are intended to guide decision-making, long-range planning and management of strategic action projects. The December summit provides an opportunity to respond to the output of the Academic/Student Services planning meeting – particularly the overall assessment of the college's current state, major strategic direction, and resource requirements. The December discussion will lead into program review and budget planning in the spring.

- **SPRING SEMESTER.** Leadership, faculty and staff focus on academic/non-academic program review; strategic budget development.

- **Monthly.** The Dean of Information Services and other leaders brief the Board of Trustees on progress and solicit feedback.

<u>Support Planning</u>

Annual and long-range planning of Barton's departments that provide support to Academics and Student Services is part of the college's planning model. The purpose of support department planning is to a) provide a means to support department of defining and prioritizing a scope of work they must accomplish to fulfill their purpose and advance the college's mission, and, b) provide a means for those departments to allocate resources to the direct support of the strategic goals of Academics and Student Services.

Multi-year support department planning can take place following a schedule that fits the structure, purpose and workflow of the support department, but the essential linkage between support departments and

Academics and Student Services will occur every year in the late fall or early spring as part of the annual planning cycle. More details on this are below.

Support Plan Structure

All support plans align with the following framework:

Support department plans are based on defined "pillars," which define the three or four major, ongoing areas of focus that define the department's work. This planning context is modeled on the college's Strategic Planning Framework, which is based on four core priorities: Cultivate Community Engagement, Drive Student Success, Emphasize Institutional Effectiveness and Optimize Employee Experience.

- Support departments plans follow written criteria that allow the department to prioritize work according to its strategic importance. Work that is critical to the continuing operation of essential college services or work that clearly advances a strategic goal should take priority over less essential work.
- The planning process must be based on some capacity to gather information on the current state of the institution, its future needs and the future work the support department must do to meet its own purpose. The planning process also must be based on some capacity to use that information is setting goals and forming a support plan.

Integration of Support Plans to Academic and Student Services

As part of the annual planning cycle, the leadership of Academics and Student Services will produce a unified division plan. Planning starts in a fall retreat and is finalized by the end of the fall semester. The division plan defines strategic goals for the next two academic years and will identify the resources necessary to achieve them.

Ideally, representatives of the support departments participate in the planning retreat but if they do not, then the Academics/Student Services leaders are responsible for meeting with support departments by early spring in time to enable the combined division and support plans to inform budget-making decisions and guide long-range resource planning.

To create the combined plan, support departments and Academics/Student Services will discuss what resources the Academics/Student Services plan require from the supporting departments, whether the supporting departments have the necessary capacity to provide that level of support, and if not, what actions are possible to make the necessary adjustments. The planning partners also must agree on how the Academic/Student Services plan of work integrates with the plans developed by the support departments and determine how any disconnects will be resolved.