Barton Strategic Plan

Approved 05/28/2015

Executive Summary

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

Barton's planning process provides a systematic means of analyzing the current state of each standing Core Priority against stated intended outcomes, planning a future state of the institution, and allocating resources to achieve that state.

<u>Conditions of Success</u>

We will be demonstrating directional improvement towards the true intent of our GOALs when Barton looks and operates like this:

Drive Student Success

1. Increase student retention and completion – VP, Academic Deans, Student Services
    A. Address relevance of scheduling, programming, advisement and student peer mentoring.
        - Re: advisement: see Degree Works information under "C" below
        - Fort Leavenworth is using last few years of data to adjust class offerings.
        - Fort Riley is now helping Troop Schools with advisement of soldiers.
    B. Write Title III grant to focus on improving retention and completion
    C. Continue implementing DegreeWorks to enable identification and communications to students close to completion
        - Degree Works introduction presented at Fall Professional Conference Days, BC/GB campus
        - 23 WTCE advisors have received Degree Works training this fall
        - 9 Academics division advisors have received Degree Works training this fall

- 5 Fort Riley advisors/personnel are scheduled to receive Degree Works training in the coming days – now completed
- Last week, a brief survey went out to the advisors who have received training asking for feedback about their experience. Only a few responses have been received to date, but they are all evidencing a positive experience so far with the audit system.
- Ongoing testing by advisors who have been trained and collaboration/communication between those advisors and Degree Works functional staff via degreeworks@bartonccc.edu

D. Develop default aversion communication process through Financial Aid
   - Develop a first year experience (FYE) task force to research and design a program for new students and to assist with transition and retention:
     - Task force members identified
     - First of 8 meetings began January 2015
     - Vision and Purpose statements were created
     - Task force member Christopher Stott attended National FYE Conference in February 2015
     - Brett Bruner FYE Director from FHSU attended our June task force meeting to describe the program he manages
     - FYE Task Force developed and executed the first FYE event: Welcome to Barton in start of Fall 2015
     - Brett Bruner met with Task Force in November 2015 to discuss various questions the task force created as part of our continued research

E. Develop a new Developmental Education Class, English Composition with review modeled after Barton's College Algebra with review to assist students to complete their English composition requirements.
   - Pilot began Fall 2015
   - Consistent monitoring of student success.
   - Expectation after pilot review to continue to offer this class in Spring 2016

F. Begin laying a foundation to produce a retention plan during FY2017

2. Enhance the Quality of Teaching and Learning – VP, Academic Deans, Faculty Council Professional Development Committees

   A. Emphasize the importance of professional development, mentoring, and best practices that lead to student success.
      - Bartonline team has trained over 350 faculty (duplicated) on various areas on the Canvas LMS.
      - Canvas eCertification courses BOLT 101 and BOLT 103.
      - Online courses updated as faculty move courses to Canvas LMS.
      - Master Syllabi Revisions in progress.
      - Working on Faculty Credential reviews.
      - Associate Faculty evaluation form is in final stage of approval. Face to face associate faculty will be evaluated first.
      - Fort Riley staff conferenced with Grandview Plaza staff to exchange information and awareness for respective services and operations.
      - The Academic Division assigns new full time faculty members 1 mentor for discipline development and another to assist in BCC organizational information.

- WTCE conducting On-site School District Partner Meetings Fall 2015
- Fort Riley faculty/staff have participated in 4 different professional development opportunities fall of 2015.

B. Increase student access to student gradebook and align student and instructor expectation of communication through syllabus.
    - All instructors in Fort Riley and Fort Leavenworth use part of the first day of class assisting students with the process of logging in and reviewing syllabus. Dean Anderson regularly emphasizes the importance of faculty inputting grades in a timely manner.

Cultivate Community Engagement

3. Enhance Internal Communication – Student Support Services, WTCE
    A. Engage Student Support Services & student life providers in Fall and Spring Professional Conference Day/Advisement & Engagement Days.
        - Successful Fall 2015 Professional Conference Days.
        - Planning Spring 2016.
        - College planning discussions have been scheduled for both campus locations.
        - College Public Relations news releases are forwarded to all college employees.
        - Degree Works training in progress.
            - 23 WTCE advisors have received Degree Works training this fall
            - 9 Academics division advisors have received Degree Works training this fall
            - 5 Fort Riley advisors/personnel are scheduled to receive Degree Works training by mid November.
            - Mid October, a brief survey went out to the advisors who have received training asking for feedback about their experience. Only a few responses have been received to date, but they are all evidencing a positive experience so far with the audit system.
        - Title IX session presented at Fall Professional Conference Days, BC/GB campus
        - Title IX information presented at BC/GB campus forum, Wednesday October 28, 2015
        - Title IX information on November 17, 2015 Study Session agenda
        - Fort Riley holds regular "Advising and Enrolling Days coinciding with enrollment cycles.

    B. WTCE is Registered to Serve as a Vendor for the 2016 Parents as Teachers Conference (Home School Students); Collaborating with Admissions and BOL

    C. Welding program campaign.

    D. Fort Leavenworth has initiated PTK, a Running Club and a Book/Writers Club within the last year.

4. Enhance External Communication – President, Public Relations
    A. Create methods for special topic forums (i.e. "pool") and "state of the college" type forums <u>for all</u> (internal & external stakeholders).
        - Forum topics determined by impact on student learning/service; and/or impact of legislation/policy mandate; and/or impact on institutional resources.
        - Yearly college Forums have been scheduled.
        - Community survey is being developed and readied for public comment via media outlet.
        - Face-to-face community survey event has been scheduled.
        - Yearly Community Report distributed.

- Barton feedback form receiving an average of 3.5 submissions per month – average response time is approximately 10 -12 days.

Emphasize Institutional Effectiveness

5. Initiate periodic review of the Mission Statement and Vision Statement. – President, Public Relations, Board of Trustees
    A. Yearly news release inviting public comment.
        - Community survey is being developed and readied for public comment via media outlet.
        - Board of Trustees reviewed Mission/Vision/ENDs.
        - Trustees have directed ENDs 4 and 5 to be combined and modified.
6. Through professional development, identify and create a training for understanding and use of process improvement methodologies. – VP, Academic Deans, Faculty Council, Professional Development Committees
    A. For activities to reach level 4 and 5 in the Maturity Scale, there will need to be detailed measures of process and product quality which will enable continuous process improvement.
        - Program, Topic and Processes group is working on Phase 0 of the CAM process.
        - WTCE is working on 2015 Program Reviews.

Optimize Employee Experience

7. Develop more consistent & robust employee orientation. - Human Resources
    A. Establish a baseline of new employee experience with Agile employee onboarding system via survey.
        - Working with Public Relations on redesigned forms.
        - Ready to start testing once forms are completed
8. Enhance professional development system. – Institutional Effectiveness and other Deans Professional Development Committees
    A. Each individual who have oversight of institutional professional development dollars will notify employees within their area of supervision about the availability of these dollars and the steps they must follow in order to apply for professional development endeavors using these dollars.
        - Bartonline team has trained over 350 faculty (duplicated) on various areas on the Canvas LMS.
        - Professional developmental plans for WTCE employees are in place.
        - Working on professional developmental plans for Fort Riley employees.
        - Professional development seminar scheduled for Friday, November 20th.
        - Hosted a professional development evening at Fort Leavenworth on Friday October 2nd.
        - Data is being gathered for profession development resource web page.
        - Offering supervisory chats.
        - Dean Simmons is attending Statewide Leadership Training with plans to implement College Leadership Training.
        - WTCE hosted financial aid and advisement syllabus faculty forums.

<u>Key Performance Indicators</u>

Key Performance Indicators are our vital few performance measures, tracked at the institutional level. KPIs have the following characteristics:

- KPIs align with the Core Priorities
  - Core Priorities convey a vision for Barton's future that transcends the timeline of the strategic plan.
  - KPIs clarify and simplify the true intent of Core Priorities by defining what we will measure to determine success.
- KPIs establish significant but realistic outcomes and establish a timeframe for results.
  - They define the baseline of performance in a targeted area, quantify the intended improvement and state the target date.
  - They document the total effect of innovations created across individual projects, not the contribution of any single project.
- KPIs align with the goals of the Kansas Board of Regents Foresight 2020 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.

Barton's Key Performance Indicators are the following.

Barton Community College Key Performance Indicators			
Goal	**KPI**	**Alignment to Accreditation**	**Alignment to Foresight 2020**
1. Increase student retention and completion.	Increase first to second year retention and completion rates for Barton Applicants who are First Time, FT, Degree/Certificate seeking comparing year to year and semester to semester. Goal: Directional Improvement.	Criterion 3	Yes
2. Enhance the Quality of Teaching and Learning.	Increase student course evaluation scored on #4 which deals with the gradebook, and #9 which deals with e-mail. Goal is to show directional improvement for all faculty (so either individually or by department, but not as a whole as the average is already above a 4).	Criterion 4	Yes
3. Enhance internal communication.	To increase PACE Score a. information sharing b. sharing decision making PACE Survey • The extent to which information is shared within this institution, 3.44 • The extent to which I am able to appropriately influence the direction of this institution, 3.48 • The extent to which open and ethical communication is practiced at this institution, 3.53	Criterion 2	
4. Enhance External Communication.	Implementation of community perception survey (random sample) in order to measure success of community forums.	Criterion 5	
5. Initiate periodic review of the	Evaluate based on Survey results and other feedback.	Criterion 1	

Mission Statement and Vision Statement.			
6. Through Professional Development, identify and create a training for understanding and use of process improvement methodologies.	For activities to reach level 4 and 5 in the Maturity Scale, there will need to be detailed measures of process and product quality which will enable continuous process improvement.	Criterion 2, 5	
7. Develop consistent & robust employee orientation.	Review and revise system based on survey results and other feedback.	Criterion 1, 2, 3, 4	
8. Enhance professional development system.	Increase PACE Survey scores for • The extent to which this institution has been successful in positively motivating my performance, 3.71 Evaluate based on employee survey and strategic planning response	Criterion 2, 3, 4, 5	

Plans of Work

Barton's strategic plan is implemented through a series of projects identified in work plans in each of the major divisions – Academics, Student Services, Information Services, Administrative/Executive, Advancement, Human Resources and Finance. The college's planning process provides a framework for planning that creates both a structured, strategic context for conducting the essential work of the institution and a flexible approach for organizing and executing that work down through the various units of the college. This approach provides management, faculty and staff the capacity to allocate time, effort and other resources to projects that rise to the top as priorities evolve and to implement big projects in more manageable phases.

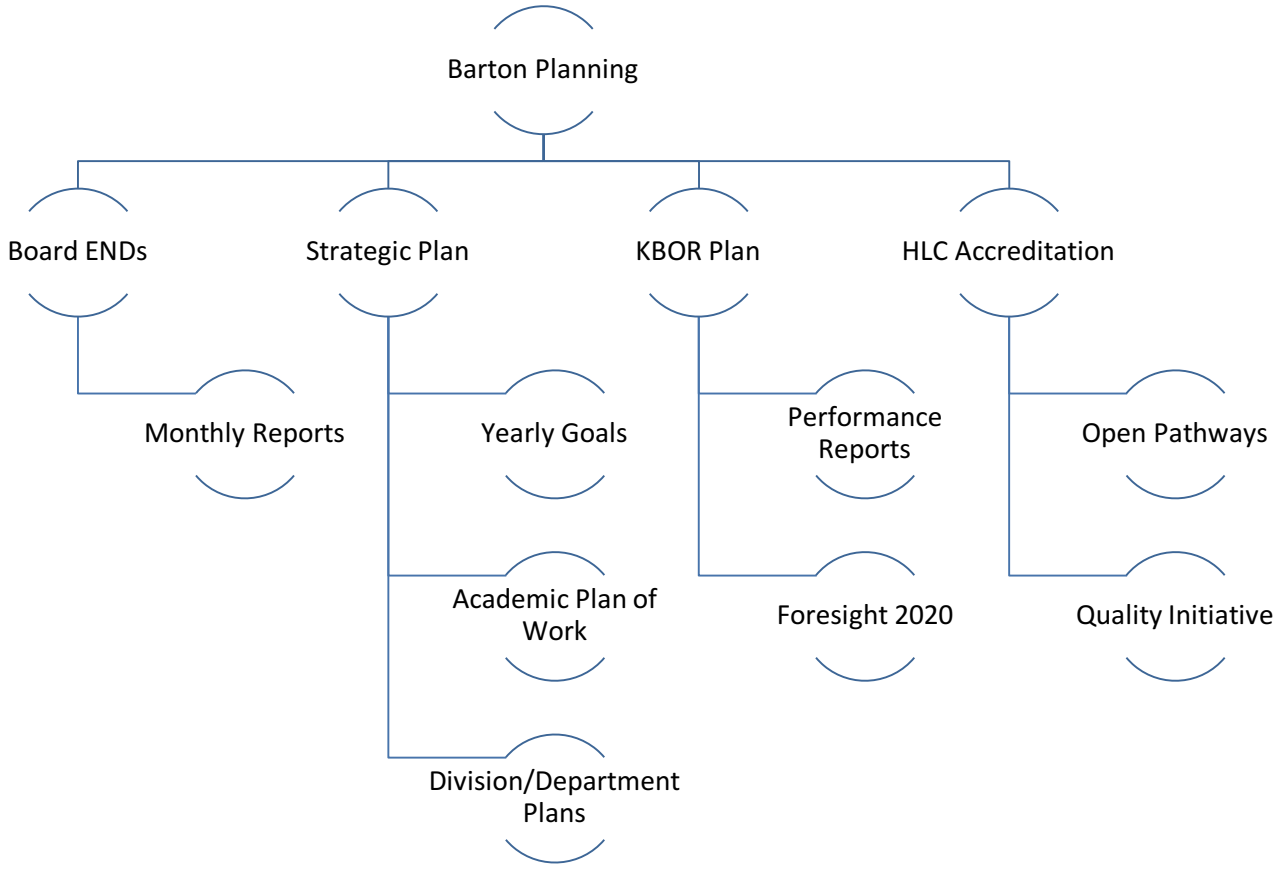
Timelines for Survey's/Monitor points

CCSSE (Community College Survey of Student Engagement) – 2008 – 2010 – 2012 – 2014 - 2016

PACE (Personal Assessment of the College Environment) – 2010 – 2012 – 2014 - 2016

Maturity Scale – Core Priorities/HLC Core Criteria – 2015 - 2017

Maturity Scale – Board ENDs/HLC Core Criteria – 2016 – 2018


Barton Planning
Board ENDs
Strategic Plan
KBOR Plan
HLC Accreditation
Monthly Reports
Yearly Goals
Performance Reports
Open Pathways
Academic Plan of Work
Foresight 2020
Quality Initiative
Division/Department Plans