Institutional Strategic Planning for the Barton Success Plan

Compilation of Services Rendered from the
Office of Educational Innovation and Evaluation

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Barton Community College
Institutional Strategic Planning for the Barton Success Plan

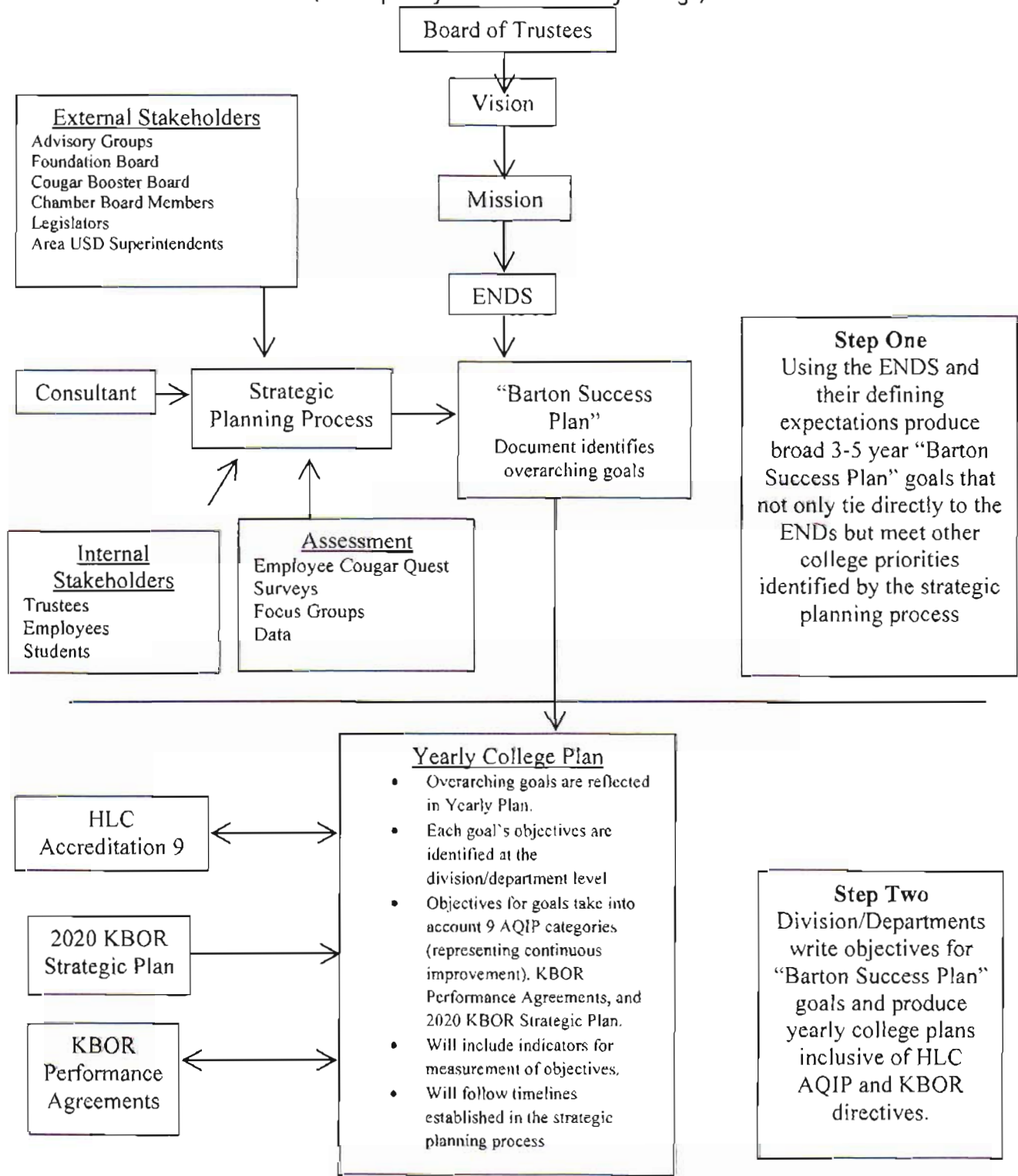## Academic Year 2010-2011

Overview

Barton Community College (Barton) initiated a strategic planning process in 2010 to anticipate, predict, and align its activities for the next five years. The strategic plan will provide a framework aimed at advancing Barton's vision, mission, and goals via a series of phased components aligned with the overarching mission of improving Barton's services. The phased components have, and will continue to, embrace the feedback and input from key stakeholders of the Barton community, which primarily includes its students, faculty, staff, administration, Board of Trustees, and partners and sponsors in the business sector. The Strategic Planning Umbrella Format (see following page) was developed by Barton to provide a graphic overview of the various components of the strategic planning process. Barton contracted with the Office of Educational Innovation and Evaluation (OEIE) at Kansas State University to facilitate and support its strategic planning efforts outlined in the Strategic Planning Umbrella Format. This report provides a summary of the strategic planning activities that OEIE supported during the 2010-2011 academic year including:

I. Document alignment
- Accreditation mandates (Higher Learning Commission's Academic Quality Improvement Program (AQIP) requirements)
- System (Kansas Board of Regents) requirements (Foresight 2020 and Performance Agreements)
- Barton's initiatives to streamline reporting for accountability

II. Internal and external environmental analysis
- Review of Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis
- Strengths, Opportunities, Aspirations and Results (SOAR) Analysis Report
- Environmental Scan

III. Refining the strategic direction
- Facilitation with Barton key stakeholders March 2011

IV. Developing and refining measurable indicators
- Facilitation with Barton key stakeholders April 2011

In addition to the activities listed above, this report also includes the results from the SWOT analysis conducted in two facilitated sessions in April of 2010 at the Great Bend and Grandview Plaza campuses. The feedback collected from the faculty and staff at these sessions has contributed to the overall strategic planning process, and is attached in Appendix A of this report for Barton's reference.

This report is organized in four sections as outlined above. Supporting documentation from each section, such as data collection instruments, workshop presentations, etc.. are attached in the corresponding appendices.

STRATEGIC PLANNING UMBRELLA FORMAT
(developed by Barton Community College)

Board of Trustees

Vision

Mission

ENDS

External Stakeholders
Advisory Groups
Foundation Board
Cougar Booster Board
Chamber Board Members
Legislators
Area USD Superintendents

Consultant

Strategic Planning Process

"Barton Success Plan"
Document identifies overarching goals

Step One
Using the ENDS and their defining expectations produce broad 3-5 year "Barton Success Plan" goals that not only tie directly to the ENDs but meet other college priorities identified by the strategic planning process

Internal Stakeholders
Trustees
Employees
Students

Assessment
Employee Cougar Quest
Surveys
Focus Groups
Data

HLC Accreditation 9

2020 KBOR Strategic Plan

KBOR Performance Agreements

Yearly College Plan
- Overarching goals are reflected in Yearly Plan.
- Each goal's objectives are identified at the division/department level
- Objectives for goals take into account 9 AQIP categories (representing continuous improvement), KBOR Performance Agreements, and 2020 KBOR Strategic Plan.
- Will include indicators for measurement of objectives.
- Will follow timelines established in the strategic planning process

Step Two
Division/Departments write objectives for "Barton Success Plan" goals and produce yearly college plans inclusive of HLC AQIP and KBOR directives.

I. Document Alignment

OEIE provided support to Barton's strategic planning process by conducting a document review of four documents determined to be of significance by Barton. OEIE then conducted a comparative analysis of these documents to develop a matrix alignment with Barton's existing strategic statements, goals, and Board of Trustees' ENDS Statements (i.e., the final three Barton documents listed below). Documentation used in the development of the document alignment matrix included the alignment of each of the following:

- The Higher Learning Commission's (HLC) AQIP Criteria for Accreditation
- The HLC's AQIP Categories
- The Kansas Board of Regents (KBOR) Performance Agreement Guidelines and Procedures Goals
- The KBOR Foresight 2020 Plan
- Barton's 2010 Strategic Goals
- Barton's 2010 Strategic Statements
- Barton's Board of Trustees' ENDS Statements

Background for Document Alignment Matrix

OEIE obtained the five AQIP Criteria for Accreditation and nine AQIP Categories from the HLC (HLC, Retrieved December 6, 2010, from http://www.ncahlc.org/ information-for-institutions/criteria-for-accreditation.html and http://www.ncahlc.org/aqip-categories/aqip-categories.html). Each of the five HLC AQIP Criteria for Accreditation has three elements: Criterion Statement, Core Components, and Examples of Evidence. The Criteria Statements, adopted by the HLC, define necessary attributes of an organization accredited by the HLC. Institutions must meet each of the AQIP Criteria to warrant accreditation. Sanctions may be applied if an institution appears that it may not meet one or more of the Criteria.

The HLC AQIP Categories are divided into nine areas. These areas are organized such that they provide a structure for colleges and universities to use to examine their key processes. In doing so, colleges and universities can insure that the energies and resources they are investing will assist them in meeting their goals. As such, while each AQIP Category deals with a related group of key processes institutions might use in their strategic planning, the AQIP Categories are also framed to encourage institutions to investigate the interrelationships among processes. Through the analysis of processes, the AQIP Categories promote critical reflection that allows colleges and universities to share and learn from other institutions' experiences and insights. The HLC AQIP expectation is that each institution uses the AQIP Categories to construct its Systems Portfolio, which consists of an Institutional Overview and sub-sections of the nine AQIP Categories. The Institutional Overview presents a picture of the institution's key strengths, ambitions, distinctions, and advantages, along with challenges, competition, and conflicts it faces (HLC, Retrieved September 22, 2010, from http://www.ncahlc.org/aqip-categories/aqip-categories.html).

OEIE obtained the KBOR Performance Agreement Guidelines and Procedures Goals and the Foresight 2020 Plan from the KBOR website (KBOR, Retrieved October 19, 2010, from

http://www.kansasregents.org/performance agreements and http://www.kansas regents.org/foresight 2020). According to the Performance Agreement Guidelines and Procedure Goals, Kansas Statute 74-3202d establishes performance-based funding for technical colleges, community colleges, state universities, and Washburn University. Each institution's state funding is dependent upon meeting the goals outlined in its Performance Agreement. Institutions are required to submit a Performance Agreement for KBOR approval every three years, with subsequent performance evaluated annually. Barton's three-year Performance Agreement is due July 15, 2011.

Foresight 2020, approved by KBOR in September 2010, highlights a 10-year strategic agenda for the State's public higher education system. This plan sets six long-range measureable achievement goals for insuring the state's higher education system meets the expectations of Kansans (KBOR, Retrieved October 19, 2010, from http://www.kansas regents.org/foresight 2020).

OEIE obtained Barton's seven Strategic Goals, as indicated in their Yearly College Plan 2010-2011 (Barton, Retrieved September 14, 2010 from http://bartonccc.edu/administration/ strategicplan/20102011/index.html), ten Strategic Statements, and eight Board of Trustees' ENDS Statements of Priorities from the Barton President's office.

Document Alignment Methods

The OEIE evaluation team worked to align the specific statements, objectives, and goals, following a 6-step comparative analytical approach. In this manner, steps one and two involved aligning the Barton Strategic Goals and Strategic Statements to the eight Barton Board of Trustees' ENDS Statements. The next four steps encompassed simultaneous alignment of the two KBOR elements (i.e., the Performance Agreement Guidelines and Procedures and the Foresight 2020 Plan) and the two Higher Learning Commission's AQIP elements (i.e., the Criteria for Accreditation and the Categories) to the Barton ENDS Statements. At no point were KBOR and AQIP components aligned with each other directly; however, conceptual agreement of their respective intent is inherent as the Barton ENDS Statements constituted the first level of the hierarchy of the content comparative alignment.

Document Alignment Results

The findings from the comparative document alignment analysis indicate the collective Barton ENDS Statements, Strategic Goals, and Strategic Statements are written in a manner that addresses all of the AQIP Categories. Through the comparative analysis, however, OEIE found one AQIP Criteria (i.e., Criteria 4, Acquisition, Discovery, and Application of Knowledge: "The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission"), one KBOR Foresight 2020 Goal (i.e., Goal D, Increase Targeted participation/Access: Institutions will increase participation of under-served populations in postsecondary education and organized lifelong learning activities"), and one KBOR System Performance Agreement Goal (i.e., Goal 2: "Achieve participation in the state's higher education system that better reflects the state's demography and more fully engages adult learners") that

were not supported by Barton ENDS statements. While Barton may want to consider making modifications or otherwise adding statements to address the AQIP and KBOR goals, it is also important to point out that Barton's ENDS Statements, Strategic Goals. and Strategic Statements did incorporate coverage of the remaining four AQIP Criteria. nine AQIP Categories, four KBOR Foresight 2020 Goals, and five KBOR System Performance Goals. OEIE prepared Appendix B to illustrate the alignment of all the above mentioned (2010) documents to the Barton ENDS statements.

This document served as a preliminary model for the alignment of these various components. Based on the strategic planning work completed over the course of the year, Barton created a new alignment model showing how the institution's goals address the various accreditation mandates and System requirements. This revised model is presented in Section III of this report.

II. Internal and External Environmental Analyses

The SOAR analysis addresses, in part, Barton's internal environmental analysis component of this environmental scan. Barton chose to use the SOAR analysis as a strategic planning tool. Based on Appreciative Inquiry, which focuses on improving what is working by using a positive approach, Barton determined that focusing on the strengths of individuals and organizations is much more powerful and effective than dwelling on deficiencies.

A SOAR analysis can be used as part of a larger strategic planning process for an organization or program. The analysis is a scan of the internal and external environment of a given organization. It can be used to identify strengths and goals. The analysis can be a useful tool for reducing a large amount of data into a more manageable profile of the organization, and it provides a framework for identifying the issues that impact strategic planning.

SOAR Survey Development and Administration

The OEIE evaluation team designed the SOAR framework survey with fourteen open-ended questions: three for each of the SOAR components (Strengths, Opportunities, Aspirations, and Results) and two additional final Strategic Planning questions. The specific survey questions are as follows:

Strengths

> *What advantages does your organization have?*
> *What do people in your field see as Barton's strengths?*
> *What factors are helping Barton succeed?*

Opportunities

> *What partnerships might Barton develop?*
> *What are the needs of the stakeholders?*
> *What are the interesting trends you are aware of?*

Aspirations

> *How can Barton build on or expand our strengths?*
> *How do you want others to perceive Barton?*
> *What new things do you want to consider?*

Results

> *What difference will be made by Barton?*
> *What does success look like?*
> *What measures of success will be most important?*

Additional Strategic Planning Questions

> *As a key stakeholder of Barton Community College, which three "key"*
> *words would you use to describe your institution?*
>
> *Please share any other comments or suggestions you have for Barton*
> *Community College's strategic planning process.*

In support of Barton's strategic planning process, the OEIE evaluation team created and administered the SOAR analysis survey to key stakeholders at Barton between November 17, 2010, and December 10, 2010. The key stakeholder contact information was provided to OEIE by the Barton president's office.

The OEIE evaluation team received names, email addresses, and departmental affiliations of 507 individuals identified as key stakeholders by the president's office. OEIE identified 25 specific constituency groups, as well as a "Duplications" group. By placing all individuals identified as being a member of two or more constituency groups into the "Duplications" group, the list was narrowed to 467 potential participants.

The "Duplications" group (#26) is comprised of potential participants identified with two or more of the following constituency groups: Business, Nursing, Graphic Design, Community Based Job Training Grant, Criminal Justice, Workforce Training Advisory Council, Corrections, Great Bend Chamber, Superintendent, Welding, Booster Club Board, MLT, Agriculture, Drafting (CAD), Natural Gas, Foundation Board, Board of Trustees, and Medical Assistant.

Using Barton's "Google Survey System" account, OEIE pilot-tested the SOAR survey before launching the 26 offerings on November 17, 2010, to the identified constituency groups. E-mail notices were sent to the 467 solicited participants with links to their corresponding survey, systemically insuring that all responses would remain anonymous. OEIE retained the ability to track participation by constituency group by launching 26 identical surveys to the respective groups. Of the 467 e-mails sent, 43 "bounce-backs" occurred, narrowing the solicitation group to 434 potential participants Reminder e-mails were sent to the potential participants on November 23, 2010, with a final reminder being sent on December 2, 2010.

SOAR Survey Findings

A total of forty-one (9.4%) respondents completed and submitted the SOAR survey. While responses were received by stakeholders representing nineteen (73%) of the known constituency groups, nine (2.1% of those solicited or 22.0% of those who responded) of the responses were from the "Duplications" group offering. This means that it is impossible to determine which of the constituency groups is being represented from these nine responses. However, even though these responses could not be attached to a particular constituency group, they have been included in the aggregate report of the results.

The results of the SOAR analysis survey have been summarized into common themes such that the overall picture is presented by category (S, O, A, and R) and by question below.

Strengths

- *High Quality Administrative Staff and Faculty*
- *Is Flexible and Adaptive to Changes and Emerging Trends*
- *High Quality of Education*

S – STRENGTHS

This section was comprised of the three open-ended questions with the specific purpose of identifying Barton's strengths. The OEIE evaluation team identified common themes from the 118 (N = 118, 9.1% response rate) participant *Strengths* responses and summarized the results below:

1. *What advantages does your organization have?*
2. *What do people in your field see as Barton's strengths?*
3. *What factors are helping Barton succeed?*

Respondents indicated that Barton provides its students with a quality administration including skilled staff (n = 46, 39.0%), a quality (n = 27, 22.9%), affordable (n = 13, 11.0%) education, is quick to recognize trends with the ability to adapt to change (n = 32, 27.1%), and provides small class sizes (n = 10, 8.5%).

Respondents further indicated that by partnering with local schools, Barton has allowed students the ability to accumulate dual credits (n = 12, 10.2%) and has established good partnerships with industry and businesses (n = 11, 9.3%) and four-year schools (n = 6, 5.1%). It is also reported that Barton has good community support (n = 26, 22.0%) and is responsive to local needs (n = 7, 5.9%).

An example of Barton's leadership is highlighted in this anonymous quote, *"We have a fine president, faculty members and community that are behind the college."*

O – OPPORTUNITIES

This section was comprised of the three open-ended questions with the specific purpose of identifying Barton's opportunities. The OEIE evaluation team identified common themes from the 112 ($N = 112$, 8.6% response rate) participant *Opportunities* responses and summarized the results below:

1. *What partnerships might Barton develop?*
2. *What are the needs of the stakeholders?*
3. *What are the interesting trends you are aware of?*

Respondents indicated Barton should expand partnerships with State universities and local school districts ($n = 14$, 12.5%), health care ($n = 6$, 5.4%), local industries/employers ($n = 14$, 12.5%), and other military branches ($n = 5$, 5.4%). Other areas suggested to develop partnerships are the following: the technology industry, including new technology, and potentially using social media ($n = 15$, 13.4%), vocational training ($n = 3$, 2.5%), child care centers ($n = 3$, 2.5%), and more programs in the fields of alternative/renewable energy industry, graphic design, and EMS ($n = 5$, 5.4%).

Opportunities
◆ *Expand Technology, Training, Classes, and Social Media*
◆ *Develop Partnerships with Local Industries, Health Care, and Military Employers*
◆ *Expand Partnerships with Local School Districts and Four-Year Institutions*

According to respondents, Barton should focus on the following needs:

- Provide quality transfer degree opportunities to State universities ($n = 14$, 12.5%);
- Maintain quality, affordable education ($n = 13$, 11.0%)
- Career pathway education and skills ($n = 9$, 7.6%)
- Qualified students ready to enter and fill workforce needs ($n = 9$, 7.6%)
- Field study, practicum, and internship educational opportunities ($n = 5$, 5.4%)
- Continuing education training ($n = 4$, 3.4%)
- Provide short, quick certifications for technical skills ($n = 3$, 2.5%)
- Maintain dual credits ($n = 3$, 2.5%)

o Respondents provided the following trends: technical/technology education and the growth of social media as a form of communication ($n = 15$, 13.4%); the importance of online, virtual, and distance learning ($n = 11$, 9.3%); and the growth in the Hispanic/Latino population ($n = 5$, 5.4%).
o Respondents also indicated that graduates are unprepared to enter the workforce ($n = 9$, 7.6%). An example of this theme is represented with the following anonymous quote, which highlights the concerns of several of the respondents about job preparedness of students and graduates and their expectations and needs, *"a qualified employee pool with at least a basic understanding of showing up to work daily and making contributions to the company which he/she works for."*

A – ASPIRATIONS

This section was comprised of the three open-ended questions with the specific purpose of identifying Barton's aspirations. The OEIE evaluation team identified common themes from the 102 ($N = 102$, 7.8% response rate) participant *Aspirations* responses and summarized the results below:

1. *How can Barton build on or expand our strengths?*
2. *How do you want others to perceive Barton?*
3. *What new things do you want to consider?*

Aspirations

♦ *Continue Quality Education, Service, and Facility*

♦ *Build Community Employer Relationships*

♦ *Continue Leadership in Building Community Collaboration*

According to survey respondents, Barton should continue to be a positive leader in the community and continue collaborating with the community ($n = 23$, 22.5%), as well as build relationships with employers in the community ($n = 14$, 13.7%), build relationships with the technology industry and provide technology training ($n = 6$, 5.9%), and pursue new partnerships ($n = 3$, 2.9%).

Respondents indicated they want Barton to provide its students with quality in education, services, and its facility ($n = 26$, 25.5%), be perceived as progressive ($n = 10$, 9.8%), able to change according to career demands ($n = 10$, 9.8%), and provide student internships and educational opportunities ($n = 5$, 4.9%).

Participants further indicated the following "new things" to consider:

- Expand online/mobile classes ($n = 5$, 4.9%)
- Expand technical/vocational, manufacturing training and programs ($n = 5$, 4.9%)
- Provide student internships and educational opportunities ($n = 5$, 4.9%)
- Provide flexible classes and/or schedules ($n = 3$, 2.9%)

An example of an opportunity for Barton is highlighted in the following anonymous quote from a participant sharing his/her desire to see Barton as, *"A multiple stop shopping center for either degrees/certificates that will lead to a job or classes that can be used towards a four year degree."*

R – RESULTS

This section was comprised of the three open-ended questions with the specific purpose of identifying where participants would like to "see Barton go." The OEIE evaluation team identified common themes from the 106 ($N = 106$, 8.1% response rate) participant *Results* responses and summarized the results below:

1. *What difference will be made by Barton?*
2. *What does success look like?*
3. *What measures of success will be most important?*

Results

♦ *Develop Successful, Employable Students that Provide for a Trained and Qualified Workforce*

♦ *Foster Community, Public Engagement, through Participation and Collaboration*

♦ *Provide a Quality, Affordable Education/Training*

Participants indicated a desire to see successful students that provide a trained/qualified workforce ($n = 42$, 39.6%) with increased skills abilities ($n = 6$, 5.7%) that have employment opportunities ($n = 26$, 24.5%). Participants also indicated the importance of community/public engagement, participation and collaboration ($n = 14$, 13.2%). Also providing students with a quality, affordable education/training ($n = 8$, 7.5%).

Participants described community benefits ($n = 12$, 11.3%) with the following responses:

- *"Our community will have a more solid financial base, more business and industry, and we'll have a better budget as a result."*
- *"A college environment brings a lot of enrichment to a community. . . There is a focal point for community involvement and pride."*
- See Barton as, *"a flourishing successful community where pay is good and jobs are filled with professional, skilled people happy to be in their profession.*
- *"Community needs being met. Good reputation for quality education. Adaptability. Those things are already successful."*

Participants indicated that Barton's success should be measured by college benefits ($n = 25$, 23.6%), i.e., growing revenue that outpaces expenditures, increased student enrollment, enhanced institutional reputation, staff performance, and staff satisfaction. Participants also indicated graduation rates, program completion, and degrees/certificates ($n = 14$, 13.2%) as another measure of success.

Pertaining to results, this participant's anonymous quote defines success as, *"never becoming content with the current state of something."*

This section was comprised of the two open-ended questions with the specific purpose of summarizing participants' opinion of Barton and recommendations for it. The OEIE evaluation team identified twelve common themes from the 70 participant ($N = 70$) *Strategic Planning* responses and summarized the results in answer to the following question below:

1. *As a key stakeholder of Barton Community College, which three "key" words would you use to describe your institution?*

Of the 41 survey respondents, 39 ($N = 39$, 95.1% of respondents) provided responses to this strategic planning question. The following "key" words to describe Barton were provided:

Response Themes	Frequency of Responses
Progressive	($n = 13$)
Quality	($n = 8$)
Supportive	($n = 8$)
Flexible	($n = 6$)
Adaptable/Willing to Change	($n = 5$)
Innovative	($n = 5$)
Student Oriented	($n = 5$)
Alive/Ambitious	($n = 4$)
Collaborative/Partner	($n = 4$)
Efficient	($n = 4$)
Quality Education/Skilled Instructors	($n = 4$)
Responsive	($n = 4$)

2. *Please share any other comments or suggestions you have for Barton Community College's strategic planning process.*

This open-ended question provided participants an opportunity to provide additional comments/suggestions/responses that may not have been addressed in the previous 13 open-ended questions. Of the 41 survey respondents, 20 (48.8%) provided responses to this strategic planning question. OEIE has categorized several significant comments into the following three categories: Concerns, Suggestions, and Statements of Support with the verbatim responses listed below.

Statements of Support

> *"I appreciate the relationship we have with Barton County Community College and how they have reached out to us in meeting the educational needs of the population we serve by being willing to listen to us as we described to them the needs of our population."*

"Keep doing what you are doing. It is wonderful to work with staff that is so responsive and energetic."

"I have 3 children who all completed their Bachelor's degrees, two of which have also finished their Masters programs. It is likely that one of them will ultimately embark on his/her PhD in the future. Without exception they all took initial hours from Barton, much of it as concurrent credit while still in High School. I consider those hours to be among the best values that I purchased for my kids' educations. It is a great program that is an awesome benefit to the community."

"Don't be afraid to think outside the box or color outside the lines. Look for the WOW's that you can provide. Be a WOW school!!!"

Concerns

"As technology and cultural changes occur so must the college to stay current with the changing world. We must focus not just on enrollment from local or those within the state of Kansas but from around the world to bring a more diverse culture to the college."

"Make sure the standards and expectations of students (and eventually employees in the community) are high!"

"Continue to be progressive with your programs. Keep building relationships and continue to work with local school districts in giving their students the best educational opportunities possible."

Suggestions

"With the expansion at Barton in the past year it is important that our capabilities are known throughout the state surrounding states so that graduating High School seniors see the opportunities in our area."

"We have a fine college, but with competition from the other CC, we need to be constantly looking at ways to keep ahead of the others."

"The national scenic byway is bringing the communities, counties, and agencies within the region in a very positive manner. This byway is recognized at a national level for be an outstanding example within the national byway community. BCCC should look at how to become involved."

"Look at the programs you now offer, how to strengthen them and how to expand them. Listen to what is voiced by your past, present, and future students in the ways you can meet their needs, after all they are the ones whom will reap the benefits or downfall of any plans you form."

"Continue to expand your distance learning capabilities to reach a broader audience."

SOAR Analysis Conclusions

The findings from the SOAR analysis survey indicate that survey participants provided positive reflections related to the courses, curriculum, dual credits, and certificates that Barton is providing. Participants also revealed they are supportive of the partnerships Barton has built, and offered specific suggestions of partnerships Barton should expand on or develop (i.e., partnerships with community/employer collaborations, local schools, four-year institutions, and military branches). They further suggested offering more programs, such as renewable energy and graphic design. Finally, participants pointed out they were supportive of the faculty, staff, and administration while also recognizing the need for responsiveness to students and ensuring that students receive an affordable, quality education from Barton.

Although the participation for the SOAR analysis survey was low (9.4% response rate), the overall responses encompassed a diverse universe of fields, interests, concerns, and suggestions. The feedback was detailed, and provided clear directions. Due to the timing of this particular data collection (i.e., during final exams), however, one key constituency group was not included, and that group encompasses the voices of students. As such, OEIE recommended launching a revised SOAR analysis survey to a sample of the Barton student body. Barton concurred with the need to have a student sample, and a student SOAR survey was launched on January 18, 2011, with a closing date of February 3, 2011. The results of the students' SOAR analysis are described below.

Strengths, Opportunities, Aspirations, and Results: Student Survey

The SOAR analysis report, submitted to Barton February 8, 2011, addressed, in part, the internal and external environmental analysis component. In the Conclusions and Recommendations section of that report, OEIE recommended launching a revised SOAR analysis survey to a sample of the Barton student body. Barton concurred with the need for student feedback. This section of the environmental scan provides the results of the Student SOAR Survey.

In support of Barton's strategic planning process, the OEIE evaluation team created and administered the SOAR analysis survey to currently enrolled students at Barton between January 18, 2011, and February 3, 2011. The student contact information was provided to OEIE by Barton. These 300 students were identified as being currently enrolled and taking either an online course or a hybrid course.

Using Barton's "Google Survey System" account, OEIE pilot-tested the SOAR survey before launching on January 18, 2011. E-mail notices were sent to the 300 solicited participants with a link to the survey, systemically insuring that all responses would remain anonymous. Of the e-mails sent, four "bounce-backs" occurred, narrowing the solicitation group to 296 potential participants. Reminder e-mails were sent on January 21, 2011, a second reminder on January 26, 2011, and a final reminder on February 2, 2011.

SOAR Student Survey Findings

A total of sixty-six (22.3%) respondents completed and submitted responses to the Student SOAR Survey. The results of the student SOAR analysis survey have been summarized into common themes such that the overall picture is presented by category (S, O, A, and R) and by question below.

S – STRENGTHS

Strengths

♦ *Quality Affordable Education*

♦ *Small Class Sizes*

♦ *Partnerships with 4-year Universities for Transferable Credits and Classes*

♦ *Quality Instructors*

This section was comprised of three questions with the specific purpose of identifying Barton's strengths. This represents a total of 586 ($N = 586$, average of 8.8 responses per student) participant *Strengths* responses. The most frequent responses to the following questions are summarized below:

1. *What advantages does Barton have?*
2. *What do students see as Barton's strengths?*
3. *What factors are helping Barton succeed?*

Respondents indicated that Barton provides its students with a quality affordable education ($n = 130$, 22.2%), small class sizes ($n = 82$, 14.0%), quality instructors ($n = 43$, 8.4%), and through Barton's partnerships with four year universities, Barton provides transferable credits and classes ($n = 43$, 8.4%). Barton's partnerships with local high schools creates the ability to accumulate dual credits ($n = 42$, 7.2%). Respondents further indicated Barton's strengths as providing supportive faculty, staff, and administration ($n = 42$, 7.2%), extra-curricular activities ($n = 30$, 5.1%), and good community support ($n = 30$, 5.1%).

O – OPPORTUNITIES

This section was comprised of the three questions with the specific purpose of identifying Barton's opportunities. The OEIE evaluation team identified common themes from all of the responses to the questions in this category. This represents a total of 330 ($N = 330$, average of 5 responses per student) participant *Opportunities* responses. The most frequent responses to the following questions are summarized below:

1. *What partnerships might Barton develop?*
2. *What are the needs of the students?*
3. *What are the interesting trends you are aware of?*

According to the student feedback, Barton's opportunities include the following:

- Develop partnerships with the technology industry ($n = 62$, 18.8%)
- Provide more online and night classes ($n = 43$, 13.0%)
- Develop partnerships with the alternative renewable energy industry ($n = 42$, 13.0%)
- Expand partnerships with state universities ($n = 38$, 11.5%)
- Need for short-term training and certificates ($n = 29$, 8.8%)
- Affordable education ($n = 25$, 7.6%)
- Transfer credits ($n = 16$, 4.8%)

In addition, respondents indicated a trend in the growth of social media as a form of communication ($n = 22$, 6.7%).

Opportunities

- ◆ *Develop Partnerships with the Technology Industry*

- ◆ *Provide more Online and Night Classes*

- ◆ *Develop Partnerships with the Alternative Renewable Energy Industry*

- ◆ *Expand Partnerships with State Universities*

A – ASPIRATIONS

This section was comprised of the three questions with the specific purpose of identifying Barton's aspirations. The OEIE evaluation team identified common themes from all of the responses to the questions in this category. This represents a total of 318 ($N = 318$, average of 4.8 responses per student) participant *Aspirations* responses. The most frequent responses to the following questions are summarized below:

1. *How can Barton build on or expand our strengths?*
2. *How do you want others to perceive Barton?*
3. *What new courses/program areas would you want Barton to consider adding?*

According to survey respondents, Barton can build on its strengths by collaborating with the community for educational opportunities and partnerships ($n = 41$, 12.9%), being a positive leader in the community ($n = 40$, 12.6%), continuing to build relationships ($n = 40$, 12.6%), and expanding online learning programs and services ($n = 27$, 8.5%), providing pre-career training and pre-career guidance ($n = 9$, 2.8%), providing certificate programs ($n = 8$, 2.5%), consider providing transportation to campus ($n = 5$, 1.6%), and providing technology and electronic programs ($n = 5$, 1.6%).

Participants further indicated the following "terms" to describe how they want others to perceive Barton:

- Affordable ($n = 24$, 7.5%)
- Effective ($n = 11$, 3.5%)
- Progressive ($n = 10$, 3.1%)
- Reputable ($n = 10$, 3.1%)
- Stable ($n = 10$, 3.1%)
- Efficient ($n = 9$, 2.8%)
- Diverse ($n = 7$, 2.2%)
- Innovative ($n = 7$, 2.2%)
- Quality Education ($n = 7$, 2.2%)
- Competitive ($n = 4$, 1.3%)
- Responsive ($n = 4$, 1.3%)
- Friendly ($n = 3$, 0.9%)

Aspirations

- *Collaborate with the Community for Educational Opportunities and Partnerships*

- *Be a Positive Leader in the Community*

- *Build Relationships*

R – RESULTS

This section was comprised of the three open-ended questions with the specific purpose of identifying where participants would like to "see Barton go." The OEIE evaluation team identified common themes from all of the responses to the questions in this category. This represents a total of 472 ($N = 472$, average of 7.2 responses per student) participant *Strengths* responses. The most frequent responses to the following questions are summarized below:

1. *What do you expect from Barton?*
2. *What does success look like?*
3. *What measures of success will be most important?*

Participants indicated a desire to see students qualified for the workforce ($n = 74$, 15.7%), have an affordable, quality education

Results

- *Students Qualified for the Workforce*

- *Affordable, Quality Education*

- *Quality, Skilled Faculty and Staff*

- *Quality Learning Opportunities*

(n = 61, 12.9%), have quality, skilled faculty and staff (n = 57, 12.1%), have quality learning opportunities (n = 53, 11.2%) and for students to gain the skills they need to succeed (n = 51, 10.8%). Participants also indicated that Barton should meet the changing needs of society (n = 41, 8.7%) and be a leader in education (n = 41, 8.7%).

SOAR Student Survey Conclusions and Recommendations

The findings from the SOAR analysis survey indicate that survey participants provided positive reflections related to the services that Barton is providing such as small class sizes; providing a quality, affordable education; the partnerships established with four-year universities for transferable credits and courses; as well as the quality of instructors at Barton. Participants also revealed they are supportive of the partnerships Barton has built, and offered specific suggestions of partnerships Barton could expand on or develop (i.e., partnerships with the technology industry, local schools, four-year institutions, and the alternative and renewable energy industry). They further suggested their desire to see Barton offer more online and night courses, collaborate with the community for educational opportunities and partnerships, build relationships, and be a positive leader in the community. Finally, participants indicated their measures of success for Barton included providing an affordable, quality education; ensuring students are qualified for the workforce; providing a qualified, skilled faculty and staff; and for Barton to provide quality learning opportunities.

In closing, the OEIE team emphasizes three recommendations:

1) Utilize the Student SOAR Addendum and SOAR analysis to further refine the Barton strategic plan;

2) Integrate the findings from this Student SOAR Addendum and the SOAR analysis with the April 2010 SWOT analysis;

3) Determine whether there is a desire for the Barton strategic goals, statements, and ENDS statements to capture the views expressed by the students in this Addendum and the stakeholders as reported in the SOAR analysis.

Environmental Scan

In addition to the internal analysis that was conducted as part of the strategic planning process, Barton also wanted to consider external factors as they impact the institution's direction and success. As a result, OEIE compiled a brief environmental scan for Barton. To frame this work, OEIE used the following references.

Choo (Choo, 1997) recommends using environmental scanning to gauge events, trends, and relationships in an organization's external environment. He purports that in a rapidly changing global atmosphere, it is advisable to include decision-making processes for determining how to monitor this rapid influx of information and status. He also recommends that organizations strategically plan for how to determine which pieces of environmental data are critical to the strategic functioning of an organization.

Fahey and Narayanan (Fahey & Narayanan, 1986) suggest the use of a macroenvironmental analysis as a strategic management technique in business for identifying essential elements necessary for strategic planning endeavors. They propose focusing on current status and potential change as fundamental in strategic planning. Their discussion of macroenvironmental analysis centers on identification of characteristics of the institution as expressed along four dimensions: economic/productive, political/regulatory, technology/innovation, and social/cultural.

Further, Morrison (Morrison, 1992) advocates for the use of environmental scanning in college and university strategic planning. As a mechanism for accommodating the external (as expressed by Choo, 1997) or macroenvironmental (Fahey & Narayanan (1986) with the internal scan that is historically rooted in college and university data archives, along with development of vision and mission, Morrison proposes a model that weds external and internal analysis to provide strategic direction, as in Figure 1:
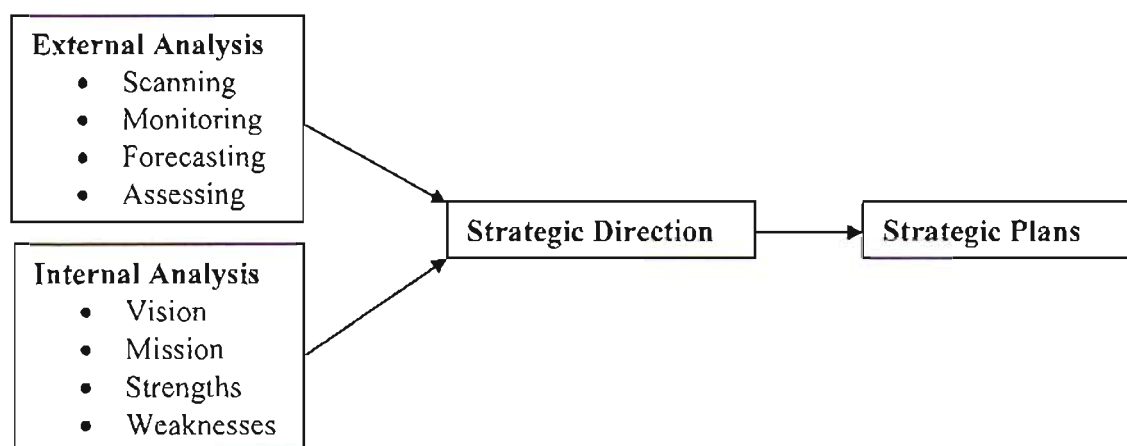
Figure 1. Morrison's (1992) Role of External Analysis in Strategic Planning.

The model introduced by Morrison delineates the interactive nature of utilizing external and internal analysis in framing the overall strategic direction and plan. This aligns with the approach Barton has taken in its institutional strategic planning, as illustrated in the Strategic Planning Umbrella Format shown on page two of this report.

In support of Barton's strategic planning process, OEIE prepared two components for the external analysis or environmental scan. OEIE first looked at a preliminary link between the internal and external analyses. OEIE conducted a comparative analysis of the report, "Economic Contribution of Barton Community College: Analysis of Investment Effectiveness and Economic Growth," conducted by Economic Modeling Specialists, Inc. (emsi, November 29, 2010) with the SOAR Analysis Report conducted and developed by OEIE (February 8, 2011) to determine common elements revealed in both reports. Specific findings accounted by the respective reports are highlighted below.

Economic Modeling Specialists, Inc. (emsi)	Office of Educational Innovation and Evaluation (OEIE)

INVESTMENT ANALYSIS

- With a 9.2 year payback period, a Barton education provides a benefit/cost ratio of 4.7, indicating that for every dollar a student spends on their Barton education, they receive $4.70 in higher income.

- Kansas benefits from improved health and reduced welfare, unemployment, and crime, saving the public some $1.2 million per year.

- State and local taxpayers see a rate of return of 7.6% on their investment in Barton, meaning that every dollar of local and state taxes invested provides a benefit/cost ratio of 2.1, or $2.10 return.

ECONOMIC GROWTH ANALYSIS

- The Barton Service Area economy receives approximately $12.5 million in net added income each year due to Barton payroll and operations spending.

- The accumulated credits achieved by former Barton students over the past 30 years translated to $76.8 million in added income to the service area in 2009-10 due to the higher earnings of students and increased output of businesses.

- Barton provides a benefit/cost ratio of 23.0, indicating that Barton yields a $23 benefit (added taxable income and avoided social costs) for every $1 invested.

- Barton College employed 280 full-time and 240 part-time faculty and staff in the 2009-10 reporting year, with an annual payroll of $19.8 million.

- In addition to payroll, Barton College spent $16.1 million in FY 2009-10 for

STRENGTHS

- Barton administrators, faculty, and staff indicate that Barton's predominant strengths are that it: 1) retains a high quality administrative staff and faculty, 2) is flexible and adaptive to changes and emerging trends, and 3) provides a high quality education.

- Barton students indicate that Barton's strengths are that it: 1) provides a quality affordable education, 2) has small class sizes, 3) maintains partnerships with 4-year universities for transferable credits and classes, and 4) has quality instructors.

OPPORTUNITIES

- Barton administrators, faculty, and staff indicate that Barton's opportunities include: 1) expanding technology, training, classes, and social media, 2) developing partnerships with local industries, health care, and military employers, and 3) expanding partnerships with local school districts and 4-year institutions.

- Barton students reported that Barton's opportunities include: 1) developing partnerships with the technology industry, 2) providing more online and night classes, 3) developing partnerships with the alternative renewable energy industry, and 4) expanding partnerships with State universities.

ASPIRATIONS

- Barton administrators, faculty, and staff reported that Barton should aspire to 1) continue providing a quality education, service, and facility, 2) build community relationships, and 3) continue leadership in building community collaboration.

- Barton students expressed that Barton should aspire to 1) collaborate with the community for educational opportunities and partnerships, 2) be a positive leader in the community, and 3) build relationships.

RESULTS

supplies and services, of which an estimated 34% was spent in the Barton Service Area.	• Barton administrators, faculty, and staff indicated a desire to 1) develop successful, employable students that provide for a trained and qualified workforce, 2) foster community, public engagement, through participation and collaboration, and 3) provide a quality, affordable education and training. • Barton students expressed that they would like to see 1) Barton students qualified for the workforce, 2) an affordable, quality education, 3) a quality, skilled faculty and staff, and 4) quality learning.

The results of this comparative analysis have been summarized and are presented below. Both reports indicate that Barton:

❖ Provides a skilled workforce and provides for new income in the Barton Service Area;

❖ Develops and maintains partnerships with the community and local business that is mutually beneficial for the local economy and sustainability;

❖ Promotes a reduced social cost, as a more educated public provides a productive social network with lessened dependence upon social services and programs;

Environmental Scan Trends

As the second component of the Environmental Scan for Barton, OEIE reviewed a variety of data sources to identify external thematic trends that currently impact the institution, as well as having implications for future direction Barton may decide to take. These trends can be reported in the following categories: employment/workforce; service area demographics; and education. Please note: a complete list of the data sources are provided in the reference section of this report.

National Employment: On a national level, growth in fields such as social support services (including health care and education), information technology, and support services has led to increased need for employees with a minimum of an associate's degree. The composition of the workforce is also changing to include more women older workers, as well as an increase in ethnic diversity.

Workforce: The Kansas Department of Labor tracks workforce trends in the state and regularly publishes an occupational outlook report. Projections from the latest report for the state of Kansas show an increase in employment from 2006-2016 across all major occupational categories. The largest increase in employment is projected to be in the Office and

Administrative Support occupations. The Statewide top ten occupations with the projected highest percentage change are provided in the following table.

Kansas Statewide Top Ten Occupations with the Highest Percentage Change		
Occupation	Projected % Change (2006-2016)	Median Wage
Network Systems and Data Communications Analysts	54.7%	$27.13
Personal and Home Care Aides	48.9%	$8.85
Home Health Aides	47.6%	$9.18
Computer Software Engineers, Applications	44.7%	$33.19
Computer Systems Analysts	39.9%	$31.72
Financial Analysts	39.8%	$31.16
Computer Software Engineers, Systems Software	35.3%	$38.28
Sales Representatives, Services, All Others	35.2%	$22.55
Network and Computer Systems Administrators	34.9%	$27.01
Customer Service Representatives	34.3%	$13.01

Source: Labor Market Information Services, Kansas Dept. of Labor, in cooperation with the Projections Managing Partnership

The Kansas Department of Labor also includes a regional focus in the Occupational Outlook report. The Department identifies seven projection regions (listed in the following table); each region is broken to illustrate the top 10 industries and occupations. This includes the top 10 occupations by the number of openings for education and on-the-job training categories for each region. For the 2006-2016 projections, Kansas City shows the highest percent of growth and is expected to account for more than half of the statewide growth. The Northwest region is projected to show the lowest percent of

Kansas 2006-2016 Occupational Outlook Regional Focus		
Region	Projected % Change (2006-2016)	Median Wage
Kansas City	19.9%	$34,361
Northeast	8.1%	$28,581
South Central	7.6%	$30,781
Southeast	7.0%	$25,828
Southwest	5.2%	$25,754
North Central	3.9%	$26,353
Northwest	3.6%	$24,785

Source: Labor Market Information Services, Kansas Dept. of Labor, in cooperation with the Projections Managing Partnership; Data from the 2009 Kansas Wage Survey

Service area demographics: Following the trend of many rural counties in Kansas, Barton County experienced a 1.9% decrease in the general population since the 2000 Census. Population census data from 2000 and 2010 for Barton County and the surrounding region are presented in the following table.

Kansas County	2000 Census Population	2010 Census Population	% Change
Barton	28,205	27,674	-1.9%
Ellis	27,507	28,452	3.4%
Ellsworth	6,525	6,497	-0.4%
Pawnee	7,233	6,973	-3.6%
Rice	10,761	10,083	-6.3%
Rush	3,551	3,307	-6.9%
Russell	7,370	6,970	-5.4%
Stafford	4,789	4,437	-7.4%

Source: US Census, Quick Facts, 2010

Education: Nationally, enrollment in postsecondary degree-granting institutions increased by 9% between 1989 and 1999. Between 1999 and 2009, enrollment at the postsecondary level increased by 38% (National Center for Education Statistics, 2010). Overall, community colleges have also seen growth in student enrollment (defined as student FTE) over the last eight years, showing approximately a 20% increase. The following table shows the student Full-Time Equivalents for Barton since the 2006-2007 academic year.

Student Full-Time Equivalents			
2006-2007	2007-2008	2008-2009	2009-2010
Barton 2,950.4	2,928.1	3,131.0	3,394.0

Source: Kansas Board of Regents, Community College Databook, Fall 2010

Changes in postsecondary funding are also occurring at the state and national levels. Decreasing funds in state appropriations is a common trend across the country, forcing systems and institutions to look at other funding models and strategies.

III. Refining the Strategic Direction

As part of the overall strategic planning process, a working session was held on Friday, March 18, 2011, to begin the process of refining the strategic direction. OEIE facilitated the working session with nine stakeholders at the Great Bend campus and an additional three stakeholders participating via videoconferencing at the Fort Riley campus.

The purposes of this working session were to 1) discuss and refine the "Barton Success Plan" goals, and 2) provide an introduction to developing objectives and defining measurable key performance indicators. As an iterative process, focusing on continual review and refinement, this session was an initial step to discuss and further define the "Barton Success Plan" goals. The participants also took time to brainstorm and define possible objectives for the plan.

Accordingly, the session was focused on a *process* that could be disseminated and utilized throughout the current and future development, review, and refinement of Barton's strategic planning.

Four goals for the "Barton Success Plan" were identified during the focus group facilitation:

- Goal 1: Maximize student success

- Goal 2: Provide responsive education and training opportunities

- Goal 3: Instill a culture of innovation, excellence, and continuous improvement

- Goal 4: Ensure efficient management and accountability for resources

As an exercise, participants also drafted possible objectives for each of the four goals and identified key performance indicators that might be used to assess progress in meeting the objectives. This list is presented below.

<div align="center">

Group Exercise
Barton Success Plan Overarching Goals and
Possible Objectives and Key Indicators

</div>

Goal 1: Maximize student success
Objectives and Performance Indicators

- The number of students completing post-secondary credentials will increase annually by 3%.
  - Completion report (fiscal year)
- The number of students retained from Fall to Spring will increase annually by 3%.
  - Internal report
- The number of students maintaining a "C" or better in STEM identified classes will increase annually by 3%.
  - Internal report
- The number of Hispanic students transitioning from secondary to post-secondary training and education programs in the seven county service area will increase annually by 3%.
  - Cohort tracking
  - Census report
- Increase the percentage of students achieving degrees and certification.
- Increase individual student identification of career and educational goals. (to distinguish who is here taking a few classes, i.e., special versus here as traditional students)
  - Application/Admissions forms
- Increase student awareness and access to advisement services relative to their educational goals.

Goal 2: Provide responsive education and training opportunities
Objectives and Performance Indicators

- Utilize program reviews to measure effectiveness on a three-year rotation schedule.
  - Internal program reviews
- Establish and maintain annual partnerships to identify training and educational needs which yield post-secondary credentials at a 40% rate.
  - Program review
  - Completion report
- Increase the number of students served.
  - Enrollment numbers by demographics
- Increase the quality of service.
  - Number of complaints reported and complaints resolved
  - Help desk indicator
  - Survey reports
  - CCSSE report
- Increase client satisfaction with programs and services.
  - Student evaluations
  - Online survey (Title III)
  - CCSSE report

Goal 3: Instill a culture of innovation, excellence and continuous improvement
Objectives and Performance Indicators

- Faculty and staff will be required to participate in professional development activities each semester as determined by supervisor/dean.
  - Tracking by Dean
  - Individual self-reporting
- Increase annually by 3% the development and delivery of diverse instructional methods to meet specific population needs and learning styles.
  - Scheduling matrix
  - Engagement method/delivery method report
- Increase professional development in each program.
  - Track funds distributed for conferences.
- Increase the percentage of faculty and staff with graduate degrees and relevant work experience.

Goal 4: Ensure efficient management and accountability for resources
Objectives and Performance Indicators

- Yearly salaries and benefits for employees will be allocated on regional and industry driven market analysis at 94% of market value.
  - Compease
- Annual college operating budgets will be developed in accordance to zero-based budgeting principles.
  - Monitor submission of budgets
- FTE educational cost will not exceed prior year state average for Kansas Community Colleges.
  - KACCBO - Kansas Association of Community College Business Officers

- In accordance to 3 year technical program review rotation schedule, 5 programs will be analyzed as to cost benefit ratio and basis for continuation and/or change.
  - Program review schedule
- 5% of federal financial aid applicant files will be annually audited for compliance with federal regulations.
  - External auditors
  - Departmental review
- 5% of VA recipient files will be audited annually for compliance with federal regulations.
  - External auditors
  - Departmental review
- Increase the budgetary efficiency in each program at Barton.
  - Track budget expenditures by department
- Allocate resources by Return On Investment
  - New report

Next Steps

The results from the March 18, 2011, facilitation are indicative of initial stages of the strategic planning process; however, with further review and input from a broader group of stakeholders (e.g., division and departmental representation), the following steps were proposed by OEIE:

I.   Dissemination of Goals to Divisions/Departments

II. Division/Department representatives participate in half-day facilitation, where participants will develop a minimum of two objectives for each goal, rooted in sound objective writing practice as facilitated by OEIE.

III. Division/Department representatives identify the HLC AQIP Categories and Criteria that each objective addresses.

IV. Division/Department representatives identify the KBOR Foresight 2020 and Strategic Statements that each objective addresses.

V.   Division/Department representatives develop measurable performance indicators that align with each objective.

As a result of the March 18, 2011, work session, Barton revised the document showing the alignment of the college's ENDS statements through the yearly college plan. This graphic is presented on the following page to illustrate the framework that was used to guide the final strategic planning workshop at Barton on April 21, 2011.

Document Alignment Matrix 2011-12 to 2015-16

Barton END 1:
Essential Skills
KPI
CCSSE

→ "Barton Success Plan Goals"
Maximize Student Success →

KBOR 2020 Goal 1 – Educational Systems Alignments (K-16)
KBOR 2020 Goal 2 – Robust Participation in the Higher Education System
KBOR 2020 Goal 3 – Increased Student Persistence and Credential Production
KBOR 2020 Goal 4 – Sharp Focus on Learner Outcomes
KBOR 2020 Goal 5 – Alignment with the Kansas Economy
KBOR Performance Goal B - Improve Learner Outcomes
KBOR Performance Goal D – Increase Targeted Participation/Access

AQIP Category 1 – Helping Students Learn
AQIP Category 8 –Planning Continuous Improvement
HLC Accreditation Criteria 3 – Student Learning and Effective Teaching

→ Yearly College Plan

Barton END 2:
Work Preparedness
KPI
NCCBP

→ "Barton Success Plan Goals"
Provide Responsive Training & Educational Opportunities →

KBOR 2020 Goal 3 – Increased Student Persistence and Credential Production
KBOR 2020 Goal 5 – Alignment with the Kansas Economy Production
KBOR Performance Goal C – Improve Workforce Development
KBOR Performance Goal E – Increase External Resources
KBOR Performance Goal F – Improve Community/Civic Engagement

AQIP Category 1 – Helping Students Learn
AQIP Category 3 – Understanding Students' & Other Stakeholders' Needs
AQIP Category 7 – Measuring Effectiveness
HLC Accreditation Criteria 3 – Student Learning and Effective Teaching

→ Yearly College Plan

Barton END 3:
Academic Achievement
KPI
Barton's Articulation Agreements, Transfer Program and Memorandums of Understanding

→ "Barton Success Plan Goals"
Maximize Student Success →

KBOR 2020 Goal 1 – Educational Systems Alignments (K-16)
KBOR 2020 Goal 2 – Robust Participation in the Higher Education System
KBOR 2020 Goal 4 – Sharp Focus on Learner Outcomes
KBOR Performance Goal A – Efficiency/Effectiveness/Seamlessness
KBOR Performance Goal B - Improve Learner Outcomes

AQIP Category 1 – Helping Students Learn
AQIP Category 7 – Measuring Effectiveness
HLC Accreditation Criteria 2 – Preparing for the Future
HLC Accreditation Criteria 3 – Student Learning and Effective Teaching

→ Yearly College Plan

Barton END 4:
Personal Enrichment
KPI
CCSSE

→ "Barton Success Plan Goals"
Instill a culture of Innovation, Excellence and Continuous Improvement →

KBOR 2020 Goal 3 – Increased Student Persistence and Credential Production
KBOR Performance Goal F – Improve Community/Civic Engagement

AQIP Category 2 – Accomplishing Other Goals
AQIP Category 4 – Valuing People
HLC Accreditation Criteria 5 – Engagement and Service

→ Yearly College Plan

Barton END 5:
"Barton Experience"
KPI
CCSSE

→ "Barton Success Plan Goals"
Maximize Student Success →

KBOR 2020 Goal 4 – Sharp Focus on Learner Outcomes
KBOR Performance Goal A – Efficiency/Effectiveness/Seamlessness
KBOR Performance Goal F – Improve Community/Civic Engagement

AQIP Category 2 – Accomplishing Other Goals
HLC Accreditation Criteria 5 – Engagement and Service

→ Yearly College Plan

Barton END 6:
Regional Workforce Needs
KPI
Advisory Boards

→ "Barton Success Plan Goals"
Provide Responsive Training & Educational Opportunities →

KBOR 2020 Goal 3 – Increased Student Persistence and Credential Production
KBOR 2020 Goal 5 – Alignment with the Kansas Economy
KBOR Performance Goal E – Increase External Resources
KBOR Performance Goal F – Improve Community/Civic Engagement

AQIP Categories 3 – Understanding Students' & Other Stakeholders' Needs
AQIP Categories 7 – Measuring Effectiveness
AQIP Category 8 – Planning Continuous Improvement
AQIP Category 9 – Building Collaborate Relationships
HLC Accreditation Criteria 5 – Engagement and Service

→ Yearly College Plan

Barton END 7:
Service Regions
KPI
Advisory Boards

→ "Barton Success Plan Goals"
Provide Responsive Training & Educational Opportunities →

KBOR 2020 Goal 5 – Alignment with the Kansas Economy
KBOR Performance Goal C – Improve Workforce Development
KBOR Performance Goal E – Increase External Resources

AQIP Categories 3 – Understanding Students' & Other Stakeholders' Needs
AQIP Category 9 – Building Collaborate Relationships
HLC Accreditation Criteria 2 – Preparing for the Future

→ Yearly College Plan

Barton END 8:
Strategic Planning
KPI
Strategic Plan and Yearly Plan

→ "Barton Success Plan Goals"
Ensure Efficient Management and Accountability for Resources →

KBOR 2020 Goal 1 – Educational Systems Alignments (K-16)
KBOR 2020 Goal 2 – Robust Participation in the Higher Education System
KBOR 2020 Goal 3 – Increased Student Persistence and Credential Production
KBOR 2020 Goal 4 – Sharp Focus on Learner Outcomes
KBOR 2020 Goal 5 – Alignment with the Kansas Economy
KBOR Performance Goal D – Increase Targeted Participation/Access
KBOR Performance Goal E – Increase External Resources
KBOR Performance Goal F – Improve Community/Civic Engagement

AQIP Category 5 – Leading and Communicating
AQIP Category 6 – Supporting Institutional Operations
AQIP Category 8 – Planning Continuous Improvement
HLC Accreditation Criteria 1 – Mission and Integrity
HLC Accreditation Criteria 2 – Preparing for the Future

→ Yearly College Plan

IV. Developing and Refining Measureable Objectives

As a follow-up to the March 18, 2011, facilitation, OEIE facilitated a second half-day session on April 21, 2011. The session was attended by twelve Division and Departmental representatives, two of which participated via videoconferencing at the Fort Riley campus.

The purposes of this working session were to 1) write measureable objectives and potential key performance indicators, utilizing the strategies and checklist developed and provided by OEIE, and 2) model this phase of the strategic planning process for the Division and Departmental representatives to take to their respective working areas to complete the Objectives and Indicators template. Again, the session was focused on a *process* that could be disseminated and utilized throughout the current and future development, review, and refinement of Barton's strategic planning.

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