

**Board END 8: 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

Strategic Planning Web Site

The screenshot shows the Barton Community College website's strategic planning page. At the top, there is a navigation bar with links for Administration, Faculty & Staff, Human Resources, Info Services, Institutional Research, Instruction, and Public Relations. Below this is a large blue banner with the college's name and social media icons. The main heading is "STRATEGIC PLANNING".

The content is organized into a sidebar and a main text area. The sidebar lists:
 

- President's Office & Staff
- Office Of Vice President
- Academic Advising
  - Strategic Planning
    - > Strategic Planning Cycles
    - > Board Mission & Vision
    - > Board ENDs Statements
    - > Yearly College Plan
    - > Institutional Committees
    - > Archived Documents
    - > Barton Success Plan

The main text area contains several paragraphs:
 

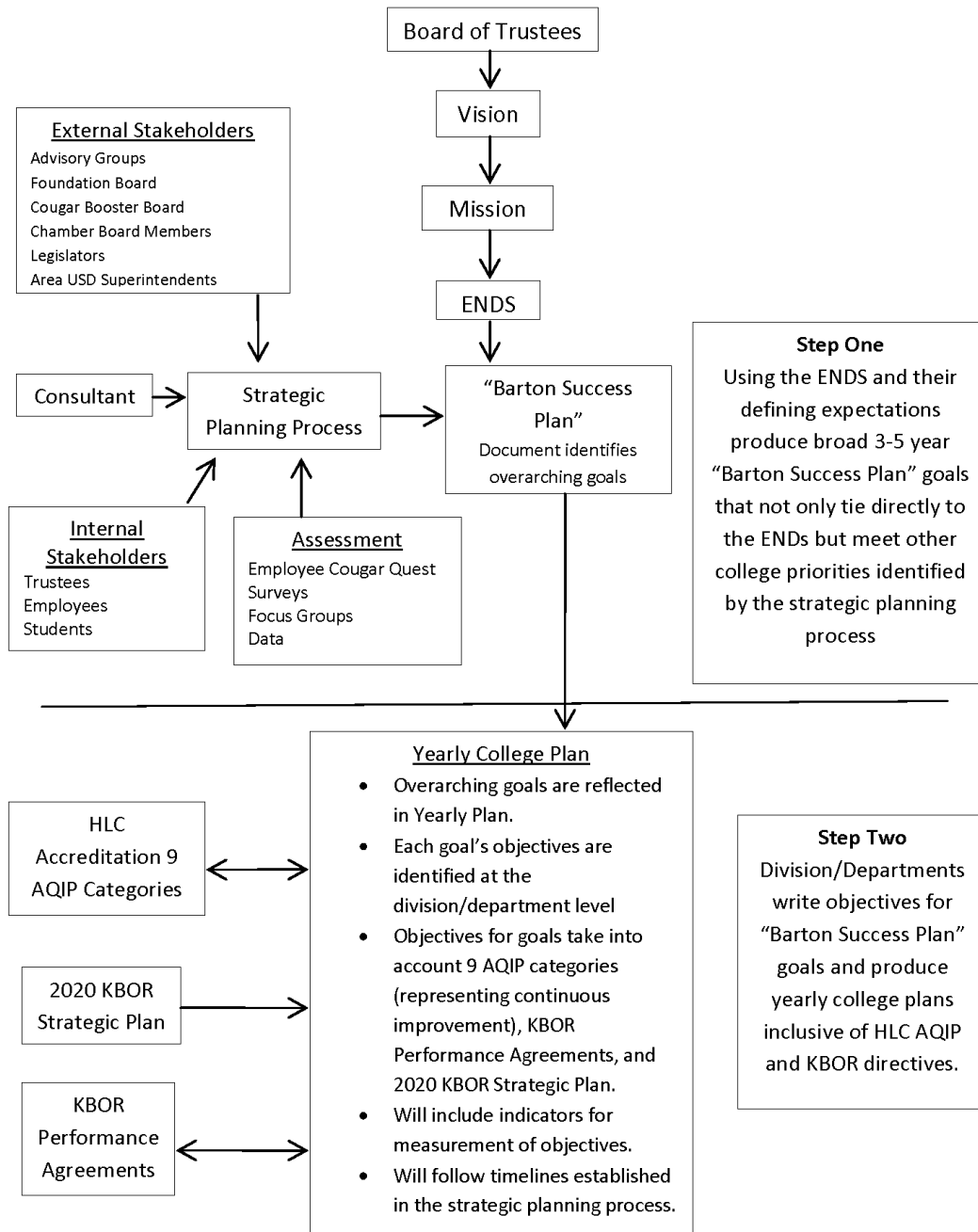
- A paragraph explaining that strategic planning is an ongoing effort to align future activities with the college's vision and goals.
- A paragraph stating that the process starts with the Board of Trustees' mission and vision, followed by an institutional environmental scan (SOAR).
- A paragraph mentioning that the college has updated its strategic plan for the next five years, focusing on strengths and opportunities.
- A paragraph about the Office of Educational Innovation and Evaluation (OEIE) facilitating a survey to gather feedback from stakeholders.
- A closing paragraph encouraging stakeholders to provide feedback on their future direction.

At the bottom, there is a "BARTON WEBSITES: Faculty Staff Corner" section with links to various campus locations and a footer with contact information and a logo of a panther head.

In FY10, the college acknowledged the need for development of a new strategic guide for the next five years (2012-2016). Accordingly, the Barton community completed the Barton Yearly (Success) Plan and we are in year three. The yearly college plans are kept on the [Strategic plan web site](#).

Planning process:

**STRATEGIC PLANNING UMBRELLA FORMAT 2012 - 2016**



Throughout the calendar year, the college gives the Board monitoring reports based on the Key Performance Indicators (KPI) approved by the board. ([Board ENDS Monitoring Reports details](#)) These KPI are in the forms of surveys, benchmark reports, pass rates, assessment scores, advisory committees, events, and data sets. After each Board Monitoring Report the President relays to the Office of Institutional Research the Board Take-Aways. These Take-Aways are then used to improve the following year's reports.

### Board ENDS Monitoring Report details web page



The Barton Yearly (Success) Plan contains four goals which will guide the college strategic planning efforts to ensure yearly goals are measurable, effective and when coupled with the Board ENDS monitoring reports KPI's will provide accountability to the public.

1. Maximize student learning and success.
2. Take full advantage of educational opportunities with service regions
3. Facilitate a culture of innovation, excellence and quality improvement
4. Ensure efficient management and stewardship of resources

Planning at Barton is a constantly evolving and changing process. Each level of the college produces yearly college plans which support the ever changing landscape of the educational environment.

New Strategic Planning flow chart. (Next Page)

In the summer of 2013 Barton received notice of our transition from AQIP to Open Pathway.

<p><b>Vision</b></p> <p>↕</p> <p><b>Mission</b></p> <p>↕</p> <p><b>Themes</b></p> <p>↕</p> <p><b>ENDS</b></p> <p>↕</p>	<p><b>Barton Community College will be a leading educational institution, recognized for being innovative and having outstanding people, programs and services.</b></p>								
<p><b>The Mission of Barton Community College is to provide quality educational opportunities that are accessible, affordable, continuously improving and student focused. Barton is driven to provide an educational system that is learning-centered, innovative, meets workforce needs, and strengthens communities.</b></p>									
<p><b>Empowerment</b> We strive to empower all students to formulate and realize educational goals that will promote their personal growth and facilitate their full participation in a rapidly changing world.</p>		<p><b>Learning</b> We invite and assist all students to master a core of knowledge and skills needed for advanced learning, employment, personal growth, and responsible citizenship.</p>		<p><b>Evaluation</b> We evaluate the relevant skills and knowledge acquired by all students so as to enhance their meaningful and productive educational experiences. Similarly, Barton evaluates its performance in terms of its contribution to student learning and success.</p>		<p><b>Discovery</b> Because we are a force for innovation, we continually strive to discover better ways to empower all students to learn and grow. Barton is a learning institution in both its means and its ends; we facilitate our students' discovery of what they need and want to know.</p>		<p><b>Growth</b> We strive to grow each year in our ability to accomplish our mission through purposeful enrollment and a commitment to quality.</p>	
<p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>* Students will acquire the skills needed to be successful for the program they are in.</li> <li>* Students will have the essential skills to succeed in the workplace.</li> <li>* Students will have the essential skills to lead productive lives.</li> <li>* Students will be provided remediation as needed.</li> </ul>	<p><b>Work Preparedness</b></p> <ul style="list-style-type: none"> <li>* Students will be prepared for success in the workplace.</li> <li>* Students will have the skills and knowledge required for successful entry into the workplace.</li> <li>* Students will have the work ethics, discipline, and collaborative skills necessary to be successful in the workplace.</li> <li>* Students will have the technical knowledge, skills and abilities necessary to maintain, advance, or change their employment or occupation.</li> </ul>	<p><b>Academic Advancement</b></p> <ul style="list-style-type: none"> <li>* Students desiring academic advancement will be prepared for successful transfer to other colleges and universities.</li> <li>* Students will have the academic prerequisites sufficient for successful transfer.</li> <li>* Students will have appropriate knowledge of transfer requirements.</li> <li>* Students will have adequate preparation to be successful after transfer to other colleges or universities.</li> <li>* Students will be able to obtain Bachelor's and advanced degrees through studies sponsored by Barton County Community College.</li> </ul>	<p><b>Personal Enrichment</b></p> <ul style="list-style-type: none"> <li>* Recipients pursuing individual interests will be personally enriched.</li> <li>* Individuals /students will experience various cultural activities.</li> <li>* Individuals /students will participate in College activities.</li> <li>* Interscholastic athletics and other extra-curricular programs and activities will improve the lives of the participant(s).</li> </ul>	<p><b>Barton Experience</b></p> <ul style="list-style-type: none"> <li>* Students will be positive about their Barton experience.</li> <li>* In exit surveys and other feedback report mechanisms, students will speak positively of their experiences at Barton.</li> <li>* Students will cite individual, personal, caring attention of their faculty and staff as a significant factor in how they perceive their experience at Barton.</li> </ul>	<p><b>Regional Workforce Needs</b></p> <ul style="list-style-type: none"> <li>* The College will address regional workforce needs.</li> <li>* The College will develop strategies to identify and address on-going needs.</li> <li>* The College will organize area resources in addressing needs.</li> <li>* The College will build effective partnerships in addressing workforce needs.</li> <li>* The College will be recognized as a leader in economic development.</li> </ul>	<p><b>Service Regions</b></p> <ul style="list-style-type: none"> <li>* The College Mission will be supported by the strategic development of service regions.</li> <li>* Service regions will be compatible to the institutional mission of the College.</li> <li>* Service regions will be in accordance to available resources.</li> <li>* Service regions will maximize revenues and minimize expenses.</li> <li>* Service regions will minimize local tax reliance.</li> <li>* Service regions will compliment growth of student learning services.</li> </ul>	<p><b>Strategic Planning</b></p> <ul style="list-style-type: none"> <li>* The College mission will be supported by strategic planning emphasis.</li> <li>* The institutional mission of the college will be supported by strategic planning goals and objectives.</li> <li>* Accreditation requirements of the Higher Learning Commission will be satisfied through the development and implementation of strategic planning goals and objectives.</li> <li>* Kansas Board of Regents policies and mission will be satisfied through the development and implementation of strategic planning goals and objectives.</li> <li>* Strategic planning goals and objectives shall be measurable in order to demonstrate their effectiveness and to provide accountability to the public.</li> </ul>		

<p><b>HLC Core Criteria</b></p> <p>↕</p> <p><b>KBOR Foresight 2020</b></p> <p>↕</p> <p><b>Strategic Goals</b></p> <p>↕</p> <p><b>Yearly College Planning Objectives</b></p> <p>↕</p> <p><b>Performance Indicators</b></p>	<p><b>Criterion One Mission</b> The institution's mission is clear and articulated publicly; it guides the institution's operations.</p>	<p><b>Criterion Two Integrity: Ethical and Responsible Conduct</b> The institution acts with integrity; its conduct is ethical and responsible.</p>	<p><b>Criterion Three Teaching and Learning: Quality, Resources, and Support</b> The institution provides high quality education, wherever and however its offerings are delivered.</p>	<p><b>Criterion Four Teaching and Learning: Evaluation and Improvement</b> The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.</p>	<p><b>Criterion Five Resources, Planning, and Institutional Effectiveness</b> The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.</p>
<p><b>Increase Higher Education Attainment</b></p> <p>Aspirations: * Increase to 60% the number of Kansas Adults who have a certificate, associate degree, or bachelor's degree by 2020. * Achieve a ten percentage point increase in retention and graduation rates</p> <p>Measures: * Overall number of Adult Basic Education (ABE) participants and percentage of ABE participants in community college * 1<sup>st</sup> to 2<sup>nd</sup> year retention rates * Three-year graduation rates * Number of Degrees/Certifications awarded * Comparison of Kansas's postsecondary attainment to the nation by age groups * Number of adults with college credit but no certificate or degree who are returning to complete a certificate/credential, or degree</p>					
<p><b>Goal #1</b> Maximize student learning and success</p>		<p><b>Goal #2</b> Take full advantage of educational opportunities with service regions</p>		<p><b>Goal #3</b> Facilitate a culture of innovation, excellence and quality improvement</p>	
<p>Affordable Care Act Compliance Initiatives Indirect Rate Project submission to Federal Government Implement Institutional Advancement (IA) Strategic Plan IA – Secure Financial Resources for Technical Programming Assessment &amp; Viability Study for Additional Sports Programs IA – Value People and Understand Stakeholder Needs IA – Work with College to Upgrade or Renovate Facilities Increase Military Certificate Program Completion Develop Athlete Academic Reporting System Enhance Performing Arts Program Expand OSHA Program Offerings Increase Students Seeking Third-Party Technical Program Certification and Licensure Credentials</p>		<p>Improve Success and Retention Rates for Veterans and Military Personnel Develop Plan to Embed Title III Initiatives into the College Review Compliance Policies &amp; Procedures Setup New Dorm's Network Connectivity Change Data Presentations Using Infographics Increase Success Rate in Developmental Courses Expand the Military Onsite Training Program (MOST) Enhance Developmental Education Services Maintain Library Resources and Services Enhance Elementary Education Program Increase Grant Applications by 2.5%</p>		<p>Develop Strategic Plan for Athletic Facilities Increase ABE Participants</p>	
<p>Academic Program Reviews Graduation Rates (IPEDS) Employee Satisfaction (PACE) Monthly Financial Statements</p>		<p>Degree/Certificate Attainment (KBOR) Student Engagement (CCSSE) Dashboards for Key Indicators Marketing Return on Investment</p>		<p>Course Assessment Financial Contributions Student Services Social media Presence</p>	
		<p>Retention Rates Technology Investment External Compliance Stakeholder Engagement</p>		<p>Survey Results Faculty Credentials Yearly Budget Website Traffic</p>	

Below is the letter.

*Dear President and Accreditation Liaison Officer,*

*Thank you for declaring your institution's choice of the Open Pathway. This e-mail confirms that your institution is now participating in the Open Pathway as its process for reaffirmation of accreditation.*

*Within four months of the date of this e-mail, your institution's Statement of Affiliation Status (SAS) will have been updated to reflect the activities related to the Open Pathway. The events and activities related to AQIP will be replaced by those applicable to the Open Pathway. If your institution had any outstanding Commission-required interim reports or visits, the new SAS will include these. If there is any change related to monitoring, you will receive a separate letter explaining that change.*

*Because your institution has been participating in AQIP as its accrediting process, you may have considerable information in the AQIP Action Project Directory. Your institution will continue to have access to the Action Project Directory for the next 90 days in case you wish to retrieve any information. After this time period, your institution will lose access to the directory and the Commission will discontinue the designation of an AQIP Liaison.*

*We encourage you to download and review the [Open Pathway booklet](#). Also available on the Commission website is a document that explains the Quality Initiative proposal process and provides sample forms.*

*Institutions scheduled for reaffirmation of accreditation in 2015-16, 2016-2017, or 2017-2018 will receive a link to the proposal template with this email. Other institutions will receive the template prior to reaching Year 5 on the ten-year Open Pathway cycle. See the transition charts in the Open Pathway booklet to determine when this will occur for your institution.*

*If you have questions about any aspect of the transition to the Open Pathway, feel free to contact your Commission staff liaison or email [pathways@hlcommission.org](mailto:pathways@hlcommission.org). We look forward to your smooth transition to the new Pathways model.*

**HIGHER LEARNING COMMISSION**

The Open Pathways core group has completed the transition process.

To further support Overall Accreditation a new position reporting to the Vice-Presidents office titled: Executive Director of Institutional Effectiveness.

**MAPPING THE TRANSITION OF ELIGIBLE INSTITUTIONS INTO THE OPEN PATHWAY**  
This document maps the transition of institutions currently scheduled for PEAQ reaffirmation visits based on the ten-year Open Pathway cycle. The transition of all eligible institutions began in 2012-13. All eligible institutions will have transitioned to the Open Pathway by 2015-2016.

**Transition map for institutions with PEAQ reaffirmation visits in 2012-13**

This chart assumes the outcome of the last PEAQ visit is to place the institution on a ten-year cycle. Other outcomes could place the institution on the Standard Pathway.

Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
PEAQ Visit	PEAQ Visit											
Pathway Cycle		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
Assurance Process	Institution may contribute documents to the Evidence File				Assurance Filing (Assurance Argument and Evidence File)	Institution may contribute documents to the Evidence File					Assurance Filing (Assurance Argument and Evidence File); Federal Compliance Requirements <sup>1</sup>	
					Assurance Review (no visit) <sup>2</sup>						Assurance Review and Comprehensive Evaluation (with visit)	
Improvement: The Quality Initiative					Quality Initiative Proposal Filed (window of opportunity to submit)							
					Quality Initiative Proposal Reviewed							
							Quality Initiative Report Filed					
							Quality Initiative Report Reviewed					
Commission Decision-Making					Action to Accept Assurance Review						Action on Comprehensive Evaluation and Reaffirmation of Accreditation <sup>3</sup>	
New Criteria	Effective 1/1/13											
Other Monitoring	The Commission will continue to review data submitted by affiliated institutions through the Institutional Update, will apply change processes as appropriate to planned institutional developments, and will monitor institutions through reports, visits, and other means as it deems appropriate.											

<sup>1</sup> For comprehensive evaluations, some institutions will also file materials for multi-campus review.  
<sup>2</sup> Team may require a visit to explore uncertainties in evidence that cannot be resolved at a distance.  
<sup>3</sup> Action on Year 10 review will also determine the institution's future Pathway eligibility.

The KBOR Performance agreements are submitted yearly. These agreements are interwoven with the yearly college plan.