

## **Barton Strategic Plan**

Approved 06/27/17 – Updated 09/21/2020

### 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 (Values):**

- 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.

### **Conditions of Success**

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

### **Drive Student Success**

1. Advance student entry, reentry, retention and completion strategies
  - Establish robust support systems and processes that reduce barriers to entry, reentry, retention, and completion while enhancing student transition to the workforce or further education.
    - i. Developmental Education Team (representative of all instruction) is addressing math education with enhanced approaches – 09/22/2020.
    - ii. The Hazardous Materials and Emergency Management/Homeland Security programs are currently working through a Curricular Approval Matrix (CAM) to enhance stackable certificate offerings to support retention and completion – 09/22/2020.
  - Pursue Open Educational Resources (OER), American with Disabilities Act (ADA) Compliance, academic integrity, and student assessment initiatives that are accessible and inclusive to all students.

- i. Chemistry Faculty across instruction are working together on DIY Lab kits – 09/22/2020.
- 2. Commit to excellence in teaching and learning
  - Adapt the learning environment to engage the diverse student population.
    - i. Enhanced technology to handle more online interaction at the Great Bend, Fort Riley, Fort Leavenworth and Grand View Plaza campuses in response to Covid-19 to support Zoom for online or Fuzion courses – for classrooms and instructors offices – 09/22/2020.
    - ii. Securing external access to Barton network infrastructure by setting up VPN access for employees. – 09/22/2020
    - iii. Room 4 at GVP Campus received a new touch screen display as well as new instructor pc to support learning. – 09/22/2020
    - iv. Life Cycle Replacement of PC's used on the Great Bend Campus– 09/22/2020.
    - v. Microsoft O365 for Students deployed in July – 09/22/2020.
    - vi. Students updated to an @cougars.bartonccc.edu e-mail address July– 09/22/2020.
    - vii. L-136 and L-117 was updated to a Student Zoom Labs for those that need to login to zoom courses – 09/22/2020.
    - viii. Anatomage Table was purchased using technology grant funds and private donor funds to enhance the student's learning in Nursing, Life Sciences, EMS, Sports Medicine, Agriculture animal sciences and MLT programs – 09/22/2020.
    - ix. Updated T-97 with a Touchscreen TV, Ladibug (Document Camera), a Second TV for viewing content, Spider Speakers and Zoom Equipment in August – 09/22/2020.
    - x. Updated T-140 with a TV, Ladibug (Document Camera), Spider Speakers and Zoom Equipment in August – 09/22/2020.
    - xi. Updated C-112A with a TV, Ladibug (Document Camera) and Zoom Equipment in August – 09/22/2020.
    - xii. Updated F-20 with a Logitech PTZ Pro 2 Camera to enhance video quality for Band – 09/22/2020.
    - xiii. Purchased and deployed a Giclee Printer in the Art Department and placed in T-171 – 09/22/2020.
    - xiv. Completed outfitting ESports arena - 09/22/2020.
    - xv. Adapted course modalities to include Fuzion and LiveOnline – 09/22/2020.
    - xvi. Adapted/reconfigured two LRC spaces for "Zoom lab" use – 09/22/2020.
    - xvii. Adjusted the academic calendar for the BC/GB campus – 09/22/2020.
    - xviii. Prepared for and successfully navigated two travel related quarantines (one on campus, one at Camp Aldrich) – 09/22/2020.
    - xix. Re-designed (temporarily) new student orientation on BC campus to account for COVID requirements (approximately 275 students participated) – 09/22/2020.
    - xx. Adapted BC/GB campus Spring/Summer Enrollment Days (and related processes) to a virtual and later a reduced size format – 09/22/2020.
    - xxi. Adapted Housing Move in Days (extended time and added personnel to reduce lines and wait time) – 09/22/2020.
    - xxii. Implemented daily/two week health screening stations across campus to educate students and set expectations for the semester – 09/22/2020.
    - xxiii. Adapted Residence Life related processes to accommodate students in quarantine and isolation (meal delivery, mail delivery, student health follow up, etc.) – 09/22/2020.
    - xxiv. Adapted graduation recognition activities (virtual ceremonies and graduation boxes) – 09/22/2020.
  - Integrate a culture of academic integrity.
    - i. Academic Integrity Campaign Launch – Fall 2020 – 09/22/2020.

- Create a trusting teaching and learning environment for faculty and staff through the Center of Academic Innovation and Excellence that fosters personal and professional growth and development.\*
  - i. Featured Academic Integrity session during fall Cougar TALEs – 09/22/2020.
  - ii. Added Academic Integrity Information into the Student Academic Development (SAD) Shell – 09/22/2020.
  - iii. August Adjunct Faculty meeting – Record Attendance (125) – representatives across instruction – 09/22/2020.
  - iv. Professional Development Sampling - During the month of August, the Center offered over forty training opportunities. A large percentage of the sessions were recorded and are posted to the website. The Center also held one on one training sessions with individual employees who needed additional help preparing for delivery of alternative coursework. The average number of attendees for Center hosted events was 50. Examples include: Psychological First Aid: Recovering From Crisis, Course Level Assessment, OER: Low Cost or No Cost, Academic Integrity, Ally, Title IX Updates, Reflective Leadership, Concourse, LICC Submission Process, College Updates, New Faculty Orientation and Faculty Led Forums. The Center also promotes professional development offered by outside entities – 09/22/2020.

**Cultivate Community Engagement**

3. Expand partnerships across the institution.
  - Identify and build partnerships to enhance opportunities for stakeholders and students.
    - i.
  - Sustain existing partnerships and expand alliances through innovation.
    - i.
4. Reinforce public recognition of Barton Community College.
  - Bolster communication and marketing initiatives.
    - i.
  - Consistently tell the Barton story to stakeholders and constituencies.
    - i.
5. Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions.
  - Serve as a cultural beacon for students and community.
    - i.
  - Demonstrate leadership through initiatives and activities.
    - i.

**Emphasize Institutional Effectiveness**

6. Develop, enhance, and align business processes.
  - Develop and demonstrate data-informed decision-making.
    - i.
  - Identify and implement strategies to reallocate and increase revenue and maximize resources.
    - i.
7. Manifest an environment that supports the mission of the college.
  - Demonstrate a service-minded and integrity-focused environment.

- i. Adjusted e-mail distribution lists to ensure receipt of information to correct groups – 09/22/2020.
  - ii. 2019-2021 Instructional Reviews Completed – 09/22/2020.
  - iii. 2020-2022 Instructional Reviews Announced – 09/22/2020.
- Serve with responsiveness that supports learning through innovation and excellence.
  - i. For the first two weeks of the Fall Semester, we set up stations to check temperatures in response to Covid-19 – 09/22/2020.
  - ii. Completed a series of videos on the updated LICC process for new course submission – 09/22/2020.
  - iii. Completed a video on the use of Concourse for course syllabi – 09/22/2020.

**Optimize Employee Experience**

- 8. Promote an environment that recognizes and supports employee engagement, innovation, collaboration, and growth.
  - Identify and support professional development opportunities for faculty and staff.
    - i. Offered Training for Banner in various departments starting in July – 09/22/2020.
  - Foster a work environment that prioritizes awareness, communication, and team initiatives.
    - i.
- 9. Develop, enhance, and align business human resource processes
  - Implement alternate methods for employee onboarding, professional development, evaluation, and compensation methods.
    - i.

\* The 2-year Academic Plan must contain one paradigm shifting action item

**Key Performance Indicators**

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 (Values)
  - 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 (Values) 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 Community College Key Performance Indicators			
Core Priority (Values)	KPI	Alignment to Accreditation	Alignment to Foresight 2020
1. Drive Student Success	CCSSE (Community College Survey of Student Engagement) NCCBP (National Community College Benchmark Project) IPEDS (Integrated Postsecondary Education Data System) KBOR (Kansas Board of Regents) Performance Agreements Metrics on Data.bartonccc.edu	Criterion 3, 4	Yes
2. Cultivate Community Engagement	Board END 5 Regional Workforce Needs Board END 6 Barton Service and Regional Locations Metrics Yearly Board END reports Bartonccc.edu/community/boardoftrustees/monitoringreports	Criterion 1, 5	Yes
3. Emphasize Institutional Effectiveness	KBOR Data Degrees and Certificates Awarded Credit hours production Yearly Expenditures – Composite Financial Index Metrics Data.bartonccc.edu	Criterion 3, 5	Yes
4. Optimize Employee Experience	PACE (Personal Assessment of the College Environment) Metrics Data.bartonccc.edu	Criterion 2	

**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, Institutional Effectiveness, Administrative/Executive, Human Resources, Facilities 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 – 2018
- Ruffalo Noel Levitz (Student Success Surveys) -
- PACE (Personal Assessment of the College Environment) – 2010 – 2012 – 2014 – 2016 – 2018 - 2020

