

# Executive Leadership

Annual Retreat

7/21/2025

# Overview

- Welcome
- Year in Review
- Strategic Planning Priorities
  - Executive Leadership Team Purpose
- The Good Stuff
  - Challenges
- Next Steps
- Data Summit
  - Types of Data
  - Data definitions
  - Difference in Views
- Project Charter

# Year in Review

- Completed strategic plan
- Conducted three forums for feedback
- Received Board of Trustees approval
- State appropriation cuts

# Priorities

- Strategic Planning Process
- Increase Higher Education Access for all Students
- Increase Student Success Outcomes
- Increase Business and Community Engagement
- Embrace and Enhance Innovation
- Increase Financial Resources

# The Good Stuff

- We completed the strategic plan document
- Enrollment increase of 12% for FY25
- Positive enrollment trends for FY26
- Increase community engagement/interest in political implications
- Federal grant notifications (still on shaky ground)
- Increased donor engagement
- Solid financial footing
- The Barton family

# Challenges

- Funding Cuts
- Enrollment Cliff
- Loss of public confidence in higher education
- Demonstrating value and return on investment

# Keys to Successful Strategic Planning

- Perceptions
- Participation
- Implementation
- Resource Allocation

# Next Steps

- Finalizing print document
- Explore our data
- Implementing strategic planning initiatives
- Working directly with Champion groups
- Continue work on Board Ends



# Data Summit

# Different uses, different types of data



Transactional:  
Get the everyday  
business  
accomplished  
(e.g. ERP data)



Operational:  
Look at most up-to-date  
data for day-to-day  
management and  
decisions  
(e.g., lists of students)

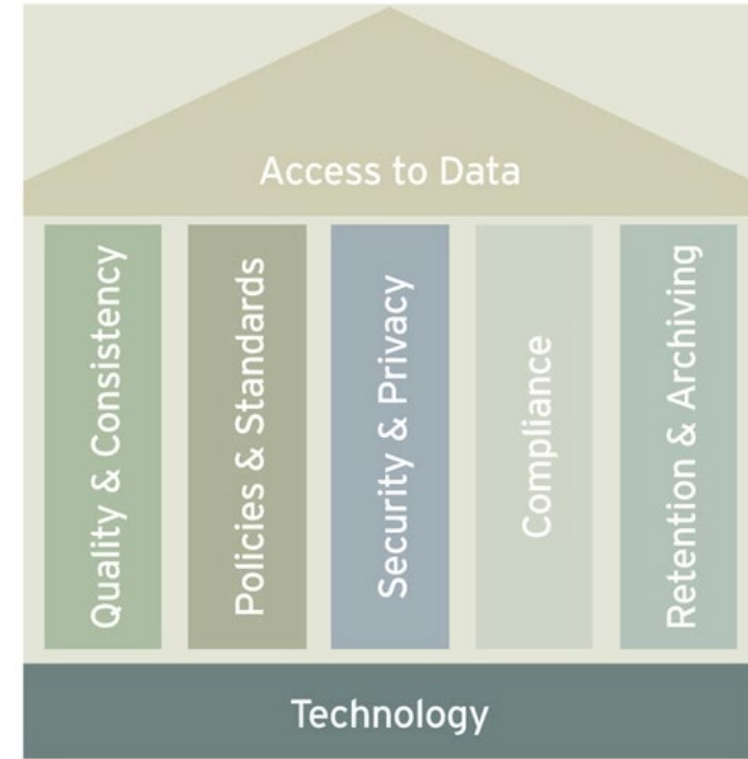


Point-in-time:  
Look as of a specific  
point in time for  
trend and “official”  
reporting  
(e.g., BI or census)

# Got Data Governance?

- “A data governance framework is a system of rules, policies, procedures, and responsibilities clearly establishing who can do what with what information and how and when those things can be done.” (Gary Hansen, 2016)
- My philosophy
  - The key focus areas of data governance include availability, usability, consistency, [data integrity](#) and [security](#), and standards compliance.
  - The practice also includes establishing processes to ensure effective data management throughout the enterprise, such as accountability for the adverse effects of poor data quality,
  - and ensuring that the data which an enterprise has can be utilized by the entire organization.

A Sample Framework: Notre Dame



Source: Chapple (2013)

# Data Definitions

# Data Definitions

- Headcount:
  - The total of all unique students taking a class at point in time.
- Enrollment:
  - The total of all unique student class registration at a point in time
- Credit Hour:
  - A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term.
- Cohort: A group of students within the population defined by shared characteristic (e.g., term of entry, gender, athlete, etc.).

# Data Definitions

- First-Year/First-Time Student:
  - A new to BCCC student who has no prior postsecondary experience (includes students who entered with advance standing, e.g., college credits earned before completing high school) who have completed less than the equivalent of 1 full year of undergraduate work;
    - less than 30 semester hours
- Continuing Student:
  - A BCCC student who returns more than 1 full year of undergraduate work
- Transfer Student:
  - A student entering BCCC for the first time but known to have previously attended a post-secondary institution at the same level. The student may transfer with or without credit.
- Momentum:
  - The rate at which BCCC students complete the credits of courses they attempt (credits completed/credits attempted).
    - Momentum 1: is the percent of credits completed divided by credits attempted in a students first term
    - Momentum 2: is the percent of credits completed divided by credits attempted in a students two terms regardless of time between terms

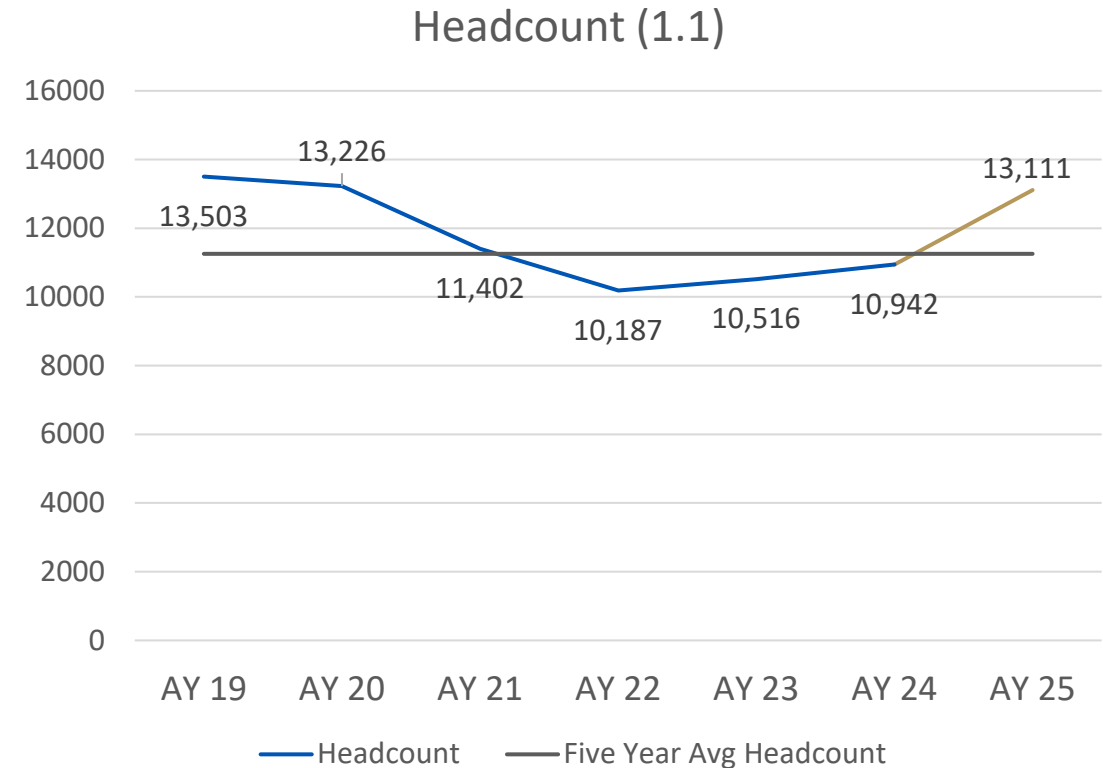
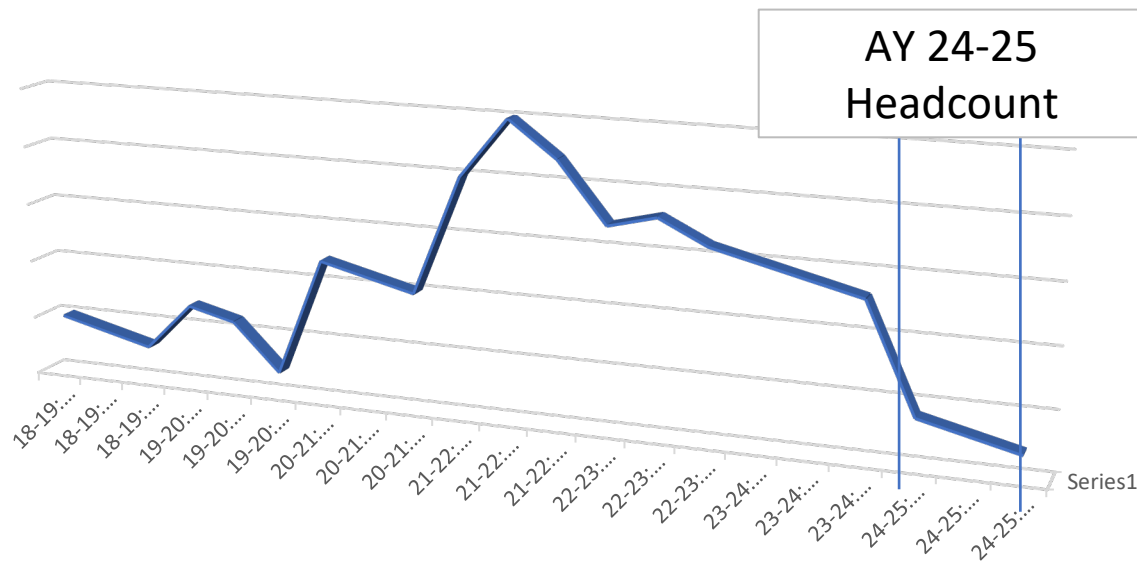
# Data Definitions

- Persistence:
  - A student who returns for their second semester following their entry (first) term.
- Retention:
  - A student who returns for their third semester following their entry (first) term.
- Graduate
  - Any student who successfully completes a course of study (e.g., earns an award)

# Headcount

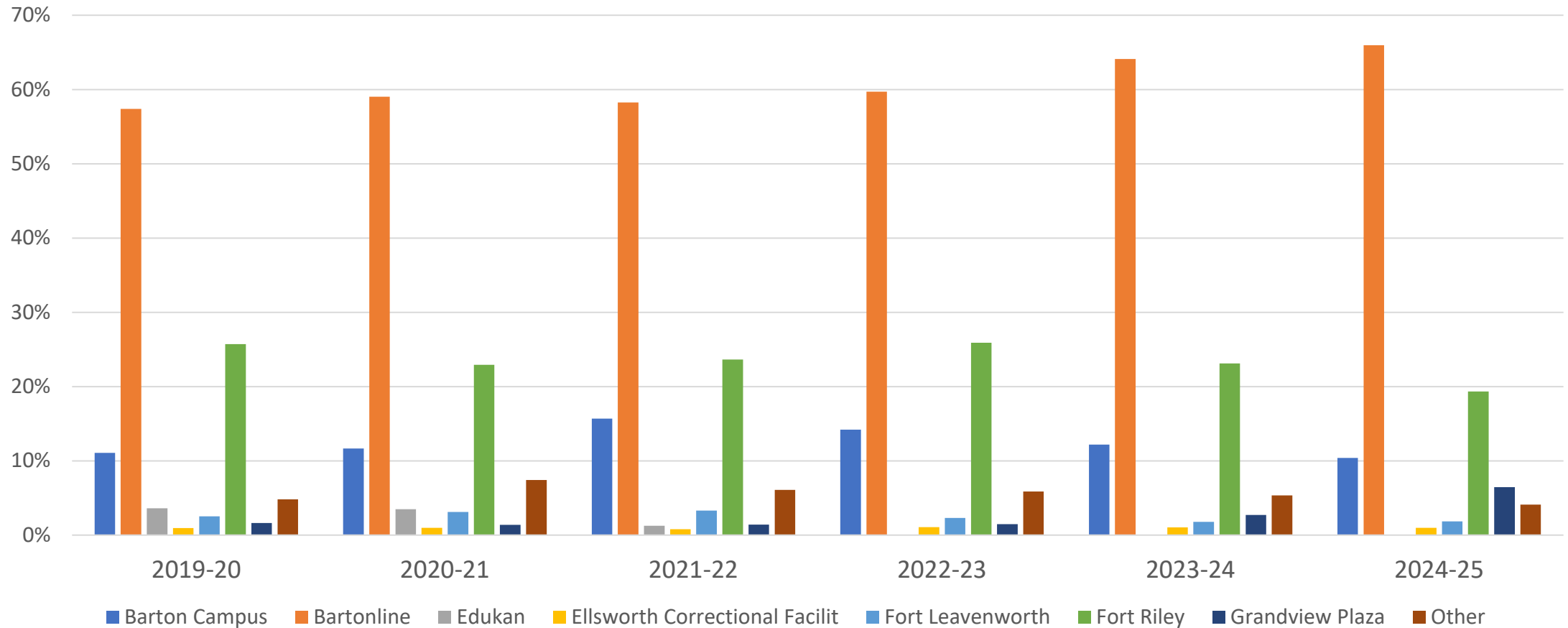


# Difference in Views: Headcount

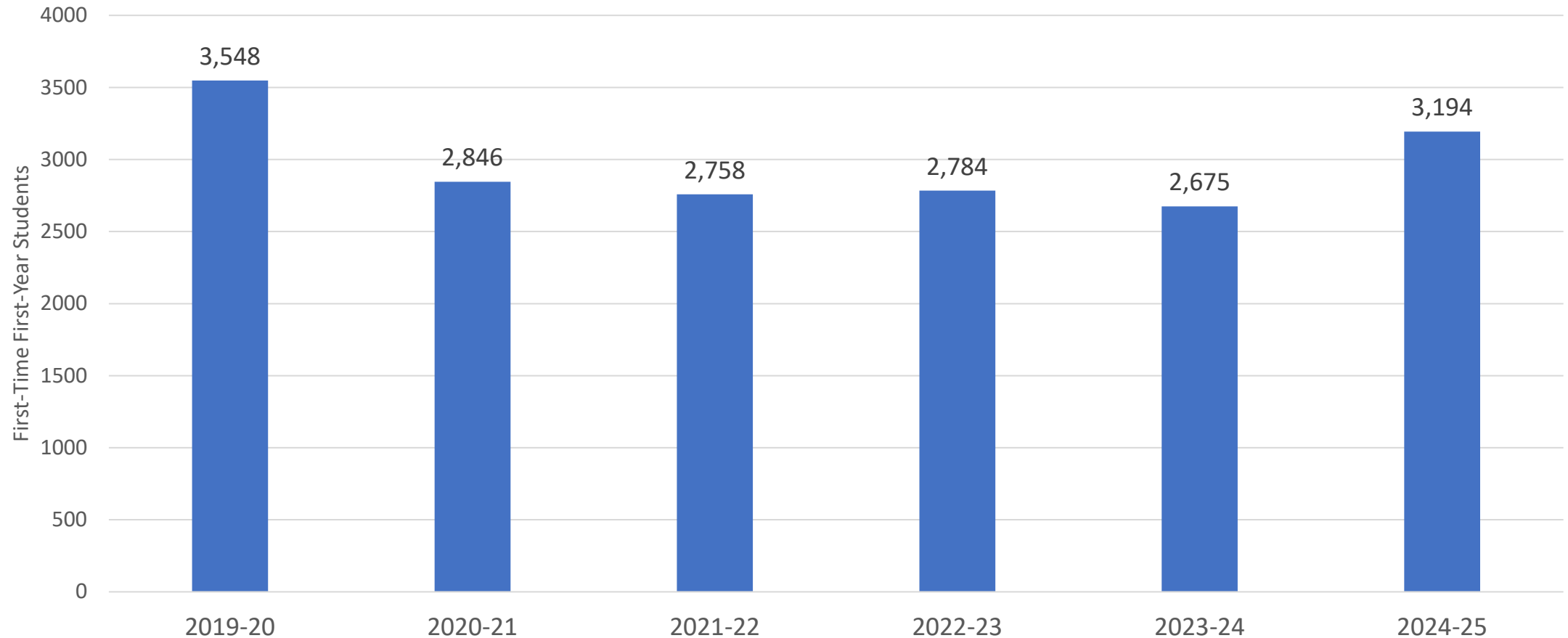


Headcount: Reported from KHEDS AY Collection (19-24). AY 25 BCCC internal reporting

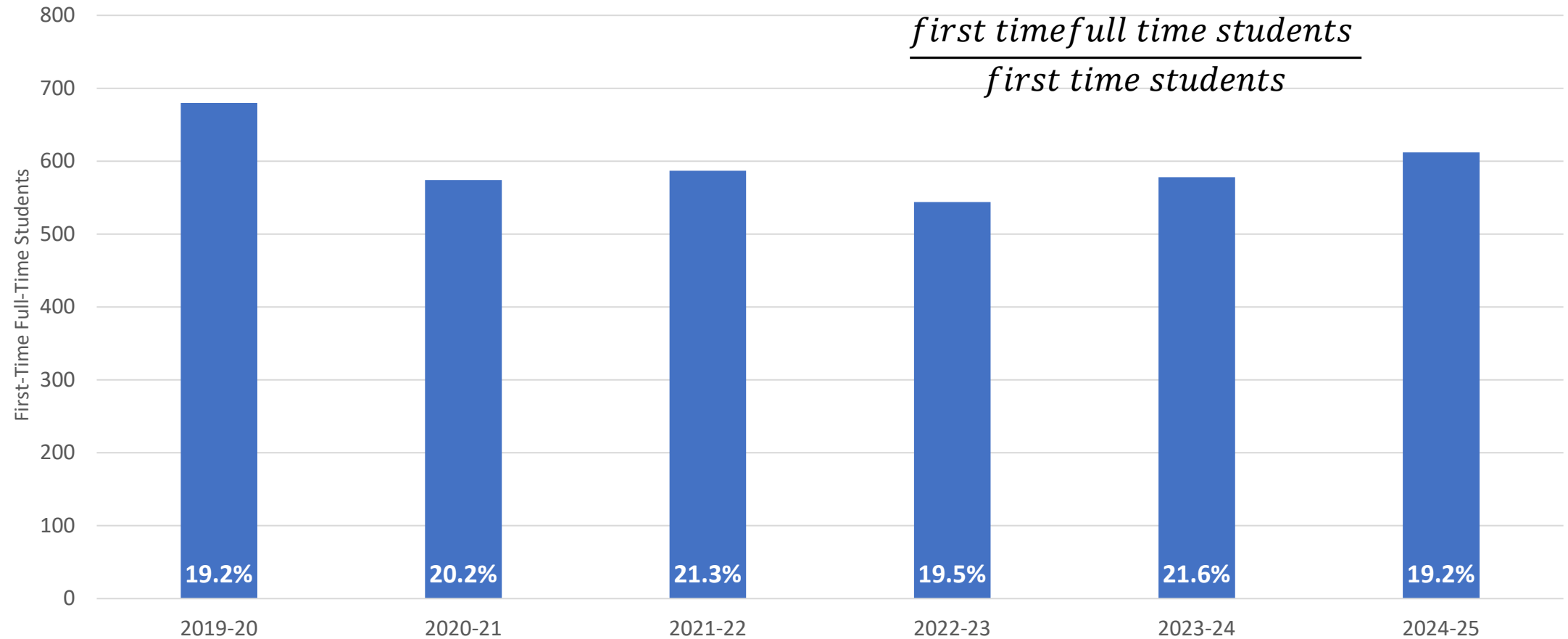
# Headcount: Campus percent



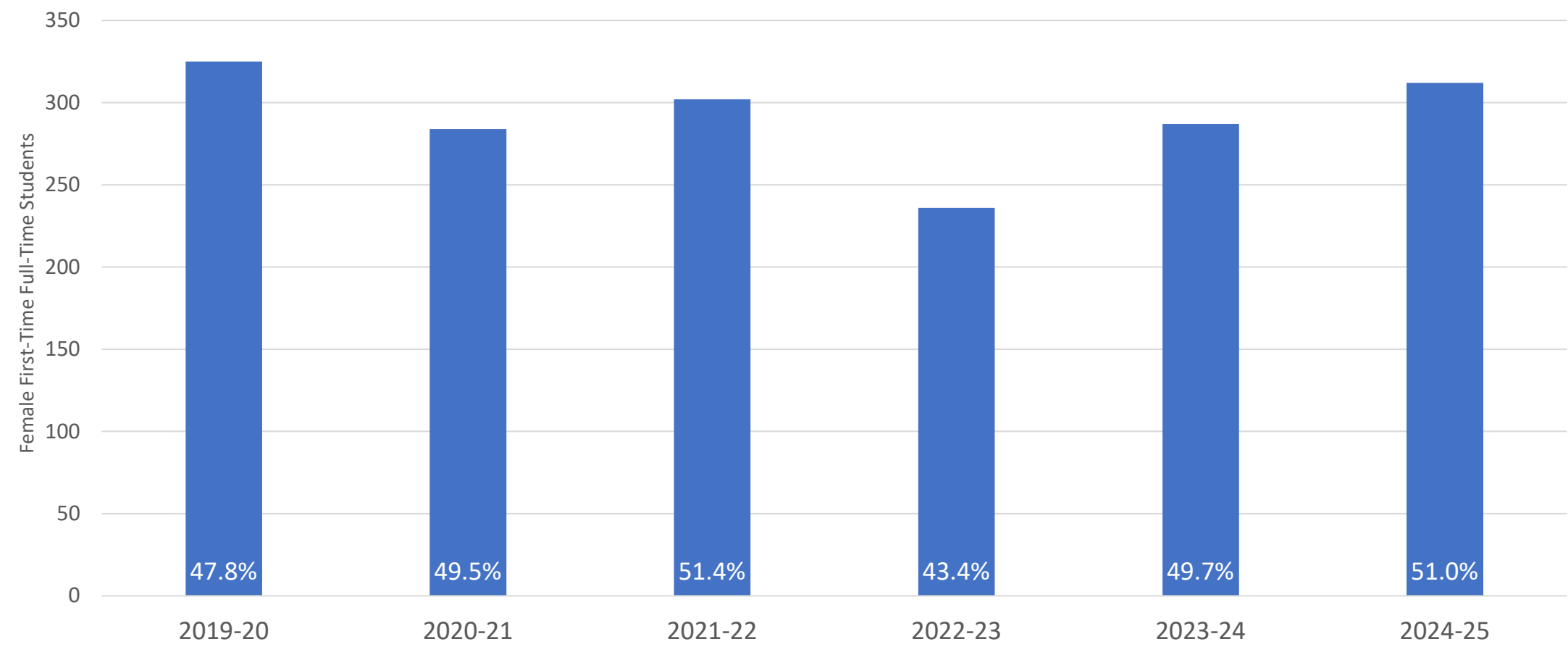
# Headcount: First-time/first-year



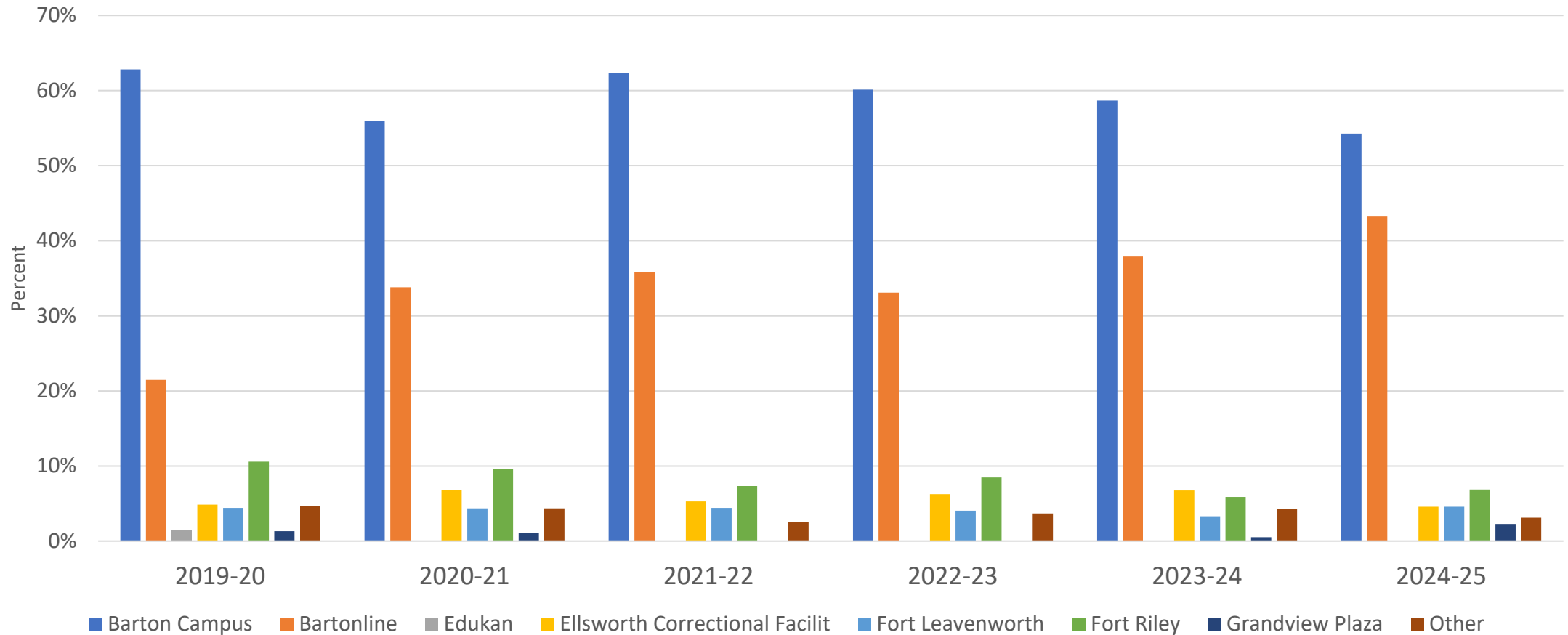
# Headcount: Percent of first-time/first year students that are full-time



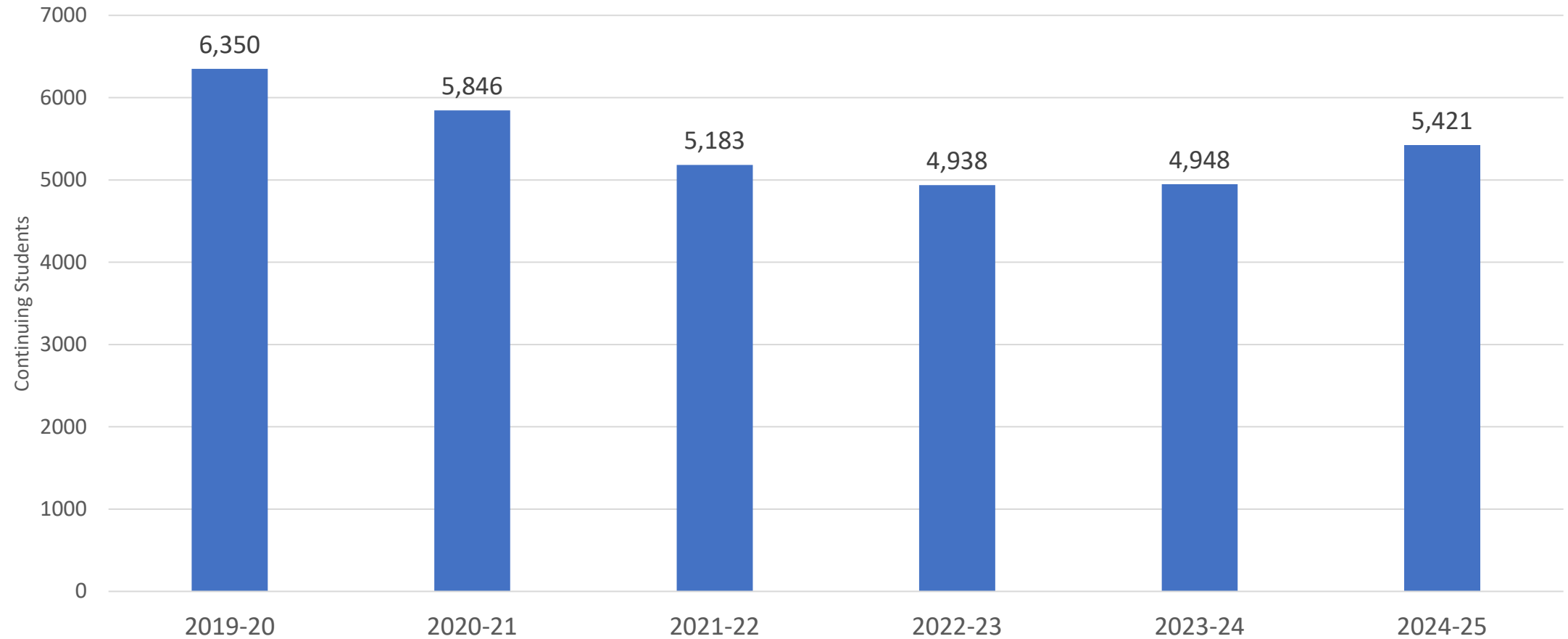
# Headcount: Percent of first-time/first year full-time students that are female



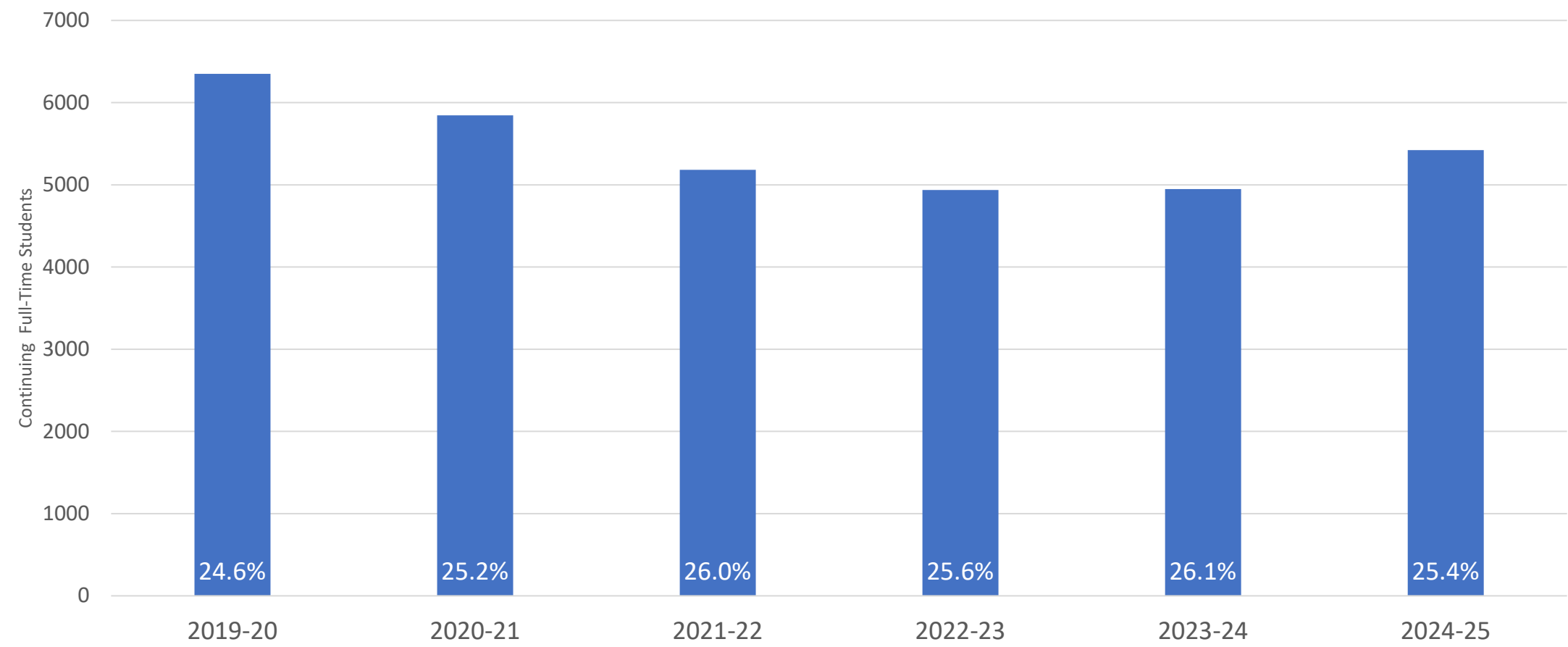
# Headcount: Percent of first-time/first-year full-time students by campus



# Headcount: Continuing

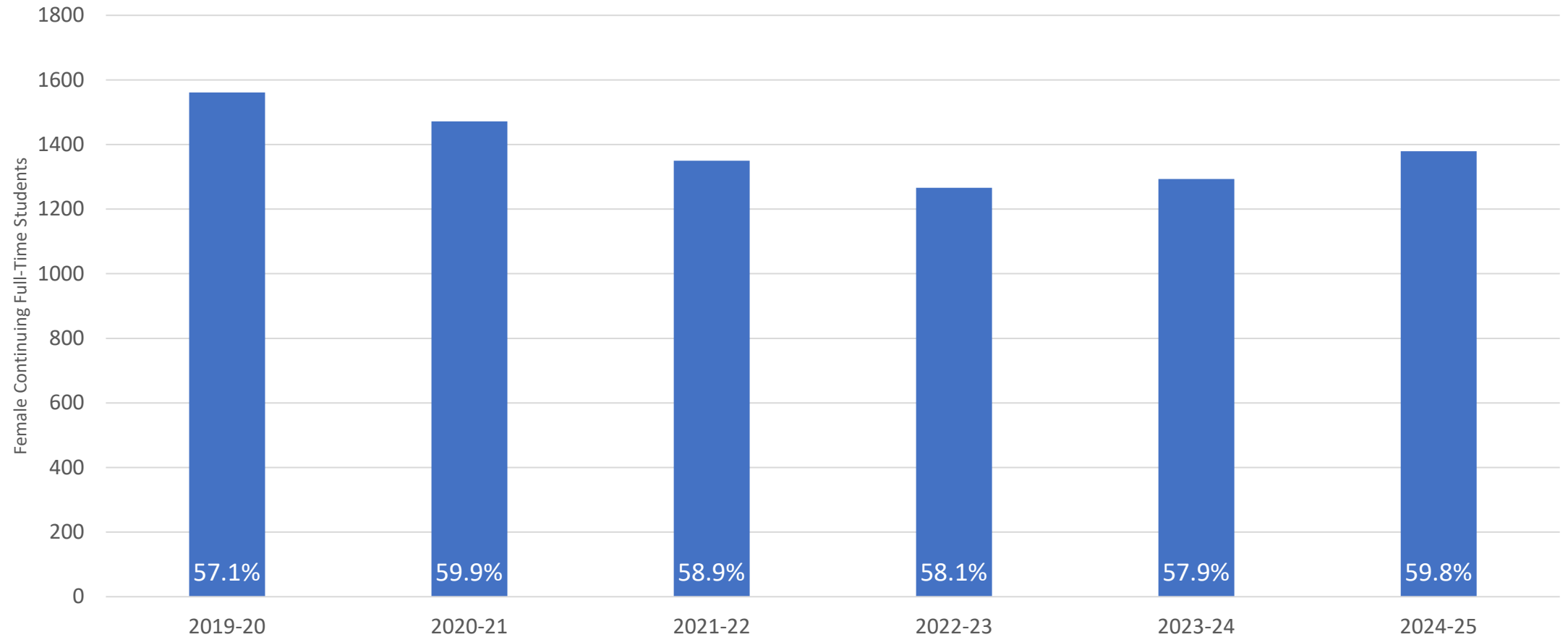


# Headcount: Percent of continuing students that are full-time

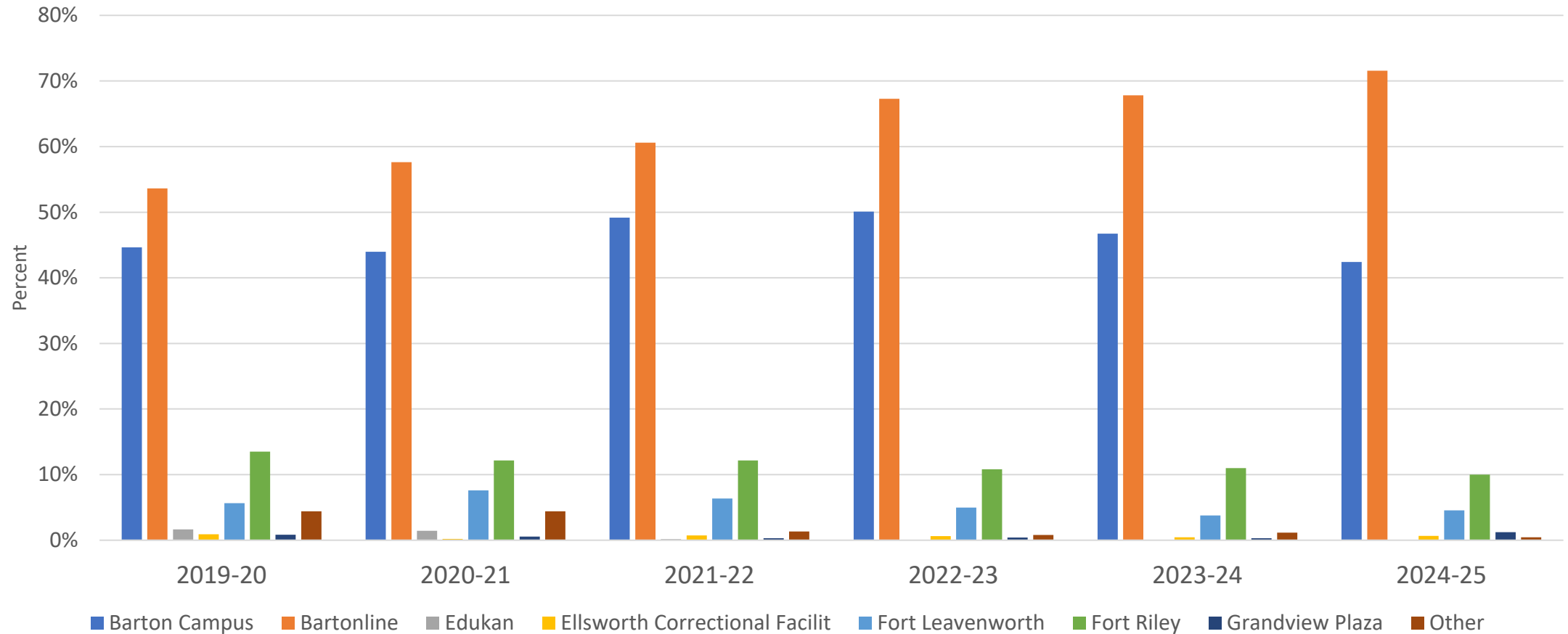




# Headcount: Percent of continuing full-time students that are female



# Headcount: Percent of full-time continuing students by campus

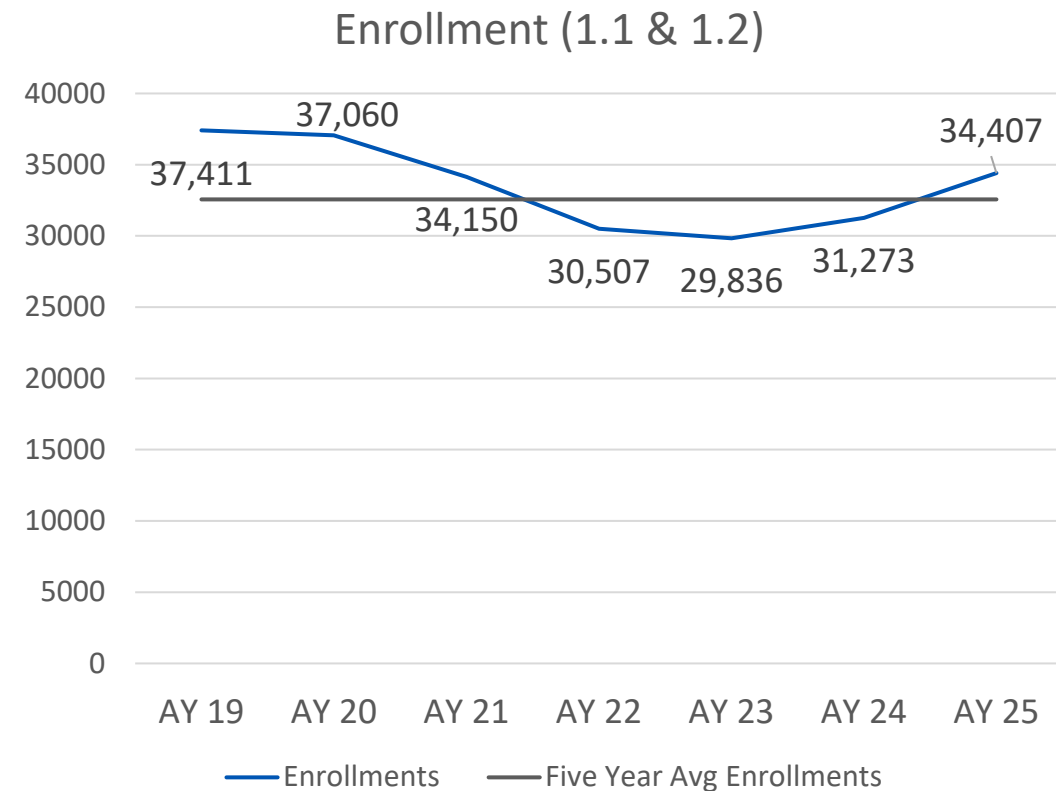
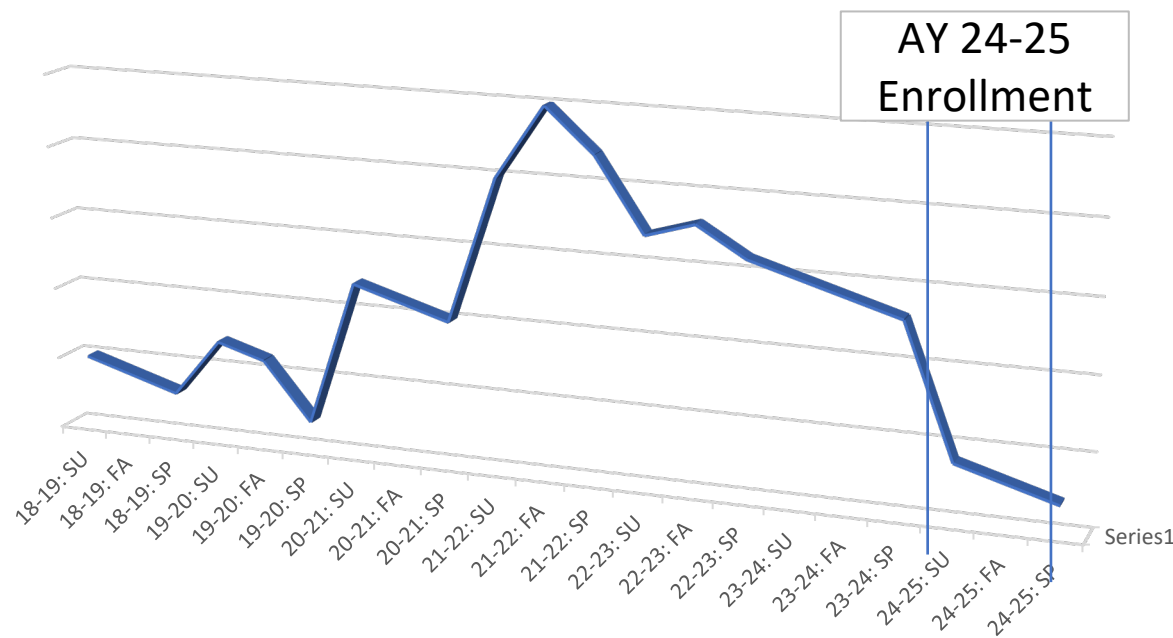


# Questions

- What insights can we glean from these data regarding the following:
  - First-time, first-year students
  - Continuing students
- What group of student is more likely to be found on which campus?

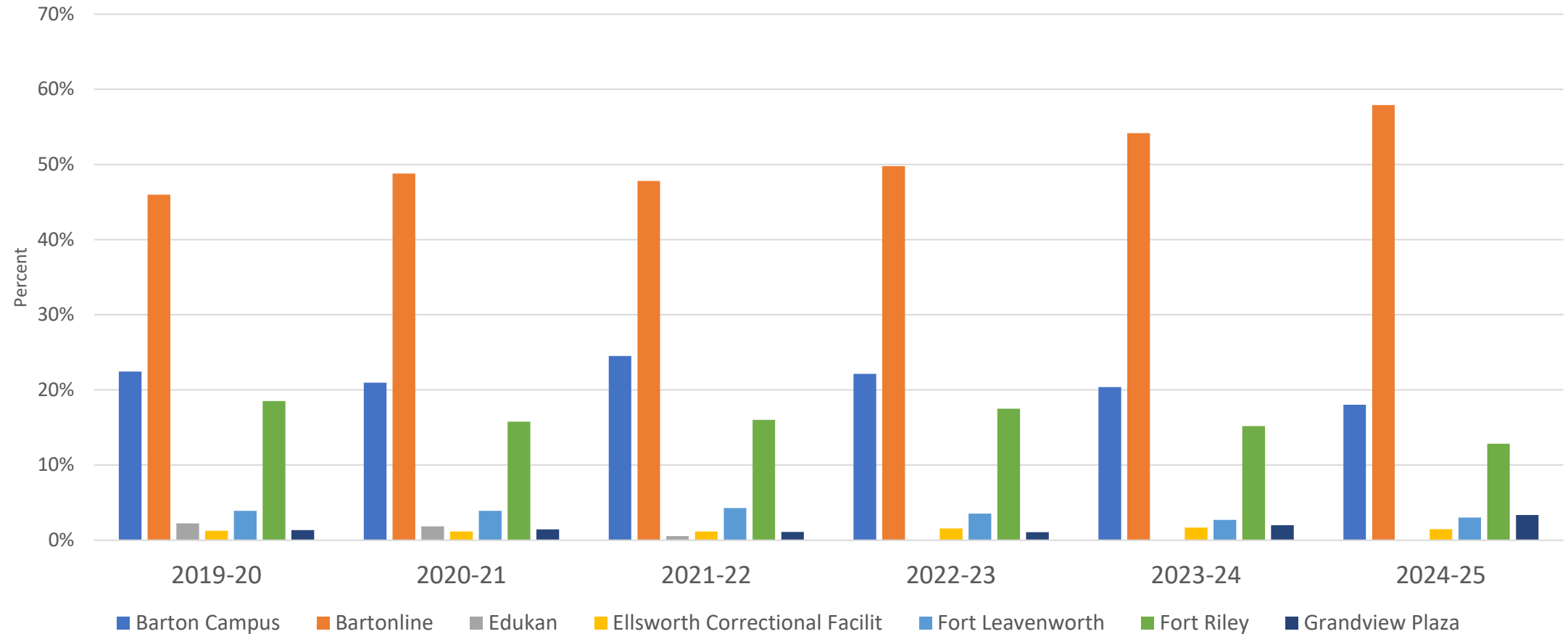
# Enrollment

# Difference in Views: Enrollment

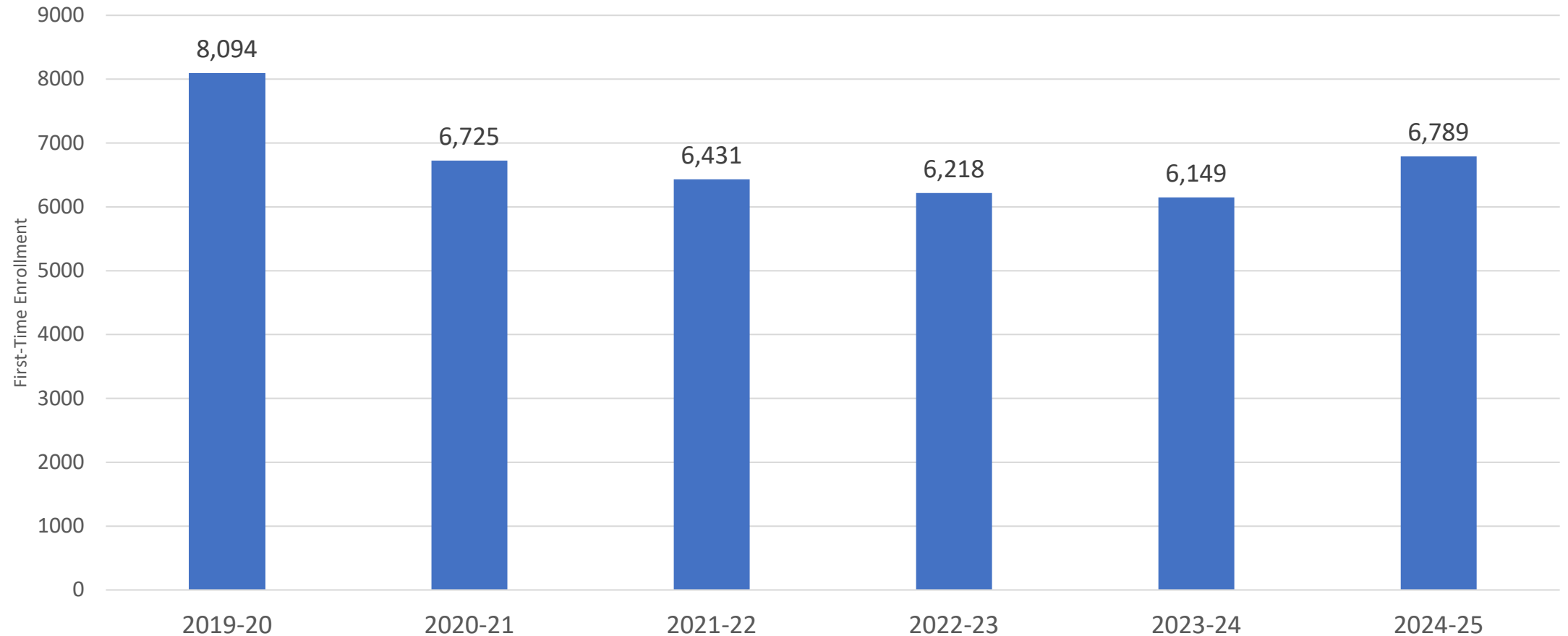


Enrollment: Reported from BCCC internal reporting

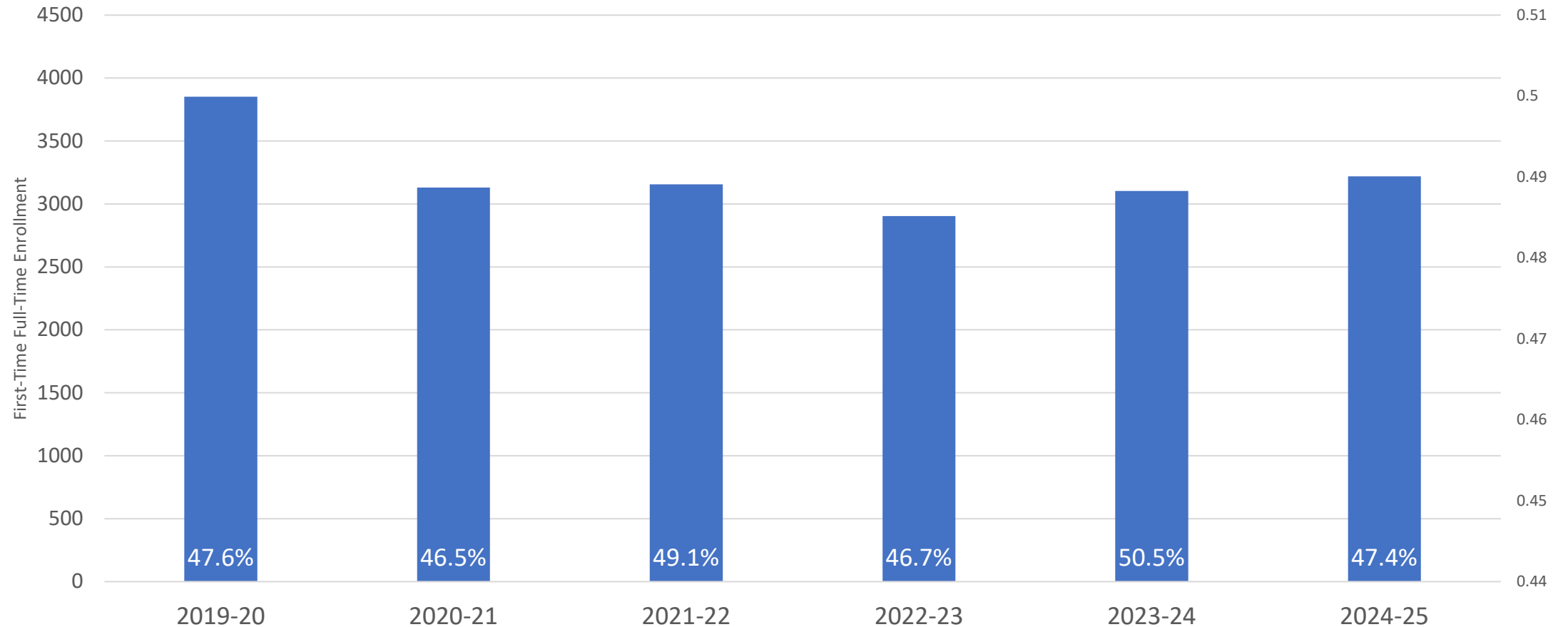
# Enrollment: Campus percent



# Enrollment: First-time/first-year

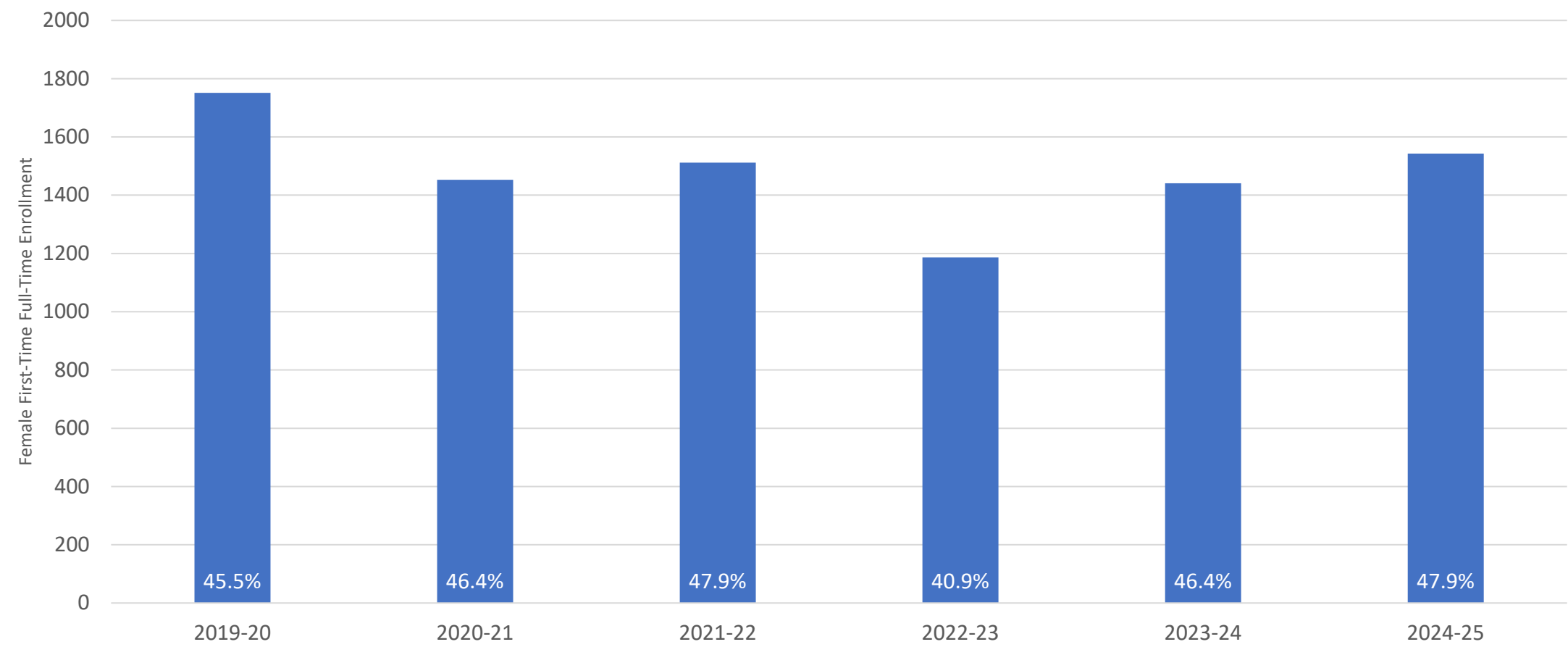


# Enrollment: Percent of first-time/first year enrollment that are full-time

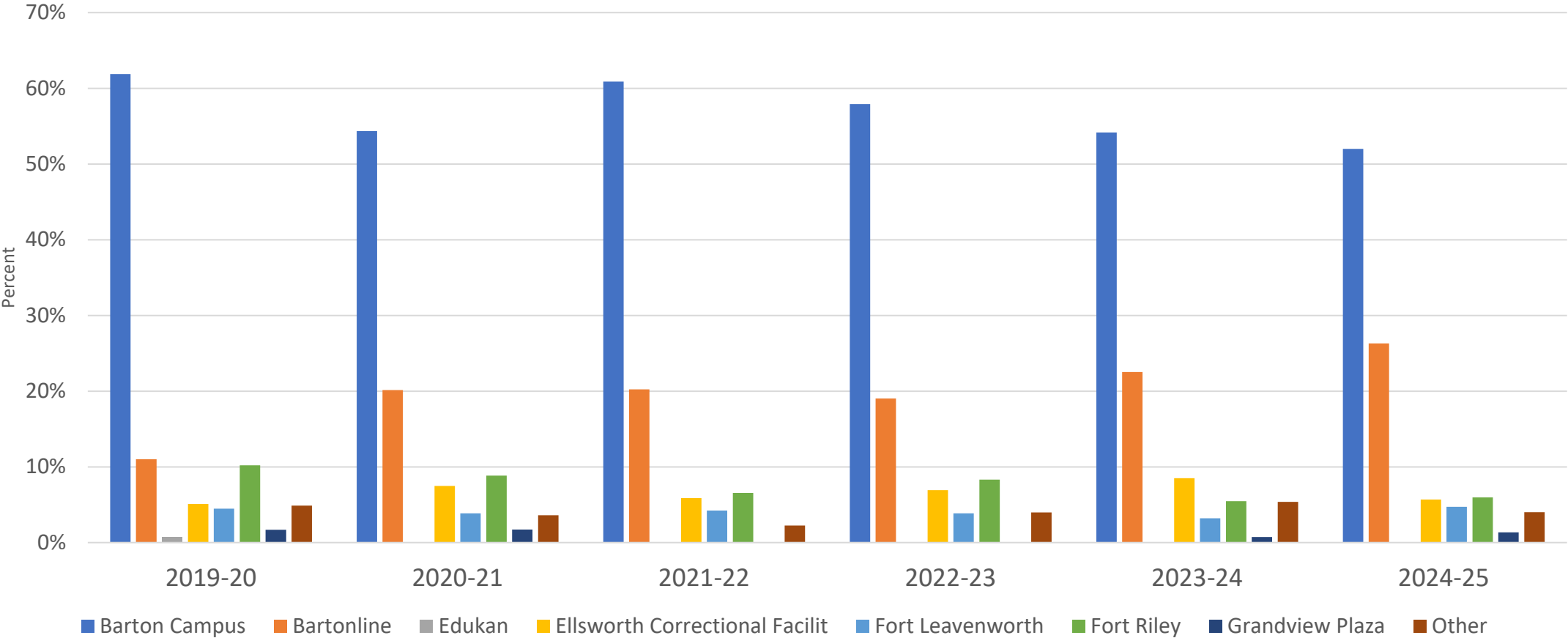




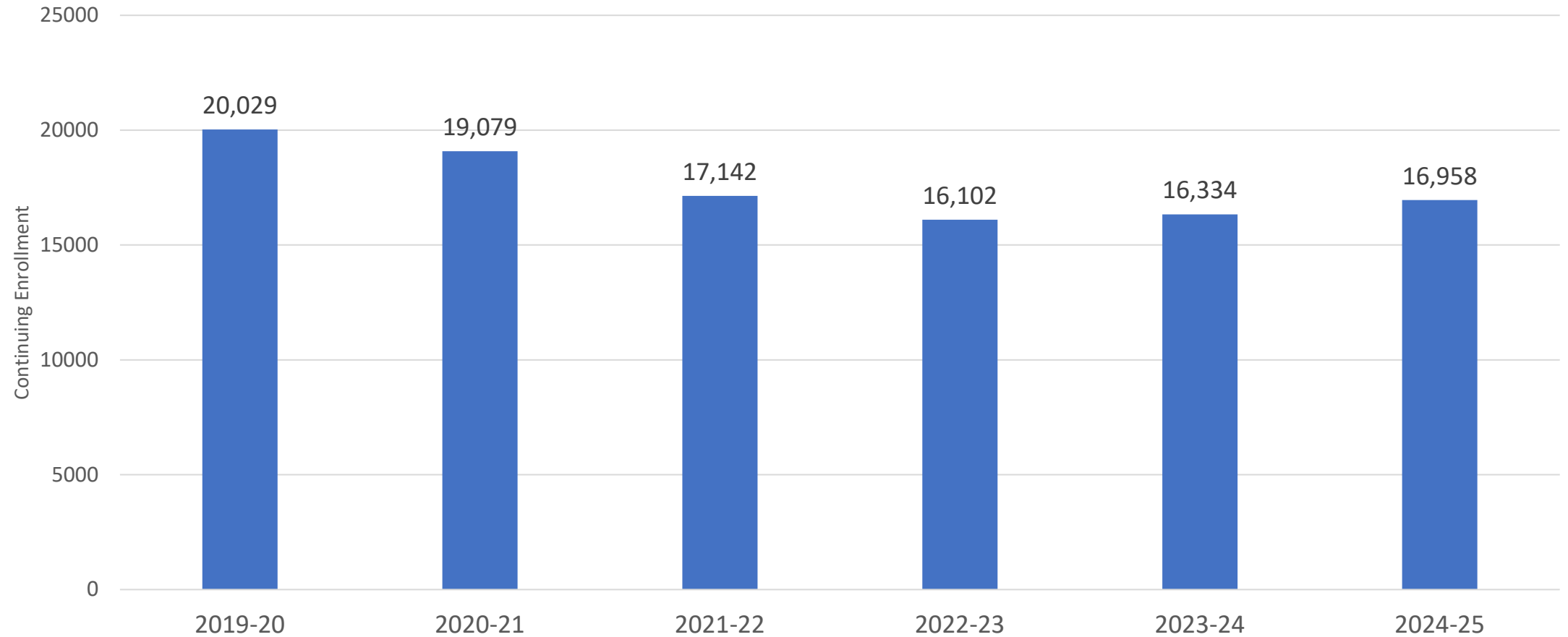
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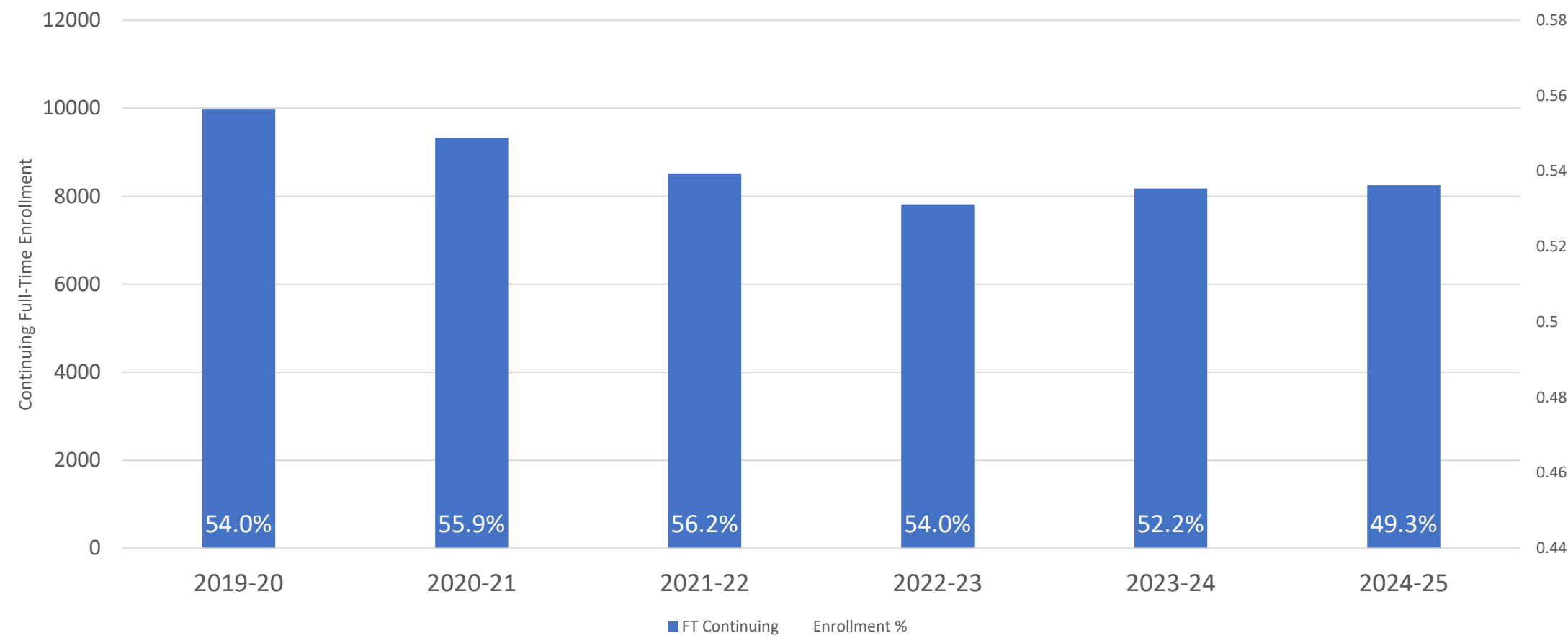
# Enrollment: Percent of first-time/first-year full-time enrollment by campus



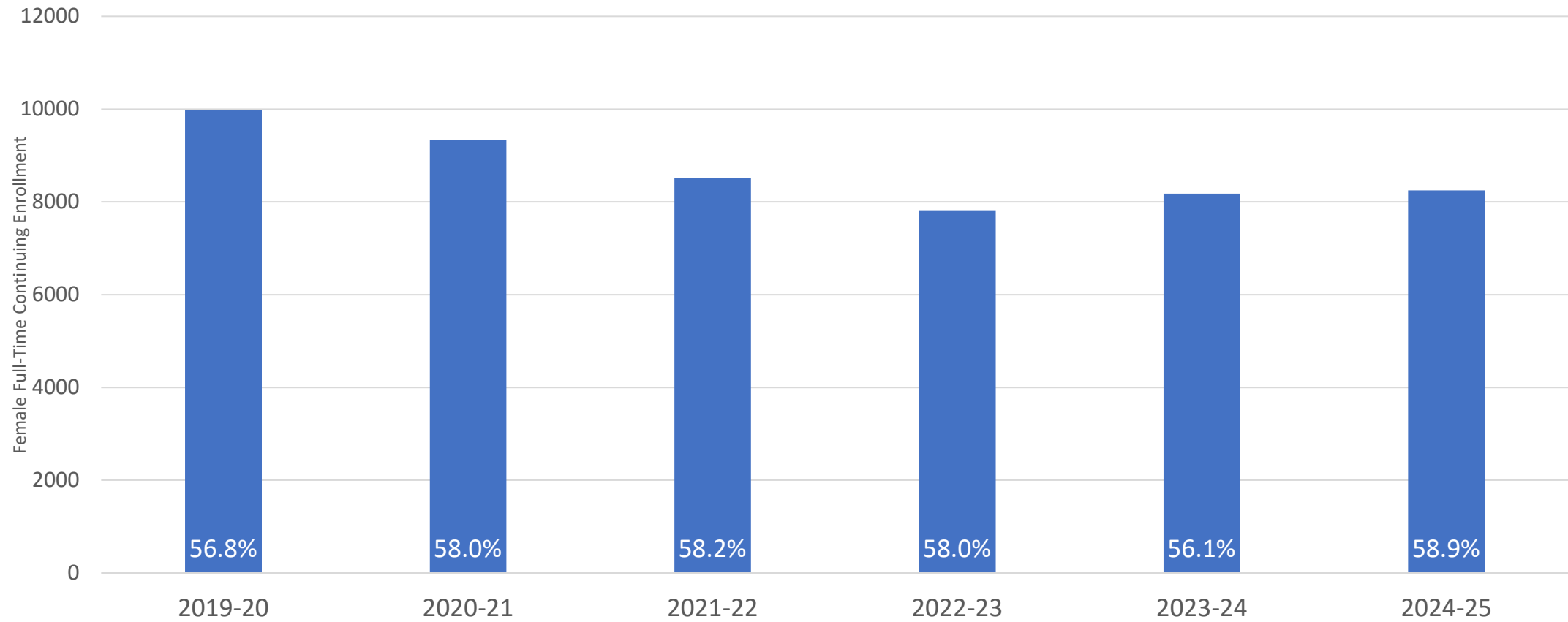
# Enrollment: Continuing



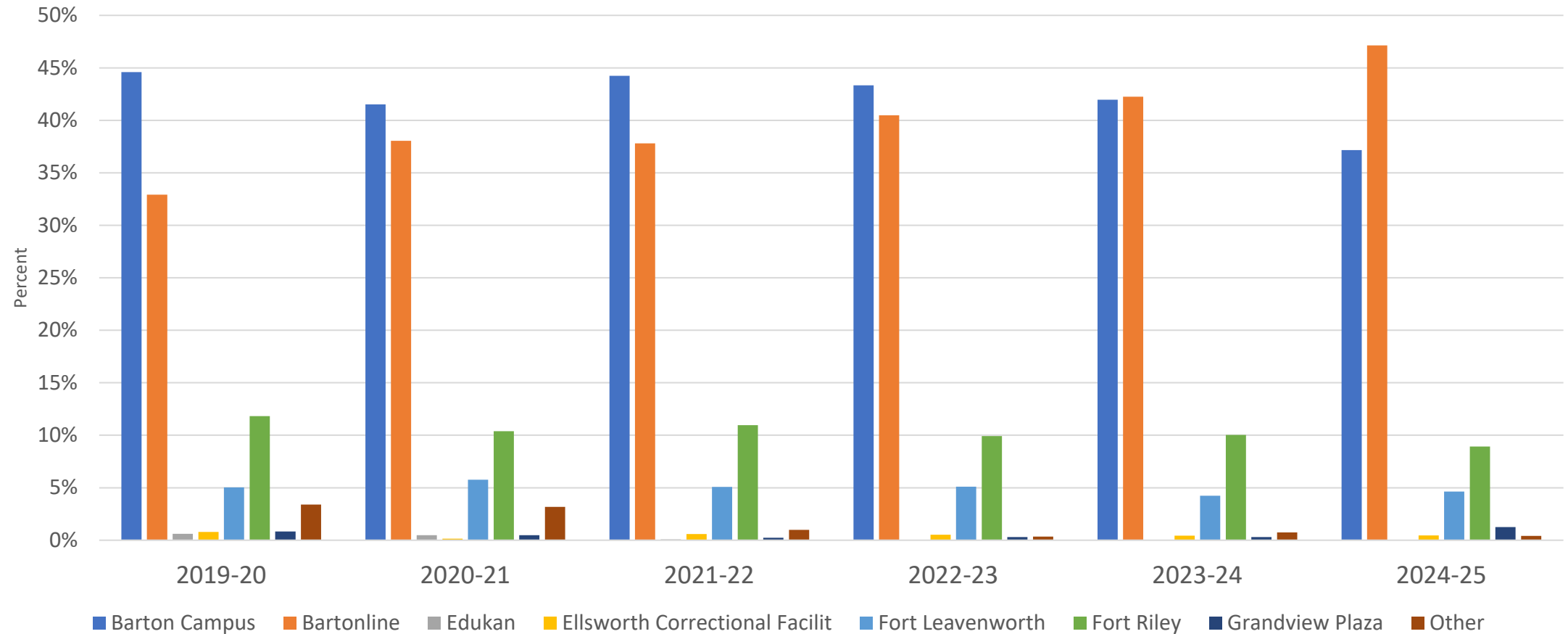
# Enrollment: Percent of continuing enrollment that are full-time



# Enrollment: Percent of continuing full-time enrollment that are female

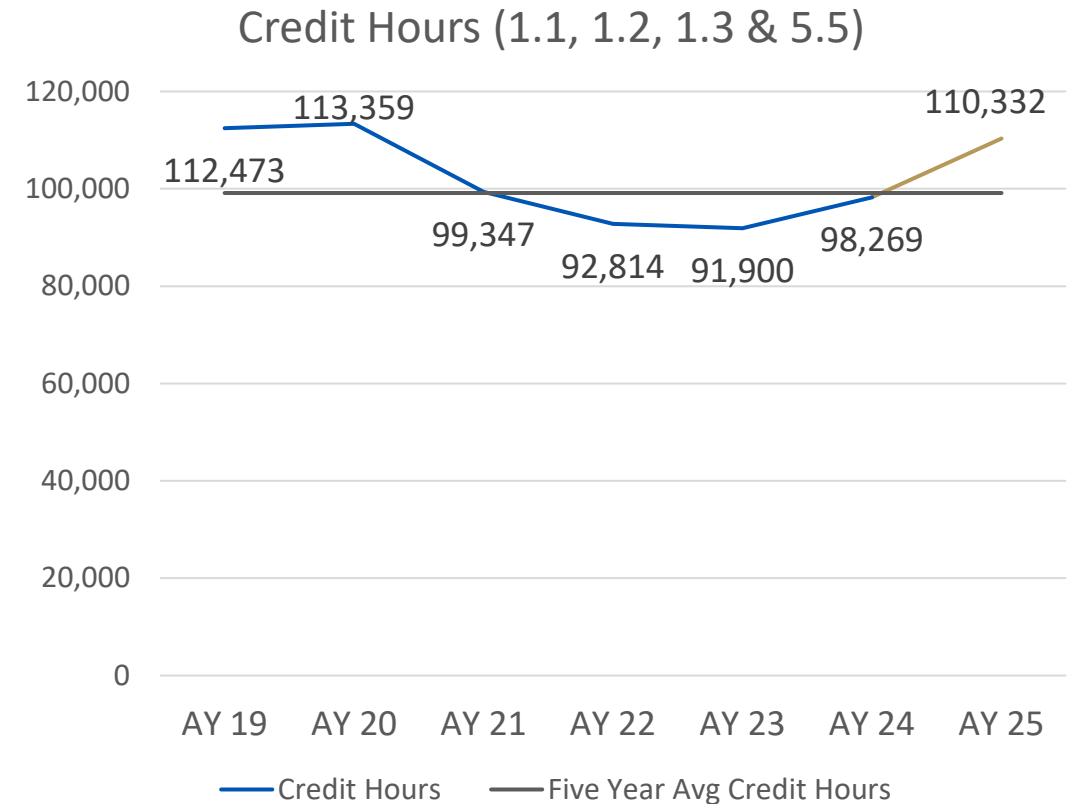
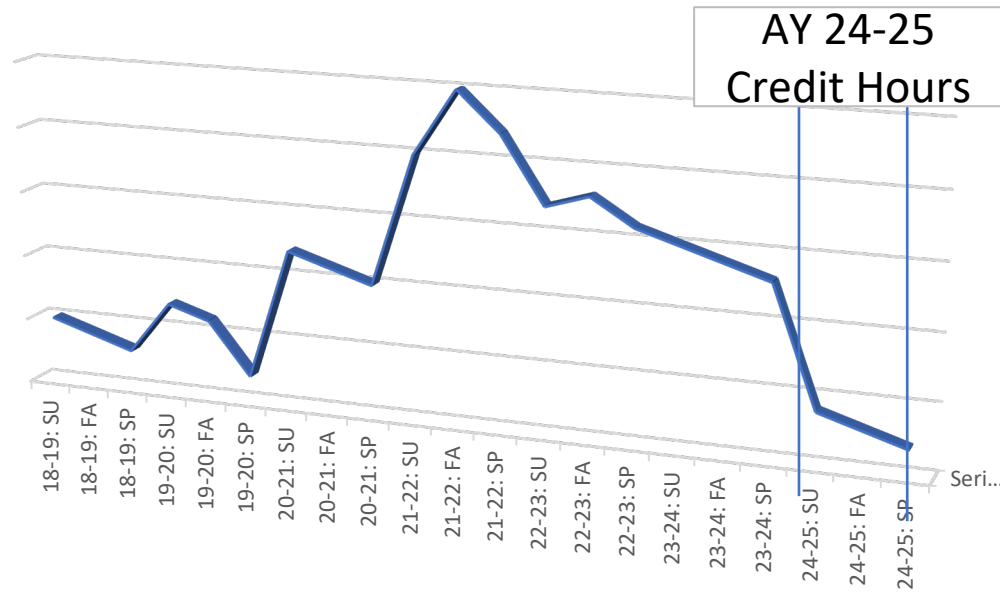


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# Credit Hours

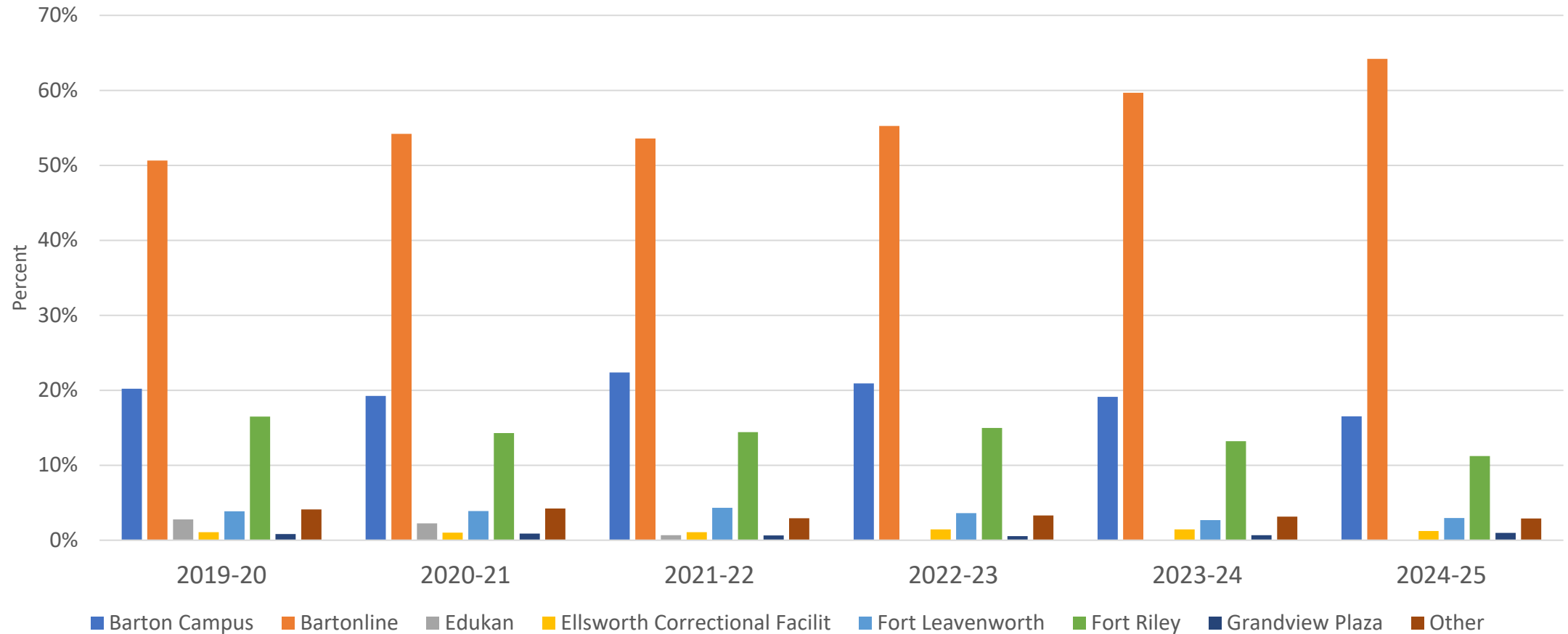
# Credit Hours



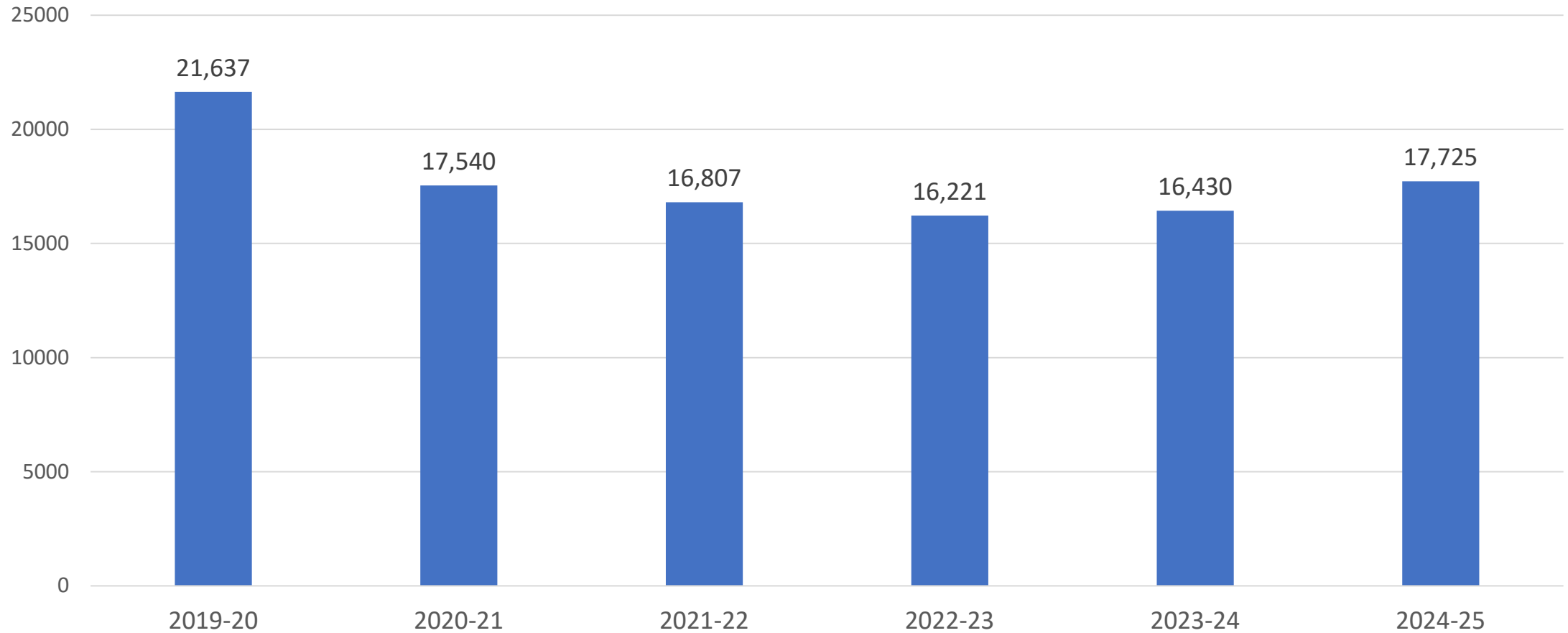
Credit Hours: Reported from KPI Metrics Dashboard (19-24).  
AY 25 reported from BCCC internal reporting



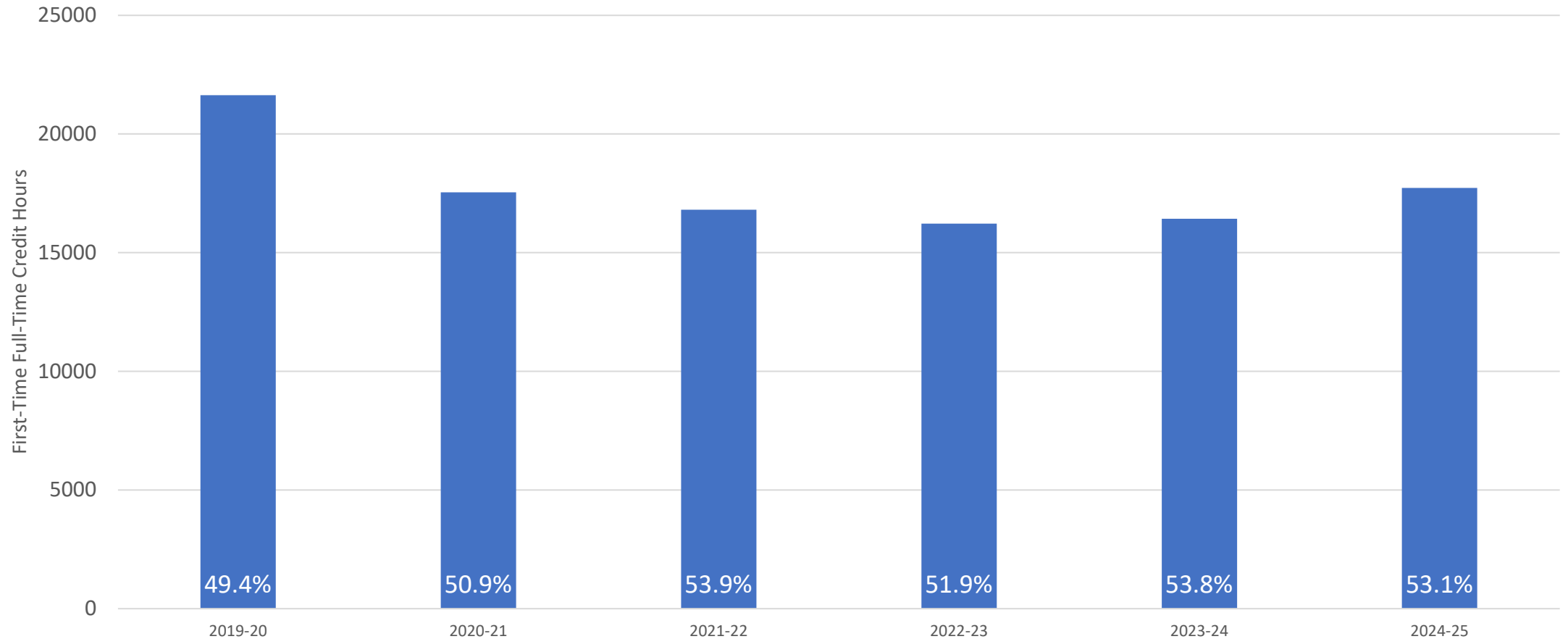
# Credit Hours: Campus percent



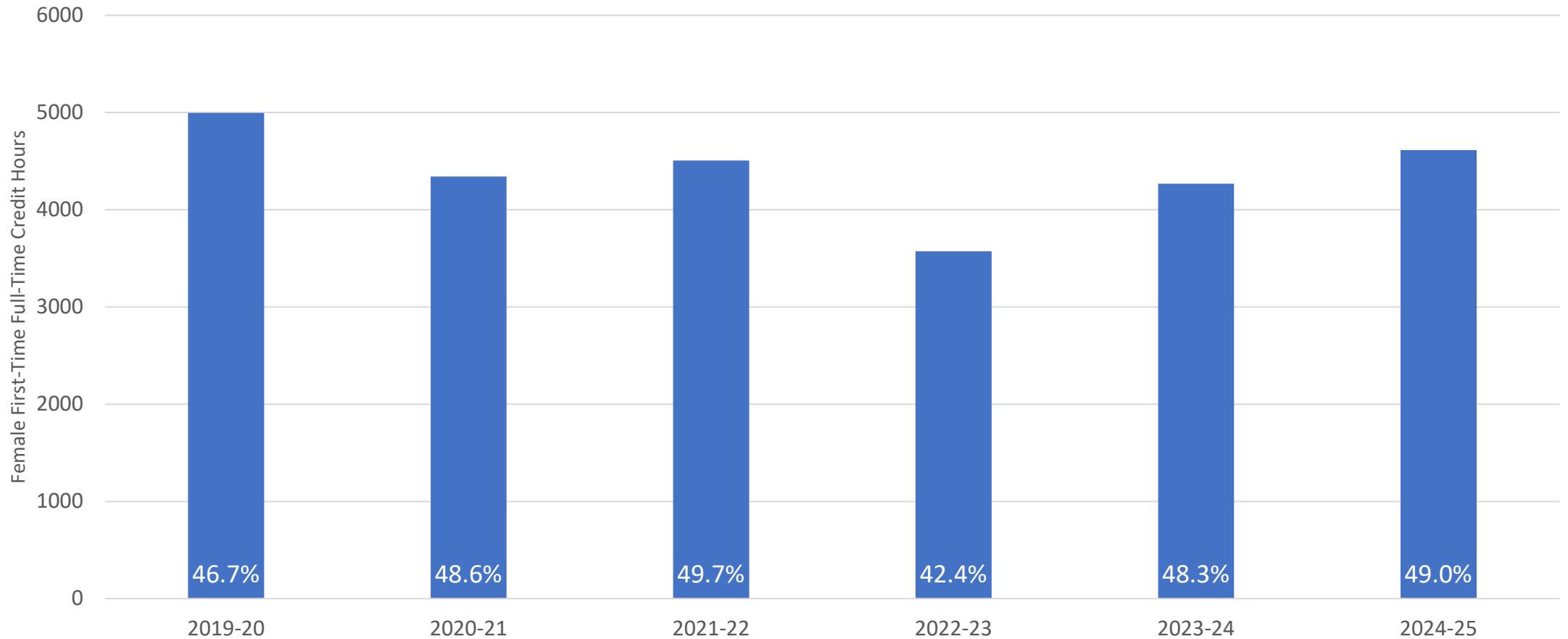
# Credit Hours: First-time/first-year



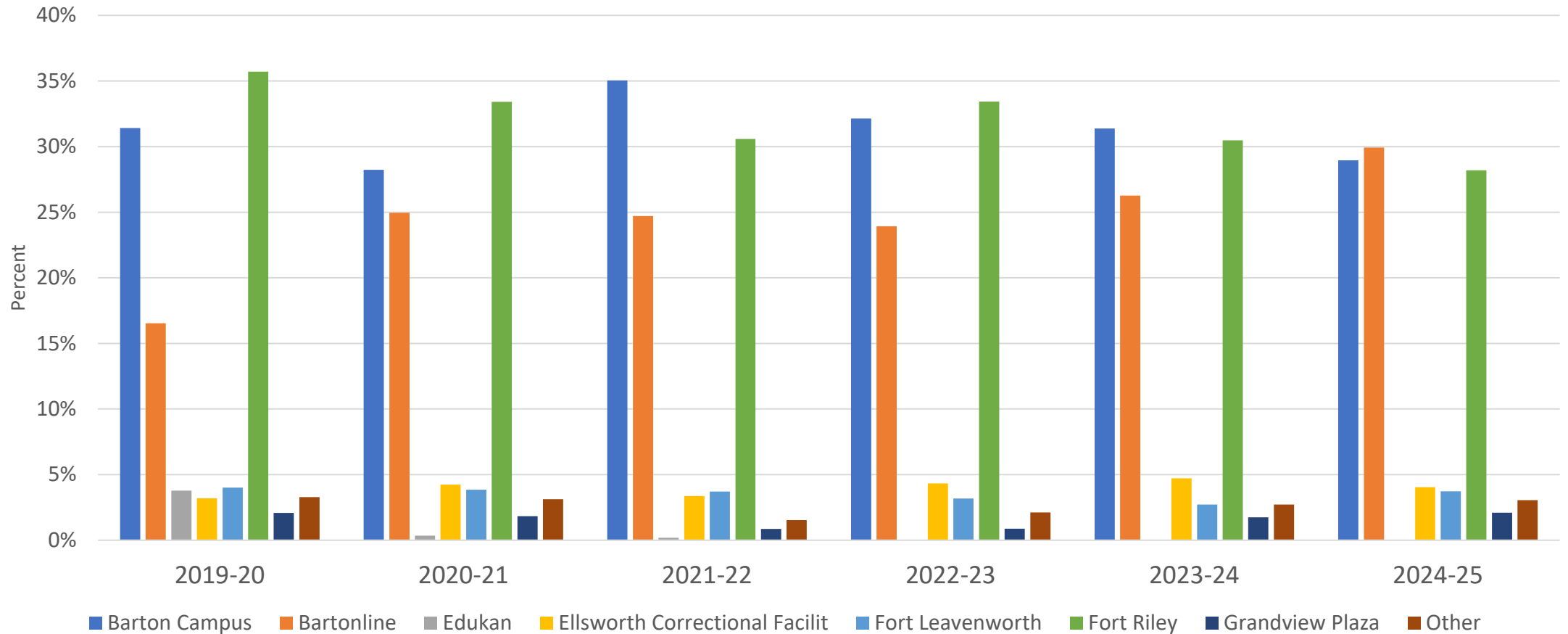
# Credit Hours: Percent of first-time/first year credit hours that are full-time



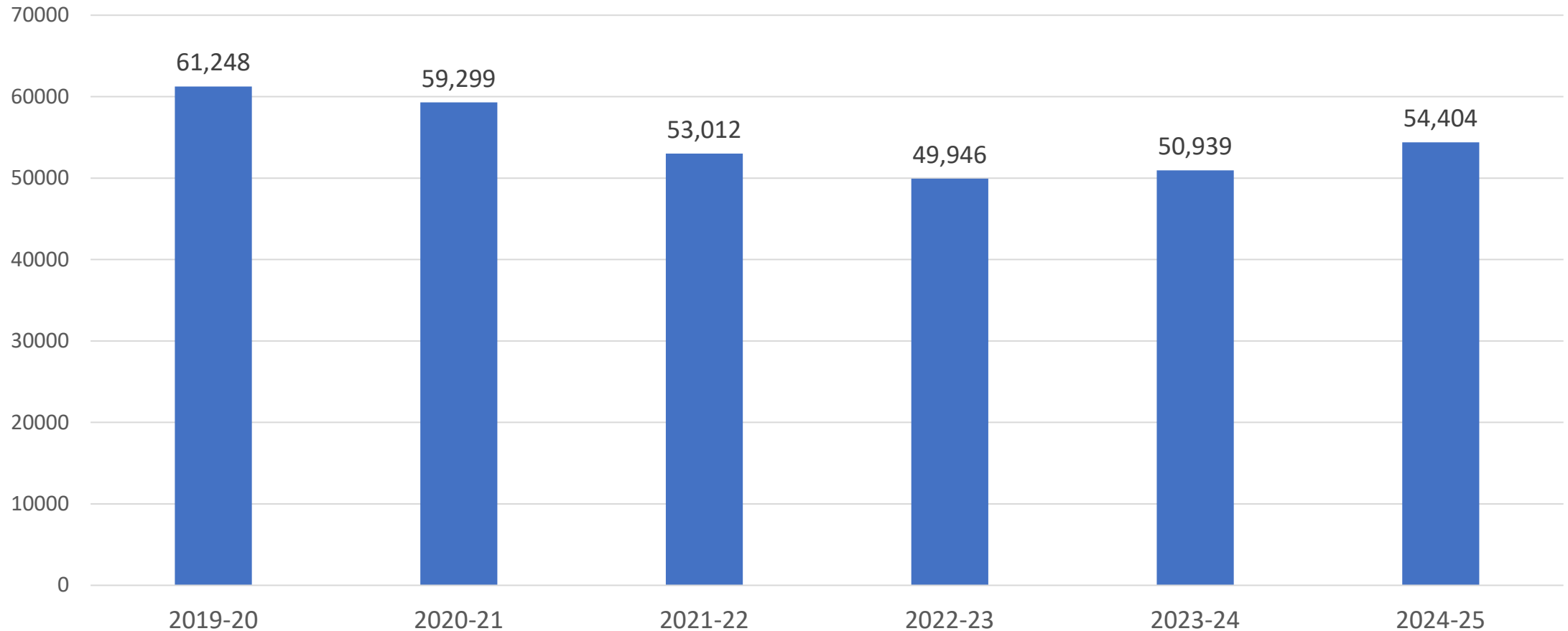
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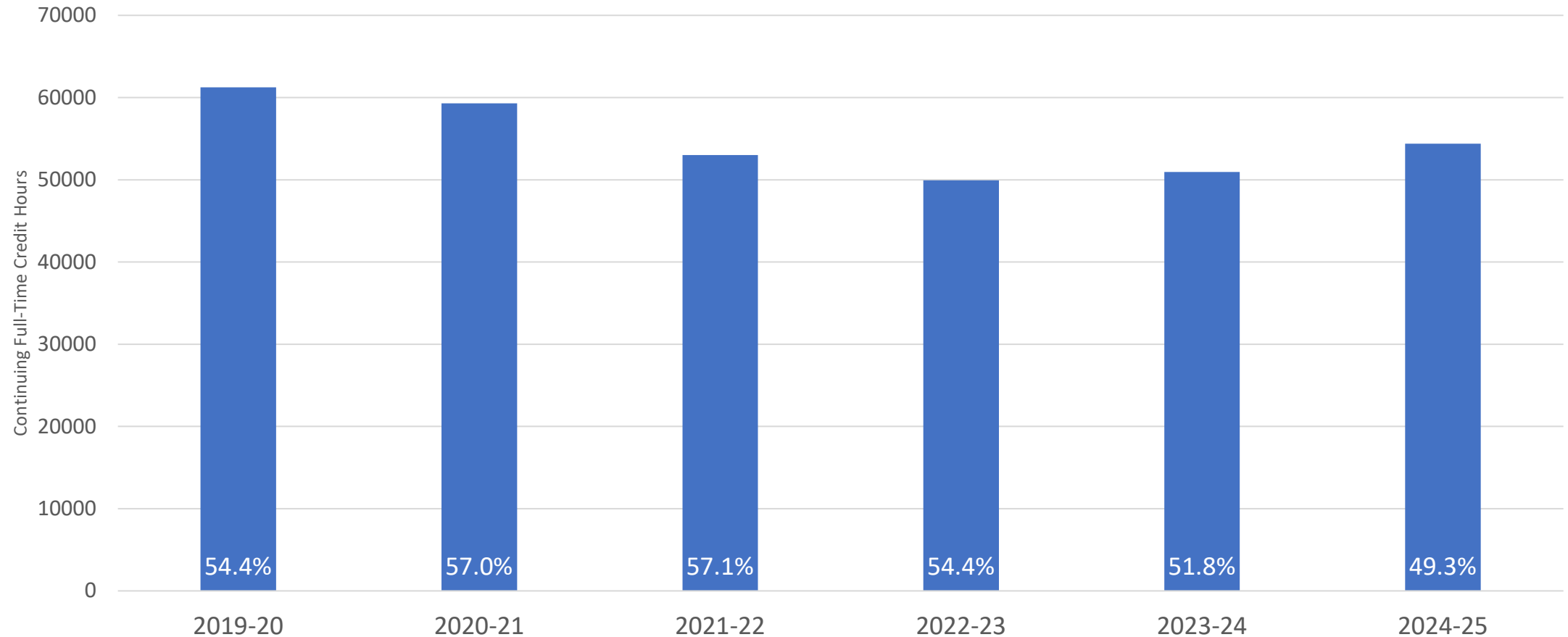
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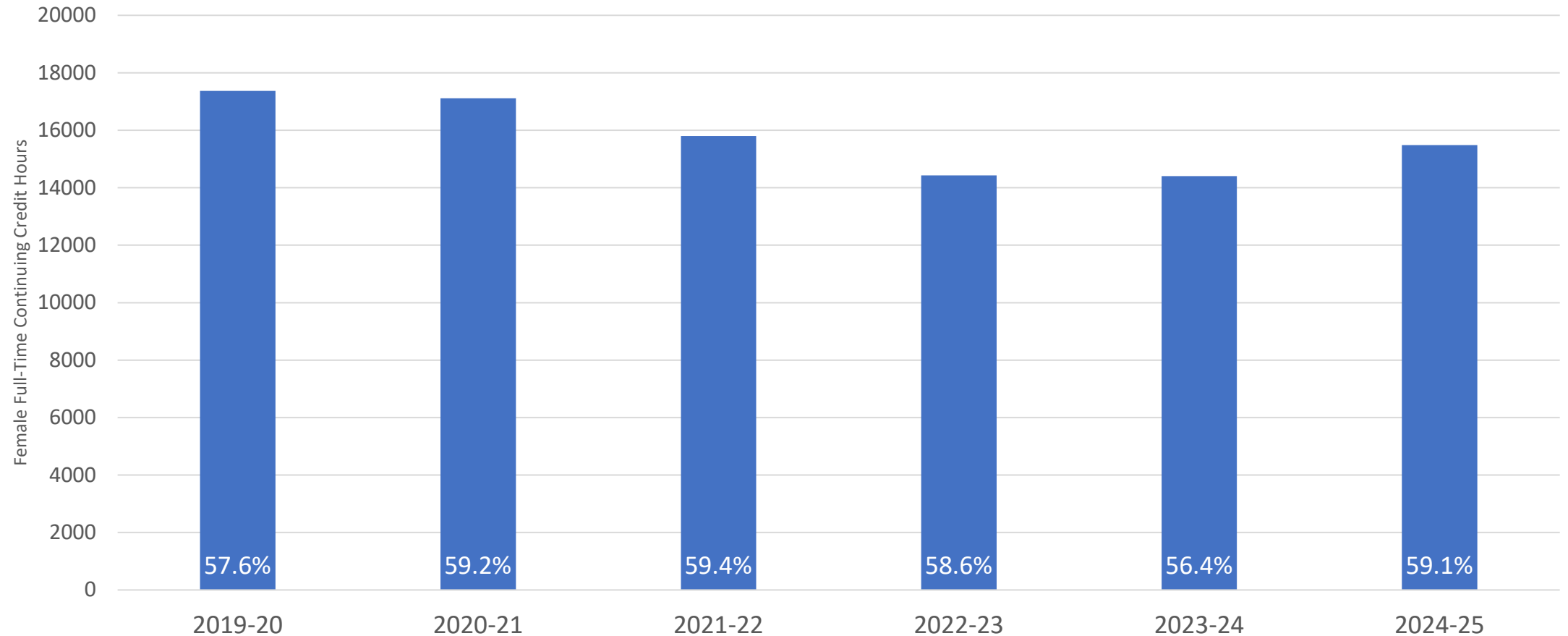
# Credit Hours: Continuing



# Credit Hours: Percent of continuing credit hours that are full-time

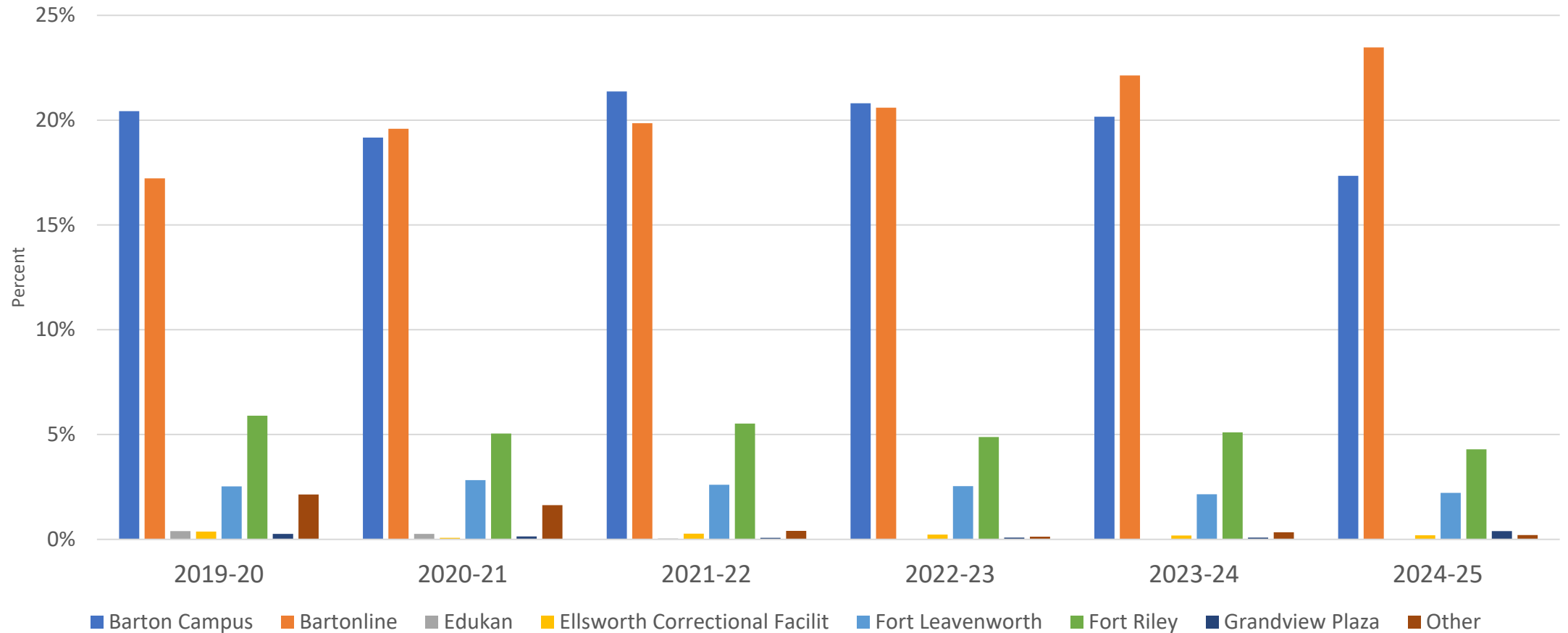


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# Credit Hours: Percent of continuing full-time credit hours by campus



# Questions

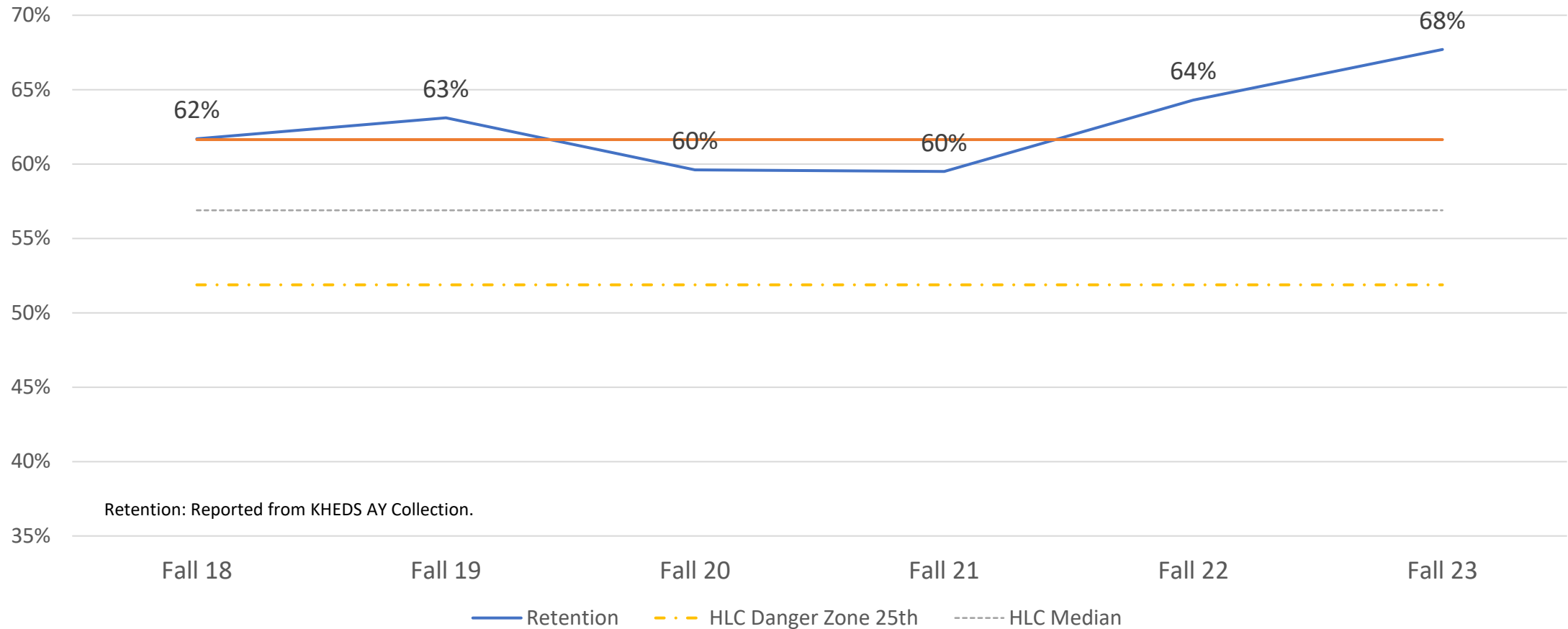
- With the information presented which group of students would you design an intervention to impact and why? How would you measure your impact?
- Did you notice the consistency regarding the percentage of female full-time continuing students regardless the measure? What does that tell you about these three measures?

# Momentum (**Power BI**)

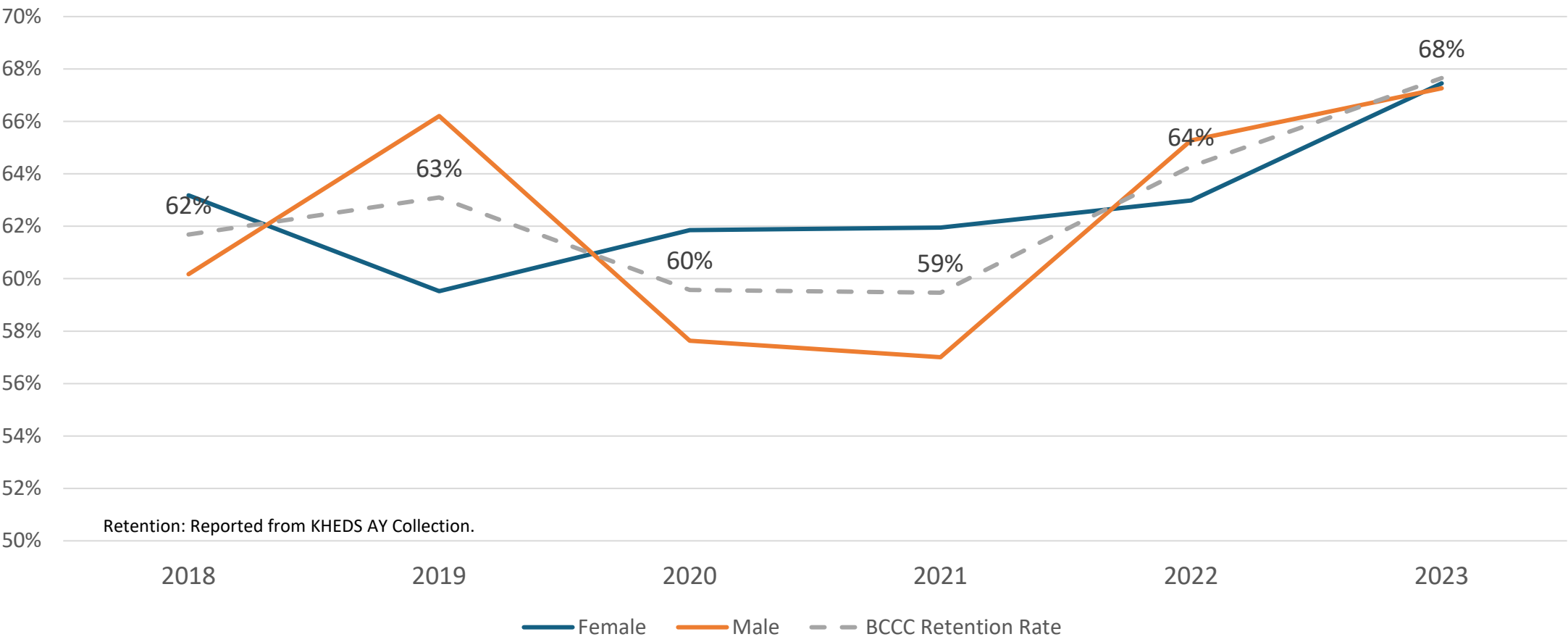
# Persistence (**Power BI**)

# Retention

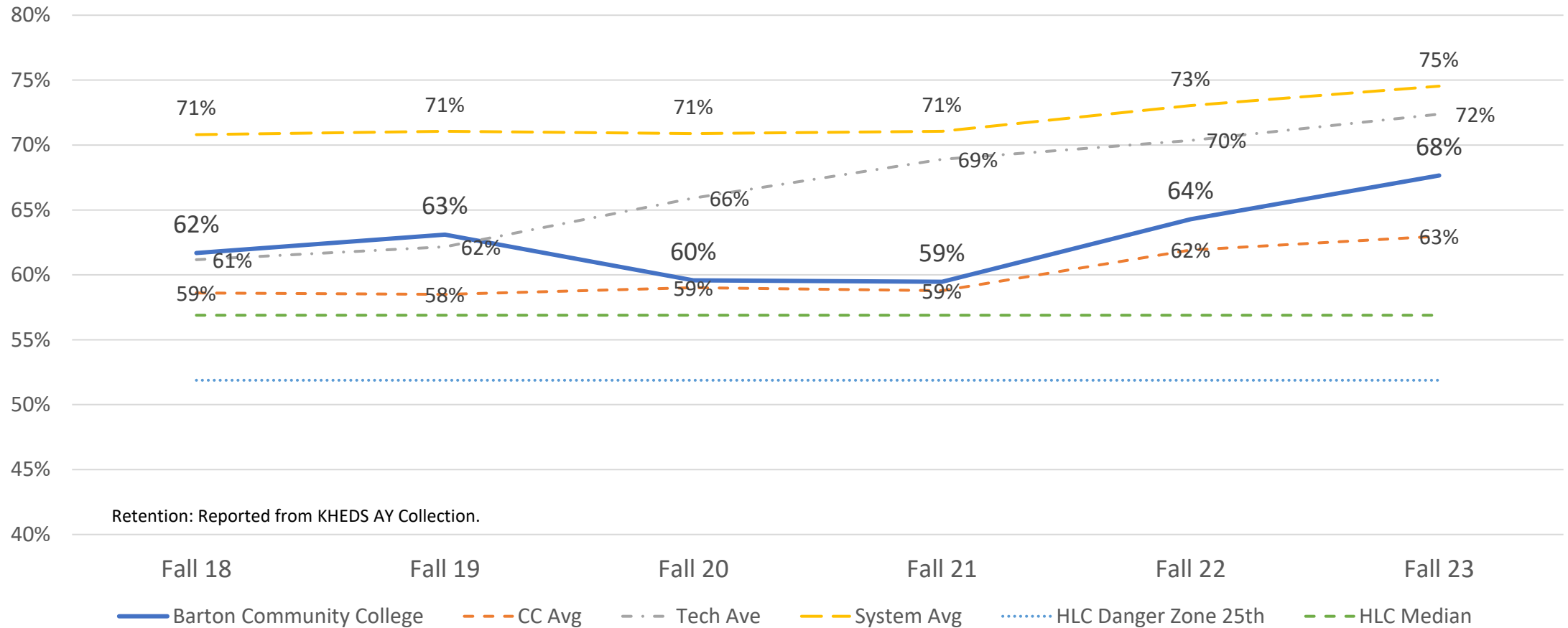
# Retention: Rate comparison to HLC Danger Zone over time (1.3)



# Retention: Rate comparison by gender over time



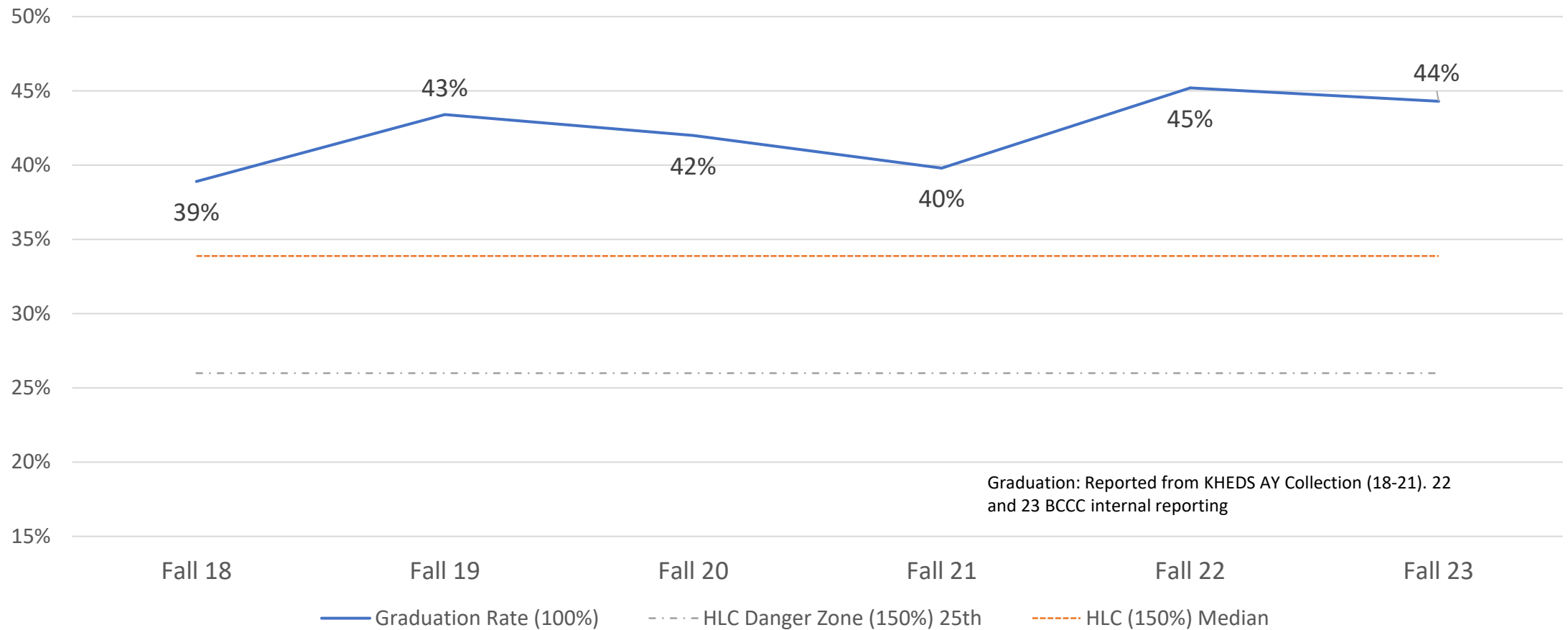
# Retention: Rate comparison to Kansas averages and HLC Danger Zone over time



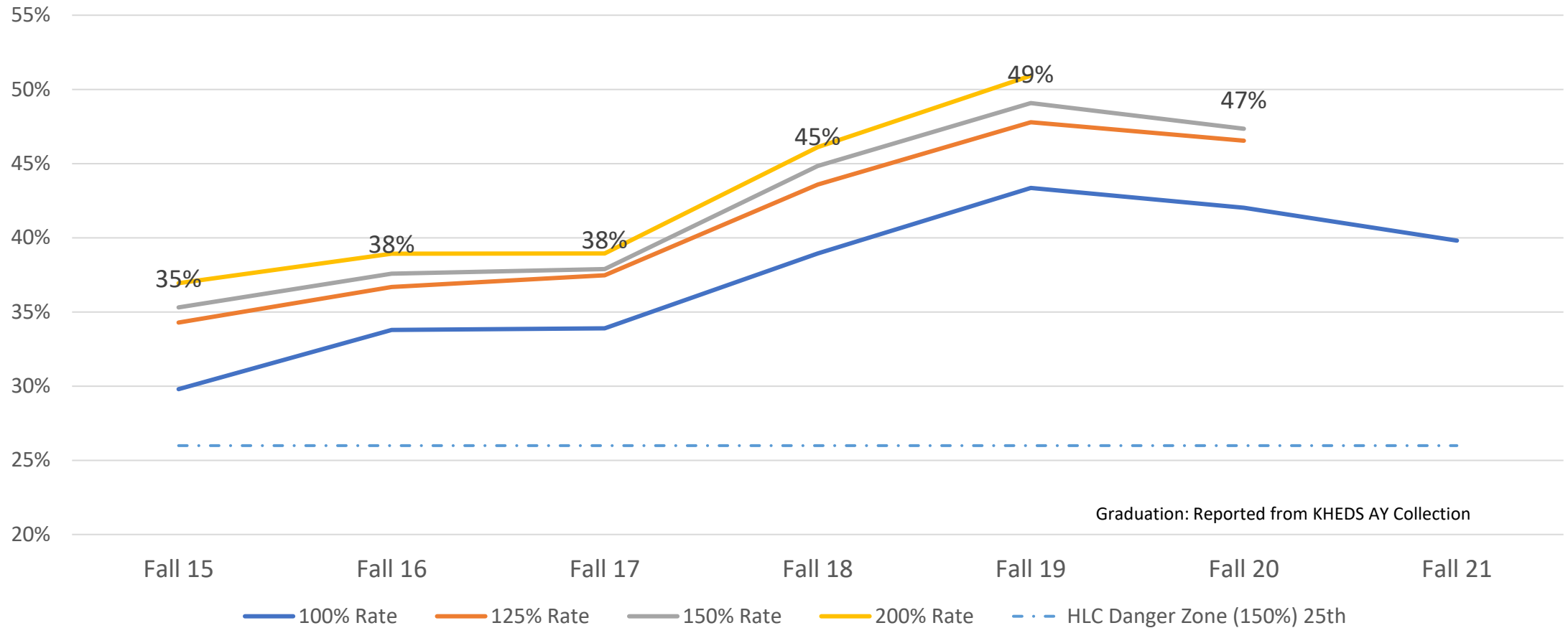


# Graduation

# Graduation: Rate comparison to HLC Danger over time (1.3 & 2.3)



# Graduation: Barton rate comparisons by time to completion over time.



# Graduation: Rate comparison by gender over time

