Board END 7: Strategic Planning – June 2018

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

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, strengthens communities, and meets the needs of a diverse population.

In support of the mission Barton has the following Core Priorities/Strategic Plan Goals

Drive Student Success
1. Improve Student Success and Completion
2. Enhance the Quality of Teaching and Learning

Cultivate Community Engagement
3. Cultivate and Strengthen Partnerships
4. Reinforce Public Recognition of Barton Community College
5. Provide Cultural and Learning Experiences for the community

Emphasize Institutional Effectiveness
6. Develop, enhance, and align business processes
7. Provide a welcoming and safe environment

Optimize Employee Experience
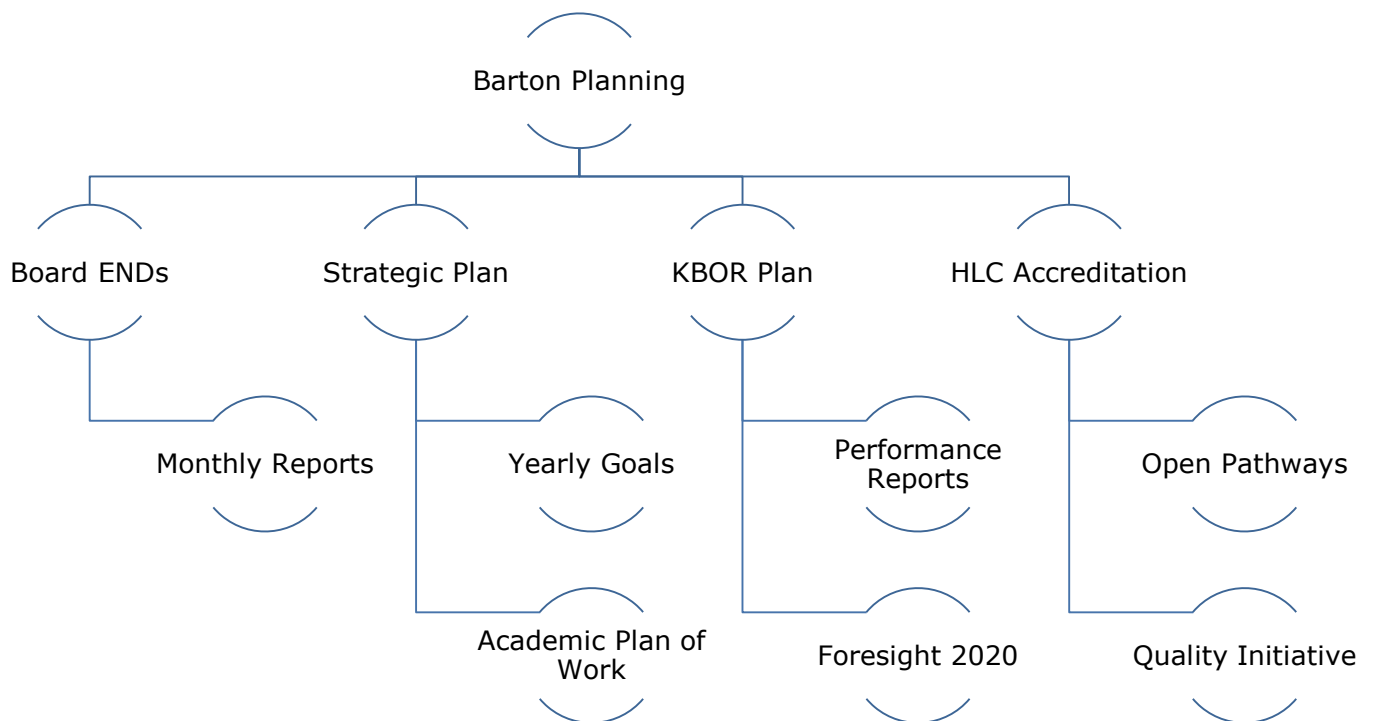8. Support a diverse culture in which employees are engaged and productive

Myrna Perkins (Chief Accreditation Officer | Director of Financial Aid) will address HLC Accreditation Themes and Initial Focus

We are currently in year one of the 2017-2019 KBOR Performance Agreements (Scroll to Page 4) and our data is submitted July 2018.

The Board of Trustees of Barton Community College adopted the Carver Policy Governance® model on November 21, 1996. It serves as the foundation for all Board practices/policies. The Board of Trustees operates under Barton Governance directed policies and as such sets the policy and ENDs for the College.

Barton Governance emphasizes values, vision, empowerment of both board and staff, and the strategic ability to lead leaders. To ensure the Board of Trustees receives regular updates, the Dean of Institutional Effectiveness provides monthly strategic planning. Currently the College has 8 ENDs and during the course of each fiscal year various College leaders produce reports containing relevant data and information supporting each END.

The diagram below shows the Barton Planning model and how each of the major influencers feed the process. The core of the planning model is the Two Year Academic Plan of Work. Students must be at the fore front of all we do at Barton. By having the Academic departments set forth their student-based priorities all the supporting departments can align both human resources and fiscal resources to supporting student learning.

Barton Planning

- Board ENDs
  - Monthly Reports
- Strategic Plan
  - Yearly Goals
  - Academic Plan of Work
- KBOR Plan
  - Performance Reports
  - Foresight 2020
- HLC Accreditation
  - Open Pathways
  - Quality Initiative

Planning at Barton is a constantly evolving and changing process. On July 12th, 2018 the Barton Executive Leadership Team (which includes 5 students) will meet for our annual planning retreat.

The team will review who is responsible for different areas of the planning process, review KPI data, and update goals in the Two Year Academic Plan of Work.

The updated strategic plan will be communicated to the College Community through face to face meetings starting this fall at Barton County Campus, Fort Riley Campus, and Fort Leavenworth Campus.

To meet the criteria of Strategic planning goals and objectives shall be measurable in order to demonstrate their effectiveness and to provide accountability to the public the data.bartonccc.edu website was created to allow everyone to see progress on goals.

Highlights from Fall 2017 Board END maturity scale.

Recently, Faculty and staff at Barton Community College gathered to discuss and evaluate the College's ENDS at maturity scale planning meetings. Participants were asked to score where they felt Barton Community College was for each respective END and sub bullet.

Below are highlights

Word frequency analytics were conducted to identify the most commonly used words by respondents. "Student" was utilized more than any other word. "Skill", "survey", "essential", and "work" made up the remaining five most utilized words. Other notable words include "advisor" and "needed." The frequencies provide insight regarding the overall focus of the comments, which was a student orientation with a focus on essential skills, advisement, and measuring outcomes.

Next the comments were evaluated based upon frequency of word pairings. The most frequently used words pairs add context to the most frequently used words. 'Essential' and 'skill' were paired together more than any other two words. The remaining top five most common pairings were 'student' and 'need', 'guided' and 'pathway', 'advisory' and 'board', and finally 'online' and 'student'.

It is worth mentioning that the overall number of comments was low and that any themes identified should be carefully considered and likely not considered a significant representation of the population of faculty and staff at Barton Community College. However, that does not negate any insight gained, but rather serves as a warning against overstating any results or trends identified.

Two major themes quickly emerged during comment evaluation. The first and most common theme centered on a need to improve uniformity across the entire college. The second theme indicated that increased efforts towards greater visibility and communication were needed. Additionally, a sub item of the second theme reflected a desire for greater usage of online tools to accomplish the second theme.

This is the last time Barton will use this method to communicate Board ENDs to the general college population. Institutional Effectiveness will be forming a cross functional team to review past reports and determine ways to move the college strategic planning feedback forward using today's tools.

Recently, Faculty and staff at Barton Community College gathered to discuss and evaluate the College's ENDS at maturity scale planning meetings. Participants were asked to score where they felt Barton Community College was for each respective END and sub bullet. After assigning a score, comments were gathered regarding their determination as well as how to move to the next higher score. An analysis of the comments provided as feedback by faculty and staff at Barton Community College was conducted after the maturity scale planning meetings had occurred. The results are discussed below.

Analysis of Aggregated Comments

Respondents could comment on every score they assigned. However, many scores did not receive explanatory comments nor discussion for moving to the next higher score. The following comparison chart shows the number of comments regarding the assigned "where Barton is currently" score, the number of comments for "how to move to the next higher score" and the total number of scores recorded for each END.
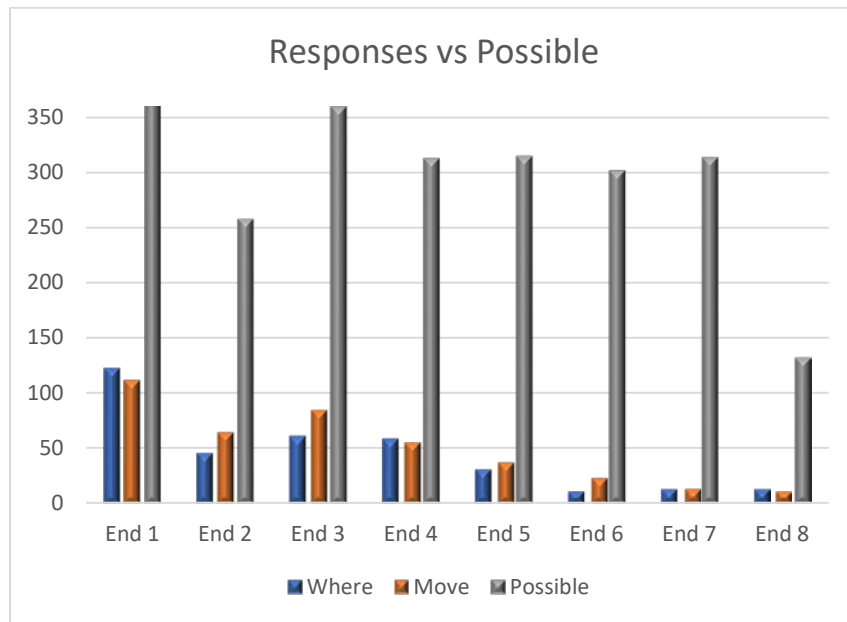
The same information depicted in the chart is also recorded in the following table.

	Where	Move	Possible
End 1	122	111	389
End 2	46	64	258
End 3	61	84	360
End 4	59	55	313
End 5	31	37	315
End 6	11	23	302
End 7	13	13	314
End 8	13	11	133

Both of these resources reveal that the faculty and staff did not have much feedback to provide. However, the feedback provided does contain valuable insight and themes.

Their feedback was broken down into individual words and stopwords were removed. Stopwords provide virtually no value and common examples include "the" and "an." Word frequency analytics were conducted to identify the most commonly used words by respondents. "Student" was utilized more than any other word. "Skill", "survey", "essential", and "work" made up the remaining five most utilized words. Other notable words include "advisor" and "needed." The frequencies provide insight regarding the overall focus of the comments, which was a student orientation with a focus on essential skills, advisement, and measuring outcomes.

The 50 most commonly utilized words are shown in the following chart.
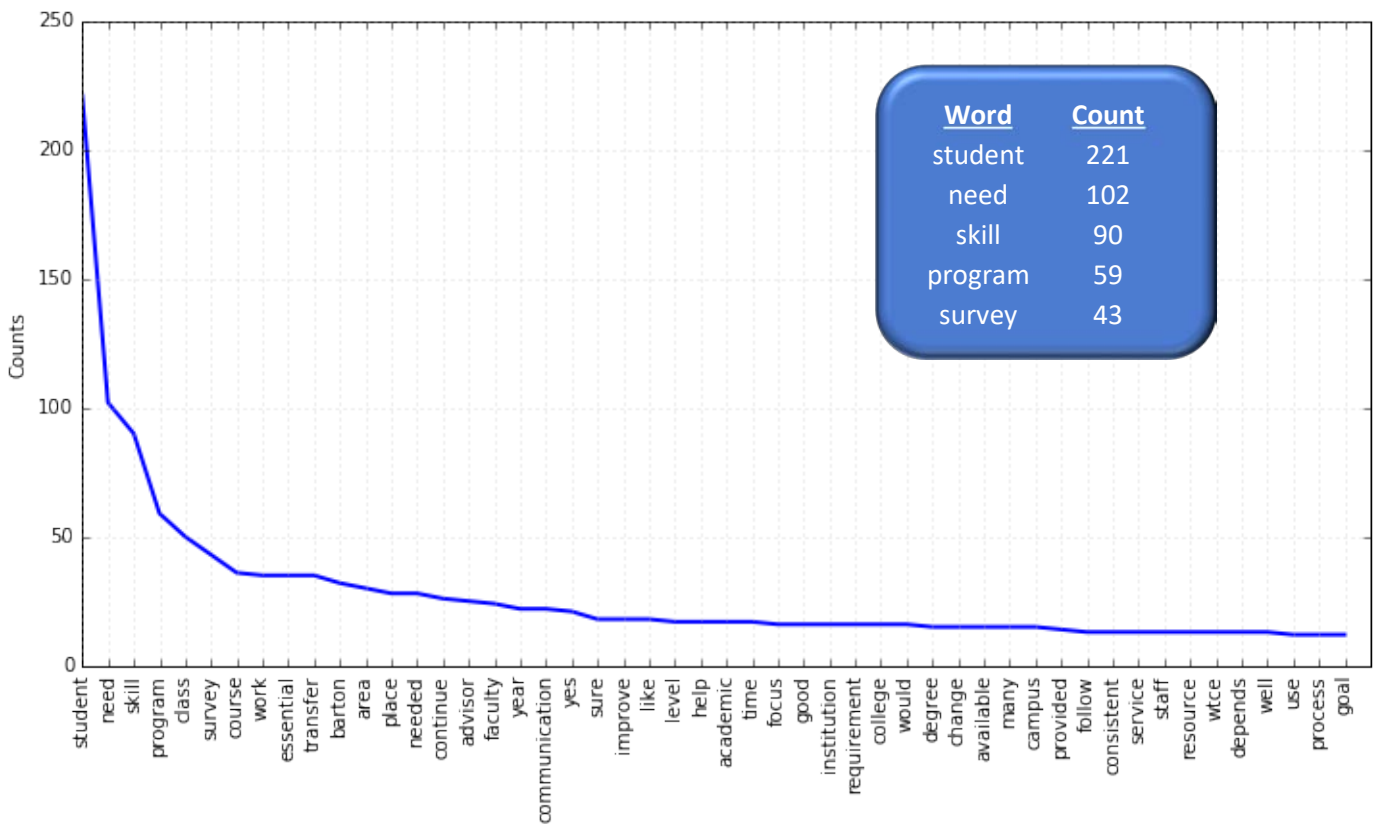
Word	Count
student	221
need	102
skill	90
program	59
survey	43

Next the comments were evaluated based upon frequency of word pairings. The most frequently used words pairs add context to the most frequently used words. 'Essential' and 'skill' were paired together more than any other two words. The remaining top five most common pairings were 'student' and 'need', 'guided' and 'pathway', 'advisory' and 'board', and finally 'online' and 'student'. The student orientated with essential skills, advisement, and measuring outcomes focus suggested by the most frequently utilized words is further supported by the most common word pairings.

The 25 most common pairings are shown in the following chart.

25 Most Common Word Pairs by Number of Occurences
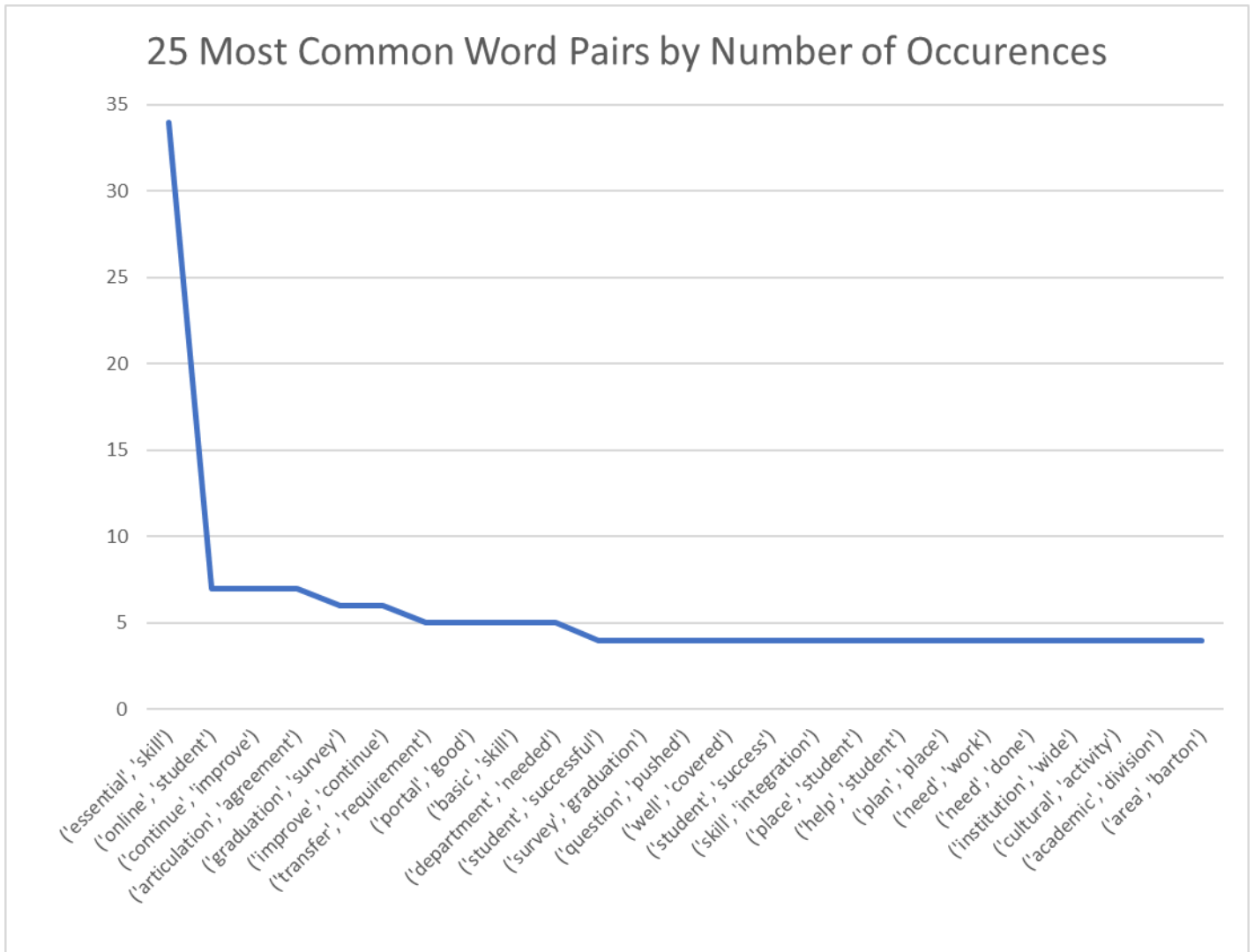
Analysis of END Specific Comments

Comments were then evaluated by the specific END and bullet item to which they were responding. Comment frequency by END and bullet are reported below.

End/Bullet	# Where we are Responses	%	# How to move Responses	%	# Possible Responses
1					
1	31	29.81%	30	28.85%	104
2	30	30.61%	29	29.59%	98
3	29	31.18%	29	31.18%	93
4	32	34.04%	23	24.47%	94
2					
1	20	22.73%	25	28.41%	88
2	18	21.69%	21	25.30%	83
3	8	9.20%	18	20.69%	87
3					
1	21	22.11%	26	27.37%	95
2	14	15.56%	23	25.56%	90
3	14	15.56%	19	21.11%	90
4	12	14.12%	16	18.82%	85
4					
1	16	19.51%	17	20.73%	82
2	15	18.75%	13	16.25%	80
3	10	14.49%	7	10.14%	69
4	18	21.95%	18	21.95%	82
5					
1	10	12.66%	9	11.39%	79
2	4	5.33%	7	9.33%	75
3	13	14.77%	12	13.64%	88
4	4	5.48%	9	12.33%	73
6					
1	5	7.69%	5	7.69%	65
2	0	0.00%	2	3.39%	59
3	3	5.45%	5	9.09%	55
4	1	1.64%	3	4.92%	61
5	2	3.23%	8	12.90%	62
7					
1	4	4.60%	6	6.90%	87
2	4	5.00%	3	3.75%	80
3	1	1.43%	1	1.43%	70
4	4	5.19%	3	3.90%	77
8					
1	8	10.81%	8	10.81%	74
2	5	8.47%	3	5.08%	59

Themes within the context of each END and bullet were identified. Comments were examined for similarities and topics most frequently discussed were consolidated into succinct themes. It is worth mentioning that the overall number of comments was low and that any themes identified should be carefully considered and likely not considered a significant representation of the population of faculty and staff at Barton Community College. However, that does not negate any insight gained, but rather serves as a warning against overstating any results or trends identified. The following table reports the overall theme for each END and bullet for the "where Barton is currently" and "what is needed to improve" categories of commentary.

	Where	**Move**
End 1		
Bullet one	Not uniform across college/programs	Need more consistency across entire college; required
Bullet two	Not uniform across college/programs	Need more consistency across entire college; Academic Divisions may be behind; More student training needed
Bullet three	Not uniform across college/programs	Need more consistency across entire college; Students could benefit from a basic life skills course requirement
Bullet four	Sufficient	Need more consistency across entire college; Mandatory/assessment implementation
End 2		
Bullet one	Most are there	Make sure all venues and students have them; Gather feedback to assess readiness of former students
Bullet two	May be a problem for some areas	Make sure essential skills are emphasized
Bullet three	As expected	Depends on the individual student; Connect material and work environments
End 3		
Bullet one	Do well but may improve through Degree Works and advisor training	Better articulation program and promotion
Bullet two	Good alignment with advisors	Tools and communication with students to eliminate confusion
Bullet three	Students are informed	Guided Pathways/more advisement
Bullet four	Have existing partnerships	More partnerships/Guided Pathways/advising
End 4		
Bullet one	Difficult to get accurate responses from students	Increase student participation through efforts emphasizing importance
Bullet two	Some instructors take their evaluations seriously, but most students don't	More follow up with faculty
Bullet three	Not sure/students don't take survey's seriously	Gather more responses
Bullet four	"lacking an effective diverse cultural relationship between staff, faulty and foreign students"	Increase the number of cultural experiences

End 5		
Bullet one	Proactive efforts exist at Barton	Continued use of advisory boards
Bullet two	Improving	More visibility and transparency; Better resource allocation across all locations
Bullet three	Have strong partnerships in place	Increased visibility in business community for all locations
Bullet four	Improving but unsure if BCC is viewed as a leader by community	Increase awareness and visibility in communities
End 6		
Bullet one	May need nontraditional support hours for students	Work to standardize at all locations/campuses
Bullet two		More online tools like Admissions Portal
Bullet three		
Bullet four		
Bullet five		Improve communication with all locations to increase faculty/staff buy in and participation
End 7		
Bullet one	Current plan meets this goal	Ongoing communication
Bullet two	Continued Ends Meetings/Planning	
Bullet three		
Bullet four		Add evaluation of previous decisions to process
End 8		
Bullet one	Barton is mindful of its resources	Not all departments/areas as efficient as others; Increase communication among employees and locations before changes made
Bullet two	President communicates well with Trustees	

Two major themes quickly emerged during comment evaluation. The first and most common theme centered on a need to improve uniformity across the entire college. The second theme indicated that increased efforts towards greater visibility and communication were needed. Additionally, a sub item of the second theme reflected a desire for greater usage of online tools to accomplish the second theme. The identified themes are discussed further in the next section.

Lessons Learned

Theme 1: Need to improve uniformity across entire college.

- 9 of the individual END and bullets summary themes echoed this message.
- Most often concern was communicated that not all parties are equal in terms of efficiency, student service, and academic standards.
    - Concern students were not equally served was also present.

The first theme centers on ensuring students have the same education, student services, and support regardless of how or where they attend Barton. Comments covered everything from using resources efficiently, to providing better tools for advisors and students to ensure success. Additionally, respondents advocated for increased attention be paid to student evaluations. Specifically, they wanted both the students to take evaluations seriously and faculty to carefully consider the feedback given. Further, comments also expressed concern over the perceived differences across departments and campuses. Most often the commenter felt others did not perform as well as their respective group did; so some bias is surely present in these opinions.

Theme 2: Need to increase efforts towards greater visibility and communication by the College.

- Greater usage of online tools to reach audiences.
    - Admissions Portal
    - Guided Pathways
- Increase awareness in the community.
    - Leader on business training.
    - Leader on economic development.
- Increase student awareness of programs, transfer options, student services, and various tools available to them.
- Expand business partnerships and enhance offerings to the various business needs that exist near Barton.

The second theme is less about internal visibility and communication and more about Barton self-advocating in the surrounding communities and internal audiences. Comments emphasized a need to make various businesses, community members, and students aware of the services, products, and solutions Barton produces. From 2+2 agreements to Barton's ability to lead economic development, respondents felt there was much more that could be done to leverage these aspects into win/win scenarios for both the college and its partners.

Appendix

Word clouds of most common words.