

COMPREHENSIVE STRATEGIC PLAN

CLOUD
COUNTY
COMMUNITY
COLLEGE

2019-2024



Table of Contents

Forward.....	2
Mission and Guiding Values.....	2
Strategic Planning Process.....	5
Thematic Goals.....	5
Strategic Priorities.....	5
Strategic Initiatives.....	6
Strategic Initiative One – Meet the Goals of Foresight 2020/Building a Future (as set by KBOR)...	6
Strategic Initiative Two – Academic and Co-curricular Excellence.....	6
Strategic Initiative Three – Enrollment and Retention.....	6
Strategic Initiative Four – Student Engagement.....	7
Strategic Initiative Five – Organizational Capacity and Continuous Improvement.....	7
Closing the Loop.....	8
Timeline.....	9
Appendix A – Thematic Goals, Strategic Priorities and Initiatives.....	10
Appendix B – Strategic Plan Framework.....	11
Appendix C – Standing Committees.....	12
Academic Affairs Committee.....	12
Student Affairs Committee.....	12
Administrative Services Committee.....	12
Technology Services Committee.....	13
Diversity, Equity, and Inclusion Council.....	13
Appendix D – Strategic Plan Roles.....	14
Staff or Faculty Member.....	14
Director, Department Chair, or Dean.....	14
Coordinator of Institutional Research.....	14
Vice President.....	15
President.....	15
Appendix E – College-wide SWOT Analysis – Word Clouds.....	16
Appendix G – Tracking Initiative Goals and Actions Form.....	20

Forward

The Cloud County Community College Comprehensive Strategic Plan describes an ongoing process. This process results in an annually-updated document used by the entire institution to ensure continuous improvement in meeting its mission and purposes.

The plan addresses Cloud County Community College's organizational structure, operational constraints, and its future operating environment. The plan also helps to ensure unity among the Board of Trustees, administration, and staff regarding the future direction of the College and the means to get there.



Mission and Guiding Values

Philosophically, all of the strategic planning work done at the department level, the service area level, and the administrative level aligns in one direction, and each small push adds up to a large effect. To ensure this, we are committed to keeping our Mission and Guiding Values at the front of our minds.

The current Mission and Guiding Values are the result of a months-long survey of students, staff, and community members.

These survey results were taken to an internal committee where the following policy statement was drafted. The draft was open for comment at a college-wide in-service before it was approved by the Board of Trustees in February 2017.



We the Board of Trustees, administration, faculty and staff of Cloud County Community College believe that the citizens of a democratic society are best able to improve their lives when they have access to quality educational opportunities. We are committed to educational excellence and to making a significant contribution to social, economic and cultural development in north central Kansas. Mission documents guide our operations to fulfill our commitment.

Mission

Cloud County Community College prepares students to lead successful lives and enhances the vitality of our communities.

Guiding Values

Success

Students are our central focus, and we strive to see every student succeed.

“We champion individual success”

Excellence

We deliver forward thinking programs of study as well as industry-best practices that reflect the highest academic standards.

“We are committed to excellence”

Service

We make a positive difference in the lives of our students, community members, and each other through meaningful relationships.

“We make a difference”

Integrity

We uphold the highest standards of ethics and public stewardship.

“We do what is right”

Diversity

We encourage active citizenship and embrace the diversity of people and ideas.

“We are better together”

Accessibility

We provide the best value for a high quality, holistic education.

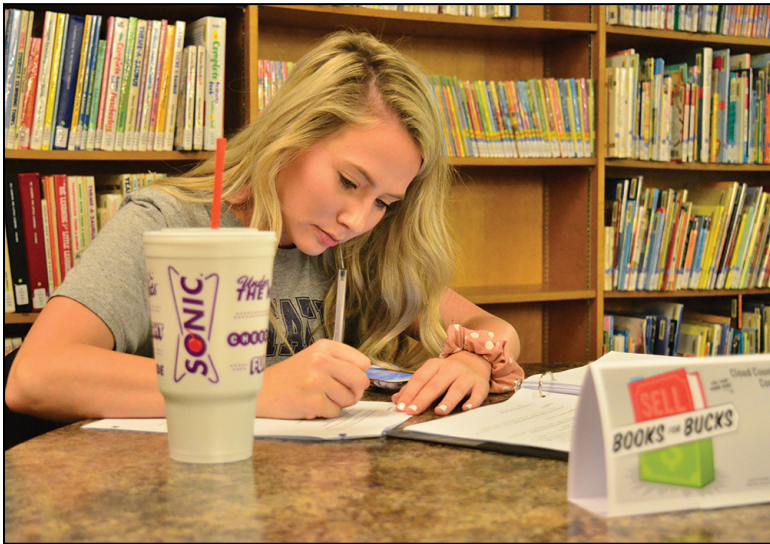
“We ensure every student has opportunities”

Sustainability

We promote renewable energy as well as sustainable lifestyles in our changing world.

“We are Black, Gold, and Green”

Strategic Planning Process



In its work, each service area of the college develops initiatives that align with key Strategic Initiatives. These initiatives are mapped to our Thematic Goals¹ that are aligned with the Higher Learning Commission’s Criteria for Accreditation. From the top-down, each service area of the college develops a plan appropriate to their area with corresponding goals, timelines, and assignment of responsibilities. Each individual department works to execute the plan for their service area, but, from the bottom-up, they will also develop their own initiatives

that are specific to their department. These plans and initiatives might include goals with subsequent strategies and target key performance indicators (KPIs). For example, lower the cohort default rate, increase the number of students contacted, and add a new academic program based on student demand, but they may also include smaller actions a department plans to accomplish.

Thematic Goals¹

1. Foster Student Success
2. Encourage Employee Success
3. Enhance Institutional Effectiveness
4. Promote Community Education

Strategic Priorities¹

1. Meet the goals of Foresight 2020 and Building a Future beginning June 2020 (as set by KBOR)
2. Increase visibility of Cloud County Community College in the community and state
3. Address workforce needs
4. Address issues of poverty/income gaps
5. Enhance institutional and financial sustainability
6. Intentional student recruiting

Each department should keep a record of their initiatives and revisit its progress during monthly meetings. These records will provide the basis for the semiannual report prepared by the Strategic Planning Committee. Each quarter, the report is shared at all-college strategic planning meetings. This data will help the college decide where we are headed next. The “closed-loop” nature of the plan allows for the semiannual modification of goals in accordance with any changes in instructional needs, levels and sources of financing, and other factors that impact the College’s vitality.

¹Based on the outcomes from the Board planning retreat “Developing the Framework for a Long-Term Strategic Plan for the College” held on November, 2018.

Strategic Initiatives

Strategic Initiative One – Meet the Goals of Foresight 2020 and Building a Future beginning June 2020 (as set by KBOR)

Cloud County Community College will:

- A. Increase first to second year retention rates of "college ready" cohort to meet the baseline of 54.5%.
- B. Stabilize the number of certificates and degrees awarded to impede the decline in numbers awarded as evidenced in AY18 and AY19. (Baseline is 611).
- C. Increase the number of 3rd party credentials offered (CNA, CMA, CDL, NCLEX) to stabilize the decline in attainment. (Baseline of 362 attained).
- D. Increase first to second year retention rates of "non-college ready" cohort to meet the baseline of 44%.
- E. Increase the number of students passing gateway courses (CM 101, MA 111) on the first attempt to meet the baseline of 41.7%.
- F. Change performance indicator 6 to better align with educational offerings beginning AY21.
- G. Meet 4 of the 6 KBOR performance agreement indicators to ensure qualification of any new funding.

Strategic Initiative Two – Academic and Co-curricular Excellence

Cloud County Community College will:

- A. Actively participate in the cultural and scholarly development of our students.
- B. Use assessment data to continuously make quality improvements to curricula and programs.
- C. Develop workforce development training opportunities.
- D. Develop two new technical programs by 2023.
- E. Develop an academic master planning process to inform a strategic vision for the academic offerings.

Strategic Initiative Three – Enrollment and Retention

Cloud County Community College will:

- A. Expand early-college engagement with area high schools.
- B. Increase and sustain enrollment in concurrent credit program by 1% per year.
- C. Increase and sustain enrollment by 1% per year.
- D. Cultivate, grow, and maintain relationships with external stakeholders to broaden our student recruitment base.
- E. Promote stellar programs (Renewable Energy, Pre-Professional (medical), Agriculture, and UAV).
- F. Develop an Enrollment Management Plan for AY21 through AY24.
- G. Increase persistence among students.
- H. Develop an intentional recruiting plan.

Strategic Initiative Four – Student Engagement

Cloud County Community College will:

- A. Implement a vibrant Student Engagement Center.
- B. Provide access to students' basic needs.
- C. Increase awareness of poverty in our service area through service learning.
- D. Engage in community discussions.

Strategic Initiative Five – Organizational Capacity and Continuous Improvement

Cloud County Community College will:

- A. Develop an internal and external communication plan.
- B. Manage staffing levels sufficient for institutional needs.
- C. Focus on faculty and staff development.
- D. Develop a comprehensive marketing plan for AY21 through AY24.
- E. Broaden scope of Foundation (fundraising, plan, alumni relations).
- F. Review/update all Policies and associated Procedures.
- G. Develop a Campus Master Plan.
- H. Develop and implement a plan for regularly updating/improving technology.
- I. Improve the student information system functionality to increase departmental efficiencies.



Closing the Loop

The college budget, its strategic plan, and its facilities master plan are the three major guiding documents of the college.

The administrative team considers these documents as they study data about enrollments, enrollment trends, demographics, financial analysis, and comparisons to other community colleges and technical schools. This executive team study informs the major Strategic Initiatives on which the college focuses.

Strategic Initiatives are discussed, added to, and prioritized at all-college planning meetings before they move to service area standing committees (Academic Affairs, Student Affairs, and Administrative Services meetings).

Each standing committee, under the guidance of a Vice President, determines how the service area will approach the Strategic Advancement through service area-wide initiatives. Responsibilities are delegated to individual Departments (both academic and non-academic). Individual departments pursue the goals and objectives established by the standing committees and will also pursue their own, “bottom-up” goals and objectives.



The Program review (both academic and non-academic) gathers data about department performance and pursuance of Strategic Planning goals. Departments are asked to reflect on their operations, and use evidence of performance as a part of their budget requests.

Budgets requests, tied directly to Strategic Planning, are prepared in February, and, after consideration by the Vice Presidents in light of Program reviews, are awarded by July 1.

Timeline

The timeline for CSP is designed to fit with other college processes such as the standing service area committees described in the Master Contract, the annual program review process, and the yearly zero-based budgeting.

July	Budget for upcoming year released. Strategic planning discussions at monthly department and service area meetings.
August	Departments work on program reviews. Strategic planning discussions at monthly department and service area meetings.
September	Departments work on program reviews. Strategic planning discussions at monthly department and service area meetings.
October	Departments work on program reviews. Strategic planning discussions at monthly department and service area meetings.
November	Departments work on program reviews. Strategic planning discussions at monthly department and service area meetings. Board of Trustees Mid-Year Retreat
December	Strategic planning discussions at monthly department and service area meetings. Semiannual report
January	Departments work on program reviews. Strategic planning discussions at monthly department and service area meetings.
February	Strategic planning discussions at monthly department and service area meetings. Budget requests due. Program reviews sent to Director of Assessment, Institutional Effectiveness and Planning and Deans for feedback.
March	Strategic planning discussions at monthly department and service area meetings. Program reviews sent to Vice Presidents for feedback.
April	Strategic planning discussions at monthly department and service area meetings. Program review documents completed sent to Vice Presidents for final approval, and then to peer review committees. Program review and zero-based budgeting presentations.
May	Strategic planning discussions at monthly department and service area meetings. Program Review summaries are finalized.
June	Strategic planning discussions at monthly department and service area meetings. Board of Trustees Strategic Planning and Budget Study Session Retreat. Biannual Report.

Appendix A – Thematic Goals, Strategic Priorities and Initiatives

Mapping the Thematic Goals to the HLC’s Criteria for Accreditation

Thematic Goals		HLC Criteria				
		1	2	3	4	5
1	Foster Student Success			✓	✓	✓
2	Encourage Employee Success		✓		✓	✓
3	Enhance Institutional Effectiveness	✓	✓			✓
4	Promote Community Education	✓		✓	✓	

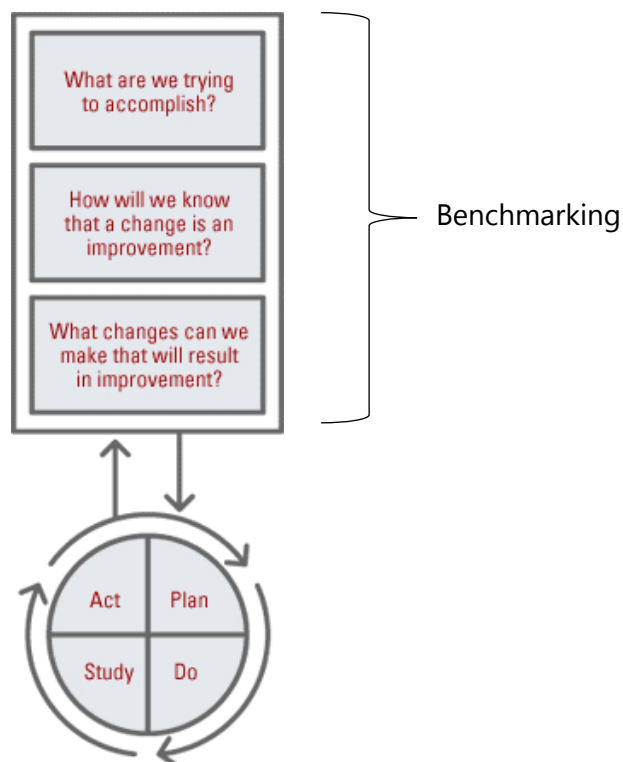
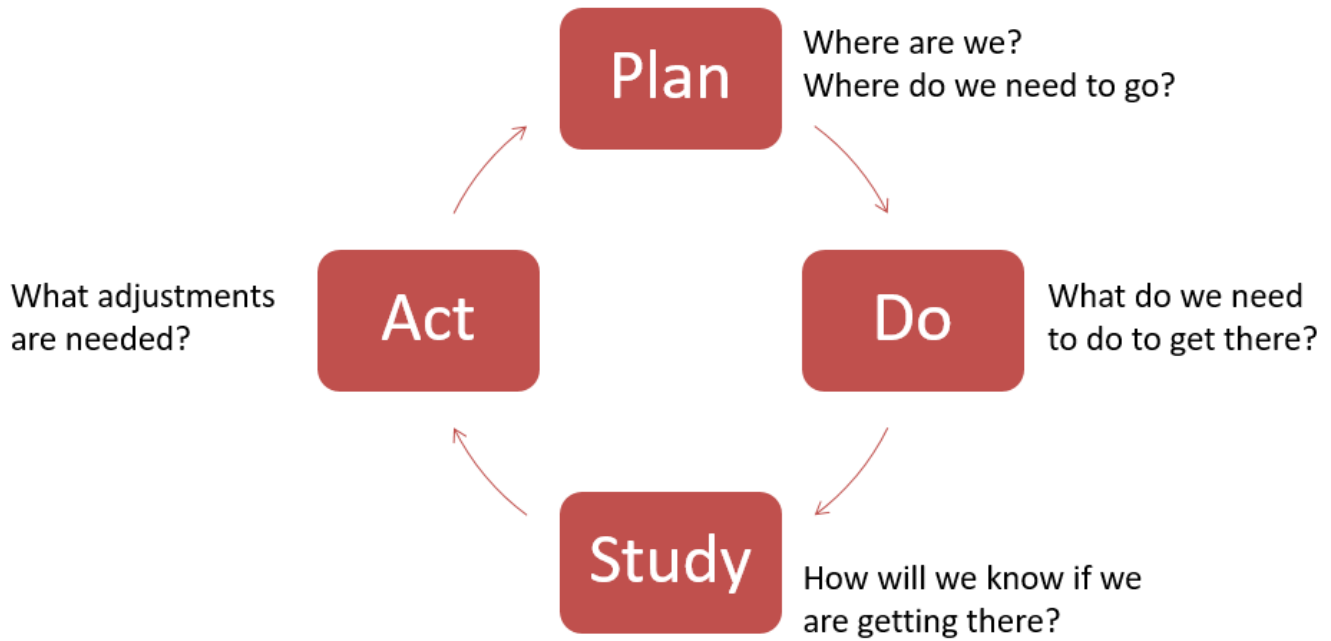
Mapping the Strategic Priorities to the Thematic Goals

Strategic Priorities		Thematic Goals			
		1	2	3	4
1	Meet the goals of Foresight 2020/Building a Future	✓		✓	
2	Increase visibility of Cloud CCC in the community and state	✓			✓
3	Address workforce needs	✓	✓		✓
4	Address issues of poverty/income gaps	✓			✓
5	Enhance institutional and financial sustainability		✓	✓	
6	Intentional students recruiting	✓		✓	

Mapping the Strategic Initiatives to the Strategic Priorities

Strategic Initiatives		Strategic Priorities					
		1	2	3	4	5	6
1	Meet the goals of Foresight 2020/Building a Future	✓		✓			
2	Academic and co-curricular excellence	✓	✓	✓	✓		
3	Enrollment and retention	✓				✓	✓
4	Student engagement		✓		✓		
5	Organizational capacity and continuous improvement	✓	✓			✓	

Appendix B – Strategic Plan Framework



Appendix C – Standing Committees

- The committee structure is designed to broadly represent areas across the college.
- Committee membership and responsibilities will be reviewed annually at the first meeting in August and updated as needed.
- Chairs of major committees would be chosen by committee members at first meeting in August of each year.
- Minutes of monthly committee meetings will be recorded and stored in the respective Vice President's office.
- Departments will work under the direction of the director and report strategies accomplished in their annual program review.



Academic Affairs Committee

The committee shall be chaired by the Vice President for Academic Affairs and Student Success. Membership shall consist of the Division Deans; the Vice President for Academic Affairs and Student Success; the Director of the Library; the Director of Advisement and Retention Services; one administrator from Online and Outreach appointed by the President; the Registrar; the Coordinator of the Student Success Center; all department heads; one full-time faculty member from the Geary County Campus appointed at-large; two students appointed by the Student Senate with one from

the Concordia Campus and one from the Geary County Campus, and the Director of Financial Aid.

Student Affairs Committee

The committee shall be chaired by the Vice President for Academic Affairs and Student Success. Membership shall consist of the Coordinator of Student Engagement, Coordinator of Residence Life; the Vice President for Academic Affairs and Student Success; the Director of Enrollment Management; one coach of a male sport and coach of a female sport appointed by the Faculty Association; five non-coaching, full-time faculty members appointed at-large; one full-time faculty member from the Geary County Campus appointed at-large; and two students appointed by the Student Senate with one from the Concordia Campus and one from the Geary County Campus; one member of the Geary County Campus Student Services Staff; the Retention Specialist; and two support staff employees appointed by the organization for support staff employees.

Administrative Services Committee

The committee shall be chaired by the Vice President for Administrative Services. Membership shall consist of the Vice President for Administrative Services; two full-time faculty members appointed at-

large; one full-time faculty member from the Geary County Campus appointed at-large; two full-time or regular part-time hourly support staff members appointed by the President in coordination with the organization for support staff employees; and two students appointed by the Student Senate with one from the Concordia Campus and one from the Geary County Campus, the Director of Information Technology, the Director of Human Resources, The Supervisor of Buildings, Grounds and Transportation, the Director of Accounting Services, Director of Auxiliary Services, and the Director of Community & Alumni Relations.

Technology Services Committee

The committee chair will be designated by the Vice President for Administrative Services. Membership shall consist of one student appointed by the Student Senate; the Vice President for Administrative Services; the Director of Information Technology; the Director of the Library; the Coordinator of the Student Success Center; the Director of Advisement Services; one support staff employee appointed by the organization for support staff employees; one administrative support or professional services employee chosen by that group; two full-time faculty members appointed at large by the Association (if possible, one member from each academic division); one full-time faculty member from the Geary County Campus appointed at large by the Association; the Grants Coordinator; and the Director of Online and Outreach.

Diversity, Equity, and Inclusion Council

The council chair shall be designated by the President. Membership shall consist of two support staff employees appointed by the organization for support staff employees; two administrative support or professional services employees chosen by that group; two full-time faculty members appointed at large by the Association; one representative from Geary County Campus appointed by the campus director; two students appointed by Student Senate representing both campuses, and two community members appointed at large by the group.

Appendix D – Strategic Plan Roles

Staff or Faculty Member

As a staff or faculty member, your work is fundamental in three ways:

1. Your input at department and college-wide planning meetings is essential.
2. As members of a department, you are on the front-line of carrying out the Strategic Initiatives from both the “top-down” and “bottom-up” perspectives.
3. As members of a department, you contribute directly to your Program review document, gathering data, reflecting on data, and deciding how to move forward in the future. This program review informs your budget request for the coming fiscal year and provides data to support your input in college-wide strategic planning.

Director, Department Chair, or Dean

As the leader of a department or a collection of departments, your work is fundamental in the following ways:

1. Your input at department and college-wide planning meetings is essential.
2. As the leader of a specific area, you are on the front-line of carrying out Strategic Initiatives from the “top-down” and “bottom-up” perspectives. From the “top-down” perspective, you attend your standing committee meetings and ensure your team fulfills any department-specific obligations coming from them. From the “bottom-up” perspective, you direct your team in establishing its own goals related to the Strategic Initiatives.
3. Generally, a topic of conversation at department/division meetings should be your progress on any department-level actions related to strategic planning initiatives. Keeping a running tally of department actions will facilitate your program review where actions are officially logged. These updates can also be shared at the quarterly strategic planning meetings.
4. As the leader of a department, you are responsible for ensuring your Program review is on-track each year. To accomplish this, you provide guidance and assistance to your team members as they gather and reflect on data. In the Program review process, you are responsible for drafting the document, forming a review committee, gathering feedback from the review committee, and writing a 1-2 page Executive Summary of your review that will be shared with the president.

Coordinator of Institutional Research

The Coordinator of Institutional Research is responsible for pulling necessary data for program reviews:

1. Bulk data pull used for the yearly academic program review.
 - a. Data pulls necessary to judge whether progress is being made on Strategic Advancements.
 - b. Data pulls to update the Strategic Planning Study used by Cabinet.
 - c. Other departments may contact the Coordinator of Institutional Research for specific data requests.

Vice President

As the leader of one of the three major service areas, your work is fundamental in the following ways:

1. Your input at department and college-wide planning meetings is essential.
2. As the leader of a major service area, you run the standing committee meetings for your area. You are responsible for ensuring that your service area has a continuous, consistent plan for moving the Strategic Initiatives forward from the “top-down” perspective.
3. You are responsible for tracking strategic planning initiatives at the service area level.
4. You are responsible for providing adequate support to ensure program reviews in your area are completed on-schedule.
5. As the leader of a service area, you are responsible for carrying out the Plan of Action stage of Program reviews.
6. As the leader of a service area, you are responsible for submitting Program reviews to the President.

President

1. You are responsible for establishing and leading the executive team in reviewing institution-wide data for Strategic Planning purposes.
2. You are responsible for ensuring the decisions made in Cabinet reflect the college’s Mission and Guiding Values and the Strategic Advancements decided on by the college.
3. You are responsible for reading Program review executive summaries and providing a response to each department’s plan of action.
4. You are responsible for ensuring the executive summaries of each comprehensive program are reported to the Board of Trustees.

Appendix E – College-wide SWOT Analysis – Word Clouds

Q1 What do you think are Cloud's biggest strengths?

campus community college jobs work people transfer high one college strengths
Cloud classes programs instructors faculty help students
faculty
care small students Cost staff Good staff
quality great counties location CCC student success atmosphere
community Caring faculty staff Low tuition small class size

Q2 What do you think are Cloud's biggest weaknesses?

department Low think updating enrollment believe programs improving change poor
staff salaries pay offer campus long college things
Communication technology need stay Lack spread
students planning working employees people turnover faculty
technical programs facilities Geary County Campus one better new leadership
faculty
staff instructors want schools high

Q3 What opportunities do you think are the most important in ensuring viability?

courses tech programs keep new opportunities provide enrollment work offerings
new area good low Cloud education programs marketing
students know need increases community quality
college want make also opportunity potential
Technical programs transfer campus Geary County Campus grow
faculty staff will

Q4 What do you think are Cloud's biggest threats to success?

wanting order US grow will Competition change outside support technical
people community colleges community staff faculty lack staff
students area college needs working enrollment work
need team programs work together faculty staff market turnover Low
employees Cloud

Q5 Where should Cloud be in five years concerning new academic programs?

going strong continue Hopefully courses additional new programs area offer think
work look focus community students academic programs
programs transfer need academic
technical programs growing add well will
new technical programs good coming new developed technology college years tech
five years industry

Q6 Where should Cloud be in five years concerning workforce development offerings (non-credit)?

training developing think bring students Increase certificate professional
courses industry sure skills offerings workforce
need development area jobs community offices
programs know people able good help workforce development
work

Q7 Where should Cloud be in five years concerning enrollment numbers?

hours programs good Concordia grow also year steady
enrollment numbers now see credit hours growth back need
Geary numbers believe increase Concordia campus
students great enrollment continue
increase enrollment think higher Geary County campus
Hopefully least online new programs will per year campus per offerings

Q8 Where should Cloud be in five years concerning facilities?

upgrades think continue staff work Concordia campus campus student housing make
space use entrance better programs students enhancing building
Always need classes facilities housing updated great
new will classrooms Meeting areas improvements look even dorms
main building rooms know build new exterior help one athletic facilities

Q9 Where should Cloud be in five years concerning professional development for staff?

every year many new will attend professional development learn time required
year opportunity attend department sure work also conferences
college good bring back new need believe
professional development receive staff
every training keep areas think go Continue faculty offer
opportunities attend least one funds Allowing employees back new ideas
make budget development know Develop technology

Q10 Where should Cloud be in five years concerning online course operations?

us current instructor full also sure see market know course offer classes many
courses year online courses training need programs
online online course offerings students Continuing
offerings grow increase opportunities better consistency area five years
make going available one expand

Q11 Do you have any final comments?

money ways make moving many faculty staff community using great us
Cloud feel staff will students things need help
good changes CCCC leadership people employees think years

Appendix G – Tracking Initiative Goals and Actions Form

Strategic Initiative One – Meet the Goals of Foresight 2020 (as set by KBOR)		
Goal	Responsibility	Deadline
Strategic Initiative Two – Academic and Co-Curricular Excellence		
Goal	Responsibility	Deadline
Strategic Initiative Three – Enrollment and Retention		
Goal	Responsibility	Deadline
Strategic Initiative Four – Student Engagement		
Goal	Responsibility	Deadline
Strategic Initiative Five – Organizational Capacity and Continuous Improvement		
Goal	Responsibility	Deadline

Goal	Update
1.	
2.	
3.	
4.	