



Inspire Learning

Strategic Plan

Johnson County Community College
2014-2017



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Letter from the President

Johnson County Community College engages in strategic planning to keep the organization focused on serving our students, community members and other partners in a rapidly changing and increasingly interconnected world. The strategic plan defines and integrates the college's mission, vision and values with long-term goals and associated tasks. This document summarizes the strategic planning process initiated in September 2013. I am deeply grateful to all who have contributed their good will, ideas, time and energy to this important effort.

The opportunities the college creates for our students and community have attracted the admiration and praise of others. Our mission is to inspire learning that transforms lives and strengthens the communities we serve. If we are satisfied simply by past accomplishments and choose to rest, we will lose sight of our mission and vision. Intentional, strategic planning aligns the college's resources and efforts, improves its operations and ensures that college employees and stakeholders are working toward a common set of goals to solve the challenges of tomorrow.

While the college has adopted strategic plans over the years, the process we followed to develop this plan was quite different. This time we followed the principle of planning from the outside-in, to specifically address student and community needs. As a public institution, the college deliberately involved those it was founded to serve and those who serve it as well. Hundreds of students, community members and employees have provided input to the strategic planning process over the past 12 months, helping us develop a vision that will direct our efforts. Just as importantly, they have provided us with specific insights on the issues the college needs to address in the next three years. This document is a testament to these efforts – the events, the discussion groups, listening sessions and surveys – that a task force composed of faculty, staff and students undertook in order to create the foundation for the plan.

We are also presenting you with a list of specific tasks that the college will engage in over the course of the plan. Many of the tasks challenge previous perceptions based on a richer and more robust understanding of our environment.

We are now moving into the most crucial part of the strategic plan – its implementation. It will not be quick or easy, but it is necessary. The promise of our common future – to reach new levels of educational excellence and innovation – will require us to put forth our own best efforts and work together as one college in a united and cohesive way.

I'm pleased to present JCCC's new strategic plan to our students, community members and other partners.

Joseph M. Sopcich
Joe Sopcich, President

Introduction

We know that students are more likely to reach their goals when they create a plan and follow it. The same is true for organizations. Engaging in strategic thinking, strategic conversations and deliberations, and then learning from and acting on what we have learned will better serve our students and community members. The need for a new strategic plan was inspired by broad shifts in higher education that involve the dramatic rise of online education, financial uncertainty and a need to reach out to nontraditional student populations.

A new strategic plan will determine how the college fulfills its mission in the next three years. To plan strategically, we needed a robust understanding and an honest assessment of the college's current position, the environment in which we operate, and a full understanding of the organization's future opportunities and threats.

President Joe Sopcich asked a strategic planning task force composed of faculty, staff and the Student Senate president to facilitate the work of the planning process. This document summarizes the activities of the task force and key features of the strategic plan for JCCC staff, students, community members and other partners and will serve as a guide throughout implementation. This strategic planning document contains the following sections:

The Planning Process. The first section outlines JCCC's approach to strategic planning.

SWOT Analysis. The second section describes JCCC's strengths and weaknesses as well as the opportunities and threats in the college's environment. The analysis served as the foundation of the strategic goals and the tasks that will be implemented over the course of the three-year plan.

Mission, Vision and Values Statements. The third section describes the college's core statements that express its purpose, inspiration and guiding values.

Strategic Goals and Tasks. The fourth section breaks down the college's mission into broad institution-wide statements that have informed the creation of concrete tasks that will challenge the college to continuously strive toward its vision.

This document is also available online at www.jccc.edu/strategic-plan.

What factors at JCCC impact students' ability to graduate?

- Faculty/Instruction/Course Content/Academic Programs



- Advising/Counseling



- Class Availability



- Cost to Attend



- College Read



- One on One



The Planning Process

Principles of Strategic Planning

The strategic planning task force followed principles that were intentionally applied to the entire planning process.

Best practices. To ensure the process of strategic planning at the college was productive, the college looked to best practices in the field. This included examining practices of peer institutions as well as successful business practices outside of education.

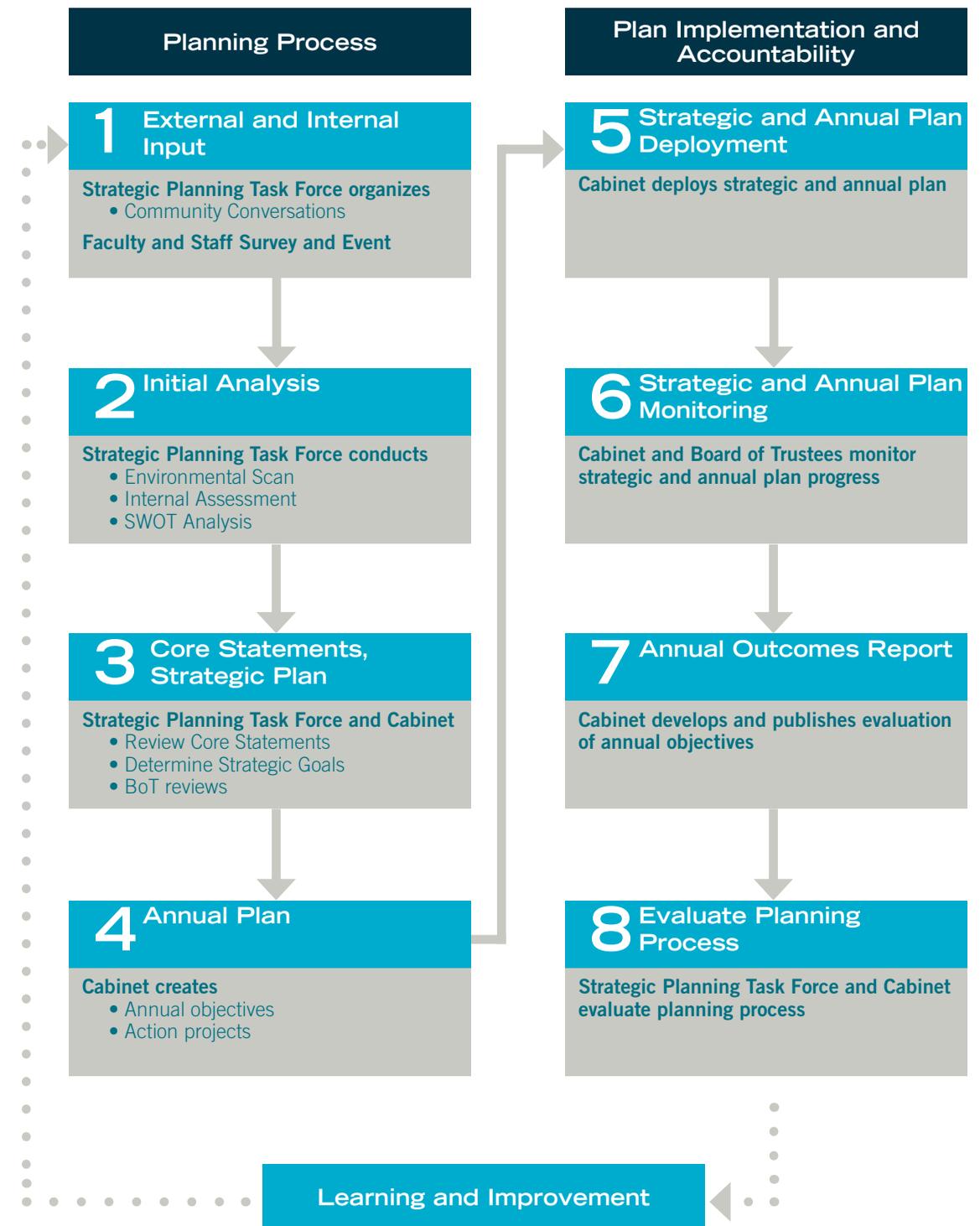
One of our peer institutions, the College of DuPage (located west of Chicago), served as an early model for designing our strategic planning practices. A key component to staying on track and moving forward was to establish a plan for the planning process. To accomplish their tasks, the task force set milestones every two months to gauge progress and ensure that effective communication was taking place and that the best information available was gathered and analyzed.

The guidelines of the strategic planning process were constructed around key principles:

Clear and open communication. A work group within the task force was charged with communicating the planning process and results to community members, staff, faculty and students.

Full transparency. The communications work group created strategic planning web pages and posted minutes, ongoing task force work and input opportunities so that the campus community could participate.

Intentional and productive work. Before serving on the strategic planning task force, each member agreed to a set of expectations that governed the work of the planning process.





External and Internal Input

Faculty and staff survey

In September 2013, the data collection work group sent a survey to all faculty and staff members soliciting responses to a set of open-ended questions on the college's ability to attract, retain and graduate students. In addition, the questions addressed academic performance issues, effects on the college budget and the organization's ability to meet community needs.

Student survey and focus group

A survey was sent to students to ask them about JCCC's strengths and weaknesses. Members of the task force followed up with a facilitated meeting with the Student Senate to deepen their understanding of students' perceptions, needs and experiences.

Community Conversations

The community outreach work group organized two "Community Conversations" in November 2013 at which 117 business and industry leaders, education and government officials, college alumni and retirees discussed what they perceived to be opportunities for JCCC's future. Participants included Dr. Wil Billington, chairman of the college's first board of trustees; Dr. Tom Trigg, superintendent of the Blue Valley school district; several elected officials, including mayors and county commissioners; the CEOs of local institutions, such as Frank Devocelle, CEO of Olathe Medical Center, and Brad Bergman, CEO of the Midwest Trust; and alumni such as Vicky Fastnacht, who was the first student scholarship speaker at the college's fund-raising gala, Some Enchanted Evening.

These community members, with diverse perspectives, helped identify the opportunities and challenges to consider for the new strategic plan. Their counsel helped ensure that the college's strategic plan meets the needs of the community.

Connecting the Dots

Survey results were shared with more than 350 faculty and staff at a "Connecting the Dots for Our Future" event in December 2013. There they provided input on the internal issues they thought were essential to the college's future.

White papers on trends in the JCCC environment

The data analysis work group, with the assistance of the members of the strategic planning task force, researched current trends in the political, economic, social, technological, educational and demographic environment. The focus was on trends that will affect how the college operates. From this comprehensive process the task force identified trend statements.



Initial Analysis: Environmental Scan and SWOT Analysis

After considering the collected input, the data analysis work group compiled an analysis of the college's strengths, opportunities, weaknesses and threats (SWOT). Cabinet members then used the analysis and the information from strategy alignment meetings to formulate broad strategic goals and more specific tasks for the college.

Core Statements and the Strategic Plan

Core Statements: Mission, Vision, Values

During the spring 2014 semester, a subcommittee of the task force re-examined the college's statements regarding its mission (what the college does), vision (what the college aspires to) and values (what the college believes in), which are a significant component of the strategic plan. The subcommittee surveyed examples from other institutions and undertook extensive discussion and drafting of new statements. More than 200 students, faculty and staff contributed to the discussion during listening sessions in February and March.

Development of Strategic Goals and Tasks

The strategic planning task force presented the SWOT analysis to the president's cabinet during a special meeting in April. Cabinet members then identified strategic issues based on the analysis and summarized key themes. Refining the key themes ultimately led to determining the plan's strategic goals. While the goals are institutional in nature, specific tasks identify actions that college-wide teams with subject matter expertise will carry out over the course of the plan's lifecycle. Each task was assigned a designated cabinet liaison and a project lead. The board of trustees reviewed the goals and tasks at a special meeting in May.

Moving forward, the president's cabinet revisits the tasks every year and, if appropriate, modifies them. The board of trustees reviews and approves any changes to the tasks when it reviews the annual report each July.



Annual Plan

The annual plan is presented to the board of trustees each year in the fall. It contains outcomes and milestones developed by cabinet liaisons and project leaders that are consistent with the core values, strategic goals and tasks. Outcomes are directly related to the associated task in the strategic plan. Each year, the cabinet liaison and project leader is evaluated relative to their achievement of planned outcomes, while the board of trustees evaluates the president on the basis of overall annual plan performance. Institutional achievements are documented in the annual outcomes report.

Strategic and Annual Plan Deployment

All project plans associated with tasks start in September and have a maximum duration of one year. Cabinet liaisons are responsible and accountable for their tasks' progress. Liaisons monitor outcomes and milestones, allocate resources and direct staff as appropriate. Task leaders operate the project, which includes developing a project plan with subject matter experts that aligns with the tasks and the overall guidelines from the cabinet and executing all components of the plan.

Strategic and Annual Plan Monitoring

The cabinet monitors strategic and annual plan progress on an ongoing basis, both through board committees during the academic year as well as annually as part of the annual plan reporting. Tracking tasks is part of the regular agenda for cabinet meetings. The board of trustees will be informed about annual plan progress on a quarterly basis. The strategic plan will be evaluated each July at the board meeting. Each report will include an analysis of funds spent in support of the tasks.

Annual Outcomes Report

Progress on the tasks, outcomes and milestones will be shared with the board of trustees in July of each year. Highlights of the college's progress will also be shared with the community in the college's annual report.

Evaluate the Planning Process

In May each year, the president's cabinet, together with the office of institutional effectiveness, evaluates the strategic planning process and makes adjustments to the process as necessary.



Strengths, Weaknesses, Opportunities and Threats (SWOT)

The strategic planning task force conducted a SWOT analysis that provides information on how the college's strengths and weaknesses relate to the opportunities and threats it faces based on the environmental scan. SWOT analyses are commonly used in strategic planning processes in a wide variety of organizations.

The president's cabinet used the results of the SWOT analysis to develop the college's strategic goals and specific tasks. The following strengths, weaknesses, opportunities and threats were identified for JCCC. To gain a thorough understanding of the analysis, background information is available online at www.jccc.edu/strategic-plan.

Strengths

1. Quality programs and staff
2. Resource Centers (Math, Writing,...)
3. Breadth of programs
4. Affordability
5. Positive community perception
6. Easy transfer to most 4-year institutions
7. Centralized resources of the Student Success Center

Weaknesses

1. Online/distance learning resources and opportunities
2. Career-specific advising
3. Slow to adapt to market demands
4. Access to academic counseling when most needed
5. Application/registration process
6. Communication about college offerings
7. Access to counseling on broader issues

Opportunities

1. On-demand access to information and services
2. IT, social media, and globalization require the development of different thinking skills
3. Align programs with employment needs
4. Johnson County strongly supports education
5. Competency-based education
6. Interactive learning experiences
7. Johnson County is growing proportionately older and slightly more diverse
8. Community colleges are attractive as education costs increase
9. Seamless credit transfers between institutions

Threats

1. More students underprepared for college
2. Demand for colleges to deliver outcomes
3. Funding to higher education static or declining
4. More students working while in college
5. Students looking for more value out of college
6. Higher education competition
7. National trend towards de-funding remedial education



Mission, Vision and Values Statements

JCCC's strategic planning process included the development of mission, vision and values statements that represent the role of the college in the community, its aspirations and the principles we live by.

Mission

JCCC inspires learning to transform lives and strengthen communities.

Vision

JCCC will be a national leader through educational excellence and innovation.

Values

Integrity

We hold ourselves accountable for decisions and actions.

Collaboration

We respect diversity of thought in building a culture of collaboration.

Responsiveness

We respond to the needs of our students and communities through relevant offerings.

Leadership

We pursue leadership roles in our communities and higher education.

Strategic Goals and Tasks

Derived through a process that involved much consultation and discussion, these are JCCC's strategic goals that will guide the institution over the next three years and the employees responsible for their implementation:

Goal 1

Increase student success by improving student satisfaction, retention, persistence, graduation and transfer rates.

Judy Korb

Tasks

1. Create an academic master plan aligned with the strategic goals integrating student and employer needs through academic programming and student experience initiatives.

Liaison: Andy Anderson; project lead: Julie Haas

2. Enhance student success by integrating academic offerings, advising and student resources.

Liaison: Judy Korb; project lead: Shelia Mauppin

3. Using data, identify and implement high impact practices that have demonstrated positive results in student satisfaction, retention, persistence, graduation and transfer rates.

Liaison: Patrick Rossol-Allison; project lead: Jessica Tipton

4. Increase credit enrollment by developing a long-range enrollment and recruiting plan

Liaison: Dennis Day; project lead: Paul Kyle

5. Foster a culture that inspires college employees to proactively support students.

Liaison: Karen Martley; project lead: Debbie Eisenhower

Goal 2

Demonstrate increased agility in responding to stakeholder needs.

Barbara Larson

Tasks

1. Fully implement the program review and development process to ensure that curricular offerings maintain high quality and align with community needs by growing, restructuring, adding or discontinuing programs as appropriate.

Liaison: Andy Anderson; project lead: Clarissa Craig

2. Improve satisfaction with internal business processes (quality and delivery time).

Liaison: Denise Moore; project lead: Mitch Borchers

3. Expand web-based instructional options for students and the community.

Liaison: Andy Anderson; project lead: Vince Miller

Goal 3

Focus on communicating the college's comprehensive offerings

Judy Korb

Tasks

1. Develop a comprehensive marketing plan that supports the priority of increasing enrollment at JCCC.

Liaison: Julie Haas; project lead: Christy McWard

2. Enhance internal communication through increased cross-functional collaboration and intentional communication to the campus community.

Liaison: Julie Haas; project lead: Emily Behrmann

Goal 4

Commit to the efficient use of resources to strengthen quality offerings.

Barbara Larson

Tasks

1. Reduce administrative costs as a percentage of total expenditures through streamlining business processes, service area reviews and reallocation of resources from administrative functions toward direct student success activities.

Liaison: Barbara Larson; project lead: Susan Rider

2. Improve facility utilization.

Liaison: Barbara Larson; project lead: Janelle Vogler

3. Revamp the budget process to align with the strategic goals.

Liaison: Barbara Larson; project lead: Barbara Larson



Implementation

Having created the plan, it's now up to us – the entire college community – to implement and take the actions needed to meet our goals. As we develop timelines, measure our progress and communicate that progress to our stakeholders, as we complete the tasks that will help us accomplish our objectives, we will continue to move forward to fully achieve our goals and form the foundation of future progress.

The Johnson County community may follow our progress online at www.jccc.edu/strategic-plan.

Assessing Progress

College-Wide Key Performance Indicators

In fall 2013, the college introduced key performance indicators that measure the organization's overall progress towards increasing student success. They are the centerpiece of the college's focus on transparency and increasing effectiveness of its operations. JCCC's key performance indicators measure student success, are nationally accepted benchmarks to the college's performance against peer institutions, and provide institutional focus and accountability.

Key Performance Indicators	2011	2012	2013	2011 v. 2013
Full-Time Graduation and Transfer (3-year cohort)	46%	39%	42%	▼
Part-time Graduation and Transfer (6-year cohort)	39%	32%	36%	▼
Persistence: Fall-Fall	46%	46%	45%	■
Transfer Performance	2.98	2.99		
	2010	2012	2014	2010 v. 2014
Student Satisfaction				
• Instructional Effectiveness	5.53	5.51	5.54	■
• Registration Effectiveness	5.39	5.51	5.61	▲
• Concern for Individual	5.32	5.33	5.38	▲
• Academic Advising/Counseling	5.22	5.23	5.19	■
• Safety and Security	5.14	5.12	5.18	■
General Education Outcomes	Data collection AY 2014/15			
• Mastery				
• Progressing				
• Low or no skills				

Task-Related Metrics

Specific qualitative and quantitative metrics track the progress of each task. They are an integral part of the task project plan that defines outcomes and milestones. The metrics use existing sources of data and information whenever possible.

The Strategic Planning Task Force

Membership in the task force was evenly distributed with 13 faculty members, 11 staff members and the president of the Student Senate. In addition, the four work groups were supported by three support personal from the continuing education, academic affairs and administrative services branches of the college. The task force was divided into four work groups: Communication, Community Outreach, Data Analysis and Data Collection.

- **Communication.** This group implemented a communication strategy and a plan for engaging both the campus and external communities in the plan's progress.
- **Community Outreach.** This group sought input from both internal and external constituencies and collected, represented and integrated their perspectives into the final plan.
- **Data Collection.** This group designed survey questions, collated and analyzed the feedback from both campus constituents and the community and assisted with the SWOT analysis.
- **Data Analysis.** This group identified, through an environmental scan, the critical strategic issues that the college faces and conducted a standard SWOT analysis.

A steering committee composed of the chairs of the individual work groups, the director of outcomes assessment and the executive director of institutional effectiveness, planning and research helped guide the overall effort.

Steering Committee

Purpose

The Steering Committee provided central leadership, coordination and support for the strategic planning process. It identified and secured the needed resources and approvals, identified work group tasks and responsibilities, determined the appropriate division of labor, guided and coordinated the activities of the work groups and oversaw the review of the plan documents.

Members

Patrick Rossol-Allison, executive director of institutional effectiveness, planning and research (steering committee chair, ex officio)

Dr. Sheri Barrett, director of outcomes assessment (steering committee vice-chair)

Kate Allen, associate vice president of institutional advancement and government affairs (chair of the Community Outreach Work Group)

Eve Blobaum, associate professor/chair of sociology (chair of the Data Collection Work Group)

Dr. Judy Korb, executive vice president of instruction and operations (Cabinet liaison, ex officio)

Ted Meadows, associate professor of architecture (chair of the Communications Work Group)

Mike Souder, dean of continuing education (chair of the Data Analysis Work Group)

Communication Work Group

Purpose

The Communication Work Group developed a communication strategy and a plan for engaging both the campus and external constituencies in the plan's progress.

Members

Ted Meadows, associate professor of architecture (work group chair)

Dr. Eric Elisabeth, associate professor of chemistry

Janette Funaro, professor/chair of foreign languages

Julie Haas, associate vice president, marketing communications

Elliot Rogers, president of the Student Senate, 2013-2014

Community Outreach Work Group

Purpose

The Community Outreach Work Group planned and executed input opportunities for both internal and external constituencies and collected and integrated their perspectives into the final plan.

Members

Kate Allen, associate vice president of institutional advancement and government affairs (work group chair)

Alicia Bredehoeft, counselor

Lisa Cole, professor/chair of accounting

Debbie Eisenhower, human resources coordinator

Darcy McGrath, director of grants leadership and development

Pam Vassar, assistant dean of student life

Data Collection Work Group

Purpose

The Data Collection Work Group collated and analyzed the input the task force received from both the campus and the community and assisted with the SWOT analysis.

Members

Eve Blobaum, associate professor/chair of sociology (work group chair)

Natalie Alleman-Beyers, director of institutional research

Dr. Sam Bell, associate professor of English

Nancy Carpenter, associate professor of mathematics

Dr. Michael Rader, associate professor of psychology

Data Analysis Work Group

Purpose

The Data Analysis Work Group identified through an environmental scan the critical strategic issues that the college faces and conducted a strengths, weaknesses, opportunities and threats (SWOT) analysis.

Members

Mike Souder, dean of continuing education (work group chair)

Dr. Jay Antle, professor of history and executive director of the Center for Sustainability (Faculty Association liaison)

Marsha Cousino, professor/librarian

Dr. Clarissa Craig, associate vice president of instruction

Dr. Steve Giambone, associate professor of science (Faculty Senate liaison)

Sandra Warner, deputy chief information officer/director of administrative computing services

Leadership

President's Cabinet

Dr. Joe Sopcich, president

Dr. Judy Korb, executive vice president, instruction and operations

Dr. Barbara Larson, executive vice president, administrative services

Andy Anderson, vice president, instruction/ chief academic officer

Dr. Dennis Day, vice president, student success and engagement

Denise Moore, vice president, information services/ chief information officer

Tanya Wilson, general counsel

Julie Haas, associate vice president, marketing communications

Karen Martley, associate vice president, continuing education and organizational development

Patrick Rossol-Allison, executive director of institutional effectiveness, planning and research

Terri Schlicht, executive assistant to the president and the board

Board of Trustees

Dr. Jerry Cook, chair

Greg Musil, vice chair

David Lindstrom, treasurer

Stephanie Sharp, secretary

Lee Cross

Dr. Robert Drummond

Jon Stewart

Thanks also go to the hundreds of community members, students, faculty and staff of Johnson County Community College who contributed to and assisted with the preparation of this strategic plan.

Johnson County Community College does not discriminate on the basis of sex, race, color, national origin, disability, age, religion, genetic information, marital status, veteran's status, sexual orientation, or other factors that cannot be lawfully considered in its programs and activities as required by all applicable laws and regulations. Inquiries concerning the college's compliance with its non-discrimination policies may be referred to the Dean of Student Success or Executive Director of Human Resources, Johnson County Community College, 12345 College Blvd, Overland Park, KS 66210, 913-469-8500; or to Office for Civil Rights, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114, 816-268-0550.

JCCC will be a national leader through educational excellence and innovation.



JOHNSON COUNTY
COMMUNITY COLLEGE