


## CORE PRIORITY MATURITY SCALE


### INSTRUCTIONS


1. For each activity, system or process defined in the matrix, identify the level closely representing the current state by writing the level in the appropriate box and then explain in a brief statement why you chose that level. (Levels can only be 1,2,3,4)
2. In the box of the next level to the right of the one you identified, document in a brief statement what tasks need to be done in the near future to advance the activity to the next level.


This matrix aligns Barton's Core Priorities, ENDS and the Higher Learning Commission's Criteria for Accreditation.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	<i>General Definition: Initial</i>	<i>General Definition: Repeatable</i>	<i>General Definition: Defined</i>	<i>General Definition: Managed</i>
	<b>CONSTANCY OF PURPOSE<sup>1</sup></b>	<b>CONSISTENCY OF PRACTICE</b>		
<b>DRIVE STUDENT SUCCESS</b>				
Barton's Mission clearly articulates student success as the college's core purpose and that purpose is understood across the institution				
Barton clearly explains its academic and learning support programs and the requirements for student success				
Barton provides high quality education wherever, however it's delivered				
Student learning and program effectiveness are routinely evaluated, continuously improved				
Barton's resources, organizational structures are and planning process are sufficient to create student success				

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, and strengthens communities.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	<i>General Definition: Initial</i>	<i>General Definition: Repeatable</i>	<i>General Definition: Defined</i>	<i>General Definition: Managed</i>
	<b>CONSTANCY OF PURPOSE<sup>1</sup></b>	<b>CONSISTENCY OF PRACTICE</b>		
<b>CULTIVATE COMMUNITY ENGAGEMENT</b>				
Barton includes external perspectives is evaluating, refining its mission				
In its interaction with its communities, Barton fosters transparency, accountability and overall ethical behavior from all employees				
Barton's commitment to its communities is evident in its scope of academic programming, support services and locations				
Barton evaluates & continuously improves teaching, learning and academics and support services in a way that addresses the workforce and economic needs of its communities				
Barton effectively aligns its resources, structures and processes to respond to challenges and opportunities in the communities it serves				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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	<b>CONSTANCY OF PURPOSE<sup>1</sup></b>	<b>CONSISTENCY OF PRACTICE</b>		
<b>OPTIMIZE EMPLOYEE EXPERIENCE</b>				
Barton's Mission & Vision encompasses employee development as an institutional value				
Barton fosters transparency, accountability and overall ethical behavior from all employees				
Barton encourages and rewards innovation and creativity from both faculty & staff				
Faculty & staff engage in assessment of learning, institutional effectiveness and personal development				
Barton makes best use of its available resources to promote faculty and staff development				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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	<b>CONSTANCY OF PURPOSE<sup>1</sup></b>	<b>CONSISTENCY OF PRACTICE</b>		
<b>EMPHASIZE INSTITUTIONAL EFFECTIVENESS</b>				
Employees understand institutional effectiveness as a requirement of achieving Barton's Mission & Vision				
Barton fosters transparency, accountability and overall ethical behavior from all employees				
Student learning and program effectiveness are routinely evaluated, continuously improved				
The needs and opportunities for improvement in academics and student support are central to Barton's planning & budgeting				
Barton employs an integrated management model to promote the college's long-term sustainability				

## DEFINITIONS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Initial	Repeatable	Defined	Managed
Stages in Systems Maturity: <b>Processes</b>			
The institution focuses on activities and initiatives that respond to immediate needs or problems rather than anticipating future requirements, capacities or changes. Goals are implicit and poorly defined. Informal procedures and habits account for all but the most formal aspects of institutional operations.	The institution is beginning to operation via generally understood, repeatable and often documented processes and is prone to make the goal of most activities explicit, measurable and subject to improvement. Institutional silos are eroding and signs of coordination and the implementation of effective practices across units are evident. Institutional goals are generally understood.	The institution operates according to processes that are explicit, repeatable and periodically evaluated for improvement. Processes address key goals and strategies, and lessons learned are shared among institutional units. Coordination and communication among units is emphasized so stakeholders relate what they do to institutional goals and strategies.	Operations are characterized by explicit, predictable processes that are repeatable and regularly evaluated for optimum effectiveness. Efficiencies across units are achieved through analysis, transparency, innovation, and sharing. Processes are measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is so successful.

**Point one in W. Edwards Deming's "14 Points for Management" reads as follows:** Create constancy of purpose toward improvement of product and service, with the aim to become competitive and to stay in business, and to provide jobs.

	STAGES OF MATURITY			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	Initial	Repeatable	Defined	Managed
	CONSTANCY OF PURPOSE	CONSISTENCY OF PRACTICE		
DRIVE STUDENT SUCCESS				
Barton's Mission clearly articulates student success as the college's core purpose and that purpose is understood across the institution		Barton has developed a means of evaluating and refining its mission to the level it can be repeated over time	Yearly news release inviting public comment pertaining to Strategic Plan and Core Priorities.	
Barton clearly explains its academic and learning support programs and the requirements for student success		Basic means of conveying requirements (e.g. Catalog, website) exist and maintained over time, but faculty, staff not necessarily involved in developing effective student relationships	Establish more consistent engagement between faculty/staff and students at all locations	
Barton provides high quality education wherever, however it's delivered		Design & delivery of academics and support services is repeatable across the institution	Standardized so that processes are consistent in all departments, programs and locations	