Barton Community College 2016-2017 HLC Core Criterion Maturity Scale

1. Barton's Mission clearly articulates student success as the college's core purpose and that purpose is understood across the institution

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
3%	38%	57%	2%

How to move:
More student input

2. Barton clearly explains its academic and learning support programs and the requirements for student success

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
11%	49%	36%	5%

How to move:
Keep putting information on web

3. Barton provides high quality education wherever, however it's

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
6%	55%	39%	0%

How to move:
Increase standardization across all venues
Increase professional development and training

4. Student learning and program effectiveness are routinely evaluated, continuously improved

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
8%	48%	41%	3%

How to move:
More instructors doing CATS (Classroom Assessment Technics)
More communication with faculty about program effectiveness

5. Barton's resources, organizational structures are and planning process are sufficient to create student success

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
5%	56%	38%	2%

How to move:
More communication with students
Improve scheduling processes

6. Barton includes external perspectives is evaluating, refining its mission

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
7%	55%	39%	0%

How to move:
Continue to contact business leaders for input

7. In its interaction with its communities, Barton fosters transparency, accountability and overall ethical behavior from all employees

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
2%	42%	53%	3%

How to move:
 Public Relations is doing good work, continue to advertise in all locations

8. Barton's commitment to its communities is evident in its scope of academic programming, support services and locations

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
3%	26%	63%	8%

How to move:
More advertising

9. Barton evaluates & continuously improves teaching, learning and academics and support services in a way that addresses the workforce and economic needs of its communities

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
8%	31%	54%	8%

How to move:
More professional development and training

10. Barton effectively aligns its resources, structures and processes to respond to challenges and opportunities in the communities it serves

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
5%	50%	39%	6%

How to move:
More advertising
More Public Relations presence at all venues

11. Barton's Mission & Vision encompasses employee development as an institutional value

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
25%	46%	24%	5%

How to move:
More emphasis/funding needed on professional development

12. Barton fosters transparency, accountability and overall ethical behavior from all employees

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
9%	52%	34%	5%

How to move:
More transparency and nurturing environment

13. Barton encourages and rewards innovation and creativity from both

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
23%	49%	28%	0%

How to move:
Continue striving to find new ways to recognize employees

14. Faculty & staff engage in assessment of learning, institutional effectiveness and personal development

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
5%	45%	42%	8%

How to move:
More professional development and training

15. Barton makes best use of its available resources to promote faculty and staff development

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
13%	47%	36%	5%

How to move:
More professional development and training

16. Employees understand institutional effectiveness as a requirement of achieving Barton's Mission & Vision

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
13%	56%	30%	0%

How to move:
Continue presenting information at college planning meetings

17. Barton fosters transparency, accountability and overall ethical behavior from all employees

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
8%	57%	33%	2%

18. Student learning and program effectiveness are routinely evaluated, continuously improved

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
5%	52%	42%	2%

How to move:
Continue promoting CATS and evaluations

19. The needs and opportunities for improvement in academics and student support are central to Barton's planning & budgeting

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
8%	51%	40%	2%

How to move:
Barton is making progress, but to soon to evaluate.

20. Barton employs an integrated management model to promote the college's long-term sustainability

Level 1 - Initial	Level 2 - Repeatable	Level 3 - Defined	Level 4 - Managed
6%	54%	40%	3%

How to move:
More discussion between all venues

Definitions

Level 1 - Initial

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.

Level 2 - Repeatable

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.

Level 3 - Defined

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.

Level 4 - Managed

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.