MATURITY SCALE BOARD OF TRUSTEE ENDS

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.

Definitions of each level are listed on the last page.

	STAGES OF MATURITY			
	LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**
	Reacting	**Systematic**	**Aligned**	**Integrated**
	CONSTANCY OF PURPOSE	***CONSISTENCY OF PRACTICE***		
END - 1 **Essential Skills**	**Essential Skills**			
Students will acquire the skills needed to be successful for the program they are in.				
Students will have the essential skills to succeed in the workplace.				
Students will have the essential skills to lead productive lives.				
Students will be provided remediation as needed.				

	STAGES OF MATURITY			
	LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**
	Reacting	**Systematic**	**Aligned**	**Integrated**
	CONSTANCY OF PURPOSE	***CONSISTENCY OF PRACTICE***		
END – 2 **Work Preparedness**	**Work Preparedness - Students will be prepared for success in the workplace**			
Students will have the skills and knowledge required for successful entry into the workplace.				
Students will have the work ethics, discipline, and collaborative skills necessary to be successful in the workplace.				
Students will have the skills and knowledge necessary to maintain, advance, or change their employment or occupation.				

	STAGES OF MATURITY			
	LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**
	Reacting	**Systematic**	**Aligned**	**Integrated**
	CONSTANCY OF PURPOSE	***CONSISTENCY OF PRACTICE***		
END – 3 **Academic Advancement**	**Academic Advancement - Students desiring academic advancement will be prepared for successful transfer to other colleges and universities.**			
Students will have the academic prerequisites sufficient for successful transfer.				
Students will have appropriate knowledge of transfer requirements.				
Students will have adequate preparation to be successful after transfer to other colleges or universities.				
Students will be able to obtain Bachelor's and advanced degrees through studies sponsored by Barton Community College.				

	STAGES OF MATURITY			
	LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**
	Reacting	**Systematic**	**Aligned**	**Integrated**
	CONSTANCY OF PURPOSE	***CONSISTENCY OF PRACTICE***		
END – 4 **"Barton Experience"**	**"Barton Experience" – Student responses will reflect positively of their Barton Experience**			
Student responses will be documented through student exit surveys and other report mechanisms.				
Student response will assess impact of faculty and staff.				
Student responses will reflect the diversity of the student body.				
Individuals/students will experience various cultural activities.				

	STAGES OF MATURITY			
	LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**
	Reacting	**Systematic**	**Aligned**	**Integrated**
	CONSTANCY OF PURPOSE	***CONSISTENCY OF PRACTICE***		
END – 5 **Regional Workforce Needs**	**Regional Workforce Needs – The College will address regional workforce.**			
The College will develop strategies to identify and address on-going needs.				
The College will organize area resources in addressing needs.				
The College will build effective partnerships in addressing workforce needs.				
The College will be recognized as a leader in economic development.				

	STAGES OF MATURITY			
	LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**
	Reacting	**Systematic**	**Aligned**	**Integrated**
	CONSTANCY OF PURPOSE	***CONSISTENCY OF PRACTICE***		
END – 6 **Barton Services and Regional Locations**	**Service Regions – The College Mission will be supported by the strategic development of Barton service and regional locations.**			
Services and locations will be compatible to the institutional mission of the College.				
Services and locations will be in accordance to available resources.				
Services and locations will maximize revenues and minimize expenses.				
Services and locations will minimize local tax reliance.				

Services and locations will compliment growth of student learning services.				

	STAGES OF MATURITY			
	LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**
	Reacting	**Systematic**	**Aligned**	**Integrated**
	CONSTANCY OF PURPOSE	***CONSISTENCY OF PRACTICE***		
END – 7 **Strategic Plan**	**Strategic Plan – 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.				

	STAGES OF MATURITY			
	LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**
	Reacting	**Systematic**	**Aligned**	**Integrated**
	CONSTANCY OF PURPOSE	***CONSISTENCY OF PRACTICE***		
END – 8 **Contingency Planning**	**Contingency Planning**			
In fulfilling its educational mission, Barton Community College attempts to make optimal use of its resources. Optimum utilization may call for the adjustment of operational procedures such as a reduction or discontinuance of a program or service; reallocation of resources as a result of changing educational priorities; shifting enrollment patterns; lack of funds; and/or the requirements of legally imposed mandates.				

The President will make these recommendations to the Board of Trustees based on the college's mission of emphasizing academic, vocational-technical, and cultural enrichment learning opportunities; coupled with the need for maintaining program integrity, financial viability, and responsiveness to internal and external college constituencies.				

DEFINITIONS

LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**
Reacting	**Systematic**	**Aligned**	**Integrated**
Stages in Systems Maturity: **Processes**			
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.

	STAGES OF MATURITY			
	LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**
	Reacting	**Systematic**	**Aligned**	**Integrated**

	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	

EXAMPLE