INSTRUCTIONS

For each activity, system or process defined in the matrix, identify the level that most closely represents its current state. Explain in a brief statement why you chose that level. Then document in a brief statement what tasks need to be done in the near future to advance that activity to the next level. This matrix aligns Barton's Core Priorities, ENDs and the Higher Learning Commission's Criteria for Accreditation.

	STAGES OF MATURITY						
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5		
	General Definition: Initial	General Definition: Repeatable	General Definition: Defined	General Definition: Managed	General Definition: Optimized		
	CONSTANCY OF PURPOSE	CONSISTENCY OF PRACT	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	Formation, communication of mission is ad hoc, undirected	Barton has developed a means of evaluating and refining its mission to the level it can be repeated over time	Barton's approach to evaluating and refining its mission is clearly established to the point that consistent alignment between Mission and operations is possible	Barton routinely evaluates its mission based on standardized benchmarks (e.g., HLC Criteria) and via established means of stakeholder feedback	Barton's mission clearly articulates student success as the institution's core purpose; the mission is clearly understood, drives operations, and is routinely evaluated and refined.		
Barton clearly explains its academic and learning support programs and the requirements for student success	Student engagement and communication of requirements is ad hoc, undirected	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	Barton's approach to communicating requirements & expectations is clearly established to the point that consistent engagement between faculty/staff and students possible	Barton routinely evaluates its approach to communicating requirements & expectations and focuses on continuous improvement of student engagement	Barton's academic and learning support programs and services are clearly & consistently explained. Students understand what's expected from them to be successful.		
Barton provides high quality education wherever, however it's delivered	Design & delivery of academics and support services is ad hoc, undirected	Design & delivery of academics and support services is repeatable across the institution	Design & delivery of academics and support services is standardized so that processes are consistent in all departments, programs	Barton routinely evaluates sufficiency of resources & quality of pedagogy, curriculum and support services and manages the	Barton's academics & support services consistently meet the institution's defined standards for student success		

			and locations	continuous improvement of academics and services	
Student learning and program effectiveness are routinely evaluated, continuously improved	Assessment and program review is ad hoc, undirected	Learning outcomes and standards of performance for programs, services exist, making possible assessment of student learning and program review, but these processes are not rigorous	Learning outcomes and standards of performance for programs, services are established across the institution and meaningful evaluation is taking place	Barton routinely and rigorously evaluates student learning and the quality of its academic programs and visibly applies the results of evaluation to documentable continuous improvement	Barton can demonstrate that its students are consistently achieving at the desired levels for essential skill development, work preparedness, academic advancement, and personal enrichment
Barton's resources, organizational structures are and planning process are sufficient to create student success	Planning is ad hoc, undirected; the college has no clear idea of the relationship between programming, resources, and organizational structure or their impact on student success	An integrated management model has been defined (Strategic Framework & planning model) and demonstrates repeatability	Barton's integrated management model effectively aligns planning, budgeting & programming with the aim of achieving the ENDs of the college's Core Priorities	Barton routinely and rigorously evaluates and improves its integrated management model & through it continuously improves the effectiveness of the college's systems, processes and outcomes	How Barton is organized and operates clearly leads to desired student success outcomes; its service areas, programs and services are compatible to its mission and within the scope of available resources

	STAGES OF MATURITY					
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	
	General Definition:	General Definition:	General Definition:	General Definition:	General Definition:	
	Initial	Repeatable	Defined	Managed	Optimized	
	CONSTANCY OF PURPOSE	CONSISTENCY OF PRACTICE				
CULTIVATE COMMUNITY ENGAGEMENT						
Barton includes external perspectives is evaluating, refining its mission	Interaction with the community is ad hoc, undirected	Barton has established the means of involving external stakeholders in the definition of its mission and is able to repeat the process over time	Barton's approach to involving external stakeholders in the definition of its mission is fully documented, transparent to its communities and is subject to some degree of evaluation and improvement	Barton's approach to involving external stakeholders in the definition of its mission is subject to effective evaluation and continuous improvement	Barton consistently engages with key external stakeholders and responds to their needs as its mission and capacity allow	
In its interaction with its communities, Barton fosters transparency, accountability and overall ethical behavior from all employees	Barton's interaction with its communities is ad hoc, undirected	Barton has established the means of involving external stakeholders in the definition of its mission and is able to repeat the process over time	Barton's approach to involving external stakeholders in the definition of its mission is fully documented, transparent to its communities and is subject to some degree of evaluation and improvement	Barton's approach to involving external stakeholders in the definition of its mission is subject to effective evaluation and continuous improvement	Barton consistently engages with key external stakeholders and responds to their needs as its mission and capacity allow	
Barton's commitment to its communities is evident in its scope of academic programming, support services and locations	Barton's approach to building partnerships or relationships with its communities is ad hoc, undirected	Barton has established the means of involving external stakeholders in the definition of its programming and is able to repeat the process over time	Barton's approach to involving external stakeholders in the definition of its programming is fully documented, transparent to its communities and is	Barton's approach to involving external stakeholders in the definition of its programming is subject to effective evaluation and continuous improvement	Barton consistently engages with key external stakeholders and responds to their needs as its mission and capacity allow	

			subject to some degree of evaluation and improvement		
Barton evaluates & continuously improves teaching, learning and academics and support services in a way that addresses the workforce and economic needs of its communities	The relationship between Barton's operations, programs and services to its service regions is unclear and approached in an ad hoc manner	Barton's approach to continuous improvement of teaching, learning, academics and support services has been defined and can be repeated over time	Learning outcomes and standards of performance for programs, services that are relevant to community needs are established across the institution and meaningful evaluation is taking place	Barton routinely and rigorously evaluates student learning and the quality of its academic programs and visibly applies the results of evaluation to documentable continuous improvement in its ability to meet community needs	Barton can demonstrate that its students are consistently achieving at the desired levels for essential skill development, work preparedness, academic advancement, and personal enrichment to meet community needs
Barton effectively aligns its resources, structures and processes to respond to challenges and opportunities in the communities it serves	The relationship between Barton's operations, programs and services to its service regions is unclear and approached in an ad hoc manner	An integrated management model has been defined (Strategic Framework & planning model) and demonstrates repeatability	Barton's integrated management model effectively aligns planning, budgeting & programming with the aim of achieving the ENDs of the college's Core Priorities	Barton routinely and rigorously evaluates and improves its integrated management model & through it continuously improves the effectiveness of the college's systems, processes and outcomes	How Barton is organized and operates clearly leads to desired student success outcomes; its service areas, programs and services are compatible to its mission and within the scope of available resources

	STAGES OF MATURITY					
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	
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	Initial	Repeatable	Defined	Managed	Optimized	
	CONSTANCY OF PURPOSE	CONSISTENCY OF PRACTICE				
OPTIMIZE EMPLOYEE EXPERIENCE						
Barton's Mission &	Formation,	Barton has developed a	Barton's approach to	Barton routinely	Barton's mission clearly	
Vision encompasses	communication of	means of evaluating	evaluating and refining	evaluates its mission	articulates student	
employee development	mission is ad hoc,	and refining its mission	its mission is clearly	based on standardized	success as the	
as an institutional value	undirected	to the level it can be	established to the point	benchmarks (e.g., HLC	institution's core	
		repeated over time	that consistent	Criteria) and via	purpose; the mission is	
			alignment between	established means of	clearly understood,	
			Mission and operations	stakeholder feedback	drives operations, and	
			is possible		is routinely evaluated	
					and refined.	
Barton fosters	Barton's approach to	Barton has established	Barton's approach to	Barton's approach to	Barton consistently	
transparency,	employee development	the means of involving	involving employees in	involving employees in	engages with	
accountability and	is ad hoc, undirected;	employees in the	the definition of its	the definition of its	employees and	
overall ethical behavior	expectations and	definition of its mission	mission is fully	mission is subject to	responds to their needs	
from all employees	rewards are unclear	and is able to repeat	documented,	effective evaluation	as its mission and	
		the process over time	transparent to faculty	and continuous	capacity allow	
			and staff, and is subject	improvement		
			to some degree of			
			evaluation and			
Donton on the last	Doubout a surviva a de d	Donton has satabled	improvement	Donton/o o o o o o o o o	Donton consistently	
Barton encourages and	Barton's approach to	Barton has established	Barton's approach to	Barton's approach to	Barton consistently	
rewards innovation and	employee development	a means of promoting	employee development	employee development	promotes employee	
creativity from both	is ad hoc, undirected;	employee development	is fully documented,	is subject to effective evaluation and	development, innovation and	
faculty & staff	expectations and rewards are unclear	that encourages and rewards innovation and	transparent to faculty and staff, and is subject	evaluation and continuous	creativity and responds	
	rewards are uniclear	creativity and is able to	to some degree of		to their needs as its	
		repeat this process	evaluation and	improvement		
		over time	improvement		mission and capacity allow	
Faculty & staff engage	Barton's approach to	Barton has established	Barton's approach to	Barton's approach to	Barton consistently	
in assessment of	involving employees in	a means of involving	involving faculty and	involving faculty and	involves faculty and	
iii assessiiieiit oi	involving employees in	a means of involving	involving faculty and	involving faculty and	involves faculty and	

learning, institutional	continuous	faculty and staff in	staff in assessment,	staff in assessment,	staff in assessment,
effectiveness and	improvement is ad hoc,	meaningful assessment	institutional	institutional	institutional
personal development	undirected;	of learning,	effectiveness and	effectiveness and	effectiveness, and
	expectations and	institutional	personal development	personal development	personal development
	rewards are unclear	effectiveness and	is fully documented,	is subject to effective	
		personal development	transparent to faculty	evaluation and	
		and is able to repeat	and staff, and is subject	continuous	
		this process over time	to some degree of	improvement	
			evaluation and		
			improvement		
Barton makes best use	Barton's approach to	Barton has established	Barton's approach to	Barton's approach to	Barton consistently
of its available	promoting employee	a means of promoting	employee development	employee development	promotes employee
resources to promote	development is ad hoc,	employee development	is fully documented,	is subject to effective	development,
faculty and staff	undirected;	that encourages and	transparent to faculty	evaluation and	innovation and
development	expectations and	rewards innovation and	and staff, and is subject	continuous	creativity and responds
	rewards are unclear	creativity and is able to	to some degree of	improvement	to their needs as its
		repeat this process	evaluation and		mission and capacity
		over time	improvement		allow

	STAGES OF MATURITY					
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	
	General Definition:					
	Initial	Repeatable	Defined	Managed	Optimized	
	CONSTANCY OF	CONSISTENCY OF				
	PURPOSE	PRACTICE				
EMPHASIZE						
INSTITUTIONAL						
EFFECTIVENESS						
Employees understand	Formation,	An institutional	Barton's framework for	Barton's framework for	Barton's framework for	
institutional	communication of	framework for	planning and budgeting	planning and budgeting	planning and budgeting	
effectiveness as a	mission is ad hoc,	integrated planning &	consistently guides	is continuously	is continuously	
requirement of	undirected	budgeting exists to	action that enables the	improved to strengthen	improved to strengthen	
achieving Barton's		assure that the college	college to enact its	the linkage between	the linkage between	
Mission & Vision		has the means of	mission	mission and operations	mission and operations	
		enacting it mission				
Barton fosters	Barton's approach to	Barton has defined a	Barton's integrated	Barton builds the	Through continuous	
transparency,	involving employees in	basic approach to	planning model has	integrity of its	improvement Barton's	
accountability and	continuous	integrated planning	been established and	integrated planning	integrated planning	
overall ethical behavior	improvement is ad hoc,	and management that	demonstrates a	model through routine	model maintains the	
from all employees	undirected;	can be repeated over	commitment to	evaluation	highest possible levels	
	expectations and	time and therefore	transparency and		of transparency and	
	rewards are unclear	create the basis for	accountability		accountability	
		transparency &	,		•	
		accountability				
Student learning and	Barton's approach to	Barton's integrated	Barton's approach to	Barton's approach to	Barton's approach to	
program effectiveness	continuous	management system	student assessment	student assessment	student assessment	
are routinely	improvement of	has established the	and program review	and program review	and program review	
evaluated,	learning, academics	means to repeat	are formally	are standardized and	are rigorous,	
continuously improved	and services is ad hoc,	student assessment &	documented and	routinely evaluated and	continuously improved	
, ,	undirected	program review over	consistently practiced	some improvements	and are clearly key	
		time		are made	drivers of integrated	
					planning, budgeting	
					and institutional	
					improvement	
The needs and	Barton's approach to	Barton's integrated	Barton's leadership	Barton's leadership	Barton's leadership	
opportunities for	continuous	management system	continues to improve	have initiated routine	team have developed	

improvement in	improvement of	has established	the alignment between	evaluation of the	a dynamic, flexible
academics and student	learning, academics	academics & student	planning and budgeting	college's integrated	approach to planning
support are central to	and services is ad hoc,	support as the	and the needs and	management system	and budgeting and are
Barton's planning &	undirected	institution's core	opportunities for	and seek intentional	continuously improving
budgeting		purpose and its	improvement in	improvement in its	its alignment to
		approach to aligning	academics and student	alignment to academics	academics and student
		their needs &	support services	and student support	support services
		opportunities to		services	
		planning and budgeting			
		is repeatable			
Barton employs an	Barton's approach to	An institutional	Processes to enact the	An integrated	Barton consistently
integrated	planning, budgeting	framework for	framework for planning	management system	engages in systematic,
management model to	and institutional	integrated planning	and budgeting are in	exists and is subject to	integrated planning
promote the college's	effectiveness is ad hoc,	and budgeting exists,	place and consistently	routine evaluation and	and works
long-term sustainability	undirected	providing a means of	practiced	continuous	systematically to
		repeating key process		improvement	improve its
		over time			performance