

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
	<i>General Definition: Initial</i>	<i>General Definition: Repeatable</i>	<i>General Definition: Defined</i>	<i>General Definition: Managed</i>	<i>General Definition: Optimized</i>
	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	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

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CULTIVATE COMMUNITY ENGAGEMENT					
Barton includes external perspectives in 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

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	CONSTANCY OF PURPOSE	CONSISTENCY OF PRACTICE			
OPTIMIZE EMPLOYEE EXPERIENCE					
Barton's Mission & Vision encompasses employee development as an institutional value	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 fosters transparency, accountability and overall ethical behavior from all employees	Barton's approach to employee development is ad hoc, undirected; expectations and rewards are unclear	Barton has established the means of involving employees in the definition of its mission and is able to repeat the process over time	Barton's approach to involving employees in the definition of its mission is fully documented, transparent to faculty and staff, and is subject to some degree of evaluation and improvement	Barton's approach to involving employees in the definition of its mission is subject to effective evaluation and continuous improvement	Barton consistently engages with employees and responds to their needs as its mission and capacity allow
Barton encourages and rewards innovation and creativity from both faculty & staff	Barton's approach to employee development is ad hoc, undirected; expectations and rewards are unclear	Barton has established a means of promoting employee development that encourages and rewards innovation and creativity and is able to repeat this process over time	Barton's approach to employee development is fully documented, transparent to faculty and staff, and is subject to some degree of evaluation and improvement	Barton's approach to employee development is subject to effective evaluation and continuous improvement	Barton consistently promotes employee development, innovation and creativity and responds to their needs as its mission and capacity allow
Faculty & staff engage in assessment of	Barton's approach to involving employees in	Barton has established a means of involving	Barton's approach to involving faculty and	Barton's approach to involving faculty and	Barton consistently involves faculty and

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

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

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