**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.

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|  | **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 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 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 |  |  |  |  |  |

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| ***CONSTANCY OF PURPOSE*** | ***CONSISTENCY OF PRACTICE*** |  |  |  |
| **CULTIVATE COMMUNITY ENGAGEMENT** |  |  |  |  |  |
| 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 |  |  |  |  |  |

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| ***CONSTANCY OF PURPOSE*** | ***CONSISTENCY OF PRACTICE*** |  |  |  |
| **OPTIMIZE EMPLOYEE EXPERIENCE** |  |  |  |  |  |
| 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 |  |  |  |  |  |

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|  | **STAGES OF MATURITY** |
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| ***CONSTANCY OF PURPOSE*** | ***CONSISTENCY OF PRACTICE*** |  |  |  |
| **EMPHASIZE INSTITUTIONAL EFFECTIVENESS** |  |  |  |  |  |
| 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  |  |  |  |  |  |