

**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.

		<b>STAGES OF MATURITY</b>				
		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>
		<b>CONSTANCY OF PURPOSE</b>	<b>CONSISTENCY OF PRACTICE</b>			
<b>HLC Criteria</b>	<b>DRIVE STUDENT SUCCESS</b>					
<b>Mission</b> <ul style="list-style-type: none"> <li>Barton has a clear and publicly stated mission</li> <li>Mission guides teaching, academics, student engagement</li> <li>No disconnects between mission and programs are evident</li> <li>Employees can explain how the mission guides academics without prompting</li> </ul>	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 as it relates to student success to the level it can be repeated over time	Barton’s approach to evaluating and refining its mission as it relates to student success is clearly established to the point that consistent alignment between Mission and operations is possible	Barton routinely evaluates its mission as it relates to student success 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
<b>Operational Integrity</b> <ul style="list-style-type: none"> <li>Barton has written policies on academic freedom, faculty development, student conduct and expectations &amp; enforces them</li> </ul>	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 are maintained over time, but faculty, staff are 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 is 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

<ul style="list-style-type: none"> <li>Students think Barton deals with them fairly and consistently</li> </ul>						
<p><b>Teaching and Learning: Quality, Resources, and Support</b></p> <ul style="list-style-type: none"> <li>Student learning outcomes, including general education outcomes, are defined and linked to actual learning experiences</li> <li>Effective teaching methods are used and they contribute to student success</li> <li>Teaching is evaluated and good teaching rewarded</li> <li>Barton has what it needs to deliver its programs and services as they are intended to operate</li> </ul>	<p>Barton provides high quality education wherever, however it's delivered</p>	<p>Design &amp; delivery of academics and support services is ad hoc, undirected</p>	<p>Design &amp; delivery of academics and support services is repeatable across the institution</p>	<p>Design &amp; delivery of academics and support services is standardized so that processes are consistent in all departments, programs and locations</p>	<p>Barton routinely evaluates sufficiency of resources &amp; quality of pedagogy, curriculum and support services and manages the continuous improvement of academics and services</p>	<p>Barton's academics &amp; support services consistently meet the institution's defined standards for student success</p>

<p><b>Teaching and Learning: Evaluation and Improvement</b></p> <ul style="list-style-type: none"> <li>• Assessment takes place</li> <li>• Faculty lead assessment</li> <li>• Assessment leads to improvements in teaching &amp; learning</li> <li>• Programs routinely reviewed and improved</li> </ul>	<p>Student learning and program effectiveness are routinely evaluated, continuously improved</p>	<p>Assessment and program review is ad hoc, undirected</p>	<p>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</p>	<p>Learning outcomes and standards of performance for programs, services are established across the institution and meaningful evaluation is taking place</p>	<p>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</p>	<p>Barton can demonstrate that its students are consistently achieving at the desired levels for essential skill development, work preparedness, academic advancement, and personal enrichment</p>
<p><b>Resources, Planning, and Institutional Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Assessment, program review, budgeting and planning are integrated so that Barton makes plans and decisions that clearly support the teaching mission and drive student outcomes</li> </ul>	<p>Barton’s resources, organizational structures are and planning process are sufficient to create student success</p>	<p>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</p>	<p>An integrated management model has been defined (Strategic Framework &amp; planning model) and demonstrates repeatability in aligning operations to student success</p>	<p>Barton’s integrated management model effectively aligns planning, budgeting &amp; programming with the aim of achieving the ENDS of the college’s Core Priorities – specifically student success</p>	<p>Barton routinely and rigorously evaluates and improves its integrated management model &amp; through it continuously improves the effectiveness of the college’s systems, processes and student success outcomes</p>	<p>How Barton is organized and operates clearly leads to desired student success outcomes; its service areas, programs and services are consistently compatible to its mission and within the scope of available resources</p>

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		<b>CONSTANCY OF PURPOSE</b>	<b>CONSISTENCY OF PRACTICE</b>			
<b>HLC Criteria</b>	<b>CULTIVATE COMMUNITY ENGAGEMENT</b>					
<b>Mission</b> <ul style="list-style-type: none"> <li>Community members participate in key college committees and have a voice in defining mission</li> <li>Program advisory boards are effective</li> <li>Community members say they understand and support Barton's mission and they see linkage between mission and action</li> </ul>	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
<b>Operational Integrity</b> <ul style="list-style-type: none"> <li>Community members believe that Barton is a good partner that adds value &amp; delivers on its promise</li> </ul>	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 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

<p><b>Teaching and Learning: Quality, Resources, and Support</b></p> <ul style="list-style-type: none"> <li>External stakeholders have a meaningful role in defining student learning outcomes as they relate to regional needs</li> <li>Communities make useful contributions to Barton's success in teaching students</li> </ul>	<p>Barton's commitment to its communities is evident in its scope of academic programming, support services and locations</p>	<p>Barton's approach to building partnerships or relationships with its communities is ad hoc, undirected</p>	<p>Barton has established the means of involving external stakeholders in the definition of its programming and is able to repeat the process over time</p>	<p>Barton's approach to involving external stakeholders in the definition of its programming is fully documented, transparent to its communities and is subject to some degree of evaluation and improvement</p>	<p>Barton's approach to involving external stakeholders in the definition of its programming is subject to effective evaluation and continuous improvement</p>	<p>Barton consistently engages with key external stakeholders and responds to their needs as its mission and capacity allow</p>
<p><b>Teaching and Learning: Evaluation and Improvement</b></p> <ul style="list-style-type: none"> <li>External stakeholders see a clear and consistent connection between Barton's mission, its academics and learning outcomes that address community need</li> <li>They participate in supporting this alignment</li> </ul>	<p>Barton evaluates &amp; continuously improves teaching, learning and academics and support services in a way that addresses the workforce and economic needs of its communities</p>	<p>The relationship between Barton's operations, programs and services to its service regions is unclear and approached in an ad hoc manner</p>	<p>Barton's approach to continuous improvement of teaching, learning, academics and support services has been defined and can be repeated over time</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p><b>Resources, Planning, and Institutional Effectiveness</b></p> <ul style="list-style-type: none"> <li>Community members have a</li> </ul>	<p>Barton effectively aligns its resources, structures and processes to respond to challenges and</p>	<p>The relationship between Barton's operations, programs and services to its service regions is unclear and</p>	<p>An integrated management model has been defined (Strategic Framework &amp; planning model) and</p>	<p>Barton's integrated management model effectively aligns planning, budgeting &amp; programming with the aim of achieving the</p>	<p>Barton routinely and rigorously evaluates and improves its integrated management model &amp; through it continuously</p>	<p>How Barton is organized and operates clearly leads to desired community engagement outcomes; its service areas,</p>

meaningful voice in strategic planning and budget making	opportunities in the communities it serves	approached in an ad hoc manner	demonstrates repeatability in aligning	ENDs of the college's Core Priorities, specifically community engagement	improves the effectiveness of the college's systems, processes and community engagement outcomes	programs and services are compatible to its mission and within the scope of available resources
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		<b>CONSTANCY OF PURPOSE</b>	<b>CONSISTENCY OF PRACTICE</b>			
<b>HLC Criteria</b>	<b>OPTIMIZE EMPLOYEE EXPERIENCE</b>					
<b>Mission</b> <ul style="list-style-type: none"> <li>Faculty and staff are appropriately trained and qualified to do their jobs</li> <li>Barton engages employees in governance, including defining academic requirements</li> </ul>	Barton's Mission & Vision encompasses employee development and participation in governance as an institutional value	Formation, communication of mission is ad hoc, undirected	Barton has developed a means of evaluating and refining its mission as it relates to the employee experience to the level it can be repeated over time	Barton's approach to evaluating and refining its mission as it relates to the employee experience is clearly established to the point that consistent alignment between Mission and operations is possible	Barton routinely evaluates its mission as it relates to the employee experience based on standardized benchmarks (e.g., HLC Criteria) and via established means of internal stakeholder feedback	Barton's mission clearly articulates employee success as an institutional value; the mission as it relates to employees is clearly understood, drives operations, and is routinely evaluated and refined.
<b>Operational Integrity</b> <ul style="list-style-type: none"> <li>Barton publishes policies, handbooks, etc., that define and guide employee behavior</li> <li>Policy is rooted in the mission and applied fairly and consistently</li> <li>Employees feel supported</li> </ul>	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 baseline expectations for transparency, accountability and ethical behavior and is able to repeat training over time	Barton's approach to employee transparency, accountability and ethical behavior is fully documented, transparent to faculty and staff, and is subject to some degree of evaluation and improvement	Barton's approach to employee transparency, accountability and ethical behavior is subject to effective evaluation and continuous improvement	Barton consistently engages with employees in creating a culture of transparency, accountability and ethical behavior and responds to their needs as its mission and capacity allow

<p><b>Teaching and Learning: Quality, Resources, and Support</b></p> <ul style="list-style-type: none"> <li>• Faculty/staff training is a priority</li> <li>• A formal orientation process exists for new employees</li> <li>• Orientation is grounded in the mission</li> <li>• Barton provides formal training and development opportunities</li> <li>• Training &amp; development are mission-centered and promote job performance that contribute to the ENDS</li> </ul>	<p>Barton encourages and rewards innovation and creativity from both faculty &amp; staff</p>	<p>Barton’s approach to employee development is ad hoc, undirected; expectations and rewards are unclear</p>	<p>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</p>	<p>Barton’s approach to employee development is fully documented, transparent to faculty and staff, and is subject to some degree of evaluation and improvement</p>	<p>Barton’s approach to employee development is subject to effective evaluation and continuous improvement</p>	<p>Barton consistently promotes employee development, innovation and creativity and responds to employees’ needs as its mission and capacity allow</p>
<p><b>Teaching and Learning: Evaluation and Improvement</b></p> <ul style="list-style-type: none"> <li>• Barton routinely trains faculty/staff in effective assessment &amp; program review techniques</li> <li>• Training leads to systematic evaluation and improvement of teaching, learning and programs</li> </ul>	<p>Faculty &amp; staff engage in assessment of learning, institutional effectiveness and personal development</p>	<p>Barton’s approach to involving employees in continuous improvement is ad hoc, undirected; expectations and rewards are unclear</p>	<p>Barton has established a means of involving faculty and staff in meaningful assessment of learning, institutional effectiveness and personal development and is able to repeat this process over time</p>	<p>Barton’s approach to involving faculty and 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</p>	<p>Barton’s approach to involving faculty and staff in assessment, institutional effectiveness and personal development is subject to effective evaluation and continuous improvement</p>	<p>Barton consistently involves faculty and staff in assessment, institutional effectiveness, and personal development</p>



<p><b>Resources, Planning, and Institutional Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Effective performance evaluation practices exist and are used to promote continuous improvement in job performance</li> <li>• Barton's formal planning process considers the role of employee performance in achieving strategic objectives, and planning leads to allocation of resources to support employee development</li> </ul>	<p>Barton makes best use of its available resources to promote faculty and staff development</p>	<p>Barton's approach to promoting employee development is ad hoc, undirected; expectations and rewards are unclear</p>	<p>Barton has established the organizational capacity needed to promote basic employee development that encourages and rewards innovation and creativity and is able to repeat this process over time</p>	<p>Barton's organizational capacity to promote employee development is fully documented, transparent to faculty and staff, and is subject to some degree of evaluation and improvement</p>	<p>Barton's organizational capacity to promote employee development is subject to effective evaluation and continuous improvement</p>	<p>Barton applies its capacity to consistently promote higher levels of employee development, innovation and creativity</p>
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<b>HLC Criteria</b>	<b>EMPHASIZE INSTITUTIONAL EFFECTIVENESS</b>					
<b>Mission</b> <ul style="list-style-type: none"> <li>Planning, decision-making and budgeting grounded is Barton’s mission</li> </ul>	Employees understand institutional effectiveness as a requirement of achieving Barton’s Mission & Vision	Formation, communication of mission as it relates to institutional effectiveness ad hoc, undirected	An institutional framework for integrated planning & budgeting that defines roles for all employees exists to assure that the college has the means of enacting it mission	Barton’s framework for planning and budgeting consistently guides action of all faculty and staff that enables the college to enact its mission	Employees play a meaningful role in continuously improving Barton’s framework for planning and budgeting	Employees consistently engage in improving Barton’s framework for planning and budgeting so that the linkage between mission and operations is strengthened
<b>Operational Integrity</b> <ul style="list-style-type: none"> <li>Planning, decision-making and budgeting conducted transparently</li> <li>Employees have a meaningful role, and management processes are documented, understood, consistently practiced</li> </ul>	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

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<b>Teaching and Learning: Quality, Resources, and Support</b> <ul style="list-style-type: none"> <li>Barton allocates its resources with its mission and priorities</li> </ul>	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
<b>Teaching and Learning: Evaluation and Improvement</b> <ul style="list-style-type: none"> <li>The strategic plan clearly advances student success</li> <li>The institutional budget clearly conveys that academics and support services are the college’s critical focus</li> <li>Barton works systematically to improve performance</li> </ul>	The needs and opportunities for improvement in academics and student support are central to Barton’s planning & budgeting	Barton’s approach to continuous improvement of learning, academics and services is ad hoc, undirected	Barton’s integrated management system 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	Barton’s leadership continues to improve the alignment between planning and budgeting and the needs and opportunities for improvement in academics and student support services	Barton’s leadership have initiated routine evaluation of the college’s integrated management system and seek intentional improvement in its alignment to academics and student support services	Barton’s leadership team have developed a dynamic, flexible approach to planning and budgeting and are continuously improving its alignment to academics and student support services
<b>Resources, Planning, and Institutional Effectiveness</b> <ul style="list-style-type: none"> <li>Barton links assessment of</li> </ul>	Barton employs an integrated management model to	Barton’s approach to planning, budgeting and institutional	An institutional framework for integrated planning and budgeting exists,	Processes to enact the framework for planning and budgeting are in	An integrated management system exists and is subject to routine evaluation and	Barton consistently engages in systematic, integrated planning and works

learning, evaluation of operations, planning and budgeting in defining & achieving strategic objectives	promote the college's long-term sustainability	effectiveness is ad hoc, undirected	providing a means of repeating key processes over time	place and consistently practiced	continuous improvement	systematically to improve its performance
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