ITA RUBRICS & AUTHORS

2-YR PATHWAYS CCRC	**LEADERSHIP & CULTURE** Harvard Univ GSE
4-YR PATHWAYS UNCF	**STRATEGIC FINANCE** NACUBO
ADVISING Advising Success Network	**INSTITUTIONAL RESEARCH** AIR
DIGITAL LEARNING Every Learner Everywhere	**INFORMATION TECHNOLOGY** EDUCAUSE
DEVELOPMENTAL EDUCATION REFORM Educ Commission of the States	**INSTITUTIONAL POLICY** HCM Strategists
EMERGENCY AID NASPA	**STATE POLICY** HCM Strategists

2YR PATHWAYS

The institution's ability to systematically define student pathways, map pathways to student end goals, help students choose a pathway, keep students on a pathway, and ensure that students are learning.

	INDICATOR	NOT OCCURING	NOT SYSTEMATIC	PLANNING FOR IMPLEMENTATION	IMPLEMENTATION IN PROGRESS	AT SCALE
1	The institution emphasizes long-term student education planning for an entire program/degree linked to transfer and career plans, rather than course selection for the current or upcoming term	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
2	Programs are organized and marketed in broad career-focused academic and communities or "meta-majors".	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
3	Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
4	Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
5	Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
6	Required math courses are appropriately aligned with the student's field of study.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
7	Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
8	Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
9	Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
10	Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
11	Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
12	The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
13	Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
14	Students can easily see how far they have come and what they need to do to complete their program.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students

	INDICATOR	NOT OCCURING	NOT SYSTEMATIC	PLANNING FOR IMPLEMENTATION	IMPLEMENTATION IN PROGRESS	AT SCALE
15	Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
16	Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
17	The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
18	Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
19	Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
20	Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
21	Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
22	Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
23	The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students
24	The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	Institution is currently not following or planning to follow this practice	Practice is incomplete, inconsistent, informal, and/or optional	Institution is planning to implement the practice at scale	Implementation of the practice is in progress for all students	Practice is implemented at scale--that is for all degree-seeking students

4YR PATHWAYS

The institution's ability to systematically define student pathways, map pathways to student end goals, help students choose a pathway, keep students on a pathway, and ensure that students are learning.

	INDICATOR	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
1	The institution has articulated a clear definition of equity that is widely shared (e.g. website, town-hall meetings, faculty meetings, syllabi, policies) and implemented consistently, campus wide. Does the institution have a clear definition of equity?	The institution has not established a definition of equity.	Equity is only defined and documented in the institutional policies, but it is not shared nor is equity being implemented through policies or practices.	Equity is defined and documented within institutional policies but is inconsistently shared and implemented through policies or practices across the campus.	Equity is defined and documented within institutional policies, communicated regularly, and consistently practiced campus wide.
2	The institution disaggregates student (race, gender, socio-economic status, first generation) outcome data (course, program, and institutional) to inform institutional planning (policies, practices, teaching, learning, support). Is student outcome data disaggregated and used to inform institutional planning and practice?	The Institution does not disaggregate student outcome data nor use data to inform institutional planning and practice.	Some levels of the institution disaggregate student outcome data, but the information is not accessible, or used to inform institutional planning and practice.	Most levels of the institution disaggregate student outcome data, informing institutional planning and practice. The data is somewhat accessible. However, the institution does not consistently use the data to inform institutional planning, policies, teaching and learning, and student support.	There is institution wide disaggregation (race, gender, socio-economic status) of student outcome data (course, program, institutional) that is publicly available, and consistently used to inform institutional planning, policies, teaching and learning, and student support. In addition, the institution collects and report data using the same definition across campus.
3	The institution has established strategies (e.g. inclusive syllabi, high expectations, making their success an institutional priority) to explicitly support historically marginalized populations (i.e., low-income students, students of color, adult learners, students with disabilities, formerly incarcerated students) and assesses those strategies regularly. Does the institution have strategies in place to support historically marginalized student populations?	The institution has not established strategies to explicitly support historically marginalized populations.	There are strategies that support some historically marginalized populations but are not communicated nor executed by the institution.	There are strategies that explicitly support historically marginalized populations through their student experiences that are communicated and executed by the institution.	There are strategies (goals, policies, practices, programs, etc.) that explicitly support historically marginalized populations through their student experiences (program maps, degree maps, career maps, advising) which are communicated and executed, as well as assess regularly and consistently campus wide.
4	The composition of the institution's staff, faculty, and administrators proportionally reflect the institution's historically marginalized groups. In addition, there is a diverse body of institutional representatives that help establish campus wide policies and practices. Does the faculty, staff, and administration of the institution proportionally reflect the diversity of the student body?	The faculty, staff and administration do not proportionally reflect the diversity of the student body. The institution has no interest in improving diversity throughout the institution's staff, faculty, and administrators.	The institution has set forth some goals to ensure its academic and administrative bodies are diverse and proportionally reflect the student body. However, there are no concrete changes to the body establishing campus wide policies or practices.	The institution has achieved some of its goals to ensure its academic and administrative bodies are diverse and proportionally reflect the student body. However, there is not a diverse body developing policies and practices campus wide.	The institution's staff, faculty, and administrators are diverse, proportionally reflect the student body, and they play a major role in establishing campus wide policies and practices.
5	The institution partners (e.g. dual enrollment, articulation agreements, credit transfer) with secondary school(s) and community college(s) to strengthen the college pipeline for historically marginalized students. Does the institution partner with secondary school(s) and community college(s) to strengthen the college pipeline for underserved students?	The institution does not have any partnerships with secondary schools or community colleges.	The institution has inconsistent/inactive partnerships with secondary school(s) and/or community colleges.	The institution has several active partnerships) with secondary school(s) and community colleges.	The institution has consistent and active partnerships with secondary school(s) and community colleges that focus on strengthening the college pipeline for historically marginalized students.
6	The Institution has strategies (e.g. career personality assessment, sharing wages, demand of labor market) and support in place to help students explore their educational and career interests. Does the institution have strategies in place to help students explore their educational and career interest?	The institution does not have strategies in place to help students explore their educational and career interests.	The institution has some strategies in place to help some students explore their educational and career interests.	The institution has strategies in place to help most students explore their educational and career interests.	The institution provides multiple and non-discriminatory strategies to help every student explore their educational and career interests. The institution works to ensure students take advantage of the support.

	INDICATOR	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
7	Program learning outcomes are aligned with skills and knowledge needed for students to gain access to graduate/professional school and/or employment. Are academic program learning outcomes aligned with skills and knowledge needed for students to gain access to advanced degrees or employment?	Program learning outcomes are not aligned with skills and knowledge needed for students to gain access to graduate/professional school and/or employment.	Some programs have aligned their learning outcomes with skills and knowledge needed for students to gain access to graduate/professional school and/or employment.	Most programs have aligned their learning outcomes with skills and knowledge needed for students to gain access to graduate/professional school and/or employment.	All programs have aligned their learning outcomes with skills and knowledge. Faculty and staff continuously engage (e.g. externships, networking, guest lectures, professional development) local employers and graduate schools to ensure their programs are aligned with skills and knowledge for advanced education and/or employment outcomes targeted by each program.
8	There is clear academic and course support (e.g. course guidance, mentoring, tutoring, program advising, career advising) for students through their chosen program from start to finish. Does the institution have academic and course support for students through their chosen program from start to finish?	There is no clear support for students; they do not know the proper sequences to take their courses. In addition, other mandatory courses and requirements are not clear. The information does not exist or is not easily accessible.	There is some support for students through their chosen program but is not consistent across the institution.	There is clear support for most students through their chosen program. Students know which courses they should take, as well as mandatory courses and other requirements. This information is accessible for all students.	There is clear support for all students before they enroll at the institution, until the time of completion, including students who transfer in or may change majors. There is a monitoring system in place for students to track which courses they should take in its proper sequence. Mandatory courses and other requirements, whether in or outside of the classroom, are clearly identified and consistently updated and accessed. This information is easily accessible for all students.
9	The institution has strategies (e.g. regular meetings with advisor, course mapping, tracking) in place to ensure students, especially transfer students and those who change majors are not accumulating unnecessary credit hours. Does the institution have strategies in place to ensure students are not accumulating unnecessary credit hours?	The institution does not have a system in place to ensure students are not accumulating unnecessary credit hours.	Some programs within the institution have a system to ensure students are not accumulating unnecessary credit hours.	Most programs within the institution have a system to monitor and ensure students are not accumulating unnecessary credit hours.	All programs campus wide has a system in place to assess, continuously monitor, and ensure students, especially transfer students and those who changed majors are not accumulating unnecessary credit hours.
10	All academic programs conduct an audit to determine which math courses are appropriately aligned to the student's field of study. Have your academic programs conducted an audit to determine which math courses are appropriately aligned to the student's field of study?	Programs have not audited nor aligned math courses with the student's field of study.	Some programs have audited and aligned math courses with the student's field of study, but students are not guided to take the appropriate math course.	Most programs have conducted an audit to determine which math courses are appropriately aligned to each student's field of study and processes are in place to guide students to take the appropriate math course	All programs have conducted an audit to determine which math courses are appropriately aligned to each student's field of study. Early math courses have been enhanced and redesigned to best support students in meeting the math skills needed to excel in their specific program.
11	There is an early alert system in place tracking students' attendance, course success, and off course plan informing advisors and students. In addition, the institution has developed policies and practices to help the students meet program requirements. Is there an early alert system for enrolled students?	The institution does not use a monitoring system to inform advisors and/or student based on course behavior.	Some programs use a monitoring system to notify the advisor and students of course behavior. There are little to no policies and practices for students when they are not meeting program requirements.	Most programs use a monitoring system, informing advisors and students of course behavior. There are some policies and practices in place when students are not meeting program requirements.	All programs use a monitoring system that houses indicators of students' course behavior (attendance, course success, off course plan). Advisors and students are proactively notified of course behavior. In addition, there are policies and practices in place when students are not meeting program requirements.
12	There are differentiated support systems (e.g. peer mentoring, tutoring, access to professors) provided to facilitate student success from entry-level and gateway courses until completion. Is support available to ensure student success for entry-level and gateway courses until completion?	There is no differentiated support to facilitate student success in entry-level and gateways course for major program areas.	Some programs provide differentiated supports to facilitate student's success in entry-level and gateway courses for major program areas. However, the support stops after students complete their entry-level and gateway courses.	Most programs provide differentiated support to facilitate student success in entry-level and gateway courses until completion for major program areas.	All programs have a system in place to identify the differentiated supports that are needed and are provided to facilitate student's success in entry-level and gateway courses until completion for major program areas.

4YR PATHWAYS

	INDICATOR	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
13	The institution has strategies (e.g. early alert systems, monitoring systems, tracking system) in place to identify and intervene for students who exhibit signs of not persisting in their program. Does the institution have strategies to work with students who exhibit signs of not completing a program?	There is no intervention for students who exhibit signs of not persisting or stalling in their program.	Some programs have requirements, along with support in place to identify and assist students who exhibit signs of not persisting or stalling through their program.	Most programs have requirements and policies, along with support in place to identify and assist students who exhibit signs of not persisting or stalling through their program.	All programs consistently communicate their requirements to students. Policies and support are in place to identify and intervene for students as soon as they exhibit signs of not persisting or stalling through their program. In addition, there are strategies in place to ensure students respond to this support.
14	The institution has the necessary strategies in place to support students and mitigate barriers (e.g. inadequate resources, attendance, food insecurities, transportation, housing, childcare) towards completion in and outside of the classroom. Does the institution have strategies to support and mitigate barriers towards completion for students in and outside of the classroom?	The institution does not have the necessary tools to support students or mitigate barriers towards completion in and outside of the classroom.	The institution provides support and/or mitigates barriers towards completion for some students in and outside of the classroom.	The institution has strategies in place to support most students and mitigate barriers towards completion for most students in and outside of the classroom.	The institution continuously seeks to identify students with external commitments/concerns and academic barriers towards completion. Every student can easily access programs to support them in and outside of the classroom.
15	The institution effectively assists/guides students on how to minimize and manage the cost to attend college (e.g. loans, scholarships, financial advising, on campus job/work opportunities, food banks, transportation). Does the institution assist students with addressing the cost to attend college?	The institution does not assist/guide students on how to address the cost to attend college.	The institution somewhat/occasionally aids and/or guides students on how to address the cost to attend college.	The institution assists/guides students on how to minimize and manage the cost to attend college.	Annually, the institution provides various financial assistance program(s), financial plans, and materials to assist and/or guide students on how to minimize and manage the cost of attending college.
16	Faculty are knowledgeable on guided pathways methods and play an integral role in how the practices are implemented on campus. Are faculty actively involved with guided pathways?	The faculty are not aware of guided pathways, nor play a role in implementing the practices on campus.	Some faculty are aware guided pathways methods but play little to no role in the implementation of such practices on campus.	Most faculty are aware of guided pathways, while a few play a role in how practices are implemented on campus.	Faculty are consistently updated on new developments within guided pathways. Faculty are made aware of their role in the implementation process and play an integral role in determining how it will be executed on campus.
17	Culturally responsive pedagogy and practices (e.g. incorporating various cultural into the curriculum, making learning contextual) are consistently implemented throughout the institution and curriculum. Are culturally responsive pedagogy and practices (e.g. incorporating various cultural into the curriculum, making learning contextual) implemented throughout the institution and curriculum?	There is not a clear understanding of culturally responsive pedagogy and practices. Therefore, it is not being implemented within the institution or curriculum.	Some faculty are actively using culturally responsive pedagogy and practices within the classroom.	Most faculty are actively using culturally responsive pedagogy and practices within the classroom, and occasionally outside the classroom (e.g. office hours, mentoring, research projects).	Faculty have fully integrated culturally responsive pedagogy and practices within the institution's curriculum and have implemented this strategy outside of the classroom (e.g. office hours, mentoring, research projects).
18	The institution offers professional development opportunities and support for faculty, staff, and administrators to assist them in carrying out their role efficiently and effectively, as well as assisting them with implementing culturally responsive practices within their programs and throughout the institution. Do faculty, staff, and advisors have professional development opportunities to assist them in carrying out their role efficiently and effectively?	The institution does not provide professional development opportunities for faculty, staff, and advisors.	Professional development opportunities for faculty, staff, and administrators are limited and not tailored to the individuals' position on campus (e.g., limited PD focused on instructional practice for faculty).	Professional development opportunities for faculty, staff, and administrators are available, but may not be tailored to the various positions on campus. Some topics may include culturally responsive practices or may assist in making sure roles and responsibilities are carried out efficiently and effectively throughout the campus.	Professional development opportunities for faculty, staff, and administrators are mandatory for all. The opportunities are tailored to individual positions on campus to assist in addressing culturally responsive practices within their programs and on campus, and to ensure individuals remain current within the position to best guide students into the workforce/advanced education. The effectiveness of faculty and staff are assessed to determine if the practices have been applied systematically. The application and improvement of various practices are part of the promotion process.

INDICATOR	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
19 **The institution has strategies (e.g. STEM projects, internships, honors programs, study abroad, undergraduate research, work-based learning etc.) for students to apply and deepen their knowledge and skills outside of the classroom.** **Do students have opportunities to apply their knowledge and skills outside the classroom?**	The institution does not have programs outside of the classroom for students to apply and deepen their knowledge and skills.	Some programs have opportunities outside of the classroom for students to apply and deepen their knowledge and skills.	Most programs have opportunities outside of the classroom for students to apply and deepen their knowledge and skills.	All programs have opportunities for students to apply and deepen their knowledge and skills outside of the classroom. There are also strategies to ensure experiences are distributed equitably across colleges, departments, and majors.
20 **The institution has developed consistent partnerships and/or memorandums of understanding with various local organizations (such as communities and businesses) to better prepare students to enter the workforce.** **Do partnerships/memorandums of understanding exist between your institution and organizations (e.g. communities and businesses) to better prepare students to enter the workforce?**	The institution does not have partnerships or memorandums of understanding with other organizations.	Though the institution does not currently have consistent partnerships or active memorandums of understanding, they are working on developing them.	The institution has some working, consistent partnerships, and active memorandums of understanding with other organizations.	The institution has developed consistent and robust partnerships and/or active memorandums of understanding with corporations, which are used to better prepare (i.e. enhance the curriculum, internships, externships, etc.) students to enter the workforce.
21 **The institution shares employment and graduate/professional education opportunities (e.g. assistantships, internships, fellowship, jobs) with students from the time they enroll until they graduate.** **Does the institution share various opportunities embedded throughout the student experience that prepares them for life after graduation?**	No information is provided to students, highlighting employment and graduate/professional education opportunities.	The institution occasionally shares information with their students about employment and graduate/professional education opportunities.	The institution consistently shares information with their students nearing graduation, highlighting employment and graduate/professional education opportunities.	From the start of a student's experience the institution shares details and updated employment and graduate/professional education information. The institution highlights employment and graduate/professional education opportunities by each program. The information is easily accessible.

ADVISING

The institution's focus on assessing and improving advising and student support services by leveraging people, processes, and technology, connecting advising and planning, and creating student services that are proactive, structured, personalized and sustained.

	INDICATOR	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
1	**Community commitment. Senior leadership is aligned with the institutional community on providing advising that is sustained, strategic, integrated, proactive, and personalized (SSIPP) and the resources to support it.**	Senior leadership is not aligned with the institutional community on providing advising that is SSIPP or the resources to support it, though may be considering this.	Senior leadership is starting to be aligned with the institutional community on providing advising that is SSIPP and the resources to support it. Or this needs refinement or additional resources to be attuned to the lived experience of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Senior leadership is aligned with the institutional community on providing advising that is SSIPP and the resources to support it in a way that is complete, consistent, and attuned to the lived experiences of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Senior leadership is aligned with the institutional community on providing advising that is SSIPP and the resources to support it in a way that is contextualized to each student population and incorporates students' intersecting identities (i.e., disabled, English Language Learner, first generation college student, gender, justice- or systems-impacted, LGBTQIA, neurodivergent, student parent, undocumented, veteran, and working learner).
2	**Students' lived experience. Our institutional community works with students to learn about their lived experience and shape advising supports that respond to the cultural norms and needs of each student population.**	Our institutional community is not working with students to learn about their lived experience and shape advising supports that respond to the cultural norms and needs of each student population, though may be considering this.	Our institutional community is starting to work with students to learn about their lived experience and shape advising supports that respond to the cultural norms and needs of each student population. Or this needs refinement or additional resources to be attuned to the lived experience of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community actively works with students to learn about their lived experience and shape advising supports that respond to the cultural norms and needs of each student population in a way that is complete, consistent, and attuned to the lived experiences of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community actively works with students to learn about their lived experience and shape advising supports that respond to the cultural norms and needs of each student population in a way that incorporates students' intersecting identities (i.e., disabled, English Language Learner, first generation college student, gender, justice- or systems-impacted, LGBTQIA, neurodivergent, student parent, undocumented, veteran, and working learner).
3	**Definition of student success. Our institutional community works with students to develop a shared definition for student success that is based on their lived experience and centers equity.**	Our Institutional community does not work with students to develop a shared definition for student success that is based on their lived experience and centers equity, though may be considering this.	Our institutional community is starting to work with students to develop a shared definition for student success that is based on their lived experience and centers equity. Or this needs refinement or additional resources to be attuned to the lived experience of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community has a shared definition for student success that was developed with students, is based on their lived experience, and centers equity in a way that is complete, consistent, and attuned to the lived experiences of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community has a shared definition for student success that was developed with students, is based on their lived experience, and centers equity. It is contextualized to each student population and incorporates students' intersecting identities (i.e., disabled, English Language Learner, first generation college student, gender, justice- or systems-impacted, LGBTQIA, neurodivergent, student parent, undocumented, veteran, and working learner).
4	**Vision of holistic advising. Our institutional community implements a vision of holistic advising that engages each student as a whole person. This vision is integrated across relevant student support services.**	Our institutional community does not have a vision of holistic advising that engages each student as a whole person and that is integrated across relevant student support services, though may be considering this.	Our institutional community is starting to implement a vision of holistic advising that engages each student as a whole person and that is integrated across relevant student support services. Or this needs refinement or additional resources to be attuned to the lived experience of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community has a vision of holistic advising that engages each student as a whole person and that is integrated across relevant student support services in a way that is complete, consistent, and attuned to the lived experiences of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community has a vision of holistic advising that engages each student as a whole person and that is integrated across relevant student support services in a way that is contextualized to each student population and incorporates students' intersecting identities (i.e., disabled, English Language Learner, first generation college student, gender, justice- or systems-impacted, LGBTQIA, neurodivergent, student parent, undocumented, veteran, and working learner).

	INDICATOR	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
5	**Advising plan for student goals.** Our institutional community works with students to develop long-term advising plans aligned to students' learning, retention, transfer, and career goals.	Our institutional community does not work with students to develop long-term advising plans aligned to students' learning, retention, transfer, and career goals, though may be considering.	Our institutional community is starting to work with students to develop long-term advising plans aligned to students' learning, retention, transfer, and career goals. Or this needs refinement or additional resources to be attuned to the lived experience of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community works with students to develop long-term advising plans aligned to students' learning, retention, transfer, and career goals in a way that is complete, consistent, and attuned to the lived experiences of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community works with students to develop long-term advising plans aligned to students' learning, retention, transfer, and career goals in a way that incorporates students' intersecting identities (i.e., disabled, English Language Learner, first generation college student, gender, justice- or systems-impacted, LGBTQIA, neurodivergent, student parent, undocumented, veteran, and working learner).
6	**Technology-enabled advising.** Our institutional community uses technologies (e.g., spreadsheets, course/degree planning, coaching, career planning, student progress tracking, early alerts) that are coordinated across advising and related services.	Our institutional community is not using technologies (e.g., spreadsheets, course/degree planning, coaching, career planning, student progress tracking, early alerts) that are coordinated across advising and related services, though may be considering this.	Our institutional community is starting to use technologies (e.g., spreadsheets, course/degree planning, coaching, career planning, student progress tracking, early alerts) that are coordinated across advising and related services. Or this needs refinement or additional resources to be attuned to the lived experience of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community uses technologies (e.g., spreadsheets, course/degree planning, coaching, career planning, student progress tracking, early alerts) that are coordinated across advising and related services in a way that is complete, consistent, and attuned to the lived experiences of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community uses technologies (e.g., spreadsheets, course/degree planning, coaching, career planning, student progress tracking, early alerts) that are coordinated across advising and related services in a way that is contextualized to each student population and incorporates students' intersecting identities (i.e., disabled, English Language Learner, first generation college student, gender, justice- or systems-impacted, LGBTQIA, neurodivergent, student parent, undocumented, veteran, and working learner).
7	**Data-informed student support.** Advisors, faculty, and student support staff use shared data to proactively help students connect to support services and achieve their goals.	Advisors, faculty, and student support staff do not use shared data to proactively help students connect to support services and achieve their goals, though may be considering this.	Advisors, faculty, and support staff are starting to use shared data to proactively help students connect to support services and achieve their goals. Or this needs refinement or additional resources to be attuned to the lived experience of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Advisors, faculty, and support staff use shared data to proactively help students connect to support services and achieve their goals in a way that is complete, consistent, and attuned to the lived experiences of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Advisors, faculty, and support staff use shared data to proactively help students connect to support services and achieve their goals in a way that is contextualized to each student population and incorporates students' intersecting identities (i.e., disabled, English Language Learner, first generation college student, gender, justice- or systems-impacted, LGBTQIA, neurodivergent, student parent, undocumented, veteran, and working learner).
8	**Roles.** Our institutional community has clear roles for advisors, faculty advisors, student support staff, mid-level leaders, and senior leaders to support student success and enable cross-functional collaboration across the institution.	Our institutional community does not have clear roles for advisors, faculty advisors, student support staff, mid-level leaders, and senior leaders to support student success and enable cross-functional collaboration across the institution, though may be considering this.	Our institutional community is starting to establish clear roles for advisors, faculty advisors, student support staff, mid-level leaders, and senior leaders to support student success and enable cross-functional collaboration across the institution. Or this needs refinement or additional resources to be attuned to the lived experience of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community has clear roles for advisors, faculty advisors, student support staff, mid-level leaders, and senior leaders to support student success and enable cross-functional collaboration across the institution in a way that is complete, consistent, and attuned to the lived experiences of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community has clear roles for advisors, faculty advisors, student support staff, mid-level leaders, and senior leaders to support student success and enable cross-functional collaboration across the institution in a way that is contextualized to each student population and incorporates students' intersecting identities (i.e., disabled, English Language Learner, first generation college student, gender, justice- or systems-impacted, LGBTQIA, neurodivergent, student parent, undocumented, veteran, and working learner).

ADVISING

	INDICATOR	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
9	**Policy and process.** Our institutional community has policies and processes to operationalize a seamless and proactively supported student experience across the institution.	Our institutional community does not have policies and processes to operationalize a seamless and proactively supported student experience across the institution, though may be considering this.	Our institutional community is starting to implement policies and processes to operationalize a seamless and proactively supported student experience across the institution. Or this needs refinement or additional resources to be attuned to the lived experience of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community has policies and processes to operationalize a seamless and proactively supported student experience across the institution in a way that is complete, consistent, and attuned to the lived experiences of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community has policies and processes to operationalize a seamless and proactively supported student experience across the institution in a way that is contextualized to each student population and incorporates students' intersecting identities (i.e., disabled, English Language Learner, first generation college student, gender, justice- or systems-impacted, LGBTQIA, neurodivergent, student parent, undocumented, veteran, and working learner).
10	**Student participation and feedback.** Our institutional community engages a broad cross-section of students by creating relevant, accessible, and welcoming opportunities for them to share direct input into the ongoing improvement of advising and support systems.	Our institutional community does not engage a broad cross-section of students by creating relevant, accessible, and welcoming opportunities for them to share direct input into the ongoing improvement of advising and support systems, though may be considering this.	Our institutional community is starting to engage a broad cross-section of students by creating relevant, accessible, and welcoming opportunities for them to share direct input into the ongoing improvement of advising and support systems. Or this needs refinement or additional resources to be attuned to the lived experience of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community engages a broad cross-section of students by creating relevant, accessible, and welcoming opportunities for them to share direct input into the ongoing improvement of advising and support systems in a way that is complete, consistent, and attuned to the lived experiences of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community engages a broad cross-section of students by creating relevant, accessible, and welcoming opportunities for them to share direct input into the ongoing improvement of advising and support systems in a way that is contextualized to each student population and incorporates students' intersecting identities (i.e., disabled, English Language Learner, first generation college student, gender, justice- or systems-impacted, LGBTQIA, neurodivergent, student parent, undocumented, veteran, and working learner).
11	**Institutional analytics.** Our institutional community uses data to continuously improve systems and structures that support students.	Our institutional community is not using data to continuously improve systems and structures that support students, though may be considering this.	Our institutional community is starting to use data to continuously improve systems and structures that support students. Or this needs refinement or additional resources to be attuned to the lived experience of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community uses data to continuously improve systems and structures that support students in a way that is complete, consistent, and attuned to the lived experiences of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community uses data to continuously improve systems and structures that support students in a way that is contextualized to each student population and incorporates students' intersecting identities (i.e. disabled, English Language Learner, first generation college student, gender, justice- or systems-impacted, LGBTQIA, neurodivergent, student parent, undocumented, veteran, and working learner).
12	**Professional development.** Our institutional community provides regular training and professional development to enable advisors, faculty, student support staff, and leadership to learn how to better serve students and respond to the cultural norms and needs of each student population.	Our institutional community is not providing regular training and professional development to enable advisors, faculty, student support staff, and leadership to learn how to better serve students and respond to the cultural norms and needs of each student population, though may be considering this.	Our institutional community is starting to provide regular training and professional development to enable advisors, faculty, student support staff, and leadership to learn how to better serve students and respond to the cultural norms and needs of each student population. Or this needs refinement or additional resources to be attuned to the lived experience of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community provides regular training and professional development to enable advisors, faculty, student support staff, and leadership to learn how to better serve students and respond to the cultural norms and needs of each student population in a way that is complete, consistent, and attuned to the lived experiences of Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students and poverty-affected students.	Our institutional community provides regular training and professional development to enable advisors, faculty, student support staff, and leadership to learn how to better serve students and respond to the cultural norms and needs of each student population in a way that is contextualized to each student population and incorporates students' intersecting identities (i.e. disabled, English Language Learner, first generation college student, gender, justice- or systems-impacted, LGBTQIA, neurodivergent, student parent, undocumented, veteran, and working learner).

DIGITAL LEARNING

The institution's progress in developing, implementing, and supporting an institution-wide strategy for delivering high-quality digital teaching and learning in face to-face, hybrid, and online learning modalities to reduce inequitable learning outcomes for Black, Latino/a, Indigenous, poverty affected and other minoritized populations.

	INDICATOR	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
1	**Institutional leadership has developed and implemented a digital learning infrastructure as part of the strategic plan which prioritizes improved equitable outcomes across learning modalities in high-priority courses (e.g., foundational courses, gateway courses, highest enrollment).** **Has leadership implemented a strategic plan for digital learning infrastructure that ensures faculty prioritize and support equitable learning outcomes for Black, Latino/a, Indigenous, poverty affected students and other minoritized populations in high-priority courses?**	The institution's strategic plan includes digital learning infrastructure to support equitable student outcomes, but efforts to collaborate with and align strategic planning actions across institutional stakeholders are in the beginning stages.	The institution's strategic plan articulates support for a digital learning infrastructure to support learners and faculty across modalities but does not include comprehensive requirements to reduce barriers and inequitable outcomes affecting minoritized student populations.	The institution's leadership collaborates across institutional stakeholder groups regularly and has coordinated processes and resources to support learner populations across learning modalities, to promote equitable outcomes in priority courses for minoritized student populations.	The institution's leadership, in collaboration with stakeholders across the institution, has established and implemented extensive processes and resources in supporting students across learning modalities, achieving equitable outcomes in priority courses for minoritized student populations.
2	**The institution invests the financial and human resources required for a comprehensive digital learning infrastructure that ensures the institution's goals of equitable student success for minoritized populations in high priority courses, across all modalities. Does the institution invest in digital learning and technology infrastructure that prioritizes equitable outcomes for minoritized students in high priority courses?**	The institution has identified and prioritized the need for financial investments in order to develop a more robust digital learning and technology infrastructure that supports equitable student success in high priority courses, across all modalities.	The institution has begun to invest in a digital learning infrastructure that remains driven by unit/departmental goals or revenue goals but does not yet align to the institution's equitable student success goals.	The institution has coordinated strategic human and financial investments in digital learning infrastructure that ensures equitable outcomes for minoritized populations in high priority courses but are targeted to select units and programs.	The institution has invested the human and financial resources for a robust digital learning infrastructure that ensures and measures equitable student success and improved outcomes for minoritized populations in high priority courses, across all modalities.
3	**The institution has prioritized digital teaching and learning policy creation, review, and removal to support equitable outcomes for Black, Latino/a, Indigenous, poverty affected and other minoritized populations across all learning modalities.** **Does the institution have a policy review process for digital learning and teaching that ensures equitable outcomes for Black, Latino/a, Indigenous, poverty affected and other minoritized populations?**	The institution has a policy review process for digital learning and teaching that considers equitable outcomes for Black, Latino/a, Indigenous, poverty affected and other minoritized populations.	The institution has developed an equity-focused review process for existing digital teaching and learning policies, identifying proposed policy changes to address the barriers that impede equitable student outcomes for minoritized populations.	The institution has established and implemented a comprehensive equity-focused review process to identify and assess digital teaching and learning policies. The review process has led to actionable steps to address documented inequities for minoritized populations.	The institution has a robust equity-focused review process to interrogate digital teaching and learning policies that lead to inequitable student outcomes for minoritized populations resulting in the documentation and implementation of revised campus-wide policies.
4	**The institution supports and implements equity-centered instructional design practices for high priority courses by intentionally selecting and integrating high-quality digital learning tools into student-centered course design across modalities.** **Does your institution support and implement equity-centered instructional design practices for high priority courses by intentionally selecting and integrating high-quality digital learning tools into student-centered course design across modalities?**	The institution's approach to curriculum development, course design and digital tool selection and integration is focused primarily on individual software instruction for online courses with little to no guidelines for a comprehensive coordinated equity-centered instructional design and delivery process.	The institution's approach to course design and digital tool selection and integration is primarily focused on online courses while beginning to expand in scope to an institution-wide coordinated equity-centered curriculum and course design process across learning modalities.	The institution implements evidence-based practices, structures and supports that ensure an equity-centered approach to curriculum, course design and digital tool selection and integration that focus on student needs and equitable outcomes among high-priority courses for select learning modalities.	The institution implements evidence-based practices, structures and supports that ensure an equity-centered approach to curriculum, course design and digital tool selection integration that focus on student needs and equitable outcomes among high-priority courses across learning modalities.
5	**The institution transparently funds, routinely collects, examines and reports disaggregated data to evaluate its progress and regularly improve existing practices to ensure equitable student learning, and completion outcomes across learning modalities.**	The institution reports disaggregated data to all state, federal and accrediting agencies as required. Institutional leadership has begun coordinating efforts to identify and use targeted data to address inequities in student learning outcomes.	The institution reports disaggregated data to all reporting agencies and routinely reviews end of term and annual disaggregated data. Leadership shares institutional and course level data with departmental leadership to inform strategies in high priority courses.	The institution has developed and is implementing a campus-wide data transparency culture where disaggregated student, course, and institutional data is available across stakeholders. Faculty have access to and use course-level data to improve instruction and address inequitable student outcomes.	The institution has created a robust and transparent data culture. Leadership regularly collaborates with stakeholders to achieve equitable student success for minoritized populations. Faculty actively participate in decision making to continuously improve teaching and learning among high-priority courses across learning modalities.

DIGITAL LEARNING

	INDICATOR	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
6	The institution has a differentiated and longitudinal professional learning strategy designed to improve student outcomes across learning modalities and advance institutional teaching and learning goals through the use of evidence-based, equity-minded teaching practices. Does the institution have a differentiated and longitudinal professional learning strategy designed to improve student outcomes across learning modalities and advance institutional teaching and learning goals through the use of evidence-based, equity-minded teaching practices?	The institution's professional learning program is driven by needs of individual faculty or departments. Professional learning services are not differentiated or aligned with specific institutional initiatives or equity goals.	The institution has a coordinated professional learning program that supports faculty across departments and career stages. Professional learning services are aligned with institutional teaching and learning initiatives and include supports for the use of evidence-based digital teaching practices.	The institution has a coordinated professional learning strategy designed to advance critical institutional teaching and learning outcomes through the increased use of evidence-based, equity-minded and digital teaching practices for select learning modalities.	The institution has fully implemented a differentiated and longitudinal professional learning strategy that has improved performance for Black, Latino/a, Indigenous, poverty affected and other minoritized student populations through the use of evidence-based, equity-minded digital teaching practices across learning modalities.
7	The institution strategically invests in and supports the technology infrastructure required for a digital learning environment that exceeds accessibility standards, measures, and advances equitable student outcomes. Has the institution made strategic investments in the technology infrastructure so that students experience accessible digital learning environments across learning modalities?	The institution's strategic plan has formally identified, prioritized, and outlined a basic plan for investing in and supporting a technology infrastructure that is required for accessible digital learning environment compliance across all learning modalities.	The institution has implemented initial accessibility standard frameworks that uphold the achievement of equitable student outcomes but remains relatively limited in its reach across the institution.	The institution has coordinated and integrated strategic investments in an accessible digital learning infrastructure that has measurable successes and ensures equitable student success in high priority courses.	The institution has transformed their accessible digital learning infrastructure that is robust and prioritizes and achieves the institution's stated equity goals for improving outcomes among high-priority courses across disciplines and learning modalities.
8	Institution ensures equitable and affordable access to digital devices and learning technology courseware and tools, and provides targeted resources addressing the social, economic, and geographic contributors to the digital divide. Does the institution ensure equitable and affordable access to digital devices and learning technology courseware and tools, and provides targeted resources addressing the social, economic, and geographic contributors to the digital divide?	The institution addresses affordability and access to digital devices by providing need-based supports upon request to poverty affected students.	The institution created policies and processes that offer affordable access to digital devices and learning technology courseware and tools by providing need-based supports upon request to poverty affected students.	The institution implements policies and processes that advance equitable and affordable access to digital devices and learning technology courseware and tools, by increasing availability of resources to a broad student population that is affected by the digital divide.	The institution has intentionally created policies and structures that ensure all students are provided with equitable and affordable access to digital devices and learning technology courseware and tools required for full participation in all aspects of the institutional learning experience.
9	The institution prioritizes and supports all faculty to embed evidence-based and equity-minded teaching and learning practices by strategically integrating digital learning technology into instructional practices in ways that improve student performance. Does the institution prioritize and support all faculty to embed evidence-based and equity-minded teaching and learning practices by strategically integrating digital learning technology into instructional practices in ways that improve student performance?	The institution is beginning to support a small percentage of full-time faculty to learn about evidence-based and equity-minded teaching practices but does not consider aligning digital courseware or digital tools with pedagogy.	The institution supports less than half of full-time faculty to learn about evidence-based and equity-minded digital teaching and learning practices and consider aligning digital courseware or digital tools that assess and build on students' prior knowledge, scaffold, or develop higher order thinking skills.	The institution supports and expects most full-time and part-time faculty to embed evidence-based and equity-minded teaching practices by integrating digital courseware and tools that assess and build on students' prior knowledge, scaffold, and develop higher order thinking skills.	The institution prioritizes, expects and supports all full-time and part-time faculty to embed evidence-based and equity-minded teaching practices by strategically integrating digital courseware and tools that assess and build on students' prior knowledge, scaffold, and develop higher order thinking skills that improves performance for Black, Latino/a, Indigenous, poverty affected and other minoritized populations.

DIGITAL LEARNING

	INDICATOR	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
10	**The institution supports the development and implementation of equitable course-level assessments that effectively integrate digital technology to advance the intentional use of frequent and formative assessment, constructive feedback, and transparent instructional practices to assess student learning.** **Does the institution support equitable course-level assessments that effectively integrate digital technology to advance the intentional use of frequent and formative assessment, constructive feedback, and transparent instructional practices to assess student learning?**	The institution is beginning to explore the design and implementation of equitable course-level assessments that involve digital technology to advance the use of formative assessment, constructive feedback, and transparent instructional practices to assess student learning.	The institution has made efforts to develop equitable course-level assessments that incorporate digital technology to advance the intentional use of formative assessment, constructive feedback, and transparent instructional practices to assess student learning but is limited to certain learning modalities or courses.	The institution has supported faculty to develop and implement equitable course-level assessments that integrate digital technology to advance the intentional use of frequent and formative assessment, constructive feedback, and transparent instructional practices to assess student learning across multiple learning modalities and departments.	The institution has designed and implemented a campus-wide coordinated strategy that ensures all students experience equitable course-level assessments that effectively integrate digital technology to advance the intentional use of frequent and formative assessment, constructive feedback, and transparent instructional practices to assess student learning.

DEVELOPMENTAL EDUCATION REFORM

The institution's progress in reforming their developmental education programs to maximize the likelihood of all students completing their college-level gateway math and English courses in the first year of enrollment.

	INDICATOR	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
1	Institutional leaders are committed to implementing and scaling developmental reforms. Leaders view corequisite support, multiple measures placement and math pathways as foundational to the institution's commitment to achieving improved and equitable college success for students. Are institutional leaders committed to implementing and scaling developmental education reforms such as corequisite support, math pathways, and multiple measure placement?	Leadership communicates to the governing board, faculty, staff, and students that the institution will implement and scale corequisite support, multiple measures placement, and math pathways and dedicate adequate resources to implement reforms.	Leadership consistently communicates progress toward achieving goals to scale reforms to the institutional community, appoints a cross-functional team to oversee reforms, and adopts policies that will scale reforms.	Leadership ensures the implementation of reforms, monitors progress, assesses resource needs and conducts a thorough evaluation of implementation with a particular focus on achieving equitable outcomes at key milestones.	Leadership participates in state/system efforts to adopt policy to scale dev ed reforms, support leaders from other institutions, and incorporate valuable evidence-based practices into their reforms.
2	The institution has clear goals to scale developmental education reforms that ensure reforms maximize equitable student success in math and English gateway courses aligned to the students' goals in their first academic year. Does the institution have clear goals to scale developmental education reforms that ensure reforms maximize equitable student success in math and English gateway courses aligned to the students' goals in their first academic year?	Leaders and stakeholders have agreed on goals for scaling reforms. Leadership communicates goals to the governing board, students, faculty, advisors, and staff. The goals are included in the institution's strategic plan.	Leadership invests resources into an implementation plan developed by a cross-functional team that includes timeline, objectives for departments, metrics for measuring progress; and plans to communicate progress to institutional faculty and staff.	The institution has implemented reforms, assessed and communicated progress on goals to the governing board, students, faculty, staff, and the larger community. Leadership makes decisions on future resource allocations based on progress toward goals.	The institution celebrates achievement of goals, and improved and equitable student outcomes. The institution has adopted additional student success goals and allocated resources that align with and add to the initial goals for reforms.
3	The institution uses quantitative formative and summative student data for case making, assessing impact, and continuous improvement. Data should be disaggregated by placement; enrollment in gateway courses by English and math pathway; race/ethnicity; returning adults; and Pell-eligibility. To what extent does the institution use disaggregated quantitative formative and summative student data for case making, assessing impact, and continuous improvement?	The institution identifies the data they will use for case making, designing reforms, and measuring improvements and equitable student success. The institution funds a system to routinely collect and examine disaggregated quantitative student data.	The cross-functional team and leaders analyze baseline student data on students who engaged in pre-reform dev ed to inform case making and design of developmental education reforms and are trained to effectively use data for decision-making.	After scaling reforms, the institution reports data on completion of gateway courses, success in subsequent courses, retention, and degree completion. Data identifies opportunity gaps among various target populations and informs continuous improvement.	Data is transparent and available to students, faculty, advisors, and staff. The institution engages stakeholders in the use of data to improve reforms. Processes and learnings are applied to other institutional student success reforms.
4	Cross-functional stakeholders collaborate to set institutional policy, design, implement and evaluate reforms; and ensure that all stakeholders, including students and representatives of minoritized populations have input throughout the process. Do cross-functional stakeholders collaborate to set institutional policy, design, implement and evaluate reforms; and ensure that all stakeholders, including students and representatives of minoritized populations have input throughout the process?	Leadership establishes a cross-functional team of administrators/faculty/staff with a clear charge, authority and resources to achieve institutional dev ed reform goals. The team is inclusive of staff who are representative of minoritized populations.	The cross-functional team reviews the institutional goals and disaggregated baseline data to establish a common understanding of the current status gateway completion for students and sets a timeline and implementation plan to meet institutional goals.	The cross-functional team monitors implementation and uses disaggregated quantitative and qualitative data to refine implementation and reports progress to leadership and to the full institutional community.	Once goals for scaling dev ed reforms are met, institutional leaders invest in a permanent structure and system for ongoing cross-functional collaboration to sustain and build upon improvements.
5	The institution builds a transparent, evidence-based placement system that maximizes students' completion of gateway math and English courses in the first academic year. The impact of the system on equitable access and success is assessed regularly. Does the institution have and regularly assess a transparent, evidence-based placement system that maximizes students' completion of gateway math and English courses in the first academic year?	Institution commits to and prepares to implement an evidence-based placement policy in which the default is to enroll students in gateway courses and using multiple measures, including high school GPA to determine the need for supports.	The institution has a system to enroll students in gateway courses aligned to programs of study and has a plan to use multiple measure assessments, including high school GPA, to determine what supports would maximize success in gateway courses.	The institution enrolls all students directly in gateway courses and uses multiple measures, including high school GPA, to determine if needs for support. The institution reviews data to determine whether the measures are appropriate and equitable.	The institution continues to use research and data to refine placement practices including practices that assist students to make informed decisions about choosing a program of study and enrolling in corequisite supports.

DEVELOPMENTAL EDUCATION REFORM

	INDICATOR	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
6	The institution eliminates traditional pre-requisite dev ed and implements corequisite supports in which students enroll directly in college-level gateway math and English courses aligned to their program of study with concurrent supports. Has the institution eliminated traditional pre-requisite dev ed and implemented corequisite supports in which students enroll directly in college-level gateway math and English courses aligned to their program of study with concurrent supports?	The cross-functional team reviews research and practice on the effective implementation of corequisite support, assesses internal capacity and determines needs for faculty release time, professional learning and tehnical assistance to support implementation.	Math and English faculty design their corequisite models based on evidence of effectivenss from published research or practices adopted at other institutions. Professional learning for faculty, advisors and other student-facing staff is offered.	The institution has eliminated all pre-requisite developmental education courses and collects disaggregated quantitative and qualitative data assess the effectiveness of corequisites models and inform continuous improvement.	The institution sustains reforms with instutionalized structures and practices and professional learning for new faculty and staff. Continuous improvement efforts focus on improving success for sub-populations.
7	A small number of gateway math courses are aligned to programs of study/metamajors with a default for undecided students. Selection of a pathway is based on a student's goals. Enrollment in math pathways is representative of demographics and program enrollments. Does the institution support students to enroll in a gateway math courses aligned to their chosen program of study or metamajors?	Institutional leaders commit to implementing math pathways with content and skills relevant to students' chosen program of study. The cross-functional team and math faculty identify needs for release time, technical assistance and other supports.	Math faculty and other stakeholders, including transfer partners, identify the math content required for each program of study. Advisors are included in the discussions and help shape how changes will be communicated to students.	Gateway math courses aligned to programs are offered. Advisors are trained to use protocols supporting choice of a course. Faculty are trained in new courses. Disaggregated data is used to monitor equitable student enrollment and success in courses.	Gateway mathematics courses are regularly assessed to ensure alignment with changing math needs in programs and in the workforce. Student enrollment and gateway course success data is reviewed to improve equitable advising and instructional practices.
8	Evidence-based academic and non-academic supports services that meet the needs of sub-populations, are accessible to all students and promote a sense of social belonging and purpose are embedded into advising and instruction. Does the institution embed evidence-based academic and non-academic support services that meet the needs of sub-populations, are accessible to all students and promote a sense of social belonging and purpose into advising and instruction?	The cross-functional team reviews current policies and practices on advising, instruction and supports in gateway/coequisite courses and collects data to assess the academic and non-academic needs of students and to understand the student experience.	The cross-functional team provides tools to advisors/faculty/staff to promote referral of students to support services and offers professional learning for advisors/faculty/staff on helping students receive the supports they need to be successful.	Evidence-based academic and non-academic support services are embedded into gateway/corequisite instruction and advising. The services promote a sense of social belonging and purpose and meet the needs of target populations.	All students enrolled in corequisite courses have access to support services. The impact of the services is evaluated in terms of improved equitable outcomes in gateway courses and overall academic success and to assess changing student needs.
9	The institution provides faculty, adjunct faculty, advisors, staff, and administrators with regular, high-quality professional learning opportunities that are directly tied to and in service of meeting the goals for gateway course completion. Does the institution provides faculty, adjunct faculty, advisors, staff, and administrators with regular, high-quality professional learning opportunities that are directly tied to and in service of meeting the goals for gateway course completion?	The cross-functional team assesses the needs and resources available for professional learning related to dev ed reform goals. The develops a plan to meet the needs of faculty, adjunct faculty, advisors, staff, and administrators.	Leadership dedicates resources to the learning plan. The cross-functional team oversees and monitors the plan and seeks to ensure that participation is maximized. The learning plan is designed to drive improvements in implementation of reforms.	The institution has a professional learning system for faculty and staff that results in successful, equitable corequisite supports, multiple measure placement, math pathways and that supports cross-functional learning and collaboration.	The institution commits to sustaining a professional learning system that enables faculty, adjunct faculty, advisors, staff, and administrators to improve practices and ensures new hires receive the professional learning required to sustain reforms.
10	The institution uses disaggregated qualitative data to assess the impact of corequisite supports, placement systems, math pathways and other holistic supports on the experiences and attitudes of students, faculty and staff.	Institutional leaders dedicate resources for the collection of disaggregated qualitative data and articulate the importance of understanding the experiences of students, faculty, and staff to improve reforms, particularly for target populations.	The cross-functional team builds a process to collect and use qualitative data including data on the perspectives of students, faculty, and staff from target populations. Students are involved in decision-making on changes based on the results.	Institutional leaders, faculty, and staff receive training on the use of qualitative data. The institution implements the evaluation process and refines reforms based on the results. Results and plans are communicated with the institutional community.	The institution reviews and continuously improves the evaluation system to ensure effectiveness. The institution provides professional development to faculty and staff to review data from target populations they serve to improve their practices.

EMERGENCY AID

The institution's ability to build and sustain an emergency aid program that provides timely grants, loans, and/or basic needs support to students facing an unexpected financial crisis.

	INDICATOR	QUESTION	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
1	The institution's leadership has established a plan for a comprehensive emergency aid program.	To what extent has the institution's leadership established a plan for a comprehensive emergency aid program that includes realistic estimates of student need and demand, and availability of resources?	The institution does not have a formal emergency aid plan. A formal plan or vision has not been articulated by senior leadership that promotes a comprehensive institution-wide emergency aid program.	The institution's leadership is in the process of developing an initial plan for emergency aid. This plan may include plans for using emergency aid as a strategy to support student success and equitable outcomes for students across populations and/or to show how the existing suite of emergency aid resources (i.e., food pantry, campus vouchers, etc.) can be leveraged to create a comprehensive emergency aid program for the institution.	Leadership has a created a plan for a comprehensive emergency aid program that identifies the types of resources the institution should offer and outlines the immediate key actions the institution will take to build and/or strengthen the program. However, it is unclear if the plan is attainable with the institution's current resources.	Leadership has presented a vision for a comprehensive emergency aid program that articulates the type of emergency aid resources the institution should offer. The plan includes realistic estimates of student need and demand; availability of resources (i.e., funding, staff); and desired scale and visibility of the program.
2	The institution has access to and makes effective use of data to better understand the financial needs of its student population.	To what extent does the institution use data to fully understand the financial needs of its current and incoming students, to identify populations to prioritize, and to enhance its emergency aid practices including the use of data to understand the lived experiences of students from historically marginalized populations and what brings them to a place where emergency aid resources are critically needed?	Institution has not or is just beginning to identify and review data to better understand the landscape of need across the student population; it is unclear if the institution has the capacity to acquire the identified data.	The institution has a general understanding of the data it needs to collect to understand the financial needs of students; however, this data is not collected and analyzed on a routine basis to help inform the design of the emergency aid program.	The institution collects enough data to get enough information to inform the design of its emergency aid program; however, more data is need to understand how the institution can be more proactive in its efforts to support specific student populations.	The institution uses data to fully understand the financial needs of its current and incoming students and has identified the student populations it wants to prioritize with emergency aid efforts. This data is collected and reviewed regularly to design and/or enhance emergency aid practices and to target outreach.
3	The institution has identified and defined the types of emergency aid available to students from across the diverse populations it serves.	How well has the institution identified and defined the types of emergency aid available to meet the unique needs of students, to inform its emergency aid program?	Institution has not yet identified all the current emergency aid efforts happening across the institution. It is unclear which institutional resources/activities constitute the emergency aid program.	There is a clear understanding of all the types of emergency aid the institution offers; however, it is unclear if the institution is implementing the right mix of emergency aid resources to best meet the given needs of students from across populations	Institution has identified a suite of emergency aid resources that is administered across the institution that is tailored to meet the needs of its student populations; however, each type of emergency aid offered is in various stages of implementation (i.e., pilot phase, initial implementation, full implementation).	Institution understands the range of unique financial needs presented by students from across the diverse populations served by the institution and has designed a responsive emergency aid program that best meets these needs and is designed to optimize available funding.
4	The institution has identified a team or individual who has clearly defined roles and responsibilities for the emergency aid program's implementation and success.	To what extent has the institution identified a dedicated person or centralized team whose primary purpose is to implement and manage the institution's emergency aid program, with authority to make programmatic decisions?	There is neither a clear person nor team designated to serve as the coordinator of the institution's emergency aid efforts and/or implementation is seen as the responsibility of multiple people/departments across the institution.	There is a loosely formed team that has a minor role in managing institution-wide emergency aid efforts and/or some emergency aid resources have clear owners and are recognized throughout the institution; however, this level of awareness is not seen across all areas of the emergency aid program.	A dedicated person or team has been identified to lead the emergency aid program; however, roles and responsibilities are still being defined. The individual or team primarily serves as a coordinating body that manages program logistics and reporting but has little to no authority to make programmatic decisions.	There is a dedicated person or centralized team whose primary purpose is to implement and manage the institution's emergency aid program. The individual or team is an active collaborator, decision-maker, and/or accountability partner to the administrators/departments who disperse emergency aid resources.

	INDICATOR	QUESTION	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
5	The institution brings together the functions of student affairs, financial aid, and other relevant offices and stakeholders to ensure an institution-wide approach for administering emergency aid.	How well does the institution coordinate all offices/departments that administer emergency aid resources, in which various offices work together to ensure a seamless, efficient process for students and the institution?	There is little to no coordination and sharing among offices/departments that have a role in administering emergency aid, which often leads to a disjointed process for students and/or inefficiencies across the institution.	A few offices/departments that distribute emergency aid resources work together to coordinate efforts when possible; however, this is not happening across all emergency aid program areas.	There is a concerted effort at the institution to ensure that the program involves all the relevant offices/departments. Various offices may be starting to build formal and informal communication channels to share information about emergency aid efforts. However, most of the communication and meetings are centered on providing status updates rather than using the collective group to solve problems.	The institution has an emergency aid program that effectively coordinates all offices/departments that administer emergency aid resources, in which various offices work together to ensure a seamless, efficient process for students and the institution. Coordinators of the various types of emergency aid resources frequently share information about their respective program areas, look for opportunities to make the program more effective, and solve problems when necessary.
6	The foundational qualifications to receive aid are consistent and defined across the institution.	To what extent are the qualifications to receive aid consistent and clearly defined to ensure fairness, consistency and to prioritize emergency aid funds when demand exceeds supply?	There is inconsistency across program areas on how eligibility is determined; consistent and agreed upon guidelines on emergency aid qualifications are needed to ensure a fair and equitable distribution process.	Guidelines have been established for some types of emergency aid resources but aid eligibility is decided mostly on the discretion of program staff, which may result in inconsistent administration of aid.	The institution has outlined qualifications (some may be more structured than others) for each program to ensure consistent administration of aid; however, more work is needed to determine whether the current qualification thresholds are set at levels that help to maximize allotted funds and meet demands in ways that are equitable.	Each of the available resources has clear guidelines on the qualifications students must meet to receive emergency aid; these qualifications are designed to ensure fairness, consistency and to prioritize emergency aid funds when demand exceeds supply.
7	The institution allows staff to use professional discretion in allocating emergency aid based on a student's extenuating circumstances.	To what extent does the institution allow staff to use professional discretion in allocating emergency aid, so that staff have discretion to award emergency aid in a wide range of circumstances that students face?	Emergency aid guidelines, regardless of their developmental state, are rigid and do not allow a program staff person to account for a student's extenuating circumstances when allocating emergency aid.	Emergency aid guidelines only allow for a minimal level of professional discretion by program staff, affording staff flexibility in awarding emergency aid only in narrow circumstances.	Emergency aid guidelines provide a modest level of professional discretion to program staff; staff have discretion to award emergency aid in variety of circumstances that students face, and a reporting structure allows staff to seek and receive approval for amounts and types of aid if that aid exceeds or varies from typical awards.	Emergency aid guidelines provide a high level of professional discretion to program staff. Staff have discretion to award emergency aid in a wide range of circumstances that students face. The institution may have a reporting structure that allows staff to seek and receive approval for amounts and types of aid that exceed typical awards and a tracking system that ensures that staff are awarding aid in a manner that is consistent and equitable across staffers.
8	The institution has clearly communicated and streamlined the process for how students can indicate their need for emergency aid and the response they will receive from the institution.	To what extent does the institution have a well-defined and simple application process for each emergency aid resource offered and the information outlining emergency aid eligibility is clearly understandable and is widely available to students and relevant stakeholders?	Application guidelines are not well-defined or are in development. Therefore, students may be provided with conflicting information regarding how to apply for emergency aid and/or may not understand the nuances between the different emergency resources they should apply for based on their need.	Application processes are in place for each emergency aid type; however, the processes are so vague or overly complicated that students, staff, and/or faculty often self-interpret or ask additional questions. The current application process may require students to visit multiple offices and/or repeat information to different staff.	The institution has developed clear application processes for each type of emergency aid it offers. Current application processes allow students to apply for and receive an award decision; however, the process may need to be streamlined so that students can avoid redundancy and/or unnecessary steps.	The institution has a well-defined and simple application process for each emergency aid resource offered and the information outlining emergency aid eligibility is clearly understandable and is widely available to students and relevant stakeholders. The application process allows students to apply for emergency aid quickly and efficiently may make clear their likelihood for receiving aid, and the timeline by which aid will be provided to the student.

	INDICATOR	QUESTION	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
9	The institution leverages technology and well-coordinated protocols to receive and process emergency aid requests in a timely manner.	To what extent does the institution have well-established procedures and systems in place that appropriately leverage technology to receive and process emergency aid requests that meet the severity of need (such as timeliness varies based on the type of emergency aid being administered)?	The institution does not have an effective process to administer emergency aid resources in a timely manner. The process to administer aid often requires a student to complete multiple and/ or duplicative steps to apply and receive emergency aid resources.	In most instances, emergency aid resources can be dispersed quickly after the application process is complete; however, more work can be done to streamline the process for students, especially for complex cases or cases with acute need. The institution may not have explored whether any program components can be automated; however, current face-to-face and manual processing of information may be working well for the current scale of the program.	The institution has developed procedures that allow for a quick and easy application process; students receive emergency aid in an adequate amount of time and rarely have to visit multiple offices/ departments; but some emergency aid areas make better use of technology to support efficiency than others. The institution may have an established system in place that allows for program administrators to easily track and fulfill requests. Some aspects of the application and/ or disbursement process may be automated.	The institution has well-established procedures and systems in place that appropriately leverage technology to receive and process emergency aid requests that meet the severity of need (timeliness varies based on the type of emergency aid being administered). Processes are automated when most optimal. The institution may utilize the right balance of technology and face-to-face interactions in order for students to apply for and receive emergency aid resources electronically (i.e., link to existing student accounts, wire transfers, etc.).
10	The relevant staff are informed about the different types of emergency aid and are able to appropriately direct students.	To what extend are faculty and staff informed about and understand their role in administering the emergency aid program (i.e., website, professional development days, and newsletters) through various media throughout the academic year?	Some faculty and staff are informed about available emergency aid resources; however, there has not been a concerted outreach effort to get more support and awareness for emergency aid resources.	Faculty and staff are made aware of the program primarily through one medium (e.g., e-mail, faculty orientation); more work is required to diversify outreach.	Increasing faculty and staff awareness of emergency aid efforts is a priority for the institution. A comprehensive communication plan may be in place to achieve a desired awareness level, which may include the use of various media to share information about the program and to solicit support from faculty and staff.	Nearly all faculty and staff are informed about and understand their role in administering the emergency aid program through various media throughout the academic year (i.e., website, professional development days, and newsletters). Communication and training materials may be accessible and widely used to further explain the emergency aid program and to encourage equitable use of the services.
11	The institution uses various mechanisms to inform students about emergency aid offerings.	To what extent does the institution communicate with students to inform them about emergency aid resources at various points throughout the academic year and through various mechanisms (i.e., website, orientation, social media, and promotional materials)?	Information about emergency aid resources is made available to students; however, the information is not easy to find and/or students are unaware of how to apply for emergency aid.	Students are made aware of the program primarily through one medium (e.g., new student orientation, posters in various offices across institution) or infrequently; more work can be done to diversify outreach.	The institution identifies and uses various media to share information with students about its emergency aid program, including the development of an emergency aid website that provides all the information for students to learn more about and apply for emergency aid. However more targeted outreach can be done throughout the academic year and/or to de-stigmatize the need for emergency aid.	The institution communicates with students to inform them about emergency aid resources at various points throughout the academic year; through various mechanisms (i.e., website, orientation, social media, and promotional materials). All communication efforts seek to de-stigmatize asking for emergency aid.
12	The institution adheres to relevant state and federal guidelines for distributing financial aid.	To what extent does the staff adhere to state and federal guidelines for administering emergency aid and revisit guidelines annually to ensure compliance?	The institution does not have a process in place to determine if staff are adhering to federal and/ or state guidelines.	Staff is aware of state and federal guidelines; however, there is no formal process in place to ensure compliance. Occasionally, leadership may ask for summaries and updates on how the program is being implemented.	Staff administer emergency aid with adherence to federal and/or state guidelines when applicable and revisit guidelines periodically to ensure continued compliance. Each area may have its own review schedule. Audits are conducted for all or most of the emergency aid areas on a regular basis; however, the structure, frequency, and rigor of the audits may be inconsistent across resource areas.	Staff administer emergency aid with adherence to federal and/or state guidelines and revisit guidelines annually to ensure compliance. This audit includes input from all relevant stakeholders and all areas follow the same review cycle and are held to the same rigorous standards.

EMERGENCY AID

	INDICATOR	QUESTION	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
13	The institution utilizes the appropriate measures and analyses needed to understand emergency aid's impact on success for all students.	To what degree does the institution regularly use a set of agreed upon metrics to understand how the emergency aid program is contributing to student retention and completion, and whether it is being accessed by student populations who may need it the most, so that issues are resolved and the program is continuously improved?	Metrics and analyses to help the institution fully understand the impact of emergency aid efforts have not been identified by leadership and/or program staff.	Staff are aware of the analyses needed to understand impact; however, the data needed are not currently being collected, and/or the institution does not have the capacity on staff to conduct the analyses.	The institution has the capacity to conduct simple analyses to understand impact; the institution understands it needs to conduct more complicated analyses to further understand progress and impact on student success (i.e. disaggregating data by student populations). Different departments/offices may conduct their own analyses for their respective emergency aid areas, which are done at varying levels of complexity.	There is a clear sense of how the emergency aid program is contributing to student retention and completion and whether it is being accessed by student populations who may need it the most. There is a set of agreed upon metrics that are routinely analyzed and allow for a solid understanding of the trends and patterns; data analyses are used to resolve issues and continuously improve the program.
14	The institution allocates and leverages multiple sources to secure sufficient funding for the emergency aid program (i.e., alumni association, donors, operating budget).	To what extent is the institution aware of the funding sources for each emergency aid type and has sufficient resources to support program operations, including making efforts to obtain resources through a variety of sources, such as external organizations?	There currently is not enough funding to effectively operate the program (i.e. aid offering, program staff, resource development); the institution can only serve a very small number of students.	The institution has enough funding to pilot a program and/or enough to run a basic program for the next few years. Funding for emergency aid resources is typically provided by donors and/or included as part of the institution's operating budget; however, there is an overreliance on a single funding source. More work may be needed to secure additional funding.	Funding has been allocated from multiple sources to meet current emergency aid needs and planning is underway to secure additional funding. Institutional leadership is well aware of the funding sources for each emergency aid program and is determining the funding that will be needed to sustain the program for at least several years.	The institution is well aware of the funding sources for each emergency aid type and has sufficient resources to support program operations; there is an appropriate balance of funding sources and the institution continuously makes efforts to obtain resources through a variety of sources, including external organizations.
15	The institution has built the infrastructure (i.e., people, technology, physical space) to fully implement and manage the emergency aid program to scale.	To what degree has the institution built sufficient capacity for the emergency aid program so that it is able to operate at an optimal level, including identifying the necessary resources to manage and scale the emergency aid program?	Current staff are at over-capacity and/or do not have the skillset needed to effectively manage the emergency aid program.	Some areas have capacity to run the program; however, other areas are concerned about the stability of their program due to capacity constraints and/or more work is needed to train additional staff and more efficiently operate the program.	Majority, if not all, program staff possess the necessary skill sets and understand the institution's emergency aid policies to run and sustain the program in its current state; however, more resources need to be secured to scale the program to the desired level.	The institution has built sufficient capacity for the emergency aid program that it is able to operate at an optimal level. Institutional leadership has clearly identified the necessary resources to manage and scale the emergency aid program, which is evident through deliberate plans, securing needed resources, and allocating appropriate staffing levels.
16	The institution utilizes government and community resources to support the emergency aid program?	To what degree does the institution use government and community resources to support its emergency aid program, including having staff and/or team members maintain an active network with the broader social services community?	Staff or team members do not have knowledge of any existing support services (at the institution or in the broader community) to which students may be referred. No networks are engaged within the broader community (e.g., TANF, child care vouchers, Medicaid, legal aid)	Staff or team members may have a modest understanding or knowledge of support services (at the institution or in the broader community) but no strategy exists to ensure students who need these services are getting appropriate referrals.	Staff and/or team members have an adequate understanding or knowledge of support services: they can effectively refer students to appropriate services and maintain an active network with the broader social services community.	Staff and/or team members have an extensive understanding or knowledge of support services: one or more people on the team are responsible for effectively referring students to appropriate services and they maintain an active network with the broader social services community. Also, they follow-up with students to ensure that additional social services are being utilized and support services information is shared and easily accessible via on various campus webpages or emergency aid website.

LEADERSHIP & CULTURE

The institution's ability to develop and lead the execution of a strategic agenda focused on student success.

	INDICATOR	QUESTION	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
1	The institution has articulated clear definitions of student success that are widely shared and used consistently.	To what extent does the institution use clear, shared definitions of student success?	Student success is not defined, or definitions are used inconsistently.	Student success terms are defined and documented in the institution's strategic plan.	Student success terms are defined, documented in a strategic plan, and communicated regularly and consistently by leaders.	Student success terms are defined, documented in a strategic plan, and communicated regularly and consistently by all departments, at all levels.
2	The institution has established clear, shared definitions of the disparities faced by different groups of students.	To what extent has the institution established clear, shared definitions of the disparities faced by different groups of students that can impact those students' educational experiences and outcomes?	Disparities faced by different student groups are not defined, or definitions are used inconsistently.	Disparities faced by different student groups are defined and documented in the institution's strategic plan.	Disparities faced by different student groups are defined, documented in the institution's strategic plan, and communicated regularly and consistently by leaders.	Disparities faced by different student groups are defined, documented in the institution's strategic plan, communicated regularly and consistently by leaders, and communicated by departments at all levels.
3	The institution's senior leaders prioritize student success efforts.	To what extent have the institution's senior leaders made student success an institutional priority, and allocated resources to support student success?	The institution's senior leaders have not stated that student success is a priority.	The institution's senior leaders have stated that student success is a priority, but resources have not yet been allocated to support it.	The institution's senior leaders have stated that student success is a priority, and some resources have been allocated to support it.	The institution's senior leaders have stated that student success is a priority, and adequate resources have been allocated to support it institutionally.
4	The institution's senior leaders prioritize reducing disparities in students' educational experiences and outcomes.	To what extent have the institution's senior leaders made it an institutional priority to reduce disparities in students' educational experiences and outcomes and allocated resources to support this?	The institution's senior leaders have not stated that reducing disparities in students' educational experiences and outcomes is a priority.	The institution's senior leaders have stated that reducing disparities for students is a priority, but resources have not yet been allocated to address it.	The institution's senior leaders have stated that reducing disparities for students is a priority, and some resources have been allocated to address it.	The institution's senior leaders have stated that reducing disparities for students is a priority, and adequate resources have been allocated to support it institutionally.
5	The institution's approach to student success and equity is grounded in an understanding of students' personal goals, lived experiences, and communities of origin.	To what extent do institutional leaders strive to understand the aspirations, lived experiences, and communities of origin that students from a range of populations bring to their educational experiences and adapt offerings based on this understanding?	Institutional leaders don't create opportunities to better understand the experiences of their students.	Leaders create limited opportunities to better understand the experiences of their students.	Leaders create regular opportunities to better understand the experiences of their students and sometimes this results in institutional change.	Leaders create regular opportunities to better understand the experiences of their students, and systemic student supports have been designed based on feedback from students.
6	The governing board is invested in student success and reducing disparities in students' educational experiences and outcomes.	To what extent is the governing board of the institution invested in and holds institutional leaders accountable for student success and reducing disparities in students' educational experiences and outcomes?	The governing board is not involved in and does not hold senior leaders accountable for student success and reducing disparities in students' educational experiences and outcomes.	The governing board has limited involvement and limited oversight of senior leaders' efforts to promote student success and reduce disparities in students' educational experiences and outcomes.	The governing board has regular involvement and regular oversight of senior leaders' efforts to promote student success and reduce disparities in students' educational experiences and outcomes.	The governing board treats achievement of student success and the reduction of disparities for students as critical measures of its role as a board and of senior leadership performance.
7	Opportunities to contribute to leadership and/or governance processes that address student success and equity are available across institutional groups.	To what extent is the governing board of the institution invested in and holds institutional leaders accountable for student success and reducing disparities in students' educational experiences and outcomes?	There are no opportunities for faculty, staff, administrators, and students to contribute to leadership and/or governance processes that impact student success and equity.	There are limited opportunities for faculty, staff, administrators, and students to contribute to leadership and/or governance processes that impact student success and equity.	There are regular opportunities for faculty, staff, administrators, and students to contribute to leadership and/or governance processes that impact student success and equity.	There are regular opportunities for faculty, staff, administrators, and students to contribute to leadership and/or governance processes that impact student success and equity, and these contributions regularly and meaningfully influence policies, procedures, and/or decisions.
8	Leadership of student success and equity efforts is coordinated and collaborative.	To what extent are student success and equity efforts across administrative units and academic departments implemented in a coordinated and collaborative way?	There is no coordination across units and departments to advance student success and equity.	There is limited coordination across units and departments to advance student success and equity.	There are some examples of regular coordination and communication across units and departments to advance student success and equity, but these efforts are not widespread.	There is extensive regular coordination and communication across units and departments to advance student success and equity institutionally.

	INDICATOR	QUESTION	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
9	The institution's leaders support learning and personal growth that will enable individuals to better serve the needs of students from a range of populations.	To what extent do the institution's leaders encourage continuing learning and personal growth among faculty, staff, administrators, and students in the knowledge, skills, and mindsets needed to better serve the needs of students from a range of populations?	There are no opportunities for growth and development.	There are limited opportunities for growth and development.	There is regular support for growth and development.	There is regular support for growth and development, and the institution incentivizes regular, job-embedded learning opportunities related to supports for student success and equity.
10	Offices, roles, and responsibilities across the institution are explicitly organized to advance student success and equity priorities.	To what extent are offices, roles, and responsibilities across the institution explicitly organized to advance student success and equity priorities?	Roles and functions are departmental and are not organized to support student success and equity.	Within a limited number of departments, some roles and functions are organized to support student success and equity.	Across key departments, roles and functions are organized to support institutional student success and equity responsibilities.	Across the institution, many roles and functions are aligned to ensure institutional collaboration in achieving student success and equity.
11	Key leadership teams are composed of individuals who represent the students we are serving—considering race, ethnicity, socio-economic background or education experience.	To what extent are core leadership teams composed of individuals who represent the students we are serving (considering race, ethnicity, socio-economic background or education experience) and this representativeness is viewed as a key factor for promoting student success and equity?	Across our organization, leadership teams lack the diversity representative of the populations of students we are serving.	Across our organization, core leadership teams are somewhat diverse, in keeping with the composition of populations of students we are serving.	Across our organization, core leadership teams are very diverse, in keeping with the composition of populations of students we are serving.	Across our organization, core leadership teams are very diverse, in keeping with the composition of populations of students we are serving, and campus leaders see this diversity as a key enabling factor for student success and equity efforts.

STRATEGIC FINANCE

The institution's ability to strategically and effectively allocate and manage resources in support of the institution's vision, mission, goals, and priority initiatives.

	INDICATOR	QUESTION	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
1	The institution has established clear and shared definitions for equity and student success and included in its business plan metrics to measure the desired outcomes for equity and student success.	Does the business plan include metrics that outline expectations for equitable outcomes for all students and allocation of resources to support the desired outcomes for equity and student success?	The institution has not clearly outlined or articulated a business plan for equity.	The institution has a developing understanding of a business plan for equity and the metrics that would be appropriate to measure progress on achieving equitable outcomes for all students.	In its business plan, the institution has established a clear and shared definition for equity and student success, and a shared operational understanding of what it means to the institution's mission, goals, and work.	In its business plan, the institution has established metrics that outline expectations of equitable outcomes for all students, and support for these outcomes is evident in resource allocation priorities.
2	Resource allocations to support success goals for all students are critical to the institution's mission and strategic plan.	How does the institution prioritize student success goals, including achievement of equitable student outcomes, and use data effectively to influence resource allocation decisions (financial, human, technological, facilities)?	The institution is beginning to move from historical practices for resource allocation to a more strategic process that relies on cost, performance data and basic statistics.	Student success, including achievement of equitable student outcomes, has been identified as a priority in the institution's strategic plan, and performance and cost data are considered to inform resource allocation decisions.	Student success, including achievement of equitable student outcomes, is clearly delineated as critical to the institution's mission and strategic plan. The institution uses relevant performance, cost data and analytics to inform resource allocations.	Student success, including achievement of equitable student outcomes, is clearly delineated as critical to the institution's mission and strategic plan. The institution uses relevant performance, cost data and analytics to both inform resource allocation and to continuously learn and improve.
3	The institution has a multi-year financial plan, based on data-informed assumptions.	Does the institution have a multi-year financial plan, based on data and advanced analyses, which enables it to understand the implications of current and future commitments and initiatives?	The institution budgets on an annual basis and follows historical resource allocation patterns.	The institution budgets on an annual basis and follows historical resource allocation patterns; however, some senior leaders have a multi-year financial model but multi-year models are not used across the institution.	A multi-year budget model has been developed for the campus, but is based primarily on historical financial measures.	The institution uses multi-year forecasts and, using sensitivity analysis, develops financial pro formas for at least the next 5 years, enabling it to understand the implications of current and future commitments and initiatives.
4	The institution uses a cost reporting system that accurately assesses programs and services.	Does the institution utilize knowledge about its cost and revenue structure to make decisions about programs and services and their contribution to success for all students?	Cost estimates are based on traditional financial accounting systems and reports.	Some individual units have developed internal processes to assess costs related to their programs and services.	The institution has developed a process to accurately assess the cost of programs and services across all of its units.	The institution utilizes a cost reporting system to accurately assess the cost of programs and services, and is using the resulting information to evaluate their contribution to equitable outcomes and student success.
5	Functional units/leadership in units use financial data in their decision making and goal setting.	What types of data do functional units/leadership in units use to inform decision making and goal setting?	Little evidence exists that financial data are widely used by staff outside of the business office.	Functional units/leadership in units use general financial data in decision-making and goal setting.	Functional units/leadership in units use general financial data and financial forecasting at their departmental level to inform decision making and goal setting.	Functional units/leadership in units widely understand and use not only general financial data and forecasting, but also advanced costing techniques to inform decision making and goal setting.
6	Meaningful incentives are used to improve student success and increase equitable outcomes for students.	Are effective financial incentives implemented to support the institution's vision and priority objectives, including improving student success and increasing equitable outcomes for students?	Units/leadership within units receive periodic reviews based upon traditional performance criteria (i.e., enrollment, degrees awarded). The institution's revenue distribution formulae may conflict with institutional goals.	Senior institutional leaders recognize the need to align incentives with vision but have not yet developed a campus-wide system for aligning incentives with its vision.	The institution is developing a campus-wide system to accurately monitor, incentivize and motivate individual unit efforts that supports institutional goals, including student success and equity goals.	Effective financial incentives have been developed and implemented throughout the campus to advance the institution's vision and priority objectives, including student success and equity goals.
7	Using relevant performance and cost data, the institution uses a process to assess and regularly report on the financial impact of achieving priority initiatives and outcomes.	Does the institution use relevant performance and cost data to assess the financial impact of achieving priority initiatives as return on investment, across financial and non-financial outcomes, and report on these results both internally and externally?	The institution periodically reports broad financial overviews to senior leadership and key institutional stakeholders (e.g., board).	A broad financial overview is periodically shared with senior leaders and key institutional stakeholders, and some individual units have developed systems to measure and report progress on priority objectives. Units may use some cost/benefit analysis as part of this process.	The institution has begun to develop a campus-wide system to accurately measure and periodically report progress on priority objectives. Cost/benefit analysis is used extensively in some, but not all, program reviews.	The institution measures the financial costs and benefits of achieving priority initiatives as return on investment, across financial and non-financial outcomes and regularly communicates these results both internally and externally (potentially using dashboards).

	INDICATOR	QUESTION	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
8	Metrics and data on institutional financial health are shared with stakeholders and used to inform decision making.	Are metrics and data of institutional financial health regularly shared with appropriate stakeholders across the institution and used to assess outcomes and support equity goals, as well as to inform decision making and future initiatives and strategies?	Limited financial and related data are available to stakeholders upon request, but definitions of terms vary across the organization.	Clearly defined data, financial reports, and key performance measures are available and used by stakeholders to forecast annual budgets and strategic plan actions.	Clearly defined data, financial reports, and key performance measures are used by stakeholders to forecast annual budgets, inform strategic plan actions, as well as to inform key decisions, including those related to student success and equity goals.	Clearly defined data, financial reports, and key performance measures are used by stakeholders to forecast annual budgets, inform strategic plan actions, and key decisions, including those related to student success and equity goals, as well as to assess outcomes and support equity goals, and inform decisions and future initiatives.

INSTITUTIONAL RESEARCH

The institution's ability to use inquiry, action research, data, and analytics to intentionally inform operational, tactical, and strategic accomplishment of its student success mission. This function—occurring both inside and outside of an institutional research office—provides timely, accurate, and actionable decision support to administrators, faculty, staff, students, and other stakeholders.

	INDICATOR	QUESTION	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
1	A culture of data use exists so that data are viewed as valued assets for decision-making and continuous improvement of the institution.	To what degree does the institution use data to meet requirements, address stakeholders' expectations, and for continuous improvement?	The institution uses data to meet requirements (e.g., mandatory reporting, ad hoc requests).	The institution uses data to meet requirements and address stakeholders' needs.	The institution uses data to meet requirements, address stakeholders' needs, and improve institutional processes.	The institution uses data to meet requirements, address stakeholders' needs, improve institutional processes, and continuously evaluate the culture of data use.
2	Data are used to evaluate the performance of all students, identify needs, and address performance gaps across populations.	To what degree does the institution use data to identify, inform, address, and evaluate student performance gaps across populations?	The institution uses data to identify student performance gaps across populations.	The institution uses data to identify student performance gaps and inform strategies to address the gaps across populations.	The institution uses data to identify student performance gaps across populations, inform strategies to address the gaps, and implement responsive strategies to address the gaps.	The institution uses data to identify student performance gaps, inform strategies to address the gaps across populations, implement responsive strategies to address the gaps, and to continuously evaluate the effectiveness of strategies to address the gaps.
3	The importance of understanding students' life contexts and experiences is clearly defined for all staff.	To what extent does the institution value understanding students' life contexts and experiences in its institutional research priorities and activities?	The institution clearly defines expectations for data producers to employ an understanding of the array of student experiences in data use.	The institution clearly defines expectations for data producers and student-facing staff to employ understanding of the array of student experiences in data use.	The institution clearly defines expectations for data producers, student-facing staff, and faculty to employ understanding of the array of student experiences in data use.	The institution clearly defines expectations for all staff to employ understanding of the array of student experiences in data use.
4	Feedback from students is integrated in decision-making practices across the institution.	To what extent does the institution use feedback from students to inform its lines of inquiry?	The institution encourages the collection of student feedback to inform decision-making at the unit level.	The institution has plans to coordinate the collection of student feedback to inform decision-making beyond the unit level.	The institution implements institution-wide collection of student feedback to inform decision-making.	The institution integrates student feedback in all decision-making practices.
5	A culture of inquiry exists so that the institution uses data to address myriad lines of inquiry.	To what degree does the institution use data for self-examination to address a range of internal and external lines of inquiry?	The institution's examination of itself addresses external requirements.	The institution's examination of itself addresses external requirements and responds to stakeholders' questions.	The institution's examination of itself addresses external requirements, responds to stakeholders' questions, and continuously evaluates institutional performance.	The institution's examination of itself addresses external requirements, responds to stakeholders' questions, continuously evaluates institutional performance, and investigates hypotheses about student success.
6	Data quality is valued and maintained.	To what extent does the institution facilitate use of reliable data?	The institution facilitates use of reliable data for mandatory reporting.	The institution facilitates use of reliable data for mandatory reporting and fosters awareness of the value of reliable data.	The institution facilitates use of reliable data for mandatory reporting, fosters awareness of the value of reliable data, and promotes institution-wide cooperation to establish reliable data.	The institution facilitates use of reliable data for mandatory reporting, fosters awareness of the value of reliable data, promotes institution-wide cooperation to establish reliable data, and maintains reliable data.
7	Expectations for data literacy for all staff are clearly defined.	To what extent are data literacy expectations established across the institution?	The institution defines data literacy expectations for data producers.	The institution defines data literacy expectations for data producers and student-facing staff.	The institution defines data literacy expectations for data producers, student-facing staff, and faculty.	The institution defines data literacy expectations for all employees.
8	Professional development is aligned with expectations for data literacy.	To what extent does professional development align with expectations for data literacy across the institution?	The institution facilitates professional development that aligns with data literacy expectations for data producers.	The institution facilitates professional development that aligns with data literacy expectations for data producers and student-facing staff.	The institution facilitates professional development that aligns with data literacy expectations for data producers, student-facing staff, and faculty.	The institution facilitates professional development that aligns with data literacy expectations for all employees.
9	Data production is coordinated by the institution.	To what extent is data production coordinated across the institution?	The institution encourages coordination of data production beyond the IR office.	The institution has plans to coordinate data production beyond the IR office.	The institution implements coordination of data production in all institutional units.	The institution continuously coordinates data production in all institutional units.
10	Expectations for the use of data in decision-making by all employees are defined.	To what extent are expectations for the use of data in decision-making established across the institution?	The institution establishes expectations for the use of data in decision-making by senior leaders.	The institution establishes expectations for the use of data use in decision-making by senior leaders and unit leaders (academic and non-academic).	The institution establishes expectations for the use of data in decision-making by senior leaders, unit leaders, and faculty.	The institution establishes expectations for the use of data use in decision-making by all employees.

INSTITUTIONAL RESEARCH

	INDICATOR	QUESTION	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
11	Data for decision-making are available to all employees.	To what extent are data available for decision-making across the institution?	The institution facilitates data access that aligns with decision-making expectations for senior leaders.	The institution facilitates data access that aligns with decision-making expectations for senior leaders and unit leaders (academic and non-academic).	The institution facilitates data access that aligns with decision-making expectations for senior leaders, unit leaders, and faculty.	The institution facilitates data access that aligns with decision-making expectations for all employees.
12	Data policies are aligned with the institution's goals.	To what extent are data policies established with input from stakeholders and continuously monitored to ensure alignment with institutional goals?	The institution has informal policies to govern its use of data.	The institution has formal policies to govern its use of data.	The institution has formal policies to govern its use of data that are established with broad stakeholder input.	The institution has formal policies to govern its use of data that are established with broad stakeholder input and are continuously monitored to ensure alignment with the institution's goals.

INFORMATION TECHNOLOGY

The institution's ability to provide institutional leadership, faculty, and advisors with tools and information they need to contribute to student success, support students, faculty and staff with IT solutions, and develop and monitor meaningful student success initiatives.

	INDICATOR	QUESTION	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
1	IT provides the institution with the technology solutions needed to meaningfully implement student success initiatives.	To what degree are the technology solutions available and used across the institution to support all of the student success initiatives?	The institution does not have technology solutions in place to support student success initiatives.	Technology solutions are in place, but they only weakly or indirectly support student success initiatives.	Technology solutions are in place and are becoming an asset to support most student success initiatives.	Technology solutions are in place and are a strategic asset supporting all student success initiatives.
2	IT effectively partners with functional areas (e.g., registrar, advising, and student services) to meaningfully implement student success initiatives.	To what degree is IT involving and sharing responsibility with other institutional partners and stakeholders to support all of the student success initiatives?	IT functions independently in supporting student success initiatives, partnering with few or no other functional areas.	IT partners with some other functional areas in supporting student success initiatives, but on an informal and ad-hoc basis.	IT partners with some other functional areas in supporting student success initiatives, and on a regular and formal basis.	IT engages in significant and sustained partnerships with all relevant functional areas in supporting student success initiatives.
3	Faculty regularly use technology solutions that support student success.	To what degree do faculty use technology solutions that support student success (e.g., early alerts, advising systems, degree progress tracking)?	Few to no faculty are using these technology solutions.	Some faculty are using these technology solutions.	Many faculty are using these technology solutions.	There is widespread use of these technology solutions among faculty across the institution.
4	Advisors and other related staff regularly use technology solutions that support student success.	To what degree do advisors and other staff use technology solutions that support student success (e.g., early alerts, advising systems, degree progress tracking).?	Few to no advisors or related staff are using these technology solutions.	Some advisors and/or staff are using these technology solutions.	Many advisors and related staff are using these technology solutions.	There is widespread use of these technology solutions among advisors and related staff across the institution.
5	The institution provides extensive training for users to make effective use of student success technology solutions.	To what degree does the institution provide training to enable effective use of its student success technology solutions by faculty, advisors and/or students?	The institution provides little to no training for student success technology users.	The institution provides some training for student success technology users, but only as needed or when requested.	The institution provides training for student success technology users through generally available documentation/materials and as-needed sessions.	The institution provides training for student success technology users through generally available documentation/materials and regular, scheduled sessions.
6	Student success technology training includes a focus on cultural responsiveness diverse student populations.	To what degree does the institution's training include a focus on cultural responsiveness to the aspirations, experiences, and life contexts of diverse student populations?	The institution's training includes little to no focus on cultural responsiveness.	The institution's training includes some limited focus on cultural responsiveness (i.e., cultural responsiveness is mentioned briefly but not explored).	The institution's training includes a moderate degree of focus on cultural responsiveness (i.e., one section of the training addresses cultural responsiveness but it is not discussed during the rest of the training).	The institution's training includes a high degree of focus on cultural responsiveness (i.e., at least one section of the training focuses on cultural responsiveness and it is mentioned throughout the training).
7	When it makes decisions about student success technology solutions, the institution uses input from multiple stakeholders.	To what degree does the institution engage relevant stakeholders in decision-making about student success technology solutions (e.g., faculty, institutional research, students, staff, and student affairs)?	The institution includes little to no input from multiple stakeholders when making decisions about student success technology solutions.	The institution includes input from multiple stakeholders to a limited degree (The institution informs rather than consults with stakeholders).	The institution includes input from multiple stakeholders to some degree, though not all relevant stakeholders participate.	The institution fully includes input from all relevant stakeholders when making decisions about student success technology solutions.
8	Information security policies and practices adequately safeguard data used for student success analytics.	To what degree does the institution implement rigorous data security policies and practices, and monitor and enforce compliance with data security policies and practices?	Policies and practices are inadequate, and are not monitored or enforced.	Policies and practices are adequate, but not monitored or enforced.	Policies and practices are rigorous but monitored and enforced on an ad hoc basis.	Policies and practices are rigorous, and are monitored and enforced continuously.
9	Data related to student success are effectively shared across systems and stakeholder groups (e.g., SIS, LMS, advising, analytics, etc.).	To what degree has the institution established ways to effectively connect student success data across systems, so that key data are integrated and available for use in analytics and reporting by stakeholder groups?	Student success data are siloed, and it would require significant work to share data across systems.	Student success data are shared on an ad hoc basis, and it would require some effort to share data across systems.	Student success data are shared regularly, and can be shared across systems.	Student success data are shared regularly and used in analytics and reporting, and key systems are integrated to facilitate cross-system analytics and reporting.

	INDICATOR	QUESTION	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
10	The necessary student success technology solutions are in place and used widely to support course of study planning for degree or credential completion for all students.	To what degree are technology solutions in place and used widely to help students and advisors plan a detailed course of study through degree or credential completion?	These systems are not in place and not planned.	These systems are not in place but are being planned.	These systems are in place but being used only by some students.	These systems are in place and being used widely by most or all students.
11		To what degree are technology solutions in place and used across the institution to intervene with students at risk from non-academic factors and improve student outcomes?	These systems are not in place and not planned.	These systems are not in place but are being planned.	These systems are in place but being used only for some students at academic risk.	These systems are in place and being used widely for most or all students at academic risk across the institution.
12	The student success technology solutions in place are accurate in their tracking of student progress.	To what degree do the technology solutions in place demonstrate accuracy in tracking student progress and identifying potential obstacles to degree or credential completion?	These technology solutions demonstrate significant issues with accuracy.	These technology solutions demonstrate moderate issues with accuracy.	These technology solutions demonstrate only minor issues with accuracy.	These technology solutions demonstrate few to no issues with accuracy.
13	The student success technology solutions in place enable the identification of differential student planning and advising activities by student subpopulations.	To what degree are technology solutions used widely to provide faculty, staff and administrators with a comprehensive view of subpopulations (e.g., gender, race-ethnicity) to identify and illustrate trends and differential use of technology supports?	These technology solutions do not enable student subpopulation identification.	These technology solutions enable student subpopulation identification only to a limited degree.	These technology solutions enable some differentiated student subpopulation identification for pre-established subgroups.	These technology solutions enable a high degree of complex and differentiated student subpopulation identification, with the flexibility to create new subgroups.

INSTITUTIONAL POLICY

The institution's ability to change institutional policies, processes and procedures to support, sustain and institutionalize efforts to improve student success and close equity gaps.

	INDICATOR	QUESTION	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
1	The institution has a clearly articulated definition of student success that is used throughout all areas of the institution, including in the development and refinement of policies and procedures.	To what degree does the institution have a clearly articulated definition of student success, focused on achieving equitable degree completion and labor market outcomes for all students, that is used throughout all areas of the institution, including in the development and refinement of policies and procedures?	The institution does not have a clearly articulated definition of student success, or its definition of student success is unfocused or used inconsistently across the institution.	The institution has a clearly articulated definition of student success that is used in some contexts, but has not been widely shared or operationalized across the institution's functional areas.	The institution has a clearly articulated definition of student success that is frequently used and widely shared or operationalized across the institution's functional areas.	The institution has a clearly articulated definition of student success—focused on achieving equitable outcomes for degree completion and in the labor market—that is consistently used throughout all areas of the institution. All areas of the institution use the student success definition in the development and refinement of policies and procedures.
2	The institution has a clearly articulated definition of equity and guidelines for how equity should be operationalized in the development and refinement of institutional policies and procedures.	To what degree has the institution articulated a definition of equity and how it should be operationalized in the development and refinement of institutional policies and procedures, so that equity is fully integrated into the institutional culture?	The institution does not have a clearly articulated definition of equity or the definition is unfocused or used inconsistently across the institution.	The institution has a clearly articulated definition of equity that is frequently used in some contexts, but has not been widely shared or operationalized across the institution's functional areas.	The institution has a clearly articulated definition of equity that is shared across the institution, but there is limited understanding of how equity relates to the development and refinement of institutional policies and procedures.	The institution has a clearly articulated definition of equity that is shared across the institution, and includes guidelines for how equity relates to the development and refinement of institutional policies and procedures so that knowledge of equity constructs are integrated into the institutional culture.
3	The institution has a process for regularly communicating student success goals and performance outcomes to appropriate stakeholders.	To what degree does the institution have a process for communicating student success goals and performance outcomes that involves the use of a variety of venues and media to reach all stakeholders?	The institution does not have a consistent process to communicate student success goals and performance. Communication efforts are informal and/or ad hoc and there is no comprehensive communications plan.	The institution's efforts to communicate student success goals and performance are limited to particular groups or are infrequent. The institution does not yet have a comprehensive communications plan for sharing student success goals and performance but may be developing a plan.	The institution has a comprehensive communications plan that includes the use of a variety of communications venues and media (e.g., web site, social media, newsletters and emails, departmental and town hall meetings, media, events, etc.) to communicate student success goals and performance to a range of internal and external stakeholders. A dedicated website or other "channel" may exist to disseminate information about student success goals and performance.	The institution has a comprehensive communications plan that includes the use of a variety of communications venues and media (e.g., web site, social media, newsletters and emails, departmental and town hall meetings, media, events, etc.) to communicate student success goals and performance to a range of internal and external stakeholders. The institution uses research to guide strategies for effective outreach—including reaching members of historically marginalized and underserved communities in the institution's service region—and has designated staff with responsibility for implementing communications strategies.
4	The institution has a process for regularly communicating equity-focused goals and performance outcomes to appropriate stakeholders.	To what degree does the institution have a process for communicating equity-focused goals and performance outcomes that involves the use of a variety of venues and media to reach all stakeholders?	The institution does not have a consistent process to communicate equity-focused goals and performance outcomes. Communications efforts are informal and/or ad hoc and there is no comprehensive communications plan.	The institution's efforts to communicate equity-focused goals and performance outcomes are limited to particular groups or are infrequent. The institution does not yet have a comprehensive communications plan for sharing student success goals and performance but may be developing a plan.	The institution has a comprehensive communications plan that includes the use of a variety of communications venues and media (e.g., web site, social media, newsletters and emails, departmental and town hall meetings, media, events, etc.) to communicate equity-focused goals and performance to a range of internal and external stakeholders. A dedicated website or other "channel" may exist to disseminate information about equity-focused goals and performance.	The institution has a comprehensive communications plan that includes the use of a variety of communications venues and media (e.g., web site, social media, newsletters and emails, departmental and town hall meetings, media, events, etc.) to communicate equity-focused goals and performance to a range of internal and external stakeholders. The institution uses research to guide strategies for effective outreach—including reaching members of historically marginalized and underserved communities in the institution's service region—and has designated staff with responsibility for implementing communications strategies.

INDICATOR	QUESTION	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
5 Data are effectively and consistently used in the development and refinement of institutional policies and procedures, including data that are disaggregated by subgroups within the student population.	To what degree are data effectively and consistently used in the development and refinement of institutional policies and procedures by all academic and administrative units across the institution, including data that are disaggregated by subgroups within the student population?	The institution's use of data to develop and refine institutional policies and procedures is not coordinated or supported.	The institution's use of data to develop and refine institutional policies and procedures is coordinated and supported, but the number of people involved is limited.	The institution's use of data to develop and refine institutional policies and procedures is coordinated and supported, and many academic and administrative units of the institution have access to and regularly use data to develop and refine institutional policies and procedures. Data may be disaggregated to reveal and support understanding of potentially differential policy impacts across subgroups within the student population.	The institution's use of data to develop and refine institutional policies and procedures is coordinated and supported, and data is used extensively by faculty and staff to inform their decisions about institutional policy and procedure. Use of disaggregated data informs culturally relevant and responsive development and refinement of institutional policies and procedures.
6 The institution has developed sophisticated data and analytical tools to inform and guide the development and refinement of institutional policies and procedures focused on achieving equitable student success.	To what degree has the institution developed sophisticated data and analytical tools, including real-time and predictive reports that are disaggregated by subgroups within the student population, to inform and guide the development and refinement of institutional policies and procedures focused on achieving equitable student success?	The institution has not developed real-time data and analytical tools that go beyond what is required for compliance and accreditation, to guide development and refinement of institutional policies and procedures.	The institution has developed a limited set of data and analytical tools that go beyond what is required for compliance and accreditation, to guide development and refinement of institutional policies and procedures. Members of some core institutional functions may have access to real-time reports and forecasts, but many do not.	The institution has developed sophisticated data and analytical tools, including real-time and predictive reports that are disaggregated by subgroups within the student population, that are used frequently but not consistently across the institution to support development and refinement of institutional policies and procedures.	The institution has developed sophisticated data and analytical tools, including real-time and predictive reports that are disaggregated by subgroups within the student population, that are used extensively—including by faculty and staff—to inform development and refinement of institutional policies and procedures.
7 The institution has a strong process in place for reviewing institutional policies and procedures related to equitable student success, to identify those in need of refinement or improvement.	To what degree does the institution implement strong processes based on institutional data, to review institutional policies and procedures related to equitable student success, to identify those in need of refinement or improvement?	The institution does not have a process for reviewing and identifying policies and procedures that do not support equitable student success.	The institution has engaged in at least one major systematic attempt to review institutional policies and procedures, and identify those that do not support equitable student success; however, institutional policy review is not a routine process.	The institution has established and uses a routine process to review institutional policies and procedures and identify those that need improvement, so that they can better support equitable student success. Data and analytics may inform developments and refinements. Data may be disaggregated by student population to identify specific barriers.	The institution routinely applies a rigorous process to review and improve its institutional policies and procedures based on institutional data that is disaggregated by student population. Soliciting feedback and perspectives from members of historically marginalized communities in the institution's service region is a systematic part of the process for reviewing institutional policies and procedures to ensure culturally congruent and responsive refinements.
8 Institutional leaders possess a comprehensive knowledge of the lived experiences and life contexts of students from across the populations served by the institution and apply this knowledge to the development and refinement of institutional policies and procedures.	To what degree do institutional leaders possess a comprehensive knowledge of the lived experiences and life contexts of students from across the populations served by the institution, including members of historically marginalized and underserved communities, and apply this knowledge to the development and refinement of institutional policies and procedures?	Institutional leaders do not possess a comprehensive understanding of the lived experiences and life contexts of students from across the populations served, including members of historically marginalized and underserved communities, and are unable to apply related knowledge to the development and refinement of institutional policies and procedures.	Institutional leaders are developing an understanding of the lived experiences and life contexts that students from across the populations served, including members of historically marginalized and underserved communities, bring to their educational experiences and are developing strategies for applying that understanding to the development and refinement of institutional policies and procedures.	Institutional leaders have a fundamental understanding of the lived experiences and life contexts that students from across the populations served, including members of historically marginalized and underserved communities, bring to their educational experiences and have begun to apply that understanding to the development and refinement of institutional policies and procedures.	Institutional leaders have a deep and well-developed understanding of the lived experiences and life contexts that students from across the populations served, including members of historically marginalized and underserved communities, bring to their educational experiences and fully integrate that understanding into the development and refinement of institutional policies and procedures.

	INDICATOR	QUESTION	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
9	Achieving equitable student success is prioritized among the institution's competing objectives.	To what degree is achieving equitable student success a top priority for the institution, so that it is integrated into the development and refinement of institutional policies and procedures, and decisions are regularly made and evaluated based on equitable student success considerations?	The institution has not identified equitable student success as an important goal; therefore, priority has not been given to achieving equitable student success among other institutional priorities.	The institution has identified achieving equitable student success among its priorities, as demonstrated by the allocation of resources to fund specific projects or ideas on an ad hoc basis, but priorities related to equitable student success may not guide most core policies (e.g., planning, budgeting, and personnel processes).	The institution has identified achieving equitable student success among its top two or three priorities, as demonstrated by the allocation of resources, and has systematically integrated an equitable student success framework into the institution's policies and procedures. However, budget and policy decisions are inconsistently based on equitable student success considerations.	The institution gives achieving equitable student success top priority relative to other important goals and has fully integrated this priority throughout institutional policies and procedures. All major budget and policy decisions are evaluated based on their impact on equitable student success.
10	The institution creates meaningful opportunities for students to share their experiences and provide feedback on the development and refinement of institutional policies and procedures, and uses insights from student feedback to inform culturally-responsive institutional policies and procedures.	To what degree does the institution create meaningful opportunities for students to share their experiences and provide feedback on the development and refinement of institutional policies and procedures, and use insights from student feedback to ensure that institutional policies and procedures are culturally responsive to the needs of all students?	There are no opportunities for students to provide feedback or recommendations on the development and refinement of institutional policies and procedures.	Student input is restricted to course and/or individual instructor evaluations. Students have limited additional opportunities to provide insights and/or recommendations related to the development and refinement of institutional policies and procedures.	The institution regularly provides opportunities for students to contribute feedback related to their learning experiences. Insights may influence the development and refinement of policies and procedures.	Processes to solicit, analyze and apply student feedback have become integrated within the institution's operating practices such that student feedback and perspectives related to their educational experiences inform institutional policy and procedure at every level.
11	The institution engages relevant internal and external stakeholders to develop or refine institutional policies and procedures that support achieving equitable student outcomes.	To what degree does the institution engage relevant internal and external stakeholders, including members of historically marginalized and underserved communities within the institution's service region, in the development or refinement of institutional policies and procedures that support achieving equitable student outcomes?	The institution has limited knowledge of the internal and external stakeholders needed to support the development or refinement of institutional policies or procedures, and has not yet engaged them.	The institution has engaged internal and external stakeholders on a few occasions to develop or refine institutional policies and procedures. Those engagements may be limited and may lack transparency such that stakeholders may not feel empowered to stay engaged and continue to recommend changes.	The institution regularly engages internal and external stakeholders and uses feedback and perspectives to inform development and refinements to institutional policies and procedures.	The institution regularly engages internal and external stakeholders to develop and refine its policies and procedures. The institution uses a range of culturally responsive strategies to solicit feedback and perspectives from internal and external stakeholders including from members of historically marginalized communities within the institution's service region.

STATE POLICY

The institution's ability to leverage existing state policies or develop and/or advocate for new evidence-based state policies (which could include, depending on local context, legislative policies, board policies, rules and/or guidance documents) to support efforts to achieve equitable student success at scale.

	INDICATOR	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
1	Institutional leaders have an understanding of policy conditions in the state that support (or do not support) achieving equitable student success. To what degree do institutional leaders understand policy conditions in the state that support (or do not support) achieving equitable student success?	Institutional leaders have no understanding of how policy conditions in the state support (or do not support) achieving equitable student success.	Institutional leaders have limited understanding of how policy conditions in the state support (or do not support) achieving equitable student success. Efforts to achieve equitable student success at the institution rarely reflect an understanding of state policy conditions.	Institutional leaders have some understanding of how policy conditions in the state support (or do not support) achieving equitable student success. Efforts to achieve equitable student success at the institution inconsistently reflect an understanding of state policy conditions.	Institutional leaders have full understanding of how policy conditions in the state support (or do not support) achieving equitable student success. Efforts to achieve equitable student success at the institution consistently reflect an understanding of state policy conditions.
2	Institutional leaders understand how to leverage existing state policy to affect institutional change in support of achieving equitable student success. To what degree do institutional leaders understand how to leverage existing state policy to affect institutional change in support of achieving equitable student success?	Institutional leaders have no understanding of how to leverage existing state policy to affect institutional change for achieving equitable student success.	Institutional leaders have limited understanding of how to leverage existing state policy. Efforts by institutional leaders to leverage state policy may lack sophistication such that they rarely affect institutional change in support of achieving equitable student success.	Institutional leaders have some understanding of how to leverage existing state policy. Efforts by institutional leaders to leverage state policy inconsistently affect institutional change in support of achieving equitable student success.	Institutional leaders have full understanding of how to leverage existing state policy. Efforts by institutional leaders to leverage state policy consistently affect institutional change in support of achieving equitable student success.
3	Based on analysis of student success data, institutional leaders prioritize achieving equitable student success among the institution's competing objectives when considering requests for changes in state policy. To what degree do institutional leaders prioritize achieving equitable student success—based on the analysis of student success data—among competing objectives so that institutional requests for changes in state policy reflect equitable student success as a priority?	Institutional leaders have not analyzed student success data to identify achieving equitable student success as an important goal. Therefore, priority has not been given to the inclusion of equitable student success in state policy requests.	Institutional leaders have analyzed student success data to identify achieving equitable student success as a priority. However, state policy requests rarely reflect equitable student success as a priority.	Institutional leaders have analyzed student success data to identify achieving equitable student success among the institution's top priorities. However, state policy requests inconsistently reflect equitable student success as a priority.	Institutional leaders have analyzed student success data to identify achieving equitable student success as a top priority. All state policy requests consistently reflect equitable student success as a priority.
4	Institutional leaders have an understanding of how to use student success data to evaluate requests for state policy changes to ensure the changes are supportive of equitable student success both on the campus and at scale (i.e., across other institutions in the state). To what degree do institutional leaders understand how to use student success data to evaluate requests for state policy changes to ensure the changes are supportive of equitable student success at scale (i.e., across other institutions in the state)?	Institutional leaders have no understanding of how to use student success data to evaluate requests for state policy changes to ensure the changes are supportive of equitable student success at scale.	Institutional leaders have limited understanding of how to use student success data to evaluate requests for state policy changes. State policy requests are rarely designed to be supportive of equitable student success at scale.	Institutional leaders have some understanding of how to use student success data to evaluate requests for state policy changes. However, state policy requests are inconsistently designed to be supportive of equitable student success at scale.	Institutional leaders have full understanding of how to use student success data to evaluate requests for state policy changes as evidenced by consistent use of sophisticated data analyses that ensure all state policy requests will be supportive of equitable student success both on the campus and at scale (i.e., across other institutions in the state).
5	Institutional leaders create meaningful opportunities for multiple internal stakeholders--not just senior leaders and/or government relations staff--to share their experiences and provide feedback when considering requests for changes in state policy in support of equitable student success. To what degree do institutional leaders create meaningful opportunities for a variety of internal stakeholders--not just senior leaders and/or government relations staff--to share their experiences and provide feedback when considering requests for changes in state policy in support of equitable student success?	Institutional leaders do not provide opportunities for a variety of internal stakeholders—in addition to senior leaders and/or government relations staff—to share their experiences and/or provide feedback on requests for state policy changes.	Institutional leaders allow limited individuals and/or departments to share their experiences and/or participate in the feedback process on requests for state policy changes.	Institutional leaders have an established process that provides occasional opportunities to elicit the sharing of experiences and feedback from a broad range of individuals and/or departments, including trustees and board members, on requests for state policy changes.	Institutional leaders consistently incorporate input from an established feedback process, which includes a broad representation of individuals and departments, including trustees, board members and internal stakeholders from members of historically marginalized communities, to inform decisions around institutional priorities related to state policy changes.

	INDICATOR	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
6	Institutional leaders understand the lived experiences and life contexts of students from across the populations served by the institution and apply this knowledge to the formation of state policy requests to achieve equitable student success. To what degree do institutional leaders understand the lived experiences and life contexts of students from across the populations served by the institution, including members of historically marginalized and underserved communities, and apply this knowledge to the formation of requests for state policy changes to achieve equitable student success?	Institutional leaders have no understanding of the lived experiences and life contexts of students from across the populations served, including members of historically marginalized and underserved communities, and are therefore unable to apply related knowledge to the formation of requests for state policy changes.	Institutional leaders have limited understanding of the lived experiences and life contexts that students from across the populations served, including members of historically marginalized and underserved communities, bring to their educational experiences. Institutional leaders may be developing strategies for developing and applying that understanding to the formation of requests for state policy changes.	Institutional leaders have some understanding of the lived experiences and life contexts that students from across the populations served, including members of historically marginalized and underserved communities, bring to their educational experiences. Institutional leaders have begun to apply that understanding to the formation of requests for state policy changes.	Institutional leaders have a strong understanding of the lived experiences and life contexts that students from across the populations served, including members of historically marginalized and underserved communities, bring to their educational experiences. Institutional leaders fully integrate that understanding into the formation of requests for state policy changes.
7	Institutional leaders have a process for communicating the institution's story about equity-focused goals and outcomes in support of state policy changes. To what degree do institutional leaders have a process for communicating the institution's story about equity-focused goals and outcomes to support state policy changes?	Institutional leaders do not have a consistent process for communicating equity-focused goals in support of state policy changes. Communications efforts are informal and/or ad hoc and there is no comprehensive communications strategy.	Institutional leaders' efforts to communicate equity-focused goals in support of state policy changes are limited to particular groups or are infrequent. Institutional leaders may be developing a plan.	Institutional leaders have developed a communications strategy for sharing the institution's work around equitable student success with state policy leaders and consistently include empirical evidence of student success outcomes.	Institutional leaders have implemented/are implementing a comprehensive communications strategy for sharing the institution's work around equitable student success with state policy leaders, which includes broad institutional participation in disseminating the institution's story, consistent inclusion of empirical evidence of student success outcomes, and the ability to tell the story succinctly.
8	Institutional leaders understand how to prepare for the legislative process when considering requests for changes in state policy in support of equitable student success. To what degree do institutional leaders understand how to prepare for the legislative process when considering requests for changes in state policy in support of equitable student success?	Institutional leaders have no understanding of how to prepare for the legislative process when considering requests for changes in state policy in support of equitable student success.	Institutional leaders have limited understanding of how to prepare for the legislative process when considering requests for changes in state policy in support of equitable student success. Preparation efforts may be limited and may lack attention to informing lawmakers about issues and building support with other stakeholders such as peer networks and professional organizations.	Institutional leaders have some understanding of how to prepare for the legislative process when considering requests for changes in state policy in support of equitable student success. Efforts inconsistently include attention to informing lawmakers about issues and building support with other stakeholders such as peer networks and professional organizations.	Institutional leaders have full understanding of how to prepare for the legislative process. Efforts consistently include attention to informing lawmakers and building support with other stakeholders such as peer networks and professional organizations, and institutional leaders consistently influence state policy around issues focused on achieving equitable student success.
9	Institutional leaders understand how to maintain relationships with key state policymakers (depending on local context this might include legislators, system office staff, and/or the governor's office) to support state policy focused on achieving equitable student success. To what degree do institutional leaders understand how to maintain relationships with key state policymakers to support state policy focused on achieving equitable student success?	Institutional leaders have no understanding of how to maintain relationships with key state policymakers who could serve as an asset for achieving desired state policy changes related to equitable student success.	Institutional leaders have limited understanding of how to maintain relationships with key state policymakers. Institutional leaders may rarely interact with these policymakers such that the policymakers may not feel well-informed or engaged and rarely serve as an asset for achieving desired state policy changes related to equitable student success.	Institutional leaders have some understanding of how to maintain relationships with key state policymakers. Interactions with these policymakers may be inconsistent such that the institution cannot count on the policymakers to serve as an asset inform efforts to achieve desired state policy changes related to equitable student success.	Institutional leaders have full understanding of how to maintain relationships with key state policymakers who could serve as an asset for achieving desired state policy changes related to equitable student success. Interactions with these policymakers are consistent and sophisticated such that the policymakers consistently serve as an asset inform efforts to achieve desired state policy changes related to equitable student success.
10	Institutional leaders understand how to engage external individuals and/or community members to advocate for state policy in support of achieving equitable student success. To what degree do institutional leaders understand how to engage external individuals and/or community members to advocate for state policy in support of achieving equitable student success?	Institutional leaders have no understanding of how to engage external individuals and/or community members to advocate for state policies to achieve equitable student success and have not yet engaged them.	Institutional leaders have limited understanding of how to engage external individuals and/or community members to advocate for state policies to achieve equitable student success. Engagements may be limited and may lack transparency such that stakeholders may not feel empowered to stay engaged and continue to affect changes.	Institutional leaders have some understanding of how to engage external individuals and/or community members to advocate for state policies to achieve equitable student success. Engagements may use feedback and perspectives to inform advocacy efforts for state policies to achieve equitable student success.	Institutional leaders have full understanding of how to engage external individuals and/or community members to advocate for state policy changes. Institutional leaders use a range of culturally responsive strategies to solicit feedback and perspectives from external stakeholders including from members of historically marginalized communities within the institution's service region.

	INDICATOR	EMERGING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
11	**Institutional leaders have an understanding of the strategies necessary to garner the support of multiple, diverse entities (e.g., peer networks, institutional associations and professional organizations) to affect state policy development in support of achieving equitable student success.** **To what degree do institutional leaders understand how to garner the support of multiple, diverse entities (e.g., peer networks, institutional associations and professional organizations) to affect state policy development in support of achieving equitable student success?**	Institutional leaders have no understanding of how to garner broad support among entities such as peer networks and/or professional organizations to affect state policy development in support of achieving equitable student success.	Institutional leaders have limited understanding of how to garner broad support among entities such as peer networks and/or professional organizations to address policy changes to achieve equitable student success. Engagements may be limited and may lack transparency such that the entities may not feel empowered to stay engaged and continue to affect changes.	Institutional leaders have some understanding of how to garner broad support among entities such as peer networks and professional organizations. Engagements are frequent and often result in efforts to work collaboratively on policy changes focused on achieving equitable student success.	Institutional leaders have full understanding of how to garner support to develop active coalitions that work collaboratively to influence state policy around issues focused on achieving student success.