



Data Agency - Self-Assessment Rubric

The Exemplary Student Pathways (ESP) Change Model defines 'data agency' as the focus on the ability to create utility from data. It enables institutions and higher education practitioners to develop a clear strategy and capacity for data infrastructure, exploration and analysis, culture and communication, and data-informed decision-making with a student-centered lens to remove barriers and close gaps in outcomes.

This self-assessment tool is designed to help your institution evaluate its current adoption of data agency as defined by the ESP Change Model. State agencies and other higher education organizations will also find the rubric helpful in thinking through their support for and facilitation of more student-centered pathways and degree completion.

Infrastructure, exploration and analysis, culture and communication, and data-informed decision-making can be understood as the four **domains** of data agency, *broad categories of assessment or evaluation*, and **criteria**, *measurable components within each domain category that demonstrate whether the domain is present and to what extent*. Reflecting on the extent to which criteria are present enables teams and institutional leaders to determine areas of improvement, opportunity, and success.

The stages of adoption move from Not Present to Emerging to Established to Advanced. They are meant to be formative not judgmental, helping users to focus on iterative continuous improvement along a continuum. The Advanced stage represents the institutionalization of holistic data agency as defined by the ESP Change Model. For many institutions, the Advanced stage may be aspirational given resources, culture, and other constraints.

Users are encouraged to review the Data Agency and Curricular Redesign User Guidance Document before engaging with the rubric.

Some domains and criteria are cross-cutting, hence their inclusion in multiple domains. *Some items may not be applicable for every level or role; you should designate those with an "N/A". While foundational, the first domain—Infrastructure—may be outside the purview of roles and responsibilities for many institutional practitioners.*

The level or role of this assessment. Select one only:

- System or State Coordinator (for multiple institutions)
- Institution or Agency or Organization
- College/School
- Department
- Office
- Team



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Domain: Infrastructure – Ensuring institutional systems, staffing, and policies are in place to support secure, integrated, and accessible data infrastructure.		
Criteria	Maturity Scale and Definition	Rating
1. Hardware – data storage and integration, enterprise products, server space, machines, and platforms.	(1) Not Present – The institution lacks dedicated hardware or enterprise-level storage systems. Data is stored in ad-hoc ways (e.g., on personal computers, in Excel files, etc.) without standardized platforms or significant IT infrastructure for data management. (2) Emerging – Some hardware and storage solutions are in place but are suboptimal or incomplete. There may be central storage systems in use, but integration across platforms is not seamless, and there may be gaps in how data is stored or accessed. (3) Established – The institution has a more centralized and formalized system for hardware and data storage. This includes well-defined enterprise-level storage solutions, access protocols, and platforms that support most institutional needs, though there may still be some areas not fully integrated or optimized. (4) Advanced – The institution has a comprehensive and advanced infrastructure that supports all of its data storage, processing, and access needs. This includes robust enterprise products, efficient server space, high-capacity storage systems, and platforms that integrate seamlessly across the institution. The system is capable of supporting large-scale data management for all stakeholders and can scale to meet future needs.	
2. Staff/Personnel – experienced analysts, data scientists, and/or business intelligence professionals to manage data processes, maintain and develop new data assets/tools, perform more complex analysis.	(1) Not Present – No dedicated personnel exist for data analysis or management, and tasks are handled ad hoc by staff without specialized training. (2) Emerging – Limited personnel or a small team exists with basic data analysis capabilities, often performing dual roles with minimal specialization or focus. (3) Established – Dedicated staff manage data processes and perform analysis with moderate expertise, though capacity for complex analysis or tool development is limited to specific projects or needs. (4) Advanced – A skilled team of experienced analysts, data scientists, and business intelligence professionals consistently delivers complex analysis and tool development to support university-wide data initiatives.	



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3. Governance – structure (e.g. committee, taskforce, leader, etc.) to provide a set of policies, processes, and tools ensuring the availability, security, accuracy, and usability of data throughout its lifecycle.	(1) Not Present – There is no formal governance structure for data at the institution. Data management is ad hoc, with no clear roles or responsibilities for ensuring data security, accuracy, or usability. (2) Emerging – A limited set of data governance policies, processes, or tools are in place, but there is no central body or committee overseeing the full lifecycle of data. Governance activities may be initiated within specific departments or units, but they are not institution-wide or consistently applied. (3) Established – A dedicated data governance committee exists, managing a set of policies and processes that aim to ensure the security, accuracy, and usability of data. These policies are periodically reviewed, but may not be uniformly applied across all departments, and the tools used for governance may not be fully integrated. (4) Advanced – A comprehensive data governance framework is in place, with a committee that regularly reviews and updates policies, processes, and tools to ensure that data is secure, accurate, and usable across all stages of its lifecycle. This governance structure is applied consistently across the entire institution, with clear roles and responsibilities, and advanced tools and processes in place to manage data quality and integrity.	
4. Access – data is made available to the appropriate people at the appropriate level of detail.	(1) Not Present – Data access is ad hoc, with no clear policy or structure. Individuals must request data from specific sources, and it is not always available in a timely or organized manner. There are no access controls or defined permissions for data use. (2) Emerging – There are some data access protocols in place, but data availability is limited to specific departments or individuals, and there is little consistency. While data may be available, it is not always provided at the appropriate level of detail or in an easy-to-access format. (3) Established – Data access is structured and organized, with defined permissions and roles for various stakeholders across the institution. Data is generally available to those who need it, with appropriate detail and security measures, although some gaps may still exist in terms of timeliness and completeness. (4) Advanced – Data access is fully integrated across the institution, with clear, well-managed access control policies and streamlined processes for obtaining data at the necessary level of detail. Data is readily available to those who need it, and there is an emphasis on ensuring that data is easily accessible, timely, and properly contextualized.	



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5. Standardization – sources, procedures, and definitions for the collection, processing, storage, and use of data are consistent.	(1) Not Present – There are no standardized sources, procedures, or definitions for data collection, processing, storage, or use, resulting in inconsistent practices across the institution. (2) Emerging – Some standardized sources, procedures, or definitions exist, but they are limited to specific users, departments, or projects and are inconsistently applied across broader stakeholders (e.g., teams, offices, departments, colleges, institutions, agencies, systems, etc.) (3) Established – Institution-wide procedures and definitions for the collection, processing, storage, and use of data exist but are not fully adopted, and inconsistencies remain in certain areas or for certain stakeholders. (4) Advanced – Comprehensive standards for data sources, procedures, and definitions are fully adopted, consistently applied, and regularly reviewed through data governance to ensure alignment with user goals and evolving data needs.	
6. Documentation – definitions, procedures, and processes are readily available to stakeholders.	(1) Not Present – Definitions, procedures, and processes are not documented or accessible to stakeholders. There is no central repository for important information related to data management, and stakeholders often have to search for details independently. (2) Emerging – Some definitions, procedures, and processes are documented but are not consistently accessible or up-to-date for all stakeholders. The documentation is incomplete, and stakeholders may encounter barriers when trying to locate or understand the information. (3) Established – Definitions, procedures, and processes are regularly documented and are accessible to most stakeholders, but they may not be fully integrated or available across all platforms. While information is generally easy to find, it may require occasional updates or revisions to reflect evolving needs. (4) Advanced – All definitions, procedures, and processes are thoroughly documented and readily available to all stakeholders through a centralized and well-organized platform. The documentation is up-to-date, comprehensive, and actively maintained, ensuring clarity and accessibility for all stakeholders.	
Additional Comments:		



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Domain: Exploration & Analysis – Ensuring the institution has the tools, practices, and collaborative expertise to explore, analyze, and contextualize data to drive inquiry and action.

Criteria	Scale of Adoption and Definition	Rating
1. Data Assets – there are data assets, i.e., programs and tools available to support analysis (e.g. self-service data, dashboards, automated reports, related collateral, etc.)	(1) Not Present – No self-service data, dashboards, automated reports, or related collateral are available. Data analysis is highly manual, with few or no tools or systems in place to facilitate efficient access or use of data for analysis. (2) Emerging – Some data assets, such as basic dashboards or automated reports, are available, but they may be incomplete or difficult to access. Stakeholders may still rely on manual processes for significant aspects of data analysis, and there are limited resources to support ongoing data exploration. (3) Established – A range of data assets, including self-service data tools, dashboards, and automated reports, are regularly used and available. These resources are well-organized and accessible to most stakeholders, but there may still be gaps in data coverage or functionality that limit their full potential for analysis. (4) Advanced – A comprehensive suite of data assets, including self-service data, interactive dashboards, automated reports, and related collateral, is available to all stakeholders. These assets are consistently (or routinely?) updated and optimized for ease of use, enabling a data-driven culture that fosters widespread analysis across the institution.	
2. Purpose – data analysis and exploration are guided by specific questions or problems	(1) Not Present – Data analysis and exploration occur without clear direction, and questions or problems guiding the use of data are undefined or absent. (2) Emerging – Some analyses are guided by specific questions or problems, but this practice is inconsistent, and exploratory efforts often lack strategic focus. (3) Established – Data analysis and exploration are generally guided by clear questions or problems, with institutional or unit priorities driving most analyses, though occasional ad hoc or unfocused work remains. (4) Advanced – All data analysis and exploration are strategically aligned with specific, well-defined questions or problems that address institutional or unit priorities, ensuring purposeful, efficient, and actionable insights.	



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3. Mindsets – data analysis and exploration are conducted with a willingness to dig deep into identifying relevant data trends, patterns, and insights, and an openness to findings that challenge assumptions	(1) Not Present – Data analysis is conducted with minimal planning, often limited to surface-level observations, and there is reluctance to explore findings that challenge existing assumptions. (2) Emerging – Stakeholders show some willingness to dig deeper into data trends and patterns, but findings that challenge initial assumptions are often met with skepticism or resistance. (3) Established – Data analysis and exploration are approached with curiosity and a growing openness to findings that challenge assumptions, with efforts made to uncover meaningful trends and insights. (4) Advanced – There is a strong institutional culture of curiosity and continuous improvement which leverages data analysis to identify trends, patterns, and insights.	
4. Engaging Expertise – data professionals work with content experts to explore and analyze data	(1) Not Present – Data professionals work in isolation, with minimal or no interaction with content experts. There is little or no opportunity for collaboration due to a lack of availability or engagement of data professionals, and content experts struggle to access the support they need. (2) Emerging – Data professionals collaborate with content experts on specific projects, but the collaboration is inconsistent. Access to data professionals may be slow or irregular, leading to delays in analysis or decision- making. Some departments may struggle to engage data experts in a timely manner due to high demand or limited availability. (3) Established – Data professionals regularly collaborate with content experts across various departments or areas, and there are established processes for initiating collaborations. While data professionals are generally available for timely support, some areas may still face occasional delays due to capacity or competing priorities. (4) Advanced – Collaboration is embedded in the organizational culture, with data professionals routinely working with content experts. There are clear mechanisms in place to ensure timely access to data experts, and collaboration is seamless across the organization. Data professionals are consistently available to support a broad range of needs, facilitating timely response and continuous engagement.	



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5. Contextualization – relevant data insights gleaned in exploration and analysis are placed in the appropriate context (e.g. through trends, change over time, milestones, benchmarks, contextual measures, etc.)	(1) Not Present – Data insights are analyzed without consideration for context, leading to conclusions that may be misinterpreted or irrelevant due to the lack of situational awareness or historical data. (2) Emerging – Some attempts are made to contextualize data insights, such as basic comparisons to previous periods or benchmarks, but these efforts are inconsistent or incomplete. (3) Established – Data insights are consistently placed in relevant context through trends, comparisons over time, and use of benchmarks, allowing for a more nuanced understanding of the data. (4) Advanced – Contextualization is an integral part of every data analysis process, with data insights consistently compared against appropriate milestones, trends, benchmarks, and contextual measures, providing a clear understanding of the significance of the findings within the larger framework.	
6. Disaggregation – data, metrics, and analysis are disaggregated by variables appropriate to the analysis purpose	(1) Not Present – Data is presented as an undifferentiated whole, with no effort to disaggregate by variables (e.g., FTIC vs. Transfer, credit accumulation, demographics, subgroups, etc.). Analysis is generalized without considering the specific analysis needs or complexity across student populations or factors. (2) Emerging – Data is occasionally disaggregated by some basic variables, but not systematically. There is an effort to explore certain subgroups, but it is not done consistently or with sufficient granularity to inform all analysis needs. (3) Established – Data is regularly disaggregated by key variables relevant to the analysis purpose. While most analysis includes segmented views, some stakeholders, teams, projects, or departments may still struggle to disaggregate data to the necessary level of detail, depending on the available tools or resources. (4) Advanced – Data is consistently and comprehensively disaggregated by appropriate variables, with a clear, systematic approach that supports detailed, granular analysis. The team, unit, or organization routinely dissects data across multiple dimensions, allowing for nuanced insights that inform decision-making at every level.	



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7. Professional Development – training to staff, faculty, and leadership to educate stakeholders on data assets and improve data literacy, analysis, and interpretation	(1) Not Present – No formal professional development initiatives exist to educate staff, faculty, or leadership on data assets or improve data literacy. Training is sporadic, ad hoc, or nonexistent, and there is limited awareness of the importance of data in decision-making. (2) Emerging – Some informal or occasional training exists, but it is not systematic or comprehensive. Training might occur in some departments or for some staff but is not a priority across the institution. The focus may be on specific tools or isolated topics rather than on building broad data literacy. (3) Established – Formal training programs are in place to educate staff, faculty, and leadership on key data assets and increase data literacy. Professional development is organized periodically, and the institution is beginning to develop a consistent approach, although some staff or areas may still lack access to these resources. (4) Advanced – A comprehensive, institution-wide professional development strategy exists to continuously educate staff, faculty, and leadership on data assets, analysis, and interpretation. Training is ongoing, integrated into the organizational culture, and is tailored to different stakeholder needs, ensuring that all relevant groups are empowered to use data effectively in their roles.	
8. Analytics Support – access to an individual or team that supports advanced analytic needs	(1) Not Present – No dedicated analytics support team or individual is available. There are no clear processes for accessing expertise in complex data analysis. (2) Emerging – There are informal or ad-hoc analytics support resources available, but they may not be easily accessible or consistently available. Advanced analytics needs are addressed on a case-by-case basis, with limited capacity to handle multiple or complex requests. (3) Established – A dedicated analytics support team or individual exists, but their availability may be limited by capacity or demand. They provide support for advanced analytic needs across the institution, but some areas or departments may experience delays or challenges in accessing timely assistance. (4) Advanced – A fully integrated and readily accessible analytics support team is available to address advanced analytic needs across the institution. The team is staffed appropriately to handle multiple, complex requests and is consistently available to help staff, faculty, and leadership make data-informed decisions.	
Additional Comments:		



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Domain: Culture and Collaboration – Ensuring a collaborative, adaptable, and supportive data culture that builds trust, empowers stakeholders, and supports ethical and impactful data use.		
Criteria	Scale of Adoption and Definition	Rating
1. Culture of Data Agency – there is a culture that enables, educates, and empowers employees at all levels to use data in a consistent and systematic way	(1) Not Present – Data usage is sporadic and isolated, with little to no focus on empowering employees at all levels to integrate data-driven practices into their work. There is a lack of culture or strategy to support data engagement across the team, unit, or institution. (2) Emerging – Some efforts are made to educate employees about data, but these are largely ad-hoc or siloed initiatives. While there is an emerging culture of data use, it is not consistently integrated across the institution, unit, or team. (3) Established – There is a defined culture that encourages and supports employees at all levels to use data systematically, with ongoing education and resources made available. Data usage is more common, and departments have a clear understanding of how data can improve their decision-making. (4) Advanced – Data-driven decision-making is embedded in the institutional culture, with strong educational programs and a unified approach across departments. All employees, regardless of role, are empowered to use data effectively, and data is consistently integrated into strategic planning and operational processes.	
2. Culture of Professional Development – Professional growth opportunities are readily available, encouraged, and actively utilized in relation to data literacy	(1) Not Present – Professional development opportunities are rare or nonexistent. There is little to no emphasis on staff or faculty growth in relation to data literacy, analytics, or decision-making. Development opportunities, if available, are ad hoc, not utilized, and not well-supported by the institution. (2) Emerging – Professional development opportunities exist, but they may not be systematically promoted or easily accessible to all stakeholders, are not widely utilized. There is an acknowledgment of the need for development, but it is not fully integrated into institutional processes or budgets or supported at the necessary scale. (3) Established – Professional development is a recognized priority, with a range of opportunities available to and utilized by staff, faculty, and leadership. These opportunities are actively promoted, participation is encouraged, and there is widespread utilization though some areas or individuals may still be underserved. (4) Advanced – Professional development is deeply ingrained in the culture of the institution, with accessible, diverse, and ongoing opportunities for all levels of staff. Development is systematically incorporated into institutional strategies, and participation is the norm, driven by clear support from leadership and well- established frameworks.	



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3. Adaptability and Resilience – there is a culture that embraces change based on data insights and feedback. Opportunities for improvement are identified through data and used to drive innovation and improvement	(1) Not Present – Team, units, or the institution resist change and innovation, with a culture that is not receptive to using data insights or feedback to improve. Failures and shortcomings are ignored or not identified through data. (2) Emerging – The team, units, or the institution recognizes the value of data insights and feedback but may struggle to implement changes consistently. There are some attempts to use data to address issues, but change is sporadic or limited in scope. (3) Established – Data-informed insights and feedback are regularly used to guide changes and improvements. The team, units, or institution has developed a culture that is generally open to change and innovation, though not all areas may be equally adaptable. (4) Advanced – The team, unit, or institution embraces data-driven innovation and improvement, using data insights and feedback to continuously adapt and evolve. Failures and shortcomings are quickly acknowledged through data, and there is a proactive approach to change that drives constant improvement across all areas. The institution is resilient, adjusting policies, practices, and strategies based on evolving data trends.	
4. Audience and Stakeholders – insights are shared at the level of detail and complexity and in a format appropriate to the needs and content knowledge of the specific stakeholders	(1) Not Present – Data insights are not shared with stakeholders or are provided in formats that are inaccessible or inappropriate for the intended audience. There is no tailored approach to meeting stakeholder needs. (2) Emerging – Data insights are occasionally shared with stakeholders but often lack customization to the needs or expertise of the audience. The format may be somewhat suitable, but there is inconsistent attention to tailoring the level of complexity or detail. (3) Established – Data insights are regularly shared with stakeholders in appropriate formats that align with their needs and levels of expertise. There is a clear understanding of which details or types of information are most relevant for each audience, though some improvements can still be made. (4) Advanced – Insights are consistently shared with stakeholders in highly tailored formats that match the specific content knowledge and needs of the audience. The institution, team, or unit excels in customizing the level of detail and complexity to make data insights accessible, actionable, and relevant for all stakeholders across various contexts.	



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5. Collaboration and Communication – there is a culture that encourages departments to share, discuss, and act on data, insights, and methods	(1) Not Present – There is no culture or formal practice of sharing or discussing data, insights, or methods between teams, units, or departments. Stakeholders work in isolation, and communication around data is minimal or non-existent. (2) Emerging – Some teams, units, or departments occasionally share data or insights, but communication is inconsistent. Limited opportunities exist for collaboration, and data sharing is often ad-hoc rather than a structured, ongoing practice. (3) Established – A collaborative culture exists where most teams, units, or departments regularly share data, insights, and methods with each other. There are formal channels or processes for cross-departmental communication, although full participation or integration leading to action may not be consistent across the institution. (4) Advanced – Data sharing, insight exchange, and collaborative discussion are ingrained in the culture and practices. Teams, units, or departments actively collaborate, communicate, and act on data and insights, contributing to continuous improvement. Formal, systematic, and institutionalized practices ensure that cross-departmental sharing of methods and findings followed by action is a consistent and essential part of data culture.	
6. Data Storytelling – use of compelling narratives along with engaging visuals to increase impact	(1) Not Present – Data is presented in raw, unstructured formats with no narrative or engaging visuals. The focus is solely on the numbers or facts without any attempt to make the data relatable, understandable, or compelling for the audience. (2) Emerging – Some data is presented with basic storytelling techniques, such as simple narratives or occasional visual aids (charts, graphs). However, the connection between the data and the narrative may still be weak, and visuals may be underused or inappropriate for the data being presented. (3) Established – Data storytelling is used regularly, with data presented through well-structured narratives and engaging visuals (e.g., charts, infographics). These presentations are clear, helping stakeholders understand trends and insights, though there may still be room to enhance the creativity or impact of the storytelling. (4) Advanced – Data storytelling is a core part of how insights are communicated across the institution. There is a consistent use of compelling narratives that integrate data seamlessly with visual elements. These stories not only engage but also drive action, ensuring data is memorable and leads to informed decision-making across all levels.	



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7. Privacy and Security – there is a common responsibility to protect the data even while sharing research results and analysis	(1) Not Present – The organization has minimal or no formal policies regarding the privacy and security of data. There is little to no recognition of data protection responsibilities, and data may be shared or stored without concern for privacy risks or security protocols. (2) Emerging – Some basic privacy and security measures are in place, but they are not fully integrated across the organization. Privacy and security protocols are being developed or implemented on an ad-hoc basis, with a few departments taking responsibility for securing sensitive data. Sharing research results or analysis may be done with limited protections or oversight. (3) Established – There is a shared understanding and systematic approach to data privacy and security, with specific policies governing data access, storage, and sharing. All personnel are trained on the importance of securing data, and research results or analysis are shared within guidelines that protect sensitive data. (4) Advanced – Privacy and security are embedded into the organization’s culture. A common responsibility for protecting data is shared institution-wide, with robust, comprehensive systems in place to ensure data is both secure and protected when shared. Research findings and analysis are shared with strong privacy safeguards, ensuring compliance with best practices and legal regulations across all data types.
Additional Comments:	



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Domain: Data-Informed Decision Making – Ensuring decision-making processes are consistently guided by data review, multiple stakeholder expertise and perspectives, evaluation, and continuous improvement.		
Criteria	Scale of Adoption and Definition	Rating
1. Data-informed Practice and Policy – there is an integration of data and analytics to inform policies, practices, and decisions	(1) Not Present – Data and analytics are rarely, if ever, used in decision-making. Decisions are made primarily based on intuition, past practices, or anecdotal evidence, with little to no integration of data into the process. (2) Emerging – There is some attempt to use data in decision-making, but it is inconsistent. Data is often collected but may not be systematically analyzed or directly used to inform policies and decisions. Decision-makers may rely on data sporadically, without clear integration into the institutional decision-making. (3) Established – Data and analytics are regularly used in decision-making across most departments and levels of the institution. There is a growing integration of evidence-based decision-making, with leadership and key stakeholders frequently referring to data to guide policies and practices. However, the integration may still be limited in some areas. (4) Advanced – Data-driven decision-making is embedded into the policies and practices of the institution. Leaders, staff, and faculty at all levels actively use data and analytics to inform and guide decision-making. There is a robust system for collecting, analyzing, and applying data in a timely manner, and all relevant stakeholders are engaged in the process.	
2. Data Review – Decision-makers review relevant data points, trends, and analysis before making decisions	(1) Not Present – Decision-makers do not consistently request or review relevant data points, trends, or analyses when making decisions. There may be a reliance on anecdotal evidence, intuition, or non-systematic approaches instead of data-driven insights. (2) Emerging – Some decision-makers occasionally request and review relevant data, but the process is ad-hoc and inconsistent. Data analysis may be reviewed, but it is not systematically integrated into the decision-making process. (3) Established – Decision-makers at most levels regularly review relevant data points, trends, and analysis before making key decisions. Data-driven decision-making is becoming a standard practice but may not always be applied comprehensively or at every level. (4) Advanced – Data review is embedded into the decision-making process at all levels of the organization. Decision-makers consistently use relevant data, trends, and analysis as part of their routine, ensuring that decisions are well-informed, data-driven, and aligned with institutional goals.	



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3. Expertise – Decision-makers consult with relevant content experts and stakeholders to interpret data in context	(1) Not Present – Decision-makers generally make decisions without consulting relevant content experts or stakeholders, relying mostly on data without context or expert input. (2) Emerging – Some decision-makers occasionally consult with content experts or stakeholders to interpret data, but this is done inconsistently or on an ad-hoc basis. (3) Established – Decision-makers regularly consult relevant content experts and stakeholders to interpret data within its appropriate context. However, this practice may still be limited to certain levels or areas. (4) Advanced – Decision-makers at all levels consistently consult with content experts and stakeholders across all areas to ensure data is interpreted accurately within its full context. This collaborative process is embedded and systematic, allowing for well-rounded, informed decision-making.	
4. Perspectives – Decision-makers create a safe environment that invites discussion and varying points of view about data, analysis, and insights	(1) Not Present – Decision-makers make decisions based solely on their own views, with little to no encouragement for diverse perspectives or open discussion on data, analysis, or insights. (2) Emerging – There are occasional opportunities for open discussion or differing viewpoints on data, but these are limited or not structured as a regular part of the decision-making processes. (3) Established – Decision-makers actively encourage varying perspectives and discussions around data and insights, and different points of view are considered in the decision-making process, though the environment may not yet be fully consistent. (4) Advanced – A strong culture exists where decision-makers at all levels consistently create a safe and inclusive environment for open discussion, encouraging diverse perspectives on data, analysis, and insights. All viewpoints are valued and considered, and the practice is systematic.	



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5. Evaluation – Decision-makers use data and metrics to assess past decisions, effectiveness, and outcomes	(1) Not Present – Decision-makers do not systematically review or use data to evaluate past decisions, policies, or outcomes. Evaluations are rarely conducted, and there is little to no focus on measuring effectiveness. (2) Emerging – Some data and metrics are reviewed after decisions are made, but evaluation is inconsistent. Decision-makers may assess past decisions in certain areas, but there is not a comprehensive or institutionalized approach to evaluation. (3) Established – Decision-makers regularly use data and metrics to evaluate past decisions and assess their effectiveness and outcomes. The evaluation process is formalized and consistently applied, though it may be focused on specific areas or projects. (4) Advanced – Data-driven evaluation is embedded in the decision-making process at all levels. Decision-makers routinely assess past decisions using comprehensive data and metrics, ensuring that policies, strategies, and actions are continually refined. Evaluation is systematic, widespread, and used to drive continuous improvement.	
6. Continuous Improvement – Decision-makers document data-informed actions and make adjustments and course corrections to decisions, policies, and practices based on new information	(1) Not Present – There is no established process for using new data to make adjustments or course corrections to policies, decisions, or practices. Decisions are made without feedback loops. (2) Emerging – Decision-makers occasionally adjust policies and decisions based on new data, but the process is informal, ad hoc, and not consistently applied. (3) Established – Decision-makers regularly document data-informed actions and use new insights to make adjustments to policies, decisions, and practices, while also acknowledging data limitations. This approach is established but may not be fully integrated across all levels of the institution. (4) Advanced – A strong culture of continuous improvement is in place where decision-makers consistently document data-informed actions and make systematic adjustments based on new data. Feedback loops are fully integrated into all areas of decision-making, driving ongoing improvements across the institution, and with a strong understanding of data limitations where appropriate.	
Additional Comments:		