



User Guidance for the ESP Data Agency and Curricular Redesign Rubrics

The ESP Change Model centers two core concepts: **data agency** and **curricular redesign** as essential levers to advance student success and institutional change. These concepts are articulated through two companion rubrics that support institutional teams in evaluating their current practices and identifying opportunities for continuous improvement.

Each rubric is organized by **domains**—broad categories of evaluation—and **criteria**, measurable components within each domain that reflect maturity and adoption.

These rubrics serve as tools for reflection, learning, and planning. They are intended to guide—not grade—institutions as they build the capacity to close gaps, improve student outcomes, and institutionalize effective, student-centered practices.

Purpose and Development

The **Data Agency** and **Curricular Redesign Rubrics** were developed between March 2024 and May 2025 by a UT System working group composed of institutional leaders and ESP Project facilitators. Together, these rubrics support the use of the **ESP Impact Assessment Framework (IAF)**, a system-level evaluation tool that assesses the efficacy of the ESP Change Model across projects and institutions.

Institutions may engage with one or both rubrics depending on their context, focus, and stage of implementation. Each rubric supports assessment of practice on a continuum, from *Not Present* to *Advanced*.



The Data Agency Rubric

The Data Agency Rubric evaluates institutional progress in leveraging data effectively across four critical domains, each with a set of criteria:

- **Infrastructure:** Ensuring documentation for processes around data collection and storage, processes and practices for data definitions, governance, validation. This is accomplished through attention to operational processes, practices, and equipment to ensure proper storage, access, and validation of data.
 - **Exploration and Analysis:** Ensuring the use of data assets to support analysis, training to staff, faculty, leadership, guidance on asking questions, interrogating findings, conducting analyses and identifying metrics. This is accomplished by providing support for data analysis and interpretation, including expert support, subject matter expertise, and training.
 - **Culture and Communication:** Ensuring communication of data analysis and interpretation to campus leaders to inform and guide decisions and action in terms of policy, interventions, curricular change, presence of culture using data to inform the formation and/or challenge of assumptions. This is accomplished by cultivating a culture of leveraging data to inform decision-making, policy creation, and interventions through collaboration and communication.
 - **Data-informed Decision-making:** Ensuring decision-making that includes regular data review, the involvement of subject-matter experts, a range of perspectives and stakeholders, ongoing evaluation and continuous improvement. This is accomplished by collaborative and regular review of data to evaluate outcomes and inform continuous improvement efforts.
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The Curricular Redesign Rubric

The Curricular Redesign Rubric assesses institutions' achievements in curricular transformation, emphasizing the following domains:

- **Structure:** Ensuring the curriculum sequence is transparent and positions students to enter, persist, and complete degrees. This is accomplished through attention to curriculum mapping, degree maps, identifying and removing curricular barriers, targeted and personalized interventions, and continuous improvement.



- **Operations:** Ensuring the curriculum is delivered in alignment with student needs and institutional capacity. This is accomplished through attention to scheduling practices, instructional capacity, process alignment, and credit for prior learning.
 - **Content:** Ensuring the curriculum is current, relevant, and responsive to student, disciplinary, career/workforce, and societal needs. This is accomplished through attention to curriculum design, course-level learning outcomes, instructional materials, and post-graduation preparation.
 - **Pedagogy:** Ensuring the curriculum is delivered well, focused on student engagement and learning, and including appropriate support for instructors. This is accomplished through attention to professional development, pedagogical approaches, program-level assessment, accessibility and modality, learning profiles, and student belonging.
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Guidance for Use

The rubrics are **formative, not judgmental**, and are designed to promote dialogue, cross-functional collaboration, and reflection. The **Advanced** stage reflects institutionalization of holistic data agency and curricular redesign as defined by the ESP Change Model. For many institutions, this may be aspirational—dependent on context, resources, and culture.

Teams are encouraged to:

- Focus on domains most relevant to their context and goals
 - Use the rubrics during planning, mid-project reflection, or transition between ESP stages
 - Support shared learning and understanding across roles and units
 - Revisit rubrics to assess progress and refine next steps
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Additional Notes

- The **Data Agency Rubric** offers a framework for helping institutional leaders, institutional research teams, enrollment managers, academic and student affairs professionals, and faculty build shared capacity to access, interpret, and act on data in service of equity and curricular redesign.



Exemplary Student Pathways

An initiative of The University of Texas System

- The **Curricular Redesign Rubric** supports structured reflection on foundational and gateway courses, degree pathways, and credit earned from outside the institution—with an emphasis on how students enter, move through, and complete their educational programs.
- Not all criteria or domains will apply to every user. Engagement may vary based on role, responsibilities, and sphere of influence. Some rubric elements intentionally omit named units or actors to reinforce shared responsibility across the institution.
- Several domains and criteria are **cross-cutting** in nature and may appear in more than one place in the rubric. This reflects the interconnected nature of the work across planning, implementation, and institutionalization.