

Student Success Technologies Maturity Rubric

Maturity Scale Values Maturity Scale Dimensions	1. Absent/ad hoc: We don't currently have this capability, or we address it in an improvised, irregular way.	2. Repeatable: We have an established capability, but our practices are mostly informal.	3. Defined: We have a standardized capability and have documented procedures and/or responsibilities related to it.	4. Managed: We manage this capability to achieve predictable results on the basis of reliably measured performance indicators.	5. Optimized: Besides measuring performance, we regularly reassess the way we deliver this capability, in order to improve practices and manage risks.
Student Services The extent to which student advising, support services, and clearly documented degree requirements are provided, maintained, and reviewed by the institution.	The institution does not provide or maintain student support, student advising, or support services.	Limited provision and maintenance of student support and advising services. Some services exist but may not be widely supported or used.	Student support and advising services are available but services may be provided on an ad hoc basis. The catalog of services is expanding but does not cover all the students' needs.	The institution has implemented plans to provide student support services, advising, and well-documented degree requirements. The catalog of services meets the needs of most students; additional services are provided on an as-needed	Student support and advising services are provided, maintained, and reviewed on a consistent basis. Changes in services are made based on sunseting obsolete services and updating to existing services.

Maturity Scale Dimension	Absent/Ad hoc	Repeatable	Defined	Managed	Optimized
<p>Defined Outcomes</p> <p>The extent to which student success goals, metrics, and measures are clearly documented, understood, transparent, and aligned to the measures and institutional-level student success outcomes developed by the institution.</p>	<p>The institution does not provide or maintain student support, student advising, support services, or opt-out options.</p> <p>The institution does not provide or support the use of analytics to support student success initiatives.</p>	<p>Limited provision and maintenance of student support services, advising, or opt-out options. Use of analytics to support student success initiatives is likely at the department levels, ad hoc, and not consistent across the institution.</p> <p>Predictive analytics are not in use and plans for aligning data to effect change are in the initial planning stages.</p>	<p>The institution is gathering feedback from internal departments with experience in supporting student support services, advising, and opt-out choices, as well as from other institutions with more experience in providing these services.</p> <p>Plans to collect and use data to drive analytics for decision making and predictive insights are beginning to coalesce around the institutional goals.</p>	<p>The institution has implemented plans to provide student support services, advising, and opt-out choices. Data collection to feed analytics tools to drive institutional change and provide predictive analysis is in progress and may already provide actionable insights.</p> <p>Alignment between student support services and advising and the analytics dashboards/tools is evaluated to ensure the reflection of institutional student success goals.</p>	<p>Student support services, advising, and opt-out choices are aligned with the institution's student success goals.</p> <p>Analytics data are gathered to drive improvement, to provide predictive capabilities, and to measure the efficacy of student success goals.</p>

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<p>Leadership and Culture</p> <p>The extent to which senior leadership is committed to the success of student success initiatives and technologies, the alignment between the two, and alignment among institutional leaders; additionally, the extent to which funding is secured and continuously reviewed in support of student success initiatives and technologies.</p>	<p>The institution does not have alignment, public or otherwise, among senior leadership with respect to student success initiatives and technologies. Funding has not been secured for these efforts.</p> <p>Student success technologies, analytics, and data are not included in strategic planning or in institutional decision-making processes.</p>	<p>Select leaders, student reps, and staff have started supporting the use of student success technologies internally, and some departments' cultures are becoming more open to collecting and using student success data and analytics. Faculty members in some departments are starting to accept the use of student success goals and metrics as appropriate for planning and advising. Student success is becoming part of the conversation when considering strategic planning, institutional outcomes, and institution-wide decision making.</p> <p>Institutional student success initiatives may be under consideration or in the early planning stages but are not yet funded or announced.</p>	<p>Leaders are voicing their support for student success technologies; faculty members are beginning to use student success goals and metrics in their departments for planning purposes. Plans to tie institutional strategy and initiatives to student success technologies are under way; efforts have begun to create processes for moving from planning to data collection and action.</p> <p>Initial student success initiatives have been funded and announced.</p>	<p>Senior leadership and faculty publicly endorse student success initiatives and provide internal support as well.</p> <p>The culture includes open discussion of student success goals, metrics, and data collection and use. Student success is a regular part of faculty discussions and is used in departmental plans and for student advising, in addition to demonstrating outcomes on institutional goals. Most planning and institutional initiatives are designed with student success in mind; decision making is increasingly made by using data and analytics.</p> <p>Based on the success of initial initiatives, personnel investments and subsequent resource investments are dedicated to continuing support of student success technologies.</p>	<p>Institutional leaders and faculty publicly support the use of student success initiatives/technologies by using them regularly in decision making, internal and external reports, and for the incorporation of student success into decision making. Strategic planning and institutional initiatives are tied to key institutional outcomes that are tracked with data and student success metrics. Student success initiatives/technologies are supported and prioritized from both budgetary and personnel perspectives; funding levels for student success initiatives are sufficient and viewed as an investment. Student success faculty and staff training are fully supported, and opportunities for advisors to receive analytics training are integrated into annual budgets.</p>

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<p>Technology and Systems</p> <p>The extent to which technology, tools, data sharing, and training related to supporting the use of student success technologies, including advising and alignment of institutional level goals and initiatives, are provided.</p>	<p>The institution does not possess the tools, software, or capacity to successfully measure and use student success technologies and analytics.</p>	<p>The appropriate technology to support student success initiatives is being considered; initial pilots and purchases may be under way. Student success technologies, goals, and initiatives being considered throughout the institution will inform data policy and processes.</p>	<p>Appropriate tools and software are in place for student success initiatives but are not yet consistently deployed across the institution. Data policies and practices are being developed to ensure that quality, secure data support student success initiatives. Training and use of data for advising and goal setting is improving.</p>	<p>Appropriate tools and software are in place to support student success initiatives and are consistently deployed across the institution. Data policies and practices to ensure that quality, secure data support student success initiatives are in place. Training and use of data for advising and goal setting are aligned with institutional goals and are widely used.</p>	<p>The institution has all the tools, software, and training necessary to support student success initiatives, including student advising and faculty use of data and analytics for decision making, and to align departments with institutional goals.</p>