EDUCAUSE E-Learning Maturity Index: Key Factors

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| Dimension | Key Factor |
| Governance, Security, and Accessibility | * Alternate technologies for students with disabilities to engage in e-learning.
* Established mechanism in place for e-learning governance.
* Students submitting course work online are those who have completed the work.
* Effective decision making about e-learning initiatives.
* Policies outlining the intellectual property of course material.
* Technology in place to ensure the security of e-learning initiatives.
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| Engagement | * Training for students, faculty, and staff to learn new e-learning technology and skills.
* Evaluate new technologies for possible use in e-learning courses.
* Faculty play a large role in determining what technologies are used in their courses.
* Faculty's interest in incorporating technology into teaching is on the rise.
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| Priority | * Senior position or positions specifically for e-learning management.
* E-learning is viewed as an investment and strategic priority, rather than an added cost.
* Faculty are rewarded for designing and delivering online courses.
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| Operational Effectiveness | * E-learning technology delivery systems are highly reliable.
* IT considers e-learning technology delivery systems to be mission-critical.
* Most e-learning technology services are supported through a centralized system.
* E-learning services, programs, and technologies are adaptable and scalable
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| Analytics | * Learning analytics to evaluate the efficacy of our e-learning courses.
* Analytics to ensure that progress in e-learning meets our strategic goals.
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EDUCAUSE Student Success Maturity Index: Key Factors

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| Dimension | Key Factor |
| Leadership and Governance | * Senior leaders are publicly committed to initiatives designed to improve student success.
* At least one senior position specifically dedicated to student success improvement.
* High-level committee that engages major stakeholders to make decisions about student success initiatives.
* Institutional student success efforts and technology are adequately funded.
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| Collaboration and Involvement | * People from different departments/units collaborate effectively to support student success initiatives.
* Multiple stakeholder input when making decisions about student success goals, initiatives and technologies.
* Stakeholders throughout the institution use consistent definitions of student success.
* Student success goals are accepted and supported throughout the institution.
* Regular communication about student success goals and performance to appropriate stakeholders.
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| Advising and Student Support | * Student advising process effectively supports our student success goals.
* Support services available to students effectively support our student success goals.
* Faculty adopt and use information systems that support student success.
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| Process and Policy | * Degree requirements in academic programs at our institution are clear and well documented.
* Information security policies and practices are robust to safeguard data used for student success analytics.
* Policies that specify privileges and responsibilities for access to student success data.
* Student success efforts are adaptable
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| Information Systems | * Technology to plan a detailed course of study through degree or credential completion.
* Technology to identify and intervene with students at academic risk and at risk from non-academic factors.
* Technology systems track progress and identify potential obstacles to degree or credential completion.
* Technology systems provide a comprehensive view of student education planning and advising interactions.
* Data related to student success can be shared effectively among technology systems.
* Users trained to make effective use of student success technology systems.
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| Student Success Analytics | * Identified the key institutional student success outcomes we are trying to improve.
* Appropriate data support student success outcomes and analytics needs.
* Analytics support continuous improvement of student success initiatives
* Analytics predictively inform student success initiatives.
* Leadership employs analytics when making decisions about student success initiatives.
* Faculty and advisors employ analytics to improve student success.
* The use of data to make decisions is accepted throughout the institution.
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