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. |
| 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. |
| 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. |
| 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 |
| Analytics | * Learning analytics to evaluate the efficacy of our e-learning courses. * Analytics to ensure that progress in e-learning meets our strategic goals. |

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. |
| 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. |
| 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. |
| 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 |
| 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. |
| 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. |