aLearning Maturity Model

Level	Strategy	Delivery	Deployment	Curriculum	Knowledge Management	Evaluation
0	Strategic plan for online learning is in formative stage. Use of online learning is in investigative stage.	None	None	No online learning programs nor curriculum exist.	No strategic plan for KM within online learning options exists.	None
I	Strategic plan for online learning is in early stage of complexity. Use of online learning is basic and experimental or pilot phase.	Webinars (live and archived)	Basic (via vendor-hosted or per-use license)	One or two programs/year. Programs determined independent of overarching curriculum.	Some KM captured in archived Webinars, but no defined plan for purposeful capture or deployment of association knowledge is codified.	Kirkpatrick's Level 1.
II	Strategic plan for online learning takes a broad view of elearning opportunities for the organization and outlays general steps for adaptation/incorporation. Online learning has become a regular part of an association's learning curriculum, but is still offered on a program-by-program basis.	Webinars (live and archived), and asynchronous delivery options, either through rapid deployment or custom-built.	LMS might be incorporated at this maturity level, particularly if a certification or licensure program is using online learning within the association.	More online learning options are provided annually at this level, but they are predominately developed on a program-by-program basis.	Some knowledge is being captured within the online learning curriculum, particularly within the asynchronous and archived offerings, which "freeze" content in a way that assures consistent delivery.	Kirkpatrick's Levels 1 and 2. Evaluations at Level 3 might be conducted.

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III	Strategic plan for online learning includes incorporation with live, instructor-led/classroom offerings. Online learning is beginning to be developed as pre-, post- or supplemental training to live instruction.	Synchronous and asynchronous online learning options are being integrated throughout the general learning curriculum; a variety of elearning delivery methods are being used, each to their best advantage.	LMS (purchased, licensed, or SaaS) is in use for ease of registration, tracking, and any record-keeping for certification/licensure requirements.	Online learning has been fully integrated into the association's broad education curriculum, with clear alignment to the association's education mission.	KM is a driver in organizing and gathering online content. Asynchronous offerings also serve as a means for sharing captured knowledge and distributing it to association members.	Evaluations at Kirkpatrick's Levels 1, 2, and 3 are conducted.
IV	Strategic plan for online learning includes incorporation of synchronous, asynchronous, live components, and Web 2.0 options to leverage live interactive chat, networking, and knowledge sharing.	Use of synchronous, asynchronous, and social networking technologies and delivery types are incorporated throughout the learning	An LMS/LCMS is implemented to provide registration, learner progress tracking, and completion records. A user-friendly portal and the appearance of a	A mature alearning association has a fully integrated curriculum that maps all key competency and learning areas to the appropriate	At this level, KM is no longer considered a separate entity but is well incorporated into the full curriculum. Every program contributes to the gathering,	Evaluations are conducted at all of Kirkpatrick's levels. Level 4 evaluations are conducted in cooperation

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		strategies, each type matched appropriately to the learning content and its educational objective.	seamless integration of all delivery types has been achieved at this maturity level. Such a deployment system provides the correct balance of administrative capability and user-friendly accessibility.	delivery types, their necessary KM components, with measurement at the Results level to ensure iterative review for curriculum improvement.	capturing, and management of knowledge for the benefit of the association's members.	with individual or institutional members. Evaluations are also conducted on a regular basis against the overall curriculum, not just on a program-by-program basis.