

Faculty achieve success with teaching online, citing appreciation and happiness.

- ❑ Faculty satisfaction metrics show improvement over time.
- ❑ Faculty contribute to and benefit from online teaching.
- ❑ Faculty are rewarded for teaching online and for conducting research about improving teaching online.
- ❑ Sharing of faculty experiences, practices and knowledge about online learning is part of the institutional knowledge sharing structure.
- ❑ There is a parity in workload between classroom and online teaching.
- ❑ Significant technical support and training are provided by the institution.

Do you have an effective practice to share? Visit Sloan-C Effective Practices (<http://www.sloanconsortium.org/effective>) to contribute or use practices that meet these criteria:

- ❑ **Innovation:** The practice is inventive or original.
- ❑ **Replicability:** The practice can be implemented in a variety of learning environments.
- ❑ **Potential Impact:** The practice would advance the field if many adopted it.
- ❑ **Supporting Documentation:** The practice is supported with evidence of effectiveness.
- ❑ **Scope:** The practice explains its relationship with other quality elements.

Students are successful in learning online and are typically pleased with their experiences. Measurement of student attitudes finds that:

- ❑ Discussion and interaction with instructors and peers is satisfactory.
- ❑ Actual learning experiences match expectations.
- ❑ Satisfaction for services (advising, registration, access to materials) are at least as good as on the traditional campus.
- ❑ Orientation for how to learn online is satisfactory.
- ❑ Outcomes are useful for career, professional and academic development.

The five pillars of quality summarize the ideals of online education in a quick, holistic view of continuous quality improvement. Use the pillars and their associated goals as prompts for considering, implementing and measuring quality improvements.



The Sloan Consortium (Sloan-C) is an institutional and professional leadership organization dedicated to integrating online education into the mainstream of higher education, helping institutions and individual educators improve the quality, scale, and breadth of online education. Sloan-C is funded by the Alfred P. Sloan Foundation and by members. Membership in the Sloan Consortium provides knowledge, practice, community, and direction for educators. Join Sloan-C at <http://www.sloanconsortium.org>.

# Learning Effectiveness

# Scale

# Access

The provider demonstrates that online learning outcomes meet or exceed institutional, industry, and/or community standards.

- Interaction is key: with instructors, classmates, the interface, and via vicarious interaction.
- Metrics are used for comparing online and traditional courses.
- Online course design takes advantage of capabilities of the medium to improve learning (testing, discussion, materials).
- Courses are instructor-led.
- Communications and community building are emphasized.
- Swift trust characterizes the online learning community.
- Distinctive characteristics of programs are highlighted to demonstrate improved learning.
- On-campus and online instruction achieve comparable learning outcomes, and the institution ensures the quality of learning in both modes by tracking instructional methods, student constituencies and class size.

Institutions continuously improve services while reducing cost to achieve capacity enrollment.

- Mission-based strategies for cost reduction are continuously formulated and tested.
- Cost effectiveness models are tuned to institutional goals.
- Tuition and fees reflect cost of services delivery.
- The institution assures academic and service continuity.
- Partnering and resource sharing are institutional strategies for reducing costs.
- Intellectual property policies encourage cost effective strategies.

All learners who wish to learn online have the opportunity and can achieve success.

- Diverse learning abilities are provided for (at-risk, disabilities, expert learners).
- The reliability and functionality of delivery mechanisms are continuously evaluated.
- Learner-centered courseware is provided.
- Feedback from learners is taken seriously and used for continuous improvement.
- Courses that students want are available when they want them.
- Connectivity to multiple opportunities for learning and service is provided.