

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

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



The Sloan Consortium (Sloan-C), composed of accredited higher education providers and organizations, encourages collaboration, sharing knowledge and effective practices to improve online education.

Sloan-C is supported by the Alfred P. Sloan Foundation.

# Learning Effectiveness

# Cost Effectiveness & Institutional Commitment

# Access

The provider demonstrates that the quality of learning online is comparable to the quality of its traditional programs:

- 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

Institutions continuously improve services while reducing cost

- Cost effectiveness models are tuned to institutional goals
- Tuition and fees reflect cost of services delivery
- Scalability, if an institutional objective, can be accommodated
- Partnering and resource sharing are institutional strategies for reducing costs
- Mission-based strategies for cost reduction are continuously formulated and tested
- 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