

Sloan-C View

Perspectives in Quality Online Education

A Publication of the Sloan Consortium

[A Letter from the Editors of the Sloan-C View, 2](#)

[News, 2 & 3](#)

[Alfred P. Sloan Foundation Awards, 2](#)

[Programs newly listed in the Sloan-C Catalog, 2, 3](#)

[Sloan-C Third Thursday Online Seminars, 3](#)

[Sign up for in depth seminars on each of the 5 pillars of online education.](#)

[By the Numbers, 4](#)

[Student satisfaction related to SAT scores](#)

[Announcing New Sloan-C Publications, 5](#)

[Elements of Quality: The Sloan-C Framework is now available, read relevant Book Reviews, and New and Noteworthy Effective Practices.](#)

[Calendar, 6](#)

[Upcoming events in Online Education](#)

[Newsletter Registration](#)



THE SLOAN CONSORTIUM
A Consortium of Institutions
and Organizations Committed to
Quality Online Education

The Two Worlds Program

Sloan-C promotes industry and academic connectivity for online learning.

Corporate and academic approaches to online learning are parallel knowledge universes with few interactions. Each approach has evolved to a level of maturity that has generated practical knowledge about online learning that should be shared for the benefit of both.

Whether we call the phenomenon "online learning" or "e-learning," our hypothesis is that the Sloan Consortium (Sloan-C) can meld its accumulated knowledge with corporate knowledge to improve the quality of learning in both sectors. Based on this hypothesis, Sloan-C is sponsoring a workshop at the annual American Society for Training and Development (ASTD) International Conference and Exposition in San Diego on May 20, 2003. More than 12,000 ASTD members are likely to attend, thus enabling Sloan-C to collaborate with a large segment of the training and development world. The program's five themes explore the potential of connecting the two worlds:

1. The ALN approach to online learning is being successfully applied in industry-specific and for-credit learning.
2. Industry-specific and management executive programs are being offered online, and we are just at the beginning of understanding the best uses of ALN in these programs. The workshop will investigate how to move forward in these areas.
3. The workshop will highlight exemplary corporate online training programs.
4. Discussions will determine ways the two worlds can work together to leverage each other's knowledge.
5. Sloan-C is the most efficient and the most credible community for information-sharing in the field of online education. Industries can participate and become members at no cost, helping to guide the most significant educational developments ever.

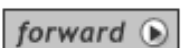
The ASTD International Conference

The American Society for Training and Development is the world's leading association of workplace learning and performance professionals. Formed in 1944 as the American Society of Training Directors, ASTD is now a global force and sought after voice on critical issues of workforce development. With 70,000 members from over 100 countries and 15,000 organizations including multi-national corporations, mid- and small-size businesses, government and universities, ASTD is globally recognized for its research, publications, conferences, and network of thought leaders and practitioners. ASTD's major conference, the annual International Conference and Exposition, regularly draws over 12,000 practitioners from around the globe. Because of its size and international scope, ASTD is the ideal partner for Sloan-C. ASTD offers Sloan-C members this venue for combining academic and corporate worlds of online learning.

Implementation of Sloan-C workshop at the ASTD Conference

The workshop agenda for "Corporate and Higher Education Alliances for E-learning" at the ASTD on May 20, 2003 is shown on the Sloan-C website (<http://www.sloan-c.org/conference/index.asp>). **Jeanne Meister**, formerly President and CEO of Corporate University Xchange, and author of *Corporate Universities: Lessons in Building a World-Class Workforce*, is working with Sloan-C to create an exciting program. Featuring speakers from academic institutions and corporations, the program will report on proven and start-up results in areas such as energy, transportation, healthcare, automotive, telecommunications, and technology. The program includes an open session in the morning, and an afternoon session with (1) a presentation of needs for industry-specific executive education online and (2) a more targeted discussion among corporate and academic leaders to determine how Sloan-C can best expand academic community to corporations with a quality track record for developing and delivering quality online learning.

Join us at ASTD on May 20: <http://www.sloan-c.org/conference/index.asp>



... From the Editors

A letter from the editors of the *Sloan-C View*

This issue of the *View* focuses on some of the ways online learning can enhance more diverse kinds of learning for more online learners.

For faculty teaching online, **Melody Thompson**, Sloan-C editor for faculty satisfaction practices, finds that interacting with new populations of students is a primary motivator for ongoing faculty satisfaction. This issue of the *View* focuses on some of the ways online learning can enhance more diverse kinds of learning for more online learners.

In "Two Worlds," **John Bourne** points out that academic and corporate learning have been maturing in parallel universes; now it's time to share accumulated knowledge to benefit both worlds.

Jeff Seaman's analysis of student satisfaction asks readers to consider why lower SAT scores correlate with higher levels of satisfaction with online learning. Clearly, satisfaction can have a great deal to do with quality standards that accommodate various kinds of learners. To enable more kinds of learners to succeed in learning online, **Seb Schmoller** announces a draft for public comment on the [British Standards Institution's "Code of practice for e-support in electronic learning systems."](#) The draft includes useful recommendations for supporting learners in online tutorials, a/synchronous, and hybrid delivery modes; email David.Keech@bsi-global.com to obtain the draft. [The International Council for Open and Distance Education \(ICDE\)](#) announces the launch of its international standards agency, and calls for papers for its annual conference in Hong Kong, June 1–5.

Online, you can access and provide practices that measure up to the standards of the Sloan-C quality pillars by demonstrating affordability, replicability, and impact, like the featured practices from **Bill Pelz** and **Carol Hayes** in this issue. Also, see reviews of current publications of interest.

As budgets shrink and demand increases, the Alfred P. Sloan Foundation encourages initiatives to enable greater access to quality learning. These mainstay words help:

The greatest thrill that life offers is to create, to construct, to develop something useful. Too often we fail to recognize and pay tribute to the creative spirit. It is that spirit that creates our jobs. There has to be this pioneer, the individual who has the courage, the ambition to overcome the obstacles that always develop when one tries to do something worthwhile, especially when it is new and different.

Alfred P. Sloan

As always, your thoughts about how Sloan-C can best become your source for networking with online providers are most welcome. Please register and login to view Sloan-C resources at <http://www.sloan-c.org>.

Best Regards,

... for the Sloan Consortium

Frank Mayadas,
John Bourne and
Janet Moore

Alfred P. Sloan Foundation Announces Awards

To the [League for Innovation in the Community Colleges](#) to develop asynchronous learning networks (ALN) course exchange at the entrepreneurial community college level, through a prototype that will make underlying barriers and opportunities more visible and possibly lay the groundwork for a full-scale marketplace.

To the [Franklin W. Olin College of Engineering](#) to discover and build upon best practices in online learning. This grant begins a process of creating bridges between the two worlds: Sloan-C asynchronous learning networks and corporate e-learning. The initiative will launch at a special session at the large annual conference of the [American Society for Training and Development](#), and it will be the first step towards linking two thriving, parallel but unconnected branches of online learning.

Welcome to Programs Newly Listed in the Sloan-C Catalog

13 Sloan-C schools announce 28 new online programs

[EMBRY-RIDDLE AERONAUTICAL UNIVERSITY](#)

Associate of Science in Professional Aeronautics
Associate of Science in Aviation
Business Administration
Aviation Maintenance
Certificate of Completion in Logistics
Aviation Maintenance Technology (Type 65)
Safety Systems Certificate (Graduate)
Safety Certificate (Undergraduate)
Supply Chain Management Certificate
Instructional System Design Certificate (Graduate)

[FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE](#)

Business Administration

[GEORGE WASHINGTON UNIVERSITY](#)

Clinical Laboratory Science
Clinical Research Administration
Clinical Health Sciences
Certificate in Clinical Research at the undergraduate level

[Continued on page 3](#)

Cost Effectiveness Seminar in April

Does “cost” have to be just another four letter word?

Research provides ample evidence that online programs can yield institutional cost efficiencies while improving learning and reducing costs to learners. Strengthening the business of education—quality education at capacity enrollment—online learning can help schools prepare for “increasingly dire budget circumstances.”^[1]

How do online programs succeed in integrating mission, quality and cost? How do prospective online learners select from the growing array of online programs? How do learning outcomes demonstrably improve while cost of instruction demonstrably decreases?

These are a few of the questions answered in Sloan-C’s forthcoming volume: *Quality Studies: Online Education Practice and Direction, Volume 4 in the Sloan-C Series*. Led by national expert Tana Bishop, Associate Dean for Administration in the Graduate School at University of Maryland University College, the cost effectiveness seminar invites you to preview the cost effectiveness studies, receive the forthcoming volume upon publication, and consult with editors and practitioners—via an affordable, convenient online discussion forum. Three seminars in the series are open for registration. Here’s how the seminars proceed:

Topic	Editor & Moderator	Week 1 Read 3 papers and comment	Week 2 Introductions; learn forum	Week 3 Discuss topics; receive synopses
Cost Effectiveness	Tana Bishop	April 3-9	April 10-16	April 17-21
Access	John Sener	May 1-7	May 8-14	May 15-19
Student Satisfaction	Meg Benke	June 5-11	June 12-18	June 19-23

The Sloan-C Third Thursday online seminar on [Cost Effectiveness](#) commences this week, and registration is open through April 17. For a fee of \$79.95, obtain the cost effectiveness previews, Volume 4, and a synthesis of the August 2002 seminar. Register online at: <https://secured.sloanconsortium.org/sloancseminars/registration/index.htm>

1 “Another Bleak Budget Year.” The Chronicle of Higher Education. January 3, 2003.

Welcome to Programs Newly Listed in the [Sloan-C Catalog](#)

13 Sloan-C schools announce 28 new online programs (cont'd from page 2)

[NORTHAMPTON COMMUNITY COLLEGE](#) Early Childhood Education

[NOVA SOUTHEASTERN UNIVERSITY](#)
Bachelor of Science in Computer Information Systems
Bachelor of Science in Psychology
Substance Abuse Studies

[REGENT UNIVERSITY](#)
Doctor of Education (Ed.D)

[FLORIDA STATE UNIVERSITY](#)
Master of Science in Criminology

[UNIVERSITY OF MICHIGAN-FLINT](#)
RN to BSN Online Degree

[UNIVERSITY OF NEBRASKA-LINCOLN](#)
Doctorate in Higher Education

[THE UNIVERSITY OF TEXAS SYSTEM TELECAMPUS](#)
Bachelor's Completion Program in Criminology and Criminal Justice
Master of Science in Technology/Human Resource Development
Master's of Public Administration

[WORCESTER POLYTECHNIC INSTITUTE](#)
Fire Protection Engineering

[NORTHWEST MISSOURI STATE UNIVERSITY](#)
Accounting

[SAINT LOUIS UNIVERSITY](#)
Aviation Safety Management

Student SATisfaction

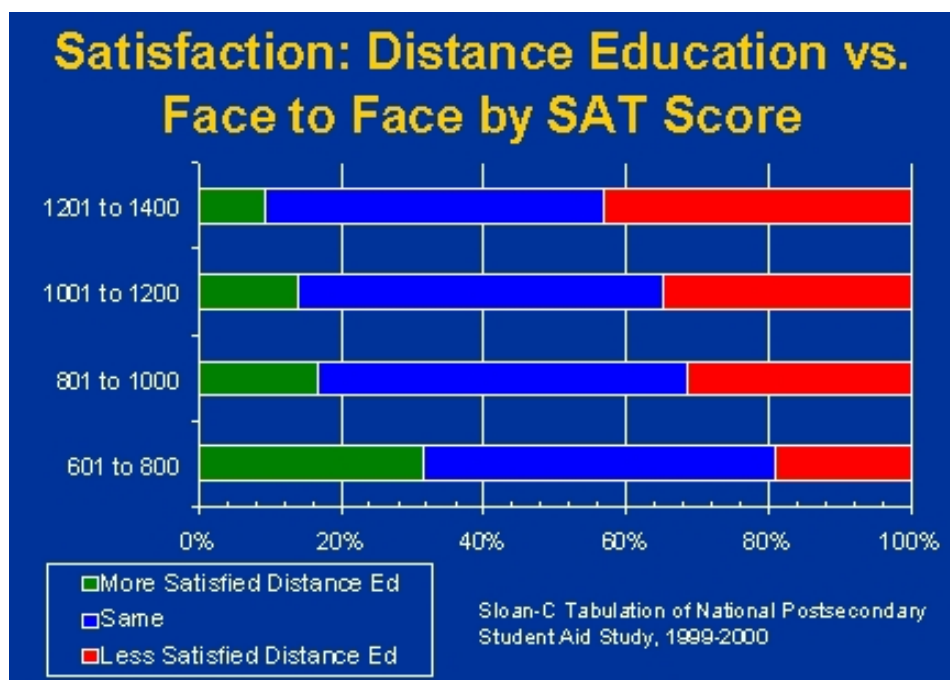
Jeff Seaman, Ph.D.

Are students more or less satisfied with courses delivered at a distance than they are with face-to-face courses? Using the most recent comprehensive national study (see "Data" below), the Sloan Consortium has begun to examine this question.

A Sloan Consortium guiding principle is that the quality of online courses should be at least equal to that of the institution's face-to-face offerings. The principle suggests that students in online courses would report satisfaction levels equal to or higher than that for face-to-face courses. Is this what we find?

Overall comparison

The good news is that nearly one quarter of all distance education students report that they are more satisfied with their distance education course, and nearly one-half report equal levels of satisfaction. The bad news is that around three in ten report that they are less satisfied with distance education. The numbers are virtually the same for all distance education students or if we restrict our analysis to only those students taking online courses.



Where is the best fit?

Do some groups of students who report much higher levels of satisfaction than others, and if so, why might that be?

When Sloan-C examined this question we found that student satisfaction with distance education was very similar across almost all dimensions. For example, there is virtually no difference in the reported satisfaction levels by delivery method for the distance course—those in courses using live video, recorded audio and video, or internet-based delivery methods show virtually no difference in satisfaction levels. Likewise, we found only small differences when we tallied the results by student age and by type of institution.

The big difference

The single dimension with large and consistent differences in student satisfaction is by SAT score. A very strong inverse relationship between combined SAT score and the relative level of satisfaction with distance education emerges—the lower the SAT score, the higher the satisfaction with distance education. (Note: For purposes of this question, ACT scores were converted to SAT equivalents).

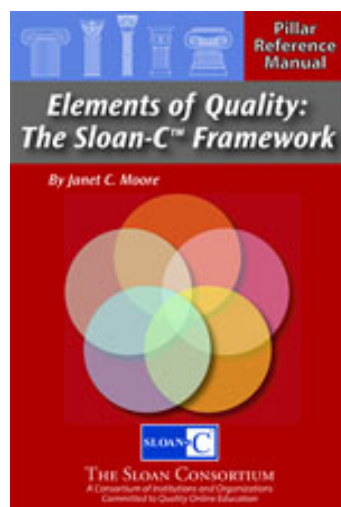
There is an inverse relationship between SAT score and satisfaction — the lower the SAT score, the higher the satisfaction with distance education.

While the effect is substantial, the data provide little insight into why this might be the case. Is it that the students with the higher SAT scores excel in face-to-face courses and don't want to change? Could it be that students with lower SAT scores are reacting to less time pressure from the asynchronous nature of many distance education courses? While the wording of the question makes it easy to do a direct comparison of student satisfaction in the two types of courses, it does not allow us to know the level of satisfaction with each type alone. Is the difference due to a higher satisfaction level for the distance education course, or to a lower satisfaction level for the face-to-face course?

Data

The data for the analysis come from the National Postsecondary Student Aid Study, 1999-2000, a survey of over 60,000 students. Sloan-C created these specific tabulations using the National Center for Education Statistics' Data Analysis System.

Order Yours Today!



Elements of Quality: The Sloan-C Framework

By Janet C. Moore • \$49.95

Educators have long sought to define quality in learning. Today, the powerful reach of online learning calls for proof of quality in all we do, as the emerging Internet-driven economy makes educational purpose more accessible and more visible than it has ever been.

For a decade, the Alfred P. Sloan Foundation has guided and funded the Sloan Consortium (Sloan-C) of colleges with online programs. These college programs feature faculty-led, cohort-based, asynchronous interaction, and produce at least the same quality of learning that the originating institutions produce in their face-to-face programs. Sloan-C hosts channels for online educators to share knowledge about improving performance in what have come to be known as the five pillars of quality: learning effectiveness, cost effectiveness, access, faculty satisfaction, and student satisfaction.

The recently published [Elements of Quality: The Sloan-C Framework](#) is a reference manual that draws from these channels. It illustrates the effectiveness of the pillar model with research from the *Journal of Asynchronous Learning Networks*, the Sloan-C catalog, listserv, books, workshops and conferences, and an online exchange of effective practices. The framework uses the principles of continuous quality improvement as tools for measuring progress toward the goal of affordable, accessible education for all.

As institutions make decisions about the best ways to improve quality, the framework helps make comprehensible multiple, simultaneous perspectives about value, priorities, gaps, tradeoffs, capacity management, and more. Quality, as defined by Sloan-C, is the dynamic, relational character each institution creates according to its mission and the people who embody it. The democratizing influence of online communications means the framework itself is a collaborative work in progress. Readers are welcome to contribute to its refinement as pedagogy responds to the new possibilities of information technology.

The Sloan-C framework is distinctive because its simplicity serves as a heuristic, easily memorable and readily adaptable to diverse institutional missions. *Elements of Quality* provides replicable examples of effective practices and strategies that work. It tells the story of a paradigm in progress.

To order your copy, please visit <http://www.sloanc.org/publications/books/prm.asp> or call 781-292-2524.

Book Reviews

For complete reviews, please visit: <http://www.sloan-c.org/resources/reviews/index.asp>

New Technologies in the Social Sciences and Humanities

Jaishree Odin of the University of Hawaii reviews *Computing in the Social Sciences and Humanities*. Ed. Orville Vernon Burton. Urbana and Chicago: University of Illinois Press, 2002. Review in press at *On the Horizon*.

Does E-Moderating an Active Online Classroom Create?

Jaishree Odin of the University of Hawaii reviews Gilly Salmon's *E-tivities The Key to Active Online Learning*. London, Kogan Page, Ltd., 2002. Review in press at *On the Horizon*.

A New Knowledge of Reality

Janet Moore of Olin College reviews the National Research Council's report, *Preparing for the Revolution: Information Technology and the Future of the Research University*. National Academies of Sciences, November 2002. Review in press at *On the Horizon*.

New and Noteworthy in Effective Practices

Bill Pelz at Herkimer County Community College shares an effective practice that uses student-led discussions to build complex understandings of concepts in his psychology courses. Pelz bases the majority of course grades on these student-led discussions by using a grading system that rewards questions for being relevant, important, thought-provoking, original, and timely. His grading system also rewards answers for being correct, thorough, focused, well organized, well written, and original. Pelz's combining student empowerment with explicit criteria for creative thought leads to better learning of complex ideas, resulting in deeper and richer discussions, more engagement, and higher course retention rates.

Grading student-led discussions; Faculty innovate with learning technology

Carol Hayes at Florida State University shares Webstars and Star Strategies, FSU webpages that recognize faculty who innovate with learning technology—full of examples that are informative and motivational.

Visit <http://www.sloan-c.org/effective/index.asp> to read about these replicable online practices and to add your own. Submissions become eligible for annual Sloan-C Quality Awards.





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Contact Information:

Sloan Center for OnLine Education (SCOLE)
Olin College and Babson College
Olin Way, Needham MA 02492-1245
voice: 781-292-2524
fax: 781-292-2505
email: publisher@sloan-c.org
on the web: <http://www.sloan-c.org/>

If you have a question or comment, or would like to submit an article for publication, please email publisher@sloan-c.org.

John R. Bourne, Editor
Janet C. Moore, Editor
Kathryn M. Fife, Publisher

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If you know of, or are hosting, an event that should be listed on the Sloan-C View Calendar, please send the details of the event and url to publisher@sloan-c.org.

Online Learning Conference & Expo

Date: September 22-24, 2003
Location: Los Angeles, CA
URL: <http://www.onlinelearningconference.com/>

The largest gathering of decision-makers charged with developing and implementing e-learning.

9th Annual Sloan-C/ALN Conference

Date: November 13-16, 2003
Location: Orlando, Florida
URL: <http://www.aln.ucf.edu>, www.sloan-c.org

Mark your calendars for this year's conference: The Power of Online Learning: Implications for Teaching and Learning.

International Conference on Computers in Education(ICCE)

Date: December 2-5, 2003
Location: Hong Kong
URL: <http://www.icce03.org>

Proposals for papers are due April 16.

2003 Telecoop Conference

Date: April 23-25, 2003
Location: Breckenridge, CO
URL: <http://www.telecoop.org/conference/>
Public and private colleges, universities, K-12 education, private sector business and public television stations dedicated to the enhancement of educational opportunities through distance education.

Corporate and Higher Education Alliances For e-Learning

Date: May 20, 2003
Location: San Diego, California
URL: <http://www.astd.org> and <http://www.sloan-c.org>
A Special Session Forum conducted at American Society for Training Development International Conference and Exposition

NUTN 2003 Digital Learning: The Whole Enchilada

Date: June 1-3, 2003
Location: San Antonio, TX
URL: http://www.odu.edu/dl/nutn/annual_conference.html
Three engaging days of innovation, interaction and insight.

21st ICDE World Conference on Open Learning & Distance Education: Lifelong Learning in the Networked World

Date: June 1-5, 2003
Location: Hong Kong
URL: <http://www.ouhk.edu.hk/hk2003/>
The Conference aims to document achievements and investigate the challenges facing those seeking to provide open and distance education for persons of all ages in a world that is becoming increasingly networked.

19th Annual Conference on Distance Teaching and Learning

Date: August 13-15, 2003
Location: Madison, Wisconsin
URL: <http://www.uwex.edu/disted/conference/>
This year's conference will feature distance educators who are working smarter to build successful strategies, methods, and techniques.

The University of Calgary's Best Practices in e-Learning Conference

Date: August 13-14, 2003
Location: online
URL: <http://elearn.ucalgary.ca/conference/>
Totally online so you can participate without the cost and inconvenience of traveling.

ALT, The Association for Learning Technology

Date: September 8-10, 2003
Location: University of Sheffield, UK
URL: <http://www.shef.ac.uk/alt/>
ALT celebrates its 10th anniversary conference "Communities of Practice" hosted by Sheffield Hallam University and the University of Sheffield.