

# **Increasing Student Success through Quality Assurance**

by

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## **A. Quality Indicators for Learner Centered Outcomes**

<b>Quality Indicator</b>	<b>Sources validating Indicators' Importance</b>	<b>Obstacle(s)</b>	<b>Strategy to Address Obstacle</b>	<b>Outcome</b>
<b>1. Builds Online Community</b>				
<b>1.1</b> Maintains effective contact between students and faculty	<ul style="list-style-type: none"> <li>▪ CA Academic Senate</li> <li>▪ Institute for Higher Education Policy</li> <li>▪ NEA</li> <li>▪ Eduprise</li> <li>▪ Chickering and Gamson (1996)</li> <li>▪ Proposed Revisions to Title 5 Regulations</li> <li>▪ American Federation of Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can be very time consuming</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase effectiveness of discussion and email management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students believe faculty member cares about their learning</li> <li>▪ Enhanced motivation</li> </ul>
<b>1.2</b> Communicates high expectations and methods to achieve goals	<ul style="list-style-type: none"> <li>▪ CA Academic Senate</li> <li>▪ Chickering and Gamson (1996)</li> <li>▪ American Federation of Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expectations set too high or communicated without specifics</li> <li>▪ Fails to account for the challenges of learning the technology early in the course</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clearly described learning objectives and use of examples</li> <li>▪ Provide assistance to master the technological tools</li> <li>▪ Offer orientation to the course</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student resiliency enhanced</li> <li>▪ Student motivation and retention enhanced</li> </ul>
<b>1.3</b> Provides timely and constructive feedback on assignments	<ul style="list-style-type: none"> <li>▪ CA Academic Senate</li> <li>▪ Institute for Higher Education Policy</li> <li>▪ NEA</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can be very time consuming</li> </ul>	<ul style="list-style-type: none"> <li>▪ Instructors provide significant support early in the course, encourage students to comment on each other's work. Slowly withdraw individual comments and replace them with group comments.</li> <li>▪ Faculty provide notice of</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students understand what to expect from instructor</li> <li>▪ Students learn how to achieve course objectives</li> <li>▪ Students build community and learn effective</li> </ul>

			reasonable expectations including turnaround time for work submitted	communication techniques
<b>1.4</b> Provides students support as they discover conflicts between prior and new learning	<ul style="list-style-type: none"> <li>▪ Alley and Jansek (2001)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty believe that pointing out difficult crux points or common misunderstanding may give the wrong message</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty recognize that pointing out difficult points actually relieves stress and frees students to ask questions without fear of appearing stupid</li> <li>▪ Pre-tests can point out conflicts in prior learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students understand that the learning process often includes relearning</li> </ul>
<b>1.5</b> Encourages the building of community and collaboration among students	<ul style="list-style-type: none"> <li>▪ CA Academic Senate</li> <li>▪ Institute for Higher Education Policy</li> <li>▪ NEA</li> <li>▪ Eduprise</li> <li>▪ Hiltz, Coppola, Rotter and Turoff (2000) <a href="http://www.aln.org/alnweb/journal/Vol4_issue2/le/hiltz/le-hiltz.htm">http://www.aln.org/alnweb/journal/Vol4_issue2/le/hiltz/le-hiltz.htm</a></li> <li>▪ Shuell and Farber (2001)</li> <li>▪ Karayan and Crowe (1997)</li> <li>▪ American Distance Education Consortium</li> <li>▪ Chickering and Gamson (1996)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty may lack tools to build collaboration online or to effectively use the bulletin board</li> <li>▪ Requires that faculty give up some control and turn over responsibility for learning to the students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Construct reflection and sharing questions that encourage expression of perspective and comments</li> <li>▪ Ask students to evaluate each other's work</li> <li>▪ Offer opportunities for group work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students learn to communicate effectively in writing</li> <li>▪ Students learn to collaborate</li> </ul>
<b>1.6</b> Employs effective online discussion methods	<ul style="list-style-type: none"> <li>▪ Eduprise</li> <li>▪ Karayan and Crowe (1997)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of technical skills</li> <li>▪ Lack of ability to write in a way that encourages discussion and makes students feel supported</li> <li>▪ Faculty member asserts their perspective too early in the discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training in options for discussion board management</li> <li>▪ Organization of the discussion board</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students learn to communicate effectively in writing</li> </ul>
<b>1.7</b> Provides opportunities for real time communication exist	<ul style="list-style-type: none"> <li>▪ American Federation of Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Few students access these tools</li> <li>▪ Chat is constrained by typing speed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training in options for real time discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enhances perception that faculty member is accessible</li> </ul>

## 2. Appeals to Diverse Learners

<p><b>2.1</b> Respects and serves diverse needs and ways of learning and provides students with guidance for benefiting from and compensating for their learning preferences</p>	<ul style="list-style-type: none"> <li>▪ CA Academic Senate</li> <li>▪ Eduprise</li> <li>▪ Martinez (2001) <a href="http://ifets.ieee.org/periodical/vol_1_2001/martinez.html">http://ifets.ieee.org/periodical/vol_1_2001/martinez.html</a></li> <li>▪ Alley and Jansek (2001)</li> <li>▪ Chickering and Gamson (1996)</li> <li>▪ WASC Accrediation Standards, Draft B, Standard II</li> <li>▪ PEW</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of understanding of learning styles</li> <li>▪ Lack of understanding of how to address multiple learning styles</li> <li>▪ May require ability to create more complex web pages</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training in pedagogy</li> <li>▪ Training in techniques to address multiple learning styles</li> <li>▪ Sharing of information about culture, gender, etc., communication patterns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students find learning easier</li> <li>▪ Students stay in class, retain more content, and report higher levels of satisfaction with the course</li> </ul>
<p><b>2.2</b> Employs active learning (active engagement)</p>	<ul style="list-style-type: none"> <li>▪ CA Academic Senate</li> <li>▪ Pew</li> <li>▪ Alley and Jansek (2001)</li> <li>▪ American Distance Education Consortium</li> <li>▪ Chickering and Gamson (1996)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of understanding of the needs of adult learners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training in pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students stay in class, retain more content, and report higher levels of satisfaction with the course</li> </ul>
<p><b>2.3</b> Modules include problem based and real world examples</p>	<ul style="list-style-type: none"> <li>▪ American Distance Education Consortium</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of understanding of the needs of adult learners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training in pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students stay in class, retain more content, and report higher levels of satisfaction with the course</li> </ul>
<p><b>2.4</b> Offers an array of interactive materials, activities and media</p>	<ul style="list-style-type: none"> <li>▪ Pew</li> <li>▪ American Distance Education Consortium</li> </ul>	<ul style="list-style-type: none"> <li>▪ Preparation can be very time consuming</li> <li>▪ Lack of technical skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Technical Training</li> <li>▪ Information about reusable learning objects and publisher prepared materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students stay in class, retain more content, and report higher levels of satisfaction with the course</li> </ul>
<p><b>2.5</b> Requires students to engage in analysis, synthesis and evaluation</p>	<ul style="list-style-type: none"> <li>▪ Institute for Higher Education Policy</li> <li>▪ NEA</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires conscious attention to issues addressed in Bloom's taxonomy</li> <li>▪ May require discussion management abilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training in pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students develop higher order skills and develop ability to manage their own learning more effectively</li> </ul>
<p><b>2.6</b> Shows students how to take responsibility for future learning, including verification of the validity of</p>	<ul style="list-style-type: none"> <li>▪ Institute for Higher Education Policy</li> <li>▪ NEA</li> <li>▪ Alley and Jansak (2001)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires awareness of course management and the need for extensive support early in the course and slow withdrawal of that support as the course progresses.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provision of internet research advice</li> <li>▪ Training in webliography development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students leave the course with information</li> </ul>

resources				
2.7 Shapes course design to take advantage of the potential of the medium	<ul style="list-style-type: none"> <li>American Federation of Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Requires awareness of options and exposure to other online courses</li> </ul>	<ul style="list-style-type: none"> <li>Training in online course design</li> <li>Assistance from instructional design experts</li> </ul>	<ul style="list-style-type: none"> <li>Course utilizes most effective tools to deliver content</li> <li>Students report high levels of satisfaction with the course design</li> </ul>
<b>3. Provides a Detailed Learner Centered Syllabus</b>				
3.1 Provides course objectives, due dates, and other expectations	<ul style="list-style-type: none"> <li>Institute for Higher Education Policy</li> <li>NEA</li> <li>Eduprise</li> <li>McKeachie (1999)</li> <li>Alley and Jansek (2001)</li> <li>American Distance Education Consortium</li> </ul>	<ul style="list-style-type: none"> <li>Creation of a syllabus suitable for a fully online course requires strong organizational skills and significant understanding of the FAQs that will arise</li> </ul>	<ul style="list-style-type: none"> <li>Bloom's taxonomy provides a valuable resource for the creation of learning objectives and can be used to create more and more challenging objectives as students move through the course.</li> <li>Training and syllabus templates</li> </ul>	<ul style="list-style-type: none"> <li>Students understand course expectations, objectives and means to achieve course goals</li> <li>Students understand their responsibilities and the level of support available to them</li> </ul>
<b>4. Utilizes Assessment Tools</b>				
4.1 Employs a variety of assessment tools that are matched to learning objectives	<ul style="list-style-type: none"> <li>Institute for Higher Education Policy</li> <li>NEA</li> <li>Eduprise</li> <li>Morgan and O'Reilly (1999)</li> <li>McKeachie (1999)</li> </ul>	<ul style="list-style-type: none"> <li>Lack of understanding of assessment tools and techniques</li> </ul>	<ul style="list-style-type: none"> <li>Training in online assessment tools and techniques</li> </ul>	<ul style="list-style-type: none"> <li>Student learning is supported and facilitated through constructive and relevant assessment</li> </ul>
4.2 Provides students with self-assessment tools	<ul style="list-style-type: none"> <li>Eduprise</li> <li>Sluijsmans, Dochy and Moerkerke (1998)</li> <li>Morgan and O'Reilly (1999)</li> <li>Pew</li> </ul>	<ul style="list-style-type: none"> <li>Preparation takes extra time and faculty may not understand the value of self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Training in the value of self-assessment tools and their construction</li> </ul>	<ul style="list-style-type: none"> <li>Students understand discrepancies in prior knowledge and new learning and are able to adjust more quickly</li> </ul>
4.3 Demonstrates the values of reflection in higher order learning	<ul style="list-style-type: none"> <li>Alley and Jansek (2001)</li> <li>American Distance Education Consortium</li> </ul>	<ul style="list-style-type: none"> <li>Lack of understanding of the impact of reflection on learning</li> </ul>	<ul style="list-style-type: none"> <li>Training in pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>Students integrate new learning and understand its use</li> </ul>

<p><b>4.4</b> Encourages peer assessment (provides “real” audience for work)</p>	<ul style="list-style-type: none"> <li>▪ Eduprise</li> <li>▪ Sluijsmans, Dochy and Moerkerke (1998)</li> <li>▪ Morgan and O’Reilly (1999)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Concern about the value of peer assessment</li> <li>▪ Lack of understanding of how to manage or assess this work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training in peer assessment techniques</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students learn tools of constructive criticism</li> <li>▪ Students learn to collaborate</li> </ul>
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<p><b>5. Employs a Pathway for Learning</b></p>				
<p><b>5.1</b> Employs a pathway for learning which offers students control over learning pace, activities and sequence</p>	<ul style="list-style-type: none"> <li>▪ Eduprise</li> <li>▪ American Distance Education Consortium</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires understanding of learning pathways, course design, course tools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training in online course design</li> </ul>	<ul style="list-style-type: none"> <li>▪ Navigation and course tools become familiar, allowing students to focus on content</li> </ul>
<p><b>5.2</b> Provides clearly designed web pages that support ease of use (including readability and download time)</p>	<ul style="list-style-type: none"> <li>▪ Eduprise</li> <li>▪ Alley and Jansek (2001)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires understanding of web page design and accessibility issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training in web page design and accessibility or use of instructional designer’s time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students report satisfaction with the system and accessibility requirements are met</li> </ul>
<p><b>5.3</b> Provides clear and multiple means of navigation</p>	<ul style="list-style-type: none"> <li>▪ Eduprise</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires logical set up of course and recognition of need for multiple navigation options</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training in course set up</li> </ul>	<ul style="list-style-type: none"> <li>▪ Navigation is facilitated and students focus on course content</li> </ul>
<p><b>5.4</b> Utilizes concise and focused modules</p>	<ul style="list-style-type: none"> <li>▪ American Distance Education Consortium</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires understanding of online pedagogies and ability to reduce materials to vital content</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training in online pedagogy</li> <li>▪ Careful editing of course materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students are able to focus on key issues and mastery learning</li> </ul>
<p><b>5.5</b> Depth and breath of material covered should equal classroom based course</p>	<ul style="list-style-type: none"> <li>▪ American Federation of Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ In order to ensure equality online, faculty need to offer more than they do in face-to-face course, overwhelming students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clear objectives and a focus on learning rather than time spent</li> </ul>	<ul style="list-style-type: none"> <li>▪ Focus of course is on learning</li> </ul>

## B. Quality Indicators for Institutional Support

Quality Indicator	Sources validating Indicators' Importance	Obstacle(s)	Strategy to Address Obstacle	Outcome
<b>6. Provides Training and Development Support for Faculty</b>				
<b>6.1</b> Provides faculty with training in online methodologies and technologies	<ul style="list-style-type: none"> <li>▪ Institute for Higher Education Policy</li> <li>▪ NEA</li> <li>▪ American Federation of Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of recognition of importance</li> <li>▪ Most faculty have not been online and lack examples from which to draw</li> <li>▪ Lack of recognition of the return on investment and spin-off benefits for face-to-face courses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Familiarity with CVC services</li> <li>▪ Hiring of instructional designer(s)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student learning is facilitated and enhanced</li> </ul>
<b>6.2</b> Provides peer mentoring	<ul style="list-style-type: none"> <li>▪ Institute for Higher Education Policy</li> <li>▪ NEA</li> </ul>	<ul style="list-style-type: none"> <li>▪ Perception of time involved and cost</li> </ul>	<ul style="list-style-type: none"> <li>▪ Give FLEX or committee time for mentors</li> <li>▪ Often advisable to pair with a peer in an unrelated discipline so that they focus on communication and design and not debates about content</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student learning is facilitated and enhanced</li> <li>▪ Faculty satisfaction with online teaching is enhanced</li> </ul>
<b>6.3</b> Provides technical support to faculty during and after course creation	<ul style="list-style-type: none"> <li>▪ Institute for Higher Education Policy</li> <li>▪ NEA</li> <li>▪ American Federation of Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cost</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seek funding from grants to provide technical assistance</li> <li>▪ Collaborate with other institutions to provide economies of scale</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enhanced quality</li> <li>▪ Quicker course development</li> </ul>
<b>7. Offers Standardized Guidelines for Courses</b>				
<b>7.1</b> Offers minimum standards for course development, design	<ul style="list-style-type: none"> <li>▪ Institute for Higher Education Policy</li> <li>▪ NEA</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of awareness of issues involved and current best practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of advice from CVC</li> <li>▪ Review other colleges' practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faster development of online courses and enhanced quality</li> </ul>

and delivery		<ul style="list-style-type: none"> <li>▪ Possible contract issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognition of mutual benefit</li> </ul>	
<b>7.2</b> Reviews instructional materials periodically to ensure they meet program standards	<ul style="list-style-type: none"> <li>▪ Institute for Higher Education Policy</li> <li>▪ NEA</li> </ul>	<ul style="list-style-type: none"> <li>▪ Possible contract issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognition of everyone's mutual benefit if procedures are properly implemented</li> </ul>	<ul style="list-style-type: none"> <li>▪ Greater consistency and quality</li> </ul>
<b>8. Provides Technical Support Structures</b>				
<b>8.1</b> Provides a centralized system of support including security and reliability	<ul style="list-style-type: none"> <li>▪ Institute for Higher Education Policy</li> <li>▪ NEA</li> <li>▪ American Distance Education Consortium</li> <li>▪ WASC Accreditation Standards, Draft B, Standard III</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of technical expertise</li> <li>▪ Cost</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish a collaborative in order to achieve economies of scale</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ease of use enhanced for all</li> </ul>
<b>9. Provides Student Support Services</b>				
<b>9.1</b> Provides orientation and how to succeed materials to students	<ul style="list-style-type: none"> <li>▪ Institute for Higher Education Policy</li> <li>▪ NEA</li> <li>▪ American Distance Education Consortium</li> <li>▪ American Federation of Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of recognition of services' value</li> <li>▪ Time and expertise to create materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of materials created by other resources, e.g. CVC's "Online Student Survival Guide"</li> </ul>	<ul style="list-style-type: none"> <li>▪ Higher retention and student success</li> </ul>
<b>9.2</b> Offers library resources and web access	<ul style="list-style-type: none"> <li>▪ Institute for Higher Education Policy</li> <li>▪ NEA</li> <li>▪ American Distance Education Consortium</li> <li>▪ WASC Accreditation Standards, Draft B, Standard II</li> <li>▪ American Federation of Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Time and cost</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of resources provided free by others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Facilitates student/faculty research and learning</li> </ul>
<b>9.3</b> Ensures information about online programs, application,	<ul style="list-style-type: none"> <li>▪ Institute for Higher Education Policy</li> <li>▪ NEA</li> <li>▪ Pew</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of recognition of services' value</li> <li>▪ Time and cost</li> </ul>	<ul style="list-style-type: none"> <li>▪ Model materials others use</li> </ul>	<ul style="list-style-type: none"> <li>▪ Facilitates student access</li> </ul>

requirements, testing and other support services are available online	<ul style="list-style-type: none"> <li>American Distance Education Consortium</li> </ul>			
<b>9.4</b> Provides technical assistance to students	<ul style="list-style-type: none"> <li>Institute for Higher Education Policy</li> <li>NEA</li> <li>American Distance Education Consortium</li> <li>American Federation of Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Cost</li> </ul>	<ul style="list-style-type: none"> <li>Create a collaborative to achieve economies of scale and reduce costs</li> <li>Outsource help desk functions but limit it to "spike periods" of high demand</li> </ul>	<ul style="list-style-type: none"> <li>Higher retention and student satisfaction</li> </ul>
<b>9.5</b> Provides online student services	<ul style="list-style-type: none"> <li>Institute for Higher Education Policy</li> <li>NEA</li> <li>American Distance Education Consortium</li> </ul>	<ul style="list-style-type: none"> <li>Lack of recognition of services' value</li> <li>Time and cost</li> </ul>	<ul style="list-style-type: none"> <li>Model systems established by others</li> </ul>	<ul style="list-style-type: none"> <li>Higher retention, student satisfaction, and student success</li> </ul>
<b>10. Employs Systematic Program Review</b>				
<b>10.1</b> Employs a systematic program of effectiveness measures with multiple evaluation methods including both cost and learning outcomes	<ul style="list-style-type: none"> <li>Institute for Higher Education Policy</li> <li>NEA</li> <li>Pew</li> <li>American Federation of Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Expertise</li> <li>Contract issues</li> <li>Cost</li> </ul>	<ul style="list-style-type: none"> <li>Policy developed through shared governance involving all constituencies: curriculum committee, academic senate, unions, administration, and online instructors.</li> <li>Ongoing campus discussion of key issues involving cost and learning outcomes of online instruction</li> </ul>	<ul style="list-style-type: none"> <li>Higher student success</li> <li>Greater integration of online and traditional courses</li> </ul>
<b>10.2</b> Relies on research and analysis to identify student learning needs and to assess programs so that stated learning outcomes are achieved	<ul style="list-style-type: none"> <li>WASC Accreditation Standards, Draft B, Standard II</li> </ul>	<ul style="list-style-type: none"> <li>Expertise</li> <li>Cost</li> </ul>		
<b>10.3</b> Ensures distance education is integrated into the mission of the institution	<ul style="list-style-type: none"> <li>American Distance Education Consortium</li> </ul>	<ul style="list-style-type: none"> <li>Separate distance education units may create actual or perceived separateness</li> </ul>		

<p><b>10.4</b> Ensures faculty retain academic control</p>	<ul style="list-style-type: none"> <li>▪ American Federation of Teachers</li> </ul>		<ul style="list-style-type: none"> <li>▪ Policy developed through shared governance involving all constituencies: curriculum committee, academic senate, unions, administration, and online instructors.</li> </ul>	
<p><b>10.5</b> Sets class size through normal faculty channels</p>	<ul style="list-style-type: none"> <li>▪ American Federation of Teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Online courses perceived as being different from traditional classes, therefore requiring special rules</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ongoing campus discussion of key issues involving cost and learning outcomes of online instruction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Higher student success</li> <li>▪ Greater integration of online and traditional courses</li> </ul>

## References

*Accreditation Standards: Shaping the Dialogue*, Accrediting Commission for Community and Junior Colleges (Western Association of Schools and Colleges, Draft B 2/14/02

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