

Contribution To Quality Improvement Initiative Reflections Based On Higher Educational Institutions

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Abstract- Higher education institutions need to assure a standard quality of service to sustain in the market they operate in. Recent studies identified the dimensions of quality higher education as the quality of students, faculty credentials, academic features, and administrative supports. Using segmentation, the total student market can be classified into subgroups, and then university authorities can analyze the attractiveness of each group to decide which segment(s) they should focus on for promotional efforts. Modern universities are experiencing a 'buyers' market' and that students are buying higher education from universities via the curriculum, faculties, library, resources offered. Recently higher learning commission revised six categories of AQIP key processes focuses on helping students learn, meeting student and other key stakeholder needs, valuing employees, planning and leading, knowledge management and resource stewardship, quality overview. This study aims at identifying the factors which are actually required to upgrade higher educational institutions to make it more responsive for its customer's perspectives, and also to find out a way leading towards its quality. The study undertaken is conceptual in nature and is based on review of literature. After reviewing more research articles, a set of quality improvement initiatives has been identified. The study helped in the identification of quality components of higher educational institutions. So this paper considered all this matter in mind from the old way of doing things to quality improvement initiative acted as a change agent to bring a new change in today and tomorrow, shall depend upon the quality of learning environment, and give solution to stakeholders betterment.

Keywords – Higher educational institutions, learning environment, Quality improvement initiatives, change.

I. INTRODUCTION

In recent decades, the commercialization of education has become more apparent and the need for using marketing tools is greater than before. Education is one of the basic needs for human development and to escape from, it is necessary for national development and prosperous society. Education is the responsibility of the government and should be managed through national resources. Furthermore, higher education is important for social and economic impacts in society. Thus, governments and society have a vested interest in ensuring a constant flow of students in higher education.

The rest of the paper is organized as follows. Research issues discussed in section II. The theoretical and conceptual frameworks are explained in section III. Quality concerns in higher educational institutions are presented in section IV. Concluding remarks are given in section V.

II. RESEARCH ISSUE

Higher educational institutions are now a day facing a lot of issues during this pandemic situation world as a whole. Therefore, there is a need to revamp some of the quality improvement initiatives to manage the current situation in the higher education learning environment to make it stronger and ease of use for students happy learning. To ensure their happy learning, some sort of attitudinal change need to impart. In this regard higher educational

institutions can use to examine their key processes and allow institutions to analyze, understand, and explore opportunities for improvement. That is possible through the following research issues can be taken which may be different from earlier relevant researches

1. To study the theoretical and conceptual framework of higher educational institutions quality improvement oriented reflections
2. To understand the various issues related to higher education institutions facing in students learning environment
3. To help in jotting down the right form of higher educational institutions meeting all quality improvement initiatives in their own suitable ways and means.

III. THEORETICAL AND CONCEPTUAL FRAMEWORK

3.1 Higher Education Institution Performance

Higher Education establishment execution has been conveyed to the cutting edge of people in the general approach field by execution subsidizing, wrangle over which elements ought to be in charge of observing the execution of Higher education organizations, and also measures to be utilized had escalated. At present, this tumbles to institutional authorizing organizations that oblige foundations to meet set up criteria, including the improvement of a culture of confirmation and the quest for institutional adequacy (Eaton, 2012). To accomplish and look after accreditation, organizations must give confirmation to exhibit their selection of a constant change handle (The Higher Learning Commission, 2012). Responsibility frameworks, including accreditation, utilize an assortment of execution pointers, for example, understudy graduation and standards for dependability to evaluate institutional adequacy. The Completion Agenda obliges organizations to enhance graduation rates to meet the expressed instructive fulfillment objective (Hughes, 2012). Thinks about demonstrate that institutional sort can be connected to contrasts in graduation rates yet that execution financing has an effect here (Shin, 2009). Inspections of accreditation sort, graduation percentage, and evaluation rehearses have established that establishments utilizing an accreditation procedure with an implanted constant change structure have higher graduation rates and are related with best practices in understudy learning results appraisal. In similar reviews, expansive contrasts among establishments utilizing a similar accreditation process couldn't be clarified (Garcia, 2009; Glenn, 2009). In spite of the fact that scientists have contemplated graduation percentages and the many variables affect them, there is little research at the crossing point of constant change forms either required by accreditation or received by organizations and institutional adequacy measures. Concentrate the relationship between consistent change structures and institutional adequacy measurements will distinguish any association between an organization's way of life of value (Cameron and Whetten, 1996) and execution as for profoundly obvious measurements.

3.2. Continuous Improvement

Persistent change is the procedure by which an association enhances its procedures and execution on precise premise. Diverse ceaseless change structures shift based upon the contrasting worth they put on institutional components, for example, initiative, criticism circles, workforce advancement, and frameworks considering. Notwithstanding its needs; in any case, constant change requires three conditions: the utilization of information, the efficient execution, and incorporation of consistent change forms into the procedures of the association, and in addition its structure (Morest, 2009). At the point associations make these circumstances move from the creation of discrete upgrades the building up a foundation wide culture of constant change.

As an association builds up its constant change forms, it encounters three particular phases of improvement: mistake location, blunder counteractive action, and unending inventive quality (Cameron and Whetten, 1996). Blunder identification centers the association around not committing errors: distinguishing issues and surveying consumer loyalty at the finish of the connection. Higher Education Quality endeavors at this stage depend on reviews and tests to decide consistency with least expected benchmarks. Blunder counteractive action considers all individuals from the group responsible for averting mistakes and dodging botches. Associations include clients in the outline of items and frameworks and concentrate on fulfilling clients by surpassing their desires.

3.3. Quality Improvement Process

Quality change forms in this stage incorporate the improvement of understudy/personnel learning associations and reliable criticism systems. Interminable imaginative quality is the most exceptional level of social reconciliation; an association at this level reliably utilizes information and deliberately executes and coordinates persistent change forms through its procedures and structure.

Associations at this point concentrate on suspecting client desires and enchanting their clients by continually enhancing guidelines (Cameron and Whetten, 1996). Associations confirming a culture of interminable imaginative value scored most astounding on the majority of their result measures, including efficiency and operational measurements (Cameron and Whetten, 1996).

Regardless of the absence of advance around there, Higher education establishments are dynamic during the time spent ceaseless change; 88% of Higher education foundations use some persistent change structure (Rice and Taylor, 2003). Most by far of foundations take an interest in some type of consistent change, and an assortment of nonstop change structures are being used all through Higher education. A general structure for execution change in Higher education requires three fundamental components: handle plan and administration, bearing setting and criticism. These center components are empowered by grounds administration, critical thinking abilities and an orderly world-see (Seymour, 1995). In spite of the fact that this general structure gives the basic components to a persistent change introduction, more formal systems are additionally being used. Associations at this point

concentrate on suspecting client desires and enchanting their clients by continually enhancing guidelines (Cameron and Whetten, 1996). Associations confirming a culture of interminable imaginative value scored most astounding on the majority of their result measures, including efficiency and operational measurements. Associations at this point concentrate on suspecting client desires and enchanting their clients by continually enhancing guidelines. Associations confirming a culture of interminable imaginative value scored most astounding on the majority of their result measures, including efficiency and operational measurements (Cameron and Whetten, 1996).

Different ceaseless change structures grew particularly aimed at and through Higher education organizations incorporate Lumina Foundation activity to enhance college viability, accomplishing the Dream. These systems portray an iterative input circle that backings procedure change. Higher education establishments must have accreditation to take an interest in government money related guide plans, and as a component of the double assignment to give quality confirmation and goad ceaseless change, provincial certifying organizations look for particular proof of foundations participating in consistent change (The Higher Learning Commission, 2012). Truth be told, accreditation procedures distinguished as a particular consistent change technique by 52.6% of establishments utilizing persistent change methodologies (Rice and Taylor, 2003). The HLC and AQIP were composed particularly as a constant change preparation. Gotten from the BPEP Criteria, it consolidates constant change and responsibility systems to make a one of a kind accreditation prepare (Spanghel, 2012).

3.4. TOTAL QUALITY MANAGEMENT (TQM)

Numerous Higher education foundations used TQM as a change system. TQM is a procedure founded by the 14 purposes of administration characterized to change the American industry (Deming, 1986). Outcomes credited to TQM usage incorporate funds of time and cash, increment in worker assurance and fulfillment over the association, strengthening of the workforce, the diminishment of mistakes, expanded consumer loyalty, and enhanced money related pointers. This move obliges associations to utilize the information for development outcomes credited to TQM usage incorporate funds of time and cash, increment in worker assurance and fulfillment over the association, strengthening of the workforce, the diminishment of mistakes, expanded consumer loyalty and enhanced money related pointers. Positive outcomes credited to TQM usage incorporate funds of time and cash, increment in worker assurance and fulfillment over the association, strengthening of the workforce, the diminishment of mistakes, expanded consumer loyalty, and enhanced money related pointers (Coate, 1990; GAO, 1991).

Reactions of TQM incorporate that it concentrates a lot of framework with procedures that make members drop inspiration and independence (Harnesk and Abrahamsson, 2007). What's more, an association must make a huge venture of time to understand the advantages of TQM; a scope of 1 to 5 years with a normal of 2 ½ years is sensible desire (GAO, 1991). Another crisscross with Higher education is the accentuation on the formation of hierarchical information and a relating de-accentuation on individual learning. Outcomes credited to TQM usage incorporate funds of time and cash, increment in worker assurance and fulfillment over the association, strengthening of the workforce, the diminishment of mistakes, expanded consumer loyalty, and enhanced money

related pointers. Generally, the personnel creates projects to address the issues of the understudies with practically zero understudy input. Setting the understudies in the part of educational modules co-makers counters this custom and causes worry as understudies may not know their definitive profession and adapting needs or how to accomplish them (Temponi, 2005). Extra difficulties intrinsic in executing TQM in Higher education foundations are the expansive venture of assets ordinarily required for usage, the way that positive outcomes can't be ascribed exclusively to TQM (i.e. organizations might have the capacity to accomplish them through various procedures), and the way that most TQM activities are centered around administration upgrades as opposed to enhancing scholarly execution (Coate, 1990; Koch and Fisher, 1998). Despite the fact that scholastic enhancements have been reported in particular course outcomes credited to TQM usage incorporate funds of time and cash, increment in worker assurance and fulfillment over the association, strengthening of the workforce, the diminishment of mistakes, expanded consumer loyalty and enhanced money related pointers.

3.5. BALDRIGE PERFORMANCE EXCELLENCE PROGRAM (BPEP)

BPEP was established as the Malcolm Baldrige National Quality Award (MBNQA) in 1987 as an open isolated organization intended to advance "consciousness of execution perfection as an inexorably imperative component in U.S. intensity and the sharing of effective execution systems and data on the advantages of utilizing these techniques." (BPEP, 2013, p. 55). Whenever built up, the Baldrige Criteria were connected to the assembling, administration, and private venture divisions. In 1999, the program included variants of the criteria custom fitted to the training and human services divisions. In spite of the fact that BPEP is gotten from the center components of TQM, a noteworthy contrast between the two methodologies is that TQM is a complete interior process, while BPEP incorporates an outsider assessment. The Baldrige Criteria comprise of 6 topics identified with authoritative procedures esteemed key to quality: administration, key arranging, client center, estimation, investigation and learning administration, workforce and operations; the last standard is results and identifies with the execution measures distinguished in the initial 6 classifications. Inside these 7 classifications, there are 17 singular criteria an association must address (BPEP, 2013). BPEP is being used at 15% of Higher education organizations (Rice and Taylor, 2003). An organization may embrace and use this way to deal with enhance its execution inside and additionally may apply for the Baldrige Award at the national or state level. To apply for the honor, the establishment must set up a self-think about tending to every one of the 7 criteria. The self-study is submitted, assessed, and scored by a group of analysts prepared in the criteria.

Foundations may be decided for a site visit, in the midst of which the gathering evaluates and scores the establishment against the Baldrige Criteria utilizing a pre-set rubric. A key segment of the BPEP is the scoring principle circulated with its criteria. This scoring principle requires the establishment to demonstrate not only that it has a technique to satisfy the criteria (an approach), furthermore that the approach is purposely shared over the affiliation (plan), that it has been surveyed and upgraded (learning) and that the approach works with and prompts distinctive methodology in the foundation (blend) (BPEP, 2013). This scoring segment demonstrates the

noteworthiness that the Baldrige approach puts on executing practices well, and also on executing the most ideal activities to achieve methodology (Cameron and Whetten, 1996).

3.6. EXTERNAL FRAMEWORKS OF EDUCATIONAL ASSESSMENT

This outer survey is interesting among consistent change structures and permits the assessment to consider how well an association has incorporated the distinguished procedures into its exercises. Since the dispatch of the instruction particular criteria, three Higher education foundations and six K-12 instructive frameworks have won the Baldrige Award (NIST, n.d.). Basic to the Baldrige procedure are the outcomes shared among establishments.

The Higher education organizations that have won the Baldrige Award share their outcomes on the NIST site comes about incorporate understudy, graduated class and manager fulfillment, change in exchange readiness for college understudies to 4year establishments and situation rates for graduates (Furst-Bowe and Bauer, 2007) Another recorded outcome from the utilization of this system was the capacity to adjust its measurements to bolster the college's main goal and accomplishment of its procedure (Furst-Bowe and Bauer, 2007).

Concerns in regards to the utilization of the Baldrige Criteria inside Higher education organizations revolve around the significance of the system as for its cooperation with the collegial culture of Higher education and the expansive support and privileges of the personnel (Furst-Bowe and Bauer, 2007). Likewise, on account of the likenesses amongst TQM and BPEP, a portion of the worries with TQM are additional worries with the utilization of BPEP, for example, the long course of events for usage, the high cost in time and assets of focusing on the procedure, and the failure to follow results to the utilization of the structure. At long last, a few establishments may discover execution troublesome because of a misperception that the organization must be updated before utilizing the Baldrige Criteria (Furst-Bowe and Bauer, 2007).

3.7. ACADEMIC QUALITY IMPROVEMENT PROGRAM (AQIP)

The Academic Quality Improvement Program (AQIP) was produced and started in 1999 as a device to help foundations in the self-appraisal and change handle and as an option way for accreditation through the Higher Learning Commission (HLC). Examined later as an accreditation procedure, the persistent change structure implanted in the AQIP procedure comprises of 10 standards fundamental to the advancement of a culture of consistent change at Higher education foundations. These are focus, involvement, leadership, learning, people, collaboration, agility, foresight, information, and integrity (HLC, 2010). These 10 standards are communicated through the AQIP classifications that concentrate on nine procedures introduce at Higher education establishments (HLC, 2010)

- Helping Students Learn (showing and learning forms)
- Finishing Other Distinctive (destinations not identified with showing and learning)

- Understanding Students' and Other Stakeholders' Needs
- Valuing People (workforce, staff, chairman advancement)
- Leading and Communicating (administration and correspondence)
- Supporting Institutional Operations (bolster forms and instructive condition)
- Measuring Effectiveness (gathering and utilization of data and learning)
- Planning Continuous Improvement (procedure and arranging)
- Building Collaborative Relationships (interior and outer connections)

3.8. COMMITMENT TO FOLLOW AQIP

Recently the revised AQIP Pathway Categories provide a framework under first category named Helping Students Learn focuses on the design, deployment, and effectiveness of teaching-learning processes for both credit and non credit courses, under second category named Meeting Student and Other Key Stakeholder Needs addresses the key processes external stakeholders support of institutions mission, under third category named Valuing Employees explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators, under fourth category named Planning and Leading focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities, under fifth category named Knowledge Management and Resource Stewardship addresses management of the fiscal, physical, technological, and information infrastructures designed, under sixth category named Quality Overview focuses on the continuous quality improvement culture and infrastructure of the institution chance to reflect on all its quality improvement initiatives through integrated improvement way of higher educational institutions.

The dedication to take after the AQIP procedure can't be messed with, as once a foundation makes this dedication; institutional accreditation is fixing to the capacity to exhibit consistency with the criteria for accreditation. This makes utilizing the AQIP procedure a more high stakes institutional responsibility than the interior reception of a procedure that may be seen as the "administration kind of the month." Similar to the BPEP approach, AQIP requires taking interest establishments to finish a self-evaluation to address components in each of the 9 classifications. Inside every classification, the foundation addresses how it exhibits each of the procedures (approach), the results (comes about) from those procedures, and any changes the organization has made to either the procedure or regarding the outcomes (learning) (HLC, 2010).

Similarly, as with the Baldrige Award, the AQIP procedure includes an outsider survey. Groups of companion evaluators from the Higher Learning Commission is allocated to audit accreditation reports and visit the establishment and to give input with respect to how well the organization meets the criteria for accreditation and the procedures of constant change. Advance with respect to nonstop change practices is recorded in the Systems Appraisal and is scored based upon a four level scale, which incorporates Super Strength (SS), Strength (S), Opportunity for Improvement (O), and Outstanding Opportunity (OO) (HLC, 2010). These scores are based upon the companion analysts' assessment of the organization's Systems Portfolio and the accord of the gathering.

3.9. EXCELLENCE IN HIGHER EDUCATION (EHE)

The Excellence in Higher Education (EHE) program was produced at Rutgers University in 2008 as a ceaseless change system joining components of the Baldrige approach and the accreditation self-examine handle. EHE concentrates on the advancement of a criticism circle to help foundations in using their authoritative information to illuminate and direct arranging and change (Ruben, 2008). The 7 EHE subjects key to viability are: authority, arranges and purposes, recipients and bodies electorate, projects and administrations, workforce/staff working environment, evaluation and data utilization, and results and accomplishments (Ruben, 2008). In spite of the fact that very like BPEP and AQIP, EHE contrasts from these two structures is in its usage. The EHE procedure concentrates intensely on the "how" of usage utilizing a workshop approach in which the members attempt a 5-stage procedure to change. At the workshop, the members finish the initial 3 stages of the procedure, the first is to examine each of the seven subjects and lead a self-assessment (evaluate). As the members talk about each subject and come to an accord with respect to the organizations' present status, they decide the establishment's qualities and shortcomings and organize them for activity (organize regions for development). Once the zones are organized, the gathering receives an arranging balance, building up activity arranges, courses of events, fundamental assets, and objectives (arrange change ventures). After the workshop is finished, the arrangements are executed (stride 4). The tasks are finished and advance announced against the objectives set in step 3 (stage 5).

In two follow-up studies, 70% of the members in the EHE procedure showed they "...had expanded learning and familiarity with the criteria and better comprehension of the EHE classes for authoritative viability" (Ruben, 2008, p. 10). What's more, the members detailed advance (a few/impressive) on 65% of the needs recognized at the EHE workshop. Despite the fact that these outcomes recommend the structure is successful in helping an establishment in gaining ground against its needs, its viability versus different nonstop change procedures is unaddressed. Accomplishing the Dream. Similar subjects of institutional adequacy are likewise found in Achieving the Dream, the concentration of which is "helping more understudies, especially low-wage understudies and understudies of shading, remain in school and gain a school declaration or degree." (Achieving the Dream, n.d.a.). Concentrated on enhancing the execution of colleges, the four rules that undergirds the program are: submitted authority, the utilization of information for program and administration change, wide engagement of all partners crosswise over grounds, and systemic institutional change. To address understudy results, cooperation in Achieving the Dream obliges organizations to distinguish particular activities and accomplishment measures including culmination and ingenuity rates, for development (Jenkins, Ellwein, Wachen, Kerrigan, and Cho, 2009).

The five-stage handle for enhancing college execution incorporates:

1. Commit to enhancing understudy results
2. Use longitudinal understudy associate information and other proof to distinguish and organize issues of understudy accomplishment
3. Engage workforce, staff, and partner to create methodologies to address the issues
4. Implement, assess and enhance procedures

5. Institutionalize the constant change of projects and administrations (Jenkins et al, 2009).

To organize constant change forms, Achieving the Dream exhorts establishments they should have the dedication of pioneers, engagement of personnel and staff, the capacity of staff to work together, cross-departmental correspondence, solid institutional research capacity, and proof based program audit (Jenkins et al, 2009). Jenkins (2007) recognized seven components of institutional adequacy and analyzed their advancement between two gatherings of universities; one high effect and one low effect. Organizations were resolved to be either low or high effect based upon their understudies' probability to finish a testament or degree, move to an in-state open 4-year college, or to continue at a similar foundation for a long time. Low and high effect organizations were assembled, and six establishments chose as contextual analyses. Of the six, just a single foundation had a procedure to oversee changes on an institutional scale based upon understudy accomplishment comes about. Jenkins reasoned that " such a framework is expected to realize systemic upgrades in institutional adequacy, despite the fact that doing as such may not be necessaryfor understudy achievement" (Jenkins, 2007, p. 956).

In surveying administrations coordinated at helping minority understudies make scholarly progress, it was found that the arrangement of understudy administrations is as essential as their accessibility on grounds (Jenkins, 2007). In checking on the Achieving the Dream system, college presidents demonstrated that its utilization readies the establishment for its re-accreditation endeavors and to meet state execution objectives. At the five-year point, results related with building up a culture of confirmation show change, for example, better information examination, more effective frameworks to screen understudy advance, and the expansive inclusion of personnel and staff in building up the way of life of proof (Rutschow, Richburg-Hayes, Brock, Orr, Cerna, Cullinan, and Achieving the Dream, 2011). Comes about identifying with execution measurements have been for the most part level with the most striking changes being humble enhancements in understudies passing watchman English courses (Rutschow et al, 2011).

IV. QUALITY CONCERNS IN HIGHER EDUCATIONAL INSTITUTIONS

Higher educational institutions should not just equip a student with technical skills and expertise, apart from that to make a happy learning environment even though they are in any kind of situation. That sort of preparedness needs to create in their mindset for their continual learning environment in this pandemic situation. Without taking into much of its pressure into their mind make stronger in their right thinking, strong cultural orientation provided to them through the currently running platform used by various educational institutions to their students learning life. Hence, a lot of quality improvement initiatives step into their progress. Through this quality, concern to change the attitudinal level of engagement and commitment of students towards the learning environment in a successful way. That strong base required to provide, once know the benefits of quality improvement initiatives has taken by higher educational institutions service providers in various aspect to the betterment of the learning environment. Then this leads to happy a learning environment. This attitudinal change is possible through the different patterns of quality concerns in the form of procedures, overview of key processes. All of these thigs create a better way to behave in terms of aligning with the current environment whatever the higher education institutions demanded from the student side. Because students are the pillar of any higher education institutions. By identifying all views of quality

concerns greatly help them out the need of hour cooperation from their side to make it worthy. This value-added service is possible through this present study. In this way, every single higher educational provider side awareness creation of various sources of availabilities of quality improvement initiatives and its importance identified, for student centric responsibility in positive connection with higher education institutions for their learning environment. Valuing employee those who are involved in teaching fraternity for their healthy living which means that without any stress in their level in deliver and discharge their continual responsibilities to their workplace. Because of a lot of challenges currently teaching community facing, with keeping it this in mind there are a lot of webinars, faculty development programs coming every day. To support one of the main human resources those who dedicated to improving the performance of higher educational institutions. Service providers need to adopt new strategical thinking, planning and leading, and Knowledge Management and Resource Stewardship both sides of linkage without having any gap running in an efficient way, improvised service, and student satisfaction lead to strong bonds then naturally strong culture created. Other stakeholders like parents feel happy about everything. In this way, a healthy and socially conscious environment achieved through this research insight.

V.CONCLUSION

The traditional education to change the mode of learning environment customized for the current situation is mandatory for every higher educational institution in which failing in preparing the way of quality conscious upgradation only can help to manage and grow into the current pandemic situation. Not only now even this changed cultural creation even in the near future like this situation occur at that time easy to adapt and change. So this paper considered all this matter in mind from the old way of doing things to quality improvement initiative acted as a change agent to bring a new change in today and tomorrow, shall depend upon the quality of learning environment, and give solution to stakeholders betterment. The major deliverables out of this paper covered all aspects of the modality of awareness creation to all stakeholders. So let us start the change, the best resources in the world and our education system is flexible and capable of bringing back its glory, matching with any learning environment.

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