

Chapter 4.

Learning Accountability and Quality Control

In any organizational design, the grand guiding principle is: *We propel the individual and the institution toward whatever we measure and reward accordingly — positively or negatively.*

- Fundamental Issues in the Present Learning Accountability and Quality Control
- Structural Flaws of the Present Accountability
- The Sum Effects of Casual Accountability
- MCCE Arrangement and Mechanics of Testing and Grading
- Cost of Grading: Money Well Spent, a Wrong Corner to Cut
- Training for Productivity
- Measuring Performances of an MCCE-Affiliated School
- Academic Accreditation, Auditing, and Ranking in the Present System versus MCCE
- Other Issues in MCCE's Testing and Grading

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— Fundamental Issues in the Present Learning Accountability
and Quality Control

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Structural Flaws of the Present Accountability

- The Wrong Target of Accountability
- What Is the Institution’s Objective Variable? Enrollment Dollars or the Sum Learning Output?
- The Fallacy of Cloning Customer Survey into Students’ Evaluation

Table 1	
In other industries, we ask the customer:	In education, we tell the student:
(1) What do you want, and how do you want the goods or services delivered to you?	1. If you want, for example, a degree in electrical engineering from this school, you have to do what is required in the school catalog.
(2) We will charge you \$X for what you are buying.	2. Pay us \$X — spread over a number of terms as fees and tuition — and we will educate you and give you a prized diploma if you fulfill the requirements.
(3) You don’t have to do anything for us except pay.	3. You have to put in the work and perform satisfactorily in some X courses over X established years.
(4) We will not judge your behavior. We may observe it only for our marketing research.	4. Your instructors will examine your performance in every course and give you a grade.
(5) We would appreciate it if you evaluate our services and tell us how satisfied you are with them. Your evaluation will not affect	5. You can evaluate your instructor and tell us how satisfied you are with their teaching. <i>We don’t tell you, but you know well that your evaluation will affect your</i>

(1) We would appreciate it if you evaluate our services and tell us how satisfied you are with them. Your evaluation will not affect your future transactions.	1. You can evaluate your instructor and tell us how satisfied you are with their teaching. <i>We don’t tell you, but you know well that your evaluation will affect your instructor’s finances, job security, and prestige.</i> Now, students have bargaining power over the content and grades.
(2) In other industries, the customer does not create the product and thus is not held responsible for the product’s quality; therefore, the customer is not judged by the business.	2. In education, the product is the learning output, for which the student (beyond childhood age) must be at the center of learning responsibility and, thus, must be judged.
(3) There is no interdependency and reciprocal evaluation between the customer and the provider of the goods or services. Imagine going to Walmart and seeing that the price you pay for item X depends on the cashier’s judgment on you and your judgment on the cashier. Sound funny and ridiculous? It is!	3. In higher education and some high schools, students have power over the instructor’s professional life through evaluation. Teachers giving grades and students evaluating their service are both necessary, but the corruption is in the reciprocity. In MCCE, the corruption is removed by decoupling exams and grading from the instructor. Neither the affiliated school’s instructor nor the students can compromise the content, exams, and grading, which

(1) Who Is the Customer? Who Foots the Education Bill?
 In other businesses, the customer is the one who pays. There is confusion about who really pays for education. On the surface, three parties directly pay for education: parents, the public (governments and donors), and students. What parents and students pay, in reality, are investments in education to reap the returns for the rest of the student’s life. In the long run, employers (public and private) reap the investment returns proportionate to the quality of education that enters the market. No matter who writes the check, society foots the education bill, one way or the other.

And the taxpayers often pay big:

Federal dollars accounted for 86% of revenue at the University of Phoenix, which has more than 458,000 students. ... “At first glance, the regulation appears to set a low bar,” Sen. Tom Harkin (D-Iowa), chairman of the Senate panel that issued the report, said in a statement. “I will be looking closely at this rule to ensure that it goes far enough to protect the \$23 billion in federal aid to for-profit schools each year.”¹

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— **The Wrong Instructor's Accountability
Measurement**

Reciprocity of evaluations corrupts the learning process: Students judge the judge (the teacher), who will judge their performances.

Serious Exams and Grading have Few, if any, Advocates

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MCCE Arrangement and Mechanics of Testing and Grading

— Cohesive Integration of Exams and Grading With the Course Knowledge Base and Course Practice Base

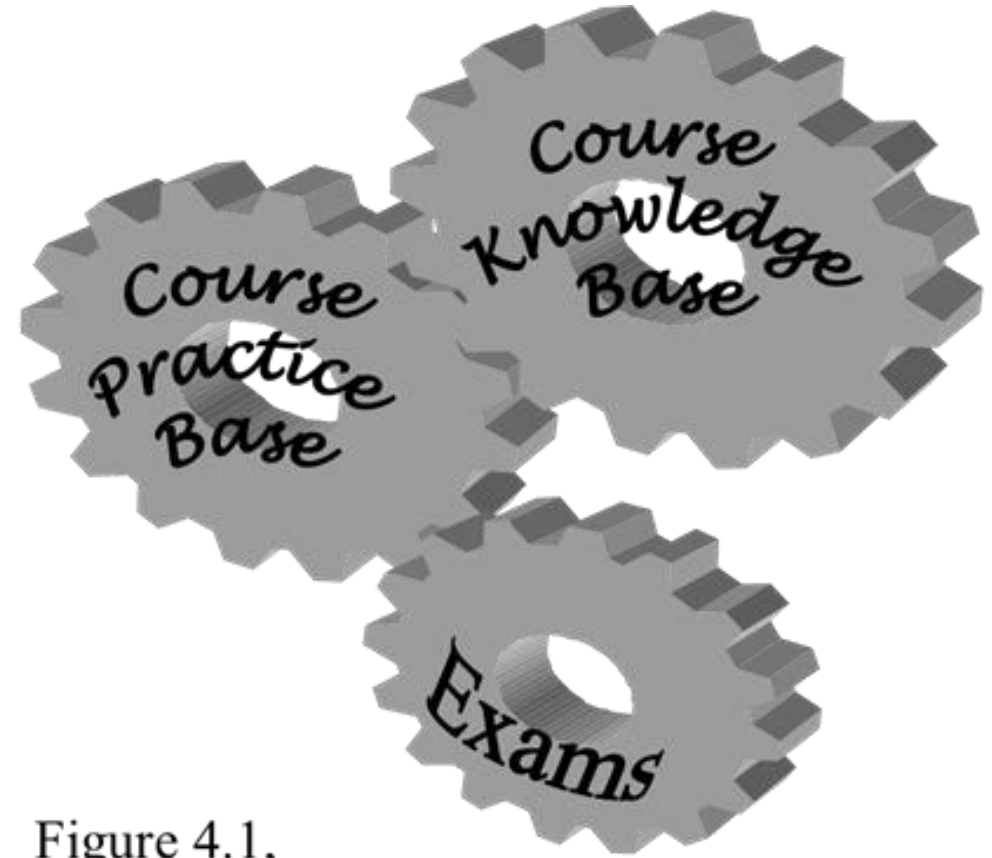


Figure 4.1,
Relationships between Course Knowledge
Base, Course Practice Base, and Exams

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- Decoupling Exam and Grading from Instruction
- Grading Vector — Building Assessment into Every Exam and Grading
- MCCE Grading Procedure
- The Effect of Assessment on Students' Focus
- Study Habits and Attitude towards Learning Responsibility
- Cost of Grading

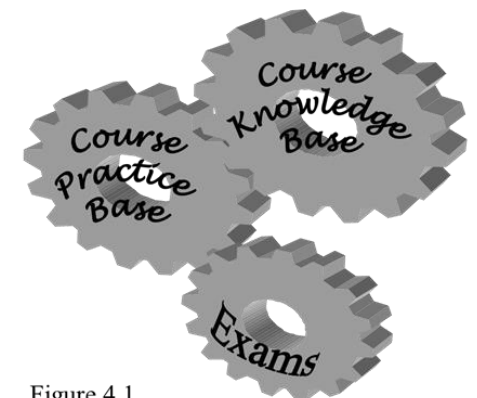


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The Effect of
 Assessment on
 Students' Focus, Study
 Habits, and Attitude
 toward Learning
 Responsibility

— Decoupling Exam and Grading from Instruction
**Grading Vector — Building Assessment into Every
 Exam and Grading**

Question:	Grading Vector	Weight	Sliding Scale									
			1	2	3	4	5	6	7	8	9	10
Student-ID Code Test-ID Answer:	Knowledge of the Subject	10							▲			
	Originality of Design	10						▲				
	Skill of Application	8						▲				
	Language Proficiency	3						▲				
	Professionalism of the Presentation	4								▲		
	Agility	3							●			
				● calculated by the computer								

Total Weighted Points Earned
 for this Question: ○

Figure 4.2, Building Assessment into Exam and Grading, an Example

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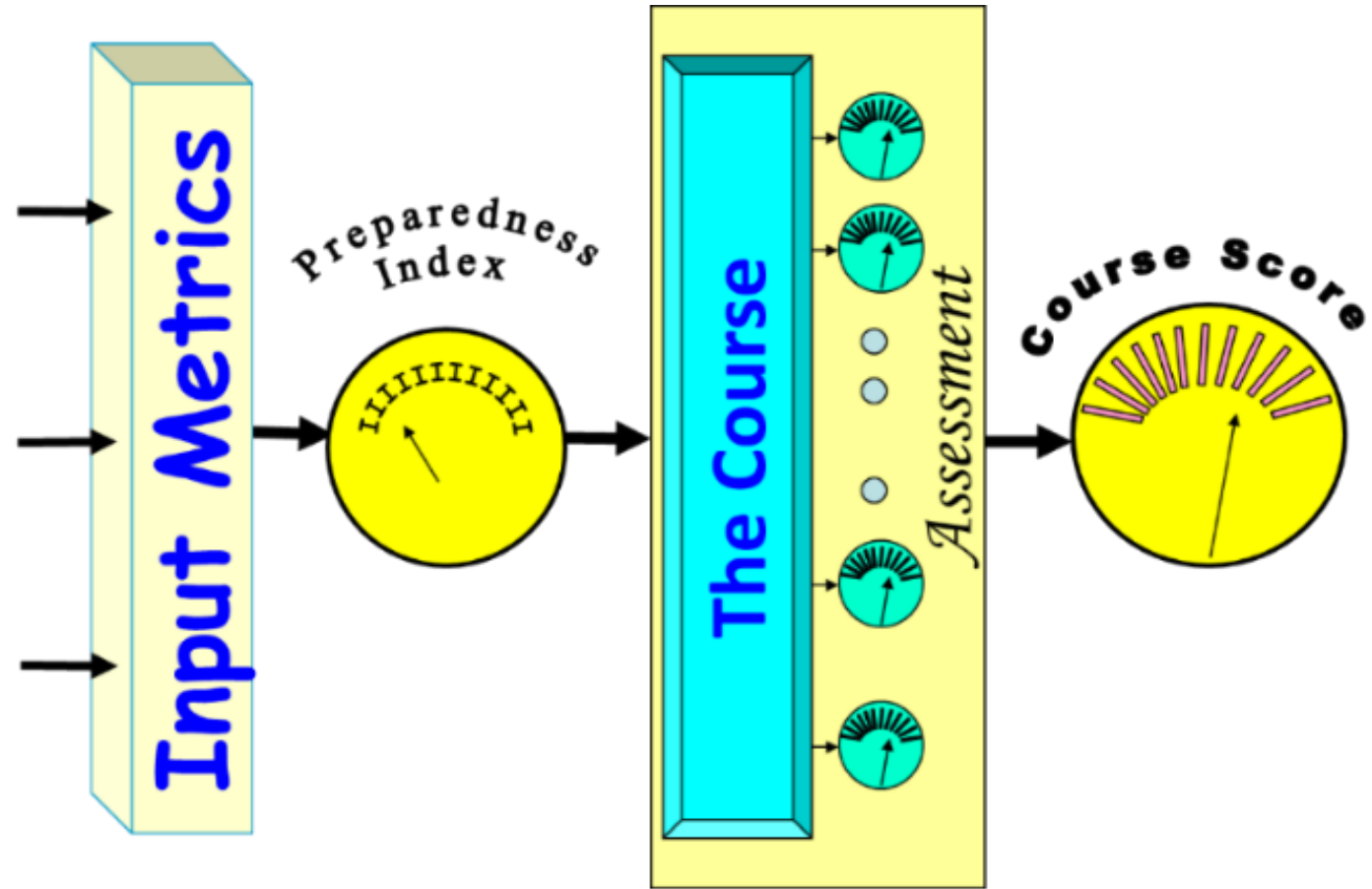


Figure 4.3, Assessment and Productivity Analysis
For every Student in every Course

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4.7 Academic Accreditation, Auditing, and Ranking in the Present System versus MCCE



Figure 4.4, Auditing Map

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4.7 Academic Accreditation, Auditing, and Ranking in the Present System versus MCCE

- **The Value and Limitations of Accreditation**
- **Ranking**
- **Audit Control of an MCCE-Based Institution**
- **Institutional Research**

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4.8 Other Troubling Issues in Testing and Grading — and MCCE Positions

- MCCE is not “Standardized Testing .”
- The Creeping Corruption of “Teaching to the Test.”
- External Exams in the Present System:
 - too little, too late
- The Merits of the ‘No-Fail’ Policy of MCCE
 - Abuses of No-Fail Policy

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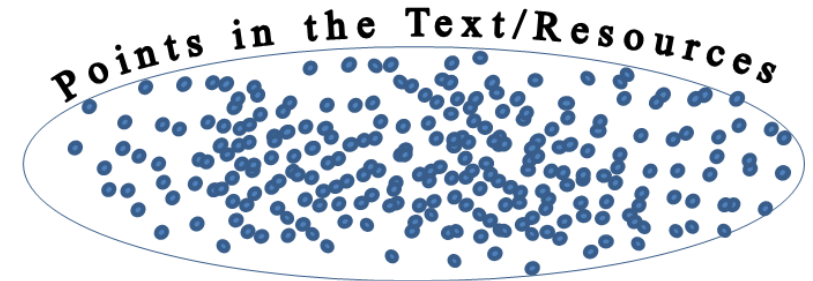
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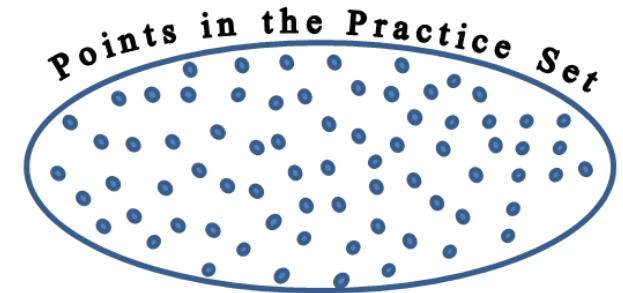
1: Lecture phase



2: Study
phase



3: Practice
phase



4. Final Exam
phase

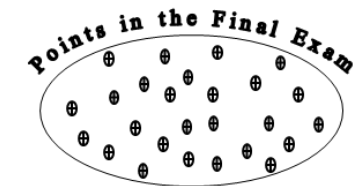


Figure 4.5, Access to the Test Answers
Undermines Working on the Three Stages before

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