

# Fall Showcase 2019

## Online Quality Checklist

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### Background and purpose

After moving on from the Quality Matters course accreditation process, UW-Green Bay was left without a course assessment tool for online course design. We are attempting to fill that void by developing an online quality checklist that instructors can utilize while planning, developing, and delivering their online courses.

Quality Matters, like other course assessment tools, strives to incorporate best practices developed through SoTL research ("Underlying Principles, n.d.). However, these instruments often fail to incorporate how instructors actually teach their courses. This is unfortunate since the greatest indicator for student success in an online course is teacher-to-student communication (Jaggars & Xu, 2016).

In an effort to bridge the gap between current course assessment tools and course delivery concepts, we have developed our checklist tool in a manner that incorporates course design, course delivery, and iterative course review.

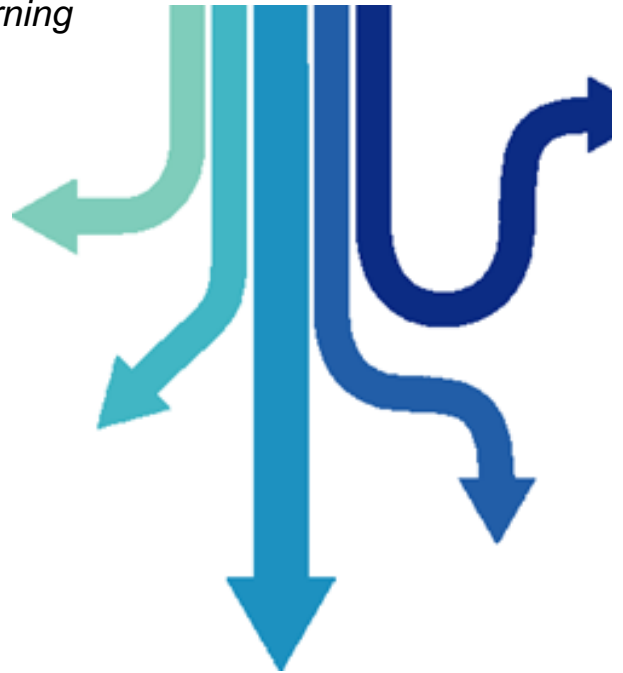
### Methods

For the 2019-2020 academic year, six instructors teaching the same online course in fall and spring have volunteered to assist in our project research. Fall courses will remain unchanged, created our control group. For the spring semester, the instructors will adapt their courses to the online checklist. After the fall and spring semesters, students will be given the same post-course evaluation.

### References

Jaggars, S. S., & Xu, D. (2016). How do online course design features influence student performance? *Computers & Education*, 95, 270-284.

Underlying Principles of Quality Matters: Quality Matters. (n.d.). Retrieved from <https://www.qualitymatters.org/qm-membership/faqs/underlying-principles>



### Checklist Development

The checklist was developed following an intensive literature review of instructional design best practices, as well as a review of historic to present-day online course assessment and review tools.

This initial checklist tool was then reviewed by experienced online instructors for clarity, consistency, and credibility. This revised tool will be implemented in select courses for the Spring 2020 semester.



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