COURSE DESIGN RUBRIC

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Online Course Review Information

Date:	
College:	
Instructor Name:	
Local Course ID:	
Course C-ID: (if applicable)	
Reviewer Name:	

Review Type: ☐ Self ☐ Peer ☐ Lead ☐ Accessibility

Information below this line will be completed by the Lead Reviewer

Aligned Sections:

☐ A	☐ B	☐ C	☐ D

The OEI Course Design Rubric was developed in 2014 by the OEI Professional Development work group to ensure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone revisions and updates since then in response to changes in available instructional technology and feedback from both instructors and reviewers.

Courses that are peer reviewed and aligned to the OEI Course Design Rubric:

- have met the CCC's highest level of design standards to support online student success and
- can be made available for cross enrollment to students at participating colleges.

The Rubric is divided into four sections.

SECTIONS A-C

Section A: Content Presentation

The 14 elements for quality course design in this section address how content is organized and accessed in the course management system. Key elements include course navigation, learning objectives, and access to student support information.

Section B: Interaction

The six elements in this section address instructor-initiated and student-initiated communication. Key elements of quality course design covered in this section include regular effective contact, both between and among instructors and students.

Section C: Assessment

The eight elements in this section address the variety and effectiveness of assessments within the course. Key elements include the alignment of objectives and assessments, the clarity of instructions for completing activities, and evidence of timely and regular feedback.

Following a review by a team of trained faculty peer reviewers, each element in Sections A-C will be marked in one of three ways:

Incomplete:

The element is missing or present to a degree that does not adequately support student success in online learning.

Aligned:

The element is present and effectively designed to support student success in online learning.

Additional Exemplary Elements:

This designation recognizes design choices that are aligned *and* go even further to enhance the student experience in the online learning environment.

SECTION D

Accessibility

The 16 elements in this section are reviewed to determine if a student using assistive technologies will be able to access the instructor's course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as "508 Compliance"). The accessibility elements in Section D focus on instructor-generated content that is primarily under the control of faculty when developing a course. Since Section D addresses elements that are required to be present, the elements in this section, when applicable, are only marked as **Incomplete or Aligned**.

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In addition to preparing courses for the CVC Exchange, the OEI Course Design Rubric is licensed under a Creative Commons Attribution 4.0 International License and can be used as:

- A roadmap for instructors designing new online courses.
- A tool for instructors seeking to update or improve existing courses.
- The foundation for starting a campus-based POCR (Peer Online Course Review) process.

Visit CVC.edu for more information on the OEI, the Rubric, and the Course Review Process. We welcome your feedback and suggestions.

Table of Sections

Section A: Content Presentation

Section B: Interaction

Section C: Assessment

Section D: Accessibility

Section A: Content Presentation - Unit Objectives

Incomplete	Aligned	Additional Exemplary Elements
A1: Placement of Objectives		
☐ Objectives are not included in individual learning units.	☐ Objectives are included in the individual learning units.	☐ Objectives are consistently placed and easy to locate in each learning unit.
A2: Clarity of Objectives		
☐ Objectives do not include demonstrable learning outcomes.	☐ Objectives consistently include demonstrable learning outcomes.	☐ Objectives are written in language that is student-centered.
A3: Alignment of Objectives		
☐ Learning unit content is not aligned with or sufficient to meet unit objectives.	☐ Content is clearly aligned with and sufficient to meet the learning unit objectives.	☐ The connections between content and learning unit objectives are made explicitly clear to the students.

Criteria A1 – A3 Comments:

Section A: Content Presentation - Use of the CMS

Incomplete	Aligned	Additional Exemplary Elements
A4: Course Navigation		
☐ Navigation and content flow are not easily determined.	☐ Navigation and content flow are easily determined by the user.	☐ Clearly labeled tutorial materials explaining how to navigate the specific course are included.
A5: Unit-level Chunking		
☐ Content is not presented in distinct learning units or modules.	☐ Content is meaningfully segmented into distinct units or modules to aid learning.	☐ Learning units or modules are consistently structured and sequenced to reduce cognitive load.
A6: Page-level Chunking		
☐ Page content is not chunked in manageable segments using headings, making online reading difficult.	☐ Page content is chunked in manageable segments using headings that facilitate online reading.	☐ Page content uses descriptive headings and subheadings that enhance student understanding of the material.
A7: Effective Use of Course Management (CMS) Tools		
☐ CMS tools that could reduce the labor intensity of learning are not used effectively.	☐ CMS tools are used to reduce the labor-intensity of learning and streamline access to materials and activities for students.	☐ CMS tools are used to provide integrated and innovative learning materials and activities for students.
A8: Effective Use of Multimedia		
☐ Content is presented primarily using one medium.	☐ A variety of media, such as text, audio, video, images and/or graphics are used throughout.	☐ Multimedia is used creatively throughout the course to facilitate student-centered learning.

Criteria A4 – A8 Comments:

Section A: Content Presentation - Learner Support

Incomplete	Aligned	Additional Exemplary Elements
A9: Instructions		
☐ Instructions for working with course content are missing or incomplete (e.g., links to articles or videos are provided without any guidance for how the student should work with the material).	☐ Course design includes instructions for learners to work with content in meaningful ways (e.g., guiding students to take notes during a video, explaining what to look for in an article, etc.).	☐ Instructions are directly embedded with the content.
A10: Learning Support		
☐ There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.	☐ Individualized learning opportunities, such as remedial activities to support Basic Skills or resources for advanced learning, are provided.	☐ Frequent individualized learning opportunities are provided throughout the course.
A11: Learner Feedback		
☐ Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.	☐ Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.	☐ There are opportunities to give anonymous feedback both during course delivery and after course completion.

Criteria A9 – A11 Comments:

Section A: Content Presentation - Institutional Support

Incomplete	Aligned	Additional Exemplary Elements
A12: Course Policies		
☐ Institutional/instructor policies relevant for learner success are not included or are difficult to find.	☐ Policies relevant for learner success (e.g., academic honesty, course drop/withdrawal, computer use, etc.) are included and easy to find.	☐ Institutional/instructor policies are provided in units or activities where they are most relevant.
A13: Student Services		
☐ Links to institutional services are not included, thus requiring students to exit the course to find support resources.	☐ Links to institutional services (such as disability services, online counseling, online tutoring, online readiness, the library, etc.) are included and clearly labeled.	☐ Links to institutional services are provided in the modules, assignments, and/or activities where they may be needed most.
A14: Technology Support		
☐ Information about and links to technology support are not included or easily found.	☐ Technology support is explained to students, and relevant contact information and/or links are easily found.	☐ Links to technology support and trouble-shooting tips are provided where they may be needed throughout the course.

Criteria A12 – A14 Comments:

Section B: Interaction - Instructor Contact

Incomplete	Aligned	Additional Exemplary Elements
B1: Pre-Course Contact		
☐ Instructor does not initiate contact prior to or at the beginning of the course.	☐ Instructor initiates contact prior to or at the beginning of course.	☐ Instructor provides multiple resources to help students successfully start the course.
B2: Regular Effective Contact		
☐ The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.	☐ The course design includes regular instructor-initiated contact with students using CMS communication tools.	☐ The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.
B3: Student-Initiated Contact		
☐ Instructor contact information, including expected response times, is missing or not easy to find.	☐ Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.	☐ Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.

Criteria B1 – B3 Comments:

Section B: Interaction - Student-to-Student Contact

Incomplete	**Aligned**	Additional Exemplary Elements
B4: Student-Initiated Contact with Other Students		
☐ Students are not given opportunities to initiate interaction with other students in the course.	☐ Opportunities for student-initiated interaction with other students are available and encouraged.	☐ The course makes a variety of tools and methods available for student-initiated interaction to accommodate a variety of communication styles.
B5: Regular Effective Contact Among Students		
☐ Students have no or limited opportunities to engage in regular effective contact with other students (e.g., limited to a single Q&A discussion forum only).	☐ Regular effective contact among students is designed and facilitated to build a sense of community among learners.	☐ The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.
B6: Participation Levels		
☐ Guidelines explaining required levels of student participation are not provided.	☐ Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are consistently provided.	☐ A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated.

Criteria B4 – B6 Comments:

Section C: Assessment - Effective Assessment

Incomplete	Aligned	Additional Exemplary Elements
C1: Authenticity		
☐ There is little or no evidence of authenticity built into assessments.	☐ Assessment activities lead to the demonstration of learning outcomes.	☐ Assessments are designed to mimic authentic environments to facilitate transfer.
C2: Validity		
☐ Students are evaluated on performance unrelated to the stated objectives.	☐ Assessments appear to align with the objectives.	☐ Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment.
C3: Variety		
☐ Assessments are limited primarily to one type of assessment (either formative or summative).	☐ Both formative and summative assessments are used throughout the course.	☐ Multiple types of formative and summative assessments are used (research project, objective test, discussions, etc.).
C4: Frequency		
☐ Assessments are few and infrequent.	☐ Multiple assessments are administered during the duration of the course.	☐ Frequent assessments occur at regular intervals throughout the course, providing students with timely feedback on learning and performance.

Criteria C1 – C4 Comments:

Section C: Assessment - Guidance and Feedback

Incomplete	Aligned	Additional Exemplary Elements
C5: Rubrics/Scoring Guide		
☐ Rubrics or descriptive criteria for desired outcomes are not included for most assessment activities.	☐ Rubrics or descriptive criteria for desired outcomes are included in most or all assessment activities.	☐ Rubrics and/or descriptive criteria for desired outcomes include models of "good work."
C6: Assessment Instructions		
☐ Assessments include little or no instructions.	☐ Instructions clearly explain to students how to successfully complete the assessments.	☐ Instructions are written clearly and with exemplary detail to ensure understanding.
C7: Feedback		
☐ There is little to no evidence of meaningful feedback on student assessments.	☐ The course includes a clear description of how meaningful, timely feedback on assessments will be provided.	☐ Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.
C8: Self-Assessment		
☐ There is little to no evidence that students are provided opportunities for self-assessment	☐ Opportunities for student self-assessment with feedback are present.	☐ There are multiple opportunities for student self-assessment that encourage students to seek timely additional help.

Criteria C5 – C8 Comments:

Section D: Accessibility

Instructors need to verify that content they create or add to their courses is accessible to all students. Third party tools and platforms (publisher content, LTI/Apps, etc.) procured by the college or department represent an institutional responsibility. It is important for faculty, administration, and vendors to work together to ensure that such proprietary course materials meet prevailing accessibility standards. The following were noted in this course and may require additional accessibility review by the college:

❑ LTI/Apps   ❑ Media Player   ❑ Links to 3rd party websites   ❑ Publisher content

3rd Party Resources in this course: _____

Because the review of course accessibility is a snapshot in time, instructors and administrators should engage in an on-going effort to ensure that equitable access to instructional content is maintained in the course and that all areas of accessibility are addressed.

For information on the accessibility of services and tools made available through the California Community College Chancellor's Office CVC-OEI grant, please visit CVC.edu. For other web and information technology accessibility needs, please visit the CCC Accessibility Center.

D1: Heading Styles	N/A	Incomplete	Aligned
Heading styles are consistently used to aid navigation through the course when using assistive technology. Heading levels (Heading 1, Heading 2, etc.) are used in correct order. Fonts, colors, and formats (bold, italics, etc.) are not used in lieu of heading styles. **Check:** ☐ Canvas Content ☐ Documents (e.g., MS Word) ☐ PDFs ☐ Digital Presentations ☐ Spreadsheets	☐	☐	☐

D1 Comments:

D2: Lists	N/A	Incomplete	Aligned
Lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader. **Check:** ☐ Canvas Content ☐ Documents (e.g., MS Word) ☐ PDFs ☐ Digital Presentations ☐ Spreadsheets	☐	☐	☐

D2 Comments:

D3: Links	N/A	Incomplete	Aligned
Links are identified with meaningful and unique text in place of displaying the URL. **Check:** ☐ Canvas Content ☐ Documents (e.g., MS Word) ☐ PDFs ☐ Digital Presentations ☐ Spreadsheets	☐	☐	☐

D3 Comments:

D4: Tables	**N/A**	**Incomplete**	**Aligned**
Column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for more complex tables. **Check:** ☐ Canvas Content ☐ Documents (e.g., MS Word) ☐ PDFs ☐ Digital Presentations ☐ Spreadsheets	☐	☐	☐

D4 Comments:

D5: Color Contrast	**N/A**	**Incomplete**	**Aligned**
There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision. **Check:** ☐ Canvas Content ☐ Documents (e.g., MS Word) ☐ PDFs ☐ Digital Presentations ☐ Spreadsheets	☐	☐	☐

D5 Comments:

D6: Color and Meaning	**N/A**	**Incomplete**	**Aligned**
Color is not used as the only means of conveying information, adding emphasis, indicting action, or otherwise distinguishing a visual element. **Check:** ☐ Canvas Content ☐ Documents (e.g., MS Word) ☐ PDFs ☐ Digital Presentations ☐ Spreadsheets	☐	☐	☐

D6 Comments:

D7: Images	**N/A**	**Incomplete**	**Aligned**
All images have appropriate alternative text, either explaining instructional value or indicating the image is decorative. Alternative text does not contain "image of", "picture of" or file extension (e.g., ".jpg"). **Check:** ☐ Canvas Content ☐ Documents (e.g., MS Word) ☐ PDFs ☐ Digital Presentations	☐	☐	☐

D7 Comments:

D8: Reading Order	N/A	Incomplete	Aligned
Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies. **Check:** ☐ Documents (e.g., MS Word) ☐ PDFs ☐ Digital Presentations	☐	☐	☐

D8 Comments

D9: Slides	N/A	Incomplete	Aligned
Slides are created using built-in accessible slide layouts with each slide having a unique title. All text is visible in Outline View to be sure that it can be read by assistive technology. **Check:** ☐ Digital Presentations	☐	☐	☐

D9 Comments:

D10: Spreadsheets	N/A	Incomplete	Aligned
Spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends, and totals. **Check:** ☐ Spreadsheets (e.g., Excel, Google Sheets, etc.).	☐	☐	☐

D10 Comments:

D11: Accessibility Checkers	N/A	Incomplete	Aligned
Files and content pages pass any built-in accessibility check available in the software. **Check:** ☐ Canvas Content ☐ Documents (e.g., MS Word) ☐ PDFs ☐ Digital Presentations ☐ Spreadsheets	☐	☐	☐

D11 Comments:

D12: Video	**N/A**	**Incomplete**	**Aligned**
All video must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video. **Check:** ☐ Required video content inside the course management system or external video content linked to from within the course.	☐	☐	☐

D12 Comments:

D13: Audio	**N/A**	**Incomplete**	**Aligned**
Audio files must be accompanied by complete and accurate transcripts. **Check:** ☐ Audio files inside the course management system and external audio-only content linked to from within the course.	☐	☐	☐

D13 Comments:

D14: Flashing Content	**N/A**	**Incomplete**	**Aligned**
Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Flashing content must not flash more than three times in any one second period or exceed the general and red flash thresholds. **Check:** ☐ Videos ☐ Canvas Content ☐ Files, including slides, documents, etc.	☐	☐	☐

D14 Comments:

D15: Live Captions	**N/A**	**Incomplete**	**Aligned**
Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested. **Check:** ☐ Plan for captioning any live, synchronous video events planned for the course.	☐	☐	☐

D15 Comments:

D16: Auto-play	N/A	Incomplete	Aligned
Audio and video content should not be set to auto-play. If any audio on a web page does auto-play for more than three seconds, a mechanism must be available to pause, stop, and control the volume. **Check:** ☐ Audio and video content inside the course management system or linked to from within the course.	☐	☐	☐
D16 Comments:			