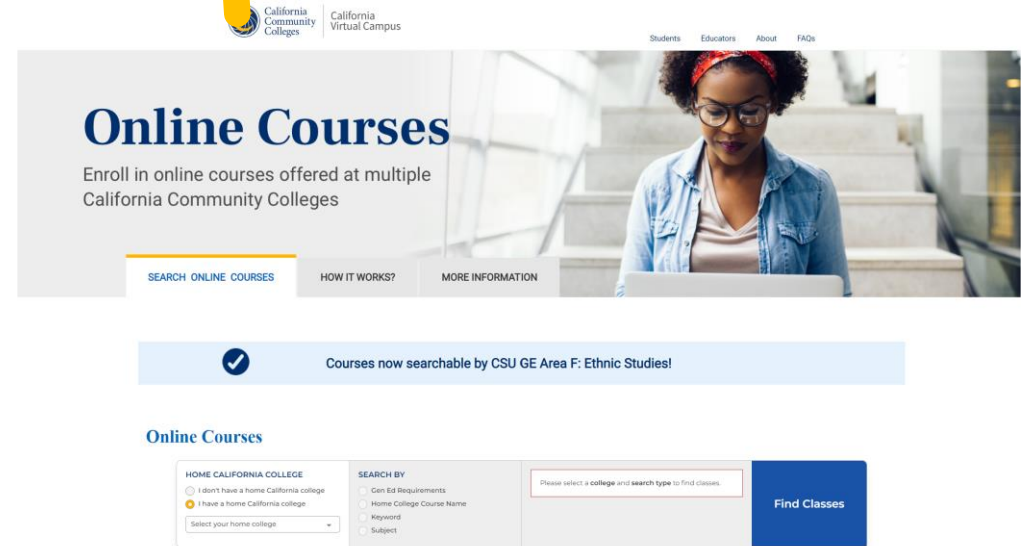# What is the CVC OEI Rubric?

Standards used by all CVC OEI consortium colleges for course quality

Endorsed by the [State Academic Senate](#)

Endorsed by the [LPC Academic Senate](#)

Why do this work?
What's in it for You?

- A Quality Reviewed "Badge"

- Priority listing in the statewide **Course Finder**

- Confidential feedback and course design recommendations

- Support from our Instructional Designer

- Hands-on assistance from our Accessibility Specialist

- The satisfaction of teaching a course that has met the CVC's highest level of design standards of quality and accessibility to support online student success...and increase retention!

California Community Colleges | California Virtual Campus – Online Education Initiative

Search for Classes

HOME CALIFORNIA COLLEGE	SEARCH BY	SELECT A SUBJECT	
○ I don't have a home California college ○ I have a home California college	○ Gen Ed Requirements ○ Home College Course Name ○ Keyword ● Subject	Mathematics	**Find Classes**

Search Results

We found **various courses**. If entering a course code, please remove spaces - e.g. ABC123, not ABC 123.

🔔 Save this sea

◇ Sort by: OEI Consortium

Search Filters

Instant Enrollment

☐ Instant Enrollment

This filter is designed to show you courses that are eligible for One-Click Registration. This is dependent on both your home school and the teaching school and may not be available under all circumstances.

Available Seats

☐ Only show courses with available seats that are open for registration or open within three days

Online Format

Las Positas College

MATH40 - Math 40: MATH-40-A01

🏅 Quality Reviewed

UNITS	TERM	TRANSFERABILITY
4.0 Units	Jan 17 - May 26	✔ IGETC ✔ CSU BREADTH

Tuition $184.00 ⓘ

Las Positas College

MATH39 - Math 39: MATH-39-A01

UNITS	TERM	TRANSFERABILITY
4.0 Units	Jan 17 - May 26	✔ CSU BREADTH

A completed search example

Does it make classes better?

> "Identified OEI Pilot sections that have been through Peer Online Course Review are performing at +4.9 percentage points above the statewide average for online success."

Research and Planning Group for California Community Colleges
"The Online Education Initiative:
Access and Quality of Online Education in
California's Community Colleges" – 2017

Instructor voices: Mary Lauffer

BUSN 52 Business Communications

WRKX 95 General Work Experience

WRKX 94 Occupational Work Experience

Truths and fictions

Truths
- It's a lot of work
- Your course will meet tested quality standards
- Your students will do better
- Your course still belongs to you
- The LPC Template makes alignment easier to do

Fictions
- Your course will look like all the other aligned courses
- You will have to completely redo your course
- You will at some point be required to alignall online courses to the rubric
- Alignment affects your evaluation

Eligible Courses

- Taught asynchronously online by you at LPC at least one semester
- Fully asynchronous online
- The course is one of these
  - Part of an ADT (Associates Degree for Transfer)
  - Part of a General Education Transfer Pattern (CSU or IGETC)
  - In the CTE (Career Technical Education) program
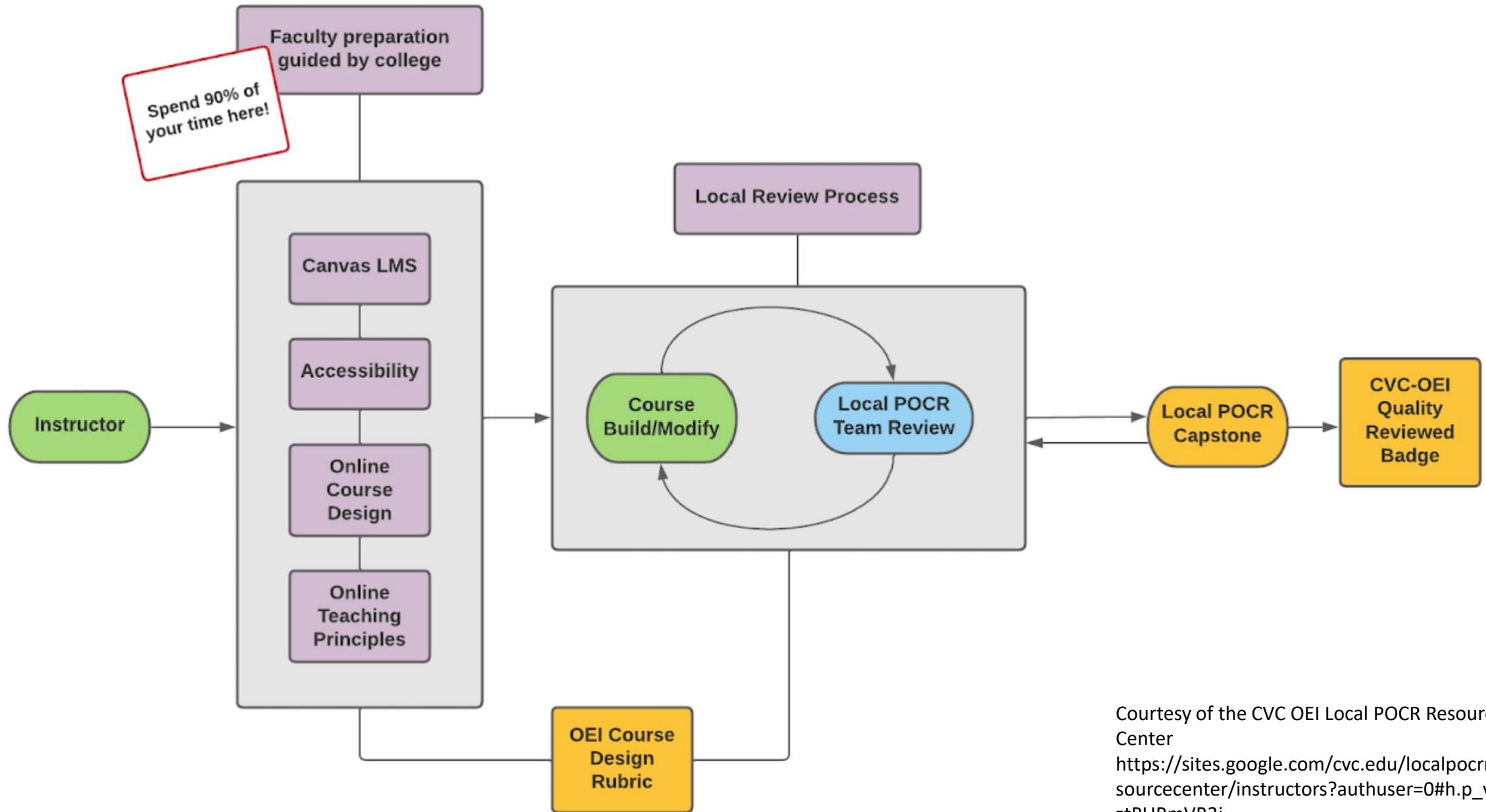
The Process

Application
- You submit an application to your dean for approval

Preparation
- Scott creates a blank Master Shell for you to work on your course
- You import course content
- You work towards meeting all CVC OEI rubric standards

Review
- Your course is reviewed by the LPC POCR team and Accessibility Specialist
- You revise course as needed

Courtesy of the CVC OEI Local POCR Resource Center
https://sites.google.com/cvc.edu/localpocrresourcecenter/instructors?authuser=0#h.p_v8ztPURmVB2j

What's in the rubric?

| Section A	Section B	Section C	Section D
Content Presentation - how content is organized and accessed	Interaction: instructor-initiated and student-initiated communication	Assessment - variety and effectiveness of assessments	Accessibility
• course navigation and use of Canvas features • learning objectives • access to student support information	• regular effective contact, both between and among instructors and students.	• alignment of objectives and assessments • clarity of instructions for completing activities • evidence of timely and regular feedback	- Images - Documents - Videos - External Content - Publisher Content

Resources to meet alignment standards

- [The rubric itself](#)

- [Scott's Model Template](#)

- [CVC-OEI Course on alignment](#)
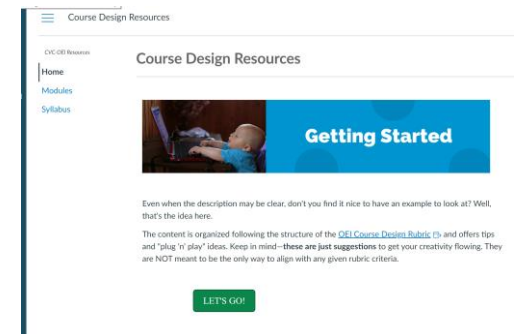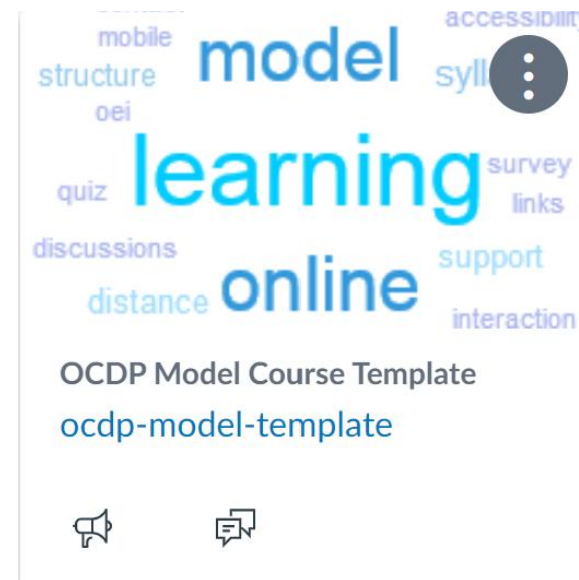
Example: A4 Course Navigation

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.

Questions to answer for A4

- Can the student figure out where to start the class?

- Is the course flow predictable and consistent?

- Are unused links disabled?

- Remember to check Student View

In the Model Course Template

ocdp-model-template

Home

Announcements

Syllabus

Modules

Discussions

Grades

NetTutor

Quest

LPC Tutoring/RAW

Library Resources

TechConnect Zoom

Recent Announcements

U **Welcome!**
Hello class! I am Your Name, your instructor. Thank you f...

Posted on:

OCDP Model Course Template

Critical Reading/Writing — English 7 — Instructor Name — Las Positas College

| Start Here | Instructor Contact Info | Syllabus | Course Description |

Welcome to English 7! This course develops critical thinking, reading, and writing skills as they apply to the textual analysis of primary and secondary book-length works from a range of academic and cultural contexts. We will emphasize techniques and principles of effective written argument in research-based writing across disciplines.

The links on the left take you to all of the important areas in the class and in Canvas in general. Throughout the semester, you will become familiar with the content of the class and, hopefully, with me and your fellow students. If you have never used Canvas before, you might want to check out the Canvas Video Guide for students .

The CVC OEI Course Design Resources course

Example: B2 Regular and Effective Contact in the rubric

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 and a clear explanation for students of when and how communication will happen.	☐ 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.

In the model course template

Instructor Communications

Contact Info:

- Email: User the Canvas Inbox to email me. My LPC email address is xxxxx@laspositascollege.edu. Expect a response from me within 24 hours. If I am online at the time you email me, I'll get back to you sooner.
- Phone: 925-424-XXXX
- On-campus office: Room 2410 in the Multi-Disciplinary Building (2400)

- Pronto: You can use Pronto to communicate in real time.

Office Hours:

- On-campus: Mondays and Thursdays from 3-5 p.m.
- Online: Tuesdays 5-6 p.m. and Sundays 1-2 p.m. in Zoom, which you can access in the Canvas course menu, or you can access the meeting here.

My Role:

I look forward to working closely with you this semester, so I plan to be very active in the class. I will initiate contact by posting announcements at least once a week, participating in class discussions to help you better understand concepts, and providing detailed feedback on big assignments. For discussions, I will participate by posting for the class to see, and this might be my feedback to you. I can also give you private feedback in the Grades area or by email. For other types of assignments (file uploads, quizzes, exams, etc.), you will submit them within Canvas, and you can view feedback for them when checking your grades.

I will try my best to give you a grade and necessary feedback within a week. Make sure you set your Canvas notification setting for Submission Comment (go to Account, click Notifications) to Notify Immediately so you will know when I comment on your submissions. You will give me feedback about the course through surveys that will be available after the midterm and final exam.

Don't hesitate to initiate contact with me by asking questions. In particular, if you have issues in the class, let me know. If those issues are Canvas-related (e.g. "I forgot my password," "The Canvas app is not working correctly)," contact either LPC's technical support desk (weekdays) or Canvas (nights and weekends). Contact information is listed in the Technical Support section below.

In the CVC OEI course on the rubric

I value an interactive and personal learning environment and I intend to harness the technological tools available to us to communicate with you in a variety of ways.

I want to make sure you know that you're not alone in the course. I care about you, I care about the challenges you face, and I care about supporting your learning. Here are some of the ways I'll connect with you throughout the semester:

"Introduction" Discussion

Think of this discussion [LINK TO YOUR INTRO DISCUSSION] as our first class period. It's the first time that we'll virtually *meet* and start getting to know each other as unique and multifaceted individuals. [If this is a required activity, let them know.]

Module Discussions

I monitor these discussions daily and will chime in with opinions and clarifications as it seems appropriate. The Student Q&A forum is where I encourage you to post general questions about the class - and feel free to answer someone's question when you can!

Weekly Video-Check In

Every week, I'll record a brand new video for you where I briefly preview that week's module. I might also share a story, recommend an app, give props to a class member, or mention something about [YOUR COURSE TOPIC] I saw in the news.

Gradebook Feedback

Not only will you find your grades and rubric scores in our gradebook [LINK TO GRADEBOOK], I also use the comments feature to ask questions and spark further conversations about your ideas and contributions. I do my best to grade assignments and offer feedback within 3-5 days.

- How do I view grades and instructor comments?
- How do I view annotation feedback in an assignment?

Announcements

When I come across information I think will be valuable for you, I'll post it as an announcement. [LINK TO ANNOUNCEMENTS] Some of these posts relate to [YOUR COURSE TOPIC] specifically, but some will feature useful resources that will help you as a student or as a human being. If we need to make any changes to our semester schedule, I'll also post these in the announcements area.

Weekly Office Hours

I set aside XX hours each week to be available to you if you need me. Check out this semester's syllabus [LINK TO SYLLABUS] for specific days and times. [You could also put the info right here so they don't have to click anywhere else. And If you'll be using ZoomConference or some other video conferencing software for office hours, let them know.]

Canvas Mail

If I need to get a hold of you this semester, I'll contact you through Canvas mail. You can access this feature by clicking "Inbox" in the left-hand global navigation bar.

I respond to email within XX hours, Monday through Friday. I reserve the right to wait until Monday to reply to messages sent over the weekend. ;-) Please include the course name and section number in the Subject Line (e.g., ENG 101, Sec. 1129).