La Verne Online
Course Quality Rubric

UNIVERSITY OF
LA VERNE

REVIEWER NOTES

RUBRIC OVERVIEW

La Verne Online's Course Quality Rubric is designed to evaluate the launch readiness of our courses. The rubric is divided into eight sections with a total of 50 standards. Faculty peer evaluations of the course, completed no later than four weeks prior to the scheduled course launch, determine whether the course is ready to launch as-is or whether final revisions are required prior to launch.

SECTION	COUNT	STANDARDS	
SECTION 1: Course Welcome	6	1. Initial course entry ✔ * 2. Syllabus ✔ * 3. Prerequisites ✔	4. Communication plan ✔ * 5. Community standards ✔ 6. Pre-course contact ✔
SECTION 2: Campus Community and Learner Support	6	1. Institutional policies ✔ * 2. Course policies ✔ * 3. Student services ✔ *	4. Technical help ✔ * 5. Course-level academic support ✔ * 6. University of La Verne connections ✔
SECTION 3: Assessment and Evaluation	9	1. Grading plan ✔ * 2. Authenticity 3. Validity* 4. Instructions* 5. Evaluation standards*	6. Formative assessments* 7. Summative assessments* 8. Instructor feedback* 9. Learner feedback ✔
SECTION 4: Instructional Strategies	4	1. Philosophy of teaching and learning* 2. Chunking ✔ *	3. Multi-modality* 4. Context*
SECTION 5: Learning Community and Interaction	6	1. Introductions ✔ * 2. Interaction opportunities* 3. Interaction focus	4. Interaction design 5. Participation levels* 6. Student-initiated contact ✔ *
SECTION 6: Learning Experience Design	8	1. Navigation ✔ * 2. Organization ✔ * 3. Pathway ✔ * 4. Course-level learning outcomes ✔ *	5. Transparency 6. Module-level learning outcomes ✔ * 7. Rigor* 8. Learning alignment*
SECTION 7: Course Technologies	7	1. Interoperability 2. Fit 3. Training and support* 4. Learner Engagement	5. Format* 6. Currency 7. Modality*
SECTION 8: Community Standards and Compliance	4	1. Inclusivity and diversity* 2. FERPA ✔ *	3. ADA and Universal Design for Learning* 4. Copyright
Total	**50**	* Indicates the standard is essential	✔ Indicates standard is addressed by the LVO template

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REVIEW DIRECTIONS

Faculty peers conduct all course reviews. Each course will receive between 2-3 peer reviews. As a course reviewer, you will be given access to the course shell in the University of La Verne learning management system (LMS). Evaluation of the rubric standards should be completed solely based on evidence observed in this course shell.

In addition to determining whether courses are ready for launch, peer reviews offer an opportunity for faculty peers to provide insights that could inspire new ideas in the course design. Reviews should act as a GPS for faculty providing helpful and actionable solutions/suggestions and identifying opportunities. The review is not intended to be a final autopsy but part of an iterative course improvement process.

Scoring of individual standards in the rubric is binary. Either enter a '1' to indicate the course meets the standard or '0' if revisions are required. All standards marked by an asterisk (*) are essential. In order to meet the requirements of the rubric, courses must receive a score of (1) for all essential standards and receive a total score of at least 45/50.

Estimated Review Time: 1-2 Hours
Review Window: 1 Week

1. Open the course shell in the LMS.
2. Move through the rubric section by section.
3. For each standard within a section enter a score of either '0' or '1'.
4. For any score of **zero**, enter specific, detailed, and actionable notes regarding how the course could be improved to meet the standard.
5. For any score of **one**, you are welcome to offer insights or suggestions that could enhance the course experience for the students or faculty member, but feedback is not required.
6. Once you have completed all evaluation sections, complete the "Outcomes and Recommendations" section to finalize the review.

> SCORING   **1** = Meets Requirements   **0** = Does Not Meet Requirements

SECTION 1: COURSE WELCOME

Standards in this section focus on how the learner is introduced to the course content, structure, expectations, and policies. The course welcome should provide clear guidance about how to begin, connect students to relevant resources, and establish community standards. In addition, the course welcome should provide clarity regarding the purpose, expectations, and content of the course.

ID	STANDARD	DESCRIPTION	SCORE	NOTES
1.1	Initial Course Entry ✔ *	Upon first entry into the online environment, students receive immediate and clear direction on how to get started. The welcome is warm and enticing and introduces students to the faculty member and course organization and structure. The welcome includes a welcome message and an introduction to the faculty member(s) teaching the course.		
1.2	Syllabus ✔ *	The syllabus is provided in a web-accessible format and orients students to the nature and purpose of the course, outlines required materials, and includes a course schedule.		
1.3	Prerequisites ✔	The course welcome materials indicate how the course is situated within a program of study and indicates any prerequisite academic or technical knowledge required for success.		
1.4	Communication Plan ✔ *	The instructor provides students a plan for course communication that • Outlines when and how students can expect to hear from the instructor • Outlines expected response times and availability • Effectively utilizes LMS communication tools • Outlines when and how students can contact the instructor		
1.5	Community Standards ✔	The course welcome introduces important guidelines regarding netiquette and standards of discourse, especially how to embrace and respond to disagreement and diversity of perspectives.		
1.6	Pre-course contact ✔	Instructor has a welcome announcement prepared to send the week before classes begin that initiates contact and provides resources to help students successfully start the course.		

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Additional Feedback:

SECTION 2: CAMPUS COMMUNITY AND LEARNER SUPPORT

Standards in this section focus on how successfully the course connects students to campus support opportunities and opportunities for extended learning as well as to the larger campus community.

ID	STANDARD	DESCRIPTION	SCORE	NOTES
2.1	**Institutional Policies** ✔ *	Institutional policies relevant for learner success (for example, plagiarism, academic honesty, and DSPS) are clearly labeled and easy to find in the course syllabus, and are referenced in units or activities when they most may be needed.		
2.2	**Course Policies** ✔ *	Course policies relevant for learner success (for example, communication, late work, drop policy) are clearly labeled and easy to find in the course syllabus, and are referenced in units or activities when they are relevant.		
2.3	**Student Services** ✔ *	Links to relevant institutional services such as the library or academic success center, are clearly labeled and easy to find, are included in the syllabus or orientation unit and are referenced in units or activities when they most may be needed.		
2.4	**Technical Help** ✔ *	Resources for receiving technical support on course technologies are posted and provide easy access via hyperlinks to support resources.		
2.5	**Course-level Academic Support** ✔ *	Resources for receiving academic help within the course are provided such as faculty contact info, online office hours, Q&A forums, tutorials, etc.		
2.6	**University of La Verne Connections** ✔	The course connects students to the larger campus community by listing or announcing campus events, lecture series, and other opportunities.		

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Additional Feedback:

SECTION 3: ASSESSMENT AND EVALUATION

Standards in this section focus on the ways that both students and instructors will be able to recognize the degree to which learners have achieved course learning goals, competencies, and/or objectives. This section also assess whether the course includes student feedback mechanisms for evaluating course success.

ID	STANDARD	DESCRIPTION	SCORE	NOTES
3.1	Grading plan ✔ *	The instructor outlines a policy for how the final grade will be calculated and how letter grades correspond to course percent grades (if applicable). If applicable, the plan outlines any innovative or unique approaches to grading such as mastery learning, learner choice, or competency based assessment.		
3.2	Authenticity	Assessments are designed to mimic authentic environments where the knowledge and skills students learn will be used in order to facilitate transfer to authentic contexts.		
3.3	Validity*	Assessments are aligned with the objectives or goals they are meant to assess and learners are directed to the appropriate objective(s) in the context of the assessment.		
3.4	Instructions*	Assessments include clear and complete instructions to ensure understanding of expectations and parameters of the assessment.		
3.5	Evaluation standards*	Rubrics and/or descriptive criteria for desired outcomes are included and, when appropriate, include models of "good work."		
3.6	Formative assessments*	The course includes multiple types of low-stakes or no-stakes formative assessment that help students develop skills, knowledge, and abilities that will eventually be assessed at high stakes.		
3.7	Summative assessments*	The course includes summative assessments such as major writing assignments, presentations, exams, projects, etc. Ideally, there are a variety of types of summative assessments.		
3.8	Instructor Feedback*	The instructor plans to use the LMS tools to provide meaningful feedback in a timely way and in a variety of ways. Students should receive substantive feedback prior to course withdrawal period and at regular intervals.		
3.9	Learner Feedback ✔	Learners have the opportunity to give anonymous feedback to the instructor regarding course design and course content both during course delivery and after course completion.		

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Additional Feedback:

SECTION 4: INSTRUCTIONAL STRATEGIES

Standards in this section focus on the approach to teaching and learning that is established in this course. This includes the presentation and experience of content, the organization of content, and the teaching philosophy embodied by the course. Evaluation in this section should focus on videos, readings, websites, simulations, games, and other approaches to supporting student development toward achieving course goals and objectives.

ID	STANDARD	DESCRIPTION	SCORE	NOTES
4.1	**Philosophy of Teaching and Learning***	The presentation of content and learning experiences are consistent with an intentional philosophy of teaching.		
4.2	**Chunking ✔ ***	Content (text, video, or other presentation methods) is chunked in manageable segments using structured headings, each chunk is well developed, and headings are expertly designed to introduce and identify each chunk.		
4.3	**Multi-modality***	Content presentation is varied, and technology is used creatively to transcend teacher-centered instruction. When lectures are present, they include instructor audio either as audio-only podcasts or video with audio and multimedia.		
4.4	**Context***	Instructional materials include guidance for learners to work with content in meaningful ways, and this guidance is on the same page as the content or activity.		

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Additional Feedback:

SECTION 5: LEARNING COMMUNITY AND INTERACTION

Standards in this section focus on the ways that the course establishes and supports a learning community and provides opportunities for student-instructor and student-student interaction.

ID	STANDARD	DESCRIPTION	SCORE	NOTES
5.1	**Introductions ✔ ***	Early in the course, students have an opportunity to introduce themselves to their peers in a way that motivates subsequent connections.		
5.2	**Interaction Opportunities***	Opportunities for student- initiated interaction and active learning are available throughout the course, using multiple groupings, tools, and/or contexts.		
5.3	**Interaction Focus**	Student-to-Student collaboration and discussion activities are designed to develop and reinforce course content and learning outcomes, while also building workplace useful skills such as teamwork, cooperation, negotiation, and consensus- building.		
5.4	**Interaction Design**	Communication activities are designed to help build a sense of community among learners, and these activities are integrated throughout the course.		
5.5	**Participation Levels***	Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are provided. A rubric or equivalent grading document is included to explain how participation will be evaluated.		
5.6	**Student-Initiated Contact ✔ ***	Students are encouraged to initiate communication with the instructor and ample opportunities for this contact are provided.		

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Additional Feedback:

SECTION 6: LEARNING EXPERIENCE DESIGN

Standards in this section focus on the connective tissue and logic of the overall course. It evaluates the ways that the three previous sections (assessment and evaluation, instructional strategies and organization, and learning community and interaction) are aligned and interconnected to create a cohesive course learning experience.

ID	STANDARD	DESCRIPTION	SCORE	NOTES
6.1	**Navigation** ✓ *	Navigation is intuitive, organized, and content flows in a logical progression.		
6.2	**Organization** ✓ *	Learning materials are presented in distinct learning units or modules, and the chunks are logical and expertly crafted for the time and space allotted. Modules include an overview of the module that provides a high-level description of what to expect in the module before getting started.		
6.3	**Pathway** ✓ *	The pathway to success within a module is clear such that students are always aware of what they need to do, how they should do it, and when they should complete it. Due dates are clearly identified in the module and are included on the course calendar. In addition, the pathway makes transparency the connective tissue between learning modules and the between items within a learning module.		
6.4	**Course-Level Learning Outcomes** ✓ *	Course-level goals, competencies, or objectives are written with the student as the audience being addressed and are aspirational about what students should be able to do and unambiguous. If course-level objectives or competencies are included, they are written as measurable outcomes.		
6.5	**Transparency**	Learning goals, competencies, or objectives are included in individual learning units/modules and assessments.		
6.6	**Module-Level Learning Outcomes** ✓ *	Module-level learning goals, competencies, or objectives are written with the students as the audience being addressed and are written at the appropriate level (without jargon). Module-level objectives or competencies are written as measurable outcomes.		

| 6.7 | **Rigor*** | Course and Module-level learning goals, competencies, and/or objectives include expectations of higher order thinking (such as problem-solving, analysis, deliberation, and critical reflection). Online courses achieve the same outcomes as face-to-face courses. Weekly modules are designed to require a level of engagement that is aligned with the course credit hours. | | |
| 6.8 | **Learning Alignment*** | Module content, activities, and interactions are aligned with module outcomes and these outcomes are explicitly illustrated to students. | | |

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Additional Feedback:

SECTION 7: COURSE TECHNOLOGIES

Standards in this section focus on how technologies are used to support learning. It examines the relevance, integration, and interoperability of technologies used in the course.

ID	STANDARD	DESCRIPTION	SCORE	NOTES
7.1	**Interoperability**	Technologies and resources work on multiple browser and computing platforms. Ideally, technologies also work on mobile devices.		
7.2	**Fit**	Technology selection is purposeful. The modality of the technologies used are optimally aligned to their purpose. Superfluous technologies are minimized.		
7.3	**Training and Support***	Training and support materials are available for selected technologies. These training materials are focused on the required use in the course. (i.e. students aren't solely directed to general support but are linked to tutorials related to the class use of the tool)		
7.4	**Learner Engagement**	Technologies appropriately support the teaching style and transcend traditional, teacher-centered instruction. Technologies promote active learning among students.		
7.5	**Format***	Course materials are provided in standard formats that are easily accessible by students (PDF, Microsoft documents, or web-pages).		
7.6	**Currency**	Technologies are current and are in line with either industry/discipline standards or are standard or emerging learning tools.		
7.7	**Modality***	All course activities can be completed at a distance by anyone, anywhere. There are no local or location-based requirements.		

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Additional Feedback:

SECTION 8: COMMUNITY STANDARDS AND COMPLIANCE

Standards in this section focus on having content that is accessible and considerate of diverse audiences. The course should also respect community standards on FERPA and intellectual property.

ID	STANDARD	DESCRIPTION	SCORE	NOTES
8.1	**Inclusivity and Diversity***	The course uses non-discriminatory and inclusive language. The course materials exhibit knowledge and inclusion of diverse student backgrounds. The course environment is culturally responsive and as appropriate, prepares students to actively engage in a pluralistic society.		
8.2	**FERPA***	The course outlines a commitment to student privacy. When third-party tools are utilized, a clear opt-out policy is available and an alternative means of fulfilling requirements is provided.		
8.3	**ADA and Universal Design for Learning***	All course materials are provided in ADA compliant formats or alternative materials are provided. Multiple means of representation, expression, and engagement are provided in order to increase access.		
8.4	**Copyright***	Course materials align with one of the following acceptable use classes: • **Materials are authored** by the faculty member, La Verne Online, or are jointly authored by the faculty and LVO. • **Copyrighted materials** are used with express permission from the copyright holder or are used under an assertion of fair use. • **Creative Commons** materials are used in accordance with the licenses and the license is displayed with the work or are used outside of the licensing parameters under an assertion of fair use. • **Public domain or open sources** are identified.		

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Additional Feedback:

OUTCOMES AND RECOMMENDATIONS

Please fill out the following post-review summary. The course score determines whether the course can launch as-is or requires revision. Scores of 45 and higher can launch as-is. Scores lower than 45 must complete revisions such that the course achieves a score of 45 or higher prior to launch.

EVALUATED COURSE	
INSTRUCTOR	
REVIEWER	
REVIEW DATE	
TOTAL SCORE (OUT OF 50)	
ARE ALL ESSENTIAL STANDARDS MET?	YES I NO
COMMENTS AND RECOMMENDATIONS	

APPENDIX A: CARNEGIE UNITS

The Academic Information section of the University of La Verne catalog outlines the policy on course credit hours. Page 46 of the 2017-2018 catalog states the following:

> **Policy on Credit Hours:** A credit hour at the University of La Verne is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less that:
>
> 1. One hour of classroom or direct faculty instruction (at the University of La Verne this equates to a contact hour of 50 minutes) and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or
> 2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.

Guidelines for 16-week and 10-week courses:

#	Weeks in Term	Number of Units	Instructional Time (per week)	Out-of-Class Activities (per week)
1	15	4	3 hours & 20 minutes	8 hours
2	15	3	2 hours & 30 minutes	6 hours
3	15	2	1 hour & 40 minutes	4 hours
4	15	1	50 minutes	2 hours
5	**10**	**4**	**5 hours**	**12 hours**
6	**10**	**3**	**3 hours and 40 minutes**	**9 hours**
7	10	2	2 hours & 30 minutes	6 hours
8	10	1	1 hour & 15 minutes	3 hours

Most La Verne Online courses are equivalent to either #5 or #6 in the table above (highlighted orange).

Examples of Instructional and Out-of-Class Activities (not exhaustive):

Instructional Activities	Out-of-Class Activities
• Weekly Overviews • Announcements • Online Lectures and Tutorials • External videos • In-video quizzes • Independent activities that are pre-requisites to facilitated discussions or activities • Facilitated discussions • Facilitated whole or small-group activities • Estimated time for note-taking from instructional activities • Q&A forums	• Readings • Web-links, resources • Independent activities that facilitate learning in preparation for assessments and assignments • Independent group work and discussions • Quizzes, Exams, Surveys, Peer Review, and Assignments • Optional synchronous activities • Field work • Research and project development time • Study and review time