

Sabbatical Leave Final Report
Rachel Messinger
Discipline: Anthropology
Sabbatical Taken: Fall 2020

Project Design, “A Guide to the OEI Design Rubric”

The purpose of the project was to create a resource to help faculty members better self-align to the OEI Design Rubric. This saves time for both reviewers and reviewees when courses are being reviewed for submission to the CVC-OEI Design Academy. This resource was created in Canvas so that it could be easily viewed by other faculty members.

[Self-Enrollment Link to Rachel Messinger’s Sabbatical Project](#)

Project Content

The project walks through Sections A-D of the OEI Design Rubric. Every element of the rubric was broken down and explained, with examples from at least two “badged” courses. The idea is that there is more than one way to “align” a criterion, so I wanted to give faculty members as many examples as possible. This project is particularly useful when faculty members are filling out the “self-assessment” prior to going through local POCR review.

Section A: Content Presentation

From the OEI Course Design Rubric: Key elements include course navigation, learning objectives, and access to student support information

The objective of this module was to ensure that:

- Course homepage is navigable, with a clear “Start Here” feature
- Students have access to student support information, including but not limited to a “Help and Resources” module at the top of the “Modules” page
- Each learning unit or module includes objectives, and that these objectives are aligned with course content
- There is page-level and unit-level “chunking” (this is a frequently misunderstood prompt, but it can be easily clarified)
- Content is presented in “page” form (again, this is not clear from the rubric but easily demonstrated)
- There are individualized learning opportunities to support both Basic Skills or resources for advanced learning

Section B: Interaction

From the OEI Course Design Rubric: Key elements of quality course design covered in this section include regular effective contact, both between and among instructors and students.

The objective of this module was to ensure that:

- Courses have a regular and effective contact policy

- There are opportunities for regular and effective contact in the course
- There are opportunities for student-initiated contact in the course
- There are opportunities for students to have contact with other students

Section C: Assessment

From the OEI Course Design Rubric: Key elements include the alignment of objectives and assessments, the clarity of instructions for completing activities, and evidence of timely and regular feedback.

The objective of this module was to ensure that:

- Assessments are aligned with a demonstration of learning outcomes and with course objectives
- Both formative and summative assessments are included throughout the course
- Assessments are frequent enough throughout the course
- Assessments contain rubrics or a scoring guide
- Meaningful, timely feedback is provided on assessments
- There are opportunities for self-assessment in the course

Section D: Accessibility

From the OEI Course Design Rubric: Instructors need to verify that content they create or add to their courses is accessible to all students.

The objective of this module was to ensure that:

- Heading styles are consistently used to aid navigation
- Lists are created using the bulleted or numbered list tool
- Links are identified with meaningful text instead of displaying the URL
- Tables are accessible (header rows identified, etc.)
- Color contrast is appropriate, and color alone is not used to convey meaning or emphasis
- Images have alternative text
- Reading order is set correctly
- Slides are accessible with alt text and all text is visible in “Outline View” of PowerPoint
- Videos have accurate captions
- Audio files have a complete transcript
- No underlining of text unless it is a link (in which case it should be a link, not underlined); using bold for emphasis instead of underlining

Project Presentation

In the fall of 2020, the project was presented at both the Moorpark College Distance Education Standing Committee, and also the District Distance Education Advisory Committee. I also contacted the instructional technologist/designers at Ventura College and Oxnard College so that faculty members from our sister colleges could view and utilize the project.

The Future of the Project

To date, there are thirty-eight members of the college community (between faculty members, classified, and administration) enrolled in the Canvas shell. The instructional technologist/designers have created a “self-enrollment” link that can be easily distributed to others (the link at the top of this report). I

would be happy to support further dissemination of the project to assist faculty members with alignment to the rubric. Also, as the OEI Design Rubric changes, this project can also be updated to keep current with the rubric. I would again like to thank the members of the Sabbatical Leave Committee for the opportunity to complete this project.