Los Medanos College Equity Rubric
(adapted from Peralta Community College District)
Online/On Campus Equity Rubric
Spring 2021

	Incomplete	Aligned	Additional Exemplary Elements
E1: Student-required Technology	Student Technology needs are not clear, or issues related to technology access are not addressed, or access to Help resources on technology are not provided.	All technology required for the course is listed and described in the course syllabus and resources for technology help are provided where appropriate.	Provides any needed software links. Offers alternatives for students with technology impediments, and clearly delineates where/how students can get assistance with required course technology (e.g., appropriate links throughout the course)
E2: Student Resources and Support **A12** **A13**	Information about how students access online student services and support is incomplete.	Syllabus includes links for student support & well-being services, including at least, these areas: a) general student assistance; b) tutoring/online academic support; c) assistance with using technology; d) health and well-being resources; and/or e) resources for students with disabilities.	In addition to outlining student support resources, there are clear explanations and pathways for online students to access and utilize all needed resources with links throughout the course where appropriate.
E3: Universal Design for Learning (UDL)	Course content and activities are not aligned to UDL principles. Lacks one or more of the following. a) Info presented in more than one format: text, audio and hands-on format b) Different test formats: oral presentations group c) Learning opportunities to keep students motivated: assignments that feel relevant, skill building through games, etc. Missing instructions for working with course content (e.g. guiding language associated with links to articles	Course content and activities are aligned with core principles of UDL(i.e., multiple means of representation, action & expression, and/or engagement). All three of the following included: a) Information presented in more than one format: text, audio, and hands-on format; b) Different or assessment or test formats: scenario-based questions, oral presentations, group projects, video and voice recordings, role-play, simulations, portfolios; formative and summative assessments; authentic – use of	Syllabus explains how and why online course content and activities are aligned with specific UDL principles.

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	and material.)	real-world examples. c) Learning opportunities to keep students motivated: assignments that feel relevant, skill building through games, etc. Guiding language provided for learners to work with content in meaningful ways (e.g. explaining what to look for in an article, video guides, etc.)	
E4: Diversity and Inclusion C1-Precourse Contact	Nothing or little content is present that indicates that diversity is valued in the course.	Diversity is explicitly valued in a diversity statement in the course syllabus. Students are encouraged to analyze course content from multiple perspectives, if feasible and appropriate to course content (e.g., cultural, racial, religious, age, sex, sexual orientation, and disability). The content reflects the experiences of multiple cultural groups from their own as well as other perspectives.	Throughout the course, learning activities demonstrate that diverse ideas and perspectives are valued in the course, and students are challenged to analyze how diversity fosters learning (e.g., cultural, racial, religious, age, sex, sexual orientation, and disability).
E5: Images and representation	Images and representations of people are homogenous and/or stereotypical, without acknowledgment or explanation. Images presented primarily using one medium.	Images and representations featured in a variety of media throughout the course are diverse, and/or the instructor acknowledges the lack of diversity and provides a platform for discussion around representations and stereotypes. Images	Images and representations reflect broad diversity, and course activities encourage students to analyze representations and stereotypes throughout the course.
E6: Human Bias	Human biases (e.g interaction bias, implicit bias, etc.) are not clearly addressed.	Human biases are acknowledged, and instructor provides information about how to address and handle different types of bias in the class.	Instructor shares how they work to manage their own biases, and empowers students to identify, learn about, and address human biases and anonymous feedback opportunities provided during and upon completion of the course.

E7: Content Meaning A9 -Why, What, When, How	There are no clear connections between course content and students' lives. Unit objectives not demonstrable.	At least three course activities require students to connect course content to their own lives and/or reflect on whether course content is relevant to their futures. Unit objectives are demonstrable.	Multiple course activities require students to connect course content to their socio-cultural backgrounds and/or the socio-cultural backgrounds of others.
E8: Connection and Belonging A11 - Surveys	Student connections and a sense of belonging within the course are not fostered through course communications and activities. Lacks student-to-student interaction activities (e.g., discussions, peer reviews, group work)	Course communications and activities foster personal connections among students. and demonstrates the instructor cares about each unique student's participation and success in the class. Instructor facilitates regular effective contact with students about course content,	Course communications and activities deepen connections among class participants and encourage students to connect to your institution and the discipline more broadly.

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The criteria above, E1 – E8, are designed to be used in conjunction with, and not separate from, the California Community Colleges - Online Education Initiative (OEI) Course Design Rubric.

For more info about the PCCD Online Equity Rubric, visit Peralta Online Equity Initiative or contact Inger Stark istark@peralta.edu

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