# Rubric to Assess Regular Substantive Interaction (RSI)

**Distance Learning Committee Recommendation**

The Faculty Association contract Article 13.A.4 is the impetus for creating this rubric. 13.A.4.a indicates that use of this rubric is not part of the evaluation cycle. The contract states that “Academic Senate in consultation with the Faculty Association and the District will create a rubric that identifies regular and effective contact.”

The REC Task Force created a rubric which was approved by Academic Senate in Fall 2019. In updating this rubric, the Distance Learning Committee (DLC) affirms the Task Force components:

* Regular substantive interaction is a regulatory requirement for all distance learning courses, per the Code of Federal Regulations (CFR) and Title 5.
* Individualized instructor-student contact is important to student equity and success.
* Students should have regular opportunities to interact with each other online if applicable.
* A *variety* of contact methods should be employed in a predictable and scheduled manner.
* If a contact method is not viewable in the LMS (e.g., email, phone, apps, Early Alert), then mention of it should be made in the course (e.g., syllabus, orientation, announcements, etc.) to indicate to the student and a potential evaluator that it is available.

CFR 600.2 defines regular substantive interaction as follows:

For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

1. Providing direct instruction;
2. Assessing or providing feedback on a student's coursework;
3. Providing information or responding to questions about the content of a course or competency;
4. Facilitating a group discussion regarding the content of a course or competency; or
5. Other instructional activities approved by the institution's or program's accrediting agency.

An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency -

1. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
2. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

The DLC recommends:

* That the Academic Senate, Faculty Association, and District accept the updated rubric (follows).
* That, since RSI is not part of the evaluation process and is prominently discussed in the Regulations Update required for SPOT recertification, that faculty participate in an RSI review of their courses once every four years as part of their 4-hour SPOT recertification.
* That the process start with a self-assessment. Self-assessment enables reflection. Self-assessment also helps reduce time on what could potentially be a very time-consuming endeavor for reviewers.
* That the ACCJC definition of “peer reviewer” be used and that SPOT-certified faculty should qualify as reviewers, rather than administrators.
* If a pre-accreditation review is indicated, the DLC recommends that a pool of trained peer reviewers conduct the RSI reviews in dialogue with faculty. Multiple trained reviewers can act as “designees” to reduce the burden of RSI evaluation which in contractual language currently falls on the “department chair or designee.” RSI reviews are the responsibility of the entire institution.
* That the peer reviewers be selected from each division and that their training, evaluation, and outreach be compensated.
* That the current version of the RSI rubric, which is presented as a Word document with drop-down boxes, be configured in whatever way needed to create an efficient, paperless process.

# Rubric to Assess Regular Substantive Interaction (RSI)

# Faculty Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_Course Name/ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CRN: \_\_\_\_\_\_\_\_\_\_\_\_

**Course Units:\* \_\_\_\_\_\_\_\_\_\_\_** \*For noncredit, report hours

This course section is: **Hybrid** (\_\_\_\_\_%) [ ]  **Synchronous** [ ]  **Asynchronous** [ ]

## Evidence of Instructor-Student Contact (predictable and scheduled)

|  |  |  |
| --- | --- | --- |
| **Type of instructor-student contact**Use the drop-down box to choose type of contact. Identify all types you include for which you have evidence in the LMS. You can insert a new row and copy the drop-down box to log more types. | **Evidence**Where in your course is this RSI found? Be specific. | Reviewer |
| Choose an item. |  | [ ]  |
| Choose an item. |  | [ ]  |
| Choose an item. |  | [ ]  |
| Choose an item. |  | [ ]  |
| Choose an item. |  | [ ]  |
| Choose an item. |  | [ ]  |

## Evidence of Student-Student Interaction if applicable (recurring)

|  |  |  |
| --- | --- | --- |
| **Type of student-student contact**Use the drop-down box to choose type of contact. Identify all types you include for which you have evidence in the LMS.You can insert a new row and copy the drop-down box to log more types. | **Evidence**Where in your course is this RSI found? Be specific. | Reviewer |
| Choose an item. |  | [ ]  |
| Choose an item. |  | [ ]  |

## Overall Reviewer Summary – Does the course demonstrate RSI?

Incomplete [ ]  Meets regulations [ ]

**Additional comments:**

**Signed (Instructor): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed (Reviewer): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## Instructions

**Faculty member: Using this rubric,**

* **Indicate *all types* of regular substantive interaction (RSI) you include in the online portion of your course. Do not include any activities held during an in-person class. (Drop-down boxes are used in this Word document to indicate the choices. The format of these choices may change based on the way that the rubric is eventually presented.)**
* **In the next column, indicate specifically *where* in your course you have demonstrated RSI. (Examples: Syllabus page 2; Module 1 – assignment name; Module 2 - specific content page.) List multiple examples if appropriate.**
* **Note that rote responses (“good job”) are not considered substantive. Substantive responses allude to instructional content.**
* **Add the reviewer as a TA to your Canvas course via the People link.**
* **Submit this form for the reviewer to access.**

**Reviewer: Access the submitted rubric.**

* **Verify that the instructor has demonstrated at least two of the categories described in the regulations (here, the reviewer places a check in the box next to the item).**
* **RSI is only pertinent to the seat time replaced by the online portion of the course. In-person meetings or hours should not be counted.**
* **Please write comments for the faculty member’s benefit.**
* **If you have questions, reach out to the faculty member and create a dialogue so you understand what the faculty member does in their course.**
* **Regulations Update for SPOT Recertification provides more information about RSI.**