

**Follow-Up Report**

Submitted by

Mt. San Antonio College

1100 N. Grand Avenue

Walnut, CA 91789

to

Accrediting Commission for Community and Junior Colleges

September 2025

**Certification**

To: Accrediting Commission for Community and Junior Colleges

From: Martha O. Garcia, Ed. D., President & Chief Executive Officer
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This Follow-Up Report is submitted to ACCJC for the purpose of demonstrating resolution of deficiencies cited by the Commission in the action letter dated June 12, 2024. The Follow-Up Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

|  |  |  |
| --- | --- | --- |
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| Dr. Kelly Fowler DateVice President of Instruction and Accreditation Liaison Officer |  | Dani K. Silva DatePresident, Associated Students |
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**Response to Identified Compliance Requirements**

|  |
| --- |
| **College Compliance Requirement: Standard II.A.7 and Commission Policy on Distance Education and Correspondence Education**In order to meet the Standard(s), the Commission requires that the college ensure that regular and substantive interaction takes place in distance education courses.  |

**1-Background**

Mt. San Antonio College (Mt. SAC) has been engaging in the implementation of Regular and Substantive Interaction (RSI), formerly called Regular and Effective Contact (REC), since 2018. An Academic Senate appointed workgroup moved forward a set of recommendations including an REC rubric in November of 2019 (**1\_01\_2019 Faculty Workgroup Rubric and Recommendations**).The COVID-19 pandemic interrupted the rubric adoption process.

As Mt. SAC emerged from the pandemic, new federal and state regulations shifted REC to RSI. The Distance Learning Committee (DLC) took up the challenge of revising their REC rubric to reflect the new RSI regulations, approved by the Academic Senate in September of 2022 (**1\_02\_RSI Rubric Final Senate Approval 9-1-22**). The College also endeavored to raise faculty awareness of the new RSI requirements using an accreditation lens. A spring 2022 survey from the Faculty Center for Learning Technology (FCLT) assessed training needs for RSI which was leveraged for fall 2022, which included a Faculty FLEX Day breakout training, and a series of collaborative forums to raise awareness of RSI. (**1\_03\_FCLT DL Needs Assessment Survey; 1\_04\_RSI Fall Flex Day 2022; 1\_05\_Accreditation RSI Forum October 2022**).A more extensive history of RSI development at Mt. SAC is detailed on the [Mt. SAC Distance Learning RSI website](https://www.mtsac.edu/distancelearning/rsi.html) (**1\_06\_Distance Learning Website - RSI History at Mt. SAC**).

**Figure 1. Overview of Mt. SAC RSI History**



**Evidence**

1. 1\_01\_2019 Faculty Workgroup Rubric and Recommendations
2. 1\_02\_RSI Rubric Final Senate Approval 9-1-22
3. 1\_03\_FCLT DL Needs Assessment Survey
4. 1\_04\_RSI Fall Flex Day 2022
5. 1\_05\_Accreditation RSI Forum October 2022
6. 1\_06\_Distance Learning Website - RSI History at Mt. SAC

**2- Advancements in Distance Education in 2023**

In fall of 2023, the ACCJC Peer Review Team identified Distance Education (DE) as a Core Inquiry. Simultaneously, Mt. SAC faculty were working on improvements to both policies and relevant training. The DLC and Academic Senate revised AP 4105 Distance Learning to incorporate robust RSI requirements to ensure implementation in distance education classes (**2\_01\_AP 4105 Approved 10-23-23**). A new Distance Learning (DL) course approval form was adopted and immediately implemented, requiring documentation plans for RSI in each course (**2\_02\_DL Course Approval Form; 2\_03\_DLC Website – DL Amendment Form**).

The Faculty Association (FA) and the District ratified the Collective Bargaining Agreement with the new language requiring all DE faculty undergo training in RSI (**2\_04\_Contract RSI Defined**). The DLC and the FCLT updated mandatory training for all Mt. SAC faculty who teach online, the Skills and Pedagogy for Online Teaching (SPOT) Certification, to include an in-depth module that trains faculty how to effectively apply RSI in their Canvas courses (**2\_05\_SPOT Module RSI**).To earn the SPOT certification, a faculty member’s course shell must be reviewed by a SPOT-certified Faculty Reviewer using the SPOT rubric in a one-on-one intensive process. If necessary, adjustments will be required to bring the course into compliance with the rubric before certification is earned (**2\_06\_SPOT Certification Webpage**). The DLC and FCLT collaborated to add a comprehensive RSI module into the mandatory four-year cycle for SPOT Recertification (**2\_07\_SPOT Recertification**). Lastly, the DL Classroom Evaluation form for REC, H.4.c continued to be utilized in anticipation of negotiations to change the contract language to RSI (**2\_08\_Sample H4 Evaluation with REC**).

The College also provided continuous opportunities for RSI training and improvement. FCLT provided an active RSI campaign in Canvas offering one-on-one support with the instructional design team and reminders about the RSI federal requirement. FCLT also provided support for newly developed distance learning courses as well as beginning to implement Impact Course Report as a mechanism for measuring RSI data (**2\_09\_FCLT F23 Campaign**; **2\_10\_RSI Consultations 22-23; 2\_11\_FCLT Impact Course Reports Campaign 2023**).

**Evidence**

1. 2\_01\_AP 4105 Approved 10-23-23
2. 2\_02\_DL Course Approval Form
3. 2\_03\_DLC Website – DL Amendment Form
4. 2\_04\_Contract RSI Defined
5. 2\_05\_SPOT Module RSI
6. 2\_06\_SPOT Certification Webpage
7. 2\_07\_SPOT Recertification
8. 2\_08\_Sample H4 Evaluation with REC
9. 2\_09\_FCLT F23 Campaign
10. 2\_10\_RSI Consultations 22-23
11. 2\_11\_FCLT Impact Course Reports Campaign 2023

**3- Advancements in Distance Education in 2024**

In February 2024, the ACCJC Peer Review Team identified ongoing challenges with Mt. SAC’s demonstration of RSI during their review of asynchronous online courses. In anticipation of a recommendation on RSI from ACCJC, President Garcia requested the Academic Senate convene a Task Force on Accreditation and RSI. Dr. Garcia charged the task force with compiling faculty recommendations on RSI training, addressing both immediate and long-term faculty support needs to ensure alignment with Accreditation Standards. This RSI work also reflected our shared commitment to sustaining RSI best practices beyond accreditation, with the goal of establishing an engaging and equitable educational experience for all students.

The Academic Senate task force reviewed the RSI work of other colleges, such as Kapi’olani College’s “RSI coaching program” and ultimately recommended a two-phase RSI strategy for implementation. The initial phase focused on short-term goals to prepare faculty for the spring 2025 semester, emphasizing faculty/peer mentorship and online course review with the locally approved Mt. SAC RSI rubric which was created based on federal RSI standards. The subsequent phase aimed to sustainably institutionalize RSI practices in online courses to meet the College’s mission of “providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities,” while also continuously meeting federal standards for RSI. This comprehensive approach involved strategic one-on-one training for faculty, compensation for faculty teaching asynchronous online courses, RSI peer mentors, and coordinators, and collaboration with academic administrators to ensure the sustainable integration of RSI criteria into Mt. SAC’s distance learning framework(**3\_01\_Academic Senate Task Force on Accreditation and RSI Report 1-10-24**).

Following these recommendations, the FA and the District negotiated a new side letter and an MOU on Article 13 that established contractual expectations for distance education and introduced a compensated voluntary review process using a one-on-one faculty RSI peer mentorship approach (**3\_02\_May Side Letter; 3\_03\_ Article 13 MOU 5-25-24**).The Academic Senate tookimmediate action to appoint two RSI coordinators and begin to recruit 10 RSI Mentors for the planned fall 2024 and winter 2025 mentor program (**3\_04\_Senate Appointments**).

In addition to providing faculty support through peer mentorship, the new contract language for Article 13 uses a three-pronged approach to ensure that RSI will be met by faculty in future DE courses: 1) Initial SPOT certification, which includes rigorous training on RSI as well as a process for an initial RSI review; 2) All faculty teaching online must be evaluated as part of the regular classroom evaluation process using the H.4.c form by a SPOT certified faculty member; 3) The four-year SPOT recertification process will include the RSI self-evaluation and peer review as a mandatory process “Once a professor successfully demonstrates RSI during their first review, they will subsequently participate in RSI review during their SPOT recertification cycle” (**3\_05\_FA Contract Class Evals;** **3\_03\_ Article 13 MOU 5-25-24**).

At the state level, the Academic Senate for California Community Colleges (ASCCC) adopted the resolution titled *Supporting Regular and Substantive Interaction as an Academic and Professional Matter to Enhance Student Success and Meet Standards*. This resolution, initiated by the Mt. SAC local Senate Executive Board, served as a response to the Commission and launched statewide efforts to address consistent RSI review and assessment in distance education courses (**3\_06\_ASCCC Resolution on RSI**).

In June 2024, Mt. SAC received the ACCJC confirmation of Reaffirmation of Accreditation for 18 Months with a Follow up Report and Visit. By this time, the RSI implementation framework was already in place.During the Summer of 2024, both RSI Faculty Coordinators and Accreditation Faculty Coordinators participated in the ACCJC RSI Rubric development pilot and provided feedback to the Commission (**3\_07\_ACCJC Pilot Rubric Evidence**). The participation in the ACCJC pilot led to updates in the application of the local Mt. SAC RSI rubric by faculty RSI Coordinators and mentors to ensure that the mentoring program aligned with federal and state regulations and accreditation standards.Additionally, summer 2024 featured pre-semester Department Chair training and optional FCLT training sessions designed to prepare faculty for the launch of the mentoring program in fall 2024 (**3\_08\_Department Chairs Training 8-23-24; 3\_09\_FCLT Find out Fridays RSI; 3\_10\_Individual RSI appointments (screengrab appt webpage**).

In fall 2024, the RSI Pilot Peer Mentor Program commenced with a session at the Fall Faculty FLEX Day, announcing the program and encouraging faculty participation in the review process (**3\_11\_Fall Flex Day Presentation**).The RSI Pilot Peer Mentor Program included the training and norming for Faculty Peer Mentor Reviewers who were tasked with reviewing course shells and providing feedback to enhance online teaching practices (**3\_12\_Screenshot in Hub of Mentor Resources; 3\_13\_Fall Training and Norming Slides for Mentors**). The RSI Coordinators collaborated with the FCLT to create a regular communication process for all distance education faculty with a weekly bulletin(**3\_14\_RSI Bulletin** **Week 2**). They also worked together with the FCLT to launch a comprehensive “RSI Hub” where faculty began to sign up for the RSI Review in October 2024 (**3\_15\_RSI Bulletin with Sign-up Link**).

The RSI Pilot Peer Mentor Program review process began with faculty signing up through the RSI Hub, taking a survey to assess needs, and reviewing training resource modules for each aspect of RSI (**3\_16\_RSI Pre-Review Survey; 3\_17\_Hub Modules on the Four types of RSI and Monitoring**).Faculty then completed a self-reflection by filling out the RSI rubric and provided their assigned mentor with access to their course(**3\_18\_Sample Faculty Self-Reflection rubric**).The RSI peer mentors reviewed the course, assessed whether RSI criteria were met, and provided feedback in writing and during a one-on-one meeting (**3\_19\_Mentor Created Feedback Templates and Tips**).As needed, mentees made revisions to their Canvas shells, their pedagogical practices, or both. Once the peer mentors confirmed the alignment of RSI practices with state and federal expectations, they filled out a Smartsheet form and uploaded the completed feedback rubric. The form was used to track review completion status and process the three-hour stipend for mentees to compensate them for the training time (See Figure 2).

**Figure 2. Mt. SAC RSI Mentoring Flowchart**



The RSI areas reviewed included direct student engagement, with a focus on clarifying the nature of providing live instruction through synchronous sessions. Evidence of such sessions should be documented in the course syllabus and home page (**3\_20\_Mentor Feedback Example S1**). In addition to encouraging the use of rubrics, RSI peer mentors also emphasized that grading feedback must be substantive and personalized (**3\_21\_Mentor Feedback Example S2**).The RSI peer mentors also stressed that communication with students should be clearly outlined in the syllabus and maintained through weekly announcements, content modules, and accessible mechanisms for asking questions, such as a Q&A board, discussion forums, or replies to weekly announcements (**3\_22\_Mentor Feedback Example S3**). Peer mentors shared that faculty may also choose to meet the RSI requirement by actively facilitating discussions to guide conversations and provide clarifications. Regular student-to-student interaction, mandated by California Title 5 regulations, is a required component of the RSI review (**3\_23\_Title 5 Sections 55200-55208**). Student-to-student interaction includes activities such as discussion boards, peer reviews, or other forms of student-to-student interaction. Finally, mentors emphasized that faculty must monitor student success through regular outreach, such as using Gradebook outreach features, sending Canvas inbox messages to students falling behind, using the assignment comments to monitor engagement, or soliciting feedback via surveys, with evidence of these interactions documented to ensure ongoing engagement and support throughout the term (**3\_24\_Resource to Mentees on Feedback and Monitoring**).

In addition to these efforts with individual courses, the DLC took up the task of institutionalizing RSI pedagogy at a broader level. In fall 2024, the committee strengthened the faculty’s institutional commitment to mentor review, by recommending to Academic Senate that RSI review become a part of the four-year SPOT Recertification process (**3\_25\_DLC Recommendations to Academic Senate**).The DLC also finalized the Distance Learning Handbook to provide guidance on and support for all aspects of distance education pedagogy, including RSI (**3\_26\_DL Handbook Finalized**).

Building on these campus-wide efforts, FCLT mobilized to support faculty RSI training and improvement in fall 2024 and winter 2025. Faculty continued to schedule consultations with FCLT instructional designers to receive personalized guidance on integrating RSI-compliant strategies into their course designs.Additionally, FCLT provided a variety of workshops focusing on RSI best practices, which, while optional, contributed to professional development and supporting mandatory SPOT Recertification hours (**3\_27\_ FCLT RSI Workshops**). FCLT partnered with the RSI Faculty Coordinators and RSI Peer Mentors to hold an RSI Summit in November 2024 which showcased faculty work on RSI, with faculty submitting "best practice" examples to the Canvas RSI Hub (**3\_28\_RSI Summit Email or Flyer**). These examples were made available for peer review and emulation, fostering a culture of continuous improvement (**3\_29\_RSI Summit Showcase Examples**).

In fall 2024, the campus focused on faculty outreach to encourage participation in the RSI Pilot Peer Mentor Program. Campus-wide communication included updates to key groups such as the Accreditation Steering Committee (ASC), the President’s Advisory Committee (PAC), Academic Senate, Faculty Association (FA), and Instructional Leadership Team (ILT), ensuring all stakeholders were informed, engaged, and in alignment with institutional goals (**3\_30\_Sample ASC Minutes; 3\_31\_Sample RSI PAC Report; 3\_32\_Sample Senate Presentation; 3\_33\_Sample FA Presentation; 3\_34\_Sample ILT Report**).Faculty Accreditation Coordinators also visited division meetings to connect with Department Chairs, providing direct support and fostering collaboration (**3\_35\_Division Meeting Outreach Presentation**). In addition to the weekly bulletins from the RSI Coordinators, the DL Coordinators sent out regular updates and reminders (**3\_36\_Sample Email from DL Coordinator Fall 24**). Moreover, the Accreditation Core Team created a newly enhanced webpage, providing transparent access to resources, evidence, and best practices for RSI which served as resources for the Mt. SAC campus (**3\_37\_Screenshot both the RSI and the Accreditation Pages**).

By the end of the fall semester, 345 out of 450 DL faculty had voluntarily signed up for an RSI review with approximately 50% having completed the review, either initially, or after revising course shells and/or adjusting their pedagogies (**3\_38\_BOT December Report RSI Dashboard Data**). Peer mentors’ recommendations typically focused less on providing RSI and more on making these practices transparent to both students and reviewers. For example, peer mentors emphasized the importance of providing clear policies in the syllabus, using tools native to Canvas to provide RSI that leaves evidence in the shell, and optionally, utilizing a Canvas Module Zero to collect and describe evidence for RSI practices occurring outside of Canvas (**3\_39\_Mentor Feedback Template Example; 3\_40\_Example Mentee Email Affirming Edits**). In some cases, faculty needed more extensive support and training to bring their courses up to the appropriate College standards for RSI, in alignment with ACCJC requirements (**3\_41\_Sample Review Needing Significant Edits to Pass**).

Based on the successful results of the voluntary RSI Pilot Peer Mentor Program and with the goal of having all faculty teaching asynchronous online courses participate in the mentoring program, the FA and the District signed an updated side letter in December 2024, extending the RSI Pilot Peer Mentor Program through spring 2025 and making it mandatory for faculty teaching online asynchronous in winter or spring 2025. Plans for spring 2025 also included the anonymous review of 100 courses through the internal RSI program to assess the success of the RSI review process and identify areas for further growth (**3\_42\_December 2024 RSI Side Letter**).

**Evidence**

1. 3\_01\_Academic Senate Task Force on Accreditation and RSI Report 1-10-24
2. 3\_02\_May Side Letter
3. 3\_03\_ Article 13 MOU 5-25-24
4. 3\_04\_Senate Appointments
5. 3\_05\_FA Contract Class Evals
6. 3\_06\_ASCCC Resolution on RSI
7. 3\_07\_ACCJC Pilot Rubric Evidence
8. 3\_08\_Department Chairs Training 8-23-24
9. 3\_09\_FCLT Find out Fridays RSI
10. 3\_10\_Individual RSI appointments (screengrab appt webpage)
11. 3\_11\_Fall Flex Day Presentation
12. 3\_12\_Screenshot in Hub of Mentor Resources
13. 3\_13\_Fall Training and Norming Slides for Mentors
14. 3\_14\_RSI Bulletin Week 2
15. 3\_15\_RSI Bulletin with Sign-up Link
16. 3\_16\_RSI Pre-Review Survey
17. 3\_17\_Hub Modules on the Four types of RSI and Monitoring
18. 3\_18\_Sample Faculty Self-Reflection rubric
19. 3\_19\_Mentor Created Feedback Templates and Tips
20. 3\_20\_Mentor Feedback Example S1
21. 3\_21\_Mentor Feedback Example S2
22. 3\_22\_Mentor Feedback Example S3
23. 3\_23\_Title 5 Sections 55200-55208
24. 3\_24\_Resource to Mentees on Feedback and Monitoring
25. 3\_25\_DLC Recommendations to Academic Senate
26. 3\_26\_DL Handbook Finalized
27. 3\_27\_ FCLT RSI Workshops
28. 3\_28\_RSI Summit Email or Flyer
29. 3\_29\_RSI Summit Showcase Examples
30. 3\_30\_Sample ASC Minutes
31. 3\_31\_Sample RSI PAC Report
32. 3\_32\_Sample Senate Presentation
33. 3\_33\_Sample FA Presentation
34. 3\_34\_Sample ILT Report
35. 3\_35\_Division Meeting Outreach Presentation
36. 3\_36\_Sample Email from DL Coordinator Fall 24
37. 3\_37\_Screenshot both the RSI and the Accreditation Pages
38. 3\_38\_BOT December Report RSI Dashboard Data
39. 3\_39\_Mentor Feedback Template Example
40. 3\_40\_Example Mentee Email Affirming Edits
41. 3\_41\_Sample Review Needing Significant Edits to Pass
42. 3\_42\_December 2024 RSI Side Letter

**4- Advancements in DE in 2025 and Summary of Long-term RSI Sustainability Plans**

From January through February 2025, the RSI Pilot Peer Mentor Program continued to provide ongoing support to faculty, helping them maintain high standards of interaction in their courses. By the new deadline of January 31st established in the side letter from December, XXXX additional faculty signed up for a mentor review (**4\_01\_Data Evidence of Signups**).By the end of the winter term, over XXXX faculty completed the process with an expected XXXX to finalize in early spring 2025. The RSI Coordinators and FCLT maintained an ongoing RSI Dashboard to track mentee progress through each division in the College teaching asynchronous, online credit courses (**4\_02\_RSI Dashboard End of Winter Data**).

To further support faculty and sustain ongoing progress, FCLT offered both open appointments for RSI and targeted training opportunities. These consistent efforts were designed to equip faculty with the tools and knowledge needed to effectively implement RSI best practices and ensure that their courses meet the necessary standards for student engagement and accreditation compliance (**4\_03\_FLCT Spring Training**).FCLT also played a key role in configuring and implementing the RSI-filtered Impact Course Report, thereby enhancing faculty's ability to track and analyze RSI in their own online courses (**4\_04\_RSI Impact Course Report Screenshot**).

The spring 2025 semester kickstarted with Spring Faculty Flex Day updates on RSI and a specialized bootcamp for faculty still working to complete their RSI review process (**4\_05\_Spring 2025 Flex Presentation; 4\_06\_Bootcamp (screenshot)**). Throughout the early spring 2025 semester, peer mentors continued to wrap up reviews that could not be completed during the winter 2025 intersession to ensure every faculty teaching in spring 2025 completed a supportive RSI training process (**4\_07\_RSI Data Dashboard Week 8 (screenshot)**). Campus-wide communication kept faculty informed through regular updates from RSI Coordinators, DL Coordinators, the Academic Senate, the Faculty Association, and the Office of Instruction (**4\_08\_Instruction Monday Minutes; 4\_09\_DL Coordinator Email (from listserve)**). College-wide communication was maintained through regular updates to the Board of Trustees, Accreditation Steering Committee, the President’s Advisory Council, Faculty Senate, Faculty Association, and Instructional Leadership Team. Periodically, collaborative faculty and administrator team meetings helped to coordinate efforts and communication among stakeholders (**4\_10\_ Sample Spring Updates**).

In the 2024 Side Letters, the College outlined a stipulation for the conclusion of the 2024-25 RSI Pilot Peer Mentor Program, which included a provision for the RSI Faculty Coordinators to audit 100 randomly selected asynchronous online courses (**3\_42\_December 2024 RSI Side Letter**).This scan served as a key measure to assess the effectiveness and impact of the RSI Pilot Peer Mentor Program initiative, ensuring that the ongoing planned RSI review process meets its goals for improving online course quality and enhancing faculty adherence to RSI standards. This RSI review provided valuable data to guide future improvements and support ongoing faculty development as the long-term RSI peer review program will be refined and reassessed in 2025-2026 (**4\_11\_Report on 100 Spring 2025 Reviewed Courses**).

As part of the College’s ongoing commitment to high-quality online instruction, Mt. SAC has taken deliberate steps to enhance and institutionalize faculty preparation for RSI in distance learning courses. Mt. SAC is committed to institutionalizing improvements to its distance education pedagogy by refining the Skills and Pedagogy for Online Teaching (SPOT) training program to ensure it addresses the most current standards for online instruction. A key addition to the SPOT program is the inclusion of a full module on Regular and Substantive Interaction (RSI), and the examination of a shell by SPOT certifiers, which is now a mandatory component of both initial training and recertification (**2\_05\_ SPOT Module RSI**). To standardize quality and improve training effectiveness, Mt. SAC’s DLC recommended that the college no longer accept all alternative state-provided online training courses, such as @ONE’s Introduction to Asynchronous Online Teaching and Learning (IAOTL), to fully satisfy the local SPOT training requirements. This decision was driven by the recognition that while IAOTL has been updated to incorporate RSI, it does not have a deep dive into pedagogical implementation of RSI strategies that is now a standard of Mt. SAC training for faculty teaching online. This comprehensive approach ensures that faculty are consistently trained to meet the evolving needs of distance education while supporting student success (**4\_12\_DLC Recommendation for Oversight on External DE Certifications**).

**Additional paragraph will be added here: RSI institutionalization & FCLT training plans.**

**Figure 3. Mt. SAC RSI Mentoring Results (update with Week 8 data)**



Based on the success of the RSI Pilot Peer Mentor Review program, the District and Faculty Association included the requirement of RSI review as a contractual requirement for SPOT Recertification, emphasizing its importance for ensuring the quality and compliance of online courses (**3\_03\_Article 13 MOU 5-25-24**). Additionally, a permanent RSI Coordinator has been appointed to assist with recertification, providing consistent mentoring and support to both new SPOT-certified faculty and those renewing their certification every four years (**4\_13\_Future Side Letter or MOU?**) The RSI Pilot Peer Mentor Program was highly successful with approximately 60% of the 500 completers needing to make edits to pass the review (**4\_07\_RSI Data Dashboard Week 8 (screenshot)**).A comprehensive program assessment completed in spring 2025revealed data demonstrating the efficacy of a one-to-one supportive mentoring program to implement RSI best practices across the entire College (**4\_14\_Mt. SAC Mentor Program Assessment Results**).

**Figure 4. Mt. SAC Mentor Program Mentee Reflections**



**Evidence**

1. 4\_01\_Data Evidence of Signups
2. 4\_02\_RSI Dashboard End of Winter Data
3. 4\_03\_FLCT Spring Training
4. 4\_04\_RSI Impact Course Report Screenshot
5. 4\_05\_Spring 2025 Flex Presentation
6. 4\_06\_Bootcamp (screenshot)
7. 4\_07\_RSI Data Dashboard Week 8 (screenshot)
8. 4\_08\_Instruction Monday Minutes
9. 4\_09\_DL Coordinator Email (from listserve)
10. 4\_10\_ Sample Spring Updates
11. 3\_42\_December 2024 RSI Side Letter
12. 4\_11\_Report on 100 Spring 2025 Reviewed Courses
13. 2\_05\_ SPOT Module RSI
14. 4\_12\_DLC Recommendation for Oversight on External DE Certifications
15. 3\_03\_Article 13 MOU 5-25-24
16. 4\_13\_Future Side Letter or MOU?
17. 4\_14\_Mt. SAC Mentor Program Assessment Results

**Follow-Up Report Preparation**

**Additional Section will be added here: Broad input on the report Spring 25**

**Table 1. Mt. SAC RSI Timeline**

| **Date**  | **Activity** |
| --- | --- |
| Spring 2019 | Faculty work group creates rubric on Regular and Effective Contact |
| October 2019 | Distance Learning Committee approves REC rubric |
| November 2019  | Academic Senate approves REC rubric  |
| September 2020  | Federal Requirement Change to RSI [34 CFR § 600.2 i](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-600/subpart-A#600.2) |
|   | Revision of SPOT Certification |
| August 2022 | RSI Fall Flex Day Presentation |
| August 2022 | Faculty Center for Learning Technology Needs Assessment Survey |
| September 2022  | Academic Senate approves DLC recommendations & finalized RSI rubric  |
| October 2022 | Distance Learning and RSI Accreditation Forum |
| January 2023  | Academic Senate approves Canvas Workgroup RSI recommendations |
| October 2023 | AP 4105 Distance Learning revisions approved |
| Summer & Fall 2023 | FCLT RSI Support: Workshops, 1-1 Consultations |
| November 2023 | DL Course Approval Form approved |
| May 2024 | Collective Bargaining Agreement with RSI ratified |
| February 2024  | Academic Senate convenes Task Force on Accreditation and RSI  |
| April 2024  | Academic Senate approves Task Force report and recommendations |
| April 2024  | ASCCC approval of Resolution Number 107.01: Supporting RSI  |
| April 2024  | Mt. SAC Academic Senate RSI Resolution in solidarity with ASCCC 107.01  |
| May 2024  | Side Letter and MOU to implement the Taskforce recommendations |
|  May 2024 | Distance Learning Handbook V finalized |
| June 2024  | RSI Coordinators Appointed by Academic Senate  |
| July 2024 | Mt. SAC faculty participate in ACCJC Pilot Rubric development |
| July – August 2024 | Development of RSI Mentoring Program & RSI Hub |
| Summer & Fall 2024 | FCLT RSI Campaign: Find Out Fridays, 1-1 Consultations, Impact Reports |
| August 2024 | Updated accreditation & RSI websites launched |
| August 2024 | Department Chair Training on RSI |
| September 2024 | Faculty Peer Mentors Trained |
| September 2024 | Outreach through Division Meetings begins |
|  October 2024 | RSI requirement added to SPOT Recertification |
| October 2024 | RSI Mentoring Program Launched & RSI Weekly Bulletins begin |
| November 2024 | RSI Reaching the Summit Showcase |
| December 2024 | Article 13 RSI Side Letter and MOU updated |
| January 2025 | RSI Dashboard data sent weekly to FA, AS, & instructional Deans  |
| February 2025 | RSI Bootcamp |
| February 2025 | Campus-wide communication through the Monday Minutes begins |
| February 2025 | Article 13 RSI Side Letter and MOU updated |
| March 2025 | RSI update to the Board of Trustees |
| April-June 2025 | Assessment of RSI Mentoring Program |

**Table 2. Mt. SAC Acronyms Used in Follow-Up Report**

| **Acronym**  | **Full Name or Description** |
| --- | --- |
| ACCJC  | [Accrediting Commission for Community and Junior Colleges](https://accjc.org/)  |
| AP  | [Administrative Procedure](https://www.mtsac.edu/governance/trustees/apbp/)  |
| AS  | [Academic Senate](https://www.mtsac.edu/governance/academicsenate/)  |
| ASC  | [Accreditation Steering Committee](https://www.mtsac.edu/governance/committees/accreditation/purpose-and-function.html)  |
| BOT  | [Board of Trustees](https://www.mtsac.edu/governance/trustees/)  |
| COVID-19  | [Coronavirus Disease 2019](https://www.cdc.gov/coronavirus/2019-ncov/index.html)  |
| DE | Distance Education |
| DL  | Distance Learning  |
| DLC  | [Distance Learning Committee](https://www.mtsac.edu/dlc/)  |
| FA  | [Faculty Association](https://msac-fa.org/index.htm)  |
| FCLT  | [Faculty Center for Learning Technology](https://www.mtsac.edu/fclt/index-2023.html)  |
| IAOTL | [@One’s Introduction to Asynchronous Online Teaching and Learning](https://onlinenetworkofeducators.org/) |
| ILT  | [Instructional Leadership Team](https://www.mtsac.edu/instruction/team.html)  |
| MOU  | [Memorandum of Understanding](https://www.investopedia.com/terms/m/mou.asp)  |
| Mt. SAC  | [Mt. San Antonio College](https://www.mtsac.edu/)  |
| PAC  | [President’s Advisory Council](https://www.mtsac.edu/governance/committees/pac/)  |
| REC | Regular and Effective Contact |
| RSI | [Regular and Substantive Interaction](https://www.mtsac.edu/distancelearning/rsi.html) |
| SPOT  | [Skills and Pedagogy for Online Teaching](https://www.mtsac.edu/distancelearning/spot.html)  |
| Title 5  | [California Code of Regulations, Title 5. Education](https://www.cde.ca.gov/ls/fa/sf/title5regs.asp)  |