|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2 0 2 2 - 2 0 2 5 F A C U L T Y C O N T R A C T** | | | | |
| **H.13: DL CONTACT** | | | | * **Rubric to Assess Regular Substantive Interaction (RSI)** |
| Adjunct | Prob. | Regular | Dept. Chair |
| **x** | **x** | **x** |  | * **Mt. San Antonio College**  |

|  |  |
| --- | --- |
| Professor Name: d | Date: Click or tap here to enter text. |
| Course Name/ID: Click or tap here to enter text. | CRN: Click or tap here to enter text. |
| This course section is: Click or tap here to enter text. |
| Hybrid  \_\_\_\_\_\_)% | Synchronous | Asynchronous |

**For the CRN listed above,** describe how you monitor your students’ academic engagement and success and promptly and proactively engage in substantive interaction with a student when needed.

**Evidence of Professor-Student Contact (predictable and scheduled)**

|  |  |  |
| --- | --- | --- |
| **Type of professor-student contact:** Identify all types you include for which you have evidence in the LMS. | **Evidence:** Where in your course is  this RSI found?  *(Include frequency and be specific.)* | **Reviewer** |
| Online synchronous class meetings, individual video conferences, or chat | Click or tap here to enter text. |  |
| Assessing or providing substantive individual feedback (includes embedded rubrics, comments, and videos) | Click or tap here to enter text. |  |
| Providing information or responding to questions about course content (includes communication using LMS tools, external apps, email, phone, and/or in-person meetings) | Click or tap here to enter text. |  |
| Discussion facilitation | Click or tap here to enter text. |  |
| Other substantive interaction as approved by your discipline-specific accrediting agencies, if any | Click or tap here to enter text. |  |

**Evidence of Student-Student Facilitation if applicable (recurring)**

|  |  |  |
| --- | --- | --- |
| **Type of student-student contact:** Identify all types you include for which you have evidence in the LMS. | **Evidence:** Where in your course is this facilitation/interaction found?  *(Include frequency and be specific.)* | **Reviewer** |
| Discussion forums with required replies | Click or tap here to enter text. |  |
| Collaborations, peer reviews, wikis, or other group assignments | Click or tap here to enter text. |  |
| Breakout rooms in synchronous online classes | Click or tap here to enter text. |  |
| Student-student communication related to the course | Click or tap here to enter text. |  |

**Reviewer Summary: Does the professor demonstrate RSI in this course section?**

Check the appropriate box *and provide comments*.

Demonstrates RSI  Does not demonstrate RSI

Comments: Click or tap here to enter text.

|  |  |  |  |
| --- | --- | --- | --- |
| Signed (Professor): | Click or tap here to enter text. | Date: | Click or tap here to enter text. |
| Printed Name Reviewer): | Click or tap here to enter text. |  |  |
| Signed (Reviewer): | Click or tap here to enter text. | Date: | Click or tap here to enter text. |

**Instructions (Review 13.A.4.: RSI Review prior to completing this form.)**

Professor: Using this rubric,

* Indicate how you monitor student engagement, including frequency of monitoring.
* 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
* 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.
* Contact the reviewer to set up a review.

Reviewer: Access the submitted rubric.

* Reach out to the professor and create a dialogue so you understand what the professor does in their course.
* The professor should describe evidence of monitoring engagement and report at least two forms of professor-student RSI in order to “meet regulations.” Verify the evidence you can and check the checkbox. California law states that students should interact when applicable. Note student interactions as well. RSI is only pertinent to the online portion of a class, so do not accept in-class activities.
* Please write comments for the professor’s benefit which describe areas of excellence and opportunity that you see.
* A follow-up written communication should be sent to the professor, department chair, and administrator within two weeks of the review.

After the Review:

* If the course does not demonstrate RSI, the professor may request a new review by a different reviewer. OR
* If the course does not demonstrate RSI, professors also have the option of working with their reviewer to improve their course, if possible, in the semester so that it demonstrates RSI. The process of remediation and corrections made to the course should be documented on this rubric in the “Reviewer Summary” section of the rubric.

**Distribution:** Division Office 8/16, 5/24