# 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 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. (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.**
* **Contact the reviewer to set up a review.**

**Reviewer: Access the submitted rubric.**

* **Reach out to the faculty member and create a dialogue so you understand what the faculty member does in their course.**
* **The faculty should describe evidence of monitoring engagement and report at least two forms of faculty -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 faculty member’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 faculty member may request a new review by a different reviewer. OR**

**If the course does not demonstrate RSI, faculty 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.**