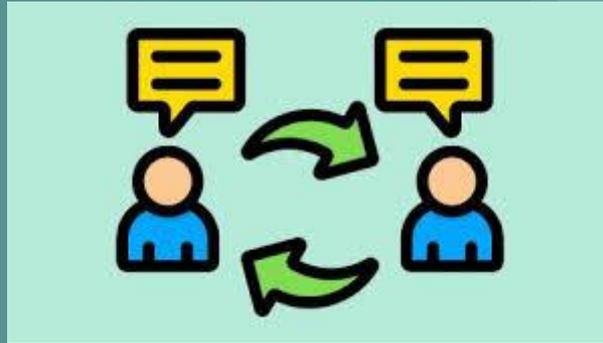


# Online Faculty Accreditation Prep Align Your Courses with RSI Standards



Cañada Flex Day, Apr 17, 2025

# Timeline: RSI Compliance at Cañada

## Flex Day (Jan 10, 2025) Presentation

- Personal invites to Online Faculty
- Final RSI Rubric & Examples
- Q&A session
- Faculty self-evaluation
- Faculty begin to plan changes
- Individualized facilitator input (time-permitting)

## RSI Rubric Alignment

Early action benefits

- Less stress
- More support

Online courses  
taught with fully  
compliant RSI

AS Discussion

Oct '24

Dec '24

Jan '25

Spring '25

Fall '25

Spring '26

Flex Day (Oct 9, 2024)  
Presentation  
RSI

Weekly  
office hours

Flex Day (Apr 17, 2025)  
RSI Workshop

ACCJC Review  
of F25 Course Sample

# Types of Course Interaction

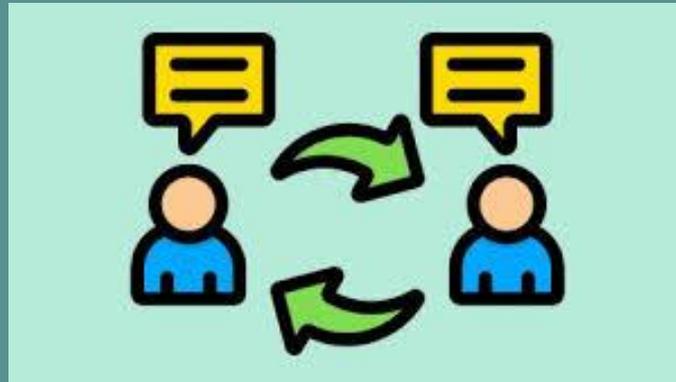
## 1. Instructor - Student

- Student-initiated
- Instructor-initiated

RSI

RSI

## 2. Student - Student



# Is the RSI in my online course sufficient?

Key Characteristics of **Regular** Substantive Interaction:

## 1. REGULAR

- Consistent
- Frequent
- Predictable
- Scheduled in advance  
(e.g., in Communication Plan of the Introductory Module)



Key Characteristics of Regular **Substantive** Interaction:

## 2. SUBSTANTIVE

- Specific to course content
- Meaningful exchange of information, ideas & resources that contribute to achieving SLOs & course objectives

## Other Characteristics of Regular Substantive Interaction:

3. Instructor-initiated

4. Documented within Canvas course

5. Two-way communication

- Dialogue between instructor & student(s)
- Opportunities for feedback, reflection, continuous improvement

# 2026: Cañada Accreditation Review

## *Requirement*

2025 Goal: **RSI Rubric Alignment** for every Cañada online course (synchronous OR asynchronous, but NOT hybrid)

## *Reality*

NOT a new process

- RSI has been in existence for a long time (as Regular Effective Contact)
- **The only new part: RSI Rubric** (more objective review)
- Most online courses already meet most criteria
- Most modifications for alignment will happen **while you teach**



## RSI Self-Evaluation & Planning

- Select one of your online courses (preferably from Fall 2025)
- Use the RSI Rubric to [self-assess](#) & plan
- Share with a colleague
- Ask questions to clarify

# Substantive Interaction #1: Direct Instruction

## Synchronous-only

### RSI Translation

- Live lectures that include live interaction and active learning. This is only possible in Synchronous online classes.

Source: [F24 Flex Day RSI Presentation](#)

### Not RSI, but Still Great!

- Recorded lecture videos (between 5-7 minutes long)
- Resources sequenced in a module for students to review

### Not RSI-Aligned

- Mailing students readings, and asking them to mail back their completed tests (*this would constitute a correspondence course*)

- Meetings do not need to be recorded & saved for the accreditation review
- [Panopto-recorded Zoom meetings](#) are recommended

# Substantive Interaction #2: Assessment & Feedback

## RSI Translation

- Timely feedback on assignments **within the length of time in which you have communicated to students in the syllabus.**
  - Communication Plan that outlines your plans for how and when you'll give students feedback.
- Feedback should individualized, personalized and assignment-specific.

## Not RSI, but Still Great!

- Automatic or general feedback sometimes
- Class Letters outlining common themes in recent assignment feedback
- Grading with Rubrics alone

## Not RSI-Aligned

- Relying **solely** on automatic grading either by
  - 3rd Party Tools
  - Multiple Choice Quizzes in Canvas
- No Feedback

# Substantive Interaction #2: Assessment & Feedback

- Use detailed Communication Plan (Introductory Module)
- Use Speedgrader Tools (written, audio, video)
- Use Rubrics for faster grading that provides time for individualized feedback
- Keep all interactions in Canvas so they can be used as evidence
  - Canvas Inbox
  - Assignment comments
  - Announcements replies
  - Discussion replies
  - Pronto

# Substantive Interaction #3: Provides Information & Responses to Questions

## RSI Translation

- Respond to students' questions and provide them additional information in a timely manner, **within the length of time in which you have communicated to students in the syllabus.**
  - Give students your Communication Plan that outlines your plans for how and when you'll be responding to students.

## Not RSI, but Still Great!

- Prompting students to answer each other's questions
- Providing Q&A forums that you don't participate in - for student-to-student interaction

## Not RSI-Aligned

- Leaving students questions unanswered, or providing answers very late
- Not directing students where, when and how to ask questions

## Substantive Interaction #3: Provides Information & Responses to Questions

- Use detailed Communication Plan (Introductory Module)
- Send out weekly announcements
  - focused on course content  
(previewing, explaining, summarizing, clarifying etc.)
  - allow for student comments and provide replies
- Set up a general course Q&A Forum and reply to students in a timely manner

# Substantive Interaction #4: Facilitates Group Discussion

## RSI Translation

- Facilitate small group and/or whole-class discussions **in the manner and time frame that you have outlined for students in the discussion instructions.**
  - Can include discussions with written, visual, video or text posts.

## Not RSI, but Still Great!

- Group discussions about non-course content (ex: intro discussions, personal topics)
- Group discussions without your participation where that is made clear.

## Not RSI-Aligned

- Setting up a discussion board for students to talk to each other, but never participating yourself without telling students that's how your role in that discussion would be.

## Substantive Interaction #4: Facilitates Group Discussion

- Write clear discussion instructions explaining your role in a discussion and interaction frequency
- Set up regular discussions throughout the semester

# Regular Interaction #1: Regular & Predictable Engagement

## RSI-Aligned Strategies

- At the start of the semester, schedule regular opportunities for interaction that students can plan for and predict throughout the entire semester.

## Not RSI, but Still Great!

- Spontaneous, last minute and/or optional meetings, discussions, office hours

## Not RSI-Aligned

- Not letting students know at the start of the semester when office hours and assignments will be
- Only offering opportunities for interaction sporadically or rarely during the semester

# Regular Interaction #1: Regular & Predictable Engagement

- Weekly office hours on Zoom within Canvas (required)
- Detailed Communication Plan
- Scheduled Check-ins, Study Groups or Review Sessions  
([Canvas Scheduler](#))

# Regular Interaction #2: Monitors success & engagement

## RSI Translation

- Reach out to students regularly who are not participating in the course, missing assignments, or not doing well.

## Not RSI, but Still Great!

- Emailing a student directly, outside of Canvas, to check in.

## Not RSI-Aligned

- Seeing a student not participate, log in or submit assignments and never reaching out.

## Regular Interaction #2: Monitors success & engagement

- Review the data in [New Analytics](#) and [People Page](#) to assess student participation in the course
- Review [Message Students Who](#) feature in Canvas gradebook to reach out to specific students based on performance
- Refer to [Student Interaction Report](#)

# Thank You!

- Share info with online colleagues!
- Check out the Faculty Teaching & Learning website: [RSI Resources](#)
- [Weekly Office hours](#)
  - Tuesdays, 11 am - 12 pm
- nekrepn@smccd.edu

