

Regular and Substantive Interaction

A Self-Checklist for Faculty



S A U K V A L L E Y C O M M U N I T Y C O L L E G E

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in lifelong learning, public service, and economic development.*

Four Steps to RSI Compliance

1. RSI Training
(awareness)
2. Faculty Self-Checklist
(awareness/application)
3. RSI Course Review
4. Individual conferences
with Instructional
Designer



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Step 1

RSI TRAINING



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Training

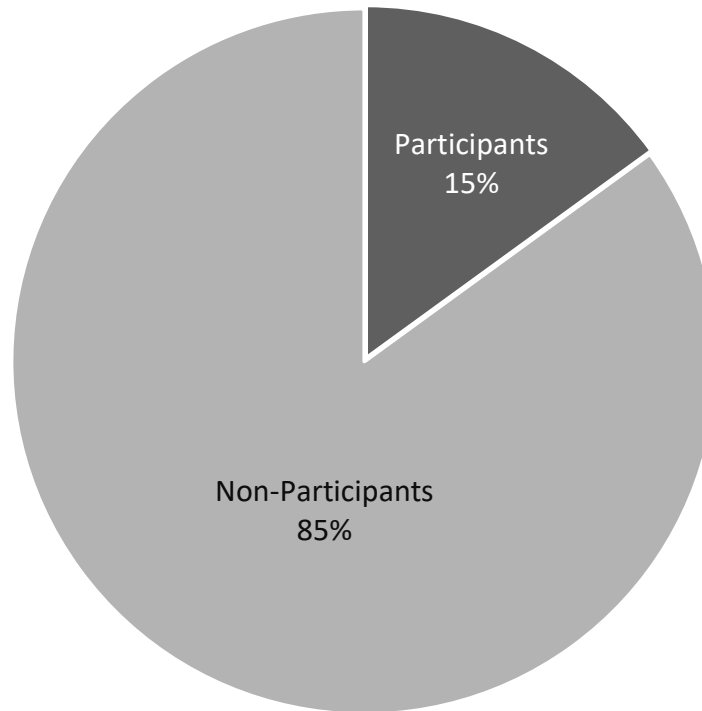
Optional synchronous training sessions were provided over a 6 month period.

The training included an overview of the new standards along with suggestions for implementation and a review of helpful Canvas tools.



Training Results

RSI Training



■ Participants ■ Non-Participants ■ ■



Step 2

FACULTY CHECKLIST



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Checklist Development

The checklist is based on:

- DOE standards and guidance
- Interpretation of the standards by other colleges and universities
- Visible and/or measurable data from the LMS



The Self-Checklist

- Checklist sent to all faculty via an explanatory email with attachment.
- Checklist link was provided in the Instructional Design Newsletter.
- Checklist added to online training resources.



Step 3

RSI COURSE REVIEW



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Purpose of Review

- Due diligence
- Create baseline data to serve as a springboard for discussion with individual faculty.
- Collect aggregate data



Review Data

Online courses were reviewed using easily available data to determine compliance status.

Data points:

- Evidence of direct instruction (Synchronous sessions)
- Evidence of the use of Canvas rubrics, Speedgrader comments, document markup, student engagement rates.
- Evidence of use of Announcements or discussion area for dissemination of information about course content.
- Evidence of participation in course discussions.



Scoring

Each datapoint was assigned a score, tracked in an Excel spreadsheet.

- Some items were scored with Y/N.
- Other items were percentage based – ie., in a two week period, what percent of enrolled students received a communication from the instructor as reported through the Canvas Student Interactions Report?



Tabulation

The screenshot shows the Microsoft Excel interface with the following data table:

	A	B	C	D	E	F	G
1	Course Name and Section	Instructor	Standard 1	Standard 2	Standard 3	Standard 4	Meets two standards

The formula bar above the table displays the text: `Meets two standards`



Results Sharing

- Results of individual reviews were shared only with the individual faculty member.
 - Non-adversarial, non-threatening approach
 - Emphasis on continuous improvement
- Anonymized aggregate data was shared with administrators.
 - Percentage of online courses where faculty actively participate in discussions, percent using detailed rubrics, etc.



Benefits of the Review

- Identified topics for future training.
- Provided items that will be worked into our regular course review process.
- Provided quantifiable data about online courses.



Step 4

CONFERENCES



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Individual Conferences

Faculty teaching courses that were flagged in the Course Review as potentially non-compliant were contacted and invited to meet with the instructional designer to discuss the results.

During the conferences:

- The five RSI standards as provided by DOE were reviewed.



Individual Conferences, cont.

- Areas of the course where the RSI standards were clearly being met were reviewed with faculty.
- If two standards did not appear to be met, discussion of other activities that might already be meeting a standard that were not observable with our limited data set.
- Efficient methods for meeting the standards were suggested based on the review data and conversation during the conference.



Step 5

MAINTAINING COMPLIANCE



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Moving Forward

- The Regular and Substantive Interaction Faculty Checklist will be re-sent to online instructors each semester.
- To assure that courses remain compliant, data collection will be ongoing.
- Detailed RSI review will be included in our internal course review process.



Questions



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