

Predictable Patterns & Monitoring Engagement/Success

It shouldn't feel like a Where's Waldo hunt when seeking your presence in your courses.
With consistent strategic communication, it won't.

Regular Interaction

Regular Interaction between a student and an instructor(s) is demonstrated by the two following criteria (A-Substantive Interactions & B-Monitoring Success & Engagement).

*This **Regular Interaction** information comes from the Quality Continuum Rubric for Distance Education that peer reviewers will use when evaluating courses. While they will use an appreciative inquiry lens, they are seeking examples that are emerging or above. Anything lower will receive a recommendation for improvement or compliance.*

A - Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency. (Predictable and regular, based on course length and content.)



★ Initial

- ☐ **SAY IT:** Policies and procedures state **how often and when** the instructor will interact with students.
- ☐ **SAY IT:** **Course materials (e.g., syllabus, introductory statements) clarify opportunities** for interaction.
- ☐ **SAY IT:** Interaction **expectations are communicated** (e.g., office hours, discussion boards), including **response times and participation guidance**.
- **SUMMARY:** Students are informed about interaction expectations in multiple places.



★★ Emerging

- ☐ **SAY IT:** Interaction expectations are **communicated in multiple ways, encouraging student participation** in substantive opportunities (e.g., office hours, discussion boards).
- ☐ **DO IT:** Instructor **periodically engages** with students throughout the term per institutional policies (frequency of postings, feedback, course content/competencies, learning outcomes).
- **LEVEL UP:** The expectations are communicated in multiple ways that encourage varied student engagement at different times throughout the term.



★★★ Developed

- ☐ **SAY IT:** Interactions are **predictable** and occur in accordance with course length and content.
- ☐ **DO IT:** Instructor **consistently engages** students **throughout the term**.
- **LEVEL UP:** The interaction patterns occur in a predictable pattern throughout the term.



★★★★ Highly Developed

- ☐ **SAY IT:** Interactions are **predictable and aligned** with course length and content.
- ☐ **DO IT:** Instructor **frequently engages** students throughout the term.
- ☐ **SAY IT:** Engagement yields **successful outcomes for all students**.
- **LEVEL UP:** The instructor has an active presence, providing regular substantive interactions relevant to the class, and demonstrates advancement toward success in achieving SLOs for all students.

B - Monitoring Student Engagement and Success

(Instructor proactively monitors and engages based on student needs or requests.)



★ Initial

- ☐ **SAY IT:** Policies and/or procedures **create expectations** for monitoring student success.
- ☐ **DO IT: Minimal interaction** (few postings, little feedback, infrequent instruction).
- ☐ **DO IT: Individual students are contacted** only when monitoring indicates issues.
- **SUMMARY:** Policies and processes for monitoring student engagement and success are stated and occasionally the professor contacts individuals or shares information when it needs to be addressed.



★★ Emerging

- ☐ **SAY IT/DO IT:** Mechanisms ensure **policies and procedures** for monitoring engagement are followed.
- ☐ **DO IT:** Instructor **periodically engages** with students throughout the term to provide **formative feedback and information** based on monitoring engagement and success.
- **LEVEL UP:** There is evidence that the instructor follows a process for monitoring and utilizes a variety of mechanisms related to engagement and success (early alert, tutoring, Message Students Who, Canvas analytics, surveys, additional resources based on assignment outcomes, etc.)



★★★ Developed

- ☐ **SAY IT/DO IT:** Instructor communicates and responds in a **timely manner, consistent with institutional policies**.
- ☐ **DO IT:** Instructor consistently engages with students **throughout the term**, providing formative feedback and information **based on monitoring success**.
- **LEVEL UP:** There is evidence that the instructor's communication and responses to students are consistent and timely throughout the term.

★★★★ Highly Developed



- ☐ **SAY IT/DO IT:** Instructor **frequently engages** with students to provide **formative feedback and monitoring updates**.
- ☐ **SAY IT/DO IT:** Instructor **promptly and proactively responds** to students when concerns arise or requests are made, ensuring necessary support.
- **LEVEL UP:** There is evidence that the instructor provides consistent and timely feedback to student requests, and initiates formative feedback and support based upon monitoring.

The RSI Workgroup created materials and examples are designed to support you in strengthening your online courses and meeting RSI standards. You're welcome to adapt them to fit your course needs, while keeping the ACCJC rubric review criteria state here in mind.

Visit the RSI tab on the Norco College Distance Education Committee page for regular updates.