

Simplified Guide to Regular and Substantive Interaction (RSI)

SUBSTANTIVE INTERACTION

The ACCJC Reviewers must be able to clearly see at least two of the four Substantive interaction categories below. ACCJC reviewers will be looking for clear evidence that these interactions occur on a **regular and ongoing basis** throughout the course.

A. Direct Instruction (*synchronous courses....Zoom, basically*)

B. Individualized feedback

- Written feedback
- Rubric comments
- Audio/video feedback
- Suggestions for improvement

C. Class-wide feedback

Instruction that responds to student work, questions, or misunderstandings. For example:

- Assignment debriefs
- Clarification announcements
- Weekly summaries
- “Many students struggled with...”
- Follow-up instruction after quizzes/discussions

D. Facilitating Discussion

- Instructor participation in discussions
- Follow-up questions
- Clarifications
- Guiding discussion back to course content
- Encouraging deeper analysis

REGULAR INTERACTION

A. Predictable and Regular Instructor Presence

Students should clearly understand:

- how often the instructor communicates,
- where interaction occurs,
- response-time expectations,
- and what kinds of interaction to expect.

B. Monitoring Student Engagement and Success

Instructors should actively monitor student participation and respond when students struggle or disengage. For example:

- Participation monitoring
- Outreach to missing students
- Responses to student questions
- Follow-up communication

ACCJC reviewers can only evaluate what they can visibly see inside the course shell. The goal is visible, consistent, instructor-initiated interaction connected to teaching and learning.

[Example] ACCJC Reviewer Guide: HIST-C1001

This course follows a consistent weekly instructional and interaction pattern. For efficiency, the examples below direct you primarily to **Week 3**, where you can see representative evidence of Regular and Substantive Interaction in one place. The same general pattern of instructor interaction recurs each week throughout the course, except in Reflection modules. Reviewers are welcome to examine other weekly modules for additional examples.

Substantive B: Individualized Instructional Feedback

I provide recurring individualized feedback addressing students' historical understanding, use of evidence, analytical reasoning, and areas for improvement.

Representative example: Open Week 3, "Topic #3: Settlement (Answer and Reply Assignments)," SpeedGrader, Assignment Comments. Comments identify strengths, areas for improvement, and guidance students can apply to subsequent work.

Recurring pattern: Each weekly module contains a "Topic #[number]: [title]" page with Answer and Reply assignments. Individualized instructional feedback occurs throughout these weekly assignments, although extensive comments are not provided on every submission.

Substantive C: Class-Wide Instruction Based on Student Work

Each week, I review students' responses to a Participation Question and provide class-wide instruction addressing themes, misconceptions, questions, or areas requiring clarification.

Representative example: Open Modules, "Week #3 Participation Discussion and To-Do List" to see the Participation Question and my Participation Video. Then open Announcements, "Week #3 Participation Feedback." This announcement provides instruction based directly on students' responses.

Recurring pattern: This instructional cycle: student participation, instructor review, class-wide instructional feedback - occurs each week. Additional examples can be found in the corresponding weekly Participation activities and Announcements.

Regular A: Communication and Instructor-Initiated Interaction

Students receive a clear explanation of when and how I communicate, provide feedback, grade work, and offer assistance.

Where to look: On the Course Homepage, review "Your Weekly Learning Cycle," "What You Can Expect From Me," "How and When You Will Hear From Me," and "Feedback and Grading Locations."

Recurring pattern: This communication plan operates throughout the course and is visible in weekly Announcements, Participation activities, and feedback on student work.

Regular B: Monitoring Engagement and Proactive Intervention

I monitor participation and assignment submissions each week. Missing work, lapses in participation, or demonstrated difficulty may prompt individualized outreach or guidance to help students reengage and improve.

Representative example: On the Course Homepage, "What You Can Expect From Me," students are told to expect "direct outreach if participation lapses." For visible evidence, open Week 3, "Topic #3: Settlement (Answer and Reply Assignments)," SpeedGrader, Assignment Comments. Some individualized outreach also occurs through Canvas Inbox, SBCC email, or Starfish and therefore may not be visible to reviewers.

Recurring pattern: Weekly monitoring, identification of students needing assistance, proactive outreach/intervention. This monitoring and intervention process continues throughout the course.