

Faculty RSI Alignment Project Update

Goals of the Project



Ensure ongoing compliance with **Accreditation Standard 2.6**: The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote student learning and achievement for all students.



Support continuous improvement in online teaching.



Provide data to inform professional development needs.

Regular Substantive Interaction (RSI)

RSI stands for regular, substantive interaction.

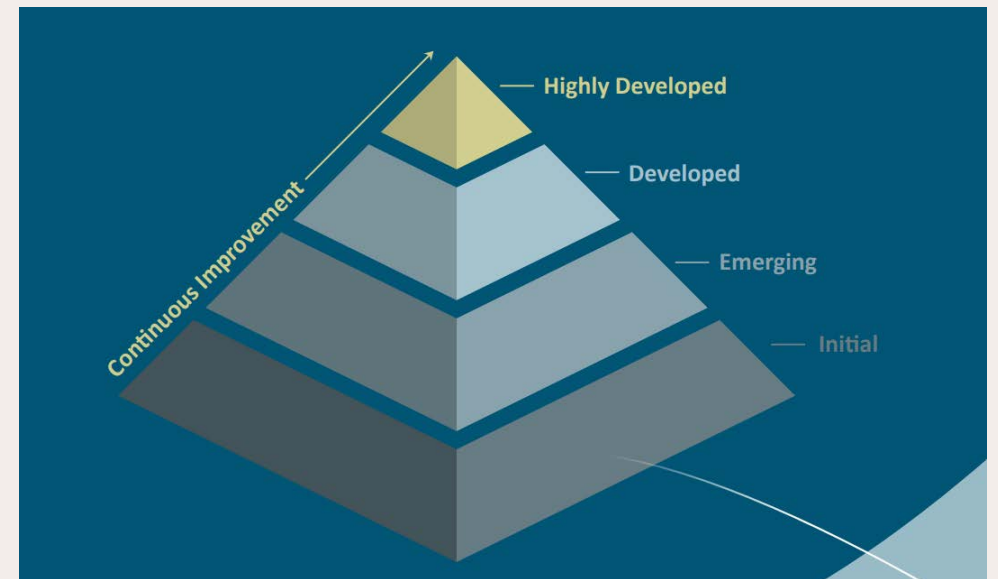
- **Regular Interaction:** Faculty initiate contact on a predictable basis
- **Substantive Interaction:** Focused on teaching, learning, and assessment (not just logistics)
- ACCJC has created a rubric to guide alignment
- RSI is a federal and ACCJC requirement for distance education
- Ensures online courses provide meaningful faculty-student interaction
- Critical for student success

The ACCJC RSI Rubric (updated in Fall 2024)

Aligns with federal standards of Distance Education (i.e., Regular Substantive Interaction).

Provides clear criteria for evaluating interaction in online courses

Serves as both a compliance tool and a framework for improvement



Original Proposal to Distance Learning Advisory Committee (DLAC) in September 2025

- Create a process for random checks of X number of courses from the prior semester (called RSI Checks).
- Goal: Verify initial alignment with the rubric (to support Accreditation Standard 2.6).
- Timing: Start pilot end of Fall 2025 semester
- Framing: Institutional alignment and quality assurance

DLAC Feedback

- **Faculty readiness:** More education needed before any review process.
- **Concern:** Random checks felt more like evaluation of faculty rather than institutional accreditation check.
- **Feedback:** Discussion over whether faculty member who does not align should be informed
- **Recommendation:** Focus first on education, workshops, and resources.

Revised Approach

- Spring 2026: Faculty Education Phase
 - Workshops and training on RSI rubric.
 - Resource development (e.g. Communication Plan templates).
- Fall 2026: Phase 1
 - Instead of “random checks,” begin with *review of faculty communication plans* (softer entry point).
 - Build faculty confidence and shared understanding before any potential alignment checks.

Questions for Accreditation Committee

- What documentation or evidence of faculty education efforts will be most valuable for accreditation purposes?
- What potential challenges or blind spots should we be anticipating as we design this process?

Thank you!

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