



Distance Education Unit Member Evaluation Packet

This packet is designed to assist you in completing the process of unit member evaluations per FARSCCD contract, Article 8.

Distance Education Unit Member Evaluation Criteria

- A. Title 5, Section 55202 - The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to in-person classes.
- B. Title 5, Section 55204 - In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that: Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students, (and among students, if described in the course outline of record or distance education addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.
- C. "Substantive interaction" means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:
 - 1. Providing direct instruction;
 - 2. Assessing or providing feedback on a student's coursework;
 - 3. Providing information or responding to questions about the content of a course or competency;
 - 4. Facilitating a group discussion regarding the content of a course or competency; or
 - 5. Other instructional activities approved by the institution's or program's accrediting agency.
- D. Regular interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:
 - 1. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
 - 2. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
- E. Regular and substantive interaction is an academic and professional matter pursuant to sections 53200 et seq.
- F. For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:
 - 1. The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
 - 2. The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.
- G. Recognizing that a student-centered pedagogy increases student achievement and improves learning outcomes, a well- established policy of regular and substantive interaction (RSI) will be derived from the example methods from each of the three categories listed below, as applicable. The following are meant to assist the reviewer and are not a comprehensive list of RSI, nor do all of these examples need to be present to meet expectation.

Faculty Guided Interaction:

- Faculty-Initiated Announcements.
- Course is designed to ease students into the online environment utilizing instructor made videos, tutorials, and/or a well-developed course information module.
- Design summative and formative assessments that reflect the course outline of record and departmental guidelines.
- Create student engagement opportunities that promote interaction among all course participants.
- Participate regularly in discussion activities and/or provide individual feedback.
- Monitor activity to ensure that students participate and are engaged in course content.
- Provide a specific forum for unstructured student to student interaction.

Frequency of Interaction:

- Declare response time for student questions and/or assignment feedback.
- Maintain an active presence throughout the course.
- Give regular and substantive feedback throughout the course.
- Provided clear expectations to students regarding the frequency and quality of their interactions.
- Specify course policy in the syllabus regarding frequency and timeliness of all contact initiated by the instructor.
- Explain course policy regarding student-initiated contact.
- Clarify important dates, such as assignment and assessment deadlines.

Tools for Effective Contact:

- Course announcements.
- Personalized feedback via speed grader, or discussion boards.
- Discussion Boards (e.g., question and answer forums).
- Collaborative projects (blogs, discussion Boards, peer review, etc.).
- Instructor-created modules/units.
- Lectures and Videos (both instructor created and/or curated).
- Podcasts and webinars (both instructors created or curated).
- Zoom sessions and breakout rooms.
- Virtual office hours.
- Canvas Inbox.
- Pronto, Canvas Chat, etc.
- And other methods, not listed here, as deemed appropriate by the instructor.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
Unit Member Observation Report for Online Classes

Unit Member's Name: _____
(Please print)

Date: _____
(Date of observation)

Unit Member's Employee ID #: _____

Semester: _____

Class/Assignment: _____

I. Demonstrates professional knowledge and prepares effective, current, and accessible course materials:	<u>Check one:</u> Outstanding Meets expectations Needs Improvement* Unsatisfactory*
II. Applies appropriate instructional design methods and RSI practices:	<u>Check one:</u> Outstanding Meets expectations Needs Improvement* Unsatisfactory*
III. Communicates effectively and provides regular, timely feedback:	<u>Check one:</u> Outstanding Meets expectations Needs Improvement* Unsatisfactory*
IV. Regular and Substantive Interaction (RSI) Checklist (check all that apply) Instructor-initiated contact is frequent and predictable Substantive feedback is timely and ongoing Discussion forums are monitored and guided by the instructor Virtual office hours or synchronous sessions are offered, or robust asynchronous interactions are evident Multimodal content delivery is present (e.g., video lectures, screencasts, narrated slides)	<u>Check one:</u> Outstanding Meets expectations Needs Improvement* Unsatisfactory*
V. Professional Responsibilities (for non-contract unit members):	<u>Check one:</u> Outstanding Meets expectations Needs Improvement* Unsatisfactory*

**Does not meet Expectations: Comments regarding performance that does not meet expectations should include specific citations of weakness. Specific recommendations for improvement should be included in the FPIP.*

Strengths Observed (Narrative Required):

Suggestions for Improvement (Narrative Required):

Evaluator (*print name*): _____ Date: _____

Signature: _____

Unit Member (*print name*): _____ Date: _____

Signature: _____

Administrator (*print name*): _____ Date: _____

Signature: _____

Note: Per Article 8.3.E, my signature indicates that I have read this report but does not necessarily indicate that I agree with it. Per Article 8.4.1.A.14 I understand that I must respond in writing within 15 working days in order for the response to become part of the official evaluation.