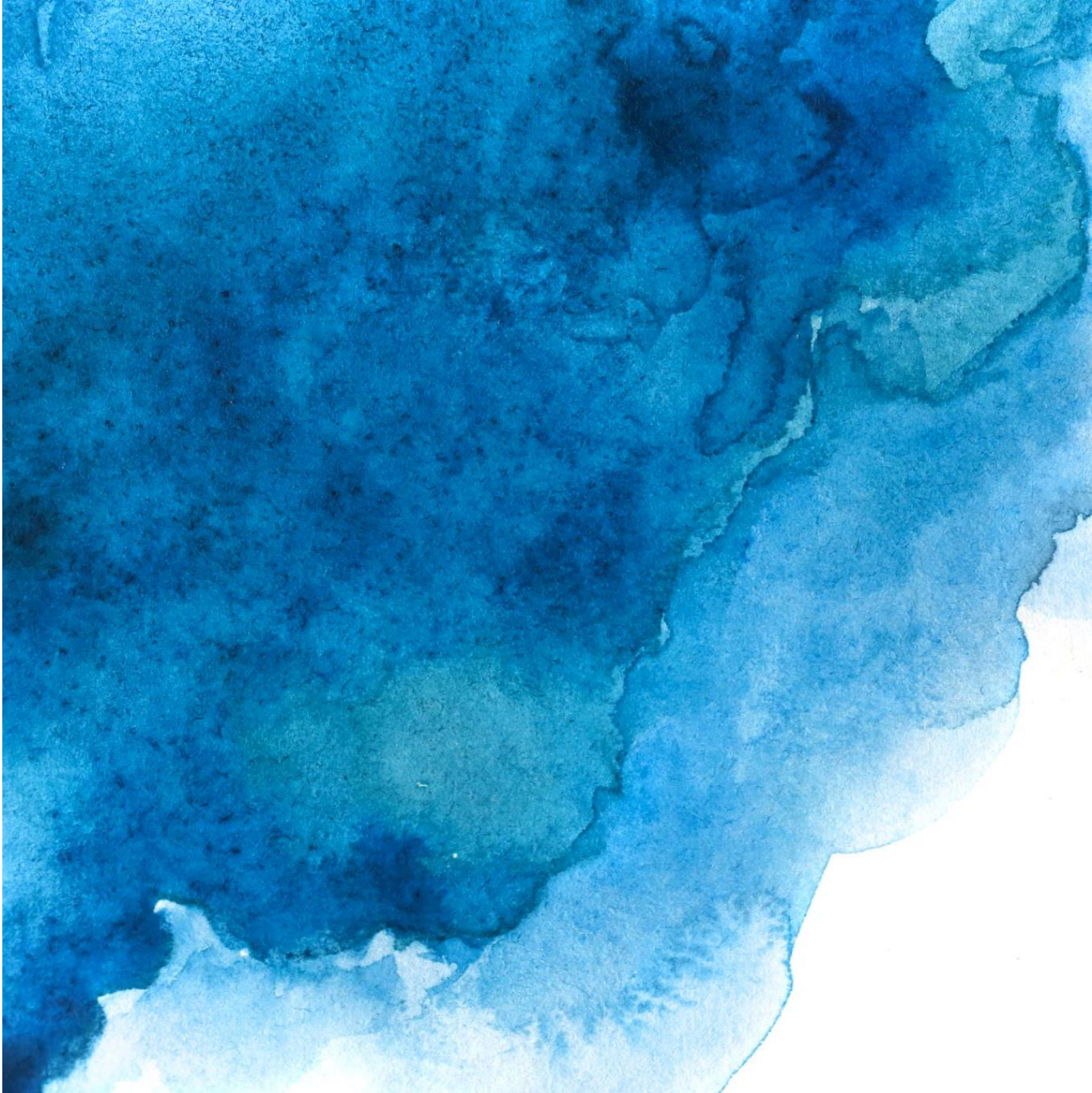


College Opening Day ACCJC Rubric Survey

Results Summarized by
James Capurso



Please share your opinion on ACCJC's expectation that institutions must show that at least 85% of their online courses implement RSI practices at least at the "Initial" level.



Agree: 75% **Disagree:** 11.67% **Neutral:** 13.33%



Agree: reasonable, are aligned with the goal, or feel it benefits students.



Disagree: those who feel the timeline is too short, the target is unreasonable, or some aspects are too challenging



Neutral: Modifications or no opinion

Do you agree that asynchronous courses should include at least two of the Substantive Interaction activities? Why or why not?



Agree: (87.5%) **Disagree:** (5.56%)
Neutral: (6.94%)



Agree: enhances student engagement, learning, and overall interaction with the course



Disagree: concerns about workload, flexibility, or believing that the requirement may be excessive



Neutral: requesting flexibility in how the activities are implemented

Providing Direct Instruction



Use of Zoom or live sessions for direct instruction.



Emphasis on regular student engagement, group discussions, and multiple teaching methods.



Questions about the clarity of the question or how the framework applies to asynchronous or hybrid courses.

Assessing or providing feedback on a student's coursework



Many faculty members already provide feedback through various means



Respondents emphasized the significance of prompt, meaningful feedback for students' learning outcomes



Some respondents expressed uncertainty about how to differentiate between the developed and highly developed scales

Providing information or responding to questions about the content of a course or competency.



Faculty are already using a variety of tools to provide information and respond to student inquiries.



Instructors are tailoring announcements and responses based on common student challenges or mistakes



Some subjects may lend themselves to different levels of interaction

Facilitating a group discussion regarding the content of a course or competency.

Many instructors already use weekly group discussions, and some provide summaries of the discussion to the class.

A balance between depth of discussion and workload for both students and instructors is needed.

"Highly Developed" category is too demanding, especially for larger classes.

Providing the opportunity for substantive interactions with the student on a predictable and regular basis



Faculty mention already using tools like Canvas announcements to provide regular interaction.



Many instructors emphasize the importance of clearly communicating interaction expectations to students



Several respondents feel the distinction between the "Developed" and "Highly Developed" categories is unclear.

Monitoring the student's academic engagement and success



Many instructors actively monitor student performance, particularly after major assessments like midterms.



The use of features like Canvas' "Message Students Who" is common practice.



Some instructors struggle with the time commitment required to follow up with individual students, especially in larger classes.

Conclusion



The initial ACCJC standards are reasonable



De Anza Faculty are using many great strategies



Expectations for faculty need to be clarified in some areas



Developed and Highly Developed require further review

What are your takeaways?