

# College of San Mateo

## Regular and Substantive Contact Course Review Checklist

**Background:** The purpose of this checklist is to provide course feedback and course revision guidance related to the [CSM Policy on Regular and Substantive Contact](#). The eight checklist criteria are based on the CSM Policy on Regular and Substantive Contact and informed by relevant sections of the [Online Education Initiative Course Design](#) and [Peralta Online Equity Rubrics](#) that are used to review online courses at College of San Mateo.

Date:

Instructor Name:

Course Name and ID:

Reviewer Name:

### Rating Explanations

**Incomplete** = Course Revision is needed in this area

**Aligned or Exemplary** = No Course Revision is needed in this area

### Review Assistance

For assistance with implementing the pedagogical strategies contained in the suggested course revisions, please contact Instructional Designer Dr. Tabia Lee by dropping into Office Hours or booking a consultation at the [CSM Course Design Corner](#).

For assistance with implementing the technological tools contained in the suggested course revisions, please contact Instructional Technologists Erica Reynolds and Marisol Quevedo at [CSM Canvas Support](#).

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## OEI Rubric Section B (B1–B3) Instructor Contact & Peralta Equity Rubric E2: Student Resources and Support

Incomplete	Aligned	Additional Exemplary Elements
<b>B1: Pre-Course Contact</b>		
<input type="checkbox"/> Instructor does not initiate contact prior to or at the beginning of the course.	<input type="checkbox"/> Instructor initiates contact prior to or at the beginning of course.	<input type="checkbox"/> Instructor provides multiple resources to help students successfully start the course.
<b>B2: Regular Effective Contact</b>		
<input type="checkbox"/> The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.	The course design includes regular instructor-initiated contact with students using CMS communication tools and a clear explanation for students of when and how communication will happen.	<input type="checkbox"/> The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.
<b>B3: Student-Initiated Contact</b>		
<input type="checkbox"/> Instructor contact information, including expected response times, is missing or not easy to find.	<input type="checkbox"/> Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.	<input type="checkbox"/> Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.
<b>E2: Student Resources and Support</b>		
<input type="checkbox"/> Information about how students access online student services and support is incomplete.	Syllabus outlines student support & well-being services in, at least, these areas: a) general student assistance, b) online academic supports; c) assistance with using technology; d) health and well-being resources; and/or e) resources for students with disabilities.	<input type="checkbox"/> In addition to outlining student support resources, there are clear explanations and pathways for online students to access and utilize all needed resources.

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## OEI B1–B3 & Peralta E2 Comments:

### **Suggestions for Bringing Course into Alignment with OEI Rubric Section B (B1–B3) Instructor Contact & Peralta Equity Rubric E2: Student Resources and Support**

**Canvas Profile**: Include instructor picture and use profile bio space to list instructor contact information, response times, Office Hour Information, and links to Zoom and/or links to office hour scheduler.

**Canvas Inbox**: Use Canvas Inbox to communicate with individual and groups of students throughout the course.

**Canvas Discussions**: Provide a Q & A discussion board space for students to post questions to the instructor; respond to student questions that are posted.

**Canvas Course Homepage**: Include instructor picture, contact information, response times, Synchronous Meeting Information, Office Hour Information, and Zoom links (i.e., provide Zoom links for Synchronous Sessions and also provide Zoom links for Office Hour Sessions). If instructor Office Hours are flexible or TBA then provide a link to instructor office hour scheduler.

**Canvas Calendar Scheduler**: Consider using Canvas scheduler to schedule student conferences, office hours, student support meetings, and/or other class meetings.

**Canvas Course Syllabus**: Include information about student support & well-being services in the syllabus; include instructor contact information, response times, Office Hour Information and Zoom links (i.e., provide Zoom links for Synchronous Sessions and also provide Zoom links for Office Hour Sessions). If instructor Office Hours are flexible or TBA then provide a link to instructor office hour scheduler.

**Canvas Course Announcements**: Use Canvas announcements to document instructor-initiated pre-course contact and ongoing contact with regular/operational and substantive/content-focused whole-class information and feedback.

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## OEI Rubric Section B (B4–B6) Student-to-Student Contact & Peralta Equity Rubric E8: Connection and Belonging

Incomplete	Aligned	Additional Exemplary Elements
<p><b>B4: Student-Initiated Contact with Other Students</b></p> <ul style="list-style-type: none"> <li data-bbox="142 653 524 772">□ Students are not given opportunities to initiate unstructured interaction with other students in the course.</li> <li data-bbox="597 653 1019 772">□ Opportunities for unstructured student-initiated interaction with other students are available and encouraged.</li> <li data-bbox="1052 653 1474 800">□ The course makes a variety of tools and methods available for unstructured student-initiated interaction to accommodate a variety of communication styles.</li> </ul>		
<p><b>B5: Regular Effective Contact Among Students</b></p> <ul style="list-style-type: none"> <li data-bbox="142 940 524 1060">□ Students have no or limited opportunities to interact with other students about course content.</li> <li data-bbox="597 940 1019 1060">□ Regular effective contact among students is designed to facilitate interaction with and about course content.</li> <li data-bbox="1052 940 1442 1119">□ The design and facilitation of student interaction is responsive to the variety of cultures and communication styles in the learning community.</li> </ul>		
<p><b>B6: Participation Levels</b></p> <ul style="list-style-type: none"> <li data-bbox="142 1234 548 1318">□ Guidelines explaining required levels of student participation are not provided.</li> <li data-bbox="597 1234 1003 1381">□ Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are consistently provided.</li> <li data-bbox="1052 1245 1474 1392">□ A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated.</li> </ul>		
<p><b>E8: Connection and Belonging</b></p> <ul style="list-style-type: none"> <li data-bbox="191 1602 565 1759">Student connections and a sense of belonging within the course are not fostered through course communications and activities.</li> <li data-bbox="646 1602 1019 1812">Course communications and activities foster personal connections among students, and demonstrate the instructor cares about each unique student's participation and success in the class.</li> <li data-bbox="1101 1602 1474 1791">Course communications and activities deepen connections among class participants, and encourage students to connect to your institution and the discipline more broadly.</li> </ul>		

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## OEI B4–B6 & Peralta E8 Comments:

### Suggestions for Bringing Course into Alignment with OEI Rubric Section B (B4–B6) Student-to-Student Contact & Peralta Equity Rubric E8: Connection and Belonging

- **Canvas Discussions**: Provide weekly discussion topics that encourage and promote student-to-student communication. Consider using peer moderators. Discussion Boards can also be structured for peer review activities.
- **Canvas Groups**: Consider providing students with opportunities to engage in Canvas groups. Groups can be structured to be spaces for informal student communication and collaboration or more formal spaces for student communication and collaboration.
- **Canvas Collaborations**: Consider using Collaborations to facilitate substantive, student-to-student contact.
- **Canvas Conferences**: Consider using Canvas Conferences to hold virtual office hours or to host guest speakers.
- **Canvas Chat**: Consider enabling Canvas chat as a space for unstructured (or structured), student-initiated peer contact.
- **Canvas Rubrics**: Consider using Canvas Rubrics to communicate expectations around student participation levels. Reference the rubrics in course assignment instructions, in the syllabus, and in other places.