

**COLLIN COLLEGE ONLINE CLASS VISIT**

<b>Faculty Name:</b> <b>Evaluator:</b>	<b>Course &amp; CRN:</b> <b>Date:</b>
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- Meet with the instructor either face-to-face or via a web conference to discuss the structure and dynamics of the course at which time the faculty member will guide the evaluator through the course to demonstrate the criteria listed below;
- Access the course in student view to gain a student perspective with regard to the criteria listed below;
- For each category, the evaluator should include substantive clarification/commentary pinpointing strengths as well as any areas in need of improvement;
- Set goals to address any areas in need of improvement.

<b>LEARNING ENVIRONMENT</b>	MEETS Expected Level of Performance	DOES NOT MEET Expected Level of Performance	N/A
<b>1.1</b> Students have an opportunity to get to know the instructor and classmates through resources/activities intended to build community, support communication, and establish trust.			
<b>1.2</b> Instructor uses a variety of activities and resources to accommodate different learning styles.			
<b>1.3</b> Instructor facilitates critical thinking and/or collaboration.			
<b>1.4</b> Learning activities and assignments are aligned with course goals and objectives to facilitate the accomplishment of learning outcomes.			

**Evaluator description of strengths and/or areas in need of improvement:**

**Instructor Comments:**

<b>ENGAGEMENT</b>	MEETS Expected Level of Performance	DOES NOT MEET Expected Level of Performance	N/A
<b>2.1</b> Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support student learning and engagement.			
<b>2.2</b> Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.			

2.3 Students are encouraged to exchange ideas, share resources, and collaborate with classmates to accomplish learning outcomes.			
2.4 Instructor remains approachable and available throughout the semester.			
<b>Evaluator description of strengths and/or areas in need of improvement:</b>			
<b>Instructor Comments:</b>			
<b>ORGANIZATION AND STRUCTURE</b>	<b>MEETS Expected Level of Performance</b>	<b>DOES NOT MEET Expected Level of Performance</b>	<b>N/A</b>
3.1 Course design and layout is logical, consistent, easy to navigate, and up-to-date per OAB standards.			
3.2 Instructions, expectations, requirements, grading criteria, and policies (including consequences of late submissions) are clearly stated, defined, measurable, and promote student success.			
<b>Evaluator description of strengths and/or areas in need of improvement:</b>			
<b>Instructor Comments:</b>			
<b>ASSESSMENT AND FEEDBACK</b>	<b>MEETS Expected Level of Performance</b>	<b>DOES NOT MEET Expected Level of Performance</b>	<b>N/A</b>
4.1 Expectations for timely and regular feedback from the instructor are clearly stated and adhered to.			

<p><b>4.2</b> Criteria for the assessment of a graded assignment are clearly articulated, instruments used for grading (rubrics, exemplary work, etc.) are readily available to students prior to completing assignment.</p>			
<p><b>4.3</b> Instructor provides plenty of constructive feedback to encourage continuous improvement and to help students understand how well they have accomplished course learning outcomes/assignment goals.</p>			
<p><b>4.4</b> Instructor completes grading in accordance with grading policy as stated in the syllabus, and students have easy access to a well-designed and up-to-date gradebook.</p>			
<p><b>Evaluator description of strengths and/or areas in need of improvement:</b></p>			
<p><b>Instructor Comments:</b></p>			
<p><b>Faculty signature:</b></p>		<p><b>Date signed:</b></p>	
<p><b>Evaluator signature:</b></p>		<p><b>Date Signed:</b></p>	

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