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| **COLLIN COLLEGE ONLINE CLASS VISIT** | | | |
| **Faculty Name:  Evaluator:** | **Course & CRN: Date:** | | |
| * 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. | | | |
| **LEARNING ENVIRONMENT** | **MEETS Expected Level of Performance** | **DOES NOT MEET Expected Level of Performance** | **N/A** |
| **1.1** Students have an opportunity to get to know the instructor and classmates through resources/activities intended to build community, support communication, and establish trust. |  |  |  |
| **1.2** Instructor uses a variety of activities and resources to accommodate different learning styles. |  |  |  |
| **1.3** Instructor facilitates critical thinking and/or collaboration. |  |  |  |
| **1.4** 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:** | | | |
| **ENGAGEMENT** | **MEETS Expected Level of Performance** | **DOES NOT MEET Expected Level of Performance** | **N/A** |
| **2.1** Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support student learning and engagement. |  |  |  |
| **2.2** 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. |  |  |  |
| **Evaluator description of strengths and/or areas in need of improvement:** | | | |
| **Instructor Comments:** | | | |

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| **ORGANIZATION AND STRUCTURE** | **MEETS Expected Level of Performance** | | **DOES NOT MEET Expected Level of Performance** | **N/A** |
| **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. |  | |  |  |
| **Evaluator description of strengths and/or areas in need of improvement:** | | | | |
| **Instructor Comments:** | | | | |
| **ASSESSMENT AND FEEDBACK** | **MEETS Expected Level of Performance** | | **DOES NOT MEET Expected Level of Performance** | **N/A** |
| **4.1** Expectations for timely and regular feedback from the instructor are clearly stated and adhered to. |  | |  |  |
| **4.2** 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. |  | |  |  |
| **4.3** 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. |  | |  |  |
| **4.4** 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. |  | |  |  |
| **Evaluator description of strengths and/or areas in need of improvement:** | | | | |
| **Instructor Comments:** | | | | |
| **Faculty signature:** | | **Date signed:** | | |
| **Evaluator signature:** | | **Date Signed:** | | |

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