

**Online Faculty Observation Report**

**Instructions:**

* The faculty member being observed selects reviewer and requests observation.
* Both the reviewer and faculty being observed should review this report prior to observation.
* The faculty being observed should submit a Pre-Observation Questionnaire to the reviewer prior to the observation.
* Each department should determine how to conduct the observation. Some departments will recommend that reviewers meet with the faculty being observed to conduct the observation. If this is not the case, the Department Chairperson should request access for the reviewer for a specific time frame, via DEIS/FAC (614-287-5991, teaching@cscc.edu), to conduct the observation.
* Encourage/participate in Online Faculty Observation training and discussion at the department level.

|  |  |
| --- | --- |
| **Instructor** | Click here to enter text. |
| **Course Designer** | Click here to enter text. |
| **Designer of Unit Being Observed** | Click here to enter text. |
| **Department** | Click here to enter text. |
| **Course Title** | Click here to enter text. |
| **Semester & Year** | Click here to enter text. |
| **Observer** | Click here to enter text. |
| **Date of Observation** | Click here to enter text. |
| **Semester of last completed AQR (indicate if this was self-administered or peer-administered)** | Click here to enter text. |
| **Pre-observation questionnaire submitted prior to observation** | Yes / No |

**Observer: The following scale applies to each category within the report.**

|  |  |
| --- | --- |
| Exceeds Standard | No recommendations for improvement |
| Meets Standard | Minor or no improvements are recommended. |
| Does Not Meet Standard | Development/improvement is recommended. |
| Not Applicable | This standard is not relevant to the observation. |

1. **Instructor Presence and Interaction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds** | **Meets** | **Does not Meet** | **N/A** |
| 1. Posts an announcement at least once every other week. |  |  |  |  |
| 1. Faculty profile includes contact information and other information, such as educational background, time frames for email responses and assignment feedback, video/pictures, and/or teaching philosophy. |  |  |  |  |
| 1. Evidence of instructor-to-student interaction concerning specific course content is observed. This can take the form of responses to Discussion Board posts, emails shared by instructor, thorough feedback to assignments, and/or another form appropriate to course/department. |  |  |  |  |

**Comments:** Click here to enter text.

1. **Management of Assessments**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **Meets** | **Does not Meet** | **N/A** |
| 1. Grade center is transparent to students and includes a total or weighted total. |  |  |  |  |
| 1. Students are required to complete a graded assignment during the first week of the term. |  |  |  |  |
| 1. Grades are posted within the time frame required by the department. |  |  |  |  |

**Comments:** Click here to enter text.

1. **Overall Course Design***Note: if the instructor has not designed the course, skip this section of the observation.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds** | **Meets** | **Does not Meet** | **N/A** |
| 1. Course adheres to the Common Course Navigation Structure (see AQR for details). |  |  |  |  |
| 1. An appropriate mix of low stakes and high stakes assessments are made during the term (explain further in comments below). |  |  |  |  |
| 1. Different assessment methods (e.g. quizzes, exams, journals, exercises, essays, projects, discussion board posts) are used in the course (explain further in comments below). |  |  |  |  |
| 1. Encourages student-to-student interaction (discussion boards, chat rooms, wikis, blogs, etc. Please note what form it takes in the comments below). |  |  |  |  |

**Comments:** Click here to enter text.

1. **Unit Being Assessed***Note: if the instructor has not designed the unit, skip this section of the observation.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds** | **Meets** | **Does not Meet** | **N/A** |
| 1. The learning unit under review includes adequate guidelines, resources, and requirements for completion. |  |  |  |  |
| 1. Connections are made in the unit between an earlier and the current lesson, and the current lesson is contextualized within the larger goals of the course. |  |  |  |  |
| 1. Sequencing (clear steps) are present in the unit under observation. |  |  |  |  |
| 1. There is continuity in the presentation of this unit and the earlier units in the course (similar design, structure, and style across all lessons). |  |  |  |  |

**Comments:** Click here to enter text.

1. **Critical Thinking**

How does the instructor foster practices and strategies to help learners move beyond factual information to higher-level reasoning skills (e.g. analysis, application, and/or creativity)?

Click here to enter text.

1. **Diversity, Equity, and Inclusion**

Considering the diversity of the CSCC student population, what does the instructor do to help create a more inclusive and equitable learning environment for students in this course and/or how does the course content address diversity, inclusion, and equity issues?

Click here to enter text.

**7. Department-Specific Criteria**

Click here to enter text.

**Overall Summary**

**Strengths:**

Click here to enter text.

**Opportunities for Continued Development:**

Click here to enter text.

**Instructor Comments**

Click here to enter text.

**Signatures**

Faculty Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: Click here to enter a date.

Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: Click here to enter a date.

Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: Click here to enter a date.