



*HLC Accreditation Evidence*

- Classroom Visit Form - Online

URL:

Office of Origin:

- Human Resources

Contact(s):

- Director of Human Resources

Instructor Name [Click or tap here to enter text.](#) Date/Time of Visit [Click or tap here to enter text.](#)

Class Observed [Click or tap here to enter text.](#) Observer [Click or tap here to enter text.](#)

**Part I: Course Outline – Supervisor Review**

- Master Syllabus is followed
- Course Outline
- Evaluation/grading procedure
- Attendance requirements

Comments [Click or tap here to enter text.](#)

**Part II: Review of Class Session**

\*All items marked Needs Improvement or Not Observed must be explained in Comments

	Needs Improvement*	Meets Expectations	Exceeds Expectations	Not Observed*
<b>A. Class Structure</b>				
1. Course navigation is easy to follow and matches course length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Module introductions contain at least a list of assignments and competencies/outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Emphasizes main points (competencies/outcomes) throughout the module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Effective learning activities in the module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Directs student preparation for assignments in the module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maintains effective online course management including updated links and documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments [Click or tap here to enter text.](#)

Needs                  Meets                  Exceeds                  Not

	Improvement*	Expectations	Expectations	Observed*
<b>B. Methods</b>				
1. Provides course materials designed to address two to three basic learning styles: visual, auditory, and/or kinesthetic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Employs non-lecture learning activities (i.e. discussions, practice opportunities, or other activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Learner activities foster student-student interaction with instructor facilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Uses examples that are simple, clear, precise and appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Each course module contains lecture materials that merge textbook/publisher/OER materials and instructor developed content into an integrated lesson or lessons that present relevant course materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Utilizes academic integrity tools based on the majority of points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments [Click or tap here to enter text.](#)

Needs

Meets

Exceeds

Not

	Improvement*	Expectations	Expectations	Observed*
<b>C. Teacher-Student Interaction</b>				
1. Solicits and respects student input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sustained and interactive communication regarding current course content and activities between the student and the instructor through assessment feedback and in-course messaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provides at least weekly predictable, regular, substantive feedback commentary or summary to current course content and/or activity in either announcements, lessons, or course emails to the entire class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provides timely responses to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Exhibits sensitivity to students' personal culture, gender differences and disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Responds appropriately in a non-threatening, proactive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments [Click or tap here to enter text.](#)

Needs

Meets

Exceeds

Not

	Improvement*	Expectations	Expectations	Observed*
<b>D. Content</b>				
1. Appears knowledgeable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Appears well-organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Explains concepts clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Relates concepts to students' experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Selects learning experiences appropriate to level of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments [Click or tap here to enter text.](#)

### Part III: Adjunct Faculty

	Needs Improvement*	Meets Expectations	Exceeds Expectations	Not Observed*
1. Complies with established college policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Attends meetings and events as required by College administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Responds in a timely manner to requests from College, division and program administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments [Click or tap here to enter text.](#)

### Part IV: Evaluation

*Check the best description*

The instructor:

Needs Improvement

Meets Expectations

Exceeds Expectations

*Justify your rating*

Address strengths observed, suggestions for improvement and overall impression of teaching effectiveness.

[Click or tap here to enter text.](#)

## **Part V: Instructor Comment**

The instructor has the right to attach any comments as an addendum to this document.

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Observer

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Date

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Instructor

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Date

The signature of the instructor does not signify that the instructor agrees with the comments of the observer, only that the instructor had read and reviewed this form.