

Collegiate Connection: Course Observation Rubric					
Learning Objectives and Outcomes			Student Critical Thinking (Creative, Analytical, Reflective, Applicable, Research, etc.)		
In order to ensure that all concurrent enrollment courses are equivalent to their on-campus counterparts, the concurrent enrollment instructor must align learning objectives and outcomes to the course provided syllabus and communicate those objectives to students.			In order to ensure that all concurrent enrollment courses are equivalent to their on-campus counterparts, the concurrent enrollment instructor must ensure that learning experiences present opportunities to practice and demonstrate critical thinking skills that are equivalent to its on-campus counter-part.		
• Needs Refinement: Learning objectives and outcomes are somewhat communicated but with limited understanding from students, objectives and outcomes are also not clearly aligned with or supported by the provided course syllabus	• Equivalent: Learning objectives and outcomes are communicated and understood by most students and are aligned with and supported by the provided course syllabus	• Exemplary: Learning objectives and outcomes are explicitly communicated and understood by all students and are aligned with and supported by the provided course syllabus	• Needs Improvement: Critical thinking is somewhat focused on supporting the learning objectives, provided little to no opportunities to engage in at least one type of critical thinking, work is not at the rigor and depth as the same course taught on campus	• Equivalent: Critical thinking is focused on supporting the learning objectives, provided some opportunities to engage in at least one type of critical thinking, work is at the rigor and depth as the same course taught on campus	• Exemplary: Critical thinking is always focused on supporting the learning objectives, provided ample opportunities to engage in multiple types of critical thinking, work is always at the rigor and depth as the same course taught on campus
Collegiate Rigor and Depth			Assessment Strategies and Feedback		
In order to ensure that all concurrent enrollment courses are equivalent to their on-campus counterparts, the concurrent enrollment instructor must ensure the overall course curriculum is taught at the same depth and provide similar challenging experiences for students.			In order to ensure that all concurrent enrollment courses are equivalent to their on-campus counterparts, the concurrent enrollment instructor must ensure that assessments are aligned to student learning outcomes, use the same strategies, and use comparable grading standards. Instructors must also provide continual effective collegiate level feedback to students.		
• Needs Refinement: Is sometimes supported by the lesson and its learning objective(s), is not challenging to the students, is inconsistent in its level of rigor and depth as compared to the same course taught on campus	• Equivalent: Is supported by the lesson and its learning objective(s), is challenging and is of the same rigor and depth as the same course taught on campus	• Exemplary: Is clearly and explicitly supported by the lesson all of the learning objective(s), is challenging and is of the same rigor and depth as the same course taught on campus	• Needs Refinement: Are sometimes aligned with the same strategies, rigor, and/or depth of the same course taught on campus, provides inconsistent evidence of student mastery of learning objectives, assessments are sometimes used to guide and/or improve instruction, provides inconsistent effective collegiate level feedback to students in a timely manner	• Equivalent: Are aligned with the same strategies, rigor, and depth of the same course taught on campus, provides evidence of student mastery of learning objectives, assessments are used to guide and improve instruction, provides effective collegiate level feedback to students in a timely manner	• Exemplary: Are always aligned with the same strategies, rigor, and depth of the same course taught on campus, provides ample evidence of student mastery of learning objectives, assessments are used to guide and improve instruction, always provides effective collegiate level feedback to students in a timely manner

Additional Information

- Please describe your overall observations of the class.
- Additional thoughts on student engagement, strengths or areas for growth for the course, etc.
- Based on the evidence collected and observed, does this course meet the minimum requirements of course equivalency as compared to the same courses taught on-campus at PFW?
- Spaces exist for each rubric category for your notes and thoughts (optional)