

Boise State University-Concurrent Enrollment Program

2016-17 School Year

Classroom Observation Summary

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| Concurrent Enrollment Instructor: John Smith |
| Boise State Faculty Observer: Mary Jones |
| Course: Science 101 | Semester & Year: Fall 2016 |
| Date of Visit: 10/15/16 | Date Report Submitted: 10/31/16 |
| Textbook Used: Science! | Today’s Topic: Genes |

University courses administered through CEP reflect the pedagogical, theoretical and philosophical orientation of the university, the college, and the sponsoring academic department. As we visit your class we look for a clear presentation of the lesson and the development of the concepts with a rigor and depth of content equivalent to our on-campus courses. We also look for evidence that the teacher expects the student to complete college level work.

Faculty Liaison: Please add additional pages as necessary when answering the questions below. Provide as much detail as possible.

Return copy of completed summary by April 28, 2017 or sooner to the CE instructor and a copy to Fabiola Juarez-Coca, Director Concurrent Enrollment via email to: [fjuarez@boisestate.edu](mailto:fjuarez@boisestate.edu) or in print to Concurrent Enrollment Extended Studies, MS 1120.

1. **In this space, make observations on the class session(s) you observed.**

The class started with a quiz testing student recall of the assigned reading. The instructor then reviewed the answers and students could ask questions about concepts that were not clear.

Students then broke up into groups to work on a case study that asked them to apply information from the reading. The students worked in groups well and seemed to have a good base knowledge of the content.

1. **In this space, summarize any recommendations you have based on the classroom observation (or other considerations), and indicate any advice you gave to the instructor on the basis of the classroom observation.**

Students submitted the completed application assignment to the teacher; I suggested to him that it would have been helpful for groups to report out to each other so that they could see what solutions other groups came to.

1. **As you review the course syllabus: to what extent are the CEP syllabus, aims, and content representative of the on-campus course?**

The syllabus is representative of the course.

1. **Ask to see sample papers, activities, or assignments generated thus far in the course. Are the depth and rigor equivalent to the on-campus course? Answer this question in detail.**

I saw examples of multiple assignments. They all met the level of rigor required for the college course.

1. **Comment on the instructor’s marking and grading. Does the instructor feel comfortable evaluating student work or is there room for improvement? Look over graded tests or assignments during your visit time.**

The instructor seems comfortable evaluating the work.

1. **Is the course consistent with the on-campus course? \_\_\_\_\_\_\_\_\_\_ IF not, then plan a follow up meeting to align content where needed and attach a summary of updates to this summary report for record keeping.**

**Does the CEP instructor’s syllabus contain the following- Check all that Apply:**

Descriptive overview of the university class \_\_\_Yes\_\_\_\_\_

Calendar of due dates \_\_\_\_Yes\_\_\_\_\_\_\_

Learning outcomes and explanation of how outcomes will be assessed: The outcomes are not present, he will add them. See below for assessment description.

Specific course expectations and grading requirements that specify the parameters for earning the Boise State course grade: Included in assignment descriptions given to students

Boise State University’s statement on plagiarism and link to the Boise State student Code of Conduct: \_\_\_Yes\_\_\_\_\_\_\_\_