



College in the Schools Site Visit

Instructions: Follow site visit procedure from handbook.

Attach reviewed assessment examples.

Return completed form to mentee *and* to the CITS Coordinator.

Part A: Details

Date of Site Visit: _____ Location: _____ In Person _____ Remote _____

LSC Faculty Mentor Name: _____

High School Instructor Name: _____ High School: _____

High School Course Name and Number: _____

LSC Course Name, Prefix, and Number: _____

High School text/program(s)/resources used: _____

LSC text/program(s)/resources used: _____

Part B: Alignment (check all that apply)

LSC faculty mentor and HS teacher paired assignments and/or exams to grade norm or match to learning outcomes.

LSC faculty mentor reviewed and approved syllabus and textbook used for the high school course.

Potential LSC academic support resources specific to course content were discussed and exchanged.

LSC faculty mentor provided tips, strategies, and suggestions for improvement.

D2L professional development was discussed (content and topics suggestions, feedback, etc).

Content of high school course reflects a level of academic rigor appropriate for college level coursework.

Course syllabus meets current LSC learning outcomes and minimum course alignment requirements. _

Course assessments meet the LSC course's learning outcomes.

Part C: Site Visit Only

Briefly, provide an overview of your visit including the extent to which the syllabus and course match LSC course and demonstrate college-level rigor, impressions of student engagement, evaluations of assessments, and any recommendations going forward.

Detail any activities, professional development opportunities, and/or discipline-specific information (e.g. developments in field, assignment options, course content and philosophy) discussed with HS instructor.

If course, syllabus, and/or assessments do not meet LSC learning outcomes or college-level rigor, also describe the HS teacher's plans to alter course.