

Student Engagement Indicators (10 % of course grade)

POLS& 200 and BUS 201 Classes

Instructor OBSERVATIONS of students:

	Very High	High	Medium	Low Very	Low
Positive Body Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students exhibit body postures that indicate they are paying attention to the teacher and/or other students.					
Consistent Focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All students are focused on the learning activity with minimum disruptions. This includes avoidance of cell phone, I-pad, laptop and other electronic distractions.					
Verbal Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students express thoughtful ideas, reflective answers, and questions relevant or appropriate to learning.					
Student Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students exhibit confidence and can initiate and complete a task with limited coaching and can work in a group.					
Enthusiasm or Excitement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students exhibit interest and enthusiasm and uses positive humor.					

Instructor PERCEPTIONS of students:

	Very High	High	Medium	Low Very	Low
Individual Attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students feel comfortable seeking help and asking questions. <i>Question to consider:</i> What do you do in this class if you need extra help?					
Clarity of Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students can describe the purpose of the lesson, unit, or problem. This is not the same as being able to describe the activity being done during class. <i>Questions:</i> What are you working on? What are you learning from this work?					
Meaningfulness of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students find the work interesting, challenging, and connected to learning. <i>Questions to Ask:</i> What are you learning? Is this work interesting to you? Do you know why you are learning this?					
Rigorous Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students work on complex problems, create original solutions, and reflect on the quality of their work. <i>Questions to Consider:</i> How challenging is this work? In what ways do you have the opportunity to be creative?					
Performance Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students understand what quality work is and how it will be assessed. They also can describe the criteria by which their work will be evaluated. <i>Questions to Consider:</i> How do you know you have done good work? What are some elements of quality work? Can students readily name appropriate Intellectual standards of assessment?					
Overall Level of Student Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(above 95%)	(90-94%)	(80-89%)	(70-79%)	(Below 69%)