

Post-Course Instructor Comment Form

Course: _____

- lecture course instructional laboratory other, specify _____

Semester: _____

Instructor: _____

Estimated average class attendance (in %, after drop date): _____

Final Grade Distribution:

A	B	C	D	F	withdrawn	incomplete	average grade
_____	_____	_____	_____	_____	_____	_____	_____

A. Grade Basis (check all that apply)

tests and exams

How many? _____

- take-home in class

homework

How many assignments? _____

- written on-line, using _____
 from textbook other sources own problems

quizzes

How many? _____

- announced unannounced
 written oral

projects/reports/essays

How many (per student)? _____

- written oral
 individual group, how many group members? _____
 course material related material
 other, specify: _____

class participation/attendance

- attendance list
 in-class participation; how measured? _____
 other, specify: _____

other, specify: _____

B. Textbook

Textbook used: _____

Chapters covered: _____

- Considering the educational goals of this course, the textbook provides a _____ (*fill in*)
foundation of the material to be taught.

- complete and comprehensive solid adequate marginal poor

- For future courses, the use of this textbook is:

- recommended recommend with reservations not recommended.

- List main deficiencies of the textbook (if any):

C. Teaching Strategies (check all that apply)

Lecture sequence:

- followed textbook followed textbook, but provided supplementary material
 used my own sequence did not use the book, because _____

Lecture Style:

- chalk board power point overhead slides
 other (e.g. movies), specify: _____

In-class learning tools:

- in-class demonstrations instant feedback tools
How often? _____ clickers flash cards other, specify: _____
Involving students? yes / no
 group work, specify: _____

Hand-Outs:

- lecture notes supplementary material homework solutions test/exam solutions
 other, specify: _____

D. Program outcomes

Pre- (and Post-) Test(s)

There are two agreed ways to measure the learning progress of EP students: a) a single pre-test designed to test the student's knowledge of the pre-requisite course or b) a pre- and posttest to determine the students knowledge before and after instruction.

Test	Measuring Tool (for example: FCI, standardized test etc.)	Target^a (in %)	Result (in %)
Pretest			
Posttest (if applicable)			

^a: The target is given by: national average department avg. over last __ years plus 5%
 other, specify: _____

Measuring specific ABET program outcomes

The ABET-style course syllabus dictates that each course is required to independently measure one or several of the EP program outcomes (a-k). The final course grade is not an acceptable measure, thus you need to specify what has been used as an independent measure. In case you measured other ABET outcomes as well, feel free to include them as well, but mark them with an asterisk (*).

Program Outcomes	Measuring Tool (e.g.: GRE, skill-building homeworks etc.)	Target^a (in %)	Result (in %)

^a: The target is given by: national average department avg. over last __ years plus 5%
 other, specify: _____

E. Summary of student comments

Summarize the *main deficiencies* as extracted from student evaluations:

- 1) _____
- 2) _____
- 3) _____

F. Instructor's comments

Summarize the *main deficiencies* that you have identified:

- 1) _____
- 2) _____
- 3) _____

G. Instructor's suggestions for future course

List some possible improvements, necessary changes, suggestions and useful teaching strategies for the course in future:

H. Course improvements

List changes made in response to past instructor suggestions.
