

**Post-Course Instructor Comment Form (2012 version)**

**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A	B	C	D	F	withdrawn	incomplete	<b>average grade</b>
_____	_____	_____	_____	_____	_____	_____	_____

**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**

***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. For some courses this may include pre-tests and post-tests designed to measure the student's prerequisite knowledge or improvement. Other possible measures include embedded GRE questions in tests, evaluations of student team performance in labs, and evaluation of student presentations or projects. In case you measured other ABET outcomes as well, feel free to include them as well, but mark them with an asterisk (\*). Please also append copies of any measuring tools or forms as part of this reprot

<b>Program Outcomes</b>	<b>Measuring Tool</b> (e.g.: GRE, skill-building homeworks etc.)	<b>Target<sup>a</sup></b> (in %)	<b>Result</b> (in %)	<b>Exceed Target</b> (in %)

<sup>a</sup>: The target is given by:  national average       department avg. over last \_\_\_ years plus 5%  
 other, specify: \_\_\_\_\_

**E. Instructor's notes and suggestions for future course**

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

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**F. Course improvements**

List changes made in response to past instructor suggestions:

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