**Course: Semester, Year:**

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| **Your own reflection of the course** | |
| Successes with respect to student learning |  |
| Challenges with respect to student learning |  |
| Assessing student learning in the longer term. | What 1-2 Learning Goals will you focus on? |
| What is your intended impact with respect to these learning goals? |
| What evidence will you look for in your teaching/student learning to assess the intended impact? |
| **Processing student BCQs** | |
| What are a 1-2 things student shared that worked well that you would like to keep or continue to incorporate in this course/all your courses? |  |
| What is one cool/fun/quirky/positive quote from a student? |  |
| Are there recurring patterns in the BCQs comments that you might want to pay attention to? |  |
| In what ways do students’ descriptions of their classroom experience match (and/or diverge from) your own perceptions? |  |
| Identify areas (e.g., content, instruction, communication, and assessment/feedback) that based on your own reflection and students comments you might consider revising, revisiting, doing differently. | Small changes…Identify 1-2 revisions for the next iteration of this course |
| Long term… Identify 1-2 revisions you would like to make in the longer term. |
| Identify some initiatives you would like to incorporate into all your courses. |
| Other thoughts: |
| Would it help to brainstorm ideas with a colleague – a colleague, Department Chair, BCLT, Council of Mentors, Associate Dean? If so, identify who you might reach out to and when? |  |
| *Assistant and Associate Professors:* The sheets are designed to help with developing the self-evaluative statement for tenure and promotion. Use this space to make relevant notes. |  |