



Vargas, Ricardo S

Assistant Professor, Information Technology

Manager: McBee, Mitch (1001152)

Evaluated By: Vargas, Ricardo S (21599)

2024 - Broward College Instructional Faculty - Contract Eligible Self-Assessment Form

Organization: Online STEM IT (McBee, Mitch
(1001152))

Location: Broward College Online

01/01/2024 - 12/31/2024

I. Teaching - A.

1. Present course content in adequate depth to appropriately address the learning outcomes of the course.

Employee Evaluation

Rating: Strong

Response: I continue to provide course content with the appropriate depth to support students in meeting the learning outcomes and gaining industry-recognized certifications. Based on my own training, certifications, and real-world experience in the subject areas I teach, I carefully curate a range of learning materials such as e-books, videos, virtual labs, and practice exams that align with certification objectives. To ensure comprehension, I supplement these materials with chapter quizzes, discussion prompts, and my own explanations. My primary objective is to offer diverse formats for engaging with the content while providing numerous opportunities for students to assess their understanding and apply concepts through hands-on practice. The positive feedback I receive from students speaks to the effectiveness of these varied resources and assessments in preparing them for certification exams. Students have shared positive feedback that these varied resources and assessments prepared them well for certification exams. I regularly review the certifications' evolving objectives and update the curriculum accordingly. Moreover, I remain committed to a process of continuous improvement, consistently reviewing and updating the curriculum to stay in sync with the evolving objectives of the certifications, ensuring that our students remain at the forefront of industry knowledge.

I. Teaching - B.

2. Communicate effectively as applicable to class format and delivery method.

Employee Evaluation

Rating: Strong

Response: Clear communication is essential for student success in online courses. I start all courses with a live walkthrough of the syllabus and LMS course shell to ensure students understand expectations and how to access course material. I record this session for students who are unable to attend synchronously. I further prioritize communication by keeping open channels for regular interaction through announcements, email check-ins, discussion boards, and virtual office hours. My announcements and emails provide timely updates, preview upcoming assignments, and share campus and community resources. I aim to respond to all student inquiries within 12 hours. For all projects, I give timely feedback and suggestions through rubrics and individual communication. By providing multiple venues for communication and promptly addressing student needs, I foster an inclusive online classroom where students can effectively connect with me and one another through our course café (online discussion forum).

3. Effectively facilitate communication as applicable with and among students.

Employee Evaluation

Rating: Strong

Response: I respond to student e-mails multiple times every day during the week, and at least once a day on the weekend. I give timely feedback both before and after assignments are due and foster open communications with me and one another through our course café (online discussion forum).

4. Present course content to stimulate student interest and intellectual curiosity.

Employee Evaluation

Rating: Strong

Response: I strive to present course content in a way that ignites students' intellectual curiosity and fosters engagement. My approach involves integrating real-world applications, interactive exercises, and thought-provoking discussions to contextualize the material. For example, when covering topics related to CompTIA A+ certification, I might introduce a scenario where students troubleshoot a complex hardware issue, simulating a real-world IT support situation. This hands-on approach allows students to apply their knowledge practically and builds their problem-solving skills. For cybersecurity discussions, I might have students analyze recent high-profile data breaches or cyber-attacks, to reinforce course concepts and keep the content current and relevant. I also pose open-ended questions that encourage critical thinking and challenge students to apply course concepts to complex, real-world scenarios. A discussion question I've used is: "How might the widespread adoption of Internet of Things (IoT) devices impact network security in corporate environments over the next decade?" This prompts students to synthesize their understanding of networking, security protocols, and emerging technologies. The video lessons incorporate visual aids, live demonstrations of software tools and hardware components, and the virtual labs to illustrate how theoretical concepts translate into practical applications. By making the content relevant and intellectually stimulating, I aim to spark students' curiosity and motivation to learn. I've found that when students are intellectually challenged and can see the direct connection between course material and real-world challenges, they become more invested in their learning journey. This approach not only enhances their understanding but also empowers them to think critically about the subject matter and its broader implications in the rapidly evolving tech landscape.

5. Encourage student input.

Employee Evaluation

Rating: Strong

Response: I actively encourage student input and perspective in my online courses through various strategies. I provide a discussion forum for students to ask and or post anything of importance to them. I review this in the live course orientation session and encourage ongoing participation via class announcements. When reviewing student work, I provide feedback and questions to further the dialogue. I also supplement course material with micro lectures as needed. The video lectures and readings are supplemented with reflection assignments, where students can process their reactions to the material. At the start of each week, I encourage students to post questions or concepts they want to explore further. During virtual office hours, I welcome casual conversation and feedback beyond the course content. I try my hardest to make sure my students know their perspectives are valued to help empower them to share freely which enriches the course for all learners.

6. Refer students to use additional learning resources (e.g., library, Academic Success Centers, tutoring, etc.) when deemed necessary by the professor.

Employee Evaluation

Rating: Satisfactory

Response: Recognizing that some students need additional support to grasp concepts or complete assignments, I actively inform students about helpful services such as the library, Academic Success Center, tutoring centers, and the writing lab. When reviewing student work, I recommend relevant resources and follow up to encourage them to access this help. My course syllabus, announcements, and LMS site all include links and information about additional learning services available. During office hours, I sometimes counsel students on which support services would be most beneficial based on their needs. By continually advising students about these resources, I aim to set them up for growth and the best chance of excelling in their classes.

I. Teaching - C.

7. Distribute a current course syllabus to each student during the first week of class.

Employee Evaluation

Rating: Strong

Response: Not only do I provide a Simple Syllabus by the day courses open, I review the syllabus during the first week of class through a live online session that I also record for students that cannot attend the synchronous session.

8. Employ instructional materials that support the learning outcomes.

Employee Evaluation

Rating: Strong

Response: I carefully select and utilize a variety of instructional materials that directly align with and support the learning outcomes for the course and the associated certification. For example, the e-book chapters and accompanying quizzes provide the core conceptual knowledge outlined in the outcomes. The certification practice exams and labs allow students to demonstrate the hands-on skills and competencies highlighted in the outcomes. The LinkedIn Learning video lectures and in-class discussions support higher-order outcomes related to analysis, evaluation, and creation. When designing my courses, I map out how these materials intentionally develop the knowledge and abilities within the stated learning outcomes. I also get regular feedback from students on how effectively these instructional materials are helping them meet the outcomes. By purposefully tying the textbooks, multimedia, assessments, and activities to the learning outcomes, I can ensure students are supported in mastering the essential course goals, while preparing for certification.

9. Utilize instructional strategies and activities appropriate to the academic discipline that enable students to achieve the learning outcomes.

Employee Evaluation

Rating: Satisfactory

Response: I provide instructional strategies and activities in an engaging manner that supports learning in the field of information technology. I incorporate real-world examples, hands-on labs, discussions, and practice certification exams to help achieve course learning outcomes.

10. Review constructive and relevant feedback from Student Opinion of Instruction to inform instructional practice.

Employee Evaluation

Rating: Satisfactory

Response: N/A have not received feedback from Student Opinion of Instruction.

11. Organized and well prepared for classes.

Employee Evaluation

Rating: Strong

Response: I am always organized and well prepared for my class, and open them as early as possible but at least two weeks in advance.

12. Maintain and retain accurate grade records of students' performances.

Employee Evaluation

Rating: Satisfactory

Response: All grades are entered and retained in the LMS, D2L.

13. Use assessments and assignments that align with course learning outcomes.

Employee Evaluation

Rating: Strong

Response: In designing my classes, I map out all assessments and assignments to align with the course learning outcomes.

14. Provide timely constructive feedback on assessments (e.g., exams, assignments, papers).

Employee Evaluation

Rating: Strong

Response: All grading and feedback is completed as outlined on the syllabus. In addition, I allow students to submit assignments early for feedback prior to final submission.

15. Treat all students with fairness, equity, and respect.

Employee Evaluation

Rating: Strong

Response: I strive to provide all students with fairness, equity, and respect. I provide all student with every opportunity to succeed in an asynchronous course as supported by best practices.

I. Teaching - D.

16. Maintain established student office hours.

Employee Evaluation

Rating: Strong

Response: I provide office hours as outline in the faculty CBA, and often meet with student as needed by appointment

outside of normal office hours.

17. Encourage students to explore the relationship between curricula and potential careers.

Employee Evaluation

Rating: Strong

Response: I consistently and proactively encourage students to explore the direct connections between our curricula and potential career paths in the fields of IT, networking, and cybersecurity. My approach goes beyond simply discussing certifications; it involves a multi-faceted strategy to help students understand and prepare for their future careers. I regularly update course content to reflect the latest industry trends and technologies, ensuring that students are learning skills that are in high demand in the job market. For each certification course (CompTIA A+, Network+, Security+), I provide a detailed career map showing potential job roles, typical career progression, and salary expectations. This helps students visualize their career trajectory. I also always pass along, job openings, internship opportunities, and career fair announcements.

18. Encourage applicable student participation in, assist in planning of, and/or facilitate co-curricular activities (e.g., field trips, guest speakers, etc.).

Employee Evaluation

Rating: Satisfactory

Response: Online students are not always able to participate in co-curricular activities. However, I always provide students will notification of any pathways activities, and general student activities and encourage their participation related to both the enhancement of curriculum and opportunities for careers. As an example, I always encourage my students to attend the Hackathon and Certification Bootcamps.

II. Service to the College.

19. Respond in a timely manner to requests for information from appropriate college personnel.

Employee Evaluation

Rating: Satisfactory

Response: I am always responsive to information requested by my supervisor, pathway dean and other college administrators.

20. Participate in shared governance through professional obligations pursuant to CBA Article 7.20.

Employee Evaluation

Rating: Strong

Response: I attend all Pathway, discipline, and academic area meetings. I attend the faculty welcome back, any scheduled campus meetings, and professional development day. I am a member of the Digital Divide committee, and the Online Camus Grade Appeal Committee. In addition, this year, I was the faculty advisor for the Latinos in Action club.

21. Participate in the graduation ceremony according to the Collective Bargaining Agreement pursuant to CBA Article 7.60.

Employee Evaluation

Rating: **Satisfactory**

Response: I attend at least one graduation per year.

III. Optional Community Service.

List any community service activities which you engaged in during the past year (explain your role and time spent).

Employee Evaluation _____

Response:

IV. List any honors, professional achievements (e.g., certifications), or awards received during the prior three years.

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Employee Evaluation _____

Response: This year, I earned an additional 4 graduate credits from Harvard University in support of a Graduate Certificate in Learning Design and Technology.

V. Professional Development.

List how you satisfied the professional development requirements during the prior three years pursuant to Article 7.40 (see Article 7.40 for types of professional development activities).

Employee Evaluation _____

Response: This year, I completed an additional 4 graduate credits as part of my PDP.

VI. Professional Development plan.

List those activities that will satisfy the professional development requirement pursuant to Article 7.40 during the next three year cycle.

Employee Evaluation _____

Response: During my next three-year cycle, I will exceed the professional development requirement pursuant to Article 7.40 by complete more than 3 graduate credits in relevant online instructional skills.

VII. Other.

Other.

Employee Evaluation _____

Response: