



Vargas, Ricardo S

2025 - Broward College Contract Eligible Faculty and Librarian Self- Assessment Form

Assistant Professor, Information Technology

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

Manager: McBee, Mitch (1001152)

Location: Broward College Online

Evaluated By: Vargas, Ricardo S (21599)

01/01/2025 - 12/31/2025

FACULTY AND FACULTY LIBRARIANS CRITERIA - I. Teaching - A. Content
Knowledge is the formally-recognized knowledge and skills faculty members possess in a chosen field. A professor's professional expertise ensures that content is taught in adequate depth..

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

Employee Evaluation

Rating: Exceeds Expectations

Response: I continue to provide course content with appropriate depth to support students in meeting learning outcomes and gaining industry-recognized certifications. As a certified professional holding the certifications I teach (CompTIA A+, Network+), I bring both theoretical knowledge and practical expertise to my instruction. Based on my own training, certifications, and real-world experience as a network administrator, I carefully curate comprehensive learning materials including e-books, videos, virtual labs, and practice exams that align precisely with certification objectives.
During this evaluation period, I demonstrated exceptional professional competence through significant course development work, completing commissioned redesign assignments for three critical certification courses:

- CTS1134C: Network+ (asynchronous online format) - redesigned to meet current industry standards
- CTS2120C: Security+ (both asynchronous online and blended formats) - developed multiple delivery modalities to serve diverse student needs
- CTS1133C: A+ (both asynchronous online and blended formats) – developed multiple delivery modalities to serve diverse student needs

Additionally, Dr. Luis Pentzke's formal recognition letter speaks to my "outstanding professional competence and currency in cybersecurity and cloud computing technologies" demonstrated through my contributions to the Broward College Cybertech NSF ATE Grant program. His documentation highlights my design and delivery of comprehensive AWS cloud computing workshops that incorporated cutting-edge industry practices, including advanced AWS security configurations, hands-on cloud architecture design principles, and industry-standard cybersecurity protocols. This validation from a grant principal investigator confirms the depth and currency of my content expertise during this evaluation period.

My approach to content depth is informed by my dual perspective as both an industry-certified professional and an educator. I supplement core materials with chapter quizzes, discussion prompts, and my own explanations drawn from real-world scenarios. For example, when covering CompTIA A+ content, I introduce complex hardware troubleshooting situations that mirror actual IT support environments. In networking discussions, I analyze recent high-profile data breaches to reinforce security concepts while keeping content current and relevant.

The positive feedback from students consistently indicates that these varied resources and my real-world insights effectively prepare them for certification success. I regularly review and update curriculum to stay synchronized with evolving certification objectives, ensuring students remain at the forefront of industry knowledge. My extensive commissioned course development work demonstrates my commitment to ensuring all learning materials meet BC Quality Standards for E-Learning while appropriately addressing the specific learning outcomes for each certification pathway. To further develop skills in instructional design and online learning, I am completing a graduate certificate in Learning Design and Technology at Harvard University.

FACULTY AND FACULTY LIBRARIANS CRITERIA - I. Teaching - B. Instructional Delivery represents those interactive skills that promote or facilitate the achievement of learning outcomes.

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

Employee Evaluation

Rating: Exceeds Expectations

Response: Clear and effective communication is essential for student success in online asynchronous courses. With over 11 years of exclusive online teaching experience and the last six full-time (since Fall 2018), I have developed and refined comprehensive communication strategies specifically designed for the online learning environment.

I begin each course with a live synchronous orientation session where I conduct a detailed walkthrough of the syllabus and LMS course shell to ensure students understand course expectations, navigation, and how to access all materials. Recognizing that attendance at this optional session may not be possible for all students due to work and family commitments, I record every orientation session and make it available to all students, ensuring equitable access to this critical information regardless of their schedule constraints.

Throughout the semester, I maintain multiple communication channels to support student learning and engagement. I provide regular course announcements that offer timely updates, preview upcoming assignments, and share relevant campus and community resources. My communication approach includes proactive email check-ins, and virtual office hours for real-time student support.

I am committed to responsive communication, aiming to respond to all student inquiries within 12 hours, including weekends, understanding that online students often work and study outside traditional hours. For all assignments and projects, I provide timely, constructive feedback through detailed rubrics and individualized communication that guides student improvement and acknowledges their progress.

To foster a collaborative online learning environment, I utilize our course café (discussion forum) where students can connect with both me and their peers, ask questions, and engage in course-related discussions. This creates an inclusive classroom community where students can effectively communicate with one another, sharing experiences and supporting each other's learning journey.

My extensive experience in online education has allowed me to continuously refine these communication strategies, ensuring they meet the evolving needs of digital learners while maintaining the personal connection essential for student success in asynchronous environments.

3. Facilitate effective communication as applicable with and among students.

Employee Evaluation

Rating: Exceeds Expectations

Response: Facilitating effective communication among students in the online environment is essential for creating a collaborative learning community. With over 11 years of exclusive online teaching experience, I have developed comprehensive strategies to foster meaningful peer-to-peer interactions that enhance the educational experience for all learners.

I establish our course cafe (online discussion forum) as the central hub for student-to-student communication. During my live synchronous orientation session, I thoroughly introduce this platform and explain its purpose as a space where students can ask questions, share insights, post topics of importance to them, and support one another's learning journey. This creates an inclusive environment where students feel comfortable engaging with their peers from the very beginning of the course.

Throughout the semester, I actively facilitate discussions by posing thought-provoking, open-ended questions that encourage students to share diverse perspectives and engage in meaningful dialogue. For example, I might ask: "How might the widespread adoption of Internet of Things (IoT) devices impact network security in corporate environments over the next decade?" These questions prompt students to synthesize their understanding and learn from one another's insights and experiences.

I encourage students to post weekly questions or concepts they want to explore further, which creates opportunities for peer learning and collaboration. Students often respond to each other's questions, creating organic study groups and support networks within the online classroom.

To further promote peer interaction, I design reflection assignments where students can process their reactions to course material and share their professional experiences. This approach allows students with diverse backgrounds to contribute unique perspectives, enriching the learning experience for the entire class. I actively monitor these discussions, providing guidance when needed while allowing students to lead the conversations and learn from one another.

During virtual office hours, I welcome group interactions and casual conversations that extend beyond course content, fostering a sense of community where students feel comfortable sharing freely. I ensure that all students know their perspectives are valued, which empowers them to engage authentically and creates an environment where peer-to-peer learning thrives.

My role is to facilitate, guide, and encourage these interactions while stepping back to allow students to build meaningful connections with one another, creating a collaborative online learning community that extends well beyond traditional instructor-student communication.

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

Employee Evaluation

Rating: Exceeds Expectations

Response: I strive to present course content in a way that ignites students' intellectual curiosity and fosters deep engagement with the material. My approach involves integrating real-world applications, interactive exercises, and thought-provoking discussions to contextualize theoretical concepts and demonstrate their practical relevance in today's technology landscape.

Drawing from my real-world experience as a network administrator and my industry certifications, I create authentic scenarios that mirror actual workplace situations. For example, when covering CompTIA A+ certification topics, I introduce complex hardware troubleshooting scenarios that simulate real-world IT

support situations, allowing students to apply their knowledge practically while building critical problem-solving skills. In cybersecurity discussions, I analyze recent high-profile data breaches and cyber-attacks, challenging students to identify vulnerabilities and propose solutions while reinforcing Security+ concepts with current, relevant examples.

I pose open-ended questions that encourage critical thinking and challenge students to apply course concepts to complex, real-world scenarios. A discussion question I frequently use is: "How might the widespread adoption of Internet of Things (IoT) devices impact network security in corporate environments over the next decade?" This type of question prompts students to synthesize their understanding of networking protocols, security measures, and emerging technologies while considering the broader implications for the rapidly evolving tech landscape.

My micro lectures incorporate visual aids, live demonstrations of software tools and hardware components, and virtual labs that illustrate how theoretical concepts translate into practical applications. I supplement course materials with these micro lectures as needed, responding to student questions and areas where additional clarity would enhance understanding.

To further stimulate intellectual curiosity, I design reflection assignments where students can process their reactions to course material and connect it to their personal and professional experiences. At the start of each week, I encourage students to post questions or concepts they want to explore further, which not only informs my lesson planning but also creates opportunities for deeper investigation of topics that genuinely interest them.

I've found that when students are intellectually challenged and can see direct connections between course material and real-world challenges, they become more invested in their learning journey. This approach not only enhances their understanding but empowers them to think critically about the subject matter and its broader implications in our rapidly evolving technology landscape, preparing them not just for certification success but for meaningful careers in information technology.

5. Encourage student input.

Employee Evaluation

Rating: Exceeds Expectations

Response: I actively encourage student input and perspective in my online courses through multiple comprehensive strategies designed to empower students and value their diverse experiences and insights.

I establish a dedicated discussion forum (our course café) where students can ask questions, post topics of importance to them, and share insights freely. During my live synchronous orientation session, I thoroughly introduce this platform and emphasize its importance as a space for student voices, encouraging ongoing participation through regular class announcements. This creates an inclusive environment where students feel comfortable contributing from the very beginning of the course.

At the start of each week, I encourage students to post questions or concepts they want to explore further, which directly informs my lesson planning and content delivery. This approach ensures that course content remains responsive to student interests and learning needs while empowering students to take an active role in shaping their educational experience.

When reviewing student work, I provide thoughtful feedback that includes questions designed to further dialogue and encourage deeper reflection. I supplement core course materials with micro lectures as needed, often in direct response to student questions and areas where they've expressed interest in additional exploration.

I design reflection assignments where students can process their reactions to course material and connect

it to their personal and professional experiences. These assignments create opportunities for students to share their unique perspectives and real-world insights, enriching the learning experience for all class members while validating the value of their individual backgrounds and expertise.

During virtual office hours, I welcome casual conversation and feedback that extends beyond course content, creating space for students to share their thoughts on the learning process, suggest improvements, and discuss their career aspirations and concerns. This open-door approach helps students feel heard and valued as partners in the educational process.

I work diligently to ensure that students know their perspectives are valued and that their input directly impacts course delivery. This empowerment encourages them to share freely and authentically, which in turn enriches the course experience for all learners. When students see that their questions lead to additional content or that their insights are highlighted in discussions, they become more engaged and invested in contributing to our learning community.

My extensive experience in online education has taught me that student input is not just valuable—it's essential for creating meaningful, responsive learning experiences that meet the diverse needs of today's technology students.

6. Refer students to use additional learning and library resources when deemed necessary by the professor.

Employee Evaluation

Rating: Exceeds Expectations

Response: I recognize that students have diverse learning needs and view referrals to campus resources as an integral part of supporting student success. I systematically integrate information about additional learning resources throughout my courses, including my syllabus, and regular announcements. During my live synchronous orientation session, I specifically highlight these resources and explain how they can support student success in our technology-focused coursework.

When reviewing student work, I provide personalized recommendations tailored to each student's specific needs. For students struggling with technical writing, I direct them to the Writing Lab. For those needing foundational support, I recommend the Academic Success Center and tutoring services. Students requiring research assistance are guided to library resources.

During virtual office hours, I counsel students individually on which support services would be most beneficial based on their unique strengths and challenges. I also encourage students to attend co-curricular activities such as Hackathons and Certification Bootcamps, which provide hands-on learning opportunities that complement our coursework.

Throughout the semester, I proactively reach out to students who might benefit from additional support rather than waiting for them to struggle. By continually advising students about available resources and providing personalized guidance, I aim to set every student up for success in their academic and professional pursuits.

FACULTY CRITERIA ONLY - I. Teaching - C. Instructional Management includes those organizational and operational tasks involved in maintaining and operating a class or employing strategies, resources, and/or library activities that support

learning outcomes.

7. Publish required elements of the current course syllabus to the Syllabus Library by the 60-day deadline and release the complete syllabus in the college's learning management system one day prior to the start of class.

Employee Evaluation

Rating: Exceeds Expectations

Response: I consistently meet all syllabus requirements as outlined in the Collective Bargaining Agreement. I publish the required elements of my course syllabus to Simple Syllabus 60 days before the start of each session, ensuring students and advisors have early access to critical course information for planning purposes.

About two weeks prior to the start of class, I open classes early and release the complete syllabus, which includes all required elements plus the detailed methods of evaluation, assignment schedules, and any additional information students need to succeed in the course. This ensures students have full access to comprehensive course information before the first day of class.

In addition to going beyond the minimum requirement of publishing required and optional course syllabi content, I conduct a live synchronous orientation session during the first week of class where I provide a detailed walkthrough of the syllabus, explaining course expectations, navigation of D2L, grading policies, and how to access all course materials. I record this session and make it available to all students, ensuring that those who cannot attend synchronously still benefit from this comprehensive syllabus review.

This multi-tiered approach ensures that students receive syllabus information through multiple channels and formats, maximizing their understanding of course expectations and setting them up for success from day one.

8. Review the current course syllabus during the first week of class.

Employee Evaluation

Rating: Exceeds Expectations

Response: As mentioned in previous responses, I conduct a live synchronous orientation session during the first week of class where I provide a comprehensive walkthrough of the syllabus. During this session, I review all course elements including learning outcomes, assignment schedules, grading policies, attendance expectations, technical requirements, and how to navigate D2L effectively.

I record this orientation session and make it available to all students, ensuring that those who cannot attend synchronously due to work or family commitments have equal access to this critical information. This recorded session remains available throughout the semester, allowing students to revisit the syllabus review as needed.

This approach ensures that every student, regardless of their schedule or time zone, receives a thorough explanation of course expectations and has the opportunity to ask questions about the syllabus in real time or through follow-up communication.

9. Employ instructional materials, that support the learning outcomes.

Employee Evaluation

Rating: Exceeds Expectations

Response: I carefully select and utilize a comprehensive variety of instructional materials that directly align with and support the learning outcomes for each course and its associated industry certification. When designing my courses, I systematically map how each material intentionally develops the specific knowledge and abilities within the stated learning outcomes.

My instructional materials include:

- E-books and accompanying quizzes that provide the core conceptual knowledge outlined in the learning outcomes
- Virtual labs and certification practice exams that allow students to demonstrate hands-on skills and competencies highlighted in the outcomes
- LinkedIn Learning video lectures that support higher-order outcomes related to analysis, evaluation, and creation
- Discussion prompts and real-world scenarios drawn from my professional experience that contextualize theoretical concepts

During this evaluation period, my extensive commissioned course development work (CTS1134C Network+, CTS2120C Security+, and CTS1133C A+ in multiple modalities) demonstrates my commitment to ensuring all instructional materials meet BC Quality Standards for E-Learning while aligning precisely with learning outcomes and certification objectives.

I regularly solicit feedback from students on how effectively these instructional materials help them meet the learning outcomes and prepare for certification success. By purposefully connecting textbooks, multimedia resources, assessments, and hands-on activities to specific learning outcomes, I ensure students are comprehensively supported in mastering essential course goals while preparing for industry certification.

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

Employee Evaluation

Rating: Exceeds Expectations

Response: I utilize instructional strategies and activities specifically designed for information technology education that enable students to achieve learning outcomes and prepare for industry certification success. Drawing from my certifications in the subjects I teach and real-world experience as a network administrator, I employ discipline-appropriate approaches that bridge theoretical knowledge with practical application.

My instructional strategies include:

- Hands-on virtual labs where students apply technical concepts in simulated IT environments, developing the practical skills required for certification and professional practice
- Real-world troubleshooting scenarios that mirror actual workplace situations, such as diagnosing complex hardware issues for A+ or analyzing network security vulnerabilities for Network+
- Case study analysis of recent high-profile data breaches and cyber-attacks, enabling students to apply security principles to authentic industry situations
- Practice certification exams that familiarize students with exam formats while assessing their mastery of learning outcomes
- Discussion-based problem-solving where students tackle open-ended questions like "How might IoT device proliferation impact corporate network security?" promoting critical thinking and synthesis of multiple concepts
-

These strategies reflect best practices in IT education, emphasizing the hands-on, scenario-based learning

that is essential in technology fields. By combining theoretical instruction with practical application through virtual labs, real-world examples, and interactive problem-solving, I enable students to develop both the conceptual understanding and technical competencies outlined in the learning outcomes.

My approach ensures students don't just memorize content for certification exams but develop the analytical and practical skills necessary for successful IT careers.

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

Employee Evaluation

Rating: Not Applicable

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

12. Prepare and organize material prior to class meetings.

Employee Evaluation

Rating: Exceeds Expectations

Response: While this question is designed for synchronous class meetings and I teach fully asynchronous online courses, I demonstrate exceptional preparation and organization that exceeds traditional class preparation standards.

I open my courses in D2L two weeks prior to the official start date, allowing students early access to familiarize themselves with course materials, navigation, and expectations. This proactive approach gives students, particularly those new to online learning, additional time to prepare and address any technical issues before the semester officially begins.

During the first week, I conduct a comprehensive live synchronous orientation session (recorded for asynchronous access) that I thoroughly prepare in advance, covering syllabus review, D2L navigation, course expectations, and available resources. This prepared session ensures all students receive consistent, organized information to begin the course successfully.

I maintain organized virtual office hours and respond to student appointment requests, preparing materials and context in advance of each scheduled meeting to provide focused, efficient support tailored to individual student needs.

My approach ensures that all course materials, communications, and student interactions are systematically prepared and readily accessible, creating a well-structured learning environment that supports student success from day one.

13. Maintain and retain accurate grade records of student performance.

Employee Evaluation

Rating: Exceeds Expectations

Response: I maintain comprehensive and accurate grade records of all student performance throughout the semester using D2L. All assessments, assignments, quizzes, labs, and participation activities are recorded in the gradebook, providing students with continuous access to their current standings and progress toward

learning outcomes.

My gradebook accurately reflects the grading policy outlined in the course syllabus, with all point values and weights clearly assigned to each assessment component. Students can view detailed feedback on individual assignments along with their scores, ensuring transparency in grade calculation and supporting their understanding of performance expectations.

I retain all grade records in accordance with college policy, maintaining documentation that supports potential grade appeals and provides comprehensive evidence of student performance throughout the semester. This includes quiz attempts, assignment submissions with feedback, discussion participation records, and certification practice exam results.

The gradebook provides real-time grade tracking that allows both students and me to monitor progress, identify areas needing additional support, and ensure accurate final grade calculation based on all completed coursework.

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

Employee Evaluation

Rating: Exceeds Expectations

Response: I design and implement assessments and assignments that directly align with and measure achievement of course learning outcomes. All assessments are intentionally mapped to specific learning outcomes, ensuring students demonstrate mastery of both conceptual knowledge and practical skills required for industry certification success.

During this evaluation period, my extensive commissioned course development and redesign work demonstrates my commitment to assessment alignment with learning outcomes. For the three courses I redesigned (CTS1134C Network+, CTS2120C Security+, and CTS1133C A+), I worked collaboratively with instructional designers through the rigorous BC Quality Standards for E-Learning review process based on the Quality Matters framework.

My assessment strategy includes diverse evaluation methods:

- Chapter quizzes measuring conceptual understanding aligned with specific learning outcomes
- Virtual labs assessing hands-on technical competencies
- Certification practice exams that mirror industry standards while measuring course-specific outcomes
- Discussion activities evaluating critical thinking and application of concepts
- Projects requiring synthesis and real-world problem-solving

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

Employee Evaluation

Rating: Exceeds Expectations

Response: I provide timely and constructive feedback on all assessments in accordance with the guidelines outlined in my course syllabus and the Collective Bargaining Agreement. All grading and feedback is completed within the established timeframes, ensuring students receive prompt information about their performance to support continued learning and improvement.

I go beyond the minimum requirement by encouraging and allowing students to submit assignments early

for feedback prior to the final due date. This proactive approach provides students with valuable opportunities to receive constructive criticism, understand areas for improvement, and resubmit refined work before the official deadline. This practice particularly benefits students who want to ensure they fully understand expectations and maximize their learning outcomes.

My feedback is delivered through multiple methods:

- Detailed rubrics that clearly connect evaluation criteria to learning outcomes
- Individual written comments on assignments providing specific guidance for improvement
- Suggestions for additional resources or approaches when students struggle with concepts
- Recognition of strengths alongside constructive areas for development

I aim to respond to all student work within 12 hours when possible, maintaining quick turnaround times that keep students engaged with the material and informed about their progress. This responsive approach helps students stay on track and address misunderstandings before they compound.

By providing timely, detailed, and constructive feedback—including the opportunity for early submission and revision—I create a supportive learning environment where students can continuously improve and achieve course learning outcomes.

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

Employee Evaluation

Rating: Exceeds Expectations

Response: I am deeply committed to providing all students with fairness, equity, and respect in every aspect of my teaching. I strive to create an inclusive online learning environment where every student has equal opportunity to succeed, regardless of their background, learning style, schedule constraints, or prior experience with technology.

My approach to fairness and equity includes:

- Opening courses two weeks early to provide students with additional time to familiarize themselves with materials and address any technical barriers before the official start date
- Recording all synchronous orientation sessions to ensure students who cannot attend due to work or family commitments have equal access to critical course information
- Maintaining flexible virtual office hours and meeting with students by appointment to accommodate diverse schedules
- Providing multiple formats for content delivery (e-books, videos, virtual labs, discussions) to support different learning preferences and accessibility needs
- Allowing early submission of assignments for feedback so all students have opportunities to improve their work, regardless of their initial confidence level

I treat all student communications with respect and professionalism, responding to inquiries within 12 hours and providing individualized support tailored to each student's unique needs and circumstances. I recognize that online students often balance multiple responsibilities, and I design my courses following best practices for asynchronous learning to provide equitable access to educational opportunities.

I apply grading criteria consistently and transparently using detailed rubrics, ensuring all students understand expectations and are evaluated fairly based on the same standards. When students face challenges, I connect them with appropriate support resources and work collaboratively to help them succeed.

FACULTY LIBRARIAN CRITERIA ONLY - I. Teaching - C. Instructional Management includes those organizational and operational tasks involved in maintaining and operating a class or employing strategies, resources, and/or library activities that support learning outcomes.

17. Employ strategies, resources, and/or library activities that support the learning outcomes.

Employee Evaluation

Rating: Not Applicable

Response:

18. Review constructive and relevant feedback from library assessments (e.g. student surveys) to inform instructional practice.

Employee Evaluation

Rating: Not Applicable

Response:

19. Prepare and organize materials and resources prior to class meetings.

Employee Evaluation

Rating: Not Applicable

Response:

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

Employee Evaluation

Rating: Not Applicable

Response:

21. Utilize appropriate instructional strategies and activities that enable students to achieve the learning outcomes.

Employee Evaluation

Rating: Not Applicable

Response:

FACULTY AND FACULTY LIBRARIANS CRITERIA - I. Teaching - D. Service to Students comprises work done to benefit students outside of holding class or responding to student work.

16. (Faculty Only) - Faculty maintain established student office hours.

(Librarians Only) - Faculty Librarians maintain office hours in varied modalities (SRAs, chat, etc.)

Employee Evaluation

Rating: Exceeds Expectations

Response: I maintain established student office hours as outlined in the CBA. As a fully online faculty member, I provide virtual office hours using D2L and Zoom, ensuring accessibility for students who are geographically dispersed and often balancing work and family commitments.

I frequently meet with students as needed by appointment, providing flexible scheduling options that accommodate the diverse needs of online learners. This appointment-based approach, in addition to regularly scheduled office hours, ensures that students can access individualized support when they need it most.

My office hour schedule is included in my course syllabus as required, providing students with clear information about when and how they can reach me for academic support. I maintain responsive communication, aiming to reply to student inquiries within 12 hours, which provides continuous accessibility beyond formal office hours.

By combining scheduled virtual office hours with flexible appointment-based meetings, I ensure that all students have adequate opportunities for one-on-one consultation, academic advising, and personalized support throughout the semester.

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

Employee Evaluation

Rating: Exceeds Expectations

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.

For each certification course I teach (CompTIA A+, Network+, Security+), I provide an exercise that has them explore:

- Potential job roles aligned with each certification level
- Typical career progression pathways in IT fields
- Current salary expectations and growth potential
- In-demand skills and emerging industry trends
-

I regularly update course content to reflect the latest industry trends and technologies, ensuring that students are learning skills that are highly valued in the current job market. My real-world experience as a network administrator and ongoing professional development allow me to provide authentic insights into career opportunities and workplace expectations.

I consistently share relevant career resources with students, including job openings, internship opportunities, and career fair announcements. When students express career interests or concerns during office hours, I provide personalized guidance on certification pathways and professional development strategies that align with their goals.

Through discussion activities and course materials, I contextualize technical concepts within real-world job scenarios, helping students understand how their coursework translates directly into professional competencies valued by employers in IT, networking, and cybersecurity fields.

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:	Exceeds Expectations
Response:	While online students face geographic and scheduling challenges that limit traditional co-curricular participation, I actively encourage and facilitate student involvement in meaningful technology-focused activities that enhance their learning and career preparation. I consistently promote student participation in Hackathons and Certification Bootcamps, which provide invaluable hands-on learning experiences, networking opportunities, and practical skill development beyond traditional coursework. Through course announcements and individual communications, I inform students about these events and encourage their participation as extensions of our curriculum. During this evaluation period, I made significant contributions to co-curricular programming through the Broward College Cybertech NSF ATE Grant program. As documented in Dr. Luis Pentzke's recognition letter, I designed and delivered comprehensive AWS cloud computing workshops during the summer and winter 2024-25 Cybersecurity boot camps. These workshops incorporated: • Advanced AWS security configurations and best practices • Hands-on cloud architecture design principles • Industry-standard cybersecurity protocols and implementations • Integration of theoretical knowledge with practical application • Dr. Pentzke specifically noted that my contribution represented "exceptional voluntary service," as I volunteered my time and expertise during the winter boot camp with no additional compensation, demonstrating extraordinary commitment to student success and community outreach. The high school teachers' statements of appreciation and high level of student engagement confirmed the significant impact of these co-curricular activities. I also consistently notify students about Pathway activities, general student activities, and career-related events, encouraging their participation in activities that enhance both curriculum and career opportunities. While online students may not always be able to attend on-campus events, I ensure they are aware of all available opportunities.

FACULTY AND FACULTY LIBRARIANS CRITERIA - II. Service to the College: List any college-related activities other than teaching and professional development that support the College (e.g., committee work, campus/Pathway/departmental governance, Faculty Senate or UFF-BC participation). See Article 7.20 for types of activities that are considered as service to the College.

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

Employee Evaluation	
Rating:	Exceeds Expectations
Response:	I am consistently responsive to requests for information from appropriate college personnel. I promptly respond to all communications from my supervisor, pathway dean, and other college administrators, providing requested documentation, reports, and information in a timely and professional manner.

My responsiveness supports efficient college operations and demonstrates my commitment to collaborative professional relationships and institutional effectiveness.

20. Participate in shared governance through professional obligations pursuant to CBA Article 7.20. (E.G. Faculty Senate, college standing committees, departmental committees, etc.).

Employee Evaluation

Rating: Exceeds Expectations

Response: I actively participate in shared governance through multiple professional obligations as outlined in CBA Article 7.20. My service to the college during this evaluation period includes:

Committee Service:

- Online Campus Grade Appeal Committee - I continue to serve on this very active committee, reviewing student grade appeals, examining documentation, and participating in deliberations to ensure fair and consistent application of college policies
- Environmental Sustainability Committee - This year I joined this committee, contributing to the college's sustainability initiatives and supporting institutional efforts to promote environmental responsibility

Governance Participation:

- I attend all Pathway, discipline, and academic area meetings
- I attend faculty welcome back events, scheduled campus meetings, and professional development day
- I participate in departmental governance activities and collaborative decision-making processes

My committee work demonstrates commitment to institutional service beyond my teaching responsibilities, contributing to student success, policy implementation, and the college's strategic priorities.

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

Employee Evaluation

Rating: Exceeds Expectations

Response: In addition to participating in graduation ceremonies pursuant to CBA Article 7.60, I try as often as I can to attend both annual ceremonies, celebrating student achievement and representing the college at this important milestone event that honors our students' academic accomplishments.

III. PROFESSIONAL DEVELOPMENT

A. List how you satisfied the professional development requirements during the relevant evaluation period pursuant to Article 7.40. Professional development may include activities in the following categories: fostering a supportive learning environment, assessment and reflection, continued learning in area of discipline, continued learning of evidence-based best practices, and technology to enhance instruction.

Employee Evaluation

Response: During this evaluation period, I will far exceed professional development requirements by having completed 8 graduate credits in coursework at Harvard University to earn a graduate certificate in Learning Design

and Technology.

B. Please describe how you plan to satisfy the professional development requirements during the next evaluation period pursuant to Article 7.40. Professional development plans may include activities in the following categories: fostering a supportive learning environment, assessment and reflection, continued learning in area of discipline, continued learning of evidence-based best practices, and technology to enhance instruction.

Employee Evaluation

Response: In addition to my PD in online learning, I expect to also continue learning in my area of discipline.

IV. Optional Activities or Achievements:

List any optional community service activities in which you engaged during the evaluation period. (Explain your role and time spent)

Employee Evaluation

Response: City of Fort Lauderdale Beach Sweep Program - I have been concerned about environmental sustainability for some time and try my best to recycle and conserve water. However, this year I wanted to formalize my commitment through structured community service, so I began volunteering with the City of Fort Lauderdale Beach Sweep program.

The Beach Sweep program is a monthly volunteer effort to maintain Fort Lauderdale's beaches. I participate every second Saturday of the month to collect trash, recyclables, and debris from the beach. It is a monthly time commitment of 3 hours per session.

I feel this service also aligns well with my participation on the college's Environmental Sustainability Committee and allows me to contribute these efforts to the larger Fort Lauderdale community.

List any honors, professional achievements (e.g., certifications), or awards received during the evaluation period.

Employee Evaluation

Response: By the end of this year, I should have completed an additional 8 graduated credits in Learning Design and Technology (have already completed 4 and are currently enrolled in 4) completing the requirements for a graduate certificate that I expect to earn next year.