



DATA SAMPLES FOR FACULTY 180 FACULTY PORTFOLIO

INSTRUCTION AND ACADEMIC PROGRAMS
BOARD OF TRUSTEES
FEBRUARY 16, 2016

Faculty identify the activities that support each category and self-assess themselves using the rubric specific to that category. For example, for Student Engagement, the following rubric is used.

Help for Instructional Strategies: Student Engagement ✕

St. Petersburg College Exceeding Expectations

- Presents the subject matter clearly and eloquently with the delivery being stimulating and dynamic (as appropriate to each modality).
- Is extraordinarily organized in every aspect of teaching as part of courses taught. This includes organized lessons, course objectives, assessment schedule, etc.
- Utilizes exceptional and effective means of delivering important information to students through a variety of materials/activities to promote listening, speaking, writing and higher order critical thinking skills.
- Demonstrates superior knowledge of current teaching methodology and applies it in ways that stimulate active learning in students assessments, etc.

Meeting Expectations

- Presents clearly; delivery is adequate and engaging.
- is adequately organized in courses taught.
- Adequately applies current teaching methodologies and in doing so, helps students learn the subject matter.
- Sufficiently utilizes effective means of delivering important information to students by using a majority but not all tools: syllabi, course schedule, presentations, assessments, etc.

Progressing Toward Expectations

- Presents in an unclear and somewhat confusing manner and/or delivery is weak. However, progress is being made towards improvement.
- Is marginally organized in courses taught and/or making progress to improve.
- Knows some of the current teaching methodologies but does not apply consistently throughout the courses taught.
- Utilizes only a few effective means of delivering important information to student, from tools such as: syllabi, course schedule, presentations, assessments, etc.

Does Not Meet Expectations

- Presents in an unclear and unprofessional or confusing manner for students.
- Is not organized in courses taught and is hindering student success.
- Teaches without utilizing current teaching methodologies hindering student learning.
- Utilizes none of the effective means of delivering important information to students such as: updated syllabi, accurate course schedule, presentations, assessments, etc.

[Return](#)

SAMPLE OF ENTRY

2

The entry would look like:

2. Instructional Strategies: Student Engagement

Description of Engagement Activity ^	Self - Assesment ∇	Description of Engagement Activity ∇	Self - Assessment ∇	Description of Engagement Activity ∇	Self - Assessment ∇	Description of Engagement Activity ∇	Self - Assessment ∇
Created well-structured 10-week EAP 1595 course from 16-week template Updated syllabi in all courses Variety in assessments -- formative and summative throughout the semester	ME - Meets Expectations	Students create a group virtual travel log / video; MyCourses audio and video recordings in discussion forums and dropboxes; various websites to promote listening and grammar practice; partnered with literature class (Shelbey Rosengarten) to read and record passages and author biographies from around the world	EE - Exceeds Expectations	Students choose their own FMG videos (SPC library database) to report on and critique; students in charge of weekly discussion forum on current events; students "unpack" texts for comprehension and rhetorical analysis	EE - Exceeds Expectations	Added Skype sessions with online students during face-to-face classes to engage both sets of students in communication and collaboration.	EE - Exceeds Expectations

3 STUDENT SUCCESS RATES DATA

Student Success Rates Data

Course Prefix Number Section ^	Instructor Section Success Rate ◇	Section Percentage of Ws ◇	Section Percentage of WFs ◇	Section Percentage of Is ◇	Course ◇	Program ◇	Mode ◇	All SPC ◇	Semester ◇
CPO 2002 section 1585	80	0	10	0	85	73	74	76	Spring 2015
INR 2002 1040	94	0	3	0	94	78	79	81	Summer 2014
INR 2002 1139	81	3	0	0	83	73	74	76	Spring 2015
INR 2002 1585	78	13	0	0	74	73	74	76	Fall 2014
POS 2041 1461	82	9	0	0	79	73	74	76	Spring 2015
POS 2041 1463	64	11	4	0	79	73	77	76	Spring 2015
POS 2041 1586	71	3	6	0	81	73	74	76	Fall 2014
POS 2041 1946	95	8	0	0	79	73	78	76	Spring 2015
POS 2041 2019	82	3	0	0	81	73	76	76	Fall 2014

STUDENT SUCCESS RATES DATA

SSI Data

Course Prefix Number & Section	Mode	Faculty Engagement				Preparation/Organization				Course Instruction				Rate	Semester
		Instructor	Program	Mode	All SPC	Instructor Section	Program	Mode	All SPC	Instruction Section	Program	Mode	All SPC		
CPO 2002 section 1585	Online	7	6.73	6.35	6.38	7	6.86	6.44	6.47	7	6.77	6.34	6.38	11	Spring 2015
INR 2001 1585	Online	6.67	6.30	6.35	6.38	7	6.4	6.45	6.47	6.6	6.31	6.34	6.37	7	Fall 2014
INR 2002 1040	Online	0	6.3	6.39	6.43	0	6.41	6.5	6.51	0	6.3	6.38	6.41	0	Summer 2014
INR 2002 1139	Online	6.35	6.30	6.35	6.38	6.38	6.40	6.44	6.47	6.15	6.33	6.34	6.38	40	Spring 2015
POS 2041 1461	Online	6.31	6.30	6.35	6.38	6.51	6.40	6.44	6.47	6.12	6.30	6.34	6.38	45	Spring 2015
POS 2041 1463	Face to Face	5.96	6.30	6.39	6.38	6.30	6.40	6.48	6.47	6.37	6.33	6.40	6.38	48	Spring 2015
POS 2041 1586	Online	5.9	6.30	6.35	6.38	6.21	6.4	6.45	6.47	5.8	6.31	6.34	6.37	16	Fall 2014
POS 2041 1946	Blended	6.54	6.30	6.41	6.38	6.52	6.40	6.48	6.47	6.59	6.40	6.37	6.38	45	Spring 2015

