

FACULTY INPUT FORM*Complete and submit to Supervisor*

Academic Year 2007-2008 Portfolio Year? Yes No

Semester Evaluated Fall Spring Summer

Classification *All that applies* FT Faculty Adjunct Faculty Prof/Tech

Name John Doe

SSN _____

Student Evaluation*Provide any information that would clarify or explain the results of the student evaluation.*

I read through my student evaluations and noted several different points made both overall by the students and those found within the statistics.

As far as the student evaluations themselves, I was glad to read that the students felt that I was being clear in my explanations. One student said that I was very clear and that I made redistricting make sense. I was glad to read this, since I took a lot of time coming out with handouts relative to redistricting that I offered to the class. I think it is a concept that almost needs maps to make any sense. In addition, I also noted the comment made by three of the students in my morning class stating that they thought I spoke to quickly. I think that I do, too and will be more conscious to go a little slower. Overall, my student evaluations found that I was very good and I think that by working on my clarity and pace in the classroom that I can either maintain this rating and improve it. I do plan on aiming on becoming excellent and think that it might be worth it to visit with a colleague that was given this rating in order to get some tips.

As for the statistics, I also went through each individual question that the students answered. For instance, some of the questions ask things like did the students get a syllabus within the first week of class. They all did. I also remind my students on a daily basis that they can get my syllabus on the internet through blackboard or they may pick up a copy from me if they lose it. I also noted the questions relative to the students stating that I have do explain concepts clearly. I just started using powerpoint in my classroom and I think that the powerpoints do offer a generic outline for my students to follow. It helps to pace myself and to keep everyone n the same page! Another question answered was that relative to making good use of the classtime. I did notice that ten students out of my thirty-six said that I didn't do so. I plan on being more conscious of this and using a watch on my desk to help me better myself in this area.

As far as the differences between classes, my Early College Start class did note that I was not making use of class time. Yet, I think that they are often used to getting time at the end of class to chat, which they don't realize in college that time is very limited. I plan on prefacing those classes with this fact. If one compares that class to my

afternoon traditional class held at the NRG campus, one will see that they say I did make use of the time and often they felt that we ran out of time. I should also remind students that they may visit me during my office hours as well. Another difference was that of explaining concepts clearly, the morning class said I did and my afternoon class said that I regularly didn't. I may as well admit that I do find myself leaving out an example or two due to the fact that it is the second go round of the same class. Plus, I also think that the afternoon class did have a different personality with a lot more students that like to discuss versus my Early College start students that don't have that comfortableness to do so at the college level.

Having read through my evaluations, I have set the following goals for myself in the next year.

1. Re-visit with my mentor about ideas relative to better using my time in class. I may also see if Professional Development has sections on this.
2. I also plan on taking a three hour course in International Relations since the new edition of my book has a new emphasis on globalization.
3. I plan on continuing my research for my dissertation on Congress and plan on using some of my findings that I can use in my course.
4. I also plan on visiting with the Learning Lab about my assignments and having them read through them to see what tips they could add – in terms of the problems that students might encounter with them as they are writing assignments.

Instructional Activities

*Fulltime Faculty – Both A and B required
Adjunct Faculty – Part A only required*

A

Courses Taught

US Government 2305
State & Local Government 2306

B

Other Instructional Activities

Professional Service

All parts required for fulltime faculty and optional for adjunct faculty

A

Committees – Internal to ACC

Identify type of committee (College-wide, Campus, Task Force/Program, Discipline, Senate/Adjunct Association, or Other) and the capacity in which you served (for example, chair, president, member).

Govt Dept. Task Force Committee

B

Mentoring Assignments

So-and-So's Mentee

C

Training Led/Facilitated by You

Workshops, Seminars, Teleconferences, Other (specify)

D

Student Organization(s) Sponsored

E

Professional Service External to ACC

TCCTA...

List others

F

Community Service (Optional for all faculty)

List several

After completing form, print, sign and date below before submitting.

Signature Jane Doe _____

Date