Mercer County Community College

FACULTY EVALUATION AND IMPROVEMENT
SUMMARY EVALUATION

Name:	Prof. Sarah Sweeney
Division:	Arts and Communication Division
Time Period/Date:	November 15, 2008
Evaluators:	Judy Ehresman, Dean; Division Personnel Committee Chair; Jim Kelly, Tina LaPlaca, Michael Welliver

OVERALL EVALUATION

Prof. Sarah Sweeney epitomizes the image of "teacher," continually strategizing to create multiple resources to maximize student learning while insisting that students think critically and creatively. She offers well planned lectures and projects that are supported by individual websites for each of her classes and has placed additional focus on the concept of self-reliance, whereby students are encouraged to explore and experiment. Prof. Sweeney conducts a thorough and continual analysis of student learning outcomes and adjusts course materials and activities accordingly. This impressive analysis is detailed in the "Teaching" section that follows.

As coordinator of the Digital Media Arts program and its concentrations, Prof. Sweeney has displayed exemplary leadership by conducting regular cluster meetings, by mentoring the new faculty member, and by including the adjunct instructors in program critique sessions. Her communication with adjuncts and the sharing and review of course materials is structured to ensure consistency and quality instruction across program courses. She has also assumed a leadership role throughout the division by coordinating the lab assignments in the ES building for not only the DMA courses, but also for the Advertising Design, Radio /TV, Music/Entertainment Technology, and Photography offerings. In addition, she has organized the entire open lab schedule and hired and assigned appropriate lab assistants. An additional event is the formation of an A&C Division IT cluster to discuss present and future technology needs in the division and potential collaborative structures.

Prof. Sweeney's interest in campus-wide activities involves contributions to the Web Advisory Committee, the FCTL Computer Literacy Task Force, IPIC workshops, and English and Business Division websites. She participates with her students in the Garden State Project and the TV programs' "Bernie Awards" and co-leads the Graphic Design Club with Prof. Tina LaPlaca. Prof. Sweeney eagerly participates in all recruitment and showcasing activities, including *Explore Mercer, Creating the Future,* and *Teen Arts Festival.* Under her leadership, the Web Design III class provides web design service to an area non-profit organization.

Prof. Sweeney is a major contributor to the synergy that exists among the faculty in the Arts and Communication Division. She works tirelessly to enhance the image of the Digital Media Arts program and to engage in collaborative pursuits. Her dedication, energy, and enthusiasm represent an invaluable contribution that serves students, colleagues, and Mercer at the highest level.

Judy Ehresman 11/13/08 — 11/13/08

Evaluator's signature Date Faculty member's signature Date

James Kelly

Tina LaPlaca

Mel Leipzig

Garry Perryman

Robert Terrano

Michael Welliver

Alvyn Haywood

COMMENTS BY CATEGORY

1) TEACHING:

CLASSROOM, LABORATORY, CLINICAL OR STUDIO TEACHING: (e.g., results of DPC classroom visits, student evaluations, or other appropriate measures; organization; adherence to course objectives and measuring student achievement; quality of presentations; interaction with students; use of additional resources to enhance instruction; etc.) Number of classroom evaluations for this period: 3

Observations/Commendations/Recommendations:

Because of the extensive evaluative activities related to "Teaching" in Prof. Sarah Sweeney's Self-Evaluation, I am copying these from this document for review here:

- Class Websites–I have continued to develop and utilize the website I created for my Web Design I class. I have added to the sections that describe the projects, including adding examples and all of the files that the students need to complete the project. I also revised the blog section to make it more relevant to the class. I also created a new website for my Introduction to Computer Art class. On this website I included the schedule, links to tutorials, project descriptions, slide lectures, and quizzes. I have found these websites to be invaluable to both the students and new DMA professors. The students can immediately see if there are any changes to the schedule and they can review skills that they may have missed. New professors can get a feel for how I structured my class and can download examples of projects.

- New Digital Art Projects–Last semester Professor Fiks revised the DMA105 course outline to make it more of an overview of Computer Art. I revised my class structure to reflect this change in emphasis. The core of this change is in the projects that I have assigned. Each project is very open-ended and allows room for creativity and critical thinking. The students initially responded with skepticism at the lack of boundaries and concrete details but in the student evaluations the response was overall very positive. The new projects challenge the students to really consider the problem and become even better artists and communicators.

- Project Grading Rubric–I revised the grading rubric that I have used this semester for each of the projects I have assigned this semester. The rubric bases the grading of the projects on three core components: Creativity, Aesthetics and Skill. These three components are based directly on the three elements that TCNJ is looking for in student portfolios. This grading rubric has focused the group critiques, the student's individual critique and my comments into three distinct areas and allows students to see more clearly where their strengths are and which areas they can work on.

- Self-reliance–Through discussions with several of my adjunct faculty clusters we came to the

conclusion that many of our students are very good at following instructions but are not able to teach themselves new skills. This realization combined with some research into Computer Fluency has led to a change in the methodology involved in teaching our Introduction to Computer Art. Both myself and Professor Barfoot have adopted teaching techniques that involve more experimentation and individual exploration of the software. Through this new approach the students are becoming more self reliant and confident–attributes that will serve them well in this constantly evolving field of digital media art.

- Quizzes–I introduced quizzes into my DMA105 classes as a way to clearly gauge the students' skills in each unit of the course. The quizzes provide a clarity that is missing from project based grading while also affording students more freedom in their project based work.

- Web Design III–After last year's problems with Web Design III I decided to change the project from a main website redesign to the creation of an educational satellite site. This type of project would mean that there would be fewer issues with updating the project once the website has been created. I am currently contacting museums in New Jersey to find one that would work with our class to create this type of website.

- Online course– I am creating an online version of the Web Design I course for the spring semester. This course will utilize many digital web technologies like wikis, polls, blogs and discussion boards creating an immersive web experience. I am very excited to see whether this class will open up a new type of teaching and a new group of students for the Digital Media Arts program.

- Video Demonstrations–One of the components of the online Web Design I course will be video demonstrations of the skills you need to use Web Design tools. These videos will be made available on the server for all the web design students as well as any faculty who would like to learn web design skills. I hope that these videos will provide an extra level of support for both our students and faculty.

1b RESULTS OF STUDENT EVALUATIONS

1. Clear and effective presentation–4.34
2. Work is challenging but reasonable– 4.53
3. Variety of teaching methods–4.47
4. Knowledgeable in subject matter–4.81
5. Punctual/Good use of class time– 4.72
6. Available to students outside of class–4.62
7. Grading policy is consistent and fair– 4.5
8. Gives timely feedback– 4.34
9. Encourages feedback on student progress– 4.34
10. Would take another course with this instructor–4.38

In looking at my student evaluations several patterns started to emerge. I am most strong in my teaching methodologies: the variety of methods, the subject matter, my availability and my use of class time. My weakest areas that I am continuing to work on are the speediness of my grading and the clarity of my presentations.

Comments section:

- Students commented both positively and negatively about the lack of boundaries on the projects. Many students said that they like most the freedom and creativity involved in the projects while other students did not like the vagueness of those projects. I think that overall the projects are a successful challenge even though they may not be liked by all the students.
- Many of the students commented on how challenging the course is. There were several comments in the most liked section as well as the least liked section. In the positive

comments, one of the students described me as "tough" and challenging.

- The biggest complaint about the class was the amount of time that students need to spend outside of class. This is one of the issues with teaching in this program. I am still conflicted over how best to answer this issue or whether we need to answer it at all.
- I was very pleased to see that many of the students appreciated the challenging nature of this course. They saw the freedom and intellectual stretching as important to their education. One student remarked "(I liked most) the way in which Professor Sweeney encourages both artistic and technical exploration of new ideas and materials than which we are otherwise familiar or comfortable."

2 NON-TEACHING:

2A. CONTRIBUTION TO DIVISION: (e.g., development and improvement of course outlines; special instructional development work; service and leadership in divisional affairs; course and program evaluations; curriculum development.

Observations/Commendations/Recommendations:

Because of the extensive evaluative activities related to "Non-Teaching" in Prof. Sarah Sweeney's Self-Evaluation, I am copying these from this document for review here:

- DMA website–I created a DMA website to display the most recent information on the DMA program. This website is the homepage for all of the browsers in the ES labs. The website contains information on the open lab schedule, class availability and scheduling, job opportunities and club meetings.

- IT cluster–I organized and arranged an IT cluster that includes all the programs that have computer labs. The cluster meets two or three times a semester with Susan Bowen to discuss IT initiatives and IT problems. Upcoming topics will include the future updating of ES labs, remote software for all of the labs and the introduction of Lynda.com as an alternative to the traditional textbooks.

- ES Lab Schedule–I coordinated all of the scheduling for the ES labs including open lab time and the integration of the Ad Design schedule, the Music schedule and the Entertainment Tech schedule.

- Digital Imaging Lab–I am currently collaborating with Professor Dalton to make the new ES133 lab into a Digital Imaging Lab. This involves setting up the new Intel Macintosh computers to accommodate both the Photography and Digital Imaging programs. We met with Susan Bowen to create a 12 month plan to accommodate the changes to the space and facilitate the hardware and software transition that will need to happen.

- Hacker Awards–I continued the Web Design II collaboration with the TV IV students. My students worked to create websites to showcase the student films. We also participated in the student award ceremony and added our own awards.

- DMA faculty search–I initiated the request for a new DMA faculty member and participated in the DMA faculty search. I also researched and contacted many game design schools in an attempt to widen the pool of applicants.

- DMA Cluster Meetings–I initiated cluster meeting with DMA faculty and successfully led a meeting of the Web Design adjunct faculty and of the Digital Imaging adjunct faculty. In these meetings we discussed the current curriculum and possible changes that would be helpful. We also talked about sharing tests and other teaching materials.

- Collection of DMA materials–Last semester I suggested that professors give me their syllabi, student work and projects so that we could collaborate more easily. However only a third of the faculty gave me these materials. This semester I have created a space on the server for these materials and made it mandatory that these materials be shared at the end of the semester. Hopefully this will allow for more collaboration as well a way to make sure that student work is consistent across the program.

- New adjuncts–This semester I hired two new adjunct professors that work in the industry but are also able to work during the day. I feel that the addition of new working professionals is infusing the program with a vitality that was missing. I have worked very closely with both professors to make sure that they have the support they need and that their teaching follows the course outlines and fits in with the program.

- Digital Portfolio–I organized and led a discussion between the TV, Art, Radio, DMA and Entertainment Tech faculty to discuss revising the DMA250 course outline so that it can be used by multiple programs. I used the input from this discussion to revise the course outline. The first section of this course this spring will include TV and DMA students.

- Computer Literacy Workshops–Over the past three semesters I have been working on identifying the students who needed basic skills help by administering tests in the introductory classes. Last semester I created a test based on the ETS test and then presented workshops for those students that were identified.

- Ad/Web Custom Certificate–I worked with Tina LaPlaca to create a customized certificate for students who are interested in both Advertising Design and Web Design.

- Communications program revision–I am currently working with several other Arts and Communications faculty members to discuss updating the Communications program to include more media options.

- Course outlines–I revised the Web Design II & III and Digital Imaging I course outlines to reflect the input I received from the cluster meetings with adjunct faculty.

- Institutional Research Data–I have been collecting information from Institutional Research on a regular basis to monitor how the revised program has been affecting enrollment in DMA classes and in the program.

- Game Design Curriculum–I am currently working with Michelle Barfoot to change the core curriculum of the Digital Media Arts Program to accommodate a game design concentration.

- DMA program brochure–I am currently working with a student to create a brochure for the Digital Media Arts program.

- Entertainment Tech brochure–I critiqued the Entertainment Tech brochure and provided feedback and suggestions for improving the design.

2B. **CONTRIBUTION TO COLLEGE AND COMMUNITY:** (e.g., service and leadership on College committees; participation in College-wide affairs; sponsorship or advisement of student activities; civil and community involvement, grant writing; contributions to other College divisions; development of external alliances with industry, colleges, schools or community groups; requisition of library resources, etc.)

Observations/Commendations/Recommendations

Because of the extensive evaluative activities related to "Contribution to College and Community" in Prof. Sarah Sweeney's Self-Evaluation, I am copying these from this document for review here:

- Web Design Advisory Committee–For the past year I have served on the web advisory committee. On this committee I was part of a working group that designed tests to compare the usability of our website to other community college websites. I also administered one of the usability tests to a group of students, faculty and staff and presented the results to the group. I also reviewed a contract that the group received from a consultant and provided feedback for Susan Bowen.

- Perkins Grant–I worked with James Boyce to get quotes and write rationales for our Perkins request for 2008/2009. I also wrote a five-year plan for the ES labs to support our requests for the Perkins equipment. The requests include Wacom tablets for the Ad Design and Digital Imaging programs, a new server for all of the ES labs, and new computers for ES133.

- Computer Literacy Minigrant–As part of my minigrant I researched Computer Literacy and Computer Fluency and led an IPIC discussion on the approach MCCC should take to the general education category that includes computer literacy. I also presented my experiences trying to identify and support computer literacy in the Digital Media Arts program.

- Computer Literacy Committee–As part of the FCTL I am currently organizing a working group to look at updating the policy of MCCC on computer literacy testing.

- Faculty Spotlight–I was invited to be part of the Bat Cave Faculty Spotlight. I prepared questions and met with a faculty member for an on camera interview.

- Web Design IPIC–I presented another session of my Web Design Basics workshop during pre-class week.

- College Assembly–I worked with Ed Carmien to prepare science fiction photographs of the campus to be used in the Fall College Assembly. Due to time constraints they will be presented at the Spring Assembly.

- Library–I reviewed the Digital Media book collection in the library and removed the outdated books. I have been working with Professor Levy and Professor Barfoot to solve the problem of outdated software textbooks through the online books available at Lynda.com.

- OCOG–I participated in the One Course One Goal Initiative across campus.

- English website–I reviewed and provided feedback for Amy Vondrak on English department website.

- Business website–I reviewed and provided feedback for Andrea Lynch on the Business division website.

Contribution to Community

- ACM/IEEE: Graphics Film Show–Professor Roney and I represented the college at the annual ACM/IEEE Graphics Film Show in Princeton. We prepared a loop of animations as well as a display of student work.

- Facilitated Internships & Competitions–On the DMA website I created an area to collect and post internships and job openings. Many of our students have used this resource to find jobs and internships. Many companies in the community have used this resource to find students to work at their companies.

- SeeingItThrough.com–This semester I am leading a group of students from the Graphic Design Club in a campus wide advertising campaign to encourage the MCCC community to vote on November 4th. We have created posters, buttons and a website that are aimed at building a community of people who promise to vote.

- Garden State Project–Last semester I worked with a team of students to create a collaborative Digital Imaging project that was shown during the annual Visual Arts student show on campus. For the project each student photographed each other and then digitally manipulated one of the other members of the group.

- Graphic Design Club–I lead the Graphic Design Club with Professor Laplaca. Last semester we took some of the students to the Thinking Creatively Conference at Kean University. We also led the club in various competitions, community outreach projects and sponsored lectures.

- Teen Arts–I participated in the Teen Arts Festival by teaming up with Professor LaPlaca and Professor Dalton. We led a three-part workshop in which we planned to show students how to photograph themselves, digitally manipulate their image and design a magazine cover using their image.

- Promotional material–I organized and prepared the Digital Media Arts presentation at the community events–Creating the Future, Celebrating Success and the annual Open House–including a loop of animations, a website showcasing student work and a display of Digital Imaging work.

- StorytellingArts website–I worked with the Web Design III class to redesign the website of a local non-profit group–StoryTellingArts. For this project we photographed several storytellers and made digital recordings of their stories. We featured these stories on the website as a new way for the group to support the teachers through their website.

2C. **PROFESSIONAL GROWTH:** (e.g., graduate studies; membership and participation in professional societies; scholarly research and writing; artistic exhibitions or performances; seminars and workshops relevant to position; professional consulting; professional reading, etc.

Because of the extensive evaluative activities related to "Professional Growth" in Prof. Sarah Sweeney's Self-Evaluation, I am copying these from this document for review here:

- Thinking Creatively Conference–Last semester I attended the Thinking Creatively Conference at Kean University. At this conference I attended a workshop that introduced some of the new innovations In Adobe Illustrator. I also attended sessions on the future of advertising and web design, brand intimacy, understanding clients and artistic process. The session by Richard Wilde, the chair of advertising design at SVA, was influential in changing the direction of DMA105, Introduction to Computer Art. During this session Professor Wilde discussed the importance of play and risk in creating great art and design.

- ~~The Fletchers website–I created a website for a local rock group The Fletchers made up of former band~~ members from Rotator Cuff and Dandelion Fire–two groups that had hit singles on MTV and the Real World in the 1990s.

- IWA website–I finished my work for the Institute for Women & Art at Rutgers by revising my preliminary designs and creating several templates for the Rutgers IT department to implement.

- SNAP TO GRID–Several of my digital images appeared as part of a group show at the Los Angeles Center For Digital Art.

- ChanSchatz Assistant–I worked as an assistant for the ChanSchatz artist team manipulating images for a book they are producing. For this project I got a chance to experiment with a new piece of software called FluidMask.

- Imagined Pieces project–I coordinated with Sears to photograph a series called Imagined Pieces. I spent the summer at Sears Portrait Studio working with Sears photographers to photograph subjects and then manipulate the images.

- ColorColony–I continued work on ColorColony with my partner Danielle LaPlante. We completed a marketing plan and started to advertise the site to potential users.

- AfterEffects Workshop–I was invited to attend an AfterEffects Workshop in a class at Columbia University. The workshop was given by Tenzin Phuntsog, a digital media artist who has worked on Apple iPod commercials using both AfterEffects and rotoscoping.

3. OTHER COMMENTS

(Continuation of narrative on page 1, performance in areas not covered under previous categories, special accomplishments, etc.)

Faculty Information Page

Name _____ Date _____

The faculty member is encouraged to provide the DPC with evidence or information appropriate for inclusion in the summary evaluation. Submission by faculty must reach the chairperson at least two weeks before DPC consideration of the evaluation. The chairperson shall provide faculty with the DPC's evaluation schedule. Tenured faculty may choose to submit this report in lieu of an annual self-evaluation provided that it addressed attainment of objectives; he or she may also submit an addendum or a separate comprehensive self-evaluation at the end of the year. Non-tenured faculty may not substitute this page for the annual self-evaluation.

NOTE: For each category, list special items, cite evidence, or specify particular contributions and achievements sine the last summary evaluation was prepared.

INSTRUCTION

1a TEACHING

SEE ATTACHED SELF-EVALUATION NARRATIVE

1b RESULTS OF STUDENT EVALUATIONS

NON-TEACHING

2a CONTRIBUTION TO DIVISION

2b CONTRIBUTION TO COLLEGE AND COMMUNITY

2c PROFESSIONAL GROWTH

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Faculty Member's Signature

Mercer County Community College

FACULTY EVALUATION AND IMPROVEMENT
Faculty Response Form (Summary)

Comments:

Signature of Faculty Member 11/13/08 Date