



Contract Renewal

NEW MEDIA ARTS FACULTY

2011–2012

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I. AREA OF PRIMARY RESPONSIBILITY

A. Accomplishments

1. Teaching Philosophy *addressing Strategic Outcome D: Globally Competitive and Collaborative.*

As an educator, I believe that creating a comfortable, professional and engaging environment is essential for student learning. It is my role to foster critical, creative and independent thinking to help students find their own voice in design. As a Career and Technical Education (CTE) program, equally important is my responsibility to research and implement the best methods of presenting relevant information to my students in order to cover the traditional and emerging knowledge and technical skills of our discipline, in order to make our graduates job-ready. I plan relevant assignments and guide my students through learning strategies and processes in the classroom that can be applied across many disciplines, towards community service, or in the workforce.

Creating a healthy classroom environment is a shared responsibility and requires engagement on both the side of the instructor and the students. I am aware that as an instructor, students will feed off the energy that I bring into the classroom and know that my enthusiasm may help inspire them. I try to relate to my students by making them aware that I am familiar with what they may be experiencing as information is being presented to them; I often interject my lectures and share common thoughts or frustrations that students may be encountering given the time in the semester, and ask the do the same. This in turn creates a comfortable yet professional environment where students can communicate openly with me, and I can address their concerns, so they can become actively engaged with the learning process.

I like to encourage students to become critical, innovative and independent thinkers by pushing themselves to develop ideas that go beyond the standard solution; Frequently, I assign a project and immediately show examples of solutions that are cliché and solutions that push the limits. I ask that they strive for the latter, invite change via feedback from critiques, and learn by means of search and engagement.

I firmly believe in active learning. My method of instruction includes lectures, guest speakers, industry

tours, client interactions, demonstrations, role-playing, sample work and inspiration sharing, project development, individual instruction, group discussions, and critiques. Throughout my experience teaching, I have found that no one method alone is superior; it is the collective use of these methodologies that render the best results, since they appeal to different types of learners and engage students in a variety of ways. When I assign my students a new project for the first time, I simultaneously work on the same project along with them and show them my progress and my final solution. I find this particularly helpful as it allows me to anticipate many of the problems, frustrations and concerns that my students will face, and adjust my lectures and schedule accordingly.

I believe in the importance of relating coursework to workforce. Frequently phrased in the form of a question, “Can you draw a parallel between the progress I am asking you for, and what might be asked of you as future designers by your art director at a design firm?” I also feel that providing students with an authentic and practical learning opportunity such as client-based classroom projects is invaluable to our field. Students are able to develop a more solid understanding of working with a client by experiencing it hands-on, and can carry this experience with them as they enter the workforce. Consequently, I strive to make several of my projects client-based, and when possible, also social changing or service-learning oriented, as this is another strong interest of mine. According to the National Commission on Service-Learning, service learning enriches student learning, strengthens communities, and teaches civic responsibility, which is in line with our college’s Strategic Plan. I have found that affording students the opportunity to participate in projects that directly affect society is quite motivating and rewarding for them. It is also quite rewarding for myself, a designer who strongly believes in designing for social change, and as an educator, where my ultimate goal in teaching is not only to prepare my students to enter the workforce, but also to become collaborative participants within a society.

2. Courses Taught

This past academic year, as an instructor at KCC, consisted of teaching five distinct courses: one section of Art 112: Introduction to Digital Arts, Art 125: Introduction to Graphic Design, Art 129: Corporate Identity, Art 295: Portfolio Design, and 2 sections of Art 293v: Internship. These courses required five unique course preparations which include syllabi, lesson plans, assignments, schedules, tutorials, grade sheets, relevant resources and current inspirational work samples, which I provide them within course support websites (Full course websites with supporting materials can be viewed at www2.hawaii.edu/~ailed/112).

The screenshot displays the course website for Art 112: Intro to Digital Arts. At the top, there are navigation links for Home, About, Contact, and a sidebar with Resources, Lab Hours, and Office Hours. The main header area is green and contains the text 'art one twelve. INTRO TO DIGITAL ARTS' along with the schedule 'MWF: 8:30AM-10:35AM, LAMA 118'. Below this is a section titled 'Where Art & Software meet.' which includes a 'Course Overview' box and a large, colorful illustration of a pink pig wearing sunglasses. To the right of the pig is a photograph of a Baltimore Sharp baseball in its box. The bottom portion of the page is a schedule for 'Project 1. Fantasy Meal', showing dates 'WON AUG 22' and 'WED AUG 24'. For each date, it lists 'DUE' dates, 'ACTIVITIES/LECTURE' (including overview of course syllabus, student introductions, and project introduction), and 'HOMEWORK' (writing and proofreading the story).

Screenshot of Art 112: Intro to Digital Arts Course Website (Schedule and Project Support Docs section)

While the course websites are not intended to support a fully integrated method of online teaching, they have been very helpful in organizing the course content in a manner that is more accessible to my students. Course websites provide a central location for all course-supporting documents and lay out a strong structure for how the course is run. These websites serve many purposes, they allows students to time-manage, provides faculty that I mentor with a nice guideline to draw from, and gives me a nice course framework to assess and build upon.

Two of my most successful teaching materials created and supported on the course websites are screenshot and video tutorials. Screenshot tutorials are particularly helpful when I need to teach technological processes that require various setting changes in the process. Screenshots allow me to capture the settings in a visual format, attach descriptions of their individual functions so that students get a documented sense of what setting to choose without being pre-occupied with having to memorize it or simultaneously write down the settings; instead, the student can focus on performing the process. Screen shot tutorials are nice for students because they can reread or print them as necessary to gain a better understanding of the process, whether while in front or away from the computer. Because the web readily supports multi-media files, I am also able to post video tutorials I create to display technical lessons. Video tutorials can serve as a refresher for material covered in class, help students who need additional help/time to review the material in the comfort of their own home, or allow students to learn ahead as necessary, and in the event of absence they can serve as a primary teaching tool. I find video tutorials helpful because they even help to provide me with a quick refresher of material that I need to know prior assisting my students. When using the video tutorial in class as an instructional tool, it also provides a nice way to assess, improve upon its shortcomings and immediately supplement it with my teaching, as it gives me a free hand that can allow me to move up to the screen and interact with the screen by pointing out additional areas as necessary.

i) Art 112: Digital Art—Fall Semester 2010

Introduction to Digital Art introduces students to digital technology and its applications in the production of visual art with an emphasis on aesthetic criteria using vector, bitmap and 2-D animation software. I find teaching Digital Art to be rewarding, yet amongst the most challenging course I teach. The technology learning curve, coupled with the artistic component of the course, poses a great hurdle for students and instructor alike. As a course offered to non-majors, many students are not familiar with the manner in which many of the art new media courses are ran, so I have found my course website particularly helpful for this group.

To help students grasp both compositional art skills and the technology, I have them develop and refine their concept and composition on paper first through writing and refined sketching—most of this work is done for homework and supported via lectures, group and individual critiques. I consistently show relevant examples of student work to help inform lecture. I make it a point to show the strongest work, as to set the standard for the course. I had debated this procedure, as I thought it might intimidate some, but found that it actually encourages them to work harder and gives them a good idea as to my expectations. It seems to me that students find it easier to work harder when they have a clear indication of what the instructor expects.

I employ daily in-class demonstrations as the basis of my instruction for learning the technology component of the course and have found teaching by repletion to be the most successful method when it comes to the simpler technological processes. For more complicated processes, I use the screenshot or video tutorials and post them online for future reference. While I do not require the use of books, recommendations are given to those feel that some literature will help reinforce what is covered in class. I encourage students to practice at home by downloading legal trial versions of the software, to come into the lab to work on their projects or to come see me during office hours. Once they have fully developed both skill sets separately, they begin merging the two by scanning in their final compositions, and begin working on the technical execution.

To encourage a positive learning environment, I make it a point to help each and every student and make sure that I speak to each student and see each of their progress every day irrespective of where they are on their progress. I try to offer words of encouragement and ease their frustrations by empathizing with them and encouraging them to keep on practicing. On pre-critiques and critique days, I encourage constructive criticism and try to engage students varying the method of critique ranging from smaller groups to silent critiques. To help support college writing, reflection and critical thinking, I have all students write artist statements for their works using appropriate design terminology. The quality work that the students produce, despite being non-major and the introductory course level, never ceases to amaze me.



Art 112: Introduction to Digital Art Student Samples—
Project 1 Fantasy Meal, Project 2 Movie Poster, Project 3 Animated Greeting Card (movie screen captures).

ii) Art 125: Introduction to Graphic Design—Fall Semester 2010

Introduction to Graphic Design covers various ways of organizing visual elements, such as photographs, illustrations and text in page design, by examining their conceptual meaning and using structural systems such as grids, modules and other design principles. Lessons and examples are used to show structural devices for organizing visual elements. Examples are also analyzed to help students understand what makes a successful concept. Students are required to conduct research on content meaning to inform their design concepts and make educated choices on how to appeal to their market.

This past academic year, I was able to continue to incorporate a project that covered the conceptual, and organizational requirements of the course, while adding the element of client/service-learning. Students were

able to learn more about their field of study, New Media Arts, while developing promotional posters to promote their program to the community and to do outreach for High Schools. Funding sources have been secured to support our effort, and the posters will be printed this fall 2011. This project was a big hit with the students, serving as portfolio pieces and by allowing them to gain hands-on experience with real client interaction, expectations and in-house art direction as it is done in the field.



Art 125: Introduction to Graphic Design Student Samples—Project 1 NMA Client Posters

As a result of student feedback, an additional project was developed for this class, bringing the total to 3 projects for this course. The second project focuses on the idea of designing for social change. I actually got the idea for this while reading the section on *Hawai'i Planning Context*, item 2) *Social Change* in our college's strategic plan; it reads: "Increasing poverty and the growth of an underclass with related problems of crime, teenage pregnancy, and homelessness are overwhelming government's ability to respond. Serious state and federal budget deficits will negatively impact university and college funding and our ability to respond." This inspired me to develop a socially minded project, which intends to deliver an inspiring message to prevent pregnancy by either promoting abstinence, or the use of condoms through the package design and free distribution to its target audience during seasonal events (Prom, Football, etc). The message could be expressed conceptually through: design, form, function, materials, production, and/or literary message. The

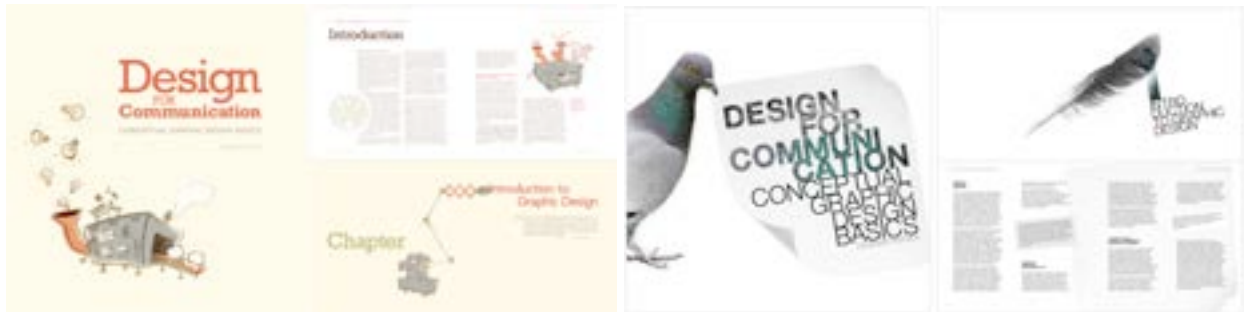
pieces varied greatly, they were interesting and many quite effective. Only one promoted abstinence as a means to prevent pregnancy. I am not sure if I will use this assignment again, as the concept of pregnancy is closely tied with sex, and while the students enjoyed the project in the context of the classroom, I am not certain how comfortable they will feel about placing this piece in their portfolio and discussing it with potential employers.



Art 125: Introduction to Graphic Design Student Samples—Project 2
Row 1: Informational Pamphlet in condom package form, promoting abstinence to teenagers, during Sexual Awareness Week.
Row 2: Condom Package promoting safe sex to married couples to prevent unwanted pregnancy during Back to School season.
Row 3: Condom Package promoting safe sex to single promiscuous males to prevent unwanted fatherhood during Father's Day season.

Students then expand their knowledge of our field and conceptual thinking and multi-page layout skills by reading excerpts from the existing book *Design for Communication: Conceptual Graphic Design Basics* by Elizabeth Resnick, to derive visual and conceptual imagery for the book cover jacket and spreads. The book jacket designs and imagery used within must be visually inspired by the title of the book or its content, a practice, which is frequently used in the book and movie poster/cover industry. This practice encourages

designers to learn about the product and client for which they are designing, as a means to better understand and define the project goals, and ultimately solve the design problem by providing an informed design solution.



Art 125: Introduction to Graphic Design Student Samples—Project 2 Book Cover (full Jacket not shown) and Spreads

iii) Internship 293v—Fall Semester 2010, Spring Semester 2011

Internship provides students with a supervised work experience in multimedia production. This course enables students to apply the knowledge and skills acquired in the classroom to the work environment. During this academic term I taught two sections of ART 293V Internship—one each semester.

Students meet with me and work with me individually to prepare their preliminary internship portfolio, resumes, cover letters, and develop their interview skills and business practices prior to seeking internship placement and many times before actually enrolling in the course. Once enrolled in the course, students are required maintain regular contact with the instructor and provide regularly scheduled progress reports throughout the course of the semester. Progress reports are in the form of a template that require an activity log so that they learn to document how long a process takes them in the even they ever need to bid out a similar project once should they decide to freelance or start their own business. Progress reports also allow for reflective writing and inquiry on the work that they are doing and the problems they may be experiencing, which allows me to specifically address concerns and provide mentorship in this area.

In addition to preparing lecture and readings and interfacing with the students, the internship course requires my networking with professionals in our field and actively searching for internship locations and requesting internship placement opportunity for our students by either calling, emailing, mailing letters and

visiting locations on-site. Students are provided with an updated list of business venues and contacts that can help guide them in their search. I make recommendations to both students and businesses based on interests and needs, to help secure placement that will be beneficial to both parties. I provide students and businesses with an internship contract that promotes mutually fulfilling internship responsibilities and as an attempt to provide protection from the misuse of our interns. On a number of occasions, community representatives have commended me for the professional manner in which I handle the interaction with businesses and the internship course; I strongly believe that this interaction is helping our students and campus build a strong rapport with our community and business leaders.

In the past year, I have helped negotiate and build internship opportunities by communicating with and/or placing interns at the following notable design firms or departments in our community, I am happy to say that more than half of our internship were paid this past year (**designates locations where interns were placed*): *William Knight Consulting, *KCC Kapiolani, *Ikayzo, *Hoku Pixel, *Eric Woo Design, Super Printer II, *Rapid Technology, *Hawaii Animation Studios, *Tutor Hawaii, *Street Car Industries, Nishioka Media, Loomis ISC, *Hawaii Animation Studios, *KCC Koa Gallery, Clear Channel Radio, Empowered Internet Solutions, Lancifer Visual, Oceanic Time Warner Cable, and Republic Retailers.

Ultimately, the internship is intended to be more than a way to open the door of opportunity for employment; it is also intended to be a self-reflective process for the students to learn about themselves, their working process, and the type of focused work they may want to do when they enter the workforce; the aforementioned is addressed as they complete a culminating Final Internship Brief.

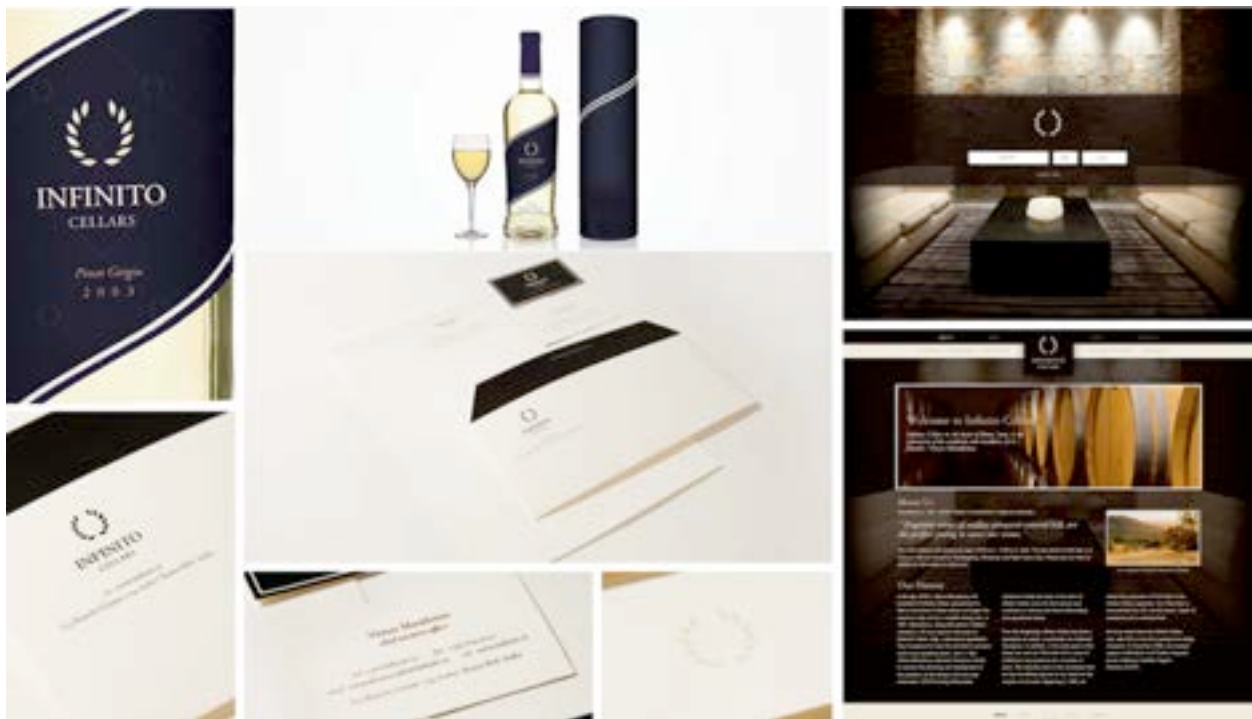
Reflection

“After interning I realize how hard it is working with real clients, tight budgets, and short time lines. But I have found that I really enjoy working collaborative and not just on my own.”

Art 293V: Internship Student Sample—Final Internship Brief: An excerpt from reflection statement.

iv) Art 129: Corporate Identity—Spring 2010

The goal of Art 129 Corporate Identity is to conceptually and visually develop corporate identity collateral with effective branding and marketing guidelines through the development of print and web design. In terms of teaching methodology, this course is ran very similar to Art 125 Introduction to Graphic Design, however I have changed to coursework to one extensive multi-component project for the entire semester, enabling students to produce refined quality work in a system that is unified and elaborate. By analyzing local business trends, I have found that most companies in Hawaii are now steering towards this idea of corporate branding, so being able to design multi-component system packages across all mediums with cohesiveness and diversity, as opposed to single pieces in multiple projects, makes our students more valuable and marketable. The feedback to this approach has been very favorable upon portfolio review, and is appropriate for a class in their last semester of student.



Art 129: Corporate Identity Student Sample—
Winery Identity: Logo, Business Card, Letterhead, Envelope, Splash and Home Page Composite and Wine Label/Container.

v) Art 295: Portfolio—Spring 2010

Art 295 guides students through the process devising a strategy to compile and focus their work to best market their skills through the unified presentation of a resume, cover letter, business card, and interactive and hard copy portfolio. Freelancing and contracting issues are covered to better prepare students for entry into the job market and a review of submitting portfolios for university/college transfer is conducted.

This course is unique in that I found myself deviating with my standard teaching strategy, which includes a lot of the structure and schedule keeping. As a course that is required to culminate the degree, most students at this point in their career have a strong sense of design and a good sense of self-discipline, so it is different in that I do not find myself having to constantly remind them about the importance of process and sketching, they are well aware of it at this point and willing to do it. Initial lectures are spent familiarizing the students with the contemporary designer's working world and different methods of portfolio presentations. Content for the course has been developed and incorporated as students pose questions based on their work experience. I place a strong emphasis on the presentation format of their work as well as the work itself. Course assignments range from portfolio preparation, contracting, invoicing to professional printing. This year we visited a professional offset printing company as the students took their business cards into production.



Art 295: Student tour of *Electric Pencil* printers. Tour consisted of approving and signing-off on proofs, learning about registration, selecting papers for digital printing, and checking out the offset printers in action along with the rest of the facility.

In terms of conceptual development, this course is a lot looser in pleasing the aesthetic preference of the instructor and is more focused on helping them find a voice in their work and a method of presentation, which helps define them as designers. I structure the course with a month dedicated to choosing and editing all their previous work they planned to include in their portfolio, we search for their strongest pieces, with a range of style and which cover the various aspects covered by interface design degree, in the event that their pieces are not up to par, they are required to expand upon the pieces or invent new pieces to help complete or diversify their portfolio. After successful editing of a majority of their pieces, they begin to sketch concepts for the look and feel of their identity and online portfolio design. Once their drafts are refined, they begin to implement their online portfolio design and the interior pages. I encourage them to write about themselves and the work to help them better prepare for questions that potential employers may ask. They are required to write a resume that is geared towards a design audience, as well as write a cover letter to a potential employer.



Art 295: Portfolio Design Student Sample— Personal Identity: Logo, Resume, Cover Letter, Business Card, Digital and Hard-Copy Portfolio

3. Contributions to Major Curriculum Updates; Assessment—Course & Program SLOs

- a) ***Activity:*** NMA Interface Design Sub-Curriculum Committee, *Member & Curriculum Proposer*
Contribution and Significance: In support of Performance Measure D10 to *Redesign curriculum approval and revision process and fully implement five year curriculum review process*, I Participated in meetings and discussion to help in determining the curriculum and program direction for the Interface design concentration of our program. We revised the New Media Arts Interface Design specialization curriculum to include 2 new studio courses, replacing 2 old courses, and redistributing content as necessary. It is our intention that the 2 new studio courses will help students focus on particular areas of interest in the field and help them to prepare a more focused and polished portfolio for competitive entrance into the workforce. These changes to the program were submitted by my colleague Chris Gargiulo, and made effective Fall 2011.

As part of our program review, we also updated a majority of the courses in our specialization. As part of our department's effort towards compliance with the 5-year cyclical review and to fulfill the requirements set forth by accreditation on our college, this academic year, I personally proposed 3 course updates (ART 127, ART 129, ART 295) via the new curriculum central process, and have successfully walked them through and completed the approval process. The courses were updated to include new competencies, that not only met the expectations of each course, but that also linked to course content, to methods of evaluation. Additionally, the course competencies were developed such that they would also align nicely with our Program Level SLOs for effective program level assessment, which we conduct annually.

- b) ***Activity:*** NMA Program and Course Level SLO Annual Assessment, *Participant*
Contribution and Significance: In support of Performance Measure B7 to *Complete two documented cycles of development for all certificate and degree programs, for assessment, evaluation, and improvement of student learning outcomes*, NMA made an early effort to devise and implement an annual Program Level SLO Assessment; we been conducting such assessment for the past 3 years using our capstone courses' student work (cover letters, resumes, design portfolios and animation demo reels). As noted in the preceding paragraph, the Program SLOs line up with our course competencies. The rubric used for the assessment of the Program Level SLOs is based on a version of the rubric use in my courses, making the assessment at the course level and the program level consistent. The program and course level assessment are imperative for the institutions' self-study required by WASC. Of equal importance, is the health of our program, the Program Level SLO annual assessment date is now used to help improve the program curriculum, pedagogy, support etc., as we are now able to spot weaknesses in our program/students and try provide our students with better support in those areas by improving those areas in our teaching.
- c) ***Activity:*** New Media Arts Program (NMA) Advisory Board, *College Representative*
Contribution and Significance: Assist in the coordination of meetings, participate and facilitate the discussions of the NMA Advisory Board whose purpose is to advise the program staff, department, dean and the Chancellor on planning, development, and evaluation of the NMA Program based on academic and industry needs. Our advisory board has been the driving force behind our recent curriculum and program revisions as noted in activity "a)" above. This year the Advisory Board postponed meeting until next year, since the program is currently undergoing major revisions. This coming year, the Advisory Board will meet to revise the NMA Advisory Board by-laws.

B. Assigned Time

1. New Media Technology Preparation

In addition to my general course preparation, as faculty in a CTE program, it is imperative that I keep current with the technology, trends and processes in the rapidly evolving field of New Media. I am grateful to be supported by our department chair and dean, so that we are able to adequately prepare our students to enter the workforce by performing and training them at current industry standard.

Due to a new release of our most commonly used software suite: Adobe Creative Suite CS5, with this academic year's New Media Technology Preparation Assigned Time, I was able to dedicate 328 hours researching, implementing, testing, and giving live in-class demonstrations that span across 5 different software applications. The work performed resulted in new live in-class software demonstration/lessons: 12 in Illustrator, 11 in Photoshop, 8 in Flash, 7 in Dreamweaver, and 26 in InDesign, all which serve roughly 45 students. Students were able to apply the new technologies to their assignments, and view visual libraries of updated samples to incorporate new technology changes and trends. In addition, I also spent time researching and incorporating into the instruction the technical use of new equipment hardware and peripherals, such as, printers, scanners, digital cameras, tablets and other technology required for experimental binding methods, printing processes and technology, which rapidly evolve in our field (See Appendix D: Assigned Time Requests & Completion Reports).

C. Evaluations

1. Student Evaluations

I strongly value student feedback and conduct feedback sessions regularly throughout the course of the semester, so that I am able to implement feedback for the course as readily as possible. The following chart summarizes the data for my Student Evaluations from each course based on a 5.0 scale:

| Item No. | Item Evaluated | F 2010 COURSES | | | Sp 2011 COURSES | | | MY TOTAL AVERAGE (<i>Campus Mean AY</i>) <i>rounded to nearest .00</i> |
|----------|---|----------------|---------|----------|-----------------|---------|----------|--|
| | | ART 112 | ART 125 | ART 293v | ART 129 | ART 295 | ART 293v | By Item for all Courses for Academic Year |
| 1 | The course objectives and procedures were clear. | 4.43 | 4.69 | 4.83 | 4.71 | 5.0 | 5.0 | 4.78 (<i>campus mean</i> = 4.39) |
| 2 | The Instructor was accessible to students outside of class. | 4.75 | 4.62 | 5.0 | 4.86 | 5.0 | 5.0 | 4.87 (<i>campus mean</i> = 4.27) |
| 3 | The course was well organized | 4.29 | 4.46 | 4.83 | 4.86 | 4.83 | 5.0 | 4.71 (<i>campus mean</i> = 4.28) |
| 4 | The instructor knew the subject area. | 4.63 | 4.92 | 5.0 | 4.86 | 5.0 | 5.0 | 4.9 (<i>campus mean</i> = 4.59) |
| 5 | The instructor encouraged students' participation. | 4.5 | 4.69 | 4.83 | 4.86 | 5.0 | 4.75 | 4.77 (<i>campus mean</i> = 4.42) |
| 6 | The course material was presented in a clear and effective way. | 4.38 | 4.62 | 4.83 | 4.71 | 4.83 | 4.88 | 4.71 (<i>campus mean</i> = 4.26) |
| 7 | The instructor provided a good atmosphere for learning. | 4.71 | 4.62 | 4.83 | 4.86 | 5.0 | 4.75 | 4.8 (<i>campus mean</i> = 4.35) |
| 8 | The instructor encouraged me to think for myself. | 4.38 | 4.77 | 5.0 | 5.0 | 5.0 | 4.88 | 4.84 (<i>campus mean</i> = 4.38) |
| 9 | The instructor graded tests and assignments fairly. | 4.5 | 4.85 | 5.0 | 4.86 | 5.0 | 5.0 | 4.87 (<i>campus mean</i> = 4.42) |
| 10 | The instructor informed students of their grades on exams and assignments promptly. | 4.63 | 4.46 | 4.83 | 4.86 | 4.83 | 4.88 | 4.75 (<i>campus mean</i> = 4.34) |
| 11 | The instructor demonstrated concern for students. | 4.5 | 4.77 | 5.0 | 4.86 | 5.0 | 5.0 | 4.86 (<i>campus mean</i> = 4.32) |
| 12. | The instructor treated students fairly. | 4.25 | 4.85 | 4.83 | 4.86 | 5.0 | 5.0 | 4.8 (<i>campus mean</i> = 4.42) |

My average of item scores ranged from a 4.71–4.9 out of a 5.0 scale compared to a 4.7 low–4.95 high from my previous contract renewal, which shows I was able to sustain my averages in all areas, and which are significantly above the campus mean (4.26 low–4.59 high). I attribute this sustainability to continued revisions to many of my course presentations and teaching materials, which aid in my teaching.

Based on the data I realize that my weaknesses, both at average scores of 4.71, are in the area of: *The course material was presented in a clear and effective way*, and *the course content was well organized*. I attribute this to three things: 1) the implementation of new assignments, which is a new learning curve for me as a teacher in terms determining which way to best structure lecture to make sense with the new assignment; 2) the current organization of the course websites which guide the students and the method in which students access the information and resources; and 3) the current unavailability of sync-able online calendars to help student manage/track coursework due. The latter two items will be addressed with a redesign of course websites and its contents, along with the integration of online calendars that students can sync up with digitally for reminders for the students (See Part I: Section E. Goals & Objectives Related to Primary Responsibilities).

While my average for *the instructor encouraged me to think for myself* rose from 4.75 to a 4.84 overall from my last contract renewal, which I attribute largely to a change in assignments which encourage creative thinking and the clear adherence to the design process which involves a lot of critique, the data clearly shows that one course is negatively impacted in this area, Art 112: Introduction to Digital Arts, which is a lower division art course open to non-majors. While the assignments are intentionally developed with an open-ended format to encourage independent thinking on the part of the students by requiring them to create the storyline for all of their own assignments, it is possible that the students (many of them non-art majors) are unfamiliar with the purpose of critique and perceive the feedback/help offered to them in class as limiting and prohibiting their own creative thinking; while in reality feedback is just meant to help them open their eyes and minds to other possibilities and encourage their independent thinking further. I must do a better job in the future of explaining to them the purpose of critique. However, my belief is that the lower score in this specific course is due more to fact that the course is very heavily software-based in comparison to other courses; and in the world

of teaching software, it is very matter-of-fact, “this is the way you create a new file” type of thing; unfortunately, not a lot of room for creative independent thinking on the students part when it comes to learning the technology for the first time, and on an introductory level.

Other areas in need of improvement in other classes based on student comments are as follows:

- Art 125: Introduction to Digital Art—
- “Shorten the critique time.”
- “Sometimes project due dates feel short and unexpected...”
- “Need more time to think for the book cover project.”
- “I felt that the project checkpoints were too squished, maybe she could adjust the project timelines”
- Art 295: Portfolio Design & Art 129: Corporate Identity (same group of students)—
- “... I personally think this should be a 2-day a week class!”
- “I would suggest more one-on-one feedbacks...”
- “Don’t be so lenient about our due dates.”
- Art 293v Internship—
- “... I think for future internship courses, Ailed should have 2 sessions with her to work on our portfolio, resume and cover letter. That way we can all be on track together.”
- “Some alternative internship options for Animation side students listed would be immensely helpful.”

In this section I will address the student comments above, as they are often the key indicators of what is or isn’t working in the classroom. In Art 125, I had initially decided add a third project based on the previous year’s student feedback, which I made a goal in previous contract renewal for this past year. However, based on this past year’s student feedback of that implementation—resulting in feeling that the timelines for the project were too short, and considering the fact that all three projects I had in that course were highly “conceptual” in nature and one is client-based, which requires additional thinking time, it would make more sense to readjust the number of assignments back only 2 again, for this course. Instead, I will make both the projects more robust to make good use of class time, but allow more time in the schedule for conceptualizing ideas and producing the projects.

In light of the comments above in the Art 295 and Art 129 course, I will no longer offer the course as a hybrid. I tried this option after numerous suggestions from previous students to allow more independent work time to produce quality work to present to me for feedback, and to have adequate time/flexibility in schedule to find the best portfolio resources in town to produce their projects, etc, however, this did not seem

to work so well. I think that hybrid type of classroom may work for more independent, self-motivated, good time management cohorts, but not necessarily for all cohorts. I feel this particular group would have benefited more from more time in the classroom to produce work/stay on track, more one-on-one face-to-face interaction/feedback (other than via email). I agree with them 100% as this is a very intense senior semester, where they probably need all the guidance and extra pushes they can get. As a result through the semester, being that I knew that they were not adequately receiving enough face-time with me to make the progress I had anticipated in the schedule, I became a bit less strict about deadlines, and instead focused on them getting adequate feedback by conducting additional office hours times to meet with me individually, for them to produce the work effectively within the course of the semester (since they work on one semester long project for each class). The following comments speak to my attempt to rectify this situation, as I realized about mid semester that hybrid was not ideal for this course or for this group:

- made extra office ours and also communicated through email and by phone
- talk to us individually, call and email the students.
- “She would ask the class if we were doing okay, ask if we were caught up, email us when she'd notice we were falling behind and even talk to us individually to give us that extra push and encouragements. There was a genuine concern from her when she would ask about us, she really cares for her students and I think this is what makes her a great teacher...”
- “She adjusted the course workload so that everyone was capable of completing the work. She was also very lenient with deadlines so that students that were behind could catch up.”
- “She adjusted the speed of the course (project due dates) so that students were capable of keeping up and not falling behind from the course load.”
- “Makes it a point to be available to help us as much as her other obligations will allow.”
- “Always lets us get feedback even if we're not in class. We're able to email back and forth our changes so we can finish and have something presentable to class and to the upcoming portfolio show.”
- “...Stay the same Ailed!! Your awesome and I appreciate what sacrifices you've made for us!”

For the internship class, the majority of the feedback for application materials (cover letter, resume, portfolio) will still be done online, so I have adequate time to proofread and review documents accurately for consistency; However, as in section *E. Goals & Objectives Related to Primary Responsibilities* I will make it a goal of mine to begin implementing additional working sessions/seminars at the beginning of the semester in which the students can meet with me face to face as a group to discuss concerns and other topics of interest.

The topics may include communication with industry, interviewing tips, general work feedback, and other topics, which are currently only supported online via blogs and readings. Also, alternate sources for animation internship will be sought. Hopefully, this will help the student interns receive the proper guidance, reassurance, support and the extra push they need to successfully place in an internship.

Based on the data, scoring a 4.90, a notable strength is my knowledge of the subject matter. I attribute this to my formal education, research as an educator, experience in the field designing for institutions, as well as the experience gained through my personal work as an exhibiting artist and freelance designer. I often work on design solutions for new projects as I assign them and share my progress with them so that they can my design solutions and process. They are also able to view my personal work if they wish to see it. The following are student comments that attest to my knowledge of subject matter, which includes ability to critique the work and concepts for improvement:

- “Ailed's major strength as a teacher is the knowledge she holds about design. She always knew what was working and what wasn't working. I always knew that I could count on her for feedback, even if it was for a few minutes, I improved that much more.”
- “Knowing the programs well as well as art composition and industry standards”
- “She knows her subject extremely well, and communicates her thoughts well.”
- “Yes, because she knows exactly what she is doing. I'd especially recommend her to students who will be trying to get into the NMA program.”
- “Shes a good teacher very straight forward. She knows what she is talking about when she gives you advice”
- “She knows whats she talking about and makes the class very interesting and not so boring.
- “Knows the subject area very well...”
- “She knew what she was talking about, rather than saying, "I don't know". She also made the class fun since it is a pretty long class. She also gives a lot of feedback during class critiques.”
- “She knows her subject well. And is dedicated and concerned for each student.”
- “She is extremely knowledgeable of the specific topics covered in this course.”
- “She knew the subject very well and she made a good atmosphere for learning...”
- “She is very knowledgeable of the course work. She is also very passionate...”
- “Yes, she is extremely helpful and intelligent in this specific area.”
- “Yes. Fun Class, Nice teacher, knows subject well and fun work.”
- “I liked how Ailed demonstrated troubles we may run into while we're out in the field...”

Another notable strength is my availability outside of class, willingness to help and show concern for students. I pride myself on my accessibility to my students. As it often times is what the students need to

become more successful. While I realize that they may not get this type of attention from other instructors, or in the field, and at some point it may interfere with fostering independent learning (as seen by a weaker score), I believe that this is their opportunity for learning and am willing to provide this type of support (time-providing), especially since the quality of work I expect is high. **The following are select student comment excerpts that speak to my availability, willingness to help and how I show concern for students:

- “Ailed's accessibility both in and outside of class, as well as professional industry experience makes her one on one talks very inspiring.”
- “...was willing to help students. Was able to talk with the students...outside of the class.”
- “...tells students to call her, if you need help on your assignments...see her, during office hours.”
- “She made herself available outside of class by email and by telephone. The great thing is, unlike some professors, she actually cares enough about her students to respond even at times inconvenient for her.”
- “I think she really puts in a lot of effort and time, and phone time for students to do their assignments properly.”
- “You always made yourself available whether it be via email, phone, or in person. It was always easy to reach you when I had questions...i really appreciate your prompt response to emails.”
- “She's always accessible to students and really knows her stuff!”
- “She's an amazing teacher and is always there for her students.”
- “Informed us of our progress and what to improve one and better ourselves”
- “Ailed was very adamant about giving each of us equal attention, and took the time to give us lots of feedback. She also pointed us to other resources that might help us.”

It is my impression, by analyzing reoccurring themes of appreciation in my students comments, that in order for students to be successful in a small program like ours, they need 1) the instructor to be honest and knowledgeable in their field to provide competent instruction; 2) an instructor who is willing to be a motivator by providing the extra help or push when needed; and 3) an instructor to make them feel supported beyond the classroom. Below are reoccurring notable student comments that make me feel like I am addressing their needs, they are also comments that make me feel accomplished and revive my joy for teaching in the field I love are:

- “Not only does Ailed have a wonderful sense of design, she also has an innate ability to help each student individually achieve their potential. It is quite amazing to watch.”
- “Yes, she knows this subject well and is very helpful. She would never try to dismiss someone, which is something that I like about her. She is a great professor, very animated and corks. She also tells you the truth, she doesn't try to hide anything from you.”

- “Yes I would because even though she's a gives-you-brutally-honest-feedback-but-nice-at-the-same-time teacher.”
- “She is one of the greatest teachers that I've ever known.”
- “Being helpful is Ailed's major strength as a professor...She never gave up on me and always pushed me in the right direction...I wish that there were more teachers like her, that way I would feel more motivated to go to school and focus on what I have to do.”
- “When Ailed comes to class, she comes to teach. She expects her students to come to learn. This is a great mentality to create an atmosphere of learning.”

 **Please note: A full list of student comments can be found in Appendix A: Evaluations.

2. Peer Evaluations

My peer evaluations have overall been very positive and my strengths were very similar to that of my last contract renewal, highlighting my ability to make content “less dry” as noted by Carl Jennings, and using my “good sense of humor to lighten the mood” as noted by Chris Gargiulo. Chris Gargiulo further notes, “She clearly has a strong rapport with the students and has earned their respect as an instructor, as a designer, and as a likeable and approachable person.” While Carl Jennings, added, “She has a very friendly and relaxed demeanor with her students without compromising her authority.” Also, on par with my previous peer evaluations, Carl Jennings noted the practical aspect of the material being covered, my ability to “... bring relevancy and interest to her teaching by drawing upon examples from her own experience. Relevancy of coursework to workforce is a point I like to emphasize in my courses, as it is an important part of my teaching philosophy, and huge part of teaching in a Career and Technical Education (CTE) program.

Both instructors commended me on the “full range of information and support” made available via the course website. Carl Jennings notes, “She has clearly put a lot of effort into providing her students with access to the necessary support material for the class.” Additionally, Chris Gargiulo states “Mrs. Garcia should be commended for the amount of information that she provides so comprehensively on her class web site.”

I am very pleased to see that many of my teaching efforts were recognized during these two peer evaluations especially since they were part of my goals for continued improvement from my last contract renewal. This is evidenced in Chris Gargiulo’s flattering statement on how he perceives my work in the program and as an instructor:

“KCC and Mew Media Arts are fortunate to have Mrs. Garcia teaching within the program. Her knowledge in the subject matter is clearly strong, and her teaching practices are well organized and comprehensive. Other teaching faculty, myself included, can learn a lot and improve our teaching tremendously from seeing how Mrs. Garcia teaches her courses. Specifically, she should be commended for how she presents her class materials and conducts her class with excellent organization and professional execution.”

Several important recommendations were offered by Mr. Jennings, which I will attempt to address the next time I teach these courses in the following ways: 1) *Add a section number to the syllabus*: this has been added to all of my syllabi; 2) *Clarify assessment of absence/tardiness*: after several revisions to my grading rubric, I somehow managed to not include this criteria in the grading rubric for this particular course, I am glad that Mr. Jennings caught this prior to possibly becoming an issue with a student, I will make the correction; 3) *Make text bigger on screen*: While Mr. Jennings noted that this might have just been his eyes as other students did not seem to mind it, it is indeed a fact that the text presentations are rather small, as they serve a dual purpose, A) to guide my lecture on the subject in class as students are able to follow along on their individual monitors since they all have access to them, and B) to serve as further supplemental reading on the topics which we may only briefly have time to discuss in the class, since the course doesn't not require on single text book resource, the lectures are also a “green” form of supplemental reading, appropriate for the students in a hybrid course; 4) *Find ways to engage the more passive students*: I think that this is always a challenge, you get the students who actively interact with just about every presentation, and then those who don't. For this particular presentation, those who had experience in it were actively engaged, but I think maybe me making it a point to call upon the more passive students is a good idea, I will try to do that in the future. 5) *Find ways to prevent class “computer-time” from being used for other purposes*. This is a tough one, since as Mr. Jennings noted, the nature of the course give them such access to the computer. Many, many years ago, I used to require that students turn off their monitors during presentations, however, with the nature of the presentations being created for “following along,” this becomes problematic—In a digital age world of computers, smart phones and devices, I am curious to learn how others are handling this. It might be possible that many of us are

undergoing such challenge, even outside digital art courses. I'd be curious to learn, and will make it a point to ask my colleagues how they might go about handling such situation.

D. Review of Previous Contract Primary Responsibilities Goals and Objectives and Recommendations

1. Review of Previous Primary Responsibilities Goals and Objectives.

I have achieved all my goals and objectives and have responded to all the previous contract renewal recommendations by Peer Evaluators, DPC, DC, Dean and Vice Chancellor with respect to my primary teaching responsibilities as noted in Part I: Sections A-C, and in the following reflective summation which reflects on the significance of my work as an instructor at the college.

- a) ***Activity/Significance: Redesign Course Presentations and Materials.*** This academic year I continued to redesign the content and layout of my course lecture presentations, materials, and course websites. The presentations show consistency, clearer design for user friendliness and improved content for student reference and more effective student learning. The websites reorganization and design help promote higher standards of design and accessibility of information for our students, as appropriate for our discipline. Both peer evaluators commended me for such work and its value to student learning and accessibility of information, as well as for design presentation (*as noted in my Peer Evaluations*).
- b) ***Activity/Significance: Develop Assignments.*** To improve the efficacy of time spent in class, as recommended in last year's student evaluations, I made it a teaching goal to expand the amount of assignments given in Art 125 Graphic Design course from 2 to 3 assignments, and to create at least 2 new assignments in the process. The creation of new assignments is important for several reasons, but in our field it is particularly important as we want industry to see our students doing new work and see a variety of projects in graduate visual portfolios through the years. In Fall of 2010, I developed one new assignment which included a component of social-consciousness to open the students eyes to the empowering idea of designing for social change (*which is in line with my personal teaching philosophy and interests*), and one assignment, which would help to engage the students in the nature of the project coursework by learning about their own field and profession, while simultaneously promoting our program to the community as a public service by encouraging the students to go on to school and help increase the education capital of the state (*as noted in Strategic Outcome B of the college's Strategic Plan*).
- c) ***Activity/Significance: Software Demonstrations.*** In order to aid student learning in my courses at current industry standard for ease of transition into the workforce, I continued to learn and give demonstrations on current software technology and maintain proficiency in my field (*as evidenced as effective through my Self-Assessment and Student Evaluation Comments*). This is crucial to a Career and Technical Education program where graduates are expected to know current software technology, in order to compete in a global workforce (*as noted in Strategic Outcome D: Globally Competitive and Collaborative Workforce*).

- d) *Activity, Plan and Reason*: Visual Inspiration Library. I continued to perform yearly updates of the sample visual inspiration library (as commended in *Peer Evaluations*). The library helps students to see current design trends, technology and processes applied to work in the contemporary design field, so that they are able to design and compete in a global workforce (as noted in *Strategic Outcome D: Globally Competitive and Collaborative Workforce*).

2. Review of Previous Primary Responsibilities Recommendations

| Recommendation | Plan to Address Recommendation | Evaluation of Effectiveness addressing Recommendation |
|--|---|---|
| <p>Teaching Philosophy: Dean—<i>Further develop and refine her teaching philosophy to provide a fuller articulation of the purpose and intent of her work at the college</i></p> <p><i>Avoid the tendency to over-refer to a “positive learning environment” in favor of a more critical reflective analysis of the nature and purpose of the classroom setting</i></p> <p>Chancellor—<i>Situate your teaching, counseling, continuing education and/or academic support philosophy in the context of your department/unit Tactical Plan and the College’s Strategic Plan.</i></p> | <p>I plan to revisit my teaching philosophy to see if there is a way to make it both appropriate for my discipline as commended by the dean, but also appropriate and meaningful for the work I do at the college.</p> <p>I will need to reflect on what I define as a “positive learning environment” and provide a better analysis of what that really means and how it helps my teaching and purpose as an instructor.</p> | <p>I have discussed this with our department chair and dean, and after many great feedback sessions, I have begun drafting a rough teaching philosophy that seems to have the possibility of doing both things in my plan. However, it is undoubtedly still a work in progress. Since I submit contract renewal on a yearly basis, the time from when I received this feedback to this present time, is not enough for me to complete my revised philosophy and present it in a polished form at the present time.</p> <p>In the interim, I have revised and attempted to situate my existing teaching philosophy in the context of my departmental unit and the College’s Strategic Plan as CTE program, addressing critical workforce shortages and making our students collaborative participants.</p> |
| <p>Chancellor—<i>Provide a clear and concise self-analysis of how you have responded to meeting your students needs; you may want to reflect on your student and peer evaluations by including a broader discussion of learning and success as they relate to your student evaluations.</i></p> | <p>Determine student needs. Determine if and how I am meeting those needs by reflecting upon peer & student evaluations.</p> | <p>Determined student needs relative to our discipline and student learning needs in general. Found 3 needs, which I appear to consistently be addressing based on my student evaluations by analyzing common themes of appreciation within student comments (See last paragraph in Part 1: Section C: 1. Student Evaluations).</p> |
| <p>Assessment of Course and Program Level SLOs Dean—<i>Ensure that she is applying the most up-to-date assessment methods in her courses and providing leadership to ensure that the course-level, program-level, and degree-level outcomes are supported and assessed in a consistent fashion.</i></p> <p>Chancellor—<i>Provide in the section of your application dealing with your primary area of responsibility evidence of how you have contributed to the assessment of course-level, program-level and degree-level</i></p> | <p>Review my participation in assessment in the past year in future years. Find ways to ensure leadership in such areas. Beginning with implementing them fully in our program first and then possibly serving as a mentor in that area to others.</p> | <p>I have been actively participating in the college’s current assessment methods, leading the college as one of the first programs to asses the program on a yearly basis for the past 2 years. We have also implemented one course level assessment for the course (Art 112) in which several course sections are taught so that they can be consistently assessed. I will be implementing that assessment for the first time this year. We recently reviewed our program and courses by updating them through curriculum central, and linking all course content, competencies to an assessment method. When updating our course competencies that are in line with our program learning outcomes, which should the</p> |

| | | |
|--|--|--|
| <p><i>outcomes in a consistent and ongoing manner.</i></p> | | <p>transition to course-level SLOs and Program level assessment relatively easy. For more information please see Part I: Section A: Accomplishments, 3. Major Curriculum Updates; Assessment—Course & Program SLOs.</p> |
| <p>Primary Goals: Dean—<i>In consultation with the discipline coordinator, department chair, and/or Dean, identify appropriate goals and outcomes for areas of primary responsibility and provide greater depth and reflection on these</i> Chancellor—<i>Provide explicit details of your goals for your next application.</i></p> | <p>Discuss goals with Program Coordinator, Department Chair and Dean, to determine appropriate primary responsibility goals.</p> | <p>I have discussed this recommendation with the Dean and he has recommended that the goals in my primary areas of responsibility be clear and relate to my teaching philosophy and what I intend to achieve as an instructor in my discipline and at the college. Consequently, I have developed new goals and have provided greater depth and reflection on these by providing a statement of significance along with them as seen in the next section Part 1: Section E: 1 a-d.</p> |

E. Primary Responsibilities Goals and Objectives for the Next Contract Period

1. Self-Assessment and Future Goals and Objectives

Based on my based on a self-assessment, peer evaluations, and student evaluations, I am relatively satisfied with my teaching performance during this contract renewal period. There are still many areas that I wish to improve upon and have set upon the following goals:

- a) Increase student engagement in coursework and field of study.
- b) Implement innovative strategies to improve student learning and encourage student time management.
- c) Maintain current software competency in our field to provide contemporary industry standard student instruction.
- d) Implement current assessment methods for Art 112, and develop assessment methods at the course level for at least 3 courses of the courses that I teach.

I aim to achieve these goals in the future by: 1) selectively choosing or developing the nature of the assignments I incorporate into the coursework and how the projects are coordinated in the classroom eg. Client work, Service Learning, Conceptually-driven work, Group Work, etc., 2) Continuing to improve the consistency, design and content of my lecture presentations and course websites for effective student accessibility of information and student learning (as commended by my peer evaluations) and by possible integration of syncable online calendars onto individual course websites, 3) Continuing to learn and give demonstrations on current software technology in our rapidly evolving field (*as evidenced as effective through my Self-Assessment and Student Evaluation Comments*) through the effective use of reassigned time, in an effort to produce industry standard work-ready graduates that can easily transition into the workplace, and 4) Begin the assessment methods at the course level which are in line with our program level outcomes, after proper consultation with SLO experts and receiving additional training in that area.

II. AREAS OUTSIDE OF PRIMARY RESPONSIBILITY

A. Accomplishments

1. Institutional Service

PROGRAM.

- a) ***Activity:*** NMA Interface Design Sub-Curriculum Committee, *Member & Curriculum Proposer*
Contribution and Significance: Please detailed information, please see Part I: Section A: 3. Contributions to Major Curriculum Updates; Assessment—Course & Program SLOs.
- b) ***Activity:*** NMA Program and Course Level SLO Annual Assessment, *Participant*
Contribution and Significance: For detailed information, Part I: Section A: 3. Contributions to Major Curriculum Updates; Assessment—Course & Program SLOs.
- c) ***Activity:*** NMA Program Advisory Board, *College Representative*
Contribution and Significance: For detailed information, please see Part I: Section A: 3. Contributions to Major Curriculum Updates; Assessment—Course & Program SLOs.
- d) ***Activity:*** American Institute Graphic Arts (AIGA) Student Group, *Faculty Advisor*
Contribution and Significance: In an effort to support our college's strategic outcome to promote student engagement and collaboration, I am serving as faculty advisor to a student group that promotes and provides opportunities for extracurricular activities in the field of new media. As part of their membership, the students were able to secure \$500 towards the cost of printing their portfolio class presentation materials along with food and prizes given during their meetings.
- e) ***Activity:*** NMA Student Group, *Faculty Advisor*
Contribution and Significance: In an effort to support our college's strategic outcome to promote student engagement and collaboration, I am serving as faculty advisor to a student group that promotes and provides opportunities for extracurricular activities for students in the field of new media. As a part of this effort, the students were able to secure a healthy budget to put on their senior portfolio show and demo reel at the end of the semester. The funds provided covered the cost of the food for over 100+ industry members, family and guests.
- f) ***Activity:*** New Media Arts, *Volunteer Faculty Advisor*
Contribution and Significance: In an effort to promote student success, provide one on one faculty advising to prospective student by pre-reviewing program application portfolios, former students by providing job leads and other technical assistance, and current students in search of counseling/mentorship in New Media Arts, as needed. Last year, I counseled and helped 4 students seeking guidance in the preparation of their graphic design entrance portfolio (Ray Stanchfield, Christian Anulao, Cathy Yamane, and Garrett Kato); three of the four were accepted into the NMA program.
- g) ***Activity:*** Portfolio Improvement Workshop, *Coordinator and Designer*
Contribution and Significance: Coordinated and participated as a reviewer in the intense faculty assisted

work improvement workshop for students have a dedicated time to receive feedback from several faculty members and also to improve their work via faculty one-on-one in-person support.



- h) ***Activity:*** New Media Arts program—Interface Design, *Presenter*
Contribution and Significance: Given 6 informative presentations to ART 112: Introduction to Digital Arts students. A New Media Arts recruitment effort to open students' eyes to the field of new media.

DEPARTMENT.

- i) ***Activity:*** Faculty Peer Evaluations, *Peer Evaluator*
Contribution and Significance: Evaluated two fellow faculty members, as assigned by the department chair. Helped by providing feedback to peer faculty in an effort to improve quality of teaching student learning at our institution.
- j) ***Activities:*** Departmental Functions, *Participant*
Contribution and Significance: Participate regularly in monthly meetings and departmental tasks such as reviewing and voting on departmental curriculum proposals, providing feedback on departmental regulations as requested, and serving on as Arts & Humanities Curriculum Committee representative.

CAMPUS.

- k) ***Activity:*** KCC Curriculum Committee, *Voting Member*
Contribution and Significance: In support of Performance Measure D10 to *Redesign curriculum approval and revision process and fully implement five year curriculum review process*, I joined the curriculum committee in Fall of 2009 and continue to serve this past year (2010/11) as voting member, during the strong institutional push for 5 year-review cycle for the institution's accreditation self-study. As a curriculum committee member, I have aided in the preparation of guidelines for curriculum development; reviews courses, policies, and procedures; Used curriculum guidelines to review and make recommendations to the Senate on: a. Degree requirements; b. Program proposals; c. Course proposals; d. Course modifications and deletions; e. Other matters related to curriculum, such as providing feedback on new Curriculum Central database. As one of two curriculum committee department representatives, I have helped to facilitate the communication between the curriculum committee and our department faculty.
- l) ***Activity:*** Screening Committee, *Member*
Contribution and Significance: Served on 2 screening committees for one faculty and one staff position. Helped by providing expertise in our field to screen and gauge the qualifications of applicants and promote the hiring of qualified faculty and staff for our institution.
- m) ***Activity:*** KCC Marketing Advisory Committee, *Member*
Contribution and Significance: Represent the voice of NMA while assisting KCC's effort to create a stronger image by improving a marketing plan. The committee is charged with setting guidelines for information going out for public consumption, and to look at our image as seen through major portals such as the Web.

- n) ***Activity:*** WACE Institute on Global and Experiential Education, *Participant*
Contribution and Significance: Over the summer, I participated with a team of five in a 5-day institute in Cape Ann, Massachusetts consisting of several workshops [see Professional Development section (a)]; additionally, we participated in developing a plan of action and a PowerPoint presentation summarizing the plan to better serve and increase enrollment of Native Hawaiian student and promote their success by expanding the scope of the Native Hawaiian Career and Technical Project to include pre-vocational students at Kapiolani Community College. This effort supports the colleges plan to offer career “pathways” to support students in the beginning of their academic careers to target retention and success, and also supports KCC Strategic Outcome A which is directed by UH System planning to *position Kapi’olani Community College and the University of Hawai’i as leading indigenous-serving higher education institutions.*
- o) ***Activity:*** KCC, Long Range Development Plan, *Pro-bono Design*
Contribution and Significance: Designed the KCC Long Range Development Plan covers. The document serves as the campus’ master plan and guide to direct the form and character of our campus.



SYSTEM.

- p) ***Activity:*** DOE /UHCC ART 112 Introduction to Digital Arts Vertical Articulation Efforts,
Follow-up to Former Lead Position held
Contribution and Significance: Continue to follow-up on system-wide effort to vertically articulate ART 112 Introduction to Digital Arts between the UHCCs and the Department of Education (DOE) in an attempt to establish a Career and Technical Education (CTE) Career Pathways in the Arts & Communications area. The efforts of this system-wide project would enable high school graduates to receive college credit for Art 112 by completing equivalent coursework at their respective high school. Vertical articulation would help promote student success, which is in line with Kapi’olani Community Colleges’ strategic plan, and possibly help boost enrollment at our institution and program. This effort is currently at somewhat of a standstill—waiting on the revisions of the DOE’s Arts & Communications standards, for which I am also serving on the advisory board.

2. Professional Development

- a) ***Activity:*** WACE Institute on Global and Experiential Education, *Participant*
Contribution and Significance: Over the summer, I participated with our team of five in a 5-day institute in Cape Ann, Massachusetts. Along with the planning to advance Hawaiian enrollment and success as discussed in *section m Institutional Service for the campus*, the institute consisted of several of the following workshops: Experiential Learning/taxonomy and theory, educational planning, removing barriers, engaging stakeholders, models of reflection, assessment and evaluation, and international and global experiences. These workshops were particularly helpful in the context of my internship class where reflection is extremely important and assessment and evaluation is quite difficult considering a bulk of the work takes place outside of the classroom. In the coming academic year, I will be updating my internship reflection to access the internship at three stages of the internship experience (before, during, and after),

for a more comprehensive view of the internship experience. Currently, the students are not required to fully reflect prior to the internship experience starting. The course Employer Evaluation will also be revised to include some of the areas explored in the assessment and evaluations workshop, as this evaluation will not only help the students recognize and potentially fix their weakness, it may also point to weakness in our program that may need addressing.



- b) ***Activity:*** American Institute for Graphic Artists (AIGA), *Member*
Contribution and Significance: Member of largest professional organization for Graphic Artists. Membership facilitates networking amongst professionals and special access to job boards, industry reports and articles on the standards, ethics, salary/job trends of our discipline which I can then share with our students in our Portfolio course, as they prepare to enter the field.
- c) ***Activity:*** Emerging Technology and Trends, *Researcher*
Contribution and Significance: As a practicing professional in the field, I am constantly researching emerging technologies in the field of design and multi-media. Of primary interest to me are computer software and hardware developments, printing technologies and capacities and graphic design trends. This academic year's tackle was to learn the new software interface and functions of Adobe Creative Suite 5 and the updating of my courses' Visual Inspiration Trend Libraries. As part of my research, I subscribe to professional magazines, websites, newsletters, forums, online groups, Webinars, web broadcasts such as Adobe.com, Lynda.com, Graphic Design USA publication, AIGI Design Archives, Smashing Magazine online, and call and visit local business venues such as design firms and printers to get a sense for the local business pricing and practice. The insight gained through this activity is invaluable and I am always searching for ways to share it with my students and incorporate into applicable coursework, so that students learn to apply new techniques and theory in the classroom according to current industry standards and trends.
- d) ***Activity:*** Teaching Webinars, *Attendee*
Contribution and Significance: As an educator, I have a vested interest in researching and applying new teaching methodologies that promote innovative and possibly more sustainable ways to support student learning through the use of digital media, such as multi-media presentation, course websites, PDF and video tutorials. This year I have attended the following Webinars: "Transform Photoshop or Illustrator Artwork into Interactive Content without Writing Code with Flash Catalyst," "5 Secrets of Great Web Typography," "Managing and Leading Creatives, Creatively," "Leveraging Digital Media Across the Higher Education Campus," "Enhance Campus Productivity and Collaboration with Adobe Acrobat," "Master of Arts: Design and Media Management," along with other teaching strategies and pedagogy lectures from the Wiley Faculty Network 2010/11 Guest Lecture Series online. The Webinars listed helped me introduce new methods of PDF portfolio creation for my Internship course along with developing more efficient ways of providing feedback online and promoting collaboration for my hybrid courses. The Webinar on leadership has been particularly helpful in the search to integrate and best lead more group-work activities as suggested by student evaluation comments in the last academic year. The Wiley Faculty Network 2010/11 Guest Lecture Series online help me learn about teaching strategies and pedagogy shared by other peer faculty nation-wide.

3. Professional Activities

- a) ***Activity:*** Faculty Mentorship, *Mentor*
Contribution and Significance: Serve as a mentor to approximately 3 junior faculty in my program and at other UHCC campuses, by sharing my assignments, grading rubrics and other pedagogical research, through casual conversations, in meetings, and upon hiring of new faculty. I also help guide and provide tips on writing for contract renewal by voluntarily sharing my Contract Renewal Document when requested by fellow KCC faculty. My contribution helps in creating and promoting a collaborative collegial environment amongst faculty peers at our institution. It also helps me gain a better understanding and define my teaching pedagogy better.
- b) ***Activity:*** Wellness Adventure for Children, *Educational Advisor*
Contribution and Significance: This project facilitates the process of health communication and education in early childhood by dispelling the anxieties and fears common in young children through series of colorful and informative books. I provide feedback on content, layout and business plan.
- c) ***Activity:*** AIGA KCC Student Group “Designer Horror Stories.” *Guest Speaker*
Contribution and Significance: Share experience as design professionals with KCC AIGA Student Group. Shared burn stories, basic business practices and ethics. Students got to hear first hand our practices as design professionals in the field and will be able to adapt/learn from our experiences.
- d) ***Activity:*** Content Connections, *Online Advisory Panel Member*
Contribution and Significance: Serve as an online advisory panel member by assisting *Content Connections* and their publishing client in the development of new learning tools in the area of Digital Media Arts and Design by sharing my experience and needs as an instructor in that area. The feedback I contribute may help shape the support materials and resources provided to instructors by the educational book publishing companies.

4. Public Service

- a) ***Activity:*** Hawaii Department of Education—Communication-Arts Advisory Council, *Member*; and Graphics Standards Work Group, *Member*
Contribution and Significance: Continue to share my expertise as a new media professional and educator by helping revise their standards to align with align industry needs, DOE curriculum and UHCC curriculum as much as possible to help ease the transition from high school to community college or university system and eventually to the workforce. These membership roles have allowed me to network with other individuals that are critical to the vertical articulation effort of ART112: Introduction to Digital Arts between the DOE and the UHCC system. It has also allowed me to gain insight as to the inner workings of the DOE curriculum and more importantly to gain a better understanding for the needs of the industry professionals in the Hawaii market which I can apply to my own curriculum and in the classroom.
- b) ***Activity:*** Special Volunteer and Freelance Project Requests, *Screening and Recruitment*
Contribution and Significance: As a public service, I screen special project requests and aid in the recruitment of students. I have connected over a dozen students to compensated project opportunities, gaining exposure for our students and helping them make income in the process.

- c) ***Activity:*** 2010 KCC International Week, 2011 International Festival, *Pro-bono Design*
Contribution and Significance: Designed the informational promotional posters for the KCC campus event, which is open to the public and helps educate about cultures of the world.



- d) ***Activity:*** 2011 NMA Demo Reel & Design Portfolio, *Organizer & Pro Bono Design*
Contribution and Significance: Organized, promoted the student portfolio event to the public/art community via email to industry, press-releases, coordination of radio announcements with one of our faculty, and designed and coordinated printing of our event postcard. The promotional material helps draw visitors, industry and potential students to help promote our program and graduates. The event creates a networking opportunity for the faculty, and for the students preparing to enter the workforce.



- e) ***Activity:*** NMA Facebook and NMA Twitter, *Creator and Administrator*
Contribution and Significance: Created and continuously update our NMA Facebook and NMA Twitter social networking sites to help promote our program, campus and keep the art/design community informed of NMA and other Art/Design local events. Currently the two sites have 152 fans and 60 followers, respectively.



- f) ***Activity:*** Armed Forces Communications & Electronics Association Convention, *Attendee & PCATT Presenter*
Contribution and Significance: Helped promote the Pacific Center's for Advanced Technology and Training (PCATT), one of New Media Arts prime grant supporters, at the Armed Forces Communications and Electronics Association Convention. These activities help support student success through outreach, they promote the New Media Arts program and our supporters through public exposure and the dissemination our promotional materials, and they help our faculty network with individuals in our field and build connections, and even open the possibility to expand our lecturer pool from professionals in the field via these new contacts.

B. Review of Previous Contract Non-Teaching Goals & Objectives & Recommendations

1. Review of Previous Non-Teaching Goals and Objectives.

I feel that my previous Non-Teaching goals and objectives were adequately met. Listed below are my previous contract Non-Teaching goals, based on recommendations and my assessment of areas I felt were in need of improvement or that due to interest in those areas, I wished to continue to be involved in. Also included is a brief statement on my participation and how I reached those goals:

- a) *Continued to engage in the following activities.* Continued to participate in activities such as evaluating my peers, serving on hiring screening committees, faculty mentorship, serve as a member of the NMA Interface Design Sub-Curriculum Committee, serve as New Media Arts Advisory Board college representative, Wellness Adventure for Children educational advisor, serve as member on the Hawaii Department of Education—Communication-Arts Advisory Board, handle Special Projects Requests screener/recruiter, serve as the administrator for the NMA Facebook and Twitter pages, Pro-bono designer as public and institutional service such as KCC International Week and Festival, NMA Events, continue to judge competitions, and continue to serve as on the campus curriculum committee (See significance of these activities and as evidenced in Part II: Section A: 1-4).
- b) *Served as a representative for my department and as voting member in the Curriculum Committee.* Learned more about curriculum processes and requirements on our campus as I helped update my program's curriculum, and assisted proposers in improving their proposals as they walked them through the curriculum process on campus (For additional details see Part II: Section A: 1j).
- c) *Updated the curriculum for at least 3 more courses in Interface Design.* Helped departments' and institution's effort towards compliance with 5-year cyclical review to fulfill the requirements set forth by WASC accreditation. I updated the courses Art 125, Art 129, and Art 295. (For additional details see Part I: Section A: 1a).
- d) *Served as the AIGA KCC Student Group Advisor.* To promote student networking in the industry, this past year I began serving as the AIGA KCC Student Group Advisor (For additional details see Part II: Section A: 1d).
- e) *Revived and served as a Co-Advisor to the New Media Arts Student Group on campus.* This group organized and helps promote the student events, such as the portfolio show in our NMA program. The group also encourages student engagement in their field of study. (For additional details see Part II: Section A: 1e).

2. Review of Previous Non-Teaching Recommendations

| Recommendation | Plan to Address Recommendation | Evaluation of Effectiveness addressing Recommendation |
|---|---|---|
| <p>Inclusion of Photos Dean—<i>Select the most appropriate photos for inclusion in the dossier.</i></p> <p><i>Consider the inclusion of a simple compact disc onto which samples of her students' work might be loaded.</i></p> | <p>Review photos that seem most appropriate to illustrate my discussion.</p> <p>Weigh the pros and cons of putting work on disk.</p> | <p>I have decided to only include 1-3 prime examples of each student assignment in a larger format so the viewer can more clearly see details and appreciate the work; whereas, normally I may have included up 6 works in a smaller format.</p> <p>After further discussion with our Dean, we deemed it more appropriate to include the work within the contract renewal to encourage the work to be viewed since it is central to nature of our field.</p> |
| <p>Assessment/SLOs: Chancellor—<i>Provide clear evidence and documentation of your involvement in faculty development and college opportunities (initiatives and programs) to learn about and use outcomes and assessment to improve, increase and enhance student engagement, student learning and student success.</i></p> | <p>Review my participation in assessment in the past year in future years. Find ways to ensure leadership in such areas.</p> <p>Beginning with implementing them fully in our program first and then possibly serving as a mentor in that area to others.</p> | <p>I have been actively participating in the college's current assessment methods, leading the college in one of the first programs to assess the program on a yearly basis for the past 2 years. We have also implemented one course level assessment for the course (Art 112) in which several course sections are taught so that they can be consistently assessed. I will be implementing that assessment for the first time this year. We recently reviewed our program and courses by updating them through curriculum central, and linking all course content, competencies to an assessment method. When updating our course competencies that are in line with our program learning outcomes, which should be the transition to course-level SLOs and Program level assessment relatively easy. For more information please see Part I: Section A: 3. Major Curriculum Updates; Assessment—Course & Program SLOs</p> |
| <p>Promotion Guidelines <i>Review the guidelines for promotion to ensure that she is in alignment with the major expectations for a faculty member at the next rank.</i></p> | <p>Review the expectations of faculty at rank 3. Choose activities and perform at expectations of that rank.</p> | <p>I have participated in more campus-wide committees & initiatives in particular relating to campus assessment via my membership as a Curriculum Committee Member, proposer of curriculum, & by participating in current SLO assessment methods as discussed in Part I: Section A: 3. Major Curriculum Updates; Assessment—Course & Program SLOs and Part II: Section A: 1j KCC Curriculum Committee, <i>Voting Member</i></p> |

C. Non-Teaching Goals and Objectives for the Next Contract Period

1. Self-Assessment and Future Goals and Objectives.

Overall, I feel generally satisfied with my non-teaching activities. I feel that through my contributions as noted in Part II: Section A: 1-4, I was able to significantly make an impact as a KCC faculty member in the areas of Institutional Service, Professional Development, Professional Activities, and Public Service. In the coming year, as part of my future goals and objectives, I wish to:

- a) *Continue many of the Activities that I engaged in for this past contract renewal, along with possibly engaging with some others.* Continue to participate in activities such as evaluating my peers, serving on hiring screening committees, faculty mentorship, serve as a member of the NMA Interface Design Sub-Curriculum Committee, serve as New Media Arts Advisory Board college representative, Wellness Adventure for Children educational advisor, be an exhibiting artist in the KCC Faculty Show and Aloha Ho'omaluhia, serve as member on the Hawaii Department of Education—Communication-Arts Advisory Board, handle Special Projects Requests screener/recruiter, serve as the administrator for the NMA Facebook and Twitter pages, Pro-bono designer as public and institutional service such as KCC International Week and Festival, NMA Events, continue to judge competitions, and continue to serve as on the campus curriculum committee. Significance of these activities and as evidenced in Part II: Section A: 1-4.
- b) *Update the curriculum for the last course for which I am responsible for in Interface Design.* To help departments' and institution's effort towards compliance with 5-year cyclical review and to fulfill the requirements set forth by WASC accreditation.
- c) *Continue to serve as a representative for my department and as a non-member in the Curriculum Committee and possibly as a sub-curriculum committee chair if permitted.* To continue to learn more about curriculum process and requirements on our campus as I finalize updates on my programs curriculum, to help assist proposers in improving their proposals as they walk them through the curriculum process on campus, and to assist the campus in the push toward a 5-year cyclical review of all courses in an effort to meet our accreditation board's standards.
- d) *Continue to serve as the AIGA KCC Student Group Advisor and Co-Advisor to the New Media Arts Student Group on campus* To help organize and promote student events in our program, promote student networking in the industry and promote student engagement.

III. REQUIRED APPENDICES

A. Student Evaluations

B. Peer Evaluations

C. Recommendations of Reviewing Bodies

D. Assigned Time Requests/Completion Reports