Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
  - Committee contacts:
    - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
    - Division representatives on the Program Review and Planning Committee
  - Office of Institutional Effectiveness

SUBMISSION:

Program: Division: Date:

☐ We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

☒ We have reviewed our x recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature: Benjamin Cuatt   Printed Name: Benjamin Cuatt
Date: 11/21/23

Dean Signature: Printed Name: Kenneth Starkman
Date:
11/28/2023

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

   > After August 15, you will be able to access PDF copies of your program's ISS data here: ISS_ISLO_Documents. The folder will also include instructions to access Tableau dashboards with the same information. The instruction document will also provide more context about how these standards are calculated. If you have any questions, please reach out to the Office of Institutional Effectiveness at ie@fullcoll.edu.

   > Printing Technology regularly exceeds the Institutional Set Standards. The data provided by the Office of Institutional Effectiveness in FY 2022/2023 is no exception, with 93.2% success, and 94.9% completion rates, respectively for the whole program.

   > Disaggregated by individual course, the data continues to exceed standards. The lowest outliers are still far above the minimum standard, though they fall just short of the aspirational standard at 83.3% for both success and completion.

   > Breaking down the data further by demographics also points to an extremely equitable outcome for the department. The overall program completion data is still largely above the aspirational standard for all ethnicities except for the Two or More, which greatly exceeded the minimum but did not meet the higher goal. However, just as with individual course data, there is a shortfall of success for students self-identified as *White* or *Two or More* ethnicities, especially when disaggregated by both course and ethnicity..

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

   > Printing Technology's overall data shows a very healthy student body with no readily-apparent achievement for any subset of student, though there are some insignificant outliers to the data that show a slight deficit.

   > The macro success of the department can be attributed to our hands-on and differentiated instruction. Instructors in Printing Technology take a personalized and relational approach to teaching, and use project-based learning to buttress more conventional lecturing and reading assignments. The projects not only help solidify concepts by giving students the opportunity to practice what they have learned, but intentionally drive them toward challenges that require they internalize and demonstrate the types of skills and theories discussed in lecture as a problem-solving method. Guidance and further instruction is given during the lab projects. More than just overseeing lab safety, teachers in the Printing Technology department treat lab time as an instructional opportunity to really cement the concepts of the courses in the students' minds.

   > However, outlier data does point to some minor achievement gaps. This data comes from an advanced section within a combined class which only had 6 students this past year. This sample size is not significant enough to extrapolate meaningful metrics from. Only one student in that section did not complete the course. The only possible percentage above this would be 100%.

As with the course data, the small sample size manifests itself as an achievement gap for these two demographics, with a mere 50% success rate. Since there were only two students who fit each of these categories, a single non-completion results in this percentage. In order to accurately show the achievement of either of these groups, we would need to enroll more *White* and *Two or More* students to get a fair sampling.

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?

   After August 15, you will be able to access PDF copies of your program's ISLO data here: ISS_ISLO_Documents. The folder will also include instructions to access Tableau dashboards with the same information. Please reach out to your SLOA representative if you have questions.

   Printing Technology's courses are mapped to three of the five ISLOs. We assess students' demonstrated abilities to *Communicate clearly and appropriately for a variety of purposes and audiences*, *Analyze and synthesize data/information in a variety of forms (numerical, textual, graphic) for the purpose of interpretation, problem-solving, and decision-making*, and to *Articulate personal values and goals as well as explain the skills, mindsets, and behaviors necessary to achieve well-being and professional success*."
   Overall student success on these metrics rates at 95%.
   Printing Technology does not map to the Global Awareness ISLO.
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2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?
   As with the Institutional Set Standards, the data shows that Printing Technology's success rates greatly exceed the minimums, with no readily apparent achievement gap. Though White, Non-Hispanic shows a lower percentage of meeting the ISLOs than other ethnicities, the low numbers of that demographic enrolled artificially skew the numbers .

   A single student ernrolled in two classes dropped out, and doubled their ISLO data

Part 2: Additional Resource Request Reasoning and Support

For <u>each</u> separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?
2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?
    - Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.
3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

The Printing Technology Deparment is currently in transition as it grows closer to its sister programs of DART and GRFX. Many large changes will need to be made to ensure the future of the department and, more importantly, maximise its impact on program graduates.

Funding will be necessary for the hiring of more full-time faculty, updating the computer lab, modernizing the label-making capabilities, training the faculty, as well as electrical, data, and seismic anchoring of new equipment.

Full-time Faculty Request:

The Printing Technology Department has been running on a skeleton crew since Dennis Howey's retirement in June of 2018. There is a strong need to replace this full-time teaching position. This will provide the staffing needed to keep the Printing Technology Program at a level that will provide a quality instructional experience.

The Printing Technology department excels at serving our campus' diverse student body, and decreases the achievement gap for underserved populations. Returning the Print Department to normal staffing levels would expand our reach.

The recent expansion of our cooperation with DART and GRFX programs has increased enrollment in PRNT sections, and created significantly more demand for Print certificates. As the only full-time faculty, Ben Cuatt currently teaches the majority of his load in these partner programs, and requires additional instructors to continue to regrow the program as we build back from our COVID lows.

Equipment and Facilities Need:

Label Expo Americas 2022 Conference & Expo in Chicago, IL. gave valuable insight and created connections with our local, regional, and national packaging industry leaders.

To align with industry trends learned in this experience, the Fullerton College Print Department needs to update its label printing program, which relies solely on analogue flexographic presses. While still used in industry, the switch to digital labels is well underway and our students require instruction relevant to the current job market. While there is no real ceiling on the costs for digital labels with impressive equipment like the HP Indigo, the barrier to entry is actually rather low. Small, desktop label printers are becoming quite common in the industry and are used for small,

short-run jobs. These small bespoke print runs are not a side show, but a major growth sector for label printing as they allow the capture of new accounts that used to be too small to matter. Significant growth is seen in this developing market of small-run labels and flexible packaging for clients too small to afford high quality printing when larger runs were necessary to justify the set-up cost.

A minimal start into digital label making is a small desktop label press, such as the Epson C5000. By produced labels on a web that could be integrated into a separate inline cutter for custom die cutting, or the press effectively replaces role of the smaller Mark Andy 830 presses we currently operate in our department. Such a press begins at around $4000, though a complete system with inline die cutting would increase costs.

If we are able to fully embrace the future of the industry and move toward sector dominance rather than simple relevance, the obvious addition would be an H.P Indigo digital label press. This would be a significant investment into our future and our ability to serve students. The Indigo is the best press in the industry, hands-down. There simply is no competitor and no equal. The press dominates the digital label and flexible packaging industry, and familiarity with the system is a golden ticket to meaningful (and well paid) employment. Teaching with such a press would add to the prestige of Fullerton College and we would become a training hub for the fastest growing industry segment in printing. The college already has an established relationship with H.P. and local area packaging shops that run the device as well.

Facilities:

Electrical rewiring will be necessary when we upgrade our print lab, as will data wiring and seismic anchoring for some of the new equipment.

Training:

Specific training is often included in the purchase agreement on new equipment, but broader education to the state of the wider industry and employment trends are learned at conferences. As we seek to grow our label and flexible packaging program, the best conference for our needs is Label Expo Americas, held annually in Chicago in September. This is the premier event for label printing and is where we can foster more industry connections, learn insider information, and gain understanding of the trajectories of technology and employment in the label industry.

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel	HR/Personnel	District
Facilities	$30,000	College – for anchoring and electrical
Equipment	$220,000	College - for digital Flexography and updated screen work
Supplies	$3500	Regular budget - College

Computer Hardware	$5000	Perkins/SWP
Computer Software	$5000	Perkins/SWP
Training	$5000	Perkins/SWP
Other		
Total Requested Amount:	$268,500	