



Fullerton College

Self-study for Printing Technology Program

2025

Section 1: Introduction

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

Fullerton College's Printing Technology Department prepares students for successful entry into the thriving local printing industry. It serves a diverse student body and strives for student success both academically and in employment. Printing is an equitable program, with success rates higher than average for all demographic groups and no distinct achievement gap. The department serves DSS students particularly well, and they even show higher completion rates in our program than in the campus at large.

Section 2: Students

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

The Printing Technology Department serves a diverse student body. Latin/e students comprise the growing majority of my student body, increasing from approx 50% to the current 71% of the population. Other ethnicities are all much smaller percentages, though African American is by far the smallest group served, though it is a reflection of the overall school population. Over the last four years, our student demographic profile has shifted toward latin/e significantly.

2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Enrollment in the Print Department has, over the past five years, been in a fairly steady state of increase. We have been partnering more closely with other departments on campus and seeing a higher level of cross-pollination with students from Art and Journalism taking an interest in our program. However, gains in individual enrollment have been curtailed through manufactured course closures.

Overall our partnerships with sister programs has been quite beneficial and we are seeing a growth in interest in the program. New courses being developed in curriculum that more adequately address the current state of the industry will help bolster our numbers.

3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

Printing courses are best held in-person in our lab. Access to equipment is paramount, as hands-on training is the most effective way to teach our discipline. Hybrid modality can theoretically work, with lecture delivered remotely, synchronous or asynchronous, but lab work is nearly impossible to complete outside our space.

Meeting students' educational needs through consistent courses and opportunities has been a real challenge. The closures of our classes it has been difficult to account for. IN the past we offered a rich catalogue of courses in varying sub-disciplines of printing including digital printing, color management, packaging production, electronic prepress, variable data printing, and screen printing. (We made the decision ourselves to divest from flexography

and lithography in favor of more relevant techniques.)

With courses being cut, it is now extremely difficult for a student to complete a program of study within Print. It is only possible through heavy substitution with Digital Art and Graphic Arts courses.

2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

Our course success rates remain high across most demographics, only showing a low success rate with two or more races which had an outsized impact on the percentages due to a low number of students. Our course completion rate overall shows at 80%, but the low success of the tiny demographic skews the overall number downward.

We have seen many self-reported job placements over the past five years. In 2025 alone we placed five students in full-time positions in the printing industry.

2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

Data shows a low success rate with two or more races which had an outsized impact on the percentages due to a low number of students. Our course completion rate overall shows at 80%, but the low success of the tiny demographic skews the overall number downward. There were only 4 students this past year in this category, and two did not complete. While the failure of any student is a tragedy, such a low total number multiplies itself in the calculation of average percentages.

3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

At this time, a combination of class closure and unreplaced retirement has exacerbated our completion deficit. We do not offer the courses required to complete our program at this time. Our revised curriculum and relaunched department seek to rectify this issue through a more focused

pathway.

4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

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2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

We review CSLO and PSLO data each semester. Our SLOs are tied to the central content of each course, so a significant number of unsuccessful outcomes points toward serious instructional issues. We make changes to methodology and equipment practices based on the outcomes.

2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

Other than the outsized impact of two of our four "Two or More Races" students, there is no noticeable achievement gap in our department. Our practices seem to achieve an equitable outcome.

Section 3: Other Areas of Program Effectiveness

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Printing Technology is undergoing an exciting metamorphosis. A review of our curriculum, technology, and methodology has shown a department behind the times. We have been misapplying effort struggling to hang on to outdated thinking and technology. Working alongside our counterparts in the local printing associations, we have determined through careful consideration where we are lacking. We are working diligently to bring about the much-needed changes to the department. Taking stock of current and emerging trends in the graphic communications sector, we have made the decision to move away from legacy analogue technologies and toward the current state of the industry: digital & specialty imaging.

Every one of our courses and programs are being redrawn to reflect the effects of emerging technology and to prepare graduates for success in the industry. Courses dedicated to analogue technologies, particularly offset lithography and flexographic printing are being retired in favor of new classes exploring the frontiers of printing advancements in both technology and theory.

Through grants we have funded a complete overhaul of our lab space on campus, replacing old technology with high speed electrostatic and inkjet presses that are overtaking antiquated roles worldwide. We have acquired 25 individual pieces of equipment that comprise 9 distinct printing processes and promise to take our department into the future.

2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

One of our best student opportunities has come through our partnership with the Journalism department. Our students are now a part of the *Inside Fullerton* magazine production team, working alongside a cohort of Journalism, Photography, and Graphic Arts. They get real-world experiences in teamwork, deadlines, soft-skills, and cooperative goals, (and no small amount of machine troubleshooting). Printing Technology students won a Print Excellence Award from the Printing Industry Association, which is a professional rather than student competition, beating out over 200 other entries from actual print shops in the magazine category. The professionalism they learn through this project will serve them throughout their careers.

Our students also volunteer at the International Printing Museum for special events.

The budding partnership with Spyder Labs has also given work opportunities to our students as liaisons between schools, and one of our graduates now works there full time.

3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

As printing is tied to the greater economy, large trends such as paper shortages and the price of imports does affect us.

Section 4: Faculty and Staff

4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

At the time of writing, I am the sole staff of the Printing Department, and only reflect a minority portion of our population, between 9% - 29% depending on year. To adequately reflect our student body we would need to hire faculty, preferably of Latinx ethnicity.

2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

Since Fall 2021 I have seen a sharp decline in staffing. With the return to campus following the closure of in-person classes due to COVID 19, our enrollment was low, and we offered a smaller selection of classes to start back with in-person instruction. This put all three adjunct faculty inactive, and waiting to have a course available to teach. As the only full-time faculty, I covered every course that I could to make load. Starting in Spring 2022, I began teaching in the Digital Art department for part of my load, opening up the screen printing classes for Adjunct Professor Sam Karaba to return to the classroom. We maintained a minimum of courses for three years, with Mr. Karaba running multiple sections of screen printing while I taught Print 101. This was stable until Spring 2025, when multiple issues converged prompting administrative action that closed his classes for Fall 2025 and will likely result in his retirement.

The lack of faculty has keenly hurt the program. Without adequate staffing we struggle to keep classes open. I have reached out across department and division lines for support. Though I am finding much-needed allies within my own Technology and Engineering as well as in the Fine Arts Division, the lack of faculty continues to frustrate attempts to enact our strategic plans.

On the positive side, I have been able to make use of student laboratory volunteers to help with maintenance of the equipment and assistance fulfilling incoming projects from around campus. I had two part time student workers who helped forge a relationship with Spyder Lab - a regional high school enrichment program of printing entrepreneurship, which promises to be a valuable feeder program. The good done by these volunteers and part time workers illuminates the need of a dedicated classified staff assistant to help with these tasks over a longer term.

4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

I have personally attended trainings and conferences on equity and inclusion, and have read books such as *Why Study History When its on Your Phone* and have made changes to our course delivery to de-emphasize testing as a metric for student success as the practice contains many baked-in cultural biases.

2. How have these conversations shaped practices or polices in your program? What action has arisen from these discussions? If no action has been taken, why not?

We have moved toward hands-on skills demonstrations and project-based grading. Late work and extra credit are considered on a case-by-case basis and flexible scheduling accommodations where family care-taking or work conflicts arise.

3. What additional areas of professional development could help your faculty and staff engage in this work?

Travel to conferences that focus on equitable teaching would be valuable.

Section 5: Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

My previous SAPs included

1. Replacement of its retired faculty
 1. Pending district funding
 2. Acquisition of new electrostatic digital printer
 1. Spectacularly Accomplished - we were awarded a Strong Workforce grant to acquire a Xerox Iridesse digital press that we now use in partnership with Journalism to produce the student publication *Inside Fullerton*, winning professional printing awards for our work.
 3. Replacement of hydraulic paper shear
 1. Accomplished! The old Ceybold Citation was replaced with a smaller electrically driven model.
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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

I was not funded for hiring a second full-time faculty, and still operate as a single teacher.

SAPs

Tech Lab Printing Service

Short Description:

We plan to launch a Printing Service desk within the department run by students to serve the school's internal promotional printing needs. We will leverage our new technology to produce flyers, t-shirts, stickers, and other promotional items, while giving students learn the crucial and elusive soft skills that can differentiate them in the competitive job market. We will also use this service to offset the cost of supplies and service contracts necessary for operation.

Measurable Outcomes:

This plan should: • Increase job placement • Help grow the enrollment of the printing department through reputation

College Goals:

1.2. Increase equitable usage of apprenticeship/internship; 2.5 Increase sense of belonging/mattering

SAP Phase:

New

Resource Requests

Classified Lab Aide

Enhancement:

We require a classified staff supporting the printing department to aid in our strategic goal regarding the Tech Lab service bureau, and to assist in laboratory maintenance and upgrading efforts.

Personnel-Related:

As we grow into offering the internal intenship of the Tech Lab, we will need classified staff to help with the processing of payment and scheduling of jobs, similar to the jobs of David in Automotive and David in Cosmetology. (If ours could be named David it would at least be consistent with the rest of the division)

Resource Category:

Non-Faculty Personnel

Quantity:

1

Unit Cost:

\$42,000.00

TotalCost:

\$42,000.00

Resource Requests

Full Time Faculty Expansion

Enhancement:

This department needs two full time instructors to operate at full effectiveness. Returning to a two-instructor program would allow greater influence in recruitment, industry relations, equipment acquisition and maintenance, and curriculum development in ways that adjunct staff fall short.

Personnel-Related:

In order to raise completion rates, we need to offer more courses. We will need to staff the new courses as they come online through the curriculum process. One faculty will be insufficient for the task.

Resource Category:

Full-time Faculty

Quantity:

1

Unit Cost:

\$85,755.00

TotalCost:

\$85,755.00

Adjunct Instructor

Enhancement:

The strength of our college is its faculty and their working relationships with our students. We cannot put students first only through facility and technological improvements. Time and again, studies show that the most effective way to improve educational outcomes is increasing the amount of individual instructional attention each student receives, which can only be done through staffing sufficient faculty.

Personnel-Related:

Again, as we expand our offerings to enough courses for program completion, we will need faculty to teach the courses. Please note: I am not familiar with Adjunct Faculty Contracts regarding salary schedule and maximum unit load. My cost is approximate.

Resource Category:

Adjunct Faculty

Quantity:

1

Unit Cost:

\$11,000.00

TotalCost:

\$11,000.00