

**DEPARTMENT REPORT  
OF  
PROGRAM LEARNING OUTCOMES ASSESSMENT**

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Department: Design Department

Program (Degree): Printing Technologies (PRT)

Type of Degree:  X  AAS      AA      AS      ATS      AIS

Chairperson: Kyle Fisk (Acting Chair)                      Date: 5/18/2000

Person(s) Interviewed: Kyle Fisk (Acting Chair)

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- I. **Program Curriculum**: A description of the basis for the program curriculum (i.e., how it is derived and validated). Include accreditation organizations, advisory committees or external groups that influence curriculum. Describe curriculum review activities including the review of course master syllabi.\*

The needs of the industry are a major driving force that influences the curriculum and learning outcomes. Members of the PRT Advisory Committee provide input into the revision process.

Printing Industries of America (PIA) is a major professional printing association which has developed a recommended curriculum for Printing programs. Faculty are currently considering the merits of applying for certification for PIA. If so, the current curriculum will be modified to meet PIA's standards.

The master syllabi have been reviewed. Substantial curriculum revisions are anticipated Summer 2000.

- II. **Program Learning Outcomes**: A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities.\*

Due to increased demand for short-term training versus longer-term degree or certificate programs, the department has added certificates in desktop publishing, offset printing and digital pre-press.

An entry-level graduate with an Associate of Applied Science Degree in Printing Technologies from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Recognize, understand and use the language and jargon of print production.	All required PRT and VIS courses
2. Discuss the basic methods and processes used in the printing industry.	VIS M04, M05, 106; PRT 101, 102, 106, 120, 121, 205, 211, 221, 271, 272
3. Demonstrate the use of software for typesetting, page composition and layout.	PRT 271, 272; VIS M42, M44, 148
4. Prepare a variety of single and multiple-color work for press using traditional and computer-based prepress tools and techniques.	PRT 101, 102, 211, 271, 272
5. Print and assemble a variety of items using the methods and equipment common in offset presswork and bindery operations.	PRT 221, 222, 270, 278
6. Apply problem solving and troubleshooting skills to resolve a variety of production and equipment problems.	All required PRT courses emphasized in PRT 211, 222
7. Demonstrate adequate written and oral communication skills.	COM 206; PRT 270, 278; ENG 111, 112 or 113, 113 or 132
8. Demonstrate an understanding of the business fundamentals of printing.	ACC 111; PRT 205, 278; MAN 105; QET 101

III. **Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. **Formative Assessment Method(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

Course by course assessment is the primary means of formative assessment in the printing program. A single tenure-track faculty member works with all majors ensuring course consistency throughout the program.

- b. **Summative Assessment Method(s) and Description:** a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Course, PRT 278, Printing Technologies Capstone, is a three-credit-hour course required of all Printing majors. Students must demonstrate their level of printing proficiency with a live job. This means a real job with a real client whom the student must identify. The Design Department provides students with job leads if needed.

Major skills demonstrated through the live job are: initial client contact, concept development, initial presentation to client, modifications as necessary, development of final presentation of concepts, and final presentation with client. Each student concludes the project with the actual production/printing. The faculty supervises each student's project on an independent basis throughout the course. Feedback is requested from the clients by the faculty which occurs either face-to-face, by phone or electronically.

All Printing majors are required to enroll in PRT 270, Graphic Arts Internship, a one to nine-credit-hour course. Each printing major must enroll for a minimum of three credits of internship and a maximum of nine credit hours. Students are generally placed in an appropriate work site by Sinclair.

Faculty currently initiate feedback with student, alumni and employer surveys in order to assess the success of students hired by industry.

**IV. Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

Printing majors continue to be in high demand among industry employers and the statistics suggest that 80% of SCC's graduates are successfully placed in the printing industry. Students not placed in the industry indicate they plan to transfer or go into other areas such as becoming a sales representative or pursuing the Interior Design Option (VIS). Industry requests for printing students continue at a pace greater than what SCC can provide. Many students who graduate from the area Career Academy programs are hired into entry-level printing positions with a reasonable entry salary.

Informal feedback from Advisory Committee members and area Career Academy instructors indicate Sinclair's printing majors are well educated and do very well on the job. Advisory Committee members reflect the current standards for high tech printing methods and processes.

Students enrolling in Printing as a major generally finish the program, although only about 25% of the students enrolled in printing courses are actually majors. Students with interests only in desktop publishing, offset printing and digital pre-press now are able to completing specific coursework to achieve a certificate or continue toward completion of the VIS Associates degree.

**V. Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The department is contemplating workspace redesign to enhance the efficiency and effectiveness of the learning space.

Efforts have been made to add representatives to the Advisory Committee that understand and value the current industry trends in print technology.

Course modifications have been introduced as a result of industry professional feedback relative to student knowledge

Over the next several years the printing curriculum will continue to be modified significantly based on the need to provide more flexibility and short-term training.

Faculty are considering how to infuse more oral and written communication skills into the curriculum.

**VI. General Education:** A description of where and how within the major the three primary general education outcomes\* (communication, thinking, values/citizenship/community) are assessed.

Many PRT students cooperate with VIS capstone non-profit service projects as an element of program completion. This project requires students to understand project needs and expectations and deliver appropriate finished product to the client. This “service project” affords students the opportunity to complete an authentic task utilizing their specific skills learned in the PRT program along with more general educational skills of communication, thinking, and values, citizenship and community.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Written skills are stressed very little throughout the printing curriculum.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral presentations are required throughout the curriculum as students must present their projects to faculty, other students and clients. Oral presentations and critiques are a necessary part of student project presentations.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Thinking skills are reinforced through the use of problem solving skills. Good problem solving skills must be applied to determine what to do when things go wrong with the printing process. Many of the printing courses stress problem-solving skills with respect to mechanical trouble shooting.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values are touched upon in the context of individuals making responsible choices (global and environmental) related to the product composition through materials such as soy inks and recyclable products. Values are touched upon directly through some PRT courses and indirectly in others. The capstone project connects students with non-profit community agencies and encourages community awareness and good citizenship through service.

Ethics is touched upon with topics such as business ethics and legal issues regarding copyright.

- \* Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.