Ferris State University

College of Technology

Printing and Imaging Technology Management Department

ACADEMIC PROGRAM REVIEW
FINAL REPORT

BS, Printing Management

BS, New Media Printing and Publishing

AAS, Printing and Digital Imaging Technology

August 7, 2008

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Program Review Panel

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PRINTING AND IMGAING TECHNOLOGY MANAGEMENT

ACADEMIC PROGRAM REVIEW

2008

INTRODUCTION

The following report is for the Bachelor of Science, Printing Management (PMGT) and the Bachelor of Science New Media Printing and Publishing (NMPP), the Associate in Applied Science, Printing and Digital Graphic Imaging Technology (PDGI) fall under the both of the B.S. PMGT and NMPP as all courses in the A.A.S. Degree program are required for both the B.S. degrees.

During the Academic Year 2007-2008 the PMGT program underwent accreditation renewal by the Accrediting Council for Collegiate Graphic Communications Inc. (ACCGC). The B.S. Printing Management Degree received a full six-year accreditation. The site visitation team report is included in this self-study stating both industry professionals and peer academics hold Ferris State University's printing programs in very high regard.

Students enrolling in either the PMGT, NMPP, or both programs, do so for several reasons. The first and most common reason is they have identified their technical passion while enrolled in the PDGI A.A.S. program, or another acceptable transfer program. The Michigan and Federal Career and Technical Education Commissions have developed career pathways that introduce all students in the USA to various technical career options. Printing is part of the Art and Communication Career Pathway. Often students studying Graphic Design learn they are better suited for printing production while enrolled in an A.A.S. Degree. We gain transfer students from a number of design programs around the Midwest.

Students who have narrowed their focus to printing at the high school level come to Ferris State University to begin their work in the A.A.S. PDGI program. During the first two years they are asked to declare a major track in either PMGT or NMPP or both. It is possible for our students to earn two B.S. degrees in five years. This has become a popular option with positive employment outcomes.

As will be seen throughout this report the printing programs are strong and important to the Michigan, National and International market place. They are highly respected throughout the state, nation and world. The curriculum is current, focused on the future, challenging, and provides excellent opportunities for graduates to pursue careers of their choice in a wide variety of specific areas all under the umbrella of the printing industry. Printing graduates are technically competent and are leaders prepared to move the printing industry into the future.

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Section 1: Program Goals

An overview of the programs that addresses broadly the areas of the program included in the Administrative Program Review Document.

A. Program Goals

Mission: *"Ferris State University's Printing and Imaging Technology Management Department will serve the Printing and Graphic Imaging Industry by closely aligning the technical, academic, and management curriculum and instructional methods to the ever changing needs of the employers. The department is committed to recruiting, training, challenging, and graduating the best possible work force for our industry."* (Mission last revised at the May 2002 advisory board meeting)

The printing programs are designed to meet the demands of our industry, its employers, society, and to challenge our students. The educational objectives associated with the BS Printing Management (PMGT), BS New Media Printing and Publishing, (NMPP)andthe AAS Printing and Digital Graphic Imaging (PDGI) programs, a list of outcomes, and a description of assessment methods used to find out how well the outcomes are being satisfied are given below:

PROGRAM EDUCATIONAL OBJECTIVES

Printing and Imaging Technology Management will graduate industry professionals that will be:

Objective 1: Capable of applying the theories of color and imaging management to whatever method of image transfer that might be used or developed.

Objective 2: Capable of developing workflow solutions that will improve product and service quality and ultimately satisfy industrial and customer needs.

Objective 3: Capable of adding value to the business transaction trough an extensive knowledge of customer, supplier, and employer needs.

Objective 4: Capable of contributing to the business enterprise by applying and extensive knowledge of financial, communications, and management principles.

Objective 5: Realize the rewards of commitment to lifelong learning in an industry, which demands continual adaptation to a dynamic world.

Explain how and by whom the goals were established.

The faculty and the department advisory committee whose members represent printing and supplier professionals from the private sector and trade associations established the goals.

The final authoring and publishing of the program goals was done spring semester of 2008 as part of our recent accreditation. Please see tables A-1, and A-2 for the Program Goal Matrix.

How do the goals apply to preparing students for careers in and meeting employer needs in the community/region/marketplace?

The goals were developed with considerable input from our constituents. The printing industry needs individuals who are knowledgeable of developments occurring within the printing and communication industry and who are able to help their employers grow and prosper. Graduates are in demand and the number of employment opportunities exceeds the number of graduates by a healthy margin.

The printing industry, the U.S.'s second largest manufacturing industry in terms of the number of establishments, is changing at a rate faster than ever before. The way in which content is digitized, edited, stored, transferred, reproduced, distributed, and even printed has changed dramatically in the last 15 years. All predictions are it will continue to evolve at a rapid rate. The Ferris State University printing programs have done an exceptional job of creating a vision and goals that will allow for a well-prepared graduate well into the future.

This is evident by the number of nationally and internationally recognized companies that have begun to actively and continually recruit our grads. One such example is Williamson Printing in Dallas Texas. Williamson is well know and well documented for their cutting edge trend to progress and grow throughout the evolution of printing companies. While they are known for very high quality of print, they are also one of the largest repositories of digital content, web developers, and producers of marketing services in the USA. They have continually come to FSU and offered positions to our graduates over the past three years.

Have the goals changed since the last program review? If so, why and how? If not, why not?

The program goals have changed dramatically since 2002. At the time of the last review, the program was still wrestling with the identity crisis that plagues many program here at Ferris State University. That is to say it was trying to find its place between providing vocational training and graduating professionals that are equipped to lead the transformation of the printing industry. The journey towards

transition and setting our new goals began with the creation of a new mission statement in 2002.

Ferris State University as an enterprise, historically has requested all of the academic units to submit goals that are more operational in nature. An example would be "operational efficiency," "SCH to FTE ratios," and "Student Enrollment." As a result, past goals were mostly focused on these aspects of the department with minimal focus on educational outcomes. Only very recently has there been a shift towards more academic outcomes. The Printing and Imaging Technology Management Department began this transition as a result of our accrediting agency standards.

Many factors have lead us through the transformation. First, our advisory board has made it clear the workforce of tomorrow needs to be more focused on problem solving and marketing skills without sacrifice to the technical. This posed a challenge to us as they also feel strongly we cannot eliminate our extensive laboratories and hands on methodology of instruction. Second, we have seen the number of our faculty reduced to the level we can no longer have a technical expert in each facet of the printing process. Third, the level of technology we are to teach is increasing at a rate faster than we can keep our labs equipped.

The goals presented in this study are the result of many hours of discussions (between 2002 and 2007) amongst the faculty and some of the world's most renowned leaders in the printing industry. They represent what is believed to be a more stable and focused approach to serving our industry's long-term needs rather than chasing each and every technical advancement and innovation. These goals and our vision have been presented at national and international forums of print educators and is being used as a model that other schools are following.

Describe the relationship of the program goals to the University's mission, the department, the college and divisional strategic plans.

The mission of Ferris State University

"Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships, and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society"

The Mission of the College of Technology

"To prepare graduates who have met the high academic standards of our programs for current and future industrial and business needs of the state, the nation and the global market."

The Mission of the Printing and Imaging Technology Management Department

"Ferris State University's Printing and Imaging Technology Management Department will serve the Printing and Graphic Imaging Industry by closely aligning the technical, academic, and management curriculum and instructional methods to the ever changing needs of the employers. The department is committed to recruiting, training, challenging, and graduating the best possible work force for our industry."

The key themes in all the mission statements are; career focused, industrial partnerships, national and global focus, and lifelong learning. All of the programs; the A.A.S and both the B.S. degrees certainly satisfy the spirit and intent of all missions.

Strategic plans are another item that has been difficult for the department to align with the college and institution. Once again, historically the institution has focused strategic planning on operational issues as mentioned earlier. The President's pillars had been the focus of planning but college and departmental alignment has been weak at best. In the College of Technology there has not been stable leadership in place long enough to form a long-term strategy. In the absence of any strategic direction given by the college, the department in 2006 created a strategic plan of sorts:

- Effectively implement the significant curriculum changes that were submitted and approved during the current academic year 07-08. These changes were made to meet, in part, the 128-hour goal threshold set forth by University objectives 2005-2006.

- Staff the five-new/revised courses in the combined curricula within existing contractual loads.

- Effectively build block schedules that will fit the student's schedules and lab availabilities with the new courses, including increased lab times.

- Examine opportunities for collaboration with other programs on campus, primarily with the Graphic Design and the Television and Digital Media Production programs. Begin the dialog by the staging of faculty meet and greet events hosted by the three Departments in the Fall 07 semester.

- Effectively implement the new collection of College of Business course offerings approved as part of our new BS PMGT degree requirements approved in 06-07 academic year.

- Examine ways to incorporate the elements of the NMPP 410-Digital and Variable Data Printing Systems course (presently only required for NMPP majors) into the AAS PDGI and BS PMGT degrees. This becomes important as digital, VDP, toner and wide format ink jet become more ubiquitous to all segments of the printing industry, not just new media.

At the time of this self-study writing, Ferris State University has developed a new strategic planning process that is yet to be implemented or presented for adoption. It is hoped this new process will be relevant and practiced.

B. Program Visibility and Distinctiveness

Describe any unique features or components of the program

The BS New Media Printing and Publishing program is very unique at FSU and around the world. It was the first of its kind in the USA and has been copied by, Rochester Institute of Technology, Cal Poly , University of Wisconsin Stout, and others around the world. Due to the rapid change in the printing industry from being an "ink on paper and distribute" business, to a "manage content, distribute and output through many media" graduates of NMPP program have been highly sought.

The BS Printing Management program is unique in that we operate "University Printing" as a core element to the curriculum. Employers of graduates and interns believe it gives FSU students and grads an advanced perspective on the real demands of the printing business environment. To better adapt to the growing needs of our industry we have been submitting curriculum clean ups each of the past 10 years, changing a course here and there to better serve trends.

The AAS Printing and Digital Graphic Imaging program serves as a very solid foundation of technical print media process in which higher level thinking and problem solving skills can be taught in each of the BS degree programs. This also allows our BS programs to easily receive transfer students from other AAS programs from on campus and off. We have established numerous articulation agreements around the Midwest to attract student.

The Printing Department is heavily supported by industry with equipment and software donations covering just about every area of instruction. In addition, our industrial partners have opened their doors to our faculty for development and student opportunities.

Describe and assess the programs ability to attract quality students.

All programs are running at less than full capacity. With current faculty staffing we can accommodate approximately 120 FTE students. Fall of 2007 we had 67 students enrolled in the department.

We are the only accredited programs in the Midwest and we are the only school students can transfer to without substantial loss of credit. Transfer students from

Westshore, Kalamazoo, and Chicago area schools are on the rise. In addition we are seeing significant transfers from Ferris' Graphic Design program. We have won praise from our accrediting agency and other industry professionals for our curriculum and instructional method.

	F2002	F 2003	F 2004	F 2005	F 2006	F 2007
Enrollment on-campus total*	104	98	93	99	86	67
Freshman	32	23	23	23	13	7
Sophomore	29	26	23	24	15	17
Junior	13	24	17	16	17	26
Senior	26	21	26	24	32	17

While this represents a downward trend we believe we have reversed this trend. At the time of this writing there are 14 freshman registered for Fall 2008, double that of last year. There are several factors that contribute to the low enrollment for these programs:

- With the exception of Cal Poly all universities across the country are experiencing a decline in printing related programs. Our industry has a poor public perception problem that is now just being addressed on a national level by the industry trade associations.
- The State of Michigan and Federal CTE "Career Pathways" have put printing into the "Arts and Communications" career pathway. When compared to other career options exposed to children, printing appears the least exciting. A new state mandated curriculum that will go into affect fall 2008 will assist in this area.
- There is confusion amongst the terms Graphic Communications (the official CIP code name for printing) and Graphic Design. Fall 2008 alone six students (that self identified by the time this study was written) mistakenly applied and were accepted to the Graphic Design program when they thought they were applying to Printing and Digital Graphic Imaging. We are working with Enrollment Services to add a verification field to the online application.
- There has been inconsistent leadership in the department since the 2005/06 year and little or no attention was given to recruiting students. Relationships with colleges, high schools and individual students have been lost from fall of 2005 to 2007. Previous leadership has returned to the department and brought back many of those key relationships.

Identify the institutions that are the main competitors for prospective students in this program

In Michigan, Western Michigan University offers the only B.S. Degree. There are Graphic Communications programs that compete with our AAS degree at: Macomb, Kalamazoo, Grand Rapids CC. Westshore, and Muskegon. Beyond Michigan, Ball State, UW Stout and Illinois State have BS degree programs.

How are these programs similar and different from the FSU program?

Western Michigan's (WMU) program is in the College of Engineering and is named the Department of Paper Engineering, Chemical and imaging. The imaging or printing part of their program has been designed to receive paper and chemical drop outs. In addition, the program was to be closed fall of 2000 due to dropping enrollment. Industry and alumni demand prevented it from closure. Fall 2004, they gained approval from their General Education committee for their equivalence of PTEC 101 Introduction to Graphic Communications to be a General Science Elective. As a result their total enrollment (Majors) has grown in 4 years from 35 in 2004 to 124 Fall 2008. Career undecided students take the Intro to Printing Science elective and find the industry exciting and declare their major to be imaging.

WMU's program is set up to be research driven. The level of technology and faculty are not anywhere near the level of FSU. The printing industry does not recognize WMU as a top level program such at Ferris.

The AAS degree programs around the region all focus on the computer pre-press and design area of our industry. There are no programs that teach the heavy manufacturing processes that Ferris teach.

What can be learned from them that would improve the program Ferris?

From WMU, Ferris could learn to broaden the scope of General Education. In the world of globalization and diversity, graduates often find themselves in areas of employment that can be vastly different from what they expect them to be. Learning science through the physics and chemistry of printing, electronics or other areas can prove to be a life long rewarding experience. In addition, it exposes students to things they never would have dreamed.

From the AAS programs, when students transfer to FSU, we are learning to fill the void in complete process education. We have selected 12 credits of course that most students do not get at the community college level that they must take here. This minimal additional background appears to be sufficient from survey data.

C. Program Relevance

Provide a labor market analysis.

The following is from a project sponsored by the Graphic Arts Educational Research Foundation (GAERF) and was jointly developed by the Graphic Arts Technical Foundation, (GATF) Printing Industries of America, (PIA) and the National Association of Print Leadership (NAPL). Published June 2008

Definition of Labor Market

What has traditionally been referred to as the printing business encompasses many segments: general commercial printing, quick printing, digital imaging, magazine, newspaper and book printing, financial and legal printing, screen printing, thermography, business forms printing, label and tag printing, packaging, greeting cards, and trade and finishing services. (These are encompassed by SIC codes 2711 through 2790 or NAICS code group 323).

Due to the rapid technological changes and broadening of the scope of services provided by many of the companies in the field today, it is more commonly referred to as the graphic communications industry. Companies in the business have expanded services to include creative design, e-commerce, web page design and hosting, mailing, fulfillment and a host of services that provide horizontal marketing well beyond the core printing model. This is a description which more accurately represents the broader range of what "printers" do today.

What We Do and Who We Are

We help the world communicate, across a wide range of platforms. Ideas are created on the computer and carried through to a variety of platforms that can include the Internet as well as printed forms of many types and variations, from personalized digital imaging to long run conventional to the side of a bus.

Many graphic communication jobs are high tech, highly skilled, high paying, creative, and innovative. They cover a wide range of positions from professional and managerial, to administrative, sales and job planning through production positions operating machines.

Graphic communication companies are entrepreneurial and innovative. They range from small companies with a few employees to large plants with several hundred people on multiple shifts. Nearly all have modern computerized equipment and stay current with technology changes taking place in the field.

Overview

Graphic communications is America's most geographically dispersed manufacturing industry and is a major force in the economy of every state. Every state has at least 60 printing plants, over 1000 employees, and over $190 million in production. The

average state has over 700 printing plants with 20,000 employees and over $3 billion in shipments. (Source: PIA/GATF, 2007)

You can go virtually anywhere in the country and get a job working in the graphic communications profession. There are more people employed nationwide in the industry than there are working at the top three fast food restaurants combined!

The top ten leading states in total number of graphic communication employees are California, Illinois, New York, Pennsylvania, Texas, Ohio, Wisconsin, Minnesota, New Jersey, and Michigan.

Graphic communication and imaging is one of the few industries whichrun an annual trade surplus. (Source: International Trade Administration) Almost all printing that is consumed in the United States is produced in the U.S. and the industry exports billions of dollars of products to other countries. In fact, the U.S. printing industry is projected to remain a strong domestic based manufacturing industry for the foreseeable future.

National figures:

- *Number of establishments: 36,870*
- *Printing is the second largest manufacturing industry in the United States in terms of number of establishments.*
- *Number of people in the industry: over 1,000,000*
- *Printing and related occupations employ the third largest number of people in manufacturing in the United States. The first being motor vehicle parts and second being plastic product manufacturing. (U.S. Bureau of Labor Statistics, 2007)*
- *Overall almost 80% of graphics companies employ less than 20 people. However, the industry also has many multinational corporations and publicly traded companies. (Source: PIA/GATF, 2007)*
- *Annual shipments: $174.4 billion*
- *Contrary to popular belief, 46% of all advertising dollars are spent on printed media, while less than 5% are spent on the Internet. (Robert Coen Insider's Report, 2007)*

Job Outlook

We anticipate that 60,000 additional people will be needed each year through 2016, due to baby boomers retiring, along with changes in workflow, production, and new technologies.

The Bureau of Labor statistics projects the following through 2014:

5.6% growth in production jobs
9.6% growth in supervisors and managers
8.1% growth in job printers
14.2% growth in bindery workers.

The industry will need drivers, bindery workers, sales and customer service people, computer operators, graphic artists, chemists, machinists, warehouse operators, mechanics, production supervisors, and all forms of management.

Our occupation is stable and there is ample opportunity for career growth. Individuals who have a high school education can start out as trainees and learn on the job for many positions. With time they can advance to lead positions and into supervisory positions. Graphic communication jobs are located in every state, and in every type of community, from rural areas to the largest cities.

Educational Opportunities

Post secondary opportunities are available in many forms. Technical colleges offer one and two year programs in production and management. There are four year degrees at several colleges to pursue print management. Continuing education is an important part of the industry as new processes and methods are introduced. Industry associations, manufacturers, technical colleges and in-house training are among the many ways that workers continue to gain knowledge.

There are also scholarships available for students who want to pursue higher education and a career in graphic communications. These are offered for all levels of post secondary education.

Compensation Opportunities

Companies in the graphic communication industry offer competitive starting wages and salary packages compared to other fields. Nearly all companies offer comprehensive insurance and benefit packages to their employees with 97% having health plans, and a majority offering 401k or other retirement savings plans.

Hourly wages: The average wage per hour, for production/non-supervisory personnel was $16.65. Wages averaged $18.08 in the industry's core lithographic offset segment. In comparison, wages averaged $15.15 in automotive repair and maintenance, $12.64 per hour in retailing, and $10.79 in leisure and hospitality.
(Source: U.S. Bureau of Labor Statistics, 2007)

For other specific job titles, some recent median and maximum wage survey results give the following information:

	Median	*Maximum*
Desktop digital operator	*$18.14*	*$31.30 (per hour)*
Electronic prepress technician	*$19.20*	*$37.20*
Proofer technician	*$17.88*	*$29.39*
Color copier/printer operator	*$18.14*	*$25.00*
40" 6 color press helper	*$15.00*	*$28.79*

40" 6 color press operator	*$23.15*	*$32.00*
Web press 6 unit operator	*$22.50*	*$30.00*
Folder operator	*$16.30*	*$28.46*
Saddle Stitcher operator	*$17.25*	*$26.63*

(Source: PIA Compensation Report 2008)

<u>Administrative salaries:</u> Average annual base salaries (not including incentive pay) for department heads/supervisors:
Prepress: $52,881

Press (Conventional): $55,194

Human Resources: $55,646

Bindery/Finishing: $48,709

Purchasing: $53,429

Production Manager: $58,872

Plant Manager: $71,575
(Source: NAPL Organization Development & Compensation Study 2007)

From another source we have the median salaries of the following positions:

General Manager: $80,000	*Plant Manager: $73,875*
Production Manager: $60,000	*Plant Superintendent: $63,216*
Office Manager: $52,000	*Scheduler: $52,000*
Estimator: $44,544	*Art Director: $55,296*
Chief Technology Officer: $90,206	*Computer Operations Mgr: $60,183*
Webmaster/Designer: $52,500	*Database Manager: 53,000*
EDP Supervisor: 52,000	*CSR: $41,050*
Traffic Manager: $46,500	*Quality Control Supervisor: $45,000*

(Source: PIA Compensation Report 2008)

<u>What We're Looking For</u>

Regardless of the area of a company that a person may be considering going into, today's mix of technology, craft and communication skills require bright talented

people. We have customers with ever rising expectations and our jobs continue to increase in their complexity. This requires individuals with a high level of skill sets, including verbal and written communication, math skills, computer literacy, critical thinking and problem solving. Naturally a good work ethic is always important.

Many secondary schools offer graphic communication and imaging courses through their career and technical education centers. Approximately 230 colleges and community colleges offer graphic communication programs. Our industry is interested in all individuals who are interested in learning a good vocation, having a solid career path and making a good living in the graphic communication field.

Describe and assess how the program responds to emerging issues in the disciple, changes in the labor force, changes in employer needs, changes in student needs, and other forces of change.

Assessment and response is a cyclical process that the Printing and Imaging Technology Management Department practices. Known as continuous improvement, we take assessment data and use the tools available to work towards improvement or correction of an area that is deficient. The tools used to garner results are; minor cap improvements, the UAP process, the curriculum clean-up process, advisory boar meetings, vendor solicitation, and SAI.

Changes in curriculum or course content are proposed at the department level after students, faculty, advisory boards or any constituent of the program raises questions or report ideas through discussion or formal surveys. If a change is warranted the department approves the change and depending on the level of change, forwards the request through the appropriate channels identified in the university curriculum process. This process occurs fall semester so that changes can be implemented the following fall.

Strategic and budget planning also occur at the department level. However there are strong limitations imposed by the College and Division of Academic Affairs. The UAP process drives strategic planning and budget planning is a joint venture between the department and the Dean. That is to say, the department is provided S&E moneys that can be used as the department wishes. Capital expenditures and equipment money is requested of the Dean and allotted on a case-by-case basis. The President controls labor resources.

The process for responding to change has historically been a fairly informal process based on thorough and lengthy discussions over a period of time. Since the department has recently adopted the new goals and goals matrix, it is anticipated the process will become more formal. In addition, the faculty and staff look forward to the institutions new and hopefully improved strategic planning and assessment

initiative. It is believed our goal matrix will dovetail into the institution assessment plan.

Due to changes in department leadership, annual surveys were not conducted until Fall 2007 in preparation for our accreditation. The Printing department will administer Alumni and Employer surveys every other year beginning fall of 2009. The advisory board, students, faculty, and graduates will be surveyed each year during the spring semester. Data will be compiled over the summer and presented at the annual advisory board meeting held in the fall of each year.

The department faculty meet once a month or more if needed. A standing agenda item is the discussion of curriculum. Typically one course is discussed at each meeting to determine the relevance and connection to other courses being offered.

As stated earlier, the Printing and Imaging Technology Management Department has introduced into the official curriculum process either a New Program (NMPP), a major re-write (PDGI) or clean-ups, each year for the past ten years. We take great pride in our curriculum and are the leaders amongst our peers in this area.

Asses why students come to FSU for the program. Summarize the results of the graduate exit survey and the student program evaluation.

Students come to attend the Ferris printing programs for a variety of reasons. Chief among them is the reputation Ferris State University has for providing a challenging and rewarding experience to students in a hands on environment. There are approximately 140 high school and colleges that have sent students to Ferris' printing program over the past 20 years. Our department faculty work to build and maintain relationships with the faculty and administration at these schools. They share data, information, technology, and learning strategies whenever possible. Of these 140 programs approximately 25 remain very active and send students every year. There is no other university that reaches out to other programs to the extent Ferris does. As mentioned earlier many of these practices did not occur for the past three years and as a result, enrollment has declined.

The Ferris State University Printing and Imaging technology Management Department is beginning to emerge as a national and international leader rather than just the regional leader. Heidelberger Drukermachinen AG. Based on Germany and the worlds largest supplier of printing equipment and technology, has selected the Ferris State University printing department to be one of eight universities around the world to participate each year in an annual Print Educators Summit. Representatives of each of these universities assemble for a week to discuss issues common to the printing industry and higher education and propose solutions. Most recently this group developed and international student competition to develop case studies and propose business plans for competition in a global market.

Upon completion of student and alumni interviews conducted by the ACCGC site visitation team in February 2008, the following comments were made in the site visitation team's final report:

1. *Due to inclement weather that resulted in Ferris State University being closed Thursday during the Team's visit, the entire Team was not able to visit classes in session. However, Jerry Waite, the Team Leader, arrived a day early and was able to observe courses being conducted in the sheetfed press lab and the prepress lab as well as the Associate-level capstone courses. He found the students to be thoughtful, engaged, and on-task.*
2. *The Team reviewed the course syllabi, textbooks, and student projects provided by the faculty. There is evidence of both written and performance evaluations in all courses. Rubrics give structure to grading schemes.*
3. *The Team met via teleconference with alumni of the program. The alumni spoke highly of their internships, the state-of-the-art facilities in which they learned, their instructors, and the overall quality of their educations. They also noted that they stay in touch with their Ferris instructors and feel that the faculty are personally invested in their success. One of the alumni went so far to say that her former teacher became her student when the faculty member attended a training session in her facility: "Epic role reversal." It is obvious that the alumni are true supporters of the Ferris program. When asked what they would change about the program, the alums mentioned that it would have been nice to have sales and marketing courses in the bachelor's program. Program Chair Patrick Klarecki indicated that this recommendation has already been implemented.*
4. *Even though the University was closed due to a snow day, nine students braved the weather and met with the Team. The students were very enthusiastic about their coursework, the equipment, the faculty, and Ferris State in general. They were also very confident about their futures and job placement after graduation. Most important to them, however, is the enthusiastic and supportive nature of the faculty.*
5. *Overall, the team finds Ferris State to be a sound, commendable, and quality program. The program produces satisfied students and qualified alumni. In addition, the industry values the program's alumni. These attributes are indirect—yet still very valid—of quality instruction and evaluation.*

As has been the norm for the past several years, 100% of the graduating senior class has found employment in the print media industry. Many graduates receive multiple job offers both in state and out-of-state.

According to Institutional Research and testing, the 2005/2006 graduating class consisted of 25 AAS graduates, 12 PMGT BS graduates, and 6 NMPP BS graduates. Roughly 50% of the graduates reported in to the survey.

Graduates of the AAS Degree report average starting salaries of $39,738. This data may be unreliable as many of our BS grads apply for and receive their AAS degree at the same time as their BS degree. A good system for granting degrees at a specified time has not been developed.

Gradates of the BS Printing Management (PMGT) report average starting salaries of $43,227

Graduates of the BS New Media Printing and Publishing Degree (NMPP) report average starting salaries of $40,080

Detailed analysis of alumni survey can be found in section 2 of the report.

a) How well does the program meet student expectations?

The programs meet and in most cases exceed the expectations of the students. When students arrive many of the wish to challenge or test out of classes. They are of the belief they know the subject matter as they had instruction in high school. We have adopted a practice of not allowing students to test out of a class until their second semester. In 15 years no student has ever attempted to test out of a class. They learn very quickly they do not know all they believe to know.

b) How is student sentiment measured?

Student sentiment is measured through the SAI process, academic advising, student surveys, alumni surveys, student retention.

D. Program Value

Describe the benefit of the program, facilities, and personnel to the University

The programs utilize state-of-the-art technology such as multi-color offset presses, direct imaging presses, small, medium and grand format inkjet, color measurement and management equipment, and all the latest software, hardware and firmware available. Faculty members in the program also teachPhotography(PHOT 101) a cultural enrichment elective for the entire campus. The Technical and Professional Communication program required PTEC 153 in their curriculum and list other PTEC courses as elective options. Fall 2008 we are offering an exclusive section of PTEC 153 just for TCOM. The Information Systems program in the College of Business list some New Media course as elective options. Faculty from the program serve on many university and college committees.

Describe the benefit of the program, facilities, and personnel to the students enrolled in the programs

As stated earlier in this report, the students are in one of the most respected programs in the nation and enjoy tremendous employment opportunities. Our laboratories are very well equipped with the assistance of the printing industry. All of the faculty have vast industry experience in their area of expertise.

What is the assessment of program personnel of the value of the program to employers? Explain how this value is determined.

The program personnel all have close relationships with industrial partners in their area of discipline. Time is shared discussing trends, new technology and visitations are arranged. The department chair is heavily involved in state and national trade associations and foundations where contact with alumni and employers is constant. The value is determined by graduate job placement and starting salary data. In addition, Ferris State University would not receive the level of in-kind donations to the printing programs if there was not value to the employers.

Describe the benefit of the program, faculty, staff and facilities to entities external to the University (services that faculty have provided to the accreditation bodies, and regional, state, and national professional associations; manuscript reviewing, services on editorial boards; use of facilities for feelings, etc.).

The Printing and Imaging Technology department faculty are active professionally and have served in various capacities in professional organizations. Currently one faculty serves on the board of directors for two national organizations; Graphic Arts Education Research Foundation (GAERF), and Accrediting Council for Collegiate graphic Communications (ACCGC), and one regional organization, the West Michigan Graphic Communications Alliance (WMGCA). One faculty Co-chairs the national SkillsUSA Graphic Communications Technical Committee, and chairs the State if Michigan SkillsUSA Graphic Communications committee. Two faculty have recently published articles in the national trade journals; *Its in the Workflow*, GATF World and *US Department of Labor has Bad Data*, Printing Impressions. Two faculty have been on accreditation site visitation teams to Florida A&M and UW Stout. All faculty are on high school graphic communications industry advisory boards around the state. One faculty serves on the board of directors of the NEA Health Services. Three faculty actively consult to the private sector. One faculty consistently presents papers at GraphExpo the industry's largest trade expo held each year in Chicago. One faculty participates in international study abroad and is exploring faculty exchanges with Wuhan University in Wuhan China.

These types of activities not only keep the Printing Department in the public view and bring positive public relations to the university, they provide opportunity to give back to our industry and society. Faculty and students learn from these

experiences and are constantly reminded of the importance of professional and civic engagement.

What services for extra-University general public groups (e.g., presentations in schools or to community organizations) have faculty, staff or students provided? Describe how these benefit students, program, and community.

Many of the faculty have been generous with their time in the community. When ever there is an organization that needs something printed we are usually the first people that are called. Each faculty member has assisted in the production of some type of charity printing project. In addition two faculty are active in Boy Scouts and have used students to assist in the local troop earning their "Graphic Communications" and "Paper Making" Merit badges. Three of the faculty regularly visit high schools around the state giving presentations on the printing industry. Faculty participate in the CTE academy hosted by Academic Affairs each summer. One faculty has worked at a summer camp for printing students.

These activities are valuable to the faculty, students and community that participate in a number of ways. To the public who need our services they obviously leave with the satisfaction getting professional assistance. The faculty and students learn the importance of civic engagement and earn a warm feeling for their assistance.

Section 2: Collection of Perceptions

The survey section must include, among others, a discussion of techniques used in collecting the information, difficulties encountered during the survey process, number and percentage of respondents, and analysis of data in accordance with established methodologies. The survey instruments must be designed and distributed, in consultation with Institutional Research and Testing, to reflect general aspects of program review as well as the specific nature of the program itself. All comments should be included, but the names of individuals mentioned should be deleted.

A. Graduate Follow-up survey

The purpose of this activity is to learn from the graduates their perceptions and experiences regarding employment based on program outcomes. The goal is to assess the effectiveness of the program in terms of job placement and preparedness of the graduates for the marketplace.

Methodology

The Printing and Imaging Technology Management Department has nearly 2,000 alumni on record dating back to 1954 when the program began. The Ferris State University alumni office has approximately 1,000 "good" addresses. The department faculty made two conscious decisions for this study; one, we wanted to only solicit feedback from alumni graduation in the last ten years. The reasoning is that our department and curriculum has changed so much that many of the questions would not be relevant to alumni beyond that period. Two, we wanted to distribute the survey via e-mail to aid in operational issues. The alumni office has only 125 active e-mail addresses for graduates after 1996.

Summary of results

A survey instrument with 34 questions was e-mailed to 125 alumni of any of the B.S. Degree programs from the Printing and Imaging Technology Management Department. A total of 27 surveys were completed and returned to Institutional Research and Testing for a 15% return rate.

An analysis of the results shows that the state of the Printing and Imaging Technology Management Department programs are excellent. 81% of the alumni are still working in the printing industry. The average salary range reported was $51,000 to $55,999 which is consistent with the national average for a College Graduate in Print Media. From the survey 7.2% are earning more than $ 100,000.

Full results of the survey

Question 1: When did you receive your AAS Degree? (fill in response)

Participants	27	
Most frequent reported date	1996	11.1%
Range	1993 to 2005	

Two respondents or 11.1% stated they didn't receive their AAS degree from FSU as they transferred in for the BS degree program.

Question 2: When did you receive you BS Degree? (fill in response)

Participants	27	
Most frequent reported date	1996	22.2%
Range	1996 to 2007	

Question 3: Highest Degree Earned? (fill in response)

	Number	Percent
BS	26	96.3
Masters (MBA)	1	3.7

Question 4: Institution / year earned your highest degree?

All FSU, MBA didn't respond

Question 5: Currently employed in the printing industry?

	Number	Percent
Yes	22	81.5
No	5	18.5

Question 6: If no why did you leave? (fill in response)

	Number	Percent
Better Opportunity	1	3.7
Entrepreneurial opportunities	1	3.7
In interrelated field – document management for material handling company	1	3.7
Laid off in 2003 had opportunity in Auto industry	1	3.7
Other more profitable for me	1	3.7

Question 7: Number of years been/were employed in the printing (fill in response)

Range from 1 to 12

Question 8: Number of job changes since graduating (fill in response)

	Number	Percent
0	12	44
1	4	14
2	2	7
3	4	14
4	1	3
5	2	7
6	1	3
7	1	3

There was confusion on this question as to if the employer changed or just job function – results are interpreted from responses.

Question 9: Which of the following processes or services do you offer at your place of employment? (forced response)

Process/Service		Number	Percent
Sheetfed Offset	Selected	17	63
	Not Selected	8	29.6
Webfed Offset	Selected	14	51.9
	Not Selected	11	40.7
Gravure	Selected	2	7.4
	Not Selected	23	85.2
Flexography	Selected	3	11.1
	Not Selected	22	81.5
Screen	Selected	3	11.1
	Not Selected	22	81.5
Large or Grand Format Inkjet	Selected	7	25.9
	Not Selected	18	72
Variable data Printing	Selected	14	51.9
	Not Selected	11	40.7
Digital Asset management	Selected	10	37
	Not Selected	15	55.6
Graphic Design	Selected	14	51.9
	Not Selected	11	40.7
Full Digital Prepress	Selected	16	59.3
	Not Selected	9	33.3
Remote Soft Proofing	Selected	11	40.7
	Not Selected	14	51.9
Color Management	Selected	15	55.6
	Not Selected	10	37
JDF	Selected	3	11.1
	Not Selected	22	81.5
Basic Binding and Finishing	Selected	9	33.3

	Not Selected	16	59.3
Full Binding and Finishing	Selected	15	55.6
	Not Selected	10	37
Perfect Binding	Selected	8	29.6
	Not Selected	17	63
Case Binding	Selected	4	14.8
	Not Selected	21	77.8

The results of this question show that students are working in the areas that we are providing technical education. We do not teach Gravure, Flexography or Screen and few students are working in those areas.

Somewhat surprising is the lack of use in JDF and Color Management as these are the newest trends being implemented in the industry. This shows that Ferris State University is on the leading edge of the technical curve.

Question 10: Employers primary business type (forced response)

	Number	Percent
General Commercial Printer	5	18.5
Web-Offset Publications	6	22.2
Cross Media	1	3.7
Direct Mail/Variable imaging	4	14.8
Supplier to the industry	2	7.4
Other	7	25.8

Others identified summary:
(2) Procurement or sales broker
(3) In-Plant
(1) Financial Printing
(1) Government Printing

Others actual comments:
As a publically held brokerage we own no assets and our clientele/revenue changes.
Automotive Industry
Books Business Communication Services Catalogs Commercial Print Digital Printing Direct Marketing Directories Forms HTML Conversion Labels Large Format Signage Magazines Retail Inserts SEC EDGAR Filings
Commercial and Direct Mail Variable imaging
Financial Printing
Government Printing
I work for a large insurance company that has its own in-house design and printing department.
InPlant
Magazine Publishing
Retail
Service Bureau
Valassis Free Standing Insert (FSI)

We provide printing procurement services to federal agencies.

Question 11: What is your current function? (forced response)

	Number	Percent
Customer Service	7	25.8
Sales/Marketing	3	11.1
Estimating/Planning	3	11.1
Project Management	5	18.5
Imaging Specialist	3	11.1
Press or Machine Operator	2	7.4
Other	4	14.8

Others identified summary:
(1) Pricing Manager
(2) Supervision
(1) Product Development Manager

Others identified actual comments:
Account Coordinator
Liason between advertisers, art/edit staff and printer.
Pricing (invoicing client for work performed)
Product Development Manager
Supervision
Supervisor

Remarks:
The department faculty heard at an advisory board meeting about the increase use of project management skills. It was added to the PMGT degree in 2007 and 18.5% of the alumni responding state that is what they do.

Question 12: What is your title? (forced response)

	Number	Percent
Owner	1	3.7
Production Manager	5	18.5
Operations Manager	1	3.7
Sales Manager	1	3.7
Supervisor	3	11.1
Sales Representative	2	7.4
Estimator	3	11.1
Machine Operator	2	7.4
Customer Serve Representative	4	14.8
Other	5	18.5

Others identified summary:

(1) Product development manager
(1) Security printing services specialist
(2) Product manager

Others identified actual comments:
Finesse Superivors in the paint department
Product Development Manager
Product Manager
Security Printing Services Specialist
Southeastern Pricing Manager

Question 13: Please indicate your level of agreement with each statement? (forced response)

Question	Response	Number	Percent
I perform well overall compare to other Univ Grads	Disagree		
	Some Dis		
	Some Agr	6	22.2
	Agree	21	77.8
I use written/oral skills effectively	Disagree		
	Some Dis		
	Some Agr	3	11.1
	Agree	23	85.2
I have critical think, probsolv, decision mkingskils	Disagree		
	Some Dis		
	Some Agr	4	14.8
	Agree	23	85.2
I have strong technical understanding	Disagree		
	Some Dis	1	3.7
	Some Agr	3	11.1
	Agree	23	85.2
I can apply tech theory to practical problems	Disagree		
	Some Dis	1	3.7
	Some Agr	5	18.5
	Agree	21	77.8
I have adequate math skills	Disagree		
	Some Dis		
	Some Agr	9	33.3
	Agree	18	66.7
I am self motivated and enthusiastic	Disagree		
	Some Dis		

	Some Agr	8	29.6
	Agree	19	70.4
I am ready able to assume responsibility	Disagree		
	Some Dis		
	Some Agr	3	11.1
	Agree	24	88.9
I can plan effective use of available resources	Disagree		
	Some Dis		
	Some Agr	4	14.8
	Agree	23	85.5
I can participate as a member of a team	Disagree		
	Some Dis		
	Some Agr	4	14.8
	Agree	23	85.5
I work well with other of diverse backgrounds	Disagree		
	Some Dis		
	Some Agr	6	22.2
	Agree	21	77.8
I have good ethical values	Disagree		
	Some Dis		
	Some Agr	5	18.5
	Agree	21	77.8
Courses provided were a good mix for my career	Disagree		
	Some Dis	1	3.7
	Some Agr	7	25.9
	Agree	19	70.4
Courses challenged me intellectually	Disagree		
	Some Dis		
	Some Agr	12	44.4
	Agree	15	55.6
Courses motivated me to a higher level performance	Disagree		
	Some Dis		
	Some Agr	9	33.3
	Agree	18	66.7
Program develop my ability to reason and solve pr	Disagree		
	Some Dis	2	7.4
	Some Agr	6	22.2
	Agree	1	70.4
Courses provided solid graphic foundation	Disagree		
	Some Dis		
	Some Agr	3	11.1
	Agree	24	88.9
Courses provided good understanding of print prod	Disagree		
	Some Dis		

	Some Agr	4	14.8
	Agree	23	85.2
Courses provide good understand elec pre-press	Disagree		
	Some Dis	2	7.4
	Some Agr	8	29.6
	Agree	17	63
Courses provide good background in Print Mgmt	Disagree		
	Some Dis	1	3.7
	Some Agr	5	18.5
	Agree	21	77.8
Non-class experiences were valuable	Disagree		
	Some Dis	3	11.1
	Some Agr	5	18.5
	Agree	19	70.4
Internship experience was important aspect	Disagree		
	Some Dis		
	Some Agr	4	14.8
	Agree	23	85.2
Overall experience was satisfying	Disagree		
	Some Dis		
	Some Agr	5	18.5
	Agree	22	81.5
I would recommend the programs to others	Disagree		
	Some Dis	1	3.7
	Some Agr	1	3.7
	Agree	23	85.2
I would be willing to help advance the printing	Disagree	1	3.7
Department	Some Dis	3	11.1
	Some Agr	8	29.6
	Agree	14	51.9

Remarks:
The department faculty are very pleased and proud of the results of these questions. As stated earlier in this report our curriculum is current and relevant. The research supports this.

Question 14: In your opinion, based on your experiences since graduation, to what extent did the specific content areas below prepare you for your employment? (forced response)

Question	Response	Number	Percent
100 level pre-press	V unimp		

	S unimp		
	Ddnttk	2	7.4
	S imp	8	29.6
	V imp	16	59.3
200 level pre-press	V unimp		
	S unimp		
	Ddnttk	2	7.4
	S imp	8	22.2
	V imp	16	66.7
Press	V unimp		
	S unimp		
	Ddnttk	1	3.7
	S imp	4	14.8
	V imp	22	81.5
Binding & Finishing	V unimp		
	S unimp	1	3.7
	Ddnttk	1	3.7
	S imp	6	22.2
	V imp	19	70.4
Estimating	V unimp		
	S unimp	2	7.4
	Ddnttk	1	3.7
	S imp	3	11.1
	V imp	21	77.8
Physical Sciences	V unimp		
	S unimp	9	33.3
	Ddnttk	3	11.1
	S imp	10	37.0
	V imp	4	14.8
Cultural Enrichment	V unimp	1	3.7
	S unimp	6	22.2
	Ddnttk	3	11.1
	S imp	13	48.1
	V imp	4	14.8
Math 122	V unimp	2	7.4
	S unimp	5	18.5
	Ddnttk	3	11.1
	S imp	8	29.6
	V imp	9	33.3
Quality Control System	V unimp		
	S unimp	12	3.7
	Ddnttk	2	7.4
	S imp	10	37
	V imp	37	51.9

Psychology / Sociology	V unimp	2	7.4
	S unimp	7	25.9
	Ddnttk	3	11.1
	S imp	8	29.6
	V imp	7	25.9
Print Management Lab	V unimp		
	S unimp	1	3.7
	Ddnttk		
	S imp	2	7.4
	V imp	24	88.9
College of Business Electives	V unimp		
	S unimp	1	3.7
	Ddnttk		
	S imp	12	44.4
	V imp	14	51.9
Composition	V unimp		
	S unimp	2	7.4
	Ddnttk		
	S imp	13	48.1
	V imp	12	44.4
Communications	V unimp		
	S unimp	1	3.7
	Ddnttk		
	S imp	7	25.9
	V imp	19	70.4
Senior Project	V unimp		
	S unimp		
	Ddnttk	5	18.5
	S imp	10	37
	V imp	12	44.4

Remarks:
The faculty are please with these findings. It is somewhat surprising to see a decline in the perceived importance of the general education course. It is believed that response would have been more favorable if the survey population would have included older alumni.

Once again, the department is comfortable that our curriculum is relevant and meaningful.

Question 15: In your opinion what was the most valuable aspect of the BS degree programs? This may be a course or courses or a general aspect of the program.

Actual comments:

Actual Print management of university printing and live jobs, ability to interact with other students and teachers as in the real world.

Communications

Doing an internship was helpful and I used information from the paper and ink class and estimating. Doing estimating by hand really teaches you to understand it. The press classes were good jsut so I knew how a press ran. I think the best thing was the networking and help when I was ready to graduate and all the assitance in getting interviews and finding a job.

Hands on classes, History of Printing.

hands on experience, high level of contact with professors,

Hands on training is priceless.

Having a solid knowledge of equipment capabilities.

I found the hands on labs to be the most valuable aspect of my education. In my experience, as the printing industry progresses into the digital age, knowing the history and background of printing and each step of the printing process has also been a great asset. Most aptly in the form of program/machine troubleshooting and designing for offset printing.

I think that the senior project is very important, but I do think more time needs to spent on that, rather than the last couple weeks of school.

I was a bit advanced having taking Print Technology at Milwaukee Trade and Technical High School and receiving a certificate from the State of Wisconsin in the Youth Apprenticeship program in Graphic Arts; as well as with my AS Degreee. With this knowledge, I was able to tutor other students especially in the estimating 2 class.

Internship

Learning the technical hands on work in the first two years followed by the management coursework in the latter two years provided a solid foundation for the working world and provided a smooth transition into it. Also, the small class sizes and individual attention from the professors kept me motivated and wanting to succeed in each of their classes.

Learning to work as a group with many different people.

Planning and estimating - possessing strong knowledge of the entire printing process thought not necessarily able to perform, but rather general knowledge (talk the talk).

PTEC243 was the most valuable class to me. I gained the most knowledge from that class.

The end when we put everything together to run the Print Shop, where we estimated, planned, etc...

The hands-on work done on the equipment.

The internship and also the Junior year management lab. I think these are great for those who've never worked in the industry.

The internship program and the estimating courses.

The PMGT internship

The PMGT lab was very valuable to me. It allowed us to become familiar with a 'real world' print shop experience.

The professors were very well trained in their specified fields and made every effort to pass their knowledge on for their students to absorb.

The small labs with the hands on experience that made the lessons life applicable.
The University Printing Day Shift
Very good hands on project ie running a press or stripping up a negative. Smaller classes which enabled us to ask a lot of questions and get answers directly.

Remarks:
There were several comments (9) that commented on the hands on technical lab experiences. (4) comments on the printing management lab experience, and (3) on the internship experience.

Question 16: In your opinion what was the least valuable aspect of the BS degree program?

Actual Comments:
Any class where the instructor did not challenge the students. We could write papers that were full of bullshit, and as long as the grammar was perfect we got an A, regardless of whether or not we actually wrote something of substance about printing.
Basic science requirements
Business Math
College of Business electives
I don't know if this has been added yet, but more computer work needs to be involved with the running of the print shop. It is good to get basics, but pretty much everyone (big companies anyways) has a computer estimating system of some sort. I think more needs to be added to the program to account for that. Overall though I don't think anything was unvaluable. Everything had a purpose.
I don't think there are any classes in which I didn't gain new knowledge or value. Definitely some classes that didn't pertain to my final career choice but none that I would classify under no value.
I think that the freshman level pre-press class is very outdated. I do think that the students should spend a small amount of time learning how things used to be done, but it needs to change. Either have it part of the class during the semester or not as many hours throughout the week. The management lab should also be reevaluated. I think that this has already been looked at and changed, but I definitely don't agree with having it an entire year and for as many hours that are currently assigned.
I was unimpressed with their estimating courses. When I transferred I only took the Estimating 2 class due to class transfer and was pretty bored since what was covered in the first half of the semester I learned at my community college and in high school. Know thing comes to mind.
Math and science courses
My personal lack of preperation (studying etc) therefore not giving myself a chance to really understand the value of the quality education provided.
not enough design coursework, too focused on being a print company mgr and not enough business acumen in general (e.g. I work for a company that does printing in house, but I'm not involoved in the production operations per se.)
Pagination (if it still is part of the program)

Paper and Ink tech.
Sales & Marketing
screenprinting..still important, but the rest was key for me.
Since I was a transfer student, I was required to take a lot of PTEC classes. Because my curriculum was a bit skewed, I can't really pinpoint a least valuable aspect. If I had to pick a course, it would be 'Math Analysis for Business'.
Some of the general education classes could be 'beefed up'. The printers as a whole seem to look for the easiest credits available and really should be challenged more.
Taking too many "Cultural Enrichment" classes, and general education classes.
The least valuable aspect of the program was Quality Control Systems. This may have had a large part to do with the professor teaching the course.
The management lab seemed to be a lot of sitting around and goofing off with no supervision or direction.
When I was there I wish I would have taken the prepress/proofing/desktop publishing classes more seriously. I think you need to make sure you keep up with technology in these areas. Things change so much and students need to be learning the new methods and new technologies. I wish the prepress part was pushed on us more.

Remarks:
There was no real consistent thread of comments here. (3) about math and some specific about MATH 122. We are beginning discussions within the department to look at statistics rather than MATH 122

Question 17: To what extent do you agree with the statement; "There was a lot of opportunity for employment upon graduation"

	Number	Percent
Strongly Disagree	1	3.7
Somewhat Disagree	2	7.4
Somewhat Agree	8	29.6
Strongly Agree	16	59.3

Remarks:
Nearly 90% of the alumni in the past 12 years felt there was no problem finding employment.

Question 18: Overall how satisfied are you with the BS education you received at FSU?

	Number	Percent
Very Dissatisfied		
Somewhat Dissatisfied		
Somewhat Satisfied	4	14.8
Very Satisfied	23	85.2

Question 19: Please indicate your level of satisfaction regarding the treatment you received at FSU in each of the following areas.

Question	Response	Number	Percent
Advisor availability and interest	V Dissat		
	S Dissat		
	S Satisfy	4	14.8
	V Satisfy	23	85.2
Preparation for leadership & advancement	V Dissat		
	S Dissat		
	S Satisfy	11	40.7
	V Satisfy	16	59.3
Quality of classroom instruction	V Dissat		
	S Dissat		
	S Satisfy	11	40.7
	V Satisfy	16	59.3
Number of students in printing lectures	V Dissat		
	S Dissat		
	S Satisfy	2	7.4
	V Satisfy	25	92.6
Number of students in printing labs	V Dissat		
	S Dissat	1	3.7
	S Satisfy	2	7.4
	V Satisfy	24	88.9
Number of student in other courses attended	V Dissat		
	S Dissat		
	S Satisfy	11	40.7
	V Satisfy	16	59.3
Printing faculty availability for extra help	V Dissat		
	S Dissat		
	S Satisfy	1	3.7
	V Satisfy	26	9.3
Understanding of internship program	V Dissat		
	S Dissat		
	S Satisfy	4	14.8
	V Satisfy	23	85.2
Availability of internship positions	V Dissat		
	S Dissat	2	7.4
	S Satisfy	5	18.5
	V Satisfy	20	74.1

Question 20: Please indicate tour level of agreement as to whether the following issues would be good changes at FSU?

Question	Response	Number	Percent
Increase the global focus of the curriculum	Disagree		

	Some Dis	3	11.1
	Some Agr	10	37
	Agree	14	51.9
Increase entrance requirements for freshmen	Disagree	3	11.1
	Some Dis	11	40.7
	Some Agr	8	29.6
	Agree	5	18.5
Reduce entrance requirements for all freshman	Disagree	6	22.2
	Some Dis	16	59.3
	Some Agr	4	14.8
	Agree	1	3.7
Reduce/Eliminate GPA req for entry BS from AAS	Disagree	13	48.1
	Some Dis	10	37
	Some Agr	3	11.1
	Agree	1	3.7
Increase leadership development	Disagree		
	Some Dis		
	Some Agr	9	33.3
	Agree	17	63

Remarks:
The data suggests our enrollment criteria is adequate and increased emphasis on global issues and leadership should be made.

Question 21: Please indicate which of the following you would be willing to assist.

	Number	Percent
Influence employer to make financial donation	5	18.5
Influence employer to make equipment donation	2	7.4
Assist in developing student scholarship	3	11.1
Assist in recruiting local perspective students	8	29.6
Improve printing visibility on campus	3	11.1
Improve printing visibility in your region	7	25.9
Make video recording for in class instruct & recruit	4	14.8

Remarks:
The department faculty are somewhat alarmed and disappointed in these responses in light of the positive feedback given previously. This indicates a need to nurture the lifelong commitment to education.

Question 22: Are you less likely to recommend the FSU printing programs than you were 2 years ago?

	Number	Percent
Yes	1	3.7
No	26	96.3

Question 23: If yes, why?
The one respondent reported: Lack of employment security, too much stress, and concerns with the quality of the FSU program

Question 24: Have you attended additional courses or seminars since leaving FSU?

	Number	Percent
Yes	9	33.3
No	18	66.7

Remarks:
The faculty are somewhat surprised by this. We need to instill lifelong learning.

Question 25: Please indicate the title of the courses taken.

Summary of Comments:
The responses were varied with the highest frequency of customized corporate topics. Selling and communications i.e., Dale Carnige type training was also mentioned.

Actual comments:
Advanced Manager Training with Red Wing Shoe Company, Red Wing, MN
Certified Managerial Association
Java, C, C++ and Visual Bacis Programming
Karrass Negotiation Seminar ZigZigglar on Selling Dale Carnige - How to win Friends and influence People
Mostly Microsoft Office and contracting classes.they don't have anything to do with printing.
None
Professional development offered through the DMA, Graph Expo and Michigan State University.
some graduate level coursework (Econ, Acctg, Stats, IS) SAP seminars numerous HR seminars through local SHRM chapter HR certification courses (PHR in 2007) project management programs leadership development mentoring programs Women in Business seminar Family Owned Business course Establishing internal brand seminar Professional Selling Skills SIIA Content Forum and CODiE awards gala National SHRM conference and expo (2004-2007) WI state SHRM conference (2007) Pulp and Paper Mfg Assoc Conference (MN -2007)
Various marketing and brand managament seminars

Question 26: Would you be interested in a refresher course offered by FSU?

	Number	Percent
Yes	17	63

No	10	37

Question 27: If yes what subject would you be interested in?

Summary of comments:
The responses were varied with a consistent thread towards advanced prepress, color management, global changes etc.

Actual Comments:
A general refresher or seminar that would go over basics/introduce newer technology and advancements in printing that we might be unaware of. I'm sure the newer students have already learn some new information that some people are still unaware of.
Anything pertaining to new technologies in the industry
Color Management
digital media/prepress
just the newer presses that may have come out since i graduated
Leadership
not sure.
Pre-press, Printing in the World Economy, Digital Priting
Prepress (has changes so much since I left that at 2007 Advisory Board Meeting, it was like they were speaking a different language).
PrePress, proofing, color management, new technologies!!!
Prepress, web
Press 2
The digital imaging courses - we were still doing manual image assembly when I was in program.
Time Management Leadership
What's new in printing...

Question 28: What was our starting salary?

	Number	Percent
$15,000 – 20,999	1	3.7
$21,000 – 25,999	6	22.2
$26,000 – 30,999	8	29.6
$31,000 – 35,999	5	18.5
$36,000 – 40,999	4	14.8
$41,000 – 45,999	3	11.1

Question 29: What is your current annual salary?

	Number	Percent
$26,000 – 30,999	2	7.4

$31,000 – 35,999	2	7.4
$36,000 – 40,999	2	7.4
$41,000 – 45,999	4	14.8
$46,000 – 50,999	2	7.4
$51,000 – 55,999	2	7.4
$56,000 – 60,999	2	7.4
$61,000 – 65,999	1	3.7
$71,000 – 80,999	4	14.8
$81,000 – 90,999	2	7.4
$100,000 or more	2	7.4

B. Employer follow-up survey

The purpose of this activity is to aid in assessing the employers/experiences with graduates and their perceptions of the program itself. A mailed instrument should be used to conduct the survey; however, if justified, telephone of personal interviews may suffice.

Methodology

The Printing and Imaging Technology Management department faculty chose to use interviews and a brief survey for this study. The rationale was our accrediting agency the ACCGC required an interview session with employers for their review of our self-study. It was believed findings from their study would be sufficient for this study. In addition the faculty chose to solicit feedback from employers of graduates from the past three years. Many of our employers hire only occasionally given the small business environment of our industry.

A list of willing employers was provided to the ACCGC site visitation team. The team randomly selected four employers to participate in a conference call. The call was held on Thursday February 7, 2008 at 9:00 AM. Employer participants were; Joe Corcoran – Plant Manager, Vertis, Greenville Michigan, Dan Simon – V.P. Operations Independent Printing, DePere Wisconsin, Susanne Clausnitzer – H.R. Manager Malloy Lithograph, Ann Arbor, Michigan, and Gregg Leland – V.P. Operations, Service Web Offset. Chicago, Illinois.

ACCGC team findings

4.9 Employers perceptions; permanent and Internships

Employers should recognize the institution as a partner in workforce development and strive to have long-term relationships. Internships should be realistic industrial experiences that contribute to knowledge about graphic communications.

The Standard

Employer support through relevant practical experiences, with or without academic credit, are strongly encouraged but need not be considered a required part of the program.

ACCGC Visitation Team Observations

1. *Internships are an integral part of a Ferris Printing and Imaging Technology Management student's program. All students complete one paid internship experience.*
2. *The University, College, and Department highly value internships and assign teaching credit to one of the program's faculty for seeking internship opportunities, arranging on-campus visits by cooperating employers, and supervising interns on-the-job. The faculty member even travels out-of-state to visit students interning at distant locations. It should be noted that faculty members do not place students in internships. Leads, contacts, and interviews are facilitated, but students are individually responsible to interview and obtain their own internships.*
3. *Employers spoke very highly of their internship experiences with FSU. Many offered jobs to their cooperating students after graduation. Others noted that they hired their FSU interns even when competing against interns from the "big-name" graphic communications schools.*
4. *Employers commented the Ferris State University graduates area able to adapt to the needs of the business faster than some from other schools. One told of a situation where they hired two fresh graduates one from FSU and one from another school. The other grad had an unrealistic expectation of the work place while the FSU grad did anything that was asked of him.*
5. *When asked what areas the graduates could improve, there was very little response. One employer stated written communications could be better, another employer agreed.*
6. *Employers felt their needs are well served by the faculty and staff of the printing department.*

Survey Data

Ferris State University												
Printing Management & New Media												
Survey of Employers												
2007												
Ratings	1 Very Weak	%	2 Weak		3 Average		4 Strong		5 Very Strong			totals
A												
#1	Applying knowledge of mathematics, and written communication skills in the printing industry											
		0.00%		0.00%	10	40.00%	11	44.00%	4	16.00%	25	25
#2	Knowledge of current printing practices											
		0.00%	1	4.00%	4	16.00%	15	60.00%	5	20.00%	25	25
#3	Analyzing and interpreting data needed in solving problems											
		0.00%	1	4.00%	8	32.00%	12	48.00%	4	16.00%	25	25
#4	Understanding pricing process (Estimating/ Cost Analysis/ Marketing)											
		0.00%	2	8.33%	10	41.67%	9	37.50%	3	12.50%	24	24
#5	Functioning well on multidisciplinary teams											
		0.00%	2	8.00%	6	24.00%	9	36.00%	8	32.00%	25	25
#6	Understanding professional and ethical responsibilities											
		0.00%	2	8.00%	4	16.00%	10	40.00%	9	36.00%	25	25
#7	Communicating well, in oral and written format, to supervisors, co-workers, clients, design and legal professionals											
		0.00%	3	12.00%	5	20.00%	13	52.00%	4	16.00%	25	25
#8	Understanding of Quality Control Systems											
		0.00%	1	4.00%	8	32.00%	12	48.00%	4	16.00%	25	25
#9	Understanding of technology used in the printing industry											
	1	4.00%		0.00%	4	16.00%	13	52.00%	7	28.00%	25	25
#10	Ability to lead teams and perform management tasks with minimal guidance											
	1	4.35%	1	4.35%	8	34.78%	8	34.78%	5	21.74%	23	23
B	To what extent is the typical FSU Printing Management graduate/ interns knowledgeable about contemporary industry problems?											
		0.00%	2	8.00%	4	16.00%	18	72.00%	1	4.00%	25	25
totals												
	2	0.74%	15	5.51%	71	26.10%	130	47.79%	54	19.85%	272	272

Remarks:
Data supports the strength of our program and the relationships we have with our industry.

C. Graduating student exit survey

Graduating students are surveyed every year on an ongoing basis to obtain information regarding quality instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. Te survey must seek student suggestions on ways to improve the effectiveness of the programs and to enhance the fulfillment of their expectations. This survey is mandatory for all program graduates.

Methodology

The Printing and Imaging technology Management department has no survey developed for graduates and never has. As a result of the frequent change of leadership within the department and college, we were unaware of the requirement for this report and will develop such a tool for future use.

Department faculty do review data provided by career services with regard to their surveys conducted.

Summary of Result

Given the nature of our program, i.e., the number of credits delivered by only a few faculty, the relative small size of our graduating class. We believe the extent of contact we have with our senior students yield significant anecdotal data by which the department faculty can and does make decisions.

D. Student program evaluation

Current students are surveyed to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. The survey must seek student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations. This survey should be conducted during the year before the PRP report is submitted.

Methodology

November 2007, twenty students were asked to respond to a survey developed by Institutional Research and Testing. The instrument was a 43 question forced response 4 step likert scale rating from poor to excellent.

Additionally, comments from student interviews held at our recent accreditation visit are shared.

Summary of results

The students indicated there are not enough work opportunities for them both during the day and evening. In addition there were a few "poor" responses to questions of cost. In general the results did not cause the faculty much concern. That is to say they were in line with what we expected. The faculty does question the validity of asking currently enrolled students questions about "related course being pertinent." It is the belief many current students are not in the position of determining how pertinent a course may be to their future.

Full results of the survey

Question	Mean	Median
Courses: Available & Conveniently located	4.20	4.00
Courses: Based on realistic prerequisites	4.10	4.00
Courses: Available at moderate cost	3.45	4.00
Writ Obj's: Available to students	4.25	4.00
Writ Obj's: Describe what will learn	4.25	4.00

Writ Obj's: Used by instructor/progress	3.80	4.00
Tchg: Meet occupational needs, etc.	4.30	4.00
Tchg: Provide supervised practice	4.45	4.50
Related Courses: Pertinent	3.35	3.00
Related Courses: Current & meaningful	3.16	3.00
Work Exp: Readily avail at convenient locations	3.65	4.00
Work Exp: Readily avail both day/eve students	3.56	4.00
Work Exp: Coordinated w/class instruction	3.74	4.00
Work Exp: Coordinated w/employer supervision	3.70	4.00
Career Plan'g: Meets needs & interests	3.85	4.00
Career Plan'g: Helps plan program	3.90	4.00
Career Plan'g: Helps make career choices	4.00	4.00
Career Plan'g: Helps understand rights/responsibilities	3.95	4.00
Career Plan'g: Helps eval job opportunities	3.95	4.00
Career Plan'g: Provided by knowledgeable staff	4.00	4.00
Career Plan'g: Explains non-traditional opportunities	3.80	4.00
Job Success: Help make career decisions	4.15	4.00
Job Success: Indicates job opportunities	4.05	4.00
Job Success: Identifies where job opportunities located	3.95	4.00
Job Success: Job advancement opportunities	3.90	4.00
Placement: Help find employment opportunities	3.80	4.00
Placement: Prepare apply for job	3.80	4.00
Occ Inst: Know subj matter & occupation requirements	4.40	4.50
Occ Inst: Available to provide help when needed	4.35	4.00
Occ Inst: Provide interesting & Understandable instruction	4.35	4.00
Inst Support: Available to meet needs & interests	3.85	4.00
Inst Support: Provided by knowledgeable, interested staff	4.20	4.00
Lec/Lab: Adequate light, ventilation, heat, power, other	4.26	4.00
Lec/Lab: Enough workstations for enrolled students	3.90	4.00
Lec/Lab: Safe, functional, well maintained	4.20	4.00
Lec/Lab: Available on equal basis for all students	4.25	4.00
Equip: Current & representative of industry	4.05	4.00
Equip: Sufficient quantity to avoid long delays in use	4.00	4.00
Equip: Safe & in good condition	4.10	4.00
Mat'ls: Available & conveniently located for use	3.75	4.00
Mat'ls: Current & meaningful to subject	4.05	4.00
Mat'ls: Not biased toward "trad'l" sex roles	3.85	4.00
Mat'ls: Available at reasonable cost	3.00	3.00

Remarks:

Question 43 is of interest since we do not charge students anything for their materials.

Comments from ACCGC report;

The Team reviewed the Printing and Imaging Technology Department's support staff and found them to be adequate. But, the Team noted serious concerns by the students that the University's IT support staff is ineffective in helping maintain their personal Macintosh computers. The Team recommends that Ferris State University: Seek ways to support the student's machines

E. Faculty perceptions

The purpose of this activity is to assess faculty perceptions regarding the following aspects of the program: curriculum, resources, admissions standards, degree of commitment by the administration, processes and procedures used, and their overall feelings. Additional items that may be unique to the program can be incorporated in this survey.

Methodology

November 2007, six faculty were asked to respond to a survey developed by Institutional Research and Testing. The instrument was a 40 question forced response 5 step likert scale rating from poor to excellent. Four faculty responded.

Summary of results

The faculty indicated two areas for improvement. One an inadequacy and availability of learning resources and two lack of provisions in capital outlay for equipment.

Full results of the survey

Question	Mean	Median
Partic in Developmt of Occ Ed Prog Plan	3.25	3.50
Program Goals	3.75	4.00
Course Objectives	4.75	5.00
Competency Based Performance Objectives	4.25	4.50
Use of Competency Based Performance Objectives	4.25	4.50
Use of Info on Labor Market Needs	4.25	4.50
Use of Info on Job Performance Requirements	3.75	4.00
Use of Profession/Industry Standards	4.00	4.50
Use of Student Follow-Up Info	4.25	4.50

Adaptation of Instruction	4.00	5.00
Relevance of Supportive Courses	3.75	4.00
Coordination w/Other Agencies &Educat'lProg's	4.25	5.00
Provision for Work Exp, Cooperative Ed or Clinical Exp	4.00	4.00
Program Availability & Accessibility	3.50	4.00
Provision for the Disadvantaged	3.50	3.50
Provision for the Handicapped	3.75	4.00
Efforts to Achieve Sex Equity	4.50	4.50
Provision for Program Advisement	4.75	5.00
Provision for Career Planning & Guidance	4.25	4.00
Adequacy of Career Planning & Guidance	4.25	4.50
Provision for Employability Info	4.25	4.00
Placement Effectiveness for Students	4.50	4.50
Student Follow-Up System	3.50	4.00
Promotion of this Occupational Prog	3.50	3.50
Provision for Leadership & Coordination	3.25	3.50
Qualifications of Administrators/Supervisors	3.25	3.50
Instructional Staffing	4.00	4.00
Qualifications of Instructional Staff	4.75	5.00
Professional Development Opportunities	4.50	5.00
Use of Instructional Support Staff	2.50	3.00
Use of Clerical Support Staff	3.00	3.50
Adequacy & Availability of Instruct'l Equipment	4.00	4.00
Maintenance & Safety of Instruct'l Equipment	4.25	4.00
Adequacy of Instruct'l Facilities	4.00	4.00
Scheduling of Instruct'l Facilities	4.25	4.50
Adequacy & Availability of Instruct'lMat'ls& Supplies	3.75	3.50
Adequacy & Availability of Learn'g Resources	3.00	2.50
Use of Advisory Committee	3.25	4.00
Provisions in Current Operating Budget	2.75	3.00
Provisions in Capital Outlay Budget for Equipmt	2.25	2.50

F. Advisory committee perceptions

The purpose of this survey is to obtain information from the members of the program advisory committee regarding the curriculum, outcomes, facilities, equipment, graduates, micro-megatrends that might affect job placement (both positively and adversely) and other relevant information. Recommendations for improvement must be sought from this group.

Methodology

November 2007, four advisory board members were asked to respond to a survey developed by Institutional Research and Testing. The instrument was a 14 question forced response 4 step likert scale rating from poor to excellent. Four advisors responded.

Summary of results

Advisory board members were positive about the program, as one would expect. There was concern expressed about the lack of follow up on program review. It should be pointed out the lack of response makes this survey statistically unreliable. There are 16 members of the advisory committee and it is not known why so few surveys were administered.

Full results of survey

Question	Mean	Median
Prog content/quality: Based on perfobjs	4.25	4.50
Progcontect/quality: Provide stu's w/skills	3.00	3.00
Prog content/quality: Responsive to upgrade/retrain	3.00	3.00
Prog content/quality: Periodically reviewed/revised	3.75	3.50
Equipmt: Well maintained	4.00	4.00
Equipmt: Current w/trends of teach'g w/technology	3.00	3.00
Facil's: Provide adequate ligh, heat, pwr, etc.	4.50	4.50
Facil's: Allocate sufficient space	4.25	4.00
Facil's: Meet essential health/safety stds	4.50	4.50
Placemt: Available to students completing program	3.67	5.00
Placemt: Job opportunities exit	3.75	4.50
Follow-up: Demonstrate students prepared	4.00	4.00
Follow-up: collect info on job placement	2.00	2.00
Follow-up: Provide info used in prog review	1.67	2.00

Section 3: Program Profile

Include Administrative Program Review document in this section. Provide the number and percentage for the variable addressed for each of the years since inception (for new programs) or the last program review.

A. Profile of the Student

Student Demographic Profile

Gender, race/ethnicity, age are consistent with the profile of the University as a whole.

Ferris State University
APR 03-07 Enrollment by Sex and Ethnicity

TE
Pre-Printing Management
BS

		Gender			Ethnicity						Full/Part Time	
Term	Enrolled	Male	Female	Unknown	Black	Hispanic	Indian/Alaskan	Asian/Pac Islander	White	Foreign	Full Time	Part Time
200508	2	2	0	0	0	0	0	0	2	0	2	0
200608	1	1	0	0	0	0	0	0	1	0	1	0
200708	1	0	1	0	0	0	0	0	1	0	1	0

TE
New Media Printing and Publish
BS

		Gender			Ethnicity						Full/Part Time	
Term	Enrolled	Male	Female	Unknown	Black	Hispanic	Indian/Alaskan	Asian/Pac Islander	White	Foreign	Full Time	Part Time
200608	16	8	8	1	1	0	0	1	13	0	14	2
200708	10	6	4	0	1	0	0	0	9	0	8	2

TE
New Media Printing and Publishing
BS

		Gender			Ethnicity						Full/Part Time	
Term	Enrolled	Male	Female	Unknown	Black	Hispanic	Indian/Alaskan	Asian/Pac Islander	White	Foreign	Full Time	Part Time
200308	16	14	2	1	0	0	0	0	15	0	15	1
200408	14	10	4	1	1	0	0	0	12	0	11	3
200508	14	4	10	0	2	0	0	0	12	0	12	2

TE
Printing Management
BS

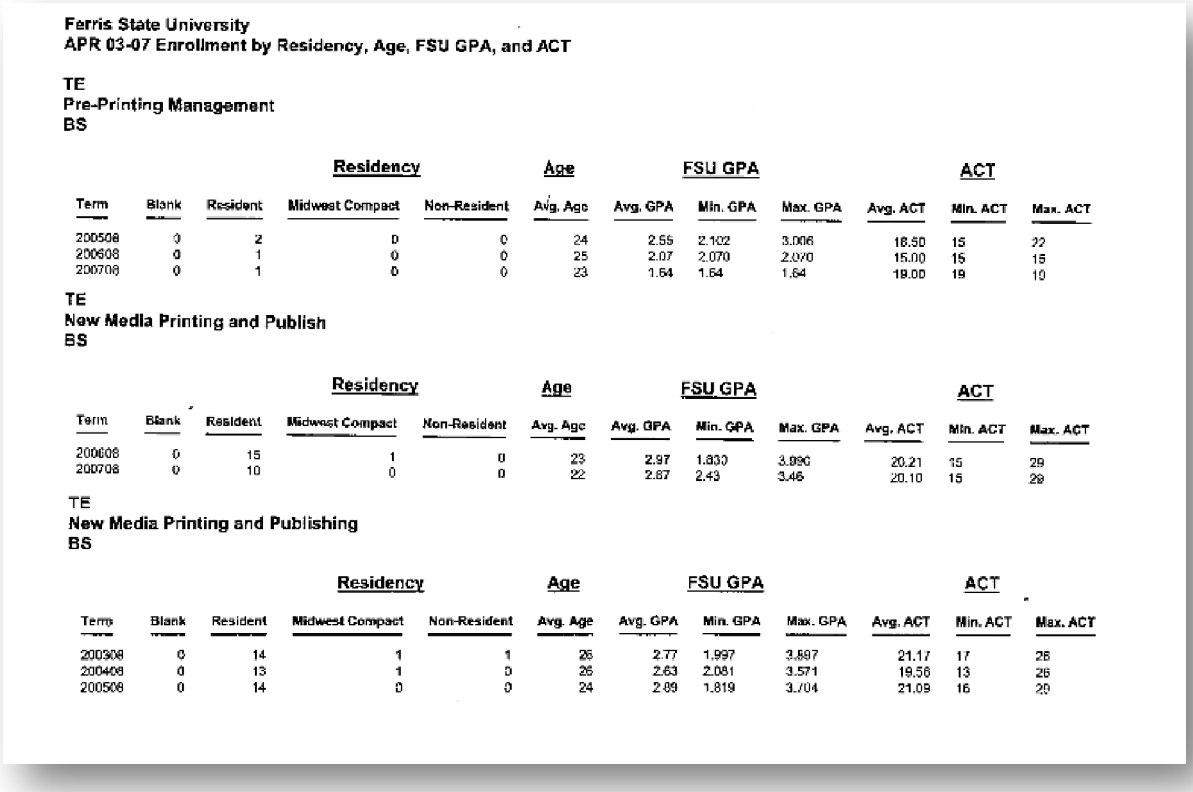
		Gender			Ethnicity						Full/Part Time	
Term	Enrolled	Male	Female	Unknown	Black	Hispanic	Indian/Alaskan	Asian/Pac Islander	White	Foreign	Full Time	Part Time
200308	26	17	9	0	3	0	0	1	21	1	20	0
200408	22	14	8	0	0	0	0	1	20	1	22	0
200508	27	14	13	0	0	2	0	0	25	0	27	0
200608	31	16	15	0	2	2	0	0	27	0	30	1
200708	19	11	8	0	0	0	0	1	18	0	19	0

TE
Printing and Digital Graphic Imaging Technology
AAS

		Gender			Ethnicity						Full/Part Time	
Term	Enrolled	Male	Female	Unknown	Black	Hispanic	Indian/Alaskan	Asian/Pac Islander	White	Foreign	Full Time	Part Time
200308	56	30	26	2	5	3	0	4	42	0	54	2
200408	57	29	28	1	2	2	1	2	49	0	56	1
200508	58	33	25	1	4	1	1	3	48	0	57	1
200608	39	19	20	2	3	0	0	2	31	1	36	3
200708	40	25	15	1	4	0	0	2	32	1	38	2

In-State and out-of-state

The printing programs are consistant with University profiles with regard to out-of-state residency. Many come from the Metro-Chicago area.



Ferris State University
APR 03-07 Enrollment by Residency, Age, FSU GPA, and ACT

TE
Pre-Printing Management
BS

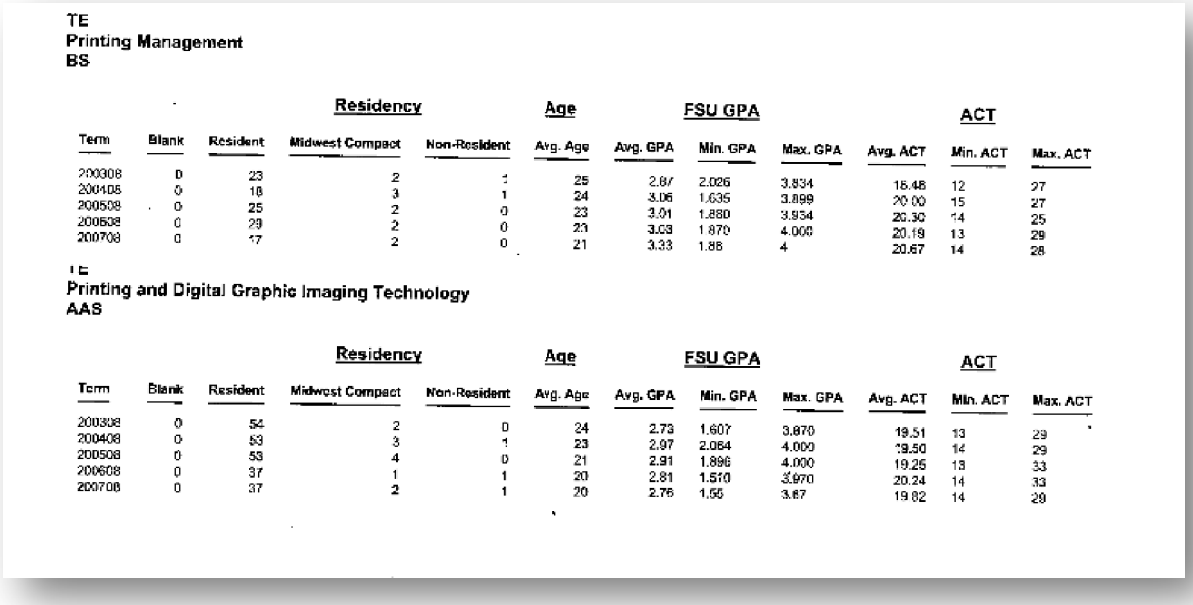
	Residency				Age	FSU GPA			ACT		
Term	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
200508	0	2	0	0	24	2.55	2.102	3.006	18.50	15	22
200608	0	1	0	0	25	2.07	2.070	2.070	15.00	15	15
200708	0	1	0	0	23	1.64	1.64	1.64	19.00	19	19

TE
New Media Printing and Publish
BS

	Residency				Age	FSU GPA			ACT		
Term	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
200608	0	15	1	0	23	2.97	1.830	3.990	20.21	15	29
200708	0	10	0	0	22	2.87	2.43	3.46	20.10	15	29

TE
New Media Printing and Publishing
BS

	Residency				Age	FSU GPA			ACT		
Term	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
200308	0	14	1	1	26	2.77	1.997	3.897	21.17	17	28
200408	0	13	1	0	26	2.63	2.081	3.571	19.56	13	26
200508	0	14	0	0	24	2.89	1.819	3.704	21.09	16	29



TE
Printing Management
BS

	Residency				Age	FSU GPA			ACT		
Term	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
200308	0	23	2	1	25	2.87	2.026	3.834	18.48	12	27
200408	0	18	3	1	24	3.06	1.635	3.899	20.00	15	27
200508	0	25	2	0	23	3.01	1.880	3.954	20.30	14	25
200608	0	29	2	0	23	3.03	1.870	4.000	20.19	13	28
200708	0	17	2	0	21	3.33	1.86	4	20.67	14	28

TE
Printing and Digital Graphic Imaging Technology
AAS

	Residency				Age	FSU GPA			ACT		
Term	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
200308	0	54	2	0	24	2.73	1.607	3.870	19.51	13	29
200408	0	53	3	1	23	2.97	2.064	4.000	19.50	14	29
200508	0	53	4	0	21	2.91	1.896	4.000	19.25	13	33
200608	0	37	1	1	20	2.81	1.510	3.970	20.24	14	33
200708	0	37	2	1	20	2.76	1.55	3.87	19.82	14	29

Full time and part time

The vast majority of the students are full time students; fewer than 2% take less than 12 credits per semester.

Attend classes during the day, in the evenings, and on weekends

All classes offered in the Printing and Imaging Technology Management Department are offered Monday – Friday 8:00 am to 9:00 pm. Only one freshman class runs one night to 9:00 PM. This is to allow access to all labs. All other classes are done by 6:00 PM.

Enroller in classes on – and Off campus

All classes offered in the Printing and Imaging Technology Management Department are offered on the Big Rapids campus. In 2003 we did explore offereing the Printing Management Degree in the Metro Chicago area but were told the ability to offer a program out of state, face to face was too difficult.

Enroled in 100% on-line and/or mixed delivery course.

All classes offered in the Printing and Imaging Technology Management Department are offered face to face. Approximately 40% of our courses are web assisted using our Mac Server and network. The highly graphic oriented files that we use are not conducive to FerrisConnect. Our Macintosh computer network and server uses a series of open folders and drop boxes that students regularly use.

Discuss how information presented previously in this section impacts the curriculum, scheduling, and/or delivery methods in the program.

The most significant impact on the overall facilitation of learning is the scheduling and balancing of 16 to 18 contact hours of subect matter not familiar to our existing faculty. Our program faculty has been reduced from 9 to 6 since the previous review. While this is reduction is understood and accepted for finacial reasons, it has taken a toll on the department for subject matter expertise. We do not have faculty who are as qualified as they should be teaching in some areas putting a burden on a couple of faculty who do have the skills .The department faculty have been given ample opportunities for their development but in many cases the development is not enough.

There is a significant population in the Metro Chicago area that have earned AAS degrees from one of three Chicago Community Colleges that have not earned BS

degrees. The vast majority of these are non-traditional students who would have to complete their degree at night and on weekends.

Qulaity of Students

What is the range and average GPA of all students currently enrolled in the programs? ACT?

	High School GPA			ACT		
Term	Avg GPA	Min GPA	Max GPA	Avg. ACT	Min ACT	Max ACT
2008 S	3.107	2.21	4.0	20.898	14	30

What are the range and average GPA'a of students graduation from the programs? ACT?

Ferris State University
APR Graduated 2002-03 Through 2006-07
Average GPA and ACT

TE
Printing Management
BS

	FSU GPA			ACT		
Year	Average GPA	Min. GPA	Max. GPA	Average ACT	Min. ACT	Max. ACT
2002-2003	3.19	2.625	3.962	20.36	14	29
2003-2004	2.94	2.453	3.743	18.17	13	24
2004-2005	3.09	2.310	3.885	19.14	14	23
2005-2006	3.07	2.197	3.904	20.73	14	27
2006-2007	3.19	2.400	3.950	21.53	14	29

TE
New Media Printing and Publish
BS

	FSU GPA			ACT		
Year	Average GPA	Min. GPA	Max. GPA	Average ACT	Min. ACT	Max. ACT
2002-2003	3.02	2.442	3.746	20.00	16	23
2003-2004	3.08	2.366	3.833	22.00	16	25
2004-2005	2.86	2.418	3.582	18.40	13	26
2005-2006	2.70	2.419	3.337	19.25	17	26
2006-2007	3.16	2.530	3.990	20.75	19	23

TE
Printing and Digital Graphic I
AAS

	FSU GPA			ACT		
Year	Average GPA	Min. GPA	Max. GPA	Average ACT	Min. ACT	Max. ACT
2002-2003	2.93	2.146	3.920	18.00	13	24
2003-2004	2.86	1.984	3.847	18.36	13	24
2004-2005	3.04	2.173	3.940	21.00	17	25
2005-2006	3.18	2.044	4.000	20.74	13	29
2006-2007	2.66	1.754	3.720	18.62	13	24

In addition to ACT and GPA, identify and evaluate measures that are used to asses the quality of students entering the program.

The Printing and Imaging Technology Management department has estalsihed over 40 articulation agreements with high schools and community colleges. The department chair has evaluated their curriculum and made a determination that if the student has earned a "B" or better in at least one year of the program (high School) they will be awared two credits. College students are advised during their enrollent at the community college as to what course are needed for smooth entry in to a BS program.

Identify academic awards (e.g., scholarships or fellowships) students in the program have earned. Comment on the significance of these awards to the program students.

The Printing and Imaging Technology Management department is fortunate to have VERY strong support from varioius foundations, companies and endowments. The support represents on annual average over 40 individual scholarships representing over $70,000 in assistance to academically deserving students.

Granting Agency	Student	Amount
PIA/GATF - PGSF	Michael Fleming	2,800
	Heather Perlot	2,875
	Matt Stachowiak	1,500
	Mike Fleming	1,200
	Sandra Kammeraad	1,500
	Heidi Robinson	2,000
	Amela Mujkic	5,000
	Hillary Abli	1,600
	Bradley McNab	1,500
	Tiffany Keller	2,000
	Annette Ventrice	1,800
Ann Arbor Memorial	Hillary Aebli	2,000
	Mallorie Berrie	2,000
	Brad Bitzer	2,000
	Dennis Boyd	2,000
	Amber Bray	2,000
	Matt Donnan	2,000
	Mike Fleming	2,000
	Sandy Kammeraad	2,000
	Joe Lounsbury	2,000
	Mike Malczewski	2,000
	Samantha Mathews	2,000

	Amela Mujkic	2,000
	James O'Gorman	2,000
	Nick Pardy	2,000
	Joe Periord	2,000
	Heather Pirlot	2,000
	Elis Rigoli	2,000
	Heidi Robinson	2,000
	T.J. Smith	2,000
	Julie Thoms	2,000
	Erin VanSyckle	2,000
	Annette Ventrice	2,000
	Tom Walker	2,000
Independent Printing	Brad Bitzer	1,000
Ferris Professional Wmn	Angela Knoetzer	1,000
MI Print Week	Amela Mujkic	1,800

What scholarly / creative activites (e.g. symposiums presentations, other presentations or awards) have students in the program participated in?

Each year for the past five years Ferris State University has competed in the SkillsUSA National graphic communications competition. Three to six FSU students compete at the state level in April of each year. One person is selected to compete at Nationals in Kansas City each June. Ferris State University has won the Gold Medal three of the past five years.

In 2006 a Junior in Printing Management submitted an "Engineering" poster design to a national design competiton and was selected as the winner.

Printing Management students in the 2008/2009 class will compete in an international case study and business plan development competition.

What are other accomplishements of students in the program?

93% of the department students participate in one or both of our two recognized student organizations. Our student organizations consistantly have been awarded top honors for their amount of service hours provided to the community.

The editor and chief of the "Ferris Torch" for the past two years has been a Printing Management student. We have had one or two honors students most years from our program.

Employability of Students

How many graduates have become employed full-time in the field within one year of receiving their degree?

Pacement surveys are conducted annually by the Ferris Career Servcies office of graduatinfg students to determine how many have found employment in their area of study and at what rate of compensation. The past five years results are reflected below.

New Media BS

Academic Year	No Grads	No Response	Placement Rate	Starting Salary
2001-2002	3	1	100%	$ N/A
2002-2003	5	2	100%	$ N/A
2003-2004	5	2	100%	$ N/A
2004-2005	6	3	100%	$38,499
2005-2006	6	3	100%	$40,080

Print Management BA

Academic Year	No Grads	No Response	Placement Rate	Starting Salary
2001-2002	10	7	100%	$ 31,884
2002-2003	12	5	100%	$N/A
2003-2004	8	4	100%	$ N/A
2004-2005	12	6	100%	$41.650
2005-2006	12	6	100%	$43,227

Printing and Digital Imaging Technology AAS

Academic Year	No Grads	No Response	Placement Rate	Starting Salary
2001-2002	3	1	100%	$ N/A
2002-2003	15	13	100%	$26,437
2003-2004	18	6	100%	$24,764
2004-2005	17	9	100%	$35,996
2005-2006	25	14	100%	$39,738

Previous to 2000-2001 the Printing Department Conducted their own exit interviews of graduates and provided data to Career Services. For the 2001 – 2002 Graduating class Career Services no longer accepted their survey data collected manually. Lack of data above from 2001 – 2004 is a result of collection methodology.

According to the Printing Industries of Michigan, these salary results are within an average for the state and nation. Printing is the seventh largest industry in the State of Michigan and second in the nation. A recent study conducted by the PIA/GATF shows there will be a need for 40,000 new employees each year until 2014 to fill the supply of retiring and new technical jobs being created.

Placement rates continue to be high, even Spring of 2008 had full placement with as many as four job offers to some students. While the economy continues to drop, at the time of this writing employment opportunities appear to be plentiful.

What is the Average starting salary of graduates who become employed full-time in the field since inception (for new programs) or the last program review? Compare with regional and national trends.

See Previous section

How many graduates have become employed as part-time or temporary workers in the field within one year of receiving their degree? Comment on this data

According to the data collected there are none working part time. I do not believe the FSU survey tracks this information. I can say anecdotally all of our graduates are employed full time within one year of earning their degree.

Describe the career assistance available to the students. What is student perception of career assistance?

The students in the printing department receive signigicant amounts of information on career options and career opportunities through weekly guest speakers, tours and trips to relevant industry sites, email and job postings, job fairs, advisory board meetings and alumni visitations. It is very common in our department for companies to open their businesses up for job shadowing when students want assistance in narrowing their career choice to a specific area.

How many graduates continue to be employed in the field? Comment on this data.

The vast majority tends to stay in the printing or printing related field. One item of interest is that as our industry changes there are a lot of comments about alumni doing job functions they never would have dreamed of in years prior. See section 2a for data.

Describe and comment on the geographic distribution of employed graduates.

The largest concentration of graduates is in the Great Lakes and Mid West regions. However in recent years we are seeing student's comfort level increase with the idea of moving further distances from home. In addition more companies from further distances are coming to recruit on a routine basis. An example is Worth Higgins in Richmond VA, Williamson in Dallas Texas, and Think Patented in Ohio.

How many students and/or graduates go on for additional educational training? (Give annual average.) Comment on this data.

Data presented in section 2a suggests very few continue on beyond their BS degree. However that data set only measured the past ten years. Base on the relationships with our alumni and their employers it is believed that less than 10% of our alumni have pursued additional degree work.

Training and skills upgrading is entirely different. The data presented in 2a suggests most all alumni have continued on with some type of in-house of supplier provided training since they earned their degree.

Where do most students and or graduates go on for additional educational training?

In fifteen years there has been only one student who graduated with a BS and went directly in to a masters program. She went to Western Illinois University. We do have alumni of record who have MBA's, JD, PhD, EdE. Etc.

B. Enrollment

What is the anticipated fall 2008Enrollment for the program?

The entire enrollment for the department is anticipated to be around 74. New student and freshman enrollment will increase over that of last year with 14 FTIAC's and 5 transfer students.

Have enrollment and student credit hour production increased or decreased since the last program review?

Since the last program review enrollment has decreased and SCH production has either held steady or improved slightly. This has been done through the attrition of faculty. SCH data below suggest a relatively deep fall in the PMGT program from 2006 to 2007. This is a result of Interim VP Klarecki returning to the department and Professor Papo no longer receiving release time for his senate activities. Both of these additions of credit capacity hit simultaneously to inflate the SCH production drop in 2007-2008.

Additional issues affecting the data are the recording of student to the correct program. Through the change in department leadership the management of the curriculum change process was not monitored. There should be few juniors and no seniors still showing up in the AAS degree SCH production. The curriculum changes were not being posted at appropriate times. The increased number of transfer students also is causing fluctuations in SCH records as transfers most all have different course required when they arrive at FSU.

Ferris State University
Administrative Program Review 2007
SCH's

TE
Printing and Digital Graphic Imaging Technology
AAS

Student Credit Hours - On, Off, and Total

Term	Fresh On	Fresh Off	Fresh Tot	Soph On	Soph Off	Soph Tot	Junior On	Junior Off	Junior Tot	Senior On	Senior Off	Senior Tot	1st Prof On	1st Prof Off	1st Prof Total	Mast On	Mast Off	Mast Tot
200509	361	0	361	361	0	361	100	0	100	0	0	0	0	0	0	0	0	0
200609	343	0	343	346	0	346	126	0	126	31	0	31	0	0	0	0	0	0
200509	355	0	355	334	0	334	151	0	151	19	0	19	0	0	0	0	0	0
200609	193	0	193	283	0	283	99	0	99	12	0	12	0	0	0	0	0	0
200709	142	0	142	209	0	209	175	0	175	63	0	63	0	0	0	0	0	0

Ferris State University
Administrative Program Review 2007
SCH's

TE
New Media Printing and Publishing
BS

Student Credit Hours - On, Off, and Total

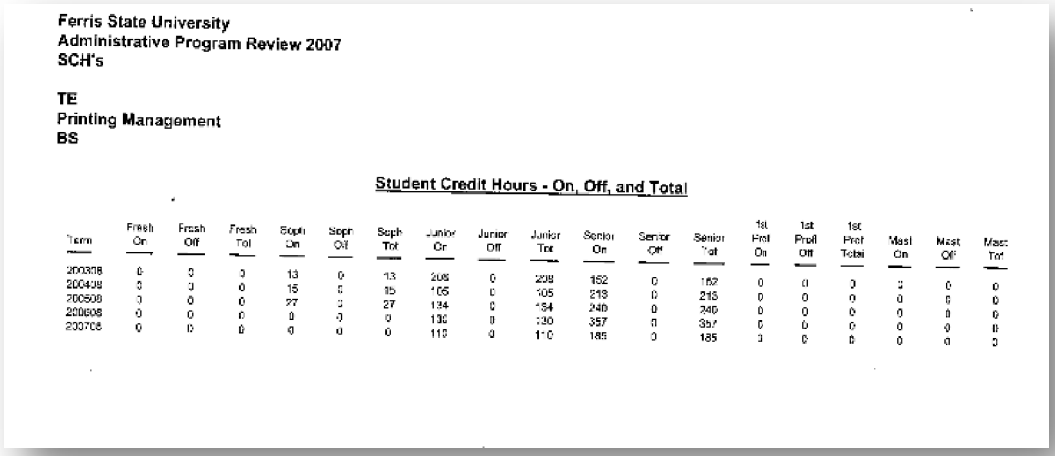
Term	Fresh On	Fresh Off	Fresh Tot	Soph On	Soph Off	Soph Tot	Junior On	Junior Off	Junior Tot	Senior On	Senior Off	Senior Tot	1st Prof On	1st Prof Off	1st Prof Total	Mast On	Mast Off	Mast Tot
200309	0	0	0	14	0	14	58	0	58	137	0	137	0	0	0	0	0	0
200409	0	0	0	0	0	0	40	0	40	156	0	156	0	0	0	0	0	0
200509	0	0	0	0	0	0	91	0	91	96	0	96	0	0	0	0	0	0
200609	0	0	0	0	0	0	97	0	97	125	0	125	0	0	0	0	0	0
200709	0	0	0	0	0	0	26	0	26	114	0	114	0	0	0	0	0	0

Ferris State University
Administrative Program Review 2007
SCH's

TE
Pre-Printing Management
BS

Student Credit Hours - On, Off, and Total

Term	Fresh On	Fresh Off	Fresh Tot	Soph On	Soph Off	Soph Tot	Junior On	Junior Off	Junior Tot	Senior On	Senior Off	Senior Tot	1st Prof On	1st Prof Off	1st Prof Total	Mast On	Mast Off	Mast Tot
200509	0	0	0	0	0	0	13	0	13	15	0	15	0	0	0	0	0	0
200609	0	0	0	0	0	0	0	0	0	16	0	16	0	0	0	0	0	0
200709	0	0	0	0	0	0	20	0	20	0	0	0	0	0	0	0	0	0



Ferris State University
Administrative Program Review 2007
SCH's

TE
Printing Management
BS

Student Credit Hours - On, Off, and Total

Term	Fresh On	Fresh Off	Fresh Tot	Soph On	Soph Off	Soph Tot	Junior On	Junior Off	Junior Tot	Senior On	Senior Off	Senior Tot	1st Prof On	1st Prof Off	1st Prof Total	Mast On	Mast Off	Mast Tot
200308	0	0	0	13	0	13	208	0	208	152	0	152	0	0	0	0	0	0
200408	0	0	0	15	0	15	105	0	105	213	0	213	0	0	0	0	0	0
200508	0	0	0	27	0	27	134	0	134	240	0	240	0	0	0	0	0	0
200608	0	0	0	0	0	0	130	0	130	357	0	357	0	0	0	0	0	0
200708	0	0	0	0	0	0	110	0	110	185	0	185	0	0	0	0	0	0

Since the last program review, how many students apply to the program annually?

The following table reflects a combination of data kept manually by the Department Secretary prior to the banner system and banner data. This table shows the number of students who have been admitted to the program and not necessarily the number of students who apply. It is also important to point out both the institution and the College of Technology raised the minimum entrance requirements for admission during this period of time.

PRINTING AND IMAGING TECHNOLOGY MANAGEMENT DEPARTMENT

PROGRAM ACCEPTS

Year	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	% MAR to SEP
2002	40	53	*	*	*	*	*	33	62.26%
**2003	33	42						29	69.05%
2004	20	36	40					30	83.33%
2005	29	38	43					17	44.74%
2006	23	27	27					12	44.44%
2007	19	23	25					7	30.43%

*Data Unavailable

** FSU Admissions change in procedure for being Admitted - No ACT No

Admit

September reflects the actual 4th day count FTIAC

Of those who apply, how many and what percentage are admitted?

Based on data collected for the fall of 2008 freshman class about 10% or four students are not admitted. However, this is a misleading number as those students who are not admitted as a result of the College of Technology admission criteria but do meet the University College admission requirements are removed from the printing admission report and placed on the University College admissions list. Anecdotally I know of three students who were denied entry into printing but were accepted into the University. I have no way of tracking if they will actually show up to FSU other than to check each student individually, which I do.

Of those who are admitted, how many and what percentage enroll?

The previous table indicates a steady decline in our yield of admits to enrollees. Fall of 2008 will show a reverse in this trend back into the mid 40% range. Historically the department converted about 60%.

While it is not known for sure why the drop in yield occurred, the assumed reason is none of the following initiatives that were done consistently prior to the change in department head occurred during the changing leadership of the department.

- Home phone calls made to each admitted student between February and May
- Holiday greeting/reminder letters sent home to parents and students
- E-mail, phone calls, and reminders letters to high school teacher to assist student with completing necessary tasks
- Coordination of external scholarship awards

Since the return of the seasoned department chair in January 2008 these activities have been re-instated along with new targeted direct mailing from alumni encouraging students to register.

What are the program's current enrollment goals, strategy, and efforts to maintain/increase/decrease the number of students in the program?

The Printing and Imaging Technology Management department is well aware of the seriousness of the last three years declining enrollment and has begun several initiatives to rebuild enrollment. Our goal for enrollment is to reach and maintain about 110 – 120 students. This is the maximum we can accommodate with the current level of staffing.

The enrollment issue in the Printing and Imaging Technology Management is similar to a very large jig-saw puzzle. There are many pieces that must be put together in the correct sequence and at the correct time. Each bullet below represents a piece of the puzzle and the strategy to get it into the correct place and improved enrollment.

- Despite an overwhelming need for young people to enter the printing industry, virtually every University in the USA (and world) is reporting falling enrollment. The industry is perceived by the public at large as a dirty low-tech dying industry and parents do not want their children to be part of it. The FSU Printing and Imaging Technology Management department chair is part of a national committee that has secured funding to develop an international image campaign. In addition this committee has been able to change the US Department of Labor Bureau of Statistics to change many of the standard job classifications to reflect current industry standards. This will change the data that is presented in the Occupational Outlook Handbook.
- Ferris State University, like many other institutions has chosen to provide most information about the school, programs etc electronically. While this saves money, it has a limited reach to the potential student. It also only engages students who choose to or are capable of logging on. The FSU Printing and Imaging Technology Management Department began in April of 2008, and will continue throughout the 2008/2009 year to test customized, one-to-one printed postcards that will be mailed to every prospect and admitted student. The creative show recent alumni working in high-tech, high paying, high-demand careers, with personalized messages to the student telling them why they should consider a career in printing and attending FSU. The concept is that not only will the perspective student see these but the parents will too and be able to engage in a conversation with their son or daughter about their future. This is being funded by Programmatic Marketing funds.
- Relationships have been and will continue to be the cornerstone of success in recruiting students. The Printing and Imaging Technology Management department has faced declining enrollment in the past and was able to turn the trend around to reach acceptable levels of enrollment. This effort takes time to build relationships with high schools and colleges to trust and a network to feed students into the FSU program. The department chair will visit a minimum of 20 schools during the academic year.
- The Michigan Department of Education recently mandated a statewide curriculum change for high school graphic communications programs. This was a very controversial mandate that could have had serious implications to the FSU Printing and Imaging Technology Management department. In January of 2008 the Department Chair called and educators summit with the Director of the Michigan DOE CTE. 65 teachers from all over the state attended and were able to convince the DOE to make some changes to the mandate.
- This statewide curriculum is based on the career pathways model which combines printing with graphic design. The Printing and Imaging Technology Management department will continue to pursue the combining of its program with graphic design. All human beings have dreams and at points in their life have to separate dreams from reality. The reality is that over 80% of the students who aspire to be a graphic designer lack one or more of the

qualifications to earn a living doing so. They can, however use many of their same skills in printing production.

- The faculty of the Printing and Imaging Technology Management department held and will host again a "training open house" for the teachers and students involved in creating high school yearbooks. This is an avenue to create new feeder systems to the program.
- The faculty of the Printing and Imaging Technology Management department will continue to host our annual high school tour day. This event will bring 200 – 300 high school printing students in from 15 – 20 schools around the state.
- Ferris State University Printing and Imaging Technology Management department will host with its industrial partners regional open houses for perspective students and their parents to see first hand the level of sophistication and knowledge required in today's printing industry.

C. Program Capacity

What is the appropriate program enrollment capacity, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors? Which of these items limits program enrollment capacity? Please explain and difference between capacity and current enrollment.

The total capacity of the department is about 110-120 students. There are two limiting factors; faculty and class size. To deliver learning to 110-120 students all faculty would be fully loaded with some overload. Due to the heavy use of laboratory learning, a large percentage of our classes are limited to 15 students. This is due to the size of equipment and safety issues.

Our ideal scenario is as follows: Thirty entering freshmen, thirty sophomores, fifteen juniors entering Printing Management and fifteen juniors entering New Media, thirty total seniors.

We are currently under our capacity and working diligently to fill capacity. We are confident we will be at full capacity by the next review cycle.

D. Retention and Graduation

Give the annual attrition rate (number and percent of students) in the program.

Data is limited and of questionable reliability in this area, however reported retention of the AAS degree appears to be 47% in seven years. According to Institutional testing and Research, students who start in the AAS degree and later change into one or our BS degrees show as persisters or graduates in the AAS degree data set regardless of the degree they are currently working on or graduated from. In addition, data for both of the BS degree programs shows only one year and one student because the system only tracks FTIACs. Somehow some FITIAC, through admissions got enrolled directly into the BS degree programs when they should have started as an AAS degree student.

Ferris State University

Retention and Graduation Rates of Full-Time FTIAC Students - By Major

Two-Year Degree Programs

Entering Fall Term	Major	N		Fall Term Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
200108	PDGI	43							
			% Graduated By	0	7	23	33	44	44
			% Still Enrolled In	65	49	30	16	5	3
			% Persisters	65	56	53	49	49	47
			% Non-Persisters	35	44	47	51	51	53
200208	PDGI	25							
			% Graduated By	0	12	24	44	60	
			% Still Enrolled In	72	48	32	16	0	
			% Persisters	72	60	56	60	60	
			% Non-Persisters	28	40	44	40	40	
200308	PDGI	21							
			% Graduated By	0	19	29	48		
			% Still Enrolled In	76	62	38	14		
			% Persisters	76	81	67	62		
			% Non-Persisters	24	19	33	38		
200408	PDGI	17							
			% Graduated By	0	24	29			
			% Still Enrolled In	82	41	24			
			% Persisters	82	65	53			
			% Non-Persisters	18	35	47			
200508	PDGI	21							
			% Graduated By	0	10				
			% Still Enrolled In	81	61				
			% Persisters	81	71				
			% Non-Persisters	19	29				
200608	PDGI	9							
			% Graduated By	0					
			% Still Enrolled In	78					
			% Persisters	78					
			% Non-Persisters	22					

Entering Fall Term	Major	N		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
199708	PDH	47							
			% Graduated By	0	0	28	47	62	64
			% Still Enrolled In	70	64	36	19	2	0
			% Persisters	70	64	64	66	64	64
			% Non-Persisters	30	36	36	34	36	36

Ferris State University has no way to track those students who, at the beginning of their junior year change curriculums from the AAS Printing and Digital Graphic Imaging to either BS Printing Management or New Media, in their BS degree program. This presents a serious issue when the institution is placing importance on the time it takes to graduate and retention of students.

The previous data shows two FTIAC cohorts; 1997 and 2001. The 1997 cohort reflected a 64% completion rate and the 2001 cohort a 53%. Given the information presented previously, it is not clear what can be analyzed from these two cohorts. Analysis of the second, third year, etc., data does show an improvement in retention. This is believed to be a result of increased admission standards.

Ferris State University
Retention and Graduation Rates of Full-Time FTIAC Students - By Major
Four-Year Degree Programs

Entering Fall Term	Major	N		Fall Term Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
200608	NMPP	1							
			% Graduated By	0					
			% Still Enrolled In	100					
			% Persisters	100					
			% Non-Persisters	0					

Ferris State University
Retention and Graduation Rates of Full-Time FTIAC Students - By Major
Four-Year Degree Programs

Entering Fall Term	Major	N		Fall Term Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
199908	PMGT	1							
			% Graduated By	0	0	0	0	100	100
			% Still Enrolled In	100	100	100	100	0	0
			% Persisters	100	100	100	100	100	100
			% Non-Persisters	0	0	0	0	0	0

What are the programs current goals, strategies, and efforts to retain students in the program?

Based on data collected from other institutions offering BS degrees in Printing management, we believe a goal of 80% first to second year retention, and 75% for completion is sound. (If data were collected by method that would show the transfer from the AAS to BS as seamless) In addition we believe a goal of 75% completion in four years, and 100% in five years is achievable.

The Printing and Imaging Technology Management department faculty rely heavily on student advising and their relationships with industrial contacts. The majority of the attrition is a result of either failure in academics or desire to change major. When a faculty member feels a student has lost interest in the major they are counseled to find where the interest level lies. Because of the laboratory intensiveness and process specific level of course taught early in the curriculum, some students find they don't like one specific course and want to change majors. When this occurs students are encouraged to see the big picture of the industry and are provided the opportunity to get a job shadow at a company to see first had how their interests are applicable to the curriculum.

Students are advised to take advantage of the academic and non-academic assistance available to them. Due to the small size of our classes, the close cohort and amount of time our faculty spend with the students, strong mentoring relationships are formed. It is a fairy natural process to identify and assess the students' needs early and often.

Describe and assess trends in number of degrees awarded in the program.

The number of degrees awarded in the AAS degree has been consistent for many years. However we are seeing less applications for graduation for the AAS degree and are having to tell students they should "go ahead and get the AAS diploma" even though they feel they are here for the BS degree.

Ferris State University
Administrative Program Review 2007
Graduates

TE
Printing and Digital Graphic I
AAS

Graduate Headcount

Academic Year	On Campus	Off Campus	Total
2002-2003	15	0	15
2003-2004	18	0	18
2004-2005	17	0	17
2005-2006	25	0	25
2006-2007	15	0	15

Ferris State University
Administrative Program Review 2007
Graduates

TE
New Media Printing and Publish
BS

Graduate Headcount

Academic Year	On Campus	Off Campus	Total
2002-2003	5	0	5
2003-2004	5	0	5
2004-2005	6	0	6
2005-2006	6	0	6
2006-2007	10	0	10

Ferris State University
Administrative Program Review 2007
Graduates

TE
Printing Management
BS

Graduate Headcount

Academic Year	On Campus	Off Campus	Total
2002-2003	12	0	12
2003-2004	9	0	9
2004-2005	12	0	12
2005-2006	12	0	12
2006-2007	16	0	16

How many students who enroll in the program graduate from it within the prescribed time?

The limited data provided previously suggests for the BS degrees we graduate 100% in six years. The Printing and Imaging Technology Management Department graciously volunteered to reduce the number of credits required to graduate from 134 to 128 for the BS New Media and from 132 to 128 for the BS Printing Management.

On Average How long does it take a student to graduate from the program?

It is difficult to tell how long it takes for our students to graduate from the data collected by Institutional Research and Testing for the reasons previously stated. Based on anecdotal evidence, (counseling students on interviewing and offer acceptance) the average time spent on either of the BS degree offerings is 4.5 years.

A significant number of BS degree students choose to pursue both BS degree options at the same time. There tends to be two to six students who will stay for five years and beyond to earn both degrees. This is not shown in any of the data collected, as a system for recording dual degrees does not exist.

E. Access

Describe and assess the program's actions to make it accessible to students. Use examples such as off-site course, accelerated courses or other types of flexible learning, sue of summer courses, multiple entry points, e-learning, mixed delivery courses, scheduling.

The Printing and Imaging Technology Management Department worked with UCEL in 2003 to develop a way to offer our BS Printing Management Degree in Metro-Chicago. It was planned that some courses could be offered on-line, some mixed delivery and some, face to face. The initiative fell apart when the amount of paperwork required to offer onsite instruction outside the state of Michigan became more than the preliminary return on the investment.

Currently all delivered learning takes place on the Big Rapids Campus. A significant portion of the subject matter does not lend itself to a quality on-line experience. The department created a Minor in Desktop Publishing in 2002 to support the College of Arts and Sciences creation of Majors and Minors. To date there have only been two students pursue this Minor. Additionally, the department offers a PTEC 101, Introduction to Graphic Communications course in the evenings. This was created to have an offering for the CARE students and for students who came to FSU without a high school background in printing. Entry into the program is available any semester.

Due to the increasing number of students transferring to FSU with the majority of the their general education requirements complete, we have developed a new scheduling matrix. Previous to this matrix, it was difficult to get students full schedules due to course availability and prerequisites. Effective fall 2009 the PTEC, PMGT, and NMPP courses are scheduled so that a student can come here and take nothing but our courses and still get a full load of classes.

Discuss what effects the actions described above had on the programs. Use examples such as program visibility, market share, enrollment, faculty load, computer and other resources.

Little or no affect has been realized by the PTEC 101 course. It appears the CARE program has developed a full compliment of their own courses leaving little or no room for student experimentation. Additionally, there is little or no incentive for students to try different courses on their quest to find a major. Example, at Western Michigan University, the printing management program was almost closed in 2003 because there were only 20 students in the entire program. In 2004, their general education committee approved the equivalent of our PTEC101 as a general science elective. Fall of 2007 WMU ran six full sections with 15 students of the intro class and has increased the printing enrollment to nearly 100 students. Ferris' PTEC 101 course consistently has only 2-4 students.

Despite the required Major and Minor requirement of the BA degrees, and despite the creation of printed material and the hand delivery of them to the counselors and department offices, there has been little interest in our minor.

How do the above actions advance or hinder program goals and priorities?

It is too soon to comment on the new scheduling matrix, but it is anticipated there will be a positive effect.

Until Ferris State University as an institution truly becomes committed to general education in the true spirit of general education, career exploration and the ability of non-specified freshmen majors to matriculate into what Ferris has to offer, will not happen.

F. Curriculum

The curriculum review section must also contain appropriate check sheets and examples of syllabi, which may be attached as an appendix.

1. **Program Requirements. Describe and assess the program-related courses required for graduation.**

The program required courses are prescribed by the printing industry. As stated in the department mission we are here to serve the industry. More specifically the courses have been developed, eliminated, changed, and enhanced continually based upon input from the advisory board and our accrediting agency.

The first two years of our Bachelor in Printing Management degree and New Media degree are technical in nature and are required for our AAS in Printing and Digital Graphic Imaging Technology. Below is a listing of required courses within the AAS major of Printing and Digital Graphic Imaging Technology:

ID	#	Name	Credits
PTEC	101	Intro to Graphic Communications	2
PTEC	123	Bindery & Finishing Operations	3
PTEC	132	Digital Image Capture & Tone Reproduction	3
PTEC	143	Image Assembly	2
PTEC	153	Electronic Pagination Systems	4
PTEC	161	Sheetfed Offset Press Systems 1	4
PTEC	232	Digital Color Imaging	4
PTEC	243	Digital Imposition & Trapping	4
PTEC	261	Sheetfed Offset Press Systems 2	4
PTEC	267	Web Offset Press Systems	4
PTEC	251	Intro to Print Estimating	2
PTEC	273	Paper & Ink Technology	3
PTEC	285*	Digital Workflow	3
PTEC	298*	Prepress Project	2

PTEC	299*	Press and Post Press Project	2

**New courses since last ACCGC accreditation*

The listing of courses below represents courses taken the second two years of the Bachelor in Printing Management degree and taught in the department.

ID	#	Name	Credits
PMGT	351	Printing Production Estimating	3
PMGT	361	Printing Production Planning	4
PMGT	383	Production Cost Analysis	3
PMGT	393	Printing Management Internship	4
PMGT	450*	Media Project Planning and Management	2
PMGT	462*	Printing Process Management	4
PMGT	499	Printing Plant Layout, Organization, and OSHA	2
NMPP	375	Quality Control Systems in Printing	3
NMPP	440*	Color Management	3

**New courses since last ACCGC accreditation*

The listing of courses below represents courses taken the second two years of the Bachelor in New Media Printing and Publishing degree and taught in the department.

ID	#	Name	Credits
NMPP	330	Digital Multimedia Production	3
NMPP	375	Quality Control Systems in Printing	3
NMPP	410	Digital Printing Systems	3
NMPP	420	World Wide Web Publishing	3
NMPP	440	Color Management	3

PMGT	361	Print Production Planning	4
PMGT	383	Production Cost Analysis	3
PMGT	393	Printing Management Internship	4
PMGT	450*	Media Project Planning and Management	2
PMGT	499	Printing Plant Layout, Organization, and OSHA	2
PMGT	361	Printing Production Planning	4
NMPP	440*	Color Management	3

a) As part of the graduation requirements of the current programs, list directed electives and directed general education course. Provide the rationale for these selections.

The courses listed below are the directed electives and directed general education courses required for the AAS degree in Printing and Imaging Technology Management. As we are dealing with graphic images and photographs on a constant and routine basis, it is important for our students to understand the origin and aspects of quality photography. MATH 115 is a university competency requirement.

ID	#	Name	Credits
PHOT	101	Photography	3
MATH	115	Intermediate Algebra	3

The courses listed below are the directed elective courses required for the BS in Printing Management. They are considered by our advisory board and accrediting agency as core business courses.

ID	#	Name	Credits
ACCT	201	Principles of Accounting 1	3
BLAW	301	Legal Environment of Business	3

The courses listed below are the directed general education electives courses required for the BS in Printing Management. ECON 221 is considered by our advisory board and accrediting agency as core business courses. The printing industry is a writing intensive industry with most jobs requiring employees to write technical instructions and details; ENGL 311 is a perfect fit and satisfies the upper level writing component. The department and advisory board has begun preliminary discussions about the relevance of MATH 122 to the curriculum. The idea of requiring statistics instead of MATH 122 has been introduced and will be studies this academic year. For now MATH 122 is required to give graduates a higher level of math competency than the institution minimum.

ID	#	Name	Credits
ECON	221	Principles of Econ – Social Aware	3
ENGL	311	Advanced Technical Writing	3
MATH	122	Math Analysis for Business	3

The courses listed below are the directed elective courses required for the BS in Printing Management. Students are to select any nine credits. Areas of interest have been selected to assist students and advisors to choose concentrations if the student desires. The student does not have to follow a given track. The industry advisory board was instrumental in the development of this addition to the curriculum.

Advertising Track Elective Courses

ID	#	Name	Credits
ADVG	222	Principles of Advertising	3
ADVG	334	Fundamentals of Media	3
ADVG	375	B to B Advertising	3

World Commerce Track Elective Courses

ID	#	Name	Credits
ECOM	200	World of E-Commerce	3
ECOM	375	B to B E-Commerce Marketing	3
INTB	310	International Business Systems	3
INTB	320	Export/Import Procedures & Org.	3

Management Track Elective Courses

ID	#	Name	Credits
MGMT	301	Applied Management	3
MGMT	305	Supervision & Leadership	3

MGMT	310	Small Business Management	3
MGMT	371	Production/Operations Management	3
MGMT	373	Human Resource Management	3
MGMT	375	Negotiations	3

Marketing Track Elective Courses

ID	#	Name	Credits
MKTG	231	Professional Selling	3
MKTG	383	Direct Marketing	3
MKTG	472	Supply Chain Management	3

The courses listed below are the directed elective general education courses required for the BS in New Media Printing and Publishing. They are considered by our advisory board to be critical to the success of employees. Due to the IT nature of the work being done by these graduates the ability to work efficiently in a group is critical. Therefore, COMM 221 provides the necessary skills required. ENGL 311 provides the technical writing skills needed to communicate effectively in the industry. Minimal math is required for this degree.

ID	#	Name	Credits
COMM	221	Small Group Decision Making	3
ENGL	311	Advanced Technical Writing	3
MATH	115	Intermediate Algebra	3

The courses listed below are the directed elective courses required for the BS in New Media Printing and Publishing and were all selected with the assistance of the advisory board. Database management is an extremely important skill set for the "New Printing Industry" as direct mail and variable imaging is driven by databases. ISYS 200 is critical to the curriculum. Due to the fact that 85% of the printing companies in the US employ less than 20 employees, it is necessary for the these graduates to be able to go in and "Tweak" programs. ISYS 204 gives them the knowledge to do minor code edits. Everything we do is in a network environment. The graduate from the NMPP degree will be called upon to maintain the companies' networks. ISYS 307 and 325 provide the needed knowledge of networking.

ID	#	Name	Credits
ISYS	200	Database design & Implementation	3
ISYS	204	Visual Basic	3
ISYS	307	Microsoft Network Administration	3
ISYS	325	Network Essentials	3

b) Indicate any hidden prerequisites (instances where, in order to take a program-required course, the student has to take and additional course. Do not include extra course taken for remedial purposes.

The only course that might be viewed as a hidden prerequisite is MATH 115. Some students need MATH 110 before they can attempt MATH115. All college of business courses have had their prerequisites removed for students in our programs. We have been able to prove subject area competence for them to enter as a junior or senior level student.

2)Has the program been significantly revised since the last review, and if so how?

All of the programs in the Printing and Imaging Technology Management department have been significantly revise since the last review. Multiple clean ups have occurred each year since the last review. Below is a summary of changes:

AAS Printing and Digital Graphic Imaging

- 3 courses have been eliminated
- 7 courses have been modified (Either credits added or deleted, just changed)
- 3 courses have been newly developed
- Math requirement was elevated to 115
- Directed general education was changed to open selection

BS Printing Management

- 6 courses have been eliminated
- 3 courses have been modified (Either credits added or deleted, just changed)
- 1 new course was developed
- 3 directed specific business courses were changed to open to a wider selection

- 3 directed general education course were changed to open selection

BS New Media Printing and Publishing

- 6 courses have been eliminated
- 4 courses have been modified (Either credits added or deleted, just changed)
- 1 new course was developed
- 3 open ISYS electives were narrowed to two required courses
- 1 directed general education course was changed to open selection

3) Are there any curricular program changes currently in the review process? If so, what are they?

The Printing and Imaging Technology Management Department is always making program and curriculum changes to move at the same rate as society and our industry. Current proposals being discussed but not yet submitted to the UCC:

- Change the MATH 122 for BS Printing Management and MATH115 for New Media to either a business statistics or math statistics course.
- Develop a joint curriculum with the Graphic Design program in the College of Business and possibly the Television and Digital Media in the College of Education.

4) Are there plans to revise the current program within the next three to five years? If so, what plans are envisioned and why?

We will always be revising the current program based on the needs of our industry and feedback on quality indicators. We teach and practice continuous improvement. The most significant change that has been discussed for the past ten years is the combining of Printing and Imaging Technology Management with Graphic Design. There are numerous rationales for doing so:

- State and Federal career exploration initiative place printing and design in the same career pathway. This causes a perception among many at a very young age that we are similar and work together. However, when students wish to continue their education at Ferris we force them to choose between print and design. Many are not ready to make that choice.
- Graphic Design and printing recruit against each other in many instances as a result of the previous comment. Unification will bring a larger student base to both programs.
- Twenty years ago there were very well defined boundary between what a graphic designer did and what a printer did. As the world has digitized those boundary lines are far less defined and vary by specific employer. There is more of a need to have a broader perspective than in previous years.

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G. Quality of instruction

Discuss student and alumni perceptions of the quality if instruction.

As noted in the compiled current student survey and alumni surveys found in section two of this report, both parties feel the experience they have was a quality experience. The response was somewhat mixed for the courses offered outside the program but that is to be expected. Students coming to learn printing have difficulty realizing the benefit of some courses not specifically tied to printing. In addition there is a tight bond between most printing students and their printing professors.

Discuss advisory committee and employer perceptions of the quality of instruction

The advisory committee survey in section two shows favorable perceptions. We have seen an increase in the number of employers and the number of repeat employers coming to either the job fair or directly to the program to guest lecture and talk about opportunities at their company. This is a direct indicator the employer perceives instruction is of a quality nature.

What departmental and individual efforts have been made to improve the learning environment, add and use appropriate technology, train and increase the number of undergraduate and graduate assistants, etc.?

The learning environment has been greatly improved with the following activities:

- The renovation of classroom Swan 218
- Continued equipment donation support form Heidelberg, Xrite, Xitron, and many others
- The addition of XMPie and Printable software donations
- The addition of the grand format inkjet printer

Describe the types of professional development have faculty participated in, in efforts to enhance the learning environment (e.g. writing across the curriculum, Center for teaching and learning, etc.)

The faculty have been very involved in professional development activities with the overwhelming majority of these activities being at professional workshops, training seminars and conferences. The technical world changes so fast it is all faculty can do to stay current in software and technology let alone pedagogical issues.

Faculty has attended the PIA/GATF training center in Pittsburg. Some faculty has invested time working or job shadowing in industry to gain a better understanding of issues facing our industry. See faculty VITA for details in this area.

What efforts have been made to increase the interaction of students with faculty and peers? Include such items as development activities, seminars, workshops, guest lectures special events and student participation in the Honors Programs Symposium.

Students are at the center of everything we do and are frequently involved in the development activities of the department. Listed below are examples of student involvement.

- The Printing and Imaging Technology Management Department has two recognized student organizations, which are supported by the faculty. Both groups interact heavily with industry bringing lectures to campus, sponsoring trips and tours both locally and across the county to see various technical implementations in work.
- Each year the faculty send a charter bus of students to Chicago for the annual international trade expo at McCormick place. While there, students and faculty attend seminars, technical displays, and tour Chicago area printing companies.
- Each year faculty host student/faculty holiday or special event parties at their homes. Examples are annual fall welcome back, Halloween, and Spring send off.
- Each year students work to host the annual high school tour day. This event brings their former teachers and students from their old school to Ferris State University.
- Students frequently join faculty on high school recruiting trips to send more of a peer message to high school students.
- Students accompanied a faculty on a study aboard trip to Germany to visit the DRUPA trade expo and tour various printing related venues throughout Germany.

Discuss the extent to which current research and practice regarding inclusive pedagogy and curriculum infuse teaching and learning in this program.

The faculty in the Printing and Imaging Technology Management Department has participated in workshops provided by the Faculty Center for Teaching and Learning on the topic of being learning centered. The vast majority of the courses taught in the department involve a mix of individual and team learning exercises. Peer review and self-evaluation are also frequently used for assessment.

What effects have actions described in the previous two items had on the quality of teaching and learning in the program?

The effects have been positive. It is believed most of the good accolades and ratings we receive is a result of the styles in which most of us teach and the close relationships we have with our industry. We use our industry partners as much as possible to assist in learning.

H. Composition and quality of faculty

Describe and assess the composition of the faculty teaching course in the programs.

1) List the names of all tenured and tenure track faculty by rank.

a) Identify their rank and qualifications

Tenured faculty:

Professors:	John Conati; ME Patrick Klarecki; ME, MBA William Papo; ME
Associate Professors:	Dennis Smith; ME Marshall Williams; ME
Assistant Professor:	Ramon Robinson

b) Indicate the number of promotions or merit awards received by program faculty since the last program review.

John Conati – Promotion from Associate to full Professor
Patrick Klarecki – Promotion from Associate to full Professor
William Papo – Merit
Marshall Williams – Merit

c) Summarize the professional activities of program faculty since inception or the last program review (attendance at professional meetings, poster or platform presentations, responsibilities in professional organizations, etc)

The department faculty has been very active in professional activities. Full descriptions are available in the faculty vitae but a summary is as follows:

- One faculty is on the Board of Directors of the Graphic Arts Education Research Foundation (GAERF)
- Two faculty are involved as board members and site examiners for the Accrediting Council for Collegiate Graphic Communications (ACCGC)
- One faculty has published an article in "GATF World" the industry's most respected technical trade journal.
- One faculty serves on several executive boards and committees for the MEA and NEA
- One faculty Co-chairs the National SkillsUSA and chairs the State of Michigan Graphic Communications committee.
- All faculty attend GraphExpo in Chicago and attend seminars associated with GraphExpo.
- Faculty regularly attend events sponsored by the Printing Industries of Michigan (PIM)

2) Workload

What is the normal annualized teaching load in the program or department? Indicate the basis for what determines a normal load. On a semester-by-semester basis, how many faculty have accepted overload assignments?

The normal annualized teaching load, defined by the FFA contract, is 12 credits and 18 contacts per semester (24 and 36 annually). The table below indicates the average loads for the past five years. No faculty has ever refused an overload. The table below lists the average teaching load for the past five years.

Year	Faculty		Department Chair	
	Avg Credits	Avg Contacts	Avg Credits	Avg Contacts
2003-2004	18.3	32	8	8
2004-2005	21.3	36	4	4
2005-2006	24.5	43	15	21
2006-2007	19	34	5	5
2007-2008	16	27.5	5	5

It must be noted during the past five years several changes were happening that dramatically affected the huge fluctuations seen in the chart above. Factors are noted below:

- 2003-2004 – One faculty had just retired with no replacement and Papo was on 25% release for senate duties
- 2004-2005 – One faculty retired mid year with no replacement
- 2005-2006 – One faculty retired mid year with no replacement, One faculty left to assume Assistant VPAA duties.
- 2006-2007 – Course schedule sequence changed to accommodate faculty reduction.

- 2007-2008 – One faculty returns from Assistant VPAA leave.

List the activities for which faculty receive release time

Faculty have received release time since the last review for:
- Department chair
- Academic Senate
- Professional development

3) Recruitment

What it the normal recruiting process for new faculty?

The Printing and Imaging Technology Management department has not hired a new faculty in 17 years. Based on our SCH production it is doubtful we will be able to hire a tenure track faculty anytime soon. However, we believe in being prepared, the department chair keeps a file of names and vitae of people who are qualified and fit the needs of the department. If a need should arise we will contact these people to build a quality pool of candidates.

What qualifications (academic and experiential) are typically required for new faculty?

We would like to see a candidate with a Masters or above join the team in the printing department. Due to the nature of our industry if the person with the correct technical knowledge, attitude and training experience were to apply with only a Bachelor degree, we see no reason to exclude them from the pool. The next hire must have industrial experience and possess and attitude that thrives on rapid change.

What are the programs diversity goals for both gender and race/ethnicity in the faculty?

The printing industry has been a male dominated industry for many years. Like everything this too is changing very rapidly. Schools around the world are reporting the enrollment of women outnumbering that of males. At Ferris we are consistently about 50/50 men and women. We believe it to be in the students' best interest to attempt to fill any future vacancies with the most qualified candidate and hope it is a woman. As for race/ethnicity, this too is important as we become globalized. Future hiring will goals also include the wish for highly qualified candidates of diverse backgrounds.

4) Orientation

Describe the orientation process of new faculty?

As stated previously, we have not hired new faculty in 17 years and have no established orientation program. It is the department chairs philosophy that recruiting, hiring and retaining faculty is the single most important thing an administrator does. When the time comes for us to hire a faculty we will have a very well developed plan to recruit, hire and retain the best faculty available.

5) **Reward Structures: e.g., salary, professional development funds, travel funds, UCEL and FSUGR incentive money.**

Describe the reward structure in the program/department/college as it relates to program faculty. Indicate the type of reward and eligibility criteria.

The Printing and Imaging Technology Management Department faculty are active in state and national professional organizations. The department funds travel to the events that are request. Financial shortfalls are made up by the College of Technology Deans office or through the Timme grant process. Faculty who are active in the academy or the profession receive the funding needed for their involvement.

Does the existing salary structure have an impact on the program's ability to recruit and retain quality faculty?

We have not been involved in the hiring process. However, it is believed anecdotally it may be a problem to recruit quality people from industry. Candidate from within academia may find our salaries competitive.

Is the reward structure currently in place adequate to support faculty productivity in teaching, research, and service? If not, what recommendations would you make to correct the situation.

The current reward structure is sufficient. As a result of down sizing our faculty, and the efficiencies gained through better scheduling practices, and reduced credit hours to graduate, we have had excess teaching capacity available. The Administration has been extremely cooperative in the granting of time and money for our faculty to upgrade or learn new skill sets to cover teaching assignments outside their areas of expertise.

Is enhancing diversity and inclusion a component of the reward structure? Please explain.

No.

6) **Graduate Instruction (if applicable)**

No graduate level courses are taught in the Printing and Imaging Technology Management department.

7) Non-tenure-track and Adjunct faculty

Please provide a list for the last academic year of full-time non-tenure track and adjunct faculty who taught classes in the programs.

No adjunct or non-tenure track faculty were used last year.

What percentage of program courses is taught by the faculty above?

Not applicable

Describe the required qualifications for faculty listed above.

Not applicable

Does the program consider the current use of non-tenure track faculty to be appropriate?

Not applicable

If the program is accredited, what position if any does the accrediting body have regarding the use of non-tenured and adjunct faculty.

The Accrediting Council for Collegiate Graphic Communications (ACCGC) is an outcomes based accrediting agency. That is to say they are more focused on our ability to meet the goals established and the quality of student graduated. If there were an issue with regard to our quality of graduate or our inability to meet our goals, and it was attributed to the use of non-tenured faculty, it would be an issue in their assessment.

I) Service to non-majors

Describe and assess the impact that delivery of service course offered by the program or the department has on the program

Identify and describe the General Education service courses provided by the program faculty for other department at FSU.

The Printing and Imaging Technology Management Department faculty teach PHOT 101 Photography. This is a cultural enrichment elective that is offered each

semester including summer. Typically two sections are offered and both fill and have waiting lists for entry. The teaching load of the qualified faculty determines the number of sections offered each semester.

Identify and describe any non-General Education service courses or course required for other programs. Comment on your interaction with the departments or programs for which the courses are provided.

The Printing and Imaging Technology Management department provides to the department of Languages and Literature, Technical and Professional Writing program one required course and several elective courses. TCOM students are required to take PTEC 153 Electronic pagination. They are offered PTEC 232 Digital Color Imaging and PTEC 243 Digital Imposition and Trapping as electives.

Communications are excellent between the departments. Most recently the TCOM program recognized a need for us to add a section of PTEC 153 for them Fall 2008 and we were able to accommodate the request.

Discuss the impact of the provision of General Education and non-General Education courses has on the program.

There is no impact on the program. Providing service courses is welcome.

Does the program plan to increase, decrease or keep constant its level of service course? Explain.

We would love to provide more service courses to the university. PTEC 101 Introduction to Graphic Communications could and should be a general science elective. PMGT 390 International Print Media could and should be a cultural enrichment elective.

J)Degree program cost and productivity data

Submit Institutional research and testing data. Comment on the data.

The data that follows is consistent with everything discussed so far in this report. Declining enrollment, declining faculty, improvements in productivity, re-entry of a faculty into the department all make our productivity data appear to be a rollercoaster. Overall, our productivity has improved since our last review.

		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Prefix	Year	Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Technology													
Printing-Imaging Tech Mgmt													
NMPP	2006-07	0.00	175.00	119.00	294.00	0.00	1.36	1.13	1.24		128.57	105.78	236.51
PHOT	2006-07	0.00	141.00	147.00	288.00	0.00	0.35	0.42	0.39		399.06	350.00	744.83
PMGT	2006-07	0.00	151.00	192.00	343.00	0.00	1.33	1.42	1.38		113.53	135.21	249.45
PTEC	2006-07	0.00	345.00	451.00	796.00	0.00	2.92	4.45	3.68		118.33	101.46	216.29

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department

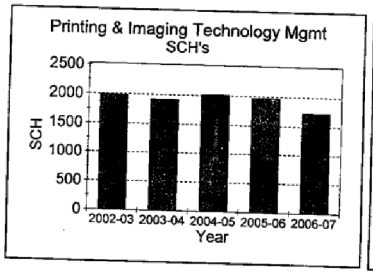
		Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
Prefix	Year	Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Technology													
Plastics-Rubber													
PLTS	2006-07	0.00	655.00	892.00	1,547.00	0.00	5.59	5.75	5.67		117.20	155.22	272.95
RUBR	2006-07	0.00	77.00	52.00	129.00	0.00	1.65	1.00	1.33		46.67	52.00	97.36
Printing & Imaging Technology Mgmt													
NMPP	2002-03	0.00	30.00	84.00	114.00	0.00	0.67	1.10	0.88		45.00	76.56	129.26
NMPP	2003-04	0.00	63.00	101.00	164.00	0.00	0.67	1.08	0.87		94.50	93.23	187.43
NMPP	2004-05	0.00	69.00	81.00	150.00	0.00	0.77	1.09	0.93		89.35	74.54	161.39
NMPP	2005-06	0.00	85.00	90.00	175.00	0.00	0.62	1.04	0.83		137.84	86.54	211.27
PHOT	2002-03	105.00	123.00	150.00	273.00	0.50	0.50	0.50	0.50	210.00	246.00	300.00	546.00
PHOT	2003-04	129.00	150.00	222.00	372.00	0.50	0.50	0.75	0.63	258.00	300.00	296.00	595.20
PHOT	2004-05	84.00	216.00	225.00	441.00	0.25	0.80	0.75	0.78	336.00	270.00	300.00	569.03
PHOT	2005-06	111.00	144.00	75.00	219.00	0.50	0.45	0.17	0.31	222.00	320.00	441.18	706.45
PHOT	2006-07	75.00	0.00	0.00	0.00	0.50	0.00	0.00	0.00	150.00			
PMGT	2002-03	58.00	154.00	165.00	319.00	0.67	2.00	2.08	2.04	86.57	77.00	79.33	156.37
PMGT	2003-04	62.00	204.00	189.00	393.00	0.67	2.33	2.43	2.38	92.54	87.43	77.82	165.06
PMGT	2004-05	130.00	186.00	173.00	359.00	0.92	2.23	1.00	1.61	141.30	83.46	173.00	222.39
PMGT	2005-06	76.00	186.00	310.00	496.00	0.67	1.67	1.51	1.59	113.43	111.27	205.95	312.26
PMGT	2006-07	102.00	0.00	0.00	0.00	0.67	0.00	0.00	0.00	152.24			
PTEC	2002-03	0.00	651.00	616.00	1,267.00	0.00	5.08	5.40	5.24		128.07	114.02	241.65
PTEC	2003-04	0.00	536.00	441.00	977.00	0.00	4.39	3.74	4.06		122.13	117.97	240.43
PTEC	2004-05	0.00	547.00	504.00	1,051.00	0.00	4.07	3.50	3.79		134.26	143.86	277.40
PTEC	2005-06	0.00	590.00	481.00	1,071.00	0.00	3.54	3.42	3.48		166.59	140.45	307.47

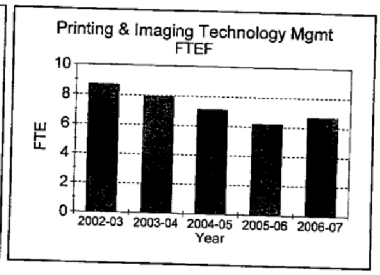
Ferris State University

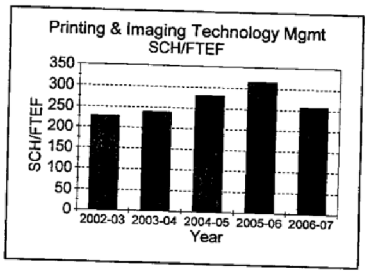
Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Department

Fall and Winter Terms Combined

Printing & Imaging Technology Mgmt
(College of Technology)







Year	SCH	FTEF	SCH/FTEF
2002-03	1,973.00	8.67	227.70
2003-04	1,906.00	7.94	239.92
2004-05	2,001.00	7.11	281.53
2005-06	1,961.00	6.21	315.78
2006-07	1,721.00	6.68	257.44

K) Assessment and Evaluation

Describe and evaluate the program's assessment mechanisms.

List and describe what variables are tracked and why when assessing the effectiveness of the program (e.g. mastery of essential subject area, graduation rates, employment rates, pass rates on professional exams)

ACCGC Accreditation

The accrediting Council for Collegiate Graphic Communications Inc (ACCGC) is affiliated with the Graphic Arts Technical Foundation/Printing Industries of Michigan, (GATF/PIA) the world's largest trade association for the printing industry. The ACCGC has accredited eight-university program since it's first school 2001 and has two new universities scheduled for 2008 and 2009.

The ACCGC accrediting team consists of educators and industry professionals. The objectives of their accreditation is to verify curriculum is current and relevant for industry needs, to assure program goals and objectives are in line with college and institution goals and objectives, and to verify stated outcomes do indeed match actual outcomes.

Placement Surveys

Placement surveys are conducted by the Ferris State University office of career services to determine how many have found employment in their areas of study and the rate of compensation.

Graduates of all the printing programs have enjoyed 100% placement for the past 17 years and seen a steady increase in compensation. The current BS degree grad is starting on average at $43,227 per year.

Constituent Surveys

Surveys were taken from Alumni, Employers, Advisory Committee, Students, and Faculty.

Data collected is discussed and used in the decision making process for managing the Printing and Imaging Technology Management Department.

Provide trend data for the variable listed above. Compare the data to accreditation benchmark standards if applicable, or provide some other type of assessment of the data.

ACCGC Standards and Conclusions

ACCREDITATION STANDARDS & OBSERVATIONS

4.1 Mission Statement

Mission statements provide philosophical direction and relevance to the institutional mission.

The Standard

The graphic communications program must have a clearly written mission statement aligned with the institutional mission.

ACCGC Visitation Team Observations

The Site Visitation Team, upon evaluating the Ferris State University self-study, and discussing the mission statements with university administration and faculty, confirm:

1. Ferris State University, the College of Technology, the Printing and Imaging Technology Management Department, and the Printing and Imaging Technology program each has a clear set of mission statements.
2. The mission of Ferris State University, revised during 2007 and approved on 1/25/2008, states: "Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society."
3. The mission of the College of Technology is: "To educate quality graduates who create products and services by managing technology, materials, processes, and human resources."
4. The mission of the Department of Printing and Imaging Technology Management is to "…serve the Printing and Graphic Imaging Industry by closely aligning the technical, academic, and management curriculum and instructional methods to the ever-changing needs of the employers. The department is committed to recruiting, training, challenging, and graduating the best possible work force for our industry."

5. The mission of the Department is the same as the mission of the Printing and Imaging Technology program.
6. The Site Visitation Team concluded that the mission of the Program/Department supports that of the College that, in turn, supports the University's mission.

Evidence Found Supports Standard_X__Compliance ____Partial Compliance ____Non-Compliance

4.2 Goals and Objectives

Written goals and objectives define specific direction for the program consistent with the mission statement.

The Standard.

The graphic communications program(s) has/have clearly defined short and long- range goals and objectives consistent with their mission statement.

ACCGC Visitation Team Observations

The Team reviewed the new mission and goal statements of the University and compared them to the existing mission and goals of the College and the new goals of the Printing and Imaging Technology Management Program. Although the goals of the program support the mission and goals of the College and University, the Team is concerned that the programmatic goals, which were written for the ACCGC visit, have not been completely coordinated with the courses offered by the Department. For example, the program goals matrix indicates that PTEC 123, Bindery and Finishing Operations, supports Goal 1 "Capable of applying the theories of color and imaging management to whatever method of image transfer that might be used or developed." The way that this course supports Goal 1 is unclear. In addition, it appears that the Printing and Imaging Management faculty expect instructors in courses outside their department to provide experiences to support the graphic-specific programmatic goals. For example, the English 150 and 250 courses are listed as supporting Goal 1, "Capable of applying the theories of color and imaging management to whatever method of image transfer that might be used or developed." It is unclear how an English professor can be expected to support this goal.

After reviewing the programmatic goals as written and then discussing them with Department Chair Patrick Klarecki, it appears that the written goals provided in the Program Goals Matrix are not written in a clear enough fashion to adequately convey the intent of those goals. **It is suggested that the faculty work to clarify the goals in such a**

way that they can all support and, in essence, rally around each goal. Then, it is suggested that clear links be made between each goal and the courses that realistically support it. Courses must support programmatic goals. Programmatic goals must support College goals. And, College goals must support the University's mission and goals.

The Team, aware of a new requirement for program and goal-attainment assessment being implemented by the ACCGC in Fall 2008, further suggests that measurable objectives be created for each programmatic goal. Future re-accreditation visits will require the Printing and Imaging Technology Management program to demonstrate how well each objective has been met.

Evidence Found Supports Standard___Compliance __X__PartialCompliance ____Non-Compliance

4.3 Governance/Administration

The administrative activities must be organized to support the overall goals ofthe academic unit. The administrative structure must be clearly defined with faculty involvement.

The Standard

The person(s) in the administrative/leadership role(s) of the graphic communications program must be able to promote the intellectual and academic cause of the educational unit.

ACCGC Visitation Team Observations

1. The Team reviewed the administrative roles and responsibilities of the Department Chair, Dean, Vice-President for Academic Affairs, and President. The Team met with Patrick Klarecki, the Department Chair, as well as Dr. Tom Oldfield, the Vice President for Academic Affairs/Dean of the College of Technology. Unfortunately, the President, Dr. David Eisler, was unexpectedly called to testify at the state capitol on the day in which the Team was scheduled to meet with him.
2. The Team noted a considerable turnover in administrators. Since 1992, the College of Technology has had 12 deans. In addition, the current Dean of Technology also serves as Vice President for Academic Affairs. The self-study report also indicates that during the same time period there have been six Vice-Presidents for Academic Affairs and three Presidents. The current chair, Mr. Patrick Klarecki, has served the university in several successive positions, including Department Chair, Assistant Vice President for Academic Affairs, professor, and, again, Department Chair. The Team acknowledges the stress this must have caused to both

faculty and administrators as each administrator tried to form the University according to his or her vision. It is a credit to the forbearance and strength of the faculty that its program has survived such an environment.

3. The Team believes that the current administrative structure and the individuals filling the positions of Department Chair, Dean, Vice- President for Academic Affairs, and President are effective. The Team was particularly impressed with Vice President for Academic Affairs Tom Oldfield. Dr. Oldfield is well aware of the Printing and Imaging Technology Management program, its faculty, and its challenges. In addition, the Team believes that Patrick Klarecki is particularly well suited to his job as Department Chair. Patrick's in-depth knowledge of the Printing and Publishing industry, his extensive contacts among printers and vendors, his vision for the future, and his in-depth knowledge of the administrative workings of Ferris State University are to be commended. In addition, it is obvious that alumni, students, and faculty all admire and respect him as a leader and friend.
4. The Team applauds the willingness of the faculty of the Printing and Imaging Technology Management program to participate in departmental, college, and university governance. Faculty members regularly participate in committees at every administrative level of the university and are involved with their union governance as well. The program seems to have even more than its share of influence throughout the university.
5. **The Team recommends that Ferris State University stabilize its administration in order to provide a consistent atmosphere for the Printing and Imaging Technology Management program to grow and flourish.**

Evidence Found Supports Standard_X__Compliance ____Partial Compliance ____Non-Compliance

4.4 Financial Support

It is recognized that graphic communications programs often require more financial support than many other more traditional academic programs. The budget should reflect funding for quality instruction, salaries, facilities, equipment, supplies, support services, travel, and professional development.

The Standard

The budget for graphic communications programs must be adequate to support program objectives and promote continuous program improvement.

ACCGC Visitation Team Observations

1. During the current fiscal year 2007–08, the budget for the Printing and Imaging Technology Management Department is $43,335. This budget, known as the Department's *Expenses and Supplies* budget, has remained virtually static for a number of years. However, since the department has eliminated film from the budget and is able to obtain donations of many categories of equipment, the faculty think that the current funding level is appropriate.
2. Salaries are negotiated by the faculty union and are paid based upon rank. Salaries are not included in the Department's Expenses and Supplies Budget. Since salary inversion exists, the University has established an equity pool to boost the salaries of professors whose salaries need to be adjusted to bring them into line with their peers. The faculty members believe that the system is fair and did not voice concerns about salary issues.
3. Over the past few years, the headcount in the programs offered by the Printing and Imaging Technology Department has decreased. As a result, two faculty members who retired were not replaced. Even so, the student-to-faculty ratio is about 90:6 or (15:1). This very low ratio indicates that the Department, at this time, is very well funded with regards to faculty lines.
4. The College Dean and the Vice-President for Academic Affairs provide funds for faculty development initiatives. Faculty are asked to write proposals and the Dean makes a conscious effort to fund as many requests as possible. "Aggressive" faculty may even receive funding for two or three activities per year. In fact, the faculty indicated that most of their requests are funded.
5. The Vice-President for Academic Affairs/Dean of the College of Technology indicated during his meeting with the Team that faculty sabbaticals are encouraged and granted whenever possible. Even with this liberal policy in place, only one faculty member of the Printing and Imaging Technology Management Department has taken advantage. The Site Visitation Team found this incongruent, and strongly recommends that the faculty members apply for and receive Sabbatical leaves to provide the opportunity for in-depth professional growth.
6. Since the Printing and Imaging Technology Department offers Associate Degree-level training classes, it is eligible for Federal Perkins funding for equipment. The College disperses its share of annual Perkins revenues and makes a conscious effort to fairly distribute the money. The Printing and Imaging Technology faculty are rightly concerned that their Macintosh lab is obsolete (A member of the Site Visitation Team checked one of the lab's machines and found it has only 512 MB of RAM. Contemporary software ought to have at least 2 GB.). **It is therefore recommended that the College of Technology expend the necessary funds to update the lab's hardware (the software seems to be up-to-date).**

7. The Printing and Imaging Technology Department is supported by a full-time clerical staff member who serves both the Department and the Architecture Technology Department. Faculty expressed no concern about the level of support they receive from this individual, The Printing and Imaging Technology Department also shares a maintenance technician with the Manufacturing program. Given the decrease in the number of faculty members due to un-replaced retires, the faculty feels stressed with regards to maintaining and repairing its substantial inventory of complex equipment. In addition, they note that no budget money is available for outside technicians to repair equipment or purchase repair parts. **The Site Visitation Team recommends that either a budget for repairs and maintenance be provided so that outside technicians can be retained to keep equipment in good operating condition or that a full-time maintenance technician be retained for the Printing and Imaging Technology Management Department.**

Evidence Found Supports Standard__X_Compliance ____Partial Compliance ____Non-Compliance

4.5 Equipment and Facilities

The equipment should be of the amount, type, and quality representative of the industry to meet the educational program's mission, goals, and objectives. Safety and environmental concerns must comply with the institution's regulations. Laboratory space should be adequate for effective and efficient instruction. All equipment should be well maintained. Office and storage space should be sufficient to house faculty, supplies, and materials. The university and/or program library (learning resources) shall be supplied with current publications and electronic media for graphic communications student and faculty use.

The Standard

The equipment and facilities must be adequate to fulfill the stated educational missions, goals, and objectives.

ACCGC Visitation Team Observations

1. The Site Visitation Team visited the laboratories devoted to the Printing and Imaging Technology Management program. One lab, with a connected output room, is devoted to prepress activities using somewhat outdated and underpowered Macintosh computers. The software available for student and faculty use is up-to-date. However, the processing speeds, processors, and RAM

in the existing computers do not allow that software to be fully exploited. Output devices are plentiful, sufficient, and up-to-date. **It is recommended that Ferris State University update the prepress computing facilities as soon as fiscally possible.**

2. The Team noted several former darkroom spaces that have become catchall areas. **It is recommended that Ferris State University renovate these spaces and put them to use.** One suggestion voiced by the Team would be to install an ink and substrates lab to support the PTEC 273 (Paper and Ink Technology) course.
3. Presswork is taught in two spacious laboratories outfitted with a functional but older offset web press, a four-color 19 X 25 inch sheetfed offset press, a 12 X 18 Direct Imaging press, and four conventional sheetfed duplicator-sized machines. The sheetfed lab also houses some equipment owned and used by the University Printing Services. The press equipment appears to be well maintained, clean, and functional. However, the Team noted that some auxiliary equipment—a SHOTS Press Simulator in particular—is in a state of disuse. In addition, much of the floor space in the sheetfed lab was cluttered when the Team visited. **It is recommended that the faculty utilize the expensive SHOTS Simulator and give more attention to the neatness and appearance of the press facilities.**
4. Faculty noted the need to incorporate GRACoL 7 production control into the press courses so that prepress files can be built according to this new process. **The visiting Team commends this idea and strongly advises the faculty to incorporate G7 into their press and prepress classes.**
5. The sheetfed press lab also contains three DELL Variable Data Imaging (VDP) workstations, software, RIP, and Toshiba color output device. The faculty of Ferris State University are to be commended for incorporating VDP in their coursework. **However, it is recommended that the University faculty and administration explore the acquisition of a more production-oriented color output device.**
6. The Printing and Imaging Technology Management program also has two laboratories that house an extensive bindery with cutters, saddle stitchers, perfect binders, large-format ink-jet printer, and other finishing equipment. **The faculty noted a desire to incorporate JDF technologies into their bindery equipment and the ACCGC Team encourages them to do so.**
7. The upper-division students in the Printing and Imaging Technology Management program enjoy a unique and well-thought-out "management" lab complete with printing management software on PC computers housed in real-world cubicles. The Management Lab also includes a small library where reference materials and periodicals are housed for easy access by upper-division students. The faculty noted the outdated PC

computers and were unable to demonstrate the use of the printing management software during the site visit because of, it appeared, a server error. Since the management lab is used solely by upper-division students, Perkins Act funds for training purposes, devoted to the program's Associate-degree-level courses, are not available to update this lab. **The ACCGC Site Visitation Team urges the faculty of Ferris State University to find an alternative way to update the computers in this unique and well-thought-out lab so that students may learn on state-of-the-art equipment.**

8. The Printing and Imaging Technology Management Department maintains a state-of-the-art electronically-enabled classroom for lecture purposes. This otherwise excellent facility would benefit if electrical power outlets were made available to the student tables so that students can use personal laptops for extended periods of time during lectures.
9. The Printing and Imaging Technology Management Department shares a spacious, comfortable, and nicely equipped departmental office space with the Architecture program. The chairs of the two programs (Printing and Architecture) each have comfortable offices. The two chairs share an administrative assistant who occupies a student-friendly office adjacent to the chairs' offices.
10. Faculty members in the Printing and Imaging Technology program have spacious office space…in many cases, their offices are adjacent to their primary laboratory spaces.
11. With the exception of a Toshiba digital duplicator and a VuTek large format ink-jet printer, the Printing and Imaging Technology Management program focuses almost entirely on offset-lithographic printing. Given the rapid rate of change in the use of printing processes—particularly the adoption of direct digital printing devices—**the ACCGC Site Visitation Team recommends that the faculty, in cooperation with its Advisory Board, prepare a strategic plan for adapting to printing process change that is likely to occur in the forthcoming years.**
12. The Team met with the Ferris Library for Information and Technology Education librarians assigned to the College of Technology. The librarians prepared and shared with the Team a superb document listing all of the library's many resources related to print, whether printed materials, on-line resources, or databases. The librarians demonstrated the library's website and explained how students can find book, periodical, patent, archival, and government documents. In addition, the librarians gave the Team a tour of the facilities. The Team strongly commends the Ferris State University librarians for their success in providing accessibility and promoting the resources of the library to current students. The Team asked both alumni and current students about their use of the library. While the alumni almost boasted

about not stepping foot in the library, current students are well versed in the databases, periodicals, and other resources provided by the library.

13. In their self-study report, the faculty of the Printing and Imaging Technology Management Department indicate "The computer lab is open for all students at any time there is not a class in session until midnight each night. There is no supervision of the lab during these hours. To date there have been no problems with theft, vandalism, or damage to the computer lab." The Site Visitation Team questions this policy and strongly recommends that student assistants, other staff members, or surveillance cameras be utilized to oversee this expensive and potentially vulnerable lab.

Evidence Found Supports Standard__X_Compliance ____Partial Compliance ____Non-Compliance

4.6 Staff Support Services

Office staff, technical personnel, and student assistants shall be adequate to efficiently and effectively conduct the day-to-day activities of the academicunit. Technical support is essential in equipment-intensive graphiccommunications instructional laboratories.

The Standard.

The unitmust have sufficient support services to provide adequate assistance to meet program objectives.

ACCGC Visitation Team Observations

1. Given the campus-closing weather during the Site Visit, the Team was unable to meet personally with the program's support staff.
2. The Team was told that the Printing and Imaging Technology Department shares a full-time administrative assistant with the Architecture Technology Department. Informal encounters with this individual indicated that she is knowledgeable, enthusiastic, and supportive of the programs' chairs and their faculty.
3. The Team was told that the Program shares a Mechanical Equipment Technician with the Mechanical Engineering Technology and Welding Departments. Even though this individual is talented and responsive, faculty still need to perform maintenance and repairs. There is no repair budget to hire outside technicians or pay for repair parts. So, repair expenses are often taken from the Supplies and Expenses budget. This takes away from funds for student projects and other activities. The Team recommends that a dedicated technician be sought to support the program's large inventory of equipment…especially given the

decrease in the number of faculty assigned to the program.

4. IT and Macintosh computer support is provided by the University's single Apple-knowledgeable technician. Although the faculty voiced no concerns about the support of their Macintosh teaching laboratory, the students voiced concern about the lack of on-campus IT support for their personal Macintosh computers. **The Team recommends that Ferris State University seek ways to support the students' machines.**

Evidence Found Supports Standard__X_Compliance ____Partial Compliance ____Non-Compliance

4.7 Curriculum

It is imperative that the program reflects current industry trends and practices in graphic communications technology and management along with general education and courses from other related disciplines.

The Standard.

Graphic communications programs must exhibit logical curricular diversity consistent with the program's mission statement, goals and objectives.

ACCGC Visitation Team Observations

1. The Team reviewed the course exhibits, including syllabi, textbooks, and sample projects.
2. The Team commends the faculty for satisfying most of the recommendations from the previous ACCGC accreditation Team. In particular, syllabi were available for every course, the syllabi are consistent, content appears accurate, and contact hours are specified. The Team, however, noticed that the syllabi do not relate text readings to the lessons. In addition, the topics to be covered each week are not listed. Perhaps separate course schedules are provided to the students. If not, it is suggested that the faculty provide students with weekly topical schedules as well as text readings to support each topic.
3. The Team noted that there are fewer faculty in the Printing and Imaging Technology Management Department than there were during the previous ACCGC Team Visit over six years ago. Yet, there has not been a corresponding decrease in the course inventory. A quick estimate by the Team indicated that each faculty member is responsible for five or more different courses. The students, during the Team's meeting with them, expressed genuine concern for their professors whose responsibilities have increased greatly in recent years.
4. The Team noted that the previous Team's recommendation to review course prerequisites has been partially met. As described in

the self-study report, problems with the automated course enrollment software are one reason that specific prerequisites have not been implemented. The report also states that "students progress as a block" and "no students from outside our major take our courses." Although block progress is understood, the exclusivity of the printing courses is not given the faculty's comments at their meeting with the Team. In particular, the faculty stated that "Administration needs to consider the number of students in the classes—whether they are majors or not—when evaluating the strength of the program." If non-majors take print classes, then students may inadvertently enroll in classes for which previous knowledge is assumed but not in evidence. **The Team recommends that prerequisites be specified and enforced inasmuch as possible.**

5. When reviewing course materials, it was noted that the PTEC 273, Paper and Ink Technology, does not include much time on inks and toners. **The Team suggests that the faculty consider implementing an ink and toner lab in one of the currently underutilized lab spaces adjacent to the web press lab. The course should also include environmental considerations such as Chain of Custody certification.**
6. The Team noted possible redundancies in courses. For example, PTEC 143, 243, and 285 seem to cover similar topics. The press courses cover ink and paper…and there is a separate ink and paper course. Perhaps some courses could be consolidated and course streamlining be considered. Given the student concern about the stress level of their instructors needing to cover additional courses now that fewer faculty are assigned to the program, the **Team strongly recommends that course consolidation and streamlining be considered by the faculty.**
7. The Team questioned the use of the term "Pagination" in PTEC 153. This course appears to be a page layout course.
8. The Team commends the faculty for creating PTEC 298 and 299. It is recommended, however, that samples of projects completed in this new course be displayed during the next ACCGC re-accreditation visit.
9. Regarding the management-level courses, it was noted that they do not appear to cover the industry segments…statistics about companies, market segments, how companies fit into the industry, the top-ten printing companies and what markets they serve, sales figures…i.e., an industry business overview. **The Team also suggests that the estimating courses include discussions of competitive market conditions as they relate to pricing**…how low must you go during downturns, how high you can price in booming economies? In other words, given the objective costs of a job, how high can the price be set? Lean Manufacturing and environmental sustainability practices should

be included somewhere in the higher-level courses…maybe the Quality Control class.

10. Although teamwork is emphasized in the capstone courses, it is suggested that **students be given additional group assignments** because that's the way they are going to work in industry. Given the comments of the students, group work may be inherent in several courses already.
11. As mentioned in 4.5 above**, the Team recommends that GRACoL 7, and JDF be incorporated into the curriculum. In addition, the Team recommends that the faculty work closely with their Advisory Board members to respond to technological change if or when offset lithographic printing begins to recede in popularity in the greater Michigan area.**
12. Finally, the Team applauds the "tracks" available for Printing and Imaging Management.

Outcomes Assessment

1. The ACCGC did not yet require Outcomes Assessment at the time of the Team's site visit in February 2008.
2. The Team, aware that the ACCGC will probably incorporate program and goal-attainment assessment into its requirements at its Fall 2008 Board meeting, suggests that the faculty create measurable objectives for each programmatic goal and implement measurement strategies. Future re-accreditation visits will require the Printing and Imaging Technology Management program to demonstrate how well each objective has been met.

Educational Innovation

1. The Team commends the faculty of the Printing and Imaging Technology Department for their innovations in "laddering" students from their own Associate-degree program as well as those from other community colleges into their upper-division program. The Team also recognizes the innovation shown by the faculty in their creation of the Printing Management Lab and the Associate-level capstone courses.
2. Jerry Waite, the ACCGC Site Team Leader, had the opportunity to tour one of the program's cooperating internship employers and to visit with numerous industry professionals and student scholarship recipients at a Western Michigan Graphic Arts Alliance meeting in Grand Rapids. Every individual spoke highly of the enduring quality of the Ferris State program and its graduates. Given the revolutionary change that has occurred in the graphic communications industry over the past two decades, providing equally-qualified graduates over time is a measure of the faculty's innovative nature.

Evidence Found Supports Standard_X__Compliance ____Partial Compliance ____Non-Compliance

4.8 Instruction and Evaluation

The quality of instruction should be monitored to determine if high standards of teaching are exhibited. Evaluation of students must take place in all courses.

The Standard

The graphic communication teaching faculty must maintain high quality instruction.

ACCGC Visitation Team Observations

6. Due to inclement weather that resulted in Ferris State University being closed Thursday during the Team's visit, the entire Team was not able to visit classes in session. However, Jerry Waite, the Team Leader, arrived a day early and was able to observe courses being conducted in the sheetfed press lab and the prepress lab as well as the Associate-level capstone courses. He found the students to be thoughtful, engaged, and on-task.
7. The Team reviewed the course syllabi, textbooks, and student projects provided by the faculty. There is evidence of both written and performance evaluations in all courses. Rubrics give structure to grading schemes.
8. The Team met via teleconference with alumni of the program. The alumni spoke highly of their internships, the state-of-the-art facilities in which they learned, their instructors, and the overall quality of their educations. They also noted that they stay in touch with their Ferris instructors and feel that the faculty are personally invested in their success. One alum went so far to say that her former teacher became her student when the faculty member attended a training session in her facility: "Epic role reversal." It is obvious that the alumni are true supporters of the Ferris program. When asked what they would change about the program, the alums mentioned that it would have been nice to have sales and marketing courses in the bachelor's program. Program Chair Patrick Klarecki indicated that this recommendation has already been implemented.
9. Even though the University was closed due to a snow day, nine students braved the weather and met with the Team. The students were very enthusiastic about their coursework, the equipment, the faculty, and Ferris State in general. They were also very confident about their futures and job placement after graduation. Most important to them, however, is the enthusiastic and supportive nature of the faculty.
10. Overall, the Team finds Ferris State to be a sound, commendable, and quality program. The program produces satisfied students

and qualified alumni. In addition, the industry values the program's alumni. These attributes are indirect—yet still very valid—of quality instruction and evaluation.

Evidence Found Supports Standard_X__Compliance ____Partial Compliance ____Non-Compliance

4.9 Internships / Practicums / Co-ops

Internships / practicums /coops should be realistic industrial experiences that contribute to knowledge about graphic communications.

The Standard

Industrially relevant practical experiences, with or without academic credit, are strongly encouraged but need not be considered a required part of the program.

ACCGC Visitation Team Observations

7. Internships are an integral part of a Ferris Printing and Imaging Technology Management student's program. All students complete one paid internship experience.
8. The University, College, and Department highly value internships and assign teaching credit to one of the program's faculty for seeking internship opportunities, arranging on-campus visits by cooperating employers, and supervising interns on-the-job. The faculty member even travels out-of-state to visit students interning at distant locations. It should be noted that faculty members do not place students in internships. Leads, contacts, and interviews are facilitated, but students are individually responsible to interview and obtain their own internships.
9. Alumni spoke very highly of their internships. Many took jobs with their cooperating employers after graduation. Others noted that they were hired by their internship employers even when competing against interns from the "big-name" graphic communications schools.
10. Students looked forward to their internships. They noted the consistent flow of potential employers who visit the FSU campus to meet with potential interns.

Evidence Found Supports Standard_X__Compliance ____Partial Compliance ____Non-Compliance

4.10 Industry Advisory Committee(s)

The advisory committee(s) provides guidance for curriculum content and program direction.

The Standard

One or more graphic communications industry advisory committees must be active.

ACCGC Visitation Team Observations

The Printing and Imaging Technology program maintains an advisory board and the Site Visitation Team was able to meet with four of its members through teleconference facilities.
Faculty members mentioned that eight to ten Advisory Board members attend each meeting. Fourteen members were listed on the roster provided to the Team.

1. Advisory Board meetings were traditionally held in the spring. However, to facilitate course improvements, new courses, and catalog changes in a timely manner, meetings have been moved to the fall in recent years.
2. The Team found the board members to be interested, engaged, and proud of their relationship with the Ferris State program. They take their duties seriously. In particular, they believe that they should react to faculty initiatives, propose new initiatives, market the program, and support it in any way they can.
3. The Advisory Board members believe that the department and the faculty are responsive to its recommendations.
4. Faculty members emphasized that Advisory Board recommendations drive their program. Faculty indicate that they attend Board meetings on a regular basis.
5. The members of the Advisory Board who were able to meet with the Team are predominantly Ferris graduates. If that majority is represented in the entire Board, it is recommended that the College of Technology guidelines be followed. These guidelines suggest that alumni not become a majority of the Advisory Board members.
6. Minutes of Advisory Board meetings held between 2000 and 2005 were provided to the Site Visitation Team. However, no minutes or other documentation was available to substantiate meetings held in 2006 and 2007. Advisory Board members insist that meetings were held during those years, but the lack of minutes, agendas, or other evidence of those meetings is unacceptable. **The Team strongly recommends that minutes of all meetings be taken and retained for future ACCGC Team perusal.**

Evidence Found Supports Standard___Compliance __X__PartialCompliance ____Non-Compliance

4.11 Faculty: Tenure/Tenure Track, Adjunct and Graduate Teaching Assistants

The strength and professional diversity of the faculty reflects the quality of the educational program. The ratio of tenure/tenure track and adjunct faculty should be appropriate to the programs' goals, objectives, and curricular structure.

The Standard

All faculty must be academically and professionally qualified, as determined by the institution, with institutional responsibilities and expectations clearly defined. Faculty development should be continual.

ACCGC Visitation Team Observations

1. All of the faculty members in the Printing and Imaging Technology Management Program are tenured. Three are full professors, two are associate professors, and one is an assistant professor.
2. The Team reviewed the vitae of all six tenured faculty in the Printing and Imaging Technology Management Department and found each individual's academic qualifications to be consistent with the institution's requirements.
3. The Team found the faculty's teaching responsibilities well met. The students and alumni who met with the Team indicated their satisfaction with the teaching abilities and content expertise of the program's faculty members. During the few classes that the Team members were able to visit due to the weather, students were found to be engaged, curious, and enthusiastic during their professors' presentations. Various teaching styles, including guided practice and "Socratic method" lessons as well as traditional lectures, were used by the professors during classes.
4. The faculty members of the Printing and Imaging Technology Management program are to be commended for their service to the university and to the printing industry. Faculty members list numerous committee memberships—at the Departmental, College, and University levels—on their vitae and reiterated such service during the Team's visit with them. Faculty members also support the local printing industry by belonging to trade associations, by consultation (particularly with alumni), and through their strong internship program.
5. Although "scholarship" can be measured in numerous ways, publications and presentations are generally regarded as extremely important indicators of a professor's reputation within the field. Some faculty members reported that they had published in trade magazines (GATF World and local printing-related publications) while other faculty members reported no publications at all. The same is true for presentations: whereas a few faculty members present at trade shows and other local

printing-industry events, others do not. No faculty member, however, cites any refereed journal articles or presentations. Since innovative instruction was observed by the Team, **it is strongly recommended that *all* Printing and Imaging Technology Management faculty submit articles chronicling their endeavors and successes to peer-reviewed print-related journals such as *The Visual Communications Journal,* the *Journal of Industrial Technology,* or *The Technology Teacher.* Furthermore, it is strongly suggested that faculty present their work at peer-reviewed conferences such as those held by the International Graphic Arts Education Association and the National Association of Industrial Technology.**

6. Professional development is pursued by some faculty, but not others. Faculty indicate that the College Dean has money available for professional development activities (the Dean reiterated this point during the Team's visit with him) and that individuals need to write a proposal to receive funding. One faculty member stated "aggressive faculty get to go to two or three activities per year." In addition, sabbaticals are available through what the Team thinks is a quite liberal policy. Even though faculty development funds and sabbaticals are available, few faculty members take advantage. **The Team strongly advises *all* faculty to propose faculty development activities and to apply for sabbatical leaves when available.**

7. The Team noted that *all* tenured faculty members in the Printing and Imaging Technology Management Department received either their bachelor's or master's degree at Ferris State University. While loyalty to one's alma mater is to be respected, **the Team strongly advises that serious consideration be given to non-Ferris graduates in any forthcoming faculty searches.**

8. The Printing and Imaging Technology Department does not make use of graduate assistants or adjunct faculty members. Thus, the ratio of tenure/tenure track to adjunct faculty is 6:0, a very enviable circumstance.

Evidence Found Supports Standard___Compliance __X__PartialCompliance ____Non-Compliance

4.12 Faculty Evaluation

Evaluation of faculty provides feedback for instructional improvement, faculty development, and other contributions to knowledge and to the profession.

The Standard

All faculty must be evaluated for instructional

effectiveness, professional development, and service contributions.

ACCGC Visitation Team Observations

1. A formal review process for the timely evaluation of faculty is in place in the Printing and Imaging Technology Management Department.
2. Students in two courses evaluate faculty members each semester. Each faculty member chooses which two groups of students will evaluate him.
3. The Department Chair, who is considered by university-union agreement to be a faculty member and not an administrator, cannot view faculty-evaluation-by-student forms nor evaluate another faculty member's performance. Therefore, the scored faculty-evaluation-by-student forms are forwarded to the Dean, who is an administrator and not a peer.
4. The Dean provides written feedback—including suggestions as well as kudos—to each faculty member. The faculty members find the Dean's feedback useful.
5. If a faculty member receives a series of poor evaluations, the Dean meets privately with the individual.

Evidence Found Supports Standard_X__Compliance ____Partial Compliance ____Non-Compliance

4.13 Student Records and Advising

Effective advising requires that student records be well organized, current, and maintained in a systematic and effective manner. Advisors should be cognizant of current curricular requirements and changes that affect the graphic communications curriculum. Prerequisite course status must be monitored and strictly enforced. Student advisement is required on a regular basis.

The Standard

A system for maintaining records and advising students must be established and in use.

ACCGC Visitation Team Observations

1. Admission standards are documented to assure students are capable of meeting standards. Admissions test scores, high school rankings, and other criteria are documented. All Ferris State Printing and Imaging Technology Management students have a high school diploma or equivalent, ACT test score reports, the completion of at least 12 college semester credits with a 2.0

average, or an Associate Degree from an accredited institution. Screening occurs at the University's Admissions and Records Office.

2. The Printing and Imaging Technology Management Department is aggressive in its attempts to recruit new students. Michigan high school graphic communications students are invited to the department's annual high school tour day. In addition, the Department Chair and faculty visit about 20 schools each year, attend several high school career nights, and attend vocationally-related state and national association meetings. Department faculty and the Chair also serve on approximately eight different high school advisory boards.
3. Accurate individual records are kept. All student records are maintained electronically using the Banner system, which can be accessed by instructors and student advisors as well as the registrar's office. The advisor keeps a check sheet of all his advisee's course accomplishments. Faculty and students can access the student's entire student record online, including grades, holds, transcripts, test scores, and several other items.
4. Career counseling and program advising is regularly performed and documented. The faculty/student advising process includes providing advisees with career advice. Program advising takes place each semester, and students cannot register for courses until they have met with their advisor.

Evidence Found Supports Standard__X_Compliance ____Partial Compliance ____Non-Compliance

4.14 Graduate Placement and Follow-up

Assistance to help student transition into their first job is important to help assure graduates are placed in positions commensurate with the program's stated goals and objectives. Follow-up studies assess program progress, and assist in future development of the program. The types of jobs and how well the program prepared graduates for their current and past positions should be documented.

The Standard

Initial placement assistance is practiced and timely follow-up studies of graduates should be conducted.

ACCGC Visitation Team Observations

The Team observed several different ways that students can find permanent positions. They are:

1. Placement assistance is officially given through the University

Student Employment and Career Services office.
2. The Department Chair keeps a list and maintains constant contact with industry representatives looking to hire graduates.
3. Both the Department Chair and Career Services personnel schedule on-campus interviews for students.
4. Internships, which are completed by all students, often transition to full-time positions when the internship has been completed.
5. The faculty report that virtually all graduates from the past ten years have obtained employment in the graphic communications field.

The Printing and Imaging Technology Management faculty report that the process of surveying graduates has undergone extensive revision in the College and throughout the University. Although the faculty think that alumni should be surveyed annually by the department, the University decided to consolidate follow-up into a centralized function. As a result, very few specific program questions are asked and little data is shared with the departments. Therefore, the Department conducted a survey in anticipation of the ACCGC Team Visit.

Demographics:
1. While there are over 1,200 printing alumni, the Department has only 127 active e-mail addresses.
2. Surveys were sent to all 127 known e-mail addresses and 27 alumni responded (21%).
3. Respondents represented an even distribution of graduates from 1993–2005.

Results:
1. The most frequently reported salary ranges were $41,000–$46,000 and $71,000–$81,000.
2. 81.5% of the respondents work in the printing industry.
3. 63% work in sheeted offset; 11% work in flexo or screen
4. 18.5% work as customer service representatives
5. 18.5% work in project management
6. 7.4% report that they work as "operator" or other non-management title.
7. 25.9% offer large-format inkjet printing
8. 52% offer variable-data printing
9. 11% use JDF
10. Many other items measured the Program's quality. Most results are very positive and can be summed up with a 92% positive response to "I would recommend the Program to others."

Evidence Found Supports Standard__X_Compliance ____Partial Compliance ____Non-Compliance

ACCGC Visitation Team Recommendations

The ACCGC Site Visitation Team presents the following recommendations:

1. The Team reviewed the Printing and Imaging Technology Program goals and objectives. During the course of this review, three observations suggest future attention. It is our opinion that the Printing and Imaging Technology Management faculty should:

    a) work to clarify the program goals in such a way that all members can support and, in essence, rally around each goal;
    b) create clear links between each goal and the courses that realistically support it. Courses must support programmatic goals. Programmatic goals must support College goals. And, College goals must support the University's mission and goals; and
    c) in anticipation of the ACCGC's new requirement for program and goal-attainment assessment being implemented in Fall 2008, create measurable objectives for each programmatic goal.

2. The Team reviewed the governance and administration of the Printing and Imaging Technology Department, the College of Technology, and Ferris State University and found that a great deal of turnover among administrators at all levels has not been supportive of the overall goals of the Department. Therefore, it is our opinion that:

    Ferris State University should stabilize its administration in order to provide a consistent atmosphere for the Printing and Imaging Technology Management program to grow and flourish.

3. The Team reviewed the financial support provided to the Printing and Imaging Technology Management Program and found it adequate for the program's needs. However, the Site Visitation Team recommends that:

    Either a budget for repairs and maintenance be provided so that outside technicians can be retained to keep equipment in good operating condition or that a full-time maintenance technician be retained for the Printing and Imaging Technology Management Department.

4. The Team reviewed the Printing and Imaging Technology Department's facilities and equipment and found them to be adequate. However, the Team recommends that Ferris State University:

    a) update the prepress computing facilities as soon as fiscally possible;
    b) utilize the expensive SHOTS Simulator housed in the sheetfed press laboratory;

c) give more attention to the neatness and appearance of the press facilities;
d) convert several former darkroom spaces that have become catchall areas into facilities that can be put to use by the faculty and students;
e) explore the acquisition of a production-oriented digital color output device;
f) update the computers in the unique and well-thought-out printing management lab so that students may learn on state-of-the-art equipment.

5. The Team reviewed the Printing and Imaging Technology Department's support staff and found them to be adequate. But, the Team noted serious concerns by the students that the University's IT support staff is ineffective in helping maintain their personal Macintosh computers. The Team recommends that Ferris State University:

   Seek ways to support the students' machines.

6. The Team reviewed the Printing and Imaging Technology Department's Curriculum and found that it generally reflects current industry trends and practices in graphic communications technology and management. However, given the rapid change in the industry as well as the recent contraction of the Department's faculty, the Team recommends:

   a) that course prerequisites be specified and enforced inasmuch as possible (this is consistent with the previous ACCGC accreditation Team's recommendation);
   b) that the PTEC 273 course, Paper and Ink Technology, include more time on inks and toners, that an ink and toner laboratory be implemented, and that the course include environmental considerations such as Chain of Custody certification, Forest Stewardship Council (FSC) certification, and the use of green technology for "Green Seal Certification;"
   c) that course consolidation and streamlining be considered;
   d) that the estimating courses include discussions of competitive market conditions as they relate to pricing;
   e) that students be given additional group assignments;
   f) thatGRACoL 7 and JDF be incorporated into the curriculum; and
   g) that the faculty work closely with their Advisory Board members to respond to technological change if or when offset lithographic printing begins to recede in popularity in the greater Michigan area.

7. The Team spoke to members of the Program's Advisory Board and reviewed the minutes of the meetings provided in the Self-Study Report. The Advisory Board seems to be an enthusiastic and dedicated group that provides excellent advice and program direction to the faculty. In

addition, the faculty appreciate and generally heed their advisors' suggestions. However, the Department has not kept adequate records of recent Advisory Board Meetings (neither agendas nor minutes could be provided for 2006–2007 meetings). Therefore, the Team recommends:

> That minutes of all meetings be taken and retained for future ACCGC Team perusal.

8. The Team reviewed the academic and professional qualifications of the faculty and found them consistent with those required by the institution. However, the Team noted that some faculty members do not regularly publish their work nor do they present at conferences. In addition, although abundant opportunities appear to be available for professional growth, including sabbatical releases, some faculty do not take advantage of those opportunities. Finally, the Team noted that all current faculty members in the Printing and Imaging Technology Management program are Ferris graduates. Therefore, the Team recommends:
   a) that all Printing and Imaging Technology Management faculty submit articles chronicling their endeavors and successes to peer-reviewed print-related journals;
   b) that faculty present their work at peer-reviewed conferences;
   c) that all faculty propose faculty development activities and apply for sabbatical leaves when available; and
   d) that serious consideration be made to non-Ferris graduates in any forthcoming faculty searches.

Describe how the trend data above is used to assess the rigor, breadth, and currency of the degree requirements and curriculum.

The Printing and Imaging Technology Management Department has received two full accreditations from the ACCGC. Reaccreditation is tied to how well we adjusted to the previous recommendations. The faculty takes this data very seriously and has worked hard to continually improve the program. Evidence consists of frequent curriculum clean-ups, strong demand for our graduates and positive survey results.

Describe how the trend data above is used to assess the extent to which program goals are being met.

Until very recently program goals have been operational in nature rather than academic. For example all previous goals dealt with; student enrollment, amount of equipment and supply donation, student recruitment, etc. These types of goals were consistent with the college and institutional Unit Action Plans. In preparation for our program accreditation and for what this department understands of the HLC requirements, academic goals were established for the very first time in January of 2008. A matrix was developed (see appendix) to show how we would measure our performance in the years to come. This matrix is still under development and will be

refined during the academic 2008-2009 year.It is our hope the institution as a whole becomes more concerned with academic goals than they have previously.

L) Administrative effectiveness

Discuss the adequacy of administrative and clerical support for the program.

Administrative and clerical support is adequate. A faculty department chair that receives 75% release time and a $14,000 summer stipend to assume department administrative duties manages the department. This is an adequate amount of time and works well for the department.

The Printing and Imaging Technology Management department share one clerical assistant with the Architectural Department. This too works very well for both departments. The workload for the Secretary Level II position is heavy but balanced and manageable.

Are the programs and or department run in an efficient manner?

The faculty of the Printing and Imaging Technology Management Department believes the department is run efficiently and effectively. The needs of this department are unique from other departments. Our ability to remain very close to our industry is a result of having program level leadership with the time to devote to building and maintaining relationships.

Are classes and teaching schedules effectively and efficiently prepared?

Due to the laboratory intensive nature of the majority of classes, student and faculty classes are scheduled in predetermined blocks. This allows for all interested parties to know exactly what and when classes are held and who is teaching what. In addition, blocks are design so that there are large gaps of times between the printing classes for students to fit their elective courses. We have received no complaints about scheduling.

Are students able to take the course they need in a timely manner?

As stated above there has not been a problem with students ability to get the classes when they are needed. We are starting to see a trend with more transfer students who have complete all the BS degree General Education prior to their arrival at Ferris State University. A new schedule matrix was developed in March of 2008 that will take affect Winter 2009 Semester that we hope will better accommodate our growing transfer population.

Section 4: Facilities and equipment

A. Instructional Environment

Are current classrooms, labs, and technology (both on-campus and at off-site location) adequate?

The Printing and Imaging Technology Management department occupy the majority of the Swan annex second floor. The Swan 218 lecture room was the first lecture room to be renovated with presidential funding. The remaining laboratories meet the needs of the programs.

The Swan annex was built in the 1960's with the second floor specifically design for printing technology of that era. The technology of the day was all analog and relied heavily on photography. As a result there is significant square footage that is not being used because it is all small dark room areas. We have adapted as much of this space as possible for modern technology but it doesn't show well and could be more efficient for education.

How does the condition of current facilities impact program delivery?

The department has adequate space for our program. However, the organization of the space could be improved. We have had to locate a few of our digital output devices in rooms that are away from where the images have been generated or processed. Depending on the course being taught this can be a hindrance.

Describe the programs projected needs with respect to instructional facilities.

Being located on the second floor of a building causes challenges for the installation and removal of heavy equipment. The plastics and welding area have virtually all of the technical equipment on a consignment basis. Their facilities lend themselves to easy, inexpensiveand frequent turns of equipment. Our facilities are very expensive to move equipment in and out. Our ability to establish consignment agreements has been hampered as a result.

At some point the various darkroom walls in Swan 220, Swan 223 will have to be removed. There is approximately 2,200 square feet of wasted un-usable space that is currently being used as storage. A plan submitted in 2000 called for the creation of a digital photo studio, quality measurement lab, and digital output lab. The need

for these spaces still exists. Rough re-model costs were estimated in excess of $500,000 in 2000.

Describe current plans for facilities improvements and indicate their status.

The Printing and Imaging Technology Management department currently has no official plans for facility improvements.

Describe how proposed changes or improvements to facilities would enhance program delivery.

Remodeling of the Swan 220 and 223 space would allow us to better organize our equipment so students would not have to move from one room to another during classes to complete lab experiments.

B. Computer Access and Availability

Outside of computers in faculty and staff offices, identify the computing resources (hardware and software) that are allocated to the program.

Our computer labs are very well equipped. The program has two areas of computing need; Pre-press and management.

List of Pre-Press Laboratory Equipment as of December 31, 2007

MAC G5 Dual 2.3GHz workstations (21)
Epson 3170 Scanners (7)
Greytag Macbeth Spectroscan Scanning Spectrophotometer
X-Rite DTP 70 Scanning Spectrophotometer (2)
X-Rite Pulse Spectrophotometer Kits (2)
X-RiteDot (ccDot) Plate Dot Reader
X-Rite 500 Series SpectroDensitometer (4)
X-Rite MonocoOptix XR Colorimeters (20)
X-Rite Transmission Densitometer (2)
RamPage Raster Image Processor
XitronXenith Raster Image Processor
EFI ColorProof XF Raster Image Processor
EFI Fiery Raster Image Processor
Fuji-Pictro Proof II
Epson Stylus Pro 10000
Epson Stylus Pro 4800
HP LaserJet 5100

HP LaserJet 4200
Agfa Avantra 30 Imagesetter
Fuji Film Processor
Heidelberg ProSetter 74 4-up platesetter w/ Meta Dimension work station
Fuji Raptor 85 Plate Processor
Color Inspection Booth

List of Management Laboratory Equipment as of December 31, 2007

Dell PC computers (12)
Office Cubicles (12)
Tabloid Laser printer
Parsec Pinnacle Print Management Information System

Discuss how these are used

Prepress equipment is used primarily in the AAS degree and the BS New Media Printing and Publishing degree. It is used to create, manipulated, edit, repurpose, correct, store, transfer, RIP, output, and inspect quality of various digital images. These functions in the printing industry are done exclusively on Mac computers as the Mac architecture processes graphic images significantly more efficiently than current non-Mac operating systems.

Management equipment is used in the BS Printing Management and New Media programs. This equipment is used for estimating, tracking, controlling, analyzing, presenting, storing, and creating data that is used for the management of print media businesses. The printing industry relies on the windows platform to run most of the office type functions found in any type business.

Discuss the adequacy of these resources and identify needed additional resources.

The Printing and Imaging Technology Management Department is fortunate to have strong industrial support. In the listing of prepress equipment above, all the items listed from X-Rite, Xitron, RamPage, EFI, Fuji, and Heidelberg have all been donated and are continuously updated with new technology as it becomes available. In the management area the software used for estimating, the Parsec Corporation has donated management information systems.

New and future trends in the printing industry is bringing our processes much closer, linking them electronically and working towards a lights out type system. The platform that this is being built on is called Computer Integrated Production or (CIP3) and utilizes a new computer language developed for printing called, Job Definition Format (JDF). While some of out equipment is CIP3 compliant and JDF

ready many pieces are not. We will be working with our industrial partners to bring this technology to our laboratories.

Discuss the efficacy of online services (including WebCT) available to the program.

These service are available to the program but are not being used. There are three primary reasons why they are not being used. One, at this time we have not developed a plan to offer any of our courses on-line, as they really require face to face instruction for a quality experience. Two, all of our classes are web enhanced through the use of some excellent tools that exist in the Mac networking capabilities. Faculty store all their material in folders on our network and provide students drop boxes to turn in assignments or request assistance. Three, we have seen a steady reduction in faculty forcing many of the faculty to learn new technologies they have not had to previously teach. In addition, just about every 12 months there are software updates requiring faculty to invest their development hours to learn changes. There simply are not enough hours in a day for faculty to learn WebCT when it is not central to our goals and mission.

Discuss the adequacy of computer support, including the support for on-line instruction if applicable.

Computer support for labs and faculty offices has been very good. This is true for both the PC labs and Mac Labs. However, There continues to be more Mac users on the Ferris campus and there have not been additional resources allocated to serve them. While this has not yet been a problem it is a concern and should be monitored.

Student support for their personal Mac computers does not “officially” exist. Some students have been able to gain the assistance of FSU personnel with minor issues but it is a random occurrence. The ACCGC, our accrediting agency found this to be a major concern and requests FSU to address the need for student Mac services.

C) Other Instructional Technology

Identify other types of instructional technology resources that are allocated or available to the program.

The Printing and Imaging Technology Management department has strong industrial ties. As a result we have been allowed access through Web-x, web-conference, etc, to several proprietary technical and managerial presentations, meetings, and databases.

Discuss how these resources are used.

These resources' are either shared directly with the students in a classroom or laboratory environment or are used for faculty development.

Discuss the adequacy of these resources and identify needed additional resources

These resources are adequate

Does and acquisition plan for these needs currently exist" Describe the plan. Has it been included in the department if college's planning documents.

A plan is being discussed. There will be a need for capital resources and industrial donations. At this time we are identifying the particular pieces of technology that will be needed, examining the curriculum to see how and where they will fit. The academic 2008-09 year will be devoted to building a timetable and a strategy for acquisition.

Discuss the impact of adequacy of other types of instructional technology resources and support of these resources on the program.

Other instructional resources are currently adequate

D) Library Resources

Discuss the adequacy of the print and electronic and other resources available through FLITE for the program

Library resources for the Printing and Imaging Technology Management programs are excellent. The site visitation team from the ACCGC accreditation visited us in February 2008 they were extremely impressed with the level of support we have.

Discuss the service and instruction availability provided by the library faculty and staff with respect to the needs of the programs.

FLITE faculty and staff have responded to Printing and Imaging Technology Management requests for assistance instantaneously. They have uncovered print and digital references and brought them to our attention and have successfully integrated resources that we have found into their listings.

We have brought to them various classes for instruction on research and they have done an outstanding job.

Discuss the impact of the budget allocation provided by FLITE to your program. Is the budget allocation adequate?

We have not been turned down for any request we have made to subscribe or purchase reference material.

Section 5: Conclusions

Conclusions based on data analysis derived from sections 2-4 and on the collective wisdom and judgment of the PRP. In arriving at these conclusions, the PRP should summarize the relationship of the program to each of the following specific categories and any other categories it deems appropriate:

A) Relationship to the FSU Mission

It is felt that the Ferris State University Printing and Imaging Technology Management department's AAS in Printing and Digital Graphic Imaging, BS in New Media Printing and Publishing, and the BS in Printing Management provide learning experiences that are exactly aligned with the missions of Ferris State University and the College of Technology. Students in these programs receive a practical, career-oriented education that leads to rewarding and lucrative employment.

B) Program Visibility and Distinctiveness

The Ferris State University Printing Management and New Media Printing and Publishing programs have a reputation of being amongst the best in the nation and world. The Printing Management program was recently granted a full six year re-accreditation by the ACCGC, the fist school, and only school to ever receive back-to-back full accreditation. Heidelberger Druckermachinen AG the world's largest engineering and manufacturer of printing technology has selected eight schools from around the world to support with technology and become educational partners, Ferris State University is one of them. The job offers our graduates received from the diverse mix of local regional, national, and international companies all continue to make Ferris State University visible and distinctive.

C) Program Value

The Printing and Imaging Technology Management programs bring to Ferris currently 70 and potentially 120 diverse learners that fill many of the classes in the Colleges of Business and Arts and Sciences. These students bring unique perspectives and are above the university average of academic preparedness. The reputation of the printing programs and its' graduates have helped to make Ferris State University a name known for quality.

D) Enrollment

Enrollment in the Printing and Imaging Technology Management programs has been a roller coaster ride for the past several years. It is the opinion of the PRP this is the only area of concern for the programs. While there are many variables both internal and external that affect enrollment, the Printing and Imaging Technology Management department appear to be aggressively active in positively influencing both the internal and as many of the external factors as possible. We believe the strategy to grow enrollment to full capacity of 110-120 is achievable by the next APR cycle.

E) Characteristics, Quality and Employability of Students

Students are typically from Michigan with a growing population from Illinois and transfer students from various community colleges. ACT scores and GPA's of students have risen over the past few years and continue to be slightly above the university average. Students who fail the program tend to do so because of difficulties in the area of math. Students who do complete the program enjoy multiple career offers and 100% placement.

F) Quality of Curriculum and Instruction

The curriculum meets all the requirements and recommendations of the accrediting agency the ACCGC. Students, alumni, and employers consistently rate the quality of instruction in technical courses as high.

G) Composition and Quality of the Faculty

The faculty members are all full-time tenured faculty. Several are involved in professional organizations, consulting and continuing education. A few have been asked to adopt new technology, skills and knowledge to teach in areas vacated by retiring faculty. While this development has occurred, more is needed and is critical to the reputation of Ferris State University. It is anticipated two more faculty will retire before the next APR cycle. These faculty must be replaced with tenure-track faculty to preserve and enhance the learning experiences both technical and relational of our students and industrial partners.

TO: APRC

FROM: Patrick Klarecki, Chair, Printing and Imaging Technology Management

SUBJECT: Department Chair's Assessment of the B.S. New Media Printing and Publishing, B.S. Printing Management, A.A.S. Printing and Digital Graphic Imaging Technology.

DATE: August 8, 2008

Introduction

The Program Review Panel (PRP) was made up of threefaculty from the Printing and Imaging Technology Management Department, two faculty from outside the department, and was chaired by the Department Chair. All faculty contributed to the self study. The PRP met only occasionally for the purposes of Academic Program Review. However, during the month of December 2007, and January 2008, the Printing and Imaging Technology Management Department met multiple times weekly in preparation for our accreditation self study. It was the view of the faculty that much of the work done for our accreditation was transferable to the APR self study. The PRP chair wrote most of the self-study with input and discussion from the PRP.

Acknowledgements

I would like to express my sincere appreciation to all that assisted in the Accreditation and APR self-studies. In particular, I would like to thank Lisa Knudson for her assistance in assembling the many materials needed for this presentation.

Programs' Highlights

The following are a few of the highlights from the self study for all of the programs being reviewed:

- A well-rounded curriculum that is recognized internationally as one of the best in preparing graduates for the future of the printing industry.
- A second full accreditation from the ACCGC
- The only school seeking a second accreditation that received full accreditation.
- A large and loyal base of industrial supporters
- A very large of amount of private scholarship support
- Excellent employment outlook in Michigan, Nationally and worldwide.

Future Outlook

- Our enrollment needs to improve while staying within the limits of our ability to support the students.

As the Department Chair I would like to continue working with the faculty to:

- Increase enrollment
- Explore merging with the Graphic Design Program
- Explore ways to offer our programs on line
- Continue to develop new and leading edge curriculum
- Provide professional development opportunities for our faculty

PROGRAM GOALS MATRIX
New Media Printing and Publishing (B.S.)

About this matrix
The Program Goals Matrix is used to gain an overview of the New Media Printing and Publishing B.S. offered at Ferris State Universty. The matrix identifies the simplified new program goal statements being proposed for the future, the courses in which those goals are addressed, and the assignments within those courses which result as evidence of student learning vis-a-vis a particular goal. A full description of the program goal statements, with specific learning objectives, is available as a separate document.

This matrix accompanies the Ferris State *Self-Study Report* to the Accrediting Council for Collegiate Graphic Communications. It serves as an organizational tool to complement the report's sections for ACCGC Standard 4.2 Goals and Objectives, and ACCGC Standard 4.7 Curriculum.

This matrix is a cross-over document that ties together these two standards, as well as the vision of the future of the program which are most directly related to program pedagogy. While each can be individually reviewed, the implication is that the program's five goal areas work together to unify the pedagogical components of goals, objectives, curriculum, instruction, and evaluation.

Assessment Code Key (ACCGC Standard 4.8)		
Assessment Type: Group I Knowledge and comprehension	Assessment Type: Group 2 Application, analysis, and synthesis	Assessment Type: Group 3 Critical Evaluation
RW- Reading with writing	LT- Laboratory time	PE- Peer evaluation
W-Writing/Logging	PR- Process assessments	SE- Self evaluation
EQ- Exam or quiz	PJ- Project assessments	GW- Group work
RP- Research paper		IE- Industry experience
OP- Oral presentation		
FT- Field trip		

Course Color Key	
(orange)	ACCGC Standard 4.7.2.1 Specified for General Ed
(yellow)	ACCGC Standard 4.7.2.2 Printing & Digital Graphic Imaging Technology
(green)	ACCGC Standard 4.7.2.3 Printing Management
(blue)	ACCGC Standard 4.7.2.4 Related, Supports Major
(light green)	ACCGC Standard 4.7.2.5 Electives for General Ed

ACCGC Standard 4.2 Goals and Objectives:

The program goal areas are stated in their simplified forms along the left-hand edge. The expanded forms, with detailed objectives, can be seen in the text of the *Self-Study Report*. The codes placed in the row to the right of each goal area indicate how those goals are incorportated into the program pedagogy. For each code listed, there is a corresponding assignment. Assignments are based on these goals and embedded in lecture, laboratory, and industry experiences.

ACCGC Standard 4.7 Curriculum:

The curricular sequence and structure are indicated at the top of the matrix. Indicated are: the course professor, the credit hours, any prerequisites, and notes regarding scheduling. For each course, full-time professors were consulted; assignment codes were derived from these consultations and from course syllabi.

Course Sequence and Structure (ACCGC Standard 4.7)

Course Prefix and Number:	Year 1 - Freshman Year										
Course Number:	PTEC 101	PTEC 123	PTEC 132	PTEC 143	PTEC 153	PTEC 161	ENGL 150	SCIENCE ELECTIVE	PHOT 101	SOCIAL AWARENESS	FSUS 100
Course Title:	Intro to Graphic Communication	Bindery and Finishing Operations	Digital Image Capture & Tone Reproduction	Conventional Image Assembly	Electronic Pagination	Sheetfed OffsetPress Systems 1	English 1	Scientific Understanding	Photography	Social Awareness	Freshman Seminar
Credit Hours:	2	3	3	2	4	4	3	4	3	3	1
Schedule and/or prerequisite:	Can get credit from Tech Centers						Can CLEP out				
Total credit hours per year:	32										
Professors:	Patrick	Patrick	John	John	Marshall	Dennis	Faculty	Faculty	Marshall	Faculty	Patrick
PROGRAM GOAL AREAS (ACCGC Standard 4.2.4)	Klarecki	Klarecki	Conati	Conati	Williams	Smith			Williams		Klarecki
Printing and Imaging Technology Management will graduate industry professionals that will be:											
Std 4.2.4.1 **1. Capable of applying the theories of color and imaging management to whatever method of image transfer that might be used or developed.**	EQ	FT	RW, EQ, LT, PJ	RW, EQ, LT, PR, PJ, SE	RW, EQ, LT	RW, EQ, RP, LT, PR, PJ, GW	RW		RW, EQ		
Std 4.2.4.1 **2. Capable of developing workflow solutions that will improve product and service quality and ultimately satisfy industrial and customer needs.**	EQ	RW, W, EQ, GW, LT, IE	RW, EQ, LT, PJ	RW, EQ, LT, PR, PJ, SE	RW, EQ, LT	RW, EQ, RP, LT, PR, PJ, GW	RW				
Std 4.2.4.1 **3. Capable of adding value to the business transaction through an extensive knowledge of customer, supplier, and employer needs.**	EQ	RW, PR, LT GW	RW, EQ, LT, PJ	RW, EQ, LT, PR, PJ, SE	RW, EQ, LT	RW, EQ, RP, LT, PR, PJ, GW	RW		RW, PE, SE		
Std 4.2.4.1 **4. Capable of contributing to the business enterprise by applying an extensive knowledge of financial, communications, and management principles.**		LT				LT					
Std 4.2.4.1 **5. Realize the rewards of commitment to lifelong learning in an industry which demands continual adaptation to a dynamic world.**	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE

Course Prefix and Number:	Year 2 - Sophomore Year										
Course Number:	PTEC 232	PTEC 243	PTEC 251	PTEC 261	PTEC 267	PTEC 273	PTEC 285	PTEC 298	PTEC 299	ENGL 250	MATH 115
Course Title:	Digital Color Imaging	Digital Imposition & Trapping	Intro to Print Estimating	Sheetfed Offset Press Systems 2	Web Offset Press Systems	Paper & Ink Technology	Digital Workflow	Prepress Project	Press and Post Press Project	English 2	Intermediate Algebra
Credit Hours:	4	4	2	4	4	3	3	2	2	3	3
Schedule and/or prerequisite:			Pre-req: Ptec 123	Pre-req: PTEC 161	Pre-req: PTEC 143.161	Sophomore Standing	Sophomore Standing	Sophomore Standing	Pre-req: PTEC 298	Pre-req: ENGL 150	Pre-req: MATH 110
Total credit hours per year:	30										
Professors:	John	John	Ramon	Ramon	Ramon	Dennis	John	Dennis	Dennis	Faculty	Faculy
PROGRAM GOAL AREAS (ACCGC Standard 4.2.4)	Conati	Conati	Robinson	Robinson	Robinson	Smith	Conati	Smith	Smith		
Printing and Imaging Technology Management will graduate industry professionals that will be:											
Std 4.2.4.1 **1. Capable of applying the theories of color and imaging management to whatever method of image transfer that might be used or developed.**	RW, W, EQ, OP, LT, PR, PJ, PE, SE, FT	RW, W, EQ, OP, LT, PR, PJ, PE, SE	RW, PR	RW, EQ, RP, LT, PR, PJ, SE, GW	RW, EQ, RP, LT, PR, PJ, SE, GW	RW, EQ	W, OP, SE, GW LT, PR, PJ	OP, LT, PR, PJ, PE, SE, GW	OP, LT, PR, PJ, PE, SE, GW	RW	
Std 4.2.4.1 **2. Capable of developing workflow solutions that will improve product and service quality and ultimately satisfy industrial and customer needs.**	RW, W, EQ, OP, LT, PR, PJ, PE, SE, FT	RW, W, EQ, OP, LT, PR, PJ, PE, SE	RW, EQ, PJ	RW, EQ, RP, LT, PR, PJ, SE, GW	RW, EQ, RP, LT, PR, PJ, SE, GW	RW, EQ	W, OP, SE, GW LT, PR, PJ	OP, LT, PR, PJ, PE, SE, GW	OP, LT, PR, PJ, PE, SE, GW	RW	
Std 4.2.4.1 **3. Capable of adding value to the business transaction through an extensive knowledge of customer, supplier, and employer needs.**	RW, W, EQ, OP, LT, PR, PJ, PE, SE, FT	RW, W, EQ, OP, LT, PR, PJ, PE, SE	RW, EQ, PJ	RW, EQ, RP, LT, PR, PJ, SE, GW	RW, EQ, RP, LT, PR, PJ, SE, GW	RW, EQ	W, OP, SE, GW LT, PR, PJ	OP, LT, PR, PJ, PE, SE, GW	OP, LT, PR, PJ, PE, SE, GW	RW	
Std 4.2.4.1 **4. Capable of contributing to the business enterprise by applying an extensive knowledge of financial, communications, and management principles.**	LT		PJ, RP SE, GW	EQ, PJ, GW	EQ, PJ, GW	EQ, PJ, GW, RP	W, OP, SE, GW LT, PR, PJ	OP, LT, PR, PJ, PE, SE, GW	OP, LT, PR, PJ, PE, SE, GW	RW	
Std 4.2.4.1 **5. Realize the rewards of commitment to lifelong learning in an industry which demands continual adaptation to a dynamic world.**	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE

Course Prefix and Number:	Year 3 - Junior Year										Year 3 Sur
Course Number:	NMPP 375	NMPP 330	PMGT 361	PMGT 383	NMPP 410	ISYS 200	ISYS 204	CULTURAL ELECTIVE	SOCIAL AWARENESS	Math 122	PMGT 393
Course Title:	Quality Control Systems in Printing	Digital Multimedia Production	Printing Production Planning	Production Cost Analysis	Digital Printing Systems	Database Design & Implementation	Visual Basic Programming	Cultural Enrichment Elective	Social Awareness Elective	Math Analysis for Business	Printing Management Internship
Credit Hours:	3	3	4	3	3	3	3	3	3	3	4
Schedule and/or prerequisite:	Junior Status Printing Student	Junior Status			Junior Status	NMPP Student	NMPP Student			Pre-req: MATH 115	Instructor Approval
Total credit hours per year:	31										4
Professors:	William	Williams	William	William	Smith	Faculty	Faculty	Faculty	Faculty	Faculty	Conati
PROGRAM GOAL AREAS (ACCGC Standard 4.2.4)	Papo	Conati	Papo	Papo							Papo
Printing and Imaging Technology Management will graduate industry professionals that will be:											
Std 4.2.4.1 **1. Capable of applying the theories of color and imaging management to whatever method of image transfer that might be used or developed.**	RW, EQ, RP, OP, PR, PE, GW, FT	RW, EQ, RP, OP, PR, PE, GW, FT	RW, EQ, RP,OP,LT, PR, PJ, PE, SE, GW	EQ, PR, PJ	RW, EQ, RP, OP, PR, PE, GW, FT						W, P,LT, SE, GW, IE
Std 4.2.4.1 **2. Capable of developing workflow solutions that will improve product and service quality and ultimately satisfy industrial and customer needs.**	RW, PR, OP	RW, PR, OP	RW, EQ, RP,OP,LT, PR, PJ, PE, SE, GW	EQ, RP, PR, GW	RW, PR, OP	EQ, W, RP				EQ	RW, OP PR, IE, GW
Std 4.2.4.1 **3. Capable of adding value to the business transaction through an extensive knowledge of customer, supplier, and employer needs.**	EQ, RW, PJ	EQ, RW, PJ	RW, EQ, RP,OP,LT, PR, PJ, PE, SE, GW	EQ, RP, PR, GW	EQ, RW, PJ	EQ, W, RP				EQ	RW, OP PR, IE, GW
Std 4.2.4.1 **4. Capable of contributing to the business enterprise by applying an extensive knowledge of financial, communications, and management principles.**	OP, LT, PR, PJ, PE, SE, GW	OP, LT, PR, PJ, PE, SE, GW	RW, EQ, RP,OP,LT, PR, PJ, PE, SE, GW	RW, EQ, RP,OP, PR, PJ, PE, SE, GW	OP, LT, PR, PJ, PE, SE, GW	EQ, W, RP	EQ, RW, GW			EQ	RW, OP PR, IE, GW
Std 4.2.4.1 **5. Realize the rewards of commitment to lifelong learning in an industry which demands continual adaptation to a dynamic world.**	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE

Course Prefix and Number:	Year 4 - Senior Year											
Course Number:	NMPP 420	NMPP 440	PMGT 450	PMGT 499	ISYS 325	ISYS 307	ENGL 311	COMM 221	SCIENCE ELECTIVE	CULTURAL ELECTIVE- 2	SOCIAL AWARENESS	
Course Title:	World Wide Web Publishing	Color Management	Media Project Planning & Management	Printing Plant Layout, Organ, OSHA	Networking Essentials	Microsoft Network Admin	Advanced Technical Writing	Small Group Decision Making	Scientific Understanding	Cultural Enrichment Elective	Social Awareness Elective	
Credit Hours:	3	3	2	2	3	3	3	3	4	3	3	97
Schedule and/or prerequisite:	Senior Status	Senior Status	Senior Status	Pre-req: PMGT 462	NMPP Student	NMPP Student	Pre-req: ENGL 250 or 211			200 level or higher		
Total credit hours per year:												
Professors:	John	John	Patrick	William	Faculty	Faculty	Faculty	Faculty	Faculty	Faculty	Faculty	
PROGRAM GOAL AREAS (ACCGC Standard 4.2.4)	Conati	Conati	Klarecki	Papo								
Printing and Imaging Technology Management will graduate industry professionals that will be:												
Std 4.2.4.1 **1. Capable of applying the theories of color and imaging management to whatever method of image transfer that might be used or developed.**	RW, EQ, RP,OP,LT, PR, PJ, PE, SE, GW	RW, EQ, RP,OP,LT, PR, PJ, PE, SE, GW	RW, RP, OP, PR, PJ, PE, SE, GW, IE	RW, RP, OP, PR, PJ, PE, SE, GW, IE			RW, RP	OP, GW				
Std 4.2.4.1 **2. Capable of developing workflow solutions that will improve product and service quality and ultimately satisfy industrial and customer needs.**	RW, EQ, RP,OP,LT, PR, PJ, PE, SE, GW	RW, EQ, RP,OP,LT, PR, PJ, PE, SE, GW	RW, RP, OP, PR, PJ, PE, SE, GW, IE	RW, RP, OP, PR, PJ, PE, SE, GW, IE	OP, EQ, PJ	OP, EQ, PJ	RW, , RP, PJ	OP. GW				
Std 4.2.4.1 **3. Capable of adding value to the business transaction through an extensive knowledge of customer, supplier, and employer needs.**	RW, EQ, RP,OP,LT, PR, PJ, PE, SE, GW	RW, EQ, RP,OP,LT, PR, PJ, PE, SE, GW	RW, RP, OP, PR, PJ, PE, SE, GW, IE	RW, RP, OP, PR, PJ, PE, SE, GW, IE			RW, EQ, RP	OP, GW				
Std 4.2.4.1 **4. Capable of contributing to the business enterprise by applying an extensive knowledge of financial, communications, and management principles.**	RW, EQ, RP,OP,LT, PR, PJ, PE, SE, GW	RW, EQ, RP,OP,LT, PR, PJ, PE, SE, GW	RW, RP, OP, PR, PJ, PE, SE, GW, IE	RW, RP, OP, PR, PJ, PE, SE, GW, IE			RW, EQ, RP	OP, GW				
Std 4.2.4.1 **5. Realize the rewards of commitment to lifelong learning in an industry which demands continual adaptation to a dynamic world.**	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	

PROGRAM GOALS MATRIX
Printing Management (B.S.)

About this matrix
The Program Goals Matrix is used to gain an overview of the Printing Management B.S. offered at Ferris State Universty. The matrix identifies the simplified new program goal statements being proposed for the future, the courses in which those goals are addressed, and the assignments within those courses which result as evidence of student learning vis-a-vis a particular goal. A full description of the program goal statements, with specific learning objectives, is available as a separate document.

This matrix accompanies the Ferris State *Self-Study Report* to the Accrediting Council for Collegiate Graphic Communications. It serves as an organizational tool to complement the report's sections for ACCGC Standard 4.2 Goals and Objectives, and ACCGC Standard 4.7 Curriculum.

This matrix is a cross-over document that ties together these two standards, as well as the vision of the future of the program which are most directly related to program pedagogy. While each can be individually reviewed, the implication is that the program's five goal areas work together to unify the pedagogical components of goals, objectives, curriculum, instruction, and evaluation.

Assessment Code Key (ACCGC Standard 4.8)		
Assessment Type: Group I Knowledge and comprehension	Assessment Type: Group 2 Application, analysis, and synthesis	Assessment Type: Group 3 Critical Evaluation
RW- Reading with writing	LT- Laboratory time	PE- Peer evaluation
W-Writing/Logging	PR- Process assessments	SE- Self evaluation
EQ- Exam or quiz	PJ- Project assessments	GW- Group work
RP- Research paper		IE- Industry experience
OP- Oral presentation		
FT- Field trip		

Course Color Key	
(orange)	ACCGC Standard 4.7.2.1 Specified for General Ed
(yellow)	ACCGC Standard 4.7.2.2 Printing & Digital Graphic Imaging Technology
(green)	ACCGC Standard 4.7.2.3 Printing Management
(blue)	ACCGC Standard 4.7.2.4 Related, Supports Major
(light green)	ACCGC Standard 4.7.2.5 Electives for General Ed

ACCGC Standard 4.2 Goals and Objectives:

The program goal areas are stated in their simplified forms along the left-hand edge. The expanded forms, with detailed objectives, can be seen in the text of the *Self-Study Report*. The codes placed in the row to the right of each goal area indicate how those goals are incorportated into the program pedagogy. For each code listed, there is a corresponding assignment. Assignments are based on these goals and embedded in lecture, laboratory, and industry experiences.

ACCGC Standard 4.7 Curriculum:

The curricular sequence and structure are indicated at the top of the matrix. Indicated are: the course professor, the credit hours, any prerequisites, and notes regarding scheduling. For each course, full-time professors were consulted; assignment codes were derived from these consultations and from course syllabi.

Course Sequence and Structure (ACCGC Standard 4.7)

	Course Prefix and Number:	Year 1 - Freshman Year											Year 2 - Sophomore Year			
	Course Number:	PTEC 101	PTEC 123	PTEC 132	PTEC 143	PTEC 153	PTEC 161	ENGL 150	SCIENCE ELECTIVE	PHOT 101	SOCIAL AWARENESS	FSUS 100	PTEC 232	PTEC 243	PTEC 251	PTEC 261
	Course Title:	Intro to Graphic Communication	Bindery and Finishing Operations	Digital Image Capture & Tone Reproduction	Conventional Image Assembly	Electronic Pagination	Sheetfed OffsetPress Systems 1	English 1	Scientific Understanding	Photography	Social Awareness	Freshman Seminar	Digital Color Imaging	Digital Imposition & Trapping	Intro to Print Estimating	Sheetfed Offset Press Systems 2
	Credit Hours:	2	3	3	2	4	4	3	4	3	3	1	4	4	2	4
	Schedule and/or prerequisite:	Can get credit from Tech Centers						Can CLEP out							Pre-req: Ptec 123	Pre-req: PTEC 161
	Total credit hours per year:	32											30			
	Professors:	Patrick	Patrick	John	John	Marshall	Dennis	Faculty	Faculty	Marshall	Faculty	Patrick	John	John	Ramon	Ramon
	PROGRAM GOAL AREAS (ACCGC Standard 4.2.4)	Klarecki	Klarecki	Conati	Conati	Williams	Smith			Williams		Klarecki	Conati	Conati	Robinson	Robinson
	Printing and Imaging Technology Management will graduate industry professionals that will be:															
Std 4.2.4.1	**1. Capable of applying the theories of color and imaging management to whatever method of image transfer that might be used or developed.**	EQ	FT	RW, EQ, LT, PJ	RW, EQ, LT, PR, PJ, SE	RW, EQ, LT	RW, EQ, RP, LT, PR, PJ, GW	RW		RW, EQ			RW, W, EQ, OP, LT, PR, PJ, PE, SE. FT	RW, W, EQ, OP, LT, PR, PJ, PE, SE	RW, PR	RW, EQ, RP, LT, PR, PJ, SE, GW
Std 4.2.4.1	**2. Capable of developing workflow solutions that will improve product and service quality and ultimately satisfy industrial and customer needs.**	EQ	RW, W, EQ, GW, LT, IE	RW, EQ, LT, PJ	RW, EQ, LT, PR, PJ, SE	RW, EQ, LT	RW, EQ, RP, LT, PR, PJ, GW	RW					RW, W, EQ, OP, LT, PR, PJ, PE, SE. FT	RW, W, EQ, OP, LT, PR, PJ, PE, SE	RW, EQ, PJ	RW, EQ, RP, LT, PR, PJ, SE, GW
Std 4.2.4.1	**3. Capable of adding value to the business transaction through an extensive knowledge of customer, supplier, and employer needs.**	EQ	RW, PR, LT GW	RW, EQ, LT, PJ	RW, EQ, LT, PR, PJ, SE	RW, EQ, LT	RW, EQ, RP, LT, PR, PJ, GW	RW		RW, PE, SE			RW, W, EQ, OP, LT, PR, PJ, PE, SE, FT	RW, W, EQ, OP, LT, PR, PJ, PE, SE	RW, EQ, PJ	RW, EQ, RP, LT, PR, PJ, SE, GW
Std 4.2.4.1	**4. Capable of contributing to the business enterprise by applying an extensive knowledge of financial, communications, and management principles.**		LT				LT						LT		PJ, RP SE, GW	EQ, PJ, GW
Std 4.2.4.1	**5. Realize the rewards of commitment to lifelong learning in an industry which demands continual adaptation to a dynamic world.**	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE

	Course Prefix and Number:								Year 3 - Junior Year							
	Course Number:	PTEC 267	PTEC 273	PTEC 285	PTEC 298	PTEC 299	ENGL 250	MATH 115	NMPP 375	PMGT 351	PMGT 361	PMGT 383	ACCT 201	BLAW 301	BUSINESS ELECTIVE	BUSINESS ELECTIVE-2
	Course Title:	Web Offset Press Systems	Paper & Ink Technology	Digital Workflow	Prepress Project	Press and Post Press Project	English 2	Intermediate Algebra	Quality Control Systems in Printing	Print Production Estimating	Printing Production Planning	Production Cost Analysis	Principles of Accounting 1	Legal Environment of Business	Business Elective	Business Elective
	Credit Hours:	4	3	3	2	2	3	3	3	3	4	3	3	3	3	3
	Schedule and/or prerequisite:	Pre-req: PTEC 143.161	Sophomore Standing	Sophomore Standing	Sophomore Standing	Pre-req: PTEC 298	Pre-req: ENGL 150	Pre-req: MATH 110	Junior Status Printing Student	Pre-req: PTEC 251			Pre-req: MATH 110			
	Total credit hours per year:								31							
	Professors:	Ramon	Dennis	John	Dennis	Dennis	Faculty	Faculy	William	William	William	William	Faculty	Faculty	Faculty	Faculty
	PROGRAM GOAL AREAS (ACCGC Standard 4.2.4)	Robinson	Smith	Conati	Smith	Smith			Papo	Papo	Papo	Papo				
	Printing and Imaging Technology Management will graduate industry professionals that will be:															
Std 4.2.4.1	**1. Capable of applying the theories of color and imaging management to whatever method of image transfer that might be used or developed.**	RW, EQ, RP, LT, PR, PJ, SE, GW	RW, EQ	W, OP, SE, GW LT, PR, PJ	OP, LT, PR, PJ, PE, SE, GW	OP, LT, PR, PJ, PE, SE, GW	RW		RW, EQ, RP, OP, PR, PE, GW, FT	EQ, PR	RW, EQ, RP,OP,LT, PR, PJ, PE, SE. GW	EQ, PR, PJ				
Std 4.2.4.1	**2. Capable of developing workflow solutions that will improve product and service quality and ultimately satisfy industrial and customer needs.**	RW, EQ, RP, LT, PR, PJ, SE, GW	RW, EQ	W, OP, SE, GW LT, PR, PJ	OP, LT, PR, PJ, PE, SE, GW	OP, LT, PR, PJ, PE, SE, GW	RW		RW, PR, OP	RW, EQ, PR	RW, EQ, RP,OP,LT, PR, PJ, PE, SE. GW	EQ, RP, PR, GW	EQ, W, RP			
Std 4.2.4.1	**3. Capable of adding value to the business transaction through an extensive knowledge of customer, supplier, and employer needs.**	RW, EQ, RP, LT, PR, PJ, SE, GW	RW, EQ	W, OP, SE, GW LT, PR, PJ	OP, LT, PR, PJ, PE, SE, GW	OP, LT, PR, PJ, PE, SE, GW	RW		EQ, RW, PJ	EQ, RW	RW, EQ, RP,OP,LT, PR, PJ, PE, SE, GW	EQ, RP, PR, GW	EQ, W, RP			
Std 4.2.4.1	**4. Capable of contributing to the business enterprise by applying an extensive knowledge of financial, communications, and management principles.**	EQ, PJ, GW	EQ, PJ, GW, RP	W, OP, SE, GW LT, PR, PJ	OP, LT, PR, PJ, PE, SE, GW	OP, LT, PR, PJ, PE, SE, GW	RW		OP, LT, PR, PJ, PE, SE, GW	OP, LT, PR, PJ, PE, SE, GW	RW, EQ, RP,OP,LT, PR, PJ, PE, SE. GW	RW, EQ, RP,OP, PR, PJ, PE, SE, GW	EQ, W, RP	EQ, RW, GW		
Std 4.2.4.1	**5. Realize the rewards of commitment to lifelong learning in an industry which demands continual adaptation to a dynamic world.**	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE

	Course Prefix and Number:			Year 3 Sur	Year 4 - Senior Year											
	Course Number:	ENGL 311	Math 122	PMGT 393	ECON 221	NMPP 440	PMGT 450	PMGT 462	PMGT 499	BUSINESS ELECTIVE- 3	COMMUNICATION ELECTIVE	SCIENCE ELECTIVE	CULTURAL ELECTIVE	CULTURAL ELECTIVE- 2	SOCIAL AWARENESS	
	Course Title:	Advanced Technical Writing	Math Analysis for Business	Printing Management Internship	Principles of Economics 1	Color Management	Media Project Planning & Management	Printing Process Management	Printing Plant Layout, Organ, OSHA	Business Elective	Communication Elective	Scientific Understanding	Cultural Enrichment Elective	Cultural Enrichment Elective	Social Awareness Elective	
	Credit Hours:	3	3	4	3	3	2	4	2	3	3	4	3	3	3	130
	Schedule and/or prerequisite:	Pre-req: ENGL 250 or 211	Pre-req: MATH 115	Instructor Approval	Pre-req: MATH 110	Senior Status	Senior Status	Pre-req: PMGT 361	Pre-req: PMGT 462					200 level or higher		
	Total credit hours per year:			4	33											
	Professors:	Faculty	Faculty	William	Faculty	John	Patrick	William	William	Faculty	Faculty	Faculty	Faculty	Faculty	Faculty	
	PROGRAM GOAL AREAS (ACCGC Standard 4.2.4)			Papo		Conati	Klarecki	Papo	Papo							
	Printing and Imaging Technology Management will graduate industry professionals that will be:															
Std 4.2.4.1	**1. Capable of applying the theories of color and imaging management to whatever method of image transfer that might be used or developed.**	RW, RP		W, P,LT, SE, GW, IE		RW, EQ, RP,OP,LT, PR, PJ, PE, SE. GW	RW, RP, OP, PR, PJ, PE, SE, GW, IE	RW, EQ, RP,OP,LT, PR, PJ, PE, SE. GW	RW, RP, OP, PR, PJ, PE, SE, GW, IE		OP, GW					
Std 4.2.4.1	**2. Capable of developing workflow solutions that will improve product and service quality and ultimately satisfy industrial and customer needs.**	RW, , RP, PJ	EQ	RW, OP PR, IE, GW	RW, EQ, PR	RW, EQ, RP,OP,LT, PR, PJ, PE, SE. GW	RW, RP, OP, PR, PJ, PE, SE, GW, IE	RW, EQ, RP,OP,LT, PR, PJ, PE, SE. GW	RW, RP, OP, PR, PJ, PE, SE, GW, IE	OP, EQ, PJ	OP. GW					
Std 4.2.4.1	**3. Capable of adding value to the business transaction through an extensive knowledge of customer, supplier, and employer needs.**	RW, EQ, RP	EQ	RW, OP PR, IE, GW	RW, EQ, PR	RW, EQ, RP,OP,LT, PR, PJ, PE, SE, GW	RW, RP, OP, PR, PJ, PE, SE, GW, IE	RW, EQ, RP,OP,LT, PR, PJ, PE, SE, GW	RW, RP, OP, PR, PJ, PE, SE, GW, IE		OP, GW					
Std 4.2.4.1	**4. Capable of contributing to the business enterprise by applying an extensive knowledge of financial, communications, and management principles.**	RW, EQ, RP	EQ	RW, OP PR, IE, GW	RW, EQ, PR	RW, EQ, RP,OP,LT, PR, PJ, PE, SE. GW	RW, RP, OP, PR, PJ, PE, SE, GW, IE	RW, EQ, RP,OP,LT, PR, PJ, PE, SE. GW	RW, RP, OP, PR, PJ, PE, SE, GW, IE		OP, GW					
Std 4.2.4.1	**5. Realize the rewards of commitment to lifelong learning in an industry which demands continual adaptation to a dynamic world.**	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	RW, SE, IE	