Program Review - Fashion

Prepared by: San Dee Hodges and Fashion Adjunct Faculty

What are the strengths of your area?:
1. The 2009-2013 WSCH/FTEF statistics for efficiency on the Master Plan was 622 which was higher than the state level of 525. This high percent is due to the stacking of classes. Faculty would like to keep these numbers up for 10-Year Master Plan. (Document Link-CFS 10 Year Master Plan)
2. A new entry level course (FASH 263) was added to recruit students into the fashion industry. Enrollment for fall 2014 was full with a waiting list. This course needs to be offered each semester to encourage recruitment of more students into the basic sewing and then into the advanced sewing classes.
3. FASH department has increased the numbers of students enrolling in courses who are coming from Kings, Fresno and Tulare counties. The increased enrollment is due to the reputation of the department which has two dedicated fashion instructors that bring a high level of fashion experience due to professional employment and education. It is the only fashion program offered in the valley. Adding new equipment that meets the industry standards has also helped students receive hands-on experience needed for the fashion industry.
4. FASH developed two new 9-unit skill certificates in Fashion Design and Fashion Merchandising. These two basic level certificates encourage students to complete courses in fashion and continue their education and apply for the achievement certificate. Both skill certificates are currently in CNET waiting for approvals. (Document Link-FASH Programs in CNET)
5. Fashion Design and Merchandising NT degrees were updated and are in CNET waiting approval. (Document Link-FASH Programs in CNET)
6. The Chancellor's Office statistics showed two Fashion AA degrees were awarded in 2013-14. The FASH faculty are working on ways to increase this number in the future. (Document Link-Chancellors Office Degrees and Certificates)
7. FASH adjunct faculty completed the 2013-2014 course outcomes with 100% involvement. Courses assessed were FASH 140 and 160 and their outcomes were met. (Document Link-FASH Course Outcomes 2013-14)
8. All course and program outcomes for the 3-year assessment cycles were entered into TracDat in 2013. (Document Link-3-Year Assessment Cycle)
9. A Fashion Club was started in fall 2013 with 15-20 active students. The club meets regularly and is very motivated in sponsoring fund raisers and participating in the spring fashion show. This involvement from students builds interest in the fashion program which ultimately increases enrollment and retention.
10. The FASH department received VTEA grant money for the purchase of 11 industrial machines and supplies for the fashion classroom. With these new machines students are gaining sewing experience which helps them with employment skills. We need to continue to use this resource to maintain our vocation classrooms.

What improvements are needed?:
1. The 2014 Program Review Data Metric showed the average student success rates for 2012/2013 in fashion courses was low at 61%. This was under the 72% state average and we would like to improve the success rate for students in our courses. (Document Link-CFS 10 Year Master Plan)
2. One program level outcome for the Achievement Certificate in Fashion Merchandising was assessed in 2013-2014 and the goals were not met. Faculty is discussing changes to the assessment cycle for this program outcome.
3. The FASH department needs to implement more 200 level courses to prepare students who enter COS as freshmen and are very under-prepared for the advanced 100 level courses. Faculty will be investigating possibilities.
4. Classroom tables are in need of repair and/or replacement as they are a safety hazard. They are very old and starting to deteriorate. FASH faculty will investigate the cost of repairing them or replacing them with above base funding.
5. The same work-study student has been employed over the last two years to provide support for the laboratory classrooms. Continual work by the same person has greatly improved the operation and efficiency of the labs; therefore we want to submit a request for .6 lab technician for lab classrooms. A lab assistant will greatly help with the classroom maintenance and set up for demonstrations in our department.
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Describe any external opportunities or challenges:
1. Obtain and maintain community work experience sites for fashion students. We currently have eight to ten sites that serve 10-15 students a semester. (Document Link-FASH Advisory Committee)
2. Continue to apply for VTEA Perkins Grant to help maintain classroom supplies and equipment that will lead to student success in the field of fashion. (Document Link-VTEA 2014-15 Application)

Overall Outcome Achievement:
2013/2014 was the first year we started the 3-year Assessment Cycle for the CFS Division. A matrix was developed dividing courses and programs into the various departments. In the first year, two of the eight courses were assessed (FASH 140 and FASH 160) and the course outcomes were met. However, the Program Outcome statistics did not support the goals. All courses in this certificate have not been assessed and statistics for other divisions were not available. The assessment cycle will be changed to 2016-2017. (Document Link-FASH Course Outcomes 2013-2014)

Changes based on outcome achievement:
Change the assessment cycles to the following order: complete the 9 unit skill certificates first, then the achievement certificates and last the AA degrees.
Outcome cycle evaluation: The 3-Year Assessment Cycle for FASH completed a percent of courses taught during that year. The department had 100% participation for faculty that completed all assessments in 2013-2014. (Document Link-3-Year Assessment Cycle and Program Assessment Cycle)

Action: Classroom Sewing Tables
To increase student success in fashion the CFS Division will provide a hazard free and up to date sewing lab.

**Implementation Timeline:** 2014 - 2015

- **Start Date:** 09/05/2014
- **Completion Date:** 06/30/2015
- **Status:** New Action

**Identify related course/program outcomes:** 2013-2015: District Objective #1: Linked

**Person(s) Responsible (Name and Position):** Division Chair and FASH Adjunct Faculty

**Rationale (With supporting data):** Sewing tables are starting to deteriorate due to age and usage. They pose a safety hazard for students and the sewing projects they are working on. The tables need to be repaired or replaced for safety reasons.

- **Priority:** High
- **Safety Issue:** Yes
- **External Mandate:** No

### Add Resource Request for Action

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<tr>
<th>Resource Description</th>
<th>Why is this resource required for this action?</th>
<th>Notes (optional)</th>
<th>Active</th>
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<td>Classroom tables are in need of repair and/or replacement and they are a safety hazard. They are very old and starting to deteriorate. FASH faculty will investigate the cost of repairing them or replacing them with above base funding.</td>
<td>Students are getting cuts when they touch the Formica which is separating from the table frame. We are taping the pieces down; Table Replacement: $7,000.00 but this is only a temporary fix. It is very hard to cut material and sew when the pieces get caught on the table edges. Repair Estimate: $3,000.00</td>
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<td>Yes</td>
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**Resource Type:** Instructional equipment

Action: Improve laboratory support to increase class coordination, equipment and inventory control, and health and safety standards.

Acquire a .6 employee to maintain the fashion lab operations to meet industry standards. (The employee would be part of the request from child development and culinary departments to also assist in the maintenance of their labs.)

**Implementation Timeline:** 2014 - 2015

- **Start Date:** 09/24/2014
- **Completion Date:** 06/30/2015
- **Status:** New Action

**Identify related course/program outcomes:** 2013-2015: District Objective #1 District Objective #1: Linked

**Person(s) Responsible (Name and Position):** Division Chair and FASH Adjunct Faculty

**Rationale (With supporting data):** There has been one person for the last two years and as a result there have been less pest issues, more organized in inventory control and purchasing, better coordination of lab procedures between instructors, continual oversight of equipment maintenance needs, and overall better lab experience for students and instructors.

- **Priority:** High
- **Safety Issue:** Yes
- **External Mandate:** No

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<td>.6 classified employee to support and maintain the foods, child development and fashion laboratories.</td>
<td>One work-study student has been employed for the last two years and as a result the labs have had less pest issues, are more organized in inventory control and purchasing, have better coordination of lab procedures between faculty, there is continual oversight of equipment maintenance needs, and an overall better lab experience for students and instructors. This is the first time in at least 15 years the same person has been employed for a three year period. Typically a new student-work is hired every fall semester and significant time is spent by faculty outside of their faculty duties, to train, orient and supervise this position.</td>
<td>A part-time 10-month classified Instructional Assistant is needed to maintain a quality classroom environment in the four CFS lab classrooms. These laboratory classrooms are used by multiple disciplines (Education, Child Development and Fashion) and the usage necessitates additional maintenance; however most of the duties for this position relate to the foods lab. A permanent position would allow us to hire a person with food safety/sanitation and foods service education/experience. Duties include weekly shopping for supplies, proper storage of foods, keeping financial records of purchases and weekly maintenance in the four labs. This position is also needed to coordinate class setup for foods lab faculty which would include gathering and organizing food items for food preparation and for faculty demos.</td>
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**Action: Apply for VTEA Funding**

Maintenance of supplies and equipment for fashion classroom to maintain high student success in vocational courses. Apply for VTEA funding to purchase equipment and supplies for the fashion lab classroom and student demonstrations.

**Implementation Timeline:** 2014 - 2015  
**Start Date:** 09/28/2014  
**Completion Date:** 06/30/2015  
**Status:** New Action

**Identify related Program Outcomes:** Principles of Design

**Course/Program Outcomes:** Students will be able to apply elements and principles of design to the development, production, selection and evaluation of apparel and other textile products.

**Person(s) Responsible (Name and Position):** Division Chair and FASH Adjunct Faculty

**Rationale (With supporting data):** Our division budget does not support purchasing new curriculum for demonstrations. We need an additional resources to purchase supplies and equipment to provide students with the knowledge and understanding of all aspects of the industry. (Document Link-VTEA 2014-15 Application)

**Priority:** High  
**Safety Issue:** Yes  
**External Mandate:** No

**Mandate Explanation:** Perkins IV Grant is available for vocational programs operating throughout the state. An Advisory Committee and faculty collaborate on the application and additional resources needed to increase the technical skills leading to success of students in the field of child development. Funding is also used to recruit more non-traditional students into the program and prepare students for employment within the field of child development. This grant is administered by Dr. Louann Waldner who determines the application process and timelines. (Document Link-VTEA 2014-15 Application)