



Comprehensive Program Review and Analysis
(6 year review)

Fashion Design and Merchandising Program

March 21, 2013

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[Click here to enter Review Committee Members](#)



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

The Comprehensive Program Review and Analysis builds upon five years of program annual planning, providing a framework for faculty to use to review program information and to articulate direction for the future. The purposes the Comprehensive Program Review and Analysis is well described by past Academic Senate presidents Jim Locke and Bill Scroggins (Academic Senate for California Community Colleges):

The principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily further their own growth, and to identify weak performance and assist programs in achieving needed improvement, ...

The program review process shall promote professionalism, enhance performance, and be effective in yielding a genuinely useful and substantive process for determining program effectiveness, the program review process shall provide 1) an articulation of clear, relevant criteria upon which reviews will be based; 2) the establishment of reasonable and timely intervals; 3) the establishment of the specific purposes for which program reviews are conducted and articulation of those purposes to everyone involved, ...

This document is to collect information to be used by the college planning bodies IPC, SSPC, Budget, and CPC and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, instructional equipment, and facilities needs. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Comprehensive Program Review and Analysis is due to the Dean/VPI (Learning Center, Library, University Center) by the end of March. Complete this document in consultation with your Dean/VPI. Documents will be reviewed by the Dean/VPI and uploaded to the Curriculum Committee and the IPC SharePoint sites. The College will hear faculty reports on their Comprehensive Program Review and Analysis during the Spring semester in a Curriculum Committee meeting.

Cañada College Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT on an e-mail message.**

Program Title Ronda Chaney **Date Submitted** Spring, 2013

1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)

List of names and positions: **Ronda Chaney, full time instructor**

2. Contact Person (include e-mail and telephone): **Ronda Chaney, chaney@smccd.edu, ext 3370**

3. Program Information

A. Program Personnel

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

FT Faculty Ronda Chaney, **PT Faculty FTE** Mary Lou Lange, Edith Schneider, Kathleen McCarney, Judy Jackson, Kenneth Fehrman, Wayne Wichern, Lynda Maynard, Peggy Perruccio **FT Classified** none

PT Classified (hrs/wk) Peggy Perruccio – 22.5 hours/week **Volunteers**
[Click here and type] **Student Workers:** Kathleen Lorist, Dawn Murakami, Katy Robinson, Shelly Stevens

B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

Program Mission: The Fashion Design and Merchandising Department is committed to work for student success and completion of various fashion certificates and degrees. The Fashion program works with students with diverse backgrounds and assists them to complete their educational goals of career development, transfer, lifelong learning and basic skills. The program provides quality instruction for students who wish to develop skills necessary to obtain a job in fashion related fields, while developing fashion aesthetics with an understanding of how to implement them. The program assists students to develop visual, oral and written communication skills.

Goals and Vision:

- **Maintain quality instruction in every course with learning activities appropriate to building skills in fashion related areas.**



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

- Offer adequate courses every semester that allows students to complete certificates and degrees in two years.
- Increase the student success rate and student retention in the department.
- Work with advisory board members from the apparel industry to maintain meaningful curriculum.
- Add one or two more advisory board members during this next school year.

C. Program Student Learning Outcomes

List Program Student Learning Outcomes (minimum of 3) and assessment tools for each.

Tool: <https://sanmateo.tracdat.com/tracdat/>

Program SLO's -Fashion, Interior Design and Multi Media

PLO 1: Develop the ability to communicate design concepts clearly and concisely (i.e. visual, oral and written)

PLO 2: Understand the elements and principles of design through discipline specific implementation.

PLO 3: Develop competitive industry standard skills in the respective fields.

Assessments:

PLO 1: Assessment tools will be portfolios and culminating projects

PLO 2: Assessment will be through tests and projects

PLO 3: Assessment will be through exams, projects, and/or portfolios

Reflections:

- Review 5-year data and identify changes that have occurred in your program as a result of annual SLO assessment cycle.
- Explain how the assessment plan for Program Student Learning Outcomes measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.

- As a result of annual SLO assessment cycles, some course content has been adjusted and some assignments have been changed to better assist students with understanding the material. For example in Beginning Clothing, students were not understanding fabric grain so another exercise has been added to help clarify the direction of yarns in fabric.
- Visual, oral and written communication is all incorporated into each of the classes in the Fashion Department. Therefore, it is appropriate to use these types of assessment in each class.
- Exams are given in most of the Fashion classes, projects in the form of illustrations, garments, research papers, oral presentations, business plans, or portfolios are



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

required for the classes. Many of these assessments are weekly but others are for midterm and final evaluations.

- The assessment results for each of the PLO's gives the instructor a good indication about student progress as well as an evaluation of their teaching methods and appropriateness of content for each group.
- Data indicates that since focusing on course SLO's and PLO's, the number of students completing certificates and degrees has increased nearly three times in the past year.
- With this higher percentage of completion, the data reveals Program performance success rate is 78% and retention rate 85%.
- Students have the skills required for getting jobs and internships and this shows the program has a good performance.
- A specific example of assessment results of Program Learning Outcomes changing instruction, is for the culminating design projects in pattern making classes (FASH 118 & FASH 162). Exercises with specific design guidelines are now used earlier in the semester that illustrate how to accomplish finished quality designs that illustrate good design principles. A new rubric is used for measuring this final garment design.

4. Curricular Offerings and Student Learning Outcomes and Assessment Cycle

Tools:TracDAT <https://sanmateo.tracdat.com/tracdat/> CurricUNET <http://www.curricunet.com/smcccd>

All curriculum and SLOAC updates must be completed when planning documents are due.

A. Attach the following TracDat and CurricUNET data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDat for the CURRENT year only. The others will be in your previous annual plans).
- List courses with CORs over 6 years old (data from CurricUNET)

As of the March 29, 2013 Curriculum Meeting, no courses will have CORs over 6 years old. At that meeting the final two courses (FASH 151 and FASH 162) will be updated.

Course Review Report

Course Number	Title	Status	CC Approval Date	Effective Term
FASH-100	Principles of Design	Active	04/28/2009	Fall - 2009
FASH-110	Beginning Clothing Construction	Active	05/12/2009	Spring - 2009



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

FASH-111	Techniques of Fit	Active	05/12/2009	Fall - 2009
FASH-113	Textiles	Active	04/28/2009	Spring - 2009
FASH-115	Intermediate Clothing Construction	Active	05/13/2011	Fall - 2011
FASH-116	Tailoring	Active	04/28/2009	Spring - 2009
FASH-118	Flat Pattern	Active	05/12/2009	Spring - 2009
FASH-122	Advanced Tailoring	Active	04/28/2009	Spring - 2009
FASH-123	Introduction to the Fashion Industry	Active	12/08/2009	Fall - 2010
FASH-132	Trouser Construction	Active	12/08/2009	Fall - 2010
FASH-133	Copying Ready-to-Wear	Active	12/08/2009	Fall - 2010
FASH-134	Beginning Millinery	Active	12/08/2009	Fall - 2010
FASH-140	Basic Serging	Active	12/10/2010	Fall - 2011
FASH-146	Designer Techniques in Sewing	Active	12/08/2009	Fall - 2010
FASH-150	History of Fashion	Active	12/08/2009	Fall - 2010
FASH-151	Fashion Merchandising	Active	3/26/2013	Fall - 2013
FASH-162	Advanced Flat Pattern	Active	3/26/2013	Fall - 2013
FASH-163	Pattern Grading	Active	12/08/2009	Fall - 2010
FASH-164	Fashion Illustration	Active	04/28/2009	Spring - 2009
FASH-166	Fashion Entrepreneurship	Active	12/10/2010	Fall - 2011
FASH-167	The Custom Dress Form	Active	12/02/2011	Fall - 2012
FASH-168	Fashion Draping	Active	12/10/2010	Fall - 2011
FASH-170	French Pattern Drafting	Active	12/08/2009	Fall - 2010
FASH-171	Pants Drafting	Active	12/08/2009	Fall - 2010
FASH-172	Bustier	Active	12/08/2009	Fall - 2010
FASH-173	Lingerie Design and Construction	Active	12/10/2010	Spring - 2011
FASH-175	Advanced Illustration	Active	04/28/2009	Spring - 2009
FASH-178	Computerized Pattern Grading	Active	05/13/2011	Fall - 2011
FASH-180	Computerized Pattern Design	Active	12/10/2010	Fall - 2011



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

FASH-195	Portfolio Development	Active	12/02/2011	Spring - 2012
FASH-196	Introduction to the Costume Industry	Active	12/02/2011	Fall - 2012
FASH-197	Pattern Design for Historic Costume	Active	12/08/2009	Fall - 2010
FASH-199	Costuming for Theatrical Production	Active	12/10/2010	Fall - 2011
FASH-225	Apparel Analysis	Active	12/08/2009	Fall - 2010
FASH-226	Visual Merchandising and Display	Active	12/10/2010	Spring - 2011
FASH-228	Fashion Show Production	Active	12/10/2010	Fall - 2011

B. Identify Patterns of Curriculum Offerings

Reflections:

- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.

The 2-year curriculum cycle of course offerings is listed below. It ensures a timely completion of certificates and degrees providing the program is allowed to offer enough units during each semester. If there are curriculum cuts during periods of budget constraints, it is harder for students to complete in the two year period. There are many strengths in the curriculum as it exists now. Each course is solid with excellent instructors assessing student learning outcomes and therefore course work resulting in desirable skills. The variety of course offerings is comprehensive for a fashion design, merchandising and costuming program. The program offers more than many programs in public or private fashion schools and colleges. Fashion Design Certificates are still more popular than the Fashion Merchandising Certificate as the design classes are more established in the department. It will still take more time to develop the merchandising side of the program. Hopefully this will happen within the next few years. During this past year the Skyline College Fashion Merchandising Program adopted the exact course offerings that Cañada requires for the Merchandising Certificate. There will be an attempt to stagger when the courses are taught at each school so that students will not be held back when they cannot get required classes. Hopefully this will help solve the issue of fewer students seeking the Merchandising Certificate.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Fashion Design – Technical

Total Certificate Units – 32.5

Must complete 26.5 Core Units & 6 Selective Units

Year One Core:	FALL SEMESTER	Units
FASH 100	Principles of Design	3.0
FASH 118	Flat Pattern	3.0
FASH 164	Fashion Illustration	3.0

	SPRING SEMESTER	
FASH 123	Intro to the Fashion Industry	3.0
FASH 113	Textiles	3.0

Year Two Core:	FALL SEMESTER	Units
FASH 115	Intermediate Clothing Construction	3.0
FASH 163	Pattern Grading	1.0
FASH 178	Computer Pattern Grading	1.0

	SPRING SEMESTER	
FASH 175	Advanced Illustration	3.0
FASH 180	Computer Pattern Design	3.0
FASH 195	Portfolio Development	1.0

TECHNICAL CERTIFICATE – SELECTIVE – complete 6 units from the following:

FASH 110	Beginning Clothing Construction	3.0
FASH 111	Techniques of Fit	3.0
FASH 140	Basic Serging	1.0
FASH 150	History of Fashion	3.0
FASH 166	Fashion Entrepreneurship	3.0
FASH 173	Lingerie Design and Construction	1.0
FASH 672	Co-op Education: Internship	3.0

Fashion Design – Custom

Total Certificate Units 35

Must complete 32 core units & 3 selective units

Year One Core:	FALL SEMESTER	Units
FASH 100	Principles of Design	3.0
FASH 115	Intermediate Clothing Construction	3.0
FASH 118	Flat Pattern	3.0

	SPRING SEMESTER	
FASH 113	Textiles	3.0



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

FASH 123	Intro to the Fashion Industry	3.0
CBOT 430 or 431	Computer App. Part I or II	1.5

Year Two Core:	FALL SEMESTER	Units
FASH 111	Techniques of Fit	3.0
FASH 116	Tailoring	3.0
FASH 168	Fashion Draping	3.0

	SPRING SEMESTER	
FASH 162	Advanced Flat Pattern	3.0
FASH 166	Fashion Entrepreneurship	3.0
FASH 195	Portfolio Development	1.0

CUSTOM CERTIFICATE – SELECTIVE – complete 3 units from the following:

FASH 122	Advanced Tailoring	3.0
FASH 132	Trouser Construction	1.0
FASH 133	Copying Ready to Wear	1.0
FASH 140	Basic Serging	1.0
FASH 146	Designer Techniques	3.0
FASH 150	History of Fashion	3.0
FASH 164	Fashion Illustration	3.0
FASH 167	Dress Form	1.0
FASH 170	French Pattern Drafting	2.0
FASH 171	Pants Drafting	2.0
FASH 172	Bustier	1.0
FASH 672	Co-op Education: Internship	3.0

Fashion Design – Theater Costuming

Total Certificate Units – 28

Must complete 25 core units & 3 selective units

Year One Core:	FALL SEMESTER	Units
FASH 150	History of Fashion	3.0
FASH 168	Fashion Draping	3.0
FASH 199	Costuming for Theatrical Production or	3.0

	SPRING SEMESTER	
FASH 164	Fashion Illustration	3.0
FASH 196	Introduction to Theater Costuming	1.0

Year Two Core:	FALL SEMESTER	Units
FASH 113	Textiles	3.0



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

FASH 116	Tailoring	3.0
FASH 162	Advanced Flat Pattern	3.0

SPRING SEMESTER

FASH 197	Pattern Design for Historic Costume	3.0
FASH 199	Costuming for Theatrical Production or	3.0
FASH 672	Co-op Education – Internship	3.0

THEATER COSTUMING CERTIFICATE –SELECTIVE – must complete 3 units from the following

FASH 134	Beginning Millinery	1.0
FASH 140	Basic Serging	1.0
FASH 170	French Pattern Drafting	2.0
FASH 171	Pants Drafting	2.0
FASH 172	Bustier	1.0

Fashion Design – Merchandising

Total Certificate Units – 18

Must complete 18 core units

Year One Core:	FALL SEMESTER	Units
FASH 100	Principles of Design	3.0
FASH 225	Apparel Analysis	3.0
FASH 226	Visual Merchandising and Display	3.0

	SPRING SEMESTER	
FASH 151	Fashion Merchandising	3.0
FASH 228	Fashion Show Production	3.0
BUS 115	Business Mathematics	3.0

5. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data

Tool:

http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Reflections:

- Review 5-year data to describe trends in student success, retention, demographics.
- Analyze trends and discuss plans to address significant findings.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

- The average enrollment per section has been above the college average nearly every semester for the past four years (with a high of 34.4).
- The student headcount has increased from 216 in fall, 2007 to 300 and over in the past two years.
- The total course enrollments increase from 366 in fall, 2007 to 500 and over in the past couple years.
- The load was 10% under the college average in fall, 2007 at 466. In the past couple years the load ranges in the 500 to 650 averages. Our department goal is to continue to be more efficient. We would like to remain close to the college and state average.
- The FTEs have increased from 41.6 in fall, 2007 to as high as 62.2 in Spring, 2010 but are back down to 55 in fall, 2011. The college FTEs have decrease during this period also.
- Weekly student contact hours increased from 1240 in spring 2007 to a high of 1867 in spring 2010. However, that number has dropped again during this past year.
- The Fashion Program prides itself on both a retention rate ranging from 85 to 86 percent and a success rate that ranges from 75% to nearly 80%.
- Student Enrollment Status Profiles change very little through the years. There are a few more concurrent enrollment students with about 7% during this past school year.
- The student goal orientation does not change a great deal through the years.
 - Transfer 55% to 69%
 - Career Development Increases 68% to 123%
 - Educational Development 18% to 23 %
 - 4 yr. college students 4% to 16 %
 - Undecided on goal 8% to 13 %

The Department continuously works to increase the number of students completing degrees and certificates. During the past four years, we have hosted department parties to discuss curriculum and the value of achieving degrees and certificates. We discuss upcoming courses for the next semester and students learn more about the program and course content from instructors and other students. These events are well attended and will hopefully continue to lead to more completion in the future. We are aware that a primary reason for lack of completion is that the industry does not require the certificate or degree – only the skills gained from the course work. Many students currently are self employed or employed in the industry and come to the program to sharpen their skills.

- Demographics – Age/Gender/Education Level Attained: In the fashion program, the age and cultural mix seems to work quite well creating a rich learning community in the classes.
- The male population has not increased to the extent that we would like. However, the number of males has gone from 3% in fall 2007 to 9% in spring, 2012.
- As for education level through the years, the fashion students often have higher degrees. Over half the students possess a post secondary degree.
- Regarding the age profile of students, there is not much change through the years. The ages continue to most likely be older than the college average age range. The department has worked toward recruiting younger students.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

B. Future Program Expectations

Tools: San Mateo County's Largest Employers

<http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081>

Staffing Patterns in Local Industries & Occupations

<http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp>

Reflection: Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.

Although fashion related jobs are not listed by the labormarket for San Mateo County, there are jobs in the San Francisco Metropolitan Area. It is a hidden industry with many small and medium companies throughout the greater Bay Area. Apparel and accessory manufacturing companies represent 40% of the San Francisco manufacturing sector. Despite the higher labor costs of producing sewn products in the United States, companies have remained, up-starts abound, and the San Francisco Bay Area - the third largest garment industry location in the United States behind New York and Los Angeles - is likely to grow. We predict that there will be increased costs of off-shore production and a trend amongst local entrepreneurs to manufacture locally. As consumers continue to be aware of the conditions in countries where clothing is manufactured, there will be more demand for made in the US.

Jobs in the San Francisco Bay Area apparel industry have decreased in the past decade due to off-shore production. Many companies send manufacturing to other countries. NAFTA was a partial cause for this. Some have moved to the East Bay due to high rents in SF while other companies have gone out of business. A goal of many companies in SF has been to maintain garments made in the US (as well as in SF). This allows more quality control and faster turns (quick response) which is so important during this economic period. Various organizations such as SFMade and People Wear SF are working with local government to bring back the apparel industry in the San Francisco Metropolitan Area. These organizations are working to connect underemployed garment factories with designers seeking to enhance their brands locally.

Students who wish internships and jobs in manufacturing, retail or theater costuming are being hired while taking classes or after receiving their fashion certificate. This data is hard to track but we are continually hearing from students who are employed somewhere in the world. This reflects the program performance.

When economic conditions change so goes the apparel industry as consumers choose to not spend as much discretionary income on more clothing.

Technology continues to change the apparel industry which now uses computerized pattern making, grading and cutting and then sends information electronically to the next step. Our Fashion Program has kept up to date with such technology.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Data that reveals student understanding of the industry is reflected in the SLO assessments from FASH 123 (Introduction to the Fashion Industry), FASH 180 (Computerized Pattern Design), FASH 151 (Fashion Merchandising), FASH 199 (Costuming for Theatrical Production) and FASH 166 (Fashion Entrepreneurship). These courses, in particular, relate to success in the different aspects of the apparel industry. Skills classes, of course, prepare students for the tasks involved in jobs. Internships will best prepare students for employment and the fashion program works closely with the Co-operative Education Department for the internships to give our students industry experience.

Students are well prepared for transfer to the USC system. San Francisco State is the university that the majority of transfer students choose as the articulation with that program has been in place for some time. Some professors teach at both schools. A policy has now been established that if a Cañada student has a Bachelors degree in any field they can go directly into the Masters program for Consumer Family Studies at SFSU.

6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

Actions:

- Identify next steps to be taken and timelines.
- Identify questions that will serve as a focus of inquiry for the next year.
 - Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - Describe what you expect to learn from the assessment efforts.

1. Work with Advisory Board Members to identify new internships and jobs in the San Francisco Bay Area. Choose new members for the Advisory Board – one in fashion design and one in fashion merchandising – to be complete by spring, 2014. Assessment efforts will determine the degree of input from the Advisory Board which has always been a valuable group for this program.
- 2..Work with the Cañada College Career Center to coordinate new intern and jobs positions in all fashion areas and publicize those to the all Cañada College students – to be complete within the next school year.
3. During this school year, the Cañada College Fashion Department and the Skyline Fashion Department have begun to work together on the Fashion Merchandising Certificate. Skyline has adopted the same course requirements that have been established by the Cañada faculty and Advisory Board – this collaboration will be assessed by spring 2014. It will be determined if students are completing course work at both colleges as planned since neither school can offer every course each semester. Skyline has committed to publishing the Cañada Fashion Merchandising course listing in their schedule as well as combining with the Canada Fashion Advisory Board.

7. Resource Identification



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

A. Faculty and Staff hiring requests

Actions:

- Explain how hiring requests will serve the Program/Division/College needs
- Use supporting data.

Request for Full Time Instructor in the Fashion Design and Merchandising Department

Currently the Fashion Program consists of one full-time faculty. The number of adjunct faculty varies between 6 to 8 in a semester depending on the course offerings. There is a strong need for 2 full time faculty within the Department. Tasks range from coordinating and marketing the program, overseeing the labs, meeting with prospective students, advising students about course offerings, encouraging completions of certificates and degrees, coordinating the annual Artistry in Fashion, participating in college activities, recruiting at high schools throughout San Mateo County and beyond, increasing internship and job partners in the community, working with the Cañada fashion advisory board as well as sitting on high school advisory boards, and maintaining equipment and facilities.

It will be particularly important that the newly hired instructor have a strong background in fashion merchandising. The Fashion Merchandising Certificate is the latest certificate added to the program and needs the most promotion of all the four certificates. This will require a full time faculty who can teach more of the courses in that field.

With projected faculty retirement during the next several years, there will be no full time faculty members in the dept if an additional full time instructor is not hired. The department cannot operate without a full time faculty. There should be a transition period so the new faculty member understands his or her extensive role over and above teaching.

This request for another full time faculty aligns with the goal of the college to improve success, retention, and completion of certificates and degrees. Students should have access to their instructors on a regular basis and this is more difficult when adjunct are present only during the time that they teach. Research shows that students are more likely to stay in school if they can make contact with the professor when questions arise. When instructors are available for clarifying assignments there is more opportunity for student success. This is particularly important in the many varied fashion courses.

Fashion Department Statistics:



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

- The student headcount per section has been above the college average nearly every semester for the past four years.
- The total student headcount per semester has continued to increase from 216 in fall 2007 to a high of 317 in spring 2010.
- Total course enrollment increased from 366 in fall 2007 to 558 in fall 2011.
- Department efficiency continues to improve as the load increased from 452 in spring 2007 to 651 in fall 2009 and 643 in spring 2011.
- More students are working toward degrees and certificates. 41% of the students now indicate career development (degree or certificate) as their education goal compared to 31% in fall 2008.
- There is a relative high success and retention rate. The retention rate ranges from 85 to 86% and a success rate that ranges from 75% to nearly 80% over the past few years.

Request for Full Time Instructional Aide II Tasks of the instructional aide:

- Prepares classroom materials, including the cutting of fabric and the organization of demonstration aids.
- Keeps an inventory of classroom supplies and equipment.
- Maintains sewing machines with regular cleaning and oiling.
- Demonstrates safety procedures of working with the equipment.
- Trouble shoots with operational problems of laboratory and classroom equipment. Assist in researching for the purchase of new laboratory and classroom equipment.
- Tutors students with subject-matter skills, and directs in practical laboratory experiences such as patternmaking, fittings, and draping.
- Uses a variety of computer databases to organize and maintain learning resources and related information, department promotional methods. Assists with correspondence.
- Works to maintain department website.
- Creates promotional materials such as flyers, brochures, bulletin boards, and public library displays.
- Assists in the planning and presenting of Artistry in Fashion.
- Prepares copy work such as syllabi and classroom handouts for various classes to be sold in the book store.
- Enters SLO's and results into TracDat for all instructors.
- Presents to high school groups on the Cañada College campus as well as on the various high school campuses.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

B. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

Professional Development:

This semester the program coordinator and one adjunct faculty attended a conference at the University of Washington State. \$963 was provided to the coordinator through Professional Development for the conference and substitute pay. \$500 was granted to the adjunct instructor for the conference. Another adjunct professor attended a Trade Show in Las Vegas and gained information that was helpful in teaching Fashion Merchandising. She received \$500 for her trip. We are requesting a similar financial amount for attending the same conferences next year.

The Program coordinator attends meetings of three professional organizations nearly every month and continuously learns new methods through such organizations. Instructors attend museum exhibits and lectures throughout the United States that apply to their teaching.

Professional development improves student learning outcomes by updating the instructors with teaching methods, trends in our discipline, and the opportunity to network with other industry professionals. Textiles and clothing is a rapidly changing field so that conferences, and professional organizations assist in updating our classroom instruction. When we have the opportunity to observe others teaching in our field, we can determine the methods that appear to give the greatest student success.

C. Instructional Equipment requests

Actions:

- List instructional equipment requests (include item description, suggested vendor, number of items, and total cost).
- Explain how it will serve the Program/Division/College needs.

2 new size 8 dress forms from Superior Thread at approximately \$800 each

3 new Bernina 1008 sewing machines (\$900 each) from California Sewing and Vacuum



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

D. Facilities requests

Actions:

- List facilities requests (include custodial, repairs, maintenance, new building/lab/classroom, utility needs)
- Explain how the requests will serve the Program/Division/College needs.

Classrooms:

Due to the total student head count per semester, we have outgrown our classrooms, 3-253 and 3-254. As stated in previous data section, the total student head count per semester has increased from 211 in fall 2007 to a high of 317 in spring 2010. The student head count per section has been above the college average nearly every semester for the past four years. Total course enrollments increased from 366 in fall 2007 to 558 in fall 2011. The classrooms are inadequate for classes with the largest enrollments.

Because of the types of classes offered in the program, where students must often bring large quantities of supplies, the traffic flow is impeded.

It is vital that classrooms have good working electrical outlets. In room 2-253 floor outlets do not work and a limited number of wall outlets are available, therefore students must use extension cord across pathways. This becomes very unsafe, especially when there are a large number of students working in the room.

Need:

Two classrooms with 45-50 capacity with windows for natural lighting with window covering in all classrooms. Running water/sink in both studio classrooms. Numerous electrical outlets are necessary.

1 lecture classroom – 40-45 capacity

1 dedicated computer lab shared between fashion design and interior design with PAD (pattern aided drafting)

“Pin Up Tack Board” space in every classroom and resource room.

Smart Technology in all classrooms with high end document cameras for demonstrations.

Computer station is a must in every classroom at the instructors’ workstation and in the resource room.

Secured/lockable display cases to showcase students’ work in each of the classrooms.

Storage room:



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

For this discipline, storage is required for over 40 dressforms, sewing machines, fabrics, historical garments, costuming supplies, large illustrations and valuable vintage teaching materials. Before special events, such as fashion shows, the one storage room is so filled that individuals can barely pass through the room. Instructors must also use this storage room to store teaching supplies, paper and projects to be graded.

Need:

1 extremely large walk in storage room for rolls of fabric, supplies, need hanging bars for miscellaneous items, all hanging garments used in class.

**1 storage room for dress forms and other related equipment (size of a classroom)
Need lockable storage, including vertical as well as horizontal storage of presentation boards, bulky items used in class, etc.**

Office:

More working office space is required to accommodate instructors and assistants. There are times when four instructors and/or assistants are trying to work at three desks. This poses a problem when a private, quiet space is needed for student consultations, employee meetings and instructor evaluations, or when quiet space is needed to complete important deadlines.

Need:

Faculty offices (4-5) equipped with storage and district issued furniture.

E. Office of Planning, Research & Student Success requests

Actions:

- **List data requests for the Office of Planning, Research & Student Success.**
- **Explain how the requests will serve the Program/Division/College needs.**

The Fashion Program would like the names and contact information of students planning to receive their certificates and degrees in fashion. This would allow the fashion office to work more closely with meeting their needs and advising them on course offerings. This would prompt us to help students understand the value of keeping their Student Education Plan (SEP) updated with a counselor. Many students enroll in a class and do not think about the future, and the possibility of completing a certificate/degree. They do not understand how to make their way around campus to find a counselor. We could then work more closely with counseling to benefit the students.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

EXECUTIVE SUMMARY TO BE SUBMITTED TO THE SMCCCD BOARD OF TRUSTEES (2 page maximum)

Program Title: Fashion Design and Merchandising

Program Vision and Mission (refer to #3B)

Program Mission: The Fashion Design and Merchandising Department is committed to work for student success and completion of various fashion certificates and degrees. The Fashion program works with students with diverse backgrounds and assists them to complete their educational goals of career development, transfer, lifelong learning and basic skills. The program provides quality instruction for students who wish to develop skills necessary to obtain a job in fashion related fields, while developing fashion aesthetics with an understanding of how to implement them. The program assists students to develop visual, oral and written communication skills.

Program Strengths

- Comprehensive courses that support all certificates and degrees.
- Certificates and degrees in all aspects of fashion design, fashion merchandising, and theater costuming.
- Extremely capable instructors with backgrounds in fashion careers.
- An active and committed Advisory Board that supports the Fashion Program.
- Adequate classroom facilities even though there should be improvement.
- Special events that serve the community such as Artistry in Fashion, Student Fashion Show, Curriculum lunches, and Career Days for high school students.
- Excellent partnership with the San Francisco Apparel Industry for jobs and internships.
- Articulation with local high schools and San Francisco State University.
- Active marketing of the program through flyers, brochures, facebook and a department blog.
- Trained student assistants that provide laboratory instruction for students outside their classroom work.
- A diverse student body that work together in all classes.
- Complete updated SLO's and PLO's with results and action plans.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Program Challenges

- **Completing all tasks necessary for the department with only one full time instructor.**
- **Offering each of the courses in a timely fashion that allows students to complete certificates and degrees.**
- **Not having the funding to offer more classes per semester.**
- **Providing labs with assistants or instructors at the times that students are available to use them for their course work.**

Action Plan Summary (refer to #6)

- 1. Work with Advisory Board Members to identify new internships and jobs in the San Francisco Bay Area. Choose new members for the Advisory Board – one in fashion design and one in fashion merchandising – to be complete by spring, 2014. The assessment efforts will determine the value of input from the Advisory Board which has always been a valuable group for this program.**
- 2..Work with the Cañada College Career Center to coordinate new intern and jobs positions in all fashion areas and publicize those to the all Cañada College students – to be complete within the next school year.**
- 3. During this school year, the Cañada College Fashion Department and the Skyline Fashion Department have begun to work together on the Fashion Merchandising Certificate. Skyline has adopted the same course requirements that have been established by the Cañada faculty and Advisory Board – this collaboration will be assessed by spring 2014. It will be determined if students are completing course work at both colleges as planned since neither school can offer every course each semester.**



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

EVALUATION OF THE PROCESS

To improve the Comprehensive Program Review and Analysis process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of this process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Program Title: Fashion Design and Merchandising

Estimate the total number of hours to complete your Program Review. Not sure – at least 12 -15 hours

1. Was the time frame for completion of the Comprehensive Program Review and Analysis adequate? If not, explain.

Could always use more time to think about the answers

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

Yes, it is easy enough

3. Were the questions relevant? If not, please explain and offer specific suggestions.

Yes, questions were relevant.

4. Did you find the Comprehensive Program Review and Analysis process to have value? If not, please explain and offer suggestions.

Yes, it is appropriate that we should determine how effective the program is on a regular basis.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

Yes, data was complete and clear.

6. Please offer any comments that could improve and/or streamline Comprehensive Program Review and Analysis process.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
[Click here and type]



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
CHECKLIST**

- All Annual Program Plans since the last Comprehensive Program Review process
- Completed Executive Summary page
- Completed Evaluation of the Process page
- Additional data

Program Title: Fashion Design and Merchandising **Date Submitted:** March 14, 2013

Review Committee Chair [Click here and type]

Review Committee Members [Click here and type]



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

INSTITUTIONAL RESPONSE SHEET

Program Title: [Click here and type]

Thank you for your time and effort in preparing this Comprehensive Program Review and Analysis. Your Executive Summary, with recommendations, will be forwarded to the College Planning Council.

1. Division Dean Signature: Jan Wroble **Date:** 4/26/13
Comments:

2. Curriculum Committee Chair: Jim Aguirre **Date:** 4/26/13
Comments:

3. College Vice President: [Signature] **Date:** 4/26/13
Comments:



Comprehensive Program Review Feedback Form – Curriculum Committee

Program Fashion Design and Merchandising **Division** Click here to enter text.

Curriculum Committee
Member(s) Reviewers Robert Lee **Date Reviewed** 5/8/13

The purpose of this form is to provide feedback to the Department/Program.

I. Program Learning Outcomes Assessment Cycle (PLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data and identified changes that occurred in the program as a result of PLO assessment cycle.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
2. Explained how the assessment plan for PLOs measured quality and success of each program.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
3. Summarized assessment results of PLOs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
4. Described and summarized other data that reveals program performance.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
Comments/Questions: The report did an excellent job of summarizing and analyzing information related to PLOs, identified specific changes made from the assessment results, and outlined plans for future assessments using a mixture of portfolios, projects, and exams.				

II. Curriculum offerings and Student Learning Outcomes Assessment Cycle (SLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Provided TracDAT and CurricUNET data in the appendix.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X



Comprehensive Program Review Feedback Form – Curriculum Committee

2. Identified patterns of curriculum offerings.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
3. Reviewed the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
4. Identified strengths of the curriculum.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
5. Identified issues and possible solutions.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
6. Identified plans for future curricular development and/or program modification.	x	Click here to enter text.	Click here to enter text.	Click here to enter text.

Comments/Questions:

Are there any plans to modify the program or expand the curriculum in the future?

III. Program Level Data	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data to describe trends in student success, retention, demographics.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
2. Analyzed trends and discussed plans to address significant findings.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
3. Identified changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X

Comments/Questions:

The reflection on the future changes to business, community, and employment needs was outstanding.

IV. Action Plan	Incomplete	Complete	Complete	Complete
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Comprehensive Program Review Feedback Form – Curriculum Committee

	information	information, some analysis	information, analysis	information, analysis, plan
1. Identified reflections on Department/Program needs and goals.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
2. Identified an action plan as a focus of inquiry for the next year.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
Comments/Questions: There were 3 action plans delineated in the program review with clearly stated goals and timelines for the next academic year.				

Va. Faculty and Staff hiring needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with accurate data and fits Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
Comments/Questions: The report makes a strong case than in the near future another full time faculty member should be hired.				

Vb. Professional Development needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified professional development activities that faculty and staff participated in the past 6 years and	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
2. Identified how professional development improved student learning outcomes (SLOs).	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
3. Identified professional development plans for next years.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
4. Justification is consistent with Department/Program needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
Comments/Questions: Click here to enter text.				



Comprehensive Program Review Feedback Form – Curriculum Committee

Vc. Classroom and Instructional Equipment needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Completed source/cost information (item description, suggested vendor, number of items, total cost).	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
2. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
Comments/Questions: Click here to enter text.				

Vd. Office of Planning, Research & Student Success data needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
Comments/Questions: Click here to enter text.				

Ve. Facility needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
Comments/Questions: Click here to enter text.				

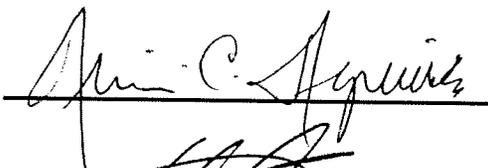
VI. Executive Summary	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified program vision and mission	Click here to	Click here to	Click here to	X

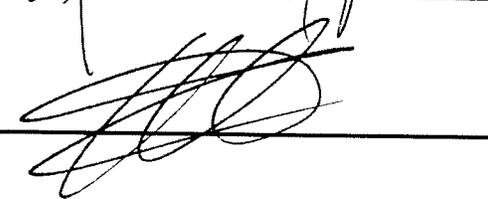


Comprehensive Program Review Feedback Form – Curriculum Committee

	enter text.	enter text.	enter text.	
2. Identified program strengths.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
3. Identified program challenges.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
4. Identified action plan summary	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
Comments/Questions: Click here to enter text.				

Other/General Comments:
 This report is clear, comprehensive, and organized. The major questions and sections of the review are complete and the vision and plans for the future of the department are in line with the mission and vision of Cañada College.

Curriculum Committee Chair Signature  Date 5/30/13

VPI Signature  Date 6/4/13