Cañada College

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Department/Program Title: Fashion Design & Merchandising   Date submitted: March 2014

0. Key Findings:
- The **student headcount per section** has been above the college average nearly every year for the past five years. This was a high of 34.4 for more than one semester.
- The **total student headcount** per semester is above 300 most semesters compared to 239 in fall 2008.
- The **total course enrollment** was at a high of 558 in fall 2011 but has dropped to 433 as the overall college enrollment has dropped (due to the recession recovery).
- Of course this has changed the **department efficiency as the load** has dropped from 651 in fall 2009 to the 475 and 411 during the 2012-13 school year.
- The **student success rate** always remains high and was above the college average in spring 2013 with 80.3%
- The **retention rate** stays in the 85% range which is also good.
- **Student enrollment profiles** remain almost the same through the years.
- **Demographics** remain about the same and it is still difficult to attract and maintain male students in the program.
- More students are working toward **degrees and certificates.** 47% of the students indicated career development (degree or certificate) as their education goal compared to 27% in spring 2008.
- There is a strong need for another **full time instructor** in the department.

1. Planning Group (include PT& FT faculty, staff, stakeholders)
List of names and positions: **Ronda Chaney, program coordinator**

2. Writing Team and Contact Person: Ronda Chaney

3. Program Information

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

FT Faculty   Ronda Chaney

PT Faculty Mary Lou Lange, Edith Schneider, Kathleen McCarney, Judy Jackson, Wayne Wichern, Lynda Maynard, Ken Fehrman, Peggy Perrucio   **FT Classified** Peggy Perruccio

Student Workers: Kathleen Lorist, Katy Robinson, Dawn Murakami, Shelley 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.**
- **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. Expected Program Student Learning Outcomes

Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

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

> Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

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

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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

4. Response to Previous Annual Program Plan & Review

Tool: http://sharepoint.smccd.edu/SiteDirectory/canio/ipc
(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

> Guideline: Original documents can be linked or attached, as needed.

The question was asked in the 2013 Comprehensive Program Review if there were plans to expand the fashion program in the future. Probably not as the rotation of 35 different classes for the 4 certificates and degrees is about the maximum allowed for course offerings at the present time. No other suggestions were listed in the review.

5. Curricular Offerings *(current state of curriculum and SLOAC)*

All curriculum and SLOAC updates must be completed when planning documents are due.
SLOAC = Student Learning Outcomes Assessment Cycle
Tools: **TracDAT folders in SLOAC** sharepoint http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC
Curriculum Committee http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/

A. Attach the following TracDat and Curriculum data in the appendix:
- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDAT folders in SLOAC sharepoint).

- List courses with COR's over 6 years old (attach documents from Curriculum Committee)

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There are no courses with COR's over 6 years old. All COR's were reviewed and updated during 2014 and will be reviewed every two years.

B. Identify Patterns of Curriculum Offerings

> Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

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

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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
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

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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
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

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6. 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

> Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:
> - Describe trends in the measured parameters.
> - Reflect and analyze causes of trends.

As stated at the beginning of this document, data show the following:

- The **student headcount per section** has been above the college average nearly every year for the past five years. This was a high of 34.4 for more than one semester.
- The **total student headcount** per semester is above 300 most semesters compared to 239 in fall 2008.
- The **total course enrollment** was at a high of 558 in fall 2011 but has dropped to 433 as the overall college enrollment has dropped (due to the recession recovery). We think this is due to improvement in the economy and more jobs available.
- Of course this has changed the **department efficiency as the load** has dropped from 651 in fall 2009 to the 475 and 411 during the 2012-13 school year. This is due to fewer students in our classes.
- The **student success rate** always remains high and was above the college average in spring 2013 with 80.3%
- The **retention rate** stays in the 85% range which is also good.
- **Student enrollment profiles** remain almost the same through the years.
- **Demographics** remain about the same and it is still difficult to attract and maintain male students in the program.   We are not sure why it is hard to get more males into the classes.
- More students are working toward **degrees and certificates.** 47% of the students indicated career development (degree or certificate) as their education goal compared to 27% in spring 2008. The curriculum lunches where we discuss the importance of the degrees and certificates has increased the number of student completing.

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)
Tool: **TracDAT folders in SLOAC** sharepoint http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

> Guidelines:
> - Explain how the assessment plan for Program Student Learning Outcomes (listed on

> #3c) measures quality and success of each Program.
> - Summarize assessment results of Program Student Learning Outcomes.
> - Describe and summarize other data that reveals Program performance.
> - Explain how changes in community needs, technology, and transfer requirements could affect the Program.

- **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 80.3% and retention rate 85%.**
- **Students have the skills required for getting jobs and internships and this shows the program has a good 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.**
- **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 required for the classes. Many of these assessments are weekly but others are for midterm and final evaluations.**
- **Visual, oral and written communication are all incorporated into each of the classes in the Fashion Department. Therefore, it is appropriate to use these types of assessment in each class.**
- **The 2-year curriculum cycle of course offerings 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. Gradually the merchandising classes are more fully enrolled.**

C. Other Considerations:

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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.

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. 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.

7. Action Plan

Include details of planning as a result of reflection, analysis and interpretation of data.

> Guidelines:
> - Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
> - Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
> - Identify questions that will serve as a focus of inquiry for 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. **We identified new internships and jobs in the San Francisco Bay Area. A new member was added to the Advisory Board. Another one or two new members will be added to the Advisory Board by spring, 2015. Assessment efforts will determine the degree of input from the Advisory Board which has always been a valuable group for this program.**

2. **During this school year, the Cañada College Fashion Department and the Skyline Fashion Department will continue 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. In assessing this collaboration, we are very pleased that the enrollment in FASH 151, Fashion Merchandising and FASH 225, Apparel Analysis, have increased considerably. It is still to be determined if students are completing course work at both colleges as planned since neither school can offer every course each semester. Both Skyline and Cañada have committed to publishing Merchandising course listings in their schedules.**

3. **The department questions how to increase FASH 110, Beginning Clothing to higher enrollments as in past years. Therefore, this class will not be offered during summer, 2014. FASH 166,**

Fashion Entrepreneurship will be offered for the first time in two years. Course offerings are being rotated to different days and times to assist in increasing enrollment.

4. **The Fashion Program will work with the San Mateo County Fair for promotion this summer. There will be garments and illustrations created by students on display and literature will be given out in hopes of creating more awareness of the program.**

5. **We will continue to assist students in getting scholarsips. Funds from the special events will go toward the $1,000 scholarships given by the department (6 were given this past year). $2,000 was put toward book rentals.**

8. **Resource Identification**

   A. Faculty and Staff hiring requests

   > Guidelines:
   > - Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
   > - Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

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

The knowledge required for this position should include Fashion Design and Merchandising but should be especially strong in Fashion Merchandising. Merchandising is the last certificate/degree added in 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.

The Fashion Program must have lab facilities available on a regular basis for the completion of student work and the opportunity to acquire the many skills taught in the department. If the rooms are not available and supervised for use of equipment, students will not be able to complete assignments. The one-to-one instruction that occurs in the labs is critical to the program.

The many tasks in the Fashion Department range from coordinating and marketing the program, meeting with prospective students, advising students about course offerings, encouraging completion of certificates and degrees, coordinating the annual Artistry in Fashion, working with students for garments to be modeled in the annual Student Fashion

Show, 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.

Full time faculty must work closely with the San Francisco Industry for guest speakers, field trips, internships, job training and advisory board connections.

Currently the Fashion Department consists of one full-time faculty. Ronda Chaney has coordinated the program and taught classes in the department since 1991 after 13 years as adjunct. The number of adjunct faculty varies from 6 to 8 in each semester depending on the course offerings. Mary Lou Lange, Wayne Wichern, Judy Jackson, Kathleen McCarney, Edith Schneider, Lynda Maynard, and Peggy Perruccio are all adjunct. These are all excellent instructors; however, it is important to have another full time instructor present in the program.

With the projected faculty retirement during the next several years, there will be no full time faculty members in the department 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.

Cañada is one of the only California Community Colleges to have such a large Fashion Program. There are probably no other schools that have degrees in all aspects of fashion such as Cañada with two degrees in fashion design, one in fashion merchandising, and one in theater costuming. Even though some fashion manufacturing has left the United States, the San Francisco Bay Area still has a viable industry and it will possibly grow again with efforts being made to bring it back to San Francisco.

The hiring of another full time instructor will come from fund one and may require the replacement of some adjunct faculty in the program.

This request for another full time faculty aligns with the goals 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.
With another full time instructor, students are likely to be more successful in all the course work for the program whether it relates to basic skills, workforce skills, or courses required for transfer. More students will complete the program.

The position will help to build a stronger Fashion Program which will serve students, the college and the community. Research shows that students are more likely to stay in

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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.
Students will have access to instructors who are on campus more than adjunct who arrive in time to teach their particular classes. The advising and one-to-one instruction will be more available and allow more students to complete certificates and degrees or to work toward transfer.

B. Professional Development needs

Guidelines:
- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Professional Development:

This semester the program coordinator and one adjunct faculty, Mary Lou Lange, attended a conference at the University of Washington State. $660 was provided to each through professional development for the conference. Another adjunct professor, Peggy Perruccio attended a Sacramento conference and received $372 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. Classroom & Instructional Equipment requests

Guidelines:
- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
- Explain how it will serve Department/Program/Division/College needs.

> - List the requests (item description, suggested vendor, number of items, and total cost).
> - List special facilities and equipment that you currently use and require.

Five more Black & Decker irons are requested for the Fashion Department.

D. Office of Planning, Research & Student Success requests

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

We have no requests data at the present time.

E. Facilities requests

> Guidelines:
> - List facilities requests.
> - Explain how the requests will serve the Department/Program/Division/College needs.

Classrooms:
Due to the student head count per semester, we have outgrown our classrooms, 3-253 and 3-255. As stated in previous data section, the student head count per section has been above the college average nearly every semester for the past five years. The total course enrollment was at a high of 558 in fall 2011 and even though it has dropped some since then, the classrooms are inadequate. 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 cords 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 coverings 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)**

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"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:
For this discipline, storage is required for over 40 dress forms, 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, papers 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.