

# 2018-2019 Program Review Cycle



*Instructional Programs*

## CAN Program Review (Instructional) - Fashion Design (Odd Year)

### Program Review Narratives

**2018-2019**

**Instructional Program Review (IPR)**

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**Writing Team:** \*Ronda Chaney, Peggy Perruccio

**Executive Summary**

**O. Executive Summary: STRENGTHS**

Instructors in the department have diverse backgrounds in education and the industry. They bring unique experiences and specialized knowledge into the classroom.

Industry specialists act as advisors to the department, assuring the curriculum is appropriate for today's job market. The Advisory Board meets each semester for a productive analysis and planning session. We have close ties with the local industry, giving our students many opportunities for internships and employment. Many top personalities in the field are guest speakers in the program.

The program offers four AS Degrees and four certificates in Fashion Design, Fashion Merchandising and Theater Costuming. Each of these areas help students succeed and are vitally important in the industry. Whether students work for themselves or an established company, our graduates have a track record of success. Students may also transfer to four-year colleges and universities. The program continues to update the curriculum for each of the 36 different courses

The Theater Costuming Certificate allows students to obtain jobs in the many costume shops in the Bay Area.

The Fashion Program works with District Study Abroad to offer a summer class in Florence on Italian Fashion and History. We offer flexible scheduling for day, evening, weekend and summer so as to meet the schedule needs of all students. The program allows "hands on" learning in a well-equipped lab where there is support from instructors and assistants.

The annual Artistry in Fashion provides students with event planning opportunities. These events bring hundreds of attendees to the Cañada campus and help promote the college and the fashion program. Funds from the special events allowed the department to give thirteen or more \$1000 scholarships to fashion students last year. Other students in the program often qualify for other scholarships offered through the college as well as professional organizations in the community. In addition, funds are sent to the bookstore for book rentals. Each year about \$2,000 is sent for Jai to put toward book rentals.

The curriculum parties held each semester assist in promoting early enrollment and helping students understand course rotation and the value of completion.

Student contests with money prizes provide a creative opportunity for students with a healthy competition for good design.

Contests have a component of sustainability with the repurposing of clothing. Winners are announced at an afternoon tea with teachers, assistants and students.

A strong web presence, with two updated websites, daily Facebook/Instagram postings and twice weekly blog postings provide a good method of marketing.

The Carl Perkins grant provides funding for classroom supplies and department assistants working on recruitment and retention.

**OPPORTUNITIES/CHALLENGES**

The Program has a goal of more certificates and degree completion. Students are not required to have a certificate or degree to

get a job in the apparel industry. Therefore, fewer students are completing. A challenge is to have adequate enrollment in each course to prevent cancellations, and yet offer the required certificate courses within a two year rotation. An on-going opportunity is to provide ways for students to use critical thinking and express their creativity. An on-going challenge is to provide enough on-to-one assistance in the labs for students who need extra help.

#### ACTION PLANS

Continue to increase enrollment and not have any class cancellations. We will continue to keep our new website updated, as well as regular facebook and blog postings. We have learned that students find out about the program through our web presence as well as all the other promotional methods used for classes and special events. Continue to encourage completion of certificate and degrees. Continue to participate in several campus sponsored outreach events, as well as various high school events off campus. Continue to create and distribute flyers and postcards advertising upcoming classes each semester. Continue to host a luncheon one time every semester to announce upcoming classes. Continue to encourage students get their SEP's in place so they may get early registration. Continue to send mass emails to our data base about upcoming events in our department, which brings them to our campus.

#### **Program Context**

**1. Mission:** Career Technical    Basic Skills    Transfer    Lifelong Learning

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 the 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.

**2. Articulation:** Very few high schools in the Bay Area still offer fashion courses. Therefore it has been hard to maintain articulation agreements. However, we still work with some schools by attending the Advisory Board meetings for their Consumer Family Studies Programs and invite those high school teachers to sit on our Advisory Board. We send information about our special events and course offerings to all instructors of Consumer Family Studies courses.

Students are well prepared for transfer to the CSU system. San Francisco State is the university that the majority of transfer students choose and 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 Bachelor's degree in any field they can go directly into the Master's program for Consumer Family Studies at SFSU.

The chair of the SFSU Textiles and Clothing program sits on our Advisory Board. The articulation that we have with that university has served the transferring students very well.

**3. Community & Labor Needs:** Dates for the Fashion Design and Merchandising Program Advisory Board Meetings during the past academic school years were April 24, 2017, November 28, 2017, and April 23, 2018 5:00 pm in building 3, room 255. The minutes of all meetings are available.

Although fashion related jobs are not listed by the labor market for San Mateo County, there are jobs in the San Francisco Metropolitan Area. It is a hidden industry with many small and medium size 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, some companies have remained, and there are up-starts in the San Francisco Bay Area.

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.

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). These courses, in particular, relate to success in the different aspects of the apparel industry. In FASH 199, students have the opportunity to build the costumes for actual theatrical productions to be featured at several Bay Area locations. Skills classes 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.

When economic conditions change so goes the apparel industry as consumers choose to not spend as much discretionary income on clothing. The changes in the economy also affect the enrollment in the classes in our program. When there is higher

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 by offering FASH 180, Computerized Pattern Design and FASH 178, Computerized Pattern Grading.

A change in the San Francisco Bay Area Apparel Industry is a decrease in jobs due to manufacturing moving off-shore. Some companies have moved to the East Bay due to high rents in SF while other companies have gone out of business. The minimum wage is highest in San Francisco which is good for factory employees but more difficult for some companies to stay in 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. 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 poor conditions in countries where clothing is manufactured, there will be more demand for made in the US.

### **Looking Back**

**4. Curricular Changes:** The biggest change during the past several years is the offering of a new 3-unit class through Study Abroad – FASH 114, Introduction to Italian Fashion. This course was offered in Italy during the last 3 summers. This was established because the department was encouraged to offer a Study Abroad class. The content and method of delivery has changed as we have learned more about teaching Study Abroad.

A new FASH 680 course, Evening Gowns will be established within the next year.

**5A. Progress Report - IPC Feedback:** RECOMMENDATION: Collaborate with other programs.

REPORT ON PROGRESS: The Fashion Department has collaborated with professors in the Business Department for a new class, BUS 680, Startup for Artists, Designers, & Creators. This Entrepreneurship class will hopefully replace our FASH 162 course in the future. Many fashion students took the class during the first semester it was offered in fall, 2016.

RECOMMENDATION FOR PREVENTING CANCELLED CLASSES:

REPORT ON PROGRESS:

No classes have been cancelled in the past two years.

QUESTION: How will we market the program in new ways?

REPORT ON PROGRESS: We have begun to use Instagram regularly. We have a new Marketing Committee with 6 members (Dean of Workforce Div, Director of Workforce Dev, 2 advisory board members, 2 instructors). New ideas are being explored.

**5B. Progress Report - Prior Action Plans:** 1. Train the new assistants that are being hired.

Result: Two new assistants were trained and are valuable to the Fashion Program in many different ways. The Perkins Grant funds are divided among several assistants so that we benefit from each of their primary skills sets.

2. Continue to market the program in new ways especially through social media.

Result: We post on Facebook daily, Instagram, several times each week, and a Fashion blog each week.

3. Continue to offer new and diverse special events that bring students to the program.

Result: We continue the Artistry in Fashion event, which brings many potential new students to the department and the campus. We bring in keynote speakers from throughout the country. The successful event has been held for 29 years.

4. Continue to give as many scholarships as possible.

Result: We gave away 13 (\$1,000) scholarships this past school year.

5. Continue to offer creative contest opportunities.

Result: The number of students competing in the contest increase each year. This outside creative opportunity stimulates a lot of interest and brings in a big crowd for the final presentation.

6. Add one new member to the Advisory Board.

Result: One new member joined the Advisory Board.

7. Continue to work closely with district Study Abroad.

Result: FASH 114, Introduction to Italian Fashion was offered again this year.

**6A. Impact of Resource Applications:** N/A

**6B. Impact of Staffing Changes:** No changes.

### **Current State of the Program**

#### **7. Enrollment Trends: PRODUCTIVITY**

Productivity is consistent with a load of mid 400's. 2017 /18 was 446 and 2016/17 was 480. Sections have been reduced from 39 sections in 2013/14 to 33 sections in 2017/18. As enrollment has slightly decreased, it has been necessary to not offer so many sections each semester for better productivity. The load for the summer classes are consistent in the mid 300's. The load for CTE and Non CTE programs is consistent with mid 400's also.

We found it very helpful to look at the load for different courses. Courses with consistent high loads were FASH 100, 113, 115, 116, 118, and 162. Each of those courses have loads from 500 to 880. This shows that the program is strongest in pattern making and sewing construction classes and these are the courses required for the three of the four certificates offered by the program.

The fill rate percentage in the data given to us may not be significant for our program because we increase the maximum enrollment numbers in order to get a better load. There are classes where 20 students would be best for our lab but we have changed the number to 40 to help with the load factor. We may not get that many students and it makes the percentage fill rates look as though we did not have enough students. The fill rates with CTE and Non CTE are consistent.

Courses that are not offered for a few years because they are certificate selectives get higher enrollment. For example the short courses, FASH 172 and 173 had high enrollment (load 500 – 663) last semester since they had not been run for three years.

The Merchandising and Theater Costume Classes have traditionally had the lowest enrollments. These certificates are important to the program and we should work toward building them. Also, the Beginning Clothing course, FASH 110 has not maintained as high enrollment as years ago. We wonder if students are learning to sew at other locations where they do not have to make the commitment of a college course with a longer period of time. We will explore a shortened time block for one of the FASH 110 classes.

#### **8-A. Access & Completion: GROUPS EXPERIENCING EQUITY GAP – PROGRAM ACCESS RATES**

The Equity Gaps have always existed in the Fashion Program showing -27% for male students, -14% for Hispanic students, and -7% for Multi-race students. We are always attempting to recruit more males and students of every ethnic origin.

For success by Ethnicity the highest group is Asians at 88%, and the lowest group is Black Non-Hispanic at 37%.

The retention by Ethnicity shows Asians at 92% as the highest group and Black Non-Hispanic at 52% as the lowest group.

Success & Retention by age: Highest age 60+ at 91% success and 94% retention, followed closely by the 40-49 age group and 90% -93 % for success and retention. Females are more successful and have better retention than males.

It seems that some of the groups have a lack of understanding for the time required in the Fashion courses along with other time demands.

Gender gaps have always existed even though attempts are made to attract more males. Of the 369 unduplicated headcount there exists -27% gender gap. Our current duplicated head count is 853.

Our overall data shows a course success rate of 82 – 84%; and a course retention rate of 86 - 89%. The summer success rate is 84- 94%, course retention of 86 - 94%. Summer students like the short classes offered at that time and the short time commitment.

Other interesting statistics show that we are gradually getting more students under 18 years old. The numbers in all the other age groups are very close with no one group having higher enrollments. We consistently have a more students in the evening classes than in the day classes. Full time transfer students are the highest group for enrollment status followed by those who have a goal of a certificate without transferring.

**8-B. Completion - Success Online:** The necessary skills for students in the Fashion Program are best achieved with face to face instruction. Currently, the only class in the fashion program is appropriate for online study is FASH 151 Fashion Merchandising. The online class remains lower in success rate and retention. We continue to work with the online instructor to increase these numbers.

**9A. SLO Assessment - Compliance:** Currently the fashion department addresses and reports SLO results for every course offered, every semester. Instructors follow up with assessing the resulting and making changes in the teaching as necessary.

**9B. SLO Assessment - Impact:** Instructors seem to have a better understanding of the difficulty facing ESL students when communicating their knowledge of the subject matter. There has been discussion about how to help bridge the ESL language gaps. We will continue allowing ESL students the opportunity to provide verbal answers on tests/quizzes.

There has been more dialogue about the importance of time management for projects and assignments. This gives students the tools needed to schedule their work accordingly, resulting in more timely completion of course assignments.

More attention has been given to the written component of assignments as entry level college students often have difficulty verbalizing their ideas.

Detailed information about how the instructors modify the teaching styles or content after seeing the results is entered into Trac Dat. An example is an activity using muslin fabric in FASH 110 to help students understand grain, selvage, and bias.

**10. PLO Assessment:** As the most advanced course in the department, FASH 162 has been identified as the capstone course. Students continually excel at developing industry standard skills in line development and pattern making. We will continue to require high standards in order for students to complete this course.

PLO Assessment:

Students will develop the ability to communicate design concepts through a culminating project and/or portfolio. Through tests and projects, students are able to understand the elements and principles of design and discipline specific functional implementation.

Using exams, projects, and/or portfolios, students develop industry standard skills in the fashion field.

### **Looking Ahead**

**11. Program Planning:** 1. Invite a new member to join the Fashion Advisory Board.

2. Promote the department in new ways on the Internet.
  - a. Research how to be listed as a Community College with Maker Space.
  - b. Determine how to have a better listing for sewing classes in Redwood City.
  - c. Research how to get on a National Fashion School listing.
    3. Continue to use "Facebook Boosting" for promotion.
    4. Put Fashion videos made by the college onto Youtube.
    5. Explore the possibility of a summer teen class through the District Continuing Education Program.
    6. Continue to assist student in the lab every week day and some evenings.
    7. Continue to use the various assistant's skills to support the Fashion Program.

**Program Review Narrative Status:** Complete

## **Objective: Fashion Advisory Board - new members**

Invite a new members to join the Fashion Advisory Board.

**Objective Status:** 2 - Continuing (PR)

**Objective Year:** 2019-2020

**Estimated Start Date:** 06/01/2019

**Estimated Completion Date:** 08/30/2019

**Please select the college goals with which this objective aligns.:** Community Connections - Build and strengthen collaborative

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relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.

**Please select the district goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County

## Action Plans

**2019-2020** - Reaching out to professional networks through outreach at events, facebook, LinkedIn, and alumni. (Active)

**Who's Responsible for Completing this Action Plan?:** Ronda Chaney and Peggy Peruccio

**Estimated Completion Date:** June 30 2020

## Resource Requests

**No cost at this time**

**Type of Resource:** Other

**Cost:** 0

## Objective: Marketing & Outreach

2. Promote the department in new ways on the Internet.
  - a. Research how to be listed as a Community College with Maker Space.
  - b. Determine how to have a better listing for sewing classes in Redwood City.
  - c. Research how to get on a National Fashion School listing.

**Objective Status:** 1 - New (PR)

**Objective Year:** 2019-2020

**Estimated Start Date:** 06/01/2019

**Estimated Completion Date:** 06/30/2020

**Please select the college goals with which this objective aligns.:** Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

**Please select the district goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County, District Goal #4 - Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

## Objective: Continued Marketing

Continue to use "Facebook Boosting" for promotion.  
Put Fashion videos made by the college onto Youtube

**Objective Status:** 2 - Continuing (PR)

**Objective Year:** 2019-2020

**Estimated Start Date:** 11/01/2018

**Estimated Completion Date:** 02/01/2019

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**Please select the college goals with which this objective aligns.:** Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

**Please select the district goals with which this objective aligns.:** District Goal #4 - Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

## Action Plans

**2018-2019** - For increased Spring enrollment using facebook and youtube for marketing. (Active)

**Who's Responsible for Completing this Action Plan?:** Program services Coordinator.

**Estimated Completion Date:** Feb 28 2019

## Resource Requests

**Boosting and videos have been budgeted in the 2018-2019 Strong Workforce budget.**

**Type of Resource:** Advertising

**Cost:** 2000

## Objective: Summer Program

Explore the possibility of a summer teen class through the District Continuing Education Program.

**Objective Status:** 1 - New (PR)

**Objective Year:** 2019-2020

**Estimated Start Date:** 01/01/2019

**Estimated Completion Date:** 08/30/2019

**Please select the college goals with which this objective aligns.:** Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.

**Please select the district goals with which this objective aligns.:** District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County

## Action Plans

**2019-2020** - Confer and discuss with Director of Continuing, Community Education. Spoke with director in September 2018 and will contact again in January 2019. (Active)

**Who's Responsible for Completing this Action Plan?:** Ronda Chaney and Peggy Peruccio

**Estimated Completion Date:** August 31 2019

## Resource Requests

**Summer activity for teens.**

**Type of Resource:** Other

**Cost:** 0



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## Objective: Lab Assistants

Continue to assist student in the lab every week day and some evenings.

Continue to use the various assistant's skills to support the Fashion Program.

**Objective Status:** 2 - Continuing (PR)

**Objective Year:** 2019-2020

**Estimated Start Date:** 07/01/2019

**Estimated Completion Date:** 05/31/2020

**Please select the college goals with which this objective aligns.:** Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

**Please select the district goals with which this objective aligns.:** District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #4 - Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

## Action Plans

**2019-2020** - Lab Assistants to help students in the Fashion Program. (Active)

**Who's Responsible for Completing this Action Plan?:** This is a payroll item.

**Estimated Completion Date:** June 30 2019

## Resource Requests

**Lab Assistants to help students in the day and evenings.** - A portion of this is paid through Perkins funding but as that fund continues to decrease additional funds are needed each year. 5 individuals - total of 3,000 hours at \$50/hour

**Type of Resource:** Non-Instructional Personnel

**Cost:** 150000