

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Design & Digital Media

Response Types: All Responses Types

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1	Executive Summary
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0	Executive Summary
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Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

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Response Detail

No Response Information to Display

Narrative

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. 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. The program offers 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 Fashion Program works with District Study Abroad to offer a summer class in Florence on Italian Fashion and History.

The program offers 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. This event brings hundreds of attendees to the Cañada campus and helps promote the college and the fashion program. Funds from this special event allows the department to give nine or more \$1000 scholarships to fashion students. 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 to the bookstore 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. A counselor attends this event and provides students the opportunity to schedule appointments for their student education plan.

Student contests with money prizes provide a creative opportunity for students for design competition beyond course requirements. 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.

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2 Program Context

1 Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

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.

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2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

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.

Suggested Follow Ups

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3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

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Narrative

Dates for the Fashion Design and Merchandising Program Advisory Board Meetings during the academic school year 2015-2016 were November 17, 2015 at 5:00 pm and April 25, 2015 5:00 pm in building 3, room 255.

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. 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. 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.

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 unemployment, we often have higher enrollment in our classes.

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, 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.

Suggested Follow Ups

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No Suggested Follow Ups to Display

3	Looking Back
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4	Curricular Changes
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List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

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Narrative

The primary change during the past two years is the offering of a new 3-unit class through Study Abroad – FASH 880, Introduction to Italian Fashion. This course was offered in Italy during the summer of 2016 and will be offered again during summer, 2017. The department was encouraged to offer a Study Abroad class.

Another change was the offering of FASH 151, Fashion Merchandising, as an on-line class. This occurred during Fall, 2016 and will be offered again Fall, 2017. This course fits well on-line and can attract higher enrollment.

Suggested Follow Ups

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No Suggested Follow Ups to Display

5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail

No Response Information to Display

Narrative

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.

Suggested Follow Ups

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No Suggested Follow Ups to Display

5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

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Narrative

1. Articulation: Form a new articulation agreement with San Mateo High School.

Result: San Mateo High did not open the scheduled Fashion Program, thus no articulation agreement.

2. Continue to connect with local high schools.

Result: Completed – each year we travel to high schools to do presentations.

3. Continue weekly facebook postings and twice weekly blog postings.

Result: Completed – posting on the Internet every day. Increased beyond the web site, facebook, blog, and added Instagram.

4. Continue Artistry in Fashion event, which brings many potential new students to the department and campus.

Result: We continue with this event annually.

5. Continue to participate in on-campus events such as Trio, Career Pathways, Career Fair and Transfer Parade.

Result: Continued

6. Connect with local semi-professional and professional theater groups which allow our costuming classes to create the costumes for their productions.

Result: Students are working in many costume shops in the Bay Area.

7. Continue with one to one student advising to assist students in their class scheduling.

Result: The department coordinator advises students in person and on the phone about their schedules.

8. Continue free lunches at which we discuss upcoming classes. At the luncheon, a Cañada counselor will be present to book appointments with students.

Result: The curriculum parties continue each semester and allow students to better understand course sequences and the value of completion.

9. Instructors will continue to discuss the value of completing degrees and certificates in their classes.

Result: On-going

10. Assistants and instructors will continue to provide lab support for student success.

Result: Professors and assistants are available during extra hours to assist students.

11. PLO Assessment: Continue to enter the PLO results into TracDat once per academic year when the capstone course, FASH 162 is offered.

Result: PLO results were entered into TracDat each year when FASH 162 is offered.

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6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write "not applicable?".

Response Detail

No Response Information to Display

Narrative

Not applicable

Suggested Follow Ups

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No Suggested Follow Ups to Display

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

No changes

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No Suggested Follow Ups to Display

4 Current State of the Program

7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

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PRODUCTIVITY

The load for the fashion program remains good with 513 in 2011/12 to 448 in 2015/16.

End of term headcount (Spring 2016) fashion at 359 and division end of term headcount at 734.

The load is almost always higher for evening classes. In spring 2013 there were nearly 200 more students in evening classes.

The fashion program attempts to rotate all courses from day to evening. However, we only hold classes Monday through Thursday evening and sometimes schedule two classes per evening. When two classes are offered at the same time it is important that they don't draw the same students. We have tried offering a class on Friday night but they do not fill. We do offer some short course on weekends.

PRDUCTIVITY BY COURSES BY SEMESTER

The courses with a consistent high load are FASH 100, FASH 115, FASH 116, and FASH 134. Some courses with a consistent lower load are core classes for certificates and degrees. Therefore, they will continue to be offered but their rotations will not be as often and will be at prime times to attract students.

SUCCESS & RETENTION

Every semester the success rate in the Fashion Program surpass our goal of 70%. During the school year 2015/2016 we are 12.0% over goal with 82.9% success rate.

Each semester we surpass our goal of 84% for Retention. This past school year (2015/2016) we are 3.4% over goal which is the highest we have ever achieved. We are very happy with this retention of 87.4%.

During the summer of 2015 we were as high as 86.8% for success and 89.5% for retention which is even better.

The largest ethnic group in our program is White Non-Hispanic but this group has decreased from 51% to 42% in the last 5 years. The success rate for this group ranges from 85% – 90%. The retention for the group ranges from 85%-90% also.

The Asian students in the program have increased from 12% to 20% in the last 5 years. Their success rate is high at 80-85%. The Asian retention rate is 85%.

The Hispanic population in the fashion program has increased slightly from 11% to 13%. Their success rate continues to increase to 76% last year. The Hispanic retention rate continues to increase up to 85% last year.

We have small groups of Black Non-Hispanic and Filipino students. The success and retention rates are the lowest in our program. We will continue to try to assist these students with out of class lab time. When family or job restrictions do not allow students to put in extra time, this is a handicap for keeping up with the requirements. Transportation is another problem with some students. As we are aware of these limitations, we continue to attempt to be available when students can come.

As for gender, the success rate of males is lower than for females. I think that the women who enroll in the classes have more interest and begin with more skills. Male retention rate is also somewhat lower.

The success and retention by age does not show any particular pattern.

The largest group by enrollment status is the continuing student. These students understand the program and choose to continue taking fashion classes.

There is no definite pattern for the success and retention of the various fashion courses. I am concerned when the success and retention for Beginning classes are low (FASH 110 & FASH 118) but understand the reasons. Beginning students often do not understand the amount of work required and may not be prepared for college classes. It is perceived that these should be "easy classes" with little outside work. There is often a higher rate of attrition.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

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Narrative

GROUPS EXPERIENCING EQUITY GAP – PROGRAM ACCESS RATES

There is an 18% equity gap for Filipino students complete compared to the completion rate of all students in fashion.

There are 30% less male students in the fashion program compared to the number of male students enrolled in the college.

There is a 12% gap for the number of Hispanic male and female students enrolled in the fashion program compared to the Hispanic students enrolled in the college.

Less than half of the Asian and Hispanic males who enroll in fashion classes have success. This is due to the withdrawal rate. Reasons for poor success rates may be language barriers, work or family demands, lack of understanding about the course before enrolling.

We attempt to assist these students whenever possible and are always brainstorming for new ways to promote success and completion. The fashion coordinator meets with college counselors to ensure they understand the course sequencing in the fashion program. Each semester a curriculum party with free lunch allow all students to learn about upcoming courses so that they better understand the course content before they enroll. We will continue one-to-one advising in person and by phone to help students make better decisions for enrollment. We will continue flexible scheduling to meet the time demands for all students. The past 5 years we have reduced the number of course offered each semester which does increase our load but causes students to sign up for their required classes when they are offered.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

The fashion program offered the first on line class in spring 2016. The success rate was extremely low (38.5%) and the retention rate was also low (61.5%). Some reasons are this was the first time for the instructor to teach this class on-line and she was having very difficult personal problems during the semester. She also thought that students did not have the computer skills required. Perhaps there were not enough face-to-face meetings to clarify issues the students encountered. The dean and I have spoken with the instructor and hope this semester will be better.

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9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Yes, each of the classes offered is assessed during that semester. Instructors email their results and plan of action to the fashion office at the end of each semester and this is put into TracDat. Instructors are accustomed to know they must report each semester.

Suggested Follow Ups

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No Suggested Follow Ups to Display

9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

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

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.

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.

In many classes we are pleased with result of SLO's and will continue instruction in the same manner.

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10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail

No Response Information to Display

Narrative

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.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display