



Instructional Programs

2017-2018 Self-Study

Three-Year Program Review Template

[Fashion Program]

[Technology and Engineering]

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the Self-Study

Renee Young Department Chair Full Time Tenure Professor (All the rest of the report)

Linda Lindenberger SAP #6

Marlette Bailey SAP #4

Sherry Eversaul SAP #7

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

_____ Printed name of Principal Author	_____ Signature	_____ Title	_____ Date
_____ Printed name of Department Coordinator	_____ Signature	_____ Title	_____ Date
_____ Printed name of Dean	_____ Signature	_____ Title	_____ Date

1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

Mission: The fashion department prepare students to be successful learners. The Fashion department students are challenged with quizzes, tests, sewing projects, field research fashion projects and written reports, which provide experience with varied methods of learning. In our lab classes, we provide sequential learning curricula, which allow students to learn in a step-by-step manner, beginning with foundation projects and continuing toward advanced level projects. The Fashion department understands that one's fashion student role is unique in its emphasis on learning. Our students are not only prepared to be successful learners, but are successfully employed and develop careers as a result of taking courses in our program.

Vision: Fullerton College creates a community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning. Our faculty assigns research projects to better acquaint students with important costumes and movements in the history of costume, ethnic costumes and current contemporary fashions in fashion design and merchandising classes. Students make class trips to Southern California art/fashion museums, galleries, apparel manufacturing plants and retail stores and develop an appreciation of the apparel industry, a life-long experience. The department has developed courses using technology that is aligned with the apparel fashion industry, all of which are taught by instructors who are experienced, knowledgeable and active in their perspective fields. The faculty adherence to the values, standards and ethics of the fashion industry work profession, and promote intellectual curiosity in the students.

Core Values: The core values of Fullerton College are embraced by the Fashion Department in the following ways:

We support the development of sensitivity to the cultural values, attitudes of individuals and groups in the fashion industry. We promote the evaluation of one's own professional growth and development through assessment of fashion industry practices of behaviors and skills by offering courses Introduction to the Fashion Industry, Fashion Design, Retail and Fashion Buying, Flat Pattern 1, Home-Based Business, Fashion Careers, Professional Image, Introduction to Styling and Special Topics.

Diversity is a cornerstone of our program and the fashion industry. Students who study fashion design and merchandising use both tradition and innovation in their creative endeavors in class and work both on an individual basis and in teams. Our students develop an appreciation of cultural differences and have a healthy respect for a variety of fashion styles of all students in the program. We value and promote the well being of our campus community by the participation of our fashion club and fashion show/style night.

College Goals:

Our Program strongly support the college goals of increasing student success, reducing the achievement gap and increasing community outreach. The Fashion Department is working to increase contact with local businesses and industry. Our desire to increase community outreach is shown by ongoing programs such as Dual Enrollment with the high schools, internships, art/fashion galleries and the annual Fullerton College Fashion Department's Fashion Show/Style Night within the community and on campus.

The Fashion program continues to promote student success by providing a well-rounded foundation for a

broad range of employment opportunities in the fashion industry. The Fashion program continues to strengthen connections with the fashion industry and develop programs aligned with the industry. We continue to find ways to improve student advisement as it pertains to the processes of professional advancement in the fashion apparel industry, advanced connection with updated equipment including portfolio preparation, art/fashion exhibition opportunities, fashion shows and the development of our internship course.

2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean.

(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings
Enrollment	There has been a slight decrease in enrollment.
Total FTES	2015 90.0, 2016 90.70 and 2017 87.3
Sections	There was a slight increase in 2016 compared to 2015 and then a decline 2017 in the number of sections offered. This may be in part due to the fact we lost our full time tenure track fashion merchandising instructor which impacted a number of sections.
FTEF	There has been a significant decrease of 3.4%. This is due to the full time tenure track new hired instructor leaving. Also the large number of adjunct faculty teaching our sections.
Fill Rate	There has been a slight decreased. While our class size has decreased 14.8 2016, 13.3 2016, 13.9 2017.
WSCH/FTEF*	There has been some fluctuation 323.7-278.7-282.7
Retention	There has been some fluctuation 82.6-82.0-86.2.
Success	There has been and increase each year 70.6-71.3-75.5

2.2 Peer Institution Comparison

Complete the table below.

College/Program:	Fullerton	Chaffey	Butte	San Diego Mesa	Santa Ana
Retention:	F14 80% F15 83.94% F16 85.96%	F14 96.48% F15 89.46% F16 86.11%	F14 87.64% F15 89.13% F16 79.49%	F 14 81% F 15 83% F 16 85%	F14 71% F 15 80% F 16 85%
Success:	F14 68.35% F15 72.02% F16 74.29%	F14 82.42% F15 72.11% F16 68.49%	F 14 67.42% F15 56.52% F16 56.41%	F14 66% F15 70% F16 67%	F14 49% F15 68% F16 67%
Degrees Awarded:	An 14 8 An 15 17 An 16 18 An 17 10	An 14 An 15 An 16	An 14 An 15 An 16	An 14 An 15 An 16	An 14 An 15 An 16
Certificates Awarded:	An 14 9 An 15 3 An 16 6 An 17 10	An 14 An 15 An 16	An 14 An 15 An 16	An 14 An 15 An 16	An 14 An 15 An 16
Transfers:					

Fullerton College Fashion Department

Certificate	2014	9	Program Awards	
Certificate	2015	3	Program Awards	
Certificate	2016	6	Program Awards	
Certificate	2017	10	Program Awards	
Degree	2014	8	Program Awards	
Degree	2015	17	Program Awards	
Degree	2016	18	Program Awards	
Degree	2017	10	Program Awards	

		Fall 2014	Fall 2015	Fall 2016
		Credit	Credit	Credit
		Enrollment Count	Enrollment Count	Enrollment Count
Butte Total		89	46	39
Non Distance Education Methods				
Fullerton Total		455	435	385

Non Distance Education Methods				
Chaffey Total	256		294	311
Non Distance Education Methods				
Santa Ana Total	150		127	147
Non Distance Education Methods				
San Diego Mesa Total	620		586	556
Non Distance Education Methods				

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

GROUP SUCCESS	Year		
Unknown	2014	55.60%	1
Unknown	2015	28.60%	0
Unknown	2016	85.70%	1
Unknown	2017	68.80%	1
White	2014	78.30%	1
White	2015	80.40%	1
White	2016	74.60%	1
White	2017	77.00%	1
Two or More	2014	73.00%	1
Two or More	2015	79.20%	1
Two or More	2016	64.30%	1
Two or More	2017	77.10%	1
Native Hawaiian / Pacific Islander	2014	100.00%	1
Native Hawaiian / Pacific Islander	2015		
Native Hawaiian / Pacific Islander	2016	0.00%	0
Native Hawaiian / Pacific Islander	2017	60.00%	1
Hispanic	2014	72.70%	1
Hispanic	2015	70.60%	1

Hispanic	2016	69.90%	1
Hispanic	2017	76.30%	1
Filipino	2014	69.70%	1
Filipino	2015	80.80%	1
Filipino	2016	96.20%	1
Filipino	2017	76.50%	1
Black / African American	2014	65.30%	1
Black / African American	2015	45.80%	0
Black / African American	2016	42.90%	0
Black / African American	2017	64.70%	1
Asian	2014	64.30%	1
Asian	2015	52.50%	1
Asian	2016	77.60%	1
Asian	2017	73.30%	1
Amer. Indian / Alaska Native	2014	100.00%	1
Amer. Indian / Alaska Native	2015	33.30%	0
Amer. Indian / Alaska Native	2016	100.00%	1
Amer. Indian / Alaska Native	2017	75.00%	1

GROUP SUCCESS	Year			
Different / Unknown	2014	77.80%		1
Different / Unknown	2015	50.00%		1
Different / Unknown	2016	42.90%		0
Different / Unknown	2017	66.70%		1
Male	2014	70.80%		1
Male	2015	62.40%		1
Male	2016	63.70%		1
Male	2017	74.20%		1
Female	2014	72.70%		1
Female	2015	72.30%		1
Female	2016	73.70%		1
Female	2017	76.00%		1

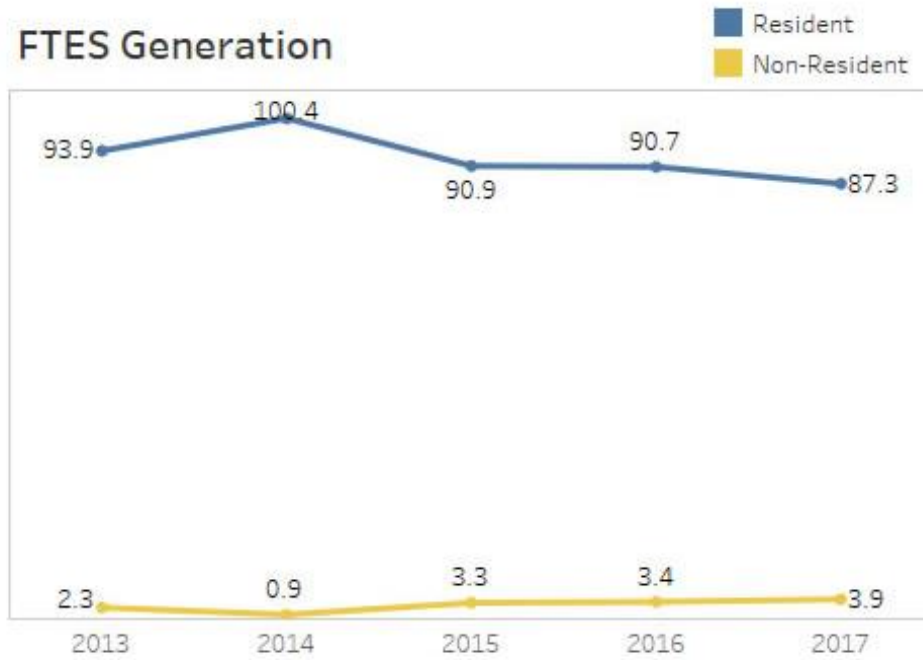
GROUP RETENTION	Year		
Different / Unknown	2014	77.80%	1
Different / Unknown	2015	83.30%	1
Different / Unknown	2016	71.40%	1

Different / Unknown	2017	100.00%	1
Male	2014	80.00%	1
Male	2015	76.80%	1
Male	2016	77.10%	1
Male	2017	87.90%	1
Female	2014	82.30%	1
Female	2015	83.60%	1
Female	2016	83.40%	1
Female	2017	85.60%	1

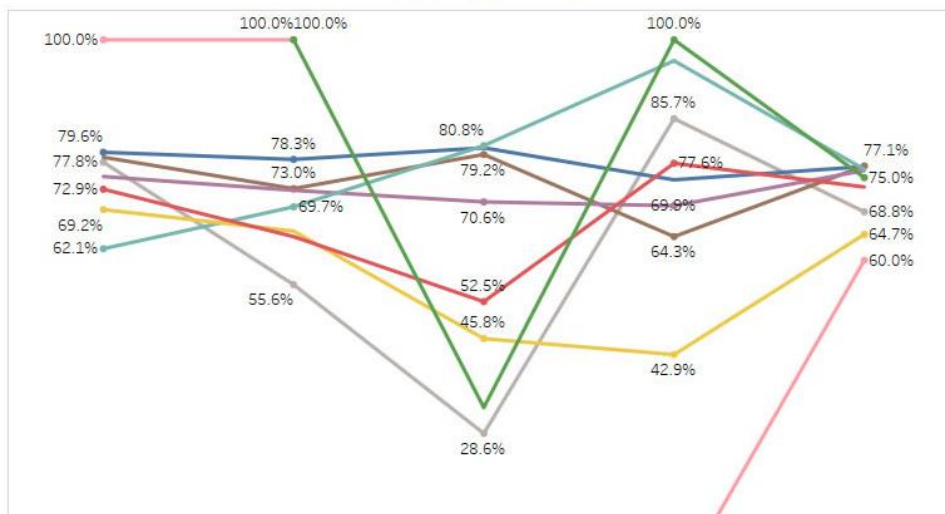
GROUP RETENTION

Filipino	2014	72.70%		1
Filipino	2015	88.50%		1
Filipino	2016	96.20%		1
Filipino	2017	82.40%		1
Black / African American	2014	67.30%		1
Black / African American	2015	66.70%		1
Black / African American	2016	64.30%		1
Black / African American	2017	85.00%		1
Asian	2014	82.10%		1
Asian	2015	73.80%		1
Asian	2016	82.10%		1
Asian	2017	81.00%		1
Amer. Indian / Alaska Native	2014	100.00%		1
Amer. Indian / Alaska Native	2015	100.00%		1
Amer. Indian / Alaska Native	2016	100.00%		1
Amer. Indian / Alaska Native	2017	91.70%		1

FTES Generation



Enrollment Details



Additional Filters:

Course

All

Race / Ethnicity

All

Gender

All

Views:

Outcome / Measure

Course Success

Student / Course Breakdown

Race / Ethnicity

Category

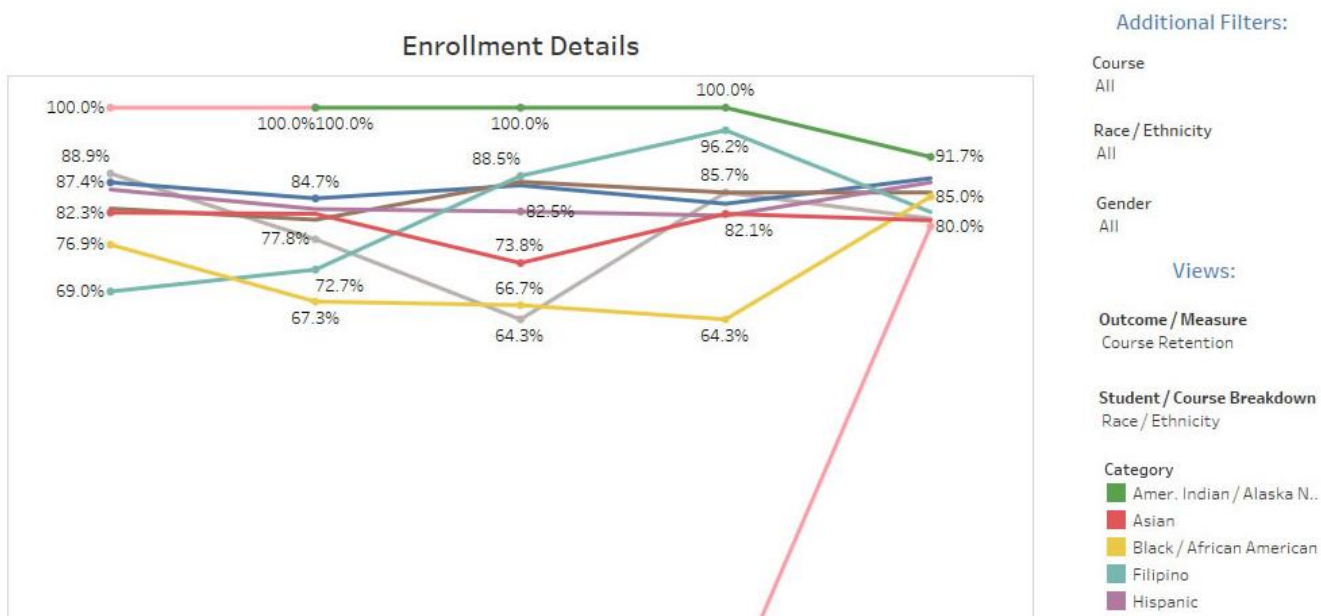
Amer. Indian / Alaska N..

Asian

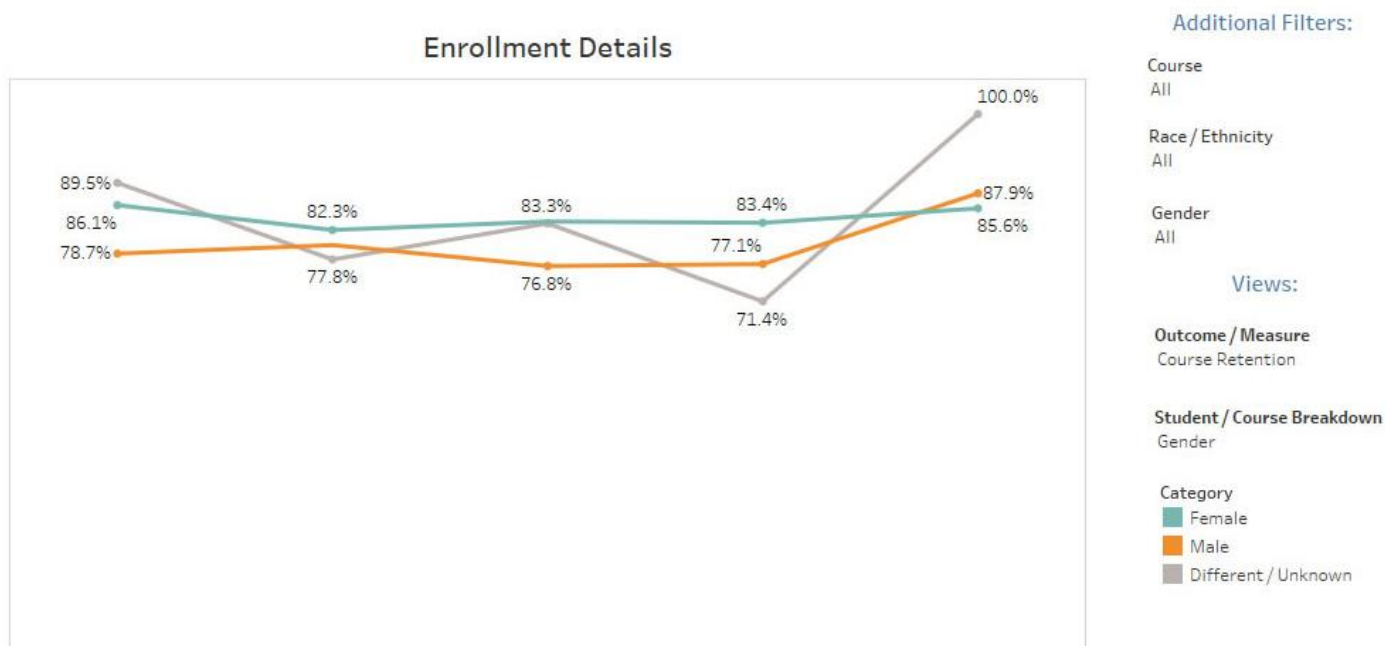
Black / African American

Filipino

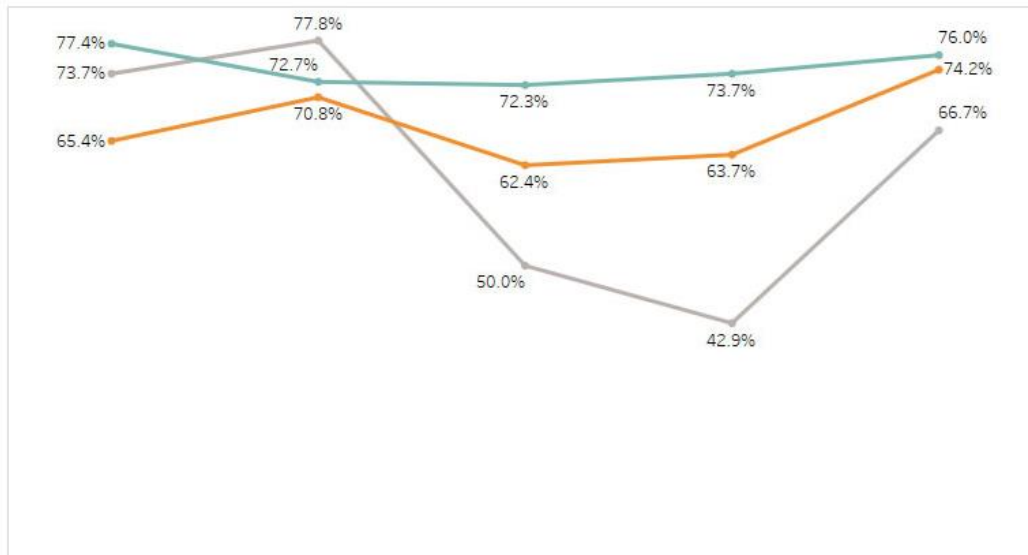
Hispanic



The Black/African-American increased from 64.3% to 85.0% on the graph above. The category of the different/unknown increase from 71.4%-100.00% from the graph on the next page and the categories of female and male increased from the previous years in course retention and course success.



Enrollment Details



Additional Filters:

Course

All

Race / Ethnicity

All

Gender

All

Views:

Outcome / Measure

Course Success

Student / Course Breakdown

Gender

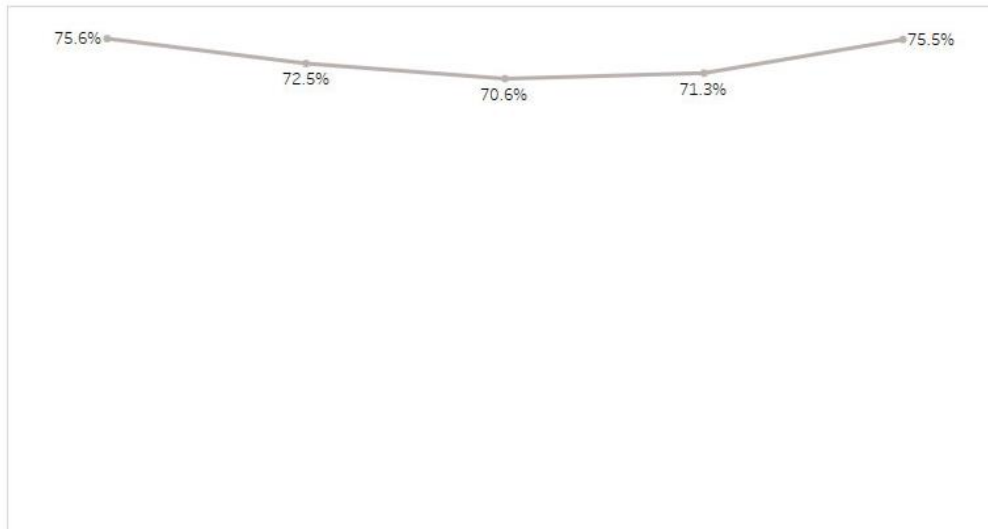
Category

Female

Male

Different / Unknown

Enrollment Details



Additional Filters:

Course

All

Race / Ethnicity

All

Gender

All

Views:

Outcome / Measure

Course Success

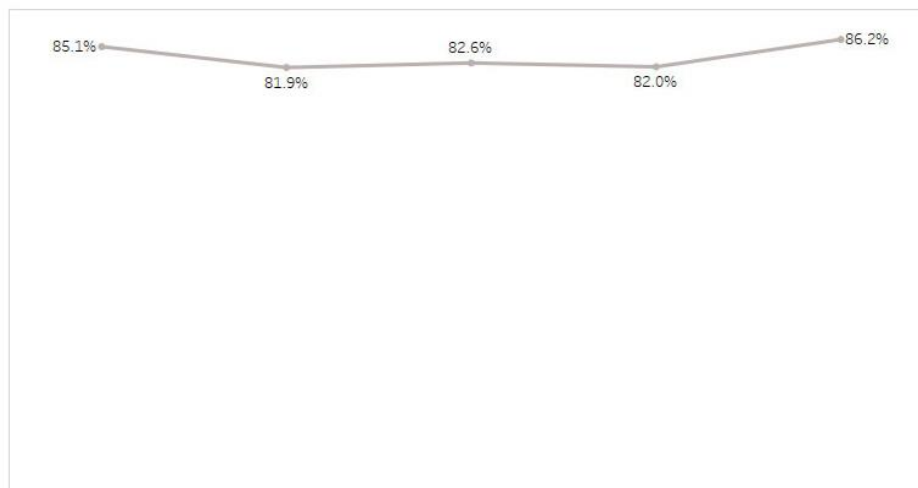
Student / Course Breakdown

All

Category

All

Enrollment Details



Additional Filters:

Course

All

Race / Ethnicity

All

Gender

All

Views:

Outcome / Measure

Course Retention

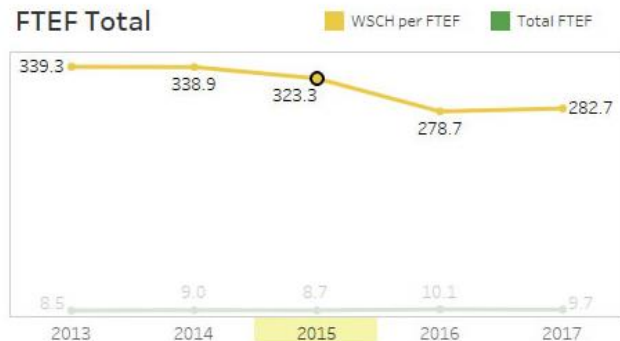
Student / Course Breakdown

All

Category

All

FTEF Total



Number of Faculty by Contract



2.4 Program Effectiveness

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

With the Perkins Grant we were able to add 13 workstations of Opitex 3D Patternmaking, Grading and Marker making to our computer lab along with Adobe Suite CC, 6 industrial single needle sewing machines, 2 coverstitch machines, 5 bernina home sewing machines, 5 sergers, 3 industrial irons, trend service, body scanner, and ink for our fashion cad printer.

With an additional full time tenure tract instructor for **two semesters only** we were able to: The program held a style night show for fashion students to showcase their work. We were able to have a fashion club that was very active and started our social media campaign to increase and recruit new enrollment. The fashion program was involved in more outreach events outside of the college at area high schools. The use of the 500 building display cases let's students develop visual merchandising displays as seen in retail stores for courses; plus to advertise our program. With the assistance of the full time department chair the full time tenure track instructor was able to update a few courses in curriculum. Lessen the load of part time adjuncts. Create a fall student orientation. Advised students in fashion merchandising. Assist with the advisory meeting. During this time the full time tenure fashion department chair was able to attend college fairs and visit local high schools(11) to increase enrollment.

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

As we go into the year 2018 fashion will be using new tools and technology in fashion. The future of the fashion industry is the digital supply chain that would include prototyping, personalization, digital technology and inventory planning. The 3D body scanner can be used to help retailers with the large problem of returns. Our fashion programs needs to be using our computer classroom to it's full potential. Without the hiring of another full time tenure track instructor we will not be using our full potential in the classroom to create and teach for the future.

Product returns are one of the issues online retailers are battling with. Tools that enable sizing will be a big trend such as augmented reality enabled Virtual fitting rooms, 3D body scanners; Software tools

that compare sizes across brands, creating avatars and sizing them are some of the approaches being used by the e-commerce players. The winners in the fashion programs in the future will be the colleges that embrace and invest in the right technology to help them understand and serve their consumers and tap into their currently unmet needs.

2.6 Provide any other data that is relevant to your self-study.

Five-year projections for fashion occupations in Los Angeles and Orange Counties						
SOC Occupation	2016 Jobs	2021 Jobs	2016 - 2021 Change	2016 - 2021 % Change	Annual Openings	
27-1022 Fashion Designer	5,780	5,779	1	(0%)	548	
27-1026 Merchandise Displayers						
Window Trimmers	5,166	5,193	27	(1%)	505	
51-6052 Tailors, Dressmakers						
Custom Sewers	2,372	2,232	140	(6%)	263	
51-6092 Fabric and						
Apparel Patternmakers	1,213	909	304	(25%)	139	

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

The visual merchandising and retail and fashion buying has a good supply of mannequins, props, and display/window cases for applying the principles of display. The fashion design has a current body scanner, new women and men's dress forms, pad system and optitex 3D PDS, patternmaking, grading and marker making computer software, some new sewing machines, 3 industrial irons, 6 current industrial single needle machines, 2 digitizers and plotter. Part of this equipment was part of the Perkins Grant the department chair wrote. We offer a 6 classes for sewing on knits and woven/stretch fabrics. Sewing on fabrics with stretch capabilities is used in many of our construction classes including creative serging, advanced sewing/industrial, patternmaking, collections and draping.

Our program offers a broad selections of certificate programs. Relevant and up-to-date program software and transferable classes.

3.2. What are the weaknesses of your program?

The fashion department consist of Fashion, Fashion Design and Fashion Merchandising. Having only one full time department chair who also teaches a full time load with overload and the other ancillary duties listed in 3.4 is a weaknesses and a disadvantage to all of our fashion students. The decrease in the FTES of 3.4% is also an indication. We have seen our enrollment decrease because that one full time tenure professor who has the burden of chairing the whole program. Having one full time tenure instructor effects student learning outcomes. The program does not have strong leader in the merchandising/marketing section to increase enrollment, completion and persistence. Finding peer tutoring for at risk fashion students is a challenge. There is a lack of lab assistants.

The focus of concentrators is within Fashion itself and those core indicators are showing problems with Persistence and Completions (particularly in the areas of the economically disadvantaged and the

disabled as well as students that are not in special populations). We need to complete the sewing lab with updated equipment since we are still completing our sewing lab since the last program review.

Persistence and Completion will be improved by providing students with access to training utilizing industry standard equipment and recently updated and focused curriculum. Economically disadvantaged students will benefit from reduced time to completion of certificates due to new equipment, processes, and curriculum focused on industry standards. Disabled students will benefit from new equipment, processes, and instructional methodology that is current, more focused, easier to access, and easier to operate.

3.3 What opportunities exist for your program?

Finding the full time tenure instructor in the field of Fashion Merchandising/marketing that wants to work toward our weaknesses, continue to update curriculum as the fashion industry changes, expand and improve our program. Partnership with industry personnel and technical skills and training to provide entry level employment and small business start up companies. The opportunities exist to complete the sewing lab with updated equipment since we are still completing our sewing lab since the last program review

3.4 What challenges exist for your program?

The continuous changes in technology, fast paced dynamic fashion industry and an inefficient budget to handle the changes; purchasing and repairing old equipment, part time and full time faculty. Keeping fashion students interested in taking Adobe Illustrator and Photoshop which is now a standard and needs to be in every student's skill set. Students are often financially challenged, we find they struggle to get proper materials for their classes. The remaining challenges are to continue to remain current in the fashion industry through continuing education of instructors. This can be achieved through industry partnerships where instructors are paired with a fashion industry professional to spend time in a hands on "job shadow" type of experience and training.

The Fashion Department's curriculum is uniquely designed to be delivered by three full time faculty. Due to the recent vacant of one faculty full time tenure track fashion instructor we need to fill this opening. We already have the funds in place for one full time tenure track position. The program review supports this request. The Fashion Department has 8 certificates and 5 Associates in Art degrees; with an average of 24 courses (27 sections) offered each semester. The fashion department has had 10 to 11 adjuncts some near or at load capacity of 10 units. One of the full time faculty carry near the allowable limit of overload. The fashion program has a 70/30 ratio and the inability to find qualified adjunct willing to increase their involvement in department activities on and off campus is challenging. We have had one retirement and the Department Chair near retirement within 8-10 years. Since the loss of the full time tenure track fashion instructor left we were not able to recruit for our fashion program. Not having lab assistants to help the students who have been absent who come into our classroom wanting individualized help by the instructor when a totally different subject combo class is being taught.

The department's most recent program review supports the need to increase contact with local and regional fashion manufacturing and merchandising businesses, and increase community and high school outreach. Many of the ongoing projects are Dual Enrollment, CTE, art/fashion exhibition/galleries, computer, portfolio preparation, internship program, rewriting our certificates and degrees and course curriculum to current global apparel industry standards, writing grants to receive current equipment for the fast moving global fashion industry and the annual Fullerton College Fashion Department's Fashion Show/Style Night.

The program also supports the Fashion Club on campus. The program maintains and update the home and industrial sewing equipment, 1 printing scanner, one printer, one body scanner, 30 dress forms, one plotter, 2

digitizers, 3 industrial irons, 5 plastic home irons, the computer lab with 16 workstations (Pattern Aided Design) and 3D Optitex, 1 multi-use trend service, 2 small and one large display windows.

The rational for additional equipment is to keep the sewing lab(equipment) up to date and in good running order for all classes. Providing an industrial serger machine in the classrooms that are currently used in the industry to construct garments with stretch capabilities, Bernina single needle sewing machines, home sergers and bobbin cases for all machines. The industrial iron boards bring an additional component to the skill set for our students. Currently we have three industrial irons with a gravity steam component without the proper installation to get water to make steam for the irons. With a lab assistant in the beginning sewing/construction classes we could serve more students and improve success in finishing their samples and garments so they can move on to Clothing 2 and Industrial Sewing and be successful.

The classes the equipment will serve is for FASH 101 F(4 sections), FASH 90 F, 255 F, 201 F, 108 F, 93 F, 109 F, 211 F, 975 F and 976 F.

The rational for the planogram software is today's retailers rely on sophisticated planogram software to improve product placement and sales while increasing their profit. Some of the other benefits include: Better positioning of related products, improved visual appeal for customers, increased selling potential per square foot, inventory control and a reduction of out-of-stock products and communication tool for staff. Our retail and visual merchandising instructors can only teach so much in the classroom with a textbook, in a mock setting (display window) or on paper. Students also need to 'visualize' the planning process while doing the actual application themselves on the computer. Not having the knowledge of the appropriate tools used by the retail industry will impede the advancement of these students in obtaining jobs in that sector. The planogram software can be utilized by: Visual Merchandising FASH 202F, Retail and Fashion Buying FASH 220F and Advanced Retail and Fashion Buying FASH 221F.

The rational for the need for three full time faculty is the college wants to keep the program competitive, dynamic and current, while maintaining the increased administrative paper work. The time spent on program review with very little help from adjunct fashion faculty, committee at the district for adjuncts, hiring and evaluating adjuncts, evaluating full time tenure track instructors for other departments, upkeep of the computer lab, subbing for adjuncts, advising all fashion students, reviewing syllabus, repairs on equipment, service requests for the upkeep of a clean and safe environment of our classrooms, SLO's AND PSLO's assessments, advisory meetings, campus coordinator meetings, program meetings, schedule courses, advising students, VTEA funding, ordering supplies and equipment, developing new and revising curriculum of 46 courses, 8 certificates and 5 degrees and preparing equipment proposals, without a reasonable reassign time and help is challenging. These duties beside her own teaching load(department chair) is a burden since the program and college desire is to increase enrollment, student success, retention and interest in the fashion program. Our program has a hard time finding qualified part time adjuncts that have the desire to increase their involvement in department activities on and off campus, keeping their commitment to teach during each semester, teach day, evening and summer classes. This dynamic program has too many adjuncts.

Increased administrative paper work is overtaxing the time of faculty members. The accumulated time it takes to complete comprehensive Program Review, SIX-YEAR REVIEW, PSLOA'S, and CSLOA'S, literally consumes weeks of faculty time. The valuable time invested in completing newly mandated forms and procedures could and should be used for writing lectures, updating classroom presentations, staff development, implementing department activities, and the additional duties of being a program coordinator/department chair. The added paper work placed on faculty in the last few

years is especially difficult for technology/vocational instructors. In addition to teaching responsibilities, vocational faculty, also have the added responsibility for the maintenance and updates of all labs and equipment. Programs that are put into place with the implied purpose of enhancing student achievement in fact take away from the time faculty could be using to implement department activities that directly enhance student success.

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Upon successful completion of the Fashion Merchandising Certificate the student will be able to define and discuss the role of the retail fashion buyer in today's retail environment and evaluate consumer behavior in the fashion business to complete the necessary requirements for certification for employment in fashion merchandise.	05-2017	08-2017	08-2017	1
2.	Upon successful completion of the Patternmaking Skill Certificate the student will be able to demonstrate the ability to create different patterns manually and on the computer for employment as a first patternmaker in the fashion industry and produced graded nests to industry standards.	05-2017	08-2017	08-2017	1
3.	<p>Upon successful completion of courses leading to the Advanced Fashion Design Certificate the successful student will be prepared to create an employment portfolio for entry- level employment in the fashion apparel industry as a fashion design room assistant or an assistant designer.</p> <p>Upon successful completion of courses leading to the Advanced Fashion Design Certificate, students will be able to create a fashion trend booklet on one fashion category.</p>	05-2017	08-2017	08-2017	1
4.	<p>Upon successful completion of the Fashion Illustration Certificate the student will be able to illustrate the 10 head figure (croquis) and generate folds, pleats and gathers of clothing and complete the necessary requirements for certification for employment in fashion illustration.</p> <p>Upon successful completion of the Fashion Illustration Certificate the student will be able to illustrate a garment from their own creative</p>	05-2017	08-2017	08-2017	1

	ideas so that they can communicate a mental image to a viewer using a variety of drawing tools and assemble a portfolio for job interviews.				
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	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
5.	Demonstrate the skills and complete the Dressmaking-Alterations Certificate Program prepares students for entry-level employment as a professional in the fields of dressmaker, garment construction, fit and alterations specialist. Alter a commercial sewing pattern to fit defined body measurements. Create a garment from fitting a muslin on an individual missy body.	05-2017	08-2017	08-2017	1
6.	The Fashion Design Certificate Program is designed to prepare students for entry-level employment in the field of the apparel industry. Prepare a cost sheet for a defined seasonal heading in the apparel industry as a design worker in the design room. Demonstrate an understanding of the basic design principles.	05-2017	08-2017	08-2017	1
7.	Upon successful completion of the Image Consultant Certificate the student is prepared for a career as a wardrobe and color consultant. Compare and contrast the practices used to promote fashion apparel. Create an image consultant portfolio for entry-level employment with major retailers, image consulting firms, or self-employment. List a personal code of professional ethics.	05-2017	08-2017	08-2017	1

8.	<p>The Fashion Design Associate in Arts Degree is designed to provide the student with a course of study leading to employment in the fashion apparel industry as an assistant designer. The assistant designer should be able to design and illustrate collections, and create patterns manually and on the computer. This degree requires 24-26 units, all of which are required courses.</p> <p>Identify the basic fashion design principles and qualifications necessary for entry level employment with fashion manufacturers.</p> <p>Create a 5-piece outfit with five different patterns on the computer.</p>	05-2017	08-2017	08-2017	1
9.	<p>Curriculum leads to the Fashion Merchandising Associate in Arts Degree and/or employment in the ready-to-wear industry, department stores, specialty shops, and wholesale fashion showrooms.</p> <p>Upon successful completion of the Associate in Arts Degree in Fashion Merchandising the student will be able to demonstrate the skills and qualifications necessary for entry level employment with the fashion retail industry.</p> <p>Upon the successful completion of the Fashion Merchandising Associate in Arts Degree the student will be able to use an excel spreadsheet "open-to-buy" data.</p>	05-2017	08-2017	08-2017	1

4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
Upon successful completion of the Fashion Merchandising Certificate the student will be able to define and discuss the role of the retail fashion buyer in today's retail environment and evaluate consumer behavior in the fashion business to complete the necessary requirements for certification for employment in fashion merchandise.	Written Exam	90% students were successfully in solving problems, role-playing, creative thinking and negotiating in the fashion merchandising field.	Implement a lecture in the beginning to address retail apparel math that is needed to understand course materials and application. The added advanced retail buying class is needed to address these findings.
Upon successful completion of the Patternmaking Skill Certificate the student will be able to demonstrate the ability to create different patterns manually and on the computer for employment as a first patternmaker in the fashion industry and produced graded nests to industry standards.	Project	Students were particularly successful in the project outcome when a personal choice of creating patterns was chosen. 95% were successful in creating patterns from the demos/lectures of pre chosen pattern assignments.	Implement a lecture in the beginning to address math weaknesses and properly read a ruler that is needed to understand course materials and application. Lab assistants are needed during the beginning sewing courses. Increase items in sample book.
Upon successful completion of courses leading to the Advanced Fashion Design Certificate the successful student will be prepared to create an employment portfolio for entry- level employment in the fashion apparel industry as a fashion design room assistant or an assistant designer. Upon successful completion of courses leading to the Advanced Fashion Design Certificate, students will be able to create a fashion trend booklet on one fashion category.	Projects	100% of students were successful knowing they were able to showcase their designs and create a fashion trend booklet. Knowledge of lingo in the apparel industry is necessary to be able to draw inspiration from the past to design contemporary fashions.	Since there is 100% success rate we plan to take no action on this particular outcome.
Upon successful completion of the Fashion Illustration Certificate the student will be able to illustrate the 10 head figure (croquis) and generate folds, pleats and gathers of clothing and complete the necessary requirements for certification for employment in fashion illustration. Upon successful completion of the Fashion Illustration Certificate the	Projects	100% of the students were successful in completing a project illustrating fashion.	Since there is 100% success rate we plan to take no action on this particular outcome.

student will be able to illustrate a garment from their own creative ideas so that they can communicate a mental image to a viewer using a variety of drawing tools and assemble a portfolio for job interviews.			
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Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>Demonstrate the skills and complete the Dressmaking-Alterations Certificate Program prepares students for entry-level employment as a professional in the fields of dressmaker, garment construction, fit and alterations specialist.</p> <p>Alter a commercial sewing pattern to fit defined body measurements.</p> <p>Create a garment from fitting a muslin on an individual missy body.</p>	Projects	Over 70% meet the outcome	<p>Sewing preliminary samples increased the student's success and proficiency level. Implement a standard skill set for beginning sewing for all sections. Lab assistants are needed during the beginning sewing courses.</p>
<p>The Fashion Design Certificate Program is designed to prepare students for entry-level employment in the field of the apparel industry.</p> <p>Prepare a cost sheet for a defined seasonal heading in the apparel industry as a design worker in the design room.</p> <p>Demonstrate an understanding of the basic design principles.</p>	Projects and Exams	All students assessed; 90% of the students were successful. The other 10% student's performance on exams were affected because of their choice not to use the course pack throughout the semester.	<p>Building communication skills and hands on skills to work in an apparel factory setting is seen throughout all courses in certificate. Implement a standard skill set for beginning sewing for all sections.</p>
<p>Upon successful completion of the Image Consultant Certificate the student is prepared for a career as a wardrobe and color consultant.</p> <p>Compare and contrast the practices used to promote fashion apparel.</p> <p>Create an image consultant portfolio for entry-level employment with major retailers, image consulting firms, or self-employment.</p> <p>List a personal code of professional ethics.</p>	Written Exam 90% of the students completed an evaluation of several career paths available in the fashion Industry.	90% of the students were successful in able to analyze their target customer was seen through all courses.	In so doing the student can further narrow their career choice and focus on the necessary classes to procure a job in the fashion industry.
The Fashion Design Associate in Arts Degree is designed to provide the student with a course of study leading to employment in the fashion apparel industry as an assistant designer. The assistant designer should be able to design	Written Exam	90% students were successfully in solving problems, role-playing, creative thinking and negotiating in the fashion merchandising field.	Implement a lecture in the beginning to address retail apparel math that is needed to understand course materials and application. The added

<p>and illustrate collections, and create patterns manually and on the computer. This degree requires 24-26 units, all of which are required courses.</p> <p>Identify the basic fashion design principles and qualifications necessary for entry level employment with fashion manufacturers.</p> <p>Create a 5-piece outfit with five different patterns on the computer.</p>			<p>advanced retail buying class is needed to address these findings.</p>
<p>Curriculum leads to the Fashion Merchandising Associate in Arts Degree and/or employment in the ready-to-wear industry, department stores, specialty shops, and wholesale fashion showrooms. Upon successful completion of the Associate in Arts Degree in Fashion Merchandising the student will be able to demonstrate the skills and qualifications necessary for entry level employment with the fashion retail industry.</p> <p>Upon the successful completion of the Fashion Merchandising Associate in Arts Degree the student will be able to use an excel spreadsheet</p>	Project	Over 70% of students completed the project.	<p>Continue to review course content before the test to increase scores.</p> <p>Set up appointments with students that have missed an assignment necessary for completion of the project in order to increase rate of completion.</p>

4.3. What percentage of your program level SLOs have ongoing assessment?

100%, However we have also assessed our course SLO'S.

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?

In accessing our PSLO's it allows each instructor to determine the validity of assignments and projects in relationship to the overall program goals. While improvement studies are ongoing, we expect the interventions listed as results above will increase success in the future CSLO assessments.

4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

We have increased our certificates awarded but our degrees has decreased from 2016-2017.

4.6 What challenges remain to make your program level SLOAs more effective?

Collecting the SLOA. The program has only one Full-time faculty and to get all the data from 8 to 11 adjuncts is a challenge. Having conversations about the program since they are not required to go to any meetings or help in any way makes it difficult to have meaningful conversations of the program. Not having a

lab assistants to help the students who have been absent who come into our classroom wanting individualized help by the instructor when a combo class is being taught on a different subject.

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

5.1 List the goals from your last self-study/program review.

Goals listed:

- One full time tenure track fashion instructor
- 10 Adobe Photoshop and Illustrator software workstations
- One digitizer with service plan
- 12 Women's Dress Forms with cage and stand with wheels
- 1 fabric printer
- Fashion Trend subscription service for one year
- 2 coverstitch machines

5.2 Describe the level of success and/or progress achieved in the goals listed above.

We purchased a Design Options Fashion trend Service with an industry member for one semester. We have used the design option trend service from the Perkins Grant. We were not able to restore the full-time Fashion Merchandising position that was vacated by retirement in May 2017. We acquired a fabric printer that was utilized in the classroom. We were able to purchase 12 women's dress forms and 10 Adobe Photoshop and Illustrator software workstations, 2 coverstitch machines and we purchased one digitizer. We increased the number of certificates and A.A. degrees awarded. The Full time Department Chair professor attended the Magic show in Las Vegas to inquire about the opportunities available for fashion internships for students many contacts were made.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

All instructors each assessed their courses by the SLO's.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

The goal of a full time tenure fashion instructor was short lived by her being here two semesters. All the other goals have provided the needed skills for our fashion students to be competitive in the fashion industry.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

Without the funds we could not have the quality of software and sewing equipment for our fashion program. Many students were served per semester in a number of classes to help make the student's marketable for entry level jobs. Since the full time tenure track instructor resigned May 2017 and an instructor was not replaced many adjuncts were hired to take her place. It has impacted the fashion student

access to a current fashion merchandise faculty member. Classrooms space is not being used to it's full potential.

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

We did not receive the lab assistants for none of the classes. With a lab assistant in the beginning sewing/construction/pattern and draping classes we could serve more students and improve success in finishing their work, samples and garments so they can move on to all the advanced classes and be successful. When adjuncts and the one full time tenure instructor work with combo classes and other students from the other classes come in and need help (because they missed class from being absent) these lab assistant are required.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

#1 SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	Three full time tenure track Fashion instructors
List College goal/objective the plan meets:	College Goal #1, #2, and #3 Goal #1 Objective #1-6, Goal #2 Objective #1-4, Goal #3 Objective#1-5
Describe the SAP: (Include persons responsible and timeframe.)	Three full-time Fashion instructors. One replacement for one tenure track full time fashion instructor Spring 2017 that left plus another one. We had one retirement of an adjunct faculty member. Currently we have 8-11 adjuncts without help in the program regular day to day operations. The sections offered increased from 59 to 63 between 2016-2017. Total sections taught by adjunct up by 36 and the percent is 70.40%. This is due to the fact that we have a lot of adjunct faculty now and does reflect the loss of a full time instructor. This stat impacts students who are part of our degree and certificate programs. With another full-time faculty instructor we could better serve these students. FTES is down 3.4% with two even better.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Additional full time faculty members would update and create new curriculum for the continuous changes in technology and increase the number of courses, degrees and certificates. Create a fashion industry internship program, fashion blogs, social media, high school college fairs and increased enrollment. Evaluate part time adjuncts, coordinate and market the fashion orientation plus our fashion style night/fashion show, administrative paperwork, equip the computer and sewing lab and counsel our fashion students. Additional new full time faculty member would strengthen and add partnerships with the fashion industry from Los Angeles to Orange Counties. Additional new full time faculty members would fill the open times in the classrooms now vacant and increase success and retention for our fashion students.
What specific aspects of this SAP can be accomplished without additional financial resources?	None

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	District	District
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

#3 SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	3 Sapporo SP711 Heated 500W Ironing Board Table 53"x16"x35"H, 200W Vacuum Motor, Garment and Iron Rest Trays, Hose and Cord Minder for Your Iron, 75Lbs.
List College goal/objective the plan meets:	College Goal #:1; Goal #2 Objective #2 and #3; #3 and #4
Describe the SAP: (Include persons responsible and timeframe.)	Department Chair is responsible for purchasing this equipment. Due to the continuous use of inexpensive older irons and ironing boards for all of our sewing classes and an inefficient budget our program requires 3 industrial iron board tables. We developed a new class FASH 255 F Advanced Clothing Construction: Industrial. The industrial iron boards bring an additional component to the skill set for our students. Currently we have three industrial irons with a gravity steam component without the proper installation to get water to make steam for the irons. We have 3 industrial irons but no professional industrial iron boards to put them on.e
What <i>Measurable Outcome</i> is anticipated for this SAP?	The measurable outcome is the students will successfully complete their projects and assignments with the help of professional pressing.
What specific aspects of this	We have inexpensive plastic irons and tables that barely last one

SAP can be accomplished without additional financial resources?	semester.
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If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment	\$3,792.00	District
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$3,792.00	

#4 SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 2	
Describe Strategic Action Plan: (formerly called short-term goal)	3 Bernina Sewing Machines 3 5 thread sergers(overlock) with 8 serger feet for each 50 Bernina bobbin cases
List College goal/objective the plan meets:	College Goal #:1; Goal #2 Objective #2 and #3; #3 and #4
Describe the SAP: (Include persons responsible and timeframe.)	Department coordinator is responsible for purchasing this equipment. Due to the continuous use of older machines for all of our sewing classes and an inefficient budget our program requires 4 Bernia sewing machines and 3 5 thread sergers with 8 feet for each. We developed a new class FASH 255 F Advanced Clothing Construction: Industrial. Currently we have 4 1980 Janome sewing machines and no 5 thread serger (overlock) sewing machines.
What <i>Measurable Outcome</i> is anticipated for this SAP?	The measurable outcome is the students will successfully complete their projects and assignments with the help of current equipment. A SLO has been developed to measure the successful use of these

	machines.	
What specific aspects of this SAP can be accomplished without additional financial resources?	none	
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment ----Sergers	\$3,552.52	District
Equipment----Sewing Machines	\$4,400.00	District
Computer Hardware		
Computer Software		
Training		
Other-bobbins cases	\$700.00	District
Total Requested Amount	\$8652.52	

#5 SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 6	
Describe Strategic Action Plan: (formerly called short-term goal)	One lab assistant for sewing and patternmaking
List College goal/objective the plan meets:	College Goal # 1 Objective #1, #2, #3 and #5
Describe the SAP: (Include persons responsible and timeframe.)	Department coordinator and sewing/pattern instructors are responsible for this lab assistant. With a lab assistant in the beginning sewing/construction/patternmaking/draping classes we could serve more students and improve success in finishing their work/patterns/samples and garments so they can move on to the advanced classes and be successful.
What <i>Measurable Outcome</i> is anticipated for this SAP?	The measurable outcome is the students new to sewing/patterns/draping will successfully master and complete their projects and assignments with a lab assistant. A SLO will be developed to measure the successful use of a lab assistant in their projects
What specific aspects of this SAP can be accomplished without additional financial	None

resources?		
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$9.00 per hour, 14 hours per week, \$126.00 a week for 7 sections @15 weeks	District
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$1,890.00	District

#6 SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	Purchase of industrial overedge machine Juki MO6812
List College goal/objective the plan meets:	College Goal #:1; Goal #2 Objective #2 and #3; #3 and #4
Describe the SAP: (Include persons responsible and timeframe.)	Provide students with access and training on equipment widely used in the fashion industry. Linda Lindemberger
What <i>Measurable Outcome</i> is anticipated for this SAP?	The measurable outcome is the students will successfully complete their projects and assignments with the help of current equipment. A SLO has been developed to measure the successful use of this machine.
What specific aspects of this SAP can be accomplished without additional financial resources?	None
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>	
Type of Resource	Requested Dollar Amount
Personnel	

Facilities		
Equipment	\$3,000.00	District funding
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$3,000.00	

#7 SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Describe Strategic Action Plan: (formerly called short-term goal)	Purchase of Planogram Software to be used in the Visual Merchandising classroom.	
List College goal/objective the plan meets:	College Goal #:1; Goal #2 Objective #2 and #3; #3 and #4	
Describe the SAP: (Include persons responsible and timeframe.)	Planogram Software to be purchased for use in the Fullerton College classroom for the Visual Merchandising class. Sherry Eversaul will be responsible	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Students will complete a retail planogram for clothing and accessories which will include templates of shelving as well as the placement of fixturing on a floor plan. Students will need to calculate the amount of product that is used and the exact placement of such product.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Currently, this assignment is completed with paper templates and colored pencils and a calculator.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software	\$4,552.20	District
Training – 6 hours	\$600	District
3 yr. Maintenance renewal	included	District

Other		
Total Requested Amount	\$ 5152.20(4 years total)	

7.0 Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

Increase the number of certificates and A.A. degrees awarded, create a fashion internship program for fashion students by a new full-time faculty member, Purchase an ongoing trend service each year for student research, Purchase new computers to replace out dated computers, 2 full time tenure track fashion instructors, purchase additional sewing equipment to replace the old equipment, increase the enrollment and create a global certificate program within other divisions within NOCCCD.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

The Fashion program wants to promote student success by providing a well-rounded foundation for a broad range of employment opportunities in the fashion industry.

Two new full time faculty members would fill the open times in the classrooms now vacant along with all the goals below.

The Fashion program wants to strengthen connections with the fashion industry from Los Angeles to Orange counties.

For the continuous changes in digital technology and creating a fashion internship program will fill the open times and seats in the classroom. The growth of the Fashion Program is essential for the success of our fashion students.

With the continuous changes in computer programs and digital technology in the apparel fashion industry fill the classes related to digital technology every semester.

Students will create and construct precise and accurate patterns, draping and clothing/fashion by continue replacing any 1970's equipment.

Lab assistants to help the students in the classroom when the adjuncts and full time instructors have combo classes and students from other classes are in the class room because of absences working on their work who need individualized attention from the instructor already teaching another subject.

In your program review you want to explain what is happening with your program and what influences are taking place. Also if you are proposing new curriculum, equipment, and more it is good to explain how your plans to improve will impact positively on the students.

To keep the program competitive, in the social media, in the spotlight, involved in the community, involved with internships, out in the public high schools, teaching in the high schools with dual enrollment, involved with fashion club on campus, dynamic and current, while maintaining the increased administrative paper work 3 new full time tenure track instructors and lab assistants need to be hired. The measurable outcome is the students will successfully complete their projects and assignments with the help of current equipment.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the internet, please provide a sample of the publication with your program review self-study.

For	Publication	Date last reviewed	Is the information accurate?	URL of publication
	Data Mart	10-2017		
	LMI	10-2017		
	Tableau	10-2017		

publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Division Deans' or appropriate Immediate Management Supervisor (IMS)
Response Page

☐

I concur with the findings

☐

*I concur with the findings
contained in this
Program Review with the
following exceptions
(include a narrative*

☐

*I do not concur with the
findings contained in this
Program Review (include
a narrative exception):*

