



# Fullerton College Program Review and Planning Self-Study for Instructional Programs Fall 2021

### Statement of collaboration

The program faculty members 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 comprehensive self-study.

### Participants in the self-study

Professor Young-Program Department Coordinator  
Rachel Nevarez-Fashion Instructor

### 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 and Planning Committee.

Renee Young

Printed name of principal author  
Rachel Nevarez

Signature

Date

Renee Young

Printed name of department coordinator

Signature

Date

Kenneth Starkman

Printed name of Dean

Signature

11-29-2021

Date

## 1.0 Executive Summary

The fashion department will continue to build and maintain a welcoming and inclusive environment through messaging, verbal and written communication, policies, content, and leadership. Many of our recent advisory meetings have included strategies for creating more inclusive content, visuals, discussions, and curriculum plans. Full-time and part time faculty share strategies through email and resources for all instructors to access and use. Sharing ideas and success stories among faculty demonstrates a unified voice that promotes guiding principles for managing diversity. The goal is to not only recruit and maintain a diverse student body, but also to close the gaps in course and success rates. Next step is steer students to the Business of Fashion for all. Expanding our classroom space with another classroom is a key element in 2022/2026.

## 2.0 Mission

### Mission

Responsibility to self as a learner. Understanding that one's student role is unique in its emphasis on learning.

### Vision

Display understanding, commitment and adherence to the values and ethics of the fashion industry work profession in the time of Covid.

### Core Values

We support the development of a sensitivity to the cultural values, attitudes of individuals and groups. We value an openness to learning. We promote the evaluation of one's own professional growth and development through assessment of practice behaviors and skills.

### College Goals

The Fashion program needs to promote student success during this time; as the fashion industry is changing because of Covid, online/hybrid instruction and other automation.

## 3.0 Students

### 3.1 Enrollment demographics

1. Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.

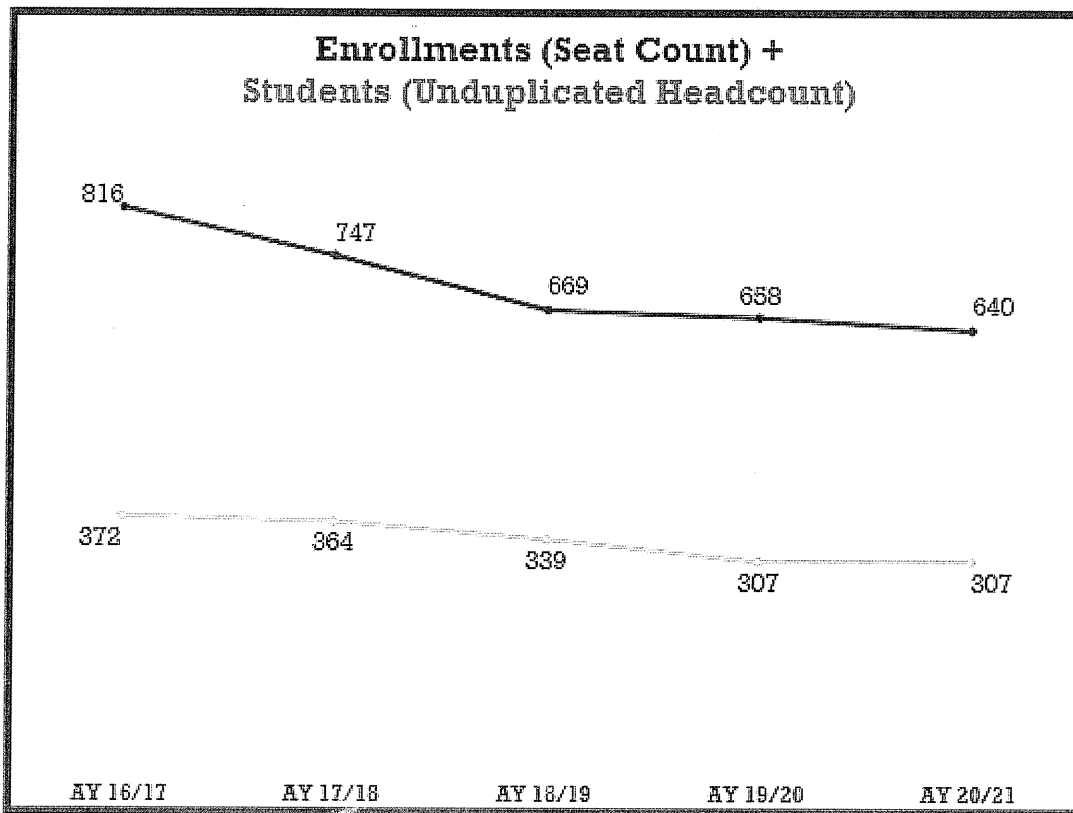
The following enrollment trends were made:

- 21.6% decrease in enrollment across 5 years
- 17.5% decrease in head count across 5 years

- The fashion department maintained their headcount during the COVID-19 pandemic while enrollment slightly decreased.
  - The decrease may be due to the number of sections offered from 59 in 19/20 to 49 in 20/21.

Additional data to highlight:

- A large number of courses offered online during the 20/21 COVID pandemic year saw a 25-250% increase in enrollment (50, 88, 107, 150, 183, 190, 220, 250, 284). Several of which are introductory courses with no pre-requisites but serve as pre-requisites for future classes (50, 107, 150, 220, 284).
- Fashion courses that require computer programs only accessible through our department increased 100-550% across 5-years (88, 110, 188). New computers + driving technology and the need for computer skills in the fashion industry.
- Some courses with 100% decrease in enrollment are either not required for a degree or certificate or have a large number of pre-requisites ranging from 3-4.



2. Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.

The following has been observed based on the provided data:

- 61% indicate degree transfer as their main objective compared to 71% in other programs

- 62% have declared fashion as their major (though I find this misleading if it is based on seat counts)
  - Our students tend to be older, falling more-so in the 25+ range compared to other programs
  - A higher percentage of fashion students take multiple courses in fashion compared to other programs
  - A higher percentage of fashion students attempt 24+ units a year compared to other programs
  - We serve a higher percentage of college grads and those who identify as LCBT compared to other programs
  - Our enrollments by race are similar to all other programs, we serve 59.2% Latinx students.
  - 73.1% of our students are female
3. Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.

The following has been observed based on the provided data:

- It should be first noted that prior to the pandemic, no fashion courses were offered in an online format.
  - FASH 101 Begin Sew is offered at the most sections, the most frequently. It attracts a variety of students whose goals range from learning a new skill to earning a certificate/degree. All 2-3 sections are offered at a variety of days and times per semester.
  - FASH 150 Intro to Fashion is required for 9 certificates and degrees which explains why it is our second most enrolled course. It is offered at a variety of days and times per semester. This data does not reflect the recent online offerings we started.
  - FASH 107 Fashion Analysis, FASH 206 Textiles, and FASH 050 Careers are the next 3-5 most enrolled courses. Each are a requirement for degrees or certificates as well as pre-requisites for higher level courses. Textiles and Careers have been offered in the evening and this data does not reflect the recent online offerings.
  - FASH 284 Fashion Design have a high enrollment because most of our fashion students to date are studying Fashion Design degrees and certificates.
  - In general, the fashion department has done a great job of offering certificate and degree required courses in a consistent manor to help students achieve their goals in the shortest amount of time as seen. We have combo classes to assist our students in finishing their degrees and certificates.
4. Please describe how course offerings match students' preparation and goals.

The following has been observed and calculated based on the provided data in combination with the faculty's knowledge or course requirements for degrees/certificates:

- The fashion department feels there is a satisfactory correlation between the number of certificates/degrees a course satisfies and how many times a course has been offered in the last 5 years.

- Example: FASH 150 is a requirement for 9 certificates or degrees and has been offered 12x in the last 5 years while FASH 190 is a requirement for 2 certificates or degrees and has been offered 5x in the last 5 years.
  - 3.1.2 suggests that 61% of our students want to transfer, 7% want a certificate, 15% want career development totaling 83% for preparation and goals. That said the fashion department has offered every course which satisfies a degree or certificate at least once in the last 5 years.
    - Courses that satisfy 5 or more certificates/degrees were offered on average 8.5x in the last 5 years
    - Courses that satisfy 4 or less certificates/degrees were offered on average 4.75x in the last 5 years
  - Consistently offering required course and combo classes allows students to complete their goals
5. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

The following has been observed and calculated based on the provided data in combination with the faculty's knowledge of course requirements for degrees/certificates:

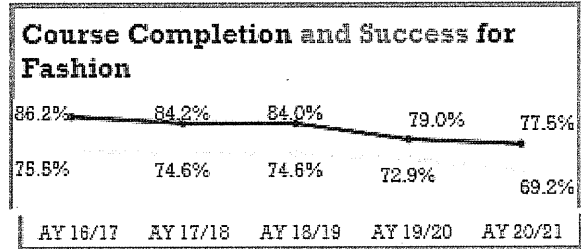
- Average sections and average enrollment are very similar from Fall to Spring
- In addition, the fashion department is very careful to offering pre-requisites and subsequent classes back-to-back. For example, FASH 220 Retail & Fashion Buying is offered in the Fall while subsequent class FASH 221 Adv Retail & Fashion Buying is offered in the Spring.
  - This is consistent for each academic school year in order to meet student demand and help students reach academic goals.
  - This is consistent with the Fashion department's pathways.
- The fashion department offers what we call "combo classes" meaning two courses are offered simultaneously to both accommodate low enrolled courses and maintain offerings of sections that students need to obtain degrees or certificates
  - For example, FASH 88 Fashion CAD and FASH 288 Advanced Fashion CAD, FASH 109 Flat Pattern 1 and FASH 211 Advanced Draping and FASH 975 Collections and FASH 285 Advanced Fashion Design will be offered the same day and time. The lecture/lab setup allows the instructor to lecture one class while the other is in lab and then switch. This also allows for all course required to complete awards be consistently offered to students.
  - Instructors are only paid for one section, but without combo classes, we would not be able to consistently offer required courses.
  - The goal, of course, is to increase enrollment so sections may be offered individually

### **3.2 Student Achievement and Equity (and student demographic profile)?**

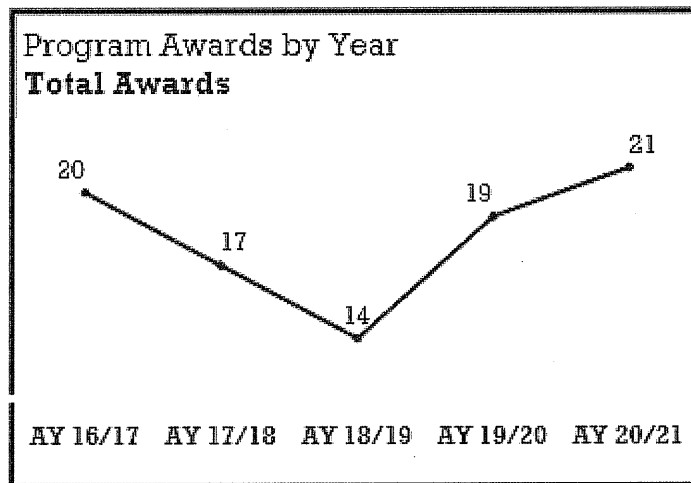
The following has been observed based on the provided data:

- **Course completion** has been slightly decreasing with a dip in 19/20 due to the COVID-19 pandemic
  - Course completion is on par with other programs
- **Student success** rate has been fairly consistent with a slight dip in 19/20 & 20/21 due to COVID-19 pandemic.
  - Course success was slightly above other programs up until 20/21 when it matched the success rate of other programs

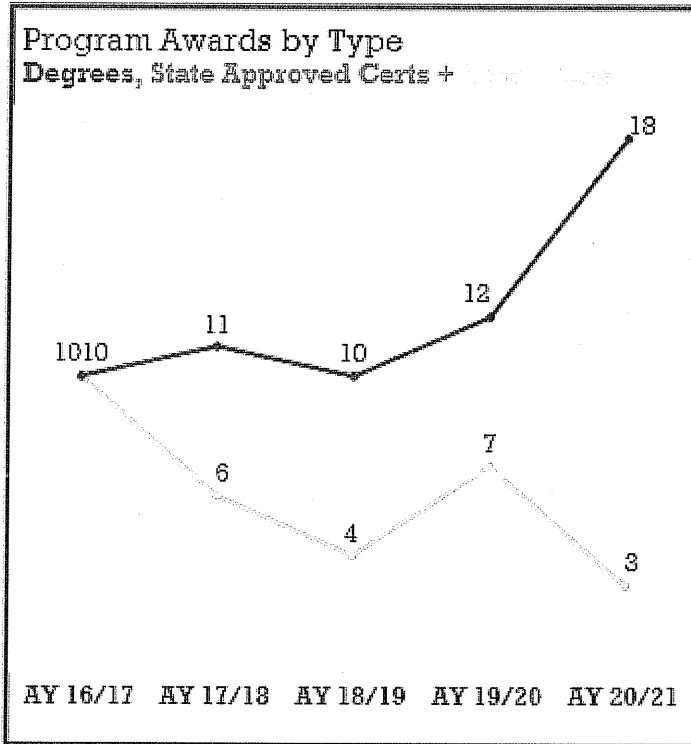
	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
Course Completion	86.2%	84.2%	84.0%	79.0%	77.5%
Course Success	75.5%	74.6%	74.6%	72.9%	69.2%



- **Total Awards** took a dip in 18/19 and then increased in 20/21 for a total of 91 awards in the last 5 years – fashion faculty found many students returned to school during the pandemic to finish degrees and certificates, this could explain the uptick in awards in 19/20 and 20/21



- **Degrees** have steadily increased over the past 5 years for a total of 61 AA degrees with the following breakdown:
  - 58 unique degrees, an average of 11 degrees per year
  - AA Fashion Merchandising followed by AA Fashion Design are most popular
- **Certificates** steadily decreased over the past 5 years for a total of 30 certificates awarded with the following breakdown:
  - 25 unique certificates, an average of 5 certificates per year
  - Cert. Fashion Design followed by Cert. Fashion Merchandising are most popular



- **Transfers** increased greatly in 2017 and then remained consistent
    - 55% transferred to a 4-year college with a fashion bachelor's program though it is unknown if students declared their major as fashion after transferring.
    - It should also be noted that there are few state schools in the country do offer bachelor degree programs in fashion and merchandising. Most Universities who offer fashion are found surrounding in the major cities. Most students seeking education in fashion can immediately enter the field without a 4-year degree. The OIE data does not compare fashion transfers to those of other programs, but these are all explanations for a lower transfer rate compared to other programs.
  - **Job Placement** data is only available for 2014, 2015, and 2017 where on average 67.3% of students reported that they are working in a job very closely or closely related to their field of study.
  - **Earnings** data for 2016-2018 suggests students earned on average 49% more when exiting community college or an average of \$25,455
1. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

The following has been observed based on the provided data:

- **Course completion** by race shows a gap of -19 under "two or more". This category makes up 4% of our total enrollment. It is unclear why this particular group has a gap while all others remain consistent.

Two or More	143	69.9%	-19
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- **By Gender** suggests males have a slightly less completion rate with a gap of -82 than females and make up only 23.2% of our enrollments.

**by Gender**

	Enrollments	Course Co..	Gap
Different Id..	90	84.4%	
Female	2,620	83.1%	
Male	820	80.1%	-26

- **By LGBT** suggests that those who do not identify as LGBT have a less completion rate with a gap of -107 than those who do.

**by LGBT**

	Enrollments	Course Completion	Gap
Not LGBT	3,186	82.1%	-107
LGBT	344	85.5%	

- **By Military** suggests that those who are non-military have a less completion rate with a gap of -192 than those who do.

**by Military Status**

	Enrollments	Course Completion	Gap
Not Military	3,497	82.4%	-192
Military	33	87.9%	

- **Course success** by race shows Latinx (who makes up 54.3% of our enrollment over the past 5 years) has a small gap of -82. Two or More make up the next gap at -17.

Latinx	1,916	71.6%	-82
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Two or More	143	62.2%	-17
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- **By Gender** suggests males have a less success rate than females with a gap of -56 and make up only 23.2% of our enrollments.

**by Gender**

	Enrollments	Course Suc..	Gap
Female	2,620	75.1%	
Male	820	68.3%	-56
Different Id..	90	74.4%	

- **By LGBT** suggests that those who do not identify as LGBT have less of a success rate than those who do with a gap of -206.



**by LGBT**

	Enrollments	Course Success	Gap
Not LGBT	3,186	78.9%	-208
LGBT	344	79.4%	

- **By Low Income** suggests that low-income students have less of a rate than not low-income students with a gap of -158.

**by Low Income**

	Enrollments	Course Success	Gap
Not Low Income	660	78.0%	
Low Income	2,880	72.8%	-158

2. Does the department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.

During our annual program meetings the whole fashion department faculty discuss PSLO'S and CSLO'S. Other strategies that we shared were introducing our new equipment that was purchased through VTEA and other grants. New policies were written in 2020 for online, hybrid, zoom, and in-person socially distanced courses. At that time, we also updated existing policies in hopes to increase student success. We have extra credit policies and have discussed the problems of students working in groups. We have department polices and a syllabus agreement.

3. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?

The fashion department will continue to build and maintain a welcoming and inclusive environment through messaging, verbal and written communication, policies, content, and leadership. For example, writing a diversity statement all fashion instructors can include in their syllabus to reminder students we are working towards equity, access, and diversity within our program. In addition, many of our recent advisory meetings have included strategies for creating more inclusive content, visuals, discussions, and curriculum plans. Most part-time faculty attends these flex day sessions. Full-time and part time faculty share strategies through email and resources for all instructors to access and use. Sharing ideas and success stories among faculty demonstrates a unified voice that promotes guiding principles for managing diversity. The goal is to not only recruit and maintain a diverse student body, but also to close the gaps in course and success rates.

In addition to the above statement, I believe further analysis will need to be conducted in order to determine why males, non-LGBT, non-military, and low-income have lower success rates. The fashion

department is open to ideas for gathering and analyzing additional data that may help identify the whys of the gaps for these particular groups of students.

### 3.3 Student Achievement and Pathways

1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)

The bottleneck Analysis gives us the most insight to areas of improvement within our program. The following has been observed based on the provided data:

- Three of our gateway courses appear in the bottleneck analysis.
    - Gateway course FASH 284 Fashion Design has the lowest success rate at 51.9%, third highest # of withdraws, and the highest % of withdraws.
    - Gateway course FASH 101 has a 63% success rate and the highest # of withdraws.
    - Gateway course FASH 150 has the second highest number of withdraws.
  - Additional data would need to be gathered and analyzed to determine if and how this affected student's pathways. Questions to consider:
    - Did these students retake the courses?
    - Did these students complete degrees or certificates or did they not complete the program?
    - Did this affect our rates of success and course completion
    - This could affect the time it takes for the student to move through our program
    - Properly mapping our programs will eliminate this concern
2. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.

In the fashion department we have 4 transfer degrees. Most of our students do transfer to a 4 years schools.

3. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?

Full time faculty Professor Young worked alongside Olivia Barajas to map out most AA and certificates pathways. The Fashion Design AA degree and Fashion Merchandising AA are most popular degrees and listed within the college's top 50 programs.

The fashion Department Coordinator Professor Young has a few certificates and degrees left to map out. Full time faculty Rachel Nevarez has met with Jeanne Costello and Kim Vandervort to learn more about mapping and pathways:

Mapped GE and CSU	Not Mapped
Fashion Design AA Fashion Design Certificate Fashion Merchandising AA Fashion Merchandising Certificate Fashion Skills Certificate	Advanced Fashion Design Certificate Fashion Illustration Certificate Fashion Journalism AA Fashion: Dress Making/Alteration Certificate Fashion: Image Consultant Certificate

4. Does the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.

The following has been observed based on the provided data:

- Fashion has a total of 4 AA degrees and 9 certificates.
  - We awarded 61 degrees, double the number of certificates (30) in the past 5 years.
- Fashion does not offer ADT degrees.
- Certificates range from 18-29 units, 30-59 units, and 60+ units.

### 3.4 Faculty

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or “adjunct” faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)
2. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.

We have two full time faculty and 5 adjunct part time faculty. During Covid we had many teachers not wanting to teach in person. We are now on the road to have more in person courses. We had one retirement in 2019 and one coming in 2021. We are requesting 1 new time full track tenure fashion faculty for the coming 2022/2023 school year. The Fashion program needs to strengthen connections with the business of the fashion industry. A new fashion business instructor that can bring our program into this next phase of our fashion industry in needed right now.

Data for the Covid Year 2019:

1.93 FTEF (full time faculty). Your department had .25 overload.

1.6 FTEF (adjunct load).

20 sections.

5 total instructors.

7 sections taught by adjunct instructors.

Average class size was 11.

2 certificates issued.

18 degrees issued.

### **3.5 Covid-19**

The Fashion program needs to promote student success during this time; as the fashion industry is changing because of Covid and other automation. The use of online courses and equipment to be able to meet these needs.

### **3.6 What has not been asked?**

We have been successful because of bringing in state of the art equipment brought into our fashion department.

### **4.0 Outcomes**

#### **4.1**

PSLO revisions:

At our program meeting we worked on PSLO Outcomes

Textile and Clothing AA, Fashion Merchandising AA, Fashion Design AA, Fashion Certificate and the Fashion Merchandising Certificate. Professor Young is working on finishing the rest of the Certificates by the deadline given. We used the newest Blooms Taxonomy List.

#### **4.2**

We assess PSLO Student work in our 3 hour labs, Exams, Oral Presentations, Garments with evaluations, Portfolio on and off the computer, Feedback orally and the use of hard copies of rubrics, role play, and produce creative designs.

Yes student have been included in the assessment process.

We use high order problem and critical thinking

#### **4.3**

Since the last self study we have assessed our CLSO'S ON Ellumen for each class. We update after each semester. See chart in the Appendix.

#### **4.4 SLO Equity Analysis**

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?
2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their

success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course might not or might actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missing final exams, poor performance on high-stakes assignments.]

## **5.0 Other Areas of Program Effectiveness**

### **5.1 Your Department and General Education**

The fashion department does not offer any general education courses. The next four questions do not apply to our department.

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.
2. What role does your department play in helping students complete the GE pathway?
3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?
4. Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.

### **5.2 Outside Influences on Your Department**

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

Fashion labor laws and regulations do not impact our program but we do invest time in educating our students on the various requirements in the fashion industry. One example is many students have taken an interest in sustainability and environmentally friendly practices. Since there are no major regulations impacting the fashion industry regarding sustainability, it does not warrant creating a new course or award. Fashion Design and Introduction to the Fashion Industry courses are supporting the content can be added to supplement students learning and interests.

The fashion department hosts an advisory meeting annually where we meet with professionals in the industry to discuss changes, trends, strategies, curriculum, awards, recruitment, policies, and other influences that can improve and guide our program. The advisory meetings have been an important contribution to the guidance and direction of our program.

Working with California Fashion Association has given our program an advantage to address the issues of concern. Manufacturers, suppliers, educational institutions, allied associations, and all apparel-related businesses benefit.

**CFA** is a non-profit organization established to provide information for business expansion and growth, providing members with vital updates on new regulations and their professional implications.

2. Make sure you are including all degree and certificate programs, including the College's GE program.

GE course are included in fashion's AA degrees. The fashion department does not offer any courses which contribute to the college's GE program. We have a multicultural course FASH 244 Ethnic Costume.

3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.

The fashion department does not have prerequisites or corequisites offered by other departments but we do have courses in other departments/divisions that are needed to complete certificates and degrees. Courses in the art, business, psychology, and journalism departments are required to complete fashion awards. The fashion department remains in communication with these departments to continue to offer the most updated information. For example, recently psychology discontinued a course needed for one of our certificates. The psychology and curriculum department communicated with fashion and we were able to quickly find a suitable replacement that benefited the student's pathway to completion.

4. If AB 705 applies to the program then how are you meeting its mandates?

This requirement does apply to courses in the fashion department.

### **5.3 Your Program's Active and Applied Learning and High-Impact Practices**

Our students have had the opportunities to travel to other countries, duties related to digital and face to face fashion shows, create in the classroom patterns and then garments for fashion shows, fashion internships in showrooms and manufacturing companies, fashion club(virtual and face to face, create on computers fashion cad, design a fashion collection, create garments for their collections, projects in the classroom for fashion stylist(wall and table), meeting with a panel of industry specialists individually, scanning their own bodies and others for measurements, digital on the digitizer patterns, create patterns on Opitext and Pad System computer programs and photo shoots.

The barriers that are hindering our fashion program is we need another classroom in the 700 building on the second floor! We need a separate classroom to have our all equipment and computers stored rather than in cabinets or on the window sills!

### **6.0 Planning**

#### **6.1**

Since the last self-study we have received one rolled up digitizer. We have not received another classroom, professional photographer, Meeting Owl PRO System, 16 updated computers and CAD Drafting tables/desks, Adobe Illustrator and Photoshop Program, and another full time fashion instructor.

This lack of funds/not received SAP's has impacted our program. Our fashion students have never had our own computer classroom with our equipment out and ready to go.

## **6.2 SAP**

The Fashion program needs to promote student success during this time; as the fashion industry is changing because of Covid and other automation. The main focus will be in product development and the manufacturing field. We need to meet the goals of understanding how social media works for commerce, connect clothing to apps, e-textiles, what 5G and sustainability will mean for apparel production, AIMS360 apparel computer software is the top fashion ERP software for apparel business management. This program is used for production, orders, inventory software, accounting, and omni-channel. The new skills of AI (artificial Intelligence) data to what sells well and what does not, enabled machines/sew robots, software that detect faults in fabrics, and 3D; the time is now to teach our students. As more and more products become completely virtual—from chatbots to 3D projections to immersive environments—we'll look to a new generation of virtual interaction designers which influences decision making.

The fashion department needs other courses and certificates relate to these and the business of the fashion industry. The area of increasing interest of the intelligent mixing and sewing of new fabrics (for comfort) and plastics and metals (for structure and function) would have significant benefits for health care and sports products. The Fashion program needs to strengthen connections with the business of the fashion industry. A new fashion business instructor that can bring our program into this next phase of our fashion industry in needed right now.

Right now all of our computers are along the perimeter walls/sills of the 733 classroom. The fashion program requires a separate fashion computer lab classroom on the 2nd floor of the 700 building. This computer lab will be dedicated to educating students on CAD, adobe photo shop, illustrator and in design, e-commerce, fashion marketing, grading, Digitizer, Plotter, Printer, Optitex, and possibly other production related computer programs. We need to update our 16 computers workstations with convertible desks.

Some of our fashion courses have gone to online/hybrid remote learning. We are need of a photographer (professional expert) to video tape our lectures so we can upload online on canvas. A Fashion Business instructor who brings us to the next phase of the fashion industry as described above. We need equipment to teach our fashion students remotely and or in the classroom. The Meeting Owl PRO System where home students and in-person students the ability to see the same info in real time from the classroom.

We are in need of a panel of professional experts/panel (Influencers, Markers and Sustainability).

**See attached SAP Forms.**

## **7.0 Executive Summary**

The fashion department will continue to build and maintain a welcoming and inclusive environment through messaging, verbal and written communication, policies, content, and

leadership. Many of our recent advisory meetings have included strategies for creating more inclusive content, visuals, discussions, and curriculum plans. Full-time and part time faculty share strategies through email and resources for all instructors to access and use. Sharing ideas and success stories among faculty demonstrates a unified voice that promotes guiding principles for managing diversity. The goal is to not only recruit and maintain a diverse student body, but also to close the gaps in course and success rates. Next step is steer students to the Business of Fashion for all. Expanding our classroom space with another classroom is a key element in 2022/2026.

## **8.0 Publication Review**

[Fashion at Fullerton Instagram](#)

[Fashion at Fullerton Facebook](#)

[Fashion at Fullerton Blog](#)

[Fashion at Fullerton Website](#)

[Fashion at Fullerton Student Work](#)

[CTE Instagram](#) (featuring all CTE departments including Fashion)

[CTE website](#) (featuring all CTE departments including Fashion)

1. If you find an inaccurate publication, please explain how you will make corrections.

As with any inaccurate publications, necessary adjustments must be made including accurate information, statements about the miscommunication, apologies and credit when necessary, and a process for approving publications prior to sharing so miscommunication is prevented in the future.

2. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?

Currently, the Fashion at Fullerton social media is used to highlight student work and success as well as promote the program. Additionally, students have used the social media accounts, specifically Instagram, as projects and assessments to course work. For example, every Spring we host a fashion event. Design and sewing students design garments and the fashion marketing and fashion promotion class utilize social media to promote the events. Social media posts become real-world scenario projects and assessments are made on a student's completion of the project. The program would benefit with a discussion to define the goals and audience of our social media as well as best practices. Part of this reflection would include reviewing the district's social media guidelines and aligning our mission, vision, and social media presence alongside the college's guidelines and our program's goals. The students, the Department Chair and Full time and adjuncts instructors have been in charge of the posts.

3. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?



As mentioned in 8.3, our main focus should be defining the goals, audience, and purpose of our social media accounts. The feedback has been positive. As a program we can identify our purpose and using social media consistently to achieve our goals will give us a better understanding of the response.

#### **Format notes**

**Cover Page: standardize for each self-study, with signatures**

**Executive Summary: on a separate page, all by itself, for ease of processing.**

#### **Main body of the report**

##### **Appendix A: Key Performance Indicator (KPI) data**

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

##### **Appendix B: SLO data**

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

##### **Appendix C: Other data**

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.



**Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) #\_1\_, department (or program) name: Fashion Program**

Describe Strategic Action Plan.	Full-Time Fashion Industry Business Instructor
List College goal/objective the plan meets.	The Fashion program needs to promote student success during this time; as the fashion industry is changing because of Covid, online/hybrid instruction and other automation.
Describe the SAP. Include persons responsible and timeframe.	Full-Time Fashion Industry Business Instructor Department Coordinator
What Measurable Outcome do you anticipate for this SAP?	To strength the Fashion Program related to Business of Fashion and working with the fashion community.
What specific aspects of this SAP can you accomplish 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	\$56 K	District
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other		
<b>TOTAL requested amount</b>	\$56 K	



**Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) #\_2\_, department (or program) name: Fashion Program**

Describe Strategic Action Plan.	Classroom 700 building 2 <sup>nd</sup> floor for and Equipment
List College goal/objective the plan meets.	The Fashion program needs to promote student success during this time; as the fashion industry is changing because of in person computer and equipment instruction and other automation.
Describe the SAP. Include persons responsible and timeframe.	Fashion Program Department Coordinator/Full time instructor
What Measurable Outcome do you anticipate for this SAP?	To strength the Fashion Program
What specific aspects of this SAP can you accomplish 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		
Facilities	One Classroom with internet access	College District
Equipment	Internet Access	District
Supplies		
16 computers with plug in mouses	\$70,000.00	District
Computer Software 16 Cloud Adobe Illustrator, Photoshop and In Design	\$10,000.00	District
Training		

16 Computer Tables CAD Drafting Desks	\$30,000.00	District
<b>TOTAL requested amount</b>	<b>\$110,000.00</b>	

**Program Review Comprehensive Self-Study**

**Strategic Action Plans Template**

*Please fill out this table for each of your Strategic Action Plans.*

**Strategic Action Plan (SAP) #\_3\_, department (or program) name: Fashion Program**

Describe Strategic Action Plan.	Meeting Owl PRO System
List College goal/objective the plan meets.	The Fashion program needs to promote student success during this time; as the fashion industry is changing because of Covid, online/hybrid instruction and other automation.
Describe the SAP. Include persons responsible and timeframe.	Meeting Owl PRO System Department Coordinator and Full time instructor
What Measurable Outcome do you anticipate for this SAP?	Online/hybrid instruction and other automation.
What specific aspects of this SAP can you accomplish 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		
Facilities		
Equipment Meeting Owl PRO System -	\$1,000	Program review
Supplies		
Computer hardware		
Computer software		
Training		
Other		
<b>TOTAL requested amount</b>	\$1,000	

