**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

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| **Discipline: Fashion** | **09/11/12** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
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|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |  |
|  |  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** | |
| **Enrollment at Census** | | 589 | 696 | 661 | 751 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 90.48% | 107.08% | 94.56% | 87.73% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 1,994 | 2,349 | 2,189 | 2,199 | Weekly Student Contact Hours | |
| **FTES** | | 66.46 | 78.30 | 72.98 | 73.31 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 5.06 | 5.28 | 5.48 | 5.60 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 394 | 445 | 399 | 393 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 1.60 | 1.60 | 2.00 | 2.00 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 3.02 | 3.25 | 3.05 | 3.17 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | 0.43 | 0.43 | 0.43 | 0.43 | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 3.46 | 3.68 | 3.48 | 3.60 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 68.35% | 69.71% | 63.52% | 64.25% | Percent of Total FTEF Taught By Part-Time Faculty | |
| Student Achievement: **Non Distance Education Courses** | | | |  |  | Those NOT taught via Distance Ed (see below) methods of instruction | |
| **● Retention Rate** | | 94.76% | 95.19% | 96.47% | 94.58% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 72.86% | 79.04% | 82.57% | 80.36% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| Student Achievement: **Distance Education Courses** | | | |  |  | Those taught via Internet, TV or non line-of-sight interactive methods | |
| **● Retention Rate** | | 75.44% | 89.80% | 81.58% | 93.02% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 54.39% | 65.31% | 59.21% | 74.42% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| **Degrees Awarded** | | 7 | 2 | 8 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) | |
| **Certificates Awarded:** | | 8 | 7 | 5 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- Under 18 Units** | | 2 | 2 | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |
| **- 18 or More Units** | | 6 | 5 | 5 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) | |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **Enrollment in Fashion shows an increase over all previous years despite the fact that we are not offering any new sections over previous years, and have cancelled some sections over last year.** |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.B.1 Summarize Course SLO assessment results beginning on the next line.**  **Course Outcome:Understanding the cultural, psychological, sociological, and economic aspects of clothing as they relate to the individual; use the elements and principals of design to select a wardrobe by applying this information to self and others.**  **The FASH 105 course was chosen because it had the assesment embedded in the final exam. A committee of faculty reviewed and evaluated the final projects and portfolios of each student. The intent of the final project was to have students use the skills and theroies learned in class to complete a makeover on a resident of the Serenity House, a residential substance abuse treatment facility for women. These women were successful completers of the program and getting ready to reenter the workforce. Results showed that 98% of the students were able to transition from theroy to real world application and apply wardrobe selection and the design principles to others. In addition, this project boosted the self-esteem and confidents of the Serenity House participants.**  **I.B.2 Summarize Program SLO assessment results beginning on the next line.**  **Program Outcome: Upon successful completion of this program, students will be prepared to be employed immediately in the fashion industry. Careers might include assistant buyers, department managers, visual merchandisers, fashion stylists, promotions coordinator, or small store owner. Or upon successful completion of this program, students will be prepared to transfer to a 4 year college/university fashion program to continue their studies.**  **Program assessment for Fashion Merchandising evaluates successful completion of the program, industry employability and or transfer to a 4 year college/university. For spring 2012, 90% of the graduates of the program had positions waiting for them in the industry. The remaining 10% were continuing their education in the states or aboard.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.**  **Based on positive results of the FASH 105 project makeover, the fashion faculty believes it would be beneficial to students and the community to continue outside industry partnership. Feedback from administrator at Serenity House has advised us to include additional soft-skills in our program for students interacting with their clients. In addition, the program will be looking for storage space to contain clothing for the makeover process.**  **I.C.2 And, please reflect upon the Program SLO findings in Box B beginning on the next line.**  **As we reflect on our our Fashion Program SLO we realize the high demand for Fashion Merchandising and Fashion Design careers. The industry is multifaceted which allows our students with the right education to be very employable. The department recognizes the importance of industry contacts and networking with these professional. With this in mind we feel it is important to maintain these partnerships in order for the doors to be open for students in the area of employment, internships, and professional support. This will be done through professional groups, Fashion forcasting websites, and field study tours.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **Our industry is a driving force raising billions of dollars for our national economy. Fashion employment is closely tied to world wide communication technology, throughout the fashion industry in all sectors of related employment. Addressing globalization is paramount to preparing students for the workforce in our industry. We are staying current by networking with our peers and organizing with colleagues at the Fashion Symposium each year in Los Angeles.**  **We will continue to address the technology curriculum as changes occur in California and the nation as a whole. For instance, it is difficult for a fashion student to gain employment paying acceptable living wages if they are not at least comfortable with Photoshop and Illustrator, whether they are in manufacturing, design, retailing or especially marketing and promotion. We offer that class. Also, the ability to do detailed and technical specification pacs for design, information which is sent electronically to manufacturers worldwide, points to the significance of skills to reinforce technological communication in design. We are now offering the training and skill development in that area.**  **Occupational Projections of Employment**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Fashion Design:**  **Area Estimated Year-Projected Year Employment Employment Change Annual Avg**  **Estimated Projected Number Percent**  **California 2010 - 2020 6,400 7,300 900 14.1**  **Industries Employing This Occupation: Fashion Designers**  **Cut and Sew Apparel Manufacturing 702 21.2%**  **Apparel/Piece Goods Merchant Wholesalers 3,649 19.5%**  **Specialized Design Services 12,353 7.4%**  **Management of Companies and Enterprises 1,259 7.0%**  **Motion Picture and Video Industries 7,670 3.3%**  **Performing Arts Companies 3,117 2.2%**  **Electronic Shopping & Mail-Order Houses 1,229 1.6%**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Fashion Merchandising:**  **Occupational Projections of Employment: Fashion Merchandising Areas**  **Area Estimated Year-Projected Year Employment Employment Change Annual Avg Openings**  **Estimated Projected Number Percent**  **California 2010 - 2020 129,400 158,200 28,800 22.3 5,920**  **Occupational Projections of Employment: Buying and Management:**  **Area Estimated Year-Projected Year Employment Employment Change Annual Avg Openings**  **Estimated Projected Number Percent**  **California 2010 - 2020 15,900 18,600 2,700 17.0 680**  **\_\_\_\_\_\_\_\_\_**  **Marketing:**  **Low(25th percentile) High (75th percentile)**  **$98,184 $145,000** |

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| **STEP II. PLANNING**  **Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **Curriculum programs: Our Fashion Program is significantly affected by decisions to decrease total degree units in area of concentration required for graduation. We are restructuring both Fashion Merchandising and Fashion Design degree programs to reflect new California State mandates. Course names will be updated to better reflect program standards, to guide students toward better choices during registration, to aid counselors during student advisement, and to make transitions easier for transfer students.**  **Certificates and degrees: Fashion Design will be downsizing it's units from 46 to 30. This addresses State mandates to promote program completion in less time to and will hopefully encourage graduation.**  **Fashion Merchandising has developed and implemented three new certificate/AA Degrees: Fashion Merchandising, Fashion Buying and Management, and Visual Merchandising.**  **Fashion Design is developing 5 new certificates: Sewing Entrepreneur, Lifestyle Activewear, LUXury Wear, Costume, Digital Technology. We will adjust prerequisites and co-requisites for design. A general education course in multicultural studies will add a pre-requisite of English 50.**  **articulation updates: One of our fashion instructors has completed a sabbatical project (Sp. 2012) that focussed on articulation for transfer students. Public colleges across the nation are experiencing a bottlenecking effect, in which our students will be competing with more and more In-state students. We have successfully sent 7 students since 2010 to F. I. T. in New York, which is the flagship public college for fashion in the United States. Given the limited fashion transfer programs overall, our students will be encouraged to also consider private not-for-profit colleges such as Savannah College of Art and Design, as well as Howard University, both of which have excellent reputations with unique fashion programs for our transfer students at Palomar College. Work on Articulation agreements has begun. Our program objective for transfer students should be to trim some requirements and add foundation art classes, while clarifying course sequencing, without forfeiting skill preparedness.**  **Student retention or success rates for 2010 - 2011: both retention and success rates are maintaining at only 2 points lower than 2010, and only slightly lower that the whole department. Facilities, including new classrooms and subsatantially upgraded studio lab spaces are needed to accomplish expected outcomes by our Division, yet a new building is not currently expected for our department for 5 years. Fashion program planning and space requirements, including technology needs, have been worked on in our program with instructors input and updated every two years.**  **Workforce and labor market projections: Increases are seen in the fashion job sector throughout California and are reflected in labor market analysis and projections. We work with industry as advisors each year to keep our program updated. Many of our faculty are working in the industry, having a positive influence in keeping us current.**  **Certificate and degree completions: As per Palomar College Factbook Section 4. See Award databases:**  **FAll of 2010 - 2011 degrees awarded increased from 2 - 8, whereas certificates decreased from 7 - 5. Class cancellations are showing an effect oon program completion.**  **• Adjusting prerequisites and co requisites for design.**  **• Advising with added basic foundation art classes such as basic drawing, basic design and composition; and fashion illustration,**  **emphasized by transfer colleges.**  **• Per articulation office, these courses could be listed and information could be added in program brochures that “basic knowledge in these**  **classes is needed to be successful in the field.”**  **• Sequencing class lists for transfer students** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **We have cut a significant number of classes, Fashion Analysis and Textiles in Merchandising and CAD in Design, 14 hours total, to accomondate college-wide budgeting trends. Design Collection and History of Fashion. This is pertinent when considering student success if defined by numbers of degrees and certificates attained. We have been requested to cut back our course offerings an additional 9 weekly hours for Spring 2013. For instance, Digital Design is only offered 1 time per year and was full with 8 students beyond a wait list. Our class was limited by the number of computers that are in FCS-1. This space is crowded already with equipment for multiple types of classes, so we are limited in from growing. We will continue to add students wherever possible but this aging building continues to be a huge problem.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **Full Time: The trend in hiring for community colleges is definitely toward instructors with high technology skills to adress the strong relationship with global communication training for all sectors of merchandising and design. This includes digital applications for marketing and media promotion, sales, store layout and display, design illustration, and in pattern technology. Even industrial sewing skill for the trade is relying on technology through more advanced machine equipment now available. We recently lost our part time instructor to a full time job in the industry. It will be difficult to compete for technology instructors without offering a full time position since they are among the highest paid in the fashion industry. Our program recently hired a new instructor for Merchandising after having requested this for 14 years. In the same year one of the two full time instructors retired after having served for over 30 years. This means that we have returned to the same status of 1 full time instructor need.**  **Part Time: We will be looking for people with skills in technology to keep up with continual growth in the indistry. Another instructor who developed our current Technology classes in CAD, Digital Design, Tech Packs and Portfolio resigned after teaching part time for 7 years. This is a signoificant loss since a tech class can distinguish a design program, and whatever they develop must be up-to-date, and a reliable, regional, employment connection. A new instructor will require training on this same system, and must have free hours to do so while also gainfully employed.** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:** |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results.  NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.** | **5 thread serger with tension adjust** | **1** | **2** | **Update technology in sewing construction** | **2,000.** | **one time** | **no** |
| **a2.** |  |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.** | **Copier, printer, scanner** | **3** | **#6** | **For office use. current printer sturrgles to work at times.** | **500.** | **every 4-5 years** | **no** |
| **b2.** | **printer, Dell, USB cable** | **1** | **#6** | **For classroom use, to maintain industry standards** | **200.** | **every 4-5 years** | **no** |
| **b3.** | **Digital Microscope for smartboard hookup** | **2** | **#6** | **For classroom use, to maintain industry standards** | **500.** | **every 4-5 years** | **no** |
| **b4.** |  |  |  |  |  |  |  |
| **b5.** |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.** | **6800 Brother Project Runway x 10 @ $450 ea** | **5** | | **#6** | | **updates technology in sewing construction** | | **4500** | | **every4-5 years** | | **no** | |
| **c2.** | **Rolling Racks for fashion show x 9 @ $350 ea** | **4** | | **#6** | | **existing are in poor condition or unusable** | | **3150** | | **yes 1 time** | | **no** | |
| **c3.** | **Manila paper roll holder** | **1** | | **#6** | | **safety issue: rolls are 100 lbs and need to be secured from falling during classroom use** | | **250** | | **yes 1 time** | | **no** | |
| **c4** | **table lights for sewing x 20 @ $100 ea** | **2** | | **#6** | | **standard equipment for industrial sew** | | **2000** | | **yes 1 time** | | **no** | |
| **c5.** | **Mannequinns 5 x $200 ea** | **3** | | **#6** | | **current mannequins are in poor condidtion** | | **1000** | | **every 4 to 5 years** | | **no** | |

| **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** | |
| **d1.** | **Professional Conferences, FGI**  **Membership and conference. Travel not included** | **5** | | **#2** | | **keep updated on Industry trends, networking, and internships** | | **250.** | | **yearly** | | **no** | |
| **d2.** | **Costume Society of America CSA**  **Membership and conference. Travel not included** | **4** | | **#2** | | **keep updated on Industry trends, networking, and internships** | | **400.** | | **yearly** | | **no** | |
| **d3.** | **United Stated Intitute of Technical Theatre USITT**  **Membership and conference. Travel not included** | **3** | | **#2** | | **keep updated on Industry trends, networking, and internships** | | **400.** | | **yearly** | | **no** | |
| **d4.** | **Fashion Snoops yearly renewal** | **2** | | **#6** | | **to meet Industry standards** | | **6850.** | | **yearly** | | **no** | |
| **d5.** | **Fashion Show printing of flyers and support material** | **1** | | **#2 all** | | **Signature event creates awareness and allows students to gain resume**  **experience. Marketing for MODA & program** | | **5000.** | | **yearly** | | **no** | |

| **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.** |  |  | |  | |  | |  | |  | |  | |
| **e2.** |  |  | |  | |  | |  | |  | |  | |
| **e3.** |  |  | |  | |  | |  | |  | |  | |
| **e4.** |  |  | |  | |  | |  | |  | |  | |
| **e5.** |  |  | |  | |  | |  | |  | |  | |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.** |  |  | |  | |  | |  | |  | |  | |
| **f2.** |  |  | |  | |  | |  | |  | |  | |
| **f3.** |  |  | |  | |  | |  | |  | |  | |
| **f4.** |  |  | |  | |  | |  | |  | |  | |
| **f5.** |  |  | |  | |  | |  | |  | |  | |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **Data needed: given the current economic conditions, do our fashion students have the technology resourses, such as internet connections and home computers, as well as space and equipment for design projects, such as sewing machines, to complete their studies at Palomar, including outside assignments.** |

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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **One of our students, who entered our program through San Pasqual Academy High School (a regional foster youth program) just completed her first sewing and design job at Wood's Western Wear Apparel Company in San Marcos. She presents a clear example of student success: her studies in our fashion program began with transition from High School to College through co-ordination efforts of Tech Prep. Her academic program was completed in 2 years, culminating with participation as a line designer for MODA 2011. She obtained gainful employment as a result of her efforts. In addition, owners of the apparel company who hired this student serve on our Fashion Advisory Board and hired her first as an intern, then as a fully paid employee. Her success was supported by a recruiting and retention, and degree completion system that we have been working on for many years, having recruited employers to take interest in hiring our students, and proves our efforts are reliable in supporting students, preparing them to enter industry.**  **The Fashion program hosted MODA 2012, their annual fashion show. The show featured designs from Palomar Fashion Design students and students from articulated high school programs. The 800 guest atttending the show included industry employers, leaders, as well as internationally renowned designer and fashion icon Zandra Rhodes. This signature event is a perfect example of how CTE programs can create career pathways starting at the secondary level, continuing to post-secondary and completing with employment. An important addition in overall planning included a VIP Reption where college board members, administration, fashion industry leaders, and students engage in community networking. In numbers alone, this event continues to be one of the largest, annual community-engaging, promotional accomplishments by Palomar College.**  **The FASH 105: Fashion Analysis students completed makeovers on residence of the Serenity House in Escondido. Residents ready to enter the workforce were given business make-overs. Students and residents found this to be a rewarding experience. In addition, several of the makeover clients were able to find jobs due to the new condifence and look they recieved**    **Two new certificates were developed and submitted for approval; Visual Merchandising and Buying and Management.**  **A sabbatical project for creating new articulation agreements in Fashion for transfer students was completed and has already resulted in constructive networking for faculty, students and alum.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **The computer format of this document has been very challenging. This includes all editing tasks, is especially difficulty to copy and paste, highlight, open web sites to refer to, and doesn't highlight or save properly when a we edit. So in spirit of advanced technology, please update this document making it more user friendly! Cristina and Rita** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Cristina Tejeda *Name*** | **Rita Campo Griggs *Name*** | ***Name*** |

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| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** [**jdecker@palomar.edu**](mailto:jdecker@palomar.edu) **by September 28, 2012**