

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional 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.)

Discipline: Fashion

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
A. Enrollment at Census	435	505	572	<i>Self Explanatory</i>
B. Census Enrollment Load %	103.82%	95.44%	97.77%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
C. WSCH	1,449	1,606	1,718	Weekly Student Contact Hours
D. FTES	48.29	53.55	57.27	One Full-Time Equivalent Student = 30 WSCH
E. Total FTEF	3.15	3.70	3.85	Total Full-Time Equivalent Faculty
F. WSCH/FTEF	460	434	446	WSCH Generated per Full-Time Equivalent Faculty Member
G. Full-time FTEF	0.60	1.60	1.58	FTEF from Contract Faculty
H. Hourly FTEF	2.35	1.70	2.08	FTEF from Hourly Faculty
I. Overload FTEF	0.20	0.40	0.20	FTEF from Contract Faculty Overload
J. Part-Time FTEF	2.55	2.10	2.28	Hourly FTEF + Overload FTEF
K. Part-Time FTEF %	80.95%	56.76%	59.09%	Percent of Total FTEF Taught By Part-Time Faculty
L. Retention Rate	92.50%	90.03%	92.87%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
M. Success Rate	68.75%	67.26%	65.75%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
N. Degrees Awarded	10	10	6	Total number of Degrees awarded for the Full Academic Year
O. Certificates Awarded:	3	12	15	Total number of Certificates awarded for the Full Academic Year
P. Under 18 Units	-	3	5	Total number of Certificates awarded for the Full Academic Year
Q. 18 or More Units	3	9	10	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

- A. Enrollment – our enrollment has increased by 137 students between fall of 2004 and fall of 2006.
- B. Our census enrollment load for each semester was well above the expectation of 85%. Therefore, in theory we needed to be offering more sections, but in reality we were at a maximum in regards to classroom space which includes FCS-1 and FASH-1. This space is shared by Fashion courses, FCS courses, and a non-credit course. We do not have other classrooms available that fit our physical needs based on the specificity of the subject.
- C. Our weekly student contact hours have continued to increase.
- D. The full-time equivalent student is increasing.
- E. WSCH\FTEF – The College standard for WSCH/FTEF is 525. We are at 446. This is an increase from fall of 2005. Some of our courses have less students because of facility restrictions.

- F. The FTEF indicates that we need to hire one more full-time faculty member in the Fashion area.
- G. The department chair has 40% release time from the classroom. This is an appropriate amount of release time.
- H. Classes taught by our hourly continue to increase.
- I. One fashion course is taught as an overload by a contract faculty person. It would be less expensive to hire an adjunct faculty person to teach this class, but not as effective for the students from the standpoint of continuity and availability.
- J. It is less expensive to hire adjunct faculty but not as effective for the students.
- K. The Part-Time FTEF % was higher in the fall of 2004 because Cristina Tejada, a full-time faculty member, was on sabbatical. We had 5 additional instructors to take her place.
- L. We need to improve in this area even though we are not out of line with other parts of the college.
- M. We need to improve in this area but we are not out of line with the rest of the college.
- N. Degrees Awarded – Students come to our program to better their skills they are not necessarily here to finish a degree. Sometimes they already have their degrees completed when they come to us.
- O. Certificates Awarded: Students will not do a certificate if they are going for an AA Degree or to transfer to a 4-year program.
- P. We have officially removed the one certificate program, a Certificate in Proficiency in Salesmanship, that has less than 18 units.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
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<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>The faculty in both fashion degree programs are meeting to review our entire curriculum, course sequencing, unit requirements, and workforce and labor market projections for employment in the fashion industry. The following labor market information comes from California Fashion Association, November 2007 Conference with the International Textile and Apparel Association:</p> <p>The following statistics come from the California Fashion Association, an excellent source for fashion labor market information; www.californiafashionassociation.org</p> <p><u>Indirect Industry Segments</u> <u># of Firms # of Employees</u></p> <ul style="list-style-type: none"> • Footwear Manufacturing 4 1,029 • Fashion Design Services 173 1,002 (<i>Non-employer</i>)* • Independent Showrooms 888 2,771 • Textile Reps 1,240 (<i>Non-employer</i>)* • Home Based Agents & Brokers 467 (<i>Non-employer</i>)* • Outside Support Services 	
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(Packaging, Labeling, QC, etc) 71 1,450

- Technology 22 69 (Non-employer)*
- Equipment Leasing 4 240
- Distribution

(Warehousing, Trucking, etc) 6 560

TOTAL 2,916 Firms 8,828 Employees

Source: California Fashion Association

Apparel Industry Value to Economy

Los Angeles Region

2006 – 1997

Apparel & Textile Industry

Sales/Value of Shipments \$36,800,921,000 \$22,846,619,000

(including imports):

Employees – Apparel & Textiles: 138,353 142,598

(Direct) 129,525

(Indirect) 8,828

Industry Segments

Including Los Angeles and Orange Counties

of Firms # of Employees Gross Sales

Fashion Apparel & Related Products

Related Firms

(Manufacturing, Wholesaling) 9,228 119,933 \$35.6 Billion

Textiles

Knitting and Printing 372 11,740 \$1.2 Billion

Textile Product Mills

Converting, Finishing,

Pleating, Dyeing,

Machinery, Yarn, ect. 292 6,680

Indirect Segments**

2,916 8,828

TOTAL 12,808 138,353 \$36.8 Billion

Los Angeles is #1 or #2 in U.S. Major

'Design-Based' Industries (By Employment)

Apparel & Textiles **1) Los Angeles 2) New York**

Architecture/Engineering **1) Los Angeles 2) New York**

Food Manufacturing 1) Chicago **2) Los Angeles**

Furniture **1) Los Angeles 2) New York**

Health Services & Bio-med 1) New York **2) Los Angeles**

Motion Picture/TV Production **1) Los Angeles 2) New York**

Technology (including Aerospace) 1) San Jose **2) Los Angeles**

Toys **1) Los Angeles 2) New York**

Source: County Business Patterns 2006

COMPARATIVE POPULATION July 1, 2005

Population

- 1. California 36,132,147
- 2. Texas 22,859,968
- 3. New York 19,254,630
- 4. *Los Angeles 5-County area 18,008,936
- 5. Florida 17,789,864
- 6. Illinois 12,763,371
- 7. Pennsylvania 12,429,616
- 8. Ohio 11,464,042
- 9. Michigan 10,120,860
- 10. Georgia 9,072,576

Source: U.S. Bureau of the Census; California Dept. of Finance

Example: Fashion Designer

Source: State Employment Trends and the National Employment Trends

Yearly Wage Chart

California: \$123,600.00-\$30,500.00

More Labor Market Information: Example used is in Fashion Design

State and National Trends

United States	Employment		Percent Change	Job Openings
	2006	2016		
Fashion designers	20,400	21,400	+ 5 %	640
California	Employment		Percent Change	Job Openings
	2004	2014		
Fashion designers	4,100	5,700	+ 39 %	200

State of California

Example: Fashion Designers

2004-2014

Employment Change: 4100 to 5700 = 1600

2006-2008

Employment Change: 4900 to 5300 = 400

Articulation: We have been and continue to be actively involved in the Tech Prep program and this has increased our enrollment. The full time faculty in merchandising and design review course work for high school fashion programs annually with our tech prep coordinator and we participate in “Meet

the Professors” and one-on-one meetings with the high school teachers at site locations.

We have direct and continual contact with the fashion industry to promote direct engagement for our students. We have 15 adjunct faculty who are employed in the fashion industry. We work directly with industry professionals and meet with them once a year at an advisory board meeting.

Our students are required to be enrolled in a field study class which puts them in direct contact with the industry and often provides opportunities for internships and employment such as Tuga Sunwear, Zandra Rhodes, ZuitSuits, Anthropologie, California Market Center, The Skins Game, Teamwork Athletic Apparel, and Martha Harrison Vintage Prints.

We produce a yearly fashion show that mixes invited industry professionals with our fashion students.

We are involved with the Fashion Symposium, a yearly event that brings together students and industry professionals from all over the state in a day-long event at the California Market Center. This day includes workshops, one-on-one conversations, opportunities to share our student's accomplishments for the year, and culminates with a fashion show extravaganza of student work.

We also have consistent visitations from industry professionals to our classrooms.

In all these processes we connect and articulate our students with industry and other fashion programs.

b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)

We continually update our courses and rotate the schedule. We have been doing this for many years and this is reflected in our increased enrollment.

We are currently and consistently reviewing our courses to make sure that they stay current with the demands of this industry.

Our enrollment has continued to increase. Last year we had a big boost as a result of an increase in television reality shows such as “Project Runway”. Fashion programs throughout the country saw a general increase in enrollment. That growth balanced out in the fall of 2007.

<p>We continue to add new courses and delete courses that are not essential to the skill development of our students. Our newest courses include Evaluation of Ready-to-Wear (CSU transfer course), a Career Portfolio class, a Fine Dressmaking Class, a Technical Specs class (opportunity for immediate employment with these skills partly due to the outsourcing that has become industry standard).</p>	
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4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p>Continual upgrades of computer software, computer hardware, sewing machines, printers, plotters for pattern production, lighting in classrooms that is conducive to the detail work done in the labs, lighting for specialized activities such as the fashion show.etc. We have been told by the IS department that our license renewals are in place and will be handled by that department.</p>	
<p>b. Budget – budget development process, one-time funds, grants, etc.</p> <p>Our budget has been cut for the last two years and we even had to deal with mid-year cuts on top of that. There is concern regarding our ability to continue to keep the high standards that have come to be expected of us if we do not have the guarantee of the monies we carefully ask for in our yearly budgets. We do not waste money in this department; we are very frugal and careful in our spending. It would be most appropriate and even necessary to have at least a 20% increase across the board to our fashion budget. We intend to apply for Perkins money for next year and will complete the necessary documents by the end of March. All the faculty in the Fashion area are on the constant lookout for grants specific to our area and in fact, Rachael Libolt is applying for one right now that is related to tracking our students after they graduate.</p> <p>We are teaching in two classrooms that are substandard at best. They are moldy, have constant fungus, water sits under the buildings, improperly ventilated, etc. We are well aware that our building is part of the master plan and we will have a new facility some day; in the meantime, we need to be relocated to a more stable situation on campus. It is almost embarrassing to bring people to the classrooms. At least there is excellent work going on in these classrooms. I mention this here</p>	

<p>because it will take monetary resources for us to be able to improve our current circumstances.</p>	
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p> <p>We are in desperate need of new facilities for the Fashion Program. We currently operate out of two main rooms, FCS-1 and FASH-1. We are housed in portable, trailer type units.</p> <p>The rooms are moldy, carry fungus; rats, and other rodents are seen on a regular basis going underneath the building, and water sits under these buildings all the time. The building is substandard for creating a conducive learning environment. It would be beneficial to be moved to a temporary location on another part of campus until our building is completed. The Facilities Department is constantly patching problem areas rather than addressing the underlying structural issues. They just had to replace one door because it was so swollen from the recent rains causing the alarm to go off randomly. This has frustrated facilities and the campus police over and over again. At least now the door closes properly.</p> <p>We have also been involved in the transition of ROP programs into the regular programs of the college. The ROP Upholstery Program would fit very nicely into our department. It is a well-run and profitable program. We have the need for an appropriate facility to house the machinery for this program. The resources necessary to even rent a space have not been approved by the college and so at this time we have no space for the program.</p> <p>See Attached Document A - Fashion Instructional Classroom and Facilities Needs Update 2008</p>	
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p> <p>According to the quantitative data our FTEF is 3.85. We have 2 full-time employees and therefore we need to hire one more full-time faculty member in the fashion program. A Rationale for a New Faculty Position was submitted on 3/5/2008.</p>	

<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc. We currently share our support staff person with the 5 programs in the Design & Consumer Education department. Yesenia Zermeno replaced Jennifer Martin. If we have any more full-time faculty in the department we at least need to have an assistant to our ADA.</p> <p>Due to constant changes in technology and continual program growth we need additional classroom assistance such as teacher's aides or tutors in the classroom.</p>	
<p>f. Other</p>	

5. Discuss one discipline goal linked to Palomar’s Strategic Plan 2009 and how it will support the success of students.

“Provide up-to-date technology and related technical and equipment support for instructional purposes.”

As a discipline, the fashion area continues to provide up-to-date technology and related technical and equipment support for instructional purposes. The updated technology in the fashion program is consistent with the technology used in the fashion industry. We have 20 computers in one classroom that support a variety of software programs used by students of merchandise and students of design. We have updated our curriculum to include required courses in Photoshop/Illustrator for Fashion (used extensively in the merchandising and design areas of the industry) and Optitex (industry standard design program for marking, grading, patternmaking, design creation, draping, etc). One of our adjunct faculty members is currently doing only fashion courses that relate to skill development on these specific software programs and databases.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Learning Outcome at Course Level: Students will use printed materials, personal communication, observation, and electronic resources to find and evaluate information.

Assessment to Measure: Open-ended questions used to evaluate effectiveness of printed materials; journal writing used to cite personal reactions to material; observation of fashion market week shows and written critique of style characteristics of garments; and creation of a personal Wiki home page, and posted critiques of articles from WWD, DNR, CAN, and Wall Street Journal.

b. Discuss a learning outcome that is observable yet difficult to measure.

One of the learning outcomes at the program level that is observable but difficult to measure is the active faculty/student participation in staying current in the fashion field (style characteristics of individual designers, mergers, new retail methodology, new manufacturers, off-shore companies, processes and procedures of technology, outsourcing, etc.), a field that is in constant change and transition.

The best means we have discovered to assess this learning outcome is the creation of student portfolios that include the articles, Internet sources, updates on required and recommended readings of industry publications along with nationally syndicated newspapers, required observations and attendance at industry and industry related events, etc.

7. Describe a discipline accomplishment that you want to share with the college community.

Each year the students in our fashion design/fashion merchandising programs create, manage, market, produce apparel goods, organize, and orchestrate a year-end fashion show. It is a highly successful event that incorporates many of the skills that the students acquire during their 2-3 years in our program. We have changed our venue many times through the years because of increased public attendance. We now use the Escondido Center for the Arts and it is a wonderful gala event. For a number of years we have invited high school students to participate in the show with garments they create in their high school ROP fashion programs. We have articulation agreements with these programs and it is an excellent community outreach and a very positive way to bring new students into our programs.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

n/a

10. Other comments, recommendations:

Please identify faculty and staff who participated in the development of the reviewer's planning:

Nancy Galli

Cristina Tejada

3/6/2008

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date

*** By no later than 3/14/08, forward a hard copy to Instructional Services for review by IPC.**

*** Also, by no later than 3/14/08, forward an electronic copy to Institutional Research and Planning.**