PALOMAR COLLEGE®
Learning for Success

Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline	Fashion
department	Design and Manufacturing
Division Name:	CTEE

Please list all participants in this Program Review:

Name	Position
Rita Campo Griggs	FT Faculty
Nancy Galli	PT Faculty
Marcia Roberts	PT Faculty
James Hebert	PT Faculty

Number of Full Time faculty	1	Number of Part Time Faculty	15

Please list the Classified positions (and their FTE) that support this discipline:

Shared Department ADA

What additional hourly staff support this discipline and/or department:

None

Discipline mission statement (click here for information on how to create a mission statement):

The mission of the Palomar College Fashion Merchandising and Design program is to offer an educational experience that leads to a career in the exciting multifaceted fashion industry through certificates of achievements, associate degrees, and or transfer-readiness to a four-year college or university. The Fashion Industry is one of the largest, well-established industries

in our state, our nation, and globally. The Fashion program will provide an environment that promotes creativity, critical thinking, multicultural awareness, environmental awareness, and understanding of social organizational, and technological systems. The rigorous Fashion Design curriculum is grounded in the creative side of fashion developing apparel from a concept to finished product. Fashion Merchandising is the business of fashion and the curriculum is immersed in the business side of fashion, which includes Buying, Visual Merchandising, and Styling. The program offers opportunities which include internships with San Diego fashion leaders, and hands on experiences in special event coordination.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

Fashion Merchandising: AS,Certificate

Fashion Design: AS,Certificate

Fashion Visual Merchandising: AS,Certificate

Fashion Buying and Management: AS,Certificate

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

Section 1: Program Data and Enrollment
Section 2: Course Success Rates
Section 3: Institution and Program Set Course Success Rate Standards
Section 4: Completions
Section 5: Labor Market Information (CTE programs only)
Section 6: Additional Qualitative Information
Section 7: Curriculum, Scheduling, and Student Learning Outcomes

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SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/GRobertson/Productivity%20Metric%20Summary.aspx

A. To access your discipline data, select your discipline from the drop down menu.
B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select "discipline" and "catalog number".

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased	X	Steady/No Change		Decreased	

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

Enrollment for the Fashion program has increased 9.6% from last year! The past five years enrollment has had its highs and lows. In 2010-11 the enrollment for the fashion program was at an all-time high. I believe several contributing promotional programs were in place that contributed to high enrollment.

From 2002 to 2011 the Fashion program had twelve articulation agreements from the local high school districts; today only 1 articulation agreement remains. I was the Tech Prep coordinator during those years and had an ambassador program which sent PC college students to high schools classrooms to do presentation that promoted the fashion program and other CTE

programs. For the past five years this grassroots approach was missing. Last month through our dean and Workforce Develop dollars this program has been reinstated. We are able to have a part-time faculty member travel to the high schools to promote the program. Our coordinator has jumped into her position and is making appointments with teachers and counselors, attending college days, starting fashion clubs on the high school campuses and activity working the social media for the fashion program. As simple as this might seem visiting these local high schools and working the social media will make a big impact on the students and our enrollment.

Another contributor to the high enrollment for that time period was the popularity of the top reality television show "Project Runway." Everyone knew the designers and rooted for their favorites. The popular television show showcased the fashion industry and created awareness.

The fashion program has also put together a marketing plan to recruit and create awareness of the program. With the variety of activities the faculty believes this will increase enrollment.

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

Fill Rates:
The fill rate for the fashion program has improved over last year. The program went from a 77% in 2015-16 fill rate to an 83% fill rate this year. It is difficult to compare the fill rate of earlier years as the fashion classroom moved in 2014. The FCS classroom we were in for over 10 years only held 25 people and the caps for the classrooms were only 18. Today the numbers and locations have changed.

To address enrollment and fill rates the program carefully reviewed the programs with advisory board members and our Dean. Several recommendations for the program were made, and implemented: 1) reducing the number of units in the Design and Merchandising degrees to 30 units; 2)remove the CAD class, Design Collection class, Fine Dressmaking and Tailoring. In addition all classes not part of the degree program have been deactivated.

Additional recommendations made were to increase enrollment and fill rates for the fashion program :

1. Add short term workshop FASH 197 Courses
2. Bring back the travel classes (students traveled to New York, Las Vegas Magic show, and European fashion capitals)
3. Continue with the MODA fashion show, this is a well-established event bringing over 1,000 people. This is one of Palomar College largest single day events.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased	X	Steady/No Change		Decreased	
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	X

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

This year at 410.58 is the highest WSCH/FTEF for the fashion program. With our new building the design program only can accommodate 24 students. Faculty has been adding additional students over the 24 cap in order to compensate for any students dropping the class.
Our WSCH/FTEF in 2011-12 was 392, in 2012-13 it was 361, in 2013-14 it was 351 and in 2014-15 it was 345.

In order to improve our efficiency, the department has focused on strengthening business, educational and community partnerships. Outreach and awareness of the program is needed to increase the student population. Professional assistance is needed to market and advertise the program through current social media.

Our first focus was on the Business community in order to align ourselves with industry standards. We reestablished ourselves with the existing advisory board members like Zandra Rhodes, and went after new partnerships which include, Fashion Week San Diego, Stroke Menswear, Zara International.

Recently we have had an increase in requests for employment and intern opportunities. Southern California apparel careers steadily increase due to our location near to one of the largest fashion districts in the country, Downtown Los Angeles. This area encompasses the California Mart, the New Mart, Cooper Building, and the only zipper factory this side of the Mississippi. Los Angeles, Orange County, and San Diego County have become the global leaders for contemporary sportswear, swimwear, premium denim, and extreme sportswear.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

With only one full-time faculty and 15 part-time faculty the number for this year are full-time at 2.45 and part-time faculty 3.80.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

   A. **On-Campus Course Success Rates**
   B. **Online Course Success Rates**
   C. **Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)**
   D. **Course Success Rates by class location (Escondido, CPPEN, etc.)**

https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx

1. Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

Overall success rate:
The program has an excellent success rate. Students interested in fashion have a passion for the discipline and understand what the fashion industry is all about. A better understanding of the Fashion Industry would allow the program to reach many more people, from Veterans, to special populations, and students with disabilities.

The Fashion Industry is broken into two areas: Design and Merchandising. Most people when they think of fashion relate to the design piece; the creation of apparel from concept to pattern, to fabric, to a sewn completed garment. Merchandising then is the business of fashion. The Merchandiser is responsible for the unit cost, manufacturing, distribution, promotion, advertising, wholesale, retailing, and visual presentation of the apparel.

With this in mind, going out to all the high school and creating awareness of our program would increase enrollment. Students and faculty would have a better awareness of the hundreds of opportunities in the fashion industry. High school outreach coordinator will make a difference by going into classes to do a presentation on fashion industry. For example go into a Math class and cost out the price of creating a pair of Levi's.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups? **Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website https://www2.palomar.edu/pages/ssec/**	
Gender	**With slightly more females than male there is a 80.9% success rate**
Age	**Success rate for 19 years of age and under was 95%**
Ethnicity	**The program had a 85% success rate**
Special Population (examples-veteran, foster youth, etc)	**Success rate has increased from 70.7 in 2015-16, to 78.5 this year.**

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.
Several special population groups are represented in the fashion program the largest segment of these groups in Veterans. This group has a 79% success rate.

SECTION 3: INSTITUTION AND PROGRAM SET COURSE SUCCESS RATE STANDARDS

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:
  A. The College's institutional standard for course success rate is 70%.
  B. Review your discipline's course success rates over the past five years.
  C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success rates within your area. If you set your discipline standard below the College's standard, please explain why.

Standard for Discipline Course Success Rate:	Fashion 78.9%
Why?	
Specialized areas of disciple like the Fashion program draw student that are passionate towards the subject. This student is committed to their studies and their final goal which is their career.	

SECTION 4: COMPLETIONS

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

Click on the following link to review the completions for your discipline.
https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx

A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.
B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.

1. Overall Completions:

Reflect on your discipline's overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

Within the fashion discipline there are four A.S. degrees offered through the Fashion Merchandising and Design program: Fashion Buying and Management, Visual Merchandising, Fashion Merchandising, and Fashion Design. The Fashion Merchandising and Design program is designed to provide students with opportunities for career training, which comprise traditional training and the latest in technology. The Buying and Management and the Visual Merchandising degrees are new to the program. These degrees were awarded by the Chancellor's office in 2015. Overall completion rates remain steady with 16 certificates and 18 AS Degrees awarded, in total 34 students completed their goal.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

Four A.S. degrees and Certificates are offered through the Fashion Merchandising and Design program: Fashion Buying and Management, Visual Merchandising, Fashion Merchandising, and Fashion Design. Fashion Buying and Management as well as the Visual Merchandising degrees are new to the program, introduced in 2015 school year. These are degrees are too new to evaluate, however the department is aware of students that have chosen this line of study.

In the future the fashion program will focus on the two major degrees of Fashion Design and Fashion Merchandising. The two programs have been revised to 30 units.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data.
This data can be found on the Centers for Excellence website at http://www.coeccc.net/Supply-and-Demand.aspx

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	$17.70	$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	$20.88	$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

Within the fashion discipline there are four A.S. degrees offered through the Fashion Merchandising and Design program: Fashion Buying and Management, Visual Merchandising, Fashion Merchandising, and Fashion Design. The Fashion Merchandising and Design program are designed to provide students with opportunities for career training, which comprise traditional training and the latest in technology. The fashion industry is a major economic force in the United States and creates billions of dollars in revenue every year. Upon completion of the program, students will be enabled to negotiate a wide variety of professional career choices in Fashion Merchandising or Fashion Design. The fashion industry is multifaceted with a high demand for fashion merchandising and fashion design careers. This allows students with the right education to be very employable.

Employment projections from the California Employment Development Department show that within San Diego County the demand for trained personnel is projected to increase significantly. Students that complete the program the Fashion Merchandising or Fashion Design programs will benefit from a wide variety of employment opportunities. Only a few of the many employment opportunities are featured here;

Fashion Designers (SOC Code: 27-1022)

Fabric and Apparel Pattern-makers (SOC Code: 51-6092) in San Diego County

Design clothing and accessories. Create original garments or design garments that follow well established fashion trends. Apparel pattern-makers draft patterns based on a designer's sketch of a style. Important part of the design process.

Occupational Wages

Area   Year   Hourly Mean Hourly by Percentile 25th Median 75th

San Diego-Carlsbad

(SOC Code: 27-1022) 2016 $34.23 $18.95 $31.44 $47.38 (SOC
Code: 51-6092) 2016 $26.76 $15.30 $23.98 $38.44

Fashion Merchandiser:

Retail Buyer (SOC Code: 13-1022)

Marketing Manager (SOC Code: 11-2021) in San Diego County

Merchandise Display and Window Trimmers(SOC Code:27-1026)

Fashion Merchandising is defined as the business of fashion; it is where style and commerce come together. Fashion Merchandising is the promotion of apparel sales and involves a II of the tasks necessary to deliver the goods to the potential customers. Developing campaigns, displays and advertisements, directing manufacturing and marketing, and creating sales strategies are all part of the job. The particular careers within the Fashion Merchandising realm including fashion buyers, coordinators, floor merchandisers, retailers, market researchers, public relations, visual merchandisers, and advertising executives, fashion event planners, operation and store managers, fashion editors, product coordinators, developers and importing and exporting agents, only to name a few.

Retail Buyer (SOC Code: 13-1022) 2016 $29.40 $19.91 $25.37 $34.49

Marketing Manager (SOC Code: 11-2021) 2016 $73.03 $49.26 $69.45 $0.00

Merchandise Display and Window Trimmers(SOC Code:27-1026) 2016 $14.90 $10.71 $13.42 $17.49

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

Recently we have had an increase in requests for employment and intern opportunities. Southern California apparel careers steadily increase due to our location near to one of the largest fashion districts in the country, Downtown Los Angeles. This area encompasses the California Mart, the New Mart, Cooper Building, and the only zipper factory this side of the Mississippi. Los Angeles, Orange County, and San Diego County have become the global leaders for contemporary sportswear, swimwear, premium denim, and extreme sportswear.

Our major strength is that we educate our students to be successful in the multi-faceted global field of the Fashion Industry. Our instructors have industry and academic knowledge to give the students real world experience. We will provide student with an educational experience that includes, technical skills, the development of critical thinking, leadership, decision-making skills, and opportunities for internships, service learning, and practical work experience. Currently outreach and closer alignment is needed with the local fashion community in order to develop a stronger job placement program. Also develop a flexible Internship Program where students can begin at different times during the school year.

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

The department recognizes the importance of industry contacts and networking with these professionals, in order for students to have opportunities in the areas of employment, internships, and professional support. These partnerships will be developed and maintained through advisory meetings, inviting industry to speak in our classrooms, field study tours, and the MODA Fashion Show.

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

The last advisory meeting held at Palomar College was Spring of 2017. However the faculty and industry interact frequently. Most of the part-time faculty are industry professionals. Palomar College faculty have attended advisory meetings for other schools and also had the opportunity to learn from these meetings.

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

The Fashion Merchandise and Design program will review and assess the following course at the completion of Spring 2017:FASH 90; FASH 100; FASH 126 ;FASH 135;FASH 139;FASH 141. Once the assessment process is completed, the fashion faculty will then review the data and make adjustments in instructional methodologies where needed. Program SLOs were reviewed and updated Spring 2017.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

Reviewed course SLO with faculty and adjusted assessments for some courses. Current methods for assessing course is not working. It was determined that program and student learning outcomes needs to be part of the department calendar of to do's. Assessments are now scheduled for review by the department at the end of the Spring semester. What the faculty determined is working is the popularity of the MODA Fashion show. This course/special event was determined to be a capstone of the program for both merchandisers and designers. The department is able to attract attention and showcase student work. This was based on continued substantial increase in attendance and student participation (over 1,000 guest attended in 2016 and 2017).

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – https://outcomes.palomar.edu:8443/tracdat/

As we reflect on our Fashion Program SLO and the scope and depth of the discipline, we realize the high demand for Fashion Merchandising and Fashion Design careers. This allows our students with the right education to be very employable. The program SLO's are a valuable tool to assess student learning and be used as one set of data for program review. It is important that faculty ensure the information being posted is accurate and reliable. Results of the SLO's are given to our Advisory committee to access specific skill sets as they relate to the course and the industry.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

Our students receive excellent opportunities to learn current disciplinary, professional knowledge and skills through participation in the annual signature events. We educate our students to be successful in the multi-faceted global field of the Fashion Industry. Our instructors have industry and academic knowledge to give the students real world experience. This is evident in the annual signature event MODA fashion show which is used as a tool to give students a learning experience, creates a career pathway from secondary to post-secondary and create industry and community awareness. This event is a culmination and builds on students work throughout their education I experience at Palomar College. Original designs from our Fashion students' are create and showcased. Coordination, promotion and execution of the show is the primary work of the Merchandisers. This event also includes articulated high schools. These high school students are invited to participate in the event to showcase their work,alongside of the Palomar College design students and to work backstage to assist In the execution of the show. This event combines industry skills and knowledge to secondary and post-secondary students in a real world application, and fosters student transition from secondary to post-secondary. In addition, leading industry individuals and employers are invited to the event with one honoree being featured as the night's master of ceremony. This is an excellent community outreach, brings in new students to the program, provides exposure to the industry, and encourages industry participation in our program. Our annual signature event, the MODA Fashion Show has grown in popularity and has become one of the largest attended single events for the college. This highly successful event drew over 1,000 people to last year's show. This activity for the student creates strong learning experience, creates a successful pathway and builds meaningful links between their education and the industry.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

Classes in Merchandising and Design are being rotated day to evening to accommodate student work schedules. Design and Merchandising class schedules were charted by semester to align degree and certificate programs for completion in two years. Additionally, foundation classes are being restored and upper level classes re-introduced in alternate semesters to restore easier transition and give the students opportunity for graduation.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

The Merchandising and Design programs work well with other departments and each other to schedule classes.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program
Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years
Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline's strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf

Strengths:	Industry experience within the faculty Organizing manpower and teamwork MODA Fashion Show Facility image
Weaknesses:	Lack of personnel to implement ideas; social media, website improvement, presentations to high schools Constraint of time The time line for the administrative process Global understanding of Fashion/Fashion Classes Classroom limitation for growth Awareness of the program
Opportunities:	Create opportunities for high school students to collaborate with the MODA Fashion Show Promote department using on campus radio and TV for additional exposure Use of social media and website Online marketing; Facebook Communicating the global accepts of Fashion Dual Enrollment Small workshops Travel classes Outreach to industry; High-end retail department stores and Design/manufacturers Special events/fashion shows in the quad area during high traffic times Fashion Week Palomar College local celebrity guest speakers Faculty Blogs
Threats:	Other local fashion colleges Closure of Fashion Programs in local High Schools

SECTION 2: Establish Goals and Strategies for the Next Three Years

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .			
Goal	**Completed**	**Ongoing**	**No longer a goal**
Create a coordinated outreach plan that employs internal and external outreach strategies;		x	
Strengthen educational, business, and community partnerships		x	
Ensure faculty supports student learning and presents a professional environment;		x	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	Further expansion of coordinated outreach plan that employs internal and external outreach strategies;
Strategies for implementation	With the appointment of the social media expert we will continue to develop a social media presents, the fashion website, and professional advertising of the program.
Timeline for implementation	On-going: to be continued throughout the year
Outcome(s) expected (qualitative/quantitative)	Show a 5% increase in student enrollment by Spring 2019
Goal #2	
Program or discipline goal	Strengthen business, and community partnerships to increase student learning experiences and employment opportunities.
Strategies for implementation	Build stronger relationship with high-end local retailers, designer, and manufactures through advisory meetings and site visit; including Los Angeles Fashion District, New York, Trade show Las Vegas - Magic, and fashion capitals in Europe.
Timeline for implementation	Throughout the year; with an emphasis during the MODA fashion show season.
Outcome(s) expected (qualitative/quantitative)	Increase internships and career opportunities for the students, develop a high quality student and program, and create a richer experience for the learning environment.
Goal #3	
Program or discipline goal	Ensure faculty supports student learning and presents a professional environment;
Strategies for implementation	Monthly department meetings to discuss classroom strategies, and professional development opportunities for industry skills development and industry trends.
Timeline for implementation	Spring and Fall semesters
Outcome(s) expected (qualitative/quantitative)	Increase student retention and a strong faculty team
Goal #4	

Program or discipline goal	Provide educational opportunities in the field of fashion for advanced study, and secondary education .
Strategies for implementation	Seek articulations with higher level education to further student academic study for transfer to a program. Encourage dual enrollment for high schools.
Timeline for implementation	Fall semester 2017
Outcome(s) expected (qualitative/quantitative)	Increase awareness of the program and the college image in the Fashion community. Increase student enrollment and retention.
Goal #5	
Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

3. How do your goals align with your discipline's mission statement?
Palomar College Fashion Merchandising and Design program is designed to provide students with an option for career training or requisite foundation for transfer-readiness to a four-year university. At the forefront of our mission is a commitment to a broad based variety of skills, which comprise traditional training, and the latest in technology. The program's curriculum integrates creative and leadership skills to develop students that demonstrate an understanding of cultural diversity, think critically,and gain knowledge essential to their professions.

4. How do your goals align with the College's Strategic Plan Goals?
The Fashion Merchandising and Design Program align with Palomar College's mission statement by supporting the college's mission of career and technical training and transfer. In addition, our curriculum is designed to equip students with the skills needed to contribute to society as individuals to live responsibly in global society.

PART 4: FEEDBACK AND FOLLOW-UP
This section is for providing feedback.

Confirmation of Completion by Department Chair	
Department Chair	
Date	

*Please email your Dean to inform them that the PRP has been completed and is ready for their review

Reviewed by Dean

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

Reviewer(s)	Margie Fritch
Date	November 17, 2017

1. Strengths and successes of the discipline as evidenced by the data and analysis:

The fashion program has amazing faculty and the student success rate is very good along with job placement.

2. Areas of Concern, if any:

Low and sporadic enrollment that makes it difficult to build an appropriate schedule.

3. Recommendations for improvement:

Revise curriculum to reduce units so student can complete in two years. Market the program to the community.

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by: Instructional Planning Council PRP Sub-Committee	
Reviewer(s)	Shayla Sivert, Barb Kelber, Nicolas Vallone, Monica Galindo
Date	

1. Strengths and successes of the discipline as evidenced by the data and analysis:

Fashion is aware of its potential for connections at other levels of education as well as in the industry. The discipline has improved its WSCH/FTEF, with this year's numbers its highest in 5 years. Its success and completion rates are consistent. Focus on changes to curriculum has resulted in the cut of 2 programs; however, it would appear to allow the 2 to become stronger.

2. Areas of Concern, if any:

The drop in HS articulations; the consistent drop in enrollment over 5 years (in the report itself, a lack of detail in a few areas)

3. Recommendations for improvement:

Identify high schools with whom you would like to rethink articulations; these same high schools could be where we focus dual enrollment efforts for your area as well. It might be helpful to meet more often with your advisory committee (and any other industry contacts) with the purpose of continuing to redesign/strengthen curriculum and to strengthen contacts.

4. Recommended Next Steps:

	Proceed as Planned on Program Review Schedule
??	**Repeat Comprehensive Review**

Reviewed by: Vice President	
Reviewer(s)	Jack S. Kahn, Ph.D.
Date	1/14/18

1. Strengths and successes of the discipline as evidenced by the data and analysis:

2. Areas of Concern, if any:

a. Good discussion of success rates for demographic data but next step would be to reflect on the differences etc.
b. See comments of reviewers (minor issues)
c. SLO section needs work- see comments and rubric- need specific SLOS mentioned, results and how it ties to program- good start and overview

3. Recommendations for improvement:

4. Recommended Next Steps:	
	Proceed as Planned on Program Review Schedule
X	**Repeat Comprehensive Review**

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.