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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

BASIC PROGRAM INFORMATION

Academic Year

2020-2021

Are you completing a comprehensive or annual PRP?

Annual

Department Name

Design and Manufacturing Technologies

Discipline Name

Fashion (FASH)

Department Chair Name

Rita Campo Griggs

Division Name

Career, Technical and Extended Education

Website address for your discipline<https://www2.palomar.edu/pages/fashion/>**Discipline Mission statement**

The Palomar College Fashion Merchandising and Design is dedicated on being the leading provider of education and to equip individuals with the skills and practical experience they require handling the entire creative process of fashion – from concept to consumer. The Fashion program will provide an environment that promotes and fosters creativity, technical skills, and environmental consciousness. Instructors will inspire our students and give personalized attention to individual students to ensure growth and originality. The Fashion Industry is one of the largest, well-established industries in our state, our nation, and globally.

The program offers opportunities which include certificates of achievements, associate degrees, and or transfer-readiness to a four-year college or university. We strive to produce individuals who are ready to enter the fashion industry with the utmost expertise and confidence in this global society.

([click here for information on how to create a mission statement](#))

Does your discipline have at least one degree or certificate associated with it?

Yes

Are any of your programs TOP coded as vocational (CTE/CE)?

Yes

List all degrees and certificates offered within this discipline.

Fashion Merchandising: AS, and Certificate

Fashion Design: AS, and Certificate

Fashion Visual Merchandising: AS, and Certificate

Please list the names and positions of everyone who helped to complete this document.

Rita Campo Griggs

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Employees Staff Count](#)

Full-time Faculty (total number of FT faculty in your discipline)

1

Full-time Faculty (FTEF)

1.0

Part-time faculty (FTEF)

1.43

Classified and other permanent staff positions that support this discipline

Zermeno Gamble, Yesenia

Academic Department Assistant, Design & Manufacturing Technologies

1/7

Additional hourly staff that support this discipline and/or department

None

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered?

A review of the Fashion Merchandising and Design program learning outcomes reveals that the scope and depth of the degrees align very well with employer and transfer expectations. As we assess the learning outcomes and the scope and depth of the program, we assessed practices that have proven to be successful. This includes relevant curriculum that lead to transfer to a four-year institution and maintaining industry relations, which leads to employment placement. In the past year we have made significant adjustments to the Fashion Merchandising and Fashion Design degrees and certificate programs to allow students to complete their coursework in a timely manner and still reflect industry needs. This restructure to the program and classes allow us to meet the needs of the student and the fashion industry. Students receive the skills needed to be competitive in the workforce and the program maintains industry partnerships in order for opportunities with internships, professional support, and employment opportunities.

How do they align with employer and transfer expectations?

The annual Fashion Advisory Meeting/Committee, which includes industry professionals from Design and Merchandising companies, reviews the curriculum and experiences offered by the Fashion Program and receives feedback regarding course materials and requirements in the program. This information is recorded and implemented to the best of the college ability. The Advisory Committee is then kept informed on the progress each year.

Describe your program's plan for assessing program learning outcomes.

With respect to our plan for assessing program learning outcomes, the department is focussing on the success at both the course and program level. On the program level we know that we need to increase enrollment in all our classes and students need to be more successful in the completion of a degree. The mapping and mega majors will be a tool for success in this area. On the course level, we need to continue to assess the success rate of workshops/short-term classes. The Fashion department will also maintain the guidelines and deadlines as required by the college.

Summarize the major findings of your program outcomes assessments.

The Fashion programs show excellent assessment results. We learned overall our Fashion students have a solid grasp of technical applications through work based learning. Successful completion of either program allows students with employment opportunities in the fashion industry. Our assessment methods highlighted the need for accelerated and concentrated classes that students and industry professional need for professional development. This finding was confirmed in our industry advisory meeting.

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

At first glance the total number of completions appears to be down. However when comparing the past 5 years it should be noted that there is an increase of completers for 2015-16 and 2016-17 with 34 students receiving degrees in 2015-16 and 31 in 2016-17. Completions rates and degrees awarded for the past 4 years are as follows:

34 degrees for 2015-16

31 degrees for 2016-17

17 degrees for 2017-18

26 certificates and degrees 2018-19

28 certificates and degrees 2019-20

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Increased

What factors have influenced your completion trends?

I believe three factors contribute to our completion trend:

1. As faculty we encouraging students to complete a certificate first and then complete the A.S. degree
2. Completions can mostly be contributed to a pop-culture phenomenon when Project Runway was popular our enrollment was at it's highest.
3. High schools articulations, decrease, currently one remain.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?

The program has made significant positive changes. Our approach to scheduling classes and has been successful in accomplishing an increase in student completions. Sticking to the plan has given students a guided path and confidence to complete.

How have these factors presented challenges for your program(s)?

Our greatest challenge is lack of space for the number of students that would like to take the design courses. Each semester we turn away 10 to 15 students in the FASH 135 class Intro to Sewing Construction.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate 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.

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

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

75.0%

Why did you choose this standard?

We have set are Success Rate at 75% in alignment of with the Overall Success Rate of the school. Every year the Fashion Program Success rate exceeds the Overall Success Rate.

What is your stretch goal for course success rates?

85.0%

How did you decide upon the goal?

After analyzing the current number the Fashion Program has identified a stretch goal of 85% success rate for growth. This conclusion was derived by reviewing the program data for the past four years 2016 to 2019-20. The current success rate is at 78% percentage and retention rate at 96%. The Overall success rate for the past five years remains very steady and is always over the overall success rate of the college. With the retention at 96%, the program should turn those students into completers. The can be accomplished by encouraging students to complete certificate programs, outlined educational plans and create new short term workshop and new industry driven professional development certificates.

COURSE LEARNING OUTCOMES

How have you improved course-level assessment methods since the last PRP?

A course assessment method has improved since the last PRP. The course assessments indications that our students are achieving a success rate of 70% or higher. The Fashion program will continue to develop our course-level assessments and continue to engage the part-time faculty in the planning and assessment process.

Summarize the major findings of your course outcomes assessments.

To summarize the major findings of the effectiveness of the course outcomes the Fashion Program measures and evaluates the annual results and discusses the results with the Advisory Board. We learned that overall, our fashion students have a solid grasp of the industry and technical applications. Our assessment methods are very successful. Students are assessed with work-based learning skills, technical skills, and soft skill. Their ability in the classroom directly correlates to their ability in the workplace. The

Fashion program outcomes are in complete alignment with industry standards and requirements. Our students are very prepared for employment in the industry. Students in our fashion design program complete our program with the required skills necessary to be very employable. At the request of our industry advisors and through results of our course evaluation, one thing we have been working on is with our students is their soft skills. We teach workplace skills and behavior in every class. Each class has incorporated communication skills, social skills and social skills.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how **all** of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [Career Coach-San Diego Workforce Partnership](#)
- [EDD Labor Market Info](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

The Fashion Program has two distinct careers;

Fashion Merchandising, which is the business of fashion

Fashion Design, which is the manufacturing of apparel

Fashion Merchandising includes: Merchandisers, Marketing Directors/Coordinators, Retail buyers, Visual Merchandisers, Stylist, Marketing Manager, Product Manager, Production Manager, Customer Assistant, Retail Salesperson, Special Event Coordinator.

Fashion Design:Apparel Fashion Designer, Clothing Designer, Costume Designer, Dance Costume Designer, Design Director, Designer, Fashion Designer, Historic Clothing and Costume Maker, Latex Fashions Designer, Product Developer

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Knowledge:

Design: knowledge of design techniques, tools, and understanding of body types and trends.

The Arts: Knowledge techniques required to produce, visual arts, either in drawing, computer application, or displays.

Mathematical: Knowledge to calculate costs for manufacturing, or wholesale buying.

Marketing: Knowledge of marketing strategy and tactics for promoting, and executing special events and product development.

The Market: Knowledge of demographic, psychographics, popular culture, and forecasting trends.

Textiles: Knowledge of fiber to fabric and best end use.

Media: Knowledge of purchasing, budgets, and target markets.

Skills:

Computer: Skills in Photo Shop, CAD programs, Excel and other related computer software.

Technical: Apparel design, to include flat pattern, draping and tailoring.

Visual: Apply the principles of design to visual presentations of product, apparel or body types.

Calculation: Apply mathematical formalms for profit and loss of manufacturing and or merchandising.

Abilities:

Critical Thinking: Ability to solve problems using logic and reasoning.

Written Communication: Ability to read and write effectively.

Time Management: Ability to effectively managing one's own time and the time of others.

Visionary: Ability to visualize, forecast, and communicate abstract ideas.

Communication: Ability to negotiate and vocalize ideas effectively

How does your program help students build these KSA's?

The fashion faculty are all industry professionals and understand the interworking of the industry. The curriculum and sequence of classes are coordinated to develop these skills in our students.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-word experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

Work-based learning is integrated into every aspect of the fashion program. Students learn and gain experience through real-world activities, such as the annual fashion show and the running of Comet's Closet.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Students are assessed with work-based learning skills, technical skills, and soft skill. Their ability in the classroom directly correlates to their ability in the workplace. The Fashion program alignment with industry standards and required. Our students are very prepared for employment in the industry. Students in our fashion design program complete our program with the required skills necessary to be very employable in entry level positions in a design studio. At the request of our industry advisors and through results of our course evaluation, one thing we have been working on is with our students is their soft skills. We teach workplace skills and behavior in every class. Each class has incorporated communication skills, social skills and technical skills.

How do you engage with the community to keep them apprised of opportunities in your program?

The annual MODA Fashion Show established a successful reputation in the community drawing over 1,000 guest each year. The Fashion Program also participates in community outreach, tours, open houses, and social media.

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

Currently, more than 25 million people are employed by the production and sale of apparel and accessories worldwide. According to the Regional Labor Statistics for our area, jobs in the field of Fashion Merchandising are expected to grow by 7 percent through 2024.

Employment of fashion designers is projected at 4 percent from 2019 to 2029

Several entry level positions are featured in the "Bright Outlook" they include Marketing Managers and Retail Sales.

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

Faculty activity assist students with job placement and workforce preparedness. The Career Center is also a partner in this endeavor.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

The annual fashion advisory meeting is held in March just before the annual MODA fashion show. This year the committee had an interesting conversation regarding a new virus entering into the United States and the impact it might have on the industry. The advisory meeting was one week before the closure of California.

What are the San Diego County/Imperial County Job Openings?

San Diego has a large apparel production and retail industry. Aspiring San Diego fashion merchandisers and designers can find work in technical production, textile design for product development, apparel design, pattern making, sample making, grading, handweaving, embroidery design, special event coordination, retail, and sales.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year **SMART goals** for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

A coordinated outreach plan that employs internal and external strategies in order to increase awareness and enrollment of the fashion program by at least 10%.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

This goal is never-ending. It is important for any program to create marketing opportunities in order to be successful.

These will be accomplished through a variety of means:

The appointment of the social media coordinator

Develop a social media presence to include, the fashion website, instagram, and Facebook

Attend college fairs

Presentation and special events at area high schools

Meet with high school counselor, create a "leave behind" promotional item

Meet with campus counselor, create promotional item and invite to the fashion show

Use Comet's Closet as a tool to create program awareness

Outcome(s) expected (qualitative/quantitative)

Show a 10% increase in student enrollment by Spring 2022.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

This goal aligns with goal 3 of the Strategic Plan for the college:

Strengthen the college's message to our community.

Objective 3.1: Implement the college's integrated communications plan that reflects Palomar's presence in the community and includes, but is not limited to:

- 1) an easy navigate website,
- 2) a strong social media presence,
- 3) printed marketing materials.

Expected Goal Completion Date

Goal 2

Brief Description

Strengthen industry and community partnerships to increase student experiences that will lead to employment opportunities.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

This goal will be accomplished through a variety of means:

Integrate relevant work-based learning experiences through partnerships with industry professionals

Integrate academic and career technical skill sets

Provide coursework, and internships to prepare students for the dynamics of the workplace

Provide services to improve and support to a diverse student body in completing its educational career or personal plan through active learning such as Comet's Closet and the MODA Fashion Show

Outcome(s) expected (qualitative/quantitative)

Increase services, internships, and career opportunities for the students through numerous work-based learning experiences. In order to develop a richer learning environment. Apply the work-based learning model for distribution

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

At the forefront of our mission statement 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.

Expected Goal Completion Date**Goal 3****Brief Description**

Provide educational opportunities for students to prepare for advanced study, and transfer readiness

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

This goal will be accomplished through a variety of means:

Offer an educational mapping 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.

Maintain high academic standards through comprehensive program content, methods of instruction with appropriate assessment.

Outcome(s) expected (qualitative/quantitative)

Create educational plans and mapping as a pathway for students success and completion. This will increase certificates of achievements, associates degrees and transfers to a four-year college or university. Work with the articulation officer to create agreements with Cal-Poly Pomona.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The Fashion Merchandising and Design Program align with Palomar College's mission statement by supporting the college's mission of career and technical training, transfer and completion.

Expected Goal Completion Date**RESOURCES**

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?

No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?

Yes

What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.

The money is in our budget we need approval to spend on these activities:

\$2,000. for Field Studies to be reinstated into the Fashion Program. The program proposes one field trip per semester for the FASH 100 class.

\$5,000. for annual MODA Fashion Show

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#).

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?

No

Do you have resource needs that require physical space or modification to physical space?

No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#). Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?

No

I confirm that the Program Review is complete and ready to be submitted.

Yes

Enter your email address to receive a copy of the PRP to keep for your records.

rcampogriggs@palomar.edu

Review

Chair Review

Chair Comments

No comments -

Chair Name

Rita Campo Griggs

Chair Sign Date

10/29/2020

Dean Review

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

Excellent job capturing the data for this program. the changes that have been made over the last few years have been good.

Areas of Concern, if any:**Recommendations for improvement:****Dean Name**

Margie Fritch

Dean Sign Date

11/2/2020

IPC Review

Strengths and successes of the discipline as evidenced by the data and analysis:**Areas of Concern, if any:****Recommendations for improvement:****IPC Reviewer(s)****IPC Review Date**

Vice President Review

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

useful SLO and PLO assessment information; increased completions; strong WBL component; advisory council input acted upon; MODA Fashion Show; good goal with measurable outcome

Areas of Concern, if any:**Recommendations for improvement:**

1. discussion with SPCH faculty to brainstorm on ways to help your students with communication skills related to FASH.
2. discussion with Deanna Shoop, Dean Salas, and/or Julie Lanthier re: outreach planning on how best to develop a solid plan using college resources
3. talk with Nichol about a FASH Career Continuum model...
4. consider measurable outcome for Goal 3 -- 100% of FASH majors with fully developed educational plan
5. discuss budget needs with Nichol in anticipation of budget development

Vice President Name

Shayla Sivert

Vice President Sign Date

1/1/2021