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OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review and Planning is about evaluating and assessing programs and documenting plans for improving student success rates. Through review of and reflection on key program elements, Program Review and Planning identifies program strengths and strategies necessary to improve the academic discipline, program, and/or services to support student success.

The College also uses Program Review and Planning as the conduit to request resources (human, technology, facilities and funding) to further help improve and support programs.

BASIC PROGRAM INFORMATION

Academic Year

2021-2022

Are you completing a comprehensive or annual PRP?

Comprehensive

Division Name

Career, Technical and Extended Education

Department Name

Design and Manufacturing Technologies

Department Chair Name

Anita R. Talone and Rita Campo Griggs

Discipline Name

Fashion (FASH)

Department Chair email

rcampogriggs@palomar.edu

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

Rita Campo Griggs

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.

Describe how your mission statement aligns with and contributes to the College's Vision and Mission.

Transforming lives for a better future. The Fashion Merchandising and Design program supports academic success. We encourage our students to engage with the fashion industry local and global.

The Fashion faculty creates a learning experiences that fulfill our mission, we are committed to serving our students, including historically and currently marginalized and racially minoritized populations.

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

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, Certificate

Fashion Design: AS, Certificate

Fashion Visual Merchandising: AS, Certificate

BASIC PROGRAM INFORMATION: FACULTY AND STAFFING RESOURCES

In this section, you will identify how many faculty and staff support your discipline's programs. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the two links below. An arrow will appear in the spreadsheet pointing to the data you will enter.

1) **Permanent Faculty and Staff Count**

2) **FTEF LINK**

How many permanent or full-time faculty support your discipline (program)?

1

For this past fall semester, what was your Full-time FTEF assigned to teach classes?

.60

For this past fall semester, what was your Part-time FTEF assigned to teach classes?

2.33

List the classified and other permanent staff positions that support this discipline.

Michelle Tucker ADA

List additional hourly staff that support this discipline and/or department

None

PROGRAM INFORMATION

In this section, you are asked to consider and evaluate your programs, including their program 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 is made up of industry professionals from leading industry companies in the area. Each year the industry professional reviews the curriculum and experiences offered by the Fashion Program. Faculty receives feedback regarding course, syllabus, project, materials, and requirements for the program. This information is recorded and implemented to the best of the program's ability. Industry employers are look to our program for internships and entry level positions. Included in our Fashion Advisory Committee are four-year university which we work with to align our courses. Currently a number of our classes are articulated with Cal Poly Pomona, Long Beach State, and Istituto Marangoni in Miami. The Advisory Committee is then kept informed on the progress each year.

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

The Fashion program is focusing on the success at the course and program level. Regarding assessing the program level we know that we need to increase enrollment in all our classes and students need to succeed in the completion of a degree. The tool to assess the success will be the mapping and mega majors. 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.

Depending on the degree or transfer goals of our students, there are three different GE pathways to choose from:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes (GE/ILOs), which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

Next, review your course outcomes as they relate to Palomar's GE/ILOs.

How do the courses in your discipline support GE/ILOs? In your response, please specify which GE/ILO(s) your discipline supports. You should refer to the GE/ILOs your program outcomes are mapped to in Nuventive.

The Fashion Program supports General Education outcomes which consist of the four institutional learning outcomes, Communication, Computation, Creative, Critical, and Analytical Thinking, and Community, Multicultural/Global Consciousness and Responsibility. Plus Foundation Knowledge of Discipline and Integrative Learning Communication, which includes written and oral communication, is incorporated into every class in the fashion programs.

In the fashion industry communication is paramount. Poor communication skills can result in hundreds, or thousands of dollars lost by a company. Students from beginning sewing to Digital Design are required to communicate everything from their inspiration of a design to skilled technical writing for doing business abroad. Each class also includes presentations of assignments or presentation of their finding through research or current events.

Computation, which includes quantitative literacy and inquiry and analysis, is not always the first thing people think of when they think of the fashion industry. Fashion is a highly sophisticated, \$2.5 trillion global industry. In the United States alone, consumers spent nearly \$380 billion on apparel. Designers creating apparel need to understand, measurements, geometry to create patterns, and grading (sizing) as well as manufacturing cost.

Merchandising, which is the business of fashion, start where the design process ends. Merchandisers, need to understand production cost, calculations of Tech Packs, buying at retail, budget plans, profit and loss, percentages, market demand, and unit stock planning only to mention a few areas. Computation is included in all design courses 135, 136, 139, 141, as well as the following merchandising classes 115, 116, 120, 125, 126, 175. The Fashion program and industry is a combination of creative, critical, and systematic thinking with analytical skills.

The fashion industry is a global industry which contributes to cultural consciousness, and economies of communities around the world. Students are made aware of the global responsibility they have as they enter into the work force. The textile industry and fast fashion are some of the largest polluters of the environment. Therefore, students need to be made aware of the current fashion industry practice and the influence it has on the global conditions, technological advances, sustainability, growth and changes in the populations, the economy and public awareness. Specific classes include that spotlight the industry practices are, FASH 100, 110, 115, 116, 125, 145, 148, and 175.

Each of the classes in the Fashion program develop the student's technical skills, through an arranged sequence of course that prepare a student for an entry level position and encourage strong work ethic, problem solving, and communication skills which play an important role in their careers. The fashion program has incorporated Integrative Learning (e.g., learning communities, service learning, engagement through the arts) The Fashion Program must ensure that we are preparing students with the skills and knowledge that allow student to enter and advance in the workplace through integrative and work-based learning. The Fashion program provides work-based and Integrative learning through such methods as, cooperative work experience, internships, and field work. Specific examples of integrative learning are the MODA Fashion Show, and Comet's Closet. The MODA Fashion Show is a production of student designs and special event production. Student designers create the clothing for the show and the merchandising student promote, coordinate, and produce the show. Comet Closet is a clothing bank for Palomar College students that need clothing. Fashion students can run Comet's Closet as a retail space. Each class has their own responsibility for running the store creating opportunities for the students to see and experience how a store is run.

Summarize the major findings from your course outcomes assessments that are related to the GE/ILOs education/Institutional Learning Outcomes that your discipline supports. You should refer to the GE/ILOs your course outcomes are mapped to in Nuventive.

After review of the General Education and Institutional Learning Outcomes the major findings related to the fashion program can be summarized as the program is in complete and in compliance. The Fashion program incorporates each of the abilities and qualities a student graduating from Palomar College should possess in each course. This includes, communication, computation, creative and critical thinking, community and teamwork, intercultural knowledge, ethical reasoning and civic knowledge and engagement.

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, you will reflect upon the number of completions students earned for EACH degree/certificate you offer. As required for accreditation, you are also asked to set a standard which represents the lowest acceptable number of completions and a stretch goal for increasing the number of awards.

Link to [Program: Completions](#)

Copy and paste five years of completion data for each of your discipline's degrees and certificates.

Degrees and Certificates Awarded (Count)

Row Labels 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

AA/AS

Associate in Arts Degree 2 4

Associate in Science Degree 16 12 7 18 21 14

AA/AS Total 18 16 7 18 21 14

Certificate

Certificate of Achievement 16 15 10 20 26 14

Certificate Total 16 15 10 20 26 14

Grand Total 34 31 17 38 47 28

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

Decreased

What factors have influenced your completion trends?

The four factors that contribute to our completion trend:

1. As faculty we encouraging students to complete and apply for a certificate first and then complete the A.S. degree.
2. Completions can be contributed to a pop-culture phenomenon when Project Runway was popular our enrollment was at it's highest. Currently a new show "Final Cut" is driving students to the fashion design area.
3. Only 1 high school articulation remains from the 12 we once had.
4. The Covid-19 Pandemic has put a hands on program online which is difficult to maintain.

Are the courses in your discipline required for the completion of other degrees/certificates?

No

Do you have programs with 7 or fewer completions in the last 5 years?

No

Our accrediting body, ACCJC, and the Federal Department of Education requires that colleges establish standards and goals for student success and completion.

A program-set standard for completion represents the lowest number of program completion you deem acceptable for your program. 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.

What is your program standard for program completion?

25

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.

A program stretch goal for completions is the number of completions you aspire to award for each program in your discipline.

To determine your stretch goal, consider the number of annual completions you typically award over time, then consider strategies or efforts you are making to increase completions in your program. Then identify the NUMBER you want to set as your goal.

What is your stretch goal for program completion?

30

How did you decide upon your stretch goal?

Overall, the success rate for the past 5 years remained very steady and over the overall success rate of the college. The fashion program retention rate at 96%, and success rate in the high 70%. This year we see a sharp decline with the current success rate is at 68% percentage and retention rate at 85%. This is much lower than past years which could be due to the Covid-19 pandemic.

After analyzing the current numbers, the Fashion Program has identified a stretch goal of 75% success rate for growth. This conclusion was derived by reviewing the program data for the past 5 years. This 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.

ENROLLMENT AND EFFICIENCY TRENDS

Your courses and offerings represent the path students take to complete their goals. Palomar has a very diverse set of programs and offerings and students have many paths they can take to earn a degree, certificate, or transfer.

In addition to student success and completion, enrollment trends, resources (FTEF), and efficiency metrics like FTES/FTEF are factors reviewed by the college when considering needs for staffing and program support. Evaluating these metrics also helps the College when developing class schedules to meet the needs of students.

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

In this section, you will examine your enrollments over time and resources (FTEF) utilized to support or generate those enrollments.

This information can be found by looking at enrollment efficiencies.

Link to [Program: Enrollment Trends](#)

Have your enrollment trends increased, decreased, or stayed the same for your discipline over the past five years? (check box)

Decreased

Have your efficiency trends increased, decreased, or stayed the same for your discipline over the past five years? (Check box)

Stayed the same

Were these trends expected? Please explain.

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.

Program Information Summary

In this section you are asked to evaluate your programs by considering their program learning outcome assessments, the annual number of completions, goals for completions, enrollment and efficiency trends and any other internal or external factors that had an impact on your program.

What factors have contributed to the success of your program(s)? Describe how they have contributed.

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

What factors have presented challenges for your program(s)? Describe the impact of these challenges.

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.

In addition, marketing outreach on social media is lacking. A social media coordinator is needed to keep websites current, create media events, send out press releases, that would drive additional students to our classrooms. Not just fashion but all disciplines.

COURSE INFORMATION

In this section, you will review how students perform in the courses you offer as part of your program. The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

Data are provided to help you examine differences in course success rates (C or better) across student demographic categories (e.g., gender) and course type (e.g., face-to-face, online).

After you complete your review of course success data, you are asked about the assessment of student learning outcomes at the course level, progress you have made in these assessments, and changes you have implemented as a result/

COURSE SUCCESS AND RETENTION

ACCJC also requires that colleges establish institutional and program level standards and stretch goals for course success rates.

Program-set standards for course success rates represent the lowest success rate deemed acceptable by your discipline. 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. The College's institution-set standard for course success rates is 70%

Program-set stretch goals for course success rates represent the success rates you aspire your students to achieve.

Link to Course Information

The data includes overall success (% C or better) and retention rates (% No Ws) . The data tables include course 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/>)

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

75.0%

Why did you choose this standard?

Overall, the success rate for the past 5 years remained very steady and over the overall success rate of the college. The fashion program retention rate at 96%, and success rate in the high 70%. This year we see a sharp decline with the current success rate is at 68% percentage and retention rate at 85%. This is much lower than past years which could be due to the Covid 19 pandemic.

After analyzing the current numbers, the Fashion Program has identified a stretch goal of 75% success rate for growth. This conclusion was derived by reviewing the program data for the past 5 years. This 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.

Have your overall course success rates increased, decreased, or stayed the same over the last 5 years?

Decreased

Was this expected? Please explain.

For the past five years the standard for discipline course success rate has been in the high 70%. Last year the rate dropped to 68%.

This sharp decline could be due to the Covid-19 pandemic. The fashion program is a hands-on discipline. Faculty have done an outstanding job creating distance education classes, however the number are declining.

What is your stretch goal for course success rates?

75.0%

How did you decide upon the goal?

After analyzing the current numbers, the Fashion Program has identified a stretch goal of 75% success rate for growth. This conclusion was derived by reviewing the program data for the past 5 years. The current success rate is at 68% percentage and retention rate at 85%. The success rate for the past five years before Covid-19 was very steady and over the success rate of the college. With the retention at 96%, and success rate at 78%. These numbers are very obtainable once we can return to the classroom.

Have your overall course retention rates increased, decreased, or stayed the same over the last 5 years?

Decreased

Was this expected? Please explain.

Retention rates have dropped most likely due to the Covid-19 pandemic.

Are there differences in success or retention rates in the following groups? (choose all that apply)

When or where (time of day, term, location)

When or Where: Why do you think differences based on when or where the course is offered exists? What do you need to help close the gap?

I was surprised by the following findings:

Daytime success rates and retention are higher than evening

Age lower retention for non-traditional students

Ethnicity over 90% retention

Are there differences in success/retention between on-campus and online courses?**Please share any best practice methods you use for online courses.**

Unfortunately Fashion online classes fall below the institution standard of 70%. I believe one reason for this low percentage is that the fashion student is a visual and hand-on learner. Additionally, we have found that students taking our online classes are not doing very well. The classes we offer online are mainly introductory courses which should be reevaluated as beginning students might not understand the rigor needed to stay on top of an online course.

COURSE STUDENT LEARNING OUTCOMES (SLOs)**Summarize the major findings of your course level student learning outcomes assessments.**

To summarize the major findings for 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, and social skills.

Reflecting on the major findings you summarized, what are some questions you still have about student learning in your courses that you have not yet been able to address with your outcomes assessments?

Areas that still need to be addressed are;

Enrollment opportunities through adding workshops, FASH 197 Courses

Bring back the Buses for field study classes

Bring back travel classes (students traveled to New York and Las Vegas Magic show)

Open lab for students

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.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

After careful review the improvement the fashion program would like to pursue are as follows: Increase enrollment through social media, adding workshops and open labs to the schedule, reinstate field study classes, move Comet's Closet, and secure funding for the MODA Fashion Show.

To increase enrollment is paramount. Our goal is to hire a social media coordinator that would update the website, create social media campaigns, and market the program by attending college fairs and presenting in secondary classroom. The program is actively chasing dual enrollment opportunities as well.

Repeatability of work-based learning courses is needed. Course Outlines of Record needs to be created and added to curriculum. These courses would be offered concurrently allowing students to build on the first experience. Open lab course is needed to allow students time to use the machines and school facilities. To reduce the degrees to 30 units all the lab classes were removed from the program. However, students are requesting time in the classroom and with the machines. Workshops: quick start course to develop specific skills for students and industry professional for professional development.

FASH 195: Field Studies was removed from the Fashion program with the understanding these site visits would be added to the FASH 100 class, Fashion Industry. For over 20 years the college supported these trips with funding for buses. Funding was removed before the pandemic. The department was told to have students drive themselves to these locations, which has resulted in frightening situations directing 30 plus students. To ensure their safety buses need to be reinstated. Partnerships with industry leaders to increase visibility for the program needs to be continued. The Fashion program has partnered with Fashion Week San Diego for the past year. This has provided students with a unique opportunity for our students to internship. The Fashion program is planning on instituting Fashion Week Palomar College to accompany the highly successful MODA Fashion Show.

The summer of 2018 the Fashion program rolled out Comet's Closet for the entire campus. Comet's closet is a free service clothing bank for students in need of everyday casual clothing or business wear. Students can sign up to receive a complete makeover from one of our fashion students. These are all free services to Palomar College students. The Fashion department accepts clothing donations preferably brought in on hangers. Comet's Closet is used as a tool to implement work-based learning and develop curriculum. To date we have assisted hundreds of students without any support from the college. The Fashion program is requesting financial assistance to continue with this worthy project. Items needed are minimum, hangers, bags, rolling racks, and signage. In addition, a location near the food bank would be ideal.

The Fashion program is thrilled to revive the field study trip to New York. This class is so important for the student as well as the image of the program. For years the New York trip was an annual trip. One of the site visits was always Fashion Institute of Technology, (FIT). During those years Palomar's relationship with FIT was outstanding; each year we always had a student or two accepted into the program, one year we had seven students accepted into their fashion program. Time and time again I have heard students and adults traveling with the class say the New York trip changed their lives. The MODA Fashion Show is a signature event which is produced and coordinated by fashion students in the Fashion Show Presentation Class. Fashion design students create the clothing for the show in their design classes and the merchandising student promote, coordinate, and produce the show. The show is held on the first week of May at the Center for the Arts in Escondido. This location was chosen due to the large audience the show draws. Over 1,000 people attend this annual event. To ensure stability the fashion program would like to ensure funds for this location and event.

Excluding courses that haven't been offered in the last three years, confirm that all of your courses have been assessed in the last three years.

Yes

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

What is your departmental strategy on how you schedule your courses, including the time of day you offer courses? Do you use 4-week, 8-week, or block scheduling (putting required classes near each other) to organize required classes to meet the needs of disproportionately impacted students? Please explain.

Classes in Merchandising and Design are being rotated day to evening to accommodate student work schedules.

Design and Merchandising class schedules were mapped by semester to align degree and certificate programs for completion in two years.

How do you work with other departments that require your course(s) for program completion?

Fashion Merchandising and Design courses are not required by other Programs. Curriculum for both areas are highly specialized. The Design program is skill based. Fashion designing involves a set of skills that range from market research and creativity to sketching and textile selection and sewing a complete garment.

The Merchandising Program is the business of fashion which aligns well with the Business Program. There is one course that is co-listed with the Business program, that is FASH 125/BUS 145 Retail and Promotions. The Retail and Promotion is owned by the Fashion Program and is normally schedule in the evening as most of these students are working students. Due to the Covid-19 pandemic, the Business Program asked if the class could be offered online, which the Fashion program has complied with.

The History of Fashion class, FASH 130, meets a General Education requirement for Humanities. This class is online, so it works very well for student's flexible schedules.

Does your discipline offer cross-listed courses?

Yes

How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling and SLO assessment?

The Fashion Merchandising and Design faculty collaborate to offer a schedule of courses that are sequential and do not overlap each other in time or in class activity. There are three classrooms in the Fashion building, a design studio for sewing, a lecture room for the core classes, and a computer lab which has two functions, first for our computer needs and second the computer drop into the table giving the design studio additional space. Coordinating the courses so we don't overlap can be challenging.

A master plan was created to support the Fashion program new certificate and degree plan which rotates the classes from day to evening and is constantly rotated by the semester. We also review the audience for each class to determine the best time and day to capture the most students. This allows students the benefit of knowing when and how to create their schedule. Which allow removes some of the stress from the planning.

Are there curriculum concerns that need to be resolved in your department? What are they?

FASH106A Basic Costume I, 106B Basic Costume II and FASH 109 Elementary Stage Make-up as these classes have never been offered or apart of our program. These classes belong to the Theater department. When we went to deactivate the courses we learned since we did not own the class we could not remove them from our catalog listing, and that the Theater department was using the Fashion account to pay the faculty and to avoid meeting minimum qualifications. To-date this has not been resolved, even after several requests to the appropriate administrators and the curriculum committee. The courses have been removed from Neventive/SLO's.

Are there courses that should be added or removed from your program - please explain?

As we reviewed the Fashion program we looked to deactivate FASH106A Basic Costume I, 106B Basic Costume II and FASH 109 Elementary Stage Make-up as these classes have never been offered or apart of our program.

These classes belong to the Theater department. When we went to deactivate the courses we learned since we did not own the class we could not remove them from our catalog listing, and that the Theater department was using the Fashion account to pay the faculty and to avoid meeting minimum qualifications. To-date this has not been resolved, even after several requests to the appropriate administrators and the curriculum committee.

How is the potential need for program/course deactivation addressed by the department?

Deactivation is addressed through meetings with Full-time faculty, Adjunct faculty, and the Advisory Committee. Recently the Fashion program cleaned up the listing of classes and deactivated classes and labs that were no longer relevant to the program.

Are there areas you would like to expand?

We strive to obtain the implementation of these six critical components. These areas should be considered for areas to expand and added to the program.

1. Return to campus!
2. Creating short term classes/skill workshops
3. Reinstating travel courses to New York and MAGIC Las Vegas
4. Reinstating buses for Field Study course
5. Social Media, Outreach Coordinator
6. Open Lab

These resources will provide opportunities that otherwise would not be available. Students will participate in programs, which strengthen the educational experience, and develop skills for careers. These events illustrate opportunities for recruitment, retention, and industry partnership. Furthermore, they become the program's connector for the pathway from high school, to college, then into the industry. The fashion program is using outreach programs to build working relationships with industry leaders, the community, and other CTE programs on campus.

Describe any data and/or information that you have considered as part of the evaluation of your program.

As part of our ongoing evaluation of the Fashion program we look to resources that will strengthen the curriculum and provide real world opportunities for our students in Fashion Merchandising and Design Program. We look to best practices of other programs at Palomar College and other Fashion Programs within California. As a program, the Fashion department is an active participating member on campus. The Fashion program supports students' needs by supplying Comet's Closet, we create one of the largest single day events with the MODA Fashion Show, and during the holiday season students decorate the library, create holiday stockings, and donate them to on campus groups with children, Geer-up and EOP&S.

We are active and have exposure, but our biggest concern is enrollment and how to increase our total population. When we look at best practice at other colleges, we see support for marketing and marketing outreach material. High Schools are a great resource for the college and the Fashion program. It would be beneficial for the college and the program to support outreach for individual programs, such as an outreach coordinator to handle the websites, local presentations, social media campaigns, and high school events.

To answer the next two questions, you will need to review your [program maps](#) and program information in the [2021-2022 Catalog](#).

Is the content in the program mapper accurate?

Yes

Is the content in the catalog accurate?

Yes

Has your department or discipline started having discussions about embedding diversity related issues or content in your curriculum?

Yes

If yes, describe your efforts. If no, what type of training or help do you need to do this work?

Several of our classes have started embedding diversity related issues and content in the curriculum. These courses are FASH 100 FASH 105, FASH 130 History of Custom, FASH 110 Textile, FASH 120 Buying Management, and FASH 175 Evaluation of RTW.

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? If so, how would the new or emerging careers impact your future planning?

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. These include but not limited to; Fashion Designer, Fashion Merchandiser, Marketing/Promotion Director, Visual Merchandiser, Textile Knitting and Weaving Machine Setters, Operators, and Tenders, Retail Buyer, Retail Associate, Patternmaker, Sample maker, Technical Designer, Production Manager only to name a few. The fashion industry is a major economic force in the United States and creates billions of dollars in revenue every year. Employment projections from the California Employment Development Department show that within San Diego County the demand for trained personnel will increase significantly in the next six years. Completion of the fashion merchandising or fashion design program will benefit from a wide variety of employment opportunities. Annual job growth projections for Fashion Merchandising and Fashion Design in San Diego County are as follows: 49% increase for Market Specialist or estimated 369 annual positions. Meeting, Convention, and Event Planners show a 50% increase or 74 annual positions. Commercial and Industrial Designers, have an 18% increase or 22 annual positions. Advertising, Marketing, Promotions, Public Relations, and Sales Managers show a 20% increase or 399 annual openings. Fashion Designers, Cut and Sew Apparel Manufacturing, Piece Goods Merchants and Wholesalers as well as, the Motion Picture and Video Industry all show an increase of employment over the next six years. By highlighting only a few of the many employment opportunities, it is easy to see the sufficient choices for fashion program completion.

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

A major strength in our program is that we is that we educate our students to be successful in the multifaceted global field of the Fashion Industry through the education of knowledge, skills, abilities. 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. The KSA's are integrated into the curriculum through work-based learning, applied learning and school based learning experiences. Examples of this type of integration that is infused into the curriculum is, Comet's Closet, the annual Moda Fashion Show and internships.

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

To ensure the Fashion program is preparing students with industry supported Knowledge, Skills, and Abilities (KSA's) several components are in place; an integration of work-based learning, academics, and connecting activities, a coherent sequence of courses that build on KSA's and program review by the advisory committee.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world 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

What have you done to integrate work-based learning?

The Fashion Program must ensure that we are preparing students with the skills and knowledge that allow student to

enter and advance in the workplace through integrative and work based learning. The Fashion program provides work-based and Integrative learning through such methods as; cooperative work experience, internships, and field work. Specific examples of integrative learning are the MODA Fashion Show, and Comet's Closet. The MODA Fashion Show is a production of student designs and special event production. Student designer create the clothing for the show and the merchandising student promote, coordinate, and produce the show. Comet Closet is a clothing bank for Palomar College students that are in need of clothing. Fashion students are able to run Comet's Closet as a retail space. Each class has their own responsibility for running the store creating opportunities for the students to see and experience how a store is run.

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

Each of the classes in the Fashion program develop the students technical skills, through a sequence of courses that prepare a student for an entry level position and encourage strong work ethic, problem solving, and communication skills which play an important role in their careers. Therefore the fashion student foundational knowledge needs to have current knowledge in specialized areas, possess technical skills and interpersonal skill that transfer to the workplace.

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

The Advisory committee is vital to a Fashion Merchandise and Design program, in order to keep them apprised of opportunities in our program and to connect with opportunities in the industry. Our Advisory Committee includes community members, industry professionals and articulated high school programs. The Fashion Advisory committee draws from a broad spectrum of professionals and includes fashion designers, fashion manufactures, managers of retail stores, faculty from secondary institutions, business owners, entrepreneurs, stylists, entertainment industry, costume designers, textile designers and manufactures and former students currently working in the industry. As the Full-time faculty I make a point of connecting with these individuals on a regular basis in order for our program to remain top-of-mind. These partnerships will be developed and maintained through annual advisory meetings, inviting industry to speak in our classrooms, field study tours, and the MODA Fashion Show.

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

The regional employment projections from the California Employment Development Department show that within San Diego County the demand for trained personnel in the Fashion industry is projected to increase significantly. The occupational growth for the fashion program will be influenced by global conditions, technological advances, sustainability, growth and changes in populations, the economy, and public awareness. Therefore designers and merchandisers need to have current and board knowledge in their field, work as a team member, and work closely with related professionals.

Emerging employment and job opportunities include ethical and legal accountability for the environment and sustainability.

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

The Fashion Merchandising and Design program curriculum is designed to provide a multi-level program of study for student interested in pursuing careers in Fashion. Curriculum includes technical skills, soft skills, integrated academics, and work-based learning which is all reviewed and supported by the Fashion Advisory Committee. These industry individuals assist with internships, and job placement. The annual MODA Fashion Show is also a catalyst to promote student careers. Industry professional attend the show to scout talent for their company.

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

The Fashion Program holds annual Advisory meetings, the last meeting was held on March 23, 2021, on zoom. It was exciting as we had advisors from around the world participating in the meeting. A former student working in London, fashion designers from India, Indonesia, Italy, and Miami. Industry experts from New York, Colorado, and local Los Angeles and San Diego businesses. Significant information gathered from the meeting were the importance of environmental concerns specifically sustainability, field studies and work experiences; the need to create short term classes such as computer software that could benefit current students and industry professionals as professional development; the reinforcement of soft-skills/interpersonal skills in the classroom, and the obligation from Palomar College to keep the program current and relevant.

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

Apparel Fashion Designer, Clothing Designer, Costume Designer, Dance Costume Designer, Designer, Fashion Designer, Historic Clothing and Costume Maker, Fashions Designer, Product Develop Computer aided design CAD software — Autodesk Revit ; Computer aided design and drafting software CADD; StartingAClothingLine.com Digital Fashion Pro; Trimble SketchUp Pro

Bright Outlook- Marketing Managers Brand Manager, Business Development Director, Business Development Manager, Commercial Lines Manager, Market Development Executive, Marketing Coordinator, Marketing Director, Marketing Manager, Product Manager

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](#).

If you require any additional resources beyond your exiting budget, please be sure to request those resources in the next section titled "Resources".

Goals

Goal 1

Brief Description

Develop a coordinated outreach plan that employs internal and external outreach strategies in order to increase awareness and enrollment of the fashion program

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:

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

Press Releases to 3 minutes of news and local media

Outcome(s) expected (qualitative/quantitative)

Student enrollment will increase by 10%. The Fashion Program will reach and increase their success and retention goals.

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

8/31/2022

Goal 2

Brief Description

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

Goal Status

Ongoing

Is this a new or existing goal?

Existing

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)

In order to develop a richer learning environment contact 10 local fashion companies in order to increase services, internships, and career opportunities for the students through numerous work-based learning experiences.

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

10/31/2022

Goal 3**Brief Description**

Provide educational opportunities in the field of fashion 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)

To meet the goal of success rate and retentions of 75% success and 90% retention, the fashion program will create educational plans and mapping as a pathway for students' success and completion. An visible increase in certificates of achievements, associates degrees and transfers to a four-year college or university should be noted by the next PRP. Work with the articulation officer to complete agreements with Cal-Poly Pomona and Istituto Marangoni.

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

10/31/2022

Goal 4

Brief Description

Room to grow- Increase the space for the Fashion Design and Merchandising program and relocate Comet's Closet.

Is this a new or existing goal?

New

How will you complete this goal?

Fashion faculty will scout new locations to relocate Comet's Closet closer to the Food Bank.

Active participation in committees for new building.

Present a plan to remodel existing building.

Outcome(s) expected (qualitative/quantitative)

Deliver 2 floor plans to the CTEE Dean. One to illustrate a remodel to the existing building, and a second floor plan for a new building with square footage needed to properly teach the classes safely.

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

Our mission statement is a commitment to a broad based variety of skills, which comprise traditional training, and the latest in technology.

Expected Goal Completion Date

10/31/2022

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

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.

Include the MODA Fashion Show into the annual budget.

Review your Budget/Expenditure reports for fiscal year 2019, 2020, 2021. 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

NOTE: PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

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

Part 4: Facilities Requests

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

No

PART 5: 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 all full-time faculty in this discipline have reviewed the PRP. The form 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