



2022-23 Instructional Program Review and Planning

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

2022-23

Are you completing a comprehensive or annual PRP?

Annual

Division Name

Career, Technical and Extended Education

Department Name

Design and Manufacturing Technologies

Choose your department. If you don't see it, you may add it by typing it in the box.

Discipline Name

Fashion (FASH)

Choose your discipline. If you don't see it, you may add it by typing it in the box.

Department Chair Name

Co-Chairs Rita Campo Griggs, Anita Talone

Department Chair email

rcampogriggs@palomar.edu

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

Rita Campo Griggs, Yoon Bahar, Nancy Galli, Jame Hebert,

Website address for your discipline

<https://www2.palomar.edu/pages/fashion>

Discipline Mission statement

The Palomar College Fashion Merchandising and Design is dedicated to being the leading provider of education and equipping individuals with the skills and practical experience they require to handle 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 that 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 ☐ No

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

☐ Yes ☐ No

List all degrees and certificates offered within this discipline.

Fashion Merchandising: AS, Certificate
Fashion Design: AS, Certificate
Fashion Visual Merchandising: AS, Certificate

AA, AS, ADT, Certificates, etc.

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 links shown in red.

Enter the number of permanent or full-time faculty support your discipline (program)?

1

Enter a number.

Link: [Permanent Faculty and Staff Count](#)

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

1.84

Link: [FTEF Data](#)

For this past fall semester, what was your Part-time FTEF assigned to teach classes? (Part-time FTEF = PT hourly and overload.)

.60

Link: [FTEF Data](#)

List the classified and other permanent staff positions that support this discipline. If possible, include number of months and percentage workload.

1 ADA - Teresa Alvarado

Link: [Permanent Faculty and Staff Count](#)

List additional hourly staff that support this discipline and/or department. Include weekly hours.

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](#). 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? Please explain.

As we assess the scope and depth of the learning outcomes for the Fashion Merchandising and Design program, it reveals that the degrees align very well with the employer and transfer expectations. The fashion program evaluated practices that have proven to be successful. This includes staying current with industry partners which leads to employment placement and a relevant curriculum that leads to transfer to a four-year institution.

How do they align with employer and transfer expectations?

With our Advisory Board, significant adjustments to the Fashion Merchandising and Fashion Design degrees and certificate programs were made in order for them to align with industry and transfer expectations. Program courses were limited to 30 units in order for students to complete their coursework in one or two years. This restructuring of the programs allows 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.

Palomar Fashion program has partnerships with four-year universities for students who seek higher level education to further their academic study to transfer, these schools include Cal Poly Pomona, FIT in New York, and Istituto Marangoni.

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

The Fashion program plan for assessing program learning outcomes is focusing on success at both the course and program levels. On the course level, we know that we need to increase enrollment in all our classes in order to increase the number of classes that are offered in the program. At the program level, 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. This includes adding stackable degrees and short-term classes.

Summarize the major findings of your program outcomes assessments.

Major findings of our program assessments show excellent results. We learned overall our educational skills are well aligned with employer and transfer expectations. Fashion students have a strong grasp of technical applications through work-based learning. Successful completion of either the Merchandising or Design program allows students with entry-level employment opportunities in either industry. Our assessment methods highlighted the need for accelerated and concentrated classes that students and industry professionals need for professional development. These findings were 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, 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: [Program Completions](#)

Access the link above titled "Program Completions" and copy and paste five years of completion data for each of your discipline's degrees and certificates.

2016-17	2017-18		2018-19	2019-20	2020-21	2021-22
Associate of Science						
12	7	18	21	14	8	
Certificate of Achievement						
15	10	20	26	14	11	
Totals						
31	17	38	47	28	19	

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

☐ Increased ☒ Stayed the same ☐ Decreased

Choose one

What factors have influenced your completion trends?

The major factor that influenced our past two years has been the pandemic. The programs show significant growth up until last year when a small decline is noted. At first glance, the total number of completions appears to be down. However, when comparing the totals for the past 5 years it should be noted that there is an increase in completions with the fashion certificates. In 2018, changes were made to the program reducing the completion units to 30 and offering short-term specialty workshops that create interest in the community and generated growth.

The Fashion program especially the design program needs to be taught in a classroom and not online. The tools and equipment are all in the classroom. Due to the pandemic, we lost the drive behind the marketing. Coming back onto campus and reinstating the marketing programs will bring back interest and enrollment. It is important to note the phenomenon of pop-culture trends that can and do affect our enrollment. Currently, Project Runway and Making the Cut are both Fashion Design reality shows that are trending. A quick survey of students concluded the increase in interest in Fashion Design and fashion reality shows.

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.

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.

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 factors that have contributed to the success of the Fashion Merchandise and Design program are:

The students in our Fashion Merchandising and Design program create, market, produce, and orchestrate an end-of-year signature event, MODA. This is a collaborative event between the Merchandising students and the Design students. Apparel Designs from our Fashion students are showcased in the annual fashion show and the Merchandising students produce, coordinate, and market the show. This highly successful event draws over 1,000 people each year. This could be the largest single-day event for Palomar College. The fashion show is a signature event that demonstrates a successful pathway. This event includes articulated high schools. These high school students are invited to participate in the event to showcase their work, alongside the Palomar College design students. This event combines industry skills and knowledge for 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 excellent community outreach, brings in new students to the program, provides exposure to the industry, and encourages industry participation in our program.

Fashion Snoops, the most relevant source of forecasting information for the apparel industry, is an extremely important resource for Fashion students. This source serves every single student in the Fashion department. This allows the students to be successful in their school endeavors. Understanding the industry and how it functions makes these students excellent job candidates at the time of their graduation.

In 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 will also have the opportunity to sign up to receive a complete makeover from one of our fashion students. These are all free services to Palomar College students.

Comet's Closet is used as a tool to implement work-based learning and develop a curriculum. To date, we have assisted over one thousand students.

The Fashion program has partnered with Fashion Week San Diego for the past several years. This has provided students with opportunities for internships and exposure to the industry.

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 manufacturers, managers of retail stores, faculty from secondary institutions, business owners, entrepreneurs, stylists, the entertainment industry, costume designers, textile designers, and manufacturers and former students currently working in the industry.

Workshops: quick start course to develop specific skills for students and industry professionals for professional development. This was started just before the pandemic and proved to be successful by the increase in enrollment.

Field study trip to New York. For years the New York trip was an annual trip. Time and time again I have heard students and adults traveling with the class say the New York trip changed their lives. One of the site visits was always the Fashion Institute of Technology, (FIT). During those years Palomar's relationship with the FIT was outstanding; each year we always had a student or two accepted into the

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 goals focus on eliminating equity gaps and increasing timely completions. Examining, reflecting upon, and developing strategies to improve course success rates is one way to help the college meet its Vision for Success Goals and support our students in reaching theirs.

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.

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?

83.0%

The College's institutional standard for course success rate is 70%. To access college success rates. Click on the link below.

Link: [Course Success Rate Information](#)

UPDATE 9/26/2022: The Course data links are under construction and will be operational shortly. This note will be removed when then link becomes functional again. Apologies for the inconvenience.

Why did you choose this standard?

The Fashion program has aligned itself with the College's institutional standard for course success rate which is 70%. Specialized areas of discipline like the Fashion program draw students that are passionate about the subject. This student is committed to their studies and their final goal which is their career.

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 a 75% success rate for growth. This conclusion was derived by reviewing the program data for the past 5. The current success rate is 83% percent and the retention rate is at 95%. The Overall success rate for the past five years remains very steady and is always over the overall success rate of the college. With retention at 95%, the program should turn those students into completers. This can be accomplished by encouraging students to complete certificate programs, outlining educational plans, and creating new short-term workshops, and new industry-driven professional development certificates.

COURSE STUDENT LEARNING OUTCOMES (SLOs)

Summarize the major findings of your course level student learning outcomes assessments.

The major findings of the course-level student learning outcomes for the Fashion Program were to evaluate the annual results and discuss 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 skills. 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.

Course level SLOs can be accessed through [Nuventive Improve](#)

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

☐ Yes ☐ No

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 O*net Link below) Are there any new or emerging careers? If so, how would the new or emerging careers impact your future planning?

It is important to revive the field study classes in the program. 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.

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.

27-1026.00	Merchandise Display and Window Trimmers
27-1022.00	Fashion Designers
41-9012.00	Models Bright Outlook Bright Outlook
41-9011.00	Demonstrators and Product Promoters
41-2031.00	Retail Salespersons Bright Outlook
13-1022.00	Wholesale and Retail Buyers, Except Farm Products
11-2021.00	Marketing Managers Bright Outlook
27-3023.00	News Analysts, Reporters, and Journalists
27-3041.00	Editors
51-6092.00	Fabric and Apparel Pattern-makers
51-6063.00	Textile Knitting and Weaving Machine Setters, Operators, and Tenders
53-7065.00	Stock and Order Fillers Bright Outlook
13-1199.06	Online Merchants
53-3031.00	Driver/Sales Workers Bright Outlook
41-4012.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products Bright Outlook
27-1021.00	Commercial and Industrial Designers
39-3092.00	Costume Attendants Bright Outlook Bright Outlook
27-1012.00	Craft Artists Bright Outlook
51-6092.00	Fabric and Apparel Pattern-makers
51-6051.00	Sewers, Hand

Link: <https://www.onetonline.org/>

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

Fashion Merchandisers or Fashion Design programs will benefit from a wide variety of employment opportunities. These include but are not limited to; Fashion Designers, Fashion Merchandiser, Marketing/Promotion Director, Visual Merchandiser, Textile Knitting and Weaving Machine Setters, Operators, and Tenders, Retail Buyer, Retail Associate, Pattern makers, Sample makers, Technical Designer, Production Managers only to name a few.

The Knowledge, Skills, and Abilities (KSAs) vary greatly for each profession. Common threads that run through each career are teamwork, strong work ethic, problem-solving, and communication skills. The industry foundational knowledge, skills, and abilities need to have current knowledge in specialized areas, individual technical skills, and interpersonal skills that transfer to the workplace.

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.

The following four questions are for CTE programs only. If you are not a CTE program, please go back to the BASIC INFORMATION tab and select "no" for "Are any of your programs TOP coded as vocational (CTE/CE)?"

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 broad 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 in fashion products.

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

The Advisory Committee is vital to a Fashion Merchandise and Design program for job placement. These industry individuals assist with internships and job placement. A real-world experience like the annual MODA Fashion Show is also a catalyst for promoting student careers. Industry professionals attend the show to scout talent for their companies.

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

Fashion Merchandise and Design Advisory Meeting

Tuesday, April 26, 2022, 3:00 pm – 4:30 pm, Zoom Conference Meeting

This year we had a lot of new fashion advisors that were Palomar College alumni that are now working in the industry. Our zoom call was filled with students from around the world, Japan, Indonesia, London, Milan, Miami, Colorado, New York, and local San Diego and Los Angeles.

Significant information gathered from the meeting was; the relevance of continuing the MODA Fashion Show, classes must include sustainability in fashion, the importance of stack-able certificates, which would include industry professional development classes, and the obligation from Palomar College to keep the program current and relevant through technological support, CAD program.

Career Education programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year.

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

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.

Completers 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 Specialists 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, Wholesalers as well as, and the Motion Picture and Video Industry all show an increase in 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 students that complete the fashion program with a certificate or A.S. Degree. According to the figures stated by California Employment Development Department, total annual job projections exceed 864 positions.

Include short- term # of projected job openings and long -term # of projected job openings

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 ☐ No

What have you done to integrate work-based learning?

Every class in the Fashion program is filled with work-based learning standards. The Fashion Program must ensure that we are preparing students with the skills to enter the workplace. This can only be done through integrative and work-based learning techniques.

The Fashion program provides work-based and Integrative learning through such methods as, cooperative work experience, internships, teamwork, guest speakers, and fieldwork. Two 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 are able to run Comet's Closet as a retail space. Each class has its own responsibility for running the store creating opportunities for the students to see and experience how a store is run. Students change the mannequins, design the floor space, design the windows, and prepare the merchandise for the floor.

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

Work-based learning is a key component in training students for their future careers. Each of the classes in the Fashion program develops the student's 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's foundational knowledge needs to have current knowledge in specialized areas, and possess technical skills and interpersonal skills that transfer to the workplace.

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

Opportunities in the fashion industry are endless and the best resource to keep the community engaged is through the Advisory Committee. 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 the industry. Our Advisory Committee includes community members, the fashion community as in our industry professionals, and articulated high school programs. The Fashion Advisory committee draws from a broad spectrum of professionals and includes fashion designers, fashion manufacturers, managers of retail stores, faculty from secondary institutions, business owners, entrepreneurs, stylists, the entertainment industry, costume designers, textile designers and manufacturers, and former students currently working in the industry. Faculty 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.

For example: regular meetings with community partners, connections with local High Schools, dual enrollment, Universities, business partnerships, Palomar events (i.e. Tarde de Familia, House of Humanities), and/or community groups (i.e. chamber, associations, non-profits).

PROGRAM GOALS

Progress on Prior PRP Goals

In the most recent PRP cycle, you identified a set of goals Provide an update to your most recent PRP goals.

[Click here for previous PRPs with goal information.](#)

Prior PRP 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

Goal Status

☐ Completed ☒ Ongoing ☐ No longer a goal

Add any comments related to your work on prior goal (e.g., success, challenges, reasons for eliminating a goal). Describe Outcomes, if any.

Now that the pandemic has subsided and classes are face-to-face and back on campus, the Fashion program proposes the following to market the program. These areas should be considered for expansion:

Creating short-term classes/skill workshops

Reinstating travel courses to New York and MAGIC Las Vegas

Reinstating buses for Field Study courses

Social Media, Website, Coordinator

Resume live production of the annual fashion show, MODA.

Open Labs

Increasing enrollment is paramount. Our goal is to hire a student social media coordinator through Federal Work Study that would assist in updating the website, creating social media campaigns, and marketing the program by attending college fairs and presenting in the secondary classroom. The program is actively chasing dual enrollment opportunities as well.

Workshops: quick start course to develop specific skills for students and industry professionals 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 the internship. The Fashion program is planning on instituting Fashion Week Palomar College to accompany the highly successful MODA Fashion Show.

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 a 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/Europe. 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 the Fashion Institute of Technology, (FIT). During those years Palomar's relationship with the FIT was outstanding; each year we always had a student or two accepted into the program, and 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 that is produced and coordinated by fashion students in the Fashion

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 five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Strategic Plan 2022](#).

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in the Faculty Position Prioritization committee, which reports to the Education, Equity, and Student Success Council. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?

☒ Yes ☐ No

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Fashion Merchandise and Design

How will this faculty position help meet district (Guided Pathways, Strategic Plan, Strategic Enrollment Management etc.), department and/or discipline goals? Please be sure to tie this back

to your PRP goals and three year plan.

The fashion industry is a major economic force in the United States and creates billions of dollars in revenue every year. The mission statement for the Fashion program states the Fashion Merchandising and Design program is dedicated to being the leading provider of education and equipping individuals with the skills and practical experience they require to handle 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 that 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.

This is in alignment with Palomar College's mission statement and Palomar College's Strategic Plan 2022 and the California Community College's Vision for Success Goals. With direct alignment to the Fashion PRP Goal #2 Transfer-readiness, and Goal #4 Workforce preparation.

Palomar College's mission statement states, to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

Increasing the number of full-time faculty will enable us to make changes in order to assure students' success. Four reasons a full-time faculty is needed in the Fashion Program:

A full-time faculty member is needed in the Fashion Design Program to continue to improve the aspects of our program that align with Palomar's Institutional Learning Outcomes and Strategic Goals. Currently, we are relying on all part-time faculty in the Design program to help us assist students in successfully achieving these outcomes and goals

A full-time faculty will ensure success in the stated Values of Palomar College such as excellence in teaching, access to programs and services, diversity in the learning environment, inclusiveness of individual and collective viewpoints in collegial decision-making processes, creativity and innovation in engaging students, and participation in the community.

A full-time Faculty position will enable more consistent outreach and guidance as well as counseling of students as they enter and progress through our programs. The Strategic Plan which states to strengthen, promote, and support the college's diverse workforce through strategies focused on recruitment, hiring, and retention.

Develop curriculum to ensure equity and the fair treatment of all in our policies and procedures, diversity in learning environments, philosophies, cultures, beliefs, and people, inclusiveness of individual and collective viewpoints in collegial decision-making processes, mutual respect and trust through transparency, civility, and open communications. However, as adjunct faculty their exposure and ability to implement and develop curriculum is limited.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)?

Finding qualified teaching candidates in the Career, Technical, and Education, (CTE) field of Fashion with the right combination of formal education and professional experience is difficult. Instructors must be able to teach all classes in the two disciplines: Fashion Merchandising and Fashion Design. They must have an extensive working background as well as be highly specialized in one field. It is difficult to find candidates with a combination of this professional experience and the proper educational degree.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

No

Utilizing your PRP data, please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

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. A completer 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:

By highlighting only a few of the many employment opportunities, it is easy to see the sufficient choices for fashion program completers. According to the figures stated by California Employment Development Department, total annual job projections exceed

Refer to data and other analysis earlier in this document.

Is your department affected by faculty on reassigned time? If so, please discuss.

No

Are you requesting AA, CAST for Classified Staff?

☐ Yes ☒ No

PART 2: BUDGET REVIEW

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 budet considerations you would like your dean/supervisor to be aware of for the upcoming year?

☐ Yes ☒ No

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

1. One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing ad allocating one-time needs/requests. Prioritization takes place through the appropriate

groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

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

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

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. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

PART 3: TECHNOLOGY NEEDS

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

☐ Yes ☐ No

PART 4: FACILITIES REQUESTS

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

☐ Yes ☐ No

Please include only those facilities requests that could be accomplished within a one-year time frame and/or under a \$75,000 estimated amount. Other facilities needs, such as buildings or remodels, should come through the long-range facilities planning process.

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?

☐ Yes ☐ No

☒ I confirm that all full-time faculty in this discipline have reviewed the PRP. The form is complete and ready to be submitted.

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

rcampogriggs@palomar.edu