

# **El Camino Community College**

## **PROGRAM REVIEW 2017**

### **Industry and Technology Fashion Design**



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## **SECTION 1**

### **Overview of the Program**

**A) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.**

#### **FASHION & RELATED TECHNOLOGIES FASHION DEPARTMENT MISSION STATEMENT**

The Fashion Department of El Camino College is an integral program in the Division of Industry and Technology. Our primary goal is student success. We strive to achieve the following objectives:

- To educationally prepare students for entry-level positions in fashion design, fashion merchandising and/or related areas through certificate and associate degree programs
- To support and prepare students for transfer to colleges and universities to obtain a bachelor's degree in the area of fashion design, fashion merchandising, and/or related areas
- To provide programs and experiences that give students applicable hands-on learning, foster professionalism, and create ties within the business community, including networking and internships
- To encourage teamwork, collaboration, and student awareness of the changing, global and fast-paced fashion industry through the campus club, "Tailor Made Fashion Club."

The Fashion Department serves high school graduates and currently attending high school students, persons already working in the apparel industry, older students returning to school for enrichment and others who are interested in fashion as a "second career".

The fashion program prepares students for employment in the field of apparel design and production or apparel merchandising and provides upgrade opportunities for currently employed personnel. The department offers Associate of Science degrees in Fashion Design and Production and Fashion Merchandising. The following Certificates of Achievement are also offered: Fashion Design and Production, Fashion Merchandising and Fashion Stylist.

Upon completing the designated degree or certificate requirements, students gain proficiency in clothing construction, fashion illustration, pattern making, draping, computer- aided fashion design, computer-aided sketching and the apparel

manufacturing production process. Students completing the requirements for the merchandising option will also gain proficiency in presentation techniques, planning and promotion, fashion coordination, advertising and sales. Competencies are assessed by exams, portfolios, presentations and exhibitions of original apparel design. Students may expect to enter industry as a design assistant, technical designer assistant, costume technician, fashion consultant, stylist, pattern maker, quality control assistant, assistant merchandiser, sales associate or other entry-level apparel positions.

The Fashion Department of El Camino College has educated many students who have become successful designers, manufacturers, and merchandisers. Some of the most successful students have gone on to have careers in varying fields of design. They include costume designer for the Academy Awards. Technical designer for the Disney Company, founder of a Modeling agency, etc. Student talent is showcased at the annual spring fashion show. El Camino College initiated its first fashion show in 1981 to showcase fashion students' talent, to inspire students, and broaden their horizons. The fashion show is sponsored by the Tailor Made Fashion Club who provides funding and support for the show. The club welcomes students of any major and provides opportunities for meeting apparel professionals, crafting workshops, field trips, networking and fashion information outside the traditional classroom.

According to the fall, 2017 term headcount, there are 219 students enrolled as fashion majors. Most students are female. The El Camino Fashion Program is one of many fashion programs in Los Angeles County. It is the only fashion program in the South Bay area. The following cities are served: El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Redondo Beach and Torrance. Other community colleges in the county that have a fashion program include: Pasadena City College, Los Angeles Trade Technical College and Long Beach City College. Universities and colleges which provide an opportunity to earn a bachelor's degree in fashion related fields include: Cal State Long Beach, Cal Poly Pomona, Otis School of Art and Design, Cal State Los Angeles and Cal State Northridge. Students in the Fashion Department have various goals including, transferring to a college or university, obtaining a fashion degree or certificate, obtaining employment after graduation and retraining for certification and personal enrichment

**B) Describe the degrees and/or certificates offered by the program.**

## DEGREE AND CERTIFICATES

### Associate in Science Degree

To receive an Associate in Arts degree from El Camino College, a student must complete at least 60 units in degree applicable college courses which must include general education requirements and course work in an approved transfer major or associate degree program. The two fashion associate's degree options are:

Fashion Design and Production (Total Units: 34)

Fashion Merchandising (Total Units: 31)

### Certificate of Achievement

A Certificate of Achievement is awarded to students who complete the prescribed program with a 2.0 grade point average. The Certificate of Achievement is recorded on a student's transcript. The Certificates of Achievement offered the Fashion Department are:

Fashion Design and Production Certificate of Achievement (Total units: 29-31)

Fashion Merchandising Certificate of Achievement (Total Units: 34-35)

Fashion Stylist Certificate of Achievement (Total Units: 19)

### **C) Explain how the program fulfills the college's mission and aligns with the strategic initiatives.**

*The mission of El Camino College is to make a positive difference in people's lives by providing a comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.*

### **STRATEGIC INITIATIVES.**

The Fashion department's primary goal is student success for all of fashion students who are culturally, socioeconomically, and ethnically diverse. The comprehensive degree programs, certificated programs and course offerings offer support and preparation for students to transfer to colleges and universities, to obtain a bachelor's degree in fashion design, fashion merchandising, and/or related areas and/or to secure employment in one of many fashion related fields/areas. Some students enroll in courses purely for personal success and improvement. Factors that promote and encourage student learning and success include competent, dedicated instructors,

relevant curriculum and supportive campus services including the Student Services Center that addresses and acts on students' various needs, abilities and disabilities.

Through fashion courses, the Tailor Made Fashion Club, and various other departmental experiences, fashion students acquire applicable hands-on learning, develop professionalism and create ties within the apparel industry community, including networking and internships. Further club benefits encourage teamwork, collaboration and student awareness of the changing, global and fast-paced fashion industry.

ECC's Institutional Strategic Initiatives align with Fashion Department Initiatives

ECC's Institutional Strategic Initiatives	Fashion Department's Alignment with Strategic Initiatives
<p>Strategic Initiative A – Student Learning:</p> <p>Support student learning using a variety of effective instructional methods, educational technologies and college resources.</p>	<p>Fashion Department faculty use a variety of pedagogical tools to meet the needs of our diverse student population. In addition to interactive lectures, instructional methods such as small group discussions/activities and group presentations, students are challenged academically and socially. Fashion faculty utilize the technology available in Smart Classrooms for PowerPoint presentations, Internet access, DVD/VHS presentations, and document camera display. In addition, faculty has used Skype to have students interact with apparel professionals. The History of Fashion course is offered online via Etudes.</p> <p>One adjunct faculty member coordinates student trips overseas including trips to Paris, Dubai, etc. This experience expands student experiences as related to the fashion industry.</p>
<p>Strategic Initiative B – Student Success &amp; Support Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.</p>	<p>The Fashion Department works with several student support services on campus to enhance student success, including the Writing Center, Special Resource Center, Learning Resources Center and Counseling. The Fashion Department is considering offering one or two more online/hybrid courses. The Tailor Made Fashion Club provides students with unique</p>

	<p>opportunities for networking, meeting industry professionals, learning about transfer colleges/universities and career options.</p>
<p>Strategic Initiative C – Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect.</p>	<p>The full-time faculty member in the department participates on the Division Curriculum Committee and serves as advisor to the Tailor Made Fashion Club. The department has collaborated with other departments such as dance, cosmetology and photography in coordinating events at the annual fashion show. In spring 2017, The Cosmetology and Fashion Department presented an “Extravaganza” which invited public and school guests.</p> <p>During the 2017 fashion show, Torrance High School and Hawthorne High School students shared their designs on our fashion show runway. A local sewing school also displayed their student creations on our runway.</p> <p>Collaboration is fostered through the department faculty meetings, where instructors converse and share suggestions/advice. During the Advisory Board meetings, industry professionals share their expertise with faculty which helps to inform and amend curriculum.</p> <p>Students experience collaboration while a member of the Tailor Made Fashion Club. Students from the Fashion Show Production course collaborate with club members to produce the annual fashion show.</p>
<p>Strategic Initiative D – Community Responsiveness: Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations</p>	<p>The department has worked with community businesses to create internship opportunities for students. In addition, faculty often invite members of the community (apparel professionals) to speak in their classes or during the fashion club meetings.</p> <p>The department is in the process of developing</p>

<p>to respond to the educational, workforce training, and economic development needs of the community.</p>	<p>partnerships with local CSUs, UCs, and private colleges to support the success and further education of fashion students.</p> <p>The department has secured a relationship with several businesses who have invited us to send student interns. We are in the process of developing articulation agreements with LIM University in New York and West High School in Torrance. We have also articulated several courses through Cal State Los Angeles. We are currently in early negotiations with Fashion Institute of Technology (Home Products Development Department) in New York to develop a transfer/articulation relationship.</p> <p>Through the Tailor Made Fashion Club, industry professionals are invited to be guest speakers. These guest speakers, on some occasions, recruit and retain students in an internship. Some courses sponsor field trips related to the apparel industry.</p>
<p>Strategic Initiative E – Institutional Effectiveness: Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.</p>	<p>The department is committed to evaluating the effectiveness and quality of the program by assessing SLOs (Student Learning Outcomes), updating the Program Plan and completing a Program Review every four years.</p> <p>Our SLOs and our Program Learning Outcomes and corresponding assessments serve to improve the teaching and learning process. In addition, proposed and awarded grants, equipment and supplies serve students and provide for professional development opportunities for faculty.</p>
<p>Strategic Initiative F – Modernization: Modernize infrastructure and technological resources to facilitate a positive learning and working environment. Support facility and technology improvements to meet the needs of students, employees, and the</p>	<p>Campus technology resources are utilized to enhance student learning and success such as Smart Classrooms and Etudes. Student support includes computer labs and Learning Resource Center orientations to databases and online resources. Adobe software is available to students for free use in various computer labs on campus.</p> <p>In order to prepare students to be competitive and</p>



community.	competent, the department seeks to purchase the latest upgrades in apparel related and graphic software. In addition, hardware is to be maintained and supported so that students can be trained on actual industry hardware.
Strategic Initiative G Promote processes and policies that move the College toward sustainable, environmentally sensitive practices	There are plans to introduce educational content in sustainable and environmentally sensitive practices in the apparel industry. This can be first introduced through the fashion club, though guest speakers and hands-on-experiences.

**D) Discuss the status of recommendations from your previous program review.**

Status of Recommendations from 2013 Fashion Program Review  
(Completed, Active, On Hold, or Abandoned)

Previous Recommendation	Status
1. Review viability of all certificates.	Active-Additional certificates to be added as per administrative and Advisory Board recommendations. Short term certificates will take priority.
2. Fashion 31, which is an online course, had low success and retention rates. There is a need to interact with the instructor or ways to improve the success and retention rates. The retention rate of 54.5 was the lowest of all the classes taught that semester. The average retention rate for the other classes that semester was 79.69. The instructor of this course will be contacted in effort to remedy this low rate. This class is a forerunner of using online teaching modalities. It should have higher success and retention rates. None A	Active-Past reports of the success and retention rates were given to the instructor for evaluation.
3. Have instructors submit a new strategy based on SLO assessment results at the completion of the assessment. Keep these strategy statements on	Active- This recommendation will be given to instructors starting the spring 2018 semester since no

file. Having the instructors do this can increase accountability to students and to administration. It will also make it easier to follow up when instructors can revise their strategies for greater student success. None E	SLOs are due for fall 2017 because the Program Review is being completed.
4. Purchase a service contract for hardware: plotter and digitizer. This has previously been requested in a grant proposal yet was not fully funded. \$1000. /2yr. F	On Hold-The plotter and digitizer have been diagnosed on an informal basis. Pending the installing of new current software, this will be evaluated again after the new install.
5. Review the Stylist Certificate programs. Research by interacting with fashion stylists to be sure the needs for entry level employment in this area are addressed. Increase the enrollment and completers in the certificate programs, especially in the stylist option, by educating students in job opportunities and career satisfaction in the discipline/s. This can be done by having guest speakers share their career options with students. Regarding the stylist option, there is not awareness of other local schools offering a stylist certificate. Certificate interest and viability should be reviewed with the advisory board. In the student survey, students showed interest in the subject of styling but only 7% of survey participants listed styling as the program they were planning to complete. This needs more investigation. None other 52	Completed-After review of the certificate course requirements, A new class, Fashion 48 has been developed, approved by the curriculum committee and is in the process of final approval.
6. Review cap number of all courses -some courses are overfull because of the space needed to teach the students. Crowding can tend to frustrate the student and they receive less student teacher ratio attention. None E	Active-Suggested cap numbers are to be reviewed and sent to administration for adjustment if necessary.
7. Previous years' success rates have been low, less than 75%. This warrants further investigation and a strategy for remedy. Spring 2013 and spring 2012 were favorable years for a high success rate. This is a general problem whose remedy will further qualify the fashion department. None E	Active-Instructors will receive a copy of their success and retention numbers and asked to develop a strategy for improvement.
8. Research the possibility of requiring Fashion 95 (internship) for all programs including the Associate of Science options. Increase number of available openings each semester, including the summer, to 5 openings.	Complete -Degree and Certificate requirements have been changed to include Fashion 95.  Active- Offering this opportunity for

<p><a href="http://college.monster.com/education/articles/69-students-describe-the-benefits-of-internships">http://college.monster.com/education/articles/ 69 - students -describe -the -benefits -of - internships.</a> This speaks to the issue that student have a hard time finding jobs. This requirement will ensure that all fashion students get actual “work” experience in the industry before they graduate or complete their certificate option. Research confirms that internships increase the chance of a student obtaining a paid position. None D</p>	<p>the summer has not yet been proposed. A request to offer this during the summer will be made to the Curriculum Committee.</p>
<p>9. Hire a sewing lab person to work during the last three to four weeks at the end of the spring semester. \$500. Per year B</p>	<p>Abandoned-Two new lab only courses were added. One lab is for clothing construction and the other is for technology. Both lab courses were approved by the curriculum committee. This may eliminate the need for hiring personnel to cover an open lab.</p>
<p>10. Provide course curriculum in sustainable environmentally sensitive practices for the apparel industry 12 G</p>	<p>Oh Hold-This request will be made to Spring 2018 instructors. It will be asked that instructors add a sustainable environmentally sensitive practice component to their course content. Each instructor will submit a statement of how they will add this component.</p>
<p>11. Review need for articulation with local high schools None D 11.</p>	<p>Active-Currently perusing an articulation agreement with Torrance High School. After that, other local schools will be targets for articulation agreements.</p>
<p>12. Swap complicated to use buttonhole machine for one that is more user (student) friendly. We have the equipment that is not useful to our students. This could be easily emended by swapping that machine for one that is user friendly. There is not cost None F 53 associated with this swap.</p>	<p>On Hold-Have already discussed this swap with various companies who sell buttonholes machines. We have, In the interim, purchased a buttonhole attachment for students to use. This takes away the use of one machine and contributes to overcrowding in the use of the sewing machines.</p>
<p>13. A formal alumni group of former fashion students would make gathering this information easier. This is lower on the priority list but is important because former students can serve as sponsors, advisory board members, and guest</p>	<p>Active-Asking that our website be updated including a page for alumni so that we can start collecting names and provide an alumni event. Connecting through</p>

speakers. It will also keep track of student progress in terms of employment and other notable achievements. \$300.00 D.	LinkedIn might also be a way of collecting the names and keeping up with alumni.
14. Rewrite curriculum for Fashion 14 to address missing qualifications for entry level jobs. An understanding in the content in this class will prepare students to meet minimum content information for current employment competencies. It should increase employability of the students. No cost E	Completed- Fashion 14 has been rewritten, passed by the curriculum committee. The updated Fashion 14 was taught in spring 2017. Students exclaimed that they had very little knowledge about the production area/phase of the garment apparel process. The update version was vitally needed.
15.Staffing-Instructor to teach the revised fashion 14 course \$3200	Completed-The full-time instructor taught the Fashion 14 class.

## SECTION 2

### Analysis of Research Data

#### A) Head count of students in the program

Demographic and Enrollment Characteristics							
Fashion							
Fall							
					ECC Student Population	District Boundary Population	
					Fall 2015	2010 Census	
Term Headcount		2012	2013	2014	2015		
		173	180	172	183	24,000	556,400
Gender	F	90.8%	77.8%	87.8%	66.7%	51.6%	51.0%
	M	9.2%	22.2%	12.2%	33.3%	48.4%	49.0%
Ethnicity	African-American	27.7%	35.0%	36.6%	26.8%	14.6%	15.1%
	Amer. Ind. or Alask. Native	0.3%	0.2%	0.0%	0.0%	0.2%	0.2%
	Asian	17.9%	16.1%	16.9%	19.7%	14.8%	13.6%
	Latino	30.8%	26.3%	26.7%	34.4%	51.5%	34.5%
	Pacific Islander	0.5%	0.3%	0.1%	0.5%	0.6%	0.5%
	White	15.9%	15.7%	13.3%	9.3%	13.3%	32.8%
	Two or More	4.9%	4.9%	5.2%	6.0%	4.6%	2.9%
	Unknown or Decline	1.9%	1.4%	1.2%	3.3%	0.5%	0.4%
Age/ Age Group	<17	0.1%	0.2%	0.3%	0.2%	1.7%	24.2%
	17	1.6%	1.9%	3.2%	2.0%	2.2%	
	18	15.1%	14.8%	17.4%	15.7%	12.5%	2.5%
	19	23.4%	25.0%	23.2%	21.4%	14.8%	
	20	19.4%	17.0%	19.7%	16.9%	12.4%	1.2%
	21	11.0%	11.4%	12.5%	10.8%	9.8%	1.2%
	22	7.4%	7.9%	9.0%	8.1%	7.5%	
	23	5.6%	6.0%	6.1%	5.2%	5.9%	3.9%
	24	3.8%	4.8%	4.7%	4.2%	4.4%	
	25-29	8.7%	8.8%	10.9%	8.9%	13.2%	7.4%
	30-39	4.8%	4.6%	6.0%	3.2%	8.7%	14.9%
	40-49	1.7%	1.5%	1.5%	1.4%	3.5%	15.9%
	50-64	1.4%	1.2%	1.4%	0.6%	2.8%	18.1%
	65+	0.0%	0.1%	0.0%	0.0%	0.6%	10.6%

Class Load	Full-time	54.2%	54.6%	53.3%	56.4%	32.8%	
	Part-time	45.9%	45.3%	47.3%	43.6%	66.3%	
Academic Level	College degree	5.4%	5.2%	5.1%	5.1%	11.8%	
	HS Grad	92.2%	92.5%	89.1%	91.2%	82.8%	
	Not a HS Grad	1.1%	0.2%	0.4%	0.3%	0.5%	
	K-12 Special Admit	0.1%	0.2%	1.7%	0.1%	2.4%	
	Unknown	1.1%	2.0%	3.7%	3.2%	4.1%	
Educational Goal	Intend to Transfer	34.9%	38.1%	41.1%	47.8%	42.4%	
	Degree/Certificate Only	2.9%	2.3%	2.6%	2.1%	4.6%	
	Retrain/recertif.	1.7%	1.5%	1.3%	0.8%	3.8%	
	Basic Skills/GED	6.6%	5.7%	6.5%	5.1%	5.7%	
	Enrichment	3.8%	2.9%	2.4%	2.4%	2.4%	
	Undecided	15.1%	14.7%	15.8%	12.5%	17.0%	
	Unstated	0.0%	0.0%	0.0%	0.0%	24.1%	

Demographic and enrollment characteristics reveal that enrollment has been numbered between 172 (2014) and 2015 (183). Most of fashion students were female for all reporting years. El Camino College is a broadly diverse campus which reflects the diversity of the district it serves. The college is considered a Hispanic-serving Institution, with Latinos representing the largest ethnic group on campus (34% for fall 2015). In 2015, 26.8% of students are African-American; Asian (19.7%) and White 9.3%. In 2015, the most common age reported is 19 years old (21.4%). For campus wide data, the largest age category of students was age 19 in 2015 (spring). For all reporting years, most of the students in the fashion department were full-time students. Additional fall trends show that the largest percentage (34.9%-47.8% of fashion students stated their educational goal was to transfer after completion of their El Camino College courses.

## B) Course grade distribution:

Grade Distribution, Success, and Retention																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							</
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**C) Success rates (Discuss your program's rates, demographic success characteristics and set a success standard for your program.)**

### **Spring 2013**

The classes with the highest success rate was Fashion 17A (Decorative Textiles) and Fashion 29 (Computer Patternmaking). Both had success rates of 100%.

### **Fall 2013**

The classes with the highest success rate was Fashion 26A (Patternmaking) and Fashion 95 (Cooperative Work Experience). Both had success rates of 100%.

### **Spring 2014**

The classes with the highest success rate was Fashion 99 (Independent Studies) and Fashion 95 (Cooperative Work Experience). Both had success rates of 100%.

### **Spring 2015**

The class with the highest success rate was Fashion 2 (Portfolio Presentation) with a success rate of 91%.

### **Summer 2015**

The class with the highest success rate was Fashion 10 (Clothing construction) with a success rate of 100%

### **Fall 2015**

The class with the highest success rate was Fashion 26A xxx (Patternmaking) with a success rate of 95%.

### **Spring 2016**

Four courses had a success rate of 90% or more: Fashion 11 (Clothing Construction 2), Fashion 17 (Decorative Textiles), Fashion 28 (Visual Merchandising) and Fashion 29 (Computer Aided Patternmaking).

### **Summer 2016**

The class with the highest success rate was Fashion 10 (Clothing construction) with a success rate of 84%.

### **Fall 2016**

The class with the highest success rate was Fashion 26A (Basic Design and Patternmaking) with a success rate of 95%.

### **Winter 2017**

One class was offered: Fashion 23 (Fitting and alterations). The success rate was 82%.



### **Spring 2017**

The classes with the highest success rate was Fashion 14 (Apparel Production Techniques) and Fashion 2 (Presentation Techniques for Fashion). Both had success rates of 100%.

### **Spring 2014**

The classes with the highest success rate was Fashion 99 (Independent Studies) and Fashion 95 (Cooperative Work Experience) both had success rates of 100%. Both these classes had fewer than 4 enrolled.

### **Spring 2015**

The class with the highest success rate was Fashion 2 (Presentation Techniques for Fashion) with a success rate of 91%.

### **Summer 2015**

The class with the highest success rate was Fashion 10 (Clothing construction) with a success rate of 100%.

### **Fall 2015**

The class with the highest success rate was Fashion 26A (Basic Design and Patternmaking) with a success rate of 95%.

### **Spring 2016**

Four courses had a success rate of 90% or more: Fashion 11 (Clothing Construction 2), Fashion 17 (Decorative Textiles), Fashion 28 (Visual Merchandising), Fashion 29 (Computer Aided Patternmaking).

### **Summer 2016**

The class with the highest success rate was Fashion 10 (Clothing construction) with a success rate of 84%.

### **Fall 2016**

The class with the highest success rate was Fashion 26A (Basic Design and Patternmaking) with a success rate of 95%.

### **Winter 2017**

One class was offered: Fashion 23 (Fitting and Alterations). The success rate was 82%.

### **Spring 2017**

The classes with the highest success rate was Fashion 14 (Apparel Production Techniques) and Fashion 2 (Presentation Techniques for Fashion). Both had success rates of 100%.

D) Retention rates (if applicable, include retention based on placement method)

### **Spring 2013**

Eleven out of thirteen courses had a retention rate of at least 85%. The lowest retention rate was for Fashion 99 at 75%.

### **Fall 2013**

Eight out of eleven courses had a retention rate of at least 85%. The lowest was Fashion 31 with 63%.

### **Spring 2014**

Six out of twelve courses had a retention rate of at least 85%. The lowest was Fashion 10 and Fashion 11 with less than 67%.

### **Fall 2014**

Four out of nine courses had a retention rate of at least 85%. The lowest was Fashion 31 with less than 50%.

### **Spring 2015**

Four out of eleven had a retention rate of at least 85%. The course with the lowest retention rate was Fashion 10 with a rate of 61%.

### **Summer 2015**

Only two courses were offered. The class with the highest success rate was Fashion 10 with a retention rate of 100%. Fashion 1 only had a 63% retention rate.

### **Fall 2015**

Seven out of nine courses had a retention rate of at least 85%. The lowest was 73% for Fashion 1.

### **Spring 2016**

Eight out of ten courses had a retention rate of at least 85%. The lowest was 75% for Fashion 31.

### **Summer 2016**

Two courses were offered. Fashion 10 had a retention rate of 92% and Fashion 1 had a retention rate of 80%.

### **Fall 2016**

Five out of eleven courses had a retention rate of at least 85%. Fashion 1 had the lowest rate of 58%.

### **Winter 2017**

One class was offered: Fashion 23. The retention rate was 82%.

### **Spring 2017**

Eight out of twelve courses had a retention rate of at least 85%. Fashion 28 had the lowest rate of 55%.

The main trend is that the online course is not retaining its students well and success rates are low. Following up with students may help to retain more students and help them to be more successful.

## **E) A comparison of success and retention rates in face-to-face classes with distance education classes**

	On Campus Success averages %	On Campus Retention Averages %	On line Success averages %	On line Retention Averages %
Spring 2017			45.	59.
Winter 2017	82	82.	-	-
Summer 2016	73	88	-	-
Fall 2016	61	85	23	58

Winter 2016	82	82	-	-
Spring 2016	73	89	38	75
Summer 2015	73	80	-	-
Summer 2015/ Or fall 2015	68	90	-	-
Spring 2015	No info		28.	57.
Summer 2014	-	-	-	-
Fall 2014	64	87	40	46
Success Standard rate 80%				
Retention Standard 85%				

The success and retention rates for our only online course (Fashion 31 – History of Costume) follows:

**Fall 2014**

Success 40%

Retention 46%

**Spring 2015**

Success 57%

Retention 71%

**(Fall 2015—Info Not Available)**

Success

Retention

**Spring 2016**

Success 38%

Retention 75%

**Fall 2016**

Success 23%

Retention 58%

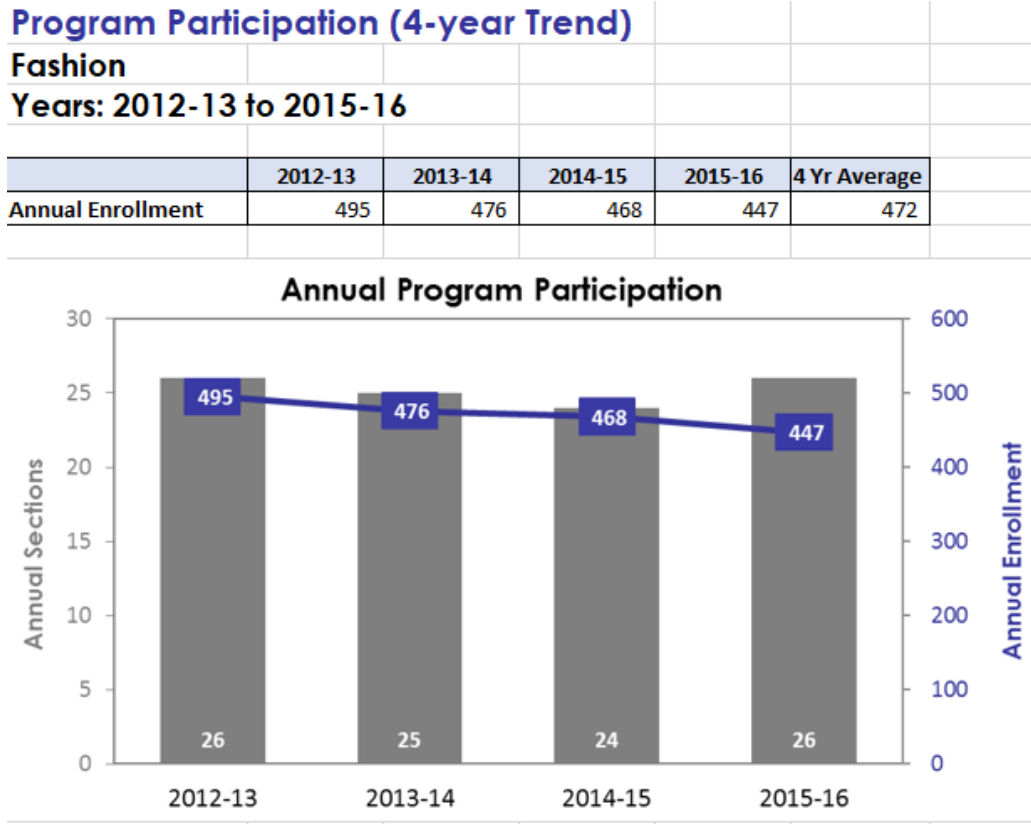
**Spring 2017**

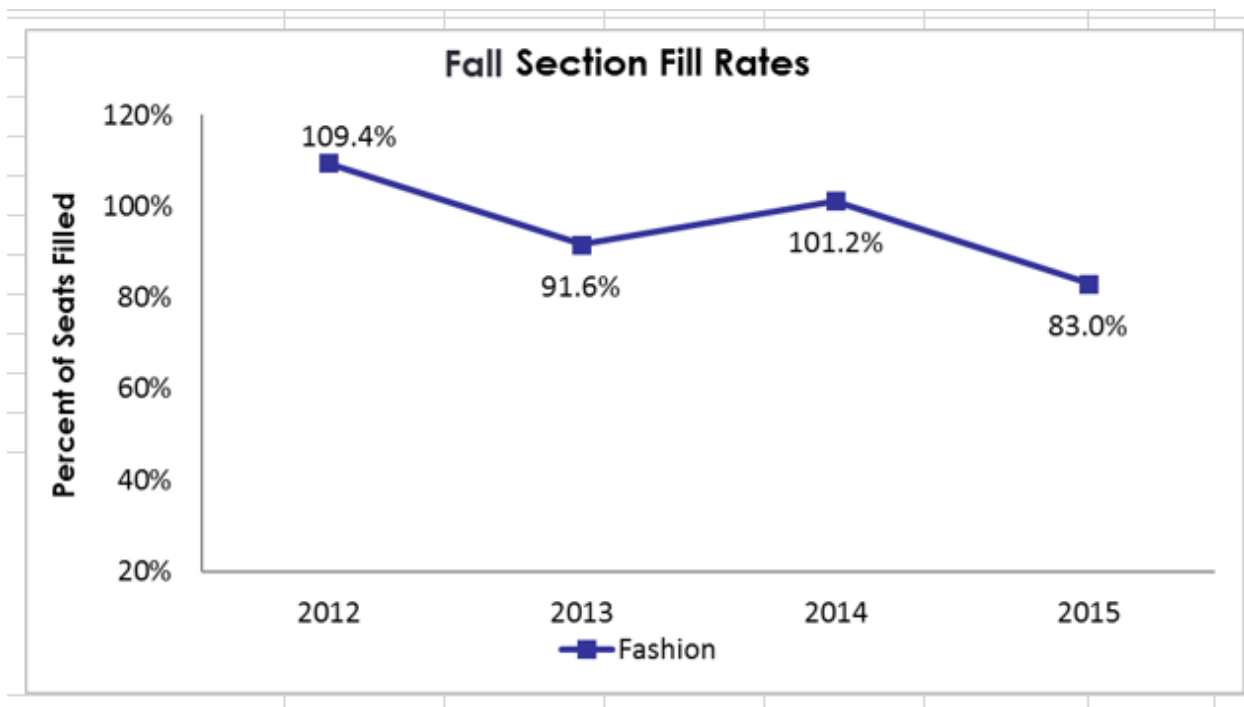
Success 45%

Retention 59%

The success and retention rates for our online course is lower than our on-campus courses.

**F) Enrollment statistics with section and seat counts and fill rates**





In 2014, the fall fill rate was 101.2% and in 2015, the fill rate was lowered to 83.0%. The highest rate was in 2012 with 109.4% fill rate.

Most of the fashion department classes are held during the day. Daytime enrollment far outweighed nighttime enrollment as there are few night time (starting after 5:00 p.m.) classes.

#### G) Scheduling of courses (day vs. night, days offered, and sequence)

Enrollment by Time of Day				
Fall Term	2012	2013	2014	2015
Day	68.0%	64.1%	62.6%	68.1%
Night	19.4%	21.9%	22.0%	21.3%
Weekend/Unknown	12.6%	13.9%	15.4%	10.6%

#### H) Improvement Rates (Course success by placement method, if applicable)

N/A

#### I) Additional data compiled by faculty.

No additional data compiled by faculty

**I) List any related recommendations.**

1. There is a need to strategize to attract more students through articulation with high schools and colleges.
2. The online course has success and retention rates well below the average of on-campus courses. An intervention is necessary to raise the rates for both success and retention in the online Fashion 31 course.
3. In the online course, the instructor should provide for an exit survey for all students or (at least) for those students who have dropped the class or have not been successful (earned below a “C”). The survey can be used to discover any identifiable factors that can be addressed to help students retain the course and earn a grade of “C” or better. Discovered data can be used to devise a strategy for improvement.

## **SECTION 3**

### **Curriculum**

Review and discuss the curriculum work done in the program during the past four years, including the following:

**A) Provide the curriculum course review timeline to ensure all courses are reviewed at least once every 6 years.**

FASHION CURRICULUM REVISIONS 2014 - 2018				
COURSE	2014-2015	2015-2016	2016-2017	2017-2018
Fashion 1		CTE 2 Year Review		CTE 2 Year Review
Fashion 2			CTE 2 Year Review	
Fashion 4		Recommended Preparation: <i>To: Fashion 15 and basic computer skills</i>		CTE 2 Year Review
Fashion 10	CTE 2 Year Review		CTE 2 Year Review	
Fashion 11			CTE 2 Year Review	
Fashion 14		Course Title: <i>To: Apparel Production Techniques</i> Prerequisite: <i>To: Fashion 4, 10, 15, 26A</i> Recommended Preparation: <i>To: Fashion 1, 20 and Math 40</i>		CTE 2 Year Review
Fashion 15			CTE 2 Year Review	
Fashion 16			CTE 2 Year Review	
Fashion 17		Inactivate	Reactivate	
Fashion 18	New Course!		CTE 2 Year Review	
Fashion 20			Remove Recommended Preparation	
Fashion 23			CTE 2 Year Review	
Fashion 24	Inactivate			
Fashion 26A		CTE 2 Year Review		CTE 2 Year Review
Fashion 26B			CTE 2 Year Review	
Fashion 27		CTE 2 Year Review		CTE 2 Year Review
Fashion 28		CTE 2 Year Review		CTE 2 Year Review
Fashion 29			To: Letter Grade From: Letter Grade/Pass No Pass	
Fashion 31		Recommended Preparation: <i>To: English A</i>		CTE 2 Year Review
Fashion 35		Prerequisite: <i>To: English 84</i>		CTE 2 Year Review
Fashion 41		CTE 2 Year Review		CTE 2 Year Review
Fashion 44	Prerequisite: <i>To: Fashion 10 and 41</i>		CTE 2 Year Review	
Fashion 48				New – In Progress
Fashion 52				New Lab Course – In Progress
Fashion 53				New Lab Course – In Progress
Fashion 95		From: 95abcd To: 95		
Fashion 99	From: 99abc To: 99			



ASSOCIATE IN SCIENCE DEGREES AND CERTIFICATES	2014-2015	2015-2016	2016-2017	2017-2018
Associate in Science Degree - <i>Fashion Design and Production</i> <i>Requirement revisions</i>	APPROVED			
Associate in Science Degree - <i>Fashion Merchandising</i> <i>Requirement revisions</i>	APPROVED			
Certificate of Achievement - <i>Fashion Design and Production</i> <i>Requirement revisions</i>	APPROVED			
Certificate of Achievement - <i>Fashion Merchandising</i> <i>Requirement revisions</i>	APPROVED			
Certificate of Achievement - <i>Fashion Styling</i> <i>Requirement revisions</i>	APPROVED			
Certificate of Achievement - <i>Fashion Styling</i> <i>Requirement revisions</i>	APPROVED			
Certificate of Achievement - <i>Fashion Styling</i> <i>Adding Fashion 48</i>				<i>In Progress</i>
Certificate of Achievement – <i>Costume Technician</i> <i>Inactivate</i>	APPROVED			
Certificate of Achievement – <i>Computer Pattern Making</i> <i>Inactivate</i>	APPROVED			

## B) Explain any course additions to current course offerings.

### Fashion 14

(Content Revision)-Revised to meet the need for a production course.

#### Apparel Production Techniques

##### Catalog Description:

This course is designed to acquaint the student with the activities and documentation necessary to “mass-produce” a garment or accessory item. In a semi-simulated design room environment, students design, produce and advertise a product. Grading, documentation, tech packs, production, and promotion principles are discussed.

### Fashion 48 (New Class)

This course was developed in response to Advisory Board members’ comments that an actual styling course was needed.

### Fashion 48

#### Descriptive Title:

#### Fashion Styling

#### Catalog Description:

This course examines the foundation of fashion styling including industry influencers, terminology, networking, working with clients, presentations, test shoots and how to create a freelance styling business.

#### Fashion 52 (New Class)

Fashion 52 was developed in response to instructors, students and Advisory Board members stating that more instruction time/lab time was needed for students who did not have machines at home or for those who needed instruction beyond the limits of the class time in clothing construction.

#### Fashion 52

##### Fashion Lab - Clothing Construction

##### Catalog Description:

This course provides students with the opportunity to maximize their content knowledge in a clothing construction related course. In this laboratory class, students will increase their clothing construction skills by learning techniques in power machine, fabric design and alterations. Students will work on individual apparel projects while at the same time perfect their skills in the use and maintenance of specialized sewing machines

#### Fashion 53 (New Course)

Fashion 53 was developed in response to instructors, students and Advisory Board members stating that more instruction time/lab time was needed for students who did not have machines at home or for those who needed instruction beyond the limits of the class time in computer illustration and computer patternmaking.

#### Fashion 53

##### Descriptive Title:

##### Fashion Lab - Fashion Technology

##### Catalog Description:

This course provides students with the opportunity to maximize their skills in a fashion course that primarily uses the computer. This course will focus on content from computer fashion illustration or computer pattern making. Using software, students will have the opportunity to work on individual projects, gain skill proficiency and learn problem solving techniques.

**C) Explain any course deletions and inactivations from current course offerings.**

Fashion 17 (Decorative Textiles) was dropped and then reinstated Fash 17. It was determined that students needed a course beyond the basic sewing courses to learn textile embellishments. The students also develop a portfolio in this class that can be used when seeking employment in related areas.

In an effort to focus on certain certificates, two were dropped. Overall, these two certificates had low numbers of completers.

Certificate of Achievement – <i>Costume Technician</i> <i>Inactivate</i>	APPROVED
Certificate of Achievement – <i>Computer Pattern Making</i> <i>Inactivate</i>	APPROVED

**D) Describe the courses and number of sections offered in distance education.  
(Distance education includes hybrid classes.)**

There is one online course (One session): History of Fashion, Fashion 31. One section is offered in the spring and fall semesters. It is being offered for the first time in winter, 2018. This class has also been approved as a general education requirement.

**Catalog Description:**

Fashion 31 History of Costume (3 units). This course covers the important periods of costume design, their effects and relationships to the political, social and economic conditions of the times and how they have influenced life style and culture. Emphasis is placed on both aesthetic and functional aspects of costumes and their importance in the evolution and inspiration of modern dress.

**E) Discuss how well the courses, degrees, or certificates meet students' transfer or career training needs.**

- 1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?**

All the courses that are required for the fashion program has been offered during the last two years. Fashion 17 was not offered for 2 years and students have taken an independent study course (Fashion 99) to meet that course requirement.

**2. Are there any concerns regarding program courses and their articulation to courses at other educational institutions?**

There are no concerns regarding program courses and their articulation to courses at other educational institutions. Articulation agreements are in process for the following schools:

LIM College in New York  
 Fashion Institute of Technology in New York  
 Cal State Los Angeles  
 Cal State Long Beach  
 Cal State Northridge  
 West High School in Torrance

**3. How many students earn degrees and/or certificates in your program? Set an attainable, measurable goal related to student completion of the program's degrees/certificates.**

El Camino College Degree Awards

*Table 16. ECC Degree Awards by Division and Major (continued)*

Division	Major	2011-12	2012-13	2013-14	2014-15	2015-16	5-year change
General Studies (Behavioral and Social Sciences)	General Studies	58	28	12	4	7	-88%
	Arts and Humanities	218	252	213	209	241	11%
	Biological & Physical Sci	145	133	136	136	174	20%
	Communication Studies	2	7	1	1	3	50%
	Culture and Communication	30	52	48	56	55	83%
	Fine and Applied Arts	21	21	20	15	27	29%
	Kinesiology and Wellness	13	22	22	28	21	62%
	Social and Behavioral Sciences	244	331	293	320	455	86%
<b>Total General Studies</b>		<b>731</b>	<b>846</b>	<b>745</b>	<b>769</b>	<b>983</b>	<b>34%</b>
Industry and Technology	Administration of Justice	32	36	34	46	69	116%
	Air Conditioning & Refrig.	15	4	4	4	7	-53%
	Architecture	16	13	10	13	12	-25%
	Auto. Collision Repair/Painting	5	2	2	2	5	0%
	Automotive Technology	6	6	8	4	11	83%
	Computer Aided Design/Drafting	6	3	4	10	7	17%
	Construction Technology	1	3	4	4	6	500%
	Cosmetology	2	4	4	9	2	0%
	Electronics/CPU Hardware Technician	1	12	11	9	4	300%
	Fashion	2	11	12	2	2	0%
	Fashion Merchandising	--	--	--	--	7	--
	Fire & Emergency Tech./Paramedic	38	32	31	35	27	-29%
	Industrial Technology	0	2	0	0	0	--
	Machine Tool Technology	4	3	11	8	15	275%
	Manufacturing Technology	1	5	0	1	1	0%
	Welding	0	4	3	3	4	--
<b>Total Industry and Technology</b>		<b>129</b>	<b>140</b>	<b>138</b>	<b>150</b>	<b>179</b>	<b>39%</b>

## El Comino College Certificate Awards by Division and Major Industry and Technology

Major	2011-2012	2012-2013	2013-2014	2014--2015	2015-2016	5yr
Administration of Justice	10	13	10	14	6	-40%
Air Conditioning & Refrigeration	54	50	54	59	61	13%
Architecture	13	10	8	8	6	-54%
Auto. Collision Repair/Painting	11	8	9	8	13	18%
Automotive Technology	27	58	43	22	33	22%
Computer Aided Design/Drafting	5	2	6	6	7	40%
Construction Technology	8	3	5	7	15	--
Cosmetology	49	43	36	36	42	-14%
Electronics/CPU Hardware Tech	3	8	6	5	7	133%
Fashion	2	18	8	2	2	0%
Fire & Emergency Technology	27	9	7	10	9	-67%
Fire & Emergency Tech.	24	83	25	1	2	-92%
Machine Tool Technology*	30	13	37	11	38	27%
Manufacturing Technology	2	22	1	1	0	-100%
Welding	2	1	5	4	4	100%

A standard for completers is: 8 Certificates per year and 9 degrees per year.

4. **Are any licensure/certification exams required for program completion or career entry? If so, what is the pass rate among graduates? Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.**

There are no licensure/certification exams required in the Fashion Program.

### **F) List any related recommendations.**

1. Review benefits and expand articulation agreements with local high schools and colleges. Develop an information package or video to inform potential students of the agreement with their school and El Camino College.

## **SECTION 4**

### **Assessment of Student and Program Learning Outcomes (SLOs & PLOs)**

**A) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned. (This will be Appendix A.) See Appendix A.**

**B) Provide a timeline for your course and program level SLO assessments. (This will be Appendix B.) See Appendix B.**

**C) State the percent of course and program SLO statements that have been assessed.**

Eighty-six percent of our SLOs for current classes have been assessed. The three listed and current classes that have not been assessed are Fashion 23, Fashion 14 and Fashion 18. We do not assess SLOs for Fashion 95 (Internship) or Fashion 99 (Independent Study).

Only one Program Learning Objective has not been entered: PLO #3: Entry Level Position in the Fashion Industry: Upon successful completion of the courses in the Fashion Department (both AS degree and certificate candidates), the student will be able to identify entry-level positions and related duties in the fashion industry.

**D) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.**

Assessing student learning is as important as teaching. Over the past four years, it has been a challenge to get all instructors to submit their SLO assessments online before the deadline. Some instructors were walked through the process from developing the statement to the assessment. Last year, the on-time rate for submitting assessment was better than previous years. On most of the assessments, the standard was met; students did meet the intended objectives. The department was informed that an action plan “for improvement” was required from each assessment. By requiring an action plan, some new ideas were generated that may or may not improve results. The assessments are important as a mirror showing if actual learning had occurred and helps the instructor stay mindful of the ultimate goals of the course/objectives and instruction. The PLO statements were more difficult to assess. Finding students willing to complete the

survey who had graduated or were about to graduate was a challenge. Last year students were identified and asked to complete an anonymous survey (Survey Monkey). Few went to the website to complete the survey. In future years, these students should be identified and contacted earlier so that there is more time for follow-up.

**E) Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.**

Four years ago, only two SLOs were required and since then, three are required. This expands the time for reassessments of previous learning objective assessments. This is the department process: The instructors of required SLO assessments are given the statements they will be assessing near the beginning of the semester. Closer to the deadline, those same instructors are sent a reminder email of the due date of the assessment. If they have not submitted assessments by the deadline date, a reminder phone call is made and followed up until assessment completion. Regarding the PLO, there is a need to obtain a larger database of those students who have graduated or within one semester of graduating and are willing to complete a survey which measures the program learning objectives. In this way, the results will be more reflective of more of the students in the research group. Faculty are responsible for entering their own information in Tracdat except for those instructors who have been teaching in the department less than 2 years. As their two years approaches, they will be asked to attend one of the SLO training workshops or to review the tutorial. To improve this process, there will be an automatic reminder sent to instructors throughout the semester so they don't wait until the last minute. There has not been extensive dialogue about assessment results. Instructors should be invited to view departmental results on Tracdat. The target for success depends on the instructor but is generally about 80%. It might be interesting to pair course success rates with SLO assessment results to see if there is a correlation between the two variables. This could be suggested over the term of one semester to see if correlations or trends are evident. This can be discussed during faculty meetings.

**F) List any related recommendations.**

1. Improve tracking of SLO action plans and follow-ups.
2. Set up an automatic reminder to be sent to instructors with SLO statements due.

## **SECTION 5**

### **Analysis of Student Feedback**

Provide a copy of any feedback reports generated by Institutional Research and Planning or your program. Review and discuss student feedback collected during the past four years including any surveys, focus groups, and/or interviews.

Seventy-two students completed the survey. Not all the students answered every question. Reporting will be on students who answered the respective questions. Fifty-one percent of the students were enrolled in only one fashion course in the spring 2017 semester. Those students were enrolled in other courses at El Camino, four units or less (19%), Five to eight units (17%), nine to eleven units (18%). Forty percent were taking between two and 4 courses. Most students (86%) were not first semester El Camino students.

Eighty six percent of reporting respondents were female, 13% were male. Most students' age range was 18-24 (71%), 25-29 (15%) and 30-49 (13%). The highest level of education of most students (74%) was high school or GED.

Thirty-five students plan to graduate in 2018, 22% in 2014 and 31% after 2018. Most (93%) were attending college only at El Camino College. In reference to employment, 53% worked less than 5 hours per week and 24% work 15-20 hours per week. When asked what their careers goals were upon the completion of their studies, the two highest chosen careers were designer at 37% and buyers at 18%.

When asked how they would describe their present ability to speak, read, write college level English, the responses were: Strong- 53%, OK- 32% and 8% weak. When students were asked if they felt their present English skills were making it difficult to learn and do well in their classes, 19% said yes while 75% said no.

When asked which high schools they attended, the most common schools named were Animo leadership Charter High School, El Segundo High school, Hawthorne High School, Leuzinger, Locke High School and West High School.

#### **A) Describe the results of the student survey in each of the following areas:**

##### **1. Student Support**

When asked if students have met with an academic counselor, 61% of respondents had spoken to an academic counselor two or more times, 24%



have talked to one just once and 11% have never spoken with an academic counselor. When asked how often they checked ECC email, students in the largest group (29%) stated that they checked their email at least once a week, 26% of the students stated they checked their email at least once a day and 21% of the students stated they checked their email at least once a month. Seventeen percent stated that they rarely or never check their ECC email.

There needs to be the ability to send information to students so that they can receive any important information more often than once a month. Seventeen percent of the students not reading their email is a very high percentage. It is difficult to manage communication with the entire fashion design student body when 17% of the students will never see the communication.

## 2. Curriculum

When asked their experience with scheduling classes in the Fashion Department, 19% were very satisfied, 40% were someone satisfied while 18% were dissatisfied and 10% were very dissatisfied. When asked when they preferred classes, the responses were: Seven percent wanted classes on only one day a week, 42% wanted classes Monday/Wednesday, 26% wanted classes Tuesday/Thursday, one percent on a Saturday and 23% did not respond. When asked about preferred class configuration, responses included: One five-hour class, one day a week (24%) and 68% wanted a 2.5-hour class, two days a week. Most students (40%) preferred class starting time between 10:00 a.m. and 12:30 p.m. and 21% wanted classes to start between 8:00 a.m. and 9:30 a.m.

When asked how satisfied students were with the fashion instruction, it was found that 29% were very satisfied, 31% somewhat satisfied, 25% somewhat dissatisfied and 13% were very dissatisfied.

Only 21% of the students were interested in taking an online course, 47% said they were not interested and 28% said that they might be interested in taking an online course. Students were asked which courses they would like to see online. Responses included: Fashion 15, Fashion 1, Fashion 2, Fashion 29, Fashion 28 and a course that studies a specific type of fashion.

Forty-nine percent stated they were not interested in a hybrid course, 17% said they were and 33% said maybe. When asked which courses they would recommend for hybrid, the following courses were listed: Fashion 31, Fashion 1, Fashion 2 and Fashion 28.

Students were asked to list one or two of their favorite classes. The most popular classes listed were Fashion 10, (Clothing Construction 1), Fashion 20 (Textiles), Fashion 28 (Visual Merchandising), a Fashion 4 (Computer Fashion Illustration), Fashion 29 (Computer Aided Patternmaking) and Fash15 (Fashion Illustration).

Students' suggestions for short term certificates include, Technical Design, Pattern making, Costume, Visual Merchandising, Marketing and Business in fashion and Garment Construction.

Students were asked which listed short term certificates they would be interested in pursuing. The most interest (26%) was in a sketching certificate. Following were a Dressmaker Certificate and Decorative Textiles Certificate, both chosen by 18% of the students.

Students were asked to name additional courses they would be interested in taking. The top three courses requested by more than one student was shoemaking, stylist and a business in fashion class. Others listed were, how to do knock-off (tracing existing garments), fashion accounting, manufacturing, fashion advertising, screen printing, graphic design, courses about teaching fashion, stage costume design, active wear, swim wear, knitting and sales/retail courses.

### 3. Facilities, Equipment, and technology

When asked if the tools/equipment in the classroom were sufficient for the assignments they were given, the response was: Always (21%), Usually (36%), Sometimes (31%) and Rarely/Never/N/A (11%). Students were asked, "Do you have access to the computer programs outside of class?"

The greatest number of students (22%) stated that they had enough time and 18% stated that they needed additional time.

Students were asked how they rated the classroom facilities in the fashion department. Of those reporting, 36% said that the classroom facilities were good, 33% said OK and 22% said needs improvement.

#### 4. Program Objectives

The El Camino College Fashion Department has a fashion club called “Tailor Made Fashion Club”. Ninety percent of the students stated that they were not members of the fashion club, while seven percent said they were.

Students were asked about their motivation in joining the Tailor Made Fashion Club. Reasons for not joining included time issues, not knowing about the club, the club not focusing on other aspects of the industry besides fashion design and not enough advertising.

Experiences they requested from the fashion club included: Going to fashion shows and outings, learning about fashion and fashion inspiration, learning how to start a business and gaining better sewing skills. Interestingly, students wanted the club to help them get fashion jobs. Students wanted to be a part of fashion events, make clothes from measurements, meet new friends, gain fashion career knowledge, receive credit on their transcript, meet people in the industry and have fun and creative activities.

When asked, “What do you like best about the fashion program?” Many responses in many categories followed: There were 13 responses saying the teachers are what they liked best about El Camino, including they liked the fact that teachers knew a lot about the industry, had industry experience and a love and commitment for fashion. Five students said they like their classmates. There were multiple responses that liked the classes. Students said that the classes had variety, were very useful, helped to develop their career path, were plentiful and the classes were well-rounded.

Students had a lot of great things to say about the fashion department. When asked what they liked about the program in general, they stated that they like having the opportunity to learn great fashion skills and to make clothes. Students also liked that industrial machines were provided for student use. Some liked the level of easiness. Additionally, they liked the fact that the classes were hands-on, and felt that the information learned was useful to them and gave them good introduction for fashion industry skills.

Students were asked to list one or two areas where they felt that the fashion program could improve. Some students felt that the fashion classroom needed more sewing machines, lab hours, and dedicated professors with fresh ideas. Some students asked for more teachers and some students wanted to see changes in some of the instructors including better time management, work

load, completion expectations and better preparation. Regarding lab availability, one student complained that it took her four years to finish her AS degree because the classes were not scheduled at a convenient time and he/she could not use the studio outside of class time. Students wanted to have access to equipment outside of class time for personal projects as well as course projects. Some students wanted more consistent machine maintenance.

Some other areas of concern included: Lower expense of materials and books, more class times including more night classes, offering more classes including more summer classes. Students also want to have a voice.

Students were asked to name their two top choices if they were planning to transfer to a university to earn their bachelor's degree. Top choices included: Otis School of Art and Design, Cal State Dominguez Hills, Cal State Long Beach, Cal State Northridge and Cal State L.A.

**B) Discuss the implications of the survey results for the program.**

There was a great deal of information gathered from the survey. Fashion students are very vocal about what they want in their education. Many students are cutting themselves off from vital departmental communication and opportunities by not checking their emails and cutting themselves off from academic counseling by not meeting with an academic counselor. There are students who are dissatisfied with the fashion program. There needs to be an outlet to address their needs. Almost half of students were not interested in taking an online or hybrid course. This was surprising. A possible reason is that fashion by nature, is hands-on and does not immediately lend itself to online courses. Students are interested in more short-term certificates. Students really want extra time outside of the classroom to work on their schoolwork. The addition of two lab classes to the curriculum should address this. The fashion club is an outlet the students can use to get involved in extracurricular fashion activities. This year, with a new club president, there are scheduled activities and fund raisers planned.

**C) Discuss the results of other relevant surveys.**

There were no other surveys conducted.

**D) List any related recommendations.**

1. Provide more communication to students about the importance of seeing an academic counselor.

2. Instructors should obtain a student-used email from their students to facilitate delivery of messages and announcements for the class or department.
3. Provide a suggestion box for students.
4. Add one or two more short term certificates.
5. Considering students' concerns about sewing machine maintenance, it would be advantageous if the full-time instructor had training in basic sewing machine maintenance and repair. A local industry sewing machine company offers classes to teach sewing machine repair.

## **SECTION 6**

### **Facilities and Equipment**

#### **A) Describe and assess the existing program facilities and equipment.**

Since the last program review in 2013, the Industry and Technology Division has moved into its new building. The rooms are state of the art, clean, bright and conducive to student learning. There is a dedicated MAC lab for the fashion 4 class. It is large and bright with new furniture, including movable tables and fixed computer stations. There is a sewing studio and lecture classroom that is large and bright with color corrected lighting. The Fash 29 (Computer patternmaking) class uses the PC lab downstairs in the basement. That computer room is bright and large and has updated software and hardware. The fashion classrooms are equipped with instructor SMART stations including a computer, document camera, DVD player and remote access to a classroom projector along with a large retractable screen. The sewing studio (room 225B) has several types of sewing machines for garment construction. Since the last program review, the following equipment has been acquired: Home model coverstitch machine, a buttonhole attachment. We have also attained 55 dress forms (male and female) to replace our old, worn ones.

#### **A) Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**

New equipment needs anticipated for the next 2 to 4 years include possible replacement of a color laser printer for the Fash 4 class (Computer Added Fashion Design). The price to replace the color laser is approximately \$4,000.00. Having the new laser printer will support the student learning experience by giving the student the ability to print clean, clear and crisp copies of their work using a professional laser color printer.

There is also a need for a portable light table to assist students in sketching and project creation. Approximate cost is \$250.00.

The department also needs a buttonholer machine that works with no bobbin. We should be able to swap the one we currently have for the one that we need. Currently, we are using a buttonhole attachment connected to a single needle machine. This removes one of the basic machines out of circulation. Having a dedicated buttonhole machine will allow us to re-enter that basic machine back into

the cycle so that students will be able to utilize it without having to wait for other machines to become available.

**B) Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**

**C) List any related recommendations.**

1. Purchase portable light table.
2. Swap current buttonhole machine with one that is bobbinless. The bobbinless buttonhole machine will help students keep up with class projects. Now, with fewer buttonhole machines, a bottleneck occurs in the classroom and some students are delayed in completing their projects on time.
3. Purchase new color laser printer for Fashion 4 course.

## **SECTION 7**

### **Technology and Software**

**A) Describe and assess the adequacy and currency of the technology and software used by the program.**

We have current industry software. For the fashion 29 (Computer Aided Fashion Design) class, we are using proprietary industry pattern making software.

In the Fash 4 class, Adobe CS6, an industry standard software is being used. Both programs are working well.

**B) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**

Updates on Gerber patternmaking software will be occurring spring, 2018 and is provided at no cost by Gerber Software Company. Updates on the software used in Fash 4 (Adobe Suite) is updated via the campus technology department (ITS).

**C) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.**

Updates on Gerber patternmaking software will be occurring spring, 2018 and is provided at no cost by Gerber Software Company. Updates on the software used in Fash 4 (Adobe Suite) is updated via the campus technology department ITS.

Within (2-4yrs) a 3D printer can be purchased to use for making garments, fashion accessories, etc. A 3D printer course could attract fashion students at El Camino along with members of the local fashion design industry.

**D) List any related recommendations.**

- E) 1. A 3D printer can be purchased to use for making garments, fashion accessories, etc. A 3D printer course could attract fashion students at El Camino along with members of the local fashion design industry.



## **SECTION 8**

### **Staffing**

#### **A) Describe the program's current staffing, including faculty, administration, and classified staff.**

Vera Ashley, Program Coordinator, teaches spring, fall and summer  
Priscilla Ratcliff teaches spring, fall, winter (sometimes) and summer  
Meredith Jackson teaches spring  
Cynthia Williams teaches fall  
Shirley Warren teaches fall and spring  
Gayle Baizer teaches fall and spring  
Christopher Griffin teaches fall  
Belinda Goodwin teaches spring, fall and winter  
Annette Owens teaches spring and fall  
Nicole Mamuzich - Substitute teaching

Student Workers (various students) work in the spring and fall

Duties include:

1. Composing, and distributing meeting notes and department correspondence and reports including flyers, memos, etc.
2. Mailing newsletters, promotional material, and other information
3. Sending correspondence and other printed material to the copy center for duplication and pick up, if needed
4. Set up and maintenance of paper and electronic filing systems for records, correspondence, and other material
5. Conducting searches to find needed information, using such sources as the Internet
6. Coordinating and setting up for meetings, ordering office supplies
7. Operating office equipment such as fax machines, copiers, and phone systems
8. Maintenance of fashion classroom organization
9. Other duties as delegated
10. Adherence to a code of confidentiality

#### **Qualifications**

- G.E.D. or high school diploma
- Be detailed oriented, organized and have the ability to handle multi-tasking
- Knowledge of Microsoft office (Word and Excel) and the Internet
- Excellent written and verbal communications skills
- Some office experience preferred

**B) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.**

Within the next four years, there may be a need for one other full-time instructor. That person's salary could be \$50-75K. In the next four years, as the program grows and the number of classes increase, another full-time instructor could balance the workload of administrative and teaching duties.

It would also be beneficial to hire a lab employee to work in the classroom helping students during the last month of the spring semester, before the annual fashion show. This would help the students since there are no current lab time hours to work on class or show projects and some students do not have access to a sewing machine away from campus. For students using software, another lab assistant should be hired to provide access for students enrolled in Fash 29 and Fash 4 computer classes. The salary for both positions could be \$15.00 per hour.

**C) List any related recommendations.**

1. Hire a permanent part-time clerical support to assist the one full-time instructor.
2. Hire lab assistants for clothing construction and computer software classes.

## **SECTION 9**

### **Direction and Vision**

#### **A) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?**

In a booklet, “The State of Fashion 2017”, by The Business of Fashion and McKinsey and Company, six challenges were listed for the global fashion industry. They include:

1. Dealing with volatility, uncertainty and shifts in the global economy
2. Competition from online players and decreasing foot traffic
3. Speed of changing consumer preferences
4. Margin erosion due to discounting
5. Speed to market and the fashion cycle
6. Sales and profitability growth

Additionally, the industry is moving away from brick and mortar stores and more and more firms are doing business online. Almost constantly, one sees larger retailers closing their stores. As this trend increases, there will be a decreased need for employment positions such as store manager, visual merchandiser, etc. There will be a need for professionals who can adequately maintain and run a retail website, thus decreasing the need for fashion merchandising and visual merchandisers.

While researching current job openings, there is still currently a great need for visual merchandising. This anticipated trend should be watched carefully to make sure that our students are prepared for the industry of tomorrow as well as for today.

#### **B) Explain the direction and vision of the program and how you plan to achieve it.**

My vision is that the El Camino Fashion Department will be a program that has excellence in both education and experiences along with activity in the local apparel industry. To help achieve this goal, each student will have the privilege and opportunity to participate in an internship in the apparel industry before they complete their studies at El Camino. Industry professionals will be able to see that our students are confident and competent. The goal of higher student success and retention rates can occur with better communication between faculty and students. The goal is that our faculty are excellent instructors who are involved in professional development and equipped to provide new and innovative teaching materials and

methods. This can be accomplished by funding/offering appropriate workshops and learning experiences for instructors.

An additional goal is organization of our fashion alumni into an interactive group that is available to provide resources and encourage current students through speaking, setting up tours and other activities that benefit the students.

In our annual spring fashion show, students have the privilege of showcasing their talent as well as providing an outlet for local schools to participate and share our runway. The fashion show is the department's capstone event and the DVDs produced can serve as a "business card" for recruitment. Since the fashion show promotes and showcases student work, the department should provide partial funding for the show.

Going forward, the fashion department website should be interactive, informative and a showcase for our students. The Tailor Made Fashion Club should be well known on campus and in the community. It would be great to see a New York School tour every two or three years to schools where we can develop articulation agreements. Employers should see our students as equipped and prepared to make a difference in the apparel industry. Fashion department collaborations with other campus departments including cosmetology, art, photography, etc. will provide a more interdisciplinary experience for fashion students. The achievement of these goals will take precise planning, management, securing resources and buy-in with students, faculty and administration.

**C) List any related recommendations.**

1. Develop a list of available alumni to be involved with the El Camino Fashion Department.
2. The Fashion Department should supply funding for the annual fashion show. Students in the class that produce the fashion show have had a challenging time raising all the funding necessary for the show and as a result has not made a profit on the show.

## SECTION 10

### Prioritized Recommendations

**A) Provide a single, prioritized list of recommendations and needs for your program/ department (drawn from your recommendations in sections 2-8). Include cost estimates and list the college strategic initiative that supports each recommendation. Use the following chart format to organize your recommendations.**

	Recommendations	Cost Estimate	Strategic Initiatives
1	Provide funding for the department coordinator to attend the annual international conference (International Textile and Apparel Association) that supports fashion related teaching innovation and research.	\$2,00.00	Strategic Initiative B – Student Success & Support
2	Review benefits and sources of articulation agreements with high schools/colleges. Develop a package or video to inform students of our connection with these schools/colleges.	\$100.00	Strategic Initiative B – Student Success & Support
3	Department funding for annual fashion show.	\$700.00	Strategic Initiative B – Student Success & Support
4	Full- time instructor training in basic sewing machine repair and maintenance.	\$225.00	Strategic Initiative B – Student Success & Support
5	Ask each instructor to incorporate some level of sustainability awareness principles in each of their classes and provide a written report how it was incorporated. Purchase digital material/video with the topic of sustainability awareness principles in the apparel industry. Have all classes view the video and create a page on the website discussing these principles.	\$300.00	Strategic Initiative G Promote processes and policies that move the College toward sustainable, environmentally sensitive practices
6	Create fashion alumni group. Provide dinner event.	\$300.00	Strategic Initiative D – Community Responsiveness:
7	Hire lab assistants for clothing construction and computer software classes.	\$15.00/Hr.	Strategic Initiative B – Student Success & Support
8	Purchase light table.	\$250.00	Strategic Initiative F – Modernization
9	Offer Fashion 95 during the summer.	\$500.00 per summer	Strategic Initiative D – Community Responsiveness:
10	Permanent part-time clerical support to assist one full-time instructor.	\$15.00/Hr \$14,00 yr	Strategic Initiative E – Institutional

			Effectiveness
11	Swap buttonholer machine.	\$0	Strategic Initiative F – Modernization
12	Purchase/Refurbish plotter.	\$1,000.00	Strategic Initiative F – Modernization
13	Purchase/Refurbish digitizer.	\$4,000.00	Strategic Initiative F – Modernization
14	Replace color laser printer in four years.	\$4,00.00	Strategic Initiative F – Modernization

**B) Explain why the list is prioritized in this way.**

These are in order first, according to what is needed for viability of the fashion program including obtaining new students and “advertising” the program. Secondly, recommendations are listed that relate to support of the fashion department.

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# Appendix A

## ALIGNMENT GRIDS

INDUSTRY AND TECHNOLOGY Institutional (ILO), Program (PLO), and Course (SLO) Alignment																												
Program: <b>Fashion</b>		Number of Courses: 20	Date Updated: 09.18.2014	Submitted by: SueEllen Warren, ext. 4519 Renee Newell, ext. 3308																								
ILOs	<b>1. Critical Thinking</b> <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	<b>2. Communication</b> <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	<b>3. Community and Personal Development</b> <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	<b>4. Information Literacy</b> <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>																								
SLO-PLO-ILO ALIGNMENT NOTES: Mark boxes with an "X" if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course. DO NOT mark with an "X" if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.																												
PLOs	<table><tr><th colspan="4">PLO to ILO Alignment (Mark with an X)</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><td>X</td><td></td><td></td><td></td></tr><tr><td>X</td><td></td><td></td><td>X</td></tr><tr><td>X</td><td>X</td><td></td><td></td></tr><tr><td>X</td><td>X</td><td></td><td></td></tr></table>				PLO to ILO Alignment (Mark with an X)				1	2	3	4	X				X			X	X	X			X	X		
PLO to ILO Alignment (Mark with an X)																												
1	2	3	4																									
X																												
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X	X																											
<b>PLO #1 Identifying Basic Sewing Techniques</b> Upon successful completion of the courses in the fashion department (both AS degrees and certificates) the student will be able to identify basic sewing techniques.																												
<b>PLO #2 Creating Garment Sketches</b> Upon successful completion of the courses in the fashion department (both AS degrees and certificates) the student will be able to use Adobe Illustration (Industry level software) to create garment sketches.																												
<b>PLO #3 Entry Level Position in the Fashion Industry</b> Upon successful completion of the courses in the fashion department (both AS degrees and certificates) the student will be able to identify entry level positions and related duties in the fashion industry.																												
<b>PLO #4 Apparel Presentations</b> Upon successful completion of the courses in the fashion department, the student will be able to create a professionally sketched complete apparel group presentation using color, texture and technical flats.																												

SLOs	SLO to PLO Alignment (Mark with an X)				COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	P4	1	2	3	4
<b>FASH 1 Career Opportunities in Fashion: SLO #1 Career Paths</b> Given previous class instruction and activities, the student will be able to describe a career path in fashion design or fashion marketing.			X		X	X		
<b>FASH 1 Career Opportunities in Fashion: SLO #2 Fashion Design &amp; Merchandising</b> As a result of coursework, the student will be able to differentiate between the fashion design and fashion merchandising segments of the apparel industry.			X					
<b>FASH 1 Career Opportunities in Fashion: SLO #3 Informational Interview</b> As a result of coursework, the student will be able to conduct an informational interview with a prospective employer.			X					
<b>FASH 10 Clothing Construction I: SLO #1 Basic Sewing Techniques</b> Upon completion of coursework, given a sketch, the student will be able to identify basic sewing techniques.	X				X			
<b>FASH 10 Clothing Construction I: SLO #2 Terminology &amp; Techniques</b> Upon completion of coursework, the student will be able to explain terminology and techniques for clothing construction.	X							
<b>FASH 10 Clothing Construction I: SLO #3 Pattern Pieces &amp; Markings</b> Upon completion of coursework, the student will be able to identify specific pattern pieces and markings.	X							
<b>FASH 11 Clothing Construction: SLO #1 Sewing Elements</b> Given a semester of instruction, students will demonstrate knowledge of techniques for basic sewing elements, including zippers, bound button holes, and blind stitch hems.	X				X			
<b>FASH 11 Clothing Construction: SLO #2 Shirt Construction</b> Given a semester of instruction, demonstrations, and classroom activities, students will be able to construct a shirt garment which includes a collar, cuffs, sleeve placket, French seams, buttons and button holes.	X							
<b>FASH 11 Clothing Construction: SLO #3 Pants Construction</b> Given a semester of instruction, demonstrations, and classroom activities, students will be able to construct a pair of pants including a separate lining, side pockets, fly zipper, side pockets, and top stitching.	X							
<b>FASH 14 Pattern Grading: SLO #1 Tech Pack</b> After completing coursework, the student will be able to build an industry standard tech pack.	X				X			
<b>FASH 14 Pattern Grading: SLO #2 Grading Methods</b> After completing coursework, the student will be able to compare and contrast the use of the Dario, computer grading, and grading ruler.	X							
<b>FASH 14 Pattern Grading: SLO #3 Distribution Sources</b> After completing coursework, the student will be able to identify sources of retail distribution and explain how to contact them for possible business negotiation.	X							

SLOs	SLO to PLO Alignment (Mark with an X)				COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	P4	1	2	3	4
FASH 15 Fashion Sketching: SLO #1 Series Illustration Upon completion of this course a student will be able to illustrate a series of proportional and clothed fashion figures for men, women and children.				X				
FASH 15 Fashion Sketching: SLO #2 Drawing Styles Students will have the ability to discuss, appraise, and apply differences in drawing styles while understanding the correct use of proportion and exaggeration to sketch a garment concept on the human form as required by the apparel industry.				X	X	X		
FASH 15 Fashion Sketching: SLO #3 Classmate Design Critique Students will have the ability to positively analyze each other's unique and artistic design forms while participating in class discussion and critiques.				X				
FASH 16 Fashion Illustrating: SLO #1 Apparel Group Collections Student will be able to creatively illustrate a series of proportional and clothed historic fashion figures and technical flats for men, women and children in a design presentation, based on the assessment of an apparel or costume group illustration project in terms of visual accuracy, appeal, cohesive design plan and visual display principles.				X				
FASH 16 Fashion Illustrating: SLO #2 Period Styles Students will have the ability to research, discuss, utilize, and render differences in period styles as they apply to both historical and contemporary apparel design presentations.				X	X	X		
FASH 16 Fashion Illustrating: SLO #3 Classmate Design Critique Students will have the ability to positively analyze and learn from each other's unique and artistic design forms while participating in a class discussion and critiques.				X				
FASH 18 Advanced Fashion Illustration and Portfolio: SLO #1 Design Portfolio Upon completion of this course, a student will be able to illustrate and fabricate a cohesive and professional apparel or costume design presentation portfolio.				X				
FASH 18 Advanced Fashion Illustration and Portfolio: SLO #2 Design Mounting Upon completion of this course, a student will be able to professionally mount professional apparel or costume design.				X	X	X		
FASH 18 Advanced Fashion Illustration and Portfolio: SLO #3 Mounted Portfolio Critique Upon completion of this course, a student will be able to present and critique a professionally mounted apparel or costume design portfolio.				X				

SLOs	SLO to PLO Alignment (Mark with an X)				COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	P4	1	2	3	4
FASH 2 Presentation Techniques for Fashion: SLO #1 Portfolio Given a term of instruction, demonstrations and classroom activities, the student will be able to develop a portfolio showing their best work which will be assessed by its readiness to submit to an employer for evaluation.				X				
FASH 2 Presentation Techniques for Fashion: SLO #2 Garment Photography Given a term of instruction, the student will be able to photograph garments for presentation, noting principles of apparel photography.		X			X	X		X
FASH 2 Presentation Techniques for Fashion: SLO #3 Portfolio Critique Given examples of various electronic portfolios, students will be able to rank and assess the quality of electronic portfolios.				X				
FASH 20 Textiles: SLO #1 Fiber Content As a result of taking the course, each student will be able to identify fiber content category by burning fabric and noting residue and flame characteristics.	X							
FASH 20 Textiles: SLO #2 Converting Fibers into Yarn Upon completion of this course, the student will be able to describe the process of converting fibers into yarn formation.	X				X			
FASH 20 Textiles: SLO #3 Printing, Dyeing & Fiber Finishing Upon completion of this course, the student will be able to compare and contrast the various printing, dyeing and fiber finishing processes.	X							
FASH 23 Fitting and Alterations: SLO #1 Restyling a Garment Given textbook readings and classroom demonstrations, the student will be able to redesign a ready to wear garment based on sewing construction skills, creativity, and uniqueness.	X							
FASH 23 Fitting and Alterations: SLO #2 Garment Alterations Given textbook readings and classroom demonstrations, the student will be able to perform basic alterations on various garments.	X				X			
FASH 23 Fitting and Alterations: SLO #3 Pants from Body Measurements Given textbook readings and classroom demonstrations, the student will be able to draft a pair of pants based on body measurements.	X							
FASH 25 Basic Design and Patternmaking: SLO #1 Pattern From Sketch Upon successful completion of the course, the student will be able to develop a pattern from a sketch given to them by the instructor.	X							
FASH 25 Basic Design and Patternmaking: SLO #2 Bodice Pattern Upon successful completion of the course, the student will be able to create a basic bodice pattern that is industry standard.	X				X			
FASH 25 Basic Design and Patternmaking: SLO #3 Pattern Card Upon successful completion of the course, the student will be able to complete an industry standard pattern card.	X							



SLOs	SLO to PLO Alignment (Mark with an X)				COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	P4	1	2	3	4
FASH 26 Basic Dress Design through the Draping Process: SLO #1 Developing a Pattern Given lectures, demonstrations and textbook readings, the student will be able to draft a pattern from a sketch.	X				X			
FASH 26 Basic Dress Design through the Draping Process: SLO #2 Dart Variations Upon successful completion of this course, the student will be able to construct mini versions of dart variations.	X							
FASH 26 Basic Dress Design through the Draping Process: SLO #3 Draped Garment to Pattern Paper Upon successful completion of this course, the student will be able to transfer a draped garment to pattern paper.	X							
FASH 27 Fashion Merchandising: SLO #1 Mock Retail Store Given the information taught in class (context), students will be able to develop a realistic mock retail store for a demographic and psychographic group.			X		X	X		
FASH 27 Fashion Merchandising: SLO #2 Retail Product Mix Given the information taught in class (context), students will be able to develop a product mix for a specific retail group.			X					
FASH 27 Fashion Merchandising: SLO #3 Merchandizing Terms Given the information taught in class (context), students will be able to identify various merchandising terms.	X							
FASH 28 Visual Merchandising: SLO #1 Window Display Given class lectures and demonstrations, the student will be able to work with group members to design and set up a window display advertising the school's annual fashion show.			X		X	X		
FASH 28 Visual Merchandising: SLO #2 Clothing Display Given class lectures and demonstrations, the student will be able to identify the ways that clothing is displayed including the names of various mannequins.			X					
FASH 28 Visual Merchandising: SLO #3 Store Layout As a result of taking the course and given a designated space/area and budget, the student will be able to create a store layout including information for fixtures and furniture choices within budget.			X					
FASH 29 Computer Pattern Design or Patternmaking: SLO #1 Basic CAD Tools Upon completion of this course, a student will be able to demonstrate the use of basic tools in the Computer Aided Design software.	X				X			
FASH 29 Computer Pattern Design or Patternmaking: SLO #2 Mini Marker Upon completion of this course, a student will be able to demonstrate the ability to create a mini marker of a fashion garment.	X							
FASH 29 Computer Pattern Design or Patternmaking: SLO #3 Computer Grading Upon completion of this course, a student will be able to demonstrate the ability to grade patterns into 3 size ranges using computer grading software.	X							

## Appendix B

### SLO/PLO TIMELINES

COURSE SLO ASSESSMENT 4-YEAR TIMELINE REPORT (ECC)				
INDUSTRY AND TECHNOLOGY DIVISION - FASHION				
Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2013-14 (Spring 2014)	ECC: FASH 1	Career Opportunities in Fashion	SLO #2 Fashion Design & Merchandising	As a result of coursework, the student will be able to differentiate between the fashion design and fashion merchandising segments of the apparel industry.
2013-14 (Spring 2014)	ECC: FASH 1	Career Opportunities in Fashion	SLO #3 Informational Interview	As a result of coursework, the student will be able to conduct an informational interview with a prospective employer.
2014-15 (Fall 2014)	ECC: FASH 1	Career Opportunities in Fashion	SLO #1 Career Paths	Given previous class instruction and activities, the student will be able to describe a career path in fashion design or fashion marketing.
2014-15 (Fall 2014)	ECC: FASH 10	Clothing Construction I	SLO #1 Basic Sewing Techniques	Upon completion of coursework, given a sketch, the student will be able to identify basic sewing techniques.
2014-15 (Fall 2014)	ECC: FASH 10	Clothing Construction I	SLO #2 Terminology & Techniques	Upon completion of coursework, the student will be able to explain terminology and techniques for clothing construction.
2014-15 (Fall 2014)	ECC: FASH 10	Clothing Construction I	SLO #3 Pattern Pieces & Markings	Upon completion of coursework, the student will be able to identify specific pattern pieces and markings.
2014-15 (Fall 2014)	ECC: FASH 15	Fashion Sketching	SLO #1 Series Illustration	Upon completion of this course a student will be able to illustrate a series of proportional and clothed fashion figures for men, women and children.
2014-15 (Fall 2014)	ECC: FASH 15	Fashion Sketching	SLO #2 Drawing Styles	Students will have the ability to discuss, appraise, and apply differences in drawing styles while understanding the correct use of proportion and exaggeration to sketch a garment concept on the human form as required by the apparel industry.
2014-15 (Fall 2014)	ECC: FASH 15	Fashion Sketching	SLO #3 Classmate Design Critique	Students will have the ability to positively analyze each other's unique and artistic design forms while participating in class discussion and critiques.
2014-15 (Spring 2015)	ECC: FASH 2	Presentation Techniques for Fashion	SLO #1 Portfolio	Given a term of instruction, demonstrations and classroom activities, the student will be able to develop a portfolio showing their best work which will be assessed by its readiness to submit to an employer for evaluation.
2014-15 (Spring 2015)	ECC: FASH 2	Presentation Techniques for Fashion	SLO #2 Garment Photography	Given a term of instruction, the student will be able to photograph garments for presentation, noting principles of apparel photography.
2014-15 (Spring 2015)	ECC: FASH 2	Presentation Techniques for Fashion	SLO #3 Portfolio Critique	Given examples of various electronic portfolios, students will be able to rank and assess the quality of electronic portfolios.
2014-15 (Spring 2015)	ECC: FASH 20	Textiles	SLO #1 Fiber Content	As a result of taking the course, each student will be able to identify fiber content category by burning fabric and noting residue and flame characteristics.
2014-15 (Spring 2015)	ECC: FASH 20	Textiles	SLO #2 Converting Fibers Into Yarn	Upon completion of this course, the student will be able to describe the process of converting fibers into yarn formation.
2014-15 (Spring 2015)	ECC: FASH 20	Textiles	SLO #3 Printing, Dyeing & Fiber Finishing	Upon completion of this course, the student will be able to compare and contrast the various printing, dyeing and fiber finishing.

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Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2014-15 (Spring 2015)	ECC: FASH 26	Basic Dress Design through the Draping Process	SLO #1 Developing a Pattern	processes. Given lectures, demonstrations and textbook readings, the student will be able to draft a pattern from a sketch.
2014-15 (Spring 2015)	ECC: FASH 26	Basic Dress Design through the Draping Process	SLO #2 Dart Variations	Upon successful completion of this course, the student will be able to construct mini versions of dart variations.
2014-15 (Spring 2015)	ECC: FASH 26	Basic Dress Design through the Draping Process	SLO #3 Draped Garment to Pattern Paper	Upon successful completion of this course, the student will be able to transfer a draped garment to pattern paper.
2014-15 (Spring 2015)	ECC: FASH 29	Computer Pattern Design or Patternmaking	SLO #1 Basic CAD Tools	Upon completion of this course, a student will be able to demonstrate the use of basic tools in the Computer Aided Design software.
2014-15 (Spring 2015)	ECC: FASH 29	Computer Pattern Design or Patternmaking	SLO #2 Mini Marker	Upon completion of this course, a student will be able to demonstrate the ability to create a mini marker of a fashion garment.
2014-15 (Spring 2015)	ECC: FASH 29	Computer Pattern Design or Patternmaking	SLO #3 Computer Grading	Upon completion of this course, a student will be able to demonstrate the ability to grade patterns into 3 size ranges using computer grading software.
2014-15 (Spring 2015)	ECC: FASH 44	Fashion Show Production and Promotions	SLO #1 Videotaped Fashion Shows	Given lectures and textbook readings, the student will be able to, produce, direct videotaped fashion shows.
2014-15 (Spring 2015)	ECC: FASH 44	Fashion Show Production and Promotions	SLO #2 Production Team Duties	Given lectures and textbook readings, the student will be able to explain the duties and responsibilities of a fashion show production team.
2014-15 (Spring 2015)	ECC: FASH 44	Fashion Show Production and Promotions	SLO #3 Event Planning	Given lectures and textbook readings, the student will be able to plan a persona event based on event planning principles.
2015-16 (Fall 2015)	ECC: FASH 31	History of Costume	SLO #1 Historical Themes & Influences	Given coursework and activities, students will be able to prepare a presentation showing the relationship of various themes and events of history impacting society and influencing fashion development.
2015-16 (Fall 2015)	ECC: FASH 31	History of Costume	SLO #2 Era Characteristics	Given coursework and activities, students will be able to identify the clothing characteristics of various eras.
2015-16 (Fall 2015)	ECC: FASH 31	History of Costume	SLO #3 Final Presentation	Given course lectures and activities, students will be able to discuss and demonstrate knowledge of the fabric, style, color, and fashion terminology used to identify characteristics and the relationship of fashions of the present and past by completing a final project presentation.
2015-16 (Fall 2015)	ECC: FASH 41	Fashion Analysis and Selection	SLO #1 Corporate Wardrobe	Given lectures and textbook readings, the student will be able to create a 5-day personal corporate wardrobe based on what they learned about their bodies and flattering outfits. Students will include appropriate design lines, color, texture, and silhouettes that correspond to their body type.
2015-16 (Fall 2015)	ECC: FASH 41	Fashion Analysis and Selection	SLO #2 Fashion Personalities	Given lectures and textbook readings, the student will be able to compare and contrast fashion personalities.
2015-16 (Fall 2015)	ECC: FASH 41	Fashion Analysis and Selection	SLO #3 Why Clothing is Worn	Given lectures and textbook readings, the student will be able to identify social, psychological, cultural, and physical reasons why clothing is worn.
2015-16 (Spring 2016)	ECC: FASH 16	Fashion Illustrating	SLO #1 Apparel Group	Student will be able to creatively illustrate a series of proportional and

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2016)				create a digital template from an existing croqui, and then use Illustrator's pen tools to render an accurate garment on this croqui template.
2016-17 (Fall 2016)	ECC: FASH 4	Computer Fashion Illustration	SLO #3 Digital vs. Print	Color Formats Upon successful completion of the course, the student will be able to explain why some digital colors can be recreated with CMYK inks or dyes, versus other colors that require special formulations, or colors that cannot be produced at all with existing pigments.
2016-17 (Spring 2017)	ECC: FASH 11	Clothing Construction	SLO #1 Sewing Elements	Given a semester of instruction, students will demonstrate knowledge of techniques for basic sewing elements, including zippers, bound button holes, and blind stitch hems.
2016-17 (Spring 2017)	ECC: FASH 11	Clothing Construction	SLO #2 Shirt Construction	Given a semester of instruction, demonstrations, and classroom activities, students will be able to construct a shirt garment which includes a collar, cuffs, sleeve placket, French seams, buttons and button holes.
2016-17 (Spring 2017)	ECC: FASH 11	Clothing Construction	SLO #3 Pants Construction	Given a semester of instruction, demonstrations, and classroom activities, students will be able to construct a pair of pants including a separate lining, side pockets, fly zipper, side pockets, and top stitching.
2016-17 (Spring 2017)	ECC: FASH 17	Decorative Textiles	SLO #1 Swatch Notebook	Given a semester of instruction and demonstrations, students will submit a class notebook containing sample fabric swatches demonstrating learned techniques.
2016-17 (Spring 2017)	ECC: FASH 17	Decorative Textiles	SLO #2 Resist Technique	Given the proper materials and supplies, students will be able to produce a resist technique on fabric.
2016-17 (Spring 2017)	ECC: FASH 17	Decorative Textiles	SLO #3 Color Discharge	Given the proper materials and supplies, students will be able to produce a color discharge technique on fabric.

## Appendix C

### 6-YEAR CURRICULUM COURSE REVIEW TIMELINE

FASHION CURRICULUM REVISIONS 2014 - 2018				
COURSE	2014-2015	2015-2016	2016-2017	2017-2018
Fashion 1		CTE 2 Year Review		CTE 2 Year Review
Fashion 2			CTE 2 Year Review	
Fashion 4		Recommended Preparation: <i>To: Fashion 15 and basic computer skills</i>		CTE 2 Year Review
Fashion 10	CTE 2 Year Review		CTE 2 Year Review	
Fashion 11			CTE 2 Year Review	
Fashion 14		Course Title: <i>To: Apparel Production Techniques</i> Prerequisite: <i>To: Fashion 4, 10, 15, 26A</i> Recommended Preparation: <i>To: Fashion 1, 20 and Math 40</i>		CTE 2 Year Review
Fashion 15			CTE 2 Year Review	
Fashion 16			CTE 2 Year Review	
Fashion 17		Inactivate	Reactivate	
Fashion 18	New Course!		CTE 2 Year Review	
Fashion 20			Remove Recommended Preparation	
Fashion 23			CTE 2 Year Review	
Fashion 24	Inactivate			
Fashion 26A		CTE 2 Year Review		CTE 2 Year Review
Fashion 26B			CTE 2 Year Review	
Fashion 27		CTE 2 Year Review		CTE 2 Year Review
Fashion 28		CTE 2 Year Review		CTE 2 Year Review
Fashion 29			To: Letter Grade From: Letter Grade/Pass No Pass	
Fashion 31		Recommended Preparation: <i>To: English A</i>		CTE 2 Year Review
Fashion 35		Prerequisite: <i>To: English 84</i>		CTE 2 Year Review
Fashion 41		CTE 2 Year Review		CTE 2 Year Review
Fashion 44	Prerequisite: <i>To: Fashion 10 and 41</i>		CTE 2 Year Review	
Fashion 48				New – In Progress
Fashion 52				New Lab Course – In Progress
Fashion 53				New Lab Course – In Progress
Fashion 95		From: 95abcd To: 95		
Fashion 99	From: 99abc To: 99			

ASSOCIATE IN SCIENCE DEGREES AND CERTIFICATES	2014-2015	2015-2016	2016-2017	2017-2018
Associate in Science Degree - Fashion Design and Production <i>Requirement revisions</i>	APPROVED			
Associate in Science Degree - Fashion Merchandising <i>Requirement revisions</i>	APPROVED			
Certificate of Achievement - Fashion Design and Production <i>Requirement revisions</i>	APPROVED			
Certificate of Achievement - Fashion Merchandising <i>Requirement revisions</i>	APPROVED			
Certificate of Achievement - Fashion Styling <i>Requirement revisions</i>	APPROVED			
Certificate of Achievement - Fashion Styling <i>Requirement revisions</i>	APPROVED			
Certificate of Achievement - Fashion Styling <i>Adding Fashion 48</i>				<i>In Progress</i>
Certificate of Achievement – Costume Technician <i>Inactivate</i>	APPROVED			
Certificate of Achievement – Computer Pattern Making <i>Inactivate</i>	APPROVED			

## Appendix D

### CAREER AND TECHNICAL EDUCATION (CTE) SUPPLEMENTAL QUESTIONS

*CTE programs must conduct a full program review every 4 years. The comprehensive program review includes responses to the CTE supplemental questions below. Every two years (once between full program reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.*

***Use labor market data, advisory committee input/feedback, and institutional and program-level data to respond to the following questions:***

- How strong is the occupational demand for the program?** In your response, describe any changes in demand over the past 5 years and discuss the occupational outlook for next 5 years. Provide applicable labor market data (e.g., US Bureau of Labor Statistics, Employment Development Department) that address state and local needs.

There are over 50 categories of occupations in the apparel industry. When searching for labor statistics fashion designers, patternmakers and retail salespersons are virtually the only occupations listed. These labor statistics do not give an accurate picture of the actual available occupations that encompass the apparel industry.



According to the Board of Labor government statistics (<http://www.bls.gov/ooh/Arts-and-Design/Fashion-designers.htm>)", employment of fashion designers is projected to decline 3 percent from 2012 to 2022.

According to the National Labor Board Statistics (<http://www.bls.gov/oes/current/oes516092.htm>)

The occupation of patternmaker yielded the following statistics:  
"Employment estimate and mean wage estimates for this occupation: 8.7% rise"

Interestingly, the EDD/LMID Occupational Employment Statistics Survey, 2015 states the following: "In California, the number of Fashion Designers is expected to grow at an average rate compared with the total for all occupations. Jobs for Fashion Designers are expected to increase by 14.9 percent, or 1,100 jobs between 2012 and 2022."

In Appendix G, is a list of current (within the last two months) entry-level positions found in the Los Angeles area at various listed websites. This information illustrates that employment positions other than retail sales, patternmaking and fashion design are currently available for our students to obtain after completing their fashion education.

Careers in the fashion area are vast and many are highly specialized. Some of the more common careers that our Fashion Design students pursue include that of a fashion designer, visual merchandiser and patternmaker, buyer, designer's assistant and a myriad of other positions. Some governmental summaries of jobs/careers in the fashion sector include the sample sewer. Most of our students do not pursue the occupation of a sample sewer. It is difficult, when looking at labor board statistics and the like, to accurately extract specific occupations that may have been grouped within the sewing/manufacturing sector of the field. This causes the projected and summarized numbers to be less than an accurate measure of the total number of available apparel related positions.

When performing a September 2017 available employment opportunity search, several positions were found. These are positions that El Camino College fashion students would be qualified to compete for after degree or certificate completion.

After looking at the current positions, it was surprising to find so many stylist jobs and so many visual merchandising jobs, even though the state of apparel industry states that stores are closing and shopping is going online. It was also great that there were so many jobs available. Regarding the styling positions, this confirms that we are on the right track to update our stylist certificate requirements by adding a styling class.

Interestingly, the state labor statistics show that patternmaking job are on the decline while current job openings show that patternmaking and related positions are very well represented in the list of current job openings. A list of open positions is available weekly and is one of the markers that can be used in research to drive and focus program's offerings so that what is learned relates directly and immediately to the types of jobs being offered.

The state, federal or local job outlook documents do not address these individual positions. The general category of fashion designers, patternmakers and merchandising workers is too limited and does not address statistics of positions that were found to be available.

The positions that were found include product stylist, design assistant, assistant designer, stylist/studio assistant, visual merchandising manager, pre-production assistant, e-commerce coordinator, fit model, tech designer, product coordinator/fit technician and showroom administrative manager.

After looking at the current positions, it was surprising to find so many stylist and visual merchandising jobs available, even though information about the global industry stated that many retail stores are closing and increasingly shopping is going online. Findings confirm that the El Camino Fashion Department is on the right track in updating the stylist certificate requirements by adding a dedicated styling class, as several stylist positions were found.

According to a 2015 article in Forbes Magazine, Fashion Design is one of The top 25 Associate's Degrees With The Highest Earning Potential:  
<http://www.forbes.com/sites/kathryndill/2015/08/28/the-associates-degrees-with-the-highest-earning-potential/>.

2. **How does the program address needs that are not met by similar programs in the region?** In your response, identify any distinctive components of the program (e.g., curriculum, facilities, resources) and/or describe any unique contributions the program or its students/graduates make to the community served.

Tuition for some two- year private fashion schools are more expensive than El Camino College. Our more reasonable tuition meets the needs of many families who want to provide funding to educate their children, but who cannot afford tuition at a private school or for four years at a university. There are several local universities that have a bachelor's program in fashion and related subjects, including Cal Poly Pomona, Otis School of Art and Design, Cal State Long Beach, Cal State Northridge and Cal State L.A. Students can complete most of their undergraduate courses at EL Camino College and can have transferable credits/units to be used at the university level. If a student wants to ultimately receive a bachelor's degree in fashion, they can defray the cost by attending EL Camino College for two years, thus reducing their overall educational debt.

One of the most evident distinctive features of the El Camino College fashion program is the new facilities. Moving from an older two-story brick building on campus to a newly remodeled, spacious building has brought compliments from students, visiting guests and even instructors from other schools. From the display

case in the hallway, to the color corrected lighting in the lecture classroom, to the dedicated sewing studio and spacious, well-lit Mac Lab, everything is fresh and state-of-the-art.

El Camino College is the only known community college in Southern California who requires all fashion students (perusing a degree or certificate) to enroll in and successfully complete an internship class. This greatly increases student's chances to be offered actual employment and allows them to gain actual industry experience before completing their certificate or degree. Internships puts them ahead of other students who graduate with no apparel industry experience.

Pending final approval of Fashion 48 (Apparel Styling), El Camino College will be the only known California Community College that has a dedicated apparel styling course. This course delves into all specifics of apparel styling thereby increasing student knowledge and experiences in styling. This makes the styling certificate academically stronger than it is presently and prepares students more specifically to meet the needs of the industry in styling.

3. **What are the completion, success, and employment rates for students in the program?** In your response, identify the standards set by the program and discuss any factors that may impact completion, success, and employment rates among students in the program. Describe the status of any action plans for maintaining/improving rates relative to such benchmarks.

#### Success Rates for 2016/2017

<http://www.elcamino.edu/administration/ir/acadperformance.asp>

Fall 2016-Comparing Success Rates - On site	
Campus	54-80%
Division	79%
Department	61% (18% lower than the division)

Fall 2016-Comparing Success Rates - Online	
Campus	50-69%
Division	63%
Department	23% (40% lower than the division)



<u>Spring 2017-Comparing Success</u> <u>Rates On-site</u>	
<u>Campus</u>	<u>52%-81%</u>
<u>Division</u>	<u>79%</u>
<u>Department</u>	<u>73% (6% lower than the division)</u>

<u>Spring 2017-Comparing Success</u> <u>Rates Online</u>	
<u>Campus</u>	<u>53-70%</u>
<u>Division</u>	<u>66%</u>
<u>Department</u>	<u>45% (11% lower than the division)</u>

A success standard of on-site classes for the fashion department should be set at 80% which is near the highest campus success rate for 2016/2017.

The division rate for online courses averages 66%. The Fashion Department success standard for online courses should be set at 65%. Fashion 31 is the only online course in the fashion department.

A recommendation is to review the success rates (especially for Fashion 31) with each instructor per the course/s they teach and to develop a system to track or monitor students who are not progressing at a passing grade level at mid-term time.

Completion rates

<http://www.elcamino.edu/administration/ir/docs/acadperformance/ECCDegreesandCertificatesReport1516.pdf>

AS Degrees Awarded	2013/2014	2014/2015	2015/2016	5-year change
Fashion Design	12	2	2	0%
Fashion Merchandising	0	0	7	-

The last reporting year, there were 9 students who completed an AS degree

Certificates Awarded	2013/2014	2014/2015	2015/2016	5-year change
Certificates not specified	8	2	2	0%

In the last reporting year, there were 2 students who completed a certificate. There was no change over the last five years.

Factors that impact completion rates include accurate academic counseling which should be stressed for each student. Two other factors that impact student success is peer camaraderie and instructor connection with the student. This can be perpetuated by students participating in the department's fashion club and instructors taking/showing interest in the success of their students.

#### Employment Rates

There is currently no organized body of data that reports employment rates for our fashion design students. An effort is being made to stay connected to fashion department student completers to begin to gather that data. Developing a fashion department alumni association should help to begin to quantify employment rates. A recommendation is to initiate a spread sheet listing completers upon "graduation". Sending out a congratulatory letter to each completer and asking them to share their first job experiences should serve to begin to collect this needed data. Researching LinkedIn may also serve to collect employment information about graduated students.

It has been recently required for all students in a degree and certificate program to complete Fashion 95 which is an internship course before "graduating". The need for students to experience an internship was intensely discussed in the 2014 Advisory Board meeting where attendees stressed the importance of students experiencing an internship. There is one example where a fashion student completed an internship and two years later, was still working at the company where she interned. Information is being gathered from each internship supervisor asking about the employability of the intern they supervised.

4. **List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates.** In your response, identify any applicable performance benchmarks set by regulatory agencies and describe the status of any action plans for maintaining/improving pass rates relative to such benchmarks.

There are no licensure or certification exams required for entry into the workforce in the fashion field. Pass rates are not applicable.

5. **Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of program graduates?** Use data from student surveys, employer surveys, and other sources of employment feedback to justify your response.

Students are satisfied with their employment preparation and “employers” in the field are satisfied with the preparation level of our graduates.

We have received compliments about our fashion students from several “potential employers” (an employer who hired one of our students and those who were supervising our interns).

May 2017:

“Thank you for your email.

XXXX internship is great, and seems she is a part of my company already.

Thank you for giving me the opportunity to have her.”

December 2016

“We had great time with XXXX and she did great job at our office during her internship. Thank you for giving us this opportunity.”

May 2016:

“Thank you for the note.

XXX is amazing person, she helping my private label projects, customer service for wholesale. We just restart my label for xxxx show in Vegas on August.”

October 2015:

"Nice to "e" meet you!

You(r) student, XXXX, is interning for me. She said we would need to set up a skype call? Let me know what the next steps are. XXX is doing a great job BTW."

May 2014:

"Yes, it's for school credit. Please keep in touch for the fall. XXXX still works for me and is doing a great job."

Thank you

The above responses from potential employers show that our students are competent and an asset to the companies where they intern.

In spring 2015, a survey was sent to former students. One survey question asked about their opinion about their Adobe Illustrator skills. Results from the survey were that students felt that they were only in the beginning stages of illustrator. One of the students stated that her/his experiences at El Camino were helpful. A recommendation is to expand this survey by asking more key questions and sending out this survey to graduated students three months after their graduation. By then, some or most would either be working or had gone on several interviews and might understand better their competency level related to employment position requirements.

6. **Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input and feedback been used in the past two years to ensure employer needs are met by the program?** Describe the status and impact of any advisory committee recommendations.

The advisory committee is satisfied with the level of preparation of program graduates. In the advisory board meeting in 2014, a stylist course was discussed as a positive addition and need for students desiring to become a stylist. As a result, Fashion 48, Apparel Styling, was developed in 2015. The course was submitted to the curriculum committee and in 2017 is awaiting approval for final adoption. In 2015, the benefits of developing Articulation Agreements with various schools was discussed at the Advisory Board Meeting. As a result of that meeting, in 2017, the articulation agreement process has been initiated with West High School, Cal State L.A., and Otis school of Art and Design. In the 2016 Advisory Board Meeting, several short-term certificates were suggested and discussed. In the 2016 student survey, students were asked their opinions on several of the suggested short-term certificates. Plans are being made to submit at least one of those certificates for curriculum approval by 2018.

California Education Code 78016 requires that the review process for CTE programs

includes the review and comments of a program's advisory committee. **Provide the following information:**

- a. Advisory committee membership list and credentials

Advisory committee membership list and credentials

El Camino College Fashion Department Advisory Board Member List (2014-2017)	
Name	Position
Dr. Vera Ashley	ECC Fashion Department Coordinator/Professor
Annette Owens	ECC Fashion Instructor
Meredith Jackson	ECC Fashion Instructor
Priscilla Ratcliff	ECC Fashion Instructor
Christopher Griffin	President, MAGIC. Instructor
Shirley Warren	ECC Fashion Instructor
Cynthia Gotts	ECC Fashion Instructor
Vera Kopecky	Former ECC Fashion Instructor
Melanie McFarland	Former ECC Fashion Dept. Coordinator, Author
Jana Coke	Wardrobe Consultant
Kris Moon	Retired Union High School Teacher
Lauren Gold	VP of Business Operations, Requisite Clothing
Kande Hall	Jewelry Designer
Dr. Karen Robinette	Former Instructor – Cal State Northridge
Julie Collana	Apparel Industry Patternmaker
Dr. Myunghee Sohn	Cal State Long Beach University Instructor
Laurie Paolozzi	West High School Instructor
Kris Moon	Redondo Union High School Instructor
Kalia Calloway	Designer, College Instructor
Naomi Yoshida	Disney Costume Department
Rebecca Davis	Instructor Cal State L.A.
Nurjahn Hernandez	Creative Director
Catherine McCormic	Blogger

- b. Meeting minutes or other documentation to demonstrate that the CTE program review process has met the above Education Code requirement.

See meeting minutes from 2014, 2015, 2016 and 2017 in Appendix F.

**Appendix E**  
**STUDENT SURVEY RESULTS**

## Fashion Design Student Survey

N=72

Spring 2017

El Camino College

1. How many fashion classes are you enrolled in this semester?

Response	Frequency	Percent	
1	37	51.39	<div><div></div></div>
2	10	13.89	<div><div></div></div>
3	14	19.44	<div><div></div></div>
4	5	6.94	<div><div></div></div>
More than 4	6	8.33	<div><div></div></div>
Missing	0	0.00	<div><div></div></div>

2. I am enrolled at El Camino for the following purpose:

Response	Frequency	Percent	
Personal enrichment	2	2.78	<div><div></div></div>
Re-training	0	0.00	<div><div></div></div>
Undecided	3	4.17	<div><div></div></div>
Other	0	0.00	<div><div></div></div>
Missing	67	93.06	<div><div></div></div>

4. My age range is:

Response	Frequency	Percent	
Under 18	0	0.00	<div><div></div></div>
18-24	51	70.83	<div><div></div></div>
25-29	11	15.28	<div><div></div></div>
30-49	9	12.50	<div><div></div></div>
50 or over	1	1.39	<div><div></div></div>
Missing	0	0.00	<div><div></div></div>

2. I am enrolled at El Camino for the following purpose:

Response	Frequency	Percent	
AA/AS degree	20	27.78	<div><div></div></div>
Transfer to a 4 year college/university	26	36.11	<div><div></div></div>
Certificate	5	6.94	<div><div></div></div>
Employment	1	1.39	<div><div></div></div>
Career advancement	2	2.78	<div><div></div></div>
Missing	18	25.00	<div><div></div></div>

3. Gender:

Response	Frequency	Percent	
Male	9	12.50	<div><div></div></div>
Female	62	86.11	<div><div></div></div>
Missing	1	1.39	<div><div></div></div>

5. What is the highest level of education that you have completed?

Response	Frequency	Percent	
High School Graduate or GED	53	73.61	<div><div></div></div>
Community College AA /AS degree or certificate	8	11.11	<div><div></div></div>
Bachelors degree	8	11.11	<div><div></div></div>
Graduate degree	3	4.17	<div><div></div></div>
Other	0	0.00	<div><div></div></div>
Missing	0	0.00	<div><div></div></div>

6. What is your education status at El Camino?

Response	Frequency	Percent	
First semester at El Camino	5	6.94	<div><div></div></div>
Continuing student (was here last semester)	62	86.11	<div><div></div></div>
Returning student after a break from school	4	5.56	<div><div></div></div>
Missing	1	1.39	<div><div></div></div>

8. Which program are you planning to complete?

Response	Frequency	Percent	
AS Degree Fashion Design and Production	14	19.44	<div><div></div></div>
AS Degree Fashion Merchandising	18	25.00	<div><div></div></div>
Fashion Design and Production Certificate	5	6.94	<div><div></div></div>
Fashion Merchandising Certificate	5	6.94	<div><div></div></div>
Missing	30	41.67	<div><div></div></div>

9. When do you plan to graduate from El Camino?

Response	Frequency	Percent	
2017	16	22.22	<div><div></div></div>
2018	25	34.72	<div><div></div></div>
After 2018	22	30.56	<div><div></div></div>
I don't plan to graduate. I am just taking classes.	8	11.11	<div><div></div></div>
Missing	1	1.39	<div><div></div></div>

7. The total number of units I am enrolled in this semester (including fashion classes) is:

Response	Frequency	Percent	
4 units or less	14	19.44	<div><div></div></div>
5-8 units	12	16.67	<div><div></div></div>
9-11 units	13	18.06	<div><div></div></div>
12-14 units	27	37.50	<div><div></div></div>
15 or more units	5	6.94	<div><div></div></div>
Missing	1	1.39	<div><div></div></div>

8. Which program are you planning to complete?

Response	Frequency	Percent	
Fashion Stylist Certificate	7	9.72	<div><div></div></div>
Undecided	9	12.50	<div><div></div></div>
Other [please specify]	11	15.28	<div><div></div></div>
Missing	45	62.50	<div><div></div></div>

10. Are you currently attending another college/university as well as ECC?

Response	Frequency	Percent	
Yes	3	4.17	<div><div></div></div>
No	67	93.06	<div><div></div></div>
Missing	2	2.78	<div><div></div></div>



11. Are the tools and equipment in the classrooms sufficient for the assignments given to you?

Response	Frequency	Percent	
Always	15	20.83	<div><div></div></div>
Usually	26	36.11	<div><div></div></div>
Sometimes	22	30.56	<div><div></div></div>
Rarely or never	4	5.56	<div><div></div></div>
N/A	4	5.56	<div><div></div></div>
Missing	1	1.39	<div><div></div></div>

14. How would you describe your personal time management skills?

Response	Frequency	Percent	
Very good	17	23.61	<div><div></div></div>
Good	30	41.67	<div><div></div></div>
OK	16	22.22	<div><div></div></div>
Missing	9	12.50	<div><div></div></div>

15. Which of the following ECC services have you used?

Response	Frequency	Percent	
Math tutoring center	7	9.72	<div><div></div></div>
Assessment/Testing Office	2	2.78	<div><div></div></div>
Project Success	0	0.00	<div><div></div></div>
Supplemental Instruction	0	0.00	<div><div></div></div>
Academic Counseling	8	11.11	<div><div></div></div>
SRC/SRC Tutoring Program	1	1.39	<div><div></div></div>
Missing	54	75.00	<div><div></div></div>

12. How often do you use computers on campus to do your coursework?

Response	Frequency	Percent	
Often	26	36.11	<div><div></div></div>
Sometimes	22	30.56	<div><div></div></div>
Rarely or never	23	31.94	<div><div></div></div>
Missing	1	1.39	<div><div></div></div>

14. How would you describe your personal time management skills?

Response	Frequency	Percent	
Poor	2	2.78	<div><div></div></div>
I need help with this	1	1.39	<div><div></div></div>
Missing	69	95.83	<div><div></div></div>

15. Which of the following ECC services have you used?

Response	Frequency	Percent	
First Year Experience	2	2.78	<div><div></div></div>
Puente Program	0	0.00	<div><div></div></div>
Library	34	47.22	<div><div></div></div>
EOP&S/Cal Works	5	6.94	<div><div></div></div>
Learning Communities	0	0.00	<div><div></div></div>
LRC Tutoring Program	1	1.39	<div><div></div></div>
Other [Please specify]	5	6.94	<div><div></div></div>
Missing	25	34.72	<div><div></div></div>

16. How many times have you talked with an Academic Counselor?

Response	Frequency	Percent	
Never	8	11.11	
Once	17	23.61	
2 - 3 times	21	29.17	
4 or more times	23	31.94	
Missing	3	4.17	

18. When do you prefer your classes:

Response	Frequency	Percent	
Only one day a week	5	6.94	
Monday/Wednesday	30	41.67	
Tuesday/Thursday	19	26.39	
Friday	1	1.39	
Saturdays	0	0.00	
Missing	17	23.61	

20. Which do you prefer: A 5 hour class one day a week or 2.5 hour class two days per week?

Response	Frequency	Percent	
One 5 hour class one day a week	17	23.61	
A 2.5 hour class for two days a week	49	68.06	
Other [Please specify]	0	0.00	
Missing	6	8.33	

17. Please indicate your experience with the scheduling of classes offered in the Fashion Design Department:

Response	Frequency	Percent	
Very Satisfied-I generally can get the classes I want	14	19.44	
Somewhat satisfied-I occasionally find it difficult to get the classes I want	29	40.28	
Dissatisfied-I often find it difficult to get the classes I want	13	18.06	
Very dissatisfied-I generally have great difficulty in getting the classes I want.	7	9.72	
Missing	9	12.50	

19. Your preferred time for starting a class is:

Response	Frequency	Percent	
Before 8 am	3	4.17	
8 am to 9:30 am	15	20.83	
10:00 am to 12:30 pm	29	40.28	
1 pm to 3:30 pm	5	6.94	
4 pm to 6:30 pm	3	4.17	
7 pm or later	0	0.00	
Missing	17	23.61	

23. How often do you check your ECC email?

Response	Frequency	Percent	
At least once a day	19	26.39	
At least once a week	21	29.17	
At least once a month	15	20.83	
Rarely or never	12	16.67	
Missing	5	6.94	

24. Do you use email to correspond with your instructor?

Response	Frequency	Percent	
Yes	51	70.83	
No	14	19.44	
Missing	7	9.72	

13. Do you enough access to computer programs (Fash 4 and Fash 29) outside of class to catch up on work or do homework? (Mark all that apply)

Response	Frequency	Percent	
I have enough time during the class to complete my assignments and practice the skills taught during class	16	22.22	
I need additional time in a computer lab setting to complete my work	13	18.06	
I need additional time in a computer lab setting to practice the skills I have been taught	6	8.33	
It would be nice to have additional time to complete my work in a lab setting but I am doing OK without it	5	6.94	
Other [Please specify]	9	12.50	
Missing	27	37.50	

25. How many hours a week are you employed?

Response	Frequency	Percent	
Less than 5 hours	38	52.78	
None	3	4.17	
5-14 hours	3	4.17	
More than 20 hours	8	11.11	
15-20 hours	17	23.61	
Missing	3	4.17	

21. How would you describe your present ability to speak, read and write college level English?

Response	Frequency	Percent	
Strong	38	52.78	
OK	23	31.94	
Weak	6	8.33	
Missing	5	6.94	

22. Do you feel that your present English skills are making it difficult to learn and do well in your classes?

Response	Frequency	Percent	
Yes	14	19.44	
No	54	75.00	
Missing	4	5.56	

27. Overall, how satisfied are you with the (FASHION) instruction that you have received at ECC?

Response	Frequency	Percent	
Very satisfied	21	29.17	
Somewhat satisfied	22	30.56	
Somewhat dissatisfied	18	25.00	
Very dissatisfied	9	12.50	
Missing	2	2.78	

31. Are you interested in taking an online fashion course?

Response	Frequency	Percent	
Yes	15	20.83	
No	34	47.22	
Maybe	20	27.78	
Missing	3	4.17	

35. Upon completion of your studies, what is your career goal?

Response	Frequency	Percent	
Designer	27	37.50	
Patternmaker	1	1.39	
Buyer	13	18.06	
Missing	31	43.06	

26. How would you rate the classroom facilities in the Fashion Department?

Response	Frequency	Percent	
Good	27	37.50	
OK	24	33.33	
Needs Improvements	16	22.22	
Other [please specify]	0	0.00	
Missing	5	6.94	

29. Are you a member of Tailor Made Fashion Club?

Response	Frequency	Percent	
Yes	5	6.94	
No	65	90.28	
Missing	2	2.78	

32. Are you interested in taking a hybrid (part online and part in-classroom) fashion course?

Response	Frequency	Percent	
Yes	12	16.67	
No	35	48.61	
Maybe	24	33.33	
Missing	1	1.39	

35. Upon completion of your studies, what is your career goal?

Response	Frequency	Percent	
Instructor	2	2.78	
Other	22	30.56	
Missing	48	66.67	

40. Please select the short term certificates that you might be interested in pursuing:

Response	Frequency	Percent	
Dressmaker Certificate: [Fash 10] Clothing Construction I- [Fash 11] Clothing Construction II- [Fash 23] Fitting & Alterations & [Fash 95] Internship-1 unit	13	18.06	<div><div></div></div>
Sketching Certificate: [Fash 15] Fashion Sketching- [Fash 16] Fashion Illustration and Historical Design- [Fash 4] Computer Aided Sketching & [Fash 95] Internship-1 unit	19	26.39	<div><div></div></div>
Decorative Textile Certificate: [Fash 20] Beginning Textiles- [Fash 17] Decorative Textiles- & [Fash 95] Internship-1 unit	13	18.06	<div><div></div></div>
Missing	27	37.50	<div><div></div></div>

**Appendix F**  
**ADVISORY BOARD MINUTES**

EL CAMINO FASHION DEPARTMENT  
Advisory Board Meeting Minutes  
April 22, 2014

Meeting Attendees

Name	Position
Jana Coke	Wardrobe Consultant
Christopher Griffin	President, MAGIC
Annette Owens	ECC Instructor
Kris Moon	Retired Union High School Teacher
Meredith Jackson	ECC Instructor
Vera Ashley	ECC Fashion Dept. Coordinator/Professor
Lauren Gold	VP of Business Operations, Requisite Clothing
Kande Hall	Jewelry Designer
Melanie McFarland	Former ECC Fashion Dept. Coordinator, Author

El Camino College Fashion Department  
Advisory Board Agenda/Minutes  
April 22, 2014

- Welcome

We moved the meeting to room TA 210A because students were not finished with processing all the fashion show garments. Meeting started at approx. 6:30 p.m.

- Introduction/Ice Breaker

Attending members introduced themselves. Attendees completed the yellow advisory committee surveys.

“IKON” Fashion Show, May 9<sup>th</sup> at 7:30 p.m.

Discussed the fashion show and advisory board attendees were told that they would receive complimentary tickets to the show.

### Discussion Topics

#### Revised Mission Statement

Attendees were given a copy of the former and newly proposed department mission statement. Some grammatical corrections were suggested. Attendees felt the new statement was far superior to the previous one.

#### Stylist Certificate/New Course

Attendees were given a copy of a draft for a fashion styling course, including the course objectives. Discussion included the following:

Make sure course covers or mentions all types of styling including personal wardrobe styling, merchandise styling, online, handbags and jewelry styling including non-body styling. Discuss related feature films, non-defined slots, creative director, brand director, product styling, freelance styling, part time styling, getting into the costume union, what is realistic about the field of styling, and incorporate all aspects of styling.

#### Retail Associate Certificate/Proposed Certificate

Course suggestions for a proposed short-term certificate (Certificate in Retail Apparel Sales) were introduced to attendees. The discussion included the following:

Some felt that a student having the certificate might not have an advantage over other applicants. It was suggested that some business management courses might be added to the certificate to help make the student eligible for retail management positions. It was suggested that a discussion with a retail store’s Human Resources Department employee might expose the benefits or drawbacks of having such a certificate.

#### Fashion Student Success Program - Job Shadowing

Attendees were given a copy of the invitation (given to students) to participate in the 2014 Fashion Student Success Program. Each factor in this program was discussed.

#### Supplemental Questions (Not discussed as a topic)

In the discussions, several questions came up. Feedback include the following:

Regarding increasing the membership of the Tailor Made Fashion club, it was suggested that instructors give extra credit to students who attend club meetings. Students need an incentive to attend the meetings. Feed information through Facebook and Instagram.

Regarding fashion shows, it was suggested that there be fund raisers, a pre-show that starts 4 months ahead of time (Sept), dressers for show gain extra credit, have former students come back to the campus fashion show to show their line to current ECC students.

A very spirited discussion commenced on the subject of internships. One attendee stated that he hired three interns but internship can be a Human Resources problem in terms of liability issues. It was stated that Cal State Long Beach has students that are interning, but the internships are not overseen. It was stated the Woodbury University had students perform internships under their independent study courses. It was suggested that I look at how other colleges handle internships. Kande and Lauren stated that internships were important because they give the students profitable and real-world experience. Meredith stated that NPR radio stated that internships are the single most important factor for getting jobs, even more important than grades. Internships provide a practical application of knowledge; the students become more valuable.

Chris stated that he hired three students after they had worked as an intern. He identified those students who had shown the ability to do the job based on their internship. They were from community colleges. The fact that they could do the job, the issue of then not having a bachelor's degree ever came up. He watched them under pressure. He called it a "vetting process". They wanted to work and their readiness to work was displayed in how they performed in their internship. All present members discussed how important it was to have students enrolled in internships. Another person called internships an "extended interview". Everyone felt that it was important to give students opportunities to intern.

Melanie volunteered at West High School. She noticed that Vocational Ed was not being recommended as an alternative to students after high school. She suggested that we pursue an articulation agreement with such schools as West High and Torrance High.

#### Pre-judging of fashion show garments for workmanship

Attendees were given instruction on how to judge the workmanship and overall look of fashion show garments. The garments were set up in the back classroom of room TA 212 and scores were assigned to garments which were later tallied.

#### Distribution of complimentary fashion show tickets

Attendees were given 2 complimentary tickets to the fashion show after they completed judging the garments.



Meeting ended approximately 9:15 p.m.

El Camino College Fashion Department

Advisory Board Meeting Minutes

Wednesday, April 22, 2015

Meeting conducted by Vera Ashley

ATTENDEES	
Dr. Karen Robinette	Former Instructor – Cal State Northridge
Priscilla Ratcliff	Current ECC Instructor
Annette Owens	Current ECC Instructor
Dr. Vera Ashley	Current ECC Instructor
Meredith Jackson	Current ECC Instructor
Vera Kopecky	Former ECC Instructor
Julie Collana	Apparel Industry Patternmaker
Dr. Myunghee.Sohn	Cal State Long Beach University Instructor
Shirley Warren	Current Instructor-Did not stay for meeting. She had to teach a class
Laurie Paolozzi.	West High School Instructor (Torrance)
Kris Moon	Redondo Union High School Instructor (Torrance)

We met In the Avalon Room for dinner. After dinner, we took a tour of the fashion classrooms and then went down to room 111 in the ITEC building for our meeting.

We had an Ice Breaker, asking each attendant what was their best professional advice or best professional book read.

Flyers were distributed to each attendant advertising our then upcoming fashion show: "Runaway Runway"- Friday, May 8th at 7:30 p.m.

I showed a PowerPoint related to a proposed new class called "Apparel Styling" that would be added to the curriculum for our styling certificate. We received a lot of feedback and ideas about how we could maximize the class. We discussed sources/sites for internships and connecting the styling industry with El Camino.

We discussed the need to add an Advanced Adobe Illustrator Class to our curriculum and what competencies were needed. Annette Owens stressed the importance of an advanced course. Julie stated that at her job, knowing this program was important.

Although on the agenda, we did not discuss Hot Topics in the Industry and briefly touched on the curriculum review. We were running a little behind time.

I disturbed sheets listing our classes and asked the board to review and look over them for suggestions and comments.

We discussed the benefits of developing Articulation Agreements with different schools and asked if any were interested. Most of the schools represented were open to such an agreement. The schools included:

We then left to go upstairs and prejudge fashion show garments (for creativity and overall look) for the Fashion Show.

At the end, I gave the attendees 2 complimentary tickets to the fashion show

Meeting adjourned about 9:00 p.m.

See Attached PowerPoint shown at meeting.

#### Fashion Department Advisory Board Minutes

El Camino College

Thursday, April 28, 2016

#### Attendees:

Vera Ashley, Dept. Coordinator  
Shirley Warren, ECC Instructor  
Kalia Calloway, Designer  
Meredith Jackson, ECC Instructor  
Cynthia Gotts, ECC Instructor  
Naomi Yoshida, Disney Costume Dept.

After the main advisory board meeting and dinner, the fashion group commenced to go to the classroom ITECH 225A for the Fashion Department Advisory Board meeting.

The need for the two-class certificate was discussed. The group brainstormed the following:

Visual/Fashion Merchandising  
Textiles/Decorative Textiles  
Carriers/Presentation Techniques  
Patternmaking /Fitting and Alterations

Patternmaking/Draping  
Patternmaking/Grading

Good strategies for 2-class certificates were discussed.

On their resume, students can list the certificates. The group felt that internships were important. Meredith brought up the following: According to NCR, the single most important strategy for getting jobs is an internship. It is illegal to have internships w/o the intern receiving school credit, salary, or learning something significant. Some companies do not want to be liable for the students.

Discussed the trade paper: California Apparel News. It is good to show this paper to students and ask them to look for patternmaking and grading positions. Students will see that more patternmaking positions exist.

Discussed the fact that student designers graduate every year. Where are they going? Few stay in the industry. Students need a lot of experience, and they must have varied experiences. Students are expecting \$50K. Sometimes reality is \$ 12.00 an hour. Patternmakers can make more money than designers.

From the brainstormed certificate suggestions, the group paired the ones they felt were the strongest.

1. Patternmaking and Draping. It was discussed that not many companies require employees to know draping.

Problems with size ranges in patternmaking was discussed. Patternmakers should start with a new base, such as size 10 Patterns cannot be graded from a sized 2 to a larger woman's size.

2. Manual Patternmaking and Computer Patternmaking

3. Clotting Construction 1 and 2

Discussed was the following question? Is a sewing certificate valuable in the industry? The goal here may not be for the industry but personal.

To find out what students would like for the 2-class certificates, it was suggested that a student survey be distributed.

It was suggested to start a high school program with a small fashion show, possibly for college credit. It could be a high school certificate.

It was discussed that a study showed that the junior high brain is open to new career directions. This is a good age to suggest the career of fashion.

Styling was discussed: Styling/fitting and alterations positions can be found on Craig's List and the ASI film list. Some projects are low budget. Styling and designing makes one in charge of that final garment for film. A styling course is needed. Students should know that at times they must run around and process returns. Styling is not always glamorous.

The subject was changed to discuss the fashion club, Tailor Made Fashion Club.

Meting times and events were discussed. There is a need to provide motivation to help students keep interest. Naomi, as a former student and club president, shared that she had a press pass and went many places. She got the club interested and made cold calls and went on factory tours. Suggestions for the club included visiting studios, local fashion places, printing factories, etc. Additional ideas included visiting Blue Whales, FIDM, downtown fashion district, Melrose

walk, L.A. Fashion Week, Leville factory, old mart, new mart, trim house, dye houses, Cal poly Pomona Open House, museums, Los Angeles County Museum of Art, Western Costume, and Sony.

This fall, make flyers. Plan and list field trips, job opportunities, etc. Provide privileges for club membership.

Additional actives could be to work with Clothes for Women-helping them style others for interviews. Let club member give back.

After the discussions, advisory members went to the room next door to judge fashion show garments in terms of creativity and workmanship.

After judging, Advisory Board members were given two complementary tickets to the fashion show.

Meeting duration was one hour 30 minutes.

## Fashion Department Advisory Board Meeting Minutes

Thursday, April 28, 2017

### Attendees

Rebecca Davis, Instructor Cal State L.A.

rdaivs@calstatela.edu

Nurjahn Hernandez

contact: noireco@gmail.com

Meredith Jackson, ECC instructor

meredithsj@sbcglobal.net

Catherine McCormic

catherine@catherinegroce.com

Kalia Calloway, Designer

kaliacallowayA@gmail.com

Annette Owens, ECC Instructor

adowens@gmail.com

SAVE THE DATE flyers for fashion show were distributed and attendees were informed that they would receive 2 free tickets to the show.

The Fashion Styling Certificate was discussed. There is no other known local program with a styling certificate. For students enrolled in this certificate program, it is important to learn how to build relationships. This area of fashion is all about relationships.

Styling can be looked at as visual merchandising/visual display (styling for windows). If students do not prefer styling, they are equally qualified to do visual merchandising with a stylist certificate/background. A styling certificate can also groom a student to become a personal shopper. Stores that still have personal shoppers include: Nordstrom's, Neiman Marcus, and Bloomingdales. These employees can earn up to \$50-60K yearly. Nordstrom has the best internships in visual training.

Programs that were not accredited came up in discussion. It was made known that The Art Institute now is accredited by WASC and now is offering Bachelor Degrees.

Trips to New York for the main purpose of seeing fashion colleges were discussed. The board felt that it would be a very beneficial experience for the students. Suggested places to visit included FIT. FIT has a museum and window displays that are fabulous. Another suggestion included Pratt (they are in two locations, including Brooklyn). Additional schools included Parsons, Berkley and LIM. Places (other than schools) to visit included MET, 5<sup>th</sup> Ave. and Macy's Square (where we might be able to speak to buyers). Visual department visits could include, Chico's in New York and 142, which has nice studios. Other suggestions included Chinatown and Eileen Fisher (in another community). This could involve taking the train to Penn Station. There are also great stores in SOHO. PF meat packers is another suggestion. Other ideas were to see textiles and the differences in NY and LA luxury brands. The suggested time for the entire trip is a week. Students should be given (free) time to do personal things. Woodbury used to go to NY. Meredith Jackson will set up contact with Jamie who used to do the N.Y. trips.

The subject of fundraising and how to obtain donations was discussed. Some of the responses included partnering with a company (for example, Singer) who might underwrite the trip. The fashion club could make items to sell on campus (Holiday pouches, for example). Flowers can be purchased from the flower mart and sold on campus. The club can sell special tee shirts and use a drop/ship model where the club carries no inventory. One school did costumes for the performers of the Philharmonic Orchestra. Items can be created and sold at a flea market. Additional ways to "advertise" the fashion program is Facebook events and Giveaways (including tee shirts).

Open lab for students was discussed. At one school, the lab was open until 2 a.m. to accommodate student schedules. Board members felt that an open lab was necessary. One school used a student employee on Fridays from 1 to 6 p.m. They paid for the worker from collected student fees. It was suggested that if the lab class must fulfill objectives, one could measure competency in areas not measured in other classes (for example, critical thinking skills or creative problem solving). It was suggested to structure the class as a pass/fail.

Attendees will receive invitations to judge the fashion show garments in areas of workmanship and styling before the formal judging on the day of the show. This invitation to judge workmanship will be include dinner.

When discussing participation in the fashion club, it was discussed that one cannot motivate the student if the student does not see the value of participating in clubs. One person stated that the club's success is based on the student's leadership ability and skills. At times, the clubs are energetic and at other times, it is less energetic. Each club president brings a different type of energy.

An articulation agreement with Cal State LA was discussed. Rebecca Davis from Cal State L.A. is willing to visit to talk to students about transferring to Cal State L.A. after their ECC graduation.

Meeting adjourned at 7:50 p.m.

## Appendix G

### CURRENT JOB OPENINGS

**These are current job openings that ECC program completers could be eligible for. Some of the ads have information omitted to save space.**

#### FIT MODEL

We at Fashion Nova believe the customer is the Star...The Stars who rock out styles are adventurous, inspirational and badass. We strive to provide awesome service, unbeatable prices and the hottest trends. Our company is based in the heart of Downtown Los Angeles and has five retail locations in Southern California. We are always on the lookout for amazing talent and the next up and coming Nova Star to join the team.

##### About the Role

As FN's Fit Model, you will be responsible for ensuring that our clothes "fit" the expectations of our #NovaBabes. You will try on samples provided by vendors for our size small products. This is a position where you will gain valuable learning experiences from seasoned professionals, with the ability to launch yourself into the Quality/TOP organization at Fashion Nova.

##### What You'll Do

Try on different clothing samples provided by vendors (size small); Collaborate with buying team to ensure design intent is executed and highest quality of fit, construction and workmanship is executed; Collaborate in fit sessions; ensure meticulous notes are taken during session to ensure correct information is communicated to vendors and production; ensure all samples are fit and comments are processed within a timely manner; perform other tasks as assigned by the Director of Quality and Vendor Compliance

##### What You'll Bring

- High sense of urgency, punctuality and timeliness
- Must have a strong work ethic and motivation to learn
- Works well individually as well as with a team
- Strong communication skills]
- 1+ years' experience as a fit model is preferred
- Required Measurements:

#### FASHION STYLIST

(Indeed.com)

Linne's Boutique - Long Beach, CA 90804

Fashion Stylist-Sales Associate Wanted

If you're bright, creative and hardworking with a passion for retail and fashion, have experience in women's market, target-oriented and trustworthy. Please submit your applicants or call (562)

Job Type: Part-time, Required experience: Stylist: 1 year

### FASHION PRE-PRODUCTION ASSISTANT

Indeed.com

88 International Inc. - Alhambra, CA

\$14 an hour

We are an established denim design/manufacturer working with our own brand and doing private label merchandising/design/production. We are looking for energetic Production Assistants for a fashion design, merchandising, and production role.

Candidates must communicate effectively and work well inside of a team. Job involves communicating internally between teams and externally to retailers, suppliers, and overseas partners. Must be MS Office proficient. Photoshop/Illustrator experience is a bonus. Candidates should have experience with tech pack creation.

Candidates must be English-fluent. Fluency or semi-fluency in Mandarin and/or Cantonese is a big plus!

Pay is DOE - we offer competitive health, life, and 401k plans. We want candidates who want to grow with us!

We are not looking for freelancers at this time.

Job Type: Full-time

Salary: \$14.00 /hour      Required education: Associate

### E-COMMERCE COORDINATOR

California Apparel News

24/7 Comfort Apparel Women's E-Commerce Apparel Company looking for a Qualified and Experienced individual: Must be highly knowledgeable in Excel and must have experience in uploading products onto e-commerce marketplaces. Email resumes asap:

### PART-TIME STYLIST

(Indeed.com)

A Pea in the Pod -Beverly Hills, CA 90210

We are currently seeking an innovative, fashion forward, and sales driven individual who is seeking growth in the fashion industry. A Pea in the Pod on Beverly Drive is a flagship store located in the heart of Beverly Hills with a reputation catering to high-profile clients and celebrities. What makes our luxury store unique is that we style a special type of client with



special needs.... If you are interested in joining our team and gaining experience as a working stylist please send us your resume and cover letter. Looking forward to speaking with you!

Job Type: Part-time

Required experience: Stylist: 1 year

## SHOWROOM ADMINISTRATIVE MANAGER - Women's Fashion

Scandal Italy - Los Angeles, CA 90015

\$12 an hour - Full-time, Commission

Fulfillment Manager

Scandal Italy is hiring a sharp, motivated & organized individual to join our team. The Fulfillment manager will support our CEO, account managers & inventory specialists in a dynamic, rapidly growing company. The ability to anticipate executive needs and maintain stellar customer service skills, as well as maintain solid account relationships will be essential. The ideal candidate will be a quick thinker, exercise discretion and judgment, highly efficient, intensively attentive to detail, extremely organized, disciplined, warm, friendly and collegial.

### Responsibilities:

- Maintaining, filling & organizing orders
- Answer phone during business hours, as well as reply to voicemails & emails
- Upsell to customers while on the phone
- Manage all call tags/RA's; organize & complete exchanges, store credit, etc.
- Order entry, enter all new clients & sales into QuickBooks
- Process payment for all orders
- Upkeep of term accounts
- Accounts receivable
- Process & upkeep client shipping charges
- Administrative duties & general customer service
- Assistance with processing shipment & pulling orders.
- Other duties as assigned.

### Requirements:

Stellar customer service, positive, friendly, upbeat attitude and professional demeanor, We are currently seeking experienced, sales-driven, full-time or part-time Management with a true passion for fashion and for LF.

### Qualifications:

Candidates must have an entrepreneurial approach to business- think outside the box!

A strong track-record for managing all aspects of the sales floor.

Must possess the ability of team-building and executing ideas.

Ability to communicate effectively to train, develop, and motivate team!

Experience in recruiting and interviewing. Networking in the community is a plus!

Minimum of two years' experience in a similar boutique environment and experience working with client books.

Must be sales-focused with a proven track record of strong sales ability and leadership

Must have a love of up-to-date fashion and exude a fashion-forward presence.

The ability to style customers with a superior knowledge of trends, fit, etc. is a plus!

Job Type: Full-time Required experience: Retail Sales: 1 year

- Excellent written and verbal communication skills.
- Extremely organized.

- Ability to problem solve and use common sense.
- Self-starter with ability to organize own work, initiate improvements and meet deadlines while managing and prioritizing multiple tasks.
- Proficiency with email, Word, Excel, PowerPoint, Google Drive and Quick Books.
- Ability to prioritize and adapt quickly to fluid work environment.
- Strong attention to detail and strong ability/desire to learn and accept new challenges.

## STYLIST-LF

LF STORES - Hancock Park, CA

Full-time, Part-time

i-Blu - Los Angeles, CA 90007

i-Blu is a full package garment dye manufacture located in Los Angeles. The website has a feature where customers are capable of customizing apparel down to the stitching detail. We are looking for a candidate who can:

- Assist customers with development and preproduction
  - Techpacks, Fittings
  - Design and construction feedback
  - Specs before and after dye
  - Fabric and trim sourcing
  - Preproduction Samples
  - Gather all information and make it clear before passing it off to the production team
  - Must have a great easy-going personality and patience to meet with all customers
  - Work with in house pattern maker, sample maker and sample cutter to:
  - Gather all completed technical info from customers
  - Schedule due dates by planning priority samples from all customers
  - Supervise and make sure samples meet customers' expectations
  - make sure correct fabric, trim and constructions are used
  - most importantly make sure correct shrinkage is applied
  - Work with designer to create seasonal styles for wholesale site:
  - Source fabrics
  - Create line sheet and color story for main collection
  - Source new trending construction techniques and designs for customizers
  - Source models for fitting
  - Create collection and source photographer, models, and location for seasonal photoshoots.
  - Work closely with out of town web developer/ designer to:
  - Update visuals and content of site
  - Gather and revise all information for updates
  - Present final updates to CEO for approval and or changes
  - Manage and operate all customers PO's and questions
  - Work with marketing manager and outsourced marketing firm to promote new products and changes to existing customers and to attract new customers.
- Job Type: Full-time
- Required education: Associate
  - Required experience: Designing: 1 year
  - Required language: Spanish or Korean

## TECH DESIGNER AND PRODUCT COORDINATOR/FIT TECHNICIAN

California Apparel News

Duties: Prepare production tech packs Manage and coordinate pre-production approvals and fit samples. Manage and follow up on component approvals between factory and customers. Develop product with designer and overseas factories. Requirements: Must have garment construction and spec knowledge and a full understanding of ...

Duties:

Prepare production tech packs

Manage and coordinate pre-production approvals and fit samples.

Manage and follow up on component approvals between factory and customers.

Develop product with designer and overseas factories.

Requirements:

Must have garment construction and spec knowledge and a full understanding of the fitting process.

Must have design & preproduction knowledge.

Photoshop and Excel.

Outstanding communication skills.

Email: assisting10@gmail.com

## ECOMMERCE STYLIST

Studio N, Los Angeles-313089

We are a specialty retailer offering the very best of what's next in fashion for men, women and children since 1901.

Our e-commerce team, Nordstrom Direct, ensures that customers experience the same great fashion and service on Nordstrom.com and HauteLook.com as they expect in our stores.,

The Nordstrom Direct e-commerce stylist supports the business by providing on-set and off-set styling for all sell shot imagery. Flexibility in hours during peak periods will be required.

Moderate travel will be required.

- Support Nordstrom Direct by providing the highest quality on-figure styling for Nordstrom Direct.
- Detailed and professional preparation of samples for product photography.
- Complete knowledge of fabrics, care and proper handling
- Exceptional steaming and ironing skills
- Lead innovation in workflow and technology, and support implementation of new ideas.
- Support and coach freelance stylists and assistant stylists concerning job duties, expectations and Nordstrom policies.
- Partner with Production Coordinators, Producers, Photographers, Assistant Stylists and Art Directors to ensure efficient workflow, and the highest quality images.
- Communicate with Producers and Managers to ensure superior talent is scheduled along all sets.

- Collaborate with the Styling Director or Art Director to ensure styling aligns with current creative directives from the business
- Adhere to on-set styling guidelines to ensure high standards are met
- Stay current with the design/fashion industry including global and consumer trends, assessing and communicating their potential impact to the business

You own this if you have...

- Bachelors or Associates of Arts degree or equivalent experience.
- Minimum 3 years, high volume, e-commerce styling experience
- Online Portfolio that demonstrates fashion expertise and ability to translate and interpret style trends on set
- Expert styling techniques and understanding of high end brands, fabrics and handling
- Skilled in building and maintaining positive working relationships
- Strong attention to detail, organization and time management skills
- Team player with the ability to work independently
- Strong analytical and problem-solving skills
- Ability to prioritize multiple tasks in a fast-paced environment
- Demonstrated understanding of high-end retail and the service environment of Nordstrom
- Ability to maintain confidentiality and high ethical standards
- Proficiency with knowledge of Mac OS and Microsoft Office Suite
- Clear and effective written and verbal communication and strong interpersonal skills
- Flexible, and able to respond immediately to business changes and priorities.
- Nordstrom work experience preferred

## ASSISTANT DESIGNER

April Jeans Inc. - Los Angeles, CA

We are looking for a dynamic full-time assistant designer with a positive and can-do mindset. This position is ideal for a recent college graduate in the fashion industry with a design focus, where she will assist me on various design projects.

Assistant Designer Duties: Organize fabric, take pictures of samples/ Photoshop, create line sheets, create tech packs, Measure samples, Assist with any designs

Required Skills:

-Photoshop, Illustrator, Microsoft Office,

Job Type: Full-time Job Location: Los Angeles, CA

Required education: Associate, Required language: English

## VISUAL MERCHANDISING MANAGER

SUGARFINA INC - Inglewood, CA 90303

Description:

As the Visual Merchandising Manager, you'll be responsible for increasing sales, getting customers attention, and providing an excellent in-store experience.

As part of your day, you will:

- Creating appealing and eye-catching visual displays that lead the customer through the entire store
- Produce window displays, interior displays, floor plans, and special promotions displays

- Work with design and marketing to create design themes and plans, often months in advance, including window and in-store displays, signage and pricing concepts
- Oversee production and brief staff on arranging display. Work to ensure uniformity of displays across multiple store locations
- Create visual merchandising packs to communicate visual guidelines including layout principles, visual dressings and signage, distribute to stores in a timely manner
- Create basic POG and fixture renders to share with retail store teams
- Source necessary props, materials and accessories required to bring designs to life
- Change displays to promote new product launches and reflect festive or seasonal themes
- Research and stay current on design and visual merchandising trends.

#### Requirements:

- You're an entrepreneur at heart, with a strong desire to be part of something bigger. We're on a mission to reinvent the candy industry and you're right there with us, managing the business as if it were your own.
- You're looking to stretch your abilities with a company that will provide many opportunities for ownership and growth.
- You're passionate about luxury retail
- You thrive in a fast-paced environment thanks to your great communication skills, positive attitude, sense of humor, and the ability to juggle competing priorities.
- You're all about initiative, reliability and having a high level of ownership, but you also know when to reach out when you need help or guidance.
- You're a clear communicator that enjoys working with many stakeholders, both internally and externally. We're a large and growing family.
- You're very organized and process oriented – you're always looking for ways to streamline processes, so you can work smarter and take on more ambitious projects.

#### Education & Skills

##### This role requires:

- Solid experience in the field of visual merchandising, including window displays, signs, interior displays and space utilization
- Proficiency in Photoshop, Illustrator or other visual design tools for renders
- Knowledge of current visual merchandising trends and best practices
- Creative and innovative thinker
- Ability to analyze sales merchandising reports and survey results

## SEASONAL STYLIST

Location: Pasadena, CA,  
 THE J.CREW SEASONAL STYLIST  
 [Hourly Part-Time, reports to a store director]

#### Our Seasonal Stylists:

- Are at least 18 years old.
- Communicate effectively and write with a bit of flair.
- Process information and operate store systems accurately.
- Are available nights, weekends and holidays.
- Assist in processing and replenishing and keeping the store looking great.
- Can bend, reach, stretch as well as lift, carry and move at least 40 pounds |
- Can regularly move around all store areas and be accessible to customers.

## STYLIST/STUDIO ASSISTANT

MakeMeChic.com - Industry, CA

MakeMeChic.com is looking for a full-time stylist to join our team! We are an online retail store targeted at offering only the most trendy and affordable fashion to our customers. You'll be part of a team of dedicated professionals applying your vision and talent to the shared goal of satisfying the fashion needs of the modern, confident, and sophisticated woman.

### Job Description

- The Stylist will be working the day to day eCommerce product shoots and Lookbook shoots; Works with eCommerce Merchandising and Designing team to accurately represent the collection of products and brand online.
- Organize styling closet
- Maintain sample traffic between studio and warehouse
- Style outfits on set and strong eye for details
- Request and return samples (in house)
- Pitch ideas and provide inspiration for visuals and locations
- Studio maintenance and assistance

### Qualifications

- Working towards/Achieved degree in fashion, or equivalent experience, E-commerce styling and background preferred,
- Strong eye for details with both outfit and styling, Broad knowledge of trends and designers, Proficiency in Excel and adaptable to new software a plus, Excellent communication and collaboration skills, Able to take direction, but also be assertive with presenting fresh ideas, Organized in a fast paced environment, Driven and hard-working, Friendly

Stylist will be working with photographer, social media specialist and designer.

Please include resume, website, and social media in application.

## DESIGN ASSISTANT

143 Story - Los Angeles, CA

### Responsibilities

- Flat Sketch, Assist with photo shoots,
- Work with head designer, in house pattern maker, sample maker, and sample cutter
- Confirm correct fabric, trim, shrinkage, and constructions
- Communicate with overseas/local vendors and merchants

### Requirements:

- Must be fluent in English; written and verbal.
- Strong communication
- POSITIVE attitude
- Detail oriented

## PRODUCT STYLIST

Job Type: Full-time Job Location: Los Angeles, CA

At Nordstromrack.com and HauteLook, we strive to empower shoppers through choice and discovery of the hottest fashion at great prices. At the intersection of technology, fashion and design, we value employees who have great insights to fashion and e-commerce, act fast, think creatively and embody our customer-first mentality.

### Responsibilities

- Ensure all merchandise is presented to HauteLook standards
- Work well in a collaborative team environment
- Integrate their own individual sense of aesthetics as to be able to bring tasteful and efficient ideas to the table

### Qualifications

- A superb eye for visual composition and attention to detail
- Excellent organizational and communication skills
- The ability to prioritize tasks and maintain strict deadlines
- Self-driven and able to communicate and collaborate in a team environment
- Productivity focused and proven to be a quick problem solver
- A college degree in Fashion, Visual Merchandising, Design, Photography or related area
- 2 years' experience in Retail and/or Visual Merchandising
- Some lifting may be involved

## PRODUCTION COORDINATOR

Looking for an organized and detail-oriented person with critical thinking and problem-solving skills to join a highly-motivated team. Must have the ability to multi-task, work well under pressure and tight deadlines and follow up with both domestic and int'l vendors and factories. Be able to update and track WIP.

Looking for an organized and detail-oriented person with critical thinking and problem-solving skills to join a highly-motivated team... Attention to details and accuracy in performance. Must be proficient in MS applications – Outlook and Excel. Familiar with garment production process, denim knowledge a plus Spanish speaking preferred.