

**EL CAMINO COLLEGE**

**FASHION DESIGN  
DEPARTMENT**

**ACADEMIC PROGRAM  
REVIEW  
2013**

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## **PROGRAM REVIEW TABLE OF CONTENTS**

APPENDIX A: STATE OF THE LOS ANGELES APPAREL INDUSTRY

APPENDIX B: RECENT JOB OPENINGS FOR WHICH OUR FASHION STUDENTS COULD QUALIFY

APPENDIX C: BLANK STUDENT SURVEY

APPENDIX D: STUDENT SURVEY-QUANTITATIVE RESULTS

APPENDIX E: STUDENT-QUALITATIVE RESULTS

APPENDIX F: SUPPLEMENTAL QUESTIONS

APPENDIX G: SCHOOL FACILITIES IMPACT STUDENT LEARNING

## **PROGRAM REVIEW**

### **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.*

Our former Fashion Design Department's Mission Statement states:

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 exceed the educational needs of students entering the Fashion department for a "first look around" or as declared Fashion majors.
- To provide support through campus counseling and networking with industry professionals.
- To encourage teamwork and student awareness of the changing and fast-paced Fashion Industry through the campus club, "Tailor Made."
- To graduate students ready for entry-level positions within the Fashion industry job market.

A new Mission Statement is purposed.

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

- To educationally prepare students for entry level positions in fashion design, fashion merchandising and/or related areas through certificated and associate degree programs
- To support and prepare students for transfer to colleges and universities to obtain a bachelor degree in the area of fashion design, fashion merchandising, and/or related areas
- To provide programs and expereinces that give students applicable hands-on learning, foster professionalism, and create ties with the business commuity, 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"

## **Fashion Department History**

The Fashion Department of El Camino College has transformed many of its students into successful designers, manufacturers, and merchandisers. Some of the most successful students have gone on to have careers in varying fields of design. They include:

- Naomi Rodriguez, former Costume Designer for the Academy Award (winning short film "Visas & Virtues") and Live Entertainment Costumer for "Disneyland."
- Tenaya Barrios, Technical Designer for the Disney Company:
- Eden Clark Coblenz, Costumer
- Margaret Islander, founder of Margaret Islander School of Fashion Arts
- Nina Blanchard, founder of Blanchard Modeling Agency and author of "Look" and "The Look"
- Walter Mendez, Designer for "Walter Collection"

Student talent is showcased at the annual spring fashion show. El Camino College initiated its first fashion show in 1981 to exhibit fashion students, inspire students, and broaden student horizons. The Fashion Show Production class produces the show as a corporation in which, officers and committee members are selected. A budget is appointed for advertising and promotion, models are trained, and student designs are chosen. The fashion club provides funding. Proceeds go toward the next year's fashion show, student scholarships, and equipment for the fashion department.

The Fashion Department serves newly graduated high school students, persons already working in the apparel industry, and older students returning to school for enrichment. The Fashion Program prepares students for employment in the field of design and production or merchandising and provides job upgrade opportunities for currently employed personnel. Upon completing the degree or certificate requirements, students gain proficiency in clothing construction, fashion illustration, pattern making, draping, computer-aided fashion design, and manufacturing. The department offers Associate in Science degrees in Fashion Design and Production and Fashion Merchandising. The following Certificates of Achievement are offered: Computer Pattern Making Technician, Costume Technician, Fashion Design and Production, Fashion Merchandising, and Fashion Stylist. Entry level positions include design room assistant, pattern making assistant, sales, etc.

The school's fashion club, "Tailor Made Fashion Club" sponsors industry professional guest speakers. The club is open to all students including those who are not fashion students. During the fall semester, the club meets every other week and during the spring, the club meets each week. Club members participate in events such as, Club Rush, Homecoming, Transfer Day and the annual fashion show.

According to the spring **2013 Term Headcount, there are 133 students enrolled in fashion classes.** Most students are female. Students are recruited from high schools, school-wide events, and various other methods. 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. 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, and Cal State Northridge. Students in the Fashion Department have various career goals including; transferring to a college or university, obtaining a fashion degree or certificate, retraining or certification and enrichment. There is a possibility of an articulation agreement with LIM, a college in New York specializing in fashion merchandising. If this agreement is successful, this would allow El Camino's fashion merchandising students to have a direct link to a college in New York who would accept our undergraduate courses to transfer to their Bachelor degree program.

In fall 2013, a student survey was distributed and completed by 114 students. Most of the students were female (83%) and most (75%) were enrolled in one or two fashion classes at the time of the survey. Most students (67%) were attending El Camino in pursuit of an Associate's degree or for transfer to a college or university. Most students (60%) were between the ages of 18 to 24 years of age. In reference to what particular program the students were completing, 22% were pursuing an Associate's degree in Fashion Design and Production, 23% were pursuing an Associate's degree in Fashion Merchandising, while 28% were undecided. When asked the satisfaction level of the instruction they received while at El Camino, 89% were either very satisfied or somewhat satisfied. When asked "What do you like best about the fashion program at ECC" twenty-four students had positive remarks about the instructors ranging from their competency and knowledge to their approachability. Many liked that the program was hands on, informative and fun.

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

Associate in Science Degree in Fashion Design and Production (Total Units: 32)  
Upon completing the degree or certificate requirements, students gain proficiency in clothing construction, fashion illustration, pattern making, draping, computer aided fashion design, and manufacturing. An example of an entry level for this degree is designer's assistant.

Associate in Science Fashion Merchandising (Total Units: 29) Students completing the requirements for the merchandising option will gain proficiency in presentation techniques, planning, promotion, fashion coordination, advertising, and sales. An example of an entry level position for this degree is assistant buyer.

Certificate of Achievement: Computer Pattern Making Technician, (Total Units: 12)

Students gain proficiency in patternmaking by using computers. An entry level position for this certificate is pattern maker assistant.

Certificate of Achievement: Costume Technician, (Total Units: 21)

Students gain proficiency in creating costumes. An entry level position for this certificate is costume technician assistant.

Certificate of Achievement: Fashion Design and Production, (Total Units: 39-42)

Students gain proficiency in clothing, construction, fashion illustration, pattern making, draping, computer aided fashion design, and manufacturing. Two entry level positions for this certificate are designer's assistant, and tech designer assistant.

Certificate of Achievement: Fashion Merchandising, (Total Units: 39-42)

Students gain proficiency in presentation techniques, planning, promotion, fashion coordination, advertising, and sales. An entry level position for this certificate is visual display assistant.

Certificate of Achievement: Fashion Stylist, (Total Units: 18)

Students gain proficiency in how to build a wardrobe. An entry level position for this certificate is stylist assistant.

According to the student survey, the following percentages of students were intending to complete various programs:

Associate in Science Degree in Fashion Design and Production-22%

Associate in Science Fashion Merchandising-23%

Certificate of Achievement: Computer Pattern Making Technician-0%

Certificate of Achievement: Costume Technician-1%

Certificate of Achievement: Fashion Design and Production-7%

Certificate of Achievement: Fashion Merchandising-13%

Certificate of Achievement: Fashion Stylist-7%

Undecided: 28%

*There is a need to research the interest in the Certificate of Achievement: Computer Pattern Making Technician to see how many students have completed this certificate. Dependent upon the findings, this certificate may need to be eliminated.*

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

***ECC MISSION STATEMENT:***

*El Camino offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.*

The Fashion Department at El Camino offers high quality, relevant, comprehensive courses (from entry to advanced levels) that prepare students to be successful in the apparel industry.

Students from the department are diverse in ethnicity, educational goals, preparedness, and talent.

***Strategic Initiative A***

*Enhance teaching to support student learning using a variety of instructional methods and services.*

In the fashion program, courses are taught with a variety of instructional methods including lecture, demonstrations, and online modalities.

***Strategic Initiative B***

*Strengthen quality educational and support services to promote student success.*

For students completing the fashion merchandising or fashion stylist options, an internship course (Fash 95) is required that allows students to go out into the industry to gain work experience. These experiences promote student success. The fashion department could become more distinctive if it would require Fashion 95 to be taken by every student regardless of their major.

***Strategic Initiative C***

*Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.*

Collaboration is fostered through the department faculty meetings, where instructors converse, share suggestions/advice, and encourage each other. During the Advisory Board meetings, industry professionals

share their expertise with faculty which helps to inform and amend curriculum. Students experience collaboration while a member of the Tailor Made Fashion Club. Students from the Fash 44 (formerly Fash 42) collaborate with club members to produce the annual fashion show.

**Strategic Initiative D**

*Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.*

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.

**Strategic Initiative E**

*Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.*

Our Student Learning Outcomes and our Program Learning Outcomes and corresponding assessments serve to improve the teaching and learning process. In addition, awarded grants, equipment, and supplies serve students while funding for professional development opportunities for faculty help to build faculty competence.

**Strategic Initiative F**

*Support facility and technology improvements to meet the needs of students, employees, and the community.*

In order to prepare students to be competitive and competent, the department seeks to purchase the latest upgrades in apparel 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 the area of sustainable and environmentally sensitive practices in the apparel industry. This can be first introduced through the fashion club through guest speakers and hands-on-experiences.



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

Recommendations from 2009 Program Review	Status: Completed Active On hold Abandoned	How did it impact the program?
Distribute surveys in the Fash 10 class to encourage students to register for Fash 11	On hold. To be resumed next fall 2014	No impact
The Institutional Research Office should keep a record of students who are listed as registered on the first attendance sheet but don't show up the first day along with a record kept of students who are dropped by the time of the first census. It will be requested of that office if it is possible to make that information available.	Abandoned because this information is available to the instructor and can be requested of the instructor if needed	No impact
Department coordinators should have access to the grading justification (course assignments) of each course. When there is data that suggests trends that may affect success rates, the data can be looked at more carefully to see if there is any correlation to certain assignments.	Abandoned because the Department Coordinator can request copies of syllabi from the Division Office and follow through with the instructor if success rates are low.	No impact
We need to inactivate Fashion 37 and replace it with another course. Fashion 101 had been suggested by the previous full time instructor (Ms. McFarland). This new class would cover the technical aspects of fashion design: Creating specifications, understanding garment construction methods, etc. Its content was recommended by current industry representatives. The anticipated timeline for this new class introduction is fall 2009.	On hold	A course (Fash 14) with similar recommended content has been recommended in this review
Fash 100 (Fashion Studio) has not been offered in over 3 years. This course needs to be assessed as to how it has been used in the past. This information will give guidance as to whether it should remain in the catalogue.	Abandoned because of the priority of having the new course (Fash 14) be approved by the curriculum committee. In attempting to reactivate Fashion	No impact

	23, Fash 24 and Fash 14, Fash 100 in not a priority.	
For Fashion 50, a list of potential topics for classes should be generated and a list of possible instructor should be sought. The first class should be taught in spring 2010.	On hold because of other priorities. This class, at the right time, could be used to provide electives for students. This elective could be used to teach about current industry hot topics including sustainability	No impact
After the seminar, a plan to implement the discoveries and findings exposed in the seminar will be developed and executed in regard to those things that would benefit ECC articulation agreements.	On hold-Further research is needed to find out if articulation agreements are needed	No impact
The television in room TA 257 should be repaired or replaced. This has been addressed through a grant proposal to make that particular room a smart classroom. If the proposal is accepted and funded, room TA 257 will be a smart classroom and thus updating the means by which learning takes place.	Completed	Positive impact. The room is now a smart classroom.
Replace chalkboard in room 257 with a white board. (Budgetary amount \$500.00)	Abandoned because of the plan to vacate the building and move to another location on campus.	No impact
Salary funding should be sought to insure that Joyce will be working with the department. (\$ 5,000 per year)	Abandoned upon the death of Joyce. There is a possibility that funding for a regular employee may be requested.	Joyce passed away in 2009- Now department uses student workers

**2. Analysis of Research Data (include data provided by Institutional Research & Planning)**

a) Provide and analyze the following statistics/data.

*1. Head count of students in the program*

Term Headcount (Fall)			
2009	2010	2011	2012
169	186	173	180

Term Headcount (Spring)			
2010	2011	2012	2013
200	159	135	133

In fall 2009, the headcount was 169. It has risen and fallen in 4 years with the highest count being 200 students in spring 2010. In spring 2013, the head count was 133; lower than other years.

Class Load	Fall	2009	2010	2011	2012
	Full-time	34.9%	32.8%	32.4%	36.1%
	Part-time	62.7%	65.1%	65.3%	60.6%

Class Load	Spring	2010	2011	2012	2013
	Full-time	34.0%	36.5%	30.4%	27.8%
	Part-time	62.5%	63.5%	69.6%	67.7%

For the past four years, an average of 64.6% of enrolled students have been part-time students.

2. Course grade distribution

ECC Grade Distribution with Success and Retention Rates													
By Course: Fall 2012													
	A	B	C	P	D	F	IP	NP	IF	W	Total Grades	Success Rate	Retention Rate
FASH-1	2	1	4	0	2	16	0	0	0	5			
% Of All Course Grades	6.7%	3.3%	13.3%	0.0%	6.7%	53.3%	0.0%	0.0%	0.0%	16.7%	30	23.3%	83.3%
FASH-10A	7	8	6	0	4	18	0	0	1	11			
% Of All Course Grades	12.7%	14.5%	10.9%	0.0%	7.3%	32.7%	0.0%	0.0%	1.8%	20.0%	55	38.2%	80.0%
FASH-15A	27	2	2	0	0	0	1	0	0	1			
% Of All Course Grades	81.8%	6.1%	6.1%	0.0%	0.0%	0.0%	3.0%	0.0%	0.0%	3.0%	33	97.0%	97.0%
FASH-26A	15	3	1	0	0	0	0	0	0	0			
% Of All Course Grades	78.9%	15.8%	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	19	100.0%	100.0%
FASH-27	9	12	0	0	0	4	0	0	0	3			
% Of All Course Grades	32.1%	42.9%	0.0%	0.0%	0.0%	14.3%	0.0%	0.0%	0.0%	10.7%	28	75.0%	89.3%
FASH-31	5	5	2	0	2	4	0	0	0	15			
% Of All Course Grades	15.2%	15.2%	6.1%	0.0%	6.1%	12.1%	0.0%	0.0%	0.0%	45.5%	33	36.4%	54.5%
FASH-35	4	8	6	0	1	0	0	0	7	3			
% Of All Course Grades	13.8%	27.6%	20.7%	0.0%	3.4%	0.0%	0.0%	0.0%	24.1%	10.3%	29	62.1%	89.7%
FASH-41	9	7	7	0	2	1	0	0	7	1			
% Of All Course Grades	26.5%	20.6%	20.6%	0.0%	5.9%	2.9%	0.0%	0.0%	20.6%	2.9%	34	67.6%	97.1%
FASH-4AB	6	2	0	0	1	1	0	0	0	5			
% Of All Course Grades	40.0%	13.3%	0.0%	0.0%	6.7%	6.7%	0.0%	0.0%	0.0%	33.3%	15	53.3%	66.7%
FASH-95A	1	0	0	0	0	0	1	0	0	0			
% Of All Course Grades	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	2	100.0%	100.0%
Department Totals	85	48	28	0	12	44	2	0	15	44			
% Of All Department Grades	30.6%	17.3%	10.1%	0.0%	4.3%	15.8%	0.7%	0.0%	5.4%	15.8%	278	58.6%	84.2%

## ECC Grade Distribution with Success and Retention Rates

### By Course: Fall 2011

	A	B	C	P	D	F	I	NP	DR	W	Total Grades	Success Rate	Retention Rate
<b>FASH-1</b>	3	4	2	0	2	7	0	0	4	3			
% Of All Course Grades	12.0%	16.0%	8.0%	0.0%	8.0%	28.0%	0.0%	0.0%	16.0%	12.0%	25	36.0%	72.0%
<b>FASH-10A</b>	5	6	10	0	1	2	19	0	2	10			
% Of All Course Grades	9.1%	10.9%	18.2%	0.0%	1.8%	3.6%	34.5%	0.0%	3.6%	18.2%	55	38.2%	78.2%
<b>FASH-15A</b>	13	6	3	0	0	1	0	0	0	2			
% Of All Course Grades	52.0%	24.0%	12.0%	0.0%	0.0%	4.0%	0.0%	0.0%	0.0%	8.0%	25	88.0%	92.0%
<b>FASH-26A</b>	9	2	0	0	0	0	0	0	5	4			
% Of All Course Grades	45.0%	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	20.0%	20	55.0%	55.0%
<b>FASH-27</b>	16	10	0	0	0	2	0	0	0	3			
% Of All Course Grades	51.6%	32.3%	0.0%	0.0%	0.0%	6.5%	0.0%	0.0%	0.0%	9.7%	31	83.9%	90.3%
<b>FASH-31</b>	3	4	3	0	0	5	0	0	1	6			
% Of All Course Grades	13.6%	18.2%	13.6%	0.0%	0.0%	22.7%	0.0%	0.0%	4.5%	27.3%	22	45.5%	68.2%
<b>FASH-35</b>	7	7	4	0	0	2	3	0	3	4			
% Of All Course Grades	23.3%	23.3%	13.3%	0.0%	0.0%	6.7%	10.0%	0.0%	10.0%	13.3%	30	60.0%	76.7%
<b>FASH-41</b>	10	5	6	0	0	0	7	0	0	5			
% Of All Course Grades	30.3%	15.2%	18.2%	0.0%	0.0%	0.0%	21.2%	0.0%	0.0%	15.2%	33	63.6%	84.8%
<b>FASH-4AB</b>	6	1	0	0	0	2	2	0	1	5			
% Of All Course Grades	35.3%	5.9%	0.0%	0.0%	0.0%	11.8%	11.8%	0.0%	5.9%	29.4%	17	41.2%	64.7%
<b>FASH-95A</b>	0	0	0	0	0	0	0	0	1	3			
% Of All Course Grades	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%	4	0.0%	0.0%
<b>Department Totals</b>	72	45	28	0	3	21	31	0	17	45			
% Of All Department Grades	27.5%	17.2%	10.7%	0.0%	1.1%	8.0%	11.8%	0.0%	6.5%	17.2%	262	55.3%	76.3%

## ECC Grade Distribution with Success and Retention Rates By Course: Fall 2010

	A	B	C	P	D	F	I	NP	DR	W	Total Grades	Success Rate	Retention Rate
<b>FASH-1</b>	0	4	1	0	0	12	0	0	4	5			
% Of All Course Grades	0.0%	15.4%	3.8%	0.0%	0.0%	46.2%	0.0%	0.0%	15.4%	19.2%	26	19.2%	65.4%
<b>FASH-10A</b>	10	6	3	0	7	0	19	0	1	8			
% Of All Course Grades	18.5%	11.1%	5.6%	0.0%	13.0%	0.0%	35.2%	0.0%	1.9%	14.8%	54	35.2%	83.3%
<b>FASH-15A</b>	15	2	0	0	1	2	0	0	1	1			
% Of All Course Grades	68.2%	9.1%	0.0%	0.0%	4.5%	9.1%	0.0%	0.0%	4.5%	4.5%	22	77.3%	90.9%
<b>FASH-26A</b>	11	4	1	0	0	0	0	0	1	0			
% Of All Course Grades	64.7%	23.5%	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	5.9%	0.0%	17	94.1%	94.1%
<b>FASH-27</b>	14	7	0	0	1	3	0	0	0	4			
% Of All Course Grades	48.3%	24.1%	0.0%	0.0%	3.4%	10.3%	0.0%	0.0%	0.0%	13.8%	29	72.4%	86.2%
<b>FASH-31</b>	6	0	0	0	0	7	5	0	0	6			
% Of All Course Grades	25.0%	0.0%	0.0%	0.0%	0.0%	29.2%	20.8%	0.0%	0.0%	25.0%	24	25.0%	75.0%
<b>FASH-35</b>	4	3	3	0	2	3	5	0	1	1			
% Of All Course Grades	18.2%	13.6%	13.6%	0.0%	9.1%	13.6%	22.7%	0.0%	4.5%	4.5%	22	45.5%	90.9%
<b>FASH-41</b>	7	8	4	0	1	0	9	0	1	3			
% Of All Course Grades	21.2%	24.2%	12.1%	0.0%	3.0%	0.0%	27.3%	0.0%	3.0%	9.1%	33	57.6%	87.9%
<b>FASH-4AB</b>	8	1	2	0	1	1	0	0	0	2			
% Of All Course Grades	53.3%	6.7%	13.3%	0.0%	6.7%	6.7%	0.0%	0.0%	0.0%	13.3%	15	73.3%	86.7%
<b>FASH-95A</b>	1	1	0	0	0	1	0	0	1	0			
% Of All Course Grades	25.0%	25.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	4	50.0%	75.0%
<b>FASH-99A</b>	1	0	0	0	0	0	0	0	0	0			
% Of All Course Grades	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1	100.0%	100.0%
<b>Department Totals</b>	77	36	14	0	13	29	38	0	10	30			
% Of All Department Grades	31.2%	14.6%	5.7%	0.0%	5.3%	11.7%	15.4%	0.0%	4.0%	12.1%	247	51.4%	83.8%

## ECC Grade Distribution with Success and Retention Rates By Course: Fall 2009

	A	B	C	P	D	F	I	NP	DR	W	Total Grades	Success Rate	Retention Rate
<b>FASH-1</b>	5	3	4	0	2	4	0	0	0	6	24	50.0%	75.0%
% Of All Course Grades	20.8%	12.5%	16.7%	0.0%	8.3%	16.7%	0.0%	0.0%	0.0%	25.0%			
<b>FASH-10A</b>	6	6	5	0	4	14	8	0	1	14	58	29.3%	74.1%
% Of All Course Grades	10.3%	10.3%	8.6%	0.0%	6.9%	24.1%	13.8%	0.0%	1.7%	24.1%			
<b>FASH-15A</b>	17	0	2	0	0	0	0	0	1	3	23	82.6%	82.6%
% Of All Course Grades	73.9%	0.0%	8.7%	0.0%	0.0%	0.0%	0.0%	0.0%	4.3%	13.0%			
<b>FASH-27</b>	8	14	0	0	1	7	0	0	1	1	32	68.8%	93.8%
% Of All Course Grades	25.0%	43.8%	0.0%	0.0%	3.1%	21.9%	0.0%	0.0%	3.1%	3.1%			
<b>FASH-3</b>	9	2	0	0	0	0	0	0	0	0	11	100.0%	100.0%
% Of All Course Grades	81.8%	18.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			
<b>FASH-31</b>	6	2	5	0	2	0	0	0	2	4	21	61.9%	71.4%
% Of All Course Grades	28.6%	9.5%	23.8%	0.0%	9.5%	0.0%	0.0%	0.0%	9.5%	19.0%			
<b>FASH-35</b>	8	2	0	0	1	3	0	0	0	2	16	62.5%	87.5%
% Of All Course Grades	50.0%	12.5%	0.0%	0.0%	6.3%	18.8%	0.0%	0.0%	0.0%	12.5%			
<b>FASH-41</b>	15	7	1	0	1	3	4	0	1	3	35	65.7%	88.6%
% Of All Course Grades	42.9%	20.0%	2.9%	0.0%	2.9%	8.6%	11.4%	0.0%	2.9%	8.6%			
<b>FASH-4AB</b>	6	1	1	0	0	0	1	0	1	0	10	80.0%	90.0%
% Of All Course Grades	60.0%	10.0%	10.0%	0.0%	0.0%	0.0%	10.0%	0.0%	10.0%	0.0%			
<b>FASH-95A</b>	0	1	0	0	0	0	0	0	0	0	1	100.0%	100.0%
% Of All Course Grades	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			
<b>Department Totals</b>	80	38	18	0	11	31	13	0	7	33	231	58.9%	82.7%
% Of All Department Grades	34.6%	16.5%	7.8%	0.0%	4.8%	13.4%	5.6%	0.0%	3.0%	14.3%			

For fall terms from 2009 to 2012, several courses had consistently low (under 70%) student success rates.

Those courses are:

- Fash 1 (4 times)
- Fash 10 (3 times)
- Fash 35 (2 times)
- Fash 31 (3 times)
- Fash 26 A (1 time)
- Fash 4 (2 times)
- Fash 14 (1 time)

## ECC Grade Distribution with Success and Retention Rates By Course: Spring 2013

	A	B	C	P	D	F	IP	NP	IF	W	Total Grades	Success Rate	Retention Rate
<b>FASH-1</b>	9	4	4	0	0	6	0	0	0	4	27	63.0%	85.2%
% Of All Course Grades	33.3%	14.8%	14.8%	0.0%	0.0%	22.2%	0.0%	0.0%	0.0%	14.8%			
<b>FASH-10A</b>	6	3	5	0	1	3	0	0	5	2	25	56.0%	92.0%
% Of All Course Grades	24.0%	12.0%	20.0%	0.0%	4.0%	12.0%	0.0%	0.0%	20.0%	8.0%			
<b>FASH-11A</b>	13	0	0	0	0	1	0	0	0	1	15	86.7%	93.3%
% Of All Course Grades	86.7%	0.0%	0.0%	0.0%	0.0%	6.7%	0.0%	0.0%	0.0%	6.7%			
<b>FASH-17A</b>	7	0	1	0	0	0	0	0	0	0	8	100.0%	100.0%
% Of All Course Grades	87.5%	0.0%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			
<b>FASH-2</b>	6	4	1	0	3	1	0	0	0	0	15	73.3%	100.0%
% Of All Course Grades	40.0%	26.7%	6.7%	0.0%	20.0%	6.7%	0.0%	0.0%	0.0%	0.0%			
<b>FASH-20</b>	5	14	8	0	1	3	0	0	0	7	38	71.1%	81.6%
% Of All Course Grades	13.2%	36.8%	21.1%	0.0%	2.6%	7.9%	0.0%	0.0%	0.0%	18.4%			
<b>FASH-26B</b>	8	4	1	0	0	0	0	0	0	2	15	86.7%	86.7%
% Of All Course Grades	53.3%	26.7%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.3%			
<b>FASH-28</b>	9	8	0	0	0	2	0	0	0	3	22	77.3%	86.4%
% Of All Course Grades	40.9%	36.4%	0.0%	0.0%	0.0%	9.1%	0.0%	0.0%	0.0%	13.6%			
<b>FASH-29A</b>	13	1	1	0	0	0	0	0	0	0	15	100.0%	100.0%
% Of All Course Grades	86.7%	6.7%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			
<b>FASH-42A</b>	5	4	2	0	0	1	1	0	2	0	15	73.3%	100.0%
% Of All Course Grades	33.3%	26.7%	13.3%	0.0%	0.0%	6.7%	6.7%	0.0%	13.3%	0.0%			
<b>FASH-4AB</b>	6	3	4	0	0	0	0	0	0	2	15	86.7%	86.7%
% Of All Course Grades	40.0%	20.0%	26.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.3%			
<b>FASH-95A</b>	2	0	0	0	0	0	0	0	1	0	3	66.7%	100.0%
% Of All Course Grades	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%			
<b>FASH-99A</b>	3	0	0	0	0	0	0	0	0	1	4	75.0%	75.0%
% Of All Course Grades	75.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%			
<b>Department Totals</b>	92	45	27	0	5	17	1	0	8	22	217	75.6%	86.2%
% Of All Department Grades	42.4%	20.7%	12.4%	0.0%	2.3%	7.8%	0.5%	0.0%	3.7%	10.1%			



## ECC Grade Distribution with Success and Retention Rates By Course: Spring 2012

	A	B	C	P	D	F	I	NP	DR	W	Total Grades	Success Rate	Retention Rate
<b>FASH-1</b>	4	2	2	0	2	7	1	0	2	2			
% Of All Course Grades	18.2%	9.1%	9.1%	0.0%	9.1%	31.8%	4.5%	0.0%	9.1%	9.1%	22	36.4%	81.8%
<b>FASH-10A</b>	9	3	4	0	0	9	3	0	1	3			
% Of All Course Grades	28.1%	9.4%	12.5%	0.0%	0.0%	28.1%	9.4%	0.0%	3.1%	9.4%	32	50.0%	87.5%
<b>FASH-11A</b>	14	0	1	0	0	0	0	0	1	1			
% Of All Course Grades	82.4%	0.0%	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	5.9%	5.9%	17	88.2%	88.2%
<b>FASH-17A</b>	10	2	0	0	0	1	0	0	1	1			
% Of All Course Grades	66.7%	13.3%	0.0%	0.0%	0.0%	6.7%	0.0%	0.0%	6.7%	6.7%	15	80.0%	86.7%
<b>FASH-2</b>	7	2	5	0	0	1	5	0	0	0			
% Of All Course Grades	35.0%	10.0%	25.0%	0.0%	0.0%	5.0%	25.0%	0.0%	0.0%	0.0%	20	70.0%	100.0%
<b>FASH-20</b>	5	15	6	0	1	0	0	0	2	5			
% Of All Course Grades	14.7%	44.1%	17.6%	0.0%	2.9%	0.0%	0.0%	0.0%	5.9%	14.7%	34	76.5%	79.4%
<b>FASH-26B</b>	19	3	0	0	0	0	0	0	1	2			
% Of All Course Grades	76.0%	12.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.0%	8.0%	25	88.0%	88.0%
<b>FASH-28</b>	12	6	0	0	0	0	0	0	1	2			
% Of All Course Grades	57.1%	28.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.8%	9.5%	21	85.7%	85.7%
<b>FASH-29A</b>	14	1	1	0	0	0	0	0	0	1			
% Of All Course Grades	82.4%	5.9%	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.9%	17	94.1%	94.1%
<b>FASH-42A</b>	4	4	6	0	0	0	2	0	0	1			
% Of All Course Grades	23.5%	23.5%	35.3%	0.0%	0.0%	0.0%	11.8%	0.0%	0.0%	5.9%	17	82.4%	94.1%
<b>FASH-4AB</b>	4	2	4	0	0	3	0	0	0	2			
% Of All Course Grades	26.7%	13.3%	26.7%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%	13.3%	15	66.7%	86.7%
<b>FASH-95A</b>	1	0	0	0	0	0	2	0	0	0			
% Of All Course Grades	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	0.0%	0.0%	0.0%	3	33.3%	100.0%
<b>Department Totals</b>	103	40	29	0	3	21	13	0	9	20			
% Of All Department Grades	43.3%	16.8%	12.2%	0.0%	1.3%	8.8%	5.5%	0.0%	3.8%	8.4%	238	72.3%	87.8%

## ECC Grade Distribution with Success and Retention Rates By Course: Spring 2011

	A	B	C	P	D	F	I	NP	DR	W	Total Grades	Success Rate	Retention Rate
<b>FASH-1</b>	3	2	2	0	1	7	0	0	2	2	19	36.8%	78.9%
% Of All Course Grades	15.8%	10.5%	10.5%	0.0%	5.3%	36.8%	0.0%	0.0%	10.5%	10.5%			
<b>FASH-10A</b>	12	8	3	0	1	16	2	0	3	8	53	43.4%	79.2%
% Of All Course Grades	22.6%	15.1%	5.7%	0.0%	1.9%	30.2%	3.8%	0.0%	5.7%	15.1%			
<b>FASH-11A</b>	8	4	1	0	1	1	0	0	0	3	18	72.2%	83.3%
% Of All Course Grades	44.4%	22.2%	5.6%	0.0%	5.6%	5.6%	0.0%	0.0%	0.0%	16.7%			
<b>FASH-2</b>	3	4	0	0	0	1	5	0	0	0	13	53.8%	100.0%
% Of All Course Grades	23.1%	30.8%	0.0%	0.0%	0.0%	7.7%	38.5%	0.0%	0.0%	0.0%			
<b>FASH-20</b>	3	8	10	0	3	2	0	0	0	8	34	61.8%	76.5%
% Of All Course Grades	8.8%	23.5%	29.4%	0.0%	8.8%	5.9%	0.0%	0.0%	0.0%	23.5%			
<b>FASH-26B</b>	13	2	1	0	0	0	0	0	0	5	21	76.2%	76.2%
% Of All Course Grades	61.9%	9.5%	4.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	23.8%			
<b>FASH-28</b>	6	4	0	0	2	1	2	0	1	4	20	50.0%	75.0%
% Of All Course Grades	30.0%	20.0%	0.0%	0.0%	10.0%	5.0%	10.0%	0.0%	5.0%	20.0%			
<b>FASH-42A</b>	3	1	3	0	3	7	0	0	0	1	18	38.9%	94.4%
% Of All Course Grades	16.7%	5.6%	16.7%	0.0%	16.7%	38.9%	0.0%	0.0%	0.0%	5.6%			
<b>FASH-4AB</b>	7	2	0	0	0	1	0	0	3	8	21	42.9%	47.6%
% Of All Course Grades	33.3%	9.5%	0.0%	0.0%	0.0%	4.8%	0.0%	0.0%	14.3%	38.1%			
<b>FASH-95A</b>	0	0	0	0	0	0	0	0	0	1	1	0.0%	0.0%
% Of All Course Grades	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%			

## ECC Grade Distribution with Success and Retention Rates By Course: Spring 2010

	A	B	C	P	D	F	I	NP	DR	W	Total Grades	Success Rate	Retention Rate
<b>FASH-1</b>	6	3	0	0	1	8	0	0	3	4	25	36.0%	72.0%
% Of All Course Grades	24.0%	12.0%	0.0%	0.0%	4.0%	32.0%	0.0%	0.0%	12.0%	16.0%			
<b>FASH-10A</b>	8	5	11	0	1	11	2	0	2	14	54	44.4%	70.4%
% Of All Course Grades	14.8%	9.3%	20.4%	0.0%	1.9%	20.4%	3.7%	0.0%	3.7%	25.9%			
<b>FASH-11A</b>	21	0	1	0	2	0	0	0	0	1	25	88.0%	96.0%
% Of All Course Grades	84.0%	0.0%	4.0%	0.0%	8.0%	0.0%	0.0%	0.0%	0.0%	4.0%			
<b>FASH-16A</b>	9	0	0	0	0	0	0	0	0	3	12	75.0%	75.0%
% Of All Course Grades	75.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%			
<b>FASH-17A</b>	7	4	3	0	0	5	0	0	1	1	21	66.7%	90.5%
% Of All Course Grades	33.3%	19.0%	14.3%	0.0%	0.0%	23.8%	0.0%	0.0%	4.8%	4.8%			
<b>FASH-2</b>	5	3	3	0	0	11	1	0	0	8	31	35.5%	74.2%
% Of All Course Grades	16.1%	9.7%	9.7%	0.0%	0.0%	35.5%	3.2%	0.0%	0.0%	25.8%			
<b>FASH-20</b>	6	7	3	0	1	7	0	0	1	4	29	55.2%	82.8%
% Of All Course Grades	20.7%	24.1%	10.3%	0.0%	3.4%	24.1%	0.0%	0.0%	3.4%	13.8%			
<b>FASH-26A</b>	11	3	1	0	0	0	0	0	0	2	17	88.2%	88.2%
% Of All Course Grades	64.7%	17.6%	5.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.8%			
<b>FASH-28</b>	12	7	0	0	0	4	0	0	1	2	26	73.1%	88.5%
% Of All Course Grades	46.2%	26.9%	0.0%	0.0%	0.0%	15.4%	0.0%	0.0%	3.8%	7.7%			
<b>FASH-29A</b>	7	3	2	0	0	0	0	0	0	2	14	85.7%	85.7%
% Of All Course Grades	50.0%	21.4%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	14.3%			
<b>FASH-3</b>	8	3	2	0	0	2	0	0	0	0	15	86.7%	100.0%
% Of All Course Grades	53.3%	20.0%	13.3%	0.0%	0.0%	13.3%	0.0%	0.0%	0.0%	0.0%			
<b>FASH-42A</b>	3	1	2	0	4	13	2	0	0	0	25	24.0%	100.0%
% Of All Course Grades	12.0%	4.0%	8.0%	0.0%	16.0%	52.0%	8.0%	0.0%	0.0%	0.0%			
<b>FASH-4AB</b>	4	3	2	0	1	0	1	0	1	1	13	69.2%	84.6%
% Of All Course Grades	30.8%	23.1%	15.4%	0.0%	7.7%	0.0%	7.7%	0.0%	7.7%	7.7%			
<b>FASH-95A</b>	1	0	0	0	0	0	1	0	0	1	3	33.3%	66.7%
% Of All Course Grades	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	33.3%			
<b>Department Totals</b>	108	42	30	0	10	61	7	0	9	43	310	58.1%	83.2%
% Of All Department Grades	34.8%	13.5%	9.7%	0.0%	3.2%	19.7%	2.3%	0.0%	2.9%	13.9%			

For the spring term from 2010 to 2012, several courses had consistently low (under 70%) student success rates.

Those courses are:

Fash 1 (5 times) There have been a variety of instructors who taught this course. These numbers should be reviewed periodically.  
 Fash 10 (4 times) This sewing course tends to have quite a few drops. From the need to purchase class materials to not being able to keep up with the pace of the class, this class should also be monitored. In fall 2010 quite a few did not turn in homework and two students did not care about their grade, they just wanted to learn how to sew.  
 Fash 2 (1 time)

Fash 42 (2 times)  
Fash 28 (1 time)  
Fash 4 (1 time)

*3. Success rates (Discuss your program's rates in light of the college's Set a standard for your program.)*

Success rates measure the students who receive a C or better as a final course grade:

Summer 2010 success rates were 58.1%

Fall 2010 success rates were 51.4%

Spring 2011 success rates were 51.8%

Summer 2011 success rates were 53.8%

Fall 2011 success rates were 55.3%

Spring 2012 success rates were 72.3%

No fashion courses were offered summer 2012

Fall 2012 success rates were 58.6%

Spring 2013 success rates were 76.0%

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. Based on the spring 2013 entire school rates, proposing an average success rate of 70% for each course can be set as a challenge for each instructor as well as a retention rate of 80% for each course.

The subject of success and retention rates will be the focus for the next faculty meeting. Each instructor will be given their courses' rates for the previous two years. Discussion and brainstorming for causes and remedies with the goal of raising the rates over time will be a priority

For the most recent analyzed semester of spring 2013, a comparison chart is below.

	Success Rates	Retention Rates
Fashion Department	76%	89%
Industry & Technology Division	75.9%	87.3%
Entire	69.2%	82.8%

college		

When comparing the Fashion Department's success and retention rates with the entire Industry and Technology Division, the Fashion Department's rates are slightly higher. When comparing the Fashion Department with the entire college, the Fashion Department's rates are also higher.

ECC Grade Distribution with Success and Retention Rates By Department: Summer 2011													
Industry & Technology											Total Grades	Success Rate	Retention Rate
	A	B	C	P	D	F	I	NP	DR	W			
FASH	9	1	4	0	0	4	1	0	5	2			
% Of Dep. Total	34.6%	3.8%	15.4%	0.0%	0.0%	15.4%	3.8%	0.0%	19.2%	7.7%	26	53.8%	73.1%

ECC Grade Distribution with Success and Retention Rates By Department: Summer 2010													
Industry & Technology											Total Grades	Success Rate	Retention Rate
A	B	C	P	D	F	I	NP	DR	W				
FASH	7	4	3	0	2	1	4	0	7	0	28	50.0%	75.0%
% Of Dep. Total	25.0%	14.3%	10.7%	0.0%	7.1%	3.6%	14.3%	0.0%	25.0%	0.0%			

#### 4. Retention rates

Summer 2010 retention rates were 75.0%  
 Fall 2010 retention rates were 83.8%  
 Spring 2011 retention rates were 77.5%  
 Summer 2011 retention rates were 73.1%  
 Fall 2011 retention rates were 76.3%  
 Spring 2012 retention rates were 83.2%  
 No fashion course was offered summer 2012  
 Fall 2012 retention rates were 84.2%  
 Spring 2013 retention rates were 89.9%

Findings identify the percentage of students who did not withdraw or drop. Within the last year, the retention rate has increased.

*5. A comparison of success and retention rates in face-to-face classes with distance education classes*

In fall 2012, the first online course in the Fashion Department was taught: Fash 31-History of Fashion. In comparing the success and retention rates with the online course, the following facts emerged: Fash 31 had a 36.4% success rate and 54.5% retention rate.

The success rate of 36.4% is very low. The average rate for the other classes were 67.51%.

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 the course was contacted by the Dean and department coordinator on separate occasions. In one of the contacts, the instructor stated that “retention has been pretty good once the (new) 2013 semester got under way and students were dropped for not attendance.” She also stated that “Apparently many students (24) enrolled and dropped the course before the semester started, which explodes the numbers.” A survey was adapted and forwarded to the instructor for student distribution. Only 3 students completed the survey. Those three students were mostly positive about the class and no pattern emerged that gave hint as to why the success and retention rates had been so low. The plan is to look at the success and retention rates for the fall 2013 semester (when they become available) to see if the rates indeed have risen. If not, possible intervention including a midterm instructor evaluation and/or syllabus review and adjustment might be undertaken. The online format of the course may have contributed to the lower success and retention rates. The survey adapted by the department coordinator only had three responses but one of the students spoke of the volume of work expected. Sometimes students cannot self-manage their time when taking online courses and easily fall behind.

ONLINE COURSE (FASH31) COMPARED TO ALL OTHER FASHION  
COURSES-SUCCESS AND RETENTION

Success Retention

<b>FASH-1</b>	2	1	4	0	2	16	0	0	0	5			
% Of All Course Grades	6.7%	3.3%	13.3%	0.0%	6.7%	53.3%	0.0%	0.0%	0.0%	16.7%	30	23.3%	83.3%
<b>FASH-10A</b>	7	8	6	0	4	18	0	0	1	11			
% Of All Course Grades	12.7%	14.5%	10.9%	0.0%	7.3%	32.7%	0.0%	0.0%	1.8%	20.0%	55	38.2%	80.0%
<b>FASH-15A</b>	27	2	2	0	0	0	1	0	0	1			
% Of All Course Grades	81.8%	6.1%	6.1%	0.0%	0.0%	0.0%	3.0%	0.0%	0.0%	3.0%	33	97.0%	97.0%
<b>FASH-26A</b>	15	3	1	0	0	0	0	0	0	0			
% Of All Course Grades	78.9%	15.8%	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	19	100.0%	100.0%
<b>FASH-27</b>	9	12	0	0	0	4	0	0	0	3			
% Of All Course Grades	32.1%	42.9%	0.0%	0.0%	0.0%	14.3%	0.0%	0.0%	0.0%	10.7%	28	75.0%	89.3%
<b>FASH-31</b>	5	5	2	0	2	4	0	0	0	15			
% Of All Course Grades	15.2%	15.2%	6.1%	0.0%	6.1%	12.1%	0.0%	0.0%	0.0%	45.5%	33	36.4%	54.5%
<b>FASH-35</b>	4	8	6	0	1	0	0	0	7	3			
% Of All Course Grades	13.8%	27.6%	20.7%	0.0%	3.4%	0.0%	0.0%	0.0%	24.1%	10.3%	29	62.1%	89.7%
<b>FASH-41</b>	9	7	7	0	2	1	0	0	7	1			
% Of All Course Grades	26.5%	20.6%	20.6%	0.0%	5.9%	2.9%	0.0%	0.0%	20.6%	2.9%	34	67.6%	97.1%
<b>FASH-4AB</b>	6	2	0	0	1	1	0	0	0	5			
% Of All Course Grades	40.0%	13.3%	0.0%	0.0%	6.7%	6.7%	0.0%	0.0%	0.0%	33.3%	15	53.3%	66.7%
<b>FASH-95A</b>	1	0	0	0	0	0	1	0	0	0			
% Of All Course Grades	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	2	100.0%	100.0%
<b>Department Totals</b>	85	48	28	0	12	44	2	0	15	44			
% Of All Department Grades	30.6%	17.3%	10.1%	0.0%	4.3%	15.8%	0.7%	0.0%	5.4%	15.8%	278	58.6%	84.2%

California Community Colleges Chancellor's Office  
Management Information systems

**Credit Course Retention/Success Rate Summary Report-spring**

Vocational / State of California Total				
Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
10,873	9,364	7,596	86.12 %	69.86 %
171	150	97	87.72 %	56.73 %
10,692	9,207	7,492	86.11 %	70.07 %
10	7	7	70.00 %	70.00 %

**2013**

AVERAGE 82.49 66.70

Spring 2013	Success Rates	Retention Rates
Fashion Department	76%	89%

In comparing the El Camino Fashion Department rates with information gathered from California Community Colleges Chancellor's Office's (statewide) success and retention rates, the Fashion Department had higher success(66.7% vs. 76%) and retention (82.49% vs. 89%) rates than the state.

6. Enrollment statistics with section and seat counts and fill rates

	2009-10	2010-11	2011-12	2012-13	4 Yr Average
Annual Enrollment	590	493	526	495	526

Annual enrollment fluctuates. In 2009/10 it was the highest from the last 4 years. The 4 year average is 526.

	2009-10	2010-11	2011-12	2012-13
Headcount	338	299	269	256
Enrollments/Student	1.75	1.65	1.96	1.93

The annual headcount has lowered from the highest (in 4 years) of 228 to the lowest last year of 256, which is an 82 student difference.

<b>Course Fill Rates- Spring</b>	2010	2011	2012	2013
Fashion	90.4%	89.0%	87.2%	78.3%
0	3	1	20	22
1	201	162	162	150
2	106	55	56	45
	310	218	238	217
Cap	343	245	273	277
Enrollment	310	218	238	217

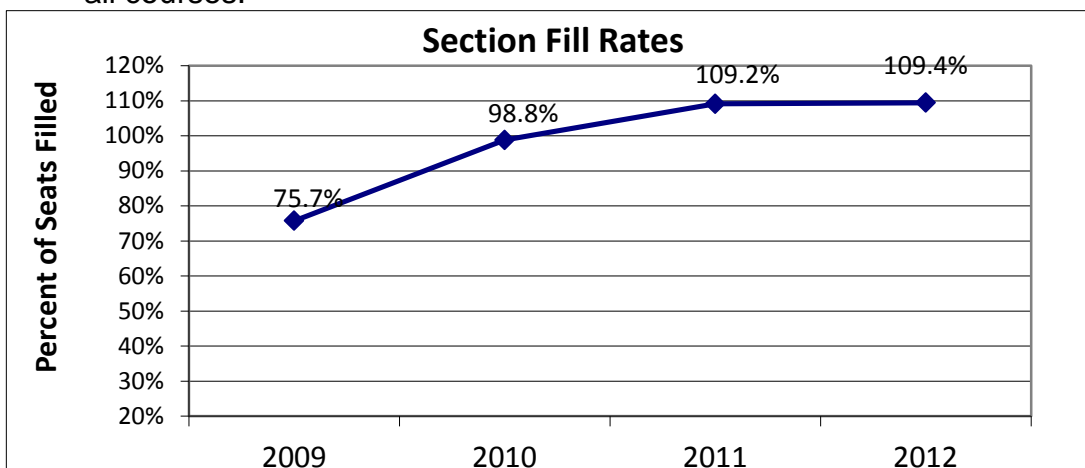
<b>Course Fill Rates- Fall</b>	2009	2010	2011	2012
Fashion	75.7%	98.8%	109.2%	109.4%
0	1	5	4	35
1	170	188	203	189



	2	60	55	56	54
		231	248	263	278
Cap		305	250	240	254
Enrollment		231	247	262	278

The course fill rates for fall is especially good since 2011. Fill rates for the spring semester are low. The lowest rates in 4 years occurred in spring 2013.

There is some discrepancy in the proper cap numbers for the following courses: Fash 26, Fash 10 and Fash 15. The cap numbers show as 30 while in all practicality, the room is too small for 30 students because students need individual table space to work. Because of the present cap numbers, some courses have been threatened with cancellation due to “low enrollment”. There is a need to review and adjust cap number for all courses.



*Overall, the fill rates have increased since 2009*

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

<b>Enrollment by Time of Day</b>				
<b>Spring Term</b>	2010	2011	2012	2013
Day	64.8%	74.3%	68.1%	69.1%
Night	34.2%	25.2%	23.5%	20.7%

Weekend/Unknown	1.0%	0.5%	8.4%	10.1%
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<b>Enrollment by Time of Day</b>				
<b>Fall Term</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Day	73.6%	75.8%	77.2%	68.0%
Night	26.0%	22.2%	21.3%	19.4%
Weekend/Unknown	0.4%	2.0%	1.5%	12.6%

According to the table above, most students are day-time students. There are not enough classes being offered in the Fashion program for students to obtain all the classes they need during the evening. Those reporting that they are day-time students range from 65% to 77% and night time students range from 19% to 34% since 2009. Currently, most classes are day-time classes.

According to the student survey, most (55%) of students preferred their classes on Mondays and Wednesdays; 24% preferred them on Tuesdays/Thursday while no student preferred Friday classes, only 1% preferred a Saturday class. Most students (68%) wanted their classes to begin from the time range of 8:00a.m. to 12:30 p.m., while only 14% preferred their class start after 4p.m.

Students were also asked if they were interested in taking an online course, 34% said yes, 38% said no and 28% said maybe. Additionally, regarding interest in taking a hybrid class, 32% of the student survey participants were interested, while 45% were not interested. Twenty-three percent said that they might be interested. Most students did not show much interest in online or hybrid courses. These findings suggest that the department should not be pursuing online courses.

Classes which start 4:30 p.m. or later include the following:

Class	Class Hours
Fashion 10-Clothing Construction Fashion 28-Visual Mdse	Tue 4:30 to 9:55 p.m. Wed 6:00 to 9:55 p.m.
Fashion 27-Fashion Merchandising	6:00 to 9:55 p.m.

Fashion 15 (Fashion Sketching) and Fashion 16 (Fashion Illustration) is offered on Fridays.

Fashion 11 (Clothing Construction II) was offered on a Saturday.

*8. Improvement rates (if applicable)*

Not applicable

*9. Additional data compiled by faculty*

No additional data compiled by faculty

***List any related recommendations.***

1. Develop a strategy to improve success and retention rates. Success and retention rates will be reviewed per instructor as a topic of the next faculty meeting. Suggestions that have proven successful will be given. Results will be assessed the following year to determine if strategies were successful. Each instructor will be asked to provide a narrative on how they used the suggested strategies. The new software tool “TracDat” can be used to track instructors’ and strategies to gauge success.
2. Fashion 31, which is an online course, had low success and retention rates. There is a need to follow up and interact with the instructor on ways to improve the success and retention rates.
3. Review cap number of all courses.
4. Review benefits of articulation agreements with high schools

**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.*

# COURSE REVIEW TIMELINE

FASHION - COURSE REVIEW TIMELINE -													
COURSE	CCC REVIEW												
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	
Fashion1								X					
Fashion2								X					
Fashion4ab(4)								X					
Fashion10ab(10)						X					X		
Fashion11ab(11)								X					
Fashion14								X					
Fashion15ab(15)								X					
Fashion16ab(16)								X					
Fashion17ab(17)								X					
Fashion20								X					
Fashion23								X					
Fashion24abc(24)								X					
Fashion26A								X					
Fashion26B								X					
Fashion27				X						X			
Fashion28				X						X			
Fashion29ab(29)						X					X		

COURSE	CCC REVIEW												
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	
Fashion31								X	X				
Fashion35				X						X			
Fashion36								X					
Fashion41				X						X			
Fashion42abc(44)			X						X				
Fashion50(Special Topics)							X						
Fashion95abcd							X						
Fashion99abc								X					

b  
)  
E

*Explain any course additions to current course offerings.*

No courses have been added in the last 4 years.

*c) Explain any course deletions and inactivation from current course offerings.*

The following courses will be reviewed to decide whether they will be inactivated

Fash 14-Grading (would like to change this course name and content)

Fash 36A-Advanced Draping  
Fash 24-Fitting and Alternations  
Fash 24-Tailoring

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

In fall, 2012, the department offered its first distance course, Fashion 31, History of Fashion. Belinda Goodwin, the instructor, prepared a self-evaluation of her experiences. She felt that things went well. The challenge was taking a “visual subject that had included in-person projects and putting it in the online environment.” She felt the grades were higher than when the class was a face to face course. She attributed that to the flexibility of the 7-9 days given to complete each week’s module.

In reference to her SLO, the instructor assigned a historical research project on a particular fashion item. The instructor noted that 85% of the class performed at a level above 75%. Students were able to respond well to the short question/answer session after giving their individual presentations, reflecting knowledge of the subject presented.

Five percent of the students performed at a 75-70% success level, reflecting a need for additional research and preparation. The remainder 10% of the students, who performed poorly, did so because of low attendance and incomplete assignment submissions.

Fash 41 Clothing Analysis and Selection. Further research is needed before deciding to teach Fashion 31 online or as hybrid class.

*f) Discuss how well the courses, degrees, or certificates are meeting students’ transfer or career training needs:*

In the past 4 years, there has not been enough effort in keeping up with most of the students that have transferred or graduated. A formal alumni group of former fashion students would make gathering this information easier. There is some information on a few students but a larger effort needs to be made to keep up with former students. Since the Career Center on campus closed a few years ago, students don’t have that resource to locate jobs in the industry. Some students have contacted the department in effort of finding apparel industry employment. Requiring each student take the Fash 95 internship course (Course is Cooperative Career Education) will help them to have experience in the industry and increase their likelihood of being competitive and finding employment. Research shows that 85 percent of companies use internships and similar experiential education programs to recruit for their full-time workforces. <http://career-advice.monster.com/career-development/education-training/students-benefits-internships/article.asp> Having all students take the Fash 95 course will add to their ability to find employment after leaving El Camino. To increase the connections between school and the industry, administration can provide funding in terms of opening up more sections/classes where students can sign up for the internship class and provide funding for fashion tour possibilities.

In addition to the Fash 95 course, a revised Fash 14 course can help students to be more qualified to find employment. In Appendix B a survey was made of various entry level positions offered in the month of August/Sept 2013. Qualifications were researched and compared to what students were already being taught. Several gaps occurred. See chart below to see the findings:

### Qualifications for Entry Level Positions- Does our Current Curriculum Support Them?

Qualification of various positions (based on qualifications listed in classified ads)	Content already in our curriculum	We need to incorporate in our curriculum
background in fashion is preferred or basic fashion design knowledge	Yes, all courses	
detail oriented, and possess the ability to meet tight deadlines	Yes, through all courses	
Effectively communicate with Supervisors and vendors on a regular basis (written and verbal)		This can be incorporated in The revised Fash 14 through communication exercises
organized in order to effectively manage multiple tasks simultaneously	Yes, through all courses	This can be incorporated in The revised Fash 14 through task organizational exercises
Knowledge of fabrics, styles, current retail trends and eras	Yes, Fash 31, Fash 20, Fash 41, Fash 27	
Strong retail math skills.	Fash 27	
Strong analytical and PC skills, with an emphasis on spreadsheet applications.		This can be incorporated in The revised Fash 14 through Excel or spreadsheet training
Skill in illustrator and ability to create technical sketches	Fash 4, Fash 15	
Ability to multi task	Yes, through all classes	
Presentable, professional, well spoken		This can be incorporated in The revised Fash 14 through communication exercises
Works well under pressure	Yes thorough all classes	
Microsoft Word, Excel, and Outlook		This can be incorporated in The revised Fash 14

		through addition or new training in Word and/or Outlook
Must have garment construction knowledge.	Fash 10, Fash 11	
Familiarity with silkscreen process a plus.	Fash 20	This can be incorporated in The revised Fash 14 through exercises and/or field trips
Prepared to show portfolio of your work	Fash 2, Fash 17	
Have a keen eye for fashion, fabrics & trims	Fash 10, Fash 11	
Knowledge of fashion terminology and processes	Yes, through all classes	
Garment dyed experience required		This can be incorporated in The revised Fash 14 through field trips and demonstrations.

*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?*

The following courses have not been offered in the last two or more years

Course	Rotation suggestion	Comments	Program/s for which course is needed
Fash 23 Fitting and alterations	Every other fall	Class did not fill the last time it was offered	Stylist certificate
Fash 14 Grading	Every other fall	Class did not fill the last time it was offered- More than 15 students	A.S. Fashion Design and Production, Computer Pattern Making Technician Certificate,

		had to obtain paperwork to waive the class.	Fashion Design and Production Certificate
Fash 24 Tailoring	Every other spring	Class did not fill the last time it was offered	Costume Technician Certificate, Fashion Design and Production Certificate elective
Fash 36A	Every other spring	Class did not fill the last time it was offered- cap is too high	Fashion Design and Production Certificate elective

*2. Are there any concerns regarding program courses and their articulation?*

No concerns in this area. Formerly, there was an articulation agreement with Torrance High School. The articulation was for Fashion 10 (Clothing Construction I) course. It might be beneficial at some point to pursue articulation agreements with other local high schools.

There have not been a large number of students asking to test out of Fashion 10 because of prior class experience.

*b) How many students earn degrees and/or certificates in your program? Do students take licensure exams? If so, what is the pass rate? If few students receive degrees or certificates or if few students pass the licensure exam, should the program's criteria or courses be re-examined? Set an attainable, measurable goal for future degrees, certificates, and/or licensure pass rates.*

Prior to spring 2013, students who earned degrees and/or certificates in the program were few. This spring's graduation rates were outstanding. See below for complete result since 2009, including spring 2013.

Fewer students completed the Stylist program. There is a need to reassess its validity and/or provide courses that would further attract students. Conversations with students might shed light on their attraction to a particular fashion design option direction.



Fifteen completers, (certificate or degree) per year might be a good goal for future years.

	2009-2010 Award Count	2010-2011 Award Count	2011-2012 Award Count	2012-2013 Award Count
TOTAL	5	6	4	28
Associate of Science Degree	4	3	2	10
Associate of Arts Degree		1		
Certificate requiring 30 <60 semester units	1	2		5
Certificate requiring 18<30 semester units			2	13

(Source) Chancellors Office Data Mart

There was a significant increase of completers in the 2012-2013 school year. This is excellent news but no immediate reason is given for the increase. Not knowing when these students began the programs they completed nor knowing how well they did in the program, it becomes difficult to name a reason for the increase.

In response to the Fashion Analyst Report, it does not accurately measure the focus and coursework in the fashion program. Some of the statistics measured fashion jobs in categories that do not relate to what our fashion students have as a career goal. For example, it targets and reports on occupations such as Tailors, Dressmakers, and Custom Sewers and Textile Bleaching and Dyeing Machine Operators and Tenders (51-6061).

See Appendix B for the types of jobs our students are interested in. The target occupations in the Fashion Analyst Report don't represent those jobs. The report shows an erratic number of completers with one of the results being 64 in 2010 for four schools. One of the schools used for comparison is a university that grants only bachelor degrees in the area of fashion. It is being compared to three (random?) community colleges with Pasadena City College having the most (16) certificates awarded in 2010.

In the category of Marketing Managers (11-2021) and Wholesale and Retail Buyers, (Except Farm Products) the results show the median income as \$40.00 per hour, although new employees rarely make that income. According to this study, in the years 2010 to 2020, there is an expected growth of 19.4%.

The study lists that it has evaluated 13 other regional training providers (without listing the 13) as having 248 completions in 2010.

For the 4 occupation groups:, Marketing Managers (11-2021), Wholesale and Retail Buyers, Except Farm Products (13-1022), Tailors, Dressmakers, and Custom Sewers

(51-6052), Textile Bleaching and Dyeing Machine Operators and Tenders (51-6061) there is Annual Openings Estimate (2012) of 1,516 jobs.

*h) List any related recommendations.*

1. 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.
2. Developing a formal alumni group of former fashion students would make gathering follow-up information easier as well serve as a database for internships and guest speaker opportunities.
3. Research the possibility of requiring every fashion student who is completing a program to take and pass Fash 95, an internship course. Ask Admissions to Increase the number of available openings to at least 5 students per semester. Offer a summer internship. Internships increase the likelihood that student will find employment after completing their course work.  
<http://college.monster.com/education/articles/69-students-describe-the-benefits-of-internships>

Research (Appendix A) summarizes that there has been a decline in wages and jobs in the Los Angeles Apparel Industry but the future looks promising because of the uniqueness of the L.A. apparel style. Firms are looking to hire students who have some management/business skills. The prospect for apparel workers is the best in the country. Individual talent has become a commodity and those who have the knowledge and creativity can do well.

#### 4. Assessment and 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.

Industry and Technology Institutional (ILO), Program (PLO), and Course (SLO) Alignment														
Program: Fashion		Number of Courses: 22		Date Updated: Fall 2012		Submitted by: Pati Fairchild								
Core Competencies	I. Content Knowledge	II. Critical, Creative, and Analytical Thinking	III. Communication and Comprehension	IV. Professional and Personal Growth	V. Community and Collaboration	VI. Information and Technology Literacy								
Program Ratings	4	4	3	2	2	2								
Program Level SLOs						ILOs to PLOs Alignment (Rate 1-4)								
						I	II	III	IV	V	VI			
1. 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.						4	4	3	2	2	2			
2. 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.						4	4	3	2	2	3			
3. 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						4	4	3	2	2	2			
4. 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.						4	4	3	2	2	2			
Course Level SLOs					Program Level SLOs Mark with an X		ILOs to Course SLOs Alignment (Rate 1-4)							
					P1	P2	P3	P4	I	II	III	IV	V	VI
FASH 1 Career Opportunities in Fashion: Given previous class instruction and activities, the student will be able to describe a career path in fashion design or fashion marketing with 70% accuracy as demonstrated in a student oral report using PowerPoint or a presentation board							X		4	3	2	3	3	1
FASH 1 Career Opportunities in Fashion: Opportunities in Fashion) the student will be able to identify entry level positions and related duties in the fashion industry							X		4	3	2	3	3	1

Course Level SLOs	Program Level SLOs				ILOs to Course SLOs Alignment (Rate 1-4)					
	P1	P2	P3	P4	I	II	III	IV	V	VI
FASH 2 Presentation: Given a semester of instruction, demonstrations and classroom activities, the student will develop a portfolio showing their best work which will be assessed by its readiness to submit to an employer for evaluation. Readiness is at the 75% , C+ level.			X		4	4	2	2	3	1
FASH 4ab Computer Fashion Illustration: Given a semester of instruction, demonstrations and classroom activities, the student will develop a business card using graphic computer software with 80% accuracy in terms of neatness, creativity and content..			X		4	3	2	1	2	4
FASH 10ab Clothing Construction 1: Upon successful completion of Fashion 10ab, given a sketch, the student will be able to identify basic sewing techniques.	X				4	4	3	2	2	1
FASH 11ab Clothing Construction 2: Students will demonstrate knowledge of techniques for basic sewing elements, including zippers, bound button holes, and blind stitch hems.	X				4	4	3	2	2	1
FASH 14 Pattern Grading: Given a semester of instruction, demonstrations and classroom activities, the student will grade a 5 piece basic woman's dress block with 70% accuracy.				X	4	4	3	1	1	1
FASH 15ab Fashion Sketching The assignment is to research and execute, in class, an illustrated apparel group presentation. The student will select a specific design element from their research and prepare a contemporary group based upon that element. The presentation must have at least 10 drawn design croqui's adapting a specific design detail from the research. The presentation is to be illustrated and fabricated into a 10 piece cohesive and professionally prepared apparel group presentation of the students choosing. The presentation must include at least three fashion illustrations, selected from and included with 10 detailed technical flats, a color story, and fabric selection.		X	X		4	4	3	2	3	1
FASH 16ab Fashion Illustrating: Each student, after receiving lecture and work critique, demonstration, and laboratory work will be able to: research, design, fabricate, colorize and illustrate at least 2 seasonal apparel group collections for specific target markets, using a mix of fashion illustration renderings or the "Rack and Stack" technique, croqui's and flat trade drawings. They will also forecast specific target market trends as related to this project.				X	4	4	3	2	3	1
FASH 17ab Decorative Tiles: Given a semester of instruction, demonstrations and practice of decorative textile techniques, students will submit a class notebook containing sample fabric swatches which demonstrate techniques with overall 75% accuracy based on a rubric which measures technique skill and creativity.			X		4	4	2	2	2	1
FASH 20 Textiles As a result of taking the course, each student will be able to: identify fiber content, fabric structures, and dye, printing, and finishing methods of fabric.			X		4	3	4	2	1	1

Course Level SLOs	Program Level SLOs				ILOs to Course SLOs Alignment (Rate 1-4)					
	P1	P2	P3	P4	I	II	III	IV	V	VI
FASH 23 Fitting and Alternatives: Given textbook readings and classroom demonstrations the student will be able to redesign a ready to wear garment, restyling it to look completely different than the original garment and will do with 75% accuracy based on sewing construction skills, creativity and uniqueness.				X	3	4	3	2	2	1
FASH 24abc Tailoring: Given textbook readings and classroom demonstrations the student will be able to choose fabric and notions and construct a tailored jacket that is evaluated in terms of quality of construction, fit and creativity which rates at 75% or better.				X	4	3	3	2	2	1
FASH 26A Basic Design and Patternmaking: Upon successful completion of the course, the student will be able to develop a pattern from a sketch given to them by the instructor with 75% or better accuracy.	X			X	4	4	3	2	1	1
FASH 26B Basic Dress Design Through Draping Process: SLO #1. Given lectures, demonstrations and textbook readings, the student will be able to draft a pattern from a sketch given to them from the instructor with 75% accuracy or better.	X				4	4	3	2	1	1
FASH 26B Basic Dress Design Through Draping Process: SLO #2. Upon successful completion of this course, the student will be able to: <ul style="list-style-type: none"> <li>Demonstrate the ability to develop a draped garment from a sketch to a finished garment.</li> <li>Develop draping skills.</li> <li>Explore how to change style lines to accomplish the desired design.</li> <li>Understand dart variations.</li> </ul>	X				4	4	3	2	1	1
FASH 27 Fashion Merchandising: Given the information gained from the class (context), students will develop a realistic mock retail store for a demographic and psychographic group along with product merchandising based on learned retail principles. This project will be displayed on a presentation board and assessed by the instructor whether or not the presentation information could actually be used in to set up a store.			X	X	4	4	4	2	4	2
FASH 28 Visual Merchandising: SLO #1. 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 with 75% accuracy in terms of appeal, craft and visual display principles.			X	X	4	4	4	2	3	1
FASH 28 Visual Merchandising: SLO #2. At the end of this course, given a garment sketch, a student will be able to use computer aided design software for patternmaking, markers and grading to make an industry standard pattern from the sketch which includes grading the pattern and marking the pattern with 75% accuracy.			X	X	4	4	4	2	3	1
FASH 28 Visual Merchandising: SLO #3. As a result of taking the course and given a designated space/area and budget, the student (with at least 75% accuracy) will be able to create a store layout including information for fixtures and furniture choices within budget		X	X		4	4	4	2	3	1

Course Level SLOs	Program Level SLOs				ILOs to Course SLOs Alignment (Rate 1-4)					
	P1	P2	P3	P4	I	II	III	IV	V	VI
FASH 29ab Computer Pattern Design/Patternmaking: 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.	X			X	4	3	3	2	1	4
FASH 31 History of Costume Given course lectures and class activities, students will be able to prepare a (board or PowerPoint) presentation showing the evolution of one fashion item with 75% accuracy.	X			X	4	3	3	2	1	1
FASH 35 Applied Color Theory: Based on lectures and class exercises, the student will be able to demonstrate the principles learned in the classroom and how they relate to their own clothing choices.				X	4	3	3	2	1	4
FASH 36 Advanced Apparel Pattern Making and Draping: Given class lectures and demonstrations, the student will be able to adapt their pattern block to a production pattern based their own original design with 75% accuracy of industry standards.			X	X	4	4	4	1	1	1
FASH 41 Fashion Analysis and Selection 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. They will include appropriate design lines, color, texture, silhouettes that correspond to their body type with 75% accuracy or better.				X	4	3	4	4	1	1
FASH 42abc Fashion Show Production and Promotion: SLO #1 Compare and contrast the effectiveness and application of fashion promotions.				X	4	4	4	4	4	4
FASH 42abc Fashion Show Production and Promotion: SLO# 2 Coordinate, produce, direct and evaluate live and videotaped fashion shows				X	4	4	4	4	4	4
FASH 42abc Fashion Show Production and Promotion: SLO #3. Develop marketing strategies for fashion promotions.				X	4	4	4	4	4	4
FASH 42abc Fashion Show Production and Promotion: SLO #4. Evaluate a planned event. Written homework				X	4	4	4	4	4	4

*Provide a timeline for course and program level SLO assessments.*

	Spr 09	Sum09	Fall 09	Spr 10	Sum10	Fall 10	Spr 11	Sum 11	Fall 11	Spr 12	Sum 12	Fall 12	Spr 13	Sum 13	Fall 13	Spr 14	Sum14	Fall 14	Spr 15	Sum 15	Fall 15
Program 1																0					
Program 2																		0			
Program 3																			0		
Program 4																					
1.1																					
1.2						x															
2																					
3																					
Fash 1																					
Fash 1															0						
Fash 2							x									0					
Fash 4												x									0
Fash 10						x									0						
Fash 11																0					
Fash 15						x															
Fash 16				x									x								
Fash 17																0					
Fash 20							x									0					
Fash 26A																					
Fash 26.1																					
Fash 26B.1																					
Fash 26B.2							x									0					
Fash 27												x									0
Fash 28.1										x									0		
Fash 28.2																					

Fash 28.3																				
Fash 29																				
Fash 35											x									0
Fash 31								x									0			
Fash 36																				
Fash 41	now Fash h 44							x			x									
Fash 42.1																	0			
Fash 42.2							x													
Fash 42.3																				
Fash 42.4																				
Fash 42.5																				

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

All courses except those which have not been taught in the last 3 years have been assessed. Those that have not been taught are Fash 14, Fash 23, Fash 24, Fash 36a. Program reviews are scheduled in 2014 and 2015 when we have better alumni relationship and data.

- 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.*

All courses being taught (except Fash 95 (internship) and Fash 50-Independent Study) have been assessed at least once. Further conversations with faculty will refine how it has improved student learning accordingly. After reviewing SLO course assessments, it appears that many course SLO objectives have been met. As the number of SLO assessments increase, there will be more to report. SLO assessment reviews follow. As of this review, SLO cycles have been varied. In addition each course will be required to assess a total of three SLOs. Previously, SLO assessments have been discussed on the assessment document. Going forward, SLO assessments will be

discussed at faculty meetings. Faculty can sometimes serve to brainstorm additional ideas to improve assessments.

A PLO will be assessed in December, 2013 and recommendations will be made based on findings. As of this program review revision, only a few students have responded to the request to take the assessment survey for the PLO. It was assumed that graduating and soon-to-be-graduated students would be more accessible and available to complete the surveys which are to be used to assess the PLO. This has not been the case. In the future, the records department might be asked to send the names of those students who intend to graduate to department coordinators so that they contact those students earlier, before they graduate.

## **Course SLO Assessment for FASH 10:**

Statement: Upon successful completion of Fashion 10ab, given a sketch, the student will be able to identify basic sewing techniques.

### **Assessment Data**

**Provide the survey or assessment data.**

20 students took the final.

Only five students (25%) were able to identify 67% or more of the sketches of the techniques.

### **Observable Patterns**

**Summarize the patterns observed in the data.**

The most important data was that most of the students could not successfully identify the techniques taught to them in class and techniques for which they made samples

### **Implications and Future Directions**

**What are the implications of the data? How should the institution as a whole or related programs act on the data?**

Possibly showing the sketches as photographs may have made a difference. When I reviewed the test with students, showing them what was incorrect and telling them the correct answers, they remembered and understood. I could change my teaching method by having them interact with the samples differently. I could have group work or sketches/photos on PowerPoint and have them identify the techniques as a group or as a class.

This new change will be implemented at the next assessment and the report will compare the new data findings with the previous.

## **Course SLO Assessment for FASH 31**

Statement: Given course lectures and class activities, students will be able to prepare a (board or PowerPoint) presentation showing the evolution of one fashion item with 75% accuracy.

### **PLANNING**

#### **Assessment**

**Describe the Planned Course SLO Assessment**

Student will use the knowledge, skills and abilities developed during the course to analyze fashion trends recurring throughout the world's fashion cycles. Analysis will be based on historical research of a specific fashion garment over a span of several centuries in history. The research will be analyzed and creatively planned to present in a digital format. The student will visually and verbally present the results of their research to the instructor and class for evaluation, and a question/answer session.

Assessment based on Student producing and verbally presenting a visual presentation in the form of a PowerPoint or other digitally formatted presentation supporting his or her research of an object of clothing in fashion.

### **REPORTING**

#### **Assessment Data**

Narrative form data.

#### **Observable Patterns**

**Summarize the patterns observed in the data.**

85% of the students performed well for the assessed project reflecting the ability to transfer and apply the knowledge, skills and abilities developed on the subject throughout the semester to the project. The projects reflected the ability to analyze their research and make acceptable judgments of the information or data to be included, and to creatively plan the final presentation. In addition, their visual and verbal presentations reflected an ability to use feedback from a prior project during the semester to improve presentation skills. Students were able to respond well to the short question/answer session after giving their individual presentations, reflecting knowledge of the subject presented. These students submitted the required project outline to insure understanding and initiation.

5% of the students performed at a 75-70% success level, reflecting a need for additional research and preparation.



The 10% of the students, who performed poorly, (below 65%), were individuals who had not performed well throughout the semester due to low attendance and incomplete course assignments

### **Implications and Future Directions**

**What are the implications of the data? How should the institution as a whole or related programs act on the data?**

The students producing at the 75-70% level can benefit from additional time given to review their progress during the projects development. The project is completed over a 4-week time line. A project outline is required within a week of its initial introduction and review. The inclusion of the submission of a first draft of the presentation will be added to the project for in-class group evaluations to encourage students to be on task and accountable, and a higher final performance.

Additional resources are not required. Activity schedule adjustment is all that is required to include one or two class days for the in-class group evaluations of a first draft.

Next time changes need to be made to the SLO statement, assessment, rubric, or method to get better results. The rubric will include a time line for the in-class group evaluations of a first draft.

*f) Determine and discuss the level your program has attained in the SLO rubric in Appendix B. (Awareness, Developmental, Proficiency, or Sustainable Continuous Quality Improvement)*

See Below

### **ACCJC SLO RUBRIC PROGRAM WORKSHEET**

**Instructions:** Please use this worksheet to determine the level at which your program is operating on the ACCJC SLO Rubric. After filling out and reviewing this worksheet, determine the level that best describes your program.

#### **AWARENESS**

Which of the items below occur in your department? Check all that apply.

- ☐ X There is preliminary, investigative dialogue about student learning outcomes.
- ☐ X There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.
- ☐ There is exploration of models, definitions, and issues taking place by a few people.
- ☐ X Pilot projects and efforts may be in progress.

- ☐ The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.

*In this space provide examples or reasons for your choices.*

SLOs are mentioned at each faculty meeting. Faculty is aware of existing practices and how important it is to assess their students.

Instructors have identified weakness and will be making changes/adjustments based on the SLO assessments whose objectives were not met. See above examples

### **DEVELOPMENTAL**

Which of the items below occur in your department? Check all that apply

- ☒ X Program has established an institutional framework for definition of student learning outcomes.
- ☒ X Program has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course and program.
- ☒ X Existing structures are supporting strategies for student learning outcomes definition and assessment.
- ☒ X Program faculty members have accepted responsibility for student learning outcomes implementation.
- ☒ X Appropriate resources are being allocated to support student learning outcomes and assessment.
- ☒ X Faculty and staff are fully engaged in student learning outcomes development.

*In this space provide examples or reasons for your choices.*

The department coordinator has worked with faculty in implementation and assessment of SLOs, as needed. All faculty has been made aware of the importance of SLOs. The SLO “movie” has been helpful and the offer of available staff/faculty to assist has been helpful.

### **PROFICIENCY**

Which of the items below occur in your department? Check all that apply.

- ☒ X Student learning outcomes and authentic assessment are in place for courses and programs.
- ☒ There is widespread dialogue about the results of assessment and identification of gaps.
- ☒ X Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning practices to support and improve student learning.
- ☒ X Appropriate resources continue to be allocated and fine-tuned.
- ☒ Faculty members provide clear goals and purposes of courses and programs to enrolled students.

*In this space provide examples or reasons for your choices.*

Department faculty has yet to share their results with other faculty. There is a recommended **priority** of having each faculty member prepare a document noting their results and strategy for improvement will bring it more to the attention of the department coordinator and to themselves.

### **SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT**

Which of the items below occur in your department? Check all that apply.

- ☐ X Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement.
- ☐ X Dialogue about student learning is ongoing, pervasive, and robust.
- ☐ X Student learning improvement is a visible priority in the program.

Provide examples or reason or your choices.

*In this space provide examples or reasons for your choices.*

SLOs are ongoing and systematic. There needs to be more dialogue about SLOs. With the data analysis developed from this program review, the success and retention rates can be compared to the SLO statements and assessment in order to further inform the faculty member of the importance of SLO and assessments.

- e) *Determine and discuss the level your program has attained in the SLO rubric in Appendix B (Awareness, Developmental, proficiency, or Sustainable Continuous Quality Improvement)*

I would assess the fashion department in the **proficiency stage** at this point. The program review information and SLO assessment information will be compared and contrasted in terms of success and retention rates.

- f) *Describe how you have improved your SLO process and engaged in dialogue about assessment results.*

Instructors have been helped with forming the statements as needed. Also, statements and assessments have been monitored and corrected as necessary. SLOs are discussed at faculty meetings.

**h) List any related recommendations.**

Have instructors submit a (written) new strategy based on their SLO assessment results at the completion of the assessment. Keep these strategy statements in the offices on file for follow-up.

## **5. Facilities and Equipment**

*a) Describe and assess the existing program facilities and equipment.*

Facilities consist of a lecture room (TA 212) where most fashion classes are being held. An additional lecture room (TA 257) is shared by several other programs. The MAC lab is room 205A and the computer lab (TA 204) houses the class for the computer patternmaking class. Equipment consists of computers, patternmaking hardware, and sewing machines and related equipment. The main lecture room is well worn. New facilities are being planned for 2015. Close interaction with the architects working on the rebuilding project assure us that the facilities will be both attractive and functional.

*b) 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.*

There are no immediate needs related to facilities. Although, the current building is in need of repair, old looking, and crowded, any facility needs will be met at the completion of the new building in 2015. The plans for the new facility are fabulous. There will be display space for students to showcase their work, floors will be maintained and pins will not lodge in flooring material. There will be plenty of computer stations for students to work in groups or individually. Lighting will be color corrected, there will be plenty of storage space for instructors and the equipment will be modern. Our current classroom is functional, but there is no beauty or fashion ambience. The MAC lab will be roomy and provide for tables to be moved to facilitate class activities and discussion. Students will be able to take pride in the way the department looks. The department can invite high school or other potential students to the building for workshops and events. Having an adequate and attractive building would help to make the program more attractive.

In an article about the Impact of Inadequate School Facilities on Student Learning (Archived at: <http://www2.ed.gov/offices/OESE/archives/inits/construction/impact2.html>), several points emerge.

“A number of studies have shown that many school systems ... are plagued by decaying buildings that threaten the health, safety, and learning opportunities of students. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school. A growing body of research has linked student achievement and behavior to the physical building conditions and overcrowding.”

'A study of the District of Columbia school system found...that students' standardized achievement scores were lower in schools with poor building conditions... Achievement also appeared to be more directly related to cosmetic factors than to structural ones... Similarly, Hines' (1996) study of large, urban high schools in Virginia also found a relationship between building condition and student achievement. Indeed, Hines found that student achievement was as much as 11 percentile points lower in substandard buildings as compared to above-standard buildings. McGuffey (1982) concluded that ... color and interior painting ... [contributed to] student achievement."

It will be interesting to see if success and retention rates change significantly as a result of the new building.

In the student survey, one of the open ended questions asked" **What is one area where the fashion program can improve?** Six of the responses related to building equipment and space. Many students also wanted more classes.

*c) 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.*

The only additional equipment that might be needed include hardware used by the Fash 4 class. No specific information on available at this point. There is also a buttonhole machine that should be traded for one that is easier for students to use. Currently, this is being investigated. In 2 years, we should be in our new building with updated facilities and equipment. There is no cost connected with swapping the buttonhole machine

***d) List any related recommendations.***

1. Swap complicated (to use) buttonhole machine for one that is more user (student) friendly. There is no cost should this "swap" occur.

## **6. Technology and Software**

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

We have current software. For the fashion 29 class, we are using proprietary industry pattern making software.

In the Fash 4 class, Adobe CS6, an industry standard software is being used.

*h) 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.*

1. Purchase a service contract for hardware: plotter and digitizer. Approx cost is \$500.00 per year. This is needed to repair and maintain the hardware used for patternmaking.

Two software programs (Adobe Suite) used by the Fashion 4- Computer Illustration course need regular upgrading. The department shares in a school-wide license to update Adobe Suite software. In addition, patternmaking software needs to be updated periodically. Hardware support for the hardware used in Fash 29 (Computer Patternmaking) has a cost of \$500.00 per year.

Software	Next upgrade	Benefit	Approx Upgrade Cost
Gerber Industries	TBA	Keep student trained with current industry software.	TBA
Adobe Creative Suite release info	TBA	Keep student trained with current industry software.	TBA
Hardware Support services for digitizer and plotter		Repairs and supports the plotter and digitizer, hardware for fashion 29 class	\$500.00 per year

**d) List any related recommendations.**

1. Purchase a service contract for hardware: plotter and digitizer.

**7. Staffing**

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

The department has one full-time instructor Vera Ashley that also coordinates the department. When available, a student worker is employed to assist the full-time instructor. The maximum hours per week for the student worker is 25. The employment of this person is especially vital during the spring term when preparing for the yearly fashion show

Person	Fall Courses	Spring Courses taught	Summer classes taught
Vera Ashley	Fashion 41 Fashion 10 Fashion 35 Fashion 41 Fashion 95 Fashion 99	Fashion 2 Fashion 17 Fashion 10 Fashion 42	Fashion 10 Fashion 1
Lynn Strobel	Fashion 26 Fashion 29	Fashion 26a Fashion	
Annette Owens	Fashion 4	Fashion 4	
Priscilla Ratcliff	Fashion 1	Fashion 11	
Belinda Goodwin	Fashion 31		

Gayle Baizer	Fashion 15	Fashion 16	
Meredith Jackson		Fashion 20	
Shirley Warren	Fashion 27	Fashion 28	

There is no additional staffing need unless Fashion 14 is changed as proposed.

*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 goal*

The school wants to add additional classes to the program. If other courses are offered, there will be a need to hire other instructors. In the student survey, students wanted more classes offered.

With the anticipated rework of fashion 14, another instructor might be necessary. It will be important to have someone who is currently working in the apparel industry to teach this class so that they can help student related to current real world experiences. This instructor should be working in the industry in a capacity such as a technical designer. This would be for a one unit class. Approximate cost per year is approximately \$50.00 per hour X 4 hour class X 16 weeks= \$3200.00.

If the four classes that have not been taught recently (Fash 23, Fash 24, Fash 14, and Fash 36 and are scheduled, additional instructors or contracts will need to be generated. This area needs research to find out if those classes will eventually be inactivated.

If there is the opportunity to open up new fashion classes, additional instructors will be needed. There will possibility be an additional Fashion 4 course taught during the summer.

Currently, the department uses a student worker to assist in the department. It would be beneficial to have someone who can stay more than one semester. Most times, because of their schedule, new students need to be hired each semester. It would be helpful if a permanent part-time person could be hired to assist in the department. It would also be beneficial to have a lab person work in the classroom helping students during the last month 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 a sewing machine.



***c) List any related recommendations.***

Hiring of an instructor to teach a modified fashion 14. - \$3200.00.

**8. Future Direction and Vision**

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

Changes in the industry include a focus toward creativity, entrepreneurship, globalization, technology. The department must keep abreast of the direction of these changes and be sure to incorporate what needs to be added in order to properly instruct and direct the students. During course content reviews, this can be accomplished.

*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 is vibrant and active in community. Each student has the opportunity to participate in an internship and student success rates are high. The alumni group is highly interactive with the current students and the department, in general. The fashion club sponsors guest speakers and industry travel trips. Employers see our students as equipped and prepared to make a difference in the industry. The school, at large, knows about the fashion department and the department collaborates with other campus club. El Camino will be known as a great school to be prepared for the apparel industry. Faculty will be able to participate in more professional development experiences to interact with industry professionals. The achievement of these plans will take precise planning, available resources, buy-in with the students and administration. I need to be aware of the pulse of the fashion student body and connect with them on a level that fosters their encouragement and improvement.

Additional program direction includes:

- Each student is required to take an internship in order to make connections and have an 85% chance of getting a permanent job. It should be required that the student has completed at least half the required courses for their program option
- An active alumni group-helpful for speakers, data, advertisement, assessment
- Every other year a student trip to San Francisco to visit apparel industry corporations is planned. Trips are subsidized based on students' attendance and activity in the Tailor Made Fashion Club.

The recommendations acknowledge the Core Indicators of Student Performance. With the purchasing of current software, students accomplish **Indicator 1P1: *Technical Skill Attainment*** – Student attainment of challenging career and technical skill proficiencies.

**Indicator 2P1: *Credential, Certificate or Degree*** is student attainment of an industry-recognized credential, a certificate or a degree. The fashion department does not have state or otherwise license criteria to be met. According to the student survey, a good number of students are looking to complete a degree or certificate.

The program could arrange tours of schools that have fashion Bachelor degree programs. New attention to success and transfer rates should have a positive impact on students. This relates to **Indicator 3P1: *Student Retention or Transfer*** – is student persistence in postsecondary education or transfer to a baccalaureate degree program.

The request to have all students required to take the Fash 95 internship class can significantly increase their chances in gaining employment at best and gaining experience at least. This student placement relates to **Indicator 4P1: *Student Placement*** – is student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.

Most fashion workers are female. The student survey shows a 17 % male population. In the apparel industry, both male and female employees are considered traditional.

**Indicator 5P1: *Nontraditional Participation and Completion*** – student participation in career and technical education programs that lead to employment in fields non-traditional for their gender. This core indicator does not significantly relate to the fashion department.

### **c. List any related recommendations.**

Development of an alumnus group has been listed in a previous section

### **9. 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 (see Appendix A). Use the following chart format to organize your recommendations.*

<b>Recommendation</b>	<b>Cost</b>	<b>Strategic Initiative</b>
1. Review viability of all certificates.	<b>None</b>	<b>E</b>
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.	<b>None</b>	<b>A</b>
3. Have instructors submit a new strategy based on SLO assessment results at the completion of the assessment. Keep these strategy statements on 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 have the opportunity to revise their strategies for greater student success	<b>None</b>	<b>E</b>
4. Purchase a service contract for hardware: plotter and digitizer. This has previously been requested in a grant proposal yet was not fully funded.....	<b>\$1000. /2yr.</b>	<b>F</b>
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	<b>None</b>	<b>other</b>

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
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
8. Research the possibility of requiring Fash 95 (internship) for all programs including the Associate of Science options. Increase number of available openings each semester, including the summer, to 5 openings. <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
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
10. Provide course curriculum in the area of sustainable environmentally sensitive practices for the apparel industry	12	G
11. Review need for articulation with local high schools	None	D
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

associated with this swap.		
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 speakers. It will also keep track student progress in terms of employment and other notable achievements..	<b>\$300.00</b>	<b>D</b>
14. Rewrite curriculum for Fash 14 so as 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. THIS IS ALREADY IN PROCESS	<b>No cost</b>	<b>E</b>
15.Staffing-Instructor to teach the revised fashion 14 course	<b>\$3200.</b>	<b>D</b>

1. Explain why the list is prioritized in this way.

The list is put in order of importance related to the objectives and goal of the Fashion Department.

## APPENDIX A

### STATE OF THE LOS ANGELES APPAREL INDUSTRY

#### Excerpts from Various Articles:

The California Fashion Association (CFA) is a non-profit organization established to provide information for business expansion and growth to the apparel and textile industry of California. The organization's goal include Industry Networking, Defining the industry's economic impact, Global sourcing and export issues, Labor law compliance defined, and Advancement of fashion education

**In a 2011 press release entitled, NEW "LOS ANGELES AREA FASHION INDUSTRY PROFILE"**

**A Study by the Los Angeles Economic Development Corporation (LAEDC)  
Sponsored by CIT Group, Inc. revealed the following facts:**

- Over \$40B in L.A.'s apparel industry shipments, over \$13B in local manufacturing revenues, with \$6B in local salaries
- The competitive advantage of LA's Textile industry is design, diverse product lines, speed -to-market, and a willingness to try new things
- "LA Style" is propagated by media obsession with celebrities
- A powerful combination of geography and orientation to 'fast fashion'.
- About 6,400 firms are involved in the apparel/textile complex, with more than 100,000 direct employees.
- Over 33% of all US apparel manufacturing jobs are located in LA or Orange County.

LOS ANGELES - The Los Angeles County Apparel and Textile complex is a global industry with the powerful combination of a prime geographic location and an orientation to 'fast fashion.' With its massive impact on the Los Angeles economy, the west coast brands and designer names command a price premium for local manufacturing, while the businesses of design-based importers continue to grow. The concept of "LA Style" is constantly reinforced by the current media obsession with Hollywood celebrities, and the enduring popularity of designs inspired by sun, nature, and easy living.

A news report, researched and created by the **Los Angeles Economic Development Corporation**, and sponsored by the **CIT Group** in association with the **California**

**Fashion Association (CFA)**, compiles recent data about apparel manufacturing, apparel wholesaling, and textile mills, and attempts to define the industry's expansion of 'market share' of US apparel production and distribution.

The issues presented, as well as specific ideas for the future, were examined at a round-table discussion with Mayor Antonio Villaraigosa and key industry leaders; including those who were involved in both local manufacturing and importing. Among the issues discussed were job creation based on industrial education for students as well as a re-education of available adults, and the requirements for more business acumen from the graduates of the fourteen local colleges and universities with a design-based curriculum. Other topics were problematic regulations, barriers to "Made in USA" exporting, and the need for extensive marketing of the "LA Style" brand.

- 86% of California's apparel manufacturing employment and fashion wholesale employment is in the LA county area. .
- In 2010, the US imported \$71.4 billion worth of apparel, of which \$40.6 billion arrived through the Los Angeles Customs District which includes the twin ports of LA and Long Beach, Port Hueneme, LAX, Ontario International and McCarran Field (Las Vegas)

To view above article:

<http://archive.constantcontact.com/fs056/1101870870988/archive/1108625625423.html>

## **10 Reasons to Bet on California's Apparel & Textile Industry**

The Los Angeles apparel and textile industry has faced great challenges. Labor costs and energy prices have put domestic production of textiles and apparel at a disadvantage globally. U.S. Labor costs, in particular, will always be much higher than those in offshore factories, and that disparity will continue to grow. At the same time, because of the fierce competition created by retail consolidation, there is very little room to raise prices for commodity products.

Since 2004, California's apparel industry has a clear indication that the standard manufacturing economy has become "knowledge intensive." The direction for the region's apparel and textile industry is the road to unique design and higher quality elements to warrant higher prices, providing the offsetting coast advantages and protecting profit margins.

There are clear reasons why the new route is worth the time and effort:

To find the above article:

[http://www.calfashion.org/index.php?option=com\\_content&task=view&id=45&Itemid=](http://www.calfashion.org/index.php?option=com_content&task=view&id=45&Itemid=)

[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=2&ved=0CD AQFjAB&url=http%3A%2F%2Fdev.tigerdevelopers.com%2Fcalfashion.org%2Fimages%2FCFA\\_DataPackage%2F10reasons07.doc&ei=DPIyUuKAL9GligL5p4CQBw&usq=AFQjCNGGWj23G-sUF\\_RXknmpKvFIA6Hm9Q&bvm=bv.52164340,d.cGE](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=2&ved=0CD AQFjAB&url=http%3A%2F%2Fdev.tigerdevelopers.com%2Fcalfashion.org%2Fimages%2FCFA_DataPackage%2F10reasons07.doc&ei=DPIyUuKAL9GligL5p4CQBw&usq=AFQjCNGGWj23G-sUF_RXknmpKvFIA6Hm9Q&bvm=bv.52164340,d.cGE)

The Los Angeles Area Fashion Industry Profile in November 2011 sponsored by the CT group. CIT group is CIT Trade Finance is one of the nation's leading providers of factoring and financing to the apparel industry. The report's limitations: This report incorporates apparel manufacturing (NAICS 315) and textile mills (NAICS 313) data. Both of these segments in the value chain have a strong presence in the Southland. This report also includes apparel, piece goods, and notions merchant wholesaler data found in NAICS 4243. Be aware report does not cover apparel retailing in much detail.

## ***Executive Summary***

### **Our Key Strengths**

- Massive economic impact of apparel on the L.A. economy. Over \$40B in L.A. apparel imports, over \$13B in local revenues, and at least \$6.0B flowing into local incomes.
- A global industry with durable reasons for being in L.A. in the future --with its powerful combo of geography and orientation to fast fashion.
- A U.S. fast-fashion industry dominated by L.A. retailers like Forever 21 Inc., Wet Seal, and Papaya.
- Enduring popularity of L.A. based design inspired by the sun, light, nature, and easy living.
- A concept of "L.A. Style" constantly propagated by media obsession with Hollywood celebrities.
- L.A. brands and designer names command a price premium, and our wholesalers keep growing.
- Tech helps L.A.'s design shops stay competitive -- shortening product cycles and reducing costs.
- The competitive advantage of L.A.'s textiles industry -- in design, in the ability to diversify product lines, which involves processes with many layers of expertise, speed, and a willingness to try new things.

### **Whither Wages and Jobs?**

- Export sales and recent global expansions can substantially add to L.A. jobs.
- Stability of wages in the industry in the L.A. area, while China is shifting to higher wage industries.
- A "second migration" to lower wage countries --from China to places like Vietnam or Bangladesh—is under way.



- Though jobs losses here are disheartening, L.A. is doing much better than national trends.
- Many forms of L.A. employment fall outside the three catch-all of apparel manufacturing, textiles, and wholesalers.

### **Major Stresses**

- Globalization.
- Cotton prices have had a major impact on the industry.
- In light of industry financial stress numbers, a key implication: small sized firms in L.A. (below \$2M in revenues) have a greater chance of operating under conditions of financial stress.

Today, the apparel design image should be one of design entrepreneurs and models in a design studio located somewhere around 9th and Los Angeles; graphic artists electronically draw sketches for the next set of online ads; logistics experts arrange for merchandise to be shipped to distribution centers or specialized clothing stores around the world; fashion photographers take pictures against the backdrop of Pacific beaches; fashion models walk down runways; or freight forwarders electronically sign customs papers for a delivery.

The most interesting, most remunerative, and locally clustered jobs, ---customer-facing design work--- are increasing .Total wages earned by the L.A. County apparel industry have remained stable over the last decade.

## **Handmade**

<http://gradworks.umi.com/15/14/1514161.html>

by *Rau, Lisa*, M.A., **UNIVERSITY OF SOUTHERN CALIFORNIA**, 2012, 15 pages; 1514161  
**Abstract:**

An independent fashion designer's path isn't as straightforward as portrayed by popular media, such as Bravo's television show *Project Runway*. After students graduate from design school, they are faced with challenges such as financial burdens, finding outlets for their work and developing a recognizable brand.

A 2011 study by the Los Angeles Economic Development Corporation titled "The Los Angeles Area Fashion Industry Profile" reported that the Los Angeles apparel industry sells approximately \$40 billion of locally made clothing and fashion accessories. Buyers range from mass-market companies like Forever 21, Wet Seal and H&M to independent boutiques and individual customers. Of this \$40 billion current revenue stream, independents glean more than \$6 billion, despite their avoidance of selling to the mass-market companies. These vendors brand themselves under the umbrella of locally made, locally produced and locally sold fashion. Before 2011, these independent revenue streams were not significant enough to be tracked by the Los Angeles Economic Development Corporation. The report cites the 2008 economic downturn as a potential catalyst for this shift.

Across the United States today, approximately one-third of all apparel manufacturing jobs are located in Southern California. Of these jobs, 86 percent of California's apparel manufacturing and fashion wholesale activities exist within the Greater Los Angeles Area. These include independent designers who employ their own

sewers, patternmakers and sales representatives to manufacture and distribute their designs on a local level. This emerging atmosphere greatly differs from the traditional fashion economic model, which dictated that designers would outsource most manufacturing and distribution to global companies. Leading fashion economics authority, the California Fashion Association, launched a public relations campaign in 2011 with the slogan "Driving the Demand for 'LA-Style' Brand" in an effort to highlight the growing desire for local fashion.

The 2010–11 Occupational Outlook Handbook published by the U.S. Department of Labor, Bureau of Labor Statistics, noted that the mass-market retail fashion industry timeline is between 18 and 24 months from initial concept to final production for mass market. Small designers have a vastly different experience. The overhead costs required for an independent company to sustain this turnaround are difficult due to the lack of access to wholesale prices and a smaller market of buyers, some of whom are individuals who request custom-tailored garments. The 2010–11 Bureau also notes that while the median annual wage for salaried fashion designers working for mass market companies is \$61,160, they do not have any income data for self-employed designers.

However, the California Fashion Association noted in a November 14, 2011 press release that "L.A.'s apparel industry success is driven by design talent," skills which are culled from recent design school graduates, some of whom attempt to launch their career independently. With global cotton and other textile prices raising up to 70 percent, as reported by market research company IBISWorld in 2011, independent designers face greater financial burdens than ever, especially when the scope of their work does not allow them the luxury of wholesale prices.

### ***Variations of Fashion Industry Business Models***

**<http://articles.latimes.com/2009/sep/13/entertainment/et-future-fashion13>**

Fashion design and the apparel production industry in Los Angeles have taken on a rich variety of corporate forms. Eleven are worth mentioning by name. An example of a company (or set of companies) that execute their business strategy using each of the eleven specific corporate forms follows.

1. Large U.S. Conglomerate with Local Subsidiary - Lucky Brand, Perry Ellis, Warnaco
2. International Corporation with U.S. Brand Entity - Billabong, Speedo
3. Licensee of International Corporation - Jerry Leigh (Licensee of Disney)
4. Manufacturing Exclusively for Retail - Bebe, Gap, Forever 21
5. Separate Divisions of 'Umbrella' Corporation - Roxy for Quicksilver/ Vince for Kellwood
6. Owner/Entrepreneur/Domestic Production -Vertical -- American Apparel, St. John  
-Using Contractors -- True Religion
7. Owner/Sales Executive -Joe Jeans, Hard Tail
8. Owner/Designer -Trina Turk, Sue Wong
9. Owner/Production Executive -Hudson, Knit Works, (Private label children's wear developers)
10. Owner/Entrepreneur/Importer - Body Glove, California Dynasty
11. Brand Companies - Entities that solely own intellectual property and license the brands to various

In this report, there is a limitation.

"Apparel manufacturing" refer to both manufacturers and contractors because it's hard to separate the two in official statistics. Looking back at jobs data, apparel manufacturing jobs in L.A. County started a decline around 1996.

The North American Free Trade Act (NAFTA) between the U.S., Canada, and Mexico was a seminal event for the Los Angeles-centered apparel industry cluster.

Implementation of NAFTA on January 1, 1994, brought the immediate elimination of tariffs on more than one half of U.S. imports from Mexico and more than one third of U.S. exports to Mexico. Within 10 years, all U.S.-Mexico tariffs would be eliminated except for some U.S. agricultural exports. For the L.A. apparel industry, the NAFTA made it easier for apparel manufacturers to make finished products with cheaper labor.

A strong push came from higher U.S. hourly wages and regulations. In 1997, for an example,

California enacted AB 633. This state law said that brand holders have joint liability with contractors for issues like age discrimination and OSHA requirements, and for worker's compensation. The L.A. apparel industry shifted more and more labor-intensive production offshore to Asia, specifically to China.

During this extended migration of activity, many L.A. apparel manufacturing firms watched

cheap imports flooded our ports. Some closed their domestic factories and moved production outside the U.S. Quicker turnaround, smaller volumes, and more frequent design output have been the only tactics industries facing intense import competition from places like China could employ to survive. Using these tactics, half the L.A. apparel manufacturing base has been able to stay local.

On December 1, 2007, under WTO rules, quotas on apparel shipped from China to the U.S. were dropped. Apparel import volumes to the U.S. from China took another step up.

In 2009, the Commerce Department's Office of Textiles & Apparel (OTEXA) listed the top five suppliers to the U.S. as follows:

Apparel to U.S. Textiles to U.S.

1. China 1. China
2. Vietnam 2. Pakistan
3. Bangladesh 3. India
4. Honduras 4. South Korea
5. Indonesia 5. Mexico

Moving forward to data available in 2011, the global apparel manufacturing industry looks

to generate \$316 billion in export revenues. Major apparel producing countries in terms of export revenues are China, Italy, Germany, Turkey, India, and Bangladesh according to the United Nations. The major textile exporting countries include South Korea and Vietnam. Major companies include Youngor Group (China), Armani (Italy), MOL Magazalari (Turkey) and Gokaldas Exports (India). China accounts for 34% of the global apparel market, having seen its export revenues double over the last decade.

Even though jobs losses here are disheartening, L.A. is actually doing much better when compared to the national trend. While apparel industry employment has fallen across the United States, the share of employment captured by the L.A. and Orange County apparel industry has increased. In 2002, for example, L.A. and Orange County accounted for a 24% share of U.S. apparel manufacturing jobs. In 2009, this proportion rose. Over 33% of U.S. apparel manufacturing jobs were located in L.A. or Orange County; over 20% of apparel, piece goods, and notions merchant wholesalers were found here; and almost 7% of all textile mill jobs. All of these proportions have risen, year-after-year, over the last decade.

Additionally, many forms of L.A. employment in apparel fall outside the three broad categories.

For example, L.A. apparel industry experts count 1,050 independent fashion designers operating solo; another 2,771 workers are employed in their independent showrooms; and then 1,240 textile reps and another 865 home-based agents and brokers are out working on commission. Another bucket of L.A. workers can be found in a range of ancillary activities like: packaging, labeling, and other support roles (220 positions); in custom computer programming (69 positions); in fulfillment support services to imports (1,100 positions); in consulting services (130 positions); in commercial rental (240 positions); overall jobs tied to the apparel industry near to 110,000 workers. And the number of total establishments is likely to be over 10,000.

In recent years, L.A. County accounts for 86% of the apparel manufacturing employment and 84% of wholesale merchant employment in the five county area. The apparel industry (excluding retailing) is one of the larger industries in the Los Angeles five county area.

Los Angeles County has the largest job count. With a steady distant second at 12% of apparel manufacturing jobs, Orange County has a smaller base focused on surf wear and active wear.

### Wages & Earnings

Paradoxically, the average level of wages increased in recent years. More highly skilled specialty jobs remained in the U.S. factories, while lower-skilled, lower-paying jobs moved offshore.

Annual performances of wages & earnings in L.A. County offer a good vantage point. Since 2000, U.S. Census data show apparel manufacturing workers have taken home rising weekly earnings in L.A. County. In 2011, an average apparel manufacturing worker is making over \$600 a week.

Bureau of Labor Statistics in May 2011 put the national average for apparel manufacturing jobs at \$11.69 an hour, versus the \$15 an hour we calculated from the government data for L.A. County, a notable differential.

Two thousand jobs fell into the following categories.

34% Design & Technical Development

14% Sales & Marketing

13% Production & Product Development

13% Planning and Merchandising

13% Retail, Ecommerce & Store Level  
5% Operations & IT  
1% Transportation & Logistics  
1% Customs, Trade, & Compliance

(Source: 24/Seven and American Apparel & Footwear Association, 2011)

Los Angeles is perceived as a leader in the field of fashion design, which helps its specialty design

Schools such as the Fashion Institute of Design & Merchandising (FIDM) and Otis College of Art and Design attract the top candidates to its design programs. In all, there are 14 private and public undergraduate schools with programs dedicated to apparel design and merchandising. These schools also draw many foreign students and minorities, and they add not just diversity but also international flavors to these programs. Many of their graduates stay to work in this area, which further reinforces the competitiveness of the region's apparel design industry.

Schools include:

- . Art Center College of Design
- . California Polytechnic University, Pomona
- . California State University, Los Angeles
- . California State University, Northridge
- . El Camino College
- . Fairmount College
- . Fashion Institute of Design & Merchandising
- . Long Beach City College
- . Los Angeles Trade Technical College
- . Mt. San Antonio College
- . Otis College of Art & Design
- . Pasadena City College
- . Santa Monica College

A successful apparel business requires more than just great designers. It needs top-notch

management talent also. More colleges should consider offering apparel-related business

management and merchandising studies, not just apparel design.

Introduce local high school students to the opportunities in the apparel industry through "reality-based" programs such as the (former) Regional Occupational Program (ROP) in high schools. Once those students see the process of fashion design and merchandising, some might be interested.

The apparel community should work to upgrade the impact of "Market Week" so it gets more

publicity and use it to educate the residents about the importance of the local fashion industry.

## APPENDIX B

### RECENT JOB OPENINGS FOR WHICH OUR FASHION STUDENTS COULD QUALIFY

Jobs ads are taken from the following searches and were posted within the last week of September 7, 2013.

<http://classifieds.apparelnews.net/>

[CL Los Angeles central LA all jobs art/media/design jobs](#)

<http://www.indeed.com/jobs?q=fashion&l=Los+Angeles%2C+CA>

Entry level jobs posted on the California Apparel News website on Sept 6 includes:

#### DESIGN ASSISTANT

Fast paced, Growing Los Angeles Contemporary Company looking for Design Assistant- Garment dyed experience required, illustrator & Photoshop. Please email resume to sim@languagelosangeles.com

#### ASSISTANT DESIGNER

We're a knitwear manufacturer looking for an enthusiastic person to join our team.

1. Assistant Designer
  - Assist Designer & Fabric Sourcing
  - Pattern Control

2. Assistant

- Follow up Samples & Pattern.

Skills we're looking for:

- Must be a creative and organized individual, comfortable with Illustrator and Photoshop (Design) Posted on: Sep. 06

#### DATA ENTRY/CUSTOMER SERVICE CLERK

Women's Apparel Company (Downtown LA)

We are a fast growing women's apparel company located in downtown Los Angeles and we are looking for a Data Entry/Customer Service Clerk. We provide a very friendly work environment and there is always opportunity to grow. This position is a full time position and should not be considered as a temporary position.

The ideal team member MUST possess the following qualities:

Proficient with the following software:

- MS Office Applications (particularly EXCEL & WORD)
- EDI System (not covered at El Camino)
- AIMS (not covered at El Camino)

Excellent written and verbal communication skills

Excellent work ethics

Organization skills and ability to prioritize

Display of self-motivation (most important)

Keen attention to detail and accuracy

Problem solving skills

Responsibilities include but are not limited to:

- Data entry (AIMS and EDI)
- Costing
- Customer relations

Compensation: DOE + benefits

Please send your current resume in Word or PDF format @ [jobs@sweetandtoxic.com](mailto:jobs@sweetandtoxic.com) and include 2 personal references.

Posted: 2013-09-07, 7:17AM PDT

### CLOTHING PRODUCTION COORDINATOR (Glasell Park)

Please only return a resume if you want to work part time as a production coordinator!

### PRODUCTION COORDINATOR & ASSISTANT

Looking for part-time production coordinator and assistant to help in all aspects of running production for a clothing line

Responsibilities, requirements & duties include:

- 1-2 Minimum fashion industry experience or fashion degree and internships
- Very hard worker
- Driving (must have a reliable car)
- Ability to make decisions and act logically under pressure
- Detail oriented, responsible & able to work independently on a project until it's completed
- Organized with excellent communication skills for frequent contact w/ designer via e-mail, phone & meetings
- Ability to oversee the printing and assembly of lookbooks/catalogues
- Maintain flexible hours around a seasonally based, changing work cycle
- Have a keen eye for fashion, fabrics & trims. Be able to make sound aesthetic decisions based on design continuity
- Ability to juggle tasks and follow through independently until they are completed
- Knowledge of fashion terminology and processes
- Resource fabrics and production contacts
- Ability to work in a fast-paced, dynamic environment while maintaining a positive

attitude

- Experience with photoshop and illustrator, a plus
- Spanish speaking, a plus

- Location: Glasell Park
- Compensation: \$10/hr., flexible hours
- This is a part-time job.
- Principals only. Recruiters, please don't contact this job poster.
- Please do not contact job poster about other services, products or commercial interests.

Posted: 2013-09-06, 6:30PM PDT

FASHION PRODUCT DEVELOPMENT COORD/PRE-PRODUCTION ASST  
(DOWNTOWN LOS ANGELES)

**Better women's garment manufacturer in Downtown Los Angeles seeks hard-working individual for a Product Development Coordinator/Pre-Production Assistant position.**

**Responsibilities include**

- handling samples from concept to dup garment (issuing POs for artwork and for samples, shipping dup packages overseas, sample intake and tracking, processing sample invoices)
- communicating by email with overseas vendors (yardage orders, artwork comments, dup comments, general follow-up)
- maintaining/communicating all garments process info (local and overseas) with vendors and Production Dept.
- helping with CADs and other miscellaneous design tasks

**Must have strong proficiency in Adobe Photoshop and MS Office.**

**Must have excellent communication skills.**

**Must have garment construction knowledge.**

**Must be organized, efficient, and detail-oriented.**

**Degree in fashion design required. Experience preferred but not necessary.**

**Familiarity with silkscreen process a plus.**

**Please be prepared to show portfolio of your work.**

**Competitive salary with benefits.**

**Email reyesent2@gmail.com with your resume, cover letter, and salary requirements.**

- Location: Downtown Los Angeles
- Compensation: Competitive salary
- Principals only. Recruiters, please don't contact this job poster.
- Please do not contact job poster about other services, products or commercial interests.



### **ASSISTANT DESIGNER (Downtown Los Angeles)**

We are seeking for an assistant designer who has fashion/apparel experience. This is a full time position and we are looking to fill this position immediately. This position requires.

Assisting all aspects of design and developments  
Sending samples to store and overseas  
Must attend fittings and meetings  
Takes photographs of all styles  
Constant communications with vendors overseas  
Must be able to work under pressure

#### **Software Requirements**

Adobe Photoshop and Illustrator

Microsoft Word, Excel, and Outlook

Please send us your cover letter, resume, and portfolio for consideration,

- Location: Downtown Los Angeles
- Compensation: DOE
- Principals only. Recruiters, please don't contact this job poster.
- Please do not contact job poster about other services, products or commercial interests.

### **ASSISTANT DESIGNER (Los Angeles)**

Established apparel brand in LA is launching a new contemporary sportswear division and is looking for a talented assistant designer! In this role you will be assisting a senior designer and associate designer in researching fabric and trims, flat sketching on illustrator, following up with vendors, etc.

Must have strong illustrator skills, self starter, must be detailed and have an elevated taste level.

- Location: Los Angeles
- Compensation: Salary is \$35-\$42k.
- Principals only. Recruiters, please don't contact this job poster.
- Please do not contact job poster about other services, products or commercial interests.

Indeed.com

#### **Description**

##### **DESIGN ASSISTANT.**

Robert Rodriguez, a division of The Jones Group, Inc., is currently looking for a highly motivated Design Assistant. This position will assist in all aspects of design.

Responsibilities include, but are not limited to, the following:

- Organizing workflow of sample room
- Flat sketching
- Updating linesheets
- Running errands
- Clerical Work
- Steaming samples
- Organizing purchase orders
- Order supplies for sample room

### **Qualifications**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Needs to be highly motivated, organized
- Detail oriented, excellent multi-tasker
- Works well under pressure
- Maturity to handle daily tasks
- We are an EEO/Affirmative Action Employer.

## **SALES/SHOWROOM/MARKETING ASSISTANT**

### **TRIPLE INC.**

Country

USA

State

California

County

Los Angeles

Town

LOS ANGELES

Contract type

Permanent

Availability

Full time

Year's experience

Less than 2 years

Language

English (Fluent)  
TRIPLE INC.

We are seeking a full-time candidate to support in the sales and marketing functions of a growing Junior's & Young Girl's (7-16) Apparel and Accessories Company. This is not a posting seeking a full blown sales professional, but rather a sales/marketing assistant at entry-level who will work with the team.

### **Description of job**

**\*\*Please do not apply if you are out of the country as we do not do phone interviews\*\***

The intention of this position is to bring in an enthusiastic candidate who is trying to break into the fashion business and who will gradually grow into a more elevated position within the company. There will be direct hands on training and it is an ideal opportunity for someone looking to become a strong sales professional down the road. There will be opportunities to interact with the design team, production team, and the owners of the company and we are looking to bring someone in and groom them for a long and successful future with our company. The pay is basic entry level to start but will certainly grow with the contributions made by the candidate.

We are based out of the California Market Center (Cal Mart) in downtown Los Angeles and our business is on the wholesale side, with product distributed to retailers such as Nordstrom's, Macy's, The Buckle, and Forever21.

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### **Profile**

- Create line sheets, design CADs on Photoshop/Illustrator (PRIOR EXPERIENCE A MUST)
- Take notes from appointments
- Organize the showroom and prepare for appointments
- Merchandise samples (tagging, steaming, taking pictures)
- Cut swatches
- Send samples, lab dips, etc. to buyers
- Keep track of orders (must be detail-oriented and organized)
- Book travel and arrange appointments

Requirements:

- Must have own transportation
- Some experience of junior's/girl's apparel (1-3 years)
- Microsoft Office Suite proficient (especially Excel)
- Photoshop/Adobe experience a requirement
- Presentable, professional, well spoken
- PROMPT & TIMELY (hours M-F 9:00am-6:00pm)

## **DESIGN AND OFFICE ASSISTANT**

### **THREADS FOR THOUGHT**

Country

USA

State

California

County

Los Angeles

Town

LOS ANGELES

Contract type

Permanent

Availability

Part time

Year's experience

Less than 2 years

Starting date

Asap

THREADS FOR THOUGHT [www.threadsforthought.com](http://www.threadsforthought.com)

At Threads for Thought we aim to create quality fashion from sustainable materials, using factories that respect their employees and the environment, while partnering with and giving back to nonprofit organizations. Leigh & Eric Fleet founded Threads for Thought in 2006 while still in college. What started with a few statement tees has now grown into a full men's and women's lifestyle brand with offices in New York, Los Angeles & Kansas City. Eric and Leigh wanted to make sure that their fashion products were giving back. Threads for Thought donates and contributes to many nonprofit organizations, and has partnerships with the IRC (International Rescue Committee) and NRDC (Natural Resources Defense Council). Threads partners specifically with these organizations because of the amazing and highly effective work that they do in the fields of humanitarian relief and environmental issues respectively.

### **Description of job**

Office Administrator duties:

- receiving and sending packages
- filing
- answering phones
- ordering supplies

Design Assistant duties:

- Cad/sketching all designs in Illustrator
- Cad work/merchandising boards
- fabric/trim runs
- organizing lab dips

- creating fabric and trim cards
  - tracking samples
  - running samples back and forth
- 

## Profile

### Qualifications:

- AS or BS in Fashion Design or graphic art preferred
  - knowledge and skill in illustrator and ability to create technical sketches
  - good organizational skills
  - ability to multi task
  - basic fashion design knowledge
- 

## Contact

<b>Job Title</b>	Assistant Buyer I
<b>Department</b>	Buying Office
<b>Location</b>	LA Buying Office
<b>Company Description</b>	Ross Stores, Inc., an S&P 500, Fortune 500 and Nasdaq 100 (ROST) company headquartered in Pleasanton, California, is the nation's second largest off-price retailer with fiscal 2010 revenues of \$7.9 billion. As of February 26, 2011 the Company operated 988 Ross Dress for Less® ("Ross") stores and 70 dd's DISCOUNTS® locations, compared to 953 Ross and 54 dd's DISCOUNTS locations at the end of the same period last year. Ross offers first-quality, in-season, name brand and designer apparel, accessories, footwear and home fashions for the entire family at everyday savings of 20 to 60 percent off department and specialty store regular prices. dd's DISCOUNTS features a more moderately-priced assortment of first-quality, in-season, name brand apparel, accessories, footwear and home fashions for the entire family at everyday savings of 20 to 70 percent off moderate department and discount store regular prices. Additional information is available at <a href="http://www.rossstores.com">www.rossstores.com</a> .

Ross Stores' mission is to offer competitive values to its target customers by focusing on the following key strategic objectives:

- Maintain an appropriate level of recognizable brands, labels and fashions at strong discounts throughout the store.
- Meet customer needs on a local basis.

- Deliver an in-store shopping experience that reflects the expectations of the off-price customer.
- Manage real estate growth to compete effectively across its markets.

## Job Description

### **POSITION OVERVIEW:**

Functions as the operational extension of assigned buyers(s). This includes interaction with vendors in terms of both problem resolution and purchasing of product, managing the purchase order cycle (i.e., writing the order, tracking key orders from shipment to the distribution center) through to analyzing its performance. **The expectation is to prepare the incumbent for promote-ability as future bench strength for buyer position.**

### **RESPONSIBILITIES:**

- Performs the administrative & operational functions supporting a designated buyer(s). Responsible for purchase order management and administration as well as processing markdowns. This includes writing orders, changes, cancellations and necessary follow-up (both internally and externally) to ensure key shipments are delivered and processed.
- Provides on-going analysis and interpretation of key business issues as directed by supervisor. Including the monitoring of regional merchandise reports, Open-to-Buy monitoring, stock analysis and other ad hoc analyses.
- Responsible to insure the effective relationship with vendors. This includes appropriate level of interaction with vendors in terms of both problem resolution and follow-up.
- Demonstrates the ability to effectively utilize the merchandising systems and understand warehouse processes. Includes utilizing systems and preparation of reporting to allow for interpretation of the business.
- Demonstrates product knowledge through sharing information with buyer as a result of competitive shopping, shopping Ross Stores, and the market. Utilizes product knowledge to take the initiative to suggest new resources and creative methods of sourcing product.
- Responsible to maintain planned receipt flow on a consistent basis. Is aware of when merchandise is being

- received and makes appropriate flow issue call outs to Buyer. Insures adherence to scheduled shipping windows.
- Demonstrates understanding of the concept of liquidity. This includes the concept of managing the Open-to-Buy to insure the availability of having liquidity for opportunistic buys. Responsible for accurately representing liquidity, and adhering to purchase order management policies.
- Demonstrates knowledge of packaway strategy to offset additional costs of storing merchandise (e.g., additional dating, vendor holding merchandise etc.). Understands the concept of budgeting and release of packaway merchandise.
- **QUALIFICATIONS AND SPECIAL SKILLS REQUIRED:**  
Strong organizational skills.
- Strong retail math skills.
- Highly effective written and verbal communication.
- Strong analytical and PC skills, with an emphasis on spreadsheet applications.

**Auto req ID** 10152BR  
**City** W LOS ANGELES  
**State** CA

### **FLOOR ASSISTANT** **Los Angeles Metro**

Love fashion? Why not apply today! Your local Buffalo Exchange is always accepting applications for entry-level positions. Looking for cheerful, dependable & energetic quick learners with knowledge of fabrics, styles, current retail trends and eras. Challenging, fun, fast-paced retail environment. As an employee, you'll receive on-the-job training in recycling fashion. No prior experience necessary. Part-time employees must be able to work 3 days a week, including at least one weekend day. This is not your regular retail job!

[Posted Sep 3, 2013]

Celebrated for over 25 years by style conscious and trend-savvy shoppers across the globe, Forever 21 has set the fashion industry on fire by showcasing the most current collections, on-trend apparel, and exciting shopping environments.

When you join the Forever 21 family, you will enjoy a fast-paced, exciting work environment with tremendous opportunities for growth. We are committed to challenging fashion boundaries, acting on behalf of our customers, and demonstrating passion in all that we do.

Forever 21 is committed to nurturing your talents and supporting your career goals with our fun work environment, team culture, and core values.

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Assistant Production Coordinator (Accessories-Jewelry)

**Job Description:**

**Want more than just a job?** Join Forever 21's Buying and Design Department to start your entry level career in fashion with our leading Production team!

**Position:** Assistant Production Coordinator

**Department:** Accessories

**Reports to:** Production Manager

**Direct Reports:** No

**FLSA Status:** Non-exempt

**Location:** 3880 N Mission Los Angeles, CA 90031

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**Department Summary:** Forever 21 is seeking an innovative, energetic, creative and passionate Assistant Production Coordinator to join our dynamic Accessories team!

**Job Purpose:** The Assistant Production Coordinator will be responsible for providing administrative support to the department by relaying correspondence to and from vendors, tracking current and new orders, and maintaining development data.

**Deliverables:**

- Track the timeliness of vendor follow-up by logging the information into a tracking file
- Ship all packages containing garment samples, lab dips, tech packs, etc. to vendors
- Distribute incoming packages directed to the department to the appropriate recipients
- Create style numbers and update development data
- Maintain an organized storage system for samples by sorting and storing samples

**Knowledge, Skills, and Qualifications:**

- Must possess a High School Diploma
- Must have 0-1 years of administrative experience; background in fashion is preferred
- Experience in an Accessories environment preferred but not required
- Must be proactive, detail oriented, and possess the ability to meet tight deadlines.
- Must be able to effectively communicate with Supervisors and vendors on a regular basis (written and verbal)
- Must be organized in order to effectively manage multiple tasks simultaneously

At Forever 21, style isn't dictated...It's inspired. Forever 21 is the leading fashion retailer of the latest trends and the season's hottest styles at can't-resist-prices. U.S. and international locations stay true to the fast-fashion destination's iconic store aesthetic giving fashion fans all over the globe the unforgettable shopping experience that is the one and only Forever 21.



Joining the Forever 21 family means joining an incredible team of talented, passionate and innovative people who work together to bring fashion to everyone, everywhere. We're always on the lookout for talented individuals eager to thrive in our fast-paced, dynamic environment filled with vast opportunities for career growth and development. This is a place where your ideas become actualized, creativity is encouraged and the possibilities are endless. Be part of something epic. Be part of Forever 21. Apply today!

**Job Code:** 10503

**Division:** Corp - BACC: Buying - Accessories

**Location:** 0000 - HQ - Corporate Office, Los Angeles CA US 90031

**Job Type:** Full Time

**Career Level:** Experienced (Non-Manager)

**Education:** High School or equivalent

**Category:** Production

To submit your resume for this job, select how you heard about the job and then click the "Submit Your Resume" button below.

After researching open positions (posted in August or Sept 2013) for which our students 3) could be eligible, it was found that there are a good number of entry level positions. Out of the 10 jobs researched, employers like those with internships, students must be proficient in excel and word, Adobe Illustrator and Photoshop. In the proposed revamping of Fash 14, it important that students have the following items/content in the curriculum:

The table below shows the qualifications listed and whether we have that content knowledge already in the curriculum

(Duplicate- List in also in body of the Program Review)

Qualification of various positions	Content already in our curriculum	We need to incorporate in our curriculum
background in fashion is preferred or basic fashion design knowledge	Yes, all courses	
detail oriented, and possess the ability to meet tight deadlines	Yes, through all courses	
Effectively communicate with Supervisors and vendors on a regular basis (written and verbal)		This can be incorporated in The revised Fash 14 through communication exercises
organized in order to effectively manage multiple tasks simultaneously	Yes, through all courses	This can be incorporated in The revised Fash 14 through task organizational exercises
Knowledge of fabrics, styles, current retail trends and eras	Yes, Fash 31, Fash 20, Fash 41, Fash 27	

Strong retail math skills.	Fash 27	
Strong analytical and PC skills, with an emphasis on spreadsheet applications.		This can be incorporated in The revised Fash 14 through Excel or spreadsheet training
Skill in illustrator and ability to create technical sketches	Fash 4, Fash 15	
Ability to multi task	Yes, through all classes	
Presentable, professional, well spoken		This can be incorporated in The revised Fash 14 through communication exercises
Works well under pressure	Yes thorough all classes	
Microsoft Word, Excel, and Outlook		This can be incorporated in The revised Fash 14 through addition or new training in Word and/or Outlook
Must have garment construction knowledge.	Fash 10, Fash 11	
Familiarity with silkscreen process a plus.	Fash 20	This can be incorporated in The revised Fash 14 through exercises and/or field trips
Prepared to show portfolio of your work	Fash 2, Fash 17	
Have a keen eye for fashion, fabrics & trims	Fash 10, Fash 11	
Knowledge of fashion terminology and processes	Yes, through all classes	
Garment dyed experience required		This can be incorporated in The revised Fash 14 through field trips and demonstrations.

The extra traits needed to help our students be competitive can be incorporated in the New Fash 14 Class: To summarize:

Businesses are looking to hire new employees who have the following or have the ability to:

Have professional appearance and conduct,  
Displace excellent written and verbal communication  
Multi-task in the apparel industry  
Use Excel in the apparel industry  
Organize their work to meet deadlines  
Use Outlook in communication  
Follow up and keep up with the details in the apparel industry  
Understand Fabric color: garment dying and silk screening

APPENDIX C

BLANK STUDENT SURVEY

**Fashion Design  
Student Survey (Fall 2013)**

Please fill in the bubble completely with a blue or black ink pen or a #2 pencil. Do not use a felt tip marker of any kind.

1. How many fashion classes are you enrolled in this semester? ☐ 1 ☐ 4  
☐ 2 ☐ More than 4  
☐ 3
2. I am enrolled at El Camino for the following purpose:  
☐ AA/AS degree ☐ Personal enrichment  
☐ Transfer to a 4 year college/university ☐ Re-training  
☐ Certificate ☐ Undecided  
☐ Employment ☐ Other \_\_\_\_\_  
☐ Career advancement
3. Gender: ☐ Male  
☐ Female
4. My age range is: ☐ Under 18  
☐ 18-24  
☐ 25-29  
☐ 30-49  
☐ 50 or over
5. What is the highest level of education that you have completed?  
☐ High School Graduate or GED  
☐ Community College AA /AS degree or certificate  
☐ Bachelor's degree  
☐ Graduate degree  
☐ Other (please specify) \_\_\_\_\_
6. What is your education status at El Camino? ☐ First semester at El Camino  
☐ Continuing student  
☐ Returning student after a break from school
7. The total number of units I am enrolled in this semester (including fashion classes) is: ☐ 4 units or less ☐ 12-14 units  
☐ 5-8 units ☐ 15 or more units  
☐ 9-11 units
8. Which program are you planning to complete?  
☐ AS Degree Fashion Design and Production ☐ Fashion Design and Production Certificate  
☐ AS Degree Fashion Merchandising ☐ Fashion Merchandising Certificate  
☐ Computer Pattern Making Technician Certificate ☐ Fashion Stylist Certificate  
☐ Costume Technician Certificate ☐ Undecided
9. When do you plan to graduate from El Camino?  
☐ 2014 ☐ After 2015  
☐ 2015 ☐ I don't plan to graduate. I am just taking classes.
10. Are you currently attending another college/university as well as ECC? ☐ Yes  
☐ No  
 If Yes, list name of college/university \_\_\_\_\_
11. Are the tools and equipment in the classrooms sufficient for the assignments given to you?  
☐ Always ☐ Rarely or never  
☐ Usually ☐ N/A  
☐ Sometimes

(OVER)

12. How would you describe your personal time management skills?
- ☐ Very good      ☐ Poor  
☐ Good      ☐ I need help with this  
☐ OK
13. Which of the following ECC services have you used?
- ☐ Math tutoring center      ☐ First Year Experience  
☐ Assessment/Testing Office      ☐ Puente Program  
☐ Project Success      ☐ Library  
☐ Supplemental Instruction      ☐ EOP&S/Cal Works  
☐ Academic Counseling      ☐ Learning Communities  
☐ SRC/SRC Tutoring Program      ☐ LRC Tutoring Program
14. How many times have you talked with an Academic Counselor?
- ☐ Never  
☐ Once  
☐ 2 - 3 times  
☐ 4 or more times
15. Please indicate your experience with the scheduling of classes offered in the Fashion Design Department:
- ☐ Very Satisfied-I generally can get the classes I want  
☐ Somewhat satisfied-I occasionally find it difficult to get the classes I want  
☐ Dissatisfied-I often find it difficult to get the classes I want  
☐ Very dissatisfied-I generally have great difficulty in getting the classes I want.
16. When do you prefer your classes:
- ☐ Only one day a week      ☐ Friday  
☐ Monday/Wednesday      ☐ Saturday  
☐ Tuesday/Thursday
17. Your preferred time for starting a class is:
- ☐ Before 8 am      ☐ 1 pm to 3:30 pm  
☐ 8 am to 9:30 am      ☐ 4 pm to 6:30 pm  
☐ 10:00 am to 12:30 pm      ☐ 7 pm or later
18. How would you describe your present ability to speak, read and write college level English?
- ☐ Strong  
☐ OK  
☐ Weak
19. Do you feel that your present English skills are limiting your ability to learn and do well in your classes?
- ☐ Yes  
☐ No
20. Is parking a problem for you on campus?
- ☐ Yes  
☐ No
21. How often do you check your ECC email?
- ☐ At least once a day      ☐ At least once a month  
☐ At least once a week      ☐ Rarely or never
22. Do you use email to correspond with your instructor?
- ☐ Yes  
☐ No
23. How often do you use the computers on campus to do your coursework?
- ☐ Often  
☐ Sometimes  
☐ Rarely or never
24. How many hours a week are you employed?
- ☐ None  
☐ Less than 5 hours  
☐ 5-14 hours  
☐ 15-20  
☐ More than 20 hours

(NEXT)

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

☐ Very satisfied

☐ Somewhat dissatisfied

☐ Somewhat satisfied

☐ Very dissatisfied

26. What course/s would you like to see added to our Fashion Design Curriculum? Please list course/s

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

☐ Yes

☐ No

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

☐ Yes

☐ No

☐ Maybe

If so, what class? \_\_\_\_\_

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

☐ Yes

☐ No

☐ Maybe

If so, what class? \_\_\_\_\_

30. What do you like best about the fashion program at ECC?

31. What is one area where the fashion program can improve?

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

☐ Designer

☐ Instructor

☐ Patternmaker

☐ Other (please specify) \_\_\_\_\_

☐ Buyer

33. If you are planning to transfer to a four year school, what are your top two choices?

34. Please list any concerns that were not addressed in this survey

35. Which high school did you attend?

Thank you for completing this survey

79

# APPENDIX D

## STUDENT SURVEY-QUANTITATIVE RESULTS

Fashion Design Survey Fall 2013			
N = 114			
1. How many fashion classes are you enrolled in this semester?			
Response	Frequency	Percent	Mean: 1.86
1	52	46.85	
2	34	30.63	
3	15	13.51	
4	9	8.11	
More than 4	1	0.90	
2. I am enrolled at El Camino for the following purpose:			
Response	Frequency	Percent	Mean: 2.49
AA/AS degree	26	28.57	
Transfer to a 4 year college/university	35	38.46	
Certificate	19	20.88	
Employment	0	0.00	
Career advancement	1	1.10	
Personal enrichment	6	6.59	
Re-training	0	0.00	
Undecided	3	3.30	
Other	1	1.10	
3. Gender:			
Response	Frequency	Percent	Mean: 1.83
Male	19	17.12	
Female	92	82.88	
4. My age range is:			
Response	Frequency	Percent	Mean: 2.55
Under 18	2	1.82	
18-24	68	60.00	
25-29	27	24.55	
30-49	10	9.09	
50 or over	5	4.55	
5. What is the highest level of education that you have completed?			
Response	Frequency	Percent	Mean: 1.43
High School Graduate or GED	82	73.87	
Community College AA /AS degree or certificate	13	11.71	
Bachelor's degree	14	12.61	
Graduate degree	1	0.90	
Other	1	0.90	
6. What is your education status at El Camino?			
Response	Frequency	Percent	Mean: 2.00
First semester at El Camino	22	19.82	
Continuing student	67	60.36	
Returning student after a break from school	22	19.82	



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

Response	Frequency	Percent	Mean: 2.96
4 units or less	15	13.39	
5-8 units	29	25.89	
9-11 units	20	17.86	
12-14 units	41	36.61	
15 or more units	7	6.25	

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

Response	Frequency	Percent	Mean: 2.18
2014	32	29.63	
2015	42	38.89	
After 2015	17	15.74	
I don't plan to graduate. I am just taking classes.	17	15.74	

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

Response	Frequency	Percent	Mean: 2.13
Always	35	31.53	
Usually	47	42.34	
Sometimes	15	13.51	
Rarely or never	8	7.21	
N/A	6	5.41	

8. Which program are you planning to complete?

Response	Frequency	Percent	Mean: 4.57
AS Degree Fashion Design and Production	22	21.57	
AS Degree Fashion Merchandising	23	22.55	
Computer Pattern Making Technician Certificate	0	0.00	
Costume Technician Certificate	1	0.98	
Fashion Design and Production Certificate	7	6.86	
Fashion Merchandising Certificate	13	12.75	
Fashion Stylist Certificate	7	6.86	
Undecided	29	28.43	

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

Response	Frequency	Percent	Mean: 0.01
Yes	1	0.90	
No	110	99.10	

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

Response	Frequency	Percent	Mean: 3.59
Very good	19	17.43	
Good	48	44.04	
OK	25	22.94	
Poor	12	11.01	
I need help with this	5	4.59	

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

Response	Frequency	Percent	Mean: -
Math tutoring center	11	11.11	
Assessment/Testing Office	17	17.17	
Project Success	1	1.01	
Supplemental Instruction	2	2.02	
Academic Counseling	39	39.39	
SRC/SRC Tutoring Program	2	2.02	
First Year Experience	9	9.09	
Puente Program	0	0.00	
Library	76	76.77	
EOP&S/Cal Works	6	6.06	
Learning Communities	1	1.01	
LRC Tutoring Program	4	4.04	

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

Response	Frequency	Percent	Mean: 2.08
Very Satisfied-I generally can get the classes I want	32	29.91	
Somewhat satisfied-I occasionally find it difficult to get the classes I want	56	52.34	
Dissatisfied-I often find it difficult to get the classes I want	15	14.02	
Very dissatisfied-I generally have great difficulty in getting the classes I want.	4	3.74	

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

Response	Frequency	Percent	Mean: 2.42
Never	20	18.18	
Once	34	30.91	
2 - 3 times	46	41.82	
4 or more times	10	9.09	

16. When do you prefer your classes:

Response	Frequency	Percent	Mean: 2.09
Only one day a week	15	19.23	
Monday/Wednesday	43	55.13	
Tuesday/Thursday	19	24.36	
Friday	0	0.00	
Saturday	1	1.28	

17. Your preferred time for starting a class is:

Response	Frequency	Percent	Mean: 3.17
Before 8 am	3	2.94	
8 am to 9:30 am	26	25.49	
10:00 am to 12:30 pm	43	42.18	
1 pm to 3:30 pm	16	15.69	
4 pm to 6:30 pm	9	8.82	
7 pm or later	5	4.90	

19. Do you feel that your present English skills are limiting your ability to learn and do well in your classes?

Response	Frequency	Percent	Mean: 0.23
Yes	25	23.15	
No	83	76.85	

21. How often do you check your ECC email?

Response	Frequency	Percent	Mean: 1.61
At least once a day	21	19.27	
At least once a week	45	41.28	
At least once a month	23	21.10	
Rarely or never	20	18.35	

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

Response	Frequency	Percent	Mean: 0.68
Often	22	20.37	
Sometimes	29	26.85	
Rarely or never	57	52.78	

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

Response	Frequency	Percent	Mean: 2.38
Very satisfied	55	50.93	
Somewhat satisfied	40	37.04	
Somewhat dissatisfied	12	11.11	
Very dissatisfied	1	0.93	

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

Response	Frequency	Percent	Mean: 1.46
Strong	64	58.72	
OK	31	28.44	
Weak	14	12.84	

20. Is parking a problem for you on campus?

Response	Frequency	Percent	Mean: 0.44
Yes	50	43.86	
No	64	56.14	

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

Response	Frequency	Percent	Mean: 0.75
Yes	83	74.77	
No	28	25.23	




24. How many hours a week are you employed?

Response	Frequency	Percent	Mean: 2.80
None	51	47.22	
Less than 5 hours	1	0.93	
5-14 hours	9	8.33	
15-20 hours	13	12.04	
More than 20 hours	34	31.48	




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

Response	Frequency	Percent	Mean: 0.07
Yes	8	7.41	
No	100	92.59	






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

Response	Frequency	Percent	Mean: 1.94
Yes	36	33.96	
No	40	37.74	
Maybe	30	28.30	

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

Response	Frequency	Percent	Mean: 1.91
Yes	35	32.11	
No	49	44.95	
Maybe	25	22.94	

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

Response	Frequency	Percent	Mean: 2.80
Designer	32	35.56	
Patternmaker	0	0.00	
Buyer	34	37.78	
Instructor	2	2.22	
Other	22	24.44	

# APPENDIX E

## STUDENT-QUALITATIVE RESULTS

### OPEN ENDED QUESTIONS FOR FASHION DEPARTMENTT SURVEY

FALL 2013  
(RAW DATA)

**26. What courses would you like to see added to our Fashion  
Design Curriculum? Please list courses.**

---

Fashion business  
Fashion retail/business  
Whatever is available  
Fashion 31  
Fashion 2  
Fashion design  
Fashion 31  
Costume construction  
All fashion courses  
Editing 101 (fashion editing)  
Texture or Fashion 2  
History of costume/fashion  
Textiles, fashion 1  
Fashion 2/fashion 4  
Fashion Merchandising  
Fashion 21  
Any GE class  
History of Fashion  
Whatever is available  
Any lecture classes  
Merchandising  
Merchandising  
Careers in fashion  
Whatever is available

**28. Are you interested in taking an online fashion course? If so, What class?**

---

Fashion business  
Fashion retail/business  
Whatever is available  
Fashion 31  
Fashion 2  
Fashion design  
Fashion 31  
Costume construction  
All fashion courses  
Editing 101 (fashion editing)  
Texture or Fashion 2  
History of costume/fashion  
Textiles, fashion 1  
Fashion 2/fashion 4  
Fashion Merchandising  
Fashion 21  
Any GE class  
History of Fashion  
Whatever is available  
Any lecture classes  
Merchandising  
Merchandising  
Careers in fashion  
Whatever is available

**29. Are you interested in taking a hybrid fashion course? If so, what class?**

---

Fashion styles  
Whatever is available  
Fashion 2  
All fashion courses  
Texture or Fashion 2  
Fashion History  
Fashion 2  
Styling  
Fashion Merchandising  
Fashion 21  
Applied color theory  
Whatever is available  
Any classes if it's possible  
Career Opportunities in Fashion  
Whatever is available

### **30. What do you like best about the fashion program at ECC?**

---

Great instructor; practical approach  
The participation and group projects. Learning the in's and out's of the fashion industry  
That it is very hands-on and a small environment  
The best part about the fashion program at ECC is that it is so interactive  
Hands-on experience and great teachers  
The instructors actually take their time with their students going step by step with projects  
High Quality instructors, professionalism, job-related curriculum  
The learning  
It's pace and equipment  
Some of the teachers' information on the industry  
I like the hands on experience and how knowledgeable the instructors are  
Good teachers  
Excellent qualifications of instructors  
The teacher is great at his job  
The different collection of people that have the same interest in fashion  
They allow us to work on our own creativity and help us grow  
The learning and the fashion show  
Teachers and fun assignments  
Teachers  
Hands-on experiences  
Hands-on and the teachers are experienced  
The instructor  
Hands-on work and full explanation and understanding of what you're doing and learning  
It's very informative and fun  
It's fun and interesting  
It's close to my house and counts as credits for my degree  
The instructor explains things well  
It's very fun  
The time of the classes  
I like that it is close to my house  
I like the variety of students in the program, the different fashion adventures, and networking  
Everything  
Affordable, fun, informal, great professors  
The classes are not overfilled  
Most teachers

The challenge and learning new things  
Learning to make clothes  
Teachers  
The experience of the fashion show  
Easy to get projects  
Downloads from MyECC  
It is a very interesting program. I really love the program and I hope to teach people what I've learned  
The fashion program is very fun and interesting  
Great program, gives information about the fashion industry  
The professors  
It is nearby  
Teachers are great instructors  
Very good instructor  
Learning different skills related to fashion  
Available classes  
Close to home  
The teachers are very helpful and kind  
What I like best is that the instructor is friendly and approachable, I never feel the need to hesitate when asking for help  
Very organized and informative  
That we have great hands-on projects  
I like that I have at least one class that I actually see as something I'll use in my future career(s)  
I like that it is more one-on-one based and helpful  
The teachers, the classes, and the tools you gain  
The other students and the best professor, Ms. Strobel  
That everyone knows each other  
Creativity and the knowledge of the fashion industry  
Learning how to dress well, how to sew, and how to take care of clothing  
Most professors are really supportive  
That it's all about fashion  
Fashion sketching, clothing construction  
It is very welcoming  
Fashion show  
The Fashion 41 class and activities  
The time and availability of courses  
The teacher allowed me to make patterns for my dolls  
It's hands on  
The students  
The encouragement  
The teachers and support  
Accessible, fun, and informative



Easy to follow along and knowledgeable  
Hand on experience

**31. What is one area where the fashion program can improve?**

---

Better facility  
More field trips and more freelance work  
Materials provided  
Textiles class  
Machine reliability  
More sewing machines, better steam irons  
More information I class on subjects  
Patterns for larger women  
None  
Space for sewing  
Provide all classes each semester  
Don't make the classes so long  
Allow classes to be offered every semester, not once a year or every other semester  
Costume history (I don't think it should be an online course)  
Supplies  
Provide fabrics and better time management  
Have more materials and better time management  
Time scheduling for class availability  
The time to start classes. I'd like to have classes around noon.  
More classes available  
I would like night classes  
Styling  
More classes available  
More courses, activities, and field trips  
Amount of classes/times  
A few teachers do not use correct English  
More materials  
Need more classes  
Offer more classes  
I don't know  
Teaching by example  
I think that things are rushed  
Teaching  
The equipment  
Offer more morning classes  
More classes

More space for fashion sketching  
More classes  
Need more class times  
More classes at night  
Better chairs  
We need a more difficult curriculum to prepare us for the fashion industry  
I wish we spoke about styling more  
More classes offered for Fall  
More open classes so that students can finish their program on time  
Sewing construction and equipment needs improvement  
Create more than one fashion club  
Offer all classes every semester instead of one semester a year  
Teachers, cleaner classroom, more space  
Need more instructors and hours for fashion classes  
Sewing  
Having more professors to add more classes  
Offer all fashion classes year around  
Need more space  
I think the professor should be more concerned about men's clothing  
More one on one help to students who need it and for slower learners  
Building  
Styling skills  
More materials in class  
Needs to be more organized  
Offering more classes every semester versus once a year  
Larger scale  
Have more materials  
More up-to-date technology  
Textiles class, times, and numbers of classes textiles offer

---

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

Store owner  
I would like to start my own company  
Artist  
Don't know  
Stylist  
Stylist/merchandiser  
Artist  
Editor

Boutique owner  
Editor  
Fitting and alteration, maybe some seasonal-themed classes  
Fashion magazine editor  
Creative director  
Stylist  
Boutique owner  
Merchandiser  
Editorial stylist  
Undecided  
Fashion magazine editor  
Photographer  
Stylist  
Stylist

---

**33. If you are planning to transfer to a four year school, what are your top two choices?**

CSU Long Beach or CSU Dominguez Hills  
UC Davis or FIDM  
CSU Long Beach and USC  
Parsons NY or Paris and ESMOD  
CSU Dominguez Hills and UC Santa Barbara  
FIDM or CSU Long Beach  
Undecided  
CSULB only  
UCLB and FIDM  
CSU Long Beach and CSU Los Angeles  
CSU Northridge and CSU Los Angeles  
CSU Long Beach and FIDM  
Not sure  
FIDM and UCLA  
Art Center College of Design and Parsons  
CSU Long Beach and CSU Los Angeles  
FIDM and CSU Long Beach  
CSU Long Beach/OTIS  
CSU Long Beach  
CSU Long Beach  
Humboldt State University or UC Santa Cruz  
CSU Northridge or CSU Long Beach  
San Francisco State University and San Luis Obispo  
CSU Long Beach or FIDM  
USC

SAIC, CALARTS, VCU, ART CENTER  
FIDM and CSU Los Angeles  
FIDM  
Pomona University and San Francisco State University  
Parsons  
Cal Poly, JWV  
Designer, merchandiser  
CSULA and CSU Fullerton  
CSULB and UCLA  
CSU Long Beach and CSU Dominguez Hills  
CSU Northridge and CSU Long Beach  
FIDM or FIA  
CSU Long Beach  
CSU Long Beach and CSU Northridge  
FIDM or Art Institute  
CSU Long Beach  
CSULB and CSUN  
FIDM  
CSU Long Beach  
No plans  
UCLA or CSU Long Beach  
CSULB or Cal Poly Pomona  
CSUN or OTIS  
Antwerp Royal Academy, Savannah College of Art and Design  
OTIS  
UC Santa Barbara and UCLA  
FIDM  
CSULB or CSUDH

**34. Please list any concerns that were not addressed in this survey**

The use of ebionics and the difficulty using computer on smartboard- not knowledgeable  
Hope we can have a nicer classroom and toilet  
More equipment makes our work faster  
I really think the counselors need to be fired or disciplined in some way.  
They are not helpful and they are rude and don't care about us  
Teachers need to be more organized  
Will there actually be a change in the fashion design curriculum?  
Need more internship opportunities and fashion tours

**35. Which high school did you attend?**

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Kyoto Girl's High School (In Japan)  
Lloyde High; Hawthorne High  
Highland High School  
Washington Preparatory High School  
Don Antonio Lugo  
Lennox Mathematics, Science, & Technology  
Academy  
Highland High School  
JEB Stuart High School (Falls Church, VA)  
Animo South Los Angeles Charter  
Boston school  
Redondo Union High  
Morningside High  
JC Fremont High School  
Crenshaw High School  
West Torrance High  
East High (Denver, CO)  
West Torrance High  
Carson High School  
Animo South Los Angeles High  
Carson High School  
Narbonne High School  
Carson High School  
Washington Preparatory High School  
South High School  
Taft High School  
Century High School  
Compton High School  
Hawthorne High School  
Christ High School (Ethiopia)  
Compton High School  
Susan Miller Dorsey High  
Culver City High School  
West Torrance High  
San Pedro High School  
Leuzinger High School  
Leuzinger High School  
Hawthorne High School  
City of Angels  
Redondo Union High  
Firebaugh High School  
Animo Locke 2

Kyoto Girl's High School (In Japan)  
Channel Islands High  
Hawthorne High School  
Home schooled  
Crenshaw High School  
King Drew Magnet  
Washington Preparatory High School  
Lawndale High School  
Henry Sibley Sr. High (Montana)  
Gardena High School  
Redondo Shores  
La Puente High  
Redondo Union High  
Lawndale High School  
North Torrance High School  
North Torrance High School  
Downey High School  
Westchester High School  
Mission View  
Alexander Hamilton High  
Leuzinger High School  
Westlake High School (Austin, TX)  
Gardena High School  
St. Bernard High School  
Central Howen High School  
Opportunities for Learning (OFL)  
Narbonne High School  
Santee Educational Complex  
Gardena High School  
Mary Star of the Sea High School  
Birmingham Community Charter High School  
Washington Preparatory High School  
Compton High School  
Washington Preparatory High School  
Dorsey High School  
Junipero Serra High School  
Redondo Union High  
Bellflower High School  
Long Beach Polytechnic  
Redondo Union High  
John C. Fremont High School  
Palisades High School  
South Torrance High School  
Animo South Los Angeles High School

Skyline High  
West Torrance High

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# APPENDIX F

## SUPPLEMENTAL QUESTIONS

### CAREER AND TECHNICAL EDUCATION – SUPPLEMENTAL QUESTIONS

#### FASHION DEPARTMENT- FALL 2013

Report prepared by Vera Bruce Ashley

Submitted Sept. 2013

Use labor market data, advisory committee input, and institutional data to respond to the following questions:

#### 1. How strong is the occupational demand for the program?

According to several articles, (located in Appendix A and B in the 2013 Program Review) there is demand for entry level apparel industry workers. In Appendix A, there are a good number of jobs that El Camino fashion students would be qualified to apply for. According to the information in the appendix, the employment rate is steady and the Los Angeles industry is doing better than other parts of the country. The competitive advantage of LA's Textile industry is design, diverse product lines, speed -to-market, and a willingness to try new things.

- "LA Style" is propagated by media obsession with celebrities
- L. A. is a powerful combination of geography and orientation to 'fast fashion'.
- About 6,400 firms are involved in the apparel/textile complex, with more than 100,000 direct employees.
- Massive economic impact of apparel on the L.A. economy. Over \$40B in L.A. apparel imports, over \$13B in local revenues, and at least \$6.0B flowing into local incomes.

Since 2004, California's apparel industry has a clear indication that the standard manufacturing economy has become "knowledge intensive." The direction for the region's apparel and textile industry is the road to unique design and higher quality



elements to warrant higher prices, providing the offsetting cost advantages and protecting profit margins.

## 2. How has the demand changed in the past 5 years and what is the outlook for the next 5 years?

Research (Appendix A) summarizes that there has been a decline in wages and jobs in the Los Angeles Apparel Industry but the future looks promising because of the uniqueness of the L.A. apparel style. Firms are looking to hire students who have management/business skills. The prospect for apparel workers is the best in the country. Individual talent has become a commodity and those who have the knowledge and creativity can do well. Entrepreneurship has also merged in today's apparel industry. Building your own brand identity is very important during these economic times.

## 3. What is the district's need for the program?

El Camino College is its own district which primarily serves its own local area. No other schools in the South Bay area has a fashion program which serves the same Demographic. Service area includes: Torrance, Harbor City, Lawndale, Gardena, Compton, Hawthorne, Inglewood, Lennox, etc. El Camino represents a cost effective way to train our local residents in the area of fashion design.

## *3. What is the state's need for the program?*

The fashion design program is a popular program because of the "glamour" of the apparel industry which is located less than 15 miles from the school.

The ECC program has short term certificates that benefit our students by allowing them to complete certain program options early, thereby, putting them out into the workforce sooner rather than later.

The state also needs low cost alternatives (El Camino) to some of the more expensive private schools and universities.

5. How does the program address needs that are not met by similar programs in the region?

Although, there are similar two year colleges, El Camino has its own diverse "South Bay" culture. The fashion department has small class sizes which results in higher student/teacher ratios.

6. Are the students satisfied with their preparation for employment?

One of our former students transferred to Cal State Long Beach to earn a bachelors' degree. While at El Camino, he developed his apparel business (ladies dresses) and is doing very well as he finishes his education. El Camino gave him a firm foundation from which to start his business. Another student built a swimwear business as a result of the foundation she built while at El Camino. Another former student had a career as an alteration specialist at Nordstrom's as a result of being an EL Camino student. Another former student was discovered when she hired one of our students as an intern. She had built small kids Wear Company. Written evaluation feedback from individual students enrolled in my courses show that students felt they had learned a lot.

7. Are the employers in the field satisfied with the level of preparation of our graduates?

As of this writing, I do not have much data to respond to this question. When I have worked with interns, and spoke to their supervisors, the supervisors seem to be happy with what the intern was skilled enough to do/offer.

8. What are the completion, success, and employment rates for the students?

This past spring term, the graduation rate was excellent with 28 students either earning an AS or completing a certificate program.

	2009-2010 Award Count	2010-2011 Award Count	2011-2012 Award Count	2012-2013 Award Count
TOTAL	5	6	4	28
Associate of Science Degree	4	3	2	10
Associate of Arts Degree		1		
Certificate requiring 30 <60 semester units	1	2		5
Certificate requiring 18<30 semester units			2	13

(Source) Chancellors Office Data Mart

The success rate standard is 60% and our 5 year success average is 63.1%.

<b>Preliminary Success Standard</b>	<b>60.0%</b>
<b>5 year Success Average</b>	<b>63.1%</b>
<b>5 year Success Minimum</b>	<b>57.0%</b>

Employment rates are not known.

## 9. What is the role of the advisory committee and what impact does it have on the program?

The primary purposes of a program advisory committee is to help the college ensure that the program is relevant to the community, addresses current industry standards, meets workforce needs, and has appropriate resources to support high quality student outcomes. Advisory boards participate in Program Development, Program Curriculum, Program Evaluation, Instructor Guidance, and Student Recruitment, Retention and Placement.

Our board has discussed such topics as Planning a curriculum for a Technical design course and helping students to get internships. The board has a tremendous impact of the department. The board can be called the eyes and ears of the industry in that they are in a position to share the needs of the industry so that our students can be prepared to meet some of those needs.

Our advisory board also meets to judge the workmanship of garments that are slated to be shown at the fashion show.

10. If there is a licensure exam for students to work in their field of study, please list the exam and the pass rate. If there are multiple licensure exams in the program, include them all.

There is no licensure exam for students in the apparel industry.

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## APPENDIX G

### SCHOOL FACILITIES IMPACT STUDENT LEARNING

#### **Archived Information**

#### **Impact of Inadequate School Facilities on Student Learning**

Archived at: <http://www2.ed.gov/offices/OESE/archives/inits/construction/impact2.html>

A number of studies have shown that many school systems, particularly those in urban and high-poverty areas, are plagued by decaying buildings that threaten the health, safety, and learning opportunities of students. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school. A growing body of research has linked student achievement and behavior to the physical building conditions and overcrowding.

#### **Physical Building Conditions**

Decaying environmental conditions such as peeling paint, crumbling plaster, nonfunctioning toilets, poor lighting, inadequate ventilation, and inoperative heating and cooling systems can affect the learning as well as the health and the morale of staff and students.

#### *Impact on student achievement*

- A study of the District of Columbia school system found, after controlling for other variables such as a student's socioeconomic status, that students' standardized achievement scores were lower in schools with poor building conditions. Students in school buildings in poor condition had achievement that was 6% below schools in fair condition and 11% below schools in excellent condition. (Edwards, 1991)
- Cash (1993) examined the relationship between building condition and student achievement in small, rural Virginia high schools. Student scores on achievement tests, adjusted for socioeconomic status, was found to be up to 5 percentile points lower in buildings with lower quality ratings. Achievement also appeared to be more directly related to cosmetic factors than to structural ones. Poorer achievement was associated with specific building condition factors such as substandard science facilities, air conditioning, locker conditions, classroom furniture, more graffiti, and noisy external environments.
- Similarly, Hines' (1996) study of large, urban high schools in Virginia also found a relationship between building condition and student achievement. Indeed, Hines found that student achievement was as much as 11 percentile points lower in substandard buildings as compared to above-standard buildings.
- A study of North Dakota high schools, a state selected in part because of its relatively homogeneous, rural population, also found a positive relationship

between school condition (as measured by principals' survey responses) and both student achievement and student behavior. (Earthman, 1995)

- McGuffey (1982) concluded that heating and air conditioning systems appeared to be very important, along with special instructional facilities (i.e., science laboratories or equipment) and color and interior painting, in contributing to student achievement. Proper building maintenance was also found to be related to better attitudes and fewer disciplinary problems in one cited study.
- Research indicates that the quality of air inside public school facilities may significantly affect students' ability to concentrate. The evidence suggests that youth, especially those under ten years of age, are more vulnerable than adults to the types of contaminants (asbestos, radon, and formaldehyde) found in some school facilities (Andrews and Neuroth, 1988).

### *Impact on teaching*

- Lowe (1988) interviewed State Teachers of the Year to determine which aspects of the physical environment affected their teaching the most, and these teachers pointed to the availability and quality of classroom equipment and furnishings, as well as ambient features such as climate control and acoustics as the most important environmental factors. In particular, the teachers emphasized that the ability to control classroom temperature is crucial to the effective performance of both students and teachers.
- A study of working conditions in urban schools concluded that "physical conditions have direct positive and negative effects on teacher morale, sense of personal safety, feelings of effectiveness in the classroom, and on the general learning environment." Building renovations in one district led teachers to feel "a renewed sense of hope, of commitment, a belief that the district cared about what went on that building." In dilapidated buildings in another district, the atmosphere was punctuated more by despair and frustration, with teachers reporting that leaking roofs, burned out lights, and broken toilets were the typical backdrop for teaching and learning." (Corcoran et al., 1988)
- Corcoran et al. (1988) also found that "where the problems with working conditions are serious enough to impinge on the work of teachers, they result in higher absenteeism, reduced levels of effort, lower effectiveness in the classroom, low morale, and reduced job satisfaction. Where working conditions are good, they result in enthusiasm, high morale, cooperation, and acceptance of responsibility."

A Carnegie Foundation (1988) report on urban schools concluded that "the tacit message of the physical indignities in many urban schools is not lost on students. It bespeaks neglect, and students' conduct seems simply an extension of the physical environment that surrounds them." Similarly, Poplin and Weeres (1992) reported that, based on an intensive study of teachers, administrators, and students in four schools, "the depressed physical environment of many schools... is believed to reflect society's lack of priority for these children and their education."

### **Overcrowding**

Overcrowded schools are a serious problem in many school systems, particularly in the inner cities, where space for new construction is at a premium and funding for such construction is limited. As a result, students find themselves trying to learn while jammed into spaces never intended as classrooms, such as libraries, gymnasiums, laboratories, lunchrooms, and even closets. Although research on the relationship between overcrowding and student learning has been limited, there is some evidence, particularly in high-poverty schools, that overcrowding can have an adverse impact on learning.

- A study of overcrowded schools in New York City found that students in such schools scored significantly lower on both mathematics and reading exams than did similar students in underutilized schools. In addition, when asked, students and teachers in overcrowded schools agreed that overcrowding negatively affected both classroom activities and instructional techniques. (Rivera-Batiz and Marti, 1995)
- Corcoran et al. (1988) found that overcrowding and heavy teacher workloads created stressful working conditions for teachers and led to higher teacher absenteeism.

Crowded classroom conditions not only make it difficult for students to concentrate on their lessons, but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work or, indeed on teaching anything beyond the barest minimum of required material. In addition, because teachers must constantly struggle simply to maintain order in an overcrowded classroom, the likelihood increases that they will suffer from burnout earlier than might otherwise be the case.

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