

**El Camino College**

**Industry & Technology Division**

**Fashion Design Department**

**Program Review**

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## **I. Overview**

### **A. Description of Program**

The fashion program prepares students for employment in the field of fashion design and production or fashion merchandising and provides 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. Students completing the requirements for the merchandising option will also gain proficiency in presentation techniques, planning, promotion, fashion coordination, advertising and sales. Competencies are assessed by portfolios and exhibitions of original apparel design and garments. Students may expect to enter the industry as a design assistant, costume technician, fashion consultant, stylist, entry-level pattern maker, quality control assistant, assistant merchandiser, or sales associate.

Two options for the Associate in Science Degree are offered in the fashion design department:

- (1) The Fashion Design and Production Option are geared toward students whose are interested in the design and production area of fashion.
- (2) The Fashion Merchandising Option is for students who are interested in the buying and retailing area of fashion stylist.

Several Certificates of Achievement options are offered: Computer Pattern Making Technician; Costume Technician; Fashion Design and Production; Fashion Merchandising; and Fashion Stylist.

### **B. Status of Previous Recommendations**

No recent previous recommendations are available.

## II. Program Statistics

### A. Demand: FTES by Course/Program

Instructions: Analyze the **/Program** using 1<sup>st</sup> census data and answer the following questions. At a minimum, your analysis must include a 3-year cycle comparing like semesters.

Course	Year 1 (Fall 2005)	Year 2 (Fall 2006)	Year 3 (Fall 2007)	Year 4* (Fall 2008)	Trends Noted
Fashion 10AB (2 sections)	9.45	11.37	9.8	10.87	Highest FTES Seems to be the most popular class
Fashion 11AB		2.45	1.75	5.47	*FTES increasing after decline
Fashion 15AB	2.67	2.81	2.95	4.33	FTES increasing
Fashion 24ABC		2.10	2.97	4.45	FTES increasing
Fashion 26A	1.57	3.15	2.97	5.47	FTES increasing
Fashion 27	3.5	3.19	1.91	3.37	FTES fluctuates*
Fashion 31			1.59	3.72	Not enough data
Fashion 29AB	1.92	2.10			Not enough data
Fashion 35	2.95	4.08	2.11	5.05	FTES increasing
Fashion 41	3.82	3.19	3.29	3.19	Lowest FTES Consistent
Fashion 95ABCD				00	
Fashion 99ABC				00	
Fashion 23				No data	

\*For fall 2009, 100% FTES weekly census data was used

1. Given the data, can you recognize any trends in course demand in any of the Program's courses? (See 6<sup>th</sup> column above for observations)
2. What are you doing to respond to trends?

Fashion 11AB-Clothing Construction: A survey was submitted to the Institution board for production. This survey will be configured to have students bubble their chosen responses. Distribution is planned for around May 15<sup>th</sup> and will be distributed to the 2 sections of 10AB (day and evening classes). 10AB is a prerequisite for the 11AB class. Surveys will ask if students plan to enroll in the next level (11AB) class. If they don't plan to, they are asked the reason why. Their responses may help to explain the FTES for 11AB are about half the FTES of 10AB.

Fashion 27-Fashion Merchandising: This course is required for both the Associate of Science Degree and the Certificate of Competence & Completion. The FTES dropped sharply in 2007 and then rose significantly in fall of 2008.

Fashion 35-Color Theory: This course is required for both the Fashion Design and Fashion Marketing Degree and Certificates of Competence. A new instructor taught the fall 2008 course which had much higher FTES.

With the exception of Fashion 41, all courses researched had the highest FTES in fall 2008 than in previous years. In the fall of 2008, a full time instructor was named to the department. It is possible that students may have more confidence in signing up for classes than when the full time position had been unfilled. It will be important to keep an eye on the numbers for that course to see what trend is developing.

3. Should a recommendation be written addressing the data? \_\_\_ Yes  
 \_X\_ No  
 (If yes, list.)

Distribute Surveys about taking Fashion 11AB should be distributed in the two 10AB classrooms (day and evening class). Distribution is planned for the middle of May.

### **B. Offerings: Fill Rate\***

Instructions: Review and analyze the **fill rate data** (including the fill rate per course for both day and evening), provided by Institutional Research for this program for a three year cycle and answer the following questions:

Average fill rate of courses in program: How does this program compare to:

	Year 1 (Fall 2005)	Year 2 (Fall 2006)	Year 3 (Fall 2007)	Fall 2008

Day classes	77.4%	74.9%	51.5%	No data was obtained for fall 2008 fill rates
Evening classes	70.0%	70.0%	60.0%	

1. Given the data, is the program in a growth mode? \_\_\_\_\_ Yes  
 \_\_\_X\_\_\_ No

It appears that the fill rate for the day classes from 2005 to 2006 dropped only 2.5% but from 2006 to 2007, it dropped significantly, almost 23.4%

For the evening classes in the years of 2005 and 2006, fill rate data is the same: 70.0%. From 2006 to 2007, the rate decrease is 10%.

With higher FTES in fall 2009, it is possible that fill rate data would be higher indicating a growth mode. Without the fill rate data for fall 2009, it is not possible to show the amount of class/program growth.

In research entitled "Total Annual Program Participation (4 year trend)", the following trend is noted:

Annual Seat Count:

	2004-05	2005-06	2006-07	2007-08
Annual Seat Count	582	537	652	565

This shows a decrease of 87 students from 2006/07 to 2007/08

In the research: "Course, Section, Seat Counts", the following is noted:

	2004-5	2005-06	2006-07	2007-08
Sections	32	28	35	31
Seats	582	537	652	565
Unduplicated Students	286	279	310	335

According to this data, in the 2007/2008 school year, the number of student has increased, up 25 students from the previous year. This data would show that the program is growing in numbers.

2. What adjustments are indicated?

In any case, we need to make sure that our classes are filled. The Dean and Vera Bruce have discussed fill rates on classes in spring 2009 and have made adjustments accordingly. These adjustments include offering certain classes once a year. It might be helpful information to observe the percentage of students who registered for each class and compare that number to those who never showed up or dropped the class prior to the first census date.

It was observed on one occasion, that ½ of students who had registered and signed up for a particular class, did not show up on the first day of class.

3. Should a recommendation be written that addresses the data?   X    
 Yes        No

**(If yes, list.)**

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.

### C. Scheduling: Student Satisfaction with Scheduling

Instructions: Complete the chart below. Indicate the time when sections of courses in the program are currently scheduled to start. Analyze the data provided by Institutional Research on student satisfaction with scheduling in the program and answer the questions.

No data on this area was disseminated for fall 2009 from the institutional review board

Course	During the early morning	During the late am/early pm 10am –1:55	During the late afternoon 2 pm -4:25	During the evening 4:30 & later	During the weekend	During the summer	Via Telecourse	Via Online
Fash 1			X			X		
Fash 2				X				
Fash 3				X				
Fash 4ab				X				
Fash 10ab		X		X		X		
Fash 11ab			X					
Fash 14	X							
Fash 15	X							
Fash 16ab		X						
Fash				X				

17ab								
Fash 20	X							
Fash 23				X				
Fas 24abc				X				
Fash 26a								
Fash 26b	X							
Fash 27			X					
Fash 28				X				
Fash 29ab								
Fash 31	X							
Fash 35			X					
Fash 36		X						
Fash 37 N/A								
Fash 41		X						
Fash 42			X					
Fash 50-N/A								
Fash 95abc N/A								
Fash 99abc N/A								
Fash1 00- Non credit N/A								

1. What (if anything) is indicated by the student satisfaction with scheduling?



2. Are there time periods of high student demand which are not being addressed? \_\_\_ Yes \_\_\_ No  
How could such demand be addressed?

3. Should a recommendation be written addressing this area? \_\_\_ Yes  
\_\_\_X\_\_\_ No  
(If yes, list.)

## D. Retention and Success

### 1. Retention

Instructions: Review and analyze the data on **retention (course completion with a grade other than W)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels.

#### SPRING DATA

Course (% of all course grades)	Spring 2005		Spring 2006		Spring 2007		Spring 2008 No data yet collected	
	Success	Retention	Success	Retention	Success	Retention		
Fash 1	59.1%	81.5%	86.4%	91.3%	45.5%	95.5%		
Fash 10a	81.3%	60.4%	95.3%	70%	41.7%	68.3%		
Fash 11a			84.2%	76.2%	78.9%	84.2%		
Fash 14	0%	0%			100%	100%		
Fash 17a	93.3%	88.2%	100%	100%	76.9%	84.6%		
Fash 2	84.2%	95.0%	68.2%	78.6%	76.5%	88.2%		
Fash 20	92.6%	87.1%	75.0%	86.7%	80%	94.3%		
Fash 23			84.2%	95.0%	86.7%	86.7%		
Fash 26b	100%	92.3%	91.7%	84.6%	89.5%	89.5%		
Fash 28	81.8%	78.6%	78.6%	81.3%	56.5%	87.0%		
Fash 3	92.3%	92.9%	100%	88.9%	94.7%	94.7%		
Fash 31	92.3%	68.4%			42.9%	50%		
Fash 36	100%	100%	100%	80.0%	100%	100%		
Fash 42	100%	81.8%	94.1%	72.7%	88.9%	88.9%		
Fash 4	100%	94.7%	90.0%	75.0%	100%	100%		
Fash 95	100%	100%			33.3%	77.8%		
Fash 99a			100%	100%	100%	100%		
Fash 16a	100%	77.8%						
Fash 24a	90.9%	83.3%						
Source: Institutional Research "W" excluded from above rates								
Retention: Percentage of students retained from all students enrolled as of first census								
Success: Percentage of students who succeed in course and earn grade A, B, C, or CR.								

#### FALL DATA

Course (% of all course grades)	fall 2006		Fall 2007		Fall 2008		Observations/Trends
	Success	Retention	Success	Retention	Success	Retention	
Fash 1	35.7	93.3	44.4	80	52	77	Success rate is rising;

							Retention rate fluctuates
Fash 10a	71.2	76.5	37.3	82.1	31.3	84.7	Success rate is dropping* Retention rate is rising
Fash 11a	83.3	80.	75	100	81.8	95.5	No data
Fash 14	No data	No data	No data	No data	No data	No data	No major findings
Fash 15A	87.5	80	81.8	86.4	No data	No data	No data
Fash 17a	No data	No data	No data	No data	No data	No data	No data
Fash 2	No data	No data	No data	No data	No data	No data	No data
Fash 20	No data	No data	No data	No data	No data	No data	No data
Fash 24	91.7	100	82.2	94.1	63.6	72.7	Success rate is dropping* Retention rate dropping
Fash 26a	82.4	94.4	No data	No data	No data	No data	Not enough data
Fash 26b	No data	No data	100	100	93.3	100	Steady rates
Fash 27	57.1	90.3	68.8	73.3	No data	No data	Success rates rising, Retention rates dropping
Fash 28			No data	No data	No data	No data	No data
Fash 29	100	72.7	No data	No data	No data	No data	Not enough data
Fash 3	No data	No data	85.7	92.3	20	80	Success rates dropping Retention rate dropping
Fash 31	No data	No data	42.1	80.0	33.3	81.8	Less than 50% success rate Steady retention rate
Fash 35	95.2	72.4	60.0	86.7	No data	No data	Not enough data
Fash 41	87.5	77.4	72.7	90.3	No data	No data	Not enough data
Fash 36	No data	No data	No data	No data	No data	No data	No data
Fash 42	No data	No data	No data	No data	No data	No data	No data
Fash 4	No data	No data	88.9	100	No data	No data	Not enough data
Fash 95	33.3	100	No data	No data	50	100	Not enough data
Fash 99a	No data	No data	100	100	No data	No data	Not enough data
Fash 16a	No data	No data	No data	No data	No data	No data	No data

Looking at the same variables for the last three years during the fall semesters, the trends are noted (above, next to data):

1. Given the data, what trends are observed?

See chart.

#### SPRING DATA COMENTS

	Succes s 2005	Retention 2005	Succes s 2006	Retention 2006	Succes s 2007	Retention 2007	Success Trend	Retention Trend
Fash 1	59.1%	81.5%	86.4%	91.3%	45.5%	95.5%	Lower	good
Fash 10a	81.3%	60.4%	95.3%	70%	41.7%	68.3%	Sharp decline in 2007	Slightly over half retention
Fash 11a	No data	No data	84.2%	76.2%	78.9%	84.2%	About 80% successful	Moderate retention
Fash 14	0%	0%	No data	No data	100%	100%	Not enough information	Not enough information
Fash 17a	93.3%	88.2%	100%	100%	76.9%	84.6%	Fluctuating	Good
Fash 2	84.2%	95.0%	68.2%	78.6%	76.5%	88.2%	Downward trend	Moderate retention trend
Fash 20	92.6%	87.1%	75.0%	86.7%	80%	94.3%	Fluctuating	Good trend

Fash 23	No data	No data	84.2%	95.0%	86.7%	86.7%	Good trend	Excellent retention
Fash 26b	100%	92.3%	91.7%	84.6%	89.5%	89.5%	Slight drop in success	Good retention
Fash 28	81.8%	78.6%	78.6%	81.3%	56.5%	87.0%	Severe drop in success	Retention rates raised
Fash 3	92.3%	92.9%	100%	88.9%	94.7%	94.7%	Excellent success rate	Excellent retention rate
Fash 31	92.3%	68.4%	No data	No data	42.9%	50%	Severe drop in success rate	Lowering retention rate
Fash 36	100%	100%	100%	80.0%	100%	100%	Good success	Good retention
Fash 42	100%	81.8%	94.1%	72.7%	88.9%	88.9%	Good success rate	Retention rate is rising
Fash 4	100%	94.7%	90.0%	75.0%	100%	100%	Good success rates	Retention rate is rising
Fash 95	100%	100%	No data	No data	33.3%	77.8%	Not enough data to compare	
Fash 99a	No data	No data	100%	100%	100%	100%	Not enough data to compare	
Fash 16a	100%	77.8%	No data	No data	No data	No data	Not enough data to compare	
Fash 24a	90.9%	83.3%	No data	No data	No data	No data	Not enough data to compare	

## Retention

Most classes had good to moderate retention rates. (See above for how these rates relate to the success rates.)

2. Should a recommendation be written addressing the data? ☒ Yes  
☐ No  
**(If yes, list.)**

Department Chairs 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.

## 2. Success Rate

Instructions: Review and analyze the data on **success rate (students who earned a grade of A,B,C, or Credit)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels and answer the following questions:

1. What trends are observed?

### SPRING DATA COMMENTS

Over the three years, generally the retention rates are higher than the success rates.

Fashion 31 had the least positive trend occurring in 2007. Although data from spring 2006 is not included, the numbers show a negative trend for the success and retention.

In spring 2007, Fashion 10 had the sharpest decline in retention rates. Only 41.7% pass the class successfully. This course (or combinations of different sections) must have been especially challenging for the students. It might be good to talk with the instructors of the classes to find out what was different than other semesters. Fash 28 also had a severe drop in grade success rates. Again, maybe the instructor can explain why grades have dropped severely. This is interesting because retention rates have gone up at the same time. There is no immediately known reason why this trend/ direction has occurred.

2. Should a recommendation be written addressing the data?   X   Yes  
\_\_\_\_\_ No

**(If yes, list.)**

Supplying explanations for the data gathered from the Institutional Research Dept. is difficult without having “feedback” in particular about the instructors’ explanation and assessment of the grades earned in her class. A recommendation would be to have each instructor, at the end of the term, when grades are calculated, write a brief explanation if her grades do not follow the “bell curve”. The instructor’s insight might be valuable in adjusting curriculum to give students an opportunity to be more successful. There might be other recommendations that you can add, especially since you want to justify the health and continuation of your program.

### FALL DATA COMMENTS

For fall data, for fashion 10AB the Success rate dropped yet the retention rate rose. It would be helpful to see the grade sheet of the individual instructor(s) to see if a certain assignment earned a low score among most of the students.

For Fashion 24, Success rate dropped and the Retention dropped. This is the tailoring class. The instructor was believed to be the same person. Again, it would be good to see the grade distribution and graded assignments to discover any trend on particular assignments

## **III. Curriculum**

### **A. Course and Content**

### 1. Courses Not Offered

Instructions: Indicate the total number of courses in the program and list all courses in the program which are in the catalog but have not been offered in the last three years. Refer to this list to answer the following questions:

There are 28 courses listed in the 2007-2008 catalogue  
Courses not offered in the last 3 years are:

Fash 50	Special Topics in Fashion
Fash 37	Design for Apparel Manufacture
Fash 100	Fashion Studio

1. Given the data, are there courses that should be inactivated? ☒ Yes  
☐ No

Fash 100      Fashion Studio

2. If there are courses not offered in the last three years that you do not wish to inactivate,

What reasons are there to keep them active?

Fash 50	Special Topics in Fashion-This class is not offered as a regular class. Students take this class either as a substitute for one class or as a special interest. After speaking to one of the adjunct instructors, it was decided to leave that class open and start bringing various courses that are specialized relevant and current to the industry. Most ECC students would take it as an elective.
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3. Should a recommendation be written addressing the data? ☒ Yes  
☐ No

(If yes, list.)

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. What is your timeline on this? When will you be inactivating Fashion 37? We will need to have some specifics regarding when this will happen. When will you be coming forward (if at all) with the new course?

Fash 100 (Fashion Studio) has not been offered within the last 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.

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.

Low reported success rates occur because students do not always officially withdraw from a course so that at the end of the semester, their names are still on the roster and therefore they have to get a grade which is usually an F since no work had been submitted since the “unofficially” dropped the course. Instructors need to continue to explain to students that they must officially withdraw from courses if necessary.

## 2. Course Revisions and Additions-

Instructions: Utilize the Course Review Chart from the Curriculum Office to answer the following:

1. Are there course outlines that should be revised?   X   Yes  
       No

Currently, all courses below are scheduled for review/revision /update.

Yes. According to curriculum office document, 11 courses have not been reviewed in ten to thirteen years. They are:

Course	Anticipated time for curriculum committee review in division office (2009) Completion by dates below:
Fashion 1	August, 2009
Fashion 2	August, 2009
Fashion 3	August, 2009
Fashion 10ab	August, 2009
Fashion 11AB	August, 2009
Fashion 14	August, 2009
Fashion 15ab-	August, 2009

Fashion 16ab	August, 2009
Fashion 23	August, 2009
Fashion 95abcd	August, 2009

2. Are there courses inconsistent with current practice in the field? \_\_\_\_ Yes  
 \_\_X\_\_ No

**Explain.**

All of the courses are relevant. Fashion 100 is a studio course of 0 units. This “course” has not been taught in over 3 years and may not be necessary to retain.

3. Should new courses to be added to the program? \_\_\_\_X\_\_ Yes \_\_\_\_ No

**Explain.**

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. An instructor should be sought for this class after changes/additions are approved by curriculum department.

4. Are adjustments necessary to the conditions of enrollment (Prerequisite, Co requisite, Recommended Preparation, and Enrollment Limitations) for a specific course to increase student success?

\_\_X\_\_ Yes \_\_\_\_ No \_\_\_\_ Uncertain

For the Fashion Sketching Course, a prerequisite has been listed to help insure that the students are educationally prepared for the new material. With the same course, a co-requisite will also be recommended.

Other courses will be reviewed to ascertain if prerequisites are needed.

5. If the program offers a degree and/or certificate, list them and indicate when the requirements were last reviewed? **(If not applicable, skip to Question 7.)**

**The program offers:**

AS Degree

Fashion Design & Production

Fashion Merchandising

Last Year, the certificates were reduced in number. Currently the certificates are called

Certificates of Achievement. The offered options include: Computer Pattern Making Technician; Costume Technician; Fashion Design and Production; Fashion Merchandising; and Fashion Stylist.

6. Are these degree and/or certificate requirements inconsistent with current practice? ☒ Yes ☐ No

Both the degrees and the certificates are consistent with current practice.

7. Is there a need to create or delete a degree and/or certificate? ☒ Yes ☐ No

A grant proposal (Perkins Grant) was submitted in April 2009. This proposal asked for funds to help create a new short term certificate. In this project, the Digital Art, Fashion, and Business program faculty will work together to research and develop a new short-term certificate that will enhance student training and employment opportunities. The core indicators that will be addressed include: technical skill attainment, certificate or degree attainment, retention or transfer, increased student placement, and non-traditional participation and completion. *Fashion Graphics* is the name of the proposed new certificate of achievement and is a collaboration between the Digital Art (Graphic Design and Illustration options), and Fashion. Courses will train students in the design and printing of fashion related graphics such as T-shirts and fabric, as well as advertising and merchandising materials.

8. Should any recommendations be written that address the above responses? ☐ Yes ☒ No

**(If yes, list.)**



## B. Articulation

Instructions: Using the California Articulation Number (CAN) Guide, answer the following questions:

1. Should any of your courses not currently included in the CAN Guide be articulated?

No.

In checking the Assist.org website for a listing of articulated fashion courses transferable to the CSU campus, only two of the 28 courses listed in the catalog are not included. They are: Fashion 50 (Special topics in Fashion) which has no fixed number of units assigned and Fashion 100 which has 0 units. Fashion 50 is a class where students explore topics more specifically than what is covered in the general course curriculum. Fashion 100 is a minimum one hour lab "class" that is for non-credit.

The two courses mentioned above do not have consistent content that can be matched with a CSU course.

2. What problems, if any, are there in articulating courses?

Articulation has been rarely utilized in the fashion department. Two high schools have agreements with ECC Fashion Department but in the past year there have not been occasion to explain or implement the articulation agreements. The current agreements that need to be updated and more schools should be added.

A seminar/project sponsored by the Academic Senate for California Community Colleges entitled *Statewide Career Pathways: Creating School to College Articulation* will provide an opportunity for high school and college faculty to meet, collaborate and develop articulation agreements. Agreements that result will vary by discipline and may include alignment of course skills, concepts and sequences, advanced placement possibilities and credit by examination options. This project will address needs, problems and concerns experienced by community colleges and high school.

3. Should a recommendation be written addressing above responses? \_\_\_\_X\_\_\_\_

Yes \_\_\_\_ No

(If yes, list.)

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.

## C. Instruction and Assessment

## 1. Learning Methods

1. What learning methods are incorporated inside and outside the classroom in the program to promote student success?

Learning methods include field trips, lecture, group activity, student presentation, internship-(on the job training), demonstrations, lab projects, exams, projects

2. Should a recommendation be written addressing above response? \_\_\_\_  
Yes \_\_\_\_X\_\_\_\_ No  
(If yes, list.)

## 2. Assessment

1. How do you evaluate the extent to which the learning objectives, skills, and competencies are being met?

- A) Courses-Through course exams, projects, portfolios
- B) Program-Program Plan documents and Program Review documents-Advisory Board members' comments

2. How do you use the results of the above evaluation to improve student learning and the quality of the program?

Results obtained from the above assessments can be used as a catalyst to change course content, curriculum foci, the level and pace of the courses.

3. Should a recommendation be written addressing this area? \_\_\_\_X\_\_\_\_  
Yes \_\_\_\_ No  
(If yes, list.)

## IV. Program Requirements

### A. Instructional Support

1. Identify key instructional support areas used by the program.

#### Libraries & Programs:

X	Library		Special Resource Center		Basic Skills	Library Orientatio
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					Study Center	n
	Music Library		Puente Program		Honors Transfer Program	Other (Please list.)
	Learning Resource Center Media Materials Collection		Assessment/Testing Office	X	Counseling	
X	EOP&S/CalWORKS	X	Transfer Center		First Year Experience	
	Learning Communities		Project Success		Honors Transfer Program	

### Computer Labs & Tutoring:

X	LMTC Computer Commons		SRC High Technology Center		Other Computer Lab: Please list.	Writing Center
	CAI MAC Lab		Writing Lab			LRC Tutorial Program
	CAI Windows Lab		Math & Science Lab			Math Tutoring
	TOP Lab		Keyboarding Center			SRC Tutorial Program
	Hawthorne BTC					EOP&S Tutoring
	Inglewood Center					

### Faculty Support Services:

	Graphic Arts	X	Copy Center		Distance Education	Other (Please list.)
X	Media Services AV Production	X	Tech Services Help Desk		Teleconferences	
X	Media Services AV Equipment Distribution	X	Support Staff		Webconferences	
	ECC Vehicles		ECC hosted Websites	X	Staff Development	
X	ECC E-mail					

2. Do you have some instructional support needs that are not being met? ☒ Yes ☐ No

. We use room TA-257 for some courses. There is a television in the classroom but it does not work properly to support VCR or other technology.

3. Should a recommendation be written to address your needs? ☒ Yes ☐ No

(If yes, list.)

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.

## **B. Facilities and Equipment**

1. Does the program make effective use of its facilities and equipment?

**Explain.**

Yes, very much so. We maximize use of the facilities

2. Are adequate facilities, equipment and supplies available for the program?

☒ Yes ☐ No

**Explain.**

Yes, the program has the facilities it needs. Inside work is needed on carpeted floors or replacement is encouraged. More storage space would allow the department to take in local fabric donations.

3. Are the facilities and equipment adequately maintained? ☒ Yes ☐ No

**Explain.**

1) Some of the chairs in the classroom TA 212 were broken and need replacing. Grant money has been allocated to replace 35 new stools. They are presently in the classroom

2) Room 257 should have a white board instead of a chalkboard.

3) Currently, room TA 212 (Clothing construction classroom) has carpet as its flooring. This should be changed to a smooth surface so that when pins drop from the table, a hazardous situation is not created. Pins can potentially stick up from the carpet and injure a student.

- 1) Replace chalkboard in room 257 with a white board.
- 2) Change carpet to flooring in room TA 212
- 3)

Instructions: Analyze the data on **FTEF, adjunct FTEF, and the FT/PT ratio** for the most recent fall semester and answer the following questions: No 2009 data has been made available.

**Number of full-time FTEF: #** 0 **Number of adjunct FTEF: #** 2.85

1. How do the program numbers compare to a like semester (Fall to Fall) three years ago or the previous program review?  
No, in the fall of 2006 and 2007, we had 1 full time faculty member.

	Fall 2005	Fall 2006	Fall 2007 (and 2008?)
Full time faculty	0	1	1
Part time faculty	8	5	4
<b>Total faculty</b>	<b>8</b>	<b>6</b>	<b>5</b>
Full time FTEF	0	1	1
Part time FTEF	2.85	1.60	1.15
<b>Total FTEF</b>	<b>2.85</b>	<b>2.60</b>	<b>2.15</b>
Percentage ratio: FT to PT FTEF	0/100	39/61	46/54

- 21

The state standard is 75% to 25%. According to data, this is not what is evident in the fall 2007 term. We currently (2009) have more instructors than from fall 2005, 2006 and 2007. For the school year, we have 11 part time instructors.

3. How does the FT/PT ratio benefit or harm the program?

A lack of the proper ratio gives the program a lack of balance. The majority of instructors have responsibilities at other schools; they may not have time for office hours or to be available for students' needs beyond the classroom time. This can cause a strain on the demands of the full time instructor. As the program grows in number, another full time person might be necessary.

4. Do you have a faculty mentoring program? \_\_\_\_\_ Yes    \_\_\_X\_\_\_ No  
**Describe.**

5. How does faculty maintain currency in their field?

One faculty member is an educational doctoral student and speaks in professional workshops in the discipline's annual international conferences. Another faculty member regularly attends trade shows in the discipline. Faculty members read the discipline's trade newspaper.

6. Fill in the faculty status data below and answer the questions that follow.

Name	Reassigned time (how much in %)	Currently on leave (check)	Retired in last 2 years (check)	FT hired last 3 years (check)	Anticipated to retire in next 3 years (check)
Full Time					
V. Bruce	0			X Hired fall 2008	
Part Time	0				
B. Stott	0				
A. Owens	0				
D. Floral	0				
L. Strobel	0				
S. Warren	0				
B. Goodwin	0				
P. Ratcliff	0				
G. Bazier	0				
M. Jackson	0				
M. Brooks	0				
V. Kopecky	0				

6a. How does this data impact the program?

6b. Will this data affect the program in the future?

No

7. From this information, can you identify present and future staffing needs?

☒ Yes ☐ No

**Explain.**

Vera Bruce is the full time instructor who teaches a full load and is also responsible for administrative and department chair duties which include writing plan builders, program reviews, sponsoring community events, staffing, interaction with students as an administrator , supervising over 10 part-time instructors per year, putting on the yearly fashion shows, etc. Performing a full time teaching load and the additional administrative responsibilities cannot be performed adequately without an assistant. For several years working under the supervision of the full time instructor, Joyce Joaquin has worked in the capacity as the assistant to the full time instructor. Currently her salary is paid through a grant that was secured and will be nonexistent during this fall term. It is important to have the knowledge that funding is available to pay her for her valuable service. For following semesters, no salary funding arrangement are in place. Joyce is vital to the smooth running of the department. Joyce Joaquin has delegated administrative duties, organizational skills, computer knowledge (expertise with Macintosh Computers and software), and invaluable graphic art skills which have been used to promote our annual fashion shows and other departmental events.

She also works in the capacity of our webmaster. Following is a list of her duties as an instructional aide:

1. Operates and upkeeps equipment or instructional materials used for the department

8. What is the department doing to address any future staffing needs?  
Salary funding should be sought to insure that Joyce will be working with the department.

Salary funding should be sought to insure that Joyce will be working with the department.

1. Do the program faculty and other personnel have a clear idea of what is happening in the program, where it is headed, what external changes are affecting it, and what changes need to be made in order to enable the program to adapt and continue to be successful?

A faculty meeting was held in the fall which apprised attendees to what was happening in the department. A copy of the notes taken in the meeting could inform those who were not present. Currently, the absent instructors were given



a copy of the agenda and were asked if they wanted anything in particular to be discussed in the meeting.

3. What data, not currently provided, would be needed in order to improve planning for the development of the program?

**Explain.**

Enrollment data and other information about the program should be made known to the part time staff also. It may be difficult to gather full participation in helping to increase the program to an individual who only teaches one class at ECC and more classes at another school.

4. What major external changes or trends do you expect to be of particular relevance to your discipline in the next five years?

Major globalization is the trend in the fashion industry. More business is handled overseas, more technology is being used. Communication via internet videoconferencing should be used as a teaching modality.

5. What will the implications of these changes or trends be for the program and how will the program need to respond?

The program will need to address the trends by preparing students to be made aware of and be competent in the technology that supports these trends. Classes on globalization that affects the apparel industry may be warranted. This will inform changes in curriculum? Funding will have to be made available for instructor training. The department will have to keep current with globalization and technology changes including software and hardware updates and training opportunities.

Professional development is vital to the program. Professional development in the area of technology and software updates training, training to teach the proposed classes will be necessary to be funded. Completion of a Grant writing workshop may facilitate the process of proposing and maintain grants.

6. Based upon the information above, how would you like the program to evolve within the next five years?

I would like to see classes that attract those even in the industry that will teach the students about globalization and how it affects their discipline. I would also like to have the program work in projects with industry partners since this is more hands-on. I would like to see technology used in the classroom more consistently.

7. Should a recommendation be written addressing the data? ☒ Yes  
☐ No

**(If yes, list.)**

1. Create a list of new technologies used in the apparel industry and find industry partners that will work with the department to help create a curriculum (course) that will address those competencies.
2. Develop more industry partnerships
3. Beginning of the term faculty meeting to apprise the faculty of departmental trends and goals

## **V. Conclusion**

Most importantly, the department needs more students. There is a need for improved marketing of the program, to strengthen relationships with feeders schools to recruit more students and to develop industry partnerships and projects. This can be accomplished through planning marketing projects, revitalizing the articulation with high schools and looking for industry partnerships.

### **Prioritized Recommendations**

1. Distribute Surveys about taking Fashion 11AB should be distributed in the two 10AB classrooms (day and evening class). Distribution is planned for the middle of May.
2. 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.
3. Department Chairs 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.
4. Supplying explanations for the data gathered from the Institutional Research Dept. is difficult without having "feedback" in particular about the instructors' explanation and assessment of the grades earned in her class. A recommendation would be to have each instructor, at the end of the term, when grades are calculated, write a brief explanation if her grades do not follow the "bell curve". The instructor's insight might be valuable in adjusting curriculum to give students an opportunity to be more successful. There might be other recommendations that you can add, especially since you want to justify the health and continuation of your program.

5. 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.

Fash 100 (Fashion Studio) has not been offered within the last 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.

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.

6. 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.
7. 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.
8. Replace chalkboard in room 257 with a white board. (Budgetary amount \$500.00)
9. Salary funding should be sought to insure that Joyce will be working with the department. (\$ 5,000 per year)
10.
  - a. Create a list of new technologies used in the apparel industry and find industry partners that will work with the department to help create a curriculum (course) that will address those competencies.
  - b. Develop more industry partnerships
  - c. Beginning of the term faculty meeting to apprise the faculty of departmental trends and goals.

## 2. Major Needs

1. Develop an orientation packet or program for newly hired staff
2. Department or person dedicated to helping students find jobs after graduation.
3. Securing Joyce a position of assistant to the full time instructor.
4. Change the flooring in the classroom (TA 212) to a smooth hard surface. (Cost is approx \$3,000.00)
5. Having a person designated as a dept chair is recommended. I am the full time instructor who has the full duties and responsibilities of what most schools designate as a department chair. Our counterpart, the Compton Center has department chairs. I do not have the title or the salary of a department chair even though I am carrying out all the duties of such including 9 to 10 part time instructors. Compensation in either salary and/or release time to perform those duties would be sufficient.

### 3. Strategies

- i. Lynn Strobel, part-time instructor wants to implement an online class (History of Costume). She is currently organizing appropriate material
  - ii. Bi-annual meeting with Dean, full time instructor and part time instructors to apprise all involved with departmental information. Record the meeting for instructors who cannot attend. Good idea
  - iii. Develop partnerships with local industry.
- D. Additionally, there is a desire to work more closely with the Compton center. We already have the fashion instructor, Ms Ratcliff teaching a course at the Torrance Campus. Ms. Ratcliff's strength is public relations and procurement. Those skills should be made available to both campuses. Currently, Ms Ratcliff includes Torrance students to assist her at the Compton Campus when she is promotion or having an event.

The fashion design department offers the following:

Associate in Science Degrees:

Fashion Design and Production Option

Fashion Merchandising Option

Certificates of Achievement:

Computer Pattern Making Technician Option

Costume Technician Option

Fashion Design and Production Option

Fashion Merchandising Option

Fashion Department Program Student Learning Objectives

By the completion of fashion design department coursework, the student will be able to design and construct an apparel items at a quality level to be shown in a fashion show.

By the completion of fashion design department coursework, the student will be able to analyze a garment design in terms of the basic elements and principles of design.

By the completion of fashion design department coursework, a student in the fashion design program will know how to develop a resume and how seek fashion design employment.

The following student learning objectives are for the individual certificates and AS degrees

<u>Program, Degree, or Certificate Name:</u> <b>Certificate of Achievement: Fashion Merchandising Option</b>		<u>Division or Unit:</u> Industry & Technology	
<i>Leadership Team (first name should be the contact person) (wherever possible, a Compton Faculty member should be a member of the leadership team)</i>	<u>Names:</u>	<u>Extensions:</u>	<u>Email Addresses:</u>
	Vera Bruce	3346	vbruce@elcamino.edu

**Program SLO #1:**

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to describe the relationships among suppliers, producers, retailers and consumers.
<i>Associated Core Competencies</i>	I. Content knowledge

<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 1-Career Opportunities in Fashion Fashion 27 –Fashion Merchandising
<i>Target assessment date or semester</i>	Fashion 1-Career Opportunities in Fashion-Fall Fashion 27 –Fashion Merchandising-Fall

### **Program SLO #2:**

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to describe the importance and considerations of visual merchandising.
<i>Associated Core Competencies</i>	I. Content knowledge II. Critical, creative and analytical thinking III. Communication and comprehension
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 28-Visual merchandising
<i>Target assessment date or semester</i>	Fashion 28-Visual merchandising-Spring

### **Program SLO #3:**

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to develop a mock-up of a retail store.
<i>Associated Core Competencies</i>	I. Content knowledge II. Critical, creative and analytical thinking II. Communication and Comprehension IV. Professional and personal growth
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 27 –Fashion Merchandising Fashion 28-Visual merchandising
<i>Target assessment date or semester</i>	Fashion 27 –Fashion Merchandising-Fall Fashion 28-Visual merchandising-Spring

### **Program SLO #4:**

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to describe the fashion industry's manufacturing process.
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<i>Associated Core Competencies</i>	I. Content knowledge III. Professional and personal growth
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 27 –Fashion Merchandising Fashion 1-Career Opportunities in Fashion
<i>Target assessment date or semester</i>	Fashion 27 –Fashion Merchandising-Fall Fashion 1-Career Opportunities in Fashion-Spring

<u>Program, Degree, or Certificate Name:</u> <b>Associate in Science in Fashion Design-Fashion Merchandising Option</b>		<u>Division or Unit:</u> Industry & Technology	
<i>Leadership Team (first name should be the contact person) (wherever possible, a Compton Faculty member should be a member of the leadership team)</i>	<u>Names:</u>	<u>Extensions:</u>	<u>Email Addresses:</u>
	Vera Bruce	3346	vbruce@elcamino.edu

### Program SLO #1:

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to describe the relationships among suppliers, producers, retailers and consumers.
<i>Associated Core Competencies</i>	III. Content knowledge
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 1-Career Opportunities in Fashion Fashion 27 –Fashion Merchandising
<i>Target assessment date or semester</i>	Fashion 1-Career Opportunities in Fashion-Spring Fashion 27 –Fashion Merchandising-Fall

### Program SLO #2:

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to describe the importance and considerations of visual merchandising.
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<i>Associated Core Competencies</i>	I. Content knowledge II. Critical, creative and analytical thinking III. Communication and comprehension
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 28-Visual merchandising
<i>Target assessment date or semester</i>	Fashion 28-Visual merchandising-Spring

### Program SLO #3:

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to develop a mock-up of a retail store.		
<i>Associated Core Competencies</i>	I. Content knowledge II. Critical, creative and analytical thinking IV. Communication and Comprehension V. Professional and personal growth		
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set		
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 27 –Fashion Merchandising Fashion 28-Visual merchandising		
<i>Target assessment date or semester</i>	Fashion 27 –Fashion Merchandising-Fall Fashion 28-Visual merchandising-Spring		
<u>Program, Degree, or Certificate Name:</u> <b>Associate in Science in Fashion Design-Production Option</b>		<u>Division or Unit:</u> Industry & Technology	
<i>Leadership Team (first name should be the contact person) (wherever possible, a Compton Faculty member should be a member of the leadership team)</i>	<u>Names:</u>	<u>Extensions:</u>	<u>Email Addresses:</u>
	Vera Bruce	3346	vbruce@elcamino.edu

### Program SLO #1:

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to describe career paths in the fashion industry.		
<i>Associated Core Competencies</i>	V. Content knowledge VI. Critical, creative and analytical thinking		
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken		



	from this discipline set
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 1-Career Opportunities in Fashion
<i>Target assessment date or semester</i>	Fashion 1-Career Opportunities in Fashion-Spring

### **Program SLO #2:**

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to select appropriate fabrics, notions, etc. suitable to a garment design.
<i>Associated Core Competencies</i>	I. Content knowledge II. Critical, creative and analytical thinking
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set.
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 10ab-Clothing Construction Fashion 11ab-Clothing Construction
<i>Target assessment date or semester</i>	Fashion 10ab-Clothing Construction-Fall Fashion 11ab-Clothing Construction-Spring

### **Program SLO #3:**

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to design, pattern and construct a garment suitable for a retail or private customer.
<i>Associated Core Competencies</i>	I. Content knowledge II. Critical, creative and analytical thinking
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 26A-Basic Design and Patternmaking Fashion 26B-Basic Design Through Draping Process
<i>Target assessment date or semester</i>	Fashion 26A-Basic Design and Patternmaking-Fall Fashion 26B-Basic Design Through Draping Process-Spring

### **Program SLO #4:**

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to describe the fashion industry's manufacturing process.
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Associated Core Competencies	I. Content knowledge VII. Professional and Personal Growth		
	Review of student grades and projects among courses taken from this discipline set		
Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)	Fashion 1-Career Opportunities in Fashion		
Target assessment date or semester	Fashion 1-Career Opportunities in Fashion-Fall		
Program, Degree, or Certificate Name: Certificate of Achievement: Computer Pattern Making Technician Option		Division or Unit: Industry & Technology	
Leadership Team (first name should be the contact person) (wherever possible, a Compton Faculty member should be a member of the leadership team)	Names:	Extensions:	Email Addresses:
	Vera Bruce	3346	vbruce@elcamino.edu

### Program SLO #1:

Proposed SLO Statement	Upon successful completion of the courses in this discipline, the student will be able to construct a garment that suitable for mass market.
Associated Core Competencies	I. Content knowledge II. Critical, creative and analytical thinking
Proposed Assessment Instrument or Mechanism	Review of student grades and projects among courses taken from this discipline set
Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)	Fashion 10ab-Clothing Construction Fashion 11ab-Clothing Construction
Target assessment date or semester	Fashion 10ab-Clothing Construction-Fall Fashion 11ab-Clothing Construction-Spring

### Program SLO #2:

Proposed SLO Statement	Upon successful completion of the courses in this discipline, the student will be able to describe the process of grading (expanding and reducing sizes) a garment.
Associated Core Competencies	I. Content knowledge II. Critical, creative and analytical thinking
Proposed Assessment Instrument or Mechanism	Review of student grades and projects among courses taken from this discipline set

<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 14-Pattern Grading
<i>Target assessment date or semester</i>	Fashion 14-Pattern Grading-Spring

### Program SLO #3:

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to use computer technology to draw or “sketch” garment designs.		
<i>Associated Core Competencies</i>	I. Content knowledge II. Critical, creative and analytical thinking		
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set		
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 15ab-Fashion Sketching		
<i>Target assessment date or semester</i>	Fashion 15ab-Fashion Sketching-Fall		
<b>Program, Degree, or Certificate Name:</b> Certificate of Achievement: Costume Technician Option		<b>Division or Unit:</b> Industry & Technology	
<i>Leadership Team</i> (first name should be the contact person) (wherever possible, a Compton Faculty member should be a member of the leadership team)	<b>Names:</b>	<b>Extensions:</b>	<b>Email Addresses:</b>
	Vera Bruce	3346	vbruce@elcamino.edu

### Program SLO #1:

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to construct a garment that suitable for mass market.		
<i>Associated Core Competencies</i>	I. Content knowledge II. Critical, creative and analytical thinking		
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set		
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 10ab-Clothing Construction Fashion 11ab-Clothing Construction		
<i>Target assessment date or semester</i>	Fashion 10ab-Clothing Construction-Fall Fashion 11ab-Clothing Construction-Spring		

### Program SLO #2:

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to explain and create various types of surface textile design.
<i>Associated Core Competencies</i>	I. Content knowledge II. Critical, creative and analytical thinking
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 35-Color Theory Fashion 2- Decorative Textiles
<i>Target assessment date or semester</i>	Fashion 35-Color Theory-Fall Fashion 2- Decorative Textiles-Fall

### **Program SLO #3:**

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to explain the history of costume.
<i>Associated Core Competencies</i>	I. Content knowledge II. Critical, creative and analytical thinking
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 31-History of Costume
<i>Target assessment date or semester</i>	Fashion 31-History of Costume-Fall

### **Program SLO #4:**

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to explain the theory of color.
<i>Associated Core Competencies</i>	I. Content knowledge
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 35-Color Theory
<i>Target assessment date or semester</i>	Fashion 35-Color Theory-Fall
<div> <div> Program, Degree, or Certificate Name:  <b>Certificate of Achievement: Fashion Merchandising Option</b> </div> <div> Division or Unit: Industry &amp; Technology </div> </div>	

<b>Leadership Team</b> <i>(first name should be the contact person)          (wherever possible, a Compton Faculty member should be a member of the leadership team)</i>	<b>Names:</b>	<b>Extensions:</b>	<b>Email Addresses:</b>
	Vera Bruce	3346	vbruce@elcamino.edu

### Program SLO #1:

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to describe the relationships among suppliers, producers, retailers and consumers.
<i>Associated Core Competencies</i>	VIII. Content knowledge
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 1-Career Opportunities in Fashion Fashion 27 –Fashion Merchandising
<i>Target assessment date or semester</i>	Fashion 1-Career Opportunities in Fashion-Fall Fashion 27 –Fashion Merchandising-Fall

### Program SLO #2:

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to describe the importance and considerations of visual merchandising.
<i>Associated Core Competencies</i>	I. Content knowledge II. Critical, creative and analytical thinking III. Communication and comprehension
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 28-Visual Merchandising
<i>Target assessment date or semester</i>	Fashion 28-Visual Merchandising-Fall

### Program SLO #3:

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to develop a mock-up of a retail store.
<i>Associated Core Competencies</i>	I. Content knowledge II. Critical, creative and analytical thinking

	III. Communication and comprehension IV. Professional and Personal growth
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 27 –Fashion Merchandising Fashion 28-Visual Merchandising
<i>Target assessment date or semester</i>	Fashion 27 –Fashion Merchandising-Fall Fashion 28-Visual Merchandising-Spring

#### Program SLO #4:

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to describe the fashion industry's manufacturing process.		
<i>Associated Core Competencies</i>	I. Content knowledge III. Professional and personal growth		
	Review of student grades and projects among courses taken from this discipline set		
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 1-Career Opportunities in Fashion		
<i>Target assessment date or semester</i>	Fashion 1-Career Opportunities in Fashion-Fall		
<u>Program, Degree, or Certificate Name:</u> Certificate of Achievement: Fashion Stylist Option		<u>Division or Unit:</u> Industry & Technology	
<i>Leadership Team</i> (first name should be the contact person) (wherever possible, a Compton Faculty member should be a member of the leadership team)	<u>Names:</u>	<u>Extensions:</u>	<u>Email Addresses:</u>
	Vera Bruce	3346	vbruce@elcamino.edu

#### Program SLO #1:

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to describe fitting considerations and relationship of the body to garments.
<i>Associated Core Competencies</i>	IX. Content knowledge
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 23-Fitting & Alterations

<i>Target assessment date or semester</i>	Fashion 23-Fitting & Alterations-Fall
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### **Program SLO #2:**

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to describe how clothing, body types and image are related.
<i>Associated Core Competencies</i>	I. Content knowledge II. Critical, creative and analytical thinking
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 42-Apparel Analysis & Selection
<i>Target assessment date or semester</i>	Fashion 42-Apparel Analysis & Selection-Fall

### **Program SLO #3:**

<i>Proposed SLO Statement</i>	Upon successful completion of the courses in this discipline, the student will be able to explain the history of costume.
<i>Associated Core Competencies</i>	V. Content knowledge
<i>Proposed Assessment Instrument or Mechanism</i>	Review of student grades and projects among courses taken from this discipline set.
<i>Relevant Courses to target for assessment (leave blank if assessment will not take place in courses)</i>	Fashion 31-History of Costume
<i>Target assessment date or semester</i>	Fashion 31-History of Costume-Fall

Some SLOs are repeated (within the same subject matter) because we offer a full AS degree in fashion design and also a certificate in fashion design. The AS degree includes the necessity of completing general education requirements, whereas, the certificates do not. The fashion design coursework for both areas include some of the same classes.

SLO's have not been developed for each course. Along with the department's course offering reviews on over half the courses, new SLO's will be developed in conjunction with revising the course outline and syllabi via the curriculum committee (division office level). These outlines have a completion date of August, 2009. Instructors will be given an previous course outline and asked to submit revisions based on their course syllabus thereby updating the course outlines for course that have not been revised in over 10 years. After courses have been reviewed, SLO statements will be put in the worksheet and further

developed and assessed during the fall term for courses taught at that time. Likewise the same will occur in the spring for those courses.

The End.