

# Academic Program Review Committee

Program: Fashion

Date Reviewed: 10/29/13

Resubmittal Date: To Be Determined

Please use these notes along with the comments from the other committee members and your dean when revising this document.

## General Comments:

- Thank you for your good work on this document. You follow the template, your recommendations clearly follow from analysis, and the writing is clear.
- Some tables are difficult to read. The formatting of tables could be improved – Institutional Research & Planning (IRP) can provide suggestions/help here as needed.
- The CTE questions were not included in the materials submitted to the APRC. Please provide as soon as possible.

1. Overview of the Program	Comments
a) Provide a brief narrative description of the current program, including the program's mission statement and the students it serves.	<ul style="list-style-type: none"><li>• Consider adding additional material into this section.<ul style="list-style-type: none"><li>○ How long has Fashion been a program?</li><li>○ How does the program compare to similar programs at other schools?</li><li>○ What is the size of the program?</li><li>○ Is there anything else that makes the program distinctive on the ECC campus (i.e. gender composition of program)?</li><li>○ Are there good examples of graduates going on to positions/careers and/or winning awards, etc.? (here and/or in 1.b)</li></ul></li><li>• Include Educational Goal numbers with table on page 3.</li></ul>
b) Describe the degrees and/or certificates offered by the program.	<ul style="list-style-type: none"><li>• "Possible" seems too tentative a term.</li></ul>
c) Explain how the program fulfills the college's mission and aligns with the strategic initiatives. (see Appendix A)	
d) Discuss the status of recommendations from your previous program review.	<ul style="list-style-type: none"><li>• Make clearer why some of the "Abandoned" recommendations have been abandoned. Include a brief explanation that it was no longer relevant, etc.</li></ul>

2. <u>Analysis of Research Data</u> (include data provided by Institutional Research & Planning)	
a) Provide and <u>analyze</u> the following statistics/data.	Comments
1. Head count of students in the program	<ul style="list-style-type: none"><li>• Re-format tables for improved readability. (Saving tables as an 'Image File' or as pdf would work better.)</li><li>• On page 7, the age numbers and percentages do not seem to match up.</li></ul>
2. Course grade distribution	<ul style="list-style-type: none"><li>• Make sure analysis of course grade distribution is distinct from analysis</li></ul>

	of success rates as they are distinct items.
3. Success rates (Discuss your program's rates in light of the college's success rate standard. Set a standard for your program.)	<ul style="list-style-type: none"> <li>Starting on page 20, you repeat some of the same charts. Recommend to eliminate smaller tables and simply refer to comprehensive tables.</li> <li>Success rates, etc. seem much higher for spring semesters – provide adequate analysis for this trend and/or include recommendation to research this trend. Possible to utilize student evaluations and/or surveys here (and elsewhere).</li> <li>Analyze and explain lower success rates certain classes (i.e. Fashion 1). Some of this was noted as a problem in the 2009 program review, so are there any tentative explanations or observations? We appreciate that this observation becomes a recommendation.</li> <li>Clarify that the program is setting 60% as the <i>minimum</i> success rate, and that 70% is the goal. Explain that goal is based on analysis of historical trends and comparisons, CCCCCO Core Indicators regarding retention, etc.</li> </ul>
4. Retention rates	<ul style="list-style-type: none"> <li>Enhance analysis of retention rates (page 23) in relation to CCCCCO rates.</li> </ul>
5. A comparison of success and retention rates in face-to-face classes with distance education classes	
6. Enrollment statistics with section and seat counts and fill rates	
7. Scheduling of courses (day vs. night, days offered, and sequence)	<ul style="list-style-type: none"> <li>Make clear that demand for classes is primarily during the day and that current pattern of offerings is meeting demand.</li> </ul>
8. Improvement rates (if applicable)	
9. Additional data compiled by faculty	<ul style="list-style-type: none"> <li>Include full survey results as an appendix. Use pertinent responses and trends throughout the data section (or other sections) as they support or contrast with your findings, recommendations, etc.</li> </ul>
<b>b) List any related recommendations.</b>	

<b>3. Curriculum</b> 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.	
b) Explain any course additions to current course offerings.	<ul style="list-style-type: none"> <li>The instructor comments here do not match up with low success percentages noted in data section of the program review. Is there any way to more clearly reconcile this divergence?</li> </ul>
c) Explain any course deletions and inactivations from current course offerings.	
d) Describe the courses and number of sections offered in distance education. (Distance education includes hybrid courses.)	
e) Discuss how well the courses, degrees, or certificates are meeting students' transfer or career training needs:	<ul style="list-style-type: none"> <li>Explain further the proposed revising of Fashion 14 and how/why it is being reconsidered. Is it part of a larger program adjustment regarding employability, etc.?</li> <li>Clarify that Fashion 14 is currently in Curriculum Review with new content.</li> </ul>
1. Have all courses that are required for your program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?	
2. Are there any concerns regarding program courses and their articulation?	
3. 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.	<ul style="list-style-type: none"> <li>Any potential reasons to identify for much higher award counts in 2012-13?</li> </ul>
<b>f) List any related recommendations.</b>	<ul style="list-style-type: none"> <li>Clarify what it means to 'improve' certificates and make this a concrete, measurable recommendation. Revise any related analysis and the recommendation so it implies certificates will be revised for increased job competitiveness and to require internships, etc.</li> </ul>

<b>4. Assessment and Student and Program Learning Outcomes (SLOs &amp; PLOs)</b>	
a) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.	
b) Provide a timeline for course and program level SLO assessments.	
c) State the percent of course and program SLO statements that have been assessed.	
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.	<ul style="list-style-type: none"> <li>Include additional general explanation and/or analysis of teaching, curricular, and SLO process actions taken as a result of SLO assessment results (i.e. teaching actions taken in Fashion 10 after analysis of SLO results). Do this before inclusion of individual SLO results by course.</li> <li>Include PLO assessment results, analysis, actions taken.</li> </ul>

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)	<ul style="list-style-type: none"> <li>The 'Proficiency' level of the table on page 43 is partially hidden.</li> </ul>
f) Describe how you have improved your SLO process and engaged in dialogue about assessment results	<ul style="list-style-type: none"> <li>Include content regarding dialogue and/or sharing of SLO &amp; PLO results.</li> </ul>
<b>g) List any related recommendations.</b>	<ul style="list-style-type: none"> <li>Note: For the recommendation in this section, the new SLO software tool, TracDat, has a feature to track instructors proposed teaching, curricular, etc. strategies and to follow-up on the proposed actions in order to gauge any successes.</li> </ul>

## 5. Facilities and Equipment

a) Describe and assess the existing program facilities and equipment.	<ul style="list-style-type: none"> <li>Include content about the program's vision for and involvement in the new building process. <ul style="list-style-type: none"> <li>What is the program's new vision for how it operates in the new building?</li> <li>How might the new building benefit instruction and students?</li> <li>Does the new building allow for enhanced curriculum, teaching, career focus, etc.?</li> <li>Is there anything noteworthy regarding design, light, rooms, etc.?</li> <li>Some of this might carry over into next section.</li> </ul> </li> <li>Is there anything the program wants to stay on top of as the preparations to move are underway?</li> </ul>
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.	
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.	
<b>d) List any related recommendations.</b>	

## 6. Technology and Software

a) Describe and assess the adequacy and currency of the technology and software used by the program.	
b) Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.	
c) Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will	

help the program better meet its goals	
<b>d) List any related recommendations.</b>	

<b>7. Staffing</b>	
a) Describe the program's current staffing, including faculty, administration, and classified staff.	
b) Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.	<ul style="list-style-type: none"> <li>Earlier expanded discussion of curricular/course changes may affect how this position request is presented.</li> </ul>
c) List any related recommendations.	

<b>8. Future Direction and Vision</b>	
a) Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?	<ul style="list-style-type: none"> <li>Earlier expanded discussion of some curricular, building, etc. -items may also show up in this last section (8a and 8b).</li> </ul>
b) Explain the direction and vision of the program and how you plan to achieve it.	
c) List any related recommendations.	

<b>9. Prioritized Recommendations</b>	
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.	<ul style="list-style-type: none"> <li>Consider re-prioritizing list of recommendations. Showing ease of carrying out a recommendation is somewhat useful, but then, for instance, swapping a buttonhole machine will appear as a higher priority to readers than revising the certificate programs.</li> </ul>
b) Explain why the list is prioritized in this way.	