EL CAMINO COLLEGE

FASHION DESIGN
DEPARTMENT

ACADEMIC PROGRAM
REVIEW
2013

Prepared by Dr. Vera Bruce Ashley

Submitted September, 2013
Revised December, 2013
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
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 experiences that give students applicable hands-on learning, foster professionalism, and create ties with the business community, including networking and internships
- To encourage teamwork, collaboration, and student awareness of the changing, global, and fast-paced fashion industry through the campus club, "Tailor Made Fashion Club"

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 is 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 though guest speakers and hands-on-experiences.
**d) Discuss the status of recommendations from your previous program review.**

<table>
<thead>
<tr>
<th>Recommendations from 2009 Program Review</th>
<th>Status:</th>
<th>How did it impact the program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribute surveys in the Fash 10 class to encourage students to register for Fash 11</td>
<td>On hold. To be resumed next fall 2014</td>
<td>No impact</td>
</tr>
<tr>
<td>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.</td>
<td>Abandoned because this information is available to the instructor and can be requested of the instructor if needed</td>
<td>No impact</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>No impact</td>
</tr>
<tr>
<td>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.</td>
<td>On hold</td>
<td>A course (Fash 14) with similar recommended content has been recommended in this review</td>
</tr>
<tr>
<td>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.</td>
<td>Abandoned because of the priority of having the new course (Fash 14) be approved by the curriculum committee. In attempting to reactivate Fashion 100</td>
<td>No impact</td>
</tr>
<tr>
<td>Task Description</td>
<td>Status/Impact</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>On hold-Further research is needed to find out if articulation agreements are needed.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Completed Positive impact. The room is now a smart classroom.</td>
<td></td>
</tr>
<tr>
<td>Replace chalkboard in room 257 with a white board. (Budgetary amount $500.00)</td>
<td>Abandoned because of the plan to vacate the building and move to another location on campus.</td>
<td></td>
</tr>
<tr>
<td>Salary funding should be sought to insure that Joyce will be working with the department. ($5,000 per year)</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
2. Analysis of Research Data (include data provided by Institutional Research & Planning)

a) Provide and analyze the following statistics/data.

I. Head count of students in the program

<table>
<thead>
<tr>
<th>Term Headcount (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>2009</td>
</tr>
<tr>
<td>169</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Headcount (Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>2010</td>
</tr>
<tr>
<td>200</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Class Load</th>
<th>Fall</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>34.9%</td>
<td>32.8%</td>
<td>32.4%</td>
<td>36.1%</td>
</tr>
<tr>
<td></td>
<td>Part-time</td>
<td>62.7%</td>
<td>65.1%</td>
<td>65.3%</td>
<td>60.6%</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Course</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>P</th>
<th>D</th>
<th>F</th>
<th>IP</th>
<th>NP</th>
<th>IF</th>
<th>W</th>
<th>Total Grades</th>
<th>Success Rate</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH-1</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>30</td>
<td>23.3%</td>
<td>83.3%</td>
</tr>
<tr>
<td>% Of All Course Grades</td>
<td>6.7%</td>
<td>3.3%</td>
<td>13.3%</td>
<td>0.0%</td>
<td>6.7%</td>
<td>33.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>16.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASH-10A</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>18</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>55</td>
<td>38.2%</td>
<td>80.0%</td>
<td></td>
</tr>
<tr>
<td>% Of All Course Grades</td>
<td>12.7%</td>
<td>16.5%</td>
<td>10.9%</td>
<td>0.0%</td>
<td>7.3%</td>
<td>32.7%</td>
<td>0.0%</td>
<td>1.8%</td>
<td>20.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASH-15A</td>
<td>27</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>33</td>
<td>97.0%</td>
<td>97.9%</td>
</tr>
<tr>
<td>% Of All Course Grades</td>
<td>81.8%</td>
<td>6.1%</td>
<td>6.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>3.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASH-26A</td>
<td>45</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>% Of All Course Grades</td>
<td>78.9%</td>
<td>15.8%</td>
<td>5.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASH-27</td>
<td>9</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>28</td>
<td>75.0%</td>
<td>89.3%</td>
<td></td>
</tr>
<tr>
<td>% Of All Course Grades</td>
<td>32.1%</td>
<td>42.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>14.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>10.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASH-31</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>33</td>
<td>36.4%</td>
<td>54.5%</td>
<td></td>
</tr>
<tr>
<td>% Of All Course Grades</td>
<td>15.2%</td>
<td>15.2%</td>
<td>6.1%</td>
<td>0.0%</td>
<td>6.1%</td>
<td>12.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>45.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASH-35</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>29</td>
<td>62.1%</td>
<td>89.7%</td>
<td></td>
</tr>
<tr>
<td>% Of All Course Grades</td>
<td>13.8%</td>
<td>27.6%</td>
<td>20.7%</td>
<td>0.0%</td>
<td>6.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>24.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASH-41</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>34</td>
<td>67.6%</td>
<td>97.1%</td>
<td></td>
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<tr>
<td>% Of All Course Grades</td>
<td>26.5%</td>
<td>20.6%</td>
<td>20.6%</td>
<td>0.0%</td>
<td>5.9%</td>
<td>2.9%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>20.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASH-4AB</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>15</td>
<td>53.3%</td>
<td>66.7%</td>
<td></td>
</tr>
<tr>
<td>% Of All Course Grades</td>
<td>40.0%</td>
<td>13.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>6.7%</td>
<td>6.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>33.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASH-95A</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>% Of All Course Grades</td>
<td>59.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>59.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Department Totals**

<table>
<thead>
<tr>
<th>A</th>
<th>85</th>
<th>48</th>
<th>28</th>
<th>0</th>
<th>12</th>
<th>44</th>
<th>2</th>
<th>0</th>
<th>15</th>
<th>44</th>
<th>278</th>
<th>58.6%</th>
<th>84.2%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Of All Department Grades</td>
<td>30.6%</td>
<td>17.3%</td>
<td>10.1%</td>
<td>0.0%</td>
<td>4.3%</td>
<td>15.8%</td>
<td>0.7%</td>
<td>0.0%</td>
<td>5.4%</td>
<td>15.8%</td>
<td>278</td>
<td>58.6%</td>
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ECC Grade Distribution with Success and Retention Rates
By Course: Fall 2011

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# ECC Grade Distribution with Success and Retention Rates

**By Course: Fall 2010**

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<th>I</th>
<th>NP</th>
<th>DR</th>
<th>W</th>
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<th>Success Rate</th>
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<td>30</td>
<td>51.4%</td>
<td>83.8%</td>
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</table>

| % Of All Department Grades | 31.2% | 14.6% | 5.7% | 6.0% | 5.3% | 11.7% | 15.4% | 0.0% | 4.0% | 12.1% | 51.4% | 83.8% |
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

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<th>IP</th>
<th>NP</th>
<th>IF</th>
<th>W</th>
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<th>Success Rate</th>
<th>Retention Rate</th>
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## ECC Grade Distribution with Success and Retention Rates
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<td>FASH-10A</td>
<td>12</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>16</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>53</td>
<td>43.4%</td>
<td>79.2%</td>
</tr>
<tr>
<td>FASH-11A</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>18</td>
<td>72.2%</td>
<td>83.3%</td>
</tr>
<tr>
<td>FASH-2</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>53.8%</td>
<td>100.0%</td>
</tr>
<tr>
<td>FASH-20</td>
<td>3</td>
<td>8</td>
<td>10</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>34</td>
<td>61.8%</td>
<td>76.5%</td>
</tr>
<tr>
<td>FASH-26B</td>
<td>13</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>21</td>
<td>76.2%</td>
<td>76.2%</td>
</tr>
<tr>
<td>FASH-28</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>20</td>
<td>50.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>FASH-42A</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>18</td>
<td>38.9%</td>
<td>94.4%</td>
</tr>
<tr>
<td>FASH-4AB</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>21</td>
<td>42.9%</td>
<td>47.6%</td>
</tr>
<tr>
<td>FASH-95A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th></th>
<th>Success Rates</th>
<th>Retention Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashion Department</td>
<td>76%</td>
<td>89%</td>
</tr>
<tr>
<td>Industry &amp; Technology Division</td>
<td>75.9%</td>
<td>87.3%</td>
</tr>
<tr>
<td>Entire</td>
<td>69.2%</td>
<td>82.8%</td>
</tr>
</tbody>
</table>
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.

### 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 “Apparentley 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

<table>
<thead>
<tr>
<th>Success</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>4 Yr Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Enrollment</td>
<td>590</td>
<td>493</td>
<td>526</td>
<td>495</td>
<td>526</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>338</td>
<td>299</td>
<td>269</td>
<td>256</td>
</tr>
<tr>
<td>Enrollments/Student</td>
<td>1.75</td>
<td>1.65</td>
<td>1.96</td>
<td>1.93</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Fill Rates-</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Fashion</td>
<td>90.4%</td>
<td>89.0%</td>
<td>87.2%</td>
<td>78.3%</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>201</td>
<td>162</td>
<td>162</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>106</td>
<td>55</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>310</td>
<td>218</td>
<td>238</td>
<td>217</td>
</tr>
<tr>
<td>Cap</td>
<td>343</td>
<td>245</td>
<td>273</td>
<td>277</td>
</tr>
<tr>
<td>Enrollment</td>
<td>310</td>
<td>218</td>
<td>238</td>
<td>217</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Fill Rates-</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Fashion</td>
<td>75.7%</td>
<td>98.8%</td>
<td>109.2%</td>
<td>109.4%</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>170</td>
<td>188</td>
<td>203</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Cap</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>305</td>
</tr>
<tr>
<td>60</td>
<td>250</td>
</tr>
<tr>
<td>55</td>
<td>240</td>
</tr>
<tr>
<td>56</td>
<td>254</td>
</tr>
<tr>
<td>54</td>
<td>278</td>
</tr>
<tr>
<td>231</td>
<td>247</td>
</tr>
<tr>
<td>248</td>
<td>262</td>
</tr>
<tr>
<td>263</td>
<td>278</td>
</tr>
<tr>
<td>231</td>
<td>247</td>
</tr>
<tr>
<td>248</td>
<td>262</td>
</tr>
<tr>
<td>263</td>
<td>278</td>
</tr>
</tbody>
</table>

Overall, the fill rates have increased since 2009

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

<table>
<thead>
<tr>
<th>Enrollment by Time of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Term</td>
</tr>
<tr>
<td>Day</td>
</tr>
<tr>
<td>Night</td>
</tr>
</tbody>
</table>
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 and 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:

<table>
<thead>
<tr>
<th>Class</th>
<th>Class Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashion 10-Clothing Construction</td>
<td>Tue 4:30 to 9:55 p.m.</td>
</tr>
<tr>
<td>Fashion 28-Visual Mdse</td>
<td>Wed 6:00 to 9:55 p.m.</td>
</tr>
<tr>
<td>Fashion 27-Fashion Merchandising</td>
<td>6:00 to 9:55 p.m.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>COURSE</th>
<th>02-’13</th>
<th>03-’14</th>
<th>04-’15</th>
<th>05-’15</th>
<th>06-’16</th>
<th>07-’15</th>
<th>08-’16</th>
<th>09-’15</th>
<th>10-’16</th>
<th>11-’15</th>
<th>12-’15</th>
<th>13-’15</th>
<th>CCC REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashion 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Fashion 2</td>
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<tr>
<td>Fashion 14ab(4)</td>
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<td>Fashion 10lab(15)</td>
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<td>Fashion 11lab(11)</td>
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<td>Fashion 14</td>
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<td>Fashion 14ab(15)</td>
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<tr>
<td>Fashion 16ab(16)</td>
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<td>Fashion 1Lab(17)</td>
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<td>Fashion 20</td>
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<td>Fashion 25</td>
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<td>Fashion 26B</td>
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<td>Fashion 28</td>
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</tr>
</tbody>
</table>

### b) 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](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?**

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

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

<table>
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<tr>
<th></th>
<th>2009-2010 Award Count</th>
<th>2010-2011 Award Count</th>
<th>2011-2012 Award Count</th>
<th>2012-2013 Award Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>28</td>
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<tr>
<td>Associate of Science Degree</td>
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<td>3</td>
<td>2</td>
<td>10</td>
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<tr>
<td>Associate of Arts Degree</td>
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<tr>
<td>Certificate requiring 30 &lt;60 semester units</td>
<td>1</td>
<td>2</td>
<td></td>
<td>5</td>
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<tr>
<td>Certificate requiring 18&lt;30 semester units</td>
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<td>2</td>
<td>13</td>
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</tbody>
</table>

(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.

<table>
<thead>
<tr>
<th>Program: Fashion</th>
<th>Institutional (ILO), Program (PLO), and Course (SLO) Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Competencies</td>
<td>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</td>
</tr>
<tr>
<td>Program Level SLOs</td>
<td>4</td>
</tr>
<tr>
<td>1. Upon successful completion of the course in the fashion department, the student will be able to identify basic sewing techniques.</td>
<td>4</td>
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<tr>
<td>2. Upon successful completion of the course in the fashion department, the student will be able to use Adobe Illustrator (industry level software) to create garment sketches.</td>
<td>4</td>
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<tr>
<td>4. Upon successful completion of the course in the fashion department, the student will be able to create a professionally dressed complete apparel group presentation using color, texture, and technical fit.</td>
<td>4</td>
</tr>
<tr>
<td>Course Level SLOs</td>
<td>Program Level SLOs Mark with an X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Level SLOs</th>
<th>Program Level SLOs</th>
<th>Mark with an X</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH 2 Presentation: Given a seminar 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.</td>
<td>X</td>
<td>4</td>
</tr>
<tr>
<td>FASH 4th Computer Fashion Illustrations: Given a seminar 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.</td>
<td>X</td>
<td>4</td>
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<tr>
<td>FASH 10th Clothing Construction: Upon successful completion of Fashion 10th, given a sketch, the student will be able to identify basic sewing techniques.</td>
<td>X</td>
<td>4</td>
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<tr>
<td>FASH 11th Oiling Construction: The student will demonstrate knowledge of techniques for basic sewing elements, including seams, bound button holes, and blind stitch hems.</td>
<td>X</td>
<td>4</td>
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<tr>
<td>FASH 13th Pattern Cutting: Given a seminar, demonstrations, and classroom activities, the student will create a 5-piece basic women's dress block with 70% accuracy.</td>
<td>X</td>
<td>4</td>
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<tr>
<td>FASH 15th Fabric Selection: The assignment is to research and execute, in class, an illustrated apparel group presentation. The students will select specific design elements from their research and prepare a contemporary group based upon that element. The presentation must have at least 10 drawn design concepts, each integrating a specific design: theme 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.</td>
<td>X</td>
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<tr>
<td>FASH 16th Fashion Illustration: Each student, after receiving lecture and work critique, demonstration, and laboratory work will be able to research, design, manipulate, colorate and illustrate at least 3 seasons apparel group collection for specific target markets, using a mix of fashion illustration rendering or the &quot;Sketch &amp; Stack&quot; technique, croquis and flat trade drawings. They will also forecast specific target market trends for related to this program.</td>
<td>X</td>
<td>X</td>
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<tr>
<td>FASH 17th Decorative Textiles: Given a seminar of instruction, demonstrations and practice of decorative textile techniques, students will submit a class notebook containing sample fabric patches which demonstrate techniques with overall 75% accuracy based on a rubric with measurable technique skill and creativity.</td>
<td>X</td>
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<tr>
<td>FASH 18th Textiles: The result of taking the course, each student will be able to identify fiber content, fabric structure, and dye, printing, and finishing methods of fabric.</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Course Level SLOs</td>
<td>Program Level SLOs</td>
<td>SLO To Course SLOs Alignment (Table I-IV)</td>
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<tr>
<td><strong>FASH 213: Tailoring</strong></td>
<td>P1 2 3 4</td>
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<td><strong>FASH 214: Basic Design and Patternmaking</strong></td>
<td>X</td>
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<td><strong>FASH 215: Basic Design Through Draping Process</strong></td>
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<tr>
<td><strong>FASH 216: Basic Dress Design Through Draping Process</strong></td>
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<tr>
<td><strong>Course Level SLOs</strong></td>
<td>Program Level SLOs</td>
<td>SLO To Course SLOs Alignment (Table I-IV)</td>
</tr>
<tr>
<td><strong>FASH 217: Fashion Merchandising</strong></td>
<td>P1 2 3 4</td>
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<tr>
<td><strong>FASH 218: Visual Merchandising</strong></td>
<td>X</td>
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<tr>
<td><strong>FASH 219: Visual Merchandising</strong></td>
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<tr>
<td><strong>FASH 220: Visual Merchandising</strong></td>
<td>X</td>
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<tr>
<td><strong>FASH 221: Visual Merchandising</strong></td>
<td>X</td>
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</tbody>
</table>

36
Provide a timeline for course and program level SLO assessments.

<table>
<thead>
<tr>
<th>Program 1</th>
<th>Spr 09</th>
<th>Sum09</th>
<th>Fall 09</th>
<th>Spr 10</th>
<th>Sum10</th>
<th>Fall 10</th>
<th>Spr 11</th>
<th>Sum 11</th>
<th>Fall 11</th>
<th>Spr 12</th>
<th>Sum 12</th>
<th>Fall 12</th>
<th>Spr 13</th>
<th>Sum 13</th>
<th>Fall 13</th>
<th>Spr 14</th>
<th>Sum14</th>
<th>Fall 14</th>
<th>Spr 15</th>
<th>Sum 15</th>
<th>Fall 15</th>
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<td>Fash 42.2</td>
<td>Fash 42.3</td>
<td>Fash 42.4</td>
<td>Fash 42.5</td>
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**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, and 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.
- X 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.
- X Faculty members provide clear goals and purposes of courses and programs to enrolled students.
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.

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.
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.

<table>
<thead>
<tr>
<th>Software</th>
<th>Next upgrade</th>
<th>Benefit</th>
<th>Approx Upgrade Cost</th>
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<tbody>
<tr>
<td>Gerber Industries</td>
<td>TBA</td>
<td>Keep student trained with current industry software.</td>
<td>TBA</td>
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<tr>
<td>Adobe Creative Suite</td>
<td>TBA</td>
<td>Keep student trained with current industry software.</td>
<td>TBA</td>
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<tr>
<td>Hardware Support services</td>
<td>TBA</td>
<td>Repairs and supports the plotter and digitizer,</td>
<td>$500.00 per year</td>
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<tr>
<td>for digitizer and plotter</td>
<td></td>
<td>hardware for fashion 29 class</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Person</th>
<th>Fall Courses</th>
<th>Spring Courses taught</th>
<th>Summer classes taught</th>
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<tbody>
<tr>
<td>Vera Ashley</td>
<td>Fashion 41</td>
<td>Fashion 2</td>
<td>Fashion 10</td>
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<td></td>
<td>Fashion 10</td>
<td>Fashion 17</td>
<td>Fashion 10</td>
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<td>Fashion 35</td>
<td>Fashion 10</td>
<td>Fashion 42</td>
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<td>Fashion 41</td>
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<td></td>
<td>Fashion 95</td>
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<td></td>
<td>Fashion 99</td>
<td></td>
<td></td>
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<tr>
<td>Lynn Strobel</td>
<td>Fashion 26</td>
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<td>Fashion 29</td>
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<tr>
<td>Annette Owens</td>
<td>Fashion 4</td>
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<tr>
<td>Priscilla Ratcliff</td>
<td>Fashion 1</td>
<td></td>
<td></td>
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<tr>
<td>Belinda Goodwin</td>
<td>Fashion 31</td>
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</table>
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 each 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.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Cost</th>
<th>Strategic Initiative</th>
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</thead>
<tbody>
<tr>
<td>1. Review viability of all certificates.</td>
<td>None</td>
<td>E</td>
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<tr>
<td>2. Fashion 31, which is an online course, had low success and retention rates.</td>
<td>None</td>
<td>A</td>
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<td>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.</td>
<td>$1000.00 /2yr.</td>
<td>F</td>
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<td>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</td>
<td>None</td>
<td>E</td>
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<td>4. Purchase a service contract for hardware: plotter and digitizer. This has previously been requested in a grant proposal yet was not fully funded.......</td>
<td>$1000.00 /2yr.</td>
<td>F</td>
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<tr>
<td>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</td>
<td>None</td>
<td>other</td>
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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. [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). 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 |
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.

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<td>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.</td>
<td><strong>$300.00</strong></td>
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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

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<tr>
<td>14.</td>
<td>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</td>
<td><strong>No cost</strong></td>
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15. Staffing-Instructor to teach the revised fashion 14 course

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<td>15.</td>
<td>Staffing-Instructor to teach the revised fashion 14 course</td>
<td><strong>$3200.</strong></td>
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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=


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**
- 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.
- 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**


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
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
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.

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
THREADS FOR THOUGHT

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

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Assistant Buyer I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Buying Office</td>
</tr>
<tr>
<td>Location</td>
<td>LA Buying Office</td>
</tr>
</tbody>
</table>
| Company Description | 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 www.rossstores.com. 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.

69
• 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.

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- Strong organizational skills.
- Strong retail math skills.
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**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.
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

**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)

<table>
<thead>
<tr>
<th>Qualification of various positions</th>
<th>Content already in our curriculum</th>
<th>We need to incorporate in our curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>background in fashion is preferred or basic fashion design knowledge</td>
<td>Yes, all courses</td>
<td></td>
</tr>
<tr>
<td>detail oriented, and possess the ability to meet tight deadlines</td>
<td>Yes, through all courses</td>
<td></td>
</tr>
<tr>
<td>Effectively communicate with Supervisors and vendors on a regular basis (written and verbal)</td>
<td>This can be incorporated in The revised Fash 14 through communication exercises</td>
<td></td>
</tr>
<tr>
<td>organized in order to effectively manage multiple tasks simultaneously</td>
<td>Yes, through all courses</td>
<td>This can be incorporated in The revised Fash 14 through task organizational exercises</td>
</tr>
<tr>
<td>Knowledge of fabrics, styles, current retail trends and eras</td>
<td>Yes, Fash 31, Fash 20, Fash 41, Fash 27</td>
<td></td>
</tr>
<tr>
<td>Strong retail math skills.</td>
<td>Fash 27</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Strong analytical and PC skills, with an emphasis on spreadsheet applications.</td>
<td>This can be incorporated in The revised Fash 14 through Excel or spreadsheet training</td>
<td></td>
</tr>
<tr>
<td>Skill in illustrator and ability to create technical sketches</td>
<td>Fash 4, Fash 15</td>
<td></td>
</tr>
<tr>
<td>Ability to multi task</td>
<td>Yes, through all classes</td>
<td></td>
</tr>
<tr>
<td>Presentable, professional, well spoken</td>
<td>This can be incorporated in The revised Fash 14 through communication exercises</td>
<td></td>
</tr>
<tr>
<td>Works well under pressure</td>
<td>Yes thorough all classes</td>
<td></td>
</tr>
<tr>
<td>Microsoft Word, Excel, and Outlook</td>
<td>This can be incorporated in The revised Fash 14 through addition or new training in Word and/or Outlook</td>
<td></td>
</tr>
<tr>
<td>Must have garment construction knowledge.</td>
<td>Fash 10, Fash 11</td>
<td></td>
</tr>
<tr>
<td>Familiarity with silkscreen process a plus.</td>
<td>Fash 20</td>
<td></td>
</tr>
<tr>
<td>Prepared to show portfolio of your work</td>
<td>Fash 2, Fash 17</td>
<td></td>
</tr>
<tr>
<td>Have a keen eye for fashion, fabrics &amp; trims</td>
<td>Fash 10, Fash 11</td>
<td></td>
</tr>
<tr>
<td>Knowledge of fashion terminology and processes</td>
<td>Yes, through all classes</td>
<td></td>
</tr>
<tr>
<td>Garment dyed experience required</td>
<td>This can be incorporated in The revised Fash 14 through field trips and demonstrations.</td>
<td></td>
</tr>
</tbody>
</table>

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 bubbly 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
   - 2
   - 3
   - 4
   - More than 4

2. I am enrolled at El Camino for the following purpose:
   - AA/AS degree
   - Transfer to a 4-year college/university
   - Certificate
   - Employment
   - Career advancement
   - Personal enrichment
   - Re-training
   - Undecided
   - Other

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
   - 5-8 units
   - 9-11 units
   - 12-14 units
   - 15 or more units

8. Which program are you planning to complete?
   - AS Degree Fashion Design and Production
   - AS Degree Fashion Merchandising
   - Computer Pattern Making Technician Certificate
   - Costume Technician Certificate
   - Fashion Design and Production Certificate
   - Fashion Merchandising Certificate
   - Fashion Stylist Certificate
   - Undecided

9. When do you plan to graduate from El Camino?
   - 2014
   - 2015
   - After 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
    - Usually
    - Sometimes
    - Rarely or never
    - N/A

(OVER)
12. How would you describe your personal time management skills?
   ○ Very good
   ○ Good
   ○ OK
   ○ Poor
   ○ I need help with this

13. Which of the following ECC services have you used?
   ○ Math tutoring center
   ○ Assessment/Testing Office
   ○ Project Success
   ○ Supplemental Instruction
   ○ Academic Counseling
   ○ SRC/ SRC Tutoring Program
   ○ First Year Experience
   ○ Puente Program
   ○ Library
   ○ EOP&S/Ca l Works
   ○ Learning Communities
   ○ 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
   ○ Monday/Wednesday
   ○ Tuesday/Thursday
   ○ Friday
   ○ Saturday

17. Your preferred time for starting a class is:
   ○ Before 8 am
   ○ 8 am to 9:30 am
   ○ 10:00 am to 12:30 pm
   ○ 1 pm to 3:30 pm
   ○ 4 pm to 6:30 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 week
   ○ At least once a month
   ○ 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 satisfied ○ Somewhat dissatisfied ○ 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
APPENDIX D

STUDENT SURVEY-QUANTITATIVE RESULTS

---

**Fashion Design Survey Fall 2013**

N = 114

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 1.86</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>52</td>
<td>46.86%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>34</td>
<td>30.63%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>13.51%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>8.11%</td>
<td></td>
</tr>
<tr>
<td>More than 4</td>
<td>1</td>
<td>0.90%</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 2.49</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA/AS degree</td>
<td>26</td>
<td>28.57%</td>
<td></td>
</tr>
<tr>
<td>Transfer to 4 year college/university</td>
<td>35</td>
<td>38.46%</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>19</td>
<td>20.88%</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>0</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>Career advancement</td>
<td>1</td>
<td>1.10%</td>
<td></td>
</tr>
<tr>
<td>Personal enrichment</td>
<td>6</td>
<td>6.59%</td>
<td></td>
</tr>
<tr>
<td>Re-training</td>
<td>0</td>
<td>0.00%</td>
<td></td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
<td>3.30%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1.10%</td>
<td></td>
</tr>
</tbody>
</table>

3. Gender:

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 1.83</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>17.12%</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>92</td>
<td>82.88%</td>
<td></td>
</tr>
</tbody>
</table>

4. My age range is:

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 2.55</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>2</td>
<td>1.82%</td>
<td></td>
</tr>
<tr>
<td>18-24</td>
<td>66</td>
<td>60.00%</td>
<td></td>
</tr>
<tr>
<td>25-29</td>
<td>27</td>
<td>24.55%</td>
<td></td>
</tr>
<tr>
<td>30-49</td>
<td>10</td>
<td>9.09%</td>
<td></td>
</tr>
<tr>
<td>50 or over</td>
<td>5</td>
<td>4.55%</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 1.43</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Graduate or GED</td>
<td>82</td>
<td>73.87%</td>
<td></td>
</tr>
<tr>
<td>Community College AA/AS degree or certificate</td>
<td>13</td>
<td>11.71%</td>
<td></td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>14</td>
<td>12.61%</td>
<td></td>
</tr>
<tr>
<td>Graduate degree</td>
<td>1</td>
<td>0.90%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0.90%</td>
<td></td>
</tr>
</tbody>
</table>

6. What is your education status at El Camino?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 2.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>First semester at El Camino</td>
<td>22</td>
<td>19.82%</td>
<td></td>
</tr>
<tr>
<td>Continuing student</td>
<td>67</td>
<td>60.36%</td>
<td></td>
</tr>
<tr>
<td>Returning student after a break from school</td>
<td>22</td>
<td>19.82%</td>
<td></td>
</tr>
</tbody>
</table>
7. The total number of units I am enrolled in this semester (including fashion classes) is:

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 2.96</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 units or less</td>
<td>15</td>
<td>13.39</td>
<td></td>
</tr>
<tr>
<td>5-8 units</td>
<td>29</td>
<td>25.80</td>
<td></td>
</tr>
<tr>
<td>9-11 units</td>
<td>20</td>
<td>17.86</td>
<td></td>
</tr>
<tr>
<td>12-14 units</td>
<td>41</td>
<td>36.61</td>
<td></td>
</tr>
<tr>
<td>15 or more units</td>
<td>7</td>
<td>6.25</td>
<td></td>
</tr>
</tbody>
</table>

8. Which program are you planning to complete?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 4.57</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS Degree Fashion Design</td>
<td>22</td>
<td>21.57</td>
<td></td>
</tr>
<tr>
<td>and Production</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AS Degree Fashion Merchandising</td>
<td>23</td>
<td>22.55</td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td>0</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Pattern Making Technician Certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costume Technician Certificate</td>
<td>1</td>
<td>0.98</td>
<td></td>
</tr>
<tr>
<td>Fashion Design and Production</td>
<td>7</td>
<td>6.66</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fashion Merchandising Certificate</td>
<td>13</td>
<td>12.75</td>
<td></td>
</tr>
<tr>
<td>Fashion Stylist Certificate</td>
<td>7</td>
<td>6.66</td>
<td></td>
</tr>
<tr>
<td>Undecided</td>
<td>29</td>
<td>28.43</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 2.18</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>32</td>
<td>29.63</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>42</td>
<td>38.89</td>
<td></td>
</tr>
<tr>
<td>After 2015</td>
<td>17</td>
<td>15.74</td>
<td></td>
</tr>
<tr>
<td>I don’t plan to graduate</td>
<td>17</td>
<td>15.74</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 0.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>0.90</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>110</td>
<td>99.10</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 2.13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>35</td>
<td>31.53</td>
<td></td>
</tr>
<tr>
<td>Usually</td>
<td>47</td>
<td>42.34</td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>15</td>
<td>13.51</td>
<td></td>
</tr>
<tr>
<td>Rarely or never</td>
<td>8</td>
<td>7.21</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>6</td>
<td>5.41</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 3.59</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>19</td>
<td>17.43</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>48</td>
<td>44.04</td>
<td></td>
</tr>
<tr>
<td>OK</td>
<td>25</td>
<td>22.94</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>12</td>
<td>11.01</td>
<td></td>
</tr>
<tr>
<td>I need help with</td>
<td>5</td>
<td>4.59</td>
<td></td>
</tr>
</tbody>
</table>
### 13. Which of the following ECC services have you used?

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

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>20</td>
<td>18.18</td>
<td></td>
</tr>
<tr>
<td>Once</td>
<td>34</td>
<td>30.91</td>
<td></td>
</tr>
<tr>
<td>2 - 3 times</td>
<td>46</td>
<td>41.82</td>
<td></td>
</tr>
<tr>
<td>4 or more times</td>
<td>10</td>
<td>9.09</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied-I generally can get the classes I want</td>
<td>32</td>
<td>29.91</td>
<td>2.08</td>
</tr>
<tr>
<td>Somewhat satisfied-I occasionally find it difficult to get the classes I want</td>
<td>56</td>
<td>52.34</td>
<td></td>
</tr>
<tr>
<td>Dissatisfied-I often find it difficult to get the classes I want</td>
<td>15</td>
<td>14.02</td>
<td></td>
</tr>
<tr>
<td>Very dissatisfied-I generally have great difficulty in getting the classes I want</td>
<td>4</td>
<td>3.74</td>
<td></td>
</tr>
</tbody>
</table>

### 16. When do you prefer your classes:

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only one day a week</td>
<td>15</td>
<td>19.23</td>
<td>2.09</td>
</tr>
<tr>
<td>Monday/Wednesday</td>
<td>43</td>
<td>55.13</td>
<td></td>
</tr>
<tr>
<td>Tuesday/Thursday</td>
<td>19</td>
<td>24.36</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>0</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>1</td>
<td>1.28</td>
<td></td>
</tr>
</tbody>
</table>
17. Your preferred time for starting a class is:

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 3.17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 8 am</td>
<td>3</td>
<td>2.94</td>
<td></td>
</tr>
<tr>
<td>8 am to 9:30 am</td>
<td>26</td>
<td>25.49</td>
<td></td>
</tr>
<tr>
<td>10:00 am to</td>
<td>43</td>
<td>42.16</td>
<td></td>
</tr>
<tr>
<td>12:30 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 pm to 3:30 pm</td>
<td>16</td>
<td>15.69</td>
<td></td>
</tr>
<tr>
<td>4 pm to 6:30 pm</td>
<td>9</td>
<td>8.82</td>
<td></td>
</tr>
<tr>
<td>7 pm or later</td>
<td>5</td>
<td>4.90</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 1.46</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>64</td>
<td>58.72</td>
<td></td>
</tr>
<tr>
<td>OK</td>
<td>31</td>
<td>28.44</td>
<td></td>
</tr>
<tr>
<td>Weak</td>
<td>14</td>
<td>12.84</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 0.23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25</td>
<td>23.15</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>83</td>
<td>76.85</td>
<td></td>
</tr>
</tbody>
</table>

20. Is parking a problem for you on campus?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 0.44</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50</td>
<td>43.86</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>64</td>
<td>56.14</td>
<td></td>
</tr>
</tbody>
</table>

21. How often do you check your ECC email?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 1.61</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least once a day</td>
<td>21</td>
<td>19.27</td>
<td></td>
</tr>
<tr>
<td>At least once a week</td>
<td>45</td>
<td>41.28</td>
<td></td>
</tr>
<tr>
<td>At least once a month</td>
<td>23</td>
<td>21.10</td>
<td></td>
</tr>
<tr>
<td>Rarely or never</td>
<td>20</td>
<td>18.35</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 0.75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>83</td>
<td>74.77</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>25.23</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 0.68</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>22</td>
<td>20.37</td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>29</td>
<td>26.65</td>
<td></td>
</tr>
<tr>
<td>Rarely or never</td>
<td>57</td>
<td>52.78</td>
<td></td>
</tr>
</tbody>
</table>

24. How many hours a week are you employed?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 2.80</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>51</td>
<td>47.22</td>
<td></td>
</tr>
<tr>
<td>Less than 5 hours</td>
<td>1</td>
<td>0.93</td>
<td></td>
</tr>
<tr>
<td>5-14 hours</td>
<td>9</td>
<td>8.33</td>
<td></td>
</tr>
<tr>
<td>15-20 hours</td>
<td>13</td>
<td>12.04</td>
<td></td>
</tr>
<tr>
<td>More than 20 hours</td>
<td>34</td>
<td>31.48</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 2.38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>55</td>
<td>50.03</td>
<td></td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>40</td>
<td>37.04</td>
<td></td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>12</td>
<td>11.11</td>
<td></td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>1</td>
<td>0.93</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean: 0.07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>7.41</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>100</td>
<td>92.59</td>
<td></td>
</tr>
</tbody>
</table>
## 28. Are you interested in taking an online fashion course?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38</td>
<td>23.06%</td>
</tr>
<tr>
<td>No</td>
<td>40</td>
<td>26.22%</td>
</tr>
<tr>
<td>Maybe</td>
<td>20</td>
<td>12.71%</td>
</tr>
</tbody>
</table>

Mean: 1.94

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35</td>
<td>35.29%</td>
</tr>
<tr>
<td>No</td>
<td>49</td>
<td>49.06%</td>
</tr>
<tr>
<td>Maybe</td>
<td>25</td>
<td>25.65%</td>
</tr>
</tbody>
</table>

Mean: 1.91

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designer</td>
<td>32</td>
<td>28.00%</td>
</tr>
<tr>
<td>Buyer</td>
<td>24</td>
<td>20.00%</td>
</tr>
<tr>
<td>Instructor</td>
<td>2</td>
<td>1.70%</td>
</tr>
<tr>
<td>Other</td>
<td>22</td>
<td>18.40%</td>
</tr>
</tbody>
</table>

Mean: 2.80
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 ebonics 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?
Kyoto Girl's High School (In Japan)
Lloyde High; Hawthorne High
Highland High School
Washington Prepatory 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 Prepatory 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 Prepatory 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 Prepatory High School
Compton High School
Washington Prepatory 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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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.

   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.

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 competing a certificate program.
<table>
<thead>
<tr>
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<th>2009-2010 Award Count</th>
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<td>TOTAL</td>
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<td>(Source) Chancellors Office Data Mart</td>
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The success rate standard is 60% and our 5 year success average is 63.1%.

- Preliminary Success Standard: 60.0%
- 5 year Success Average: 63.1%
- 5 year Success Minimum: 57.0%

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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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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