Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Fashion (FASH)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
The challenges our program has faced include teaching hands-on lab-heavy courses in both online and hybrid modalities due to COVID resurgence and student and faculty resistance to coming back to campus for in person instruction, and not having the necessary program support in the form of an ILT, causing contract faculty to have to cover these duties, resulting in taking valuable time away from their classroom obligations and student support.

The successes of our program include rebuilding community events including bring back the Golden Scissors Fashion Show as a fully in person event and hosting it on campus for the first time.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
Fashion has restructured the Merchandising degrees/certificates to become more streamlined. There was a reduction in units to enable student completion in a timely manner while removing unnecessary pre/co-requisite barriers. It is too early to judge the full impact of the restructuring because programs just became active in Fall 2022, so no completion records with the revised degrees exist yet.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
In 2022 we lost our second full-time faculty member, which brought the total number of contract faculty down from 3 to 1 and put undue strain on the sole remaining contract faculty. This strain trickled down to our adjuncts, causing the program to ask more of them than their contractual obligations covered. This strain was also felt by the students, as less time was available to counsel them and help guide the program.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed Not Accurate - Update In Progress

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
Fashion has had an average fill rate of 80% over the last (documented) five years. (Data from the last two years is not covered on current dashboards) Since returning from COVID, Fashion’s fill rate has been steadily increasing, with a current fill rate of 87% in Fall 2023.

Fashion has a retention rate of 82% and a course success rate of 68% over the past 5 years.

Our program average is a 70% course success rate overall, over the past 5 years. Our highest was a 72% success rate in 2016/2017, which fell to a 67% success rate in 2018/2019. However, there is a noticeable difference in the data when you remove the students who withdrew from courses. When looking only at the students that completed the courses to the end of the term, our success rates were 84% in 2017/2018 and 83% in 2018/2019. Our success rates are also higher in the Fall then they are in the Spring.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
Our success rate with females is 70.5%, which is 3% lower than Mesa's average. Our success rate with males is 60.2%, giving us a -10.2% equity gap for success rates with male fashion students. Our program success rate for both genders is lower than Mesa’s average.

Summary and Reflection

We see the largest equity gaps in success rates with our Latinx and Black/African American students. Fashion has a success rate of only 65% with our Latinx students and 58% with our Black/African American students, both of which are significantly lower than Mesa average. Working to target these populations would be in line with Mesa's 2022-2025 Equity Plan.

On the plus side, our success rates for students who identify as Asian, Filipino and Pacific Islander are much higher than the college average. Fashion has a success rate of 79% with our Asian students, 76% with our Filipino students, and 96% with our Pacific Islander students.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
2022-2023: Last year we started a new cycle of evaluating the CLOs for our program, since Mesa is shifting from a 6-year review process to a 4-year review process. During the first year, we were instructed to hold off on evaluating the success rates of the individual CLOs and instead evaluate the accuracy and applicability of the individual CLOs for each course. Given that our program offers 48 different classes, resulting in over 150 individual CLOs, combined with the loss of a contract faculty position and the current demands of the program, there was not enough time to dedicate to an in-depth discussion with all the faculty. Instead, courses were gone through at a cursory level and the in-depth examination is ongoing.
2023-2024: This year we have completed the overview of the CLOs, checking them for accuracy and correctness. A few errors were found in the listings in Nuventive and they have been updated. Starting this year, we are currently evaluating each course CLO individually. A faculty meeting was held mid-Fall semester with all the Fashion professors where we went over what CLOs are, why they are important, and how/why they need to be reviewed. A schedule was made to determine when each class CLO would be evaluated and those due for evaluation this Fall were identified. This process is ongoing and will continue until the end of the 4 year cycle in 2026.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
2022-2023:
Fashion was one of the first programs at Mesa to reinstate its study abroad courses for a Summer 2023 program that included students from a variety of backgrounds, including 2 EOPS students who received full scholarships to attend and 2 Gillman award students.

Fashion maintains an equipment checkout program where students are able to checkout sewing machines, dress forms, irons, and other industry equipment to increase equity and access to resources necessary for successful coursework. However, without an ILT to run the equipment checkout program, this has put an additional strain on the contract faculty.

Fashion has actively been recruiting and hiring more diverse adjunct faculty, resulting in faculty that are more representative of our current student population.

Fashion restructured the Merchandising Degrees/Certificates to create more streamlined pathways for completion.

2023-2024:
In the past Fashion offered an open lab for our students, however since we do not have an ILT position, we are currently unable to offer this to our students. This is a huge equity problem because it means that students aren't able to use the fashion lab outside of class for their homework and need to do all their work at home, where they may not have the necessary space or materials to complete their work.

What other factors (internal or external) might also impact the above data trends and equity gaps?
2022-2023:
A large part of our equity gaps could be due to our lack of ability to provide consistent and frequent open lab hours for our students, due to lack of funding and approval for an ILT position, (despite a proven need by being #1 and #2 over the past 2 years). Not having open lab removes an accessible workspace for our students, forcing them to complete their work at home,

which is not an equitable solution due to many students not having the necessary space or resources.

Our equity gap among male fashion students, may also be attributed partly to society culture where it is believed that fashion is a female-centered career. We have been working on changing the imagery on our publicity and promotional materials for our program to show a mix of both male and female students from all ethnicities.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.
2023-2024:
We brought back the Golden Scissors Fashion Show as a fully in person event, hosting it on campus. It was a success and we intend to continue this format, building on what worked and strengthening our community outreach.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.
2023-2024:
This year we have completed the overview of the CLOs, checking them for accuracy and correctness. A few errors were found in the listings in Nuventive and they have been updated. Starting this year, we are currently evaluating each course CLO individually. A faculty meeting was held mid-Fall semester with all the Fashion professors where we went over what CLOs are, why they are important, and how/why they need to be reviewed. A schedule was made to determine when each class CLO would be evaluated and those due for evaluation this Fall were identified. This process is ongoing and will continue until the end of the 4 year cycle in 2026.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.
2023-2024:
In the past Fashion offered an open lab for our students, however since we do not have an ILT position, we are currently unable to offer this to our students. This is a huge equity problem because it means that students aren't able to use the fashion lab outside of class for their homework and need to do all their work at home, where they may not have the necessary space or materials to complete their work.
We also need to have a stronger community outreach presence. Unfortunately the current contract faculty are stretched too thin and without additional support, we aren't able to set aside any additional time to make this happen.

YEAR 3 Updates (2024 - 2025)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
2024-2025:
Based on feedback from counselors, students, and employers (i.e. our Advisory Board), Fashion is in the process of modifying our current Merchandising and Design degrees/certificates to help clarify student pathways and align degree content with employment opportunities. We also intend to streamline the Design awards through a reduction in units, which will enable student completion in a timely manner while removing unnecessary pre/co-requisite barriers.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
Fashion's average fill rate has been steadily increasing over the last few years (since COVID). We have a current fill rate of 89% in Fall 2024, which is up from our average fill rate of 87% in Fall 23 and 84% in Fall 22.

Fashion's retention rate has also been increasing, with an average retention rate of 83% over the past 5 years. Last year (2023/2024), our retention rate was the highest it has been at 89%. This is up from 82% in 2022/2023 and 80% in 2021/2022.

Fashion has an average course success rate of 67% over the past 5 years. Our course success rate for the 2023/2024 year was 71%. The 5 year average has fallen slightly since the last assessment.. We believe this is due to the not having the necessary

program support in the form of an ILT, causing contract faculty to have to cover these duties, resulting in taking valuable time away from their classroom obligations and student support. This strain trickled down to our adjuncts, causing the program to ask more of them than their contractual obligations covered. This strain was also felt by the students, as less time was available to counsel them and help guide the program. There are currently only 2 contract faculty members in our CTE program with 10 adjuncts, 49 courses, many of which are hands-on, lab-heavy course loads. Additionally, our program has very specific needs which demand more of a contract faculty's time than a typical academic program.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
Fashion faculty met to discuss our program's course learning outcomes assessment results over the past year. The consensus was that there has been a noticeable drop in our students' success and we felt this was largely due to not having the necessary program support in the form of a full-time ILT. Without an ILT, we are unable to offer open lab times to our students, which is a serious equity and success issue. The majority of our students do not have access to industry level equipment, and many don't have a good work space in their home. We do have an equipment check out program, however without an ILT, the running of this program has fallen to the already overloaded contract faculty, which means there are limited checkout windows and no one to repair any malfunctioning equipment, resulting in fewer working items available to check out. Students have been vocal about the need for an open lab, and the faculty unanimously felt the lack of the lab has impacted the quality and success of student work. Additionally, faculty felt that having additional computers and newer printers available to our students in our classrooms would greatly increase not only the professional appearance of their work, but increase the equity of the access to this technology. Our current printers our long out of warranty and require almost weekly IT visits just to keep them partially running.

Observed equity gaps in Fashion from 2023/2024 include:
a -5.4% equity gap among Latinx student success rates
a -15.9% equity gap among African/African American student success rates
However, Fashion as a whole has a higher percentage of Latinx students enrolled in our program than in Mesa College as a whole, and our equity gap among Latinx student success rates is lower than Mesa College's Latinx student success rate (-8.1%)

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
2024/2025:
Fashion still maintains an equipment checkout program where students are able to checkout sewing machines, dress forms, irons, and other industry equipment to increase equity and access to resources necessary for successful coursework. However, without an ILT to run the equipment checkout program, this has put an additional strain on the contract faculty, resulting in limited check-out times and a lack of support to fix malfunctioning or broken equipment, resulting in less items available to check out.

We have been working on having a stronger community outreach presence, however our progress has been minimal. Unfortunately the current contract faculty are stretched too thin and without additional support, we aren't able to set aside any additional time to make this happen.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
Fashion has completed the modifications to our Merchandising and Design degrees and certificates to clarify student pathways and better align with employment opportunities. This included streamlining Design awards by reducing units, removing unnecessary pre/co-requisite barriers and supporting timely completion. These changes were approved by CIC in May 2025 and will take effect in Fall 2026.

We also expanded community engagement through events and collaborations, such as the Breeders Cup, Star Wars Costume Lecture, Threads of Time Runway Show with Visions Museum, Sustainability Fashion Show at Laguna Art Museum, and student mentoring at High Tech High. Additionally, we introduced a workshop series offering skill-based sessions to boost student employability.

While these initiatives have boosted awareness of our program and created valuable opportunities for our students, they have significantly increased demands on faculty, making the current pace unsustainable. Additionally, our part-time lab assistant's hours were cut this year, reducing open lab availability to just a few hours per week and leaving faculty to absorb additional responsibilities such as equipment maintenance and checkouts. Because the position is part-time, retention is difficult, and the role cannot provide the level of support we need. A full-time lab technician/program assistant is critical—not only to restore

and expand open lab access, but also to maintain equipment, manage resources, and alleviate the growing workload on faculty. This resource request directly supports our goals of improving student success, retention, and closing equity gaps for disproportionately impacted students.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
Fashion's enrollment and fill rates continue to show strong growth since the pandemic. Fall headcounts have increased from 372 in Fall 2022 to 479 in Fall 2025, marking the highest enrollment in recent years. Correspondingly, fill rates have risen from 84% in Fall 2022 to 87% in Fall 2023, 89% in Fall 2024, and now 94% in Fall 2025, indicating exceptional demand for Fashion courses. Spring fill rates remain lower but stable, with 85% in Spring 2025, up from prior years.

Fashion's course success rate for Fall 2024 was 69%, compared to Mesa College's overall average of 74.2% for the same term. The program's five-year average is 67.7%, reflecting relatively stable performance with only gradual increases over time. Recent terms show modest improvement, with success rates of 71.3% in Spring 2024 and 69.8% in Spring 2025. Despite these small gains, Fashion consistently falls below the college average, and the lack of significant progress underscores the need for additional support. Providing students with more access to the sewing lab through a full-time ILT could help improve success rates by giving students the time and resources needed to complete projects successfully.

Our success rate with females is 72.2%, which is about 4% lower than Mesa's average of 76.3%. Last year, female success was 70.5%, so this represents a slight improvement. Our success rate with males is 62.5%, which is 11.8% lower than Mesa's male average of 74.3%. This is up from 60.2% last year but still reflects a significant equity gap. Non-binary students have a success rate of 60.4%, and students listed as "Unknown" succeed at 82.4%, though this group is very small.
We continue to see the largest equity gaps in success rates with our Latine and Black/African American students. Fashion has a success rate of 65.1% with Latine students and 54.4% with Black/African American students, both of which are significantly lower than Mesa averages (70.2% and 67.3%, respectively).

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
Mid-Fall, Fashion faculty met to review assessment results and identify trends. While some classes met targets, several fell below our goal of 75% meeting objectives. After consulting with Liza Rabinovich, we discovered a reporting error: assessments included all enrolled students rather than only those who submitted work. Correcting this should improve future results.
Despite this, faculty agreed that retention and success remain major challenges. Students often lack access to workspace and industry-level equipment outside class, which limits their ability to complete projects. Without a full-time lab technician/program assistant, we cannot offer consistent open lab hours or maintain our equipment checkout program. This gap directly impacts equity and success, particularly for students without adequate home resources. Hiring this position is essential to meet our unit goals of improving retention and closing equity gaps for disproportionately impacted students.
Additionally, much of our lab equipment has been breaking down, and requests for replacement items such as printers and document cameras have been denied. We still lack adequate power in the sewing lab, which prevents us from using industry-quality irons, steamers, etc. This not only makes our program appear outdated but also limits students' exposure to essential tools, leaving them underprepared for industry standards.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
Fashion continued its study abroad offerings, taking 35 students to study Fashion and Art History in London during Summer 2025. Combined with increased community collaborations and outreach opportunities, these initiatives build student engagement with the program and likely contribute to our strong enrollment growth.
We maintain an equipment checkout program that directly addresses equity gaps by providing resources to students who lack access to professional equipment at home, a factor that disproportionately affects our Latine and Black/African American students who show the largest success gaps in our data. However, without a full-time ILT to run this program, checkout hours are severely limited and broken equipment sits unrepaired, reducing available resources.
We are working to build sustainability instruction into our curriculum, recognizing industry trends and student interest. However, progress has been slow, as contract faculty are stretched too thin managing increased community engagement, equipment coordination, outreach, advisory board management, schedule coordination, new faculty mentoring, and program leadership, in addition to teaching and advising students. Without dedicated time or additional support, we cannot develop this curriculum at the pace needed to keep our program current and competitive.
Internal and External Factors:
Our part-time NANCE position had hours cut by 30% this year, reducing open lab access for students to complete projects, particularly those without adequate workspace at home. This limited access directly impacts our lower-than-college-average

Summary and Reflection

success rates (69% vs. Mesa's 74.2%) as students fall behind on projects. Additionally, the position's part-time, zero-benefits structure creates retention challenges, making it difficult to keep qualified staff.

Aging and inadequate equipment also significantly limits student success. Students cannot access equipment due to limited open lab hours, and much is broken (printers, document cameras) or unusable due to insufficient electrical power (professional irons, steamers). This prevents students from working with industry-standard equipment and results in lower success rates. This particularly impacts our disproportionately impacted student populations who depend on campus resources.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Provide more resources for students

Unit Goal: Provide more resources for students, including equitable access to equipment and lab space for students to be able to have more time available to complete projects and further develop their ideas.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Continue to work with Mesa to allocate resources for an ILT so we can hold open lab hours for students to work in the classroom space. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/30/2025 **Action Plan Update**: We have requested an ILT position for the past few years and each time we have been ranked in the top 2 in terms of need, however we have continuously been told we cannot hire an ILT due to lack of funding. Without a full-time ILT, we are unable to offer open lab times to our students, which is a serious equity and success issue. The majority of our students do not have access to industry level equipment, and many don't have a good work space in their home. This has led to a noticeable drop in our student success rates and has been unanimously voiced by faculty in our outcomes assessment discussions. We desperately need this full-time position in order to adequately serve our students and ensure their success. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered
	Submission Date: 12/27/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: We have requested an ILT position for the past few years and each time we have been ranked in the top 2 in terms of need, however we have continuously been told we cannot hire an ILT due to lack of funding. Without a full-time ILT, we are unable to offer open lab times to our students, which is a serious equity and success issue. The majority of our students do not have access to industry level equipment, and many don't have a good work space in their home. This has led to a noticeable drop in our student success rates and has been unanimously voiced by faculty in our outcomes assessment discussions. We desperately need this full-time program support in order to adequately serve our students and ensure their success. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered --- **Submission Date**: 12/04/2023 **Action Plan Update**: We submitted a request for a full-time ILT position and even though we were ranked in the #2 position, we were told there was not enough funding to hire someone. Unfortunately we have also not been able to hire a NANCE or program assistant so we have not been able to offer any open lab hours this year so far. This is an incredible disservice to our students. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered
Action Plan Status: Active **Action Plan:** Increase student awareness of and access to equipment checkout program. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/30/2025 **Action Plan Update**: Student awareness of the equipment checkout program has increased, but their access has remained limited due to not having a full time ILT position to run the equipment checkout program. Our current NANCE employee had her hours cut but 30% for the 2025-2026 school year, drastically reducing the availability of check-out hours, which makes it difficult for some students to access these resources. Additionally, without an ILT, we do not have any support to fix malfunctioning or broken equipment, resulting in less items available for students to check out. To solve this, we need a full-time ILT position. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered --- **Submission Date**: 12/27/2024 **Action Plan Update**: Student awareness of the equipment checkout program has increased, but their access has remained limited due to not having a full time ILT position to run the equipment checkout program. Students can only check out equipment during limited hours due to faculty schedules which make it difficult for some students to arrange a time to access these resources. Additionally, without an ILT, we do not have any support to fix malfunctioning or broken equipment, resulting in less items available for students to check out. To solve this, we need a full-time ILT position. **Update Year**: 2024 - 2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Progress: Barriers Encountered
	Submission Date: 12/04/2023 **Action Plan Update**: Student awareness of the equipment checkout program has increased but their access has remained limited due to not having an ILT to help run the equipment checkout program. Students can only check out equipment during limited hours due to faculty schedules which make it difficult for some students to arrange a time to access these resources. To solve this, we need a full-time ILT position. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

Develop and update digital patterning curriculum

Unit Goal: Develop and update digital patterning curriculum, resulting in appropriate training for students to enter the workforce or transfer.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)
- **Scholarship - Objective 3:** Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed (✓)
- **Stewardship - Objective 1:** In collaboration with students, develop a climate action plan aligned with state and city goals that includes a timeline to reduce Mesa College's carbon footprint, focuses on climate literacy and student action, and mitigates Mesa's impact on climate change (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Implement curriculum that focuses on digital patterning software used in the industry. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/30/2025 **Action Plan Update**: CLO 3D is still working well and has been fully implemented into FASH 171 (Computer Pattern 1). Since FASH 172 (Computer Pattern 2) is not offered every year, there is a slight delay until we can fully incorporate CLO3D into that class as well. We anticipate the process will be complete by Spring 2027. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/23/2025 **Action Plan Update**: We tried out two different software options - Optitex and CLO3D and based on student feedback, instructor experience and feedback from the Advisory Board, we decided to move forward with only CLO3D. It is more affordable and accessible to students and they are able to access it from home for work outside of class (unlike Optitex). It is also widely used in the Industry and user-friendly enough that students who learn the program will be comfortable adjusting to other digital patterning programs. We have taught CLO3D for 1 year and students are able to pick up employable skills and understand the software with few setbacks. Moving forward, we hope to incorporate CLO3D into additional courses in our program to fully utilize the software and increase students' familiarity with the skills. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 12/04/2023 **Action Plan Update**: We have obtained subscriptions to two digital patterning software programs: Optitex and CLO 3D and are offering one course in each during the 2023-2024 school year. We need to complete both courses and evaluate both the success rates of our students and the overall courses in moving forward. Ultimately we would like to be able to then track these students' progress to see if these skills improved their ability to obtain a living wage. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Examine current pattern making courses to streamline pre/co-requisites for digital pattern making class. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/30/2025 **Action Plan Update**: CLO 3D has been taught for 1.5 years, and the adjusted prerequisites are good, however we have noticed that one of the prerequisites should be changed to a co-requisite to remove enrollment barriers and increase comprehension in basic flat patterning, since students can see the changes demonstrated in 3D simultaneously. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/23/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: We have taught CLO3D for 1 year in two classes: Computer Patternmaking 1 and 2. So far, the adjusted prerequisites are working: students are displaying enough knowledge before they take the class that they can easily understand the basic patternmaking concepts. We will continue to examine this for another year to accumulate more data before making a final assessment. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
	Submission Date: 12/04/2023 **Action Plan Update**: No updates yet - the courses are in their first year of being taught. After each one has been taught once we can examine the current pre/co-requisites to see if they still match what the software requires or if they need adjustment. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Streamline the course sequencing for our Fashion Design degrees/certificates

Unit Goal: Streamline the course sequencing for our Fashion Design degrees/certificates so there is a clear, concise map that all students, faculty, and counselors will be able to access and navigate.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Pathways and Partnerships - Objective 5:** Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning (✓)

Action Plans	Updates
Action Plan Status: Active	**Submission Date**: 11/30/2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan: Examine the current fashion design degree/certificate programs and create clear pathway maps for students to follow for achieving completion in a timely manner. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: Faculty have completed the modifications to all the Merchandising and Design degrees, and they should be active Fall 2026 (CIC approved 5/2025). However, due to not having a full-time ILT, the contract faculty have not had the time or resources to be able to complete the physical mapping portion of this goal. We are hopeful that with the addition of a full-time ILT, that will take some of the burden off our contract faculty and they will be able to complete this action plan. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 01/23/2025 **Action Plan Update**: Due to not having a full-time ILT, the contract faculty have not had the time or resources to be able to work on this goal. We are hopeful that with the addition of a full-time ILT, that will take some of the burden off our contract faculty and they will be able to complete this action plan. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered **Submission Date**: 12/04/2023 **Action Plan Update**: Fashion Design degrees and Certificates have been examined and the faculty are in the process of completing clear pathway maps for students. We are hoping these maps will be completed and ready to distribute by early to mid Spring semester, 2024. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Share pathway maps with faculty, students, and counselors, and add the pathways to our program website for easy access. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/30/2025 **Action Plan Update**: Due to not having a full-time ILT, the contract faculty have not had the time or resources to be able to work on this goal. We are hopeful that with the addition of a full-time ILT, that will take some of the burden off our contract faculty and they will be able to complete this action plan. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 01/23/2025 **Action Plan Update**: Due to not having a full-time ILT, the contract faculty have not had the time or resources to be able to work on this goal. We are hopeful that with the addition of a full-time ILT, that will take some of the burden off our contract faculty and they will be able to complete this action plan. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered **Submission Date**: 12/04/2023 **Action Plan Update**: No updates yet - as soon as the maps / sequencing are complete, we will share these with the students, faculty and counselors, as well as updating them on our website. **Update Year**: 2023 - 2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Progress: On Track

Working facilities for textiles: washing machine, dryer, hot water

Unit Goal: Attain functioning washer and dryer that work with the infrastructure of our classroom, allowing us to teach the required course outcomes and reflect industry standard practices. This includes a top-loading washing machine, electric clothes dryer, and an electric Instahot tankless hot water heater

Goal Status: Active

Beginning Year: 2024 - 2025

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 2:** Support processes and initiatives that prioritize environmental sustainability and reduce Mesa College's impact on climate change (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Attain a top-loading washing machine, electric clothes dryer, and electric Instahot tankless hot water heater **Action Plan Cycle:** 2024 - 2025	**Submission Date**: 11/30/2025 **Action Plan Update**: Still waiting on funding for washer, dryer and tankless water heater. Also waiting on power source to run the dryer. Have not received a clear answer as to why this is not being addressed. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered
	Submission Date: 01/23/2025 **Action Plan Update**: Resource requests for top-loading washing machine, electric clothes dryer, electric Instahot tankless hot water heater were put into the 24/25 program review. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track