

Instructional Program Review 2019/20 UPDATE

Fashion

**Created on: 09/06/2019 12:07:00 PM PST
Last Modified: 02/09/2020 05:52:41 PM PST**

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Jordyn Smiley
- Name of Liaison: Xiaochuan Song
- Department Chair: Tara Maciel / Mark Abajian
- Name of Manager/Service Area Supervisor: Danene Brown
- Is this a CTE program? (State Yes or No): YES

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

Fashion Goal Set 2018-2019

Curriculum

To responsibly and effectively develop and update curriculum, course sequencing, and certificates/degrees to provide current and appropriate training for students to enter the workforce or transfer.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Core Indicator Activity 2, Perkins Core Indicator Activity 3, Perkins Core Indicator Activity 4, Perkins Core Indicator Activity 5, Perkins Core Indicator Activity 6, Perkins Permissive Use 10.1, Perkins Permissive Use 10.10, Perkins Permissive Use 10.11, Perkins Permissive Use 10.12, Perkins Permissive Use 10.13, Perkins Permissive Use 10.14, Perkins Permissive Use 10.15, Perkins Permissive Use 10.16, Perkins Permissive Use 10.17, Perkins Permissive Use 10.19, Perkins Permissive Use 10.2, Perkins Permissive Use 10.20, Perkins Permissive Use 10.3, Perkins Permissive Use 10.4, Perkins Permissive Use 10.5, Perkins Permissive Use 10.6, Perkins Permissive Use 10.7, Perkins Permissive Use 10.8, Perkins Permissive Use 10.9, Perkins Requirement 2, Perkins Requirement 4, Perkins Requirement 5, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 6, Perkins Requirement 7, Perkins Requirement 8, Perkins Requirement 9, Strong Workforce Recommendation 1, Strong Workforce Recommendation 10, Strong Workforce Recommendation 11, Strong Workforce Recommendation 12, Strong Workforce Recommendation 15, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3, Strong Workforce Recommendation 7, Strong Workforce Recommendation 8, Strong Workforce Recommendation 9,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Improve Student Success

To assist our students in the process of planning their course of study, achieving success, graduating, securing employment and/or transfer to four-year schools.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.4, Strategic Goal 6.2,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Core Indicator Activity 2, Perkins Core Indicator Activity 3, Perkins Core Indicator Activity 4, Perkins Core Indicator Activity 5, Perkins Core Indicator Activity 6, Perkins Permissive Use 10.1, Perkins Permissive Use 10.10, Perkins Permissive Use 10.11, Perkins Permissive Use 10.12, Perkins Permissive Use 10.13, Perkins Permissive Use 10.14, Perkins Permissive Use 10.15, Perkins Permissive Use 10.16, Perkins Permissive Use 10.17, Perkins Permissive Use 10.19, Perkins Permissive Use 10.2, Perkins Permissive Use 10.20, Perkins Permissive Use 10.3, Perkins Permissive Use 10.4, Perkins Permissive Use 10.5, Perkins Permissive Use 10.6, Perkins Permissive Use 10.7, Perkins Permissive Use 10.8, Perkins Permissive Use 10.9, Perkins Requirement 2, Perkins Requirement 4, Perkins Requirement 5, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 6, Perkins Requirement 7, Perkins Requirement 8, Perkins Requirement 9, Strong Workforce Recommendation 1, Strong Workforce Recommendation 10, Strong Workforce Recommendation 11, Strong Workforce Recommendation 12, Strong Workforce Recommendation 15, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3, Strong Workforce Recommendation 7, Strong Workforce Recommendation 8, Strong Workforce Recommendation 9,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Increase Community Involvement and Awareness

To be involved with our community, and to build further relationships on campus, and off campus to further enrich the student experience, and increase employment opportunities. To market ourselves.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1,

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Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Reduce Above and Beyond Service

Strategically reduce the amount of service that is beyond contractual obligation by re-prioritizing efforts of full-time faculty and seeking assistance from campus initiatives to support service and outreach efforts that have grown beyond the capabilities of the program to maintain.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1,

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Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Complete TAPAC Self Study

To complete the Textile and Programs Accreditation Commission (TAPAC) self study in preparation for accreditation visit. With overall goal of validating program quality and rigor so that students who transfer and seek employment are sought after candidates.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2, Strategic Goal 6.3,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Core Indicator Activity 2, Perkins Core Indicator Activity 3, Perkins Core Indicator Activity 4, Perkins Core Indicator Activity 5, Perkins Core Indicator Activity 6, Perkins Permissive Use 10.1, Perkins Permissive Use 10.10, Perkins Permissive Use 10.11, Perkins Permissive Use 10.12, Perkins Permissive Use 10.13, Perkins Permissive Use 10.14, Perkins Permissive Use 10.15, Perkins Permissive Use 10.16, Perkins Permissive Use 10.17, Perkins Permissive Use 10.19, Perkins Permissive Use 10.2, Perkins Permissive Use 10.20, Perkins Permissive Use 10.3, Perkins Permissive Use 10.4, Perkins Permissive Use 10.5, Perkins Permissive Use 10.6, Perkins Permissive Use 10.7, Perkins Permissive Use 10.8, Perkins Permissive Use 10.9, Perkins Requirement 2, Perkins Requirement 4, Perkins Requirement 5, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 6, Perkins Requirement 7, Perkins Requirement 8, Perkins Requirement 9, Strong Workforce Recommendation 1, Strong Workforce Recommendation 10, Strong Workforce Recommendation 11, Strong Workforce Recommendation 12, Strong Workforce Recommendation 15, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3, Strong Workforce Recommendation 7, Strong Workforce Recommendation 8, Strong Workforce Recommendation 9,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

ACTION PLANS FOR GOALS (REQUIRED)

Actions

Fashion Goal Set 2018-2019

Goal

Goal: Curriculum

To responsibly and effectively develop and update curriculum, course sequencing, and certificates/degrees to provide current and appropriate training for students to enter the workforce or transfer.

Action: Gather industry support for Costuming Degree/Certificate

Describe the actions needed to achieve this objective:

We are in the process of adding a costuming degree and certificate to the program based on the current industry needs, and student desires. We have advisory board approval and are moving forward in reaching out to industry for necessary supplemental support to move the degree forward.

Who will be responsible for overseeing the completion of this objective:

A full time faculty member - Jordyn Smiley

Provide a timeline for the actions:

The data and analysis will be ready to submit Fall 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

We will have a costuming degree and certificate.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

This has a longer timeline because faculty have immediate priorities to students and service to the program (i.e. Fashion Show, Fashion Club).

Goal: Improve Student Success

To assist our students in the process of planning their course of study, achieving success, graduating, securing employment and/or transfer to four-year schools.

Action: Align course structure with Guided Pathways

Describe the actions needed to achieve this objective:

Faculty will develop a plan that lists all courses needed to complete a degree and in the necessary order of recommended classes to take.

Who will be responsible for overseeing the completion of this objective:

Full time faculty: Meegan Feori and Jordyn Smiley

Provide a timeline for the actions:

We are waiting for direction from Guided Pathways committee for deadlines. We anticipate completing our pathways to be ready for Fall 2020.

Describe the assessment plan you will use to know if the objective was achieved and effective:

The students will follow the Foundational Pathway so we would anticipate seeing an increase in completion of certificates and degrees.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Information regarding pathways
An official template to streamline completion
Annual updates to adjust for changes in course offerings
Building a stronger relationship with counseling (we would like to continue this).

Goal: Increase Community Involvement and Awareness

To be involved with our community, and to build further relationships on campus, and off campus to further enrich the student experience, and increase employment opportunities. To market ourselves.

Action: Improve Program Marketing

Describe the actions needed to achieve this objective:	We would like to make additional rack cards that are career oriented and market to our diverse group of students.
Who will be responsible for overseeing the completion of this objective:	Full time faculty Meegan Feori and Jordyn Smiley
Provide a timeline for the actions:	We anticipate a creation of new cards by Fall 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	We will keep track of how many rack cards have been printed versus how many we've handed out.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	We need a photographer for photos of the diverse students. We need someone to manage the project. We need someone to figure out the copy with relevant statistics and data that is career specific. We need graphic design from our team.

Goal: Reduce Above and Beyond Service

Strategically reduce the amount of service that is beyond contractual obligation by re-prioritizing efforts of full-time faculty and seeking assistance from campus initiatives to support service and outreach efforts that have grown beyond the capabilities of the program to maintain.

Action: Pursue contract faculty position to replace a retiring faculty member

Describe the actions needed to achieve this objective:	Complete the Faculty Position Request portion of the Program Review Conduct a search and interview process for a third Fashion Faculty member. Hire a third faculty member
Who will be responsible for overseeing the completion of this objective:	Jordyn Smiley, Meegan Feori, Faculty Hiring Committee
Provide a timeline for the actions:	The Faculty Position Request will be completed by the Program Review due date: Feb 3, 2020. If approved, the search and interview process will hopefully happen in Fall 2020 for a Spring 2021 hire.
Describe the assessment plan you will use to know if the objective was achieved and effective:	We will be given approval to hire a 3rd faculty member to replace the one who is retiring. The workload will be more evenly distributed allowing all full time faculty to have time to work with students.
List resources needed to achieve this objective and associated costs (Supplies,	Funding and approval to hire a contract faculty to replace the retiring faculty member.

Equipment, Computer
Equipment, Travel &
Conference, Software,
Facilities, Classified Staff,
Faculty, Other):

Goal: Complete TAPAC Self Study

To complete the Textile and Programs Accreditation Commission (TAPAC) self study in preparation for accreditation visit. With overall goal of validating program quality and rigor so that students who transfer and seek employment are sought after candidates.

Action: Proceed with preparation for the TAPAC community college level approval

Describe the actions needed to achieve this objective: Continue to adhere to TAPAC requirements for accreditation at a junior college level.

Who will be responsible for overseeing the completion of this objective: Meegan Feori

Provide a timeline for the actions: Spring 2021

Describe the assessment plan you will use to know if the objective was achieved and effective: We will meet all the necessary requirements to be considered for TAPAC self study.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

GOAL STATUS REPORT (REQUIRED)

Action Statuses

Fashion Goal Set 2018-2019

Goal

Goal: Curriculum

To responsibly and effectively develop and update curriculum, course sequencing, and certificates/degrees to provide current and appropriate training for students to enter the workforce or transfer.

Action: Gather industry support for Costuming Degree/Certificate

Describe the actions needed to achieve this objective:

We are in the process of adding a costuming degree and certificate to the program based on the current industry needs, and student desires. We have advisory board approval and are moving forward in reaching out to industry for necessary supplemental support to move the degree forward.

Who will be responsible for overseeing the completion of this objective:

A full time faculty member - Jordyn Smiley

Provide a timeline for the actions:

The data and analysis will be ready to submit Fall 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

We will have a costuming degree and certificate.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

This has a longer timeline because faculty have immediate priorities to students and service to the program (i.e. Fashion Show, Fashion Club).

Status for Gather industry support for Costuming Degree/Certificate

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Gather data from local industry proving the need for a costume degree at a local level. Submit data along with Degree narrative and proposal for approval.

Goal: Improve Student Success

To assist our students in the process of planning their course of study, achieving success, graduating, securing employment and/or transfer to four-year schools.

Action: Align course structure with Guided Pathways

Describe the actions

Faculty will develop a plan that lists all courses needed to complete a degree and in

needed to achieve this objective:	the necessary order of recommended classes to take.
Who will be responsible for overseeing the completion of this objective:	Full time faculty: Meegan Feori and Jordyn Smiley
Provide a timeline for the actions:	We are waiting for direction from Guided Pathways committee for deadlines. We anticipate completing our pathways to be ready for Fall 2020.
Describe the assessment plan you will use to know if the objective was achieved and effective:	The students will follow the Foundational Pathway so we would anticipate seeing an increase in completion of certificates and degrees.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Information regarding pathways An official template to streamline completion Annual updates to adjust for changes in course offerings Building a stronger relationship with counseling (we would like to continue this).

Status for Align course structure with Guided Pathways

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	Faculty will develop a plan that lists all courses needed to complete a degree and in the necessary order of recommended classes to take.

Goal: Increase Community Involvement and Awareness

To be involved with our community, and to build further relationships on campus, and off campus to further enrich the student experience, and increase employment opportunities. To market ourselves.

Action: Improve Program Marketing

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Provide a timeline for the actions:	We anticipate a creation of new cards by Fall 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	We will keep track of how many rack cards have been printed versus how many we've handed out.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	We need a photographer for photos of the diverse students. We need someone to manage the project. We need someone to figure out the copy with relevant statistics and data that is career specific. We need graphic design from our team.

Status for Improve Program Marketing

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	Pursue creation of career specific rack cards. Have a photographer take photos of diverse students. Receive data on the fashion industry for written copy. Contact WBL team for support.

Goal: Reduce Above and Beyond Service

Strategically reduce the amount of service that is beyond contractual obligation by re-prioritizing efforts of full-time faculty and seeking assistance from campus initiatives to support service and outreach efforts that have grown beyond the capabilities of the program to maintain.

Action: Pursue contract faculty position to replace a retiring faculty member

Describe the actions needed to achieve this objective:	Complete the Faculty Position Request portion of the Program Review Conduct a search and interview process for a third Fashion Faculty member. Hire a third faculty member
Who will be responsible for overseeing the completion of this objective:	Jordyn Smiley, Meegan Feori, Faculty Hiring Committee
Provide a timeline for the actions:	The Faculty Position Request will be completed by the Program Review due date: Feb 3, 2020. If approved, the search and interview process will hopefully happen in Fall 2020 for a Spring 2021 hire.

Describe the assessment plan you will use to know if the objective was achieved and effective:

We will be given approval to hire a 3rd faculty member to replace the one who is retiring.
The workload will be more evenly distributed allowing all full time faculty to have time to work with students.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Funding and approval to hire a contract faculty to replace the retiring faculty member.

Status for Pursue contract faculty position to replace a retiring faculty member

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Complete the Faculty Position Request portion of the Program Review. Wait for approval.

Goal: Complete TAPAC Self Study

To complete the Textile and Programs Accreditation Commission (TAPAC) self study in preparation for accreditation visit. With overall goal of validating program quality and rigor so that students who transfer and seek employment are sought after candidates.

Action: Proceed with preparation for the TAPAC community college level approval

Describe the actions needed to achieve this objective:

Continue to adhere to TAPAC requirements for accreditation at a junior college level.

Who will be responsible for overseeing the completion of this objective:

Meegan Feori

Provide a timeline for the actions:

Spring 2021

Describe the assessment plan you will use to know if the objective was achieved and effective:

We will meet all the necessary requirements to be considered for TAPAC self study.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Status for Proceed with preparation for the TAPAC community college level approval

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

We are waiting for TAPAC to apply their accreditation to community college level. Currently they are only working on bachelor's degree programs.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

-
- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
-

Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Fashion

(REQUIRED) Program name

Fashion

(REQUIRED) Are you on target with your assessment schedule?

Yes. We have determined that we need to evaluate approximately 25 CLOs per year in order to stay on track. In 2018/2019 we evaluated 37 CLOs. This semester (Fall 2019) we have evaluated 20 already. This means we are on target to meet our annual goal of 25 CLO evaluations for the 2019/2020 school year. In Spring 2020, we will evaluate one PLO as well.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

Online courses struggle with retention

Students' ability to write proper papers is a challenge, so we need to aid them in understanding proper writing and documentation.

Certain classes have equipment which needs to be maintained on a regular basis, or problem will occur in the classroom.

Professors are asking for equipment or supplies (see below)

Several professors would like to challenge the students at a higher level with assignments

Some professors would like to update their curriculum slightly based on information revealed by an assessment.

(REQUIRED) Based on your assessments, what resource needs have you identified?

- Semi-annual sewing machine servicing and/or a lab tech for sewing lab. The constant maintenance and upkeep of equipment is outside the scope of our contract faculty's regular duties and it takes time away from direct contact with students. We submitted a CHP last year for this position, but it was denied.
- Millinery Wood Blocks (forms for hat making)
- Textile inks and related items for surface design
- With the retiring of one of our contract faculty, we will need another full-time faculty member to address the needs of our students and program.
- A background stand set-up for photographing students' work for portfolio use, department marketing, and promotion.
- Large wooden letters spelling "FASHION" for window displays, the Fashion show and other program events.

- LED Dimmable Desk Lamp for demonstrating – current light set up with projector is too dim for students to be able to see appropriately.
- Smaller women’s dress forms (size 0, 2, 4). We only have forms starting at size 6 and up, which do not accurately represent our current student body or the fashion industry size ranges.
- Purchase of social media management tool for department use

Please provide any other comments.

Our DOC reassigned time has recently been downsized from what it was. Previously the amount of reassigned time was based on the number of active courses in the program. It recently changed so that it is now allocated based the number of sections offered each semester. Our program has a large number of active courses in the system, but they are offered on a rotational basis. This means we are being asked to assess the same number of courses with less release time as compensation. Without the appropriate release time, the faculty member assigned to the DOC role is stretched too thin, which hurts our program as they have less time for the students as a result.

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream
Participating Area: Fashion

Program Name

(REQUIRED) Type your program name.

Fashion

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

Overall Fashion has a lower success rate with Latinx and African American students than the Mesa College as a whole. Only 60% of our African American students succeed, which is 10% below the Mesa average. However only 10% of our students are African American, so a larger gap is more noticeable, since the data group is smaller.

67% of our Latinx students succeed, which is 3% below the Mesa Average. This figure is more significant because 42% of our students identify as Latinx so even a small gap is a larger issue.

However, our success rates for students who identify as Asian or Filipino are much higher than the college average. 80% of our Asian students are succeeding in Fashion, which is 10% higher than the Mesa average, while 78% of Filipino students are succeeding, which is 8% higher than the Mesa average.

We have a -11% equity gap among male fashion students, while we have a +3% equity gap among female fashion students. This may be attributed partly to society culture where it is believed that fashion is a female-centered career. It also doesn't help that the majority of our publicity and promotional materials for our program shows images of females, not males. Ideally, we should have a mix of male and female students represented, from all ethnicities.

I have discussed our program's gaps with the Fashion program contract faculty. We have been attending Racial Equity conferences, Teaching Men of Color workshops, etc., as well as sharing the knowledge we learn with our adjunct faculty and implementing it in our classrooms. Yet these gaps continue to persist. We think that part of

the reason may be that students are in need of greater resources outside the capacity of our program, such as student services, counseling, etc.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

Among students identifying as African American, the equity gaps are fairly consistent over the last 2 years. In 2016/2017, there was a sharp increase in the success rate of African American students in our program, from 58% to 72%. However, in 2017/2018 the equity gap fell back with a success rate of only 60% and again to 59% in 2018/2019.

The equity gaps among fashion students identifying as Latinx has been fairly consistent over the last 5 years, with success rates varying from 64% to 68%.

Our program average is a 70% course success rate overall, over the past 5 years. Our highest was a 71% success rate in 2017/2018, 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. We need to work on retaining students in the spring and helping them succeed.

When the data is broken down by term, it is apparent that the majority of the decline in success rates happened during our intersession classes, starting with 61% for 2017 intersession, dropping to 50% in 2018 intersession and 43% in 2019 intersession. These significantly bring down our annual averages. This tells me that we are not succeeding with our intersession students, and we are not serving them well.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

It's significant to note that our department is small, especially when compared to Mesa College as a whole. Therefore, an equity gap may appear significant, but due to our small numbers the gap is not as drastic as it sounds. For example, we have a -3% equity gap among both Latinx students and Pacific Islander students. However, over the past 5 years we have only had 21 Pacific Islander students, which make up only 0.7% of all fashion Students. So naturally a gap in success among Pacific Islander students is not only expected but emphasized.

Courses offered during Intersession are incredibly condensed and can be more work or more intense than a student anticipated. Our classes are very project heavy and when condensed down to 4 weeks, it can be overwhelming for our student population, which does not set them up for success. Our students tend to do much better in our 8 to 16-week classes. Consequently, I believe we need to back off on offering intersession classes

I have discussed our program's equity success gaps with the Fashion program contract faculty. All of us have made an effort to improve by attending Racial Equity conferences, Teaching Men of Color workshops, etc., and then sharing the knowledge with our adjunct faculty and implementing it in our classrooms. Yet these gaps continue to persist. We think that part of the reason may be that students are in need of greater resources outside the capacity of our program, such as student services, counseling, language assistance, etc.

Some of our Latinx students may be struggling due to a language barrier. Our classes require the use of fashion industry terminology, which some students have trouble understanding. We have one faculty member who is fluent in Spanish and he has said that this helps him communicate with his students, as he can translate the

meaning of industry specific words into a language they understand. It would be incredibly helpful if we could have more access to Spanish so we could communicate more with our students.

We have noticed that a lot of our students simply stop attending classes and do not respond to or check emails. This is much more noticeable with our entry-level and introductory classes. To solve this, we need to catch these students early in their Mesa career and focus more resources on them. There has been a consensus among all our faculty (contract and adjunct) that our current student population seems to need much more one-on-one guidance with a lot of follow-up in making sure they are on track. This applies to individual course progress, time management skills, class schedules, and a wide variety of outside personal issues.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

The students seem to need more handholding and guidance than the natural scope of the faculty commitment provides. It would be helpful to have more follow-up options available with counseling and student services and mental health services. The option to 'flag' a student in our old system has disappeared and now we can only flag a student if they seem to have counseling needs.

In our introductory level courses, we need to increase our individual support systems for each student. We have found (through talking to our students) that when students make connections with their classmates, the likelihood of them remaining in the course increases drastically. One way that we could do this quite easily would be through allowing our program faculty the ability to set up a Fashion Program Canvas shell. This shared space would be an area where all our students could have access to all program information and resources, as well as a place where they could connect with one another, share advice, network, and make friends. Ideally, the enrollment of students into this shared Canvas shell would be something that could happen automatically, meaning that if a student declares themselves a fashion major or enrolls in a fashion class then they are automatically added to the Fashion Program Canvas shell.

This semester, we are experimenting with a new practice of trying to meet with students one-on-one and connect with them on a personal level. Fashion 105 has started conducting individual mentoring meetings with each student. So far it seems to be making an improvement, with less students withdrawing or dropping the course. However, this is an extremely time-consuming process, and in order to institute this in our courses we would need to seriously adapt and adjust course content in order to fit this into our semester schedule. This is not an ideal long-term solution, as we need to cover specific material in order to adhere to our program and course learning outcomes.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

Our program has a high ratio of Latinx student, and our numbers are higher than the overall college percentage. 42% of Fashion students identify as Latinx, whereas only 39% of Mesa college students identify as Latinx.

Fashion also has a higher persistence rate than the Mesa average when it comes to Latinx students. In Fall 2018, 72% of our Latinx students persist from Fall to Spring, which is 2% above the Mesa average.

We are conscious of our large Latinx student body and our faculty create activities that let students explore and embrace the Latinx culture. These include research projects on Latinx fashion businesses and designers, costume design of Latinx playwrights' work, and comparing the influence of Latinx fashion in today's society. When possible, we show videos with subtitles in Spanish and English. We also make numerous projects very flexible so

that students who want to can explore and celebrate the Latinx culture and share their findings with their fellow classmates.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

Funding for Latinx industry professionals to come speak with our students, to help our Latinx students feel connected to the fashion industry and see themselves as having a significant place.

Funding to take fashion students to visit Cal State universities. (possibly an overnight) Many of our students do not have the funds to visit other universities and therefore do not see attending or transferring as a viable possibility.

More access to Spanish language resources so we could communicate more with our students. This could involve:

- A fashion tutor who is fluent in Spanish.
- Creating a Spanish vocabulary guide sheet for sewing and fashion industry terms so we can better assist students who may not have English as their first language.
- Faculty access to take Spanish classes so we can better communicate with our students.
- Increase our involvement with the Latinx Mesa community and their on-campus activities.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Yes, the following 2 program goals address these:

1. Curriculum: To responsibly and effectively develop and update curriculum, course sequencing, and certificates/degrees to provide current and appropriate training for students to enter the workforce or transfer.
2. Student Success: To assist our students in the process of planning their course of study, achieving success, graduating, securing employment and/or transfer to four-year schools.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

Curriculum:

- Last Year - the required updates in curriculum need to be continued, there is still work to complete on the AS/Certificate for Costuming and Certificate for Apparel Product Development. Additionally, degrees and certificates need to be re-evaluated according to Guided Pathways initiative and stackable, nimble certificates need to be prioritized. Fashion advisory boards supports a foundations certificate and other smaller certificates have been put forward as an industry need: Technical Design, Social Media.
- 2019/2020: We are in the process of adding a costuming degree and certificate to the program based on the current industry needs and student desires. We have advisory board approval and are moving forward in reaching out to industry for necessary supplemental support to move the degree forward. We have decided against completing the cert for Apparel Product Development. We are moving forward a Guided Pathways initiative and creating a stackable certificate format that is foundational. We are also looking at reorganization of our current certificates and degrees into a comprehensive option.

Student Success:

- Last Year: To continue with NANCE hosting lab hours in both design and digital labs. To join college-wide efforts of equity, excellence and pathways.
- 2019/2020: Our two NANCEs (one in the sewing lab and one in the computer lab) are working out wonderfully. Open labs have been attended by students regularly. Faculty have attended workshops to further their equity knowledge. We are in the process of getting our pathways in order.

Outreach and Awareness:

- Last Year: To continue current outreach efforts. To partner with Strong Workforce initiatives to promote/market the fashion program, update website, and leverage social media.
- 2019/2020: We made a rack card to promote the program. We would like to make additional ones geared towards fashion careers and include more diverse student representation. We are fairly active on social media but would like to update our program's website.

Reduce Above and Beyond Service:

- Last Year: To seek support from college for resources and funding to continue the annual fashion show. To change the format of annual fashion show in 2020, according to needs of students, faculty and support received from the college.
- 2019/2020: We are very concerned; we are losing one of our full-time faculty members who was very active; meanwhile the increase in administrative tasks for our contract faculty take time away from our students. Given the data in this report, we cannot afford to be making sacrifices like this; our students are desperately in need of our time. We asked for funding from Strong Workforce and Perkins to help with the cost of the Fashion Show but did not receive anything. In an effort to cut costs, we are bringing the Fashion Show back to campus for 2020 and are thrilled to have found a space on campus.

TAPAC Self-Study:

- Last Year: To complete the TAPAC self-study in preparation for an accreditation visit and to assess the strengths and areas in need of improvement within the program.
- 2019/2020: One of the professors attended a professional development workshop. At this time TAPAC are in the process of implementing for bachelor's degree programs only. They will look at Community Colleges in the future. We are planning to proceed with our preparation so that we will be ready when the time comes.