El Camino Community College

PROGRAM REVIEW 2022-23

Industry and Technology Division

Fashion Program

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SECTION 1
Program Overview

A) Provide an abstract of what your program does, who you serve, your previous successes, and where your program is moving in the next four years. Highlight the most interesting, compelling aspects of your program – your recent achievements and needs.

FASHION & RELATED TECHNOLOGIES
FASHION DEPARTMENT MISSION STATEMENT

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 educationally prepare students for entry-level positions in fashion design, fashion merchandising and/or related areas (including fashion styling) through certificate and associate degree programs
• To support and prepare students for transfer to colleges and universities to obtain a bachelor's degree in the area of fashion design, fashion merchandising, and/or related areas
• To provide educational programs and experiences that give students applicable hands-on learning, foster professionalism, and create ties within 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"

The Fashion Department serves high school graduates and currently attending high school students (including the Dual Enrollment program), persons already employed in the apparel industry, older students returning to school for enrichment and others who are interested in fashion as a "second career" or those who have interest in the subject matter that our courses cover.

The Fashion Program prepares students for employment in the field of apparel design and production and/or apparel merchandising and apparel styling and provides upgrade opportunities for currently employed persons. The department offers Associate of Science degrees in Fashion Design and Production and Fashion Merchandising. The following Certificates of Achievement are also offered: Fashion Design and Production, Fashion Merchandising, and Fashion Stylist. Additionally, we plan to offer a short-term certificate in fashion related graphics (using a vector-based platform).

Upon completing the Fashion Design and Production degree or certificate requirements, students will have had the opportunity to gain proficiency in clothing construction, fashion illustration, pattern making, draping, computer-aided fashion

design, computer-aided sketching, and the apparel manufacturing production process among other skills.

Students completing the requirements for the merchandising option will have had the opportunity to gain proficiency in presentation techniques, planning and promotion, fashion coordination, advertising and sales, among other skills.

Students completing the requirements for the Styling Certificate option will have had the opportunity to gain proficiency in apparel styling, among other skills.

Within all three fashion areas (fashion design, fashion merchandising and styling), competencies are assessed by exams, portfolios, presentations, and exhibitions of original apparel design. Students may expect to enter the apparel industry as a design assistant, technical designer assistant, costume technician, fashion consultant, fashion stylist, pattern maker, quality control assistant, assistant merchandiser, sales associate, and other entry-level apparel positions.

The Fashion Department of El Camino College has educated many students who have become successful in the apparel industry. Some of the most successful students have gone on to have careers in varying fields of design. They include costume designer for the Academy Awards, technical designer for the Disney Company, founder of a Modeling agency, celebrity designer, etc.

Student design and clothing construction talent is showcased at the annual spring fashion show. El Camino College initiated its first fashion show in 1981 with the purpose to showcase fashion students' talent, to inspire students, and to expand the fashion students' horizons. The fashion show is sponsored by the Tailor-Made Fashion Club who provides support and some funding for the show. The club welcomes students of any major and provides opportunities for meeting apparel professionals, crafting/DIY workshops, field trips, networking, and fashion information outside the traditional classroom.

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 area. 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, Cal State Los Angeles, and Cal State Northridge. Some of our students transfer to these universities after completing their AS degree or required courses at El Camino

Students in the fashion department have various goals including, transferring to a college or university in pursuit of a Bachelor of Arts in a fashion related field,

obtaining a fashion associate degree or certificate, obtaining employment after graduation/completion, and retraining for certification and personal enrichment.

The Fashion Program is moving toward more student improvement/enhancement service/practices so that success and retention rate improve incrementally over the next 4 years. This includes better tracking and follow-up of students who are not experiencing success at the mid-term. Enrollment will rise based on improved web presence, outreach to local high schools and community workshops through the Community Education department. The program is moving toward better ethnic representation and having mentors or role models connected with and/or interacting with our students of various ethnicities. Our course content will improve based on feedback from our advisory board meetings and we will have additional resources through our future alumni association. Through a partnership with the clothing firm, True Religion and VF Foundation X FSF Community Collee Program, students will receive scholarship money and trips to New York to job shadow apparel professionals.

Our advisory board members include industry professionals, instructors, partnering colleges, local universities, software training partners, and local retailers. The advisory board has been integral in confirming curriculum needs in the fashion department. For example, we have developed a new digital design certificate and created the requirement that all students must enroll in an internship before graduation/completion. These were strong recommendations from our advisory board.

Our fashion program is unique in that most of our instructors have excellent industry experience. Our program is comprehensive in subject matter, and we require all our students who seek to pursue a certificate or degree, to complete a two-unit, 120-hour internship in the fashion industry. The internships are created through the Fashion 95 course, Cooperative Work Experience Education. Students "get to" use their school acquired skills and knowledge in the real world before they complete their graduation or certificate. The internship prepares them for a more successful/competitive job search and provides experience to list on their resume. Some students have been hired by their internship supervisor when they graduated. Students are encouraged to "seek employment" through letters of inquiry, Web job search sites and following up with industry partners who offer internshps. The students create or revise their resume, interview, and develop objectives with their internship supervisor. Some of the internship positions include alterations specialist, sales associates, social media assistants, etc.

The Fashion Department has renewed impetus for growth. The Covid-19 Pandemic forced online classes in which some students struggled. Students who thrived with hands-on learning methods were put at a critical disadvantage during the pandemic. Additionally, the fashion club Tailor- Made was put on hold and internships were

virtually non-existent. Now that the pandemic is in the past, it is now time to maximize opportunities and build.

Recent achievements after the last program review include:
1. New courses: Fashion Styling (Fashion 48) and Intermediate Computer Fashion Illustration (Fashion 5)
2. Requirement to complete a 120-hour internship for all students pursuing any fashion degree or certificate
3. New equipment added to the classroom
4. Increased partnerships with apparel firms

Needs include:
1. Sewing machine/equipment availability/access outside of the fashion classroom hours. This may be facilitated with the new partnership with the Makers' Space.
2. Sewing machine repair mechanic more available/local or someone trained to troubleshoot minor sewing machine issues.
3. Part-time clerical/office worker to facilitate growth projects for the fashion department.
4. Website update and social media presence

B) Describe the degrees and/or certificates offered by the program. Consider addressing what makes your program unique to the college and region.

DEGREE AND CERTIFICATES

<u>Associate in Science Degree</u>
To receive an Associate in Arts degree from El Camino College, a student must complete at least 60 units in degree applicable college courses which must include general education requirements and course work in an approved transfer major or associate degree program. The two fashion associate degree options are:

1. Fashion Design and Production (Total Units: 34)
2. Fashion Merchandising (Total Units: 31)

<u>Certificate of Achievement</u>
A Certificate of Achievement is awarded to students who complete the prescribed program with a 2.0 grade point average. The Certificate of Achievement is recorded on a student's transcript. There are no general education course required for this certificate. There are three Certificates of Achievement:

1. Fashion Design and Production Certificate of Achievement (Total units: 29-31)

2. Fashion Merchandising Certificate of Achievement (Total Units: 34-35)
3. Fashion Stylist Certificate of Achievement (Total Units: 19)

We have beautiful, functional facilities about which students have expressed their pleasure. We are the only fashion program in the South Bay area. We are local (within 30 minutes) to downtown L.A. which is central to the California fashion industry. There are fabric and supply stores within five miles of campus.

C) **Explain how the program fulfills the college's mission. Address the work your program is doing to help the college fulfill its stated mission.**

The mission of El Camino College is to make a positive difference in people's lives by providing a comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

How Do the Strategic Initiatives Align with the Mission of the College?

STRATEGIC INITIATIVES

The Fashion Department's primary goal is student success for all fashion students who are culturally, socioeconomically, and ethnically diverse. The comprehensive degree programs, certificated programs and course offerings offer support and preparation for students to transfer to colleges and universities, to obtain a bachelor's degree in fashion design, fashion merchandising, and/or related areas and/or to secure employment in one of many fashion related fields/areas. Some students enroll in courses purely for personal success and improvement. Factors that promote and encourage student learning and success include competent, dedicated instructors, relevant curriculum and supportive campus services including the Student Services Center that addresses and acts on students' various needs, abilities, and disabilities.

Through fashion courses, the Tailor-Made Fashion Club, and various other departmental experiences, fashion students acquire applicable hands-on learning, develop professionalism and create ties within the apparel industry community, including networking and internships. Further club benefits encourage teamwork, collaboration and student awareness of the changing, global and fast-paced fashion industry.

ECC's Institutional Strategic Initiatives align with Fashion Department Initiatives

ECC's Institutional Strategic Initiatives	Fashion Department's Alignment with Strategic Initiatives

Strategic Initiative A – Student Learning: Support student learning using a variety of effective instructional methods, educational technologies, and college resources.	Fashion Department faculty use a variety of pedagogical tools to meet the needs of our diverse student population. In addition to interactive lectures, instructional methods such as small group discussions/activities and group presentations, students are challenged academically and socially. Fashion faculty utilize the technology available in smart classrooms for PowerPoint presentations, Internet access, DVD presentations, and document camera display. In addition, faculty have used Zoom to have students interact with apparel professionals. The History of Fashion course is offered online exclusively via Canvas. All classes use Canvas for record keeping and class facilitation. One adjunct faculty member coordinated student trips overseas including trips to Paris, Dubai, etc. This experience expanded student experiences as related to the fashion industry in other countries/cultures. Although these trips were not El Camino sponsored, it has given those students great opportunities and experiences.
Strategic Initiative B – Student Success & Support Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.	The Fashion Department works with several student support services on campus to enhance student success, including the Writing Center, Special Resource Center, Learning Resources Center, and Counseling. The Tailor-Made Fashion Club provides students with unique opportunities for leadership, networking, meeting industry professionals, learning about transfer colleges/universities and exploring career options.
Strategic Initiative C – Collaboration: Advance an effective process of collaboration.	The full-time faculty member in the department participates on the Division Curriculum Committee and serves as advisor to the Tailor-Made Fashion Club. The department has collaborated with other departments such as dance, cosmetology, and

and collegial consultation conducted with integrity and respect.	photography in coordinating events at the annual fashion show which is open to the public. For our annual fashion shows, three or four local high schools are invited to share our runway. This involves community interactions as well as possible recruiting for the high school student who participates in our show. Collaboration is fostered through department faculty meetings, where instructors converse and share suggestions/ideas. During yearly 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 Fashion Show Production course collaborate at some level with club members to produce the annual fashion show.
Strategic Initiative D – Community Responsiveness: Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.	The department has worked with community businesses to create internship opportunities for students. In addition, faculty often invite members of the community (apparel professionals) to speak in their classes or during the fashion club meetings. The department is in the process of developing. partnerships with local CSUs, UCs, and private colleges to support the success and further the education of fashion students. The department has secured relationships with several apparel related businesses who have invited us to send student interns. We have and plan to articulate courses with local universities and we have articulation agreements with West High School and Lennox Academy. Through the Tailor-Made Fashion Club, industry professionals are invited as 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 – Institutional Effectiveness: Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.	The department is committed to evaluating the effectiveness and quality of the program by assessing Student Learning Objectives (SLOs), updating the Program Plan and completing a Program Review every five years. Our SLOs and our Program Learning Outcomes and corresponding assessments serve to improve the teaching and learning process. In addition, proposed and awarded grants, equipment and supplies serve students and provide for professional development opportunities for faculty.
Strategic Initiative F – Modernization: Modernize infrastructure and technological resources to facilitate a positive learning and working environment. Support facility and technology improvements to meet the needs of students, employees, and the community.	Campus technology resources are utilized to enhance student learning and success through. smart classrooms and the Canvas learning management system. Student support includes computer labs and Learning Resource Center orientations to databases and online resources. Adobe software is available to students for free use in various computer labs on campus. Along with Adobe Illustrator (graphics), Photoshop (photo editing) and TukaTech (patternmaking software used by subscription), students have access on varying levels. To prepare students to be competitive and competent, the department seeks to purchase the latest upgrades in apparel related and graphic software. In addition, hardware is maintained and supported so that students can be trained on current industry hardware and software.
Strategic Initiative G Promote processes and policies that move the College toward sustainable, environmentally sensitive practices	There are plans to introduce educational content in sustainable and environmentally sensitive practices in the apparel industry. This can be first introduced through the fashion club, though guest speakers, hands-on-experiences, and amendments to course outlines.

D) Discuss the status of recommendations from your previous program review.

Assessments descriptions include active, on hold, completed and abandoned.

E) Discuss the status of recommendations from your previous program review. In the "Notes/Comments" section, please discuss the known impact of a completed recommendation or the rationale for recommendations that are on active, on hold, and/or abandoned.

	Previous Recommendations	Status Completed Active On Hold Abandoned	Notes/ Comments
1	Provide funding for the department coordinator to attend the annual international conference (International Textile and Apparel Association) that supports fashion related teaching innovation and research.	Previously On Hold due to the pandemic- But now has been reactivated. Active	Due to the pandemic, travel was not an option. Currently, the organization has resumed in-person conferences and attendance will be again pursued.
2	Review benefits and sources of articulation agreements with high schools/colleges. Develop a package or video to inform high school students of our fashion program.	Active	Fashion program video purposed to recruit high school students to the fashion program.
3	Department funding for annual fashion show.	Active	The division office has been providing fashion show funding. The show advertises the fashion program and allows students to

			showcase their work.
4	Having the full-time instructor/or other person trained in basic sewing machine repair and maintenance.	Active	The pandemic prevented pursuit of this. A new direction could have sewing instructors' video-trained on basic machine repairs and continue to have the sewing machine mechanic come out on an as-needed basis.
5	Ask each instructor to incorporate some level of sustainability awareness principles in each of their classes and provide a written report how it was incorporated. Purchase digital material/video with the topic of sustainability awareness principles in the apparel industry. Have all classes view the video and create a page on the website discussing these principles.	Active	Sustainability is a vital topic in the fashion industry that affects all areas. Students will be introduced to the topic and its implications.
6	Create fashion alumni group. Provide dinner event.	On Hold	This will expand our community connection and provide possible mentors, employment opportunities, etc. Barriers to implementation includes the lack of personnel to research, set up and follow up with the fashion alumni project.
7	Hire lab assistants for clothing construction and computer software classes.	Oh Hold	This will help with success and retention rates. Barriers to implementation is hiring a qualified person to be present for lab hours on a consistent basis. Collaboration with

			the campus' Maker's Space might substitute for this need.
8	Purchase light table.	Completed	Purchased tabletop unit.
9	Offer Fashion 95 during the summer.	Active	Provide for students to fulfill this requirement earlier and possibly open up distanced (non-local) internships.
10	Permanent part-time clerical/lab support to assist the one full-time instructor/ department coordinator.	Active	$15.00/Hr. $14,00 yr. This worker will perform some clerical, organizational, instructional (lab) duties, relieving the full-time instructor so that there is more time to pursue the departmental goals and mission statement ideals of the department. This person can work on projects such as providing set-up and clerical duties for the alumni association, this person could be trained to make simple machine repairs and update the department website when it becomes more interactive.
11	Swap buttonholer machine.	Completed	Ordered a home machine for easy one-step buttonholes.
12	Purchase/Refurbish plotter.	Active	Kit Kwock from TukaTech (pattern software company we use to teach

			our computer patternmaking course) has offered support in this area. Students will be able to print their full-size computer patterns on campus. We are still developing this relationship with TukaTech therefore information and opportunities are still in development.
13	Purchase/Refurbish digitizer.	Active	Kit Kwock from TukaTech has offered assistance in this possible purchase. As stated above, the details are still in development.
14	Replace color laser printer in four years.	Completed	Already purchased.

SECTION 2
Program Assessment

Program Contribution to Student Success and Equity

For the program under review, examine the following data for the last four years by:

> o **Disaggregating by race/ethnicity, gender, and age where possible.**
> **Race/ethnicity, gender, and age**

Fashion Program		Academic Years							
		\multicolumn{2}{c}{2018-19}	\multicolumn{2}{c}{2019-20}	\multicolumn{2}{c}{2020-21}	\multicolumn{2}{c}{2021-22}
		#	%	#	%	#	%	#	%
Gender	F	175	72.3	159	72.3	152	74.9	222	77.6
	M	67	27.7	61	27.7	51	25.1	64	22.4
	Headcount	**242**		**220**		**203**		**286**	

		\multicolumn{2}{c}{2018-19}	\multicolumn{2}{c}{2019-20}	\multicolumn{2}{c}{2020-21}	\multicolumn{2}{c}{2021-22}
		#	%	#	%	#	%	#	%
	17 or younger	4	1.7	3	1.4	5	2.5	68	23.8
	18-19	56	23.1	53	24.1	64	31.5	70	24.5
	20-24	95	39.3	97	44.1	79	38.9	84	29.4
Age	25-29	39	16.1	28	12.7	27	13.3	22	7.7
	30-39	20	8.3	22	10.0	19	9.4	27	9.4
	40-49	12	5.0	10	4.5	2	1.0	9	3.1
	50 or older	16	6.6	7	3.2	7	3.4	6	2.1
	Total	**242**		**220**		**203**		**286**	

		\multicolumn{2}{c}{2018-19}	\multicolumn{2}{c}{2019-2020}	\multicolumn{2}{c}{2020-21}	\multicolumn{2}{c}{2021-22}
		#	%	#	%	#	%	#	%
	African-American	51	21.1	48	21.8	36	17.7	51	17.8
	Asian	57	23.6	43	19.5	27	13.3	30	10.5
Ethnicity	Latino	95	39.3	82	37.3	73	36.0	108	37.8
	Pacific Islander	1	0.4	1	0.5	2	1.0	1	0.3
	White	27	11.2	24	10.9	26	12.8	37	12.9
	Two or more races	10	4.1	8	3.6	8	3.9	10	3.5
	Unknown	1	0.4	14	6.4	31	15.3	49	17.1
	Total	**242**		**220**		**203**		**286**	

Most of our fashion students are Latino, the second greatest number of students are African American with third most, are Asian.

Total Enrollment

	2018-2019	2019-2020	2020-2021	2021-2022
*Duplicated total enrollments**	588	533	422	533
Unduplicated enrollment - TBA				

There was a significant drop in enrollment during the pandemic year 2020-2021

	2021-2022 (153 Students)
All	24% od 153 students
Asian	16.7% of 25 students
African American/Black	48% of 26 students
Hispanic	23.6% of 76 students
White	15.5% of 15 students

2021-2022 Withdrawal Rates for Four Major Student Ethnic
Groups in the Fashion Department

These results show that almost one quarter of fashion students are not completing the courses they originally register for. Also, concerning is that a disproportionate number of the students who withdrew were African American/Black students. A proposed automatic withdrawal survey sent to withdrawn students should reveal their barriers to complete a particular class. This will be important data to analyze and to develop an equitable solution.

In spring 2022, a Creative Arts Student Survey was conducted with meta-major students as participants. Although most of the participants were not fashion students, this data was used as a representation of ECC students, in general. One question related to obstacles was asked: "What obstacles have you encountered that prevented you from working on your educational goals?" Responses included transportation issues and financial issues. In June 2023, the fashion department conducted a (pilot) survey with attempts to gather more data on fashion students' self-reported barriers to success in their courses.

Discussing internal and external factors contributing to constant, increasing or decreasing trends.

In 2020 to 2021, the Covid-19 pandemic strongly affected course enrollment. The 2021 to 2022 data show that the enrollment numbers are moving up toward pre-pandemic levels.

Discuss any known barriers to student success in your program.

The fashion department student survey conducted in June 2023 allowed fashion students to self-identify their barriers to academic success. Success was defined as earning a grade "C" or better in a course. Only 51 out of 159 students responded to the survey. The plan is to administer the same survey in fall 2023. This re-administration of the survey should yield a higher response rate that can be compared to this current set of responses. Responses from this June survey follow. The survey question regarding barriers was: *What barriers to success have (you) experienced? (Success is defined as earning a grade of C or better in each of your courses) Mark all that apply*. See table for responses:

Factors	Total Number of Students	Percent of Response	Latino	Asian	Black/African American	White	Other
Time Managment	23	21%	22%	19%	30%	18%	20%
Work Schedle	20	18.5%	19%	25%	10%	24%	7%
Financial Isses	19	18%	21%	19%	20%	12%	13%
Mental Health Issues	15	14%	11%	13%	30%	18%	13%
Family Obligations	13	12%	13%	6%	0%	15%	7%
Transportation Issues	7	6%	6%	6%	0%	6%	13%
Learning Disability	5	5%	2%	6%	10%	3%	13%
Physical Health Isses	4	4%	2%	6%	0%	3%	13%
Language Barrier	1	1%	2%	0%	0%	0%	0%
Other	1	1%	2%	0%	0%	0%	0%

Self-identified Barriers to Course Success of Fashion Students (N=51)

The findings show that 30% of the African American population have time management issues. Even the group with the lowest percentage (Whites) have 18% of students needing to improve time management skills. In the area of work schedule, 24% (Whites) and 25% (Asian) students say this is a barrier to success. Twenty one percent (Latinos) and 20% (African American) students have financial issues that are a success barrier. An astounding 30% of African American students report mental health issues as a barrier to success. Fifteen percent (Whites) have family obligations that are success barriers and ten percent of African American students report that learning disabilities affect their ability to
succeed.

Highlighting equity gaps found among different groups of students. What are the equity gaps among different groups of students? What action plans to address equity and achievement/opportunity gaps.

The results were quite surprising. About a quarter of the respondents identified having success barriers. A possible follow-up survey might explain in more detail about these barriers. Following are ideas for three of the success barriers that might be implemented to assist fashion students.

Barrier	# of students	Possible Action Plans
Time Management	23	Invite the health center to develop seminars/videos on time management, offer a non-credit course on time management.
Financial Issues	19	No current action plans established.
Work Schedule	20	No current action plans established.
Mental Health Issues	15	Encourage students to use the resources of the school phycologist or other professional for management in this area as well as providing efforts to "normalizing" this stigma.
Family Obligations	13	No current action plans established.
Transportation Issues	7	No current action plans established.
Learning Disability	5	Encourage students to take advantage of the Student Resource Center to find accommodations to help them be successful in their academic pursuits.
Physical Health Issues	4	No current action plans established.
Language Barrier	1	No current action plans established.
Other	1	N/A

B)

Success and Completion Rates in the Fashion Department		
Semester	Success	Completion
Fall	52.0% (Goal: 70.4%)	75.2 (Goal: 70.4%)
Winter 2019 to 2022 Only 1 online class was taught	73.3% (Goal: 70.4%)	80% (Goal: 83.6%)
Spring 2019 to 2022	60.9% (Goal:70.4%)	90.6% (Goal: 83.6%)
Summer 2018 to 2021	48.3% (Goal: 70.4%)	75.9% (Goal: 70.4%)

Except for the winter semester, we did not meet the goals for the institution. I believe that identifying barriers from findings in the survey will help us to address these numbers.

Success Rates by Major Demongrah9c Ethnic Groups in the Fashion Department				
	2018-19	2019-20	2020-21	2021-22
African American	59.7%	57.1%	55.7%	38.4%
Asian	70.7%	83.3%	70.8%	68.3%
Hispanic	73.8%	78.0%	60.1%	54.2%
White	71.4%	83.8%	80.7%	74.5%

The African American students have an extremely low success rate, lower than all the other reported groups but especially low in 2021-2022. All students were coming back to campus that year. Maybe the transition and other unknown factors contributed to the low success rage. It will be important to monitor in the coming years to ascertain what factors contributed to this low rate.

❖ *e program under review is a Career Education Program, please examine a) through k) from the list below.*
❖ *If students taking courses from the program under review end with a degree or certificate issued by the program, please examine a) through h) from the list below.*

❖ *If students taking courses from the program under review do not end with a degree or certificate issued by the program, please examine d) through g) from the list below.*

a) *Degree Completion:* **Number/percent of students earning a program degree.**
How many students completed degree what percent of students??

	2018-2019	2019-2020	2020-2021	2021-2022
AS Fashion Design	4	3	4	5
AS Fashion Merchandising	4	4	5	0

b) *Certificate Completion:* **Number/percent of students earning a program certificate.**
How many students earned certificate.

	2018-2019	2019-2020	2020-2021	2021-2022
Fashion Design	1	1	2	1
Fashion Merchandising	1	0	0	0
Fashion Styling	1	0	1	1

c) *Transfer to a four-year institution*: **Number/percent of students transferring to a four-year institution.**

	2018-2019	2019-2020	2020-2021	2021-2022
	1	0	2	0

d) *Scheduling of courses:* **Percentage of students enrolled in day/evening courses, on campus/online/hybrid courses,**
Enrolled in day/evening courses etc.

Enrollment Numbers	
2018-2019	588
2019-2020	533
2020-2021	422
2021-2022	533

Enrollment has improved since the pandemic.
No data was found on the scheduling of classes.

e) *Fill rate:* **Percentage of actual students enrolled in a term in relation to total seats offered**
   Fill rate for each year

	2018-2019	2019-2020	2020-2021	2021-2022
	87%	*83%*	*66%*	*59%*

	Day	Evening	Online/Unknown	Weekend
2018-2019	99%	83%	90%	46%
2019-2020	109%	96%	77%	31%
2020-2021	79%	75%	77%	69%
2021-2022	69%	58%	62%	23%

Fill Rate by Time of Day -Fashion Design

This data shows that in all four years, day classes have the highest fill rate and weekend classes have the lowest. It also reflects the very clear difference in fill rates as a result of the pandemic.

f) *Grade Distribution:* **Percentage of students in a course receiving each of the possible grades that can be awarded**

Two gateway courses were chosen to explore this information: Fashion 10 (Clothing Construction 1) and Fashion 4 (Computer Fashion Illustration).

Fashion 10 Data

a) *Grade Distribution:* Percentage of students in a course receiving each of the possible grades that can be awarded – Fashion 10 – Gateway Course (Less than 10% not specified)									
	A	B	C	D	F	W	Total	Percent success	Completion
-2018 su	12-63%	1 <10%	2 11%	0 <10%	1 <10%	3 16%	19	78.9	84.2
-2018 fall	12 22%	11 20%	3 <10%	2 <10%	15 28%	11 20%	54	48.1	79.6

Term							Enroll	%	%
2019 spr	5 20%	2 <10%	4 17%	1 <10%	1 <10%	1 <10%	24	45.8	95.8
2019 su									No Data found
2019 fall	8 15%	4 <10%	6 11	2 <10%	2 <10%	?	52	34.6	84.6
2020 spr	4 33%	2 17%	0 <10%	0 <10%	5 42%	0 <10%	12	50	100
-2020 su	6 50%	1 <10%	0 <10%	1 <10%	1 <10%	3 25%	12	58.3	75
-2020 fall	6 25%	1 <10%	1 <10%	2 <10%	8 33%	6 25%	24	33.3	75
2021spr	5 23%	3 14%	6 30%	0	6 30%	2	22	63.6	90.9
-2021 su	6 50%	0 <10%	0 <10%	2 17%	2 17%	2 17%	12	50	83.3
-2021fall	5 13%	4 20%	3 <10%	1 <10%	8 20%	19 22%	40	30	52.5
2022spr	4 19%	0 <10%	4 19%	2 10%	8 38%	3 14%	21	38.1	85.7
2022su									No data found
2022fall									No data found

Fashion 10 data shows a low percentage success rate for most classes over the past 4 years. This class is the first college fashion course for many fashion students and there is a significant drop in enrollment from the first day of class vs students left at the end of the semester. There is no known body of data collected that tracks why these students are dropping out by the end of the semester. Many times, students just stop attending class instead of officially dropping the course via the registrar. This will cause the success rate for the class to be lowered since uncompleted work results in a lower course grade. The Meta Majors segment developed a withdrawal survey but only two fashion students completed that information. A suggestion is that a withdrawal survey be automatically generated for the fashion department and sent to students who officially drop a course. This will provide for the needed data to look at factors for withdrawal.

Fashion 4 Data

a)	Grade Distribution: Percentage of students in a course receiving each of the possible grades that can be awarded – Fashion 4 – Gateway course (Less than 10% not specified)								

Yr/Semester	A	B	C	D	F	W	Total	Percent Success	Completion
2018 fall	6 35%	3 18%	0 <10%	0 <10%	6 35%	2 11%	17	52.9	88.2
2019 spr	8 38%	6 29%	1 <10%	1 <10%	1 <10%	4 19%	21	71.4	81.0
2019 fall	10 71%	1 <10%	0 <10%	0 <10%	2 14%	1 <10%	14	78.6	92.9
2020 spr	8 57%	0 <10%	0 <10%	0 <10%	6 43%	0 <10%	14	57.19	100
2020 fall	2 25%	2 25%	0 <10%	0 <10%	1 13%	3 38%	8	50	62.5
2021spr	3 18%	3 18%	2 12%	1 <10%	2 12%	6 35%	17	47.1	64.7
2021 fall	8 36%	1 <10%	0 <10%	0 <10%	5 23%	8 36%	22	40.9	63.6
2022 spr	4 31%	1 <10%	3 10%	0 <10%	1 <10%	2 15%	13	61.5	84.6
2022 fall	No data								

Fashion 4 data also shows some low percentage success rates over four years. The average success rate is 57% and should be improved, especially for a gateway course. The same recommendations listed above for the Fashion 10 course is suggested for this course. A withdrawal survey will be helpful to identify some of the factors for withdrawal.

b) *Course Success:* **Percentage of students enrolled at census who complete the course with a grade of A, B, C, or P**

	2018-2019	2019-2020	2020-2021	2021-2022
	72.9	*72.7*	*63.1*	*55.3*

The downward trend for course success can be explained by the Covid-19 pandemic. In spring 2020 when the Pandemic began, students were already invested/enrolled in the course and in 2021, there was increased uncertainty about school which was a discretionary choice for many. As a result, there was less success.

c) *Unit Accumulation:* **Number of units accumulated by students working towards a program degree/certificate. Discuss whether students who take units beyond the requirements for their educational goals serve educational purposes or not. Focus on general trends, not on particular courses within the program.**

Average Units Earned of Students Who Earned a Degree and/or Certificate

Discipline	Required units	Number of Awards and Average units earned 2018-2019	Average units earned 2019-2020	Average units earned 2020-2021	Average units earned 2021-2022
Fashion design AS Degree	34 fashion department units required	4 (47 units)	3 (90 units)	4 (88 units)	1 (63 units)
Fashion design certificate	29 to 31 fashion department units required	1 (48 units)	1 (53 units)		1 no data
Fashion Merchandising- AS Degree	31 fashion department units required	4 (67 units)	4 (71 units)	5 (77 units)	
Fashion Merchandising Certificate	34-35 fashion department units required	1 (119 units)			
Styling Certificate	21-23 fashion department units required	1 (42 units)		1 (106 units)	1 (69

Data show that students do take units beyond their required courses. Some students want to earn stackable awards easily by taking a few extra courses. Some students take extra classes to help them decide their final declared major and some students are just interested in other unrequired fashion courses.

d) *Annual earnings:* **Median annual income of alumni who attended the program under review (or the closest related sector)**

Estimated Annual Earnings Related to Fashion Design
Starting at $36,486
Experienced at $112,313

According to a labor market report, Los Angeles/Orange County, the number of jobs related to this occupation is projected to decrease by 11% through 2025. However, there will be approximately 460 job openings per year through 2025 due to retirements and workers leaving the field.

There are many factors that affect the apparel industry and may play a part in the expected decrease of available jobs. They include economic issues including recovery from the pandemic which affected production and consumption, the War in Ukraine and high energy costs, the need for a re-normalization of the supply chain (higher costs, less availability and unpredictable timing), consumers having new consumption values stimulated by the sustainability movement with the need to purchase less (the demonization of fast fashion), polarized profitability among certain brands, etc.

e) *Living Wage Attainment:* **Percent of alumni who attended the program under review (or the closest related sector) and earn living wage.**

Based on the available data, supply is within the COE's acceptable margin (25% over or under the number of annual job openings) to be considered "supply met" rather than a "supply gap" for fashion designers in the region. It is worth noting that there may be demand for these workers from local employers that is not reflected in traditional labor market data.

Over the past 12 months, there were 709 online job postings for fashion designers in the Los Angeles/Orange County region.

There was information in relationship to a living wage on the position of fashion designer. This may or may not be accurate for all other fashion related positions.

Living Wage Criteria: In Los Angeles County, the typical entry-level hourly wage for fashion designers is $26.93, which is above the self-sufficiency standard wage (living wage) for one adult in the region ($18.10 in Los Angeles County).

k) Job in Field of Study: **P**ercent of alumni who pursued a career education path with a job related to their field of study.
A study from the Federal Reserve Bank of New York, found that only 27 percent of college graduates work in a field related to their major.

A proportion of Strong Workforce Program students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution reported that they are working in a job very closely or closely related to their field of study. There is data only for 2012 to 2013. The data was commented with "Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric." This information can be gathered from an (yet undeveloped) alumni survey.

When checking other sources for this information, according to the Chancellor's Strong Workforce report, this information is also not available. The site stated, "There are insufficient data to calculate this metric".

a) **Examine the program curriculum using an equity lens by responding to the following questions: To what extent does the curriculum:**

- **Prepare students to actively engage in a diverse society?**
- **Include multicultural content?**
- **Respond to diverse students' learning needs?**
- **Encourage instructors and students to investigate their own views, biases and values and discuss multiple perspectives different from their own?**
-

Some of the faculty has become more aware of the need to provide instruction in various formats, for example, hands-on methods plus video. The department. encourages student collaboration through projects and assignments. Instructors use positive reinforcement. Some instructors modify assignments as needed. Instructors create a positive classroom environment and provide strong encouragement. Students are encouraged to express their cultural views/experiences/ideas in their assignments/projects. Instructors are required to view four hours of equity training to orient them to better interact with our diverse students.

- **Use critical/equity-oriented pedagogy?**

Using this quote: "…teaching strategies and classroom environments that help students from diverse racial, ethnic, and cultural groups attain the knowledge, skills, and attitudes needed to function effectively within, and create and perpetuate, a just, humane, and democratic society", Strategies can be used in the classroom to perpetuate this movement. Much of the pedagogy in fashion is a mix of lecture, discussion, and hands-on, project-based learning. Fashion classes are varied including courses with and without a lab. For example, our History of Fashion class (online lecture course) is taught very differently than our Clothing Construction course which has many hand-on lab hours. Within those very different types of courses, instructors are encouraged to use techniques that address multiple types of learning styles.

Use multiple evaluation techniques sensitive to the diverse ways students can demonstrate understanding?

Multiple assessments methods are used in the fashion program. Based on a course that has multiple lecture segments, the class may be assessed via exams with multiple choice, short answer, true-false, fill-in-the-blank, etc. A clothing construction class might be assessed through the evaluation of various sewn/constructed projects. Some classes assess material learned though a portfolio presentation and another might have their learning assessed via a clothing line presentation. Instructors are given the freedom to choose the assessment (s) best suited for their particular learning outcomes. The department SLOs list many of the above assessments.

b) Summarize SLO and PLO assessment results over the past four years for key/gateway courses. Gateway courses are determined by your department & division – contact your dean. For your gateway courses, present the raw data (number of students who participated in each assessment, number of students who met the standard in each assessment, what success rate for each SLO was for each assessment). This data is in Nuventive. Contact your Division Facilitator and/or Campus SLO Coordinator for assistance.

SLO Assessment Data by Years

The fashion department has not yet started collecting SLO data via Canvas Outcomes.

	2018-2019	2019-2020	2020-2021	2021-2022
	Fall 2019	Fall 2020 Online class held during the pandemic	Spring 2021 Online class held during the pandemic	Fall 2021 Online class
Fashion 10-SLO#1 **Basic Sewing Techniques** Upon	One section assessed. 12 students,			

completion of coursework, given a sketch, the student will be able to identify basic sewing techniques.	standard not met. 15% (3) met the standard. Intervene with a class review of the techniques.			
Fashion 10-SLO#2 SLO #2 Terminology & Techniques Upon completion of coursework, the student will be able to explain terminology and techniques for clothing construction.		One section assessed. 11 students, standard not met. 55% (6) met the standard. Intervene by asking students to review the material.	One section assessed. 7 students, standard not met. 42% (3) met the standard. Intervene by providing a visual review of the techniques and review of the terminology.	
Fashion 10-SLO#3 SLO #3 Pattern Pieces & Markings Upon completion of coursework, the student will be able to identify specific pattern pieces and markings	Fall 2018 21 students, standard not met. 61% (13) met the standard. Intervene by creating a new assessment tool.			

Fash 4				
Fashion 4-SLO #1 Graphic Computer Software Upon successful completion of the course, the student will be able to design various fashion products (i.e.: garment flats, tags) using software currently used in the apparel industry	Fall 2019 19 students, standard was not met. 79% (15) met the standard. Intervene by building a study guide			
Fashion 4-SLO #2 Digital Template Upon successful completion of the course, the student will be able to create a digital template from an existing croqui, and then use Illustrator's pen tools to render an accurate garment on this croqui template.		Fall 2020 Nine students, standard not met. 78% (7) met the standard. Intervene by providing a tutorial for struggling students.		Fall 2021 12 students, standard not met. 50% (6) met the standard. Intervene by giving a pre-assessment or pre- test
Fashion 4-SLO#3 Upon successful completion of the course, the student will be able to explain why some digital colors can be recreated with CMYK inks or dyes, versus other	Fall 2018 13 students, standard not met. 46% (6) met the standard. Intervene by reviewing the CMYK colors.			

colors that require special formulations, or colors that cannot be produced at all with existing pigments.				

Our gateway courses are Fash 10 and Fash 4.

b) Discuss programmatic factors contributing to constant, increasing, or decreasing trends in the results for SLO and PLO assessment within the previously examined courses. What do you see that is contributing to increasing, decreasing, or stable success in each SLO analyzed?

In our SLO and PLO assessment results, we have not addressed the results/responses in relationship with increasing or decreasing trends. Many of these SLO assessment were conducted during the pandemic when all classes were on Zoom. Instructors also had varying definitions of what "standard being met" entailed. These SLO assessment results were only for the gateway courses and provided for one section although in the fall, fashion 10 is offered in two sections (classes).

c) Highlight equity gaps found in SLO and PLO assessment results among different groups of students.

Assessment data collected for SLOs was anonymous. No data currently exists or was knowingly required at the time of the assessment that aggregated for different groups of individuals**.**

SECTION 3
Program Vision and Future Planning

To properly make future plans for the Fashion Department, it is necessary to discuss the outlook for the fashion industry. This will help drive the direction of the department so that students are prepared to meet their "real world" at the completion of their education. A detailed outlook of the current field of fashion and anticipated "Fields of the Future" will be discussed and then related to curriculum recommendations for the next four years in the fashion department.

"*The State of Fashion 2023*", an in-depth report on the global fashion industry, co-published by BoF and McKinsey & Company. it is believed that the fashion industry is heading for a global slowdown in 2023 as macroeconomic tensions and slumping consumer confidence chip away at 2022's gains. Inflation is also pressuring brands' costs, as the industry encounters a competitive labor market and the consequences of climbing energy prices. Excerpts follow.

"…Industry leaders are worried about geopolitical instability and conflict, supply chain disruptions, increased economic volatility, and rising energy prices."

".. In 2023, the industry's sales are expected to grow at a slower rate than in 2022, 2023 could witness year-on-year volume declines, which has not happened for many years."

The luxury segment should show more resilience in the months ahead than other categories. Non-luxury fashion sales in Europe are forecast to grow between negative 4 percent and positive 1 percent. Apparel and footwear will likely continue to lose wallet share among many consumers who are feeling the pinch of high petrol and energy prices and the tapering of pandemic-era government support programs.

Strategic Actions

Most fashion leaders polled for the BoF-McKinsey State of Fashion 2023 Survey said they plan to focus on sales growth in the year ahead. Amid worsening economic conditions, 37 percent also said they plan to seek cost improvements. This marks the highest number of respondents looking to cut or better manage costs since The State of Fashion executive surveys began in 2016. A higher number of leaders are planning to streamline their businesses in the year ahead than they were in late 2020 during the pandemic. To protect margins, nearly three-quarters of executives stated that they plan to increase the prices of their products. Among respondents, 10 percent foresee price hikes of more than 10 percent.

To help mitigate the impacts of inflation on cost, over 60 percent of executives said they plan to optimize or re-negotiate sourcing agreements. In addition, approximately two-thirds of executives said they are considering nearshoring (moving production closer to their home markets) to adapt to unpredictable consumer demand. More than 60 percent of fashion leaders also said they were considering strategic partnerships with suppliers to increase their speed to market and create more efficient supply chains that will carry benefits for their businesses over the long term.

Growth Priorities

In 2023, fashion leaders anticipate a continuation of the casualization trend that took hold during the pandemic as more shoppers shifted to working from home. Casualwear, followed by sportswear and sneakers, are the highest-ranking categories in terms of where executives see the greatest growth potential. Accessories, jewelry and formal shoes ranked lowest, …nearly 40 percent expect occasion wear to be one of their top

three growth categories in 2023, as special events like weddings increase after having been postponed during the pandemic.

Despite the economic challenges ahead, some fashion executives said they remain focused on sustainability projects, which was cited as the most important opportunity for 2023 by 16 percent.

Amid the highest inflation in a generation, rising geopolitical tensions, climate crises and sinking consumer confidence in anticipation of an economic downturn, the global economy is in a volatile state. Fashion brands will need careful planning to navigate the many uncertainties and recessionary risks that lie ahead in 2023.

Some consumers will postpone or curtail discretionary purchases; others will seek out bargains, increasing demand for resale, rental and off-price.

Gender-fluid fashion is gaining greater traction amid changing consumer attitudes towards gender identity and expression. For many brands and retailers, the blurring of the lines between menswear and womenswear will require rethinking their product design, marketing, and in-store and digital shopping experiences.

Formal attire is taking on new definitions as shoppers rethink how they dress for work, weddings, and other special occasions. While offices and events will likely become more casual, special occasions may be dominated by statement-making outfits that consumers rent or buy to stand out when they do decide to dress up.

Though brands across price segments and categories have embraced digital direct-to-consumer (DTC) channels, mounting digital marketing costs and e-commerce readjustments have put the viability of the DTC model into question. To grow, brands will likely need to diversify their channel mix, including wholesale and third-party marketplaces, alongside DTC.

As the industry continues to grapple with its damaging environmental and social impact, consumers, regulators, and other stakeholders may increasingly scrutinize how brands communicate about their sustainability credentials. If brands are to avoid "greenwashing," they must show that they are making meaningful and credible change while abiding by emerging regulatory requirements.

Successful execution of strategies in 2023 will in part hinge on a company's alignment around key functions. … priorities like sustainability and digital acceleration.

Six Fashion Careers of the Future were listed via the BOF:

1. 3D Printing Engineer: The adoption of 3D printing would make manufacturing quicker, easier, and cheaper, lowering the barrier to entry for emerging designers across the globe. These can produce prototypes and parts directly from 3D CAD files.3D printing bridges. This fosters technology and creativity.

2. Consumer Psychologist

The fashion psychologists apply psychological theories to what we wear, understanding that our clothing choices impact not only our own emotions, but also those of the people we interact with. They work with brands, agencies and creatives to help them understand consumer behavior and how that can be applied to make more effective, strategic business or creative decisions. It is felt that most brands will work with these experts.

3. Data Scientist

Advanced machine learning has become a more integral part of the fashion industry, as brands are increasingly focused on anticipating and predicting what shoppers might be looking for. According to McKinsey, a retailer using big data could increase its operating margin by more than 60 percent. As a result, today's companies are moving away from using simple statistical analysis and using AI and deep learning to predict and personalize recommendations at an individual level. Thousands of data scientists work at both fashion startups and well-established companies, using statistical machine learning and other quantitative methods to gain data-driven insight into consumer behavior.

4. Fabric Research and Development

There is an emergence of wearable technology and smart materials. While smart fabrics may still be in their infancy, it is a fast-growing market with new capabilities.

5. Sustainability Expert

Many fashion companies are prioritizing sustainability and putting sustainable business models at the heart of their organizations.

6. Personal Stylist

E-commerce has become a dominant way to shop — 54 percent of consumers worldwide shop online weekly, according to a Total Retail survey. "The whole shopping experience is becoming less tactile and more impersonal," says the style director of the personal styling website for men, Thread. "As more and more people are shopping online, the ability to offer expert advice and a personal touch needs to exist in the online market.

On June 8, 2023, an advisory board meeting was conducted to examine the "six careers of the future" recommendations as listed in the BoF report. The board members included two retail professionals, a fashion computer software expert, former department chair whose department had a fashion apparel body scanner, one branding expert, two instructors in the El Camino Fashion department and the El Camino fashion department coordinator. The six careers were discussed for their implications for future curriculum planning. The results of the board's findings are included in the following chart. The board's expertise and backgrounds were an ideal mix of the different aspects of the fashion industry. The findings yielded a future curriculum plan.

June 8, 2023, Advisory Board Meeting Recommendations on BoF Recommended Fashion Careers		
	Board Discussion Points	Curriculum Development
1. 3D Printing Engineer	The board felt that this is an up-and-coming field that fashion students should have experience with.	Explore the development of a new short-term certificate in experimental design with the following required classes: Fash 10, Fash 26A, Fash 35, Fash 17, Fash 20 and a new class featuring 2D, 3D and content
2. Consumer Psychologist	This subject is most important to students taking marketing classes and should be a part of a marketing class or an entire class by itself.	Researching the textbook and course outline used for fashion marketing to make sure adequate attention is given to this topic. If gaps are found, a new SLO can be developed to assure adequate coverage in this area.
3. Data Scientist	The board felt that this curriculum does not best fit in the fashion curriculum and that retailers should understand how to use specific dedicated software or, know where to access this information.	No plans to develop curriculum in this aera. Research the textbook and course outline to make sure AI as used in the apparel industry is covered in the classroom.
4. Fabric Research and Development	The board wanted to focus on the students understanding basic textiles and maybe textile testing. R & D is a higher-level topic than what our students need.	We are already working on a possible articulation agreement with Cal Poly Pomona. Will look to incorporate textile identification in other classes (having students explain the type of textiles they are using in their projects. Will develop a template that can be submitted for every garment that is submitted for a grade. This will give the students more experience in describing the textiles they use in their submitted projects and for fashion show entries. This will help them to use the terms needed to explain their fabric choices.
5. Sustainability Expert	The board felt that this concept can distributed in all the appropriate classes already being taught.	Add a sustainability component SLO to all appropriate courses.
6. Personal Stylist	The board spoke mostly regarding a stylist that worked with digital store.	Review the stylist course outline to assure that digital styling is covered
Additional findings	The board felt that 2D technology is very important to the fashion field….	This subject can be addressed in the new class, mentioned above (a new class featuring 2D, 3D and content).

Program Vision

A) Describe the vision of the program for the next four years considering the assessment reported in the previous section, student groups that are underrepresented in the program's field, and any relevant changes within the program field/industry. A vision statement describes the desired future state of the program.

- To exceed the educational needs of students entering the Fashion Department

- 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 Fashion Club."

- To graduate students ready for entry-level positions within the fashion industry job market.

Future Planning

A) Based on the assessment reported in the previous section, develop <u>program goals</u> to be completed during the next four years in relation to:

Adjusting the Curriculum for Coherence and Alignment with Students' Workforce Needs			
○	1.	2,	
Goal	Conduct an anlysis of 3 employment positions and required qualifications. At the yearly advsiroy board meetings, review and track those top positions to see if they are still relevant and denote which class or classes address the skills needed to prepare students for this type of employment.	In the advisory board meetings, develop a section in the meeting where new employment positions and new apparel industry equipment is discussed along with the relevancy of developing new curriculum needed to adress t advancements and job skill course alignments.	
Measure	Written report on this feature at each yearly meeting	Written report on this feature at each yearly meeting	

Adjusting the Curriculum for Coherence and Alignment with Students' Workforce Needs		
Goal	**1**	**2**
	Explore the development of a new short-term certificate in experimental design with the following required classes: Fash 10, Fash 26A, Fash 35, Fash 17, Fash 20 and a new class featuring 2D, 3D and content.	The advisory board met and discussed six possible career foci in the apparel industy. It was agreed upon that the following suggested careers should be anticipated with relevant curriculum prepared for dissimation. 3 D printing Styling Sustainabilty
Measure	Yearly advisory board member feeback and locating employment opporunties in the subject matter. Speak with local	Written plans and or dirctives to address the subject of sutainabilty.

	clothing firms to confirm the direction of the curriculum.	

Advancing Towards a More Equitable Program to Close Equity Gaps Among Groups of Students			
Goal	None of our department instructors are of known Latinex ethnicity even though 43% of our students are Latino. It is important that there is someone connected with the fashion department that is of Latinex ethnicity so that those students have a "role model" they can identify with. A possiblity could be that we find a Latinex apparel company owner who does guest speaking in the classroom or in other ways interact with students in a mentor type role	None of our department instructord are of known Asian ethnicity even though our Aisian fashion student population19 percent. It is important that there is someone on board connected with the fashion department that is of Aiisian ethnicity so that those students have a "role model" they can identify with. We could search out someone of Aisian ethnicity to interact with our students in a mentor like role.	Update fashion department website to install/include pages of encouraging quotes/videos from apparel professionals in terms of employment postions and ethnicity. Student can listen to (via the website) encouraging words and advice that can help them to see new perspectives and employment positions. The school's Maker's Space (located in the library) has been viewed. There are plans for collaboration between the space and the fashion department. Talks and negotiations have begun with the director to bring an additiaonl sewing machine, ironing board, etc. In the future, the maker space area that houses the 3D printes can also be

			used by our students. Talks and collaborations are ongoing. This will provide the space and equipment that some fashion students are lacking to do their homework and class projects. Talks included the possiblies of having a guest speaker bring new or review content to the area related to our fashion students.
Measure	Name the person and the role.	Name the person and the role.	Webpage that features the above items.

o Clarifying Students' Paths to Completion, Further Education and Employment		
Goal	Choose two graduating or transferring students each year and "tell their story". They can list what classes they took and share some ot their educatioanl experiences. In 3 years, they can be followed up to show what they are doing professionally. Using our alumni association, it would be a way that the alumni can "give back". Their stories can be placed on the department's website or other social media platforms.	Use current resources including the Union Newspaper or the Warrior Magzine to feature either the writing or further display the talent of fashion students.
Measure	Have the two student stories on the fashion	Newsletter-blog/photos,

	depaertment website - student sharing their best learning experiences online.	

Integrating Applied Learning Experiences		
Goal	Discuss with faculty which courses would lend themselves to an applied learning component which would include community involvement or activity. Once decided, develop strageties for implemetation.	
Measure	The syllabus will indicate that it is an applied learning course and will spell out what the applied learning activities are.	

The definition for applied learning, operational for this goal is: "applied learning refers to an educational approach whereby students learn by engaging in direct application of skills, theories, and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects, or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. The applied learning activity can occur outside of the traditional classroom experience and/or be embedded as part of a course."

How the program will determine if the goals have been met: a quantative target or qualitative accomplishment

See chart above.

Program Resources

In the following areas, what are the resources needed by the program to meet the goals for the next four years? Include any recommendations from the previous Program Review that are still active or on hold.

List resources in order of priority. Prioritize them within each category and/or develop an overall prioritized list of resources. Explain how these resources contribute to the College's equity goals.

The overarching equity goal at El Camino College is to provide a teaching and learning environment that is welcoming, supportive, and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion, and to ensure that all students have an equal opportunity for academic success. The environment should be beneficial to all participants and provide opportunity for academic success.

a) Staffing – Clerical/Office worker, Part time permanent. Up to 20 hours per week. The worker could act a potential lab assistant. Multiple projects are unable to be started/completed because of the lack of personnel support which might include, setting up an alumni association, room organization and supply ordering, etc. Duties can include:

-Setting appointments between students and instructor
-Assist in fashion club planning events
- Photocopying and document distribution
- Department calendar development
-Follow-up and maintain correspondence with industry partners
-Perform general office support duties including answering phones, taking messages, greeting visitors
-Operating office equipment, running errands, ordering office supplies, etc.
-Keep class supplies stocked and current for the department,
-Contact students to pick up previous work
-Maintain advisory board correspondence and lists
-Prepare mailings and email announcements regularly.
-Upload images to the website and social media sites and regularly maintain the website and social media sites when applicable
-Coordinate fashion students and the makers' space
-Make simple machine repairs after training

b) Technology/Software.

As new software evolves, there will be a consideration if our students need new curriculum to accommodate the software update, if necessary.

Students need access to graphics software (only some students can afford the monthly fees). Software can be added to the maker's space so that it can be assessable to everyone.

Anticipation of emerging 2D software from the TukaTech company

b) Facilities and Equipment
Currently, there is no need for facility update or major equipment updates.

d) Contracts/Services
None needed at the time.

APPENDIX A
CAREER EDUCATION (CE) SUPPLEMENTAL QUESTIONS

CE programs must conduct a full program review every 4 years. The comprehensive program review includes responses to the CE supplemental questions below. Every two years (once between full program reviews) these supplemental questions must be answered and submitted to Academic Affairs for posting on the College website.

Use labor market data, advisory committee input/feedback, and institutional and program-level data to respond to the following questions:

1. **How strong is the occupational demand for the program?** In your response, describe any changes in demand over the past 5 years and discuss the occupational outlook for next five (5) years. Provide applicable labor market data (e.g., US Bureau of Labor Statistics, Employment Development Department) that address state and local needs.

According to a labor market report, Los Angeles/Orange County, the number of jobs related to the fashion design occupation is projected to decrease by 11% through 2025. However, there will be approximately 460 job openings per year through 2025 due to retirements and workers leaving the field.

The majority of fashion leaders polled for the BoF-McKinsey State of Fashion 2023 Survey said they plan to focus on sales growth in the year ahead. Amid worsening economic conditions, 37 percent also said they plan to seek cost improvements. This marks the highest number of respondents looking to cut or better manage costs since The State of Fashion executive surveys began in 2016. A higher number of leaders are planning to streamline their businesses in the year ahead than they were in late 2020 during the pandemic. To protect margins, nearly three-quarters of executives stated that they plan to increase the prices of their products. Among respondents, 10 percent foresee price hikes of more than 10 percent.

Fashion Merchandiser Salary & Job Outlook
The median annual salary of someone in this career varies greatly according to his or her job title and specific industry. Below is a list of typical jobs in fashion merchandising along with the salary range for beginning to experienced workers:
- Retail Buyer: $58,532 to $115,348
- Visual Merchandiser: $27,129 to $62,997
- Wholesale Account Representative: $43,112 to $86,114
- Retail Fashion Store Manager: $37,656 to $80,016
- Merchandise Planner: $44,949 to $85,927
- Market Analyst: $55,804 to $136,842

How does the program address needs that are not met by similar programs in the region? In your response, identify any distinctive components of the program (e.g., curriculum, facilities, resources) and/or describe any unique contributions the program or its students/graduates make to the community served.

Distinctive components of our fashion program include our spacious facilities for instruction and presentation. We have monetary resources that are available to take care of the needs of the department. We are unique in that we require all our completing students to take an internship before they leave or graduate. Our students are complimented on their internships and companies reach out to us asking for interns. We also have a great teacher to student ratio in the classroom than some neighboring colleges. This allows the instructor more time with the student.

3. **What are the completion, success, and employment rates for students in the program?** In your response, identify the standards set by the program and discuss any factors that may impact completion, success, and employment rates among students in the program. Describe the status of any action plans for maintaining/improving rates relative to such benchmarks.

The completion rates for each degree and for each equity partner standards are definition what affects their completion rates status of section plans to improve rates here.

	2018-2019	2019-2020	2020-2021	2021-2022
AS Fashion Design	*4*	*3*	*4*	*5*
AS Fashion Merchandising	*4*	*4*	*5*	*0*

Five graduates are a good number. It is expected that the Fashion Merchandizing graduates would improve now that student are rerunning to school.

Certificate Completion: **Number/percent of students earning a program certificate**
How many students earned certificates

	2018-2019	2019-2020	2020-2021	2021-2022
Fashion Design	*1*	*1*	*2*	*1*
Fashion Merchandising	*1*	*0*	*0*	*0*
Fashion Styling	*1*	*0*	*1*	*1*

Certificates should be growing in number since less classes are required. It is expected that the numbers will rise now that students have returned to campus.

Success Rates:

	2018-2019	2019-2020	2020-2021	2021-2022
	72.9%	*72.7%*	*63.1%*	*55.3%*

Success rate are low for 2020-2021 due to Covid. The 2021-2022 rates are also low. Students are just coming back to class. It is anticipated that rates will rise in the next year.

Employment Rates:

2018	2019	2020	2021	2022
82%	80%	75%	75%	82%

Year 2020 and 2021 are low due to Covid.

4. **List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates.** In your response, identify any applicable performance benchmarks set by regulatory agencies and describe the status of any action plans for maintaining/improving pass rates relative to such benchmarks.

There are no licensure/certification exams required for entry in the workforce for the fashion field.

In 2022, one of companies that creates software and designs hardware in the area of patternmaking, marker making and some design technology along with offering trainings partnered with the El Camino Fashion Department. The agreement is to offer a certificate signed by the company to students who completed Fashion 29 (Computer Patternmaking) with a "C" or better.. Our course was reviewed and further tailored to match the learning outcomes required by the company. Offering a certification document would allow students to "feel" a sense of achievement and pride. It remains to be seen what impact this will make on the enrollment numbers for that class. Employment firms may see additional value in students who hold this certificate/document.

4. **Are the students satisfied with their preparation for employment? Are the employers in the field satisfied with the level of preparation of program graduates?** Use data from student surveys, employer surveys, and other sources of employment feedback to justify your response.

2019	2020	2021	2022
93% of respondents reported being very satisfied or satisfied with their training. The results of the survey showed that completing CTE studies and training – whether or not a credential is earned. Conclusion: The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study	$6.00 is the overall change in hourly wages after completing training—in dollars 40% is the overall change in hourly wages after completing training—in percentage gain 80% of respondents reported being employed for pay 49% of respondents reported transferring to another college or university 93% of respondents reported being very satisfied or satisfied with their training. Conclusion The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training– whether or not a credential is earned, whether or not a student transfers – is	$7.00 is the overall change in hourly wages. after completing training—in dollars 47% is the overall change in hourly wages after completing training—in percentage gain 75% of respondents reported being employed for pay 43% of respondents reported transferring to another college or university 92% of respondents reported being very satisfied or satisfied with their training. Conclusion The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.	$10.00 is the overall change in hourly wages after completing training—in dollars 63% is the overall change in hourly wages after completing training—in percentage gain 82% of respondents reported being employed for pay 46% of respondents reported transferring to another college or university 92% of respondents reported being very satisfied or satisfied with their training. Conclusion The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students

			realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study
	related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training.		

The general data shows that both the student and employer were happy with the level of training/lectures they received.

5. In the future, the alumni association can be configured so that this information can be more easily obtained. In reference to this question, the feedback received from supervisors who use our interns can provide some data for this question. Generally, there are about 4 internship students per semester who are evaluated by their employer during and at the end of the internship. Feedback has been generally excellent with on several occasions, the supervisor asking for additional internship students.

2. **Is the advisory committee satisfied with the level of preparation of program graduates? How has advisory committee input and feedback been used in the past two years to ensure employer needs are met by the program?** Describe the status and impact of any advisory committee recommendations.

Yes, advisory board feedback has been instrumental in new recommendations for the department. Examples include the following:
1. Development of a new course (Fashion 5) to better prepare student for industry expectations.
2. A styling course was developed to refine the teaching of fashion styling
3. Internships are required for all majors and certificates.
4. Development (in process) of alumni association.
5. Development of a digital design certificate.

All minutes or summary California Education Code 78016 requires that the review process for CE programs includes the review and comments of a program's advisory committee. **Provide the following information:**

a. Advisory committee membership list and credentials.

b. Meeting minutes or other documentation to demonstrate that the CE program review process has met the above Education Code requirement.

Attached are Advisory Board Minutes for each year (4 total). Years include:

2019, 2020, 2021, 2022 and 2023. Attendees are listed on the first page of each of the minutes. The Advisory Board has representation from high schools, industry professionals, fashion entrepreneurs, ECC administrators, and college fashion instructors.

Curriculum and Outcomes Assessment

c) Examine the program curriculum using an equity lens by responding to the following questions: To what extent does the curriculum:

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	Current	Proposed
Prepare students to actively engage in a diverse society?	Through class experiences including group work, class projects, field trips, and guest speakers, students interact and communicate with real work people who are in themselves diverse including our diverse student population	
Encourage instructors and students to investigate their own views, biases and values and discuss multiple perspectives different from their own?	Through the discussion board tab on Canvas, instructors encourage students to express their own opinions about the topics in question. Students are at times, encouraged to respond to the posts of other students which gives them a platform to hear their view and the views of others. In one of the textile classes, students are asked to watch a movie that expresses displeasure about the apparel industry. This movie elicits strong	

	opinions about its content and student are encouraged to write their responses to the material.	
Required to take equity 14 hours?	The school requires instructors to have 14 hours of equity training. Instructors	Ask students to watch 2 hours of equity training or display the information as a part of the fashion club.
Use critical/equity-oriented pedagogy?		This involves ensuring that instructors are creating an empowering classroom environment and they are using multiple evaluation techniques sensitive to the diverse ways students can demonstrate understanding. This should be discussed in a faculty meeting to find ways of creating and recognizing ways of evaluation that are beneficial to all students, regardless of their equity situation

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