

Program Review (SP11)

1. Enrollment Patterns	2. Achievement Data	3. Staffing	4. SLOs	5. Goals
Data provided by Institutional Effectiveness and Academic Services	Data provided by Institutional Effectiveness and Academic Services	Data Provided by HR	Data provided by Department Faculty	Department Plan
6. College Wide Overall – How does this information fit with the College Wide Goals?				

The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (cap outlay, grants), hiring priorities, and finally accreditation. Therefore, it is important that each department create a report that is meaningful for their program(s) while demonstrating the program(s)' value to the college and community.

The questions below are designed to help you create, primarily, a narrative review (roughly 5-10 pages); each curriculum guide (AA or Certificate) represents a “program”, and requires a separate review report (this document). Any data included should be interpreted, not simply “plugged in”; this document should refer to supporting documents for larger amounts of raw data. It is expected to take more than Flex day, and be an on-going conversation among the faculty in the program. Please refer to the timeline to help you map out an internal timetable for your program. To further assist you, we are planning a workshop for the March Flex day (see timeline).

It is important to note that while “Program Plans” are really “Department Plans” (yearly), you need to create a separate “Program Review” (3-year cycle) document for each program (curriculum guide) within your department.

Program Review Questions (Use form boxes, they will automatically expand.)

1. – 3. Summarize and interpret the data for each of the first three above (Enrollment Patterns, Achievement Data, Staffing/ Resources) as they relate to your program.

1. FASHION DESIGN: ASSISTANT DESIGNER- Enrollment patterns - in 2008/2009 were at 625 Student FTE. In 2009/2010 Student FTE declined to 500 student FTE. This was due to funding cutbacks that did not allow us to offer as many course sections and therefore increase student enrollment. (FACS)

Enrollment trends show that students tend to determine that beginning sewing and beginning sketching classes are expendable when they become overwhelmed with workloads from other classes near the end of the semester. This results in registering for those classes at a later date.

In combined sketching classes beginning sketching students (FD215AB) have a lower success rate than the advanced students in Portfolio Development (FD216AB) due to lack of individual attention.

Students that balance their schedules with both general education and fashion classes in the same semester have better success rates.

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Overall in reviewing enrollment trends over the past 3 years, the enrollment, success and retention rates seem to be improving in fashion lecture classes. This may result because students must be organized and proactive in order to register early for classes due to limited class offerings because of budget cuts.

2. Achievement Data: Retention, Success and Completion Rates - for Fashion Design ranges from 100% to a low of 52% based on an overall view of all Fashion Design and Merchandising program courses. These figures also show that larger class sizes and more “non Fashion Majors” decrease persistence and completion in the courses. Overall however, it appears that over the course of the three academic years being examined, that the success rate is improving in Associate of Arts degrees and Certificate Awards even with fewer course offerings due to budget cuts. We find some students forgoing the certificate and concentrating on the Associate degree due to successful articulation agreements with Cal Poly Pomona that allow a seamless transfer and result in a BS in a reasonable amount of time.

3. From 2006 at 15.75 Faculty FTE's declined to 9.5 faculty FTE's in 2010. This was due to funding cut backs that did not allow us to offer as many course sections to hourly faculty. Tenured full time faculty was unchanged at 5 FTE's.

(This data reflects the entire department of FACS). Fashion continues to maintain its two full time faculty.

LBCC strives for a load or WSCH/FTEF of 525, Fashion is 541. This demonstrates that lecture courses with high load values will balance out laboratory classes that legitimately have lower values.

4. SLOs – a) Summarize the collected program data

All SLO's have been completed. SLO's for each course are discussed with students at the beginning of the semester. Class assignments and exams are evaluated to determine if students are achieving the SLO's.

Assessment data is being collected. No courses are up for assessment due to the infrequent offering of the courses and the routine course review cycle.

b) Based on analysis of course and program SLO assessment:

- How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?
- Summarize how the program has responded to SLO assessment results.
- Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.

5. Goals -

a) Based on the data from questions 1 – 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

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Assessment results of our Fashion Design outcomes confirm that our Departmental Goal: Student Competency Success Goal, is being met at a high level.

The goals of Fashion are:

A. To provide entry level skills for vast array of jobs in the apparel/sewn products industry.

Findings: Data collection confirms students are successfully placed in employment or higher education. Employer surveys/interviews indicate satisfaction with graduate performance.

B. To appraise students of the technological changes impacting the industry.

Findings: Technology continues to be an integral factor across the curriculum in all facets of Fashion Design student training. Course changes – FD9, and FD38A-D utilize Power Point presentations for all students. FD39A has been revised to use the computer to create Technical packages that instruct a garment manufacturer in all technical aspects of producing a garment off shore. FD216AB incorporates computer skills in the portfolio presentation. A future goals for the fashion design program is to revise the FD216AB class to include digital portfolio preparation.

C. To prepare students for transfer to four year colleges.

Findings: Fashion Design students are transferring and successfully completing their Bachelors Degrees at Cal Poly Pomona and CSULB.

D. To expose students to the impact of apparel on society both psychologically and economically.

Findings: Included in course content and Work Experience on-the-job objectives.

E. To provide an in-depth study of the following skills or processes; sketching, sewing, pattern drafting/draping, tailoring, grading, sourcing, costing, production, textiles, design principles and elements, color theory, creation of line/garment, style identification, computer – CAD/CAM including patterns, design & Illustration, resume'/interviewing, market segmentation, merchandising math - profit/loss, markup/ markdown, inventory control, six-month budgeting, open to buy, domestic and foreign markets.

Findings: We constantly access our advisory committees' advice and we regularly review and update courses and program certificates based on that advice. We continue to develop a pool of highly qualified adjunct faculty.

b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?

Findings are listed above under each goal.

c) Based on the new data collected (4), what are your plans for change in the future?

Most entry level jobs for all trained fashion design students are in the areas of design room assistant, assistant designer and technical design. The fashion design program has determined that we will seek advice from our advisory board to evaluate and determine if the program of study leading to an Associate in Arts Degree or

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Certificate of Achievement for the assistant designer is comprehensive enough to assure placement in an entry level fashion industry position.

Based on advisory board member recommendations the fashion design program will evaluate the number of student contact hours needed to ensure that students receive the amount of instruction to ensure that they are prepared with the appropriate technical and computer skills to be able to complete tech packages and use other software programs that are necessary in entry level fashion industry positions.

6. College Wide –

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

Professional Development and student competency are the two main goals for the Fashion Design program and FACS department plan. These two goals align with the overall college institutional goals and initiatives. It is the goal of the Fashion Design program to prepare students for transfer and professional employment. The FACS department plans, Fashion Design program review, resources and efforts all lead to this overall direction.