

YEARLY PLANNING ANNUAL UPDATE

General Questions

Program Name: Fashion (FASH) and Interior Design (INTD), **Academic Year 2023**

1. Has your program mission or primary function changed in the last year?

The FASH and INTD program mission and primary function has not changed.

2. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

The FASH program experienced a noteworthy change over the past year regarding the addition of noncredit courses and certificates (FASN). Eleven noncredit courses and 4 noncredit certificates were developed and approved with an implementation start of Fall 2024. These courses will provide an onramp to the FASH program. They include 1 mirror course (FASH 110 Apparel Construction is being mirrored with FASN 7001). These FASN courses will also allow credit students to take apparel construction classes prior to entering FASH 110. We believe that this will lead to student success and retention in FASH 110.

The FASH and INTD program received 24 WACOM tablets but have not integrated them into classes because we have not received the computers needed to work the tablets.

FASH, INTD and FCS have strong articulation agreements with CSSF, CSUF, CAL Poly Pomona, CSLB, and CSNR for a total of 13 articulated courses. This year we added an articulation agreement with Cal State Northridge for FCS 131 Life Management a course offered at NCJ and the prison in Lompoc.

New Courses		
Credit	FASH 106	Fashion Illustration
Non-credit	FASN 7000	Introduction to Basic sewing
	FASN 7001	Clothing Construction 1
	FASN 7002	Clothing Construction 2
	FASN 7003	Clothing Construction 3
	FASN 7004	Tailoring
	FASN 7005	Sewing with Knits
	FASN 7006	
	FASN 7007	Ready-Made-Clothing Alterations
	FASN 7008	Industrial & Occupational Sewing
	FASN 7009	Specialty Apparel Construction
	FASN 7010	
New Certificates		
Non-credit	Apparel Construction Certificate I	
	Apparel Construction Certificate II	
	Alterations Specialist Certificate	
	Formalwear Specialist Certificate	

Articulation Agreements		
	FCS 131	CSN FCS 120
New Equipment		
24 Wacom Tablets- received December 2023		
24 Apple MacBook Pros- approved 2023, not yet received		

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

The two-year program map for FASH was challenged because we were offering FASH 110 in both Fall and Spring. Our program map shows the course being offered in Spring. When FASH 101 was full in the FALL, students were self-selecting FASH 110 in the Fall. This, along with the large number of students who were completing FASH 110 through concurrent enrollment at Pioneer Valley, left the Spring class of FASH 110 underenrolled. Moving forward we will not be offering FASH 110 in Fall semester unless enrollment increases in the FASN mirrored course.

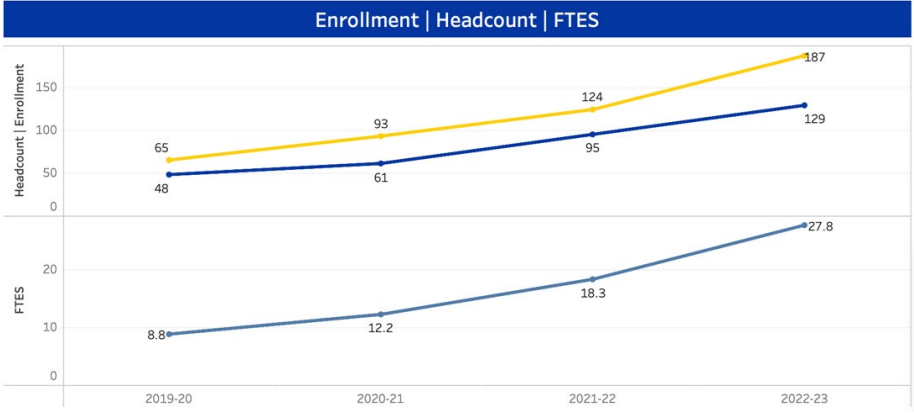
The program map for INTD is based on a every-other year offering of the INTD courses (INTD 170 and INTD 171). However, the courses had been offered every year. This has led to many students taking the INTD courses out of sequence and skipping the FASH 103 Textile class which is suggested to take prior to INTD 171. This put 90% of the spring students taking the '24 INTD 171 Interior Design Materials class before taking FASH 103 Textiles class. As a result, they were not fully prepared for INTD 171. The reason for this appears to be that they were being counseled to register as Fine Arts majors instead of Interior Design majors and then “picking-up” the two Interior Design courses. The students are adding the two Interior Design classes to their schedules their first and second semesters, rather than in their second year, which is recommended. We believe that counseling is seeing that several of the interior design transfer universities fall under fine arts and are having them register as Fine Arts majors.

We are working on an Introductory class (INTD 100) that will introduce students to the program. We have been working with counseling on transfer programs and the importance of taking FASH 101 and FASH 103 before the INTD core classes.

4. Were there any staffing changes?

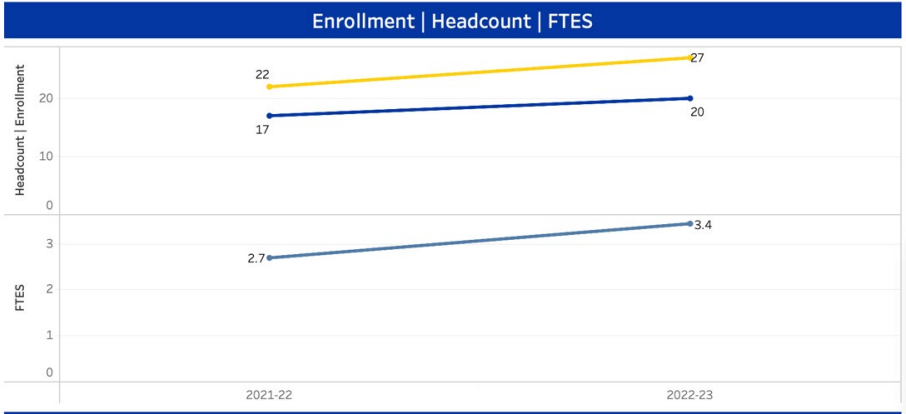
Yes, the FASH/INTD/FCS Program hired a full-time faculty member who started in Fall 2023. This is the first full-time faculty member for FASH/INTD/FCS since 2009. In addition, FASH hired a P/T faculty to teach fashion courses starting Spring 2024. They will also be able to teach non-credit Fashion (FASN) courses. Projecting towards the 2025/26 year, we will need to find a P/T Interior Design instructor with SketchUp skills. It would also be helpful to find a P/T FCS instructor who would be available to teach at the NCJ and Lompoc prison. Current program enrolment is:

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



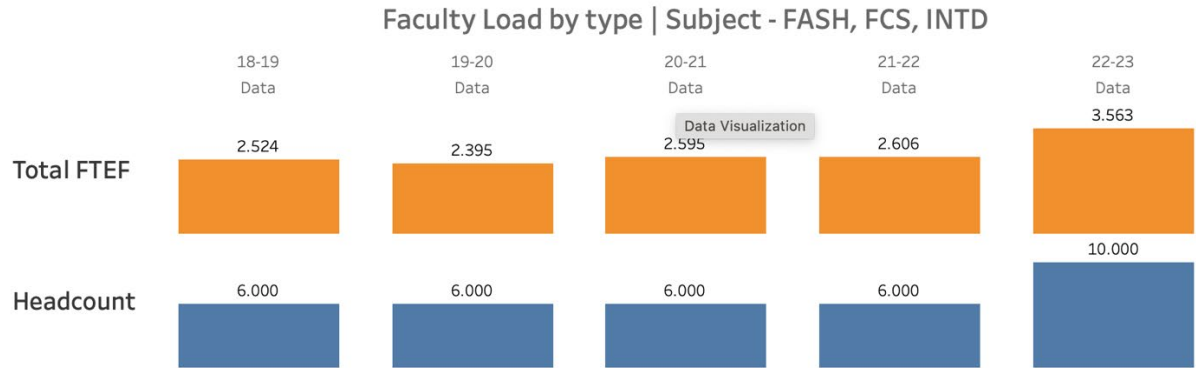
Fashion Enrollment

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



Interior Design Enrollment

Enrollment for Interior Design will drop 2024/25 because we will not be offering INTD classes during the off-cycle year.



5. What were your program successes in your area of focus last year?

- The Central Coast Interior Design Association (CCID) have expanded their partnership with the AHC Interior Design program.
- One of our students serves as a student liaison for CCID. The organization continued to partner with the AHC ID program throughout the year with field trips, guest speakers and donations.
- CCID has established an internship program where members of CCID offer internships on an ongoing basis.
- The FASH Fashion Show was a great success. We partnered with the concurrent enrollment students from PV and the non-credit HOEC students to show over 40 original designs. Goodwill Industries continued as our Industry partner in this by hosting students in January for a Goodwill Grab and donating a \$100 prize to the winner of the fashion show.
- The INTD students worked with ECS to design a public classroom space in the Children’s Center. This was a successful real-world experience for the students, and we will be looking for similar opportunities each semester for our students.
- The CCID organization made the first steps in establishing an Interior Design scholarship for AHC students through the Hancock foundation
- FCS 131 was featured in the Sheriff’s Round-Up (see 9minute 45)
<https://youtu.be/7MUITwgaGLI?si=aA6lAw3Qrq-1aHZz>

Learning Outcomes Assessment

- a. Please summarize key results from this year’s assessment.

Outcome Type

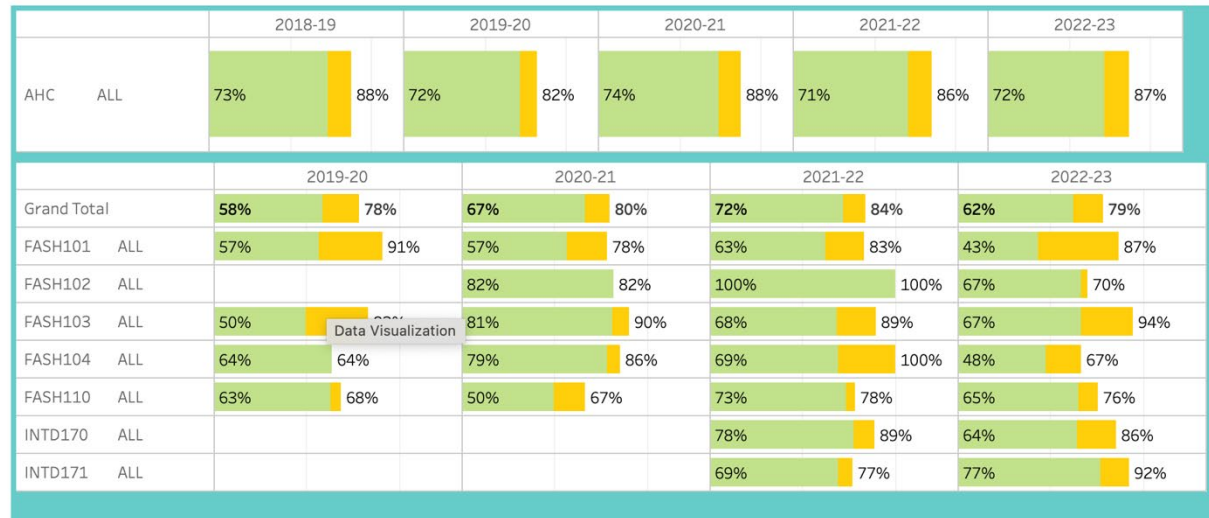
Program Learning Outcomes (PLO)

Target	Actual Result (Score)	Difference
70.00%	81.18%	+11.18%

Key results from the year's assessments showed that most students were successful in meeting student learning outcomes assigned to the courses. We saw an increase in Program Learning Outcomes of 4% over the previous year.

Success & Retention

Success % Retention %



b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

We believe that lower retention numbers may come from students enrolling in a class with the idea that FASH 101 or INTD 170 mean something other than what the program or course offers. We are developing an introductory course that will clarify the career paths for students and the degree to support that career (implementing Fall 2025).

c. Please summarize recommendations and/or accolades that were made within the program/department.

It was recognized that one barrier to student success in INTD was the cost of the textbook. Most students in the class had been relying on BibliU for a free textbook. When we lost the use of that app, we saw student success drop. We are developing a zero cost textbook for Interior Design and FCS 130.

d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

We have only recently pulled INTD out from under FCS. We do not have our PLOs in SPOL yet. PLOs for Interior Design need to be developed in 2024/25 and assessed during 2025/26

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

The FASH/ INTD Programs did not offer any DE courses. While our courses are approved for DE, we have not offered them DE. This is an area that may be explored to grow the program in the future.

CTE two-year review of labor market data and pre-requisite review

a. Does the program meet documented labor market demand?

Yes. Both the Fashion and Interior Design Program supports workforce preparedness and trains students for high-demand career pipelines.

Labor market data report is attached to end of review.

Summary of Labor Market Data:

In the South-Central Coast region, Fashion Merchandising jobs are projected to grow between 1% and 9% by 2027. Retail Salespersons are expected to increase by 3%, with an additional 3,116 annual openings. Merchandise Displayers and Window Trimmers will see a 9% growth, adding 112 new jobs. Fashion Designers will experience a 5% growth, with 21 annual openings.

Data regarding Fashion Merchandising jobs, education requirements, and regional demand analysis.

- In 2022, there were 28,931 Fashion Merchandising jobs in the South-Central Coast Region.
- The number of jobs is expected to increase by 2% through 2027, with approximately 4,052 annual openings.
- There is an undersupply of graduates, with an average of 53 awards conferred in relevant programs.
- Education requirements range from no formal credential to a bachelor's degree for Fashion Designers.
- Four related occupations were identified, including Fashion Designers, Merchandise Displayers, Supervisors of Retail Sales Workers, and Retail Salespersons.

b. How does the program address needs that are not met by similar programs?

There are no similar programs within a 140-mile radius. We serve students looking to develop skills specific to the Fashion and Interior Design industries.

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Fashion and Interior Design has shown a steady growth in degree completion and success of students. It is expected that this trend will continue for the 2024-25 academic year. Enrollment and FTES are trending past the levels reached before Covid.

The Fashion program is offering 2 sections of FASH 101 for Fall 2024 to accommodate the increased number of concurrent enrollment students coming from Pioneer Valley. This will be the first time 2 sections of FASH 101 has been offered in 15 years. We expect those students to continue with the Fashion courses to complete the Fashion Merchandising Certificate.

d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Yes. FASH and INTD completed a comprehensive program review in 2022 and updated every course at that time. We have been working with the curriculum specialist to remove any MATH or ENGL advisories that no longer apply.

Both INTD 170 and INTD are overdue to be revised, but for the 2024/25 year, we will be looking at the program as a whole to evaluate what courses our degree/certificate may be missing based on our advisory board feedback.

e. Have recommendations from the previous report been addressed? yes

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. This section is only used if there are new planning initiatives and resources requested.**

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	ASID Student Club
Planning years:	2024-2025

Description:

The success level of our INTD students indicate that the INTD students need an Interior Design specific club. ASID is a nationally recognized organization with student chapters at colleges and universities that offer Interior Design. Student membership allows students access to student portfolio competitions, foundation awards and scholarships, and ASID only events and continuing education credits (necessary for ID licensing).

It takes 10 students to form a student chapter and costs \$49 per student. For our chapter to start, we would need \$490.

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

The screenshot shows an Excel spreadsheet with a table for equipment needs. A text box in cell B3 provides instructions: "Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase." The table has columns for Dept, Program, Source, Year, Initiative (Objective) Reference, Resource Need, and Requested Item(s) Please include per item. A single row is filled with: English, English Rhetoric, Yearly Planning and Core, 2022-2023, ER OBJ - 2, Equipment, and video cameras \$600 each. The spreadsheet interface includes a ribbon with tabs for EQUIPMENT, SUPPLIES, STAFFING, TECHNOLOGY, and FACILITIES, and a status bar at the bottom showing "Ready" and "Accessibility: Investigate".

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	video cameras \$600 each

Area of Focus Discussion Template

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

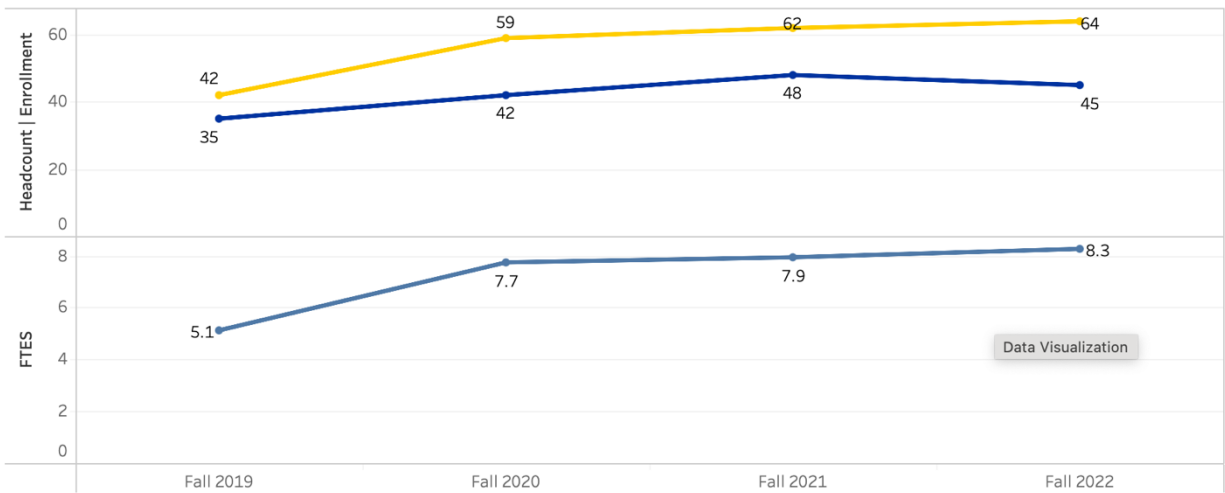
Possible topics:

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

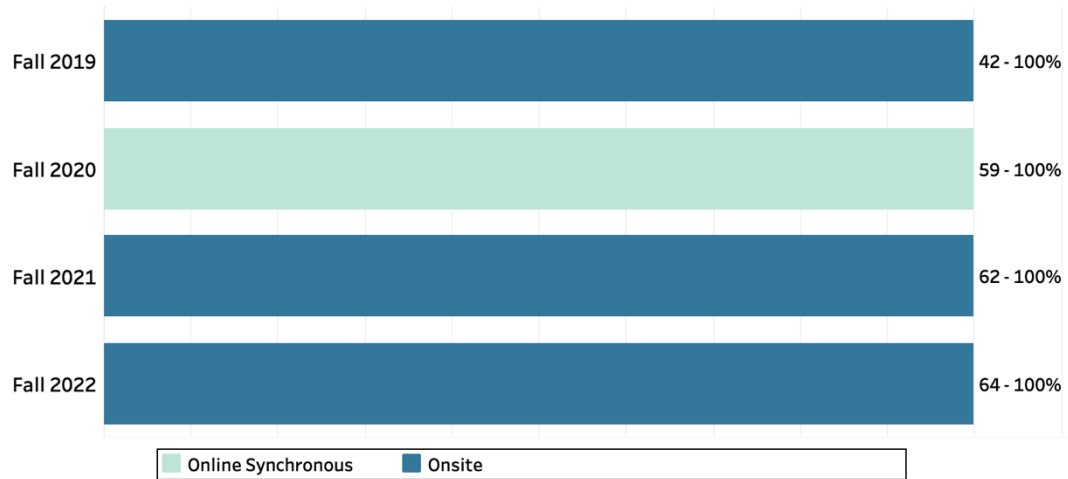
1. What data were analyzed and what were the main conclusions?

We looked at our growth in enrollment and the recommendations from our advisory board regarding emerging local industry needs.

Enrollment | Headcount | FTES



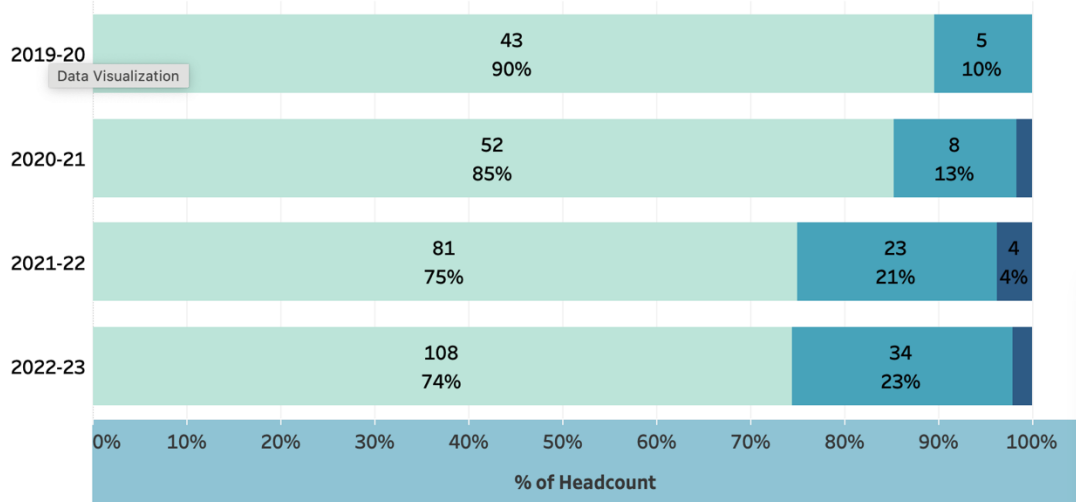
Enrollment by Modality



5-Year Enrollment by Course

5-Year Aggregate Enrollment Data		2019-20	2020-21	2021-22	2022-23	2023-24	
FASH110	198	FASH110	19	24	60	95	96
FASH101	93	FASH101	23	23	24	23	25
FASH103	70	FASH103	12	21	19	18	24
FASH104	59	FASH104	11	14	13	21	23
FASH102	49	FASH102		11	8	30	23
INTD171	26	INTD171			13	13	12
INTD170	23	INTD170			9	14	12
		INTD149					1

Headcount Demographics



	2019-20		2020-21		2021-22		2022-23	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Female	43.0	90%	52.0	85%	81.0	75%	108.0	74%
Male	5.0	10%	8.0	13%	23.0	21%	34.0	23%
Non-Binary			1.0	2%	4.0	4%	3.0	2%
Grand Total	48.0	100%	61.0	100%	108.0	100%	145.0	100%

Increasing Enrollment:

The FASH /INTD Programs have increased enrollment past the level of enrollment prior to COVID. Historically, we have been a female dominate program, but have reached a 23% male enrollment in 2022/2023. Part of this increase is due to our concurrent enrollment at Pioneer Valley High School. We saw a bump in enrollment from 2019/2020 to 2020/2021 from concurrent enrollment. In addition to concurrent enrollment, there is an increase that can be attributed to our Spring Fashion show which was first put on in 2020/2021. Students who saw the fashion show enrolled in classes the following Fall. We can see almost a double in enrollment from 2020/2021 to 2021/2022.

Because the fashion show is one of the best tools for hands-on experience and marketing for the FASH program, we believe that integrating the show into curriculum would benefit the students’ learning outcomes.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

The biggest challenge with student success in our area of focus is space. Both FASH and INTD require industry equipment and samples to prepare students for the workforce. Currently we have 5 industrial sewing machines in a classroom that can fit 22 students. Our INTD design

samples are rotated out of the room on a weekly basis to make the classroom safe for students in our other classes.

In addition, with the increase in males in our classes, it is important to offer male dress form options which also take up space in the classroom.

While our enrollment numbers are increasing, we are limited by our classroom space. Each class only enroll 22 students because of the classroom size.

3. What are your plans for change or *innovation*?

This 2024/2025 year we will be implementing technology in our courses with the laptops that should be delivered for FASH/INTD. In Spring we will be offering for the first time FASH 106 Digital Fashion Illustration.

Based on feedback from our advisory board, we are working on the following curriculum updates:

- INTD /FASH Introduction Course where students will develop a digital portfolio that can be added to throughout their FASH or INTD program
- Embroidery and Screen-Printing Certificate
- Adding Sketch-Up to INTD degree

4. How will you *measure* the results of your plans to determine if they are successful?

Student retention and degree /certificate completion. We will also track post completion employment data.

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

Full and part-time instructors have completed the DE training course.

Expanding into DE courses, especially for FASH 101 and FASH 104, is a priority for our program. Currently there are no FASH 104 equivalent courses being offered on the CCVC. This could be an opportunity for enrollment for our program.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

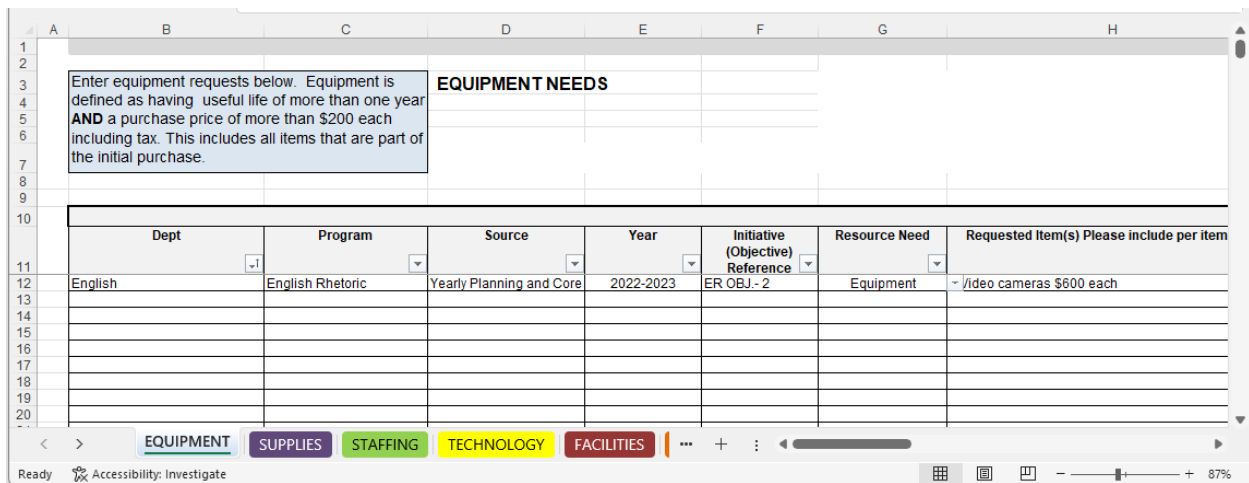
- 1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)**

This report will be shared with part-time and concurrent enrollment faculty in our program for feedback.

2. Are there specific recommendations regarding the core topic responses from the validation team?

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. *This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.*

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.



New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Embed industry technology in INTD 170 and 171
Planning years:	2024/2025

Description:

Once we have laptops in the classroom, assignments that were analog can be converted to digital using the latest industry standard software such as Sketchup or Revit. Students will be able to keep a digital portfolio that they can take with them when they graduate to show perspective employers.

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

New Program Planning Initiative (Objective) – Core Topic Only

Title (including number): Embroidery and Screen-Printing Certificate

Planning years: 2024/2025

Description:

Based on feedback from our advisory board and local employment data, a credit certificate should be developed. This would include a new Industrial Embroidery and Digitizing course and the existing FASH 101, FASH 103, and FASH 106.

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

New Program Planning Initiative (Objective) – Core Topic Only

Title (including number): New Introduction to FASH /INTD Course

Planning years: 2024/2025

Description:

Based on feedback from our advisory board and the Counseling department, a 100-level comprehensive introduction course to the fashion and interior design academic programs. This course would explore educational pathways and look at careers and associated licenses and certificates.

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

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Program Review Signature Page:


Megan Selby (Aug 6, 2024 12:31 PDT)

Program Review Lead

Aug 6, 2024

Date


Thomas Lamica (Aug 6, 2024 12:35 PDT)

Program Dean

Aug 6, 2024

Date



Vice President, Academic Affairs

Aug 6, 2024

Date












Fashion_Curriculum and Teaching_2023_24

Final Audit Report

2024-08-06

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✔ Agreement completed.

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