

# FASHION DESIGN

## CAÑADA COLLEGE COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY (2 page maximum)

### **Short Summary of Findings**

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#### **Type your summary here:**

The Fashion Design Program is designed to meet students' career goals, to provide employment skills for entry-level Fashion Design personnel, and to provide continuing educational opportunities for the practicing Fashion Design professional. The Fashion Industry is still one of the larger employers in California. Cañada's Fashion Design Department is a respected leader in career education and works toward meeting the fashion industry needs for well-trained employees.

A major focus of the Program is to train students in the skills of the industry while staying abreast of the changes in the apparel industry. The curriculum incorporates the skills demanded in the work place today. The course work ensures that students will become fashion professionals who are qualified in 1) pattern making (both manual and computerized), 2) draping, 3) design development, 4) construction, 5) fabric selection, 6) pattern fitting, and 7) fashion illustration. Through the Fashion Entrepreneurship class, business and marketing skills are developed and students write a business plan.

The data included in this report documents an outstanding record in WSCH (weekly student contact hours); FTES (fulltime equivalent students); Retention (Percentage of Total Enrollments) and Success (Percentage of Satisfactory Grades). The Fashion Design Department's Load has increased overall since 2000.

The FTE (Full-Time Faculty Equivalent) varies by year depending on how many adjunct faculty members are employed. There is only one full-time instructor and currently during the 2005-06 academic year, there are six adjunct faculty members. There is a strong need for another full-time instructor in the department and an Instructional Aide II to continue with recruitment and retention at all high school events, assist with office work, classroom instruction, tutoring and for presenting the annual Designer sale that raises monies for students' scholarships, equipment and supplies.

The Fashion Design program moved to a new location, Bldg. 3, in 2004-2005 and provides a more professional and creative working environment for students, as well as for public presentations. The well-equipped classroom facilities allow excellent training to prepare students for the job market and or for transferring to a four year university.

### **Three Strengths of the Program**

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1. The variety of comprehensive course offerings that prepare students for the jobs in the apparel industry today. The three certificates based on this updated curriculum.
2. The student success and retention--this has led to a growth in enrollment.
3. Excellent team of teachers with individual diverse strengths who work together in the new creative classroom environment.

### **Three Suggestions for Improvement**

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1. Not enough students completing certificates and degrees because they can obtain jobs without taking every required course towards a certificate and or degree. Encourage students to continue with their education on a part-time basis while being employed in the industry.
2. Students need more lab time with faculty supervision or an instructional aide. Need to add additional lab time during the weekly schedule to accommodate students' needs.
3. Some students do not have essential basic skills needed for specific classes—more preparation and closer attention to prerequisites and or equivalencies are mandatory.

**CAÑADA COLLEGE  
BI-ANNUAL STATE OF THE DEPARTMENT  
DATA COLLECTION DOCUMENT**

**Program Name: FASHION DESIGN DEPARTMENT**

**I. Program goals and objectives:**

- A) Hire one additional full-time Instructor and one Instructional Aide II, permanent part-time immediately to become full-time as enrollment increases.
- B) Continue to maintain and increase enrollment and the number of students completing certificates and degrees. All faculty members will be more involved in promotion of the Certificates and Degrees offered through the Fashion Design Department. The Department coordinator will maintain a file of students declaring fashion as a major and track student progress. We will invite back graduates to discuss the value of program completion. We will post 2-year course offerings of fashion design courses for students to plan their schedules in advance.
- C) Increase the number of students completing internships in costume shops and obtaining jobs in costuming. Reconvene the Theater Advisory Board and do a better promoting the costume certificate.
- D) Begin to incorporate fashion merchandising into the curriculum
- E) Strengthen community outreach and community awareness of the program.
- F) Increase the industrial/professional focus of the program. Add more industrial machines to the classroom equipment.
- G) Add more sections of the popular courses.
- H) Expand the program to include Photoshop and Illustrator classes that are taught through the Multimedia (MART) Department.
- I) Work closely with the CSU's that have fashion programs (Long Beach, Sacramento, North Ridge, and San Francisco. Maintain a department bulletin board with literature from these schools.

**II. Departmental Student Learning Outcomes:**

**Upon successful completion of a Fashion Design Certificate, the student will be able to:**

Develop patterns through drafting, draping, and flat pattern in order to design a variety of clothing styles

Grade patterns to many different sizes from a basic sloper

Illustrate clothing through fashion drawings and technical flat drawings

Use simple as well as advanced construction techniques for sewing many types of clothing as well as tailored garments

Fit patterns/garments on various body types

Infuse technology into pattern design through the use of computer aided pattern making and grading

Apply business skills necessary for the constantly changing apparel industry and small individualized custom businesses

Select appropriate textiles for garments with an understanding of function, construction, performance and care

Design garments with an understanding of the progression of style through a historical and cultural context

Apply principles of design when creating original fashion styles

Develop a custom portfolio for a job search in the fashion field

### **III. Curricular offerings:**

#### **A. New, deleted, “banked” and “unbanked” in the past two years ( check all that apply)**

Course Prefix	Course Number	Course Title	NEW	Delete	Bank	Unbank	General Education	IGETC	AA/AS	Basic Skills	Workforce
FASH	141	Creative Serging			X						
FASH	181	Advanced Computerized Pattern Design			X						
FASH	190	Image for New Century			X						
FASH	350	Issues in Fashion			X						

#### **B. All current offerings except those previously identified in section A ( check all that apply; attach a separate table as necessary)**

Course Prefix	Course Number	Course Title	General Education	IGETC	AS/AA	Basic Skills	Workforce	Date of last revision
FASH	100	PRINCIPLES OF DESIGN					X	
FASH	110	BEGINNING CLOTHING CONSTRUCTION					X	
FASH	111	TECHNIQUES OF FIT					X	
FASH	113	TEXTILES					X	
FASH	115	INTERMEDIATE CLOTHING CONSTRUCTION					X	
FASH	116	TAILORING					X	
FASH	118	FLAT PATTERN					X	

FASH	120	ADVANCED TECHNIQUES OF FIT					X	
FASH	122	ADVANCED TAILORING					X	
FASH	123	INTRODUCTION TO THE FASHION INDUSTRY					X	
FASH	124	CREATIVE TECHNIQUES					X	
FASH	128	DECORATING WITH FABRICH FOR THE SMALL BUSINESS					X	
FASH	129	CLOTHING CHOICES FOR ANY BODY					X	
FASH	131	FABRIC EMBELLISHMENT					X	
FASH	132	TROUSER CONSTRUCTION					X	
FASH	133	COPYING READY-TO-WEAR					X	
FASH	134	BEGINNING MILLINERY					X	
FASH	135	PRINCIPLES OF MANUFACTURING					X	
FASH	140	BASIC SERGING					X	
FASH	146	DESIGNER TECHNIQUES					X	
FASH	150	HISTORY OF FASHION					X	
FASH	162	ADVANCED FLAT PATTERN					X	
FASH	163	PATTERN GRADING					X	
FASH	164	FASHION ILLUSTRATION					X	
FASH	165	DESIGN INSPIRATION					X	
FASH	166	FASHION ENTREPRENEURSHIP					X	
FASH	167	THE CUSTOM DRESS FORM					X	
FASH	168	FASHION DRAPING					X	
FASH	170	FRENCH PATTERN DRAFTING					X	
FASH	171	TROUSER MOULAGE					X	
FASH	172	BUSTIER					X	
FASH	175	ADVANCED ILLUSTRATION					X	
FASH	178	COMPUTERIZED PATTERN GRADING					X	
FASH	180	COMPUTERIZED PATTERN DESIGN					X	
FASH	195	PORTFOLIO DEVELOPMENT					X	
FASH	196	INTRODUCTION TO THE COSTUME INDUSTRY					X	
FASH	197	HISTORICAL AND THEATRICAL COSTUME DEVELOPMENT					X	
FASH	199	COSTUMING FOR THEATRICAL PRODUCTION					X	

**C. Recommended areas of curricular need based on current offerings ( check all that apply; attach a separate table as necessary)**

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce
Unbank FASH 151 – Fashion Merchandising Will enhance fashion merchandising courses at Cañada College.					X

**IV. Enrollment data:**

**A. Weekly Student Contact Hours – WSCH /FTES**

Report the 2 previous Fall semesters with the most recent on the right.

Year	2003	2004
WSCH	1207	1130
FTES	40.22	37.67

**B. Full time equivalent faculty count FTE and WSCH/FTE – LOAD**

Report the 2 previous Fall semesters with the most recent on the right.

Year	2003	2004
FTE	2.27	2.47
LOAD	532	457

**C. Retention and Success (If applicable) Report data on program retention and success rate for the past 2 Fall semesters with the most recent on the right.**

Year	2003	2004
Retention	76.5	83.0
Success	75	75.8

**D. Certificate, degree, and transfer status (If applicable) Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.**

Year	2003	2004
Certificates		3
Degrees		1
Transfer		No way to track

**E. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.**

The data included in this report documents an outstanding record in WSCH (weekly student contact hours); FTES (fulltime equivalent students); Retention (Percentage of Total Enrollments) and Success (Percentage of Satisfactory Grades). The Fashion Design Department’s Load has increased overall since 2000.

It is imperative that another full-time instructor is hired in the department and an Instructional Aide II to continue with recruitment and retention at all high school events, assist with office work, classroom instruction, tutoring and for presenting the annual Designer sale that raises monies for students’ scholarships, equipment and supplies.

The Fashion Design Department has an articulation agreement with SFSU (San Francisco State University). The Chairperson of the Family & Consumer Science Department sits on the Advisory Board along with another full time professor who is also an adjunct faculty member here at Cañada College. There are a significant number of Fashion Design and Interior Design students that transfer to SFSU to continue their studies towards the Bachelor’s degree. California Community Colleges and California State Universities

have articulated the following three classes to be transferable: Cañada College’s Fash 110, Fash 113, and Fash 123. After completing the Fashion Design courses, students obtain employment in all areas of the fashion industry. Some of the students go into business for themselves as small business owners, while others go on and work for specific companies or study further either at a four year institution or a private institution in another country. All fashion students have the opportunity to enroll in an internship during their studies here at the College. A percentage of students come back for retraining in a specific area to enhance their skills and to further their knowledge.

**V. Faculty and staff hiring recommendations:**

**A. List full-time faculty requests and attach formal justification**

Position	Areas of expertise needed
<p>Evaluate the status of the entire department’s full-time faculty, adjunct faculty, and classified positions.</p> <p>a. Currently, the Fashion Design Department consists of one full-time faculty and varies between five and six adjunct faculty members, depending on the course offerings each semester. There is a strong need for two full-time faculty members within the Department. The faculty members are developing the justification paperwork and will be submitting their request to hire one additional full-time Fashion Design instructor in fall 2006.</p> <p>b. With projected faculty retirements during the next six years, there will be no full-time faculty members in the Department if the additional full time faculty member is not hired. The Department cannot operate without the full-time faculty member coordinating the program, continuing to market to the program, and maintain equipment and facilities. There needs to be time to have a transition period so the new faculty member understands their extensive role over and above teaching.</p> <p>c. There is a critical need for an Instructional Aide II to continue with recruitment and retention at all high school events, on campus events, assist with office work, classroom instruction, tutoring in and outside of class time, and for presenting the annual Designer Sale that raises monies for students’ scholarships, equipment, and supplies for the Department. At the present time, the Office Assistant II works limited hours and days per year, contingent upon grant funding.</p>	<p>Extensive Fashion Design experience needed with a wide variety of skills.</p> <p>Knowledge of Fashion Design Department, scheduling experience, and supervision skills required.</p> <p>Extensive background in the Fashion Design field and willing to work with high school students in recruitment and retention efforts, enjoys working with students, and background in putting together a show.</p>

d. There will continue to be a need for various adjunct faculty members teaching the many specializations of Fashion Design.	Fashion Design specializations.
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**B. List adjunct faculty requests and attach formal justification**

Position	Areas of expertise needed
Adjunct Faculty	Specialization within the Fashion Design discipline.

**C. List staff requests and attach formal justification**

Position	Areas of expertise needed
Instructional Aide II – permanent part-time immediately and to become permanent full time as the enrollment in the Department increases.	Extensive Fashion Design experience.

**D. List professional development needs:**

It is critical that funding is available for all faculty and staff members to continue to participate in workshops, conferences, and mandatory meetings, in order to stay current in their particular discipline. They need to attend specific workshops and classes to gain updated skills, a minimum of once per year. All instructors should be allowed to attend the Professional Association of Custom Clothiers to be held in San Francisco in November, 2006.

**VI. Equipment and facilities recommendations:**

**A. List equipment, technology, materials needed in the coming year:**

Item	Cost per unit
The quality and accessibility of the facilities is excellent as the Fashion Design Department moved into their new facilities over one year ago. The equipment and materials available in the classrooms are good. However, there needs to be a line item budget in Fund 1 that is for equipment maintenance (upkeep and repair of pre-existing equipment). The budget should be a minimum of \$900 per year.	\$900 per year

**B. List facilities needs:**

<b>New</b>	<b>Maintenance</b>
N/A	



## **COMPREHENSIVE PROGRAM REVIEW SELF-STUDY DOCUMENT**

In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

**Cañada College's Mission:** It is the mission of Cañada College to ensure that students from diverse background achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

### **Part A: Overview of Program**

1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.

The Fashion Design Department sets goals for each academic year and the main goal always includes updating curriculum by reviewing current curriculum on file, developing new courses, and updating existing course content to reflect changes in the industry. Since the past self study, three new certificates have been developed to replace the general Fashion Design certificate created when the program first began in 1992. These new certificates are: Option A: Technical which is apparel industry oriented. Option B: Custom is for students who will become a custom dressmaker or create a small business. Option C: Theater Costuming is for students who wish a job as a costumer. The new courses that have been added to support these certificates were Pattern Grading, Computerized pattern Grading, Portfolio Development, Design Inspiration, Advanced Tailoring, Introduction to Theater Costuming, Historical/ Theatrical Costume Development, Costuming for Theatrical Production, Beginning Millinery, and The Custom Dress Form. Two adjunct faculty members were hired, Wayne Wichern and Lynda Maynard.

An on-going goal for the Fashion Design Department is to increase enrollment. Recruitment efforts have led to considerable progress toward this goal. Each year we participate in high school career days and present to high school classes. Cañada visitation days wherein a panel of fashion design students has spoken to as many 130

high school students and campus tours have allowed groups to get familiar with the college and the fashion program.

The department web site is one of our best marketing tools. It is necessary to continue to evaluate the site and redesign it for program changes. A second web site for our special event, Artistry In Fashion, also creates interest in the program. The department hires an off-campus host for this designer sale web site.

We promote the department through exhibits in the Cañada theater and local libraries. Posters and brochures have been developed and distributed to high schools throughout San Mateo, Santa Clara and San Francisco counties. Elizabeth Waller, hired through the VTEA grant, spoke to approximately 15 high schools during this past school year including all the schools in Sequoia, San Mateo, South San Francisco, Jefferson Union High Districts as well as some private schools in several counties. Each semester, class flyers are mailed to fabric stores, quilt shops, and stores that sell sewing machines.

Within a school year, the department works with approximately 80 to 90 Bay Area designers, manufacturers, and contractors who either sit on the advisory board, participate in the annual Designer Sale, or assist the department by providing guest speakers, internships, or locations for field trips. This continued close contact with companies in the San Francisco Apparel Industry assures that the program stays up to date with changes in the field and keeps the program in the public eye. As this network with the industry continues to strengthen and there are more partnerships with potential employers, students are more assured of jobs upon completing their certificates. New advisory board members are selected from the ever changing businesses in the community.

The program coordinator has done special presentations about the classes for guilds and professional organizations such as Peninsula Wearable Art Group, American Sewing Guild, and Professional Association of Custom Clothiers. Program information was given out to these groups. Twice a year, the department hosts meetings of professional organizations and new students are recruited from those attending.

Flexible course scheduling continues to meet the needs of the ever changing population. Classes are offered on a rotating basis every day, every evening, and many weekends so as to fit into student's schedules. The coordinator also advises by phone, email, personal office appointments, and in-class discussions. This one-to-one advising is an important method of assisting individuals with their career goals. The department values the close relationships that result through the various courses.

The department participated in Kindercaminata for each of the years that it was held at Cañada and will continue to participate in upcoming events. The annual Artistry In Fashion is attended each year by approximately 1,000 people. The event includes a student fashion show and professional designer sale which bring a lot of publicity for the college and the department. From Designer Sale profits the department purchases

supplies and equipment as needed to maintain classroom activities. Also from these profits, the department has given upward to \$5,000 per year to students in the form of financial aid for text books. Donations of books, patterns, fabrics and monies are often received and are used for classroom instruction or given to the students for their projects.

The coordinator attended national conferences each year and was a presenter at many of these. Professional Association of Custom Clothiers and American Sewing Guild held educational conferences in St. Louis, Chicago, Las Vegas, Savannah, GA, Portland, Birmingham, Los Angeles, and San Diego in the past few years. Ronda Chaney attended each of these and presented at four of them.

2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and the District.

Goals of the Department include:

- J) Hire another full-time instructor and a permanent part-time Instructional Aide II, immediately to become full-time as enrollment increases.
- K) Continue to maintain and increase enrollment and the number of students completing certificates and degrees. All faculty members will be more involved in promotion of certificates. The department coordinator will maintain a file of students declaring fashion as a major and track student progress. We will invite back graduates to discuss the value of program completion. We will post 2-year course offerings of fashion design courses for students to plan their schedules in advance.
- L) Increase the number of students completing internships in costume shops and obtaining jobs in costuming. Reconvene the Theater Advisory Board and do a better promoting the costume certificate.
- M) Begin to incorporate fashion merchandising into the curriculum
- N) Strengthen community outreach and community awareness of the program.
- O) Increase the industrial/professional focus of the program. Add more industrial machines to the classroom equipment.
- P) Add more sections of the popular courses.
- Q) Expand the program to include Photoshop and Illustrator classes that are taught through the Multimedia (MART) Department.
- R) Work closely with the CSU's that have fashion programs (Long Beach, Sacramento, North Ridge, and San Francisco. Maintain a department bulletin board with literature from these schools.

Contribution to the Mission of the College and the District

The mission of the Cañada College is to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success.

The Fashion Design program contributes to the mission of the College and District by:

- a) Providing up-to-date quality instruction for student success as shown by high success and retention rates.
  - b) Offering lower division course work leading to a Certificate and or an Associate of Science Degree, and Transfer elective courses to enable students to transfer to the California State University system or other four year private institutions.
  - c) Providing occupational education and training directed toward industry standards for first time students, special admit students, continuing students, returning students, as well as individuals who need to update their skills for their own business and or personal use.
  - d) Recruiting students from all ethnic, age, and economic groups, celebrating the communities' rich cultural diversity.
3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.

The 2004 institutional research data produced by the college researcher indicate the student demographics as follows: 43.6% Hispanic, 36.5% Caucasian, 7.3% Asian, 3.2% African American, 3.2% Filipino, 5.7% Other/Unknown, and 0.4% Native American. Within the past six years, the Hispanic student demographics have increased 18.6% from 25.5% in 1999 to 43.6% in 2004. In contrast, the Caucasian student demographics continually have decreased from 53.4% to 36.5%, a decline of 16.9%. There is no significant change within the other student demographic groups noted above. The Fashion Design 699 course is designed as an independent supervised learning laboratory wherein students needing one-on-one assistance outside of class are able to ascertain the specific assistance needed. This course is extremely important for this type of department and more hours per week should be devoted to such a class. To meet this need, the program coordinator has an unofficial lab during the day and some evenings when she is in her office. This time allows students to use the equipment and get questions answered.

4. If the program utilizes advisory boards and/or professional organizations, describe their roles.

The Fashion Design Advisory Board is a very active Board and always has a minimum of 90% attendance at all meetings. The members meet twice per year to discuss and gather input on changes in industry, internship possibilities, curriculum (review, update, and expand), etc. The advisory board provides valuable recommendations and assistance in the assessment, development, and implementation of educational curricula for the department. They are often guest speakers or assist with the student fashion show and designer sale.

## **PART B: CURRICULUM**

1. Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).

There is a wide variety of Fashion Design courses offered through Cañada College that are available for all age groups, demographics, and ethnicities in order for the students to meet the requirements of the specific certificate and or A.S. degree to ascertain employment. The curriculum is reviewed every year by both college and high school faculty members and members of the Advisory Board to ensure the students will have the necessary skills that are required for the job market. Within the past three years, the department added the Theater Costuming Certificate and Degree to the line up of course offerings. To ensure student success, the courses are offered in a progressive skill level sequence for students to follow.

2. State how the program has remained current in the discipline(s).

The Fashion Design program has remained current by faculty and staff reviewing their individual course outlines and related material on a consistent basis. Also, the Fashion Design Department holds their yearly Fashion Designer sale wherein the proceeds go towards students' scholarships, book vouchers, supplies and equipment needed within the Department. Every year, the departmental members make a list of supplies and equipment needed and then the Division Dean seeks out resources through grants and with the assistance of the Fashion Designer proceeds, the department is able to keep current with the latest supplies and technology needed in the classroom. In the past years, the Department has also received financial assistance from instructional equipment and Prop 20 dollars.

Also, the faculty members attend conferences and workshops to keep abreast of the latest information to keep the curriculum current.

3. All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list courses and present a plan for completing the process.

Through this Program Review process, all courses have been reviewed by the respective faculty members who teach the courses and changes will be sent forward to the Curriculum Committee by the end of the spring 2006 semester.

4. If external accreditation or certification is required, please state the certifying agency and status of the program.

Not Applicable.

5. Describe how your program is articulated with similar departments within SMCCCD, the Sequoia High School District and/or other four year institutions. (Include articulation agreements, common course numbering etc.)

The Fashion Design Department is connected through the Tech Prep program that is in place at all high schools in San Mateo County with the exception of the continuation high schools. The Tech Prep program allows high school students to take articulated high school/ROP/ OICW courses and receive college credit within the San Mateo County Community College District once the students meet the criteria set by the Tech Prep articulation agreement. All students are informed about the Tech Prep program by their counselors/advisors and teachers. When a particular course is completed at the high school, ROP, or OICW site, a Tech Prep petition is completed by the teacher and forwarded to the respective College for processing. Once the petition has been processed and the student with the petition becomes a SMCCCD student, they need to complete six units of coursework in order for the Tech Prep units to be applied to their transcript. There is a maximum amount of 6 units of Tech Prep credit to be applied to a Certificate and 12 units towards an Associate degree. Currently, Cañada College has articulation agreements with the following schools related to Fashion Design:

Sequoia High School, Redwood City  
Menlo Atherton High School, Menlo Park  
El Camino High School, South San Francisco

The Fashion Design Department is also articulated with SFSU (San Francisco State University). The Chairperson of the Family & Consumer Science Department sits on the Advisory Board along with another full time professor who is also an adjunct faculty member here at Cañada College. There are a significant number of Fashion Design and Interior Design students that transfer to SFSU to continue their studies towards the Bachelor's degree. California Community Colleges and California State Universities have articulated the following three classes to be transferable: Cañada College's Fash 110, Fash 113, and Fash 123.

6. Discuss plans for future curricular development and/or program modification.

The entire faculty is very anxious for the department to reinstate the fashion merchandising courses in order to round out the current curriculum. There are students requesting a merchandising program. Skyline's department is quite small. Students can transfer to an excellent merchandising program at San Francisco State. Within the next decade, there will be more jobs in the San Francisco Bay Area in merchandising than in design. Cañada's current fashion curriculum will not have to be greatly expanded to accommodate a merchandising certificate. The department will be sending forward a written plan with a timeline requesting additional load so the department can expand in this particular area beginning in spring 2007.

## **PART C: Student Outcomes**

### **Department Student Learning Outcomes:**

#### **Upon successful completion of a Fashion Design Certificate, the student will be able to:**

Develop patterns through drafting, draping, and flat pattern in order to design a variety of clothing styles

Grade patterns to many different sizes from a basic sloper

Illustrate clothing through fashion drawings and technical flat drawings

Use simple as well as advanced construction techniques for sewing many types of clothing as well as tailored garments

Fit patterns/garments on various body types

Infuse technology into pattern design through the use of computer aided pattern making and grading

Apply business skills necessary for the constantly changing apparel industry and small individualized custom businesses

Select appropriate textiles for garments with an understanding of function, construction, performance and care

Design garments with an understanding of the progression of style through a historical and cultural context

Apply principles of design when creating original fashion styles

Develop a custom portfolio for a job search in the fashion field

## **PART D: Faculty and Staff**

1. List current faculty and staff members in the program areas of expertise and how positions contribute to the program success.

**Ronda Chaney**, M.A., San Francisco State University  
Contract Professor of Fashion Design and Department Coordinator

Ronda has been teaching at Cañada College since 1978 and has been coordinator of the program since 1991. She teaches pattern making, sewing, tailoring, and careers in the fashion industry. She assisted in developing the curriculum into the comprehensive vocational fashion program that it is today offering three certificates as well as a fashion degree. She is co-author of Make It Your Own and many articles in sewing and fashion publications.

**Mary Lou Lange**, B.A., San Jose State University  
Adjunct Professor of Fashion Design

Mary Lou joined the department in 1981. She teaches fitting, flat pattern, serging, sewing for the home as a business, and art clothing. She has a background in fashion editing and freelance design and construction for custom interiors as well as owning a pattern company.

**Judy Jackson**, M.A., San Francisco State University  
Adjunct Professor of Fashion Design

Judy began teaching at Cañada College in 1997, with over 20 years of teaching experience in the field of Fashion Design. She teaches history of fashion, draping, computer aided pattern making, pattern grading and classes related to costuming for theatrical productions. Judy does free-lance work with many Bay Area theater companies performing and designing costumes.

**Kathleen McCarney**, M.A., San Francisco State University  
Adjunct Professor of Fashion Design

Kathleen came to Cañada in 1997 with 15 years of teaching experience in community colleges and state universities. Her specialties are fashion illustration, textiles, principles of design and inspiration, and portfolio development. Kathleen is a free-lance illustrator for several independently produced pattern companies.

**Wayne Wichern**, Associate of Arts, Seattle Community College, Seattle, WA  
Adjunct Professor of Fashion Design

Wayne teaches millinery and beginning clothing construction since joining the fashion department in 2001. His hats may be seen in the De Young Museum in San Francisco and the Museum of History and Industry in Seattle, WA. His work is exhibited at the American Craft Council Shows throughout the US and has appeared in numerous fashion publications.

**Lynda Maynard**, B.S. San Jose State University  
Adjunct Professor of Fashion Design

Lynda began teaching classes in French pattern drafting, pants drafting, and construction, and copying ready-to-wear at Cañada in 2005. She owns a custom couture business creating one of a kind garments and hats for clients.

**“Fred” (Janis) Bloebaum**, B.S., San Francisco State University  
Adjunct Professor of Fashion Design

Fred teaches classes related to fashion image and garment construction. She joined the Canada faculty in 1996. She owns a pattern company with innovative designs and sells throughout the US.

**Connie Ulasewicz**, PhD., Fielding Graduate Institute, M.S. University of Maryland,  
B.S., Syracuse University  
Adjunct Professor of Fashion Design

Connie teaches fashion entrepreneurship. She has over 25 years of apparel industry experience. She is the co-author of Made In America: The Business of Apparel & Sewn Products Manufacturing.

**Elizabeth Waller**, Short Term Temp, paid out of VTEA funds

Elizabeth Waller completed Cañada College Design Program and received a certificate for Custom Dressmaking/Small Business. She has a background in sales and marketing. She works part time for the Fashion Design Department and serves as a fashion consultant.

2. List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

For the past six years, the instructors have attended national conferences, studied privately with individuals in the field, continued to work on designing theatrical productions and training students to work on shows. The instructors have continued to learn new techniques on the PAD (Pattern Aided Drafting) computer system and from Monica Houlihan, expert in the field. The instructors have worked with a diverse student population developing lots of classes, taught in several schools (community colleges and private schools) each with a unique focus and protocol, written textbooks and articles for professional publications, and have designed for a private clientele that has enhanced skills. During the next six years, the goals are to get PAD to offer a regional demonstration at Cañada College, get the Department involved with the US Institute of Theatre Technology, explore computer illustration—enroll in courses in Photoshop and Illustrator, continue to develop/improve illustration skills via free lance illustration jobs, and use professional illustration experience as a teaching tool in the classroom.

It is critical that funding is available for all faculty and staff members to continue to participate in workshops, conferences, and mandatory meetings, in order to stay current in their particular discipline. They need to attend specific workshops and classes to gain updated skills, a minimum of once per year. All instructors should be allowed to attend the Professional Association of Custom Clothiers to be held in San Francisco in November, 2006.

3. Describe the departmental orientation process for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

The following represents the department's procedures for orienting new full-time and adjunct faculty members:

1. The Dean of the Business & Workforce Development Division requests a full time faculty member to volunteer to become the mentor to the new faculty member. The mentor is matched with similar FSA's or at least familiar with his/her discipline.
2. Role of the mentor is to assist new faculty members to become familiar with the campus, the department, and college procedures.
3. Faculty members are introduced to other personnel on campus and receive the following assistance from the Division Office:
  - a. Procedures to follow dealing with student issues, plagiarism, etc.
  - b. Academic Calendar, Catalog, and Schedule
  - c. Parking Permit
  - d. E-Mail, WebSmart, and Phone Mail with instructions
  - e. Admissions & Records policies on submitting grades, pertinent reports, etc.
  - f. Mailbox in Departmental workroom

- g. Office Space, if applicable
- h. Office Hours – Requirements, if applicable
- i. Official Course Outline for each course taught with a sample syllabus to follow similar format
- j. Supplies & Kinkos Card
- k. Supplies
- l. Case of illness or emergencies, whom to contact – all received Emergency Phone Number card
- m. Department and Division meeting dates and committees

### **PART E: Facilities, Equipment, Materials and Maintenance**

1. Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. List projected needs.

The quality and accessibility of the facilities is excellent as the Fashion Design Department moved into their new facilities over one year ago. The equipment and materials available in the classrooms are good. However, there needs to be a line item budget in Fund 1 that is for equipment maintenance (upkeep and repair of pre-existing equipment). The budget should be a minimum of \$900 per year.

2. Describe the use and currency of technology. List projected needs.

The PAD (pattern assisted drafting) software is housed in Building 13, Room 213—a shared facility between the Humanities, Middle College, Fashion Design, and the Computer Business Office Technology Department. The department currently owns 18 copies of the software and will be purchasing two more copies by the end of spring 2006. This software is quite expensive to purchase; however, it is critical that all fashion design students learn the program as this particular software package is extensively used in industry. Both Fashion Design classrooms in Bldg. 3 will be turned into Smart Classrooms effective fall 2006.

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

The Fashion Design Department receives extensive support with placements of internships and field trips for the Introduction to the Fashion Industry course offered once per year. During this past semester, students in the course heard from 20 different designers, manufacturers, contractors, and realtors. This extensive information from individuals in the industry is very helpful for career decisions for the students. The Department also receives donations, financial and material, from various donors throughout the year.

**PART F: Budget Request**

1. What faculty positions will be needed in the next six years in order to maintain or build the department?

Position	Areas of Expertise Needed
<p>Evaluate the status of the entire department's full-time faculty, adjunct faculty, and classified positions.</p> <p>e. Currently, the Fashion Design Department consists of one full-time faculty and varies between five and six adjunct faculty members, depending on the course offerings each semester. There is a strong need for two full-time faculty members within the Department. The faculty members are developing the justification paperwork to add one additional full-time Fashion Design instructor and will be submitting their request in fall 2006.</p> <p>f. With projected faculty retirements during the next six years, there will be no full-time faculty members in the Department. The Department cannot operate without the full-time faculty member coordinating the program, continuing to market to the program, and maintain equipment and facilities.</p> <p>g. There is a critical need for an Instructional Aide II to continue with recruitment and retention at all high school events, on campus events, assist with office work, classroom instruction, tutoring, and for presenting the annual Designer Sale that raises monies for students' scholarships, equipment, and supplies for the Department. At the present time, the Office Assistant II works limited hours and days per year.</p> <p>There will continue to be a need for various adjunct faculty members teaching the many aspects of Fashion Design.</p>	<p>Extensive Fashion Design experience needed with a wide variety of skills.</p> <p>Knowledge of Fashion Design Department, scheduling experience, and supervision skills required.</p> <p>Extensive background in the Fashion Design field and willing to work with high school students in recruitment and retention efforts, enjoys working with students, and background in putting together a show.</p> <p>Fashion Design specializations.</p>

2. What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment and/or supplies) will be needed in the next six years?

Position	Areas of expertise needed
Instructional Aide II – permanent part-time immediately and to become permanent full time as the enrollment in the Department increases.	Extensive Fashion Design experience.

3. What equipment will be needed in the next six years in order to maintain or build the department?

Item	Cost per unit
• Purchase computer projection equipment with media cart and instructor training in how to use the equipment. Training in Power Point.	\$5,000
• Purchase a DVD player or lap top with DVD player.	\$300
• Purchase 10 sewing machines and 5 sergers by 2008.	\$2,000 \$5,000
• Replace 2 computers and 1 printer by 2007.	\$2,500
• Purchase 1 industrial sewing machine and 1 industrial serger by 2008.	\$2,000
• Upgrade PAD software as required.	\$5,000 per workstation
• Replace plotter as needed -- about 2007.	\$3,500

4. What facilities will be needed in the next six years in order to maintain or build the department?

• B. List Facilities needs:	
The Department is very fortunate as they moved into the new facilities in Bldg. 3 one and one half years ago with a state of the art laboratory. The Department now has two classrooms that can be used for lecture and labs. The only need at this time is to turn the two classrooms into “Smart” classrooms with the latest technology.	

PART G: Additional Information

1. Describe any other pertinent information about the program that these questions did not address?

Not Applicable

## **Strengths of Program:**

The top three strengths of the Fashion Design program are:

1. The variety of comprehensive course offerings that prepare students for the jobs in the apparel industry today. The three certificates based on this updated curriculum.
2. The student success and retention--this has led to a growth in enrollment.
3. Excellent team of teachers with individual diverse strengths who work together in the new creative classroom environment.

Additional strengths include:

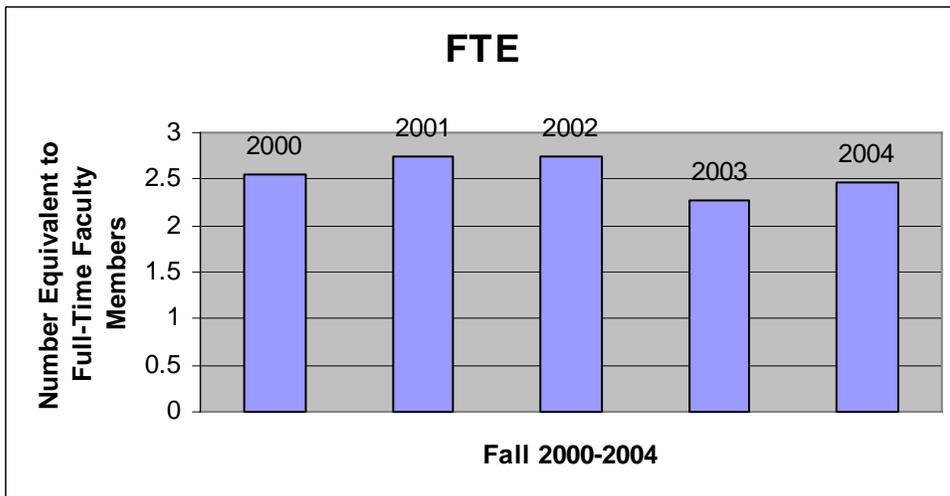
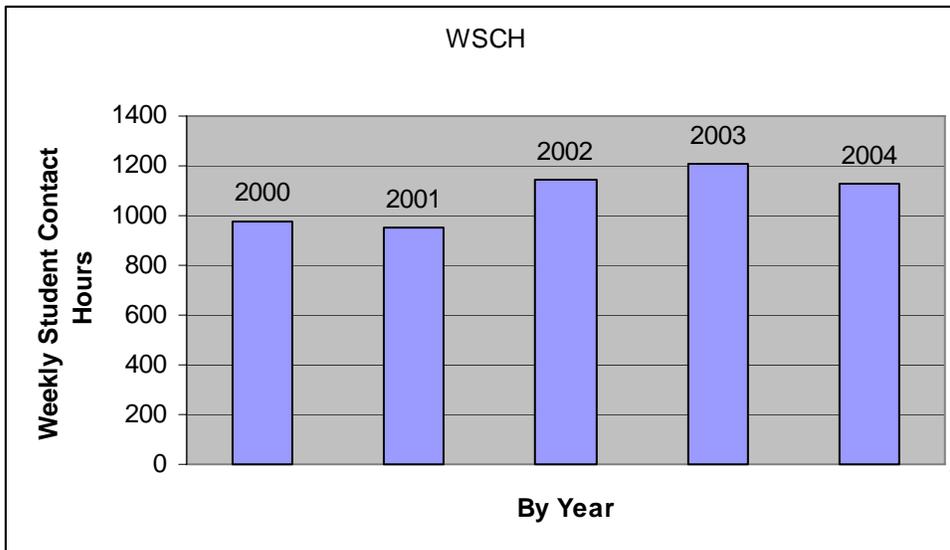
Classroom move to new location now allows for a more professional and creative working environment for students as well as for the public to see,  
Community outreach through designer sale, student fashion show, and high school visitations,  
Well equipped classroom facilities,  
Equipment is maintained for a good working order,  
Students are well prepared for the job market, as well as for transferring to a CSU and or private university,  
There are quite a few internships and jobs available for students wishing them,  
Program has a good image within the college, the local community, and the fashion industry,  
Articulation agreements with high schools and universities,  
Strong centralized focus to the program--good relationship with the administration,  
Students have good academic and professional success.

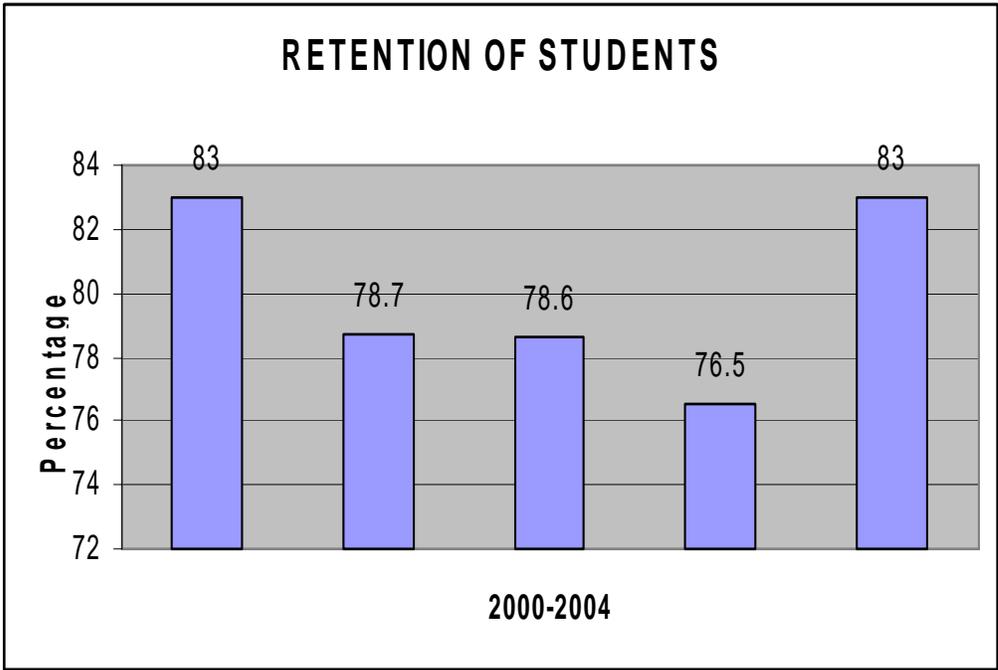
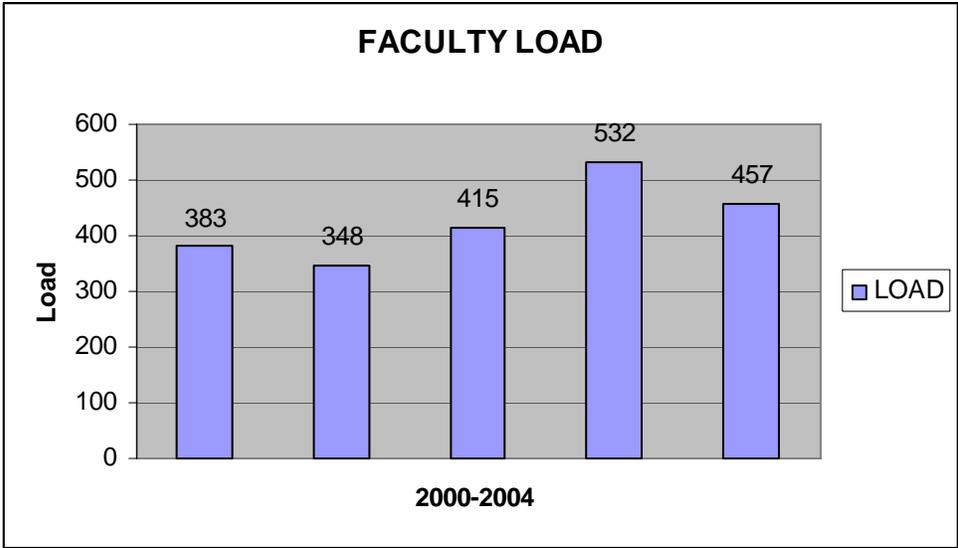
Three Suggestions for Improvement:

1. Not enough students completing certificates and degrees because they can obtain jobs without taking every required course towards a certificate and or degree. Encourage students to continue with their education on a part-time basis while being employed in the industry.
2. Students need more lab time with faculty supervision or an instructional aide. Need to add additional lab time during the weekly schedule to accommodate students' needs.
3. Some students do not have essential basic skills needed for specific classes—more preparation and closer attention to prerequisites and or equivalencies are mandatory.

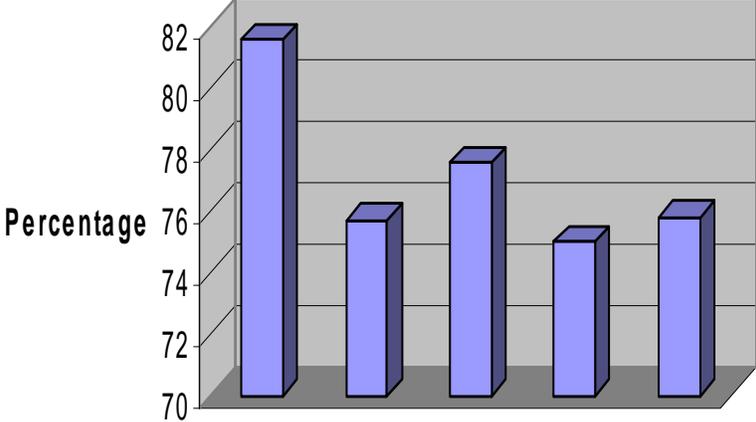
**WSCH, FTE, LOAD, FTES, Retention & Success Analysis by Subject  
Fall 1994-2004**

	2000	2001	2002	2003	2004	03-04 %Change	00-01	00-02	00-03	00-04
WSCH	976	953	1142	1207	1130	-6.4%	-2.4	17.0	23.7	15.8
FTE	2.55	2.74	2.75	2.27	2.47	8.8%	7.5	7.8	11.0	-3.1
LOAD	383	348	415	532	457	-14%	-9.1	8.5	38.9	19.5
FTES	32.53	31.77	38.07	40.22	37.67	-6.3%	-2.3	17	23.6	15.8
Retention	83.0	78.7	78.6	76.5	83.0	8.5%	-5.2	-5.3	-7.8	0.0
Success	81.6	75.7	77.6	75	75.8	1.1%	-7.2	-4.9	-8.1	-7.1





# SUCCESS OF STUDENTS



## **EVALUATION OF THE COMPREHENSIVE PROGRAM REVIEW PROCESS**

To improve the Program Review Process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: 75 hours

1. Was the time frame for completion of Program Review adequate? If not, explain.

Yes

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

Yes

3. Were the question relevant? If not, please explain and offer specific suggestions.

Yes; however, some data was not available.

4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.

Yes

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

Yes

6. Please offer any comments that could improve and/or streamline Program Review!

N/A



**PROGRAM REVIEW  
INSTITUTIONAL RESPONSE SHEET**

**Program: Fashion Design Program**

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

<b>#1. Division Dean</b>
_____ Signature
Comments:

<b>#2. Curriculum Committee Chair</b>
_____ Signature
Comments:

<b>#3. College Vice President</b>
_____ Signature
Comments: