

FASHION TECHNOLOGY



2020

ANNUAL REVIEW OF PROGRAM DATA



UNIVERSITY of HAWAII®
MAUI
COMMUNITY COLLEGE

1. Program or Unit Description

The Fashion Technology Program seeks to educate individuals for employment, retraining or entrepreneurship; to be a fundamental resource to the community in clothing and soft goods production; to respond to the business environment with trainable students and graduates; participate in cultural and service projects within and outside the College; and to contribute to the College's role in introducing and inspiring students to have endurance and commitment to take on career challenges.

The Fashion Technology (FT) Program's mission is to provide fundamental training and technical skills required for job entry into the garment industry or related field. Included, but not limited to upgrading of garment construction, pattern making and current market skills for individuals and entrepreneurs.

What is the target student or service population?

Targeted student populations that the program mainly serves include, high school students, lifelong learners, entrepreneurs is a related field and those individuals who desire retraining.

The program also regularly serves liberal arts students who take FT courses as an elective and those students who are exploring potential areas of interest.

2. Analysis of the Program/Unit

Discuss the Program's or Unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

Data provided in the ARPD Health Indicators show a "healthy" status in all three categories of Demand, Efficiency and Effectiveness. The most significant change was in the Effectiveness category, specifically in the Persistence rates which doubled from the 2018 review. So, the program was able to transition students from semester to semester without losing them.

STRENGTHS—The fashion industry will always be in demand simply because it encompasses many related industries directly or indirectly. Jobs are available in fashion retail, fabric retail, hotel housekeeping, soft goods industry, education etc.. Entrepreneurship is a strong desire for

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individuals who enter the program with interest in opening online companies, retail outlets, contract sewing etc.

For, the past 40 years, the program philosophy has not wavered. Teach the fundamentals for a strong foundation, build individual self-esteem and provide job placement.

Effectiveness is assessed by the program on how many students, whether they graduate with a degree or certificate, find employment or progress to a higher educational goal. Over the years, the program can boast that the majority of our completers are employed by fabric stores, have opened retail outlets, are teaching, are providing sewing services or are manufacturing products. Along with these completers, those that entered to upgrade their skills to enhance their existing business are all operating even during the unprecedented 2020 COVID-19 pandemic. No unemployment in the sewing industry.

In the Fall of 2019, two students participated in the Yamaguchi Prefectural University (YPU) Super Global Fashion Workshop in Japan. The nine-day workshop was sponsored by a Toshiba grant received by YPU with all expenses paid for one student and instructor. The UHMC Fashion Technology Program foundation account funded the second student. Finland was also a participant in the various design workshops that culminated in a fashion show for over 300 attendees from a national rice convention.

In the Spring of 2020, Kamehameha Schools donated \$2000. to the Fashion Tech Program to support a mask making project for distribution in the community. At the beginning of the COVID pandemic, masks were scarce and difficult to find. The program started developing prototypes and making re-usable masks. To date, 2000 reusable masks were stitched by volunteer college employees, students, an alumnus, a retiree and family members. Senior living centers; Kamehameha outreach project; UHMC Nursing Program homeless project; Hospice; Minute Clinic, UHMC staff and family; veterans and essential workers at Pukalani Superette were recipients of the masks. The ongoing requests for masks from college departments still exist so when time allows, a campus volunteer fills the demand.

AREAS FOR IMPROVEMENT—

Efficiency could be improved upon with more funding for lecturers, student assistant and additional assigned time for the second semester. With college support, there could be expansion in course offerings; program participation in outside of school activities such as college recruiting, community fashion events; and maintaining program updates and professional development in a fast-paced fashion industry.

Program Coordinator assigned time for only one semester is not feasible in a one-person program and will ultimately affect student performance. Responsibilities are overwhelming having to teach ten different subject courses; manage the overall program; maintain the sewing lab and equipment; and opening the lab for students to work in after scheduled classes. Some students don't have machines at home and most do not have the space to layout and cut their projects. They also use the lab hours to make up work or catch up what they were not able to complete during the regularly scheduled class hours.

Since assigned time was changed to only receive three credits for one semester, the second semester requires the fulltime instructor/program coordinator to have a teaching load of five classes. The effects of this decision will affect students who will not have access to the open lab hours in the second semester. Additionally, there will realistically be few extra hours to accomplish program initiatives like curriculum course updates and equipment maintenance.

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Perkins indicator---met in two areas, four areas not met. Unclear of the N/A data under Non-traditional students. Completion rates low due to clientele the program services. Not every student who takes classes has the goal to get a degree. Unclear how the placement rates were calculated.

Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year's action plan, etc.). Include external factors affecting the program or unit.

Curriculum---per ongoing discussion and recommendation with the Fashion Tech PCC and the program counselor, FT 216, Fashion Design and Sketching pre-requisite was dropped. The goal was to articulate as many shared courses within the UH system that offer fashion programs and the result will make it easier for students to transfer amongst campus.

Ongoing efforts are being made to update the current Dressmaker Certificate to substitute current and more relevant courses. As time permits, all program courses need to be updated in order for this change to be finalized.

COVID-19---during the Spring 2020 semester, specifically in March, the world was engulfed in a pandemic. Mandatory shut downs and stay-at-home orders required all classes to be cancelled in person and immediately be switched to an online format. Warp speed transitions needed to be implemented to avoid breaks in the learning process. Not equipped for online technology or software training demanded at a snap of the finger, the program scrambled to continue classes online when all of the courses were hands on classes. Learning curve was as steep as the virus numbers, students dropped out and about 50% suffered anxiety and depression so couldn't participate in the online attempt. But, the program managed to complete one course online. Two other hands-on courses were not as successful and students had to take an Incomplete for their grade. During the summer over a 7-week period, a plan to provide a safe Face2Face classroom environment was implemented following CDC guidelines. Those students who persisted, completed their incompletes.

Over the summer of 2020, stage I planning began on equipping the classroom with the necessary technology involving acquiring lap tops; web cams/swivel heads/articulating arms; and arranging for safe demonstration barriers for the instructor. The IT department stepped in to locate 3 older model laptops, loaning personal equipment and persistently worked on getting the computers up to speed to perform how the instructor planned on offering the courses. It was obvious that those computers were not adequate, so got loaner laptops from the English department that worked better. The FT Program made arrangements to loan two laptops to a FT lecturer and student. Finally, midway during the Fall 2020 semester, a new laptop purchased with COVID funding was finally given to the program.

Meanwhile, stage II required the instructor and lecturer to learn how to convert two of the five courses to a completely online format with one month till the opening of the Fall semester. Development of the course had to start from scratch. Hours and hours of research to find information and format online exercises; create and upload visuals; find supplemental resource videos etc.to include in the course content. Independent learning was undertaken on how to develop PowerPoint slides, how to use Lulima fully, how to use Zoom and YouTube; how and where to upload files to make all components work together smoothly. No compensation was requested.

Then decisions to plan for the upcoming Fall 2020 needed to be made knowing that the virus was going to be around for awhile with the probability of increase wide spreading. No one could

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forecast the future. As Program Coordinator, my social responsibility was keeping the safety of the students and college community as top priority. CDC guidelines were strictly followed in the classroom requiring mask and shields for all students; minimum 6 feet distancing in the classroom, on cutting tables and between sewing machines; and requiring of hand and surface sanitizers.

Additionally, in order to comply with Maui County recommendations at limiting capacity to 10 persons in a group, Face2Face course enrollments were lowered to 9 students with the 10th person being the instructor. A waitlist was provided in case there was student demand for registration over the capped enrollment. Due to Fashion Tech majors who had dropped out from COVID illnesses and not wanting to take online courses, returning student count was lower. However, program was able to accommodate one student from the waitlist, so the calculated enrollment cap worked out as planned.

By day one of the Fall semester, the program was ready! Students were excited to be back in the classroom. Their anxiety level was put to ease due to the distancing accommodations, and other precautions that were made in the lab to keep them safe.

Instructional programs must include ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program; CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level.

Provide high school and/or 4-year or graduate pathways articulation?
What effect has this program had on closing equity gaps?

What is the industry/higher ed path value of the certificate versus degree level?
Provide graduate highlights based on recent graduate placement data.

High school pathways was discussed once years ago but due to the limited time that high school courses met and no focused fashion classes, there are no plans going forward. Time is not available for the Program Coordinator to add on this task above the current load. However, the program continues to accept senior project students from both public and private schools and early admit students.

As far as within the UH system, Maui College, HonoluluCC and Manoa have been in year long articulation discussions on how to make transfer amongst 2-year to 4-year campuses seamless. Needless to say, the priority of dealing with COVID has slowed down some final approval of proposals.

In the Fall of 2019, plans were discussed for developing an international student exchange program between Yamaguchi Prefectural University and UH Maui College Fashion Tech Program. The agreement between both colleges was established with the leadership of the International Study Abroad Coordinator and approved by UHMC administration.

Students from the Spring 2020 semester were surveyed on their perspective on the certificate and degree. The majority of the majors saw more value in working towards a degree. They were all serious about graduating with a degree versus a certificate to show their accomplishments and have proof of their comprehensive training.

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Short term courses through the non-credit area was considered but due to the intensive nature of the fashion program, students cannot be proficient in the entire scope of what is required to enter the industry or start their own business. It would take too much time, be too expensive and would not be sufficient for training.

Graduation numbers have been low since students that are served take fashion classes for many reasons. Liberal arts students take classes as an elective; some take for skills upgrading to enhance their small business; the declared majors desire graduation with a degree; and then there is the occasional lifelong learner for personal development. Not every student has the desire to get a degree. Most majors can find employment or open small businesses once leaving the program. Occasionally, a few have gone on to get a Bachelor's degree at a four-year institution.

The year 2020 is unlike any year with many things coming to a halt. The effect of COVID has put a psychological damper on a recent graduate who also lectures for the Fashion Tech program, but she pulled herself up, released a song, designed textile prints for January production and created an online presence with designed logo t-shirts. On a COVID positive note, the need for masks has boosted the sewing industry exponentially. Another graduate just told me she sold over \$10,000 in mask sales from her online store. Other students who opened businesses in the past years are luckily still operating their small business while others have continued to work in the fabric sales business.

Overall Program Health: Healthy
Fashion Technology
CIP Code = 19.0902

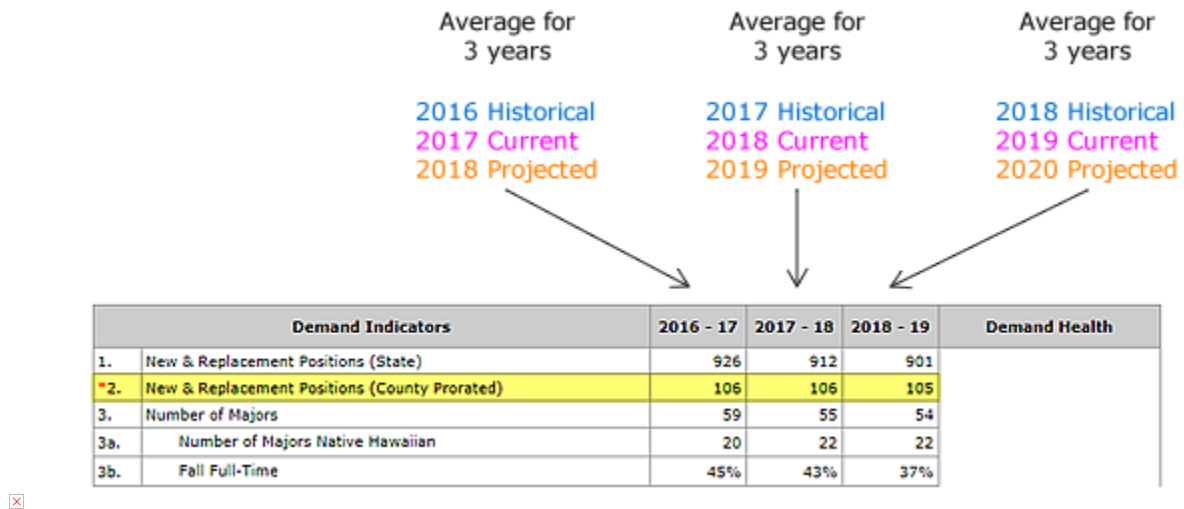
51-6091 - Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers
51-6092 - Fabric and Apparel Patternmakers
27-1022 - Fashion Designers
51-6051 - Sewers, Hand
51-6031 - Sewing Machine Operators
51-6052 - Tailors, Dressmakers, and Custom Sewers
51-6061 - Textile Bleaching and Dyeing Machine Operators and Tenders
51-6099 - Textile, Apparel, and Furnishings Workers, All Other

#	Demand Indicators	2017 - 18	2018 - 19	2019 - 20	Demand Health
1.	New & Replacement Positions (State)	121	114	111	Healthy
2.*	New & Replacement Positions (County Prorated)	8	9	8	
3.	Number of Majors	20	16	19	
3a.	Number of Majors Native Hawaiian	3	1	6	
3b.	Fall Full-Time	25%	22%	44%	
3c.	Fall Part-Time	75%	78%	56%	
3d.	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e.	Spring Full-Time	16%	8%	26%	
3f.	Spring Part-Time	84%	92%	74%	
3g.	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4.	SSH Program Majors in Program Classes	153	105	219	
5.	SSH Non-Majors in Program Classes	57	102	63	
6.	SSH in All Program Classes	210	207	282	

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7.	FTE Enrollment in Program Classes	7	7	9	
8.	Total Number of Classes Taught	9	8	8	

NOTE: New & Replacement jobs updated ([View Methodology](#)).



#	Efficiency Indicators	2017 - 18	2018 - 19	2019 - 20	Efficiency Health
9.	Average Class Size	8	9	12	Healthy
10.*	Fill Rate	48.6%	53.9%	73.4%	
11.	FTE BOR Appointed Faculty	1	1	1	
12.*	Majors to FTE BOR Appointed Faculty	20	16	19	
13.	Majors to Analytic FTE Faculty	20	16	19	
13a.	Analytic FTE Faculty	1	1	1	
14.	Overall Program Expenditures	\$100,732	\$100,966	\$99,149	
14a.	General Funded Budget Allocation	\$98,562	\$98,497	\$96,683	
14b.	Special/Federal Budget Allocation	0	\$120	\$1,913	
14c.	Tuition and Fees	\$2,170	\$2,349	\$553	
15.	Cost per SSH				Healthy
16.	Number of Low-Enrolled (<10) Classes	7	5	3	
#	Effectiveness Indicators	2017 - 18	2018 - 19	2019 - 20	
17.	Successful Completion (Equivalent C or Higher)	71%	59%	51%	
18.	Withdrawals (Grade = W)	3	7	3	
19.*	Persistence Fall to Spring	63%	39%	82%	
19a.	Persistence Fall to Fall	44%	18%	41%	
20.*	Unduplicated Degrees/Certificates Awarded	3	2	2	
20a.	Degrees Awarded	2	1	2	
20b.	Certificates of Achievement Awarded	2	0	1	
20c.	Advanced Professional Certificates Awarded	0	0	0	

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20d.	Other Certificates Awarded	2	1	0
21.	External Licensing Exams Passed ¹			
22.	Transfers to UH 4-yr	1	0	0
22a.	Transfers with credential from program	1	0	0
22b.	Transfers without credential from program	0	0	0

¹ Campus to include in program analysis if applicable.

#	Distance Indicators	2017 - 18	2018 - 19	2019 - 20
23.	Number of Distance Education Classes Taught	0	0	0
24.	Enrollments Distance Education Classes	0	0	0
25.	Fill Rate	0%	0%	0%
26.	Successful Completion (Equivalent C or Higher)	0%	0%	0%
27.	Withdrawals (Grade = W)	0	0	0
28.	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	0%
#	Perkins Indicators	Goal	Actual	Met
29.	1P1 Technical Skills Attainment	94.75	100	Met
30.	2P1 Completion	61	20	Not Met
31.	3P1 Student Retention or Transfer	86	100	Met
32.	4P1 Student Placement	66.75	50	Not Met
33.	5P1 Nontraditional Participation	23.75	N/A	Not Met
34.	5P2 Nontraditional Completion	23.25	0	Not Met
#	Performance Indicators	2017 - 18	2018 - 19	2019 - 20
35.	Number of Degrees and Certificates	4	1	3
36.	Number of Degrees and Certificates Native Hawaiian	0	0	0
37.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38.	Number of Pell Recipients ¹	2	1	1
39.	Number of Transfers to UH 4-yr	1	0	0

* Used in Rubric to determine Health Indicator

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3. Program Student Learning Outcomes or Unit/Service Outcomes

a) List of the Program Student Learning Outcomes or Unit/Service Outcomes.

P-SLO'S for Fashion Technology Program

- #1--Demonstrate satisfactory proficiency in fundamentals of constructing a garment including terminology, tools and supplies; pattern identification; taking and calculating measurements; pattern alteration, layout and cutting; sewing construction and garment fitting.

- #2--Demonstrate satisfactory understanding of design concepts and proficiency in conveying design ideas onto paper including identifying and sketching design details accurately and in proportion to the figure or object.
- #3--Demonstrate satisfactory proficiency in principles of pattern making, including terminology, use of tools, and process of pattern development.
- #4--Demonstrate satisfactory proficiency in terminology, principles and skill sets relevant to special topic courses.
- #5--Demonstrate satisfactory proficiency in the safe operation of sewing machines and equipment.
- #6--Demonstrate satisfactory understanding of textile characteristics and end use.

- b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

#2--Demonstrate satisfactory understanding of design concepts and proficiency in conveying design ideas onto paper including identifying and sketching design details accurately and in proportion to the figure or object

P-SLO that was assessed in Fall 2019 included two courses FT 111, Art and Design in Fashion and FT 216. Fashion Design and Sketching. The goal was for future offerings to be fully online if successful. In Fall 2019, portions of FT 111 was presented like a hybrid and students accepted the online portion. Due to COVID in Spring 2020, FT 216 was forced to go completely online. All students said they liked the format, performed well and completed the course on schedule.

- c) Include the method used for assessment i.e. exit project or capstone results, proficiency standards, stakeholders participating in the assessment process, how the data was collected/analyzed, and the results.

FT 111—course methods of evaluation included weekly journal assignments that included design research; understanding terminology; application of art design elements and principles applied to fashion; sociological, historical, cultural effects on fashion and individual aspects of dressing. Culmination of all the assignments was a Final Project presentation. Ten out of fifteen students completed the course with five not fulfilling the course criteria at the end of the semester. After analyzing the students who failed, four were resent high school graduates transitioning to the rigors of college education.

FT 216---course methods of evaluation included weekly sketching exercises focused on building the figure; varying body poses; identifying garment design details; interpreting fabric drape/print on the garment; technical flat drawings; and sketching children and men.

Culmination of all the assignments was a Final Project presentation. Eleven of twelve students completed the course despite having to deal with COVID19 obstacles.

- d) Changes that have been made as a result of the assessment results. Other questions that resulted from the assessment and how you will follow up?

As a result of the assessment of P-SLO #2, both courses will continue to be offered completely online with the Final Projects being presented in-person, allowing for exceptions for those opting out of the in-person presentation.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Specify how the action plan aligns with the College's Mission and Strategic Plan.

Address opportunities for re envisioning your program? How does your plan address emerging or future economic opportunities? What is the projected industry/community demand in 5-6 years?

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

I believe there will always be a demand from individuals who desire a creative profession with skills training like the fashion program. The most important is that the skills and information acquired can be used in a wide variety of job areas. Over the years the program attracts people from all age groups, those who want a change in careers; and those who always wanted to and now have the opportunity to learn about fashion. Technical training and creative exploration will forever play a role in society's mandatory social rule of individuals having to be clothed in public areas. Generation Z all want to go-at-it on their own and be their own boss, carve their own future and explore options besides working in monotonous jobs just to collect a paycheck.

Plans moving forward include curriculum changes that could result in better completion of courses and ultimately increasing graduation rates. The program is considering a pre-entry introductory course on using the sewing machine and on basic math skills used in the program. Most students who enter the program have no experience with the sewing machine. So, when they take their first sewing course, they have a slow start trying to learn to use the sewing equipment and manage proficient operation of the sewing machine. As a result, they are set-back on the skills required to learn the methods of clothing construction during the semester.

As far as the basic math skills portion, the majority of students who take FT classes coming from high school cannot do basic computation or understand numbers related to measurements. A workbook has been in development over the years and will be finalized once the decision is made to move forward on this concept.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

In order to continue to provide a comprehensive learning environment for the students and move the program forward, the requested support summarizes the following;

Lecturer position is needed for each of Fall and Spring semester to support assigned time for the Program Coordinator. Program needs are delayed due to insufficient time and overwhelming task for one full-time instructor to manage teaching all the required 10 courses per year; overseeing the open lab an average of 12 additional hours after regularly scheduled classes; and maintaining the optimal functioning of the classroom and sewing lab that includes technology capability, supplies and sewing, cutting and ironing equipment.

In the upcoming Spring 2021 semester, the one program instructor is required to teach 5 different preps, with no Program Coordinator assigned time. The results of this will be that the lab will not be open after classes for students to do catch up on their work. Additionally, curriculum tasks will be on hold as instruction continues to be the priority for the program.

If there is any funding, a student help position for 5-10 hours X 12. per week would alleviate some of the burden on the instructor.

What is the cost? How can your program plan to reduce cost and streamline? Could elements of this program be combined with another program? Discuss any potential system partnerships and/or opportunities for collaboration.

Request is for a lecturer for each semester for a total of six credits or approximate teaching equivalency. If that position is not funded, second choice would be to get a student assistant position funded each semester for \$600.-\$900. per semester to assist with instructional prep, maintenance of the lab and overseeing open lab hours.

In the on-going efforts with HonoluluCC for articulating courses, there is discussion that online courses could be taken by students on both campuses if either side is low enrolled. Online YouTube videos from the HCC FT 216 course is being reviewed by UHMC in case Spring 2021 class gets cancelled due to low enrollment and students choose to enroll in HCC's course. The procedure for timely transmittal of assignments between islands is still being worked on.

This Fall 2020 semester, UH Maui College is currently sharing it's PowerPoint lectures for FT 111 with the HonoluluCC Program Coordinator to see if the format works for their program in the future.

☐ **I am NOT requesting additional resources for my program/unit.**

