

University of Hawaii Community Colleges Annual Report of Program Data Analysis Preview

College: University of Hawaii Maui College Program: Fashion Technology

Program Description

Program Vision

The Fashion Technology Program seeks to be a fundamental resource to the community in soft goods design and construction, by educating individuals for employment, retraining or entrepreneurship, by responding to the business environment with product support and trained and trainable students and graduates, by participating in cultural and service projects within and outside the College, and by contributing to the College's role in introducing and inspiring the student to challenge, commitment and endurance.

Program Mission

The Fashion Technology Program mission is to provide basic training in soft goods production and fashion design, including the technical skills required for job entry and retraining for the garment industry, and the upgrading of garment construction, pattern making and current market skills for individuals and entrepreneurs. "Soft goods" can include, but not limited to, apparel, accessories, textile, embellishment, jewelry and interior design.

Contribution to UH Maui College Mission and Vision

The Fashion Technology Program is strongly focused on current learner needs and interests due to the diversity of enrollment and to the laboratory format requiring students to execute individual projects in every course, which makes personal attention a basic requirement and benefit of the program. The discussion format of lecture and hands-on lab time promote interaction, sharing of resources and active applied-knowledge enrichment.

Part I. Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: FT Program CIP: 19.0902

Demand Indicators	Program Year			Demand Health Call
	12-13	13-14	14-15	
1 New & Replacement Positions (State)	4	4	1	Unhealthy
2 *New & Replacement Positions (County Prorated)	1	1	0	
3 *Number of Majors	40	44	35	
3a Number of Majors Native Hawaiian	10	8	13	
3b Fall Full-Time	34%	29%	40%	
3c Fall Part-Time	66%	71%	60%	
3d Fall Part-Time who are Full-Time in System	0%	2%	0%	
3e Spring Full-Time	19%	31%	32%	
3f Spring Part-Time	81%	69%	68%	
3g Spring Part-Time who are Full-Time in System	0%	0%	0%	
4 SSH Program Majors in Program Classes	356	355	327	
5 SSH Non-Majors in Program Classes	103	73	78	
6 SSH in All Program Classes	459	428	405	
7 FTE Enrollment in Program Classes	15	14	14	
8 Total Number of Classes Taught	11	11	11	

Efficiency Indicators	Program Year			Efficiency Health Call
	12-13	13-14	14-15	
9 Average Class Size	14.3	13.8	12.3	Healthy
10 *Fill Rate	88.7%	86.3%	76.7%	
11 FTE BOR Appointed Faculty	1	1	1	
12 *Majors to FTE BOR Appointed Faculty	40	43.5	34.5	
13 Majors to Analytic FTE Faculty	32.7	37.9	28.2	
13a Analytic FTE Faculty	1.2	1.1	1.2	
14 Overall Program Budget Allocation	\$95,154	\$110,867	Not Yet Reported	
14a General Funded Budget Allocation	\$89,687	\$103,057	Not Yet Reported	
14b Special/Federal Budget Allocation	\$0	\$0	Not Yet Reported	
14c Tuition and Fees	\$5,467	\$7,810	Not Yet Reported	
15 Cost per SSH	\$207	\$259	Not Yet Reported	
16 Number of Low-Enrolled (<10) Classes	2	2	3	

*Data element used in health call calculation

Last Updated: October 7, 2015

Effectiveness Indicators	Program Year	Effectiveness Health
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	12-13	13-14	14-15	Call
17 Successful Completion (Equivalent C or Higher)	68%	76%	67%	
18 Withdrawals (Grade = W)	9	7	6	
19 *Persistence Fall to Spring	72%	72.7%	71.4%	
19a Persistence Fall to Fall	60.4%	47.6%	51.5%	
20 *Unduplicated Degrees/Certificates Awarded	7	7	7	
20a Degrees Awarded	4	6	4	
20b Certificates of Achievement Awarded	1	1	2	Healthy
20c Advanced Professional Certificates Awarded	0	0	0	
20d Other Certificates Awarded	3	4	3	
21 External Licensing Exams Passed	Not Reported	Not Reported	N/A	
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	

Distance Education:	Program Year		
Completely On-line Classes	12-13	13-14	14-15
23 Number of Distance Education Classes Taught	0	0	0
24 Enrollments Distance Education Classes	N/A	N/A	N/A
25 Fill Rate	N/A	N/A	N/A
26 Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A
27 Withdrawals (Grade = W)	N/A	N/A	N/A
28 Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A

Perkins IV Core Indicators	Goal	Actual	Met
2013-2014			
291P1 Technical Skills Attainment	91.00	88.24	Not Met
302P1 Completion	47.00	29.41	Not Met
313P1 Student Retention or Transfer	75.21	70.00	Not Met
324P1 Student Placement	68.92	62.50	Not Met
335P1 Nontraditional Participation	17.50	10.00	Not Met
345P2 Nontraditional Completion	16.00	20.00	Met

Performance Funding	Program Year		
	12-13	13-14	14-15
35 Number of Degrees and Certificates	5	7	6
36 Number of Degrees and Certificates Native Hawaiian	3	2	2
37 Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38 Number of Pell Recipients	24	18	20
39 Number of Transfers to UH 4-yr	1	0	0

*Data element used in health call calculation

Part II. Analysis of the Program

1. Briefly respond in 100 words or less for each cautionary and/or unhealthy Quantitative Indicator:

a. Demand Indicator: Unhealthy

The Program CIP 19.0902 only includes “Apparel and Textile Manufacture” which is extremely generalized and broad. The category excludes many of the job categories in which program majors and graduates are placed. For example, fashion educators, designers, patternmakers, pattern graders, contract sewers, retail, visual merchandising, baby accessory manufacturers, etc. Many are specialized job skills and fall under the small businesses entrepreneurs umbrella and are excluded from the selected CIP. Of the six Spring 2015 graduates, five were placed in jobs that would not be included in the CIP 19.0902.

b. Efficiency Indicator: Healthy

c. Effectiveness Indicator: Healthy

2. Any new significant program actions (new certificates, stop-out, gain or loss of positions) as results of last year’s action plan.

As a result of student feedback and assessment, FT 40, Fabric Analysis is being offered in a different non-hybrid format. The hybrid format was originally offered to utilize computer technology and to accommodate working students and students with a far commute. However, after 4 semesters of assessment, it was clear that the majority of students, especially ESL students, were not grasping the essential concepts of the course with the partly online and textbook-based format. Student feedback also indicated need for more student-instructor and peer interaction so FT40 is being offered back in the classroom this Fall 2015 along with using a different textbook for improved comprehension of the essential course content. Students like the hands-on, in class labs portion so that is being retained.

3. If relevant, share a brief analysis for any Perkins Core Indicator not met.

1P1 Technical Skills Attainment (Not Met)—Many students taking FT courses are life-long learners and degree-seeking students who have already graduated. They are allowed to re-take classes for to learn specialized, technical skills via the Topics courses and to experience working with current fabrics and garment designs. Thus, their goal is not to receive credit but to upgrade their skill level.

4P1 Student Placement (Not Met)—This figure is based on the percentage of concentrators who stopped program participation who placed into jobs versus the total number of concentrators who stopped program participation. In 2014, there were fewer graduates but normally if students want to work, there is a place for them in the industry.

Part III. Action Plan

A. PLO

Lecturers who teach a course for the first time will need to meet regularly with the program coordinator to discuss aspects of the course. Recommendations will be made on what to look for while evaluating students based on determined learning outcomes.

Ongoing improvements or changes in the program are mainly based on student evaluations and current industry events. Adjustments focus on course content, course delivery, project criteria, upgrading equipment and/or other areas that require attention.

B. Program improvement

As an educational institution, the Fashion Technology Program strives to maintain currency and often looks ahead to identify upcoming trends. So, ongoing skill set and project modifications happen in all courses. As demand arises, new special topics courses and projects will be developed so students will have the skills they require to fulfill their career goals. Students who graduate often return to take specialized courses that weren't offered when they were taking classes.

The program continues to seek out and incorporate real world experiences into courses as opportunities become available. In the past, these special events were held outside of class and organized by the Couture Club. Currently, the Couture Club is inactive and due to the enormous time commitment outside of class, the events are built into special topics courses.

Ongoing relationships with graduates continue to include alumni participation in special event activities. Graduates who are established in the fashion industry participate in the program and students look up to them as success stories. There is communication with many former students as they serve as an industry news feed for the program.

Four industrial sewing machines were replaced due to "dead" clutch motors and no available technician on island. A technician in California is sometimes consulted via telephone or Thomas Hussey and the electricity class has assisted in machine repairs. New machine light fixtures were replaced with upgraded light bulbs for better visibility. Next year, equipment needs will focus on replacing old, loud and malfunctioning machine motors with newer technology ones that are quiet, do not generate heat and with adjustable motor speeds. This is minimize the noise level and not compete with the air conditioning.

One section of the lab required more electrical capacity to operate all the available machines during a class session so an electrician was brought in to upgrade the electrical output

Although curriculum changes continue to be on the list of “to do’s”. Time constraints due to a program with one faculty managing and teaching; and the low priority of the changes, it will happen when time permits.

Part IV. Resource Implications

Budget request	Amount	In 100 words or less describe how does this request relate to the strategic plan	If outside of the Strategic Plan provide rational for the request (in 100 words or less).
1- FT APT	24,000.+	<p>Maintain and improve quality of program</p> <p>Assure student success in a safe learning environment.</p> <p>Efficiency in utilizing lab and energy resources.</p> <p>Continue communication, job placement and business consulting with community</p>	
2- industrial machine electronic motors	3000.	<p>Maintain and improve quality of program</p> <p>Assure student success in a safe learning environment.</p> <p>Efficiency in utilizing lab and energy resources.</p> <p>Continue communication, job placement and business consulting with community</p>	
3- FT lecturers	\$4000. to \$8000.		This request was not submitted as a new budget item. It is a request to continue lecturer monies to support the program offerings.

Program Student Learning Outcomes

For the 2014-2015 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed
this
year?

Program Student Learning Outcomes

- | | | |
|---|-----|---|
| 1 | No | PLO1. 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 | No | PLO2: Demonstrate satisfactory understanding of design concepts and proficiency in conveying design ideas on paper including identifying and sketching design details accurately and in proportion to the figure or object. |
| 3 | Yes | PLO3: Demonstrate satisfactory proficiency in principles of pattern making, including terminology, use of tools, and process of pattern development. |
| 4 | No | PLO4: Demonstrate satisfactory proficiency in terminology, principles and skill sets relevant to special topic courses. |
| 5 | No | PLO 5: Demonstrate satisfactory proficiency in the safe operation of sewing machines and equipment. |
| 6 | Yes | PLO 6: Demonstrate satisfactory understanding of textile characteristics and end use. |

A) Evidence of Industry Validation

Advisory Committee Meeting(s) __, How many? _0_

Did Advisory Committee discuss CASLO/PLO? Yes__ No_0_

Coop Ed Placements _X_ Fund raising activities/events _X_ Service Learning __

Provide program services that support campus and/or community _X_

Outreach to public schools _X (Maui High School)_

Partner with other colleges, states and/or countries __

Partner with businesses and organizations _X_ IMUA Family Services and Macy's

Other_X_ trip to Oahu for UH Manoa Fashion Show; students and lecturer participation in Hawaii Fashion Week on Maui and Oahu; trip to New York for Fashion Week, coordinated fashion show with Macy's, coordinated fashion exhibition for IMUA fundraiser; UHMC Student fashion show; student and lecturer juried into MAMO wearable art fashion show at MACC; job placement or student started own business

B) Expected Level Achievement

No content.

C) Courses Assessed

FT 40, Fabric Analysis

FT 215/217, Flat Patternmaking I and II

D) Assessment Strategy/Instrument

PLO6 FT 40-Fabric Analysis was assessed in Fall 2014 semester

Swatch Kit 0 Chapter question/answer 0 Exams 0 Hands on labs 0 Table-top experiments 0

PLO1 FT 215/215-Flat Pattern Making I and II were assessed in Spring 2015 semester.

Sample technique notebook √ Patternmaking/Design/Sewing Projects √ Quizzes √

E) Results of Program Assessment

PLO3: Demonstrate satisfactory proficiency in principles of pattern making, including terminology, use of tools, and process of pattern development. (assessed in Spring 2015 semester)

Exceeds Proficiency	Meets	Needs Improvement	No
0	4	4	1

PLO6: Demonstrate satisfactory understanding of textile characteristics and end use. (assessed in Fall 2014 semester)

Exceeds Proficiency	Meets	Needs Improvement	No
1	5	2	5

a.The following were present at the PLO assessment:

Exam, notebooks, hands-on lab completion, chapter questions/answer, and patterns, were all evaluated by the instructor. Lecturer and student graduate, as well as instructor/program coordinator participated in the assessment of finished garment design projects for FT 215/217.

b.Strengths and weaknesses (best practices and educational gaps) found from PLO assessment analysis.

Strengths:

FT215/217—Student interest in this area is high since this is the course where they learn to develop the patterns for their individual designs from a sketch. Process proceeds into sewing construction, garment fit, then realizing the final design on the body. Pattern making principles are complex because design details are created on paper but need to be visualized in 3D while thinking about the sewing construction.

FT40—Students are introduced to a variety of textiles and learn about the stages of development. A variety of instructional methods are used like, online discussion, a textile kit with 200 fabric swatches, textbook, hand-on workshops, and table-top testing

Weaknesses:

FT215/217-- Students try hard and find the work challenging but only with repetition and practical experience can they independently master this skill. Unfortunately, many students entering the program are new to sewing and arrive at this course with limited sewing experience. Thus take long in the process of laying, cutting and sewing garment. I have taken out a couple of the pattern samples to reduce the workload for this group of students.

FT40—8 of the 13 were exploring and non-majors... they enjoyed the online discussions but at the same time, encountered internet and computer issues...many didn't know how to use word processing program and submit homework electronically. Immediately we assigned a capable student assistant to hold a study session during the class meeting day to help with computer problems etc., but only a few took advantage of this. Most students complained of too much reading and they couldn't understand the textbook. Three students dropped out because the academic nature of the course with textbook reading, 26 written chapter assignments and 7 lab assignments. Students required discipline in this type of format.

- 7 who fell under the “needs Improvement” and “no proficiency” category were two older students who thought it was a sewing course, the five that failed the course tried hard but all the written work became too overwhelming-- two were just out of high school trying

to understand the difference between high school and college; two had personal problems, and one accepted a full-time job.

- After 4 semesters of what I thought would be a fun, innovative way to offer a course in the fashion program, will come to an end. Fall 2015, FT40 will be offered in a traditional format but will continue the hands on labs which CTE students like. They always remark that they have to see it and touch it in order to learn. Also, I will review textbooks to find a more introductory one.

F) Other Comments

CASLO assessment findings	Action plan to address findings
When the program coordinator reviewed the 2014-2015 BUS 189 CASLO evidence report for Quantitative Reasoning, there was evidence of an appropriate level of proficiency for the minimally passing sample for exit-level business math required for the program. The quantitative reasoning skills essential for the program, yet missing from the evidence report were measurement skills. These are required for success in the program as well as in the industry.	Currently, instructors have to review many of these measurement math skills in FT courses. One possible action plan is to complete the creation of a math technical workbook that focuses on skills most relevant to the industry.

G) Next Steps

For program learning outcomes (check all that apply):

Assess the next PLO___ Review PLOs_X___ Adjust assignment used for PLO_X___

Adjust course used for PLO___ Meet with Advisory Committee___

Other___ Please explain: