

FASHION TECHNOLOGY



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
MAUI COLLEGE

1. Program Description

- a) 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 construction; 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.
- b) The Fashion Technology 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.
- c) Fall 2018 with changes on hold pending discussions and possible curriculum changes at HonCC and UHManoa fashion programs.
- d) Fall 2018 with no changes to date.

2. Analysis of the Program

- a) **Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).**

OVERALL PROGRAM HEALTH-Cautionary

DEMAND INDICATORS—Healthy

- Good news that there are more high school graduates who are interested in fashion. There has been a renewed interest in the younger generation to learn how to create and sew their own design.
- Maui High has a fashion component to their Arts Pathway so hope to work closer with them in the future.
- I mentored one Senior Project student from Maui High, a sophomore from Seabury and evaluated another Senior Project from King Kekaulike. One has registered as a UHMC Fashion Tech major, one is still exploring fashion and the other had plans to attend an art college on the mainland.

EFFICIENCY INDICATORS—Cautionary.

- Recently have seen students declared as Liberal Arts majors who are undecided and others exploring their education options
- For the first time in 40 years, two classes were cancelled due to low enrollments in the Fall 2018 and Spring 2019 semester.

EFFECTIVENESS INDICATORS—Unhealthy.

- Low completion rates are a result of the students who are exploring courses and/or those that find the rigors of the fashion program do not suit their commitment level. Students come in with idealistic expectations of easy classwork, dressing fashionably, not having to use math in the classroom and poor generational soft skills.

Most students have to work to survive because they are independent, yet too young to receive financial aid because parents earn too much or due to the age limit rule for qualifying for financial aid. Education becomes secondary to survival.

- Withdrawal rates are higher due to the efforts of the counselors so students avoid failing grades.

- Zero transfer rates do not accurately indicate when students go onto a 4-year institution. Once counselors know that a student's goal is to transfer, the student is labeled as a liberal arts major. At least one of our students transferred to UH Manoa, which historically accurate.

PERKINS INDICATORS

- Improvements from last year where one out of six indicators were Met. This year, three out of six indicators were Met.
- The areas of Technical Skills Attainment, Completion were Not Met. Time management, personal life, work commitment, and school schedules factor in to why students have difficulty. They have to be highly motivated, ambitious, industrious and have a passion to learn about equipment, fashion theory and the hands-on skills required to succeed in the program. Although the lab is open 10 to 15 hours outside of regularly scheduled classes, some students underutilize this opportunity due to their other commitments.
- Do not understand the ratings for 5P1 and 5P2. If the Nontraditional Completion rates are Met, then why are the Nontraditional Participation rates Not Met?

b) Discuss course offering modality including online, hybrid and Skybridge.

Courses in the Fashion Technology Program are a combination of lectures, demonstrations, student group work and hands on lab activities.

c) Highlight new innovative student support efforts including FYE, etc.

Patternmaking courses are usually taught in half-scale for the theory portion in FT 215 and full-size for student design projects in FT 217. An experiment to incorporate full-size pattern development into the theory portion was attempted because in the past, some students had difficulty comprehending that what they do in half-scale is done the exact same way, only in full-size.

Not an innovation but more of an instructional methods experiment that I had planned when timing due to small class size and specific student population was ideal. Students registered for the class were surveyed to make sure the vote was unanimous to go ahead with this experiment.

Anticipated outcome:

- Better transition from FT 215 Flat Pattern Making I to FT 217 Flat Pattern Making II
- Costly for the student because fabrics for needed for completed garments sewn in full size versus partially constructed samples in half-size.
- Couldn't cover as much theory as in the past because fully constructed garments take much longer to complete.
- Students would better comprehend how making patterns for separate design details come together in a completed garment.
- Students had to have good sewing skills, and be motivated to do work independently outside of class in order to keep pace with the class.

Actual outcome and assessment:

- Students liked that they came out with individual finished garments instead of a sample notebook of only half-scale pattern exercises. But, they also said it was a lot of work.
- Students were able to manage the added costs since they were good shoppers.
- Two students who had personal problems arise coupled with the added course requirement ended up not completing the course.

- Students liked that they were able to watch my patternmaking demonstrations from initial sketch to completed set of patterns.
- Although I feel it is an excellent way to learn the patternmaking concepts applied to a wearable garment, the sample notebook is more efficient and affordable for the student.

3. Program Student Learning Outcomes

a) List of the Program Student Learning Outcomes

P-S LO'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 Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.

Although P-SLO #3 related to FT 215 was assessed last year, it was once again selected due to the experimental instructional format.

c) Describe the assessment activity

The assessed activities included half-scale patterns and muslin samples; patternmaking tests and full-scale design projects for the course.

d) Describe assessment results

See section 2c above.

e) Describe any changes that have been made as a result of the assessments.

At this time, no changes are being made because the next group of students are at the beginning level of clothing construction skills. The original format of lecturing and developing a half-scale sample notebook will be retained.

4. Action Plan

a) Describe the action plan for the next academic year, including resource, curricular, professional development, or other next steps.

For the upcoming year, the action plan continues as: maintaining stability within the program with a teaching philosophy that provides fundamental skills and knowledge required for entry level in a fashion

related industry, for professional development and for personal life skills growth. My commitment to the students is to provide a nurturing learning environment whereby assistance is available during and after class time.

When requests for job placement come in, I consider the student who would make the best fit for the company and encourage them to apply for the position. I continue to preserve communication with graduates who are in the fashion industry to keep up with their businesses and activities.

The Fashion Technology Program plans to continue our annual participation in a nine day fashion workshop with Yamaguchi Prefectural University in Japan. Students who are chosen to travel to Japan experience the culture, utilize their skills learned in our program, work with foreign students with similar interests, and participate in hands-on artisan crafts traditional to Japan. Our participation includes a faculty member and two students that are mainly funded via a Toshiba grant and by UH Foundation monies. Finland is also a participant and although miles away and having opposite climate environments, we share a lot in common in respect to our students, society and education system. What is experienced and learned abroad is brought back and used in our classroom.

My international travels have always played a role in the fashion program. Textiles; garment and accessory designs; artisan crafts; art and history; social and economic values etc. of countries have an impact on fashion changes around the world. I share this with students and hope to spark curiosity and open their mind to experience what the world has to offer.

Professional development funding is far between what is required to keep abreast with world changes thus, the majority of my travel is self-funded. It would be ideal to have resources to assist students so they could also experience the global industry.

- b) Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.**

UHMC Mission statement:

The University of Hawai'i Maui College inspires students to develop knowledge and skills in pursuit of academic, career, and personal goals in a supportive educational environment that emphasizes community engagement, life long learning, sustainable living, Native Hawaiian culture, and global understanding.

Most of the Fashion Tech Program's statement in 4a is in line with the college mission.

Perkin's Core Indicator results show work is needed in technical skills attainment, completion, and non-traditional participation. I continue to develop scenarios over the years with instructional changes but every year and generation of students is different. One thing I will not do is water down the curriculum to increase completion rates.

As far as non-traditional students, society really affects these outcomes. When attitudes change, minds open up, and individuals have the confidence to explore their passion in any field, I believe I cannot control this outcome.

5. Resource Implications

Tasks that I undertake include preparing mock ups for demonstrations and other instructional materials, and managing the sewing lab. I must maintain working order and electrical capacity of 30 sewing machines; keep inventory of threads, supplies and different types/sizes of machine needles; receive donations; work with student assistant if available; counsel students; clean the facility; and manage special events if time permits.

Teaching in a lab setting with individual projects and evaluations is a huge undertaking. There is not a "standard" correction sheet to follow, but the infinite project combinations of fabrics, designs, sewing methods and figures need to be evaluated on its own merit.

Continued support of operations of the Fashion Technology Program at a minimum level is needed since there is only one full-time faculty carrying the responsibilities to teach full-time, manage the program and monitor the sewing lab. Teaching equivalency (TE) exceeded the required 27 TE's with no compensation and with proposed budget cuts, future program offerings will be at the minimal level.

Program needs include:

- a lecturer teaching 3 credits per semester to allow for assigned time responsibilities for program coordination and keeping the lab open outside of regularly scheduled classes;
- a lecturer to teach additional classes to increase course offerings and enrollment;
- one student assistant for approximately 10 hours per week, per semester to assist lecturers and full time instructor.

Appendix: ARPD data

College: University of Hawai'i Maui College
Program: Fashion Technology

Status: Report Complete

Program Quantitative Indicators

Overall Program Health: **Cautionary**

? Workforce Alignment: Classification of Instructional Programs (CIP) -to- Standard Occupational Classification (SOC)

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

Print ARPD

Demand Indicators		2016 - 17	2017 - 18	2018 - 19	Demand Health
1.	New & Replacement Positions (State)	143	123	117	Healthy
*2.	New & Replacement Positions (County Prorated)	13	10	10	
3.	Number of Majors	24	20	16	
3a.	Number of Majors Native Hawaiian	5	3	1	
3b.	Fall Full-Time	24%	25%	22%	
3c.	Fall Part-Time	76%	75%	78%	
3d.	Fall Part-Time who are Full-Time in System	4%	0%	0%	
3e.	Spring Full-Time	17%	16%	8%	
3f.	Spring Part-Time	83%	84%	92%	
3g.	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4.	SSH Program Majors in Program Classes	207	153	105	
5.	SSH Non-Majors in Program Classes	117	57	102	
6.	SSH in All Program Classes	324	210	207	
7.	FTE Enrollment in Program Classes	11	7	7	
8.	Total Number of Classes Taught	10	9	8	

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

2019 University of Hawai'i Maui College ARPD
Program: Fashion Technology

Efficiency Indicators		2016 - 17	2017 - 18	2018 - 19	Efficiency Health
9.	Average Class Size	11	8	9	Cautionary
*10.	Fill Rate	67.1%	48.6%	53.9%	
11.	FTE BOR Appointed Faculty	1	1	1	
*12.	Majors to FTE BOR Appointed Faculty	24	20	16	
13.	Majors to Analytic FTE Faculty	24	20	16	
13a.	Analytic FTE Faculty	1	1	1	
14.	Overall Program Budget Allocation	\$121,560	\$102,322	\$0	
14a.	General Funded Budget Allocation	\$108,780	\$102,322	\$0	
14b.	Special/Federal Budget Allocation	\$0	\$0	\$0	
14c.	Tuition and Fees	\$12,780	\$0	\$0	
15.	Cost per SSH	\$375	\$0	\$0	
16.	Number of Low-Enrolled (<10) Classes	5	7	5	

Effectiveness Indicators		2016 - 17	2017 - 18	2018 - 19	Effectiveness Health
17.	Successful Completion (Equivalent C or Higher)	74%	70%	59%	Unhealthy
18.	Withdrawals (Grade = W)	3	3	7	
*19.	Persistence Fall to Spring	60%	63%	39%	
19a.	Persistence Fall to Fall	41%	44%	18%	
*20.	Unduplicated Degrees/Certificates Awarded	8	3	2	
20a.	Degrees Awarded	3	2	1	
20b.	Certificates of Achievement Awarded	4	2	0	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	5	2	1	
21.	External Licensing Exams Passed	0	0	0	
22.	Transfers to UH 4-yr	1	1	0	
22a.	Transfers with credential from program	1	1	0	
22b.	Transfers without credential from program	0	0	0	

2019 University of Hawai'i Maui College ARPD
Program: Fashion Technology

Distance Indicators		2016 - 17	2017 - 18	2018 - 19	
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	93	66.67	Not Met	
30.	2P1 Completion	55	50	Not Met	
31.	3P1 Student Retention or Transfer	81.9	100	Met	
32.	4P1 Student Placement	66.25	70	Met	
33.	5P1 Nontraditional Participation	23.5	7.69	Not Met	
34.	5P2 Nontraditional Completion	23	33.33	Met	

Performance Indicators		2016 - 17	2017 - 18	2018 - 19	
35.	Number of Degrees and Certificates	7	4	1	
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	4	2	1	
39.	Number of Transfers to UH 4-yr	1	1	0	

* Used in Rubric to determine Health Indicator

Date Last Modified: 2019-10-15 11:43:05

[Glossary/Rubric](#)