

UNIVERSITY OF HAWAII COMMUNITY COLLEGES  
MAUI COMMUNITY COLLEGE  
**2006-2007**  
ANNUAL INSTRUCTIONAL PROGRAM REVIEW  
PROCEDURES, COMPONENTS, AND MEASURES

**FASHION TECHNOLOGY PROGRAM**

*Introduction:*

*Program Mission Statement and brief description of the program including a listing of program level student learning outcomes.*

**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 no limited to, apparel, accessories, textile, embellishment, jewelry and interior design.

**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.

**Contribution to MCC 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.

**Program Student Learning Outcomes**

- 1 Define fashion, sewing and/or patternmaking terminology.
- 2 Identify/use sewing and/or patternmaking supplies and tools.
- 3 Identify/sketch garment shapes and design details.
- 4 Recognize basic art elements and principles of design as applied to clothing.
- 5 Understand textile development and fabric characteristics.
- 6 Operate and care for sewing equipment and machine attachments.
- 7 Demonstrate how to take basic body measurements.
- 8 Utilize the thinking and decision making process in pattern and fabric selection.
- 9 Demo proficiency in evaluating, correcting and editing patterns and garment construction.

- 10 Analyze and apply efficient methods to lay, cut and assemble garments.
- 11 Apply appropriate construction techniques in assembling a garment or product.
- 12 Demo ability to transmit ideas onto paper by drawing.
- 13 Apply patternmaking principles and symbols in the development of a flat pattern.
- 14 Demo proficiency in note taking from live demonstrations.
- 15 Apply small business principles

*Part I. Quantitative Indicators for Program Review*

*Demand*

*Occupational Demand (Career Technical Education Programs)*

*1. Annual new and replacement positions in the State*

The data presented in the standard employment reports are so general and broad that most jobs and fields where graduates are working get buried. This includes sales, marketing and merchandising in retail such as designer boutiques, department stores, jewelry stores, galleries, etc.. In addition, the entertainment industry; tourist industry; interior and exterior furnishings; and educational institutions show the wide scope of where students are working.

Examples of current jobs students and graduates occupy:

- Ulalena, performer and costumiere responsible for taking care and repairing of all the costumes in the production.
- coordinator and instructor of an interior design program at Colorado junior college
- opened own patternmaking and sewing business
- buyer for Maui windsurfing company, international sales
- working at Mahina boutique; Guess and Bottega boutique at shops of Wailea; Alice in Hualand boutique in Paia, Elles bridal fashions and Hilo Hatties in Kihei; American Eagle and Details boutique in Kaahumanu Shopping Center.
- teaching non-credit jewelry making courses

As the above examples indicate, only one job is under the title of “tailor, dressmakers, sewers” as listed in the data reports.

Some students go on to open their own business as independent contractors or in development of specific products. Fortunately the technical and personal skills that they acquire from taking classes can be used in many areas. Unfortunately, there is no specific data on entrepreneurship to support students who open businesses.

*2. Annual new and replacement positions in the County*

See above.

3. Number of majors **25**
4. Student semester hours for program majors in all program classes **N/A**
5. Student semester hours for non-program majors in all program classes **N/A**
6. Student Semester Hours for all program classes. **249**
7. FTE program enrollment: **17 per semester**
8. Number of classes taught **5 per semester**

There is one full-time faculty who also doubles as coordinator for the program. One lecturer is hired to fill behind the faculty member in the Spring semester only, for program coordinator assigned time.

9. *Determination of program's health based on demand (Healthy, Cautionary, or Unhealthy)*

The Fashion Technology Program appears healthy in some areas based on student major count (students who desire training in this area). Once again, graduation rates are low and data about employment is unclear.

Efficiency

10. *Average class size*

The average class size ranges from 17 for non-equipment based classes and 14 for lab classes due to limited available work stations.

11. *Class fill rate 113.3%*

In recent years, there has been a rare low enrolled class. As a matter of fact, there are two to three classes each semester with waitlists of up to seven students per course. The resurgence of interest in fashion and designing as seen in the television reality shows has helped tremendously. In addition, some students accepted into mainland fashion schools are being counseled to take introductory level courses first from the Fashion Technology Program especially if they do not have any sewing experience or have been out of school for a few years.

12. *FTE of BOR appointed program faculty: 17 per semester*

13. *Student/Faculty Ratio*

14. *Number of Majors per FTE faculty 25 on average*

Every semester's enrollment is made up of a variety of ages, from high school graduates to retirees; of a variety of educational backgrounds from drop-out to early admits to professional school graduates; and of a variety of life experiences from artists to abused homemakers to business leaders.

A review of the period's majors resulted in the following breakdown:

3 graduates (S'07)

5 personal and industry exploration

11 degree-seeking

4 upgrading skills

2 planned transfer to 4-year program or fashion school

15. *Program Budget Allocation (Personnel, supplies and services, equipment)*

Each year, the program purchases one new industrial sewing machine with UH Foundation Fashion Technology Program donations or with unused, end of the year "G" funds. This is the third year of this effort and the program has acquired three new machines plus two steam irons. The program has been fortunate that many donations from the sewing community provide needed daily instructional supplies so funds spent from program budget was approximately \$600.00, not including the one machine and iron.

Three used specialty industrial sewing machines totaling \$8000.00 was donated to the program over the year. This has increased the amount of work stations in special finishing techniques when working with knit fabrics. Class time is more efficient because students don't have to wait for those machines to become available.

16. *Cost per Student Semester Hour*

**Unknown**

17. *Number of classes that enroll less than ten students*

**None**

18. *Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy)*

**The program is healthy based on average 100% class fill rates and a rare low enrolled class and the low cost of running the program due mainly to donations.**

**Effectiveness**

19. *Persistence of majors fall to spring*

**No data indicating attrition rates from fall to spring semester. Perception is that there is attrition because some students take classes in the Fall for exploration, for a Liberal Arts elective or for skills upgrading. Once those goals are accomplished, they don't continue with the more advanced courses in the Spring semester. Also, some drop out for personal, financial and employment reason.**

20. *Number of degrees and certificates earned (annual)* 4

**Variety of student goals result in inconsistent graduation rates or low rates because students do not need a degree. These goals include skills upgrading, subject exploration, taking classes as an elective or to fulfill a sabbatical objective or have plans to transfer to another institution.**

**Most of the fashion students who desire graduation may take up to 6 years to graduate based on time commitment, finances and other unforeseen circumstances. In addition, there are older students who come for re-training and they have family and employment demands that prioritize their education thus attending only part-time.**

21. *Number of students transferred (enrolled) to a four-year institution* 1

**Most students get a terminal degree from MCC. A few indicate they have plans to go to a fashion school in the mainland upon graduation. So, there was only one student who transferred to the University of Hawaii Apparel Product and Development Program.**

**Perkins core indicators (\*Career Technical Education programs only)**

22. *Academic Attainment (1P1)* **100.0%**

**Program met standard.**

23. *Technical Skill Attainment (1P2)* **\*66.7%**

**Students who have successfully completed the entire program have no problem with entry level skills. Some, depending on the skills they entered the program with, are at a more advanced level. Former students who have gone on to work in the industry on the mainland or gone on to 4-year institutions have contacted me to inform me how beneficial their studies were and how much more confident they were in being able to compete at a different level.**

24. *Completion Rate (2P1)* **16.7%**

**Low because of student objectives for taking course in the program. See #29.**

25. *Placement in Employment, Education, and Military (3P1)* **n/a**

26. *Retention in Employment (3P2)* **n/a**

*27. Non Traditional Participation (4P1) \*3.9%*

**In an industry that is to dominated by females, the program usually has one to two degree seeking non-traditional students per year.**

*28. Non Traditional Completion (4P2) \* 100.0%*

**The non-traditional students who are serious almost always complete the program or transfer to another institution.**

*29. Determination of program's health based on effectiveness (Healthy, Cautionary, Unhealthy)*

**Program health in this area in determined by how successful students are in using the many skills they acquire. The program desires students who maintain a lifestyle where they are responsible, honest, self-confident, educated and have knowledge of the technical skills. Hopefully, they understand what is required of them once they leave and their self-confidence is boosted. Skills training, rather than degree attainment, is sought after by some employers, and the confidence that arises when developing capability in the design-manufacture cycle of the soft goods industry or just from graduating encourages many students.**

**Former students who have gone on to work in the industry on the mainland still keep in touch. Some after 20 years. They are very thankful for what they learned and the support and guidance they were given.**

*Part II. Analysis of the Program*

*Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of data.*

**Statistics indicate healthy enrollments and a large number of degree seeking and skills upgrading demand. Program instruction is based on a well-rounded introduction to the fashion industry, as well as personal skills building. The fundamental skills and concepts acquired prepare students for entry level into the broad spectrum of employment opportunities available, including entrepreneurship.**

**Last year, the Fashion Technology Program underwent a comprehensive program review covering the last five years. The initial review from the college looked at the feasibility of the program as a credit program. This resulted in an initial rating of "cautionary" based on labor statistics indicating very limited job openings, and low student graduation rates. There was discussion about redirecting the program to the non-credit program because of what appeared to be lack of serious interest in the program. These assumptions were challenged.**

**The Fashion Technology Program Review Team submitted their report, The Review committee agreed that the program was "healthy" because of student enrollments and many of whom are working towards a degree or enter for skills upgrading. The report and findings were then discussed amongst the CTE/Voc-Tech Unit Chair, Fashion Technology Program Coordinator and Vice Chancellor.**

**The final recommendation by the Vice Chancellor was not to pursue the non-credit route because of the healthy head count of students desiring entry into the program.**

The program continues to offer classes via this avenue to teach very specific techniques within the broad scope of fashion with an understanding that there are people in the community who enjoy fashion but do not want to make it a career. An example, beading fashion accessories classes have been offered over the past two years and have been so successful. We expanded these courses to the MCC Lahaina Educational Center this past summer.

Final recommendations by the review team included,

- working on updating equipment,
- getting lecturer funds to expand offerings, relieve workload and uncompensated open lab hours that full-time faculty/program coordinator includes to her regular workload.
- expand what the degree currently offers and update curriculum to possibly expand into the interior design area so more options for students.

There was an initial survey and report done by a non-credit instructor that showed a lot of interest in this area from the community. Also, Chaminade University was willing to form an articulation agreement with Maui Community College in this area. However, this avenue was not encourage with the administration at the time due to lack of funds and the unclear health of the program.

Areas for improvement include requesting three credits assigned time by reducing the teaching load to four classes per semester to take care of program management. There is overwhelming responsibility for one faculty member program teaching five classes in the vocational area because of the contact hours and the lab. There is never enough time to teach; manage students and program; maintain equipment and complete other jobs or special projects effectively. Since teaching and everything that goes along with it is a priority, other jobs are usually not completed in a timely manner.

Also, there is a need for personnel to assist in maintaining the open lab, prepping instructional materials, maintaining supplies and inventory and for general equipment maintenance.

*Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan)*

**No significant program actions.**

*30. Determination of program's overall health (Healthy, Cautionary, Unhealthy)*

**Healthy based on above analysis and student successes.**

*Part III. Action plan*

**a. Complete articulation with other UHCC campuses and DOE.**

- b. Continue updating course content relevancy to students, community and MCC, such as incorporating a sustainability unit in some classes, such as recycling projects in sewing classes.**
- c. Equipment maintenance and replacement.**
- d. Achieve program management consistency throughout the year.**
- e. Continue non-credit offerings to supplement the credit offerings.**

*Part IV. Resource Implications (physical, human, financial)*  
**(relative to above)**

- a. Funds to maintain participation in the Fashion Technology PCC and the DOE/Career Pathways efforts.**
- b. No special funds required, just time.**
- c. Funds to purchase new equipment on a regular basis. Also, funds for emergency repairs when needed.**
- d. Request Program Coordinator assigned time for each semester. Funds for student assistant each year.**
- e. Self supporting.**