

Fashion Technology Program Review 2007 Review Team Report

Team Members:

Anne Miyashiro, Student
Keri Duke, Advisory Committee Member
Cindy Foreman, Department Chair
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I. Introduction

The team members listed on the cover page met on April 26th, 2007 to discuss the Fashion Tech Program Review. After the meeting further research was done based on the discussions in the meetings. Additional e-mails were sent to provide clarification on questions that came up during the meeting. The following information is a combination of the information from the meeting and the research done after.

II. What have been the goals of the instructional program during the review period?

According to the document reviewed, there are six goals.

Fashion Technology Program Goals

1. To prepare students with the necessary skills to enter the garment industry.
2. To prepare students with practical knowledge and skills to set up their own design and/or manufacturing business.
3. To provide students with introductory level courses for transfer to a 4-year institution.
4. To provide specialized skill upgrading for those already in a garment-related field.
5. To provide instruction to individuals seeking to supplement their household income.
6. To assist in job placement for students desiring employment in the fashion industry.

III. In what ways has the program succeeded in achieving these goals?

The Fashion Technology program is healthy, as demonstrated by the Program Health Indicators, in most areas. Student evaluations have also demonstrated that students are very happy with their experiences.

Some innovative efforts have been started to even better meet student needs, like the "stacking" of classes (two different classes taught at the same time), and an initial foray into distance learning. These address several of the goals, but in particular help with goals 1, 4, and 5.

Generally speaking, this program appears to have focused well on meeting their goals.

IV. In what ways has it fallen short of these goals?

Those areas where the program may seem weaker are a reflection of the somewhat different goals and expectations of students in this program. For example, job placement is difficult to accurately track as students frequently are self-employed. Also, graduation rates fluctuate considerably because the students are part-time and balance several responsibilities, causing large graduations some years (e.g., 2004) and smaller graduations in other years.

Goal 3 (on transfer) is actively being worked on at this time. There are agreements being forged to form a career and technical pathway with the high schools for Fashion Technology. There is an articulation agreement with Honolulu CC, but nothing with the four year UH institutions. This is in part because graduates of MCC who do go on for baccalaureate degrees primarily do so on the mainland. Looking at possible additional path within the UH system could be worthwhile.

Because of the nature of the graduates in this area, as described in the program review and verified by the reviewers on this team, it may be useful for goal 2 to receive additional focus.

V. Conclusions and Recommendations

There have been discussions about this program becoming a non-credit program. All members of the group feel this is not a good idea. In addition, there were discussions about expanding what this degree covers to increase opportunities for graduates. There have been discussions in the past about including more about interior design, which has big potential with new and existing homes and businesses. Also, there were discussions about expanding beyond Fashion Technology to "Soft Goods", such as sails and awnings.

This program is run with few faculty and limited resources. The equipment is very old and out of date. Still, the beginning classes have waiting lists and the program seems fairly healthy. One of the difficulties is that standard metrics do not do this program justice as graduates are using their skills in different ways, and frequently are working on their own in a free-lance fashion. It would be worthwhile to look at how to update the program to even better serve our students and Maui County. This could entail updating curriculum to include more soft goods emphasis and interior design. It could also include updating equipment and facilities (serious needs here) and including more hours for lecturers.

Under the current circumstances the review team is impressed with what is being accomplished and recommends additional support for the Fashion Technology program. The appendix includes notes from reviewers that provide additional information and recommendations.

Appendix - Notes from Review Members

Notes From Anne Miyashiro - Student

We agreed the program metrics are good or at least satisfactory, including enrollment and graduation rates. The one statistic that questions the program's "usefulness" is based on the state's labor statistics on employment for sewing contractors. The skills that FT students and graduates attain are being applied in many labor groups, especially in entrepreneurship and non-primary, part time work. Business classes also encourage graduates to consider opening businesses beyond "sewing."

This is my chance to emphasize what I see as the significant role the program plays in higher education and retraining opportunities for females. This is the only program that addresses the interests of many high school graduates(usually but not exclusively female) who otherwise would not be exposed to the college-level environment where expectations center not on following the teacher but require self-determination of choices, effort levels and rewards. Sharing classes and projects with individuals outside of "the group" is eye-opening when growing up, as well as when recovering from situations that point to mid-life job change. There are many students who have had children or are questioning their chosen occupations, and tentatively take an FT class and find out that many avenues exist for those who go through the program, not the least the confidence from learning new skills and conquering difficult tasks. A community college can play no greater role.

Converting the program into non credit classes denigrates the learning efforts for the aforementioned students who may not otherwise gain a degree.

Since there is a single faculty member and a single lab room for the program, and other costs are minimized (to the detriment of equipment maintenance, and requiring students to bring many materials other schools would provide) or taken out of a small UH Foundation account, expenditure by the school would not be significantly affected. A "blend" of credit/non-credit classes would simply confuse students, and administrative responsibilities including program promotion may be neglected if those efforts, strained as always by budget and staff limitations, are prioritized by "purity" (as in strictly credit curriculum) or revenue (non-credit program).

The program's skills-building requires continuous work in blocks of time

resulting in the five hour schedule for many courses. Further lab time (2-3 hours after class ends at 1:30pm) are used to keep up or expand class work. All this means that the single faculty member, the program coordinator, spends many contact hours. It is hard to understand how the hands-on, individual project-based time is considered equivalent to the much shorter lecture teaching time. (Sorry for the whine.) Consistent release time for the coordinator will allow more planning and project completion. Immediately, these include the math workbook and proposals to round out student exposure to related industries.

(Nevertheless, activities are going on, including group trip to UH Manoa fashion show in April (MCC recognized in 800 person audience); displays in library and Pa'ina; displays and fashion shows at job fairs; special projects with outside resources - custom designs using specialty fabrics from Manhattan textile houses, and another of West African/Dutch origin; service projects with community and within MCC - curtains for original Class Act, bags for student organization; interview/refer community requests for designers, patternmakers, seamstresses, illustrators.)

Finally, all this takes place in a classroom without running water and enough electrical outlets, and using equipment decades old. The program is run prudently and emphasizing skills, not surroundings. Determining costs of upgrading would require professional estimates, but maintenance and specific equipment replacement can be estimated if requested.

Notes from Keri Duke, Advisory Committee Member

Advanced Education

Many students use MCC Fashion Tech program to spring board to a 4 year institution like Fashion Institute of Technology in New York City, University of Hawaii at Manoa and other private fashion colleges.

Quite a few students from other countries (Japan, South America,) taking their initial classes from MCC and then returning home to attend local state schools

JOBS

Many jobs do not show on the statistics – Here is a quick review of students that graduated and some that did not graduate that have jobs as a result of the Fashion Tech Program

Word of mouth – Free Lance opportunities

Many job opportunities for sewing are one time contract sewing ie. New cushions for chairs, hula dresses for one performance, or curtains or prom dresses

Community theatre which leads to paying theatre jobs -- Washington DC Opera

My one friend has a degree in Fashion Tech and has a job for the Washington DC Opera and just finished sewing a coat for Placido Domingo (again a one time contract job)

One student was a pattern maker for Liz Claiborne in NYC and then moved onto fashion designer for resort collection at Columbia Sportswear in Oregon

One student is a costume designer in LA

One student is the Manager of Machine Embroidery Division of Ultra Hawaii on Maui

Renee Anderson -- Manufacture Logo Broker

Keri Duke – Watabe Wedding – Wedding Gown designer – built factory in Shanghai

Keri Designs – Hawaiian Quilt Manufacturing – Needlepoint – Cross Stitch – Red Work

Julianna -- Maui Wear

Tamara -- Store in Paia – on the front of Sports Illustrated and Shape Magazine

Pat Chiako – Sewing contractor

Patti Walker – K-deck Awnings

Fumie – Couture Sewing

Rosemarie – Couture Creations

Many retail jobs such as Visual Design – Merchandising –

Struggles –

Many single moms take up sewing because they can do it at home and have a steady income with very little outlay of money in equipment. Weather we want to realize it or not many sew under the table for cash money in order to survive.

Many Fashion Tech students juggle families-husbands-kids and work—therefore school is a struggle for them.

Equipment -- Currently FT dept is using 25 to 40 years old equipment with no computers and modern computer programming. We need to bring the class room up to modern standards in order to compete national. But despite all the old equipment we are still able to provide training.

Progam Expansion -- FT was encouraged to apply for RDP funds but was declined in spite of documented proof for need for Interior designers and their support staff

Submitted by
Keri Duke

Notes from Cindy Foreman, Department Chair

Cheryl and I had a meeting with Suzette on Friday. Here are some things you may want to work into the report from the meetings I have attended.

- We need to address the EMSI data that shows so few positions in Maui County. This could be addressed by opening up the definition of what a Fashion Tech career looks like. Here in Hawaii we have a lot of demand for Soft Goods = Wind surfing sails, Kites for Kite Surfing, Tents & Awnings, Costumes for Hula, table clothes for themed events at resorts, chair cushions for themed events at resorts, etc. Retail store alterations and design.
- Much of the above mentioned work is done on an independent contract basis. Not all resorts have seamstress positions.
- Fashion Tech will be **staying on the credit side** for now. The program is fully enrolled to the maximum student capacity with one fulltime instructor and a limited on available equipment and work space.
- A survey of current Fashion Tech students showed the following:
 - 3 Graduates in 2007
 - 5 students taking courses for personal enrichment & exploration
 - 11 Degree Seeking Students
 - 4 students up-grading their skills to aid with Soft Goods careers
 - 2 students seeking options to transfer for 4 year degrees in Fashion Tech
 - 24 part time students and 7 full time students
- The Majority of current students are interested in Academic Credit and getting a Degree! This means leave the program on Credit side.
- Cheryl will continue to research the various credit/non-credit blends that are taking place at other colleges and universities.

Budget Requests for Fashion Tech for next year:

- Make sure we have sufficient funds to allow Cheryl to take 3 credits of time as Program Coordinator with a lecturer filling in behind her.
- Cheryl needs time to work on curriculum development for a math work book that works specifically for Fashion Tech
- Explore the possibility of installing a sink in the classroom - perhaps there is a Mark Slattery Building Maintenance class that could take this on as a project.
- Explore the possibility of installing additional electrical outlets in the classroom - perhaps there is a Mark Slattery Building Maintenance class that could take this on as a project.

- The AirConditioning for the FT classroom shuts off at 2 PM. We need to have that adjusted to stay on until at least 4 PM.
- Fashion Tech students need to take Entrepreneurship and have done well when Rick Miller is the Instructor, they have had difficulty with other recent lecturers. It would be helpful if there was consultation between the Business Department and Fashion Tech on the scheduling of the course.

Hope this helps,
Cindy