

2004-2005 Annual Assessment

Fashion Technology Program

Maui Community College

Submitted October 6, 2005
Cheryl N. Maeda, Program Coordinator

I. OVERVIEW OF THE PROGRAM

A. Mission and Vision of Maui Community College

The College Mission

Maui Community College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

The Vision

We envision a world-class college that meets current and emerging Maui County education and training needs through innovative, high quality programs offered in stimulating learning environments. The College mission, goals, and actions will be guided by the Native Hawaiian reverence for the ahupua`a, a practice of sustaining and sharing diverse but finite resources for the benefit of all.

B. Mission and Vision of the Fashion Technology Program

Program Mission

The Fashion Technology Program mission is to provide basic training in apparel 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.

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 lectures as well as hands on lab time promote interaction, sharing of resources and active applied-knowledge enrichment.

Fashion Technology Program Goals (See Appendix A)

Student Learning Outcomes (See Appendix B)

C. Relation to MCC Strategic Plan

(Strategies 1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 13, 15 and 17 are beyond this program's function.)

Strategy 6. Feedback from students and community members specifically praise the extensive personal interaction and support from instructors and staff in encouraging the individual to persevere through skills, academic and personal difficulties toward completion of coursework or degree. Significant effort is put into keeping up with college and campus changes to help direct students to the appropriate resource.

Strategy 11. Native Hawaiian students are directed and supported toward financial aid and other grants. Hula and Aloha Week activity needs in sewing or design are provided as requested.

Strategy 14. The Program is focused on developing skills and training in the student's area of interest, through different courses as appropriate, and opportunities are provided for the student to gain confidence and experience.

Strategy 16. We continually seek out qualified individuals who wish to participate in the program's goals. Due to spending limits, we have been limited to voluntary support and small gratuities. We are requesting grant funding to offer certain courses.

D. Program Faculty

Cheryl N. Maeda
Associate Professor since 1979
B.S. in Fashion Design from University of Hawaii, Manoa
Certificate from Paris American Academy

Donna Brown
Lecturer since 1991
A.S. in Fashion Technology from Maui Community College
B.A. in Liberal Studies from University of Hawaii, Hilo

Anne Miyashiro
Lecturer since 2000
B.A. and M.A. in Economics from University of Hawaii, Manoa
Extensive course work in fashion studies

Phyllis McOmber
Associate Professor, retired
B.S. Florida State University, M.S. Iowa State University

Diane Alba-Means
Lecturer
Certification in Fashion Design

Instructors keep in touch with the industry trends by reading fashion magazines, watching fashion trend shows, visiting retail establishments and talking to suppliers and businesses in the garment industry.

Being detached from the continental U.S. makes it costly to attend national trade shows featuring the latest in textiles, products and equipment. Funding is very limited on campus and can only support a minute portion of the actual expenses.

Program Coordinator travels abroad regularly to study what is happening with fashion trends in foreign countries and how the U.S. is utilizing foreign labor. All expenses are paid from personal funds.

E. Ways in which program interacts with:

1. Community groups
2. Professional associations
3. PCCs
4. National accreditation bodies
5. Other key organizations

Community

Examples of activities that students have participated in include:

- In response to community members, the Fashion Technology Program developed and executed a fashion design portfolio culminating in a private presentation of garments. Advanced students in the design studio class devoted 3/5's of the semester to meeting with the "client" who provided African inspired textiles from the fashion industry in Cameroun. A total of 25 original garments made the final collection. The enthusiastic response was summarized in a letter from the client evaluating his experience working with the program and the students.

Program Coordinating Council (PCC)

- Annual telephone discussions with PCC, Honolulu Community College (HCC) Fashion Technology Program. Funds have not permitted on-site meeting with the HCC faculty.

II. CURRICULUM AND STUDENTS

A. General Education Standards (COWIQs), program goals, and student learning outcomes (See Appendices C, A, B)

General Education Standards

Refer to this site for information on the General Education Standards - COWIQ's

<http://www.hawaii.edu/ovppp/gened/gedwww.htm>

COWIQ's for Fashion Technology Program (See Appendix C)

Fashion Technology Program Goals (See Appendix A)

Student Learning Outcomes (See Appendix B)

The five general education standards currently in place (COWIQs) to assess students in the Fashion Technology program are critical thinking, oral communication, written communication, information technology, and quantitative reasoning. All five general education standards were assessed for the Fashion Technology Program. See the appendix for specific ratings.

All program goals are covered by Fashion Technology student learning outcomes for students seeking degrees.

B. COWIQ and program goals curricular grids (See Appendix C)

Initially, we were provided with the 5 standard COWIQ's. Then additional standards specific to the Fashion Technology Program were added. Discussion with lecturers were conducted for each course, standards were rated and the final grid was developed.

Assessment is being used to reorganize and package instruction in the Fashion Technology Program. Student learning outcomes were included in all course outlines and syllabi and continue to be updated.

C. Student Achievement-PHI's, Perkins and other (See Appendices D)

PHI's

The program continues to work on graduation rates, program visibility and acquiring funds to build enrollments.

The graduation rates for 2004 were excellent. Ten students received AAS and CA's.

Perkins

Unclear how to utilize the Perkins III data found in the Program Health Indicators.

Other student achievement measures

Student achievement is measured by completion of courses, success upon leaving the program and/or fulfillment of individual goals.

Of the ten students who graduated in 2004, seven students got fulltime fashion related jobs, one opened her own store front, another was accepted for a four year degree in Fashion Design by the prestigious FIT in New York and one moved to the mainland due to family situations.

D. Changes made in accord with the recommendations of the previous program review for Program Health Indicators (PHIs)

Overall program status is cautionary based on the 2004-2005 Program Health Indicator Report. (See Appendix D). The program status indicated in the PHI data show a healthy class fit and program cycle per discussion with the Acting Dean of Instruction. In addition, we continue to have high demand in at least two courses per semester reflected by waitlists for those classes. Usually if a class is flagged as “low enrolled”, it is understandably the one targeted for the advanced level students. Thus, the rating of “cautionary” is unclear.

However, these are the actions taken on the opportunities we perceive need attention:

- An ongoing plan to increase visibility was to complete the Fashion Technology Program webpage. Initial plans were to hire a website developer using UH foundation funds. He has donated most of his time and has agreed on a token amount for his services. The website is virtually in its final stages.
- There continues to be a shortage of workstations due to outdated or broken equipment. Due to the recent budgetary constraints, we are seeking fund per the Chancellors suggestion.
- To increase math skills of students in the program, a math workbook/curriculum for Fashion Technology majors is being developed. A mini-grant was received from EPSCOR however, only one half of the project was funded so the anticipated finished date is pushed back.

E. Changes made in accord with the recommendations of the previous program review for Perkins measures

No changes were made based on Perkins data.

F. Measurable Benchmarks

Benchmarks in place are those developed specifically for students in the Fashion Technology Program at Maui Community College. No external bodies govern these benchmarks.

Within courses, students are given specific criteria for learning and are required to include the skill or concept in individual projects. The final outcome whether it be in the form of a product, project, research paper or activity is assessed by the instructor teaching the individual course.

A final assessment project is being developed that would reflect a more comprehensive picture of student learning.

G. Program/Certificate/Degree Standards and their SLOs

(See Appendices C and E)

H. Program trends, including student goals, enrollment trends, retention, and time of completion

Student goals continue to range from degree seeking, skills upgrading, job retraining and self-development and career exploration. Most students desire entrepreneurship wanting to design and produce their own line of clothing or soft goods.

Previous student clientele ranged in age from 28 to 50's. Most had multiple priorities beginning with the family, work, then school. Therefore, program completion, for the A.A.S or C.A. degree usually took about five years. Over the past 5 years, students age has been 17 to 40's. Program completion has been averaging 2 to 3 ½ years. A few go onto receive a four-year degree.

Enrollments are limited by the work stations in the facility and faculty contact hours. The only way to increase enrollments is to offer more courses or more sections for popular classes. Limitations are based on financial restraints. We are currently testing an online section of a course that will free up the classroom space. The plan is to offer several courses in designated time slots which will result in greater utilization of the physical facility and maximum class enrollments.

I. Changes in field; resources; shifts to respond to change

Much of the fashion industry has gone to outsourcing a lot of their manufacturing overseas or to local independent contractors. The design development phase which includes the first patterns and prototype is still handled in-house.

On Maui, all the clothing manufacturers are one to five person businesses and most manufacture their goods in foreign countries too. Jobs on the island are available based on specific skills and individuals are hired as independent contractors, such as patternmaker, fashion illustrator etc..

The youth of today desire to be their own boss and to open their own business. The variety of businesses that students have engaged in range from offering sewing and patternmaking services, to developing wholesale product lines, to teaching sewing, to designing a Hawaiian quilt business and to owning a retail fashion business.

What the Fashion Technology program has focused on is giving the student an overview of what it entails to open a small business. There is conversation on tapping into Rural Development Funds to develop a small business run by the students in the Fashion Technology Program.

The program would like to include computerized pattern making to keep up with industry. In the past, we received a Perkins grant for start up funds but no additional funds are available to keep up with software updates.

J. Major curricular changes since last review

All course outlines in the Fashion Technology Program were updated for institutional accreditation. Student learner outcomes were included in both the course outlines and syllabi. The Certificates of Completion are being looked at for restructuring.

Business support courses are required of students focusing on the Associates in Applied Science degree. In the past, students have had to wait a year or more for the small business course because lecturers could not be identified to teach the courses.

A math curriculum that focuses on measurements and problems encountered in the fashion industry would benefit the students in the Fashion Technology program. Students complain that current textbooks and problems have no relation to concepts they encounter in the field. Terminology and problem solving in the textbooks focus on technical math for the construction industry only. We are working on a solution for this dilemma.

K. Student advising and the degree to which faculty participate in the mentoring of students

Faculty members and program volunteers are available 5 days a week from 8:00 am to 4:00 pm.. Students are assisted with both academic and personal situations. They have options to get advising either in-person, by telephone or by email. When students need motivation or information for their business, ie. finding resources etc., assistance and resources are freely provided.

During the summer when scheduled classes are not available, students are encouraged to come use the lab to keep up their sewing and patternmaking skills. The lab is open one day a week over a scheduled six week window for this activity.

Over the past few years, a lecturer volunteers several days a week during the regular semester as well as in the summer. She assists the program with promotion, answering community questions and student mentoring. In addition, she conducts research and brings in current information that enhances the learning environment.

L. Opportunities for student involvement in program-related organizations, clubs, and governance

The program does not have a formal club but students work together when special activities arise throughout the year. Students have very little time outside of school, family obligations, and work.

M. Use of lecturers to teach courses; related concerns

There are two highly qualified lecturers in the program. Currently, only one of them is teaching a course, once a year. Due to budget problems, the program has not been able to hire behind the full-time instructor so to offer more classes. Currently, the full-time instructor is teaching nine different courses a year and monitoring an additional 12 open lab hours per week. On top of a full

teaching load, the added responsibility of coordinating the entire program, maintaining lab equipment and supplies and limited workstations makes for an impossible scenario for growth. Also, lack of funding does not allow for hiring of student assistants for the entire academic year.

Each course is offered only once a year thus restricting new students from entering the program. Students enter “off track” often not taking the introductory courses first. We would like to utilize more lecturer taught courses on a regular basis so we can have the beginning clothing construction series offered each semester. Also, a larger variety of courses will enable the program to satisfy demands of returning students. In addition, the program coordinator will have time to focus more on program management activities and the maintenance of sewing equipment.

In the past, we were able to offer credit offerings during the evening hours and would like to explore that option again.

N. Admission policy

Students must comply with the general college admission policy. There are no pre-requisites to enter the Fashion Technology program.

O. Job placement, including job prospects, procedures for placing graduates, and success in placing graduates

Job placement is mainly handled via word-of-mouth. Calls come into the program and jobs are posted or instructors will approach students who are competent in the specified job skill. Alumni who have gone on to open successful businesses regularly call the program seeking qualified students to assist in their business.

As mentioned before, many students want to open their own business. Therefore it is difficult to utilize government statistics about job openings.

P. Articulation with high schools, community colleges, and four-year institutions

Initial talks on Oahu with the high school home economic programs began this summer and should include Maui in the future. Since Maui Community College was not able to attend the meeting, a recommendation was made to discuss the subject of math. Many students who enter the Fashion Technology program from high school have weak math skills.

There is an articulation agreement with Honolulu Community Colleges Fashion Technology Program. Many of our courses transfer between campuses. However, we find that very few students transfer to another U.H. campus. Most fashion students desiring transfer go to four-year institutions on the mainland.

Q. Centers or Institutes

N/A

V. ANALYSES OF PROGRAM – TYING IT ALL TOGETHER

A. Summary statement

At the heart of the review, is the slowed evolution of the program forced by severely limited funding. With additional funding and support for personnel, equipment and special projects, the timeline of reaching goals would be shortened. In a vocational area, there are many other parts to a successful program besides instruction. Program management, lab maintenance, equipment maintenance, ordering supplies, updating course projects, counseling etc. are other tasks that need to be completed to run an efficient program. Without the support, tasks go unattended to, completion of jobs are not timely, ambitious plans get put aside and there is no time for innovation and thorough completion of activities. In the classroom, the vital infusion of different teaching and resource exposure has been effectively limited. Course content has been streamlined that while meeting SLOs and program goals, new or alternative methods are not covered.

In the area of curriculum, the math course materials being used has been a concern. Currently, we are developing new materials so students will be better prepared for the math required in the Fashion Technology Program.

In addition, we are exploring on-line classes and non-credit courses.

Enrollment continues to fill many classes and instructor evaluations indicate that students are extremely satisfied with the program. Spring 2004 saw the largest ever graduating class in the program but, due to the great diversity in goals and preparedness of students entering the program, graduation rates vary widely. Graduates and students in the program can always find employment in the field if they so desire. The program receives calls regularly for sewing services, teachers, patternmakers, consultants, illustrators etc..

B. Plans for next year

There are so many projects that the program would like to work on but once again, we need to be realistic about work schedules, available personnel and instructional obligations.

The priority for the year will be the acquisition of grants:

- Proposal will be submitted for seeking RDP grants to develop student work skills and training that will involve working with the community.

For example, interior design is an extremely lucrative field and offers wide ranging employment opportunities on Maui according to local professional interior designers. We

believe this to be an opportune time to develop this area. Firstly, RDP funding is available for this type of employment training. We have been encouraged both by the Maui RDP personnel and the Chancellor to seek such funding. Secondly, there is continuous community requests for skilled sewing services in this area. We have been approached by professionals in interior design concerned by the lack of training on the island. Thirdly, student interests and requests have resulted in incorporating more home furnishings components into ongoing courses. Lastly, we have an educational resource from a community college on the mainland who currently teaches in the non-credit program at MCC. She has offered to assist in developing this area of study because of the requests she receives from students in her non-credit classes. She testifies that the interior and fashion design curriculum compliment each other and are successful at her college.

C. Budget for next year

These are items that we would like support for because it will enhance the program goals and the students learning experience.

- 6 credits to hire lecturer to teach basic clothing construction courses in the Spring semester.
- Monies to hire student assistant to monitor the open lab hours.
- Equipment replacement and repair funds are a priority for the laboratory. Depending on the type of equipment acquired, electrical upgrading may be required. A sink outside of the classroom needs to be set up to handle water needs for the program. We are trying to determine which revenue sources will support these equipment, facility and material costs.
- Funding to resume development of the CAD patternmaking module is desirable so students have skills that are currently required in the industry.
- Long term, the development of a senior project/course required for graduation will require continual release time for the program coordinator to plan its design and implementation.

D. BOR questions

The following questions are those asked by the UH Board of Regents about all established programs. Use the checklist to be sure that you have addressed each one in your Annual Assessment or your Comprehensive Program Review.

Is the program organized to meet its objectives (student learning outcomes?)

Is the program meeting the student learning outcomes?

Are program resources adequate?

Is the program efficient?

Does your review provide evidence of a quality program?

Are the program outcomes compatible with the student learning outcomes?

Are the program student learning outcomes still appropriate functions of the college and university?

Appendix A

Fashion Technology Program 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.

Appendix B

Fashion Technology Program Student Learning Outcomes

Fashion Technology 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.

Appendix C
Student Learning Outcome Grids for
General Education Standards
and
Fashion Technology Program

Appendix D
2003-2004 Program Health Indicators (PHIs)
including
Perkins Performance Indicators

Appendix E

Fashion Technology Program Map

Requirements for Certificates of Completion (C.C.):

Seamstress: 12 credits

Fashion Technology 25(3), 40(3), 113(3), 115(3).

Fashion-Fabric Salesperson: 12 credits

Fashion Technology 40(3), 93v(3), 111(3), 113(3)

Dressmaker: 18 credits

Fashion Technology 60(3), 61(3), 113(3), 115(3), 215(3) 216(3)

Requirements for Certificate of Achievement (C.A.): 36 credits

Fashion Technology 25(3), 40(3), 90(3), 111(3), 113(3), 115(3), 215(3), 216(3), 217(3)

Fashion Technology 90(3) or FT elective approved by program coordinator (3)

Communication: English 55 or higher (3)

Mathematics 50T(2), and 50X (1) or 50Y(1); or Business 55(3)

Requirements for Associate in Applied Science Degree (A.A.S.): 60 credits

All C.A. courses plus:

Accounting 124(3)

Marketing 130 or Data Processing 101 or Information and Computer Science 100(3)

Entrepreneurship 120(3)

Communication: English or Speech(3)

General Education elective (3)

Humanities elective (3)

Natural Science elective (3)

Social Science elective (3)