

FASHION TECHNOLOGY PROGRAM

2007-2008

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 not 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 freelance 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
- designer, distributor, and manufacturer of bathing suit and dress line for children and adults. Visit her websites.
www.makenasurfwear.com and www.juliandfred.com
- freelance illustrator for local manufacturer
- importer of fashions from India and Indonesia for retail
- display and merchandising at Macy's

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:** 44
- 4. Student semester hours for program majors in all program classes:** 180 (est.)
- 5. Student semester hours for non-program majors in all program classes:** 87
- 6. Student Semester Hours for all program classes:** 267
- 7. FTE program enrollment:** 15.6
- 8. Number of classes taught:** 12

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

Note the corrected number of classes listed, out of the 16 total offered by the program, not including Cooperative education.

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).

With the young generation entering the fashion world, their sentiment and the trend seems to be leaning towards bringing apparel manufacturing back to the United States and supporting "Made in USA". Hence, the increased demand for fashion courses.

Another measure of demand is when the program receives calls from the community every week requesting students to assist in areas like pattern making, sample sewing, custom sewing, fashion illustration, and retail fashion sales. If students want employment, they can get it due to these many community/business requests for skilled persons to work.

Campus sewing jobs also filter in as the needs arise.

Efficiency

10. Average class size: 15.6

Class size is limited to available work stations, usually 14.

11. Class fill rate: 105.41

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: 1

13. Student/Faculty Ratio: 36

14. Number of Majors per FTE faculty: 36

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 (spring '08 and summer '08)
- 6 personal and industry exploration
- 24 degree-seeking
- 5 upgrading skills
- 6 planned transfer to 4-year program or fashion school

These figures indicate the highest number of degree seekers that the program has experienced in years. Some students have told me that they are postponing or foregoing mainland educations realizing that they can get the same training here on Maui. Also, we

have many mainland and international students who have chosen Maui for their college education.

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 workstations in special finishing techniques when working with knit fabrics. Since knit fabrics are so popular, that was a much needed donation. 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 : 0

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

The program uses demand as a health bases with 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: 61.1

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, to fulfill a sabbatical objective, or have plans to transfer to another institution.

Many of the fashion students who desire graduation may take up to 6 years to graduate based on work, time commitment, finances and other unforeseen circumstances. Students who are dealing with physical rehabilitation, family and employment demands thus prioritize their education by attending only part-time.

21. Number of students transferred (enrolled) to a four-year institution: 0

Perkins core indicators (*Career Technical Education programs only)

22. Academic Attainment (1P1) 83.33

23. Technical Skill Attainment (1P2) * 83.33

24. Completion Rate (2P1) 16.67

25. Placement in Employment, Education, and Military (3P1) 100

26. Retention in Employment (3P2) 100

27. Non Traditional Participation (4P1) * 22.58

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

28. Non Traditional Completion (4P2) * -

Anecdotally, 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 is 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 get their four-year degree in fashion or who work in the industry still keep in touch. Here are examples of their gratitude:

- Two students last year who transferred to fashion schools emailed and said how glad they were to have taken fashion classes at MCC first which gave them the confidence and prepared them for the competition at fashion schools.
- One student who attends Fashion Institute of Technology in New York proudly said how she helped the teacher thread the machine and showed other students sewing techniques that she learned at MCC.
- A student who graduated about 15 years ago just emailed and said how she is working with a Maui bathing suit designer developing their 2010 line for submission in the top-selling Sports Illustrated bathing suit issue.

We constantly hear from graduates even after 20 years expressing how thankful they are for what they learned and the support and guidance they were given. They realize now how they can compete with the "big guys".

Part II. Analysis of the Program

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

See comments after each relevant indicator above.

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

New majors continue to enter the program every semester, and their preference for more advanced and rigorous Special Topics courses is reflected in evolving coursework.

On campus, the program was well represented at the library's art display, from which many on campus are introduced to the program including students. Another avenue of communication was achieved through the student newspaper, Hoo'ulu, in a fashion issue with the feature story on MCC's Fashion Technology program.

Six PACE classes were offered, taught by Fashion Tech instructors, students and alumni, especially in the embellishment areas, such as beading, which are extremely popular. Several classes were held at MCC's new Lahaina facility.

Community outreach expanded, again reflecting spirited student participation. Many students in the program participated in the National Quilt Association's unique awareness effort, Bead Artists Against Breast Cancer. Also, a free non-credit PACE offering was offered to the community to participate in this fundraiser for breast cancer research. Each person learned a beading technique and contributed beaded mini quilt squares in the chosen rose motif, which were then pieced together and framed in shadow boxes. Beaded quilts were auctioned off at the annual Bead and Button show in Milwaukee and eventually raised \$20,000 for breast cancer research. (Appendix A, example of quilt)

During this academic year, we applied for RDP funding for a mini-factory like production facility, to encompass as much of the garment manufacturing process as possible. We were able to recruit a successful importer/manufacturer who became a great cheerleader of the program to encourage both the local industry and the skilled employers and employees needed.

As part of this proposal, a new Special Topics class was offered for Fall 2008 but due to instructor's sudden hospitalization in the summer, the special topics class, Introduction to Fashion Entrepreneurship, was canceled but will be offered in Spring 2009.

Another new special Special Topics course was developed and taught that focused on advanced garment construction techniques. Students felt they needed more than the basic sewing techniques and wanted to explore more advanced and custom techniques and fabrications.

The Program continues in assessment efforts. Courses and learning objectives are constantly reviewed to relevance to current industry trends. Participation in a campus Rubric Pilot Project in Spring 2008 indicated whether advanced students met Fashion Tech SLO's and to determine if changes needed to be made. (Appendix B, summary and evidence list of project)

Part III. Action plan

Based on administration encouragement and student reaction, we plan to participate in the community's weekend Swap Meet when it relocates to the MCC campus. It is unclear, since Fall 2008 curriculum is well underway and both students and instructors, as individuals, have begun firming their non-academic activities for the rest of the year, whether the program will have products for show or sale in 2008. Future plans include a regular Special Topics module/session for Product Development, both in production and merchandising focused on the Swap Meet. The Swap Meet's potential as an entrepreneurial incubator could be ideal for the Fashion Tech program, since students are very enthusiastic to test their products through a monthly appearance in the MCC booth.

We have also been encouraged to request funds for this participation which would also be applicable to other endeavors. Set up includes production (computer hardware and software for silk screening and patternmaking), inventory and packaging. These clearly would be used in community participation activities as entrepreneurship classes.

Part IV. Resource Implications (physical, human, financial)

Although our alumni roster is as vocal and demonstrative as any other program's on campus, we continue to seek out talented and qualified individuals in the community who

can support the program through contributions in teaching, program development and community relations. Recruitment of the above entrepreneur to teach the special topics class is an example.

The Fashion Technology Advisory Board is currently undergoing review to reflect evolving industry attitudes as well as changes in individual circumstances. Two members have since retired, a business person has agreed to serve and we are still looking for another member.

APPENDIX A



APPENDIX B

Pilot Project II - Spring 2008 Fashion Technology Special Topics: Advanced Garment Construction Project Summary

The course that was used in this project was a Fashion Technology Special Topics. The special topics courses are specialized and very specific to certain areas of the fashion industry. Although titled as an “advanced” course, it was not comprehensive of all that students learn in the program.

In this case, the objective of the course was to challenge students who have taken the first year of clothing construction courses. They were required to further explore handling difficult fabrications, learning customized techniques and sewing custom garment details that are not covered in the basic construction courses. In addition, the students were required to evaluate their sewn projects and keep accurate records of time and finances.

Evaluations of the students were conducted based on criteria in the course syllabus and professional opinion. The attached Evidence List outlines the evaluation criteria.

The results of this project confirmed what I expected of the students. The assessment criteria used were the Fashion Technology Program and the General Education SLO's. The rating scores were given the following grade equivalents to maintain consistency.

Exceed = A+

Meets = A- to C+

Minimally meets = C- to D

Does not meet = F

Most of the students have been taking classes for over two years, with the exception of two who have been in the program for one year. Thus, I know their strengths and weaknesses as individuals and by generation. Accordingly, I encourage them to challenge themselves and explore things that they have never tried before.

Specific highlights from the assessment project:

Those who minimally met or did not meet the Fashion Technology Program SLO's are taking classes to specifically further their fabric handling and sewing skills. They did not take other program support courses.

The oldest student does not claim English as her first language, thus reading comprehension and writing are not her strengths. She didn't do well in the support courses and was weak in those areas. Yet, her sewing workmanship is top notch.

Another older student lacked confidence and wouldn't proceed through a project unless given instructions for each step. At the same time, she was not interested in a grade and was a student to take advantage of the health insurance. She has not taken some of the support courses so also minimally fulfilled the criteria in those areas.

An early admit student was home schooled her entire life and I did not know what to expect. Her work ethic, attitude, time management, creativity, sewing knowledge and technical skills were very good. I was surprised that being an avid reader, she did not do well in her writing skills.

The majority of the students, as expected, excelled in the area of decision making in the shopping process and managing of project finances. In general, the younger generation tended to shop over the internet, and the older generation dug through their stash or visited the local fabric stores. Those who's philosophy was sustainability or admired decades past, shopped the thrift stores.

Lastly, most students were able to trouble shoot problems encountered along the way and independently made decisions based on discussions with fellow students or myself. That level of confidence was a result of having already taken over two years of courses. Their options for solving problems, and the multitude of solutions ultimately challenges their creativity.

Since the results of this project were unremarkable and it is a special topics course that is not offered on a regular basis, I don't foresee plans to make changes to this course.

Pilot Project II - Spring 2008
Fashion Technology Special Topics: Advanced Garment Construction
Evidence List*

1. Notebook of samples
 - specialized sewing and embellishment techniques.
 - neatness and organization
2. Two sewn projects completed
 - fulfill criteria based on fabric, garment type and sewing techniques
 - neatness
3. Decision making/selection process
 - fabrics, pattern, notions
 - pattern alteration based on personal body measurements
 - appropriate laying, cutting and sewing techniques based on fabric and pattern choice
4. Written Evaluation process
 - fabric-to-design choice
 - pattern changes
 - garment construction
 - garment fit
 - suitable to personality and lifestyle of individual
5. Written Cost Sheet
 - time spent
 - cost of product
6. Equipment usage
7. Work attitude and attendance

*course syllabus, notebook contents, cost sheet and evaluation sheet attached