

**University of Hawaii Maui College**  
**2011-2012 Annual Report of Instructional Program Data**  
**Fashion Technology**

The last comprehensive review for this program was in **2010**.

**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 and 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.

**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" includes, but is not limited to, apparel, accessories, textile, embellishment, jewelry and interior design.

**Part I. Quantitative Indicators**

Overall Program Health: Cautionary

Majors Included: FT

<b>Demand Indicators</b>	<b>Program Year</b>			<b>Demand Health Call</b>
	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	
1New & Replacement Positions (State)	16	16	4	Unhealthy
2*New & Replacement Positions (County Prorated)	3	2	0	
3*Number of Majors	43	44	46	
4SSH Program Majors in Program Classes	367	402	428	
5SSH Non-Majors in Program Classes	168	234	130	
6SSH in All Program Classes	535	636	558	
7FTE Enrollment in Program Classes	18	21	19	
8Total Number of Classes Taught	14	14	12	

<b>Efficiency Indicators</b>	<b>Program Year</b>			<b>Efficiency Health Call</b>
	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	
9 Average Class Size	12.8	15.1	15.7	Healthy
10 *Fill Rate	93%	100%	98%	
11 FTE BOR Appointed Faculty	1	1	1	
12 *Majors to FTE BOR Appointed Faculty	42.5	43.5	45.5	
13 Majors to Analytic FTE Faculty	30.2	28.0	41.0	
13a Analytic FTE Faculty	1.4	1.6	1.1	
14 Overall Program Budget Allocation	\$101,099	\$96,136	Not Yet Reported	
14a General Funded Budget Allocation	\$89,299	\$95,835	Not Yet Reported	
14b Special/Federal Budget Allocation	\$11,800	\$0	Not Yet Reported	
14c Tuition and Fees	\$0	\$0	Not Yet Reported	

15	Cost per SSH	\$189	\$151	Not Yet Reported
16	Number of Low-Enrolled (<10) Classes	2	2	1

Effectiveness Indicators		Program Year			Effectiveness Health Call
		09-10	10-11	11-12	
17	Successful Completion (Equivalent C or Higher)	61%	74%	73%	Cautionary
18	Withdrawals (Grade = W)	7	12	4	
19	*Persistence (Fall to Spring)	72%	81%	86%	
20	*Unduplicated Degrees/Certificates Awarded	6	5	6	
20a	Degrees Awarded	5	2	5	
20b	Certificates of Achievement Awarded	2	2	1	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	1	2	0	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	1	2	0	
22a	Transfers with credential from program	0	1	0	
22b	Transfers without credential from program	1	1	0	

Distance Education: Completely On-line Classes		Program Year		
		09-10	10-11	11-12
23	Number of Distance Education Classes Taught	0	0	0
24	Enrollment 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 IV Core Indicators 2010-2011		Goal	Actual	Met
291P1	Technical Skills Attainment	90.10	77.78	Not Met
302P1	Completion	45.00	11.11	Not Met
313P1	Student Retention or Transfer	56.00	75.00	Met
324P1	Student Placement	51.00	53.33	Met
335P1	Nontraditional Participation	N\A	N\A	N\A
345P2	Nontraditional Completion	N\A	N\A	N\A
Last Updated: August 6th, 2012				

## Part II. Analysis of the Program

### ***Programs strengths and weaknesses***

- Data in standard employment reports are so general that most jobs where program graduates are working get buried. Just one job title is listed: "tailor, dressmakers, sewers". Drilling down would include fashion jobs in: retail sales and marketing (designer boutiques, department stores, jewelry stores, galleries), entertainment and tourist industries

(uniforms/costumes), interior and outdoor furnishings, educational institutions, and entrepreneurship.

- Student demand has changed recently with younger full-time students whose goals lean toward entrepreneurship, compared to older students with other obligations who attend on a part-time basis.
- Employment is readily available. Calls to the program every week request students for assistance with pattern making, sample sewing, custom sewing, fashion illustration, and retail fashion sales.
- Fill rate at 98% reflects a slight drop from the previous year but classes continue to close early in the registration process and often have a waitlist.
- A weakness is that there is just one full-time faculty member who doubles as instructor and program coordinator, supplemented by one to two lecturer-taught classes per semester. Lecturers are needed with new and different ideas to expand offerings and increase program breadth, and to support assigned time activities.
- Many donations from the sewing community provide daily instructional supplies: G-funds are minimal, special design projects get funded with UH Foundation donations.
- Effectiveness as measured by successful course completion remains almost the same at 73% as the preceding year. Persistence from Fall to Spring semester has increased to 86% from 81%. More students are attending full-time and receiving financial aid, thus their obligation to continue each semester.
- More students are seeking completion, so over the last 3 years, the number graduating has averaged between 5 to 6 students per year. Closer tracking of majors by the program counselor and coordinator should add to graduation rates in the future. Students need to have a two year degree before being accepted into a Bachelors program outside the UH.
- There were no students known to have transferred to a four year institution, but there are two students planning to transfer in the near future.

### ***Significant Program Activities***

- Recruited a new lecturer with specialty skills in bathing suit construction to teach a high demand special topics course on sewing bathing suits. Lecturer graduated from the UHMC program in the 90's and works for a well know bathing suit designer on Maui. This brought in new students for the academic year.
- Experimenting with an evening time slot was insignificant in bringing in new students who continued on in the program.
- Currently, two lecturers supplement one full-time faculty position who is also responsible for program coordination. In addition, faculty conducts open lab hours, averaging 12 hours per week, each semester. During special events, open labs are extended into evening and weekend hours.
- To maintain real world experiences and working with the fashion industry, several significant events were produced -- fashion show in conjunction with the traveling Alfred Shaheen exhibit at the MACC; teamed with the Lady Unlimited label to do a plus-size show as one of the projects from the capstone design studio class; and exhibited exclusive avant garde creations for the IMUA Family Services fundraiser, Fantasia Ball, at the Grand Wailea
- Met with UH Manoa apparel design program to review and agree upon transfer courses.
- Still fine-tuning the FT 40 hybrid course that integrates <sup>1)</sup>online discussion with <sup>2)</sup>course textbook <sup>3)</sup>in-class hands on workshops. Included more instruction on setting up facebook account; identified volunteer alumni to assist with technical details and tutoring; and incorporated additional assignments on handling of actual fabric swatches.

### ***Publicity and campus/community participation***

- Fashion Tech students actively participated in Couture Club weekly meetings, fund raisers, program recruitment, fashion events and community service activities. Members have developed confidence, leadership, and promotional skills.
- 10 students traveled to Oahu to experience the Honolulu CC and UH Manoa student designer fashion shows. The Couture Club held two fundraisers to help fund traveling expenses.
- Two student ambassadors returned to Lanai for career day presentation. Student ambassadors are the Couture Club president and another club officer that will carry over to the next year.
- Couture Club members did a presentation on UHMC Today cable tv on winter fashion trends.
- Produced a mini-fashion show in the library in conjunction with the art department exhibit
- UHMC fashion students produced their annual fashion show at Queen Kaahumanu Center
- Volunteer program supporter cut and sewed 25 tablecloths for UHMC Culinary Academy restaurant; UHF funded

### Part III. Action Plan

- Continue seeking new majors by increasing high-demand clothing construction and special topics coursework, with possible intermediate level supplement and additional time slot
- Continue to find and create activities to provide majors with incentives and opportunities to show their work (fashion shows and exhibits), interact with outsiders (community participation) and learn from each other's experiences (joint productions and contests)
- Continue to seek professional opportunities for students to test market their designs and styling, along with advice and guidance from industry insiders.
- As the demand for more classes increases, need to find classroom outside of Hookipa to offer lecture only classes to free up the classroom for lab courses and to maintain the open lab hours.

### Part IV. Resource Implications

#### ***Resource Implications (physical, human, financial)***

- Continue increasing lecturer pool with broader skills and nontraditional backgrounds
- Specialty equipment, thirty-plus years old and not replaced earlier due to high cost and lack of funding, failing at faster rate, and beginning to impact classes
- Virtually all classes are at capacity. The need to continue hiring a student assistant for prep and tutoring required for consistency and continuity of student progression through courses toward graduation. The student assistant assists the new lecturers, tutors and assist students with equipment usage during open lab hour.
- As the demand for more classes increases, need to find classroom outside of Hookipa to offer lecture only classes.
- There is increasing enrollment of special-needs students who require additional time and assistant inside and outside of normal class hours. College needs to find funds to hire students to assist and tutor to work one-on-one with these students. Emotional, psychological, and cognitive issues affect classroom timing, cause disruptions, an unfairness feeling from other students and creates stress on instructors.

### **A) Evidence of Industry Validation**

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The best validation is when the fashion industry requests interns or potential employees based on the program reputation. These businesses are always willing to assist as a resource if called upon. Partnerships that were formed 30 years ago are still maintained to date. In addition, requests are

received from community non-profit and business organizations to coordinate fashion productions for their special event. Students who graduate can always find employment here and away based on the knowledge and skills acquired at UHMaui College.

Although students rarely desire this job title, they found the following data encouraging for the industry. At the end of 2011, TIME magazine recognized that even during a recession, sewing machine operators commanded a 15% increase in wages. They are also enthusiastic knowing that the importance of the fashion industry is recognized by Governor Abercrombie. He is seen at many of the fashion events and is actively working towards bringing garment manufacturing back to the island as an industry that once thrived as one of the top three in Hawaii. The Fashion Technology program maintains its mission and will monitor progress in this initiative.

## **B) Expected Level Achievement**

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Ultimately, would like all students to exit the program with knowledge and ability to:

- use appropriate industry terminology
- apply design and sketching to creative production
- utilize sewing and pattern making skills
- use a variety of tools and equipment related to the fashion industry

In addition, would like them to possess skills that will make for successful individuals:

- be responsible, reliable, organized
- be able to manage time and tasks
- be curious, open minded and an independent thinker
- be willing to accept challenges

## **C) Courses Assessed**

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For the 2011-2012 program year, some of the following P-SLOs were reviewed by the program:

<b>Assessed this year?</b>	<b>Program Student Learning Outcomes</b>
<b>1</b> Yes	PLO1: 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.
<b>2</b> Yes	PLO2: Demonstrate satisfactory understanding of design concepts and proficiency in conveying design ideas on paper including identifying and sketching design details accurately and in proportion to the figure or object.
<b>3</b> No	PLO3: Demonstrate satisfactory proficiency in principles of pattern making, including terminology, use of tools, and process of pattern development.
<b>4</b> No	PLO4: Demonstrate satisfactory proficiency in terminology, principles and skill sets relevant to special topic courses.
<b>5</b> Yes	PLO 5: Demonstrate satisfactory proficiency in the safe operation of sewing machines and equipment.
<b>6</b> No	PLO 6: Demonstrate satisfactory understanding of textile characteristics and end use.

Assessed  
this year?

## Program Student Learning Outcomes

7 No PLO7: Demonstrate satisfactory understanding of principles of starting a small business.

- **PLO1 was assessed in Fall 2011 semester. The basic clothing construction courses, FT 113/115 with the following course learning outcomes were used:**

### FT 113

- maintain and operate a sewing machine
- identify and use common sewing tools
- define sewing terminology and recognize pattern markings
- select appropriate fabric for chosen garment design
- comprehend how a garment is assembled by reading a commercial pattern
- alter a commercial pattern based on personal body measurements
- select basic garment construction techniques specific to sewing project
- construct garments that fit the individual body

### FT115

- pattern and fabric selection
- selecting appropriate seams and seam finishes for different fabric types
- applying appropriate sewing techniques in the construction of a variety of garments
- analyzing fit of garment on the individual figure.

- **PLO2 was assessed in Fall 2011 semester. The art and design course, FT 111 with the following course learning outcomes were used:**

- explain the importance of appearance in first impressions.
- define basic fashion terminology.
- describe and identify a variety of garment details and styles.
- analyze clothing styles that reflect various personality types.
- identify and describe the art elements and principles of design as applied to clothing.
- identify individual figure types and how they can be enhanced through the use and manipulation of the elements and principles of design found in garments.
- examine the optical effects of design elements on appearance. Describe how optical illusion can be used to achieve pre-determined objectives in dress.
- identify personal coloring and select hues that are flattering to the individual.
- explain the role ethnic and historic costumes play in fashion.

- **PLO2 was again assessed in Spring 2012 semester. The sketching fashion sketching course, FT 216 with the following course learning outcomes were used:**

- sketch the fashion figure in proportion
- sketch the fundamental fashion details
- transmit ideas onto paper through sketching
- use media and drawing techniques in layout presentation
- develop fashion formats in an organized and professional manner

- **PLO5 was assessed in Fall 2011 semesters. The ready-to-wear production course, FT 25 with the following course learning outcomes were used:**

- safely operate a variety of industrial sewing machines.
- understand mass production sewing terminology.

- understand the functions of mass production laying, cutting, pressing and construction techniques within a garment factory.
- practice sewing production efficiency and accuracy.

#### **D) Assessment Strategy/Instrument**

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**FT 113/115 Clothing Construction I and II-** *Final assessment in this course--* Assessment tools included attendance, quizzes, sewing construction techniques, proficiency in equipment usage and product development.

- Knowledge of terminology used in clothing construction.
- Use of the industrial sewing machines.
- Take body measurements, calculate alteration of standard patterns to fit individual body.
- Fabric selection and application of fundamental sewing and cutting techniques appropriate to selected commercial patterns.
- Evaluate fit of the garment on the body.
- Written exams
- Students are required to keep records for pricing the garment, including fabric and notions used; and time spent on each project.
- Students are required to write a personal evaluation of the various stages of the construction process and overall final outcome.

**FT 111- Art and Design in Fashion-** *Final assessment in this course--*Assessment tools included attendance, notebook, research paper, class participation, assignments

- Develop garment design detail and terminology dictionary.
- Create individual notebook of semester work related to art and design elements and principles.
- Analyze effects of individual personalities and body figures.
- Journaling as related to fashion
- Study of sociological and historical influences on fashion

**FT 216- Fashion Design and Sketching-** *Final assessment in this course--*Assessment tools included attendance, sketching journal entries, weekly homework assignments and final project.

- Weekly in-class journal sketching entries
- Weekly homework practice assignments and projects
- “tear sheet” file for inspiration and styles of drawing, poses, fashion details etc.
- Final presentation of a collection of fashion designs. Must include a mood/theme board, fashion sketches on figures, technical flat drawings, color scheme and fabric samples.

**FT 25 Ready-to-Wear Clothing Production-** *Final assessment in this course--* Assessment tools included attendance, proficiency in equipment and machine attachments usage, quizzes, application of mass production sewing techniques in product development.

- Knowledge of safety in equipment use.
- Identify machine parts and ability to use machine attachments.
- Proficiency in use and threading of a variety of industrial sewing machines and cutting equipment.
- Apply efficient mass production sewing, fabric laying and cutting techniques in product development.

- Meeting production deadlines.
- Written quiz
- Practical Final project, working in small groups, reflecting the entire process of product development.

## E) Results of Program Assessment

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PLO1. 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. (FT 113/115, basic clothing construction courses were assessed in Fall 2011)

<b>Exceeds</b>	<b>Meets</b>	<b>Needs Improvement</b>	<b>No Proficiency</b>
15	12	2	1

PLO2: Demonstrate satisfactory understanding of design concepts and proficiency in conveying design ideas on paper including identifying and sketching design details accurately and in proportion to the figure or object. (FT 111, art in fashion course was assessed in Fall 2011)

<b>Exceeds</b>	<b>Meets</b>	<b>Needs Improvement</b>	<b>No Proficiency</b>
7	7	3	0

PLO2: Demonstrate satisfactory understanding of design concepts and proficiency in conveying design ideas on paper including identifying and sketching design details accurately and in proportion to the figure or object. (FT 216, fashion sketching course was assessed in Spring 2012)

<b>Exceeds</b>	<b>Meets</b>	<b>Needs Improvement</b>	<b>No Proficiency</b>
7	7	3	0

PLO 5: Demonstrate satisfactory proficiency in the safe operation of sewing machines and equipment. (FT 25, ready-to-wear production course was assessed in Fall 2011)

<b>Exceeds</b>	<b>Meets</b>	<b>Needs Improvement</b>	<b>No Proficiency</b>
6	5	3	2

The Fashion Technology program attracts a variety of students comprising of degree seeking, skills upgrading and transfer students. Some semesters have highly motivated and ambitious students with serious goals and other times, not. Students are challenged to meet technical, creative, problem solving and personal goals. Since fashion is a fast moving, constantly changing and competitive field, students who cannot keep up in their coursework, often find that this is not the career for them. They often realize this in the foundation courses.

Students are often interested in the design of projects, rather than the sewing, which they believe will be outsourced to others. However, the reality is that if they don't understand the fundamental construction and techniques used to assemble a garment, their designs are limited and often not economical or practical for production. The Fashion Technology Program focuses on the technical aspects of clothing production but includes introductory skills in all stages of designing clothing/products so students are familiar with the entire process of product development.

The assessment results show that most students "exceed" or "meet" the specific learning outcomes. Those that exceed usually have prior experience or are highly motivated. Those that "need improvement" usually fall in that category because of attendance and time management. The program has a strict attendance policy. If students are tardy twice, that is equal to one absent. Once they have four absences, their end of semester grade automatically drops one entire grade. Some students find it difficult to juggle activities in their lives and prioritize finances so often come unprepared for projects. That sets them behind on due dates and the quality of finished garments.



In any case, the rigors and policies of the program remain the same.

## **F) Other Comments**

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The Couture Club also participated in:

- Salvation Army Angel Tree Project--the club raised funds to buy Christmas gifts for four children.
- Harbor Lights afternoon program--members took instant photos of the children and helped create personalized Christmas cards
- IMUA Family Services--produced garments for the Fantasia Ball fundraiser held at the Grand Wailea

## **G) Next Steps**

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### ***Planned changes to improve student learning---***

As an educational institution, the program strives to maintain currency and often looks ahead to identify upcoming trends. As demand arises, new special topics courses will be developed so student will have the skills they require to fulfill their career goals. At the same time, even students who graduate, still return for these specialized courses.

In the past, students in the patternmaking classes (2nd year) designed the garments and produced the annual fashion show. A new course is planned for the Spring 2013 semester where new students can enter the program at the introductory level to still participate in the fashion show. The designers will be less burdened in the production of the show and can completely focus on construction of the garments.

### ***Results of changes from prior years---***

- Instructional course change--development of hybrid course was successful; development of another new Special Topics course for Spring 2013; ongoing modifications to projects and skill sets in all courses.
- Established Couture Club continues to be very active in promoting the fashion program, organizing events, participating in community service events and producing fashion shows.

### ***How assessment supports program goals and future planning---***

Assessment process provides validation on the efforts and success of the program. If any of the evidence indicates instability, it will be addressed.

Changes will be analyzed, designed and decided upon to maintain currency and have positive outcomes.

### ***Program strengths and weaknesses---***

Early in the semester, a family environment is established so many students become fully engaged in all facets of the learning process whether it be classroom work or extra curricular activities. This is

evident based on the fact that they never want to leave the classroom environment and their willingness to participate in any outside classroom activity that becomes available.

For the Special Topics courses, students are given a direct roll in determining which course will be offered the following semester. They campaign for the course and the one receiving the most votes is the one selected.

Additional information can be found under the Analysis tab.