

# University of Hawaii Maui College

## 2011 Annual Report of Instructional Program Data

### Fashion Technology

#### Program Mission:

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##### 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.

##### 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.

##### 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.

## Part I: Program Quantitative Indicators

### Overall Program Health: **Cautionary**

Majors Included: FT

Demand Indicators		Program Year			Demand Health Call
		08-09	09-10	10-11	
1	New & Replacement Positions (State)	128	16	16	<b>Unhealthy</b>
2	New & Replacement Positions (County Prorated)	1	3	2	
3	Number of Majors	41	43	44	
4	SSH Program Majors in Program Classes	391	367	402	
5	SSH Non-Majors in Program Classes	117	168	234	
6	SSH in All Program Classes	508	535	636	
7	FTE Enrollment in Program Classes	17	18	21	
8	Total Number of Classes Taught	11	14	14	

Efficiency Indicators		Program Year			Efficiency Health Call
		08-09	09-10	10-11	
9	Average Class Size	16.2	12.8	15.1	<b>Healthy</b>
10	Fill Rate	100%	93%	100%	
11	FTE BOR Appointed Faculty	1	1	1	
12	Majors to FTE BOR Appointed Faculty	41	42.5	43.5	
13	Majors to Analytic FTE Faculty	36.9	30.2	28.0	
13a	Analytic FTE Faculty	1.1	1.4	1.6	
14	Overall Program Budget Allocation	Not Reported	\$101,099	\$96,136	
14a	General Funded Budget Allocation	Not Reported	\$89,299	\$95,835	
14b	Special/Federal Budget Allocation	Not Reported	\$11,800	\$0	
15	Cost per SSH	Not Reported	\$189	\$151	
16	Number of Low-Enrolled (<10) Classes	0	2	2	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		08-09	09-10	10-11	
17	Successful Completion (Equivalent C or Higher)	63%	61%	74%	<b>Cautionary</b>
18	Withdrawals (Grade = W)	7	7	12	
19	Persistence (Fall to Spring)	74%	72%	81%	
20	Unduplicated Degrees/Certificates Awarded	4	6	5	
20a	Degrees Awarded	3	5	2	
20b	Certificates of Achievement Awarded	2	2	2	
20c	Academic Subject Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	2	1	2	
21	Transfers to UH 4-yr	0	1	2	
21a	Transfers with credential from program	0	0	1	
21b	Transfers without credential from program	0	1	1	

Distance Education: Completely On-line Classes		Program Year			
		08-09	09-10	10-11	
22	Number of Distance Education Classes Taught	0	0	0	
23	Enrollment Distance Education Classes	0	0	0	
24	Fill Rate	0%	0%	0%	
25	Successful Completion (Equivalent C or Higher)	0%	0%	0%	
26	Withdrawals (Grade = W)	0	0	0	
27	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	0%	

Perkins IV Core Indicators 2009-2010		Goal	Actual	Met	
28	1P1 Technical Skills Attainment	90.05	73.33	Not Met	
29	2P1 Completion	44.50	26.67	Not Met	
30	3P1 Student Retention or Transfer	55.50	62.07	Met	
31	4P1 Student Placement	50.50	54.55	Met	
32	5P1 Nontraditional Participation	N/A	N/A	N/A	
33	5P2 Nontraditional Completion	N/A	N/A	N/A	

Last Updated: August 25th, 2011

## Part II: Analysis of the Program

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1. If program is "cautionary" or "unhealthy" in demand, effectiveness or efficiency, what changes can your program make to improve audit results?

Not sure on how to improve data on Demand Indicators because many jobs "related" to fashion are buried under general data. For instance, students who work in retail fabric stores, teach classes at fabric stores, in visual display and merchandising, or open their small business either online or selling at trunk shows, swap meet, or for non-profit organizations go unrecognized specifically for those areas of employment.

Efficiency Indicators are healthy because demand for classes are strong and over the five years the majority of the courses fill within the second week of registration. Prior to requesting for additional funding, courses were overenrolled, thus the former Vice Chancellor recommended offering lecturer taught classes to take care of the demand. Program is able to sustain funding for one to two lecturers each semester to take care of demand. There continues to be waitlists and classes not requiring a workstation are over-enrolled by 2-3 students per lecturers decision. Students are rarely turned down entry into courses unless they don't meet the pre-requisites. Special Topics courses sometimes have seats available due to the specialized, advanced nature of the course. Need to pay attention to topic offerings and schedule the same topic two years apart in order to fill the course.

Effectiveness Indicators have historically been cautionary, but stable. The program limits enrollment in classes to 16 due to physical space and time requirements. Results are that smaller groups of students filter through the program because individual courses are offered only one section a year resulting in low graduation numbers. The rigor of the program is often deceiving when students enter and completion rates are affected either because they cannot keep up, due to a variety of reasons, or find that fashion is not for them.

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2. What are the results of your changes?

The formation of the Couture Club has increased visibility of the Fashion Technology Program on campus, on Lanai and Molokai and in the community. In the past, with a one-person program, it was extremely difficult for the program coordinator, who was the only full-time instructor teaching all the courses and managing the program to be able to regularly organize and participate in career events and other activities. Now, the students are great organizers and leaders in many of these events resulting in strong enrollment numbers.

Providing students with the confidence to successfully be a participant in society and have the fundamental skill sets in fashion they are willing to go out into the workforce to find employment. Students are able to secure fashion related jobs here on Maui or on the mainland. If they continue their education at a 4-year institution or specialized fashion school, they communicate back that they felt their education at UHMC prepared them to compete at the next level. Some have said that they showed some techniques to teachers at the university and helped other students who were weak in their sewing skills and equipment usage. Examples of what students are doing:

- student who graduated 10 years ago contacted me to inform me that she was hired to coordinate the Interior Design Program at a community college on the mainland.
- Spring 2010 graduate relocated to Washington and works in fashion retail
- another graduate is in Boston getting her bachelors degree in fashion
- Spring 2011 graduate is employed by Macy's doing visual display
- Three graduates from the program were hired to be lecturers based on their skills and years of work experience in a fashion related industry.

Some students aspire to become entrepreneurs. Examples of small business:

- former graduate has a jewelry designing business and organizes trunk shows and craft fairs for other entrepreneurs.
- recent graduate is making hair accessories and selling it at the swap meet.
- Spring 2012 graduate has just opened her online business based on designing up-cycled products.

## Part III: Action Plan

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### 4. Planned changes

#### a. Describe planned changes (pedagogy, curriculum) to improve learning.

- Continue seeking new majors by increasing high-demand clothing construction coursework, with possible intermediate level supplement and additional time slot
- To accommodate over enrolled classes and younger generation learning styles, late afternoon/evening scheduling will be continued; possibly rotating between evening and late afternoon time slots.
- Continue offering of basic clothing construction courses each semester so new students can enter the program each semester and not have to wait to take one year.
- There is one course in the program that is the most academic course, no sewing, related to fabric science. Students tend to have average performance in this area so a different course format was experimented with in the Fall 2010. Implemented a hybrid course integrating <sup>1)</sup> online virtual classroom with <sup>2)</sup> course textbook and software and <sup>3)</sup> in-class hands on workshops. Most students have adapted to the format so will continue each year.
- Encourage Couture Club activities to provide majors with leadership skills, 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) List of activities that the club has participated in each semester: fashion show production on Maui and Molokai; collaboration with Art program featuring fashion show, exhibit, meet and greet designers; participation in outside of classroom fashion events on Maui and Oahu; college career events on campus and at high schools on Maui, Lanai, Molokai; community service activities; fundraising for annual trip to Honolulu etc.
- The program will actively seek real world opportunities for students to become involved in that supplement their learning experience. Students really enjoy participating with professionals from the fashion industry. Special projects are created whereby students are able to test market their designs and styling, along with receiving advice and guidance from industry insiders. Examples of special projects: Art of Trash show, Design Studio project with local boutique, Biasa Rose; MACC Couture Hawaii fashion show; participation with Project Runway designers on Maui and in Honolulu; design and participate in fashion show to launch a new full-size fashion business; coordinating fitting of new Hawaiian Airline uniforms on Maui and Honolulu; designed food inspired outfits for the Smithsonian Key Ingredients "America by Food" traveling display etc.
- Bring in guest speakers to share their work experiences: Jennifer Oberg, master dressmaker of The Perfect Fit; Karen Hieda, dress designer for Ann Taylor; Bernard Foong, designer, put on a sketching workshop.

#### b. Describe how your assessment supports your current program goals and/or influence future planning.

- Students who do well in the intro FT 113 and FT 115 courses usually have success in subsequent coursework related to technically based construction course. The foundation courses in the Fashion Technology program are in demand based on waitlists and previously over enrolled sections. In addition, these courses are pre-requisites for most of the other courses. A priority in the program was to be able to offer the basic sewing classes each semester, instead of once a year. This will allow students to enter the program sooner and complete their studies without having to wait for courses. We were successful in getting additional funding for a second offering of basic clothing construction courses (a 2 course package) for the Fall 2010 academic year. Also, a new afternoon-to-early evening time slot was tested responding to over 10 on the day waitlist.
- Unexpected availability of funds (campus Tech Fees) enabled replacement of defunct, previously donated student computer stations, two workstations are available to students for use in the hybrid course and for other course work.
- Unexpected availability of equipment funds were used to replace an industrial rotary fabric cutter (unused since 2008), pattern grading machines, four used single needle machines, and eleven sewing machine chairs. Since last comprehensive review where we had 14 workstations, we now have available 16 student workstations.
- There are plans to discuss articulation with UH Manoa fashion program in 2012. They will be overhauling their program with a new name and including the 2-year programs in the overall fashion education picture in Hawaii.
- To continue promotion efforts via the Couture Club and participation in Channel 55, UHMC televised series on campus programs.
- Get the bug planted early...each semester participate in UHMC Edventure summer Kids Camp offering fashion related workshops to children.

#### c. Provide detailed description, including itemized costs, of additional resources required to implement change.

- As the demand for more classes increases, need to find classrooms outside of Hookipa to offer lecture only classes to free up the classroom area for more lecture/lab courses.
- When new equipment is purchased, supplies for the various machines like needles, bobbins, machine oil, etc. need to be added semesterly. Thread and interfacing inventory also needs to be increased when enrollments increase.
- Continue increasing lecturer pool with broader skills and non-traditional backgrounds.
- Specialty equipment, thirty-plus years old and not replaced earlier due to high cost and lack of funding, are failing at faster rate, and beginning to impact classes. A former student donated a specialized machine in need of repair to the program, a husband of a current student serviced and repaired it at no cost and the expense to the program only included the machine oil.
- Most classes are over-enrolled. We need to continue funding a student assistant for prep and tutoring required for consistency and continuity of student progression through courses toward graduation. Also, with the addition of more courses and more lecturers, the student assistant assists in course preparation and maintenance of the lab. Open labs are available outside of regularly scheduled classes on an average of 12 - 16 hours per week each semester.
- Increasing enrollment of special-needs students who require additional time and assistance outside of normal class hours are draining resources and adding stress to instructors and other students. Few of these students have become violent and threaten suicide; cannot keep up with the course schedule or disrupt the classroom environment thus affecting the timely presentation of course

materials to others; or miss classes for a variety of reasons etc. UHMC needs to find separate funding to support hiring of student assistants/tutors to work one-on-one with this group of students.

## Part IV: Resource Implications

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# Program Student Learning Outcomes

## I. Assessment of Student Learning

### A. Program Learning Outcomes

1. 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.
2. 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 and object.
3. Demonstrate satisfactory proficiency in principles of pattern making, including terminology, use of tools and process of pattern development.
4. Demonstrate satisfactory proficiency in terminology, principles and skill sets relevant to Special Topic courses.
5. Demonstrate satisfactory proficiency in the safe operation of sewing machines and equipment.
6. Demonstrate satisfactory understanding of textile characteristics and end use.
7. Demonstrate satisfactory understanding of principles of starting a small business.

### B. Program Map(course alignment grid) from the past five years

Fashion Technology Program SLO's	FT 25	FT 40	FT 111	FT 113	FT 115	FT 215	FT 216	FT 217	FT 90
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.	1	0	0	3	3	0	0	0	varies
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.	0	0	3	0	0	1	3	2	varies
PLO3: Demonstrate satisfactory proficiency in principles of pattern making, including terminology, use of tools, and process of pattern development.	0	0	0	0	0	3	0	3	varies
PLO4: Demonstrate satisfactory proficiency in terminology, principles and skill sets relevant to special topic courses.	0	0	0	0	0	0	0	0	3
PLO 5: Demonstrate satisfactory proficiency in the safe operation of sewing machines and equipment.	3	0	0	2	2	0	0	0	0
PLO 6: Demonstrate satisfactory understanding of textile characteristics and end use.	0	3	0	0	1	0	0	1	varies
PLO7: Demonstrate satisfactory understanding									

C. Assessment plan (grid showing plan for assessment focusing on different student learning outcome(s) each year, rolling up the annual assessments during the five-year comprehensive review)

of principles of starting a small business.	0	0	0	0	0	0	0	0	3
<b>Fashion Technology Program SLO's</b>	<b>S '09</b>	<b>F '09</b>	<b>S '10</b>	<b>F '10</b>	<b>S '11</b>	<b>F '11</b>	<b>S '12</b>	<b>F '12</b>	<b>S '13</b>
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				FT 113, 115			
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			FT 111	FT 216		
PLO3: Demonstrate satisfactory proficiency in principles of pattern making, including terminology, use of tools, and process of pattern development.					FT 215, 217				FT 215, 217
PLO4: Demonstrate satisfactory proficiency in terminology, principles and skill set relevant to special topic courses.				FT 90- Design Studio				FT 90	
PLO5: Demonstrate satisfactory proficiency in the safe operation of sewing machines and equipment.			FT 25			FT 25			
PLO6: Demonstrate satisfactory understanding of textile characteristics and end use.				FT 40				FT 40	
PLO7: Demonstrate satisfactory understanding of principles of starting a small business.								FT 90	FT 90

D. Which PLOs were assessed? How were they assessed (which course(s) were used to assess the PLOs)?

- PLO1 was assessed in Fall 2009 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 Spring 2010 semester. The sketching course, FT 216 with the following course learning outcomes were used:
    - the fundamentals of sketching the fashion figure in proportion.
    - how to present the fashion figure in a variety of poses.
    - how to accurately sketch garment details on the fashion figure
    - how to present flat drawings.
  - PLO5 was assessed in Spring 2010 and 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.
  - PLO4 was assessed in Fall 2010 semester. The advanced patternmaking and design course, FT 90 Special Topics: Design Studio course with the following course learning outcomes were used:
    - explore advanced pattern design concepts and construction techniques
    - explore creative avenues in garment design
    - fine-tune body measuring and fitting skills
    - focus on neatness and accuracy in workmanship
  - PLO6 was assessed in Fall 2010 semester. The fabric analysis course, FT 40 with the following course learning outcomes were used:
    - identify and explain terminology related to the textile industry.
    - identify a variety of natural and man-made textiles by fiber content and fabric characteristics.
    - understand the stages of textile development and analyze how it affects the handling, wearing and caring of finished products.
    - be an informed consumer when purchasing a textile product.
  - PLO3 was assessed in Spring 2011 semester. The flat patternmaking courses, FT 215 and 217 with the following course learning outcomes were used:

#### FT 215

- understand the fundamental theory of developing flat patterns using the 1/2 scale sloper.
- apply the 3 flat pattern principles in developing a variety of garment details.
- construct a sample in muslin using the paper pattern they develop
- analyze the fit and the design details of the muslin sample on a 1/2 scale dressform.

#### FT 217

- take accurate body measurements and alter a basic sloper pattern.
- construct a basic sloper or fitting shell in muslin and oaktag.
- apply flat pattern techniques in designing garments.
- apply mass production construction techniques appropriate to the design.
- analyze and achieve a well-fitting garment.

## 2. Evidence

- Describe the assessment tools or methods used to analyze the outcome.

**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 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.

**FT 90 Special Topics: Design Studio- Final assessment in this course--** Assessment tools varied according to the Special Topics and included attendance, specialized techniques and application to product development.

The following is an example of one of the Special Topics course work.

- Development of a standard pant sloper focusing of taking body measurements, drafting the sloper pattern, constructing the garment in muslin, fitting the muslin, transferring fitting alterations to the pattern, making a final oaktag pattern, labeling all pattern pieces.
- Students are given specific design challenges and must incorporate them in each project.

Challenges vary and these are a few examples.

- incorporating multiple creative design details based on a theme
- working with a certain body type, ie. Plus-size woman
- all students are given the same fabric(s) to design an outfit
- use existing garments to deconstruct and re-make into "new" design
- design garments that could be sold at a chosen retail outlet
- Completion of 3 outfits following the correct method of developing paper patterns for the individual

student design; selecting fabrics, notions, findings needed to complete the garment; cutting out patterns in fabric; selecting appropriate sewing methods in constructing the garment; fitting the garment to the body as the process progresses while making necessary changes in the sewing and patterns; presenting the finishing the garment either in a display or a fashion show.

- Students must present a sketch of the garment.
- 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 40 Fabric Analysis- Final assessment in the course**—Assessment tools included attendance, weekly homework assignments, quizzes and exams, and participation in hands on workshops.

- Weekly, written questions and answers for each chapter.
- Homework assignments focused on table-top testing of yarns, fabric and fabric care. In-class hands-on workshops. I.e. knitting, weaving, dyeing, printing
- Participation in weekly online discussions/chats.
- Written exams

**FT 215/217 Flat Pattern Making I and II- Final assessment in these courses**—Assessment tools included attendance, development of paper patterns and muslin sample, quizzes, sloper and product development.

- Flat pattern making theory by developing paper patterns in 1/2 scale and constructing specific garment details to fit the 1/2 scale dressform
- Development of a basic set of full-scale slopers for the individual student. Skills evaluated are taking accurate body measurements; altering a commercial basic pattern to fit their body; constructing the sloper; fitting the sloper and making adjustments on the paper pattern; making the final set of slopers in oaktag.
- Completion of 6 garments in both classes. Including paper patterns, sewn garment and written paperwork.
- 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.
- Pattern making exams.

b. Describe summative evidence (attach rubric)

#### Program Assessment Rubric for FT 113/115

**PLO 1:** 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.

Exceeds	Meets	Needs Improvement	No Proficiency
15	10	4	0

#### Program Assessment Rubric for FT 216

**PLO 2:** 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.

Exceeds	Meets	Needs Improvement	No Proficiency
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3      5      2      0

#### Program Assessment Rubric for FT 215/217

**PLO 3:**Demonstrate satisfactory proficiency in principles of pattern making, including terminology, use of tools, and process of pattern development.

Exceeds	Meets	Needs Improvement	No Proficiency
13	17	0	0

#### Program Assessment Rubric for FT 90

**PLO 4:**Demonstrate satisfactory proficiency in terminology, principles and skill set relevant to special topic courses.

Exceeds	Meets	Needs Improvement	No Proficiency
3	6	2	1
1	10	1	1

#### Program Assessment Rubric for FT 40 (hybrid)

**PLO 6:**Demonstrate satisfactory understanding of textile characteristics and end use.

Exceeds	Meets	Needs Improvement	No Proficiency
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#### Program Assessment Rubric for FT 25

**PLO 5:**Demonstrate satisfactory proficiency in the safe operation of sewing machines and equipment.

Exceeds	Meets	Needs Improvement	No Proficiency
2	7	1	0

### 3. Results of student learning

#### a. Discuss result of assessment evidence.

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 "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 their attendance. The attendance rule in the program for all courses state that if the student misses four classes, including being tardy, they will automatically be dropped to the next grade.

#### b. What have you discovered about student learning?

The 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. In any case, the rigors of the program remain the same. Each semester, 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. Teaching is never boring.

c. Provide evidence that results of student learning has been discussed with Program Advisory Board.

- Advisory committee meetings are scheduled as needed, or telephone calls are made because everyone on the committee are owners of their own businesses
- "real world" class projects included advisory board member participation in various capacities

## II. Results

1. What changes have been made since the last comprehensive Program Review?

- Instructional course changes--development of hybrid course to accommodate technology and student learning style; development of seven new Special Topics courses; modifying existing courses to keep up with industry changes;
- Established a student fashion club, The Couture Club--to build leadership, promote Fashion Technology program on Lanai, Molokai, and at UHMC and Maui high school career events; participation in community service activities.
- Have an increased lecturer pool to offer specialty courses and during afternoon and evening hours.

2. What were the results of these changes?

Changes are designed and decided upon to have positive results. 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 have 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.

First offering of FT 40 in the hybrid format was a challenge for the students. Several international students felt it difficult in the virtual classroom and would have liked a standard classroom setting.

Others adjusted to the format once their accounts were set-up for e-textbook and facebook.com. Plan to offer this format again and tightly monitor the initial set-up to avoid this problem.

3. What changes, if any, have been made to your PLO Map? Please discuss your rational.

The Program Learning Outcomes were consolidated per assessment guidelines and recommendations.