**Fashion Technology 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.

Laboratory activities promote the development of skills in designing, pattern drafting, and construction of basic and advanced apparel. The use of industry equipment and sewing techniques are demonstrated in group instruction. When special techniques and problems are encountered, students are given specialized instruction.

**Part I. Quantitative Indicators**

**Overall Program Health: Healthy**

**Majors Included: FT     Program CIP: 19.0902**

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| --- | --- | --- |
| **Demand Indicators** | **Program Year** | **Demand Health Call** |
| **14-15** | **15-16** | **16-17** |
| **1** | **New & Replacement Positions (State)** | 1 | 2 | 2 | **Cautionary** |
| **2** | **\*New & Replacement Positions (County Prorated)** | 0 | 0 | 2 |
| **3** | **Number of Majors** | 35 | 34 | 24 |
| **3a** | **Number of Majors Native Hawaiian** | 13 | 10 | 5 |
| **3b** | **Fall Full-Time** | 40% | 49% | 24% |
| **3c** | **Fall Part-Time** | 60% | 51% | 76% |
| **3d** | **Fall Part-Time who are Full-Time in System** | 0% | 0% | 4% |
| **3e** | **Spring Full-Time** | 32% | 30% | 17% |
| **3f** | **Spring Part-Time** | 68% | 70% | 83% |
| **3g** | **Spring Part-Time who are Full-Time in System** | 0% | 0% | 0% |
| **4** | **SSH Program Majors in Program Classes** | 327 | 267 | 207 |
| **5** | **SSH Non-Majors in Program Classes** | 78 | 129 | 117 |
| **6** | **SSH in All Program Classes** | 405 | 396 | 324 |
| **7** | **FTE Enrollment in Program Classes** | 14 | 13 | 11 |
| **8** | **Total Number of Classes Taught** | 11 | 10 | 10 |

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| --- | --- | --- |
| **Efficiency Indicators** | **Program Year** | **Efficiency Health Call** |
| **14-15** | **15-16** | **16-17** |
| **9** | **Average Class Size** | 12.3 | 13.2 | 10.8 | **Healthy** |
| **10** | **\*Fill Rate** | 76.7% | 82.5% | 67% |
| **11** | **FTE BOR Appointed Faculty** | 1 | 1 | 1 |
| **12** | **\*Majors to FTE BOR Appointed Faculty** | 34.5 | 34 | 24 |
| **13** | **Majors to Analytic FTE Faculty** | 28.2 | 30.6 | 21.6 |
| **13a** | **Analytic FTE Faculty** | 1.2 | 1.1 | 1.1 |
| **14** | **Overall Program Budget Allocation** | $95,360 | $96,985 | Not Yet Reported |
| **14a** | **General Funded Budget Allocation** | $93,298 | $92,648 | Not Yet Reported |
| **14b** | **Special/Federal Budget Allocation** | $0 | $0 | Not Yet Reported |
| **14c** | **Tuition and Fees** | $2,062 | $4,337 | Not Yet Reported |
| **15** | **Cost per SSH** | $235 | $245 | Not Yet Reported |
| **16** | **Number of Low-Enrolled (<10) Classes** | 3 | 1 | 5 |

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| --- | --- |
| **\*Data element used in health call calculation** | **Last Updated: October 29, 2017** |

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| --- | --- | --- |
| **Effectiveness Indicators** | **Program Year** | **Effectiveness Health Call** |
| **14-15** | **15-16** | **16-17** |
| **17** | **Successful Completion (Equivalent C or Higher)** | 67% | 72% | 74% | **Healthy** |
| **18** | **Withdrawals (Grade = W)** | 6 | 1 | 3 |
| **19** | **\*Persistence Fall to Spring** | 71.4% | 73.5% | 60% |
| **19a** | **Persistence Fall to Fall** | 51.5% | 46.8% | 40.9% |
| **20** | **\*Unduplicated Degrees/Certificates Awarded** | 7 | 4 | 8 |
| **20a** | **Degrees Awarded** | 4 | 4 | 3 |
| **20b** | **Certificates of Achievement Awarded** | 2 | 0 | 4 |
| **20c** | **Advanced Professional Certificates Awarded** | 0 | 0 | 0 |
| **20d** | **Other Certificates Awarded** | 3 | 0 | 5 |
| **21** | **External Licensing Exams Passed** | Not Reported | Not Reported | N/A |
| **22** | **Transfers to UH 4-yr** | 0 | 1 | 1 |
| **22a** | **Transfers with credential from program** | 0 | 0 | 1 |
| **22b** | **Transfers without credential from program** | 0 | 1 | 0 |

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| --- | --- | --- |
| **Distance Education: Completely On-line Classes** | **Program Year** |  |
| **14-15** | **15-16** | **16-17** |
| **23** | **Number of Distance Education Classes Taught** | 0 | 0 | 0 |   |
| **24** | **Enrollments Distance Education Classes** | N/A | N/A | N/A |
| **25** | **Fill Rate** | N/A | N/A | N/A |
| **26** | **Successful Completion (Equivalent C or Higher)** | N/A | N/A | N/A |
| **27** | **Withdrawals (Grade = W)** | N/A | N/A | N/A |
| **28** | **Persistence (Fall to Spring Not Limited to Distance Education)** | N/A | N/A | N/A |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Perkins IV Core Indicators2015-2016** | **Goal** | **Actual** | **Met** |  |
| **29** | **1P1 Technical Skills Attainment** | 92.00 | 93.33 | Met |   |
| **30** | **2P1 Completion** | 51.00 | 20.00 | Not Met |
| **31** | **3P1 Student Retention or Transfer** | 81.00 | 100.00 | Met |
| **32** | **4P1 Student Placement** | 63.87 | 70.00 | Met |
| **33** | **5P1 Nontraditional Participation** | 22.00 | 7.89 | Not Met |
| **34** | **5P2 Nontraditional Completion** | 22.00 | 25.00 | Met |

|  |  |  |
| --- | --- | --- |
| **Performance Measures** | **Program Year** |  |
| **14-15** | **15-16** | **16-17** |
| **35** | **Number of Degrees and Certificates** | 6 | 4 | 7 |   |
| **36** | **Number of Degrees and Certificates Native Hawaiian** | 2 | 2 | 0 |
| **37** | **Number of Degrees and Certificates STEM** | Not STEM |   Not STEM | Not STEM |
| **38** | **Number of Pell Recipients1** | 20 | 18 | 4 |
| **39** | **Number of Transfers to UH 4-yr** | 0 | 1 | 1 |

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| --- | --- |
| **\*Data element used in health call calculation** | **Last Updated: October 29, 2017** |
| **1PY 16-17; Pell recipients graduates not majors** |  |

**Part II. Analysis of the Program**

**Based on the data in Part 1, analyze the program's strengths and weakness in terms of demand, efficiency, and effectiveness. Include significant Program Actions (new certificates, stopout, gain/loss of positions) and results of prior year's action plan. Also include analysis for any Perkin's Core Indicator for which the program did not meet the goal.**

DEMAND INDICATOR--Cautionary

* Cautionary status in 2017-- there was a considerable reduction of full-time students and an increase in part-time students probably due to the robust economy on Maui.
* As in years past, position openings are low due to the majority of manufacturing being outsourced to foreign countries. Data related to small businesses focused specifically on soft goods and fashion related items is unclear and buried under a larger umbrella.

EFFECTIVENESS INDICATOR--Healthy

* Although class sizes have declined slightly, program budget and cost per SSH has remained consistently stable with one full-time instructor.

EFFICIENCY INDICATOR--Healthy

* Most improvements have been in doubling the certificates and degrees awarded this year due to Student Services monitoring of student majors path of study.
* Slight increase in successful completion rates due to relaxing of the program attendance policy which stated that if a student misses four classes, their is a drop in one grade. However, the student must come in during open lab hours to make up the missed class.

**Part III. Action Plan**

Please include how these actions support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkin's Core Indicator for which the program did not meet the goal.

Overall action plan is to maintain stability and basic teaching philosophy that provides strong fundamentals needed to gain entry level skills and knowledge.  A minimum of two lecturers each semester is ideal to offer courses for both new and continuing students. In reality, due to a decrease in majors, we had to cancel a low enrolled class this year.

Major improvement in Perkins Core Indicator this year--Not Met rating in only two categories versus all six last year.  Still need ongoing work to meet completion rates and non-traditional participation. Counselors are making great efforts at focusing on graduating program majors but not all students can maintain education as their priority due to life circumstances.

**Part IV. Resource Implications**

Personnel resources will remain the same, one full-time instructor and two lecturers per semester. When available, a student assistant is hired but usually on a very part-time basis.

Instructional supply budget will remain the same due to many community donations.

New equipment demands are limited to space and the fact that the industrial sewing machines have a long life span and low maintenance under a watchful eye.  With the upgrade to more energy efficient motors on five machines this year, plans are to upgrade another five next year.

Program Student Learning Outcomes

**College: University of Hawaii Maui College
Program: Fashion Technology**

|  |  |  |
| --- | --- | --- |
| **Assessed?** | **Program Student Learning Outcomes** | **Actions** |
| Was this P-SLO assessed this year? To change, click on the "Yes/No" boxes below | The description of the P-SLO | Re-order, edit, or remove the P-SLO |
| **1** | **No** | 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. |  | Edit | Top of FormDeleteBottom of Form |
| **2** | **No** | 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. |  | Edit | Top of FormDeleteBottom of Form |
| **3** | **No** | PLO3: Demonstrate satisfactory proficiency in principles of pattern making, including terminology, use of tools, and process of pattern development. |  | Edit | Top of FormDeleteBottom of Form |
| **4** | **No** | PLO4: Demonstrate satisfactory proficiency in terminology, principles and skill sets relevant to special topic courses. |  | Edit | Top of FormDeleteBottom of Form |
| **5** | **Yes** | PLO 5: Demonstrate satisfactory proficiency in the safe operation of sewing machines and equipment. |  | Edit | Top of FormDeleteBottom of Form |
| **6** | **No** | PLO 6: Demonstrate satisfactory understanding of textile characteristics and end use. |  | Edit | Top of FormDeleteBottom of Form |

For the following sections, please address the P-SLOS that were assessed for this year.

**Evidence of Industry Validation ( CTE Programs )**

The fashion program receives calls regularly from businesses looking for all levels of stitchers who can operate the industrial sewing machines. Students however, don't aspire to just do repetitive sewing for production because they find it boring and low pay until they become proficient at it. Businesses look for independent contract sewers but that requires that the student already own their own industrial equipment. In the last several years, there is a slow push by small business to have products made in the USA, and if possible, on Maui. In order for this to happen, the local industry needs to provide in-house training and not have unrealistic expectations of students.

Many students want to open their own business and create their own line of fashion. Knowing how to operate the sewing machine is the basis for any product development in the fashion and soft goods industry.

**Expected Level of Achievement**

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

The program would like at least 80% of students to meet expectations for the two courses that introduce students to sewing equipment.

**Courses Assessed**

 FT 25 Ready-to-Wear Clothing Production and FT 113 Clothing Construction I, II focuses on learning about the safety and operation of various industrial sewing machines and attachments. Throughout the semester, students operate the machines by working on sewing projects and become proficient by the end of the semester.

**Assessment Strategy/Instrument**

Students are assessed on basic operation of the single needle lockstitch industrial machine including threading, bobbin winding, changing the needle, stitch length adjustment, stitch tension adjustment, and reverse stitching. In addition, they learn to use the various attachments that perform specific stitching functions. Once that is accomplished, handling of the fabric in the process of sewing is assessed via finished stitched samples and products.

Students also learn to thread the 3 & 5 spool sergers, coverstitch, buttonhole and blind hemmer industrial machines. After learning the fundamentals of threading and operation, then they learn methods of using each machine on their assignments.

In FT 25, students learn how to stack/lay fabric; develop a marker by tracing out oaktag pattern pieces; safely operate the electric scissors and rotatry cutter to cut in mass production quantity.

Throughout the semester, they develop a methods sample notebook verifying that the machine stitch is correct; provide stitched samples that attachments used correctly and complete a variety of sewn products using appropriate machines.

**Results of Program Assessment**

In FT 25 only 57% of students completed with a "C" grade or better. Reasons that students failed are varied as usual, but common ones: registering in fashion to meet females; unable to complete because had hand operation; out of highschool and forced to go to school by mother so not serious etc.

In FT 113, over 95% completed with a "C" grade or better.

**Other Comments**

CASLO assessment for Oral Communication was based on BUS/COM 130 which Fashion Technology majors have an option to take to fulfill their communication credits. If entrepreneurship is a goal and students are weak in this area, I recommend that they take this course. Oral communication is the primary means to communicate in the business world.  Students who open their own small businesses need to communicate with manufacturers, retail buyers, fabric and notion vendors, employees, independent contractors, to name a few.  Since overseas production is currently the avenue for producing goods, students find that they also encounter having to communicate with those where English is not their first language.

**Next Steps**

For program learning outcomes:

Assess the next PLO  X      Review PLO's  X    Possibly adjust assignment  X

With student’s lives so complicated and motivation levels so varied, managing their education is definitely a challenge. The FT Program continually looks for ways to improve student performance, but maintains the fundamental philosophy that a firm foundation is the key to success in the real world.