



*PROGRAM
REVIEW
FOR
Family Consumer
Science/Fashion/
Interior Design*

Six-Year Academic
Program Review

PROGRAM REVIEW
FCS/FASH/INTD

TABLE OF CONTENTS

Status Summary - Final Plan of Action..... 3
Program Review Self Study.... 4
Assessment Plan18
Review of Prerequisites, Corequisites, and Advisories – Summary (*Self-Study Team Provides*).
Plan of Action – Pre-Validation. 21

EXHIBITS

Student Data Summary.... (*Self-Study Team Provides*)E1
Student Data.....(*Institutional Effectiveness Provides*)E2
Statistics.....(*Institutional Effectiveness Provides*)E3
Articulation Status of Courses.....(*Articulation Coordinator Provides*).....E4
Course Review Verification Sheet 16, 47

VALIDATION

Executive Summary44
Plan of Action – Post Validation 30

APPENDICES

Approved Course Outlines39
Degree and Certificate Requirements.....39
Advisory Committee.....41

PROGRAM REVIEW

Status Summary - Plan of Action-Post Validation

During the academic year, 2020, ___ 2021 _____ completed program review. The self-study and validation teams developed a final plan of action-post validation based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the status of the plan, if it is incomplete.

(If any plan was made and action not taken, please state the rationale for not pursuing that item.)

PLAN OF ACTION	ACTION TAKEN, RESULT AND STATUS

**Allan Hancock College Program Review
2020-2021 Comprehensive Self-Study**

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of Institutional Effectiveness. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation.

I. Program Mission (*must align with college mission statement*)

- A. Describe the need that is met by the program or the purpose of the program and explain how it aligns with the college mission and strategic plan.
- B. For CTE programs only, show that "the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area."

The program of Family and Consumer Science provides students with intellectual and professional skills relating to Fashion industry, Interior Design and Family. Management needs in the 21st century. The curriculum aims to provide students with the breadth and depth of competencies needed with the various professional fields associated with the department as they enter a regional and global marketplace and prepares students to enter the industry from several different directions.

Definition of Program Goals and Opportunities

Family and Consumer Sciences, Fashion Merchandising, and Interior Design Merchandising

The goal of the FCS, Fashion Design and Merchandising and Interior Design Merchandising program is that our students will achieve any of the following objectives after two years of studies at AHC

- Transfer to a four-year university program
- Receive AA degrees in Fashion Studies, Family and Consumer Sciences General, FCS Interior Design Merchandising
- Receive Certificate of Achievement in Fashion Studies, Family and Consumer Science General, FCS Fashion Merchandising, FCS Interior Design Merchandising

In addition, our program provides opportunities for students not seeking a two-year degree to gain knowledge in one of these areas to satisfy their own personal desires.

- Employment opportunities with a general FCS degree are as high school family and consumer science teachers or to prepare individuals to balance personal, family and workplace responsibilities through the life cycle.
- A Fashion education can provide the necessary background and skills for a career in the fashion industry in three general pathways: fashion merchandising, fashion design or fashion production.
- Interior design education provides the skills for careers in residential or commercial design environment. Educational pathways are interior architectural design or interior design.

Fashion is among the largest and most established industries in California. Southern California specifically is the nation's leader for apparel, textile, and wholesale direct careers with close to 100,000 jobs. An hour south of Santa Maria is the corporate home of Patagonia clothing company which

employs over 2,500 people in the garment industry. Los Angeles is the world's fashion's fifth capital. Because of the West Coast's draw for creative talent, it is a base for fashion, beauty, and technology in textiles. Higher salaries in the industry are driven by the need for expertise in design and pattern making. Higher salaries are also driven by the demand for digital and technical expertise. Entrepreneurial opportunity is the growth pattern for California. The ever-changing global fashion business requires well trained creative individuals who understand the process of bringing product to consumers.

California also leads the country in the number of interior designers employed with an average salary of \$67,000. Interior designers can be either certified or uncertified. To gain certification, the interior designer needs to attend an accredited school <https://ccidc.org/becoming-a-certified-interior-designer/> . The closest junior college to AHC with an accreditation is Santa Barbara City College. Once, the student has finished the course work, they will sit for the exam.

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Briefly discuss the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past comprehensive program reviews and Annual Updates.

The FCS / Fashion / Interior Design program historically existed in the orbit of home economics; it has evolved over the past 25 years to connect Hancock students to the \$2.5 trillion (about \$7,700 per person in the US) global fashion industry. The Fashion Design, Interior Design and FCS program enroll students in an interdisciplinary curriculum that includes courses centered in art, science, business, and technology that is industry focused. Even though the major once was about advancing women in professions that centered around home and family, today the program looks nothing like it once did. It is much broader than that. Students learn business skills such as analyzing data and consumer behavior, while also learning the history of textiles and clothing and how they express the identity of the individual and what it says about social and cultural attitudes at the time. Students are prepared to enter the industry from many different directions.

As a department, one of our greatest struggles is informing administration, counseling, and perspective students about the field of fashion studies, interior design, and FCS and what that encompasses. Simply put, how does a degree in FCS translate into viable and rewarding employment. There continues to be a misconception that we are still home economics and that the economic impact of the fashion industry extends only to sewing and alterations. We are a highly sophisticated global industry that employs workers that require a range of highly technical and educational skills.

It has only been in the last two decades that the study of fashion has begun to be taken seriously. This can be thanked in part, to a change in the consumer decision journey that has accelerated with social media. This change has made fashion studies a business focused field. As the global fashion and interior design industry has progressed at a rapid rate over the last two decades, moving from an analogue business to a digital one, our department here at Hancock has remained stagnant. There is a growing demand for apparel professionals who are competent in using CAD and Illustrator. We have responded by not investing in instructor

training or requiring our students to take these courses. The same can be said for interior design.

The last comprehensive review was accomplished in 2003 by Candia Varni, Edda Hayes, Dale Schumacher, and Pat Rogers. Candia Varni-Katich's last year as a full-time instructor and FCS Coordinator was in 2011. This program has had a part-time instructor / coordinator from 2011-2012(40% time) but this coordinator, Ginger Lordus did not have an FCS degree, therefore the annual reports that were filed were geared towards the area of food / nutrition and culinary arts. Another part-time faculty member took over coordination duties from 2015. The last program review of substance was complete in 2013. Since 2012, there has not been a full-time faculty member teaching in the FCS program.

The largest obstacle to the success and progress towards student completion and retention is the lack of a full-time faculty member dedicated to teaching and coordinating FCS / Fashion / Interior Design.

In the 2002 program review, the Family Consumer Science program identified 9 distinct goals it wanted to achieve. Those Goals are as follows:

1. Create a brochure for Fashion and Interior Design Merchandising to include the relationship to career ladders
2. Develop a website to be kept current by secretarial support, with information on all aspects of the program options
3. Rewrite FCS 139, Textiles, to eliminate the lab and align with university courses
4. Revise FCS 170 and FCS 171 to reflect co-curricular certificate decisions with the business department and maintains articulation.
5. Collaborate with Business to modify Fashion & Interiors Merchandising certificates
6. Collaborate with Community Education to research whether both sections of FCS Apparel Construction, should be offered concurrently with the non-credit Clothing 1, (now called Apparel Construction 1), to best meet the needs of both types of students, credit and non-credit, and to ensure the beginning student's needs are met.
7. Review FCS 140 ABC/Clothing/ offering mode (concurrent CR/NC; NC only). Develop strategies to ensure that beginning student's needs are met and reduce the wide range of skill levels in the classroom.
8. Develop strategies for communicating with part-time faculty to ensure the integrity of the curriculum.
9. Maintain and expand the collaboration between credit and noncredit instructors (programs) to ensure offerings are appropriate in each venue. Coordinate the application of resources and review equipment needs based on course/program design, place of courses in the college mission, and strength of enrollments.

Of all the goals listed above, only goal #3 was completed. The FCS 139 (now FASH 103) Textiles class eliminated the lab portion. The class now aligns with other university courses.

Progress needs to be made to ensure that instructors are following the course outline of record.

Update of goal progress above:

Plan of Action	Action Taken	Result / Status
Update Curriculum FASH 110	Increased lecture hours/ revised from 2units to 3 adjusted to industry standard Align with other CC and CSU	Completed Fall '19

	comparable coursed	
Staffing Program has been without a full-time faculty member since 2009	Hiring gain	Part-time instructor starts Spring '17 Part-time interior design Instructor start spring '16
	Loss	Part-time instructor resigns end of spring quarter '18
Form AHC FCS Advisory Committee	Compiled advisory committee—more members needed	Fall 2020
Santa Maria Joint Union High School FCS Advisory Committee	Instructors Join / Participate	Fall 2018 Fall 2019
Curriculum Changes	All FCS / FASH courses converted to ERT/ DL	FALL 2020
	All department textbooks updated	Fall 2020
	Approval for GE; FASH 104	With AP and P
	Approval for CSU are F: Ethnic Studies; FASH 104	With AP and P
	Concurrent Enrollment: FASH 110 with Pioneer Valley HS	Spring 2019
	Add SLOs to FCS 171	Fall 2020
	Standalone prefix for Interior Design (INTD)	Fall 2020
Marketing	Fashion Show	Fall 2018 Fall 2019
	BowWow	Fall 2017 Fall 2018 Fall 2019
	Pioneer Valley FCS Classroom outreach visit	Spring 2018
	CTE High School College Bound	Spring 2019

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

The FCS Program has lacked the attention of a fulltime faculty member since 2009. There is a direct correlation between the department losing the direction and focus of a lead faculty member and the department becoming disjointed. The remaining instructors in the program were part-time with a coordinator. The FCS coordinator position remained at 50% only through 2007/2008. In Fall of 2009 this was reduced to 40%. And in Spring 2010 it was reduced to 10%.

The FCS / Fashion / Interior Design department is truly three programs in one. There is a dire need to bring on a full-time faculty focused on instruction, curriculum maintenance, promotion of the programs, sourcing internships for students and working with noncredit to revitalize each program.

Continuous outreach to the Santa Maria community by attending professional organizations and community groups is necessary to promote our department... all while sourcing industry and academically trained instructors to satisfy the needs of current CTE standards. Building new relationships with other AHC departments and organizations (Lending Closet, Career Services, EOPS, EDD, and others) is challenging for a program coordinator working at 10%. Creating links with Continuing Education, where several classes have overlapping interests and serve our community can create new pathways to promote and join our departments.

CTE programs are different than other academic programs. We train for jobs, not just to transfer. When we are not able to teach to industry standards, our students are not employable when they leave AHC. Some of our disciplines do not require licensing or certification to go to work, but they will need to be trained to industry standards. By adding a portfolio class whereby, a student can show a potential employer that they have met these industry standards, will be especially important.

We currently teach FASH 110: Apparel Construction, using home sewing machines. Our curriculum also states that we teach serging, but we do not currently have access to sergers. In addition, home sewing machines are not industry standard. Our sewing lab has two industrial sewing machines that are no longer working and are no longer serviceable. Our students should be learning on industrial sewing machines. Current instruction equipment and materials is necessary to support student success, completion, and transfer.

We need to adapt to the growing male student population and consumer group coming to study fashion. We are serving more male and non-binary students than in the past with those numbers increasing every semester. Their needs are not being addressed in the classroom where we do not have a male dress form for students to use.

The need for sustainability to be added to the curriculum is overdue in both fashion and interior design. For those students graduating in now, they will be going to work in an industry focused on sustainable manufacturing practices.

We need to add in the future the following programs: Pattern making, sustainability components, portfolio management, adobe illustrator, CAD, and estimating & costing (interior design). Though this may not all happen at the once, the longtime goal would need to include all these classes.

There is also an industry need for prospects to understand both Excel and Photoshop. These classes are offered at AHC but are currently not listed as recommended classes on the FCS elective class lists.

Explore distance learning options for our students to remain competitive with other private and public institutions.

Currently the program shares a classroom with non-credit programs. The cohabitation causes inequities for credits students based on access to equipment and materials. The program would benefit from a dedicated classroom with specific equipment.

The program has a combined annual budget of \$297.45 and an allocation of \$250.00 for field trips. The program cannot sustain itself on that amount of funding. To purchase instructional and operational materials a minimum of \$750.00-\$1500.00 would need to be available.

Concerning FASH 103 Textile, the course outline states that students will be identifying fibers using microscopic methods. The program currently does not have any microscopes and should purchase at least 3 for students use in the class.

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program that were based on these data.

A plan needs to be drafted to ensure that all courses are assessed at least once during the six-year cycle. There has been no past assessment of SLO's due to lack of a full-time program coordinator. It was identified in 2015 by Ginger Bengke as a department goal / objective, but due to her part-time position she did not receive training on the eLumen program, and it was never accomplished. Ginger was also advised that due to her limited time schedule that SLO's were not a priority for her during the 2015/2016 year.

V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio.

Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these.

During spring 2020 and fall 2020 our courses were offered through ERT. All courses are in the process of converting to DL.

On-Line Opportunity

This is an area of growth for fashion and interior design programs. AHC should be taking advantage of the opportunity by ensuring that our instructors are able to offer their classes hybrid. Private and independent design and fashion schools are currently closing due to Covid and economic situations and will not reopen. These students are looking to finish their education on-line. During the recent pandemic, students became more familiar with on-line learning platforms. AHC can fill that void if we have both DL classes and instructors trained in using Canvas in an engaging way.

- A program social media presence (website, homepage, YouTube page, Instagram page) should be established to reach students outside the AHC community to raise awareness of the department and the degree options available

Describe how program instructors ensure regular substantive instructor- initiated contact in online classes.

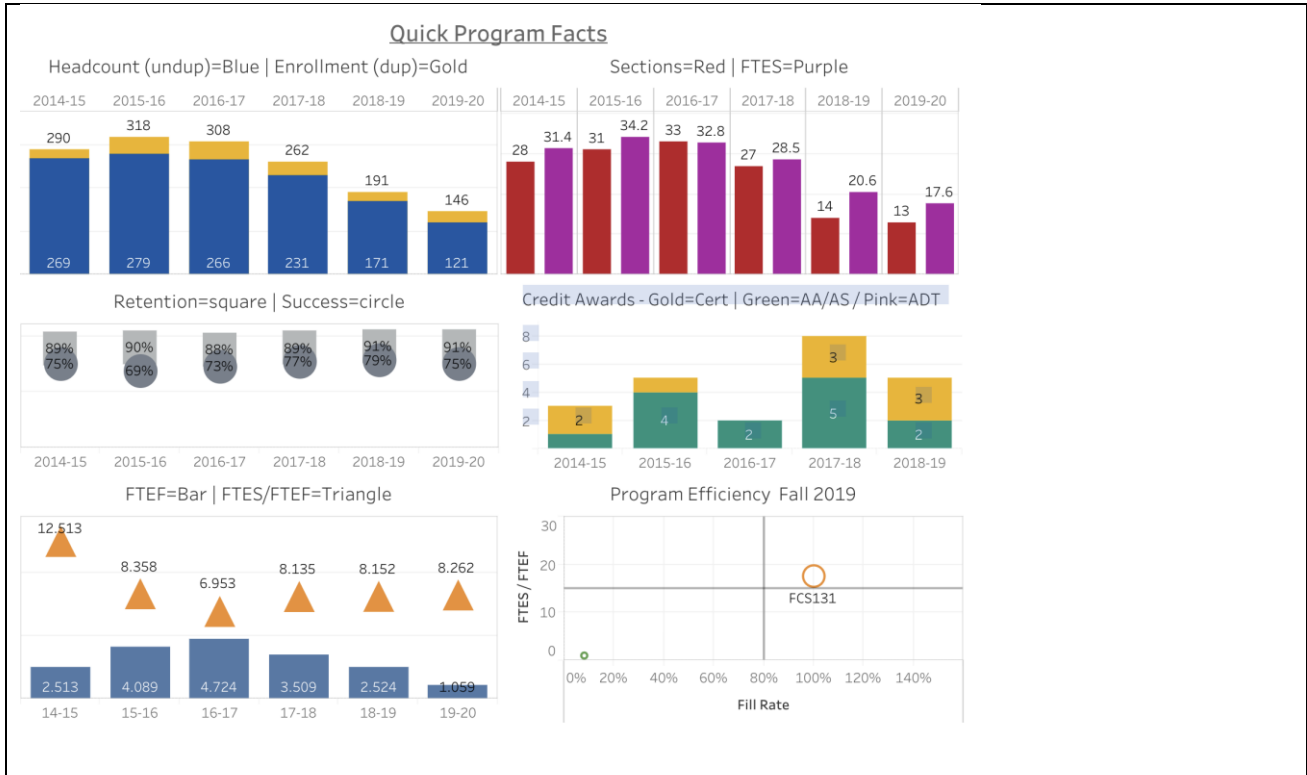
Instructors can use threaded discussion forums, the feedback section, announcements, synchronous audio/ video conferencing (Zoom, Cranium Café). Instructors are also able to email students through Hancock email.

Various methods are used by instructors, however, FASH instructors currently demonstrate the following techniques:

- A welcome email is sent the week before class starts introducing the class and teacher. This letter also lets the students know about the learning platform, Canvas.
- Weekly Announcements posted on Canvas with assignment due for the week
- Individual feedback on each assignment
- Frequent additional announcements or reminders about events or class happenings / current events in the fashion industry
- Individual reminders or contact via email about grades or progress

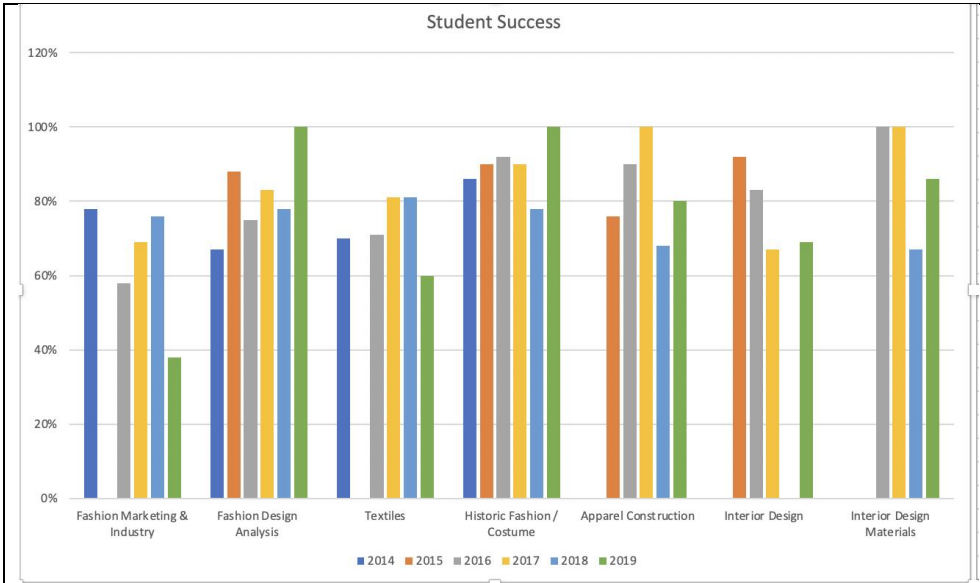
VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.



Utilizing data from the office of Institutional Effectiveness, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

Current Prefix	Old Prefix	Course	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19	
			Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
FASH 101	FCS 137	Fashion Marketing & Industry	78%	94%			58%	92%	69%	88%	76%	94%	38%	69%
FASH 102	FCS 138	Fashion Design Analysis	67%	81%	88%	94%	75%	83%	83%	100%	78%	100%	100%	100%
FASH 103	FCS 139	Textiles	70%	90%			71%	88%	81%	88%	81%	100%	60%	60%
FASH 104	FCS 144	Historic Fashion / Costume	86%	86%	90%	90%	92%	92%	90%	90%	78%	100%	100%	100%
FASH 110	FCS 140	Apparel Construction			76%	76%	90%	100%	100%	100%	68%	82%	80%	80%
INTD 170	FCS 170	Interior Design			92%	92%	83%	83%	67%	67%			69%	94%
INTD 171	FCS 171	Interior Design Materials					100%	100%	100%	100%	67%	67%	86%	100%
FCS 130	FCS 130	Family Financial Management	63%	79%	59%	68%	58%	84%	60%	80%	57%	64%	64%	82%
FCS 131	FCS 131	Life Management	86%	93%	62%	91%	82%	93%	80%	92%	88%	94%	84%	94%



5 Efficiency Table FCS

Academic Year	Term Code_	course_	FTEs	FTEF+	FTEs / FTEF	Enrollment	Maximum Enrollment	MaxEnroll..	Fill Rate
2018-19	Sum 2018	FCS131	4.6	0.422	10.9	46	60	30.0	77%
		Total	4.6	0.422	10.9	46	60	30.0	77%
	Fall 2018	FCS131	5.8	0.400	14.4	54	61	30.5	89%
		FCS137	1.3	0.200	6.7	13	27	27.0	48%
		FCS139	0.5	0.200	2.6	5	27	27.0	19%
		FCS170	2.2	0.259	8.6	16	25	25.0	64%
		Total	9.9	1.059	9.3	88	140	28.0	63%
	Spring 2019	FCS131	2.7	0.200	13.4	25	24	24.0	104%
		FCS138	0.3	0.200	1.6	3	23	23.0	13%
		FCS140	0.7	0.243	2.9	5	23	23.0	22%
		FCS144	0.6	0.200	3.1	6	23	23.0	26%
		FCS171	0.7	0.200	3.7	7	23	23.0	30%
	Total	5.1	1.043	4.8	46	116	23.2	40%	
	Total			19.5	2.524	7.7	180	316	26.3
2019-20	Fall 2019	FASH101	2.4			23	27	27.0	85%
		FASH103	1.3			12	27	27.0	44%
		FASH110	1.5			7	23	23.0	30%
		FCS120	0.2	0.000		1	20	20.0	5%
		FCS131	3.5	0.200	17.6	33	33	33.0	100%
		FCS170	0.3	0.259	1.1	2	25	25.0	8%
	Total	9.1	0.459	19.9	78	155	25.8	50%	
	Spring 2020	FASH104	1.1			11	23	23.0	48%
		FASH110	2.6			12	23	23.0	52%
		FCS131	2.8	0.200	13.9	26	30	30.0	87%
		FCS138	0.6	0.200	3.2	6	23	23.0	26%
FCS171		0.5	0.200	2.7	5	23	23.0	22%	
Total	7.7	0.600	12.8	60	122	24.4	49%		
Total			16.8	1.059	15.9	138	277	25.2	50%
Grand Total			36.3	3.583	10.1	318	593	25.8	54%

Suggest reasons for these trends and planned actions to address any disproportionate impact.

The data reflects a program that in the earlier years of the collection included both food science and nutrition and culinary arts. During those years, the program had larger student numbers. Therefore, the data is no longer comparable to the later years. During those same early years, classes were being canceled in FCS and students were submitting course waivers for large numbers of units to complete certificates and degrees or not completing at all due to changes being made to the degree requirement. Classes were canceled often not allowing students to complete their degrees or certificates or discouraging students to even start the program.

Based on Tableau, data is not available on FASH and INTD. An action item would be to track

FASH and INTD separately.

We have seen an increase in student enrollment since the prefix change from FCS to FASH and with outreach to local high schools. In Fall of 2018, FCS 137, Fashion Marketing, and Industry had 13 enrolled. After the prefix change to FASH 101 and outreach, enrollment went to 23 in 2019. In 2020, enrollment was 24 with 2 on the wait list.

With the prefix change for INTD there can be an expected a similar trend for the interior design classes.

VII. Trend Analyses/Outlook

Summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review. Explain probable causes for any identified gaps or trends and actions taken or needed to address these. Please use or reference information already gathered (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends)

The largest challenge to our program is the lack of a full-time faculty member to lead and provide consistency, address program needs and advocate for our students. The interior design industry and fashion industry is constantly changing and needs an active advisory board to bring the department up to date. The department does not have any existing articulation agreements and should make this a priority. The last comprehensive program review for the Fashion / Interior Design / FCS department was done in 2002.

Current Industry Employment and Wage Data

This report was compiled from the U.S. Bureau of Labor Statistics using Occupational employment and wage data from May 2020. See page 16 for full data

Key Findings:

- California leads the country in the number of interior designers employed.
- Higher salaries are driven by demand for digital and technical expertise
- California is the world's fifth fashion capital and is second in the US to New York
- Higher salaries in fashion are driven by need for demand in digital design and pattern making.
- Southern California is the nation's leader for apparel, textile, and wholesale direct careers

As applicable, please address the breadth, depth, currency, and cohesiveness of the curriculum in relation to evolving employer needs and/or transfer requirements, as well as other important pedagogical or technology -related developments and actions taken or needed to address these.

The need in the employment marketplace for software savvy fashion and interior design professionals needs to be addressed. Most production and merchandising entry-level positions require Excel and Photoshop/Illustrator as mandatory skills. Past Interior Design students from the department have supplied written statements about needing basic skills classes like Auto CAD. The INTD program needs to be reviewed for currency and be streamlined to support industry requirements (for example: Other INTD programs offer courses related to architecture)

VIII. Long-Term Program Goals and Action Plans (Aligned with the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five- year period and include target dates and resources needed.)

Advisory Board

The formation and development of a working advisory board should be a priority to the department. The department needs the input of: major department store, manufacturer, interior design, small business owner, student of both disciplines, architecture, graphic design, and apparel design.

Without the input from members of the local industry, the department has not been able to keep up with current employment needs in the marketplace. We have not had an active advisory committee specific to our discipline for over 20 years. Both the fashion and interior design business in California and the Central coast has changed due to the rapid changes in technology. Recruiting community members to our advisory board who can help evaluate our classes and assist students with apprenticeships will help build a comprehensive CTE program that graduates students who are either ready to enter the workforce or transfer to a 4-year program.

Our program currently does not reflect the changes in technology that have taken place in the industry. The growing need for Tech Pack familiarity in the industry is so strong that a CTE fashion program that does not include it in its curriculum is failing its students. Entry level fashion jobs require Adobe Photo Illustrator and Interior Design jobs require computer-based knowledge in CAD software programs such as Revit and SketchUp. Examples like these would have been identified by an advisory board over the years. Advisory boards allow us to prepare for the future rather than respond to the immediate now. In fall of 2020, we have formed an advisory board consisting of local industry leaders to improve our program. Our advisory board is scheduled to convene once a year and the goal is to encompass the growing areas of the fashion and interior design industry: the design, production, business, operations and retail.

Practical Experience

AHC currently has a career lending closet located on campus that is available for free to students who need clothing for work or interview purposes. Fashion students could be getting real world knowledge with alterations, fitting, and styling if a program could be developed between the department and the career closet.

In a CTE program, competency-based education works well when paired with internships and practical experiences. Our department should be working with the advisory board and the AHC co-operative work experience to have internships for our students that they can work at during their time in our program. A 1-2-unit portfolio class where exit skills can be visually compiled for direct employment and /or acceptance into an advanced degree program.

Working with Continuing Education

Working with Continuing Education could open a new source of community interest in the program. Enabling new investigations in filling niche employment needs in the community and allowing for students to skill-build.

There should be no barriers to continuing ed students taking credit classes or AHC taking non-credit classes.

Articulation

As a program goal, the department needs to look at our course articulation. Graduates in the last 2 years have had to repeat courses once they transfer. Our Interior Design graduate, Allie Shea, who is a senior at Sac State in Interior Design has written a statement to the fact that while her classes here were extremely helpful, they did not transfer. This needs to be addressed.

Long Term Plans

- Change program requirements to reflect Interior Design prefix
- Look at adding ARCH 160 (Sketch Up Class) to Interior Design program
- Cooperative work experience as part of degree requirement
- Guided pathways
- Increase concurrent enrollment offerings
- Bridging H.S to college
- Bulldog Bow Wow: Mandatory outreach by department
- Introduction course for FCS, FASH, and INTD
- Visual Merchandising Class: visual merchandising in bookstore
- Concurrent enrollment Interior design
- Lack of instructor for several year = students unable to finish degree
- No fashion merchandising AA degree
- Interior design TOPS code to boost enrollment and align with other state programs /explore 2 pathways architecture and dec. arts
- FASH 104: GE requirement, ethnic studies
- FASH 102: ethnic studies
- FASH 102: no longer transferable –look at updating curriculum
- Cooperation between Graphic Arts and Fashion = real CTE program pathway from Pioneer Valley

- Embroidery program
- Sustainability curriculum
- Production / Deveolpment / design class- see how product sells in bookstore for grade
- Alterations / fitting in real life in conjunction with lending closet
- Department club
- Department social media presence
- Add 1-unit repeatable lab class for apparel construction
- Cross list FASH 101 in BUS or as a support / elective class
- Build adjunct teacher pool with industry experts
- Strengthen non-credit connections to provide a clear pathway into the credit program
- Create a course or cross list with ARCH to support industry standards
- Provide CCID certification for students in the program
- Track FASH and INTD through Tableau

STUDENT DATA SUMMARY

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

Based on the feedback from students, the three most positive factors about the program were: 1. Quality of Instruction 2. Enthusiasm for the program 3. Ability to meet career goals. This information was taken from a survey of 45 responding students. Based on the feedback the students view this program is a viable program that will continue to grow if managed properly. Student anecdotes were collected that identified dissatisfaction with the college's continual cancellation of courses.

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning. What could you do to improve these factors?

The three negative factors identified in the course survey were: 1. Lack of awareness that the program is available. 2. Counselors having limited or no information about the program and potential future employment. 3. Lack of quality equipment and resources supporting the program. 4. The overall courses required to graduate are too broad and do not provide the students with a specific enough skillset to perform in either a fashion or interior design career.

Improvement Suggestions:

1. degree specific support classes
2. fashion track specific degrees/certificates: merchandising, design, production
3. communication between FCS program and counseling on a regular basis to ensure counseling is aware of program/industry updates
4. with the advisory committee input, classes should be updated along with equipment to reflect industry standards

State any other information (use responsive numbers) that you obtained from student data (e.g., focus groups, questionnaires, or SGIDs) that may be of special interest to the self-study team. What planning implications will result from this information?

FSC/ Fashion / Interior design graduates were contacted to ask how their classes transferred and what improvements they would recommend to the department.

1. Interior design students found that they were lacking computer aided classes, including Photoshop and Adobe Illustrator.
2. Fashion students were missing pattern drafting classes, merchandising and

Adobe illustrator classes.

For students not transferring, which 50% of students surveyed say they are, adding classes that are more specific to their work / career goals would help in making students workforce ready upon graduation.

Students surveyed and informally in class say that they were unaware that there was a Fashion / Interior Design Department. Once we changed the top code for fashion from FCS to FASH and made it easier for students to find fashion courses, there was an increase in enrollment. Changing the Interior Design top code should do the same moving forward for the Interior Design classes.

Current Industry Employment and Wage Data

This report was compiled from the U.S. Bureau of Labor Statistics using Occupational employment and wage data from May 2020.

Occupation, description, and sample job titles: 27-1025 Interior Designers

Description- Plan, design, and furnish the internal space of rooms or buildings. Design interior environments or create physical layouts that are practical, aesthetic, and conducive to the intended purposes. May specialize in a particular field, style, or phase of interior design. Excludes "Merchandise Displayers and Window Trimmers" (27-1026).

Interior Designers			
By State	Employment	Hourly Mean wage	Annual MeanWage
California	9,480	\$33.80	\$70,310
Texas	5,080	\$28.34	\$58,940
Florida	4,700	\$25.63	\$53,310
Industry Profile for Interior Designers National Ave.			
Specialized Design Services	20,880	\$28.77	\$59,840
Achitectoral, Engineering, and related Services	14,950	\$32.69	\$68,000
Furninures Stores	3,800	\$25.39	\$52,820
Merchants Wholesalers	3,650	\$29.41	\$61,170
Residential Building Construction	2,990	\$27.04	\$56,240

Occupation, description, and sample job titles: 27-1022 Fashion Designers

Description-Design clothing and accessories. Create original designs or adapt fashion trends.

Fashion			
By State	Employment	Hourly Mean wage	Annual MeanWage
New York	8,100	\$44.08	\$91,690
California	6,340	\$46.76	\$97,270
Oregon	920	\$40.08	\$83,360
Insustry Profile for Fashion National Average			
Apparel, Piece Goods, and Notions Merchants, Wholesalers	7,090	\$40.99	\$85,260
Management of Companies and Enterprises	3,600	\$42.84	\$89,120
Motion Picture and Video Industires	2,870	\$43.65	\$90,790
Cut and Sew Manufacturing	1,640	\$44.01	\$91,550
Specialized Design Services	1,540	\$52.56	\$109,320
Apparel Knitting Mills	80	\$38.39	\$79,840

Key Findings:

- California leads the country in the number of interior designers employed.
- Higher salaries are driven by demand for digital and technical expertise
- California is the world's fifth fashion capital and is second in the US to New York
- Higher salaries in fashion are driven by need for demand in digital design and pattern making.
- Southern California is the nation's leader for apparel, textile, and wholesale direct careers

COURSE REVIEW VERIFICATION

Discipline: FCS/ FASH / INTD Year: 2020

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):

FASH 101, FASH 103, FASH/ES 104, FASH 110, FSC 130, FCS 131

1. The following courses require minor modification to ensure currency. The self-study team anticipates submitting such modifications to the AP&P, FALL 20__ SPRING 20__21__:

INTD 170, INTD 171

2. The following courses require major modification. The self-study team anticipates submitting such modifications to the AP&P committee, FALL 20__ SPRING 20__21__:

FASH 102

GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.

The following courses were reviewed as meeting an **AHC GE** requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes) forms were submitted to the AP&P for review on: October 15, 2020
FASH/ES 104

The following courses were reviewed as meeting the **MCGS** requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed) forms were submitted to the AP&P for review on: nonapplicable

The following courses were reviewed as meeting the **H&W** requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed) forms were submitted to the AP&P chair for review on: nonapplicable

Course Review Team Members:

<u>Thesa Roepke</u>	<u><i>Thesa S. Roepke</i></u> <small>Thesa S. Roepke (Feb 17, 2021 11:01 PST)</small>	<u>Feb 17, 2021</u>
Name	Signature	Date
<u>Christine Bisson</u>	<u><i>Christine Bisson</i></u>	<u>Feb 17, 2021</u>
Name	Signature	Date
<u>Megan Selby</u>	<u><i>Megan Selby</i></u> <small>Megan Selby (Feb 17, 2021 10:30 PST)</small>	<u>Feb 17, 2021</u>
Name	Signature	Date
<u>Lauro Manalo</u>	<u><i>Lauro</i></u> <small>Larry Manalo Jr (Feb 18, 2021 12:47 PST)</small>	<u>Feb 18, 2021</u>
AP&P Chair	Signature	Date
<u>Sophia Ramirez Gelpi</u>	<u><i>SG</i></u> <small>Sofia Gelpi (Feb 18, 2021 13:25 PST)</small>	<u>Feb 18, 2021</u>
Academic Dean	Signature	Date

Assessment Plan

This part of the program review demonstrates alignment of courses with coverage of program student learning outcomes and lays out the program's plans for conducting assessments over the forthcoming five years.

Program Mission

FASH Degree/Cert: The associate degree and certificate program in fashion studies prepares students to transfer to universities and technical schools of fashion and costume design and merchandising. Students integrate fashion principles, textile characteristics and personal style with marketing strategies to create and present projects and a portfolio tailored to their chosen career. Job opportunities include working with the design, production and merchandising of clothing with large manufacturers or small specialty businesses. FCS Degree/Cert: The associate degree program in Family and Consumer Sciences (FCS), general option, prepares students to transfer to teacher education or career pathway programs at four-year schools and for productive family living and wise consumer decisions. Employment opportunities are as high school family and consumer sciences teachers or to work in businesses and agencies serving families. Students synthesize scientific and artistic information with regards to sociological and cultural perspective to make lifestyle changes that improve their quality of life. INTD Certificate Only: The associate degree and certificate program in interior design merchandising prepares students to transfer to universities and technical schools of interior design and for immediate employment as specialty store salespersons, design product representatives, or owners and managers of their own businesses. Students integrate design principles, textile characteristics and personal style with marketing strategies to create and present projects and a portfolio tailored to their chosen career. Job opportunities include store buyer or manager, interiors consultant, interiors promotion and sales representatives.

Program Outcomes for FASH

The graduate of the Associate in Science in Fashion Studies will:

- Integrate fashion principles with respect to industry changes and marketing strategies and present project.
- Apply design principles to fashion industry conditions to achieve personal style and present portfolio.
- Analyze textile characteristics for sensory appeal and present project.
- Apply clothing design principles to construct and present a fashion design.
- Differentiate historic fashion concepts with current design trends and present portfolio.

Program Outcomes for FCS

The graduate of the Associate in Science in Family and Consumer Sciences General will:

- Synthesize and apply nutrition science information and culinary techniques and make lifestyle changes that improve health and promote longevity.
- Will analyze and direct their financial affairs with regards to short- and long-term plans.
- Will design and implement life management strategies and goals to improve their quality of life.
- Will integrate fashion principles, textile characteristics and personal style with marketing strategies to create and present projects and portfolios tailored to their chosen career.
- Will compare family and relationships dynamics from a sociological and cultural perspective.

Program Outcomes for INTD

The graduate of the Certificate of Achievement in Family and Consumer Science: Interior Design

Merchandising will:

- Integrate fashion principles with respect to industry changes and marketing strategies and present project.

- Analyze textile characteristics for sensory appeal and present project.
- Create a portfolio and project using interior design elements and principles by selecting color and furniture combinations and placements which achieve the desired interior character and effect.
- Compare and contrast several types of window treatments, wall coverings, soft and solid surface floor coverings, paints, glass, metals, plastics, woods, fabrics, and lighting fixtures. See business department for Business SLO's (BUS 102 & 103).

Course/Program Alignment

Due to lack of a full-time faculty and human resources, the program/student learning outcomes have not formally been assessed. Each PT Faculty member individually has assessed their students' progress based on course objectives and made changes to support student success, completion, and transfer.

DIRECTIONS FOR PLAN OF ACTION – PRE- AND POST-VALIDATION

Directions: Based on interpretations of the data that consider different program faculty perspective within the program and constraints on available resources, what changes do you propose?

Use these questions as prompts to help develop the Final Plans of Action (Pre- and Post-Validation)

Student Learning Outcomes and Achievement Data

Improve Student Performance

- What changes are needed to better accommodate added information about the learning process and student characteristics?
- What changes facilitate communication among interested faculty/departments?
- What changes reflect changing employment and enrollment trends?

Student Characteristics

Enrollment and Demographic Changes

- Can the program accommodate current and anticipated changes in demand or enrollment?
- How can the program accommodate significant current and anticipated changes in student demographics?

Educational Environment

Curricular/Co-Curricular Changes, Neighboring College and University Plans, and Community Plans

- What specific changes in the curriculum are likely to improve student achievement and learning outcomes?
- What changes are needed on classroom assessment and other important data gathering efforts?
- What increasing or improving space and/or equipment are recommended for a changing student population and improving learning outcomes?

Resources

Facilities, Equipment, and Staffing

- What personnel, space, equipment, supplies, and other resources will these changes require?
- If any of these changes require funding beyond that already expected to be budgeted, how might the changes be funded?
- Given constrained resources, what are your priorities for funding proposed changes? Provide in order of priority.
- How could the college support service (maintenance, LRC, bookstore, business services, computer services, etc.) better support learning opportunities for students in this program?

PLAN OF ACTION - PRE-VALIDATION Six Year

DEPARTMENT: _____ PROGRAM: Family Consumer Science, Fashion, Interior Design

List below as specifically as possible the actions which the department plans to take because of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

RECOMMENDATIONS TO IMPROVE STUDENT LEARNING OUTCOMES AND ACHIEVEMENT

Theme/Objective/
Strategy Number
AHC from Strategic
Plan

**TARGET
DATE**

See below		
-----------	--	--

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTIC

Theme/Objective/
Strategy Number
AHC from Strategic
Plan

**TARGET
DATE**

Recommendations to Accommodate Changes in STUDENT CHARACTERISTICS

Enrollment Changes

- Develop 300-level mirror course that informs students on areas of study within FCS, Fashion, and Interior Design :B1
- Create logical course offering pathway to degree obtainment : C

Demographic Changes

- Revise 2-year schedule for optimal course enrollment using data from AHC. : B2
- Alternate offering INTD 170 and FASH 110 evening and day time to accommodate working /returning students : B2

Enrollment Changes <ul style="list-style-type: none"> • Develop a 300-level mirror course that informs students on the areas of study within Fashion, Interior Design and FCS • Create logical course offering pathway to degree obtainment 	B1	Spring 2022
	C	Spring 2022
Demographic Changes <ul style="list-style-type: none"> • Revise 2-year schedule for optimal course enrollment using data from AHC • Alternate offering INTD 170 evening and day time to accommodate working/ returning students 	BS	Spring 2022
	B2	Spring 2022

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT

Theme/Objective/
Strategy Number
AHC from Strategic

Plan

TARGET DATE

Curricular Changes <ul style="list-style-type: none">Develop a degree program that leads to an associate degree in transfer to Pomona State College and Long Beach State College for Fashion Merchandising	B8 E2	Spring 2023 Fall 2021
Co-Curricular Changes <ul style="list-style-type: none">Map PLOs in Non-credit to bridge to creditUpdate SIOs, and assessments	B-4 E1	Spring 2022 Fall 2023
Neighboring College and University Plans <ul style="list-style-type: none">Align CC and CSU comparable courses	B8	Spring 2022
Related Community Plans <ul style="list-style-type: none">Work with members of advisory board on internships and work-study for studentsWork with non-credit pathway that leads to either a credit bridge or a career	E8 E7 B1 B2 B3 B4 B6 B7	Spring 2022 Spring 2022

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

Theme/Objective/
Strategy Number
AHC from Strategic
Plan

TARGET
DATE

<p>Facilities Designate classroom for Fashion and Interior Design classes</p>	C	Spring 2022
<p>Equipment</p> <ul style="list-style-type: none"> • Consew Industrial sewing machines / industrial embroidery machine need to be purchased to align with local high school program and CSU transfer programs Purchase a male dress for equity in the fashion program 	E2	Fall 2021
<p>Staffing Full-time faculty member and coordinator needed Part-time faculty members should be encouraged to attend industry conferences to stay relevant on industry technology to prepare students for the workforce</p>	D	Fall 2021
	E2	Fall 2021

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Dr. Sofia Ramirez Gelpi, Academic Dean

Date: _____

9/18/20 _____ From:

Megan Selby, Program Coordinator / Family and Consumer Science Interior Design Merchandising and Fashion Studies _____

We recommend the following persons for consideration for the validation team:

DEPARTMENT Applied Behavior Sciences _____ PROGRAM Interior Design Merchandising and Fashion Studies _____

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

Interior Design Merchandising	Megan Selby	Fashion Studies
-------------------------------	-------------	-----------------

Coordinator /Early Childhood Studies	Thesa Roepke	Program
--------------------------------------	--------------	---------

Christine Bisson	Program Coordinator / Food Science and Nutrition
------------------	--

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

_____	_____
(Name)	(Title)
Affiliation: _____ Telephone Contact Number: _____	
Address _____	
(Mailing)	City/State/Zip email address

_____	_____
(Name)	(Title)
Affiliation: _____ Telephone Contact Number: _____	
Address _____	
(Mailing)	City/State/Zip email address

_____	_____
(Name)	(Title)
Affiliation: _____ Telephone Contact Number: _____	
Address _____	
(Mailing)	City/State/Zip
email address	

APPROVED: _____ Date _____
Academic Dean

EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

The lack of attention a full-time lead faculty member and program coordinator with area expertise has led to a stagnation in the program. There is a need to turn the program into an industry-ready, career training program with classes that aligns with UC and CSU comparable courses. Both the INTD and FASH curriculums need to be updated with technology used in the industry.

Interest in the program has grown with outreach and coordination with local high school FCS programs in the last 3 years. Students who are currently enrolled in classes in the program have high enthusiasm for the program when surveyed and rate the quality of instruction at the highest level. The program can be further strengthened through outreach with the counseling department.

Merchandising offers flexible, collaborative careers in supply chain, data science, marketing technology, finance engineering and design. Retail companies are also some of the most exiting brands in the country and they drive innovation. The changes that have happened in merchandising in the last 5 years total more than what happened in the previous 50. Allan Hancock College Fashion Merchandising and Interior Design Merchandising and FCS General can provide students with foundation skills and experiences that are transferable to this industry.

Strengths of the program/discipline:

1. Enrollment in FASH has increased since prefix change in 2019. For Fall 2020 24 of 24 seats were filled with 4 on the wait list. In Fall of 2018 when the prefix was FCS, there were only 11.
2. Diversity of student (male, female, non-binary) is increasing as the program improves.
3. Students have established a club within the fashion department which speaks to the growing health and interest in the program.
4. The pathway between high school and FASH 101 is well established as shown by the upward trajectory in enrollment in the class over the past 3 years. Data included in the program review shows enrollment in FASH 101 in 2018 at 13 and in 2020 at 24.
5. There is now a concurrent enrolment class at Pioneer Valley taught by Melissa Diaz for FASH 110. Santa Maria High School is in the process of setting up their clothing construction class for concurrent enrolment also.
6. FASH 104 Historic Costume has been approved for AHC GE CAT 3, and CSU GE Area C1 and IGETC Area 3- Arts and Humanities
7. The FCS Program has an active and involved Advisory Committee made up of local business leaders and teachers that represent the fashion and interior design industry.
8. The increased involvement in the FCS high school advisory board by our program faculty as well as the involvement of FCS high school faculty in AHC Advisory Committee has led to an increase in local high school student enrollment in the FCS programs.

Concerns regarding the program/discipline:

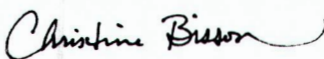
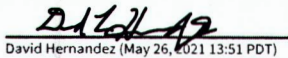

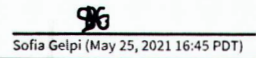
- The FCS program has lacked a full-time coordinator since 2009.
 - That coordinator oversees the following TOP Codes:
 - Family and Consumer Sciences, General
 - Interior Design and Merchandising
 - Fashion:
 - Fashion Merchandising, Fashion Design, Fashion Production.
-
- Lacking basic and fundamental equipment required to meet industry standards and course requirements.
- Coordination of offerings between credit and noncredit. There is no clear pathway between the two programs or coordination.
- The alignment and transferability of courses has not been maintained in the past 3 years. A full-time faculty member is needed to support curriculum development and revision working with the advisory Board
- There is a general lack of knowledge about the program /degrees offered / careers available by the counseling department and students.
- The courses offered in INTD/FASH do not include computer aided design technology.
- SLOs have not been assessed due to the lack of a full-time faculty member.

2. RECOMMENDATIONS

- ☐ A full-time faculty-member is needed to support curriculum development and revisions; working with the Advisory Board; securing partnerships with industry representatives for internships, employment, donations, etc.; infusing the program with technology; producing an annual fashion show; supporting a student club; and conducting other program processes.
- ☐ The Advisory Board has asked the program to address the lack of technology and digital portfolios in the curriculum. Once a year, the Advisory Board has asked provided feedback on the program's offerings. They would like to see industry standard equipment align with the local high schools and transfer colleges. Their recommendations included an update to the contents of class offerings to include; Sketch up, pattern making, tech pack and digital portfolio.
- ☐ To strengthen the program, FCS requires institutional support with outreach and marketing, for example; inclusion in the Career Exploration Event, and development of outreach materials such as flyers, posters, and brochures.
- ☐ Develop a 100-level mirror course that informs students on the areas of study within Fashion, Interior Design and FCS
- ☐ Create logical course offering pathway to degree obtainment and transfer to Pomona and Long Beach State.

- ☐ Revise 2-year schedule for optimal course enrollment using data from AHC
- ☐ Alternate offering INTD 170 evening and daytime to accommodate working/ returning students
- Map PLOs in Non-credit to bridge to credit
- Update SLOs, and assessments
- Align UC and CSU comparable courses
- Work with noncredit pathway that leads to either a credit bridge or a career
- Designate classroom space for Fashion and Interior Design classes. Due to the type of classes offered in the program and equipment needed to teach these classes, designated classroom space is essential to house the equipment and provide students the room to utilize them. e.g.; cutting tables, dress forms, industrial sewing machines, sergers, and embroidery machines.
- Part-time faculty members should be encouraged to attend industry conferences to stay relevant on industry technology to prepare students for the workforce

VALIDATION TEAM SIGNATURE PAGE

Christine Bisson		May 26, 2021
Name (printed)	signature	date
Dr. David Hernandez	 <small>David Hernandez (May 26, 2021 13:51 PDT)</small>	May 26, 2021
Name (printed)	signature	date
Melissa Diaz	 <small>Melissa K. Diaz (May 27, 2021 09:40 PDT)</small>	May 27, 2021
Name (printed)	signature	date
Dr. Sofia Ramirez-Gelpi	 <small>Sofia Gelpi (May 25, 2021 16:45 PDT)</small>	May 25, 2021
Name (printed)	signature	date

PLAN OF ACTION – POST-VALIDATION (Sixth-Year Evaluation)

DEPARTMENT ABS PROGRAM Family Consumer Science, Fashion and Interior Design

In preparing this document, refer to the Plan of Action developed by the discipline/program during the self-study, and the recommendations of the Validation Team. Note that while the team should strongly consider the recommendations of the validation team, these are recommendations only. However, the team should provide a rationale when choosing to disregard or modify a validation team recommendation.

Identify the actions the discipline/program plans to take during the next six years. Be as specific as possible and indicate target dates. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

The completed final plan should be reviewed by the department as a whole.

Please be sure the signature page is attached.

RECOMMENDATIONS TO IMPROVE DESIRED STUDENT OUTCOMES AND IMPROVE STUDENT PERFORMANCE

Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
--	----------------

<ul style="list-style-type: none"> • Develop relationships with industry partners to foster career resources and support for students, including internships. • Develop new courses that lead to a degree in transfer to promote transfer opportunities • Ensure that program faculty are aware of and implementing the use of expanded support services in their classes • Expand part-time faculty pool with skilled instructors who are industry professionals as the program expands. 	E7, E8	Spring 2023
	B8	Fall 2024
	C7	Fall 2022
	C1	Fall 2022

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN STUDENT CHARACTERISTICS

Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
--	----------------

Enrollment Changes <ul style="list-style-type: none"> • Develop 300-level mirror course that informs students on areas of study within FCS, Fashion, and Interior Design • Create logical course offering pathway to degree obtainment 	B1	Fall 2022
	C	Fall 2022
Demographic Changes <ul style="list-style-type: none"> • Revise 2-year schedule for optimal course enrollment using data from AHC • Alternate offering INTD 170 and FASH 110 evening and day time to accommodate working /returning students 	B2	Spring 2022
	B2	Spring 2022

RECOMMENDATIONS TO IMPROVE THE EDUCATIONAL ENVIRONMENT

Theme/Objective/ Strategy Number AHC from Strategic Plan	TARGET DATE
--	----------------

Plan

Curricular Changes <ul style="list-style-type: none"> Develop a degree program that leads to an associate degree in transfer to Ponona State College, Long Beach State College and Northridge State College for Fashion Merchandising. Develop a degree program that leads to an associate degree in transfer to Long Beach State College for Interior Design 	B8, E2	Spring 2023
	B8, E2	Spring 2023
Co-Curricular Changes <ul style="list-style-type: none"> Map PLOs in non-credit to bridge to credit Update SLOs and assessments 	B4	Spring 2022
	E1	Fall 2023
Neighboring College and University Plans <ul style="list-style-type: none"> Align CC and CSU comparable courses 	B8	Spring 2022
Related Community Plans <ul style="list-style-type: none"> Work with members of advisory board on internships and work-study for students Work with non-credit pathway that leads to either a credit bridge or a career 	E8, E7	Fall 2021
	B1, B2, B3, B4, B6, B7	Spring 2022

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES

**Theme/Objective/
Strategy Number
AHC from
Strategic
Plan**

**TARGET
DATE**

Facilities <ul style="list-style-type: none"> Designate classroom for Fashion and Interior Design classes 	C	Fall 2021
Equipment <ul style="list-style-type: none"> Consew Industrial sewing machine/ industrial embroidery machine need to be purchased to align with local high school program and CSU transfer program 	E2	Spring 2022
Staffing <ul style="list-style-type: none"> Full time faculty member and coordinator needed Part-time faculty members should be encouraged to attend industry conferences to stay relevant on industry technology to prepare students for the workforce 	E8, E7 B1, B2, B3, B4, B6, B7	Spring 2022 Spring 2022

**VALIDATION TEAM RECOMMENDATIONS
Disregarded or modified (if appropriate)**

REASON

ACTION/CHANGE

<ul style="list-style-type: none"> A full- time faculty-member with coordination for FCS/ Fashion /Interior Design 	Curriculum development Coordination with advisory board Conduct other program processes	Fall 2023
<ul style="list-style-type: none"> Address the lack of technology and digital 		

<p>portfolios in the curriculum.</p> <ul style="list-style-type: none"> • Purchase industry standard equipment that aligns with the local high schools and transfer colleges. • Update to the contents of class offerings to include; Sketch up, pattern making, tech pack and digital portfolio. • Institutional support with outreach and marketing, for example; inclusion in the Career Exploration Event, and development of outreach materials such as flyers, posters, and brochures. • Develop a 100-level mirror course that informs students on the areas of study within Fashion, Interior Design and FCS • Create logical course offering pathway to degree obtainment and transfer to Pomona, Northridge, and Long Beach State. • Revise 2-year schedule for optimal course enrollment using data from AHC • Alternate offering INTD 170 evening and daytime to accommodate working/ returning students • Map PLOs in Non-credit to bridge to credit • Update SLOs, and assessments • Align UC and CSU comparable courses • Work with noncredit pathway that leads to either 	<p>Advisory board recommendation. Innovative technology prepares students for the workforce.</p> <p>Advisory board recommendation. Innovative technology prepares students for the workforce.</p> <p>Advisory board recommendation. Innovative technology prepares students for the workforce.</p> <p>Lack of awareness on campus of program by students and support departments To encourage new students to apply and facilitate students' entry into areas of interest</p> <p>To ensure students' progress to achieve their educational goals</p> <p>For students to obtain their degree and transfer in the most efficient way.</p> <p>To enhance student enrollment</p> <p>To enhance student enrollment</p> <p>To enhance student enrollment. To facilitate students' entry</p>	<p>Spring 2023</p> <p>Spring 2023</p> <p>Fall 2022</p> <p>Spring 2022</p> <p>Fall 2023</p> <p>Spring 2023</p> <p>Spring 2023</p> <p>Fall 2022</p> <p>Fall 2022</p> <p>Spring 2023</p> <p>Spring 2023</p>
--	---	--

<p>a credit bridge or a career</p> <ul style="list-style-type: none"> • Designate classroom space for Fashion and Interior Design classes. • Encouraged part-time faculty to attend industry conferences. 	<p>from areas of exploration to program of study</p> <p>To evaluate and improve program ensuring alignment with labor market.</p> <p>To reduce excess units upon completion when transferring.</p> <p>To enhance the bridge from non-credit to credit so that students are reach their educational goals quickly.</p> <p>To foster an engaging student-centered program. Equipment required to teach the classes offered by the program needs to be housed in rooms dedicated to the program.</p> <p>To develop and implement a relevant, innovative program aligned with labor markets,</p>	<p>Fall 2022</p> <p>Fall 2022</p> <p>Spring 2022</p>
<p>Recommendation</p>		
<p>Recommendation</p>		

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

Melissa Diaz

Melissa Diaz (Dec 10, 2021 20:40 PST)

Date: Dec 10, 2021

Christine Bissor

Date: Dec 14, 2021

David Hernandez

David Hernandez (Dec 14, 2021 11:31 PST)

Date: Dec 14, 2021

Date: _____

Date: _____

Reviewed:

Department Chair*

Theresa Koepke

Theresa Koepke (Dec 14, 2021 12:53 PST)

Date: Dec 14, 2021

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs

Sofia Ramirez Gelpi

Sofia Ramirez Gelpi (Dec 14, 2021 13:00 PST)

Date: Dec 14, 2021

Vice President, Academic Affairs

Robert Curry

Robert Curry (Apr 4, 2022 08:45 PDT)

Date: Apr 4, 2022






Post Validation - FCS FASH INTD Program Review

Final Audit Report

2022-04-04

Created:	2022-04-04
By:	Lisa Gutierrez (lisa.gutierrez@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAARbeExgnAH1PqQTmo3FTAPF-xyhOH9tAi

"Post Validation - FCS FASH INTD Program Review" History

-  Document created by Lisa Gutierrez (lisa.gutierrez@hancockcollege.edu)
2022-04-04 - 3:22:29 PM GMT- IP address: 209.129.94.61
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2022-04-04 - 3:22:50 PM GMT
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2022-04-04 - 3:45:26 PM GMT- IP address: 209.129.94.61
-  Document e-signed by Robert Curry (rcurry@hancockcollege.edu)
Signature Date: 2022-04-04 - 3:45:35 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Agreement completed.
2022-04-04 - 3:45:35 PM GMT

PROGRAM REVIEW SUGGESTIONS FOR IMPROVING THE PROCESS

Everyone involved in the process should complete and submit one.

Complete at the end of the process and return to the Academic Senate president.

I participated in the Program Review Process as:

1. a writer of a self-study _____
2. a member of a validation team _____
3. other (specify) _____

Suggestions for Improvement:

APPENDICES

Course Outlines

FASH 110: Apparel Construction 1

https://hancockcollege-my.sharepoint.com/:b:/g/personal/megan_selby_hancockcollege_edu/EWTiSOvSE5JBt4JrULSoGCsB_WXKgAyB5jdlM4dDdq5eAQ?e=4b8PuH

FASH 102: Fashion Design Analysis

https://hancockcollege-my.sharepoint.com/:b:/g/personal/megan_selby_hancockcollege_edu/ETXGPYl6vMtOv008haKkl_MBD7_L_vKpBgI9p5qcxQB1Zw?e=6biDwT

FCS 130: Consumer and Family Finance

https://hancockcollege-my.sharepoint.com/:b:/g/personal/megan_selby_hancockcollege_edu/ETXGPYl6vMtOv008haKkl_MBD7_L_vKpBgI9p5qcxQB1Zw?e=6biDwT

FASH 101: Fashion Industry and Marketing

https://hancockcollege-my.sharepoint.com/:b:/g/personal/megan_selby_hancockcollege_edu/EVxEwe8GtaBMg0xgKvgPDkEBkAfRcJjX2nraX4WjZNAQ?e=abWmG4

ES 104: Historic Fashion / Costume

https://hancockcollege-my.sharepoint.com/:b:/g/personal/megan_selby_hancockcollege_edu/ET0EoJB-KXRMibKbNB-2210BQgbmIniA4N4WgppYbV6pmQ?e=M9W5cM

FASH 104: Historic Fashion / Costume

https://hancockcollege-my.sharepoint.com/:b:/g/personal/megan_selby_hancockcollege_edu/EVwSmWG2ERRNopxF4kOo1xEBUtN9EypGBkij2GpKYwXB2A?e=8NlraN

INTD 170: Interior Design

https://hancockcollege-my.sharepoint.com/:b:/g/personal/megan_selby_hancockcollege_edu/Eb8PytnmPPBJqyF7Sfvh-1IB1IVW4S4NV_-8GsQNY5GieA?e=ixfrTf

INTD 171: Interior Design Materials

https://hancockcollege-my.sharepoint.com/:b:/g/personal/megan_selby_hancockcollege_edu/EeyeSZX9dx1CrGgT5bgs_bwBCaCGuzdrMOu7aM4GX8LL6w?e=JUPWjm

FCS 131: Life Management

https://hancockcollege-my.sharepoint.com/:b:/g/personal/megan_selby_hancockcollege_edu/EdA5zC996KtAsbr13TlgZ98BZ_d7kCu97w0D0TvA05_i2A?e=wShwWq

FASH 103: Textiles

https://hancockcollege-my.sharepoint.com/:b:/g/personal/megan_selby_hancockcollege_edu/EaPw_PNSV31Hijj3S343VvABAddI2PUVjCVyEpbflLmtGg?e=Mph6cq

Degrees and Certificates

https://hancockcollege-my.sharepoint.com/:f:/g/personal/megan_selby_hancockcollege_edu/EjJ5C1VmZddPj7gvxcv0mNQB2Eo7U0ovyNxM-GCuuzOFQw?e=MggZ5s

Advisory Committee

https://hancockcollege-my.sharepoint.com/:b:/g/personal/megan_selby_hancockcollege_edu/EZG3x85WdmpLvZ53H0GdZmIBQ3zYdv0H2g0aY0MVL2nv8w?e=HVuhf6

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------

2019-2020

Program Review Data

Fashion & Design

Table of Contents

Enrollment Data Summer 2009 – Spring 2015	1-2
Ethnicity & Gender Headcount Summer 2009 – Spring 2015	3-4
Age & Enroll Status Headcount Summer 2009 – Spring 2015	5-6
Degrees & Certificates Summer 2009 – Spring 2015	7-8
Efficiency Data/Graph Spring 2014 & Spring 2015	9-10

EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

The lack of attention a full-time lead faculty member and program coordinator with area expertise has led to a stagnation in the program. There is a need to turn the program into an industry-ready, career training program with classes that aligns with UC and CSU comparable courses. Both the INTD and FASH curriculums need to be updated with technology used in the industry.

Interest in the program has grown with outreach and coordination with local high school FCS programs in the last 3 years. Students who are currently enrolled in classes in the program have high enthusiasm for the program when surveyed and rate the quality of instruction at the highest level. The program can be further strengthened through outreach with the counseling department.

Merchandising offers flexible, collaborative careers in supply chain, data science, marketing technology, finance engineering and design. Retail companies are also some of the most exiting brands in the country and they drive innovation. The changes that have happened in merchandising in the last 5 years total more than what happened in the previous 50. Allan Hancock College Fashion Merchandising and Interior Design Merchandising and FCS General can provide students with foundation skills and experiences that are transferable to this industry.

Strengths of the program/discipline:

1. Enrollment in FASH has increased since prefix change in 2019. For Fall 2020 24 of 24 seats were filled with 4 on the wait list. In Fall of 2018 when the prefix was FCS, there were only 11.
2. Diversity of student (male, female, non-binary) is increasing as the program improves.
3. Students have established a club within the fashion department which speaks to the growing health and interest in the program.
4. The pathway between high school and FASH 101 is well established as shown by the upward trajectory in enrollment in the class over the past 3 years. Data included in the program review shows enrollment in FASH 101 in 2018 at 13 and in 2020 at 24.
5. There is now a concurrent enrolment class at Pioneer Valley taught by Melissa Diaz for FASH 110. Santa Maria High School is in the process of setting up their clothing construction class for concurrent enrolment also.
6. FASH 104 Historic Costume has been approved for AHC GE CAT 3, and CSU GE Area C1 and IGETC Area 3- Arts and Humanities
7. The FCS Program has an active and involved Advisory Committee made up of local business leaders and teachers that represent the fashion and interior design industry.
8. The increased involvement in the FCS high school advisory board by our program faculty as well as the involvement of FCS high school faculty in AHC Advisory Committee has led to an increase in local high school student enrollment in the FCS programs.

Concerns regarding the program/discipline:

1. The FCS program has lacked a full-time coordinator since 2009.
 - a. That coordinator oversees the following TOP Codes:
 - i. Family and Consumer Sciences, General

ii. Interior Design and Merchandising

iii. Fashion:

1. Fashion Merchandising, Fashion Design, Fashion Production.
2. Lacking basic and fundamental equipment required to meet industry standards and course requirements.
3. Coordination of offerings between credit and noncredit. There is no clear pathway between the two programs or coordination.
4. The alignment and transferability of courses has not been maintained in the past 3 years. A full-time faculty member is needed to support curriculum development and revision working with the advisory Board
5. There is a general lack of knowledge about the program /degrees offered / careers available by the counseling department and students.
6. The courses offered in INTD/FASH do not include computer aided design technology.
7. SLOs have not been assessed due to the lack of a full-time faculty member.

2. RECOMMENDATIONS

1. A full-time faculty-member is needed to support curriculum development and revisions; working with the Advisory Board; securing partnerships with industry representatives for internships, employment, donations, etc.; infusing the program with technology; producing an annual fashion show; supporting a student club; and conducting other program processes.
2. The Advisory Board has asked the program to address the lack of technology and digital portfolios in the curriculum. Once a year, the Advisory Board has asked provided feedback on the program's offerings. They would like to see industry standard equipment align with the local high schools and transfer colleges. Their recommendations included an update to the contents of class offerings to include; Sketch up, pattern making, tech pack and digital portfolio.
3. To strengthen the program, FCS requires institutional support with outreach and marketing, for example; inclusion in the Career Exploration Event, and development of outreach materials such as flyers, posters, and brochures.
4. 4. Develop a 100-level mirror course that informs students on the areas of study within Fashion, Interior Design and FCS
5. 5. Create logical course offering pathway to degree obtainment and transfer to Pomona and Long Beach State.
6. 6. Revise 2-year schedule for optimal course enrollment using data from AHC
7. 7. Alternate offering INTD 170 evening and daytime to accommodate working/ returning students
8. Map PLOs in Non-credit to bridge to credit
9. Update SLOs, and assessments
10. Align UC and CSU comparable courses
11. Work with noncredit pathway that leads to either a credit bridge or a career
12. Designate classroom space for Fashion and Interior Design classes. Due to the type of classes offered in the program and equipment needed to teach these classes, designated classroom space is essential to house the equipment and provide students the room to utilize them. eg; cutting tables, dress forms, industrial sewing machines,

sergers, and embroidery machines.

13. Part-time faculty members should be encouraged to attend industry conferences to stay relevant on industry technology to prepare students for the workforce

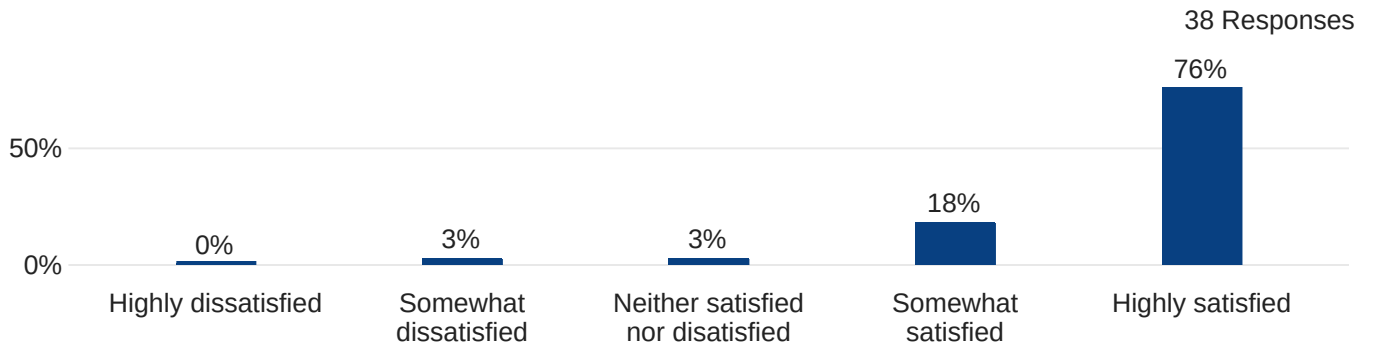
All data provided within was gathered from publically available Tableau Reports. To get more information or investigate the data further you can access Tableau by going to myHancock -> Work Tools/Faculty tab -> Assessment & IRP channel -> Tableau link.

For any further questions you can contact Armando Cortez at Armando.Cortez@hancockcollege.edu.

**Program Review FCS Survey
Fall 2019/2020
Total responses = 45**

Part I. Please indicate how satisfied you are, in general, with the following aspects of the FCS, Fashion & Interior Design Programs.

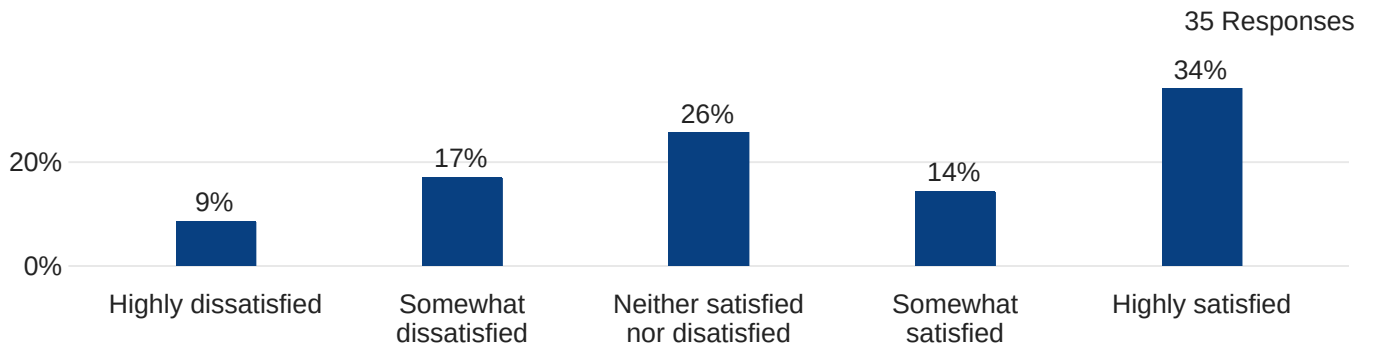
1a. - Quality of instruction within the program



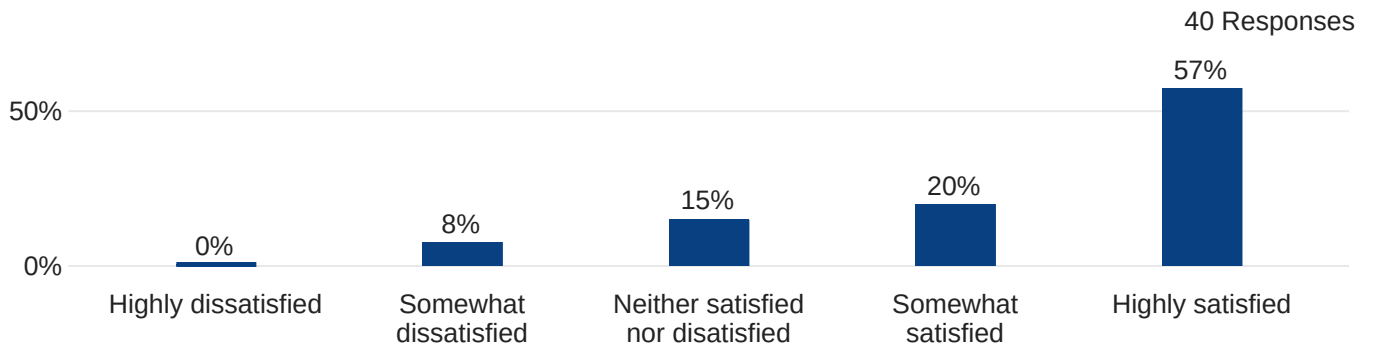
1b. - The way textbooks and other materials used in courses within the program help me learn



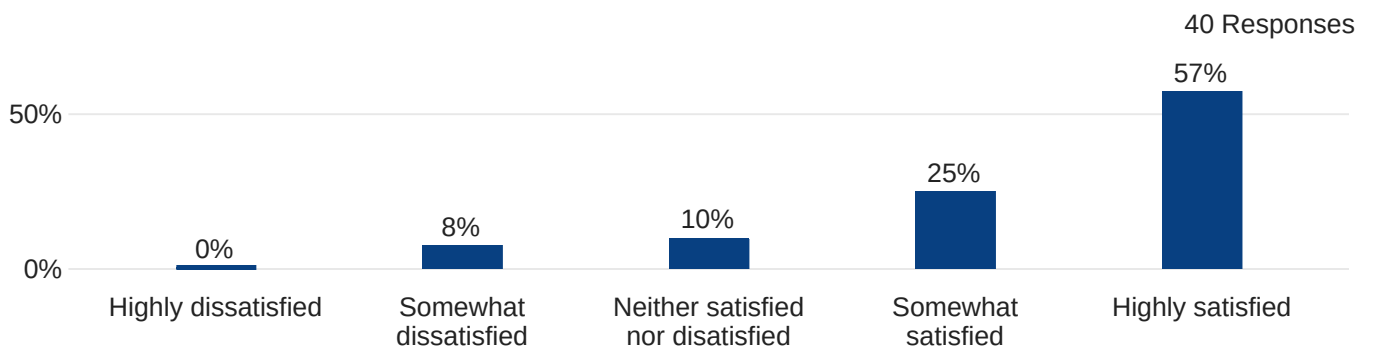
1c. - Advice about the program from counselors



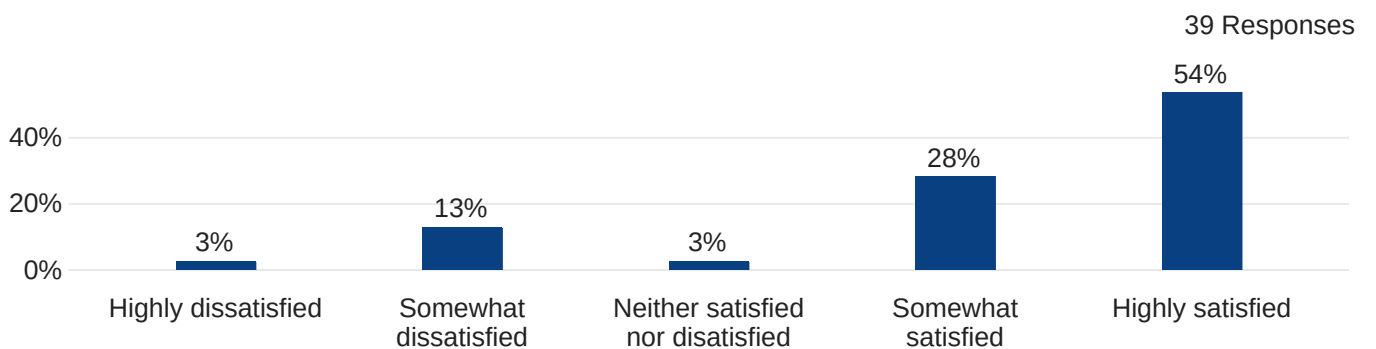
1d. - The way this program meets your educational goals



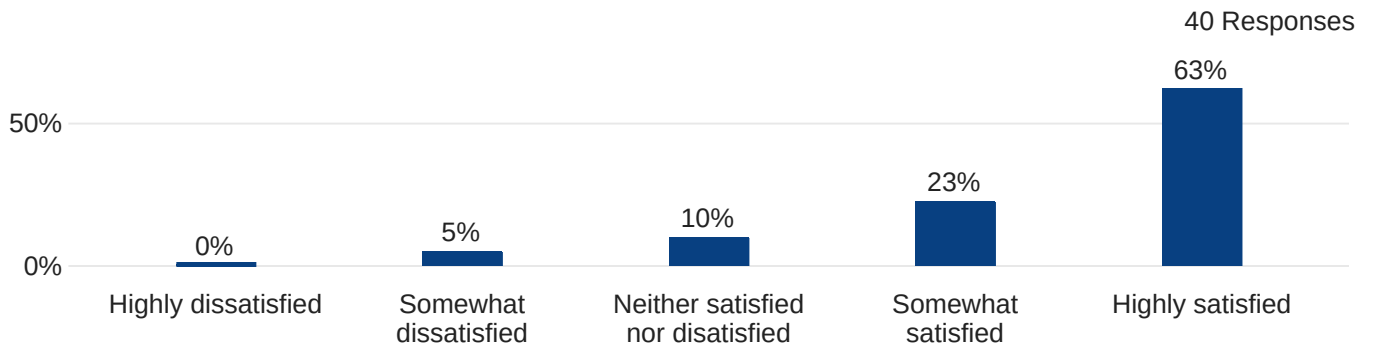
1e. - Contribution towards your intellectual growth



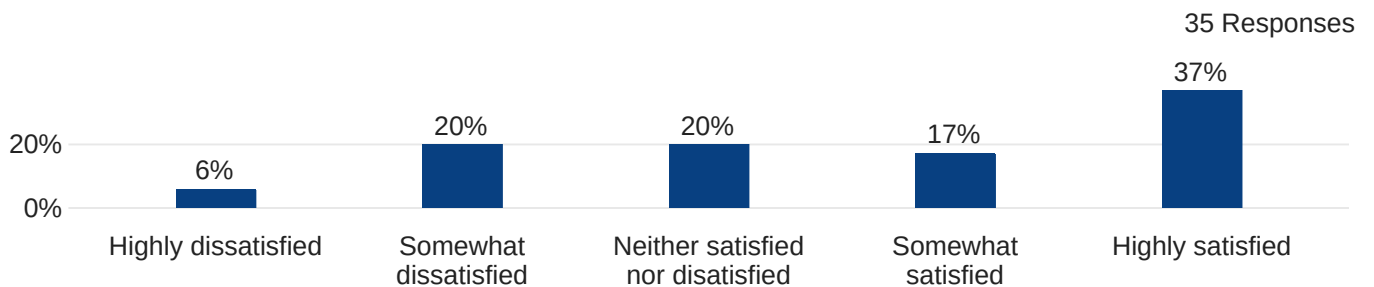
1f. - Clarity of course goals and learning objectives



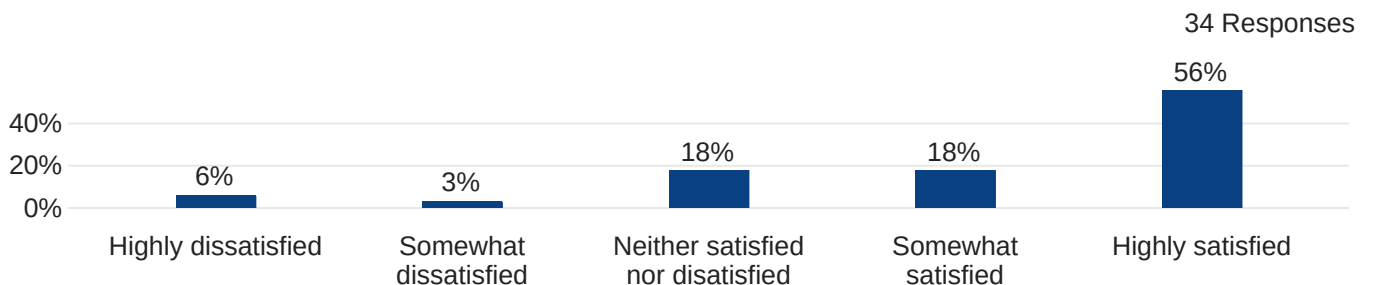
1g. - Feedback and assessment of progress towards learning objectives



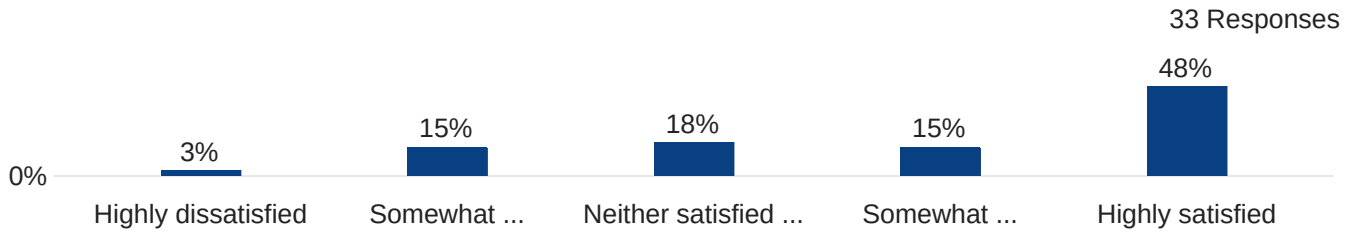
1h. - The availability of courses offered in the FCS, Fashion & Interior Design programs



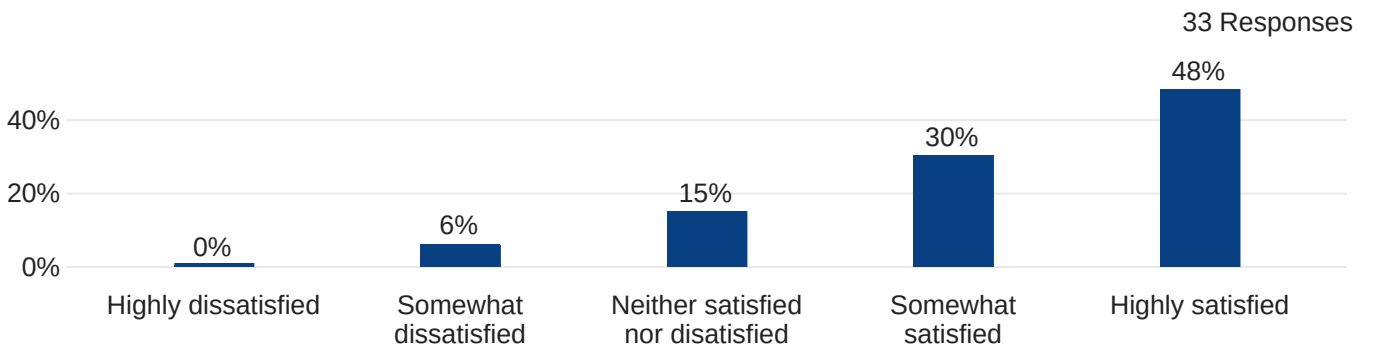
1i. - The content of courses offered in the FCS, Fashion & Interior Design programs



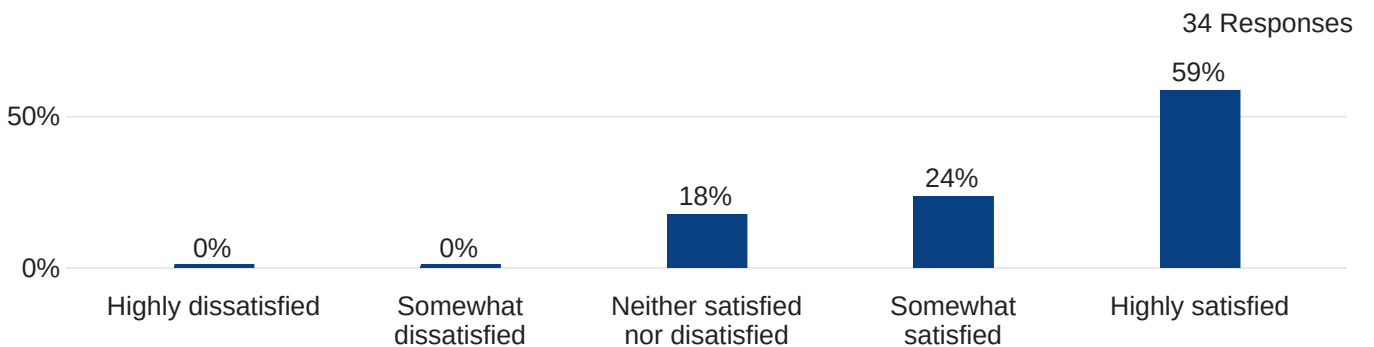
1j. - The coordination of courses offered in the FCS, Fashion & Interior Design programs and courses offered in other departments that may be required for your major



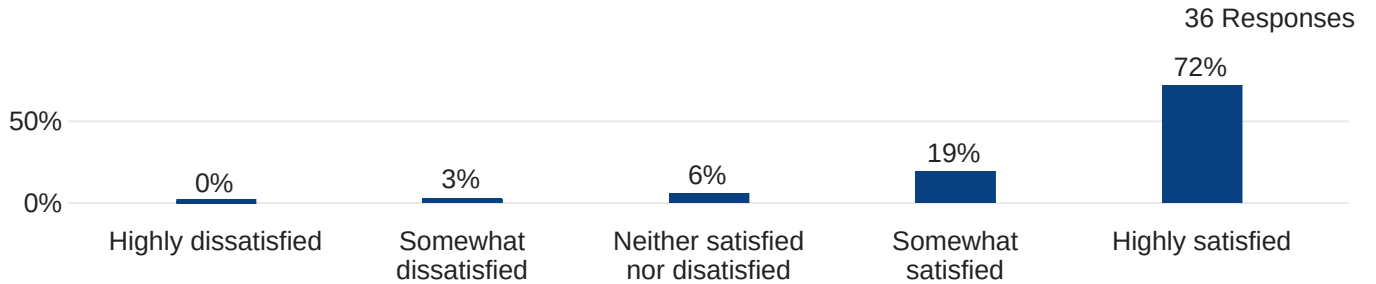
1k. - The physical facilities and space (e.g., classrooms, labs)



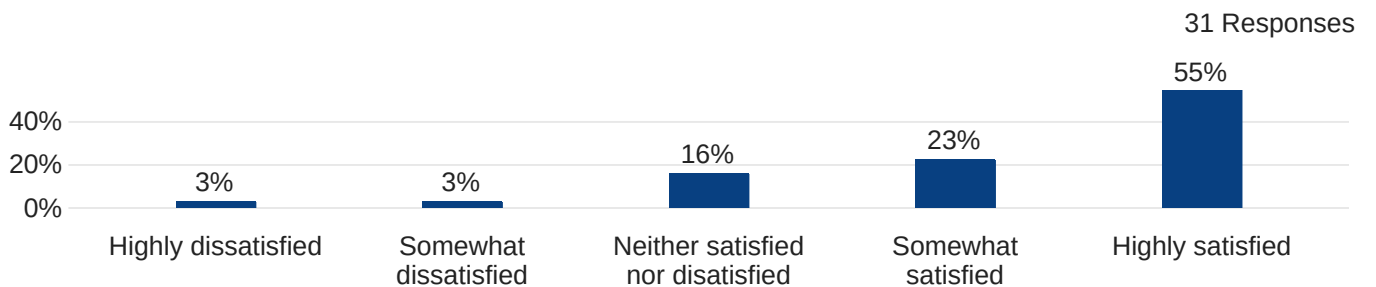
1l. - Instructional equipment (e.g., computers, lab equipment)



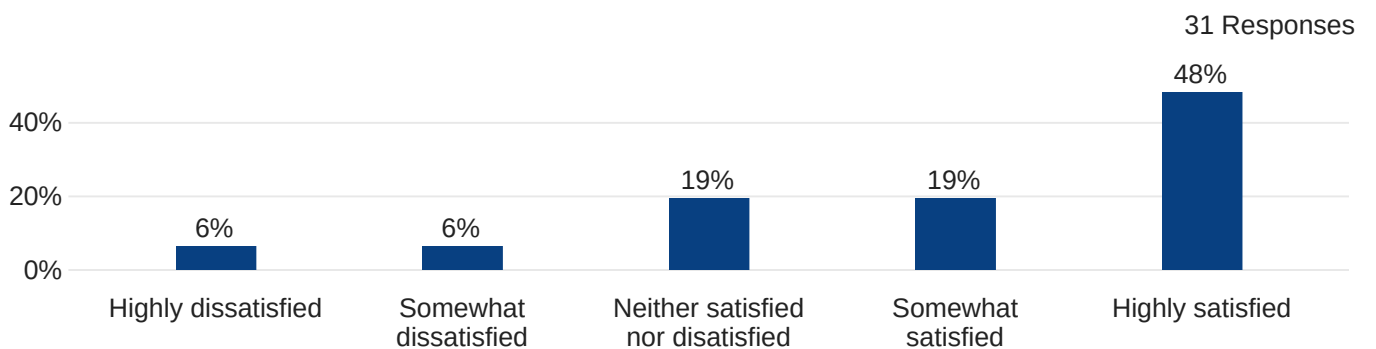
1m. - Presentation of classes via the college's Canvas course management system



1m. - Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)

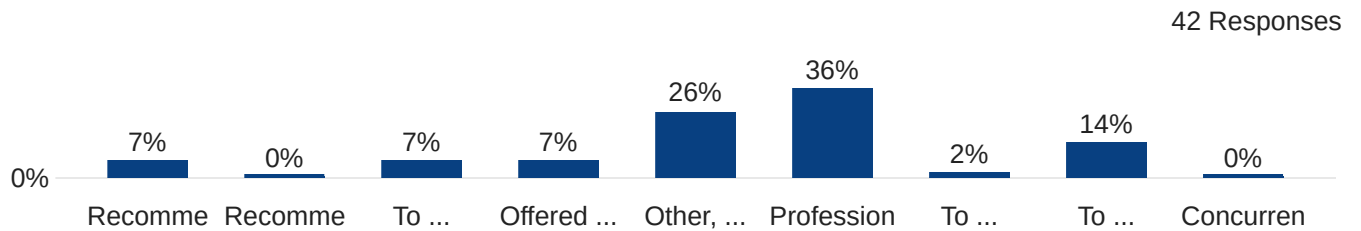


1n. - Availability of appropriate resources in the libraries

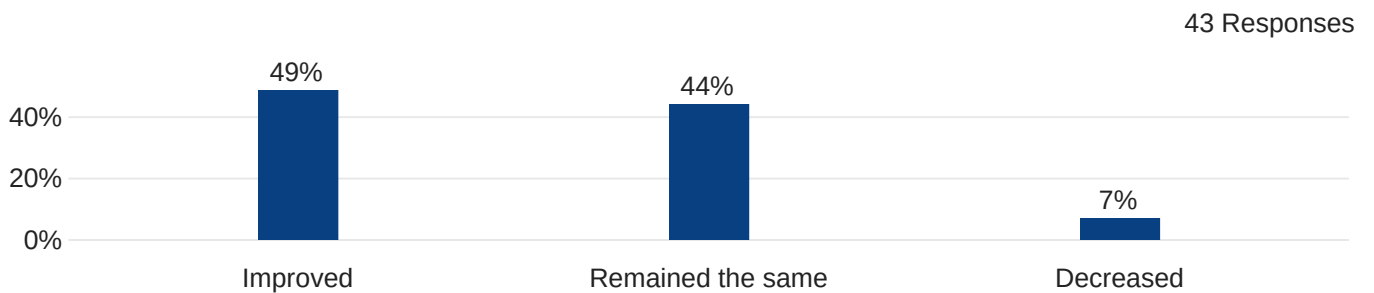


Part II.

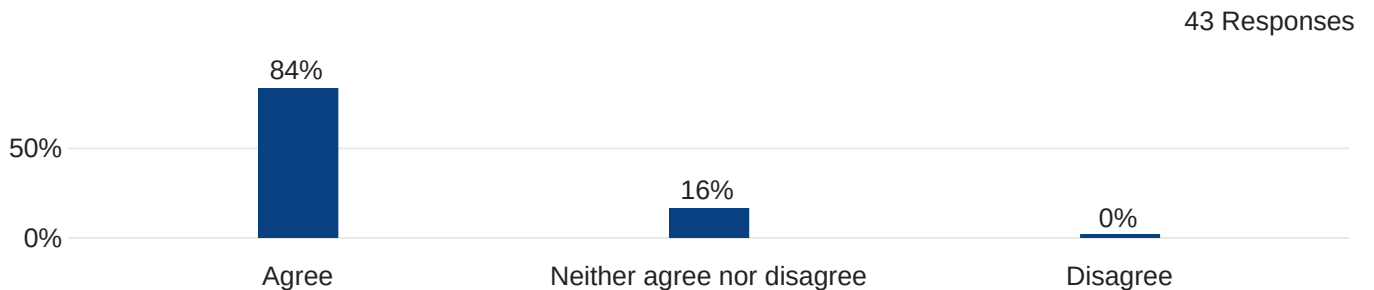
Q2 - Which of the following best describes your reason for taking this and other courses in FCS, Fashion & Interior Design programs? - Selected Choice



Q3 - Compared to the beginning of the semester, your attitude about FCS, Fashion & Interior Design programs has

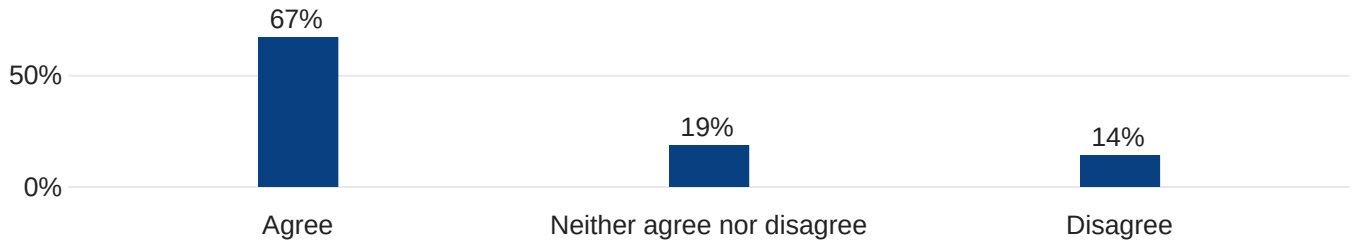


Q4a. - I would recommend taking courses in FCS, Fashion & Interior Design programs



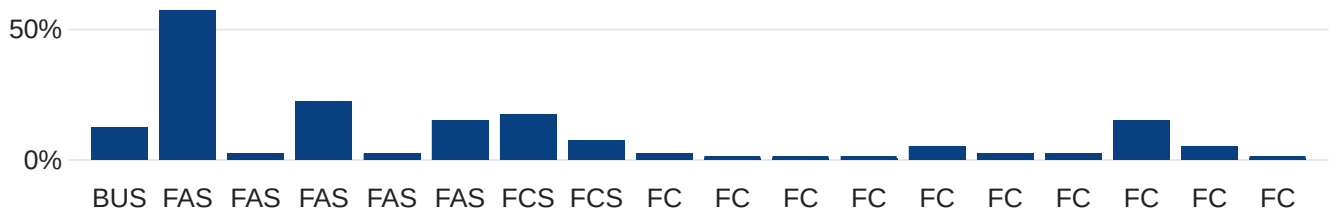
Q4b. - I plan on taking additional courses in FCS, Fashion & Interior Design programs

43 Responses



Q5 - Which of the following courses have you taken in FCS, Fashion & Interior Design programs?

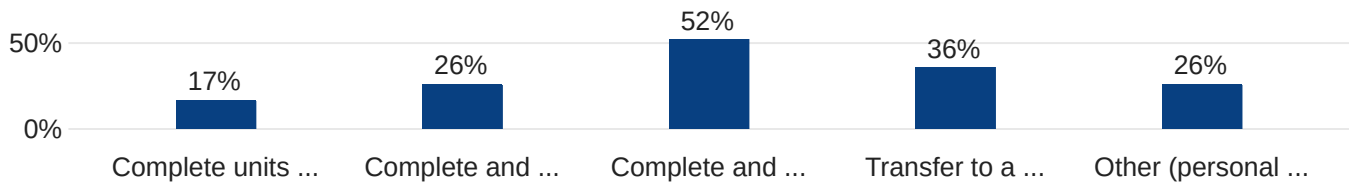
40 Responses



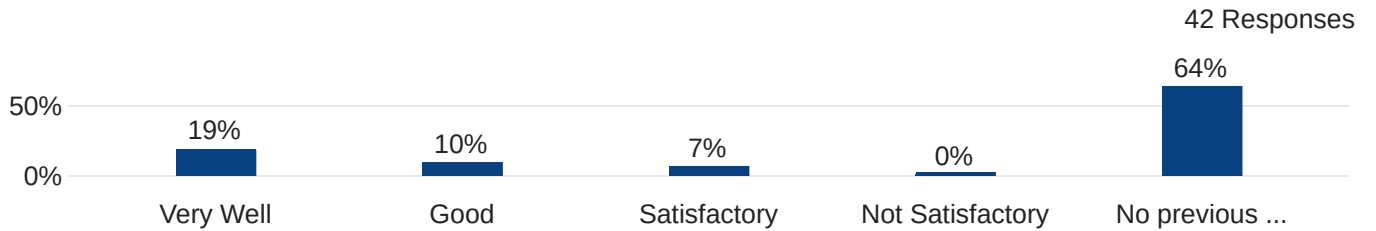
Q6 - What educational goals are you working toward as you attend Allan Hancock College?

(Select all that apply)

42 Responses

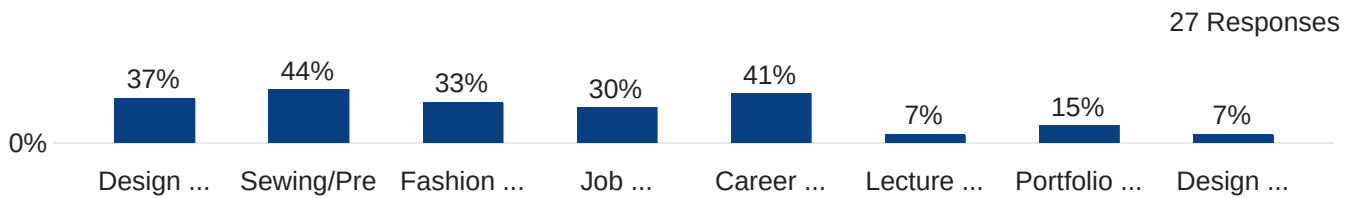


Q7 - How did your last FCS, Fashion, or Interior Design class prepare you for the ones you are now taking?

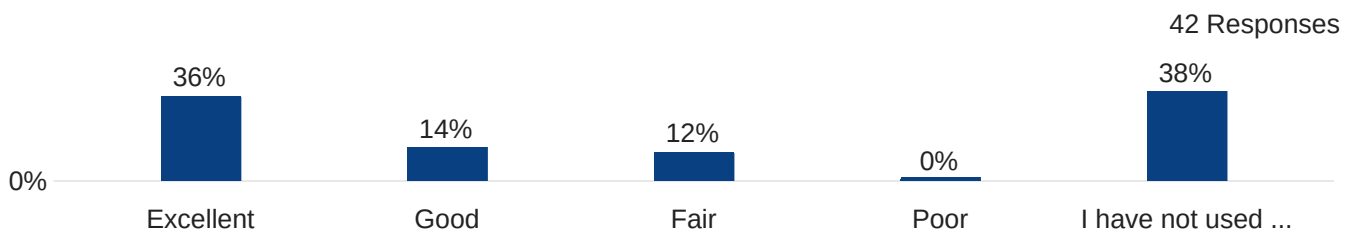


Q8 - What AHC, FCS, Fashion, Interior Design program services are you familiar with?

(Select all that apply)

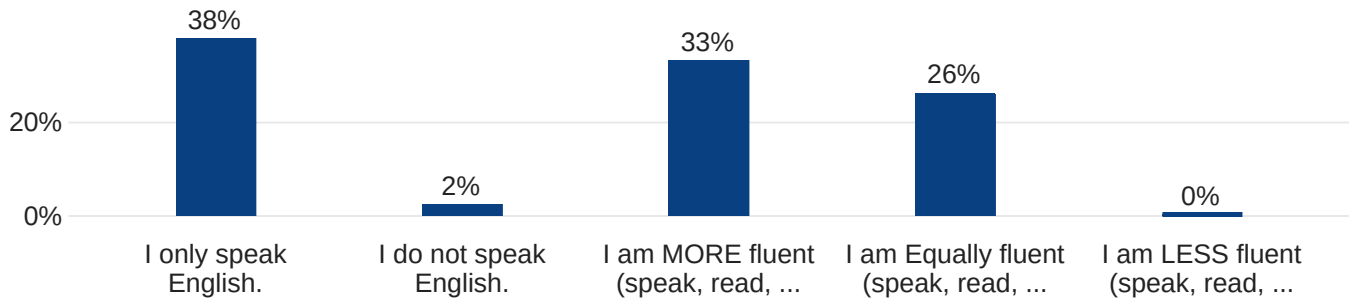


Q9 - Which best describes your overall learning experience in the FCS, Fashion, & Interior Design lab?



Q10 - Which statement best describes your language abilities?

42 Responses



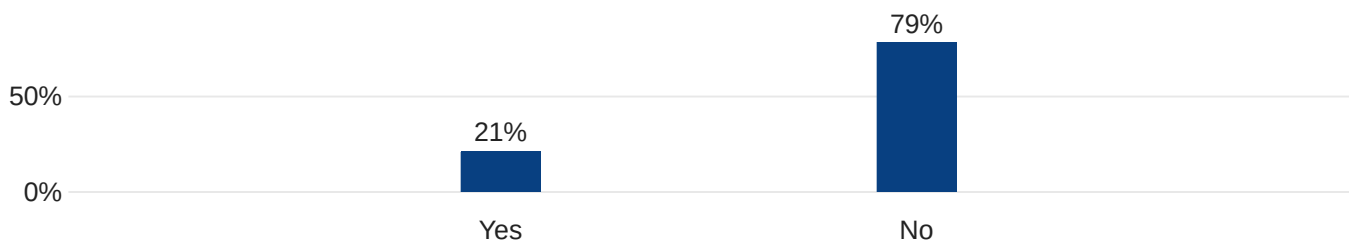
Q11 - If you are currently employed in a job involving the programs of FCS, Fashion, or Interior Design, what best describes your job?

38 Responses

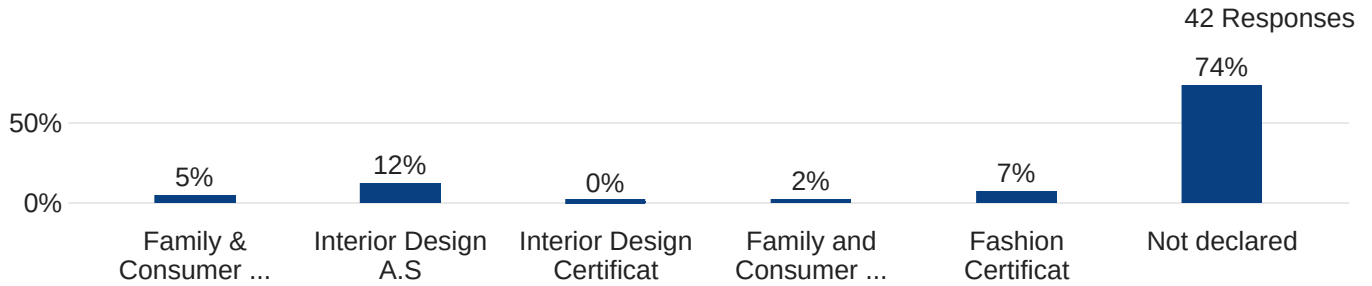


Q12 - Do you hold or have you applied for a job described as FCS, Fashion or Interior Design?

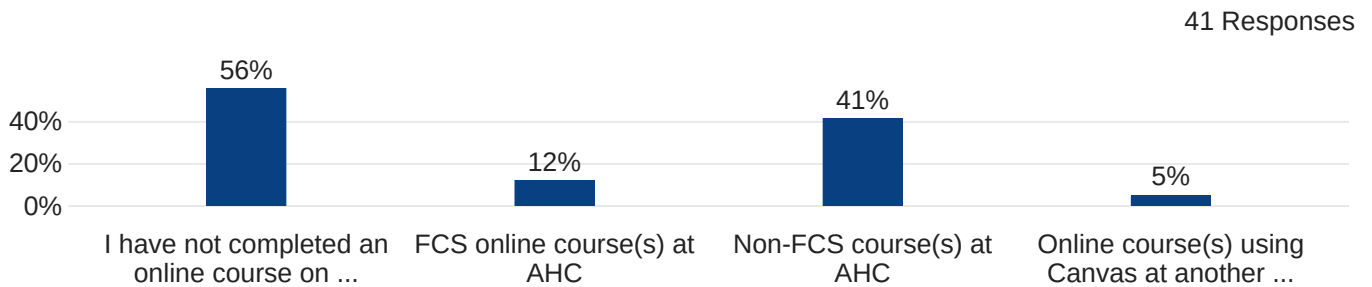
42 Responses



Q13 - Of the degrees/certificates offered in FCS, Fashion & Interior Design, which is your area of concentration?



Q14 - What online courses have you completed in Canvas? (Select all that apply)



Q15 - If you have completed an online course in Canvas, please state all that apply and indicate if they were completed at AHC or elsewhere:

12 Responses

If you have completed an online course in Canvas, please state all that apply and indicate if they were completed at AHC or elsewhere:

Historic Fashion/Costume–latter half Spring 2020 semester @ AHC Apparel Construction 1–latter half Spring 2020 semester @ AHC World Regional Geography–Summer 2020 @ AHC

Geology AHC Health AHC

English 101 Art 101

Fashion Industry and Marketing

BUS 102 - @ AHC FILM 101 - @ AHC MATH 123 - @ AHC

English 101

Physical Education

Many during HS and now 4 during this semester

English 103 at AHC

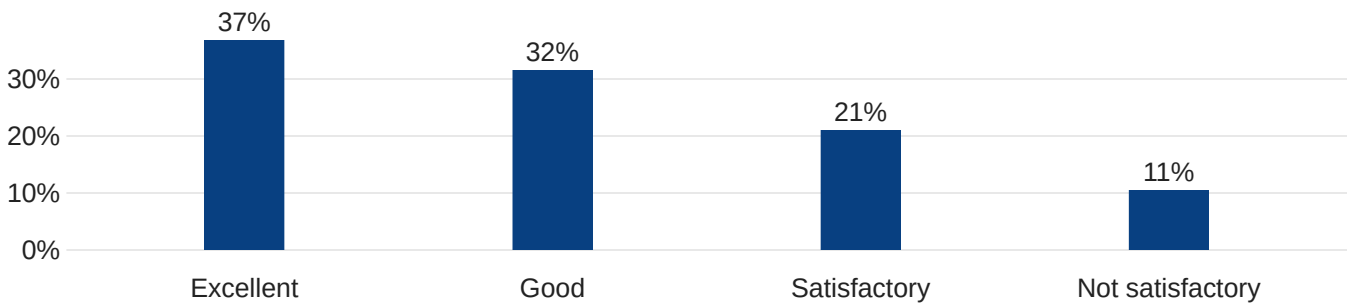
US History Physical Geography World Civilization Government Early Childhood Studies - all at AHC

Econ 102 @ahc

Econ 102 @ahc

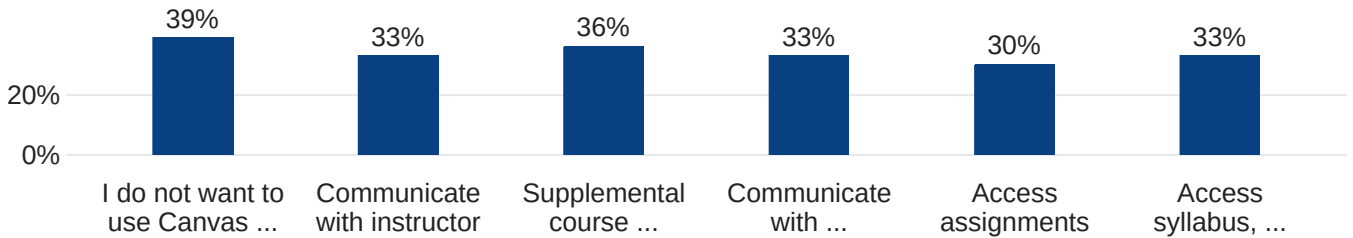
Q16 - What was your level of satisfaction with the FCS courses online?

38 Responses



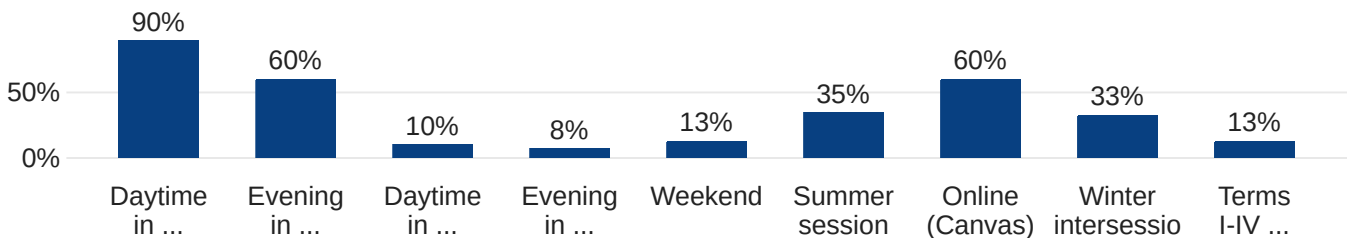
Q17 - Which parts of Canvas would you like your instructor to integrate into the instruction of on-site FCS courses? (Select all that apply)

33 Responses



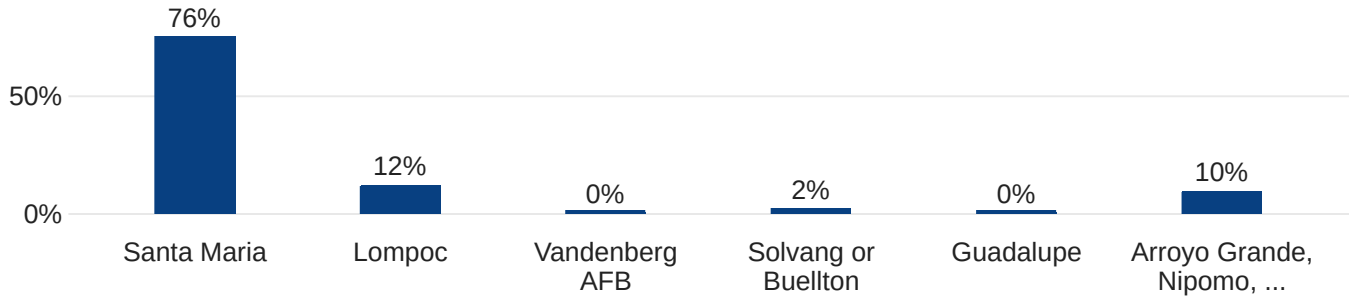
Q18 - Which classes below are you most likely to attend? (Select all that apply)

40 Responses



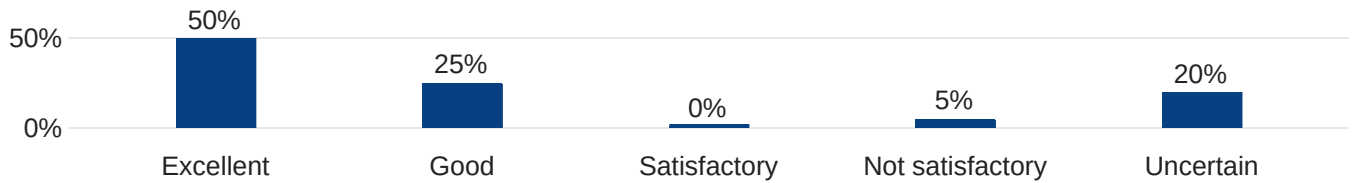
Q19 - Where do you live while you take classes at AHC?

41 Responses



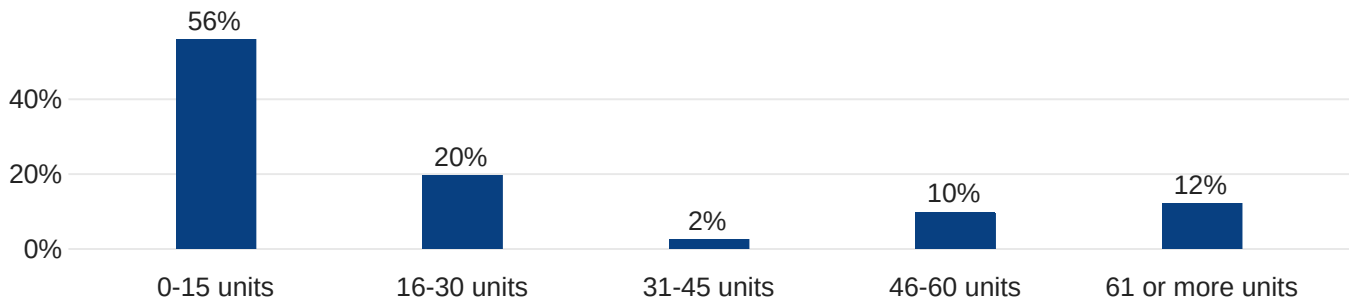
Q20 - How do you rate your overall experience as a student enrolled in Family & Consumer Science, Fashion Studies or Interior Design Merchandising course(s)?

40 Responses

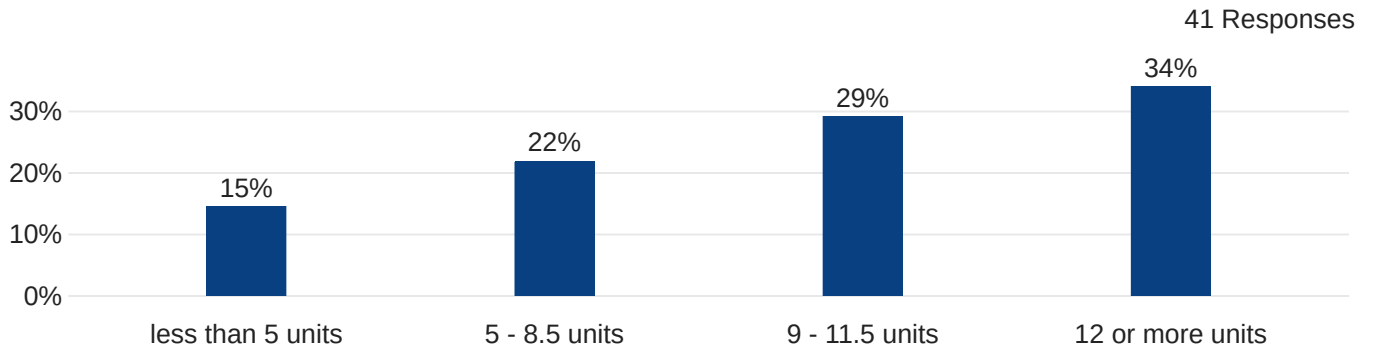


Q21 - How many units have you completed prior to this semester?

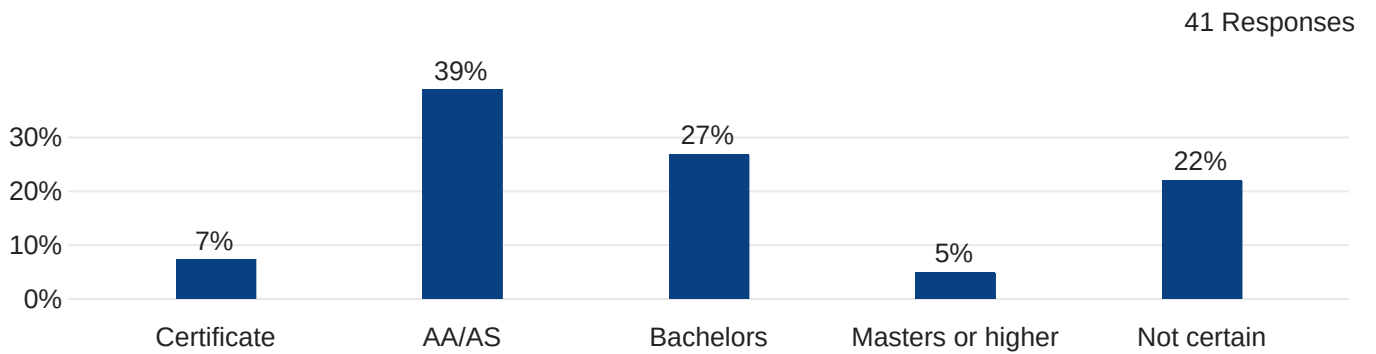
41 Responses



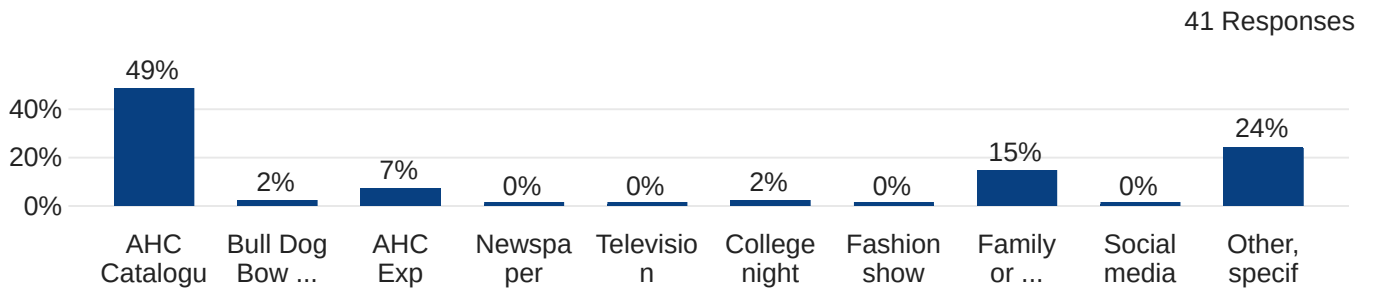
Q22 - In how many units are you currently enrolled?



Q23 - What is your final academic goal?



Q24 - How did you learn about the classes offered in the program? - Selected Choice



Multi Term Display

Term
Multiple Values

Fall 2009, Spring 2010, Fall 2010 and 3 more FCS Outcomes

	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
Sections	3.00	2.00	4.00	3.00	2.00	3.00
Headcount	49.00	39.00	56.00	48.00	42.00	38.00
Enrollment	58.00	47.00	78.00	59.00	51.00	50.00
retained	50.00	35.00	70.00	52.00	45.00	37.00
Retention %	86.21%	74.47%	89.74%	88.14%	88.24%	74.00%
success	44.00	35.00	59.00	43.00	34.00	36.00
Success %	75.86%	74.47%	75.64%	72.88%	66.67%	72.00%
FTES	6.48	5.52	9.47	6.95	6.39	5.99

subject_code
FCS

Credit Status
Multiple Values

ETHNICITY
All

Gender
All

age_category
All

Fall 2009, Spring 2010, Fall 2010 and 3 more Retention & Success

Click on course name to get retention/success by course demographics

course	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012
FCS137	65% 83%		87% 96%		50% 86%	
FCS138	76% 86%			65% 82%		75% 75%
FCS139			80% 90%			
FCS140	93% 93%	90% 90%	74% 91%	90% 100%	79% 90%	80% 80%
FCS144		63% 63%		64% 82%		61% 67%
FCS170			50% 75%			
Grand Total	76% 86%	74% 74%	76% 90%	73% 88%	67% 88%	72% 74%

Enrollment Status
All

Measure Names

Retention %
Success %

course
Multiple Values

Choose 'AHC Data' to see data for the entire college. Choose 'Course Data' and pick a course to see individual course data.

Summer 2009, Fall 2009, Spring 2010 and 6 more Enrollment, FTES, Retention & Success AHC Data

	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012
Sections	262	1,114	1,238	348	1,178	1,240	314	1,023	1,146
Headcount	4,637	11,253	12,728	6,230	12,131	12,689	5,798	10,957	11,736
Enrollment	7,161	29,913	32,406	10,179	32,211	33,109	9,242	29,219	30,988
Retention %	88.58%	87.98%	88.82%	84.71%	85.14%	84.72%	85.50%	86.69%	84.65%
Success %	77.55%	68.49%	72.75%	72.20%	67.32%	68.82%	74.32%	68.63%	69.09%
FTES	940	4,036	4,688	1,249	4,239	4,162	1,072	3,905	3,879

Select a Sheet
AHC Data

course
Multiple Values

Multi Term Display

Term
Multiple Values

Fall 2012, Spring 2013, Fall 2013 and 2 more FCS Outcomes

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Spring 2015
Sections	3.00	2.00	1.00	3.00	4.00
Headcount	48.00	31.00	18.00	31.00	44.00
Enrollment	49.00	36.00	18.00	45.00	56.00
retained	41.00	29.00	17.00	38.00	49.00
Retention %	83.67%	80.56%	94.44%	84.44%	87.50%
success	36.00	24.00	14.00	33.00	48.00
Success %	73.47%	66.67%	77.78%	73.33%	85.71%
FTES	6.37	4.33	1.92	4.81	6.74

subject_code
FCS

Credit Status
Multiple Values

ETHNICITY
All

Gender
All

age_category
All

Fall 2012, Spring 2013, Fall 2013 and 2 more Retention & Success

Click on course name to get retention/success by course demographics

course	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Spring 2015
FCS137	64% 86%		78% 94%		
FCS138				67% 81%	88% 94%
FCS139		67% 90%		70% 90%	
FCS140	94% 94%	67% 67%			76% 76%
FCS144				86% 86%	90% 90%
FCS170	59% 71%				92% 92%
Grand Total	73% 84%	67% 81%	78% 94%	73% 84%	86% 88%

Enrollment Status
All

Measure Names

Retention %
Success %

course
Multiple Values

Choose 'AHC Data' to see data for the entire college. Choose 'Course Data' and pick a course to see individual course data.

Summer 2012, Fall 2012, Spring 2013 and 6 more Enrollment, FTES, Retention & Success AHC Data

	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
Sections	293	1,004	1,087	285	1,069	1,141	306	1,141	1,209
Headcount	5,551	10,883	11,361	5,421	10,922	11,293	5,185	11,084	11,249
Enrollment	8,784	28,559	29,609	8,455	28,612	29,369	8,168	29,153	28,984
Retention %	89.79%	86.62%	86.17%	89.13%	86.97%	85.23%	89.37%	86.83%	85.44%
Success %	77.33%	69.63%	70.38%	77.46%	70.56%	70.22%	77.69%	69.80%	71.38%
FTES	1,001	3,775	3,813	978	3,852	3,868	944	3,900	4,048

Select a Sheet
AHC Data

course
Multiple Values

Multi Year Display Demographics

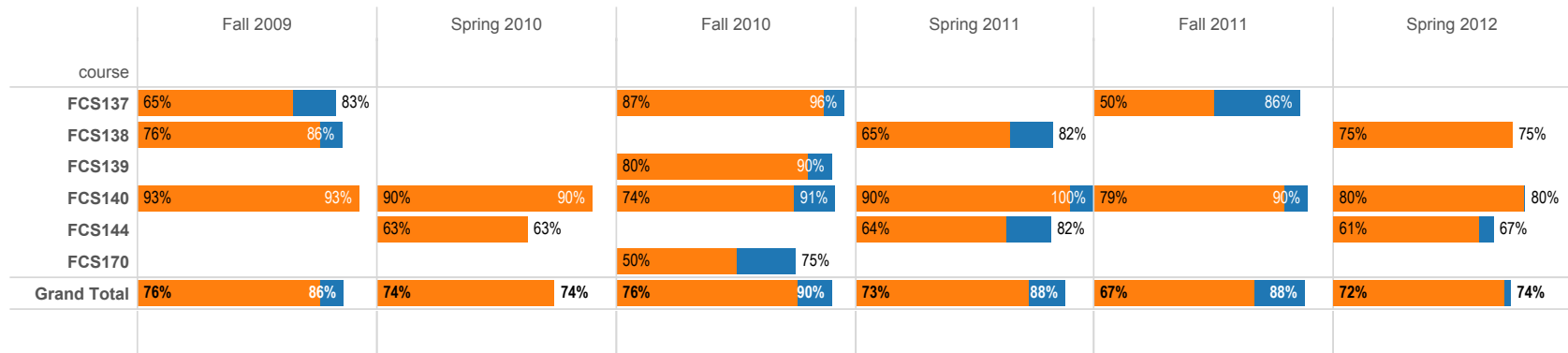
Term Multiple Values
subject_code FCS
course Multiple Values
Credit Status Multiple Values
Ethnicity or Age Ethnicity
Gender or Enrollment Status Gender
ETHNICITY Multiple Values
Gender All
age_category All
Enrollment Status All
 Use two filters above to choose between displaying the four demographic options.

ETHNICITY	Fall 2009		Spring 2010		Fall 2010		Spring 2011		Fall 2011		Spring 2012	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	3.00	0.31	1.00	0.24	2.00	0.32	2.00	0.25	2.00	0.25	2.00	0.39
Black	2.00	0.34			1.00	0.14	2.00	0.49	2.00	0.21	2.00	0.32
Filipono							2.00	0.25	1.00	0.25	3.00	0.35
Hispanic	21.00	2.72	18.00	2.54	28.00	5.10	23.00	3.50	21.00	3.16	18.00	2.58
Native Am	3.00	0.34							1.00	0.14		
Unknown	1.00	0.10	1.00	0.13			1.00	0.25				
White	19.00	2.66	19.00	2.60	25.00	3.91	18.00	2.22	15.00	2.39	13.00	2.35

course Multiple Values

Gender	Fall 2009		Spring 2010		Fall 2010		Spring 2011		Fall 2011		Spring 2012	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	41.00	5.62	37.00	5.25	52.00	8.87	41.00	5.89	35.00	5.13	35.00	5.57
Male	8.00	0.87	2.00	0.27	4.00	0.60	7.00	1.06	7.00	1.26	3.00	0.42
Grand Total	49.00	6.48	39.00	5.52	56.00	9.47	48.00	6.95	42.00	6.39	38.00	5.99

Fall 2009, Spring 2010, Fall 2010 and 3 more Retention & Success FCS



Measure Names
■ Retention %
■ Success %

Multi Year Display Demographics

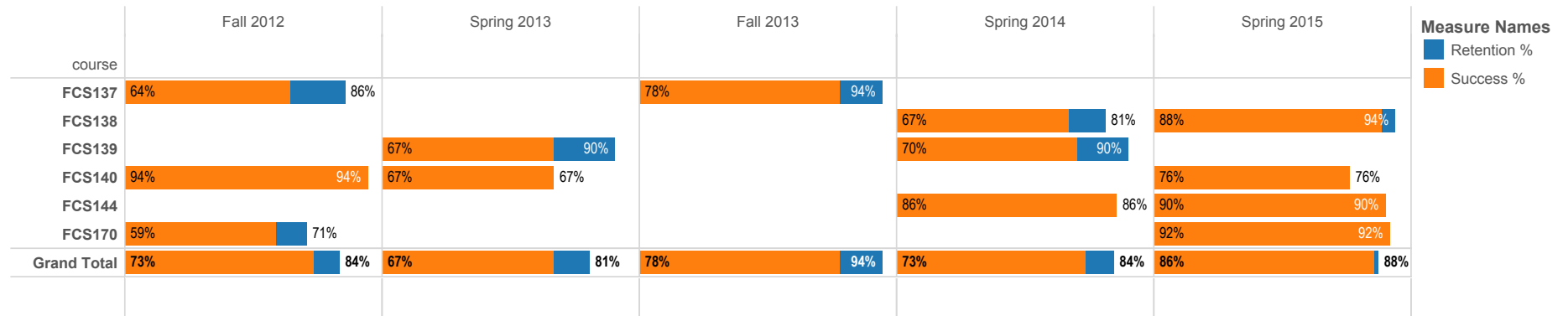
Term
Multiple Values
subject_code
FCS
course
Multiple Values
Credit Status
Multiple Values
Ethnicity or Age
Ethnicity
Gender or Enrollment Status
Gender
ETHNICITY
Multiple Values
Gender
All
age_category
All
Enrollment Status
All
 Use two filters above to choose between displaying the four demographic options.

ETHNICITY	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Spring 2015	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Asian	3.00	0.42								
Black	2.00	0.25	3.00	0.52	2.00	0.21	2.00	0.21	2.00	0.34
Filipono	1.00	0.11	1.00	0.25			1.00	0.11	1.00	0.10
Hispanic	30.00	3.93	15.00	2.04	13.00	1.39	16.00	2.56	29.00	4.46
White	12.00	1.67	12.00	1.52	3.00	0.32	12.00	1.92	12.00	1.83

course
Multiple Values

Gender	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Spring 2015	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Female	43.00	5.74	29.00	4.09	18.00	1.92	23.00	3.63	39.00	6.04
Male	5.00	0.63	2.00	0.25			8.00	1.18	5.00	0.69
Grand Total	48.00	6.37	31.00	4.33	18.00	1.92	31.00	4.81	44.00	6.74

Fall 2012, Spring 2013, Fall 2013 and 2 more Retention & Success FCS



Multi Year Display Demographics

Term Multiple Values
subject_code FCS
course Multiple Values
Credit Status Multiple Values
Ethnicity or Age Age
Gender or Enrollment Status Enrollment Status
ETHNICITY Multiple Values
Gender All
age_category All
Enrollment Status All
 Use two filters above to choose between displaying the four demographic options.

age_category	Fall 2009		Spring 2010		Fall 2010		Spring 2011		Fall 2011		Spring 2012	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 19	31.00	3.96	17.00	2.50	23.00	3.85	22.00	3.19	23.00	3.23	15.00	2.33
20-24	12.00	1.52	12.00	1.61	20.00	3.63	19.00	2.89	11.00	1.89	17.00	2.71
25-29	3.00	0.55	4.00	0.55	4.00	0.63	4.00	0.52	3.00	0.49	1.00	0.14
30-34	1.00	0.13	1.00	0.10					1.00	0.14	1.00	0.11
35-39			1.00	0.10	2.00	0.39			1.00	0.14	2.00	0.32
40-49			1.00	0.13	3.00	0.42	2.00	0.25	2.00	0.39	1.00	0.25
50+	2.00	0.31	3.00	0.51	4.00	0.56	1.00	0.11	1.00	0.11	1.00	0.14

course Multiple Values

Enrollment Status	Fall 2009		Spring 2010		Fall 2010		Spring 2011		Fall 2011		Spring 2012	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time Student	9.00	1.00	2.00	0.24	15.00	2.65	6.00	0.95	8.00	1.26	4.00	0.60
First Time Transfer			2.00	0.24	2.00	0.25	2.00	0.46	2.00	0.25	3.00	0.32
Continuing	24.00	3.42	28.00	4.18	28.00	4.68	37.00	5.16	24.00	3.68	26.00	4.44
Returning	12.00	1.52	6.00	0.72	9.00	1.51	1.00	0.14	8.00	1.20	3.00	0.39
NA	4.00	0.54	1.00	0.13	1.00	0.25	2.00	0.25			2.00	0.25
Unknown					1.00	0.14						
Grand Total	49.00	6.48	39.00	5.52	56.00	9.47	48.00	6.95	42.00	6.39	38.00	5.99

Fall 2009, Spring 2010, Fall 2010 and 3 more Retention & Success FCS

course	Fall 2009		Spring 2010		Fall 2010		Spring 2011		Fall 2011		Spring 2012	
	Retention %	Success %	Retention %	Success %	Retention %	Success %	Retention %	Success %	Retention %	Success %	Retention %	Success %
FCS137	65%	83%			87%	96%			50%	86%		
FCS138	76%	86%					65%	82%			75%	75%
FCS139					80%	90%						
FCS140	93%	93%	90%	90%	74%	91%	90%	100%	79%	90%	80%	80%
FCS144			63%	63%			64%	82%			61%	67%
FCS170					50%	75%						
Grand Total	76%	86%	74%	74%	76%	90%	73%	88%	67%	88%	72%	74%

Measure Names
■ Retention %
■ Success %

Multi Year Display Demographics

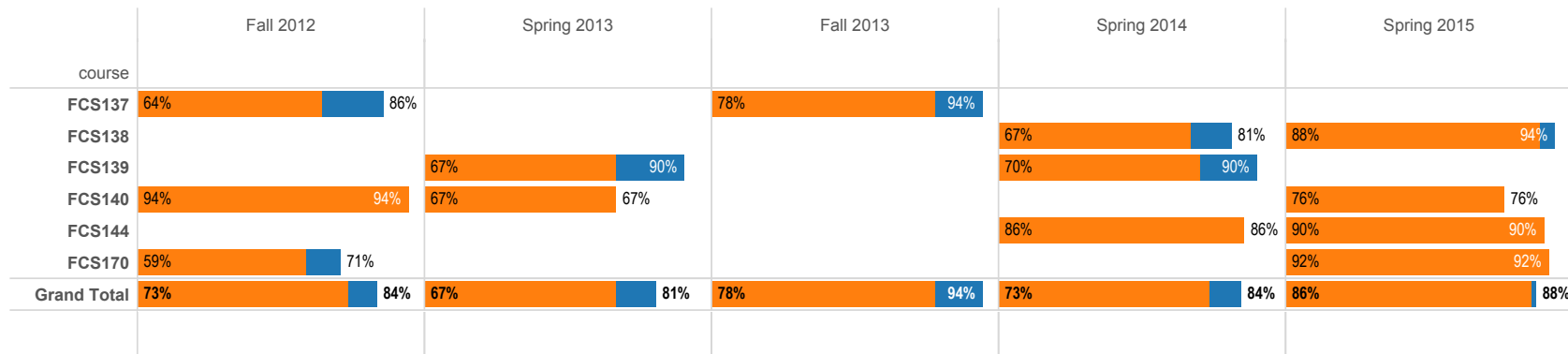
Term Multiple Values
subject_code FCS
course Multiple Values
Credit Status Multiple Values
Ethnicity or Age Age
Gender or Enrollment Status Enrollment Status
ETHNICITY Multiple Values
Gender All
age_category All
Enrollment Status All
 Use two filters above to choose between displaying the four demographic options.

age_category	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Spring 2015	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
Under 19	21.00	2.77	6.00	0.77	7.00	0.75	7.00	0.96	12.00	1.99
20-24	12.00	1.54	16.00	2.16	8.00	0.85	14.00	2.14	15.00	2.26
25-29	7.00	0.94	3.00	0.42	2.00	0.21	2.00	0.53	8.00	1.24
30-34	1.00	0.14							4.00	0.50
35-39	1.00	0.14	1.00	0.14			3.00	0.32	1.00	0.13
40-49	1.00	0.14	2.00	0.35	1.00	0.11	4.00	0.75	2.00	0.27
50+	5.00	0.70	3.00	0.49			1.00	0.11	2.00	0.35

course Multiple Values

Enrollment Status	Fall 2012		Spring 2013		Fall 2013		Spring 2014		Spring 2015	
	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES	Headcount	FTES
First Time Student	12.00	1.51	1.00	0.14	4.00	0.43	1.00	0.11	1.00	0.35
First Time Transfer	5.00	0.63	4.00	0.49	2.00	0.21	4.00	0.64		
Continuing	17.00	2.38	20.00	2.79	11.00	1.18	18.00	2.56	38.00	5.68
Returning	14.00	1.85	5.00	0.77			6.00	1.28	3.00	0.44
NA			1.00	0.14	1.00	0.11	2.00	0.21	2.00	0.27
Grand Total	48.00	6.37	31.00	4.33	18.00	1.92	31.00	4.81	44.00	6.74

Fall 2012, Spring 2013, Fall 2013 and 2 more Retention & Success FCS



Degrees & Certificates

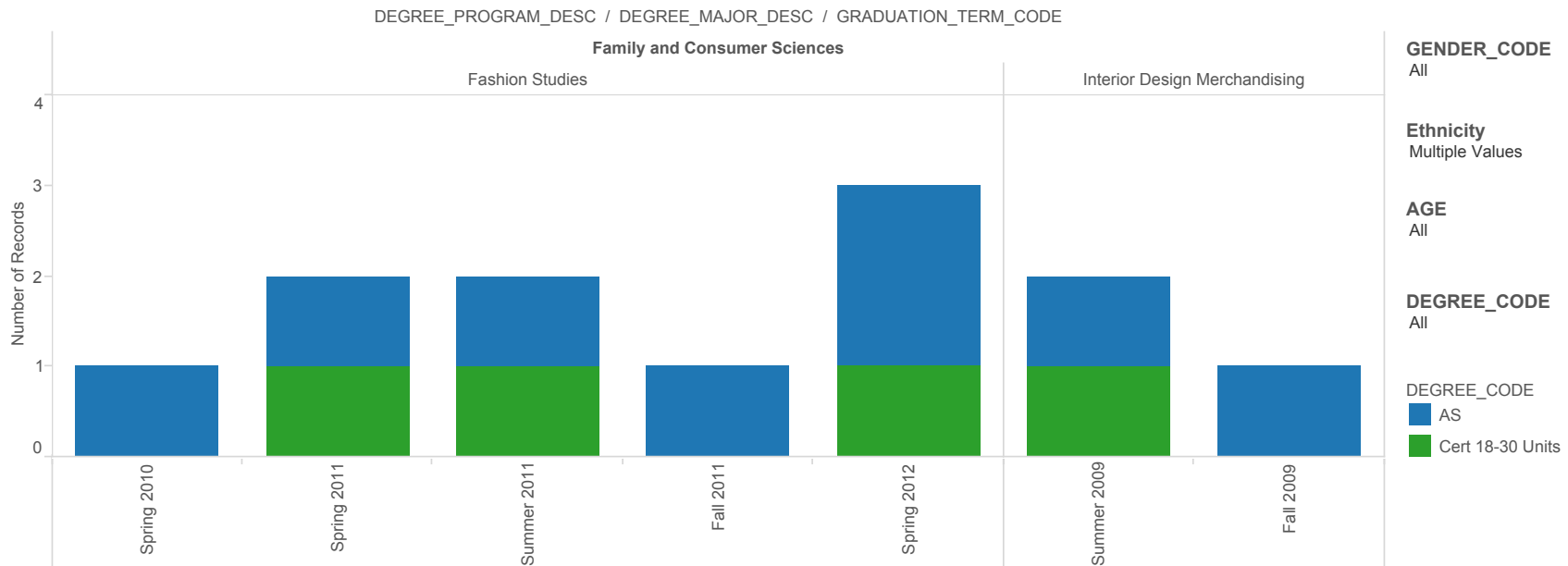
			GRADUATION_TERM_CODE							
DEGREE_PRO..	DEGREE_MA..	DEGREE_CODE	Summer 2009	Fall 2009	Spring 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Grand Total
Family and Consumer Sciences	Fashion Studies	AS			1	1	1	1	2	6
		Cert 18-30 Units				1	1		1	3
	Interior Design Merchandising	AS	1	1						2
		Cert 18-30 Units	1							
	Total		2	1	1	2	2	1	3	12
Grand Total			2	1	1	2	2	1	3	12

GRADUATION_TERM_CODE
Multiple Values

DEGREE_PROGRAM_DESC
Family and Consumer Sciences

DEGREE_MAJOR_DESC
All

Degrees & Certificates



Degrees & Certificates

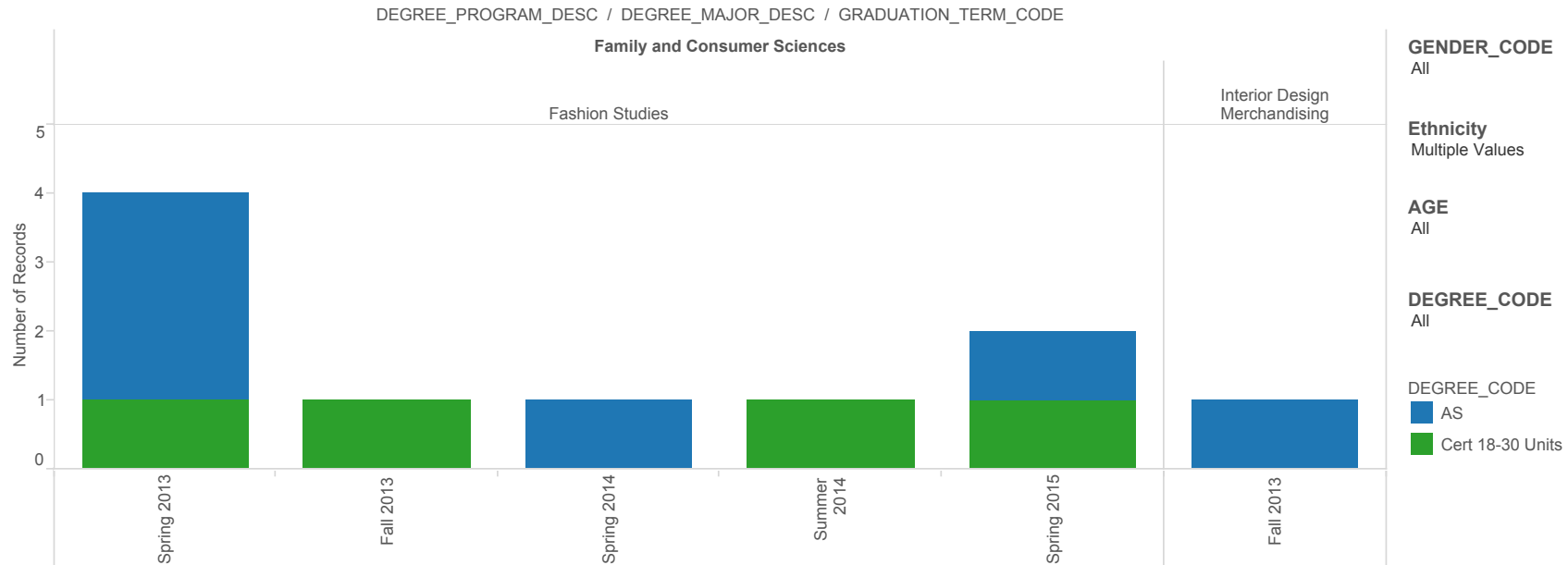
			GRADUATION_TERM_CODE					
DEGREE_PRO..	DEGREE_MAJOR_DESC	DEGREE_CODE	Spring 2013	Fall 2013	Spring 2014	Summer 2014	Spring 2015	Grand Total
Family and Consumer Sciences	Fashion Studies	AS	3		1		1	5
		Cert 18-30 Units	1	1		1	1	4
	Interior Design Merchandising	AS		1				1
Total			4	2	1	1	2	10
Grand Total			4	2	1	1	2	10

GRADUATION_TERM_CODE
Multiple Values

DEGREE_PROGRAM_DESC
Family and Consumer Sciences

DEGREE_MAJOR_DESC
All

Degrees & Certificates

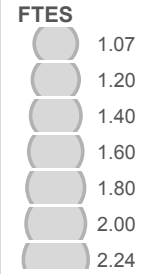


Scheduling Viz - Spring 2014 FCS

Term Code - Desc
Spring 2014



Subject Code
FCS



Totals for Selections

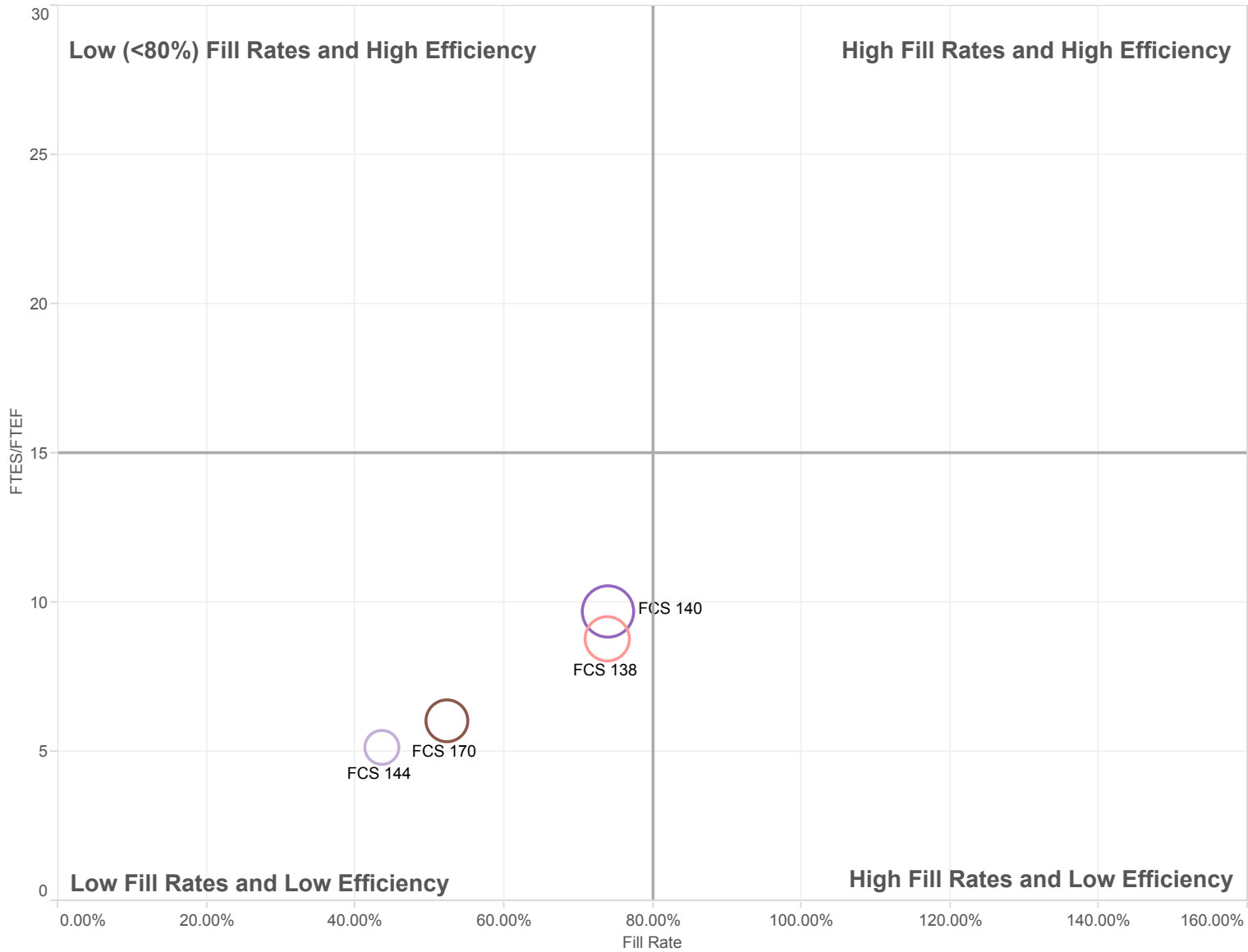
FTES/FTEF	8.01
FTES	4.81
FTEF	0.60
Fill Rate	65%
Sections	3
Avg Class Size	15
Day 1 Waitlist	0

subj_crse_no
Multiple Values

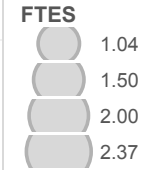
subj_crse_no	CRN	Site Code	FTES/FTEF	FTES	FTEF	Enrollment	Max Enrollment	Fill Rate	Day 1 Waitlist	Demand Ratio
FCS 138	41967	SM	11.22	2.24	0.20	21.00	23.00	91%	0.00	91%
FCS 139	41235	SM	5.34	1.07	0.20	10.00	23.00	43%	0.00	43%
FCS 144	41968	SM	7.48	1.50	0.20	14.00	23.00	61%	0.00	61%

Scheduling Viz - Spring 2015 FCS

Term Code - Desc
Spring 2015



Subject Code
FCS



Totals for Selections

FTES/FTEF	7.47
FTES	6.74
FTEF	0.90
Fill Rate	61%
Sections	4
Avg Class Size	14
Day 1 Waitlist	0

subj_crse_no
Multiple Values

subj_crse_no	CRN	Site Code	FTES/FTEF	FTES	FTEF	Enrollment	Max Enrollment	Fill Rate	Day 1 Waitlist	Demand Ratio
FCS 138	41308	SM	8.81	1.76	0.20	17.00	23.00	74%	0.00	74%
FCS 140	41765	SM	9.74	2.37	0.24	17.00	23.00	74%	0.00	74%
FCS 144	41309	SM	5.18	1.04	0.20	10.00	23.00	43%	0.00	43%
FCS 170	41766	SM	6.07	1.57	0.26	12.00	23.00	52%	0.00	52%