

Fashion and Interior Design, 2022/2023

1. Has your program mission or primary function changed in the last year?

Our mission and primary function did not change in the last year.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

New Courses		
	FASH 105	Race and Ethnicity in Fashion
	FASH 149	Cooperative Work Experience
	INTD 149	Cooperative Work Experience
Articulation Agreements		
	FASH 110 Apparel Construction	CSULB FMD 154
	INTD 170	CSUN FCS 114 /L
	FASH 110	CSUN FCS 150/L
	FASH 103	CSUN FCS 160
	FASH 101	CSUN FCS 255
	FASH 102	CSUN FCS 271/L
Acceptable Sub Approval	INTD 171	CSUN FCS 213/L
New Equipment		
Industrial Embroidery Machine		
Classroom stools replaced to bring up to code		
18 Drafting boards for Interior Design		
Industrial iron		
Industrial cover stitch machine		
Industrial blind hemmer		
Industrial single stitch machine		
Professional grade mat cutter for Interior Design		

Learning Outcomes Assessment

1. Please summarize key results from this year's assessment.

Fashion		Skill Level	Introduced	Developed	Mastery	Not Associated	Not Applicable	Introduced, Developed, Mastery	Introduced, Developed	Introduced, Mastery	Developed, Mastery	Associated No Attainment Level
Course	Outcome	1 - FASH1- Students will integrate fashion principl	2 - FASH2- Students will demonstrate knowledge of c	3 - FASH3- Students will demonstrate knowledge of t	4 - FASH4- Students will differentiate historic fas	5 - FASH5- Students will apply all fashion merchand						
FASH102		M	M	D	D	D						
FASH101		0% M	I	I	I	+5% M						
FASH103		-10% D	N	-3.33% M	I	N						
FASH110		I	+13.46% D	+30% D	N	+2.73% I						
FASH104		D	N	D	M	N						

2. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

FASH 103 Textiles class is our only class not meeting standards. This is a lecture only class that would benefit from the addition of a lab unit. This would also align it with transfer universities.

3. Please summarize recommendations and/or accolades that were made within the program/department.

The Central Coast Interior Design Association (CCID) voted to have a Hancock Interior Design student serve as a member of their board to act as a liaison between their organization and ID students on the central coast. Brooke Coffman served as the first student board member during the 2022/23 year.

Establish. PLOs for Interior Design program

4. Please review and attach any *changes* to planning documentation, including PLO rubrics, associations, and cycles planning.

FASH PLOs documents attached to end of document

- A PLO rubric and assessment plan was established for Fashion.
- No PLOs exist for Interior Design. They were written but have not been approved by ABS department or AP and P.
- An assessment plan was established for Interior Design, but due to the lack of approved PLOs no assessments were made.

5. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Our two-year program maps are in place for both FASH and INTD.

There is a challenge associated with INTD. Interior design students are not taking classes according to the Interior Design program map. This put 90% of the spring '23 INTD 171 Interior Design Materials students taking the class before taking FASH 103 Textiles class. As a result, they were not fully prepared for INTD 171. The reason for this appears to be that they are being counseled to register as Fine Arts majors instead of Interior Design majors. The students are adding the two Interior Design classes to their schedules their first and second semesters, rather than in their second year which is recommended. Counseling is seeing that several of the interior design transfer universities fall under fine arts and having them register as Fine Arts majors.

6. Were there any staffing changes?

Yes. Fashion/Interior Design was approved for a full-time faculty hire for fall 2023.

	Fall Hire	Spring Loss	Spring Hire	Fall Loss	Fall 2023
Part-Time					
Kate White	Hired and taught FASH 101	Moved to New York			
Jacqueline Heimel	Hired and taught 110			Hired full-time at PCPA. Can remain in pool as sub or night instructor	
Heather Thomas			Hired and taught FASH 102		
Full-Time					
Megan Selby					Hired to teach full-time

7. What were your program successes in your area of focus last year?

Area of focus regarding Program Review is new this year. We did not have an area of focus because we are functioning under our Program Review completed in 2022.

CTE two-year review of labor market data and pre-requisite review

6. Does the program meet documented labor market demand?

Yes.

Data Regarding Interior Design

- **Pay:** <https://www.bls.gov/ooh/arts-and-design/interior-designers.htm#tab-5>
The median annual wage for interior designers was \$60,340 in May 2021.
- **Wages by Location:**
 - <https://www.careeronestop.org/Toolkit/Wages/find-salary.aspx?keyword=Interior%20Designers&soccode=271025&location=Santa%20Maria,%20CA&keywordSearched=Interior%20Designers>

	Hourly Pay	Yearly Wages		
		High	Medium	Low
Santa Maria	\$14.87- \$47.63	\$99,070	\$60,340	\$30,930

- **Job Outlook:** <https://www.bls.gov/ooh/arts-and-design/interior-designers.htm#tab-6>
Employment of interior designers is projected to show little or no change from 2021 to 2031. Approximately 8,200 openings for interior designers are projected each year, on average, over the decade.
 - Openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.
 - As demand for renovation projects increases, homeowners and companies are expected to need services provided by interior designers to help create safe and functional spaces.
 - A greater focus on building codes, as well as the need to design spaces that meet accessibility standards, may also help to create jobs for these workers.
 - There will be fewer opportunities for self-employed interior designers to renovate existing homes, commercial buildings, and other facilities.

- **Job Demand by Area:** source U.S. Bureau of Labor and Statistics

States with the highest employment level in Interior Designers:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
California	8,330	0.50	1.15	\$ 33.79	\$ 70,290
Florida	6,470	0.75	1.71	\$ 29.14	\$ 60,600
New York	6,110	0.71	1.60	\$ 34.72	\$ 72,220
Texas	4,690	0.38	0.87	\$ 28.54	\$ 59,370
Illinois	2,390	0.43	0.97	\$ 30.42	\$ 63,270

Data Regarding Fashion

- **Pay:** <https://www.bls.gov/ooh/arts-and-design/fashion-designers.htm#tab-5>
The median annual wage for fashion designers was \$77,450 in May 2021.

- **Wages by location**

[https://www.careeronestop.org/Toolkit/Wages/find-](https://www.careeronestop.org/Toolkit/Wages/find-salary.aspx?keyword=fashion%20designers&soccode=271022&location=Los%20Angeles,%20CA&keywordSearched=fashion%20designers)

[salary.aspx?keyword=fashion%20designers&soccode=271022&location=Los%20Angeles,%20CA&keywordSearched=fashion%20designers](https://www.careeronestop.org/Toolkit/Wages/find-salary.aspx?keyword=fashion%20designers&soccode=271022&location=Los%20Angeles,%20CA&keywordSearched=fashion%20designers)

	Hourly Pay	Yearly Wages		
		High	Medium	Low
Los Angeles	\$22.14-69.76	\$145,100	\$81,240	\$46,050

- **Job Outlook:** <https://www.bls.gov/ooh/arts-and-design/fashion-designers.htm#tab-6>
 - Employment of fashion designers is projected to grow 3 percent from 2021 to 2031, slower than the average for all occupations.
 - Despite limited employment growth, about 2,300 openings for fashion designers are projected each year, on average, over the decade.
 - Most of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.
 - The increased demand for a constant flow of new fashion designs has been accelerated by social media influencers and by retailers advertising and selling directly to consumers online.
 - Growing consumer preference for sustainable options in the fashion industry also has created a desire for designs that use eco- and vegan-friendly materials.
 - There will be fewer opportunities for self-employed fashion designers, who are unable to compete with large-scale clothing production, limiting overall employment growth of these workers.
 - Retail trade, specifically on-line sales and mail-order retail is projected to have a 33.8% growth in employment in the next 10 years.
 - Apparel manufacturing is projected to have an 11% growth in employment

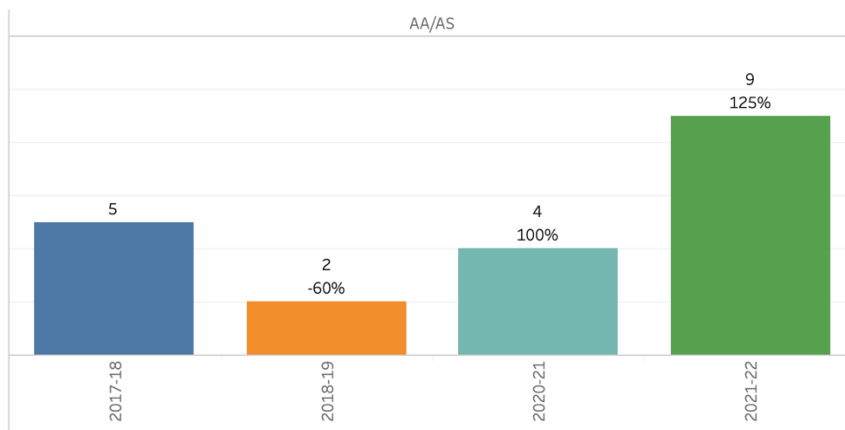
7. How does the program address needs that are not met by similar programs?

There are no similar programs within a 140-mile radius.

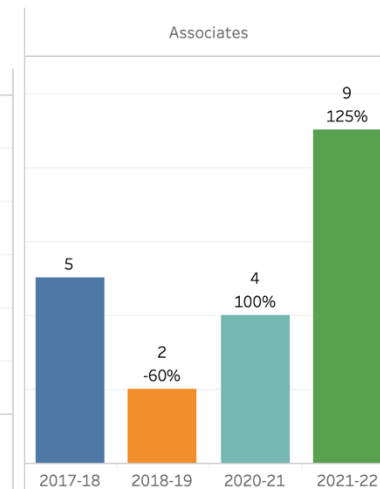
8. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Fashion and Interior Design has shown a steady growth in degree completion and success of students. It is expected that this trend will continue for the 2022-23 academic year.

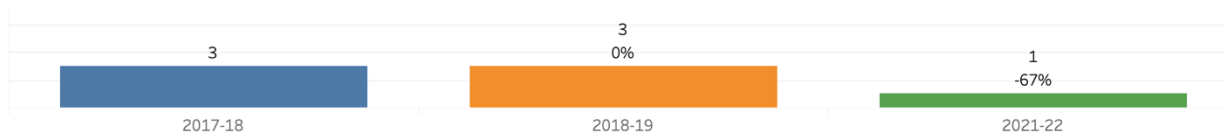
Program: Family and Consumer Sciences | Degree Summary -
Unduplicated
% change year to year



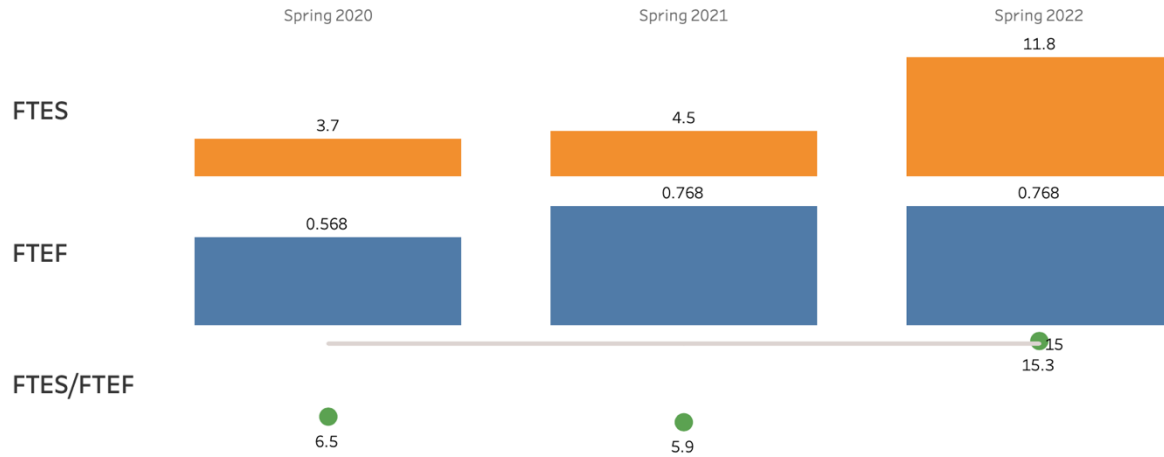
Degrees Total



Program: Family and Consumer Sciences | Certificate Summary - Unduplicated



Fill Rate & Efficiency (FTES/FTEF) | Subject - FASH



	Spring 2020			Spring 2021			Spring 2022		
	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff
FASH	3.7	0.568	6.5	4.5	0.768	5.9	11.8	0.768	15.3

5-Year Aggregate Headcount Data				2019-20	2020-21	2021-22
FASH110	103			19	24	60
FASH101	68			23	23	24
FASH103	52			12	21	19
FASH104	38			11	14	13
FASH102	19				11	8
INTD171	13					13
INTD170	9					9

9. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Yes. The one course that is overdue on its cycle is FCS 130. This class is cross listed with BUS 130 and ECON130 and is taught by business faculty.

Course 2-Year Assessment Planning Calendar

Course	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
FASH 101			X								
FASH 102			X								
FASH 103			X								
FASH 104			X								
FASH 105		-	-	X							
FASH 110			X								
FASH 149			X								
INTD 170		X		X							
INTD 171			X								
INTD 149			X								
FCS 130	X										
FCS 131		X									
FCS 120				X							
FCS 149			X								

10. Have recommendations from the previous report been addressed?

Yes.

Use the tables below to fill in **NEW** resources and planning initiatives that do not apply directly to core topics. *This section is only used if there are new planning initiatives and resources requested.*

New Program Planning Initiative	
Title	Embroidery Certificate
Planning Years	2023-24
Description	

Labor data shows a demand for trained specialist able to design, digitize and execute customized embroidery for soft goods.

The local certificate would include existing classes plus the development of 2 FASH courses

- Embroidery
- Fashion Illustration Techniques and Lab

Resources: Classroom with computers with adobe illustrator software

Priority Level	High
Resource Type	Equipment: computers Staff/ Faculty: Adobe Illustrator instructor
Quantity	
Per Item Price	
Description	

New Program Planning Initiative

Title	Digital Technology for Fashion Program
Planning Years	2023-24

Description

Integrate Browzwear software into Fashion curriculum.

- Initiate
Partnership, purchase
- Set-up
License software, software installation
- Curriculum review
Course objectives, course activities
- Training for instructors
- Implement

Resources: classroom with computers able to install software for students	
Room I-217 computer has to be able to install software	
Priority Level	High
Resource Type	Equipment Staff Faculty Supplies and Material
Quantity	
Per Item Price	Software is no cost with 5-year commitment
Description	

Fashion PLOs Rubric

PLOs	4-Exceeds Standards	3-Meets Standards	2-Below Standards	1-Well Below Standards
PLO1-Student is able to combine their knowledge of fashion principles, textile characteristics and their personal style with marketing strategies and industry changes.	The student is able to use their knowledge of fashion principles, textile characteristics and their personal aesthetic while using a strategic marketing plan and under a variety of industry trends.	The student is aware of fashion principles, textile characteristics and their personal aesthetic while using a strategic marketing plan and under some industry trends.	The student is aware of fashion principles, textile characteristics and their personal aesthetic while using a strategic marketing plan	The student demonstrates no knowledge of fashion principles, textile characteristics and their personal aesthetic, strategic marketing plan or industry trends.
PLO2- Students demonstrate knowledge of design principles to construct and present a fashion design	The student demonstrates expertise regarding design principles to construct and present a fashion design.	The student demonstrates proficiency and awareness regarding design principles to construct and present a fashion design.	The student demonstrates awareness regarding design principle to construct and present a fashion design.	The student demonstrates no knowledge regarding design principles to construct and present a fashion design.
PLO3- Student can demonstrate knowledge of textile characteristics for sensory appeal	The student demonstrates expertise regarding textile characteristics for sensory appeal	The student demonstrates proficiency and awareness regarding knowledge of textile characteristics for sensory appeal	The student demonstrates awareness regarding textile characteristics for sensory appeal.	The student demonstrates no knowledge regarding textile characteristics for sensory appeal.
PLO4- Student will differentiate historic concepts with current design trends and present portfolio.	The student demonstrates expertise regarding differentiating historic concepts with current design trends and presents a portfolio.	The student demonstrates proficiency and awareness regarding differentiating historic concepts with current design trends and presents a portfolio.	The student demonstrates awareness regarding differentiating historic concepts with current design trends	The student demonstrates no knowledge regarding differentiating historic concepts with current design trends and presents no portfolio.
PLO5- Students can apply all fashion merchandising principles in a work setting.	The student demonstrates expertise and professionalism in applying the principles of merchandising in a work setting.	The student demonstrates awareness and proficiency in applying the principles of merchandising in a work setting.	The student demonstrates awareness of the principles of merchandising in a work setting.	The student demonstrates no knowledge of the principles of merchandising in a work setting.

Program Outcomes

PLO 1: Students will integrate fashion principles, textile characteristics and personal style with marketing strategies and industry changes.

PLO 2: Students will demonstrate knowledge of clothing design principles to construct and present a fashion design.

PLO 3: Students will demonstrate knowledge of textile characteristics for sensory appeal.

PLO 4: Students will differentiate historic concepts with current design trends and present portfolio.

PLO 5: Students will apply all fashion merchandising principles in a work setting.

Course/ Program Alignment

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
FASH 101 Fashion Industry & Marketing	D	I	I	I	M
FASH 102 Design Analysis	M	M	D	D	D
FASH 103 Textiles	D	N	M	I	N
FASH 104 Fashion History	D	N	D	M	N
FASH 105 Face & Ethnicity in Fashion					
FASH 110 Apparel Construction	I	D	D	I	I

(Key: A= assessed, I=introduced, but not yet assessed, N= not applicable)

Institutional Learning Outcomes: Communication, Global Awareness, and Cultural Competence					
Program Outcomes					
Course Outcomes	1	2	3	4	5
FASH 101	A	I	I	I	A
FASH 102	A	A	A	A	A
FASH 103	A		A		
FASH 104	A		A	A	
FASH 110	I	A	A	I	I

Implementation of Assessment

Program Outcome	Assessment Methods	Team to review assessment results	Resources needed to conduct assessment	Individual responsible for assessment report	Date we expect to complete review
PLO 1	Marketing plan final project	FT & PT Faculty	Training Assessment rubrics PT Faculty Compensation	FT Faculty	At the end of every academic year via the annual update.
PLO 2		FT & PT Faculty	Training Assessment rubrics PT Faculty Compensation	FT Faculty	At the end of every academic year via the annual update.
PLO 3	Short answer to why one textile is chosen for a design	FT & PT Faculty	Training Assessment rubrics PT Faculty Compensation	FT Faculty	At the end of every academic year via the annual update.

PLO 4	Discussion board / or image with short answer Portfolio project	FT & PT Faculty	Training Assessment rubrics PT Faculty Compensation	FT Faculty	At the end of every academic year via the annual update.
PLO 5	Marketing plan final project	FT & PT Faculty	Training Assessment rubrics PT Faculty Compensation	FT Faculty	At the end of every academic year via the annual update.

Class	To Be Assessed in Semester	Assessment Methods	Team to review assessment results	PLO to be Assessed	Individual responsible for assessment report
FASH 101	Fall Semester	Marketing plan final project	FT & PT Faculty	1, 2, 3, 4, 5	FT Faculty
FASH 102	Spring Semester	Final Project Short answers	FT & PT Faculty	1, 2, 3, 4, 5	FT Faculty
FASH 103	Fall Semester	Short answer to why one textile is chosen for a design	FT & PT Faculty	1, 3	FT Faculty
FASH 104	Spring Semester	Discussion board / or image with short answer Portfolio project	FT & PT Faculty	1, 3, 4	FT Faculty
FASH 105	Fall Semester	Marketing plan final project	FT & PT Faculty		FT Faculty
FASH 110	Every semester	Short answer on garment project		1, 2, 3, 4, 5	FT Faculty