

# YEARLY PLANNING DISCUSSION

## General Questions

**Program Names:** Fashion Studies,  
Interior Design Merchandising, Fashion Noncredit

**Academic Year:** 2025-2026

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

The mission and primary function of Fashion, Interior Design, and Fashion Noncredit programs have not changed in the last year. The programs continue to provide students with accessible, career-focused, and transfer-supportive education in fashion, apparel construction, and interior design.

While the overall mission remains consistent, the Fashion credit and Fashion Noncredit programs are becoming more intentionally connected through closer coordination and pathway planning. This increased collaboration supports more accessible entry points for students who begin in noncredit skill-building courses and may later transition into credit certificates, degrees, or transfer preparation.

For Fashion Noncredit, the primary function remains focused on accessible, short-term skill development in sewing, apparel construction, alterations, and related areas. The main change is not a shift in mission, but a stronger alignment with the Fashion credit program so students have more defined opportunities to build confidence, develop technical skills, and move into credit coursework when appropriate.

For Interior Design, the mission and primary function have also remained the same. The program continues to focus on preparing students for transfer, workforce entry, and creative professional practice in interior design. As part of the combined program review, Interior Design will continue to be discussed separately where needed because its curriculum, enrollment patterns, and scheduling needs differ from Fashion and Fashion Noncredit.

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

Over the past year, the Fashion Studies, Interior Design, and Fashion Noncredit programs made several noteworthy changes related to curriculum, transfer alignment, student access, and pathway development. These changes reflect ongoing efforts to strengthen program structure, clarify student pathways, and better align curriculum with transfer, workforce, and community needs.

In Interior Design, two new courses, INTD 100 and INTD 172, were approved. The Interior Design degree was also modified, changing the title from Interior Design Merchandising to Interior Design. This revision better reflects the current focus of the program and updates the degree pathway to include the new INTD courses and a required ARCH CAD course. New articulation agreements were also established, including INTD 172 with Cal State Long Beach and INTD 170 and INTD 171 with Cal State Northridge. These updates provide a clearer and more current pathway for students interested in interior design, transfer, and related career preparation.

Interior Design courses were not offered in the fall semester but were relaunched in the spring semester with a new part-time instructor who brings 20 years of professional experience to the program. This marked an important step in rebuilding the Interior Design program after a gap in course offerings. The program also began implementing portfolio-based assignments in each INTD course. These assignments will be saved as part of each student's developing portfolio and will support the future creation of a portfolio review process for students as they near completion of the program.

In Fashion Studies, the program continued to strengthen transfer alignment through new articulation agreements, including FASH 102 with Cal State Northridge and Cal State Long Beach, FASH 110 with Cal Poly Pomona, FCS 130 with Cal State Long Beach, and FCS 131 with Cal State Northridge. These new agreements help clarify transfer opportunities for students and support stronger alignment between AHC Fashion coursework and four-year programs.

Fashion Studies also expanded access and outreach this year. FASH 105: Race and Ethnicity in Fashion was offered for the first time at the North County Jail, extending fashion curriculum to a new student population. The program also offered its first Saturday class, which filled early, suggesting strong student demand for flexible scheduling options. These changes support broader access to Fashion coursework and provide students with more options for completing courses.

In Fashion Noncredit, six new noncredit courses and two new certificates were approved under the SEWN prefix. These courses will launch in Summer 2026 and will provide a clearer pathway for students interested in personal sewing, community-based learning, industry skill development, and possible transition into credit Fashion courses. This restructuring helps distinguish between hobby sewing, personal enrichment, workforce skill-building, and credit pathway preparation, while still allowing the programs to work together more intentionally.

Overall, this year's changes reflect a stronger connection between Fashion credit, Fashion Noncredit, and Interior Design. The programs are developing clearer pathways, strengthening transfer opportunities, increasing access through flexible scheduling and jail education, and updating curriculum to better support student goals.

Current articulations are attached at the end of the program review.

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

Yes, the two-year program maps are in place and were updated this year to reflect current program needs. The Interior Design program map was revised to align with the updated Interior Design degree, including the new course requirements and newly approved INTD courses. In addition, noncredit FASN maps were developed for each instructional location, including Santa Maria and Lompoc, to provide clearer pathways for students and support more consistent scheduling across sites.

The primary challenge in maintaining the planned schedule continues to be limited access to specialized lab space. As both credit and noncredit offerings continue to grow, the sewing/design lab is increasingly impacted. During the year, one lecture-only class was moved part way through the semester to an adjacent classroom that did not require sewing lab equipment to preserve lab access for courses that needed specialized equipment. The program also scheduled the most popular noncredit FASN course on Saturday, which helped expand access and reduce weekday lab conflicts. The Saturday course filled early, suggesting strong student demand for flexible scheduling options and confirming the need to continue exploring alternative scheduling strategies.

Overall, the program maps are in place and have been maintained, but continued coordination will be necessary as Fashion credit, Fashion Noncredit, and Interior Design offerings expand and compete for limited specialized classroom and lab space.

### **4. Were there any staffing changes?**

<b>Instructor</b>	<b>F/T or P/T</b>	<b>Qualification</b>
Megan Selby	F/T	Fashion Interior Design FCS

Corbin Vickers	P/T	FASH FASN
Kabrina Feikert	P/T	FASH FASN HOEC FCS
Melissa Diaz	P/T	FASH FASN
Marika Becz	P/T	INTD
Arcelia Jaquez	P/T	FASN

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

The Fashion Studies, Interior Design, and Fashion Noncredit programs experienced several important successes this year related to student achievement, transfer momentum, program visibility, industry engagement, and pathway development. Together, these successes show that the programs are becoming more visible, more connected, and more responsive to student, transfer, community, and industry needs.

A major success this year was the program's participation in a statewide curriculum and articulation conversation hosted by Cal Poly Pomona. At the beginning of the year, the Fashion program was invited to attend a conference of two-year California fashion programs focused on curriculum alignment and changes in the fashion industry. Megan Selby and Kabrina Feikert traveled to Cal Poly Pomona and met with faculty from Pomona and colleagues from other two-year programs to discuss how fashion curriculum can better align with current industry needs, transfer expectations, and student preparation. This was an important opportunity to strengthen statewide connections and ensure that AHC's Fashion curriculum continues to reflect changes in the field.

A significant program success this year was Allan Hancock College hosting the California Department of Education Professional Development Conference for Fashion and Interior Design high school teachers in April. Teachers from across the state came to AHC for two days of workshops led by AHC Fashion and Interior Design instructors Corbin Vickers and Kabrina Feikert and facilitated by Megan Selby. AHC was selected as the host site because of the program's clear high school-to-college pathway, strong curriculum, and demonstrated alignment between secondary and postsecondary fashion and interior design education.

Hosting this statewide professional development event increased the visibility of AHC's Fashion and Interior Design programs and provided an opportunity to showcase the college's facilities, curriculum, student pathways, and instructional expertise. It also strengthened relationships with high school teachers and CTE programs across California, supporting future outreach, dual enrollment opportunities, and student recruitment. This event reflects the growing recognition of AHC's Fashion and Interior Design programs as models for pathway development and curriculum alignment.

Fashion Studies also saw strong student transfer momentum this year. Two students will attend the Fashion Institute of Technology, one student was accepted to Parsons in New York for graduate study in Fashion Design, and other students are transferring to institutions such as Cal State Long Beach, ASU FIDM, and SCAD. While this transfer activity may not be fully reflected in the data until next year, it demonstrates significant student achievement and growing program momentum.

The program also strengthened industry and community partnerships. New industry connections were developed with Deckers in Goleta, creating opportunities for student exposure to the apparel and product industries. The program will also participate in Bulldog Bootcamp this summer, further supporting student engagement, outreach, and career exploration.

Interior Design had several important successes as the program began rebuilding. The relaunch of Interior Design courses in the spring semester, after no fall offerings, brought students back into the pathway and introduced a new part-time instructor with extensive professional experience. The approval of the updated Interior Design degree, new INTD courses,

transfer articulations, and portfolio-based assignments all provide a stronger foundation for future growth. These accomplishments position the program to rebuild enrollment, support transfer preparation, and strengthen connections to professional expectations in the interior design field.

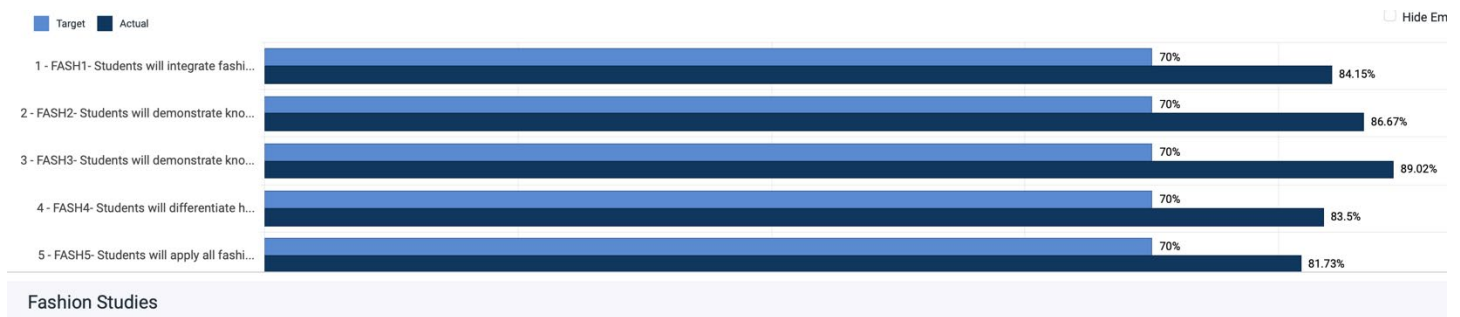
Fashion Noncredit also had a successful year, particularly in certificate completion and pathway development. This year, 27 students were awarded the Apparel Construction 1 Certificate at the noncredit award ceremony. This demonstrates student persistence, skill development, and the value of accessible noncredit sewing pathways. The approval of the new SEWN courses and certificates also represents an important success because it creates a clearer and more intentional structure for students who may be interested in sewing for personal use, community participation, workforce skill-building, or eventual transition into credit Fashion courses.

Overall, the programs' successes this year reflect meaningful progress across Fashion Studies, Interior Design, and Fashion Noncredit. Students are transferring to strong fashion programs, noncredit students are completing certificates, Interior Design is rebuilding with updated curriculum and professional instruction, and Fashion Studies is strengthening its connections with industry, transfer institutions, and statewide fashion education partners. These successes demonstrate that the programs are gaining momentum and are well-positioned for continued growth.

## Learning Outcomes Assessment

### a. Please summarize key results from this year's assessment.

The Fashion Studies PLO assessment data indicates that students are meeting or exceeding all program learning outcome targets. The benchmark for each PLO is 70%, and actual achievement ranged from 81.73% to 89.02%. These results suggest that students are successfully developing the knowledge and skills identified as essential to the program. The strongest performance was seen in PLO 3 at 89.02%, while PLO 5 had the lowest achievement rate at 81.73%, though it still exceeded the target. Moving forward, the program will continue to monitor all PLOs and may review PLO 5 to identify opportunities for additional instructional support or assignment alignment.



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

These results also reflect the work that has been done over the past several years to strengthen assessment practices across the program. Assignments have been revised to include clearer rubrics, making expectations more transparent for students and helping instructors assess student learning more consistently. In addition, assignments have been intentionally connected to course and program learning outcomes so that students can better understand how individual projects, discussions, exams, and applied activities support their overall learning in the program.

The strong PLO results suggest that students are benefiting from more intentional scaffolding across the curriculum. This alignment helps students build confidence and make meaningful connections across courses rather than experiencing each class as separate or disconnected.

Moving forward, the program will continue to review PLO data alongside assignment rubrics, course outcomes, and student work samples. While all PLOs exceeded the target, the program can use the data to identify areas for continued refinement, particularly in outcomes with comparatively lower achievement. Overall, the PLO data affirms that recent improvements in rubrics, assignment alignment, and curriculum scaffolding are supporting student learning and strengthening the Fashion Studies pathway.

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

The assessment results were viewed as a positive reflection of the program's ongoing work to strengthen curriculum alignment, assignment design, and student learning assessment. All assessed PLOs exceeded the 70% benchmark, with results ranging from 81.73% to 89.02%. This indicates that students are successfully meeting the major learning outcomes of the Fashion Studies program.

The department recognizes that recent improvements to rubrics, assignment design, and outcome alignment have made assessment more consistent and meaningful. In addition, involvement with the Learning Outcomes and Assessment Committee has helped support a stronger assessment process. Through that work, and through closer collaboration with the institutional analyst, the program has been able to better understand assessment data, use the data more intentionally, and "close the loop" by connecting results back to curriculum planning and instructional improvement.

Moving forward, the program recommends continuing to review PLO results on a regular cycle, maintaining the use of clear rubrics for major assignments, and using assessment data to identify areas for refinement. Although all PLOs exceeded the target, PLO 5 had the lowest achievement rate and may be reviewed more closely to determine whether additional instructional support, assignment revision, or clearer alignment would further strengthen student learning.

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

Interior Design PLOs were updated through the AP&P process as part of the launch of the new Interior Design degree. The revised PLOs better reflect current industry expectations, transfer preparation, and the updated focus of the program.

**Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)**

**a. Which courses were reviewed for regular and substantive interactions (RSI)?**

Since no DE courses are currently being offered, a peer review for regular and substantive interaction (RSI) has not yet been conducted, however, in preliminary discussions and curriculum development.

All our instructors have taken the DE certification course offered by AHC.

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

**a. Does the program meet documented labor market demand?**

The Fashion Studies and Interior Design programs meet documented labor market demand, although the demand looks different for each program area. Interior Design shows clear labor market demand in California and the region. According to O\*NET, Interior Designers in California are projected to grow by 13% from 2022–2032, with approximately 1,340 annual openings. Nationally, Interior Designers are projected to have 7,800 annual openings from 2024–2034. Regional data for Interior Design and related merchandising occupations in the South Central Coast Region also shows approximately 146 annual openings, with only 42 awards conferred in relevant programs, indicating an undersupply of trained students in the region.

Fashion labor market demand is broader and should be viewed across several related occupations, including fashion design, apparel construction, alterations, product development, fashion styling, visual merchandising, retail display, costume-related work, and transfer preparation for bachelor’s-level fashion careers. O\*NET identifies Fashion Designers as workers who design clothing and accessories, create original designs, and adapt fashion trends. Reported job titles include apparel designer, costume designer, fashion stylist, product developer, and related roles. While some fashion occupations show limited or slower growth, there are still annual openings due to replacement needs, career movement, and regional industry demand. Regional fashion labor market data for Los Angeles and Orange Counties identified 838 projected annual openings in related fashion occupations and 1,279 online job postings over a 12-month period, with the highest number of postings for seamstresses, fashion designers, and tailors.

The Fashion program also supports related labor market demand in visual merchandising and retail display. O\*NET projects 2,150 annual openings in California for Merchandise Displayers and Window Trimmers, with projected employment growth of 3% from 2022–2032. In addition, California remains one of the top states for Tailors, Dressmakers, and Custom Sewers, with a reported employment level of 1,820 and an annual mean wage of \$51,290. Taken together, the labor market data supports continued need for Fashion and Interior Design education, particularly when the programs are understood as preparing students for transfer, entrepreneurship, technical skill development, product-based industries, alterations, visual merchandising, and related creative careers.

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

The Fashion Studies, Fashion Noncredit, and Interior Design programs address needs that are not fully met by similar programs in the region by providing accessible, local, affordable pathways into creative, technical, transfer, and workforce preparation. These programs serve students who may not be able to relocate to attend larger fashion or design schools and provide an important entry point for students in northern Santa Barbara County and the surrounding region.

Fashion Studies addresses a unique need by combining transfer preparation, technical skill development, fashion history, textiles, apparel construction, fashion industry knowledge, and culturally responsive curriculum. The program does not focus only on design or only on sewing; instead, it provides students with a broader understanding of the fashion industry and multiple possible pathways, including transfer, employment, entrepreneurship, styling, merchandising, costume-related work, and apparel production. Recent and updated articulation agreements with CSU campuses also strengthen the program’s role as a transfer pathway.

Fashion Noncredit addresses a different but equally important need by offering low-barrier access to sewing, apparel construction, alterations, and personal-use skill development. These courses serve students who may be exploring fashion for the first time, building confidence before entering credit coursework, pursuing personal enrichment, or developing practical sewing skills for employment or self-employment. The new SEWN courses and certificates will further clarify the distinction between hobby sewing, community-based learning, technical skill development, and possible transition into credit Fashion coursework.

Interior Design addresses a regional need by providing a local pathway for students interested in interior design, CAD, space planning, materials, presentation skills, and transfer preparation. The revised Interior Design degree, new INTD courses, required ARCH CAD course, and new articulation agreements help align the program with current industry expectations and transfer preparation. The program also addresses a need not met by many general art or architecture

pathways by focusing specifically on interior environments, design communication, client-centered planning, and portfolio development.

Together, these programs provide accessible creative career education that connects high school, noncredit, credit, transfer, and workforce preparation. The programs also support students who may enter with different goals, including transfer, employment, certificate completion, entrepreneurship, personal skill development, or career exploration.

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

The employment, completion, enrollment, success, and transfer-related data indicate program effectiveness and vitality, particularly when viewed across the combined Fashion Studies, Fashion Noncredit, and Interior Design pathways. Fashion credit enrollment, headcount, and FTES have grown significantly over the past several years, showing increased student interest and demand for Fashion coursework. The program has also strengthened transfer alignment through new articulation agreements and has seen strong transfer momentum, including students moving on to institutions such as the Fashion Institute of Technology, Parsons, CSU Long Beach, ASU FIDM, and SCAD.

Fashion Studies PLO assessment data also indicates strong student learning. Students are meeting or exceeding the program target across all assessed PLOs, with achievement rates above the 70% benchmark. This suggests that students are developing the knowledge and skills identified as central to the program. These results also reflect ongoing work to revise assignments, add rubrics, align assignments more intentionally with learning outcomes, and scaffold learning across the curriculum.

Fashion Noncredit also demonstrates vitality through certificate completion and student access. In the most recent year, 27 students completed the Apparel Construction 1 Certificate, showing that students are persisting through the noncredit pathway and successfully developing sewing and apparel construction skills. The approval of six new SEWN courses and two new certificates further strengthens the noncredit pathway and creates clearer opportunities for students to move from short-term skill development into more structured learning.

Interior Design is in a rebuilding phase, but the program shows evidence of renewed vitality. The updated degree, new courses, new articulation agreements, spring relaunch, new part-time instructor with industry experience, and portfolio-based assignments all provide a stronger foundation for future growth. While recent enrollment was affected by limited course offerings, projected and planned scheduling suggest the program has the potential to rebuild enrollment when courses are offered consistently.

Overall, the data and recent program activity indicate that Fashion Studies, Fashion Noncredit, and Interior Design are effective and vital programs. The programs are responding to documented labor market demand, expanding access, strengthening transfer and workforce pathways, supporting student completion, and creating clearer connections between noncredit, credit, high school, transfer, and industry preparation.

**d. 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 Fashion program has met the Title 5 requirements for course review. The Fashion Advisory Board was updated and held a meeting to support curriculum alignment and industry relevance.

In accordance with the review schedule mapped out previously, the following courses were reviewed within the required two-year cycle for CTE programs:

**FASH 102: Design Analysis**

**e. Have recommendations from the previous report been addressed?**

Yes, the recommendations from last year’s program review have been addressed. Several action items identified in the 2024-2025 review have shown measurable progress.

Challenges related to classroom space limitations remain a consideration as does storage space.

Dual enrollment at San Luis High School was identified on last year’s program review but is not possible due to lack of support from SLO high schools superintendent.

**Overall Health of the Program: Enrollment, FTES, and Scheduling Trends**

**Fashion Studies**

View Detail Filter Subject	View Detail Filter Course		Time Period										
			15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
Fashion	All	Sections					5	6	8	10	9	12	12
		Max Enroll					123	138	194	252	219	278	276
		Census Enroll					65	93	125	190	191	233	239
		Avg Class Size					13.0	15.5	15.6	19.0	21.2	19.4	19.9
		FTES_					8.8	12.2	18.6	28.3	28.2	28.9	32.6
		FTEF_					1.336	1.536	1.536	1.736	1.536	1.953	2.011
		FTES/FTEF					6.6	8.0	12.1	16.3	18.3	14.8	16.2

The Fashion program has grown substantially since 2019–20 across nearly every measure: sections offered, enrollment, average class size, FTES, and productivity.

From 2019–20 to 2025–26, the number of Fashion sections increased from 5 to 12. During that same period, census enrollment increased from 65 to 239, which shows a major expansion in the number of students taking Fashion courses. The program’s maximum enrollment capacity also increased from 123 to 276, meaning the program has added more seats as course offerings expanded.

Average class size also improved. In 2019–20, the average class size was 13. By 2023–24, it reached 21.2, and it has remained close to 20 students per section in the most recent years. In 2024–25, average class size was 19.4, and in 2025–26, it is projected at 19.9. This suggests that the added sections are generally filling well and that the program is not simply adding more classes without student demand.

FTES shows one of the strongest growth patterns. The program increased from 8.8 FTES in 2019–20 to 28.9 FTES in 2024–25, with 32.6 FTES projected for 2025–26. This indicates that the Fashion program is contributing more significantly to overall college enrollment and productivity than it did several years ago.

The productivity measure, FTES/FTEF, also shows improvement over time. In 2019–20, the program generated 6.6 FTES/FTEF. This increased to 18.3 in 2023–24, dipped to 14.8 in 2024–25, and is projected to rise again to 16.2 in 2025–26. The slight decline in 2024–25 may reflect the addition of more sections, a change in course mix, or the scheduling of courses with smaller enrollments, but productivity remains much higher than it was at the beginning of the period.

Overall, the data indicates that the Fashion program is in a period of growth and expansion. The program has increased course offerings while also increasing census enrollment, FTES, and average class size. The projected 2025–26 numbers suggest continued growth, with enrollment and FTES expected to reach their highest levels in the period shown. This supports the conclusion that the Fashion program is building momentum and that student demand for Fashion courses has increased significantly.

## Interior Design

Credit Status	Department	View Detail Filter Subject	View Detail Filter Course	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
				Interior Design and Merchandis	All	Sections								2
			Max Enroll							40	40	43	29	48
			Census Enroll							20	27	25	10	32
			Avg Class Size							10.0	13.5	8.3	5.0	16.0
			FTES_							2.5	3.4	2.9	1.2	3.3
			FTEF_							0.459	0.459	0.467	0.267	0.400
			FTES/FTEF							5.4	7.5	6.3	4.6	8.3

The Interior Design data should be interpreted as a relatively new stand-alone data set because, prior to 2021–22, Interior Design was included under Family and Consumer Sciences and cannot be separated from the broader FCS data. The most meaningful analysis begins in 2021–22, when Interior Design appears as its own program area.

From 2021–22 through 2023–24, Interior Design maintained a small but active schedule, offering 2 to 3 sections per year. Census enrollment was 20 students in 2021–22, increased to 27 in 2022–23, and remained close to that level with 25 students in 2023–24. FTES followed a similar pattern, increasing from 2.5 in 2021–22 to 3.4 in 2022–23, then decreasing slightly to 2.9 in 2023–24. This suggests that when Interior Design courses were scheduled consistently, the program was able to generate modest but steady enrollment.

The program experienced a noticeable decline in 2024–25, with census enrollment dropping to 10, average class size dropping to 5.0, and FTES decreasing to 1.2. During the 2024-2025 year, the decision was made to not offer Interior Design classes both Fall and Spring. However, because a few students needed the INTD 170 class, it was offered Fall semester. No Interior Design courses were offered Spring semester. With fewer available seats and limited offerings, the program had less opportunity to generate enrollment and FTES.

The 2025–26 data shows a positive projected recovery. Interior Design is projected to offer 2 sections, with maximum enrollment increasing to 48, census enrollment increasing to 32, and average class size rising to 16.0. FTES is also projected to increase to 3.3, which is close to the program’s highest level in the period shown. Productivity, measured by FTES/FTEF, is projected to rise to 8.3, the highest shown for Interior Design since it began appearing separately in the data.

Overall, the data suggests that Interior Design is a small program with enrollment that is highly affected by scheduling and section availability. The decline in 2024–25 appears to reflect limited offerings, while the projected 2025–26 increase suggests renewed student demand when course access is expanded. As the program moves forward with its updated degree, new INTD courses, and new articulation agreements, consistent scheduling and promotion will be important for rebuilding enrollment, improving FTES, and supporting student pathway completion.

## Fashion Noncredit

The Fashion Noncredit program generated strong initial enrollment in its first year of available data. In 2024–25, the program served 69 students, generated 111 enrollments, and produced 7.6 FTES. Because this is the first year of data shown, there is not yet enough information to identify a multi-year trend; however, the first-year numbers indicate meaningful student interest in noncredit fashion offerings.

The difference between headcount and enrollment suggests that some students enrolled in more than one noncredit fashion course, which is a positive sign for pathway development and continued student engagement. This is especially important as the program continues to build a clearer noncredit sequence for students interested in sewing, fashion construction, skill development, and community-based learning.

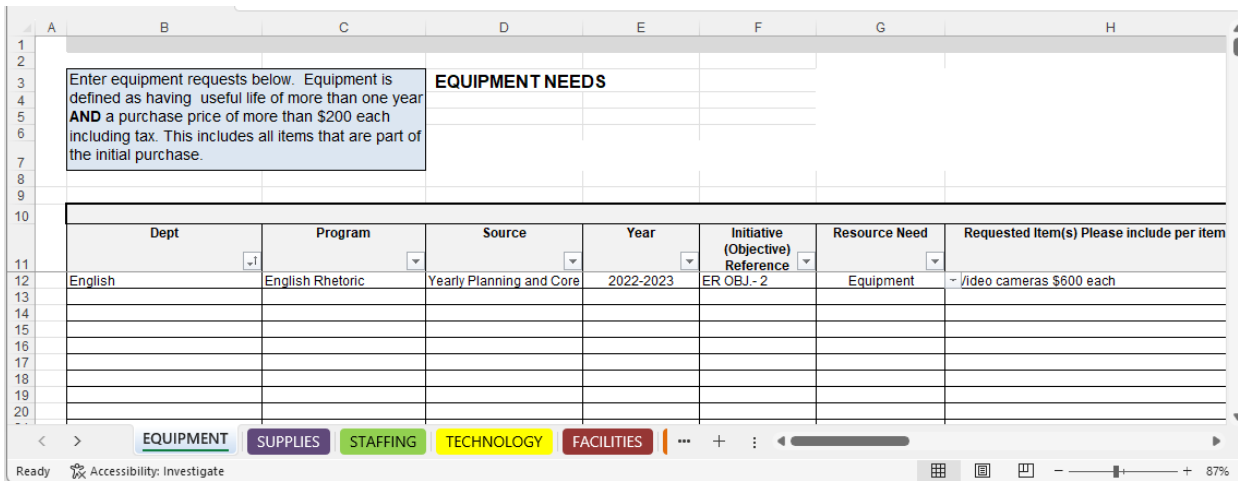
Overall, the 2024–25 data provides a strong baseline for the Fashion Noncredit program. The program is already serving a notable number of students and contributing FTES in its first year of reporting. As the newly approved SEWN courses and certificates launch, the program will have an opportunity to expand access, strengthen student pathways, and track future growth in enrollment, headcount, FTES, success, and retention.

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.*

**Sample:**

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
<b>Planning years:</b>	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
<b>Description:</b>	
<p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.</p>	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

**Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.**



New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	
<b>Planning years:</b>	<i>(The academic years this will take to complete)</i>
<b>Description:</b>	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705	
<input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp.	
<input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only
--

<b>Title (including number):</b>	
<b>Planning years:</b>	<i>(The academic years this will take to complete)</i>
<b>Description:</b>	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	
<b>Planning years:</b>	<i>(The academic years this will take to complete)</i>
<b>Description:</b>	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
<b>What college plans are associated with this Objective? (Please select from the list below):</b>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	
<b>Planning years:</b>	<i>(The academic years this will take to complete)</i>

**Description:**

*(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*

**What college plans are associated with this Objective? (Please select from the list below):**

- Ed Master Plan     Student Equity Plan     Guided Pathways     AB 705/1705
- Technology Plan     Facilities Plan     Strong Workforce     Equal Employment Opp.
- Title V

**New Program Planning Initiative (Objective) – Yearly Planning Only**

**Title (including number):**

**Planning years:** *(The academic years this will take to complete)*

**Description:**

*(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*

**What college plans are associated with this Objective? (Please select from the list below):**

- Ed Master Plan     Student Equity Plan     Guided Pathways     AB 705/1705
- Technology Plan     Facilities Plan     Strong Workforce     Equal Employment Opp.
- Title V

## **Area of Focus Discussion**

# **EDUCATION AND INDUSTRY PARTNERSHIPS**

**Education and Industry Partnerships** – review relationships with four-year institutions including preparation for transfer and changes in major requirements assess employment as well as review employment and the needs of employers and regional partners. Sample activities include the following:

**Possible topics:**

- Review academic transfers and associate degree for transfer alignments.
- Review articulation agreements.
- Review C-ID (course identification system) modifications.
- Integrate advisory committee recommendations and regional training needs.
- Review career and technical education (CTE) labor market information and trends.
- Explore collaborations, internships and externships, and cooperative work experience opportunities.
- CTE unit completion goals in the Student-Centered Funding Formula and CCCCCO Vision for Success.

### **1. What data were analyzed and what were the main conclusions?**

For this area of focus, the program reviewed transfer alignment, articulation agreements, student transfer activity, advisory committee input, industry partnership opportunities, and CTE labor market information related to Fashion Studies and Interior Design. The program also reviewed recent curriculum changes in Fashion, Interior Design, and Fashion Noncredit to determine how well current pathways support transfer, employment preparation, skill development, and student access.

A major conclusion from the review is that both Fashion Studies and Interior Design have made significant progress in strengthening transfer alignment. In Fashion Studies, new articulation agreements were established, see articulation agreement summary attached at end of this document. These agreements create clearer transfer opportunities for students and strengthen the connection between AHC coursework and four-year fashion-related programs. In addition, the program was invited to participate in a curriculum and articulation workshop at Cal Poly Pomona with other two-year fashion programs. This provided an opportunity to discuss changes in the fashion industry, transfer expectations, and ways to align curriculum more effectively with four-year institutions.

Interior Design also made important progress in transfer alignment. The Interior Design degree was updated from Interior Design Merchandising to Interior Design, and the revised degree now includes new INTD courses and a required ARCH CAD course. New articulation agreements were established, including INTD 172 with Cal State Long Beach and INTD 170 and INTD 171 with Cal State Northridge. These changes better align the program with transfer expectations and current industry needs. Previously, there were no articulation agreements for Interior Design and no clear pathway for transfer.

The program also reviewed student transfer activity. Fashion students are transferring to or have been accepted at institutions including the Fashion Institute of Technology, Parsons, Cal State Long Beach, ASU FIDM, SCAD, and Cal Poly Pomona. While some of this activity may not yet be fully reflected in institutional data, it demonstrates strong student momentum and suggests that recent curriculum and articulation work is supporting transfer preparation. While our strongest relationship is with Cal Poly Pomona, which continues to support us with curriculum development, most of our transfer students choose CSU Long Beach over Cal Poly Pomona.

Industry partnership data and program activity also show growth. The Fashion program developed new connections with Deckers in Goleta, including opportunities connected to Bulldog Bootcamp and student mentoring. This relationship has developed new connections with other regional industry partners including Run Rabbit in Santa Barbara. The program continued to work with Goodwill Industries through support for student projects and the annual fashion show. In Interior Design, the addition of a new part-time instructor with 20 years of professional experience strengthens the program's industry connection and supports the development of portfolio-based assignments. Overall, the data suggest that the programs are becoming more connected to four-year institutions, local and regional industry, and student transfer and career pathways.

## **2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?**

A key equity challenge is making transfer and career pathways visible and accessible to all students, especially first-generation students, nontraditional students, working students, students in noncredit courses, and students who may not initially see themselves as transfer-bound. Fashion and Interior Design students often enter the program with different goals. Some students are interested in transfer, some are focused on employment or entrepreneurship, some are exploring creative fields, and some begin in noncredit coursework for personal or skill-building reasons. Because students enter through multiple pathways, the program must continue to make options clear and help students understand how courses, certificates, degrees, and transfer preparation connect.

Another challenge is that many major transfer institutions for fashion and interior design are outside the local area. Students may face barriers related to cost, relocation, housing, transportation, application fees, portfolio preparation, and confidence navigating competitive transfer programs. These barriers can affect equity in transfer access, particularly for students who cannot easily visit four-year campuses, attend portfolio reviews, or relocate after completing coursework at AHC. There appears to be a connection between taking students to the Cal Poly Pomona and Cal State Long Beach open houses in the fall and students following through with applying for transfer.

Interior Design also faces access challenges related to course availability and program rebuilding. Since Interior Design courses were not offered consistently in recent years, students may have had difficulty seeing the program as an active pathway. Consistent scheduling, clear communication, and visible program promotion will be important to rebuild student confidence and support completion.

For Fashion Noncredit, a challenge is helping students understand how noncredit skill-building can connect to credit coursework, certificates, employment skills, or personal enrichment without creating pressure to move into credit if that is not their goal. The program needs to honor the access mission of noncredit while also making transition opportunities clear for students who want to continue.

## **3. What are your plans for change or *innovation*?**

The program plans to continue strengthening transfer, articulation, and industry partnerships across Fashion Studies, Interior Design, and Fashion Noncredit. One major goal is to continue reviewing articulation agreements and expanding transfer alignment with CSU, UC, private, and specialized fashion and design institutions where appropriate. The program will also continue using conversations with Cal Poly Pomona, CSU Long Beach, CSU Northridge, and other transfer partners to ensure that curriculum remains current and aligned with transfer expectations.

The Fashion program will continue developing industry and community partnerships that can support student learning, career exploration, mentoring, and possible work-based learning opportunities. This includes building on the new relationship with Deckers, continuing engagement with Goodwill Industries, and exploring future opportunities for internships, externships, guest speakers, field trips, mentorship, and cooperative work experience. The program will also continue participating in Bulldog Bootcamp to connect students with industry-based projects and applied learning.

Interior Design will continue rebuilding through consistent course scheduling, portfolio-based assignments, and stronger connections with transfer and industry partners. The program plans to continue developing student portfolios throughout the pathway, so students are better prepared for transfer, employment, and future portfolio review. The program will also explore the creation of a portfolio review process with faculty, industry professionals, or advisory partners as students near program completion.

Fashion Noncredit will continue developing the new SEWN pathway, which includes six new courses and two new certificates launching in Summer 2026. These courses will create clearer entry points for students interested in sewing for personal use, community-based learning, technical skill development, and possible transition into credit Fashion coursework. The program will also continue strengthening the connection between noncredit and credit, so students understand their options without losing the accessible and low-barrier nature of noncredit education.

Across all areas, the program will continue to use advisory committee input, labor market information, student enrollment and completion data, articulation review, and transfer feedback to guide curriculum and planning decisions.

#### **4. How will you *measure* the results of your plans to determine if they are successful?**

The program will measure success through both quantitative and qualitative data. Key measures will include enrollment, headcount, FTES, retention, success, certificate and degree completion, noncredit certificate completion, and transfer activity. For Fashion Studies, the program will continue tracking growth in enrollment and FTES, student success and retention, and the number of students transferring to fashion-related programs. The program will also monitor whether new articulation agreements are being used by students and whether additional agreements are needed.

For Interior Design, success will be measured by whether enrollment rebuilds as courses are offered more consistently, whether students move through the updated degree pathway, and whether portfolio-based assignments support student preparation for transfer or employment. The program will also monitor completion of INTD courses, student persistence across the pathway, and student interest in portfolio review or transfer.

For Fashion Noncredit, the program will measure the success of the SEWN pathway by tracking enrollment, repeat enrollment, certificate completion, and student transition from noncredit to credit when appropriate. The program will also review whether the new SEWN certificates help clarify student goals and increase completion.

The program will also use advisory committee feedback, transfer partner feedback, student work samples, student portfolios, and industry partner input to determine whether curriculum remains aligned with current expectations. Success will not be measured only by enrollment growth, but also by whether students have clearer pathways, stronger transfer preparation, meaningful industry exposure, and more equitable access to fashion and interior design education.

#### **Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.**

##### **1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)**

The program will validate findings through multiple groups connected to transfer, curriculum, industry, and student success. These may include the Fashion and Interior Design Advisory Committee, related faculty in Fashion, Interior Design, Family and Consumer Sciences, and noncredit sewing, industry partners such as Deckers and Goodwill Industries, and higher education partners from institutions such as Cal Poly Pomona.

The program may also use feedback from high school and CTE partners, especially following AHC's hosting of the California Department of Education professional development event for Fashion and Interior Design high school teachers. These partners provide important insight into high school-to-college pathways, dual enrollment opportunities, and student preparation before students enter the college program.

##### **2. Are there specific recommendations regarding the core topic responses from the validation team?**

The Fashion and Interior Design Advisory Committee provided several specific recommendations related to curriculum alignment, transfer preparation, industry readiness, and student pathways. A major recommendation was to continue “cleaning up” and streamlining the Fashion Studies A.S. degree so that required courses more clearly support transfer and current industry expectations. The advisory group reviewed proposed revisions that would remove Historic Fashion/Costume as a required course and move it to elective status, add Digital Illustration, require Principles of Economics, and allow students to select additional elective units from approved options. These proposed changes are intended to strengthen lower-division preparation and align more courses with transfer expectations.

The advisory board also supported the development of a new Fashion Design/Fashion Production pathway certificate to better serve students interested in design-focused careers, apparel construction, digital tools, flat pattern, CAD for patternmaking, industrial embroidery, and related production skills. This recommendation aligns with the program’s goal of creating clearer pathways for students who want to pursue fashion design, production, transfer, or employment in apparel-related fields. The meeting notes specifically identify the proposed Fashion Design Certificate as including textiles, digital illustration, apparel construction, industrial embroidery, basic flat pattern, CAD for patternmaking, and quick sketch for fashion.

The advisory board also recommended revising and simplifying the existing Fashion Merchandising Certificate, which currently has limited student uptake. The group recommended reducing the emphasis on illustration-heavy coursework for merchandising students and incorporating more business-focused content such as marketing, advertising, retail planning, consumer behavior, and demographics. This would make the certificate more relevant to students interested in buying, retailing, merchandising, styling, sales, entrepreneurship, and related fashion business careers.

Industry partnership and work-based learning were also emphasized. The advisory board recommended expanding mentorship, internship, portfolio review, and networking opportunities through industry and professional partnerships. The program’s continued relationship with CCID remains a strong asset, and the advisory board noted that the development of a new CCID chapter in Santa Barbara, with possible expansion into Ventura County, may create additional internship and networking opportunities for students. Through the ongoing CCID relationship, the program has continued to place students in internships and connect students with professionals in the Interior Design field.

Overall, the validation process confirmed that the program should continue strengthening transfer alignment, revising certificates to better match student and industry needs, expanding industry partnerships, and embedding portfolio, internship, and mentorship opportunities into the Fashion and Interior Design pathways. These recommendations support the program’s broader goal of creating clearer, more equitable pathways from high school, noncredit, and credit coursework into transfer, employment, and industry-connected learning.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

**Sample:**

<b>New Program Planning Initiative (Objective) – Core Topic Only</b>	
<b>Title (including number):</b>	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
<b>Planning years:</b>	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>

**Description:**

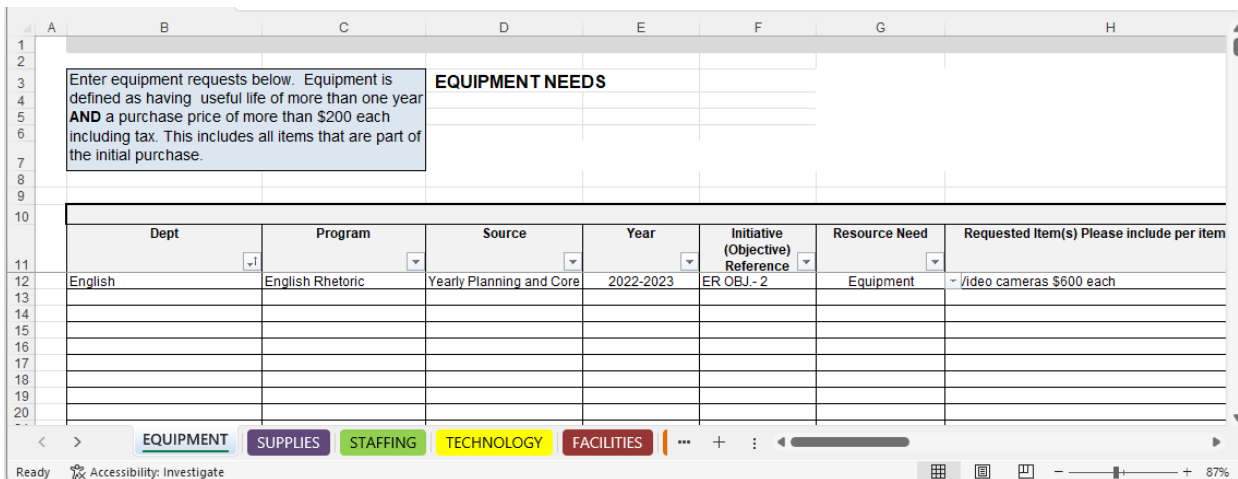
*(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*

The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.

**What college plans are associated with this Objective? (Please select from the list below):**

- Ed Master Plan     Student Equity Plan     Guided Pathways     AB 705
- Technology Plan     Facilities Plan     Strong Workforce     Equal Employment Opp.
- Title V

**Resource Requests:** Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.



New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	
<b>Planning years:</b>	<i>(The academic years this will take to complete)</i>
<b>Description:</b>	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan    Student Equity Plan    Guided Pathways    AB 705/1705
- Technology Plan    Facilities Plan    Strong Workforce    Equal Employment Opp.
- Title V

**New Program Planning Initiative (Objective) – Core Topic Only**

**Title (including number):**

**Planning years:** *(The academic years this will take to complete)*

**Description:**

*(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan    Student Equity Plan    Guided Pathways    AB 705/1705
- Technology Plan    Facilities Plan    Strong Workforce    Equal Employment Opp.
- Title V

**New Program Planning Initiative (Objective) – Core Topic Only**

**Title (including number):**

**Planning years:** *(The academic years this will take to complete)*

**Description:**

*(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan    Student Equity Plan    Guided Pathways    AB 705/1705  
 Technology Plan    Facilities Plan    Strong Workforce    Equal Employment Opp.  
 Title V

**New Program Planning Initiative (Objective) – Core Topic Only**

**Title (including number):**

**Planning years:** *(The academic years this will take to complete)*

**Description:**

*(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan    Student Equity Plan    Guided Pathways    AB 705/1705  
 Technology Plan    Facilities Plan    Strong Workforce    Equal Employment Opp.  
 Title V

**New Program Planning Initiative (Objective) – Core Topic Only**

**Title (including number):**

**Planning years:** *(The academic years this will take to complete)*


**Description:**

*(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan    Student Equity Plan    Guided Pathways    AB 705/1705  
 Technology Plan    Facilities Plan    Strong Workforce    Equal Employment Opp.  
 Title V

Program Review Signature Page:

  
[Megan Selby \(May 18, 2026 10:01:26 PDT\)](#)  
\_\_\_\_\_  
Program Review Lead

May 18, 2026  
\_\_\_\_\_  
Date

*Thomas Lamica*  
\_\_\_\_\_  
Program Dean

May 18, 2026  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Vice President, Academic Affairs

Jun 15, 2026  
\_\_\_\_\_  
Date

# Articulation Agreement Summary

*Family and Consumer Sciences, Fashion Studies, and Interior Design*

**Program Review Use:** This table summarizes current, pending, expired, and potential articulation agreements for AHC courses. It documents transfer alignment, identifies gaps, and supports future curriculum planning.

Status	Meaning	Active	Requested/Pending	Needs Request	Not Approved/Expired
<b>Legend</b>	Active = approved agreement; Requested/Pending = sent or in progress; Needs Request = recommended next request; Not approved/Expired = not currently usable; No current agreement listed = no known agreement in source list.	<b>22</b>	<b>2</b>	<b>1</b>	<b>4</b>

## Fashion Studies

AHC Course	AHC Course Title	Articulation Institution	Equivalent Course	Equivalent Course Title	Status	Notes
FASH 101	Fashion Industry and Marketing	San Francisco State University	ADM 265	Introduction to the fashion industry	Active	
FASH 101	Fashion Industry and Marketing	California State University, Fresno	FM 21	Fashion Merchandising Fundamentals	Active	
FASH 101	Fashion Industry and Marketing	Cal Poly Pomona	AMM 1010	Introduction to the Fashion Studies and Careers	Active	
FASH 101	Fashion Industry and Marketing	California State University, Long Beach	FMD 155	Introduction to the Fashion Industry	Active	
FASH 101	Fashion Industry and Marketing	California State University, Northridge	FCS 253	The Fashion Industry	Active	
FASH 102	Design Analysis	San Francisco State University	-	-	No current agreement listed	
FASH 102	Design Analysis	California State University, Fresno	-	-	No current agreement listed	
FASH 102	Design Analysis	Cal Poly Pomona	-	-	No current agreement listed	
FASH 102	Design Analysis	California State University, Long Beach	FMD 251	Fashion Strategies for Consumers	No current agreement listed	Request Spring '27
FASH 102	Design Analysis	California State University, Northridge	FCS 271	Creative Expression in Fashion	Active	
FASH 103	Textiles	San Francisco State University	ADM 260	Textiles	Active	
FASH 103	Textiles	California State University, Fresno	FM 20	Textile Science	Active	
FASH 103	Textiles	Cal Poly Pomona	AMM 1600	Introduction to Textile Science	Active	
FASH 103	Textiles	California State University, Long Beach	FMD 253	Introductory Textiles	Active	
FASH 103	Textiles	California State University, Northridge	FCS 160	Introductory Textiles	Active	
FASH 104	Historic Fashion / Costume	San Francisco State University	-	-	No current agreement listed	
FASH 104	Historic Fashion / Costume	California State University, Fresno	-	-	No current agreement listed	
FASH 104	Historic Fashion / Costume	Cal Poly Pomona	AMM 1080	Culture, People and Dress	Not approved	
FASH 104	Historic Fashion / Costume	California State University, Long Beach	-	-	No current agreement listed	
FASH 104	Historic Fashion / Costume	California State University, Northridge	-	-	No current agreement listed	

AHC Course	AHC Course Title	Articulation Institution	Equivalent Course	Equivalent Course Title	Status	Notes
FASH 105	Race & Ethnicity in Fashion	Cal Poly Pomona	-	Race & Ethnicity in Fashion	Not approved	Resubmit after Area F approval.
FASH 106	Fashion Illustration	Cal Poly Pomona	-	-	Active	
FASH 106	Fashion Illustration	California State University, Long Beach	FMD 296	Computer Applications for Professionals	Requested/Pending	
FASH 110	Apparel Construction	San Francisco State University	ADM 261	Apparel Construction	Active	
FASH 110	Apparel Construction	California State University, Fresno	-	-	No current agreement listed	
FASH 110	Apparel Construction	Cal Poly Pomona	AMM 1800 AMM 1800L	Introduction to Fashion Design	Active	
FASH 110	Apparel Construction	California State University, Long Beach	FMD 154	Fundamentals of Apparel Production	Active	
FASH 110	Apparel Construction	California State University, Northridge	FCS 150	Apparel Construction I	Active	
FASH 115	Industrial Machine Embroidery	-	-	-	No current agreement listed	

## Interior Design

AHC Course	AHC Course Title	Articulation Institution	Equivalent Course	Equivalent Course Title	Status	Notes
INTD 100	Introduction to Interior Design	-	-	-	No current agreement listed	
INTD 170	Interior Design	San Francisco State University	ID 240	Color and Design	Expired	Former agreement expired in 2022.
INTD 170	Interior Design	California State University, Fresno	ID 70	Design History, Theory & Criticism 1	Not approved	
INTD 170	Interior Design	California State University, Long Beach	-	-	No current agreement listed	
INTD 170	Interior Design	California State University, Northridge	FCS 114	Introduction to Interior Design	Active	
INTD 170	Interior Design	California State University, Northridge	FCS 111	Interior Design Matters	Active	
INTD 171	Interior Design Materials	San Francisco State University	-	-	No current agreement listed	
INTD 171	Interior Design Materials	California State University, Fresno	-	-	No current agreement listed	
INTD 171	Interior Design Materials	Cal Poly Pomona	-	-	No current agreement listed	
INTD 171	Interior Design Materials	California State University, Long Beach	DESN 143	Materials of Interiors	Requested/Pending	
INTD 171	Interior Design Materials	California State University, Northridge	FCS 213	Interior Design Materials, Standards and Specifications	Active	
INTD 172	Interior Design Studio	California State University, Northridge	FCS 211	Interior Design Studio 1	Active	

## Family and Consumer Sciences

AHC Course	AHC Course Title	Articulation Institution	Equivalent Course	Equivalent Course Title	Status	Notes
FCS 130	Consumer and Family Finance	San Francisco State University	-	-	No current agreement listed	
FCS 130	Consumer and Family Finance	California State University, Fresno	-	-	No current agreement listed	
FCS 130	Consumer and Family Finance	Cal Poly Pomona	-	-	No current agreement listed	
FCS 130	Consumer and Family Finance	California State University, Long Beach	CAFF 123	Personal and Family Finance	Active	

AHC Course	AHC Course Title	Articulation Institution	Equivalent Course	Equivalent Course Title	Status	Notes
FCS 130	Consumer and Family Finance	California State University, Northridge	-	-	No current agreement listed	
FCS 131	Life Management	San Francisco State University	-	-	No current agreement listed	
FCS 131	Life Management	California State University, Fresno	-	-	No current agreement listed	
FCS 131	Life Management	Cal Poly Pomona	-	-	No current agreement listed	
FCS 131	Life Management	California State University, Long Beach	CAFF 226	Consumer Life Skills	Needs request	
FCS 131	Life Management	California State University, Northridge	FCS 120	Adulting	Active	










# FASH-INTD Program Review 2025-26\_education&industry

Final Audit Report

2026-06-15

Created:	2026-05-18
By:	Kara Mushegan (kara.mushegan@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAMCEEX9nRJwAEE0bW9EkiQzNJFBNdiFKb

## "FASH-INTD Program Review 2025-26\_education&industry" History

-  Document created by Kara Mushegan (kara.mushegan@hancockcollege.edu)  
2026-05-18 - 4:38:01 PM GMT- IP address: 209.129.94.61
-  Document emailed to Megan Selby (megan.selby@hancockcollege.edu) for signature  
2026-05-18 - 4:38:51 PM GMT
-  Email viewed by Megan Selby (megan.selby@hancockcollege.edu)  
2026-05-18 - 4:59:59 PM GMT- IP address: 174.194.196.47
-  Document e-signed by Megan Selby (megan.selby@hancockcollege.edu)  
Signature Date: 2026-05-18 - 5:01:26 PM GMT - Time Source: server- IP address: 174.194.196.47 - Signature Appearance Selected: MOBILE\_DRAW
-  Document emailed to Thomas Lamica (thomas.lamica@hancockcollege.edu) for signature  
2026-05-18 - 5:01:28 PM GMT
-  Email viewed by Thomas Lamica (thomas.lamica@hancockcollege.edu)  
2026-05-18 - 5:59:49 PM GMT- IP address: 104.47.70.126
-  Document e-signed by Thomas Lamica (thomas.lamica@hancockcollege.edu)  
Signature Date: 2026-05-18 - 6:00:00 PM GMT - Time Source: server- IP address: 209.129.94.61 - Signature Appearance Selected: IMAGE
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature  
2026-05-18 - 6:00:02 PM GMT
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)  
2026-06-15 - 6:27:36 PM GMT- IP address: 104.47.70.126

 New document URL requested by Robert Curry (rcurry@hancockcollege.edu)

2026-06-15 - 6:27:40 PM GMT- IP address: 209.129.94.61

 Document e-signed by Robert Curry (rcurry@hancockcollege.edu)

Signature Date: 2026-06-15 - 6:35:01 PM GMT - Time Source: server- IP address: 209.129.94.61 - Signature Appearance Selected: IMAGE

 Agreement completed.

2026-06-15 - 6:35:01 PM GMT