1. Assessment Plan - Four Column

PIE - Business - CS&DT: Fashion Unit

Narrative Reporting Year

2018-19

Contact Person: Sheila Espy
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Program Planning Dialog: The Fashion program focuses on updating curriculum to maintain currency through the integration of software and updated technologies to meet the industry changes and continue to support and improve the skill needs for our students including readiness for transfer to 4-year university while supporting the visibility of our Fashion program.

External Conditions, Trends, or Impacts: FACTORS INFLUENCING TRANSFER:

-Disparate courses and programs in CSU 4-yr university fashion programs. Programs are either Home Economics (FCS) or Apparel Merchandise Management thus restricting articulation to more CSU's. Students do not have better options to transfer to public 4-yr fashion program especially with a design emphasis.

CHANGES AND UPDATES IN TECHNOLOGY:
Design:
-Digital (inkjet style) textile printers available for small companies to customize textile printing.

Merchandising:
-Major fashion apparel retailers still use advanced functions in Excel as an analytical tool to support the merchandising function (2017 Fashion advisory board minutes).
-BI intelligent tools (web-based) are explored and introduced to support merchandising functions. Merchants optimize data in order to deliver the business intelligence and analytics needed to move retail businesses successfully into the future. (https://www.retailtouchpoints.com/topics/bi-analytics-shopper-data-intelligence).

WORKFORCE TRENDS:
Fashion Design
-Apparel Technical Designers - 10 year projected increase +14.9% Salaries: 60,000 - 91,000 (https://www.glassdoor.com/Salaries/apparel-technical-designer-salary-SRCH_KO0,26.htm)

Fashion advisory board (August 2018) - feedback on career trends:
Design:
Technical skills along with work habits and attention to technical details are important; knowledge of pattern-making, grading and marking are still important and needed - critical to avoid costly production errors; emphasized knowledge of the entire product development process including draping skills and pricing (costing process) are needed; 3D technology is so important in the industry and must be incorporated in the fashion design program; attention to detail, communication, focus and follow-up – professionalism soft skills are needed; recommended in integrating Tech Packs into relevant courses.

Merchandising:

Writing is also important with the emergence of ecommerce in additional to analytical and Excel skills. Candidates may be working with stores, category, and ecommerce – need to know to relate metrics to each. Also important is understanding the fashion retailing – lowers the learning curve. Emphasized the shortage of qualified merchandise planning candidates. Analytical and Excel skills, ability to work with systems, and understanding of the product development process. Positions may need to work with either wholesale or retail and needs to understand the difference. Need to know Excel and technology in general. Soft skills – time management and attention to detail; Students must be ready to work in multiple retail formats. Ecommerce has created new metrics that need to be used to effectively manage the business.

Fashion Merchandising - No data since this is not a specific field.
Merchandise Buyers -2% growth. In the fashion industry, fashion merchandise buyers work closely with merchandise planners, merchandise allocators, and store managers. Despite decline, there is still large amount of opportunities due to the number of positions in this area - increasing in eCommerce. (https://www.bls.gov/ooh/business-and-financial/purchasing-managers-buyers-and-purchasing-agents.htm#tab-6)
Salaries range from $51, 000 avg - $87,000 (https://www.bls.gov/oes/current/naics4_453900.htm, https://www.24seventalent.com/en-us/resources/)
VIDEO: https://youtu.be/W-GTPnCVsV0 (https://www.bls.gov/ooh/business-and-financial/purchasing-managers-buyers-and-purchasing-agents.htm)
Internal Conditions, Trends, or Impacts : - Student tutors and workers have been critical for supporting fashion students as they strive to successfully achieve complete their courses, certificates, degrees and/or transfer goals. Both student workers and tutors have been funded through the college and the Perkins grant.

ˉThe storage room in between 78-2150 and 78-2160 is essential. The program lost storage space that is located outside of the classrooms. This resulted in supplies including mannequins, fixtures, visual dress forms etc. are stored inside classrooms (lecture classroom, lab classrooms, design work area, and faculty lounge).

ˉStudio lab course (taught by design faculty members) needed to support students who do not have the sewing equipment, dress forms, or pattern tables at home. Students are currently working on homework assignments in tight conditions while other classes progress in the work area (78-2160A) because of lack of home equipment. An adjunct faculty member is now doing this with no pay because the need to vital to enable students to complete sewing, draping, and design projects which cannot be completed within the class meeting times. This helps with student success and retention.

-Additional research and technology resources are needed to provide our students more support in their coursework. Access to WGSN trend predictive resources that can be accessed online through the library. Additionally Lynda.com is needed to support our students in Adobe programs, AutoCAD, advanced functions in Excel, and more. (Graphic Design currently has this for their students.)

-Fashion program now has a visual display window for which funding and support is needed. Supplies such as ink and canvas for the large format poster printer will continue to be funded. Just as important there is a need for student workers will need to be funded and available throughout the year. Student worker labor was not approved for '17-'18 year thus the visual display could not be fully updated. This will include summer sessions. Ongoing funding for student workers will be used to build, set up area, create props, and take down the Fashion visual displays.

-Marketing - Program website:

ˉ Have the college develop an "Image banner" that does not resize the images when posted on the website. Once this is done, ask the Business Division website technician to develop ONE Photoshop template (that includes the required ADD text placement) for faculty to use.
ˉ The current process reduces the professionalism of the program websites because the images can never be aligned / placed correctly. The images continue to resize based upon some type of program that the programmers have written. This eliminates continuity and requires that faculty continually REDO image work because the resizing in unpredictable.
Critical Decisions Made by Unit: Department continues to focus on articulating with Cal Poly Pomona (AMM Program) since this university offers a 'management degree' versus a FCS/Home Economics degree. In addition, the AMM programs hosts the Apparel Technology and Research Center which is focusing on future technology developments associated with the fashion industry (ensures our students will be getting a progressive education).

Focus on increasing student success through accessibility and support

⁻Hispanics are 40% of Fashion race/ethnicity yet have -15% equity gap in access (Source: CalPASS.org)
-78% part-time (working and/ or supporting families) including 11% who previously had a degree 2016-2017 (skill-builders) (Source: CalPASS.org)
-Term-to-Term Retention 2016-2017 63%, -1% same as region. (Source: CalPASS.Org).

Increase Program awareness - create and update marketing materials and outreach, updating the BCT visual display window with students' work with each academic year however student worker support must be funded.
Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement: NEED TO EDIT:
Notable Achievements for Consumer Science and Design Technology:

⁻FASH: Course Retention rate 2018-2019: 82%, +2% over 2017-2018 (Source: Mt SAC Retention data)
⁻Success rate 2018-2019: 66%, -1.6% down to 2017-2018 - much room for improvement (Source: Mt SAC Success data)
⁻Program promotion strategy includes program outreach activities and display of students garments created in Fashion Design courses.
-Focus on technical skills, knowledge of the product development and design process, merchandise math and Excel in curriculum (Fashion advisory board minutes, Aug 2018) are supported by student tutors to improve student retention.
-Students enrolled in Fashion Merchandising Work Experience course have done well in internships partly due to analytical skills and Excel competency demonstrated in in interviews or positions for internships.
Notable Achievements for Theme B: To Support Student Access and Success: - DESIGN & TECHNOLOGIES (1303.10):
Mt SAC Fashion has had design students win TALA awards for the last 5 years. TALA competition includes CSU, private firms (ex: FIDM, Otis, etc..) and local community college competitors. Mt SAC maintains membership in CFA (California Fashion Association) so that our students can compete in the design competitions and gain exposure to the industry. Students complete their design work in the capstone course - FASH 23 Patternmaking II. This competition moved from Spring 2018 to Fall 2018.

⁻FASHION Program (1303):
⁻program Course Retention rate 2018-2019: 82%, +2% over 2017-2018 (Source: Mt SAC Retention data)
⁻program Success rate 2018-2019 is 66.2%, -1.5% down over 2017-2018 even though Fashion enrollment had dropped.
Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources: Student tutors have been critical to the success of the Fashion students to successfully achieve outcomes in their coursework using either the industrial sewing machines and equipment or industry and digital technology software. This support especially helps struggling or economically disadvantaged students who need one on one support or students who do not have the design equipment or software technology at home.

The students receive tutorial help in the classroom however students have not utilized out of class tutorial support. Online accessibility to support via tutorial videos are provided by the professors however Mt SAC Fashion students do not have access to Lynda.com for technology support as readily available at other colleges. Tutorial videos are created by the Fashion professors using Camtasia video editing software. There is a need for the licenses for Camtasia to be kept updated.
Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration: Sheila Espy, coordinator for Fashion program and full-time faculty who has expertise in Fashion Merchandising, is involved in application and management of Perkins funds to enable help the Fashion programs support student learning, faculty professional development, and updating technologies and resources. Maria Davis, full-time faculty and Design technical expert, mentors the TALA design competitors by which Mt SAC Fashion program has had winners for the last 5 years.
Contributors to the Report: Sheila Espy M.A. and Dr. Maria Davis, EDD

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
Technology and Instruction - Use state-of-the-art technology in the	**In Progress -** Professional Development	**Reporting Year:** 2018-19 **% Completed:** 75

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
classroom and provide faculty with appropriate resources and equipment for instruction. Prepare students for working in a dynamic environment **Status:** Active **Goal Year(s):** 2016-17, 2017-18, 2018-19 **Date Goal Entered (Optional):** 09/01/2016	**Describe Plans & Activities Supported (Justification of Need):** Gerber updated software training as needed **Lead:** Maria Davis **What would success look like and how would you measure it?:** Successful completion of technology courses and the ability to apply the knowledge in more advanced sequence course(s). **Type of Request:** PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees. **Planning Unit Priority:** Medium **Documentation Attached?:** Yes **In Progress -** Online Teaching Conferences **Describe Plans & Activities Supported (Justification of Need):** Funding for conference - $1170. **Lead:** Espy **What would success look like and how would you measure it?:** Courses will be approved for DL (distance learning) format. **Type of Request:** PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees. **Planning Unit Priority:** High **Documentation Attached?:** Yes **On-Going Funding Requested (if applicable):** 1170 **Related Documents:** [Budget Requests 2019-2020 - FASH](#)	Gerber updated software and requisite training as the updated software becomes available. Gerber will no longer support older version of software. (04/28/2019) **Reporting Year:** 2017-18 **% Completed:** 75 UPDATE: Funds were approved by Perkins however the faculty received funding from POD. Faculty did go to training. As Gerber software continues to update, future training will be completed as needed. (05/10/2018) **Reporting Year:** 2016-17 **% Completed:** 100 Funds for Gerber updated software training were requested and approved (Perkins '17-'18 budget) for faculty training on software upgrade. Training will be scheduled during faculty's break in schedule before the end of 2017 - 2018 year. UPDATE: Funds were approved by Perkins however the faculty received funding from POD. Faculty did go to training. (06/02/2017) **Reporting Year:** 2018-19 **% Completed:** 50 Distance learning - Online Teaching Conference - funding for conference of $1170 is needed. Will not be funded by Perkins so POD funds will be requested. Distance learning Fashion Merchandising courses have been well received by students. (04/28/2019) **Reporting Year:** 2017-18 **% Completed:** 50 UPDATE: 3 Fashion Merchandising courses are approved for DL format. The first online course was offered in SPR' 18 and 2 courses will be offered in FALL'18. Faculty did attend 2017 conference. (05/10/2018) **Related Documents:** [18-19-Budget-Worksheet.xlsx](#) **Reporting Year:** 2016-17 **% Completed:** 50 Faculty attended 2016 Online Teaching conference and will attend 2017 Online Teaching Conference. This increases knowledge of best practices and updates in distance learning. Fashion lectures courses will continue to be

Unit Goals	Resources Needed	*Where We Make an Impact: Closing the Loop on Goals and Plans*
	[MERCH 1303-20-BUDGET DETAILS.xlsx](#) **Request - Full Funding Requested -** Fashion resources such as trend predictive resources are needed by both design and merchandising students to support learning activities, fashion research, and assignments that is accessible digitally online via library portal. **Describe Plans & Activities Supported (Justification of Need):** WGSN - Fashion trend **Lead:** Espy **What would success look like and how would you measure it?:** Students will have access to real fashion industry information that will support assignments that are relevant to current trends and influences in the industry. **Type of Request:** INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500. **Planning Unit Priority:** Medium **Documentation Attached?:** Yes **One-Time Funding Requested (if applicable):** 7500 **Related Documents:** [18-19-Budget-Worksheet.xlsx](#)	submitted for distance learning approval. (06/02/2017) **Reporting Year:** 2018-19 **% Completed:** 75 WGSN was not funded either through program nor library funds. An additional Fashion resource, Berg Fashion Library, has been added to the library subscription database through the portal which gives some of the resource information that WGSN provides. (04/28/2019) **Reporting Year:** 2017-18 **% Completed:** 0 Funds for WGSN fashion trend predictive resources were not approved thus this resource was not available for students this year. This was requested in Perkins proposed budget for '18-'19 fiscal year. (05/10/2018) **Related Documents:** [18-19-Budget-Worksheet.xlsx](#) **Reporting Year:** 2016-17 **% Completed:** 0 WGSN was not available to students in '16-'17 year. Funding for WGSN $7500 (Perkins) was not approved. WSGN resource in addition to other Fashion resources are needed by both the Fashion Design and Merchandising students. Funds will be requested for '17-'18 year. (06/02/2017)
	Request - Full Funding Requested - Textile printer, ink for textile printer, fabric for printing	**Reporting Year:** 2018-19 **% Completed:** 0 Textile printer including ink for textile printer and fabric for

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	¯requested in Perkins budget - not funded **Describe Plans & Activities Supported (Justification of Need):** Incorporate textile printing into courses (FASH 25, Textiles, and others as determined) in Fashion curriculum. Textile printer must be purchased to enabled students to print textile print design assignments. **Lead:** Espy and Davis **What would success look like and how would you measure it?:** Students design and print textile print assignments. **Type of Request:** INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500. **Planning Unit Priority:** Medium **Documentation Attached?:** Yes **One-Time Funding Requested (if applicable):** 10502 **Related Documents:** 18-19-Budget-Worksheet.xlsx	printing funding was not approved through Perkins in the last 4 years. Funding was not requested this year in Perkins however funding is still needed. Cal Poly AMM is in the process of purchasing a textile printer and heat press for students' projects. Integration into curriculum will still be finalized at Mt SAC Fashion program if funding will be made available. (04/28/2019) **Reporting Year:** 2017-18 **% Completed:** 0 Requested in Perkins '17-'18 budget - not funded. Textile printer and supplies has been requested in Perkins '18-'19 proposed budget. (05/10/2018) **Reporting Year:** 2016-17 **% Completed:** 0 Textile printer and related supplies was requested and not approved in the Perkins '16-'17 budget. It has been requested again in the Perkins '17-'18 budget. (05/02/2018)
	Request - Full Funding Requested - Textile Crock Meters and textile tabletop Weaving Looms **Describe Plans & Activities Supported (Justification of Need):** Expand textile equipment to use in the textile course to facilitate students' active learning of course concepts.	**Reporting Year:** 2018-19 **% Completed:** 0 Textiles course is core to both Fashion Design and Fashion Merchandising majors. Requests for funds to expand textile testing equipment to facilitate students' active learning in the Textiles courses have not been approved in Perkins Grant applications for the last 2 years. (04/28/2019)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans

Lead: Espy
What would success look like and how would you measure it?: Increased student engagement and understanding in class through the completion of course activities using the textile equipment.
Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT): Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over $500.
Planning Unit Priority: Medium
Documentation Attached?: Yes
One-Time Funding Requested (if applicable): 2970
Related Documents:
[Budget Requests 2019-2020 - FASH MERCH 1303-20-BUDGET DETAILS.xlsx](#)

Request - Full Funding Requested - Conference and travel funding for NRF 2019 Big Show conference in New York
Describe Plans & Activities Supported (Justification of Need): Conference and travel funding ($2610) for NRF 2019 Big Show conference in New York. The conference provides industry updates and innovations. Technology software companies demonstrate technology and educate on how it is used in the industry. Approved from Perkins funds.

Reporting Year: 2018-19
% Completed: 75
Fashion faculty last attended NRF in Jan 2016. NRF 2019 was not funded through Perkins and exceeds POD conference limits. Funds were just approved for NRF (National Retail Federation) 2020 conference through Perkins. (04/28/2019)
Related Documents:
[Budget Requests 2019-2020 - FASH MERCH 1303-20-BUDGET DETAILS.xlsx](#)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	Lead: Espy **What would success look like and how would you measure it?:** Faculty continue to stay current with industry trends and innovations. Ability to further enhance course content. Make technology connections. **Type of Request:** PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees. **Planning Unit Priority:** Medium **Documentation Attached?:** Yes **One-Time Funding Requested (if applicable):** 2610 **Related Documents:** Budget Requests 2019-2020 - FASH MERCH 1303-20-BUDGET DETAILS.xlsx **Request - Full Funding Requested -** National Retail Federation institutional membership (NRF) is needed for industry resources including educator's rate at the conferences. **Describe Plans & Activities Supported (Justification of Need):** Program will continue to have access to resources and receive communication from NRF. Educators' conference rates **Lead:** Espy **What would success look like and how would you measure it?:** Continued access to NRF conferences and resources **Type of Request:** OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/	

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consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High
Documentation Attached?: No
On-Going Funding Requested (if applicable): 500

Request - Full Funding Requested - Fashion design Lab dressing & fitting area and mirrors

Describe Plans & Activities Supported (Justification of Need): Fashion design Lab dressing room & fitting area is needed for the FASH 22 and FASH 23 courses. Models (both genders) need a place to change and be fitted for the students' garments created in class. Faculty must also cannot leave the classroom constantly to check the fittings. The dressing & fitting area needs to be set up in the 78-2160A workroom as a curtain suspended from the ceiling and can be moved out of the way.

Mirrors can be set up on the wall opposite of the fabric roll cabinets.
Lead: Sheila Espy and Maria Davis
What would success look like and how would you measure it?: Installation of dressing & fitting area and mirrors have been completed thus available for use by the design classes.
Type of Request: FACILITIES: This section includes minor building improvement projects and alterations

Reporting Year: 2018-19
% Completed: 0
No progress yet. Pending request stills needs to be resolved. (04/28/2019)

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	to specific rooms or operational areas. **Planning Unit Priority:** High **Documentation Attached?:** No **One-Time Funding Requested (if applicable):** 1500 **Request - Full Funding Requested -** Additional fabric rolls holder cabinet must be built adjacent to the current cabinet in 78-2160A. **Describe Plans & Activities Supported (Justification of Need):** Additional fabric rolls holder cabinet must be built adjacent to the current cabinet in 78-2160A. The cabinet holds heavy rolls of fabric, pattern and marking paper. The rolls are sitting on tables and can roll off when cutting lengths needed for the students. **Lead:** Maria Davis **What would success look like and how would you measure it?:** Additional cabinet has been built and the rolls of fabric and paper have been mounted. **Type of Request:** FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas. **Planning Unit Priority:** High **Documentation Attached?:** No	**Reporting Year:** 2018-19 **% Completed:** 50 Request is not completed - still pending. (04/28/2019)
Industry Trends and Requirements - Develop partnerships with local businesses and advisory boards to strengthen job opportunities and internships and to guide curriculum development.	**In Progress -** Update curriculum **Describe Plans & Activities Supported (Justification of Need):** Review and evaluate curriculum to ensure relevancy to the current and future needs of the industry.	**Reporting Year:** 2018-19 **% Completed:** 75 Continue to review and evaluate curriculum to ensure relevancy to current and future needs of the industry by meeting with Cal Poly AMM (Apparel Merchandise Management) faculty annually and more if needed.

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Status: Active **Goal Year(s):** 2017-18, 2018-19 **Date Goal Entered (Optional):** 04/12/2018	**Lead:** Espy **What would success look like and how would you measure it?:** Transfer data to Cal Poly AMM program **Planning Unit Priority:** High **Documentation Attached?:** No **Related Documents:** [Fashion Advisory Board Committee Minutes Aug 2018 .docx](#)	(04/28/2019) **Reporting Year:** 2017-18 **% Completed:** 50 Coordinator had a year-end meeting with Cal Poly AMM department chair and faculty to review curriculum updates as they prepare for semester conversion. More updates will be coming from Cal Poly as they have not completed all needed updates. Review textiles testing equipment used in the lower division textiles courses at Cal Poly. Need to evaluate textile equipment that can be incorporated into Mt SAC Textiles courses that can be safely used. Will review for proposal to purchase in 2018-2019 Perkins budget. UPDATE: Textile class equipment was requested in Perkins '18-'19 budget. (06/30/2017)
	In Progress - Create new curriculum. Include industry outreach and research support needed. **Describe Plans & Activities Supported (Justification of Need):** Instructor preparation time **Lead:** Espy and Davis **What would success look like and how would you measure it?:** New courses developed are approved. **Type of Request:** PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees. **Planning Unit Priority:** High **Documentation Attached?:** Yes **Related Documents:** [Fashion Advisory Board Committee Minutes Aug 2018 .docx](#)	**Reporting Year:** 2018-19 **% Completed:** 75 Courses will continue to be updated and/ or developed as needed. FASH 57 Retail and Production Technologies was scheduled for the first time in Spring 2019. (04/28/2019) **Reporting Year:** 2017-18 **% Completed:** 25 Fashion program was reviewed. A new course FASH 57 Retail and Production Technologies has been approved and scheduled for Winter 2019 which teaches a new industry technology. Additional courses are being reviewed for submission as the need to determined by Fashion FT faculty. (05/10/2018)
	In Progress - Fashion students complete in TALA (Textiles Association of Los Angeles)	**Reporting Year:** 2018-19 **% Completed:** 75 The Fashion Design professor manages the students'

Unit Goals	Resources Needed	*Where We Make an Impact: Closing the Loop on Goals and Plans*
	scholarship competition and had have won awards each year for the last four years. The design work is completed in FASH 23 - Patternmaking II, a capstone course for the Fashion Design & Technologies degree. **Describe Plans & Activities Supported (Justification of Need):** Mt SAC maintains an institutional membership in CFA (California Fashion Association) so that our students can compete in TALA design competitions. **Lead:** Davis **What would success look like and how would you measure it?:** Students compete in TALA design competition and earn awards. **Type of Request:** SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than $500. **Planning Unit Priority:** High **Documentation Attached?:** No **On-Going Funding Requested (if applicable):** 150	submission progress for this competition each year. (04/28/2019)
Flexible Scheduling - Scheduling that meets our student's needs by providing day, evening, afternoon, weekend, and online courses. **Status:** Active **Goal Year(s):** 2017-18, 2018-19 **Date Goal Entered (Optional):** 09/01/2016	**In Progress -** One FT instructor is SPOT certified. Need at least one more fashion adjunct to be spot certified to enable more distance learning format classes to be offered. **Describe Plans & Activities Supported (Justification of Need):** Develop distance learning courses for Fashion.	**Reporting Year:** 2018-19 **% Completed:** 50 Distance learning version has been developed for all Fashion Merchandising courses except Textiles. A distance learning format option have only been offered for 2 courses ⁻FASH 8 Introduction to Fashion and FASH 14 Dress, Culture, & Identity during the semesters. Overall Fashion has been able to offer at least 2 online courses each semester. There is still only one SPOT certified Fashion professor. One or two adjuncts has started the SPOT

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	Lead: Espy **What would success look like and how would you measure it?:** Distance learning format courses approved and can be scheduled. **Type of Request:** PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees. **Planning Unit Priority:** High **Documentation Attached?:** No	certification process but not completed. (04/28/2019)
Promotion and Outreach - Attract students to increase enrollment and heighten program awareness by support of program promotion and related marketing materials. **Status:** Active **Goal Year(s):** 2017-18, 2018-19 **Date Goal Entered (Optional):** 04/12/2018	**Request - Full Funding Requested -** Program marketing, outreach, visual display (BCT) **Describe Plans & Activities Supported (Justification of Need):** Program marketing materials - posters, flyers, handouts to be developed and printed. Visual display that must be maintained year-round materials and supplies to be purchased **Lead:** Espy **What would success look like and how would you measure it?:** Completion of marketing materials and visual display **Type of Request:** MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media. **Planning Unit Priority:** High **Documentation Attached?:** Yes **On-Going Funding Requested (if applicable):** 6105 **Related Documents:** Budget Requests 2019-2020 - FASH	**Reporting Year:** 2018-19 **% Completed:** 50 New photography for the Fashion program is currently in progress. Lack of access to new images for the Fashion program hindered the development of new materials. The Fashion website has been updated with interim images. Request for funding for new banner requested and approved from Perkins for next year. Funding is still needed for student worker labor for the program visual display which Perkins cannot fund. This year no funding was received so the visual display was not updated. (04/28/2019)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	[MERCH 1303-20-BUDGET DETAILS.xlsx](#) **Request - Full Funding Requested -** Ink, canvas, and other materials for large format poster printer **Describe Plans & Activities Supported (Justification of Need):** Large format poster printer is used to create the large scale images of Mt SAC Fashion Design students' garments for the fashion visual display windows. Students create the designs in FASH 22 and FASH 23 courses. This is a valuable way to promote the Fashion program. **Lead:** Davis and Espy **What would success look like and how would you measure it?:** The campus is able to view Mt SAC Fashion Design students' designs in the display windows. **Type of Request:** MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media. **Planning Unit Priority:** High **Documentation Attached?:** Yes **On-Going Funding Requested (if applicable):** 4721 **Related Documents:** [18-19-Budget-Worksheet.xlsx](#)	**Reporting Year:** 2018-19 **% Completed:** 50 Ink, canvas, and visual backdrop boards to mount images of students' work was funded by Perkins. New funding will be needed to replenish supplies when student worker labor is approved and the visual display can be scheduled to be changed. (04/28/2019)
	Request - Full Funding Requested - Student workers to help plan, set up, and take down the visual display. **Describe Plans & Activities Supported (Justification of Need):** - Create visual display that feature students' work created in their Fashion courses. Faculty will create	**Reporting Year:** 2018-19 **% Completed:** 50 This was on hold for the '18-'19 year because the student worker support for the visual display was not funded. New photography for the Fashion program is in progress. (04/28/2019)

the images then print the images with the support of IT for the visual display.

-Student workers will mount the images on display board, set up (dress mannequins and arrange additional visual materials) and take down the visual display. The cycle will repeat up to 2 - 3 times a term.

Lead: Davis and Espy
What would success look like and how would you measure it?: The visual displays have been planned, set-up, and taken down in the BCT display windows.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: Medium
Documentation Attached?: Yes
On-Going Funding Requested (if applicable): 604
Related Documents:
[Budget Requests 2019-2020 - FASH MERCH 1303-20-BUDGET DETAILS.xlsx](#)
Request - Full Funding Requested - Funding for student worker to help work on the set-up and change of the program visual display
Describe Plans & Activities Supported (Justification of Need): Mannequins are used for visual display to support program promotion by displaying design students' work. Dress forms are used for visual display as well - depending on the visual plans as well as used

| | the classroom for design students to create their garments.
Lead: Espy and Davis
What would success look like and how would you measure it?: Ability to expand the breath of the visual display to display the designs from more students.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: Medium
Documentation Attached?: Yes
On-Going Funding Requested (if applicable): 810
Request - Full Funding Requested - Photography of student's work for Fashion program promotion materials, program visual display, and program outreach.
Describe Plans & Activities Supported (Justification of Need): - Images have been photographed by a professional photographer (paid by design professor's personal funds from sales of course packets - should be funded by program - division in the future). Photographs have also been taken by Mt SAC's Fashion Photography students - none used for visual display but a few have been used for program promotion and outreach materials and social media.

-Media storage is needed for the image files for both photography sources thus must be purchased.
Lead: Davis and Espy
What would success look like and | **Reporting Year:** 2018-19
% Completed: 50
Funds for the professional photographer paid by the design professor's personal funds from sales of course packets are short this year - result: the design professor has to pay out of her own funds. This must be funded by the division in the future for the Fashion program. (04/28/2019) |

how would you measure it?: Ability to fund from program's resources rather than instructor's personal funds.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Medium

Documentation Attached?: No

On-Going Funding Requested (if applicable): 1000

Request - No Funding Requested - Marketing - Program website:

  Have the college develop an "Image banner" that does not resize the images when posted on the website. Once this is done, ask the Business Division website technician to develop ONE Photoshop template (that includes the required ADD text placement) for faculty to use.

Describe Plans & Activities Supported (Justification of Need): Have the college develop an "Image banner" that does not resize the images when posted on the website. Once this is done, ask the Business Division website technician to develop ONE Photoshop template (that includes the required ADD text placement) for faculty to use.

The current process reduces the professionalism of the program websites because the images can never be aligned / placed correctly. The images continue to resize based upon some type of program that the programmers have written. This eliminates continuity and requires

Unit Goals	Resources Needed	*Where We Make an Impact: Closing the Loop on Goals and Plans*
	that faculty continually REDO image work because the resizing in unpredictable. **Lead:** Davis **What would success look like and how would you measure it?:** Updates to the Fashion website will be consistent in the look, quality, and professionalism of the program website while meeting ADA criteria. **Type of Request:** MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media. **Planning Unit Priority:** High **Documentation Attached?:** No	
Instructional Support - Increase and maintain faculty, student assistants, and student tutors to fully support program including increased course offerings, support program promotion, and the addition of open studio lab hours. **Status:** Active **Goal Year(s):** 2017-18, 2018-19 **Date Goal Entered (Optional):** 06/02/2017	**In Progress -** Student tutors - Fashion Merchandising and Fashion Design student tutor request submitted on separate Perkins applications. **Describe Plans & Activities Supported (Justification of Need):** Increase and maintain student assistants to offer tutorial support for our students. Student tutors are critical to the success of the Fashion students to successfully achieve outcomes in their coursework especially struggling or economically disadvantaged students who need one on one support or students who do not have the software technology. Student tutors also needed for studio hours as well. **Lead:** Davis and Espy **What would success look like and how would you measure it?:**	**Reporting Year:** 2018-19 **% Completed:** 75 . Hire student tutors to help struggling students (those are economically disadvantaged, displaced homemakers, and single parents who may have limited skill sets and experience) with technology in lecture/lab courses. Student tutors are also critical in the sewing, pattern-making, and draping fashion design courses. Student tutors also needed for studio hours as well. (04/28/2019) **Related Documents:** [Budget Requests 2019-2020 - FASH MERCH 1303-20-BUDGET DETAILS.xlsx](#) [APPROVED - 19-20 Perkins Budget - FASH-DESIGN 041919kajn.xlsx](#) **Reporting Year:** 2017-18 **% Completed:** 0 Student tutors planned for the 2017-2018 were selected based on the technical and/ or design skills and demonstrated competency and maturity. Bilingual was an additional consideration to better help the students. (06/19/2017)

Students successfully completed coursework thus supporting completion and transfer.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
Documentation Attached?: Yes
On-Going Funding Requested (if applicable): 19503
Related Documents:

Budget Requests 2019-2020 - FASH MERCH 1303-20-BUDGET DETAILS.xlsx

APPROVED - 19-20 Perkins Budget - FASH-DESIGN 041919kajn.xlsx

Request - No Funding Requested - Weekly block of time in the BCT fashion design lab classroom needed for open lab session when class is not in session and have an instructor (paid non instructional rate) to help students.

Describe Plans & Activities Supported (Justification of Need): Offer open studio lab hours facilitated by a fashion faculty paid at non-instructional rate who oversees the lab and can support students with sewing, industrial sewing machines, pattern-making, and draping questions.
Lead: Davis
What would success look like and how would you measure it?: Students will successfully complete assignments required in courses.
Type of Request: STAFFING: Requests for permanent employee positions or

Reporting Year: 2017-18
% Completed: 0
The expansion of the sewing/design lab space in BCT will make it possible to offer this resource for the first time for the students that do not have access at home. Funding for faculty member at lab rate is also needed - no funding request in Perkins for '17-'18.   (06/19/2017)

Unit Goals	Resources Needed	Where We Make an Impact: Closing the Loop on Goals and Plans
	temporary/hourly employees. **Planning Unit Priority:** Medium **Documentation Attached?:** No	