

Fashion Design Educational Program Viability Report



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EXECUTIVE SUMMARY

Over the course of the spring 2023 semester, the Fashion Design program has participated in the Educational Program Viability process. This Executive Summary will review the findings and recommendations. We began the process focusing on two quantitative prompts and two qualitative prompts.

1. Quantitative Prompt:
 - a. Decline in program completion rates over the last five years.
 - b. The program has not had a permanent full-time faculty member since 2016.
2. Qualitative Prompt
 - a. The pedagogical methods, analyses, and techniques currently used by the discipline are not appropriate and/or need updating.
 - b. Program historically not supported through campus outreach.

Data was provided to show our completion, retention, and enrollment rates. While completion has declined, enrollment is at a 6-year high. LMI data was also provided documenting the positive job outlook. The projected job opening outlook is 30 jobs in the Inland Empire/Desert Region and 422 in the Los Angeles/Orange County region. In addition to the positive job outlook, the projected \$34.16 median hourly wage is well above the Inland Empire/Desert Region \$21.86 living standard wage.

There was also an extensive review of the current curriculum.

The following recommendations were made:

- B: Program Revitalization was unanimously recommended by committee members present at the time of the vote.
- The committee proposed a revised Fashion Design pathway to pare down the courses, revise the curriculum to focus on technical skills, and offer noncredit options.
- The stepladder approach was suggested for scheduling/stacking classes for completion of certificates while working on the major.

Educational Program Viability Review Proposal

Proposed Program: Fashion Design	
Presented By: Teresa Hull	Date: 5-6-22

Refer to AP 4021 for guidelines in completion of this request form. Submit completed form to the Office of Instruction and Institutional Effectiveness.

1. What prompts the need for a viability review of this program?

a. Quantitative (check all that apply; supporting evidence must be attached)

- Enrollment decline over the past five years.
- Courses are offered to infrequently availability for students to complete the program within a reasonable time frame.
- Projected industry demand for the program has decreased.
- Low success and/or retention rates of students over past five years.
- Low term-to-term persistence (significantly below the college average or disciplinary norms) for those students in courses in the program over a sustained period of time.
- The program is not cost-effective relative to disciplinary norms and compared to similar programs at comparable institutions.
- A decline in program completion rates over the past five years.
- Low success rates of students on industry, state, and national licensing exams.
- Low student satisfaction as demonstrated through surveys with statistically significant results.
- Challenges with transfer rates or curricular articulation.
- Insufficient physical resources (including facilities, equipment and supplies).
- Changes in labor market demand and/or technology. (Analysis of demand for the program through the use of labor market information may result in curriculum modifications such as adding options for higher demand specialties).
- Lack of available qualified program personnel.
- Accrediting agency recommendations.
- Failure to meet licensure requirements, state mandates, certification standards or accreditation requirements.
- Other (Explain): Since 2016 Fashion Design has not had a continuous full-time faculty member leading the program.

b. Qualitative (check all that apply and attach evidence)

- Program no longer relates to college mission.
- Program does not relate to Chaffey Goals.
- Program does not contribute to the breadth and balance of the college, school, departmental curriculum.
- The pedagogical methods, analyses, and techniques currently used by the discipline are not appropriate and/or need updating.
- Program quality and relevance is not being maintained (evidence may include PSR, student evaluations, transfer institutions, and/or the community feedback; must attach evidence).
- The program does not meet the standards of outside accrediting agencies, licensing boards, and/or governing bodies (must attach evidence).
- Other (Explain): Program historically not supported through campus outreach.

c. Based on the qualitative and quantitative evidence indicated above, explain your reasons for proposing this Educational Program Viability Review.

The Fashion Design program would like to participate in the Viability Review process because we see the importance of offering the community and our students' viable skills, training and certification that lead to thriving wages and careers and we are confident that the committee will agree.

2. How and when have you discussed your concerns with the relevant stakeholders?

A preliminary zoom meeting took place on March 22, 2022 with Tara Johnson (FTF, Fashion Design), Holly Pennington (AAll, HFIC) and Teresa Hull (Dean, Chino Campus and HFIC). The FTF and AAll understood the reason for the upcoming Viability Review. They are prepared to assist with the Viability Review. A second zoom meeting took place with Tara Johnson (FTF, Fashion Design), Mark Forde (Coordinator, HFIC) and Teresa Hull (Dean, Chino Campus and HFIC) on May 6, 2022. The AP4021 was reviewed and discussed. Additionally, the EPVR program proposal form which was completed during the meeting.

3. What was the outcome of this dialogue/discussion?

We identified the evidence that needs to be gathered and we are in agreement that the program needs revitalization.

4. Attach evidence of this dialogue/discussion, if available.

Chaffey College

Educational Program Viability Review (EPVR) Committee

PROGRAM: Fashion Design

EPVR Committee to be assembled within 30 faculty contract service days of the original recommendation.

Date EPVR Proposal Submitted: 8/15/2022

Committee to be assembled by: 9/26/2022

EPVR COMMITTEE MEMBERS:

The proposal shall be submitted to the Chief Instructional Officer and the Faculty Senate President who will jointly assemble the EPVR committee.

Curriculum Committee Chair (or designee): Angela Burk-Herrick

Curriculum Committee Faculty: Kathleen Galipeau

Faculty Senate President (or designee): Neil Watkins

Faculty Senate Senator:
(ideally from the area or as designated by the Academic Senate President or Curriculum Chair, respectively) Tara Johnson

Chief Instructional Officer (CIO): Laura Hope

Dean of the school most closely aligned with the program proposal: Teresa Hull

CTE Liaison and/or Articulation Officer:
(whichever is most relevant to the proposed program) Jonathan Polidano

Transfer/Career Center Administrator: Diana Sanchez

COMMITTEE CO-CHAIRS:

The dean (or dean designee with the CIO approval) and one faculty member shall be selected by the committee members as the co-chairs of the EPVR Committee.

Dean (or designee): Teresa Hull

Faculty Member: Tara Johnson

EVPR Schedule

1. March 22, 2022 3:00 pm-4:00 pm
Attendees: Dr. Teresa Hull, Tara Johnson, and Holly Pennington
2. May 6, 2022 12:30 pm-1:30 pm
Attendees: Dr. Teresa Hull, Mark Forde, and Tara Johnson
3. November 18, 2022 2:00 pm-4:00 pm
Attendees: Dr. Teresa Hull, Mark Forde, and Tara Johnson
4. December 13, 2022 1:30 pm-2:30 pm
Attendees: Dr. Teresa Hull, Laura Hope, Neil Watkins, Angela Burk-Herrick, Tara Johnson, Christine Phillips, Jonathan Polidano, and Diana Sanchez
This was our first scheduled full committee meeting
5. January 10, 2023 10:30 am-11:15 am
Attendees: Dr. Teresa Hull, Tara Johnson, Christine Phillips, and Holly Pennington
6. January 20, 2023 8:00 am-9:30 am
Attendees: Dr. Teresa Hull, Tara Johnson, and Christine Phillips
7. January 27, 2023 8:00 am-10:30 am
Attendees: Dr. Teresa Hull, Tara Johnson, and Christine Phillips
8. February 1, 2023 2:00 pm-4:00 pm
Attendees: Dr. Teresa Hull, Tara Johnson, and Christine Phillips
9. February 2, 2023 10:00 am-12:00 pm
Attendees: Dr. Teresa Hull, Tara Johnson, and Christine Phillips
10. February 3, 2023 3:00 pm-4:00 pm
Attendees: Dr. Teresa Hull, Laura Hope, Neil Watkins, Angela Burk Herrick, Tara Johnson, Jonathan Polidano, and Diana Sanchez
Full committee meeting
11. March 9, 2023 9:00 am-10:00 am
Attendees: Dr. Teresa Hull, Laura Hope, Neil Watkins, Angela Burk Herrick, Tara Johnson, Jonathan Polidano, and Diana Sanchez
Full committee meeting



Fashion Design Educational Program Viability Review Committee

December 13, 2022

1:30pm – 2:30pm

First Meeting Summary

Dr. Teresa Hull	Diana Sanchez	Kathy Galipeau
Laura Hope	Tara Johnson	Angela Burk-Herrick
Johnathon Polidano	Neil Watkins – absent	

Items

- Faculty member Tara Johnson volunteered as committee co-chair. All members were in agreeance.
- Dr. Hull highlighted the document **Educational Program Viability Review Proposal** from various previously held meetings to discuss the process. A preliminary zoom meeting took place on March 22, 2022 with Tara Johnson (FTF, Fashion Design), Holly Pennington (AAIL, HFIC) and Teresa Hull (Dean, Chino Campus and HFIC). The FTF and AAIL understood the reason for the upcoming Viability Review. They are prepared to assist with the Viability Review. A second zoom meeting took place with Tara Johnson (FTF, Fashion Design), Mark Forde (Coordinator, HFIC) and Teresa Hull (Dean, Chino Campus and HFIC) on May 6, 2022. The AP4021 was reviewed and discussed. Additionally, the EPVR program proposal form was completed during the meeting. The outcome of these discussions was that evidence needs to be gathered and the panel came to an agreement that the program needs revitalization.
- Quantitative Prompt
 - Decline in program completion rates over the last five years: Due to Covid, the Fashion Design program was significantly impacted because we could not teach any of sewing construction courses on campus for almost two and a half years.
 - Other – the program has not had a permanent full-time faculty member since 2016.
- Qualitative Prompt
 - The pedagogical methods, analyses, and techniques currently used by the discipline are not appropriate and/or need updating. Nothing has been done since 2014/15.
 - Other: Program historically not supported through campus outreach.
- There is a need elevate the program so our students can either choose to become entrepreneurs within the fashion industry, go into a four-year transfer program i.e. Cal Poly Pomona or continue to work in the field as a fashion designer going with one of the big fashion houses.
- The LA County area is the largest “denim capital” in the world. There are a lot of opportunities for our students.



- Fashion Design is participating in dual enrollment courses. Tara Johnson spearheaded this and it has gone great. We have now offered The History of Fashion Design three times, which is also a general education course for our students as well.
- We need to consider how we facilitate transfers to for four-year schools i.e. Cal Poly Pomona, Cal State Long Beach or other private schools i.e. Fashion Institute of Design and Merchandising, Parsons School of Design, Otis College of Art and Design. As some of these schools are expensive, perhaps we can create scholarships to assist with the transfer rates. Students will have completed 60 units and they can transfer right into junior status.
- We have September 2022 data for review and how the classes align with the educational master plan.
- Evidence gathered and currently in [One Drive Folder](#):
 - Equity Data
 - Program Viability Data
 - Current Fashion Design A.S. Degree Program Summary
 - Historical Fashion Design A.S. Degree Program Summary
 - Fashion Design FTF 2016 to present
 - HFIC Enrollment for Fashion Design FA22
 - List of Students by Major – approximately 270 students
 - LMI data for Fashion Design
 - Transfer Data for Students Who Earned a Fashion Design Award or Who Identified Fashion Design as their Major SU11 thru FA21
- Laura Hope shared the Institutional Research is working on collecting revenue and cost program data for the last five years. This will include FTES, 1310 and salary costs. This should be available in January.
- Tara Johnson noted that our Fashion Design program is the furthest east, however still in close proximity to LA and Orange counties. There are many opportunities in City of Industry. This information was included in the LMI data.
- Laura Hope asked that documentation from previous advisory committee meetings be gathered and included as part of data collection. Tara Johnson stated that she would also like to convene another advisory committee before the deadline for viability review.
- Diana Sanchez asked about partnerships with employers, organizations, internships, outreach efforts and how successful these were moving forward.
- Kathy Galipeau asked when the last time the program had a full-time faculty member and what enrollments looked like at that time. Please gather this exact information.



- Jonathan Polidano asked if our advisory committee members represent the Inland Empire as he noticed that the LMI data does not have any IE employers listed. Dr. Hull stated that she would gather this information.
- Diana Sanchez asked for specifics on the transfer relationship with Cal Poly Pomona. Dr. Hull clarified that its word of mouth based. We have a current part time faculty member who also teaches at Cal Poly and is also one of our advisory board members. We made sure that any courses that recently went under curriculum revision would be transferable to Cal Poly. We also have an established working relationship with their program chair who has served as a professional expert on our tenure track evaluation committee. Dr. Hull did agree that we would like to have this as a more formalized process.
- Dr. Hull emphasized the need for a full-time faculty member to take the program into the future. Someone who is knowledgeable to meet the needs on this changing industry and our students.
- Our current Instructional Assistant for Fashion Design, Jasmine Green is a graduate of the program and a role model for our students. She is an example for our students of someone who has been very successful in the industry with a variety of things that she does. Custom dress making, designing her own line of clothes and patterns, releasing a collection etc. She is currently working on her BFA in apparel production.
- We will look at next meeting dates for January to review the data and get back to the committee with day/time options. The next meeting will be held in Chino if possible.

Fashion Design
Educational Program Viability Review Committee #2
 February 3, 2023
 3:00pm – 4:00pm
Meeting Summary

Dr. Teresa Hull	Diana Sanchez	Kathy Galipeau
Laura Hope	Tara Johnson	Angela Burk-Herrick
Johnathon Polidano	Neil Watkins	

Overview

- Committee Co-Chair Tara Johnson reviewed the Fashion Design Program Viability narrative (document and appendices located here [One Drive](#)) that was prepared for this meeting to answer the questions raised during the first meeting. Tara had a PowerPoint presentation that accompanied the document.

Questions and Comments Raised by Committee – highlighted requires follow-up

1. Clarify how long is the Industrial Sewing certificate – how many units? **Appendix 1**
2. Clarify if there is an increase in and how many students declare Fashion Design as their major versus students taking courses to meet a GE requirement? **Appendix 2**
3. Do any local high schools offer these types of courses? No
4. Laura asked if part of the conversation should be about a curricular overhaul in terms of proportionality between the degree and certificates offered? **Appendix 3**
5. Neil asked if History of Fashion and Intro to History of Fashion were a survey class and not career prep. Tara clarified that Intro to Fashion is a discipline specific course that articulates at every school. The degree consists of 41 units and of these, 12 are not transferable.
6. Laura asked how many Fashion Design programs exist in LA and Orange County and how many people they prepare? **Appendix 4**
7. Laura and Neil asked if certifications are even required of these positions – can you be self-taught? No, but employers are looking for a specific set of technical skills. We also have a larger proportion of students that now want to transfer to a four-year school.
8. Neil commented that perhaps Chino becomes a destination location with the synergy of the other HFIC programs. This becomes the campus to “go to”, that connection could be a marketing thing.
9. Laura stated the next meeting would be to unpack the data.
10. We need the cost revenue data to help inform the next step. **Appendix 5**

**Fashion Design
Educational Program Viability Review Committee #3**

March 9, 2023

9:00am – 10:00am

Meeting Summary

Dr. Teresa Hull	Diana Sanchez	Kathy Galipeau
Laura Hope	Tara Johnson	Angela Burk-Herrick
Johnathon Polidano	Neil Watkins	

Overview

- Committee Co-Chair Tara Johnson reviewed the **Fashion Design EPVR meeting #2 with appendices** document (located here [One Drive](#)) that was prepared for this meeting to answer the questions raised during the second meeting. Tara had a PowerPoint presentation that accompanied the document.

Comments Raised by Committee:

- Laura raised a concern about the data presented of Fashion declared majors (421) versus Fashion Design unduplicated students taking Fashion classes (668). This data was produced by IT. Laura checked with Jim and he also did not feel that the data was accurate and that he was going to check. Laura and Jim both believe that the enrollments are duplicated students.
- Neil raised an opinion of proposed Fashion Design pathway. He suggested that perhaps it could be scaled down even further and was concerned that three 400 level classes would be non-transferable. Suggesting to perhaps make those non-credit or transferable. That these courses could be leveraged to people working in the industry looking for job advancement. Neil also suggested the stepladder approach to scheduling/stacking classes where you can be completing certificates while working on the major so it appears less overwhelming. Simplifying the pathway on the website for self-service.
- Angela raised a concern and her reason to advocate keeping some Design courses is a worry that if we lose the Design students enrollment in the Merchandising program would drop because there's so much overlap with curriculum. Looking at enrollment and Fashion Merchandising, when attracting students, it seems that these two things feed on each other in a positive way. That some students might start with Design courses which could open a window to jobs in Merchandising that they were not even aware of.

Call for a Vote:

- Kathy Galipeau motioned to call for a vote, reading from the AP, listing all the possible recommendations and her recommendation was **B: Program Revitalization**.
- Diana Sanchez seconded the motion.
- By a roll call vote, all members of the committee voted yea in favor of the recommendation – no nays or abstainers.

Next Steps:

Write a one-page executive summary to add to the One Drive for members to review with appendices attached for feedback prior to submitting.

Evidence considered

1. Evidence narrative
Summary of the evidence presented at the first meeting
2. IR Data-FASHD-2022-12-12
Data from Institutional Research for the 2016-2022 academic years)
3. Program Viability-FASHD-Jim Fillpot summary
Email summary notes of a meeting with Jim Fillpot to discuss the data he provided
4. Fashion Design Historical Enrollment
Historical enrollment to the course level from 2011-2022
5. Historical Advisory Board members,
List of the names of our Advisory Board members and their area of expertise
6. Student Survey charts
Graph of student survey responses
7. Advisory Board Minutes
Advisory Board minutes from 2017-2022
8. FASHD Active and Historical curriculum data
Copies of the Active and Historical pathway
9. Transfer Data for Students Who Earned a FD award
Institutional Research data
10. LMI Data, Fashion Design IE/LA/OC
Centers of Excellence Labor Market Information reports

Responses to Meeting #2 questions:

1. Appendix 1-Fashion Pathway (Industrial Sewing Certificate and Proposed Technical Designer Certificate)
2. Appendix 2-Enrollment
3. Appendix 3-Current Fashion Pathway
4. Appendix 4-Local Program Awards vs LMI data
5. Appendix 5-Cost Revenue data

The Fashion Design program is a CTE program that serves 255 students (Appendix 5, page 22). Many of our students complete the Fashion Design Associate degree and complete our four certificates concurrently. This report will provide examples of quantitative and qualitative evidence to support the revitalization of the Fashion Design program. We will focus on two prompts:

1. Quantitative Prompt:
 - a. Decline in program completion rates over the last five years.
 - b. The program has not had a permanent full-time faculty member since 2016.
2. Qualitative Prompt
 - a. The pedagogical methods, analyses, and techniques currently used by the discipline are not appropriate and/or need updating.
 - b. Program historically not supported through campus outreach.

We began the Educational Program Viability process, in spring 2022, with preliminary meetings with Dr. Teresa Hull, Tara Johnson, and the Chino/HFIC administrative staff. In these meetings, we discussed program opportunities and completed the Educational Program Viability Review Proposal. The quantitative and qualitative prompts were selected to determine the evidence and data that needed to be collected. In fall 2022, we began identifying, collecting, and uploading evidence to a shared folder. In December 2022, the full committee met to review the uploaded evidence and identify additional evidence to be collected.

The quantitative and qualitative evidence and data will support program revitalization.

QUANTITATIVE PROMPT

When completing the Educational Program Viability Review Proposal, we identified two quantitative prompts in which to focus:

1. Decline in program completion rates over the last five years.
2. The program has not had a permanent full-time faculty member since 2016.

DECLINE IN PROGRAM COMPLETION RATES

The pandemic greatly impacted the Fashion Design program as we were not able to offer any face-to-face lab courses. Many of our Fashion Design students pivoted and began taking Fashion Merchandising courses. In fall 2022, we began collecting evidence of the perceived decline in completion rates with an Institutional Research request. Data was requested for the period of 2016-2022 (Appendix 5, page 22). In January 2023, we met with Jim Fillpot to gain insight on the data provided. Below is a summary of the data (Appendix 6, page 33):

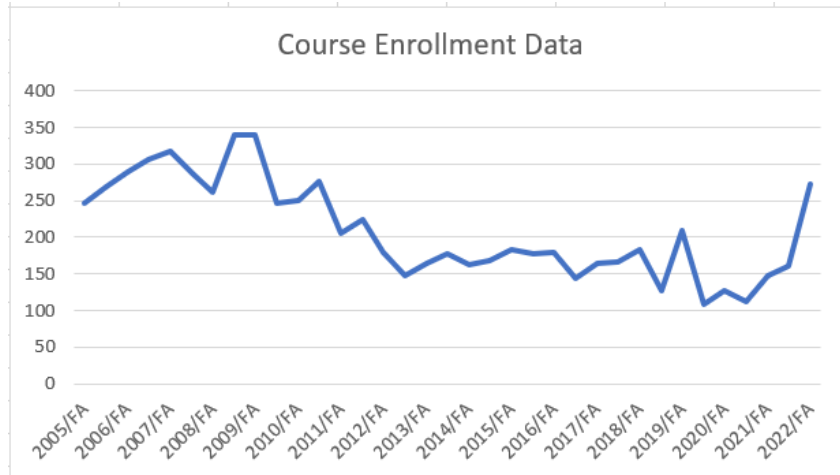
- Annual FASHD success rates consistently exceed the observed annual college-wide success rate. From 2020-21 to 2021-22, FASHD experienced a 2.9% increase in success rates while the college experienced a 2.8% decline in success rates over this same period.
- FASHD program retention rates are consistent with college-wide retention rates (lower in 2016-17, and 2019-20, higher in all other years). Over the past year the FASHD program experienced a 2.9% decline in retention rate, while the college experienced a 0.5% decline in retention rate. However, in 2021-22 the retention rate in FASHD (92.6%) was 2.9% higher than the college-wide retention rate (89.7%).
- Subject to variance associated with small program size, the FASHD program experienced an 82.8% decline in number of awards conferred from 2016-17 (29 awards) to 2021-22 (five awards). In comparison, the college experienced a 9.2% decline in awards conferred from 2016-17 to 2021-22.
- The chart below shows the degree and certificates awarded since 2016. Although there was a decline in certificates awarded, the number of AS degrees has been fairly consistent (Appendix 5, page 26).

Prog Code	Award Title	Award Type	Status	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
L180	Fashion Design	Cert	Active	3	3	4	5	0	1
L181	Fashion Design: Costume Design	Cert	Inactive	2	0	0	0	0	0
L182	Fashion Design: Industrial Sewing	Cert	Active	8	6	7	4	0	1
L184	Fashion Design: Costume Dressmaking	Cert	Active	5	2	4	2	0	0
L187	Fashion Design: Patternmaking for Apparel	Cert	Active	6	3	3	2	0	0
S180	Fashion Design	AS	Active	5	2	3	4	2	3
ALL AWARDS				29	16	21	17	2	5

In addition to completion rates, IR also shared enrollment data (Appendix 6, page 33):

- FASHD experienced a slight unduplicated student headcount decline during the pandemic but has rebounded and is now experiencing a six-year high in students served (19.7% and 22.6% increase over the 2020-21 and 2019-20 pandemic years and an 11.8% increase over 2016-17).
- While headcount remained relatively stable, a significant decline in enrollment was observed in 2020-21. FASHD enrollments rebounded in 2021-22 and is comparable to pre-pandemic levels. While the 2019-20 to 2020-21 FASHD decline (-29.4%) was significantly greater than the observed college-wide enrollment decline (-10.5%), the FASHD program experienced a 37.2% enrollment increase from 2020-21 to 2021-22 while the college experienced a 6.8% decline. Over the past six years (2016-17 to 2021-22) the college experienced a 17.9% decline in enrollment, while the FASHD program experienced a 9.8% decline.
- While subject to greater fluctuation due to the size of the program, the five-year decline in FTES generation in the FASHD program (-17.3%) is lower than the five-year decline in FTES generation observed college-wide (-25.0%). In 2021-22, the FTES generated by the FASHD program represented approx. 0.34% of the college's total FTES generation.

The chart below, shows course enrollment data from 2005 to 2022. Returning to face-to-face instruction will help us increase our enrollment as well as degree awards (Appendix 7, page 37).



LACK OF A PERMANENT FULL-TIME FACULTY MEMBER

The biggest challenge for the Fashion Design program is the lack of a permanent full-time faculty member. Since 2016, there have been a series of faculty members with a reduced load or on a one-year appointment. The faculty assignments are as follows:

15/16 – Karen Encinas (full load)

16/17 – Karen Encinas (reduced load)

17/18 – Teresa Becker

18/19 – Stacy Scibelli

19/20 – Alejandra Parise

20/21 – Tara Johnson: ½ Fashion Merchandising and ½ Fashion Design – does not teach any clothing construction, pattern-making or technical design classes

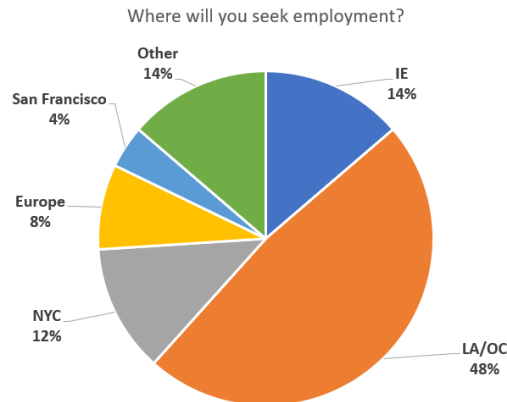
21/22 - Tara Johnson: ½ Fashion Merchandising and ½ Fashion Design – does not teach any clothing construction, pattern-making, or technical design classes

Full-time faculty serve a vital non-teaching role that includes curriculum development, being the "face" of the program, making industry and four-year institutions connections, completing PSR, student advising, supporting retention initiatives, and degree award attainment. If we return to the chart below, we can see the decline in awards the further we move away from a permanent full-time faculty member (Appendix 5, page 26).

Prog Code	Award Title	Award Type	Status	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
L180	Fashion Design	Cert	Active	3	3	4	5	0	1
L181	Fashion Design: Costume Design	Cert	Inactive	2	0	0	0	0	0
L182	Fashion Design: Industrial Sewing	Cert	Active	8	6	7	4	0	1
L184	Fashion Design: Costume Dressmaking	Cert	Active	5	2	4	2	0	0
L187	Fashion Design: Patternmaking for Apparel	Cert	Active	6	3	3	2	0	0
S180	Fashion Design	AS	Active	5	2	3	4	2	3
ALL AWARDS				29	16	21	17	2	5

ADVISORY BOARD

Our Advisory Board is comprised of industry professionals in both Fashion Design and Fashion Merchandising. Our Advisory Board members are geographically located in Los Angeles and Orange County as well as the Inland Empire (Appendix 8, page 53). In January 2023, we surveyed Fashion Design students enrolled in face-to-face courses. Based on the responses 14% intend to look for employment in the Inland Empire. While 48% intend to seek employment in Los Angeles and Orange counties (Appendix 9, page 56).



It should be noted that our Fashion Design program is the furthest east in Southern California.

In the appendices, we have included Advisory Board minutes from fall 2017-spring 2023. The Advisory Board repeatedly approved the recommendation to hire a permanent full-time faculty member to support curriculum development and to foster industry and four-year university connections (Appendix 10, pages 65, 74, 85, and 91).

QUALITATIVE PROMPT

When completing the Educational Program Viability Review Proposal, we identified two qualitative prompts in which to focus:

1. The pedagogical methods, analyses, and techniques currently used by the discipline are not appropriate and/or need updating.
2. Program historically not supported through campus outreach.

PEDAGOGICAL UPDATES

Historically, the Fashion Design program had a focus for home sewist and not those entering Fashion Design as a profession. The program needs to elevate the curriculum so students can choose to work in the industry as a professional, become entrepreneurs, and/or transfer to a four-year program.

As previously stated, since 2016 we have not had a permanent full-time faculty member. As a result, the curriculum needs a program modernized. While some courses have been updated, the entire program

map needs to be overhauled. The current curriculum consists of 41-units in the Fashion Design or Fashion Merchandising curriculum, 12-units are not transferable. Additionally, we offer four certificates that have one-off classes that do not count toward the AS degree (Appendix 11, page 93-96).

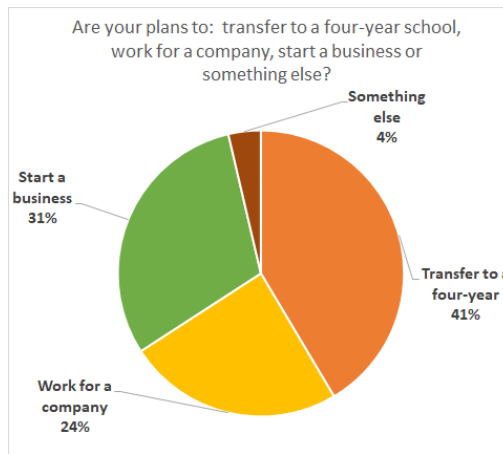
The pedagogical updates will also improve transfer rates. As stated, 12-units are not transferable. The Fashion Design program needs to align the curriculum with four-year institutions where students transfer. The Office of Institutional Research (IR) identified 75 unduplicated Fashion Design award earners and 1,294 identified Fashion Design majors for the period 2011-2021. Among the 75 Fashion Design award earners, 21 (28%) subsequently transferred to a four-year institution. Among the 21 Fashion Design award earners who transferred, nine (42.9%) subsequently earned a bachelor's degree. Six of the 21 students who earned an award and transferred to a four-year institution (28.6%) did so within the past three years (Appendix 12, page 99).

The top transfer destinations were Cal State Long Beach and Cal Poly Pomona. Additional transfers were Academy of Art, SFSU, and other four-year institutions that do not have Fashion Design as a major (Appendix 12, page 98).

Transfer Destination	Number of Students	Transfer Dates
CALIFORNIA STATE UNIVERSITY - LONG BEACH	4	08/23/2021
		01/22/2018
		08/18/2014
		08/20/2012
CALIFORNIA STATE POLYTECHNIC UNIVERSITY POMONA	3	08/20/2020
		01/03/2017
		03/30/2015

It would be beneficial to align our curriculum with these top transfer destinations.

Two of our courses, FASHD 20-History of Fashion and FASH 45-Design Fundamentals for Fashion both fulfill the CSU GE requirement, Area C1 (Arts and Humanities). FASHD 20 will be approved for the 2023-2024 IGETC. These approvals help to increase enrollment of non-Fashion Design students. Finally, FASHD 20-History of Fashion and FASHD 45-Design Fundamental for Fashion are being offered as Dual Enrollment courses. The Dual Enrollment courses will serve as a recruitment tool for the program as well as improve program enrollment. In spring 2023 student survey, we asked a question regarding future plans; "Are your plans to: transfer to a four-year school, work for a company, start a business, or something else." The majority of students selected more than one response. (Appendix 9, page 57)



Additionally, the LMI data can guide the skills that need to be included in the curriculum updates. The fall 2022 LMI data shows employees in the Inland Empire/Desert Region will earn \$34.16 median hourly wage, which is well above the Inland Empire \$21.82 living wage standard (Appendix 13, page 102).

Over the next five years (2021-2026), fashion designer employment in the Inland Empire/Desert Region is projected to



In 2021, there were 275 fashion designer jobs in the Inland Empire/Desert Region. There are 30 job openings expected annually for fashion designers, increasing employment by 6% through 2026 in the region. There were 4,650 fashion designer jobs in the Los Angeles/Orange County Region in 2021, nearly 17 times the number in the Inland Empire/Desert Region. Despite the projected 7% decline in fashion designer jobs in the Los Angeles/Orange County Region, there are 422 fashion designer job openings projected annually through 2026. Exhibit 1 displays the job counts, five-year projected job growth, job openings, and the share of incumbent workers aged 55 years and greater in the region (Appendix 13, page 103).

Exhibit 1. Five-year projections for fashion designers, Inland Empire/Desert Region, 2021-2026

Region	2021 Jobs	2026 Jobs	5-Yr % Change	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)	% of workers age 55+
Inland Empire/ Desert Region	275	291	6%	148	30	18%
Los Angeles/ Orange County Region	4,650	4,311	(7%)	2,112	422	18%
Combined Total	4,925	4,603	(7%)	2,260	452	18%

Source: Lightcast 2022.3

Although there is a projected decline in LA/OC employment, the fashion design career has seen a marked increase in technical and cross-functional skills resulting in fewer employees needed. The spring 2023 Advisory Board meeting included a discussion of needed emerging technical and cross-functional skills in the fashion industry (Appendix 10, pages 89-90). Pedagogical updates would prepare our students for future employment demand and transfer to a four-year institution.

CAMPUS OUTREACH

This was the most difficult prompt to find hard evidence. With the creation of the ACD video, HFIC programs were not mentioned. While our web page was updated, it was done as a campus-wide initiative. Finally, Fashion Design was included in previous CTE booklets, however new materials have not been created since 2016. Marketing materials need to be created and relationships developed with local stakeholders. The Fashion Design program would benefit from the creation of targeted marketing material and assistance in outreach.

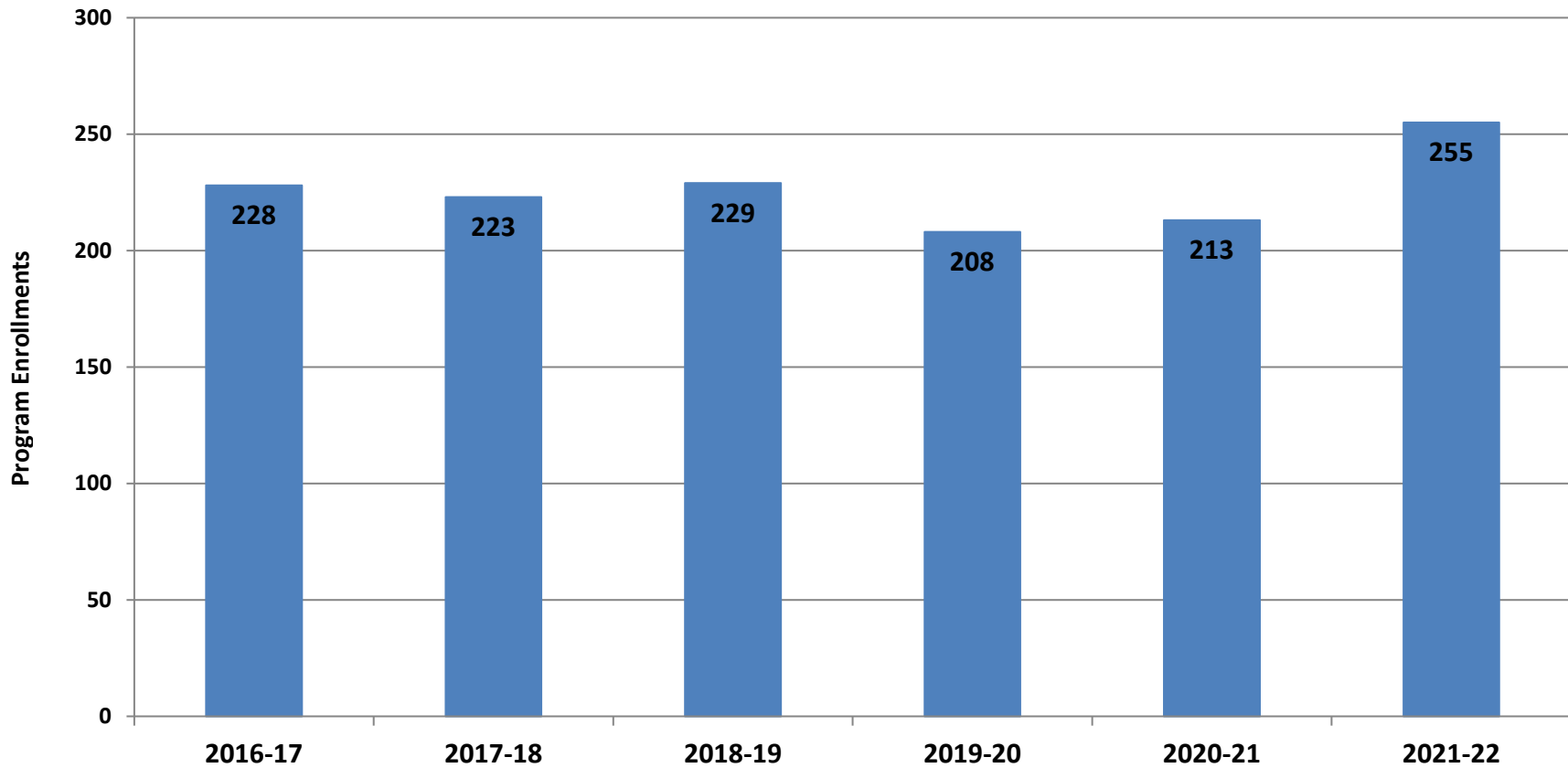
SUMMARY

The Fashion Design program supports Chaffey College’s Mission Statement where our diverse students learn and benefit from career and transfer programs. The narrative, data, evidence, and appendices support revitalization of the Fashion Design program. The addition of a full-time faculty member, curriculum updates, and targeted outreach will improve successful outcomes for our students.

2. IR Data-FASHD-2022-12-12
Data from Institutional Research for the 2016-2022
academic years



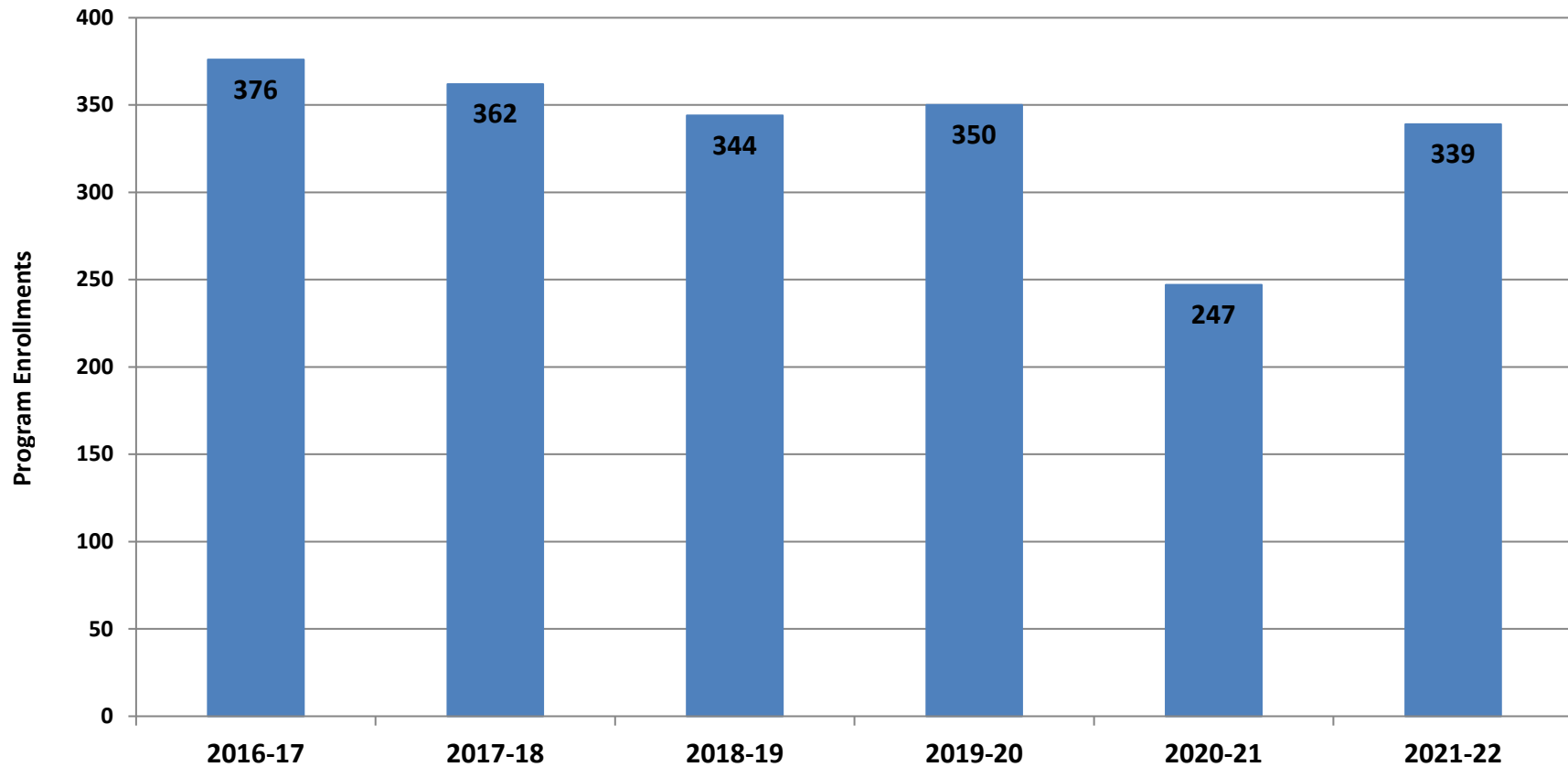
**Fashion Design ~ Annual Unduplicated Student Headcount
2016-17 thru 2021-22 Academic Years (Primary Terms Only)**



Annual Unduplicated Student Headcount (Primary Terms Only), 2016-17 thru 2021-22 Academic Years

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	1 Yr Change	2 Yr Change	5 Yr Change
Total Enrollments	228	223	229	208	213	255	19.7	22.6	11.8

**Fashion Design ~ Annual Program Enrollments
2016-17 thru 2021-22 Academic Years (Primary Terms Only)**

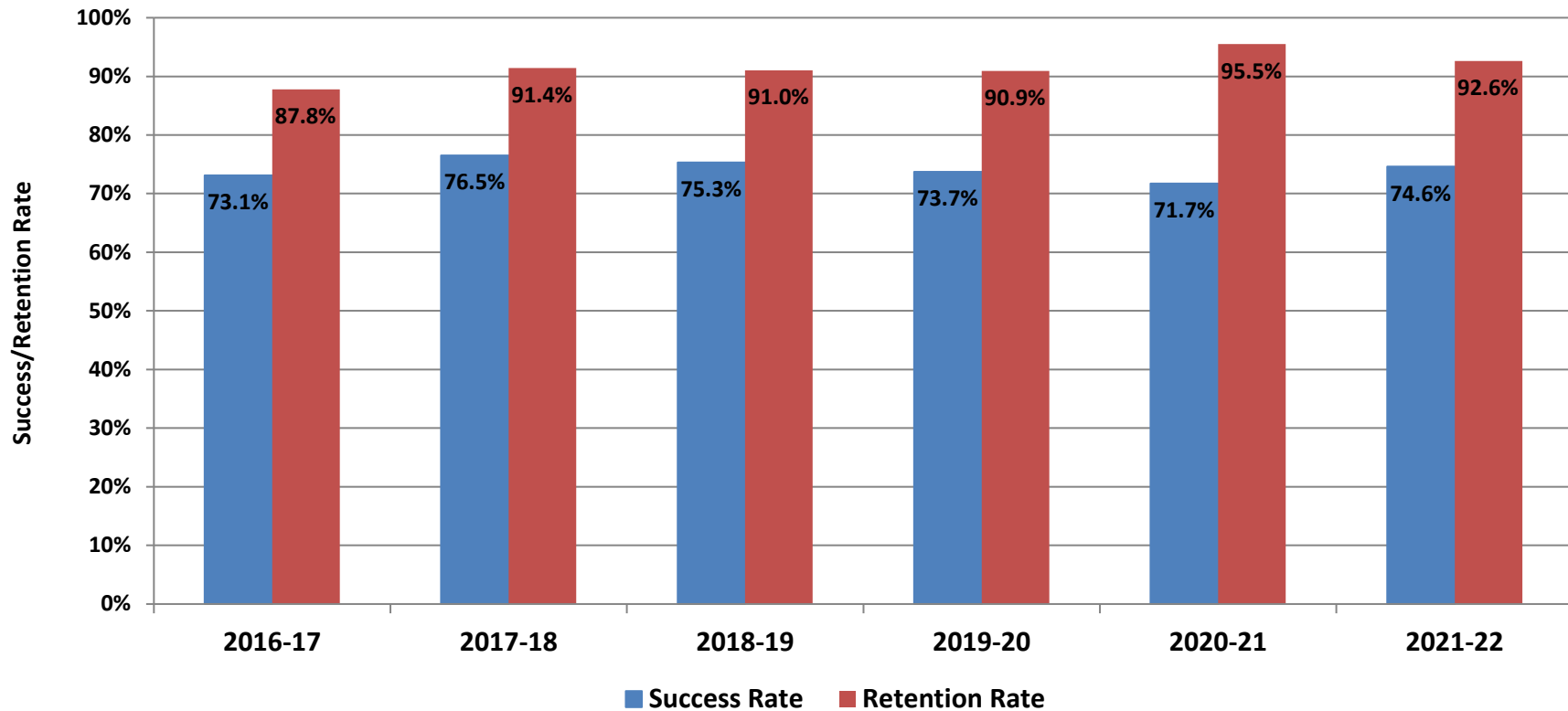


Total Number of Program Enrollments (Primary Terms Only), 2016-17 thru 2021-22 Academic Years

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	1 Yr Change	2 Yr Change	5 Yr Change
Total Enrollments	376	362	344	350	247	339	37.2	-3.1	-9.8



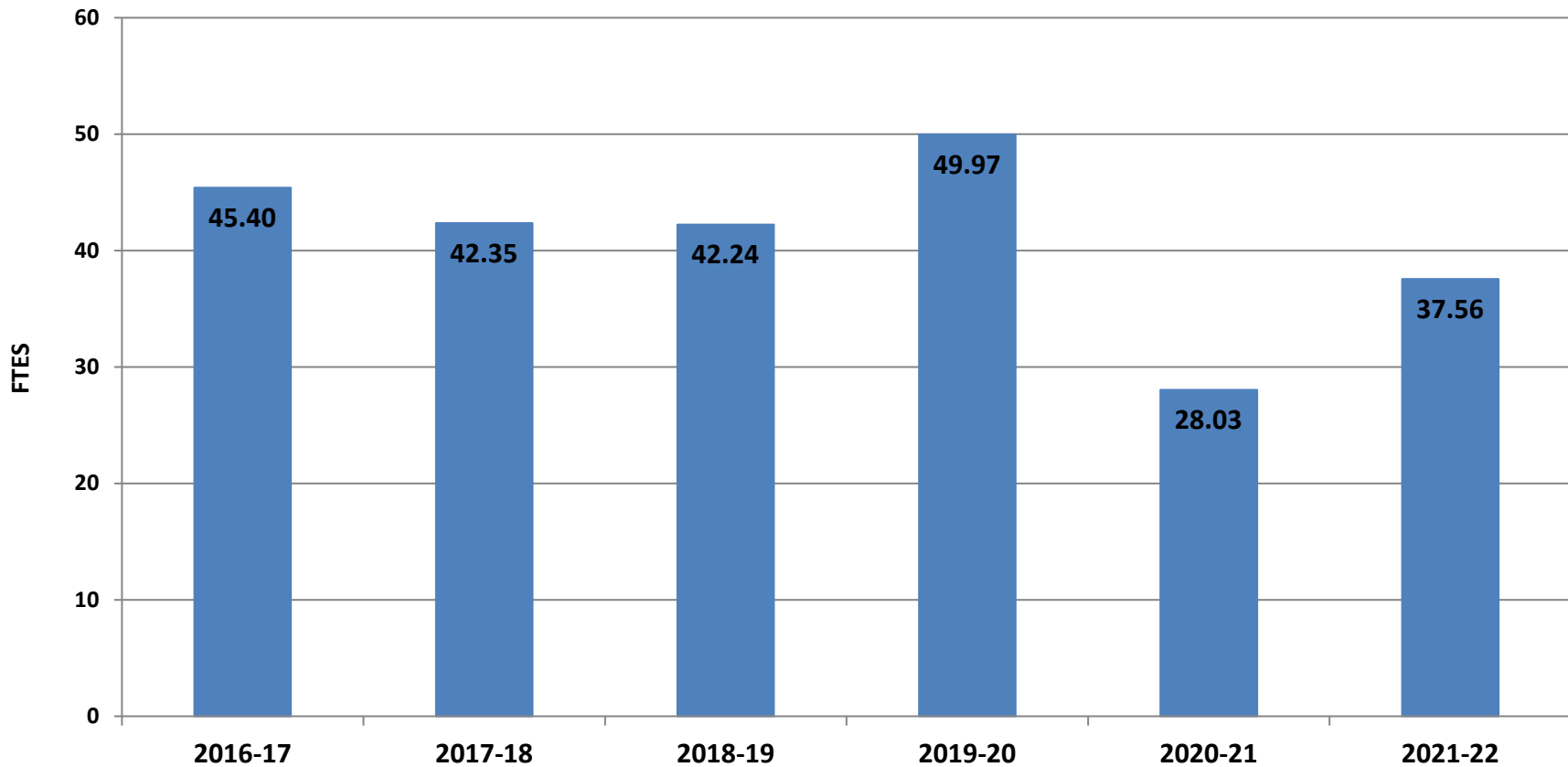
Fashion Design ~ Annual Success and Retention Rates 2016-17 thru 2021-22 Academic Years (Primary Terms Only)



Success and Retention Rates (Primary Terms Only), 2016-17 thru 2021-22 Academic Years

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	1 Yr Change	2 Yr Change	5 Yr Change
Success Rate	73.1	76.5	75.3	73.7	71.7	74.6	2.9	0.9	1.5
Retention Rate	87.8	91.4	91.0	90.9	95.5	92.6	-2.9	1.7	4.8

**Fashion Design ~ Annual FTES Generation
2016-17 thru 2021-22 Academic Years (Primary Terms Only)**



Total FTES (Primary Terms Only), 2016-17 thru 2021-22 Academic Years

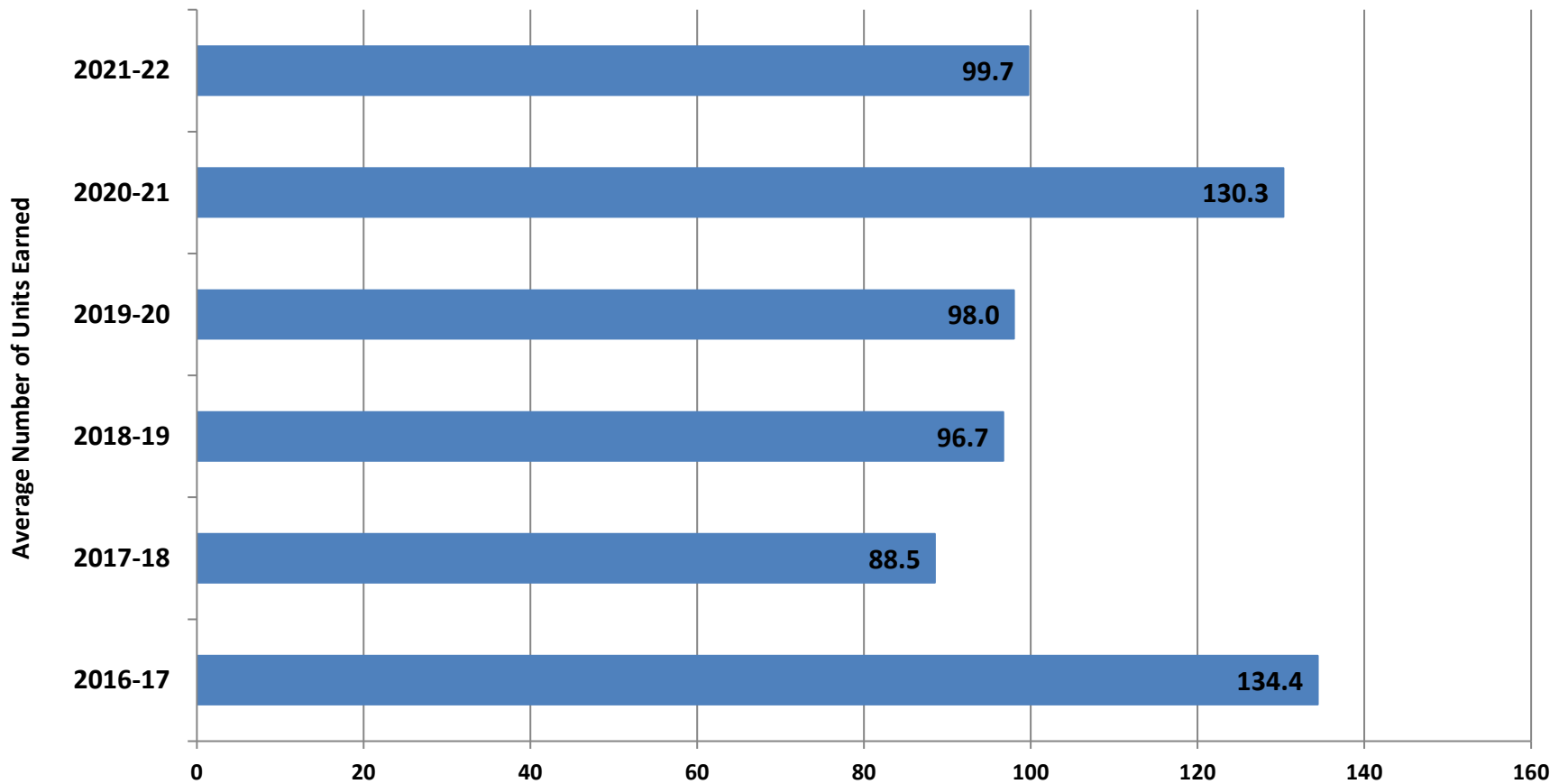
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	1 Yr Change	2 Yr Change	5 Yr Change
Total FTES	45.40	42.35	42.24	49.97	28.03	37.56	34.0	-24.8	-17.3

Fashion Design

**Degrees and Certificates Awarded by Program Code
2016-17 thru 2021-22 Academic Years**

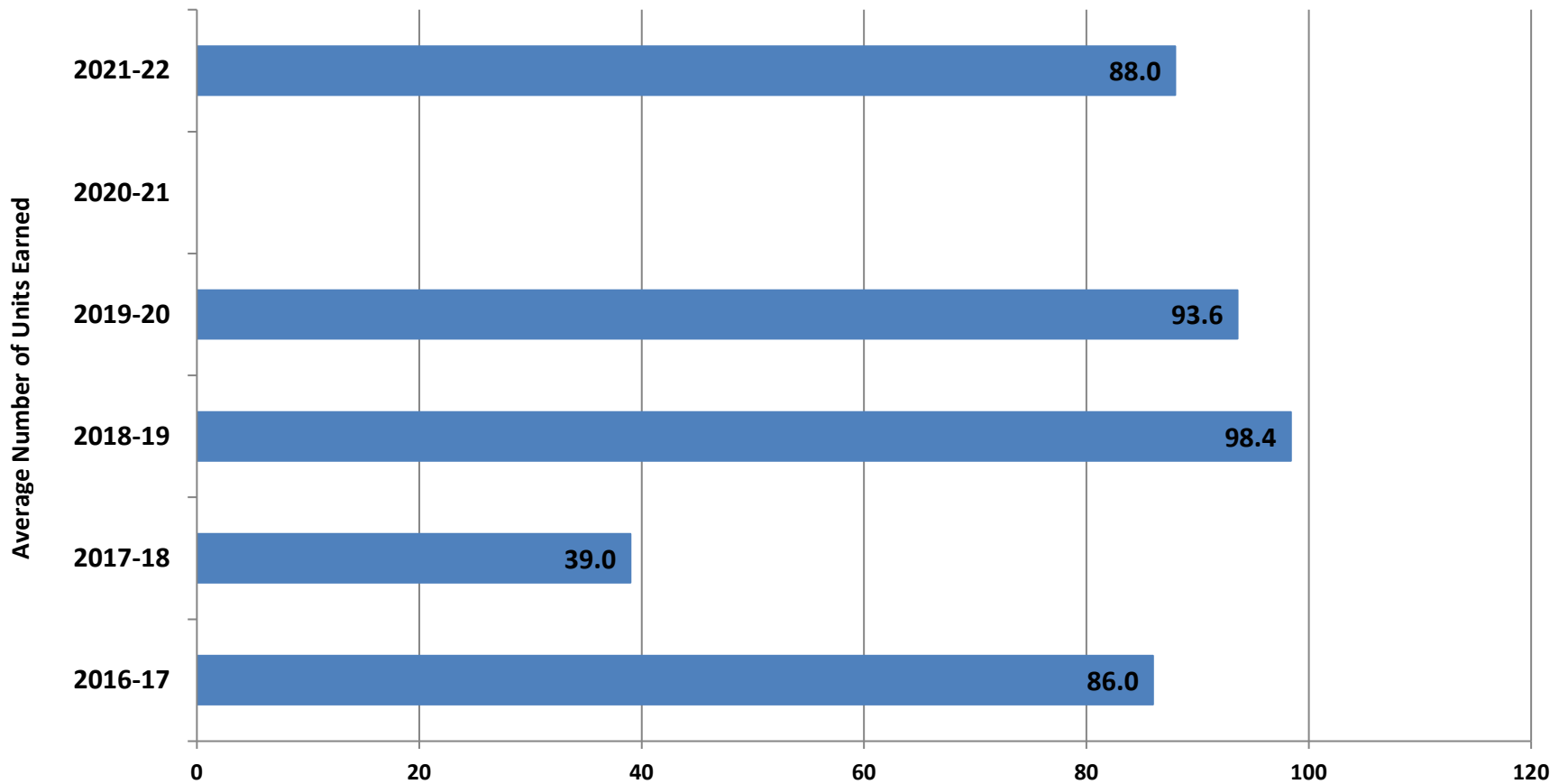
Prog Code	Award Title	Award Type	Status	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
L180	Fashion Design	Cert	Active	3	3	4	5	0	1
L181	Fashion Design: Costume Design	Cert	Inactive	2	0	0	0	0	0
L182	Fashion Design: Industrial Sewing	Cert	Active	8	6	7	4	0	1
L184	Fashion Design: Costume Dressmaking	Cert	Active	5	2	4	2	0	0
L187	Fashion Design: Patternmaking for Apparel	Cert	Active	6	3	3	2	0	0
S180	Fashion Design	AS	Active	5	2	3	4	2	3
	ALL AWARDS			29	16	21	17	2	5

**Fashion Design ~ Average Units Earned by
Fashion Design Degree Earners (S180)
2016-17 thru 2021-22 Academic Years**

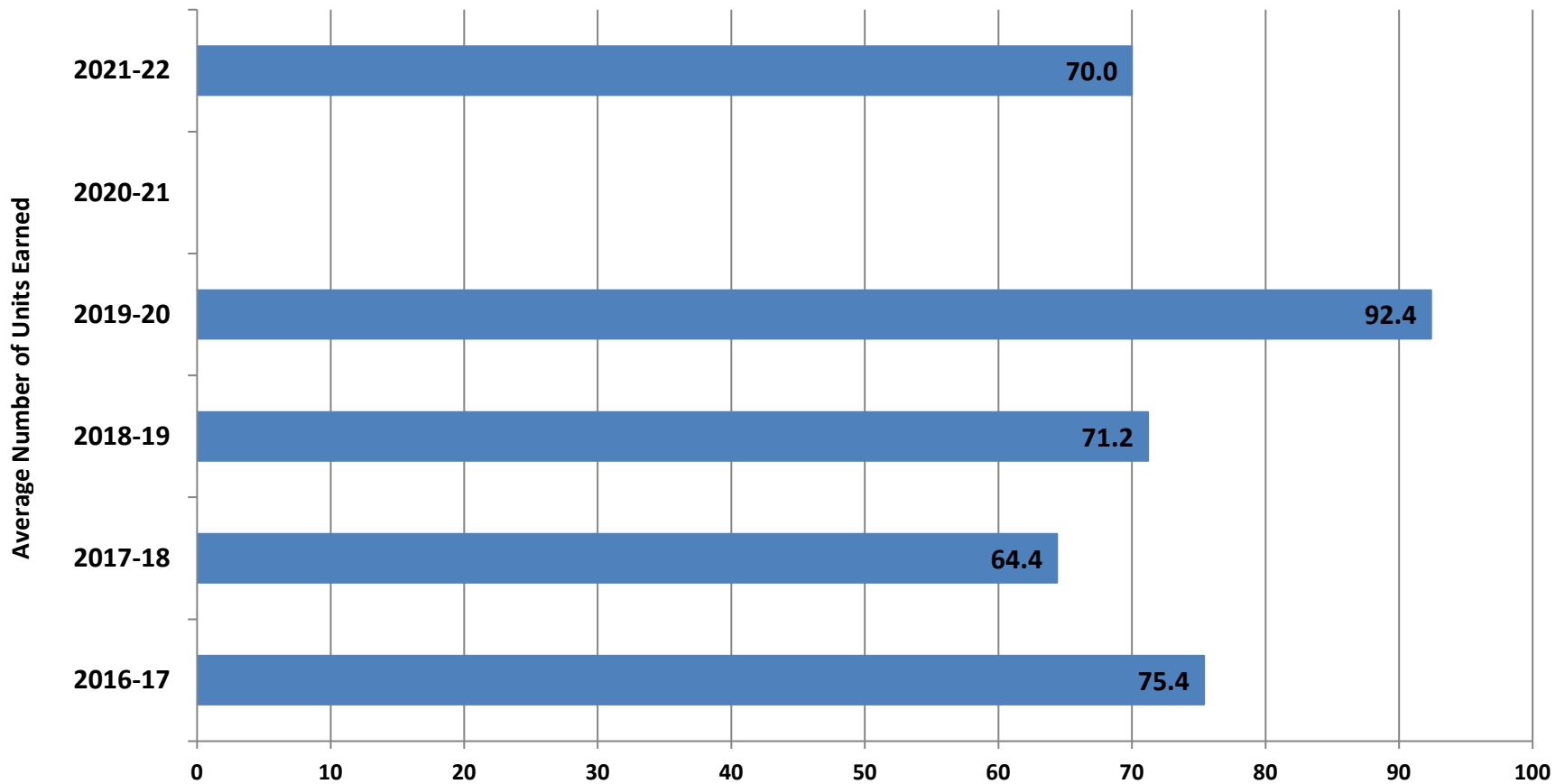


Chaffey College

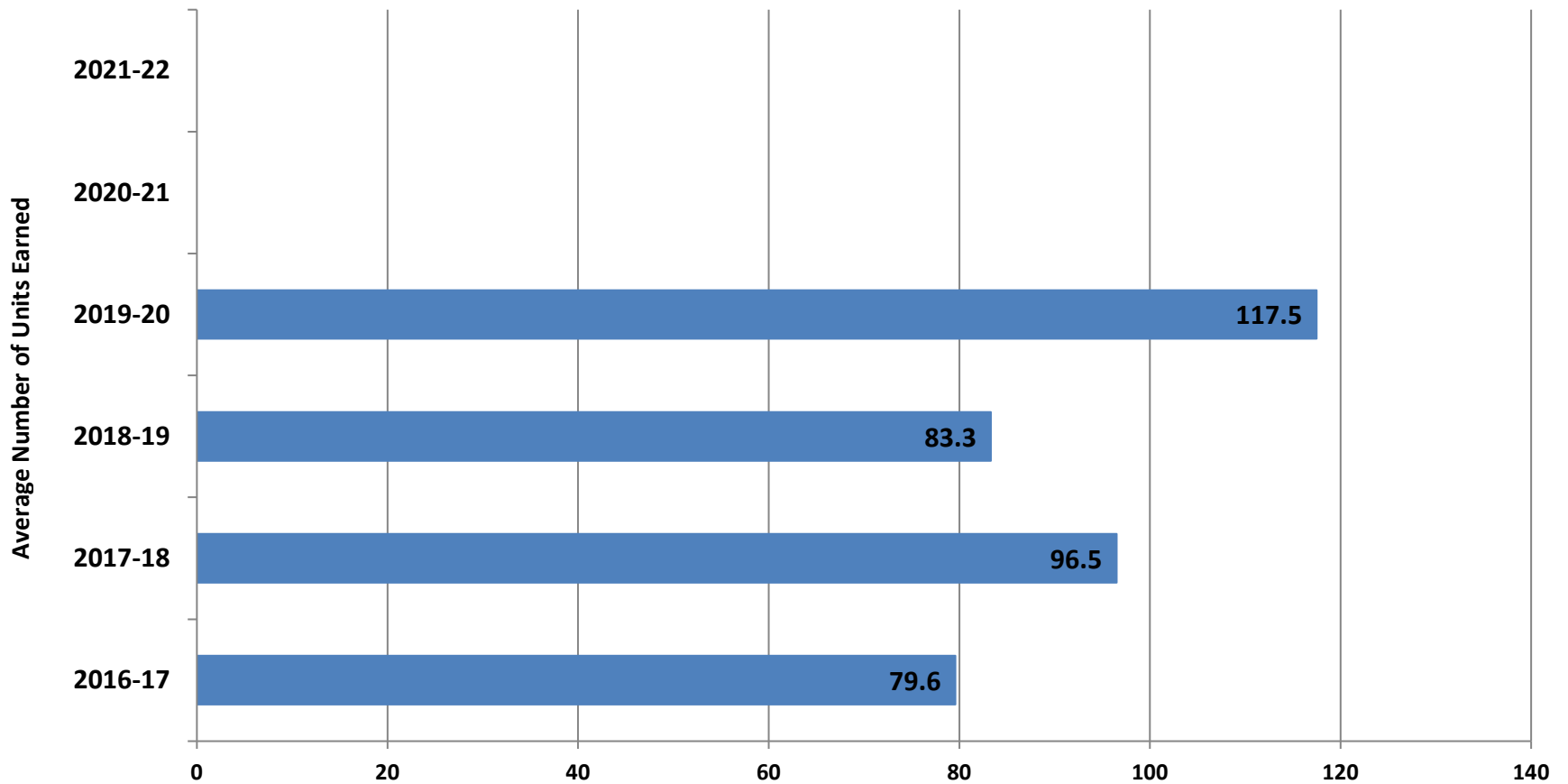
Fashion Design ~ Average Units Earned by Fashion Design Certificate Earners (L180) 2016-17 thru 2021-22 Academic Years



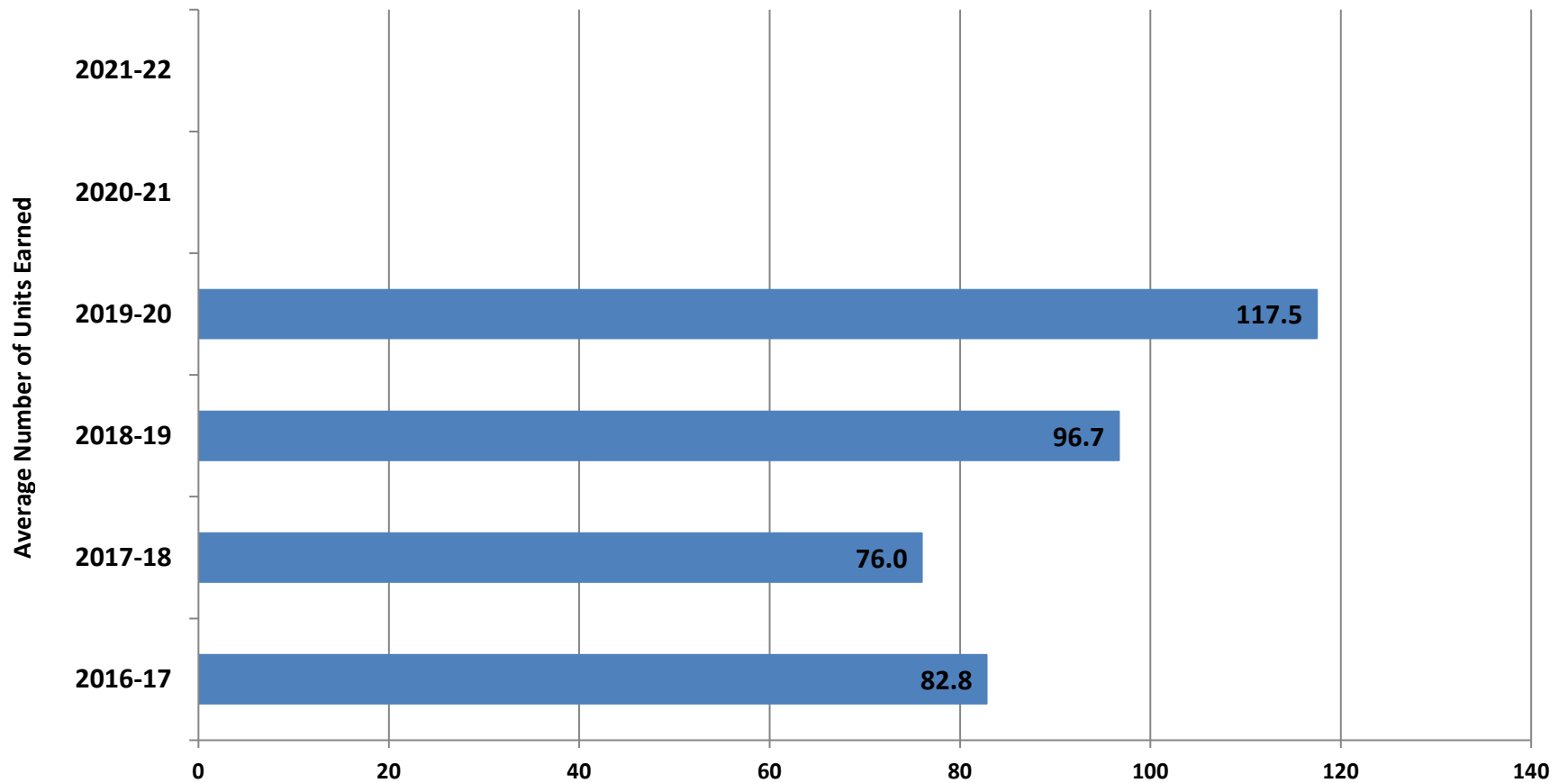
**Fashion Design ~ Average Units Earned by
Fashion Design: Industrial Sewing Certificate Earners (L182)
2016-17 thru 2021-22 Academic Years**



Fashion Design ~ Average Units Earned by
Fashion Design: Custom Dressmaking Certificate Earners (L184)
2016-17 thru 2021-22 Academic Years



**Fashion Design ~ Average Units Earned by
Fashion Design: Patternmaking for Apparel Certificate Earners (L187)
2016-17 thru 2021-22 Academic Years**



3. Program Viability-FASHD-Jim Fillpot summary
Email summary notes of a meeting with Jim Fillpot to
discuss the data he provided

FASHD Follow-up

Jim Fillpot <Jim.Fillpot@chaffey.edu>

Fri 1/27/2023 12:42 PM

To: Teresa Hull <Teresa.Hull@chaffey.edu>; Tara Johnson <Tara.Johnson@chaffey.edu>

Cc: Jim Fillpot <Jim.Fillpot@chaffey.edu>

 2 attachments (426 KB)

Program Viability - FASHD - 2022-12-12.docx; Learning and Completion Data - Chaffey College - PSR 2223.docx;

Hi Teresa and Tara:

As a follow-up to our conversation this morning, I've attached the program viability data that was generated for FASHD, as well as comparable college-wide data. As we discussed, here are my observations on the FASHD program data from 2016-17 thru 2021-22:

- FASHD experienced a slight unduplicated student headcount decline during the pandemic but has rebounded and is now experiencing a six-year high in students served (19.7% and 22.6% increase over the 2020-21 and 2019-20 pandemic years and an 11.8% increase over 2016-17)
- While headcount remained relatively stable, a significant decline in enrollment was observed in 2020-21. FASHD enrollments rebounded in 2021-22 and is comparable to pre-pandemic levels. While the 2019-20 to 2020-21 FASHD decline (-29.4%) was significantly greater than the observed college-wide enrollment decline (-10.5%), the FASHD program experienced a 37.2% enrollment increase from 2020-21 to 2021-22 while the college experienced a 6.8% decline. Over the past six years (2016-17 to 2021-22) the college experienced a 17.9% decline in enrollment, while the FASHD program experienced a 9.8% decline.
- Annual FASHD success rates consistently exceed the observed annual college-wide success rate. From 2020-21 to 2021-22, FASHD experienced a 2.9% increase in success rate while the college experienced a 2.8% decline in success rate over this same period.
(NOTE: Consistent with the California Community College Chancellor's Office definition, success rate is defined as the number, of A, B, C, and P grade notations divided by the number of A, B, C, D, F, FW, P, NP, I, and W grade notations earned by students).
- FASHD program retention rates are consistent with college-wide retention rates (lower in 2016-17, and 2019-20, higher in all other years). Over the past year the FASHD program experienced a 2.9% decline in retention rate, while the college experienced a 0.5% decline in retention rate. However, in 2021-22 the retention rate in FASHD (92.6%) was 2.9% higher than the college-wide retention rate (89.7%).
- While subject to greater fluctuation due to the size of the program, the five year decline in FTES generation in the FASHD program (-17.3%) is lower than the five-year decline in FTES generation observed college-wide (-25.0%). In 2021-22, the FTES generated by the FASHD program represented approx. 0.34% of the college's total FTES generation.
- Again subject to variance associated with small program size, the FASHD program experienced an 82.8% decline in number of awards conferred from 2016-17 (29 awards) to 2021-22 (five awards). In comparison, the college experienced a 9.2% decline in awards conferred from 2016-17 to 2021-22.

Hope that helps! Let me know if you have any questions.

Take care,
jim

Jim Fillpot
Dean, Institutional Research, Policy, and Grants
Chaffey College

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Rancho Cucamonga, CA 91737-3002
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[Research Request Form](#)

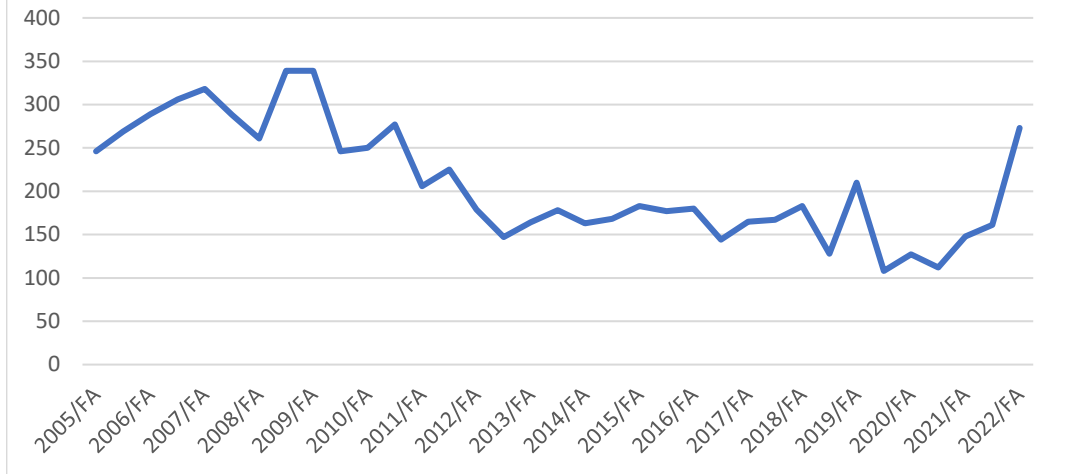


4. Fashion Design Historical Enrollment

Historical enrollment to the course level from 2011-2022

Term	Enrolled Seats	Number of total sections	Rancho Sections	Chino Sections	Online Sections	# of sections taught by FTF FD	# of sections taught by FTF FM	# of sections taught by PTF			
2005/FA	246	14	12	2		3	4	7			
2006/SP	269	17	15	2		4	5	8			
2006/FA	289	13	11	2		3	0	10			
2007/SP	306	18	16	2		4	4	10			
2007/FA	318	15	13	2		4	3	8			
2008/SP	288	16	14	2		5	3	8			
2008/FA	261	12	9	3		5		7	FTF FM Retired		
2009/SP	339	15	4	11		3		12			
2009/FA	339	14	4	10		3		11			
2010/SP	246	12	2	10		3		9			
2010/FA	250	10	2	8		2		8			
2011/SP	277	14	5	9		4		10			
2011/FA	206	9	0	9		1		8			
2012/SP	225	11	3	8		3		8			
2012/FA	179	9	0	9		2		7			
2013/SP	147	7	0	7		2		5			
2013/FA	164	8	0	8		2		6			
2014/SP	178	9	0	9		2		7			
2014/FA	163	7	0	7		2		5			
2015/SP	168	8	0	8		2		6			
2015/FA	183	9	0	9		3		6			
2016/SP	177	10	0	10		3		7			
2016/FA	180	8	0	8		1		7			
2017/SP	144	7	0	7		2		5	FTF FD Retired May 2017		
2017/FA	165	8	0	8		2		6	One Year TEMP FD FA/2017		
2018/SP	167	10	0	10		4		6			
2018/FA	183	9	0	9		4		5	Hired FTF FD FA/2018		
2019/SP	128	8	0	8		5		3			
2019/FA	210	9	0	9		3		6	One Year TEMP FD FA/2019		
2020/SP	108	8	0	8		5		3			
2020/FA	127	5	0	0	5	0	1	4	FTF FM Johnson		
2021/SP	112	4	0	0	4	0	2	2			
2021/FA	148	13	0	0	13	0	2	11			
2022/SP	161	8	0	5	3	0	3	5			
2022/FA	273	11	0	5	6	0	3	8			

Enrollment



Fashion Design

	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
2005/FA	2005/FA	VPA	FASHD-16-35915	Costume Design and Production	Walters	8/15/2005	FCS-11	14	24
246	2005/FA	VPA	FASHD-20-35882	History of Fashion	Marino	8/15/2005	FCS-04	28	30
	2005/FA	VPA	FASHD-20-35895	History of Fashion	Marino	8/15/2005	CCCC-218	16	30
	2005/FA	VPA	FASHD-20-35916	History of Fashion	Walters	8/15/2005	FCS-04	28	30
	2005/FA	VPA	FASHD-40-35896	Begin. Clothing Construc	Marino	8/15/2005	CCCC-CR	15	24
	2005/FA	VPA	FASHD-40-35909	Begin. Clothing Construc	Poteet	8/15/2005	FCS-11	21	24
	2005/FA	VPA	FASHD-40-35911	Begin. Clothing Construc	Scott-Toux	8/15/2005	FCS-11	17	24
	2005/FA	VPA	FASHD-40-35912	Begin. Clothing Construc	Trujillo	8/15/2005	FCS-11	20	24
	2005/FA	VPA	FASHD-415-35910	Textile Surface Design	Ricks	8/15/2005	FCS-11	13	24
	2005/FA	VPA	FASHD-42-35899	Adv Clothing Construct	Encinas	8/15/2005	FCS-11	13	24
	2005/FA	VPA	FASHD-421-35917	Cultures and World Fashion	Woods	8/15/2005	FCS-04	21	30
	2005/FA	VPA	FASHD-442-35902	Industrial Sewing	Encinas	8/15/2005	FCS-11	15	20
	2005/FA	VPA	FASHD-492E-35886	Sp Topics: Fashion Design	Marino	8/15/2005	FCS-11	11	30
	2005/FA	VPA	FASHD-61-35898	Basic Patternmaking	Encinas	8/15/2005	FCS-04	14	30
	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
2006/SP	2006/SP	VPA	FASHD-20-38081	History of Fashion	Marino	1/17/2006	FCS-11	21	30
269	2006/SP	VPA	FASHD-20-38082	History of Fashion	Marino	1/17/2006	CCCC-218	17	30
	2006/SP	VPA	FASHD-20-38084	History of Fashion	Marino	1/17/2006	FCS-04	20	30
	2006/SP	VPA	FASHD-20-38099	History of Fashion	Woods	1/17/2006	FCS-04	20	30
	2006/SP	VPA	FASHD-40-38083	Begin. Clothing Construc	Marino	1/17/2006	CCCC-218	12	24
	2006/SP	VPA	FASHD-40-38089	Begin. Clothing Construc	Encinas	1/17/2006	FCS-11	20	24
	2006/SP	VPA	FASHD-40-38095	Begin. Clothing Construc	Poteet	1/17/2006	FCS-11	19	24
	2006/SP	VPA	FASHD-40-38097	Begin. Clothing Construc	Scott-Toux	1/17/2006	FCS-11	14	24
	2006/SP	VPA	FASHD-421-38100	Cultures and World Fashion	Woods	1/17/2006	FCS-04	22	30
	2006/SP	VPA	FASHD-45-38096	Basic Design and Creativity	Ricks	1/17/2006	FCS-11	29	30
	2006/SP	VPA	FASHD-470-38087	Apparel Production	Encinas	1/17/2006	FCS-11	13	35
	2006/SP	VPA	FASHD-471-38086	Advanced Patternmaking	Encinas	1/17/2006	FCS-04	12	30
	2006/SP	VPA	FASHD-480-38085	Design Collection	Encinas	1/17/2006	FCS-11	10	30
	2006/SP	VPA	FASHD-482-37870	Internship: Fashion Design	Marino	1/17/2006	OTHR-OTHR	4	24
	2006/SP	VPA	FASHD-492E-38094	Sp Topics: Fashion Design	Trujillo	1/17/2006	VSS-208	11	19
	2006/SP	VPA	FASHD-492F-38486	Sp Topics: Fashion Design	Poteet	1/17/2006	FCS-11	9	30

2006/SP	VPA	FASHD-65-38098	Fashion Illustration	Trujillo	1/17/2006	FCS-04	16	26
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2006/FA	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
289	2006/FA	VPA	FASHD-20-41386	History of Fashion	Woods	8/28/2006	CCCC-200	30	30
	2006/FA	VPA	FASHD-20-41391	History of Fashion	Walters	8/28/2006	FCS-04	31	30
	2006/FA	VPA	FASHD-20-41392	History of Fashion	Walters	8/28/2006	FCS-04	27	30
	2006/FA	VPA	FASHD-20-41549	History of Fashion	Woods	8/28/2006	FCS-04	29	30
	2006/FA	VPA	FASHD-40-41376	Begin. Clothing Construc	Poteet	8/28/2006	CCCC-200	18	24
	2006/FA	VPA	FASHD-40-41381	Begin. Clothing Construc	Encinas	8/28/2006	FCS-11	22	24
	2006/FA	VPA	FASHD-40-41388	Begin. Clothing Construc	Scott-Toux	8/28/2006	FCS-11	23	24
	2006/FA	VPA	FASHD-42-41382	Adv Clothing Construct	Poteet	8/28/2006	FCS-11	18	24
	2006/FA	VPA	FASHD-42-41653	Adv Clothing Construct	Encinas	8/28/2006	FCS-11	17	24
	2006/FA	VPA	FASHD-421-41550	Cultures and World Fashion	Woods	8/28/2006	FCS-11	21	30
	2006/FA	VPA	FASHD-428-41390	Fashion & Costume Design wCAD	Trujillo	8/28/2006	VSS-208	15	18
	2006/FA	VPA	FASHD-445-41374	Fitting and Alterations	Encinas	8/28/2006	FCS-04	17	18
	2006/FA	VPA	FASHD-45-41393	Basic Design and Creativity	Young	8/28/2006	FCS-04	21	30

2007/SP	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
306	2007/SP	VPA	FASHD-16-43937	Costume Design and Production	Walters	1/16/2007	FCS-04	13	24
	2007/SP	VPA	FASHD-20-42769	History of Fashion	Marino	1/16/2007	FCS-04	29	30
	2007/SP	VPA	FASHD-20-42771	History of Fashion	Marino	1/16/2007	FCS-04	30	30
	2007/SP	VPA	FASHD-20-42772	History of Fashion	Walters	1/16/2007	FCS-04	30	30
	2007/SP	VPA	FASHD-20-43981	History of Fashion	Marino	1/16/2007	CCCC-200	20	30
	2007/SP	VPA	FASHD-40-42773	Begin. Clothing Construc	Poteet	1/16/2007	CCCC-200	14	24
	2007/SP	VPA	FASHD-40-42774	Begin. Clothing Construc	Young	1/16/2007	FCS-11	16	24
	2007/SP	VPA	FASHD-40-42775	Begin. Clothing Construc	Poteet	1/16/2007	FCS-11	12	24
	2007/SP	VPA	FASHD-40-42776	Begin. Clothing Construc	Scott-Toux	1/16/2007	FCS-11	17	24
	2007/SP	VPA	FASHD-421-42777	Cultures and World Fashion	Woods	1/16/2007	FCS-04	13	30
	2007/SP	VPA	FASHD-442-43943	Industrial Sewing	Encinas	1/16/2007	FCS-11	14	20
	2007/SP	VPA	FASHD-45-42778	Basic Design and Creativity	Young	1/16/2007	FCS-11	16	30
	2007/SP	VPA	FASHD-45-43977	Basic Design and Creativity	Young	1/16/2007	FCS-11	17	30
	2007/SP	VPA	FASHD-482-44322	Internship: Fashion Design	Marino	1/16/2007	-	1	24
	2007/SP	VPA	FASHD-492E-44288	Sp Topics: Fashion Design	Encinas	2/22/2007	OTHR-OTHR	14	30
	2007/SP	VPA	FASHD-61-43936	Basic Patternmaking	Encinas	1/16/2007	FCS-04	15	30

2007/SP	VPA	FASHD-65-42785	Fashion Illustration	Trujillo	1/16/2007	FCS-04	20	26
2007/SP	VPA	FASHD-72-43975	Fashion Draping	Encinas	1/16/2007	FCS-11	15	24

	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
2007/FA	2007/FA	VPA	FASHD-20-47028	History of Fashion	Marino	8/27/2007	CHCC-200	29	30
318	2007/FA	VPA	FASHD-20-47114	History of Fashion	Marino	8/27/2007	FCS-04	25	30
	2007/FA	VPA	FASHD-20-47131	History of Fashion	Woods	8/27/2007	FCS-04	28	30
	2007/FA	VPA	FASHD-20-47139	History of Fashion	Walters	8/27/2007	FCS-11	30	30
	2007/FA	VPA	FASHD-40-47029	Begin. Clothing Construc	Poteet	8/27/2007	CHCC-200	23	24
	2007/FA	VPA	FASHD-40-47116	Begin. Clothing Construc	Marino	8/27/2007	FCS-11	20	24
	2007/FA	VPA	FASHD-40-47140	Begin. Clothing Construc	Scott-Toux	8/27/2007	FCS-11	25	24
	2007/FA	VPA	FASHD-42-47117	Adv Clothing Construct	Encinas	8/27/2007	FCS-11	12	24
	2007/FA	VPA	FASHD-42-47141	Adv Clothing Construct	Poteet	8/27/2007	FCS-11	10	24
	2007/FA	VPA	FASHD-421-47130	Cultures and World Fashion	Woods	8/27/2007	FCS-04	25	30
	2007/FA	VPA	FASHD-445-48203	Fitting and Alterations	Encinas	8/27/2007	FCS-11	5	18
	2007/FA	VPA	FASHD-45-47136	Basic Design and Creativity	Encinas	8/27/2007	FCS-11	28	30
	2007/FA	VPA	FASHD-45-47137	Basic Design and Creativity	Walters	8/27/2007	FCS-11	31	30
	2007/FA	VPA	FASHD-471-47119	Advanced Patternmaking	Encinas	8/27/2007	FCS-11	8	30
	2007/FA	VPA	FASHD-65-47134	Fashion Illustration	Trujillo	8/27/2007	FCS-04	19	26

	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
2008/SP	2008/SP	VPA	FASHD-20-49239	History of Fashion	Marino	1/14/2008	FCS-04	30	30
288	2008/SP	VPA	FASHD-20-49248	History of Fashion	Marino	1/14/2008	FCS-04	28	30
	2008/SP	VPA	FASHD-20-49287	History of Fashion	Encinas	1/14/2008	CHMB-202	18	30
	2008/SP	VPA	FASHD-20-49300	History of Fashion	Walters	1/14/2008	FCS-04	26	30
	2008/SP	VPA	FASHD-20-49304	History of Fashion	Woods	1/14/2008	FCS-04	36	30
	2008/SP	VPA	FASHD-40-49284	Begin. Clothing Construc	Encinas	1/14/2008	FCS-11	14	24
	2008/SP	VPA	FASHD-40-49288	Begin. Clothing Construc	Encinas	1/14/2008	CHCC-200	16	24
	2008/SP	VPA	FASHD-40-49295	Begin. Clothing Construc	Scott-Toux	1/14/2008	FCS-11	23	24
	2008/SP	VPA	FASHD-40-50414	Begin. Clothing Construc	Poteet	1/14/2008	FCS-11	5	24
	2008/SP	VPA	FASHD-42-49717	Adv Clothing Construct	Poteet	1/14/2008	FCS-11	8	24
	2008/SP	VPA	FASHD-428-48717	Fashion & Costume Design wCAD	Trujillo	1/14/2008	VSS-208	17	18
	2008/SP	VPA	FASHD-45-49296	Basic Design and Creativity	Walters	1/14/2008	FCS-04	24	30
	2008/SP	VPA	FASHD-45-49298	Basic Design and Creativity	Walters	1/14/2008	FCS-04	29	30

2008/SP	VPA	FASHD-480-50491	Design Collection	Encinas	1/14/2008	FCS-11	7	24
2008/SP	VPA	FASHD-482-49265	Internship: Fashion Design	Marino	1/14/2008	OTHR-OTHR	6	24
2008/SP	VPA	FASHD-498A-50516	Ind Study: Fashion Design	Encinas	1/14/2008	OTHR-OTHR	1	2

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2008/FA 261	2008/FA	VPA	FASHD-20-52575	History of Fashion	Encinas	8/25/2008	CHMB-202	25	30
	2008/FA	VPA	FASHD-20-52596	History of Fashion	Encinas	8/25/2008	CHMB-202	24	30
	2008/FA	VPA	FASHD-20-52599	History of Fashion	Walters	8/25/2008	CHMB-202	28	30
	2008/FA	VPA	FASHD-40-52593	Begin. Clothing Construc	Poteet	8/25/2008	CHMB-202	20	24
	2008/FA	VPA	FASHD-40-52601	Begin. Clothing Construc	Poteet	8/25/2008	CHMB-202	19	24
	2008/FA	VPA	FASHD-42-52871	Adv Clothing Construct	Encinas	8/25/2008	CHMB-202	18	24
	2008/FA	VPA	FASHD-45-52866	Basic Design and Creativity	Encinas	8/25/2008	CHMB-202	24	30
	2008/FA	VPA	FASHD-65-52527	Fashion Illustration	Trujillo	8/25/2008	CHMB-202	16	26
	2008/FA	VPA	FASHD-72-52586	Fashion Draping	Encinas	8/25/2008	CHMB-202	11	24
	2008/FA	VPA	FASHD-20-52532	History of Fashion	Walters	8/25/2008	SS-17	26	30
	2008/FA	VPA	FASHD-421-52534	Cultures and World Fashion	Woods	8/25/2008	BE-12	26	30
	2008/FA	VPA	FASHD-45-52529	Basic Design and Creativity	Walters	8/25/2008	SS-03	24	30
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2009/SP 339	2009/SP	VPA	FASHD-20-55030	History of Fashion	Encinas	1/12/2009	CHCM-203	30	30
	2009/SP	VPA	FASHD-20-55042	History of Fashion	Dunwoody	1/12/2009	CHCM-203	23	30
	2009/SP	VPA	FASHD-40-55038	Begin. Clothing Construc	Matus	1/12/2009	CHCM-203	19	24
	2009/SP	VPA	FASHD-40-55039	Begin. Clothing Construc	Poteet	1/12/2009	CHCM-203	23	24
	2009/SP	VPA	FASHD-40-55041	Begin. Clothing Construc	Scott-Toux	1/12/2009	CHCM-203	19	24
	2009/SP	VPA	FASHD-428-55043	Fashion & Costume Design wCAD	Trujillo	1/12/2009	CHMB-242	19	18
	2009/SP	VPA	FASHD-442-55034	Industrial Sewing	Encinas	1/12/2009	CHCM-203	20	20
	2009/SP	VPA	FASHD-45-55031	Basic Design and Creativity	Trujillo	1/12/2009	CHCM-203	25	30
	2009/SP	VPA	FASHD-470-55037	Apparel Production	Jackson	1/12/2009	CHCM-203	11	30
	2009/SP	VPA	FASHD-482-55029	Internship: Fashion Design	Encinas	1/12/2009	CHCM-203	7	24
	2009/SP	VPA	FASHD-61-55040	Basic Patternmaking	Poteet	1/12/2009	CHCM-201	32	30
	2009/SP	VPA	FASHD-20-55045	History of Fashion	Walters	1/12/2009	TA-1H	29	30
	2009/SP	VPA	FASHD-20-55046	History of Fashion	Woods	1/12/2009	TA-1H	29	30
	2009/SP	VPA	FASHD-421-55047	Cultures and World Fashion	Woods	1/12/2009	PS-29	23	30
	2009/SP	VPA	FASHD-45-55044	Basic Design and Creativity	Walters	1/12/2009	TA-1H	30	30

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2009/FA	2009/FA	VPA	FASHD-20-58066	History of Fashion	Encinas	8/24/2009	CHMB-202	32	30
339	2009/FA	VPA	FASHD-20-58069	History of Fashion	Woods	8/24/2009	CHMB-202	27	30
	2009/FA	VPA	FASHD-20-58070	History of Fashion	Woods	8/24/2009	CHCM-203	23	24
	2009/FA	VPA	FASHD-40-58072	Begin. Clothing Construc	Matus	8/24/2009	CHCM-203	17	24
	2009/FA	VPA	FASHD-40-58075	Begin. Clothing Construc	Scott-Toux	8/24/2009	CHCM-203	20	24
	2009/FA	VPA	FASHD-42-58073	Adv Clothing Construct	Poteet	8/24/2009	CHCM-203	19	24
	2009/FA	VPA	FASHD-445-58065	Fitting and Alterations	Encinas	8/24/2009	CHCM-203	18	18
	2009/FA	VPA	FASHD-45-58077	Basic Design and Creativity	Walters	8/24/2009	CHCM-203	31	24
	2009/FA	VPA	FASHD-471-58074	Advanced Patternmaking	Poteet	8/24/2009	CHCM-201	12	30
	2009/FA	VPA	FASHD-65-58076	Fashion Illustration	Lindenberger	8/24/2009	CHCM-201	24	26
	2009/FA	VPA	FASHD-20-58068	History of Fashion	Encinas	8/24/2009	PS-29	27	30
	2009/FA	VPA	FASHD-20-58079	History of Fashion	Walters	8/24/2009	PS-29	30	30
	2009/FA	VPA	FASHD-421-58081	Cultures and World Fashion	Woods	8/24/2009	PS-29	26	30
	2009/FA	VPA	FASHD-45-58078	Basic Design and Creativity	Walters	8/24/2009	PS-29	33	30
	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
2010/SP	2010/SP	VPA	FASHD-20-59793	History of Fashion	Encinas	1/11/2010	CHMB-202	27	30
246	2010/SP	VPA	FASHD-20-59806	History of Fashion	Walters	1/11/2010	CHCM-203	21	22
	2010/SP	VPA	FASHD-40-59777	Begin. Clothing Construc	Matus	1/11/2010	CHCM-201	24	24
	2010/SP	VPA	FASHD-421-59776	Cultures and World Fashion	Woods	1/11/2010	CHCM-203	27	30
	2010/SP	VPA	FASHD-442-59800	Industrial Sewing	Encinas	1/11/2010	CHCM-203	17	24
	2010/SP	VPA	FASHD-45-59834	Basic Design and Creativity	Lindenberger	1/11/2010	CHCM-203	26	24
	2010/SP	VPA	FASHD-470-59832	Apparel Production	Jackson	1/11/2010	CHCM-201	13	24
	2010/SP	VPA	FASHD-480-59778	Design Collection	Poteet	1/11/2010	CHCM-203	13	24
	2010/SP	VPA	FASHD-482-59874	Internship: Fashion Design	Jackson	1/11/2010	CHCM-203	9	10
	2010/SP	VPA	FASHD-72-59781	Fashion Draping	Poteet	1/11/2010	CHCM-203	19	24
	2010/SP	VPA	FASHD-20-59785	History of Fashion	Encinas	1/11/2010	PS-29	22	22
	2010/SP	VPA	FASHD-20-59903	History of Fashion	Walters	1/11/2010	PS-29	28	22
	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
2010/FA	2010/FA	VPA	FASHD-20-62709	History of Fashion	Encinas	8/16/2010	CHMB-202	36	30
250	2010/FA	VPA	FASHD-20-62710	History of Fashion	Encinas	8/16/2010	CHCM-203	29	24

	2010/FA	VPA	FASHD-40-62714	Begin. Clothing Construc	Matus	8/16/2010	CHCM-203	21	24
	2010/FA	VPA	FASHD-40-62718	Begin. Clothing Construc	Scott-Toux	8/16/2010	CHCM-203	22	24
	2010/FA	VPA	FASHD-42-62715	Adv Clothing Construct	Poteet	8/16/2010	CHCM-203	17	24
	2010/FA	VPA	FASHD-45-62725	Basic Design and Creativity	Walters	8/16/2010	CHCM-203	36	30
	2010/FA	VPA	FASHD-61-62716	Basic Patternmaking	Poteet	8/16/2010	CHCM-203	22	24
	2010/FA	VPA	FASHD-65-62720	Fashion Illustration	Lindenberger	8/16/2010	CHCM-201	19	26
	2010/FA	VPA	FASHD-20-62722	History of Fashion	Walters	8/16/2010	CAA-215	25	22
	2010/FA	VPA	FASHD-421-62724	Cultures and World Fashion	Walters	8/16/2010	CAA-215	23	22
2011/SP	2011/SP	VPA	FASHD-20-64402	History of Fashion	Encinas	1/18/2011	CHMB-246	26	30
277	2011/SP	VPA	FASHD-40-64406	Begin. Clothing Construc	Matus	1/18/2011	CHCM-203	25	24
	2011/SP	VPA	FASHD-40-64407	Begin. Clothing Construc	Scott-Toux	1/18/2011	CHCM-203	21	24
	2011/SP	VPA	FASHD-428-64412	Fashion & Costume Design wCAD	Poteet	1/18/2011	CHTC-312	19	18
	2011/SP	VPA	FASHD-445-64418	Fitting and Alterations	Encinas	1/18/2011	CHCM-203	16	18
	2011/SP	VPA	FASHD-45-64410	Basic Design and Creativity	Lindenberger	1/18/2011	CHCM-203	28	30
	2011/SP	VPA	FASHD-471-64414	Advanced Patternmaking	Poteet	1/18/2011	CHCM-201	13	30
	2011/SP	VPA	FASHD-472-64403	Computer-Aided Patternmaking	Poteet	1/18/2011	CHMB-260	17	18
	2011/SP	VPA	FASHD-482-64415	Internship: Fashion Design	Jackson	1/18/2011	CHCM-201	5	20
	2011/SP	VPA	FASHD-16-64408	Costume Design and Production	Walters	1/18/2011	CAA-215	11	22
	2011/SP	VPA	FASHD-20-64404	History of Fashion	Encinas	1/18/2011	CAA-215	21	22
	2011/SP	VPA	FASHD-20-64405	History of Fashion	Encinas	1/18/2011	CAA-215	28	22
	2011/SP	VPA	FASHD-421-64419	Cultures and World Fashion	Walters	1/18/2011	CAA-215	22	22
	2011/SP	VPA	FASHD-45-64411	Basic Design and Creativity	Meng	1/18/2011	CAA-215	25	22

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2011/FA	2011/FA	CHC	FASHD-20-66738	History of Fashion	Encinas	8/15/2011	CHCM-201	24	30
206	2011/FA	CHC	FASHD-20-69389	History of Fashion	Fueger	8/15/2011	CHCM-203	26	30
	2011/FA	CHC	FASHD-40-66742	Begin. Clothing Construc	Matus	8/16/2011	CHCM-203	20	24
	2011/FA	CHC	FASHD-40-66744	Begin. Clothing Construc	Scott-Toux	8/15/2011	CHCM-203	16	24
	2011/FA	CHC	FASHD-42-66743	Adv Clothing Construct	Matus	10/13/2011	CHCM-203	19	24
	2011/FA	CHC	FASHD-428-66750	Fashion & Costume Design wCAD	Poteet	8/15/2011	CHCM-201	20	18
	2011/FA	CHC	FASHD-45-66747	Basic Design and Creativity	Meng	8/15/2011	CHCM-203	40	30
	2011/FA	CHC	FASHD-65-66749	Fashion Illustration	Lindenberger	8/15/2011	CHCM-201	27	24
	2011/FA	CHC	FASHD-72-66741	Fashion Draping	Poteet	8/15/2011	CHCM-203	14	24

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2012/SP	2012/SP	CHC	FASHD-20-66762	History of Fashion	Encinas	1/17/2012	CHCM-201	25	26
225	2012/SP	CHC	FASHD-40-66765	Begin. Clothing Construc	Matus	1/24/2012	CHCM-203	20	26
	2012/SP	CHC	FASHD-40-66767	Begin. Clothing Construc	Scott-Toux	1/17/2012	CHCM-203	21	26
	2012/SP	CHC	FASHD-428-69482	Fashion & Costume Design wCAD	Poteet	1/17/2012	CHCM-201	15	26
	2012/SP	CHC	FASHD-442-66766	Industrial Sewing	Matus	3/27/2012	CHCM-203	16	26
	2012/SP	CHC	FASHD-45-66770	Basic Design and Creativity	Meng	1/17/2012	CHCM-203	28	30
	2012/SP	CHC	FASHD-482-69488	Internship: Fashion Design	Jackson	1/17/2012	CHCM-203	1	5
	2012/SP	CHC	FASHD-61-66768	Pattern Drafting I	Poteet	1/17/2012	CHCM-201	21	27
	2012/SP	CHC	FASHD-20-66760	History of Fashion	Encinas	1/17/2012	CAA-215	25	30
	2012/SP	CHC	FASHD-20-66761	History of Fashion	Encinas	1/17/2012	CAA-215	26	30
	2012/SP	CHC	FASHD-45-66769	Basic Design and Creativity	Meng	1/17/2012	CAA-215	27	30

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2012/FA	2012/FA	CHC	FASHD-20-72540	History of Fashion	Encinas	8/13/2012	CHCM-201	24	30
179	2012/FA	CHC	FASHD-40-72543	Begin. Clothing Construc	Matus	8/14/2012	CHCM-203	19	24
	2012/FA	CHC	FASHD-42-72544	Adv Clothing Construct	Matus	10/11/2012	CHCM-203	12	24
	2012/FA	CHC	FASHD-428-72547	Fashion & Costume Design wCAD	Poteet	8/13/2012	CHCM-201	15	18
	2012/FA	CHC	FASHD-445-73445	Fitting and Alterations	Encinas	8/13/2012	CHCM-201	16	18
	2012/FA	CHC	FASHD-45-72542	Basic Design and Creativity	Meng	8/13/2012	CHCM-203	33	30
	2012/FA	CHC	FASHD-471-72536	Advanced Patternmaking	Poteet	8/13/2012	CHCM-203	15	24
	2012/FA	CHC	FASHD-480-72545	Design Collection	Lindenberger	8/13/2012	CHCM-203	18	24
	2012/FA	CHC	FASHD-65-72546	Fashion Illustration	Lindenberger	8/13/2012	CHCM-203	27	26

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2013/SP	2013/SP	CHC	FASHD-20-73324	History of Fashion	Encinas	1/14/2013	CHCM-203	29	30
147	2013/SP	CHC	FASHD-40-73342	Begin. Clothing Construc	Matus	1/14/2013	CHCM-203	18	24
	2013/SP	CHC	FASHD-442-73356	Industrial Sewing	Matus	3/25/2013	CHCM-203	23	24
	2013/SP	CHC	FASHD-45-73337	Basic Design and Creativity	Meng	1/14/2013	CHCM-203	28	30
	2013/SP	CHC	FASHD-470-73946	Apparel Production	Encinas	1/14/2013	CHCM-203	30	30
	2013/SP	CHC	FASHD-482-73942	Internship: Fashion Design	Skinner	1/14/2013	CHCM-203	3	5
	2013/SP	CHC	FASHD-72-73357	Fashion Draping	Poteet	1/14/2013	CHCM-203	16	24

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2013/FA	2013/FA	CHC	FASHD-20-75840	History of Fashion	Encinas	8/14/2013	CHCM-203	28	30
164	2013/FA	CHC	FASHD-40-75868	Begin. Clothing Construc	Matus	8/14/2013	CHCM-203	23	24
	2013/FA	CHC	FASHD-42-75881	Adv Clothing Construct	Matus	10/21/2013	CHCM-203	18	24
	2013/FA	CHC	FASHD-428-75916	Computer-Aided Design	Poteet	8/14/2013	CHCM-201	15	24
	2013/FA	CHC	FASHD-445-76324	Fitting and Alterations	Encinas	8/14/2013	CHCM-203	16	24
	2013/FA	CHC	FASHD-45-75900	Fashion/Interior Design Basics	Meng	8/14/2013	CHCM-203	25	30
	2013/FA	CHC	FASHD-61-75908	Pattern Drafting I	Poteet	8/14/2013	CHCM-203	24	24
	2013/FA	CHC	FASHD-65-75913	Fashion Illustration	Lindenberger	8/14/2013	CHCM-201	15	28

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2014/SP	2014/SP	CHC	FASHD-20-76417	History of Fashion	Encinas	1/13/2014	CHCM-203	29	30
178	2014/SP	CHC	FASHD-40-76418	Begin. Clothing Construc	Matus	1/13/2014	CHCM-203	23	24
	2014/SP	CHC	FASHD-428-76421	Computer-Aided Design	Poteet	1/13/2014	CHCM-201	15	24
	2014/SP	CHC	FASHD-442-76422	Industrial Sewing	Matus	3/24/2014	CHCM-203	21	24
	2014/SP	CHC	FASHD-45-76419	Fashion/Interior Design Basics	Meng	1/13/2014	CHCM-203	34	30
	2014/SP	CHC	FASHD-470-76423	Apparel Production	Encinas	1/13/2014	CHCM-203	17	24
	2014/SP	CHC	FASHD-472-76424	Computer-Aided Patternmaking	Johnson	1/13/2014	CHMB-260	21	24
	2014/SP	CHC	FASHD-482-76425	Internship: Fashion Design	Osuna	1/13/2014	CHCM-203	2	5
	2014/SP	CHC	FASHD-72-76420	Fashion Draping	Poteet	1/13/2014	CHCM-203	16	24

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2014/FA	2014/FA	CHC	FASHD-20-78963	History of Fashion	Encinas	8/19/2014	CHCM-203	23	30
163	2014/FA	CHC	FASHD-40-78964	Begin. Clothing Construc	Matus	8/18/2014	CHCM-203	22	24
	2014/FA	CHC	FASHD-40-78978	Begin. Clothing Construc	Poteet	8/18/2014	CHCM-203	17	24
	2014/FA	CHC	FASHD-42-78965	Adv Clothing Construct	Matus	10/20/2014	CHCM-203	25	24
	2014/FA	CHC	FASHD-445-78967	Fitting and Alterations	Encinas	8/18/2014	CHCM-203	22	24
	2014/FA	CHC	FASHD-45-78975	Fashion/Interior Design Basics	Osuna	8/18/2014	CHCM-203	30	30
	2014/FA	CHC	FASHD-61-78966	Pattern Drafting I	Poteet	8/18/2014	CHCM-206	24	24
	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
2015/SP	2015/SP	CHC	FASHD-20-78982	History of Fashion	Encinas	1/13/2015	CHCM-203	30	30
168	2015/SP	CHC	FASHD-40-78979	Begin. Clothing Construc	Matus	1/12/2015	CHCM-203	24	24

2015/SP	CHC	FASHD-442-78980	Industrial Sewing	Matus	3/23/2015	CHCM-203	21	24
2015/SP	CHC	FASHD-45-78995	Fashion/Interior Design Basics	Meng	1/12/2015	CHCM-203	31	30
2015/SP	CHC	FASHD-470-78984	Apparel Production	Osuna	1/13/2015	CHCM-203	19	24
2015/SP	CHC	FASHD-471-78981	Advanced Patternmaking	Poteet	1/12/2015	CHCM-203	20	24
2015/SP	CHC	FASHD-480-83788	Design Collection	Encinas	1/12/2015	CHCM-203	18	25
2015/SP	CHC	FASHD-482-78997	Internship: Fashion Design	Osuna	1/12/2015	CHCM-203	5	5

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2015/FA 183	2015/FA	CHC	FASHD-20-86644	History of Fashion	Encinas	8/17/2015	CHCM-203	26	30
	2015/FA	CHC	FASHD-40-86648	Begin. Clothing Construc	Lindenberger	8/18/2015	CHCM-203	15	24
	2015/FA	CHC	FASHD-40-87963	Begin. Clothing Construc	Osuna	8/17/2015	CHCM-203	14	24
	2015/FA	CHC	FASHD-42-86649	Adv Clothing Construct	Encinas	10/20/2015	CHCM-203	9	24
	2015/FA	CHC	FASHD-428-86654	Computer-Aided Design	Poteet	8/17/2015	CHCM-206	18	24
	2015/FA	CHC	FASHD-45-86653	Fashion/Interior Design Basics	Meng	8/17/2015	CHCM-203	33	30
	2015/FA	CHC	FASHD-61-86647	Pattern Drafting I	Poteet	8/17/2015	CHCM-203	22	24
	2015/FA	CHC	FASHD-65-86656	Fashion Illustration	Lindenberger	8/17/2015	CHMB-262	26	24
	2015/FA	CHC	FASHD-72-86646	Fashion Draping	Encinas	8/18/2015	CHCM-203	20	24

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2016/SP 177	2016/SP	CHC	FASHD-20-87175	History of Fashion	Encinas	1/11/2016	CHCM-203	25	30
	2016/SP	CHC	FASHD-20-88338	History of Fashion	Encinas	1/11/2016	CHCM-203	18	30
	2016/SP	CHC	FASHD-40-87212	Begin. Clothing Construc	Lindenberger	1/12/2016	CHCM-203	17	24
	2016/SP	CHC	FASHD-40-87966	Begin. Clothing Construc	Poteet	1/11/2016	CHCM-203	11	24
	2016/SP	CHC	FASHD-442-88450	Industrial Sewing	Lindenberger	3/22/2016	CHCM-203	18	24
	2016/SP	CHC	FASHD-445-87968	Fitting and Alterations	Encinas	1/11/2016	CHCM-203	15	24
	2016/SP	CHC	FASHD-45-87232	Fashion/Interior Design Basics	Meng	1/11/2016	CHCM-203	28	30
	2016/SP	CHC	FASHD-471-87185	Advanced Patternmaking	Poteet	1/11/2016	CHCM-203	18	24
	2016/SP	CHC	FASHD-472-87462	Computer-Aided Patternmaking	Tellez	1/11/2016	CHMB-260	20	24
	2016/SP	CHC	FASHD-482-87466	Internship: Fashion Design	Osuna	1/11/2016	CHCM-203	7	8

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2016/FA 180	2016/FA	CHC	FASHD-20-89607	History of Fashion	Encinas	8/15/2016	CHCM-203	29	30
	2016/FA	CHC	FASHD-20-89635	History of Fashion	Meng	8/15/2016	CHCM-201	38	48
	2016/FA	CHC	FASHD-40-89609	Begin. Clothing Construction	Lindenberger	8/16/2016	CHCM-203	24	24

2016/FA	CHC	FASHD-42-89610	Adv Clothing Construct	Osuna	8/15/2016	CHCM-203	14	24
2016/FA	CHC	FASHD-428-89611	Computer-Aided Design	Poteet	8/15/2016	CHCM-206	18	24
2016/FA	CHC	FASHD-45-89613	Fashion/Interior Design Basics	Meng	8/15/2016	CHCM-203	23	30
2016/FA	CHC	FASHD-61-89614	Pattern Drafting I	Poteet	8/15/2016	CHCM-203	14	24
2016/FA	CHC	FASHD-65-89617	Fashion Illustration	Lindenberger	10/18/2016	CHCM-206	20	24

2017/SP	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
144	2017/SP	CHC	FASHD-20-92535	History of Fashion	Encinas	1/9/2017	CHCM-203	26	30
	2017/SP	CHC	FASHD-40-92536	Begin. Clothing Construction	Lindenberger	1/10/2017	CHCM-203	14	26
	2017/SP	CHC	FASHD-40-92537	Begin. Clothing Construction	Poteet	1/9/2017	CHCM-203	21	26
	2017/SP	CHC	FASHD-45-92539	Fashion/Interior Design Basics	Meng	1/9/2017	CHCM-203	28	30
	2017/SP	CHC	FASHD-470-92540	Apparel Production	Becker	1/9/2017	CHCM-203	23	30
	2017/SP	CHC	FASHD-480-93973	Design Collection	Poteet	1/9/2017	CHCM-203	18	24
	2017/SP	CHC	FASHD-72-92545	Fashion Draping	Encinas	1/9/2017	CHCM-203	14	24

2017/FA	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
165	2017/FA	CHC	FASHD-20-96504	History of Fashion	Becker	8/14/2017	CHCM-203	28	40
	2017/FA	CHC	FASHD-20-96511	History of Fashion	Meng	8/14/2017	CHCM-206	26	30
	2017/FA	CHC	FASHD-40-96508	Begin. Clothing Construction	Lindenberger	8/14/2017	CHCM-203	17	24
	2017/FA	CHC	FASHD-42-96505	Adv Clothing Construct	Becker	8/14/2017	CHCM-203	14	24
	2017/FA	CHC	FASHD-428-96510	Computer-Aided Design	Poteet	8/14/2017	CHCM-201	15	24
	2017/FA	CHC	FASHD-45-96506	Fashion/Interior Design Basics	Meng	8/14/2017	CHCM-203	30	30
	2017/FA	CHC	FASHD-61-96507	Pattern Drafting I	Poteet	8/14/2017	CHCM-203	18	24
	2017/FA	CHC	FASHD-65-96509	Fashion Illustration	Lindenberger	8/14/2017	CHCM-203	17	24

2018/SP	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
167	2018/SP	CHC	FASHD-20-98943	History of Fashion	Meng	1/8/2018	CHCM-203	24	34
	2018/SP	CHC	FASHD-40-98945	Begin. Clothing Construction	Becker	1/8/2018	CHCM-203	20	24
	2018/SP	CHC	FASHD-40-98949	Begin. Clothing Construction	Becker	1/8/2018	CHCM-203	20	24
	2018/SP	CHC	FASHD-442-99032	Industrial Sewing	Lindenberger	1/8/2018	CHCM-203	14	24
	2018/SP	CHC	FASHD-445-98956	Fitting and Alterations	Encinas	1/8/2018	CHCM-203	14	24
	2018/SP	CHC	FASHD-45-98953	Fashion/Interior Design Basics	Meng	1/8/2018	CHCM-203	31	30
	2018/SP	CHC	FASHD-470-99033	Apparel Production	Becker	1/8/2018	CHCM-203	14	24
	2018/SP	CHC	FASHD-471-99036	Advanced Patternmaking	Becker	1/8/2018	CHCM-203	10	24

2018/SP	CHC	FASHD-472-99034	Computer-Aided Patternmaking	Tellez	1/8/2018	CHCM-201	14	24
2018/SP	CHC	FASHD-482-99035	Internship: Fashion Design	Becker	1/8/2018	-	6	24

2018/FA	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
183	2018/FA	CHC	FASHD-20-02146	History of Fashion	Scibelli	8/20/2018	CHCM-203	27	32
	2018/FA	CHC	FASHD-20-02147	History of Fashion	Meng	8/20/2018	CHCM-206	21	40
	2018/FA	CHC	FASHD-40-02148	Begin. Clothing Construction	Lindenberger	8/20/2018	CHCM-203	21	24
	2018/FA	CHC	FASHD-42-02149	Adv Clothing Construct	Scibelli	8/20/2018	CHCM-203	9	24
	2018/FA	CHC	FASHD-428-02153	Computer-Aided Design	Scibelli	8/20/2018	CHCM-201	16	24
	2018/FA	CHC	FASHD-45-02150	Fashion/Interior Design Basics	Meng	8/20/2018	CHCM-206	39	40
	2018/FA	CHC	FASHD-61-02151	Pattern Drafting I	Scibelli	8/20/2018	CHCM-203	20	24
	2018/FA	CHC	FASHD-65-02152	Fashion Illustration	Lindenberger	8/20/2018	CHCM-203	13	24
	2018/FA	CHC	FASHD-72-02873	Fashion Draping	Becker	8/20/2018	CHCM-203	17	24

2019/SP	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
128	2019/SP	CHC	FASHD-20-04761	History of Fashion	Scibelli	1/14/2019	CHCM-203	29	30
	2019/SP	CHC	FASHD-40-04762	Begin. Clothing Construction	Scibelli	1/14/2019	CHCM-203	18	24
	2019/SP	CHC	FASHD-40-04763	Begin. Clothing Construction	Becker	1/14/2019	CHCM-203	12	24
	2019/SP	CHC	FASHD-442-04765	Industrial Sewing	Lindenberger	1/14/2019	CHCM-203	17	24
	2019/SP	CHC	FASHD-45-04764	Fashion/Interior Design Basics	Meng	1/14/2019	CHCM-203	31	30
	2019/SP	CHC	FASHD-471-04766	Advanced Patternmaking	Scibelli	1/14/2019	CHCM-203	6	24
	2019/SP	CHC	FASHD-480-04767	Design Collection	Scibelli	1/14/2019	CHCM-203	10	24
	2019/SP	CHC	FASHD-482-04770	Internship: Fashion Design	Scibelli	1/14/2019	CHCM-203	5	24

2019/FA	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
210	2019/FA	CHC	FASHD-20-07946	History of Fashion	Meng	8/19/2019	CHMB-242	24	40
	2019/FA	CHC	FASHD-20-07947	History of Fashion	Parise	8/19/2019	CHCM-203	27	30
	2019/FA	CHC	FASHD-40-07933	Begin. Clothing Construction	Poteet	8/19/2019	CHCM-203	24	24
	2019/FA	CHC	FASHD-428-07936	Computer-Aided Design	Poteet	8/19/2019	CHCM-201	19	24
	2019/FA	CHC	FASHD-45-07934	Fashion/Interior Design Basics	Meng	8/19/2019	CHCM-206	33	35
	2019/FA	CHC	FASHD-470-07938	Apparel Production	Parise	8/19/2019	CHCM-203	16	30
	2019/FA	CHC	FASHD-61-07978	Pattern Drafting I	Becker	8/19/2019	CHCM-203	26	24
	2019/FA	CHC	FASHD-65-10546	Fashion Illustration	Parise	8/19/2019	CHCM-203	20	24
	2019/FA	CHC	FASHD-72-07939	Fashion Draping	Becker	8/19/2019	CHCM-203	21	24

2020/SP	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
108	2020/SP	CHC	FASHD-20-10379	History of Fashion	Parise	1/13/2020	CHCM-206	24	40
	2020/SP	CHC	FASHD-40-10398	Begin. Clothing Construction	Parise	1/13/2020	CHCM-203	20	24
	2020/SP	CHC	FASHD-442-10397	Industrial Sewing	Parise	1/13/2020	CHCM-203	19	24
	2020/SP	CHC	FASHD-445-11447	Fitting and Alterations	Poteet	1/13/2020	CHCM-203	0	24
	2020/SP	CHC	FASHD-45-10381	Fashion/Interior Design Basics	Meng	1/13/2020	CHCM-203	17	30
	2020/SP	CHC	FASHD-471-11452	Advanced Patternmaking	Parise	1/13/2020	CHCM-203	8	24
	2020/SP	CHC	FASHD-472-10403	Computer-Aided Patternmaking	Tellez	1/13/2020	CHCM-201	16	24
	2020/SP	CHC	FASHD-482-10404	Internship: Fashion Design	Parise	1/13/2020	-	4	10

2020/FA	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
124	2020/FA	HFIC	FASHD-20-13557	History of Fashion	Parise	8/17/2020	INET-C	35	40
	2020/FA	HFIC	FASHD-20-14378	History of Fashion	Johnson	8/17/2020	INET-C	35	40
	2020/FA	HFIC	FASHD-428-15166	Computer-Aided Design	Poteet	9/8/2020	INET-C	12	24
	2020/FA	HFIC	FASHD-45-13583	Design Fundamentals Fashion/Int	Meng	8/17/2020	INET-C	26	30
	2020/FA	HFIC	FASHD-65-13589	Fashion Illustration	Parise	8/17/2020	INET-C	16	24

2021/SP	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
112	2021/SP	HFIC	FASHD-20-15682	History of Fashion	Johnson	1/11/2021	INET-C	33	40
	2021/SP	HFIC	FASHD-20-18104	History of Fashion	Meng	3/22/2021	INET-C	29	40
	2021/SP	HFIC	FASHD-45-15686	Design Fundamentals Fashion/Int	Johnson	1/11/2021	INET-C	25	30
	2021/SP	HFIC	FASHD-470-16309	Apparel Production	Becker	1/11/2021	INET-C	25	30

2021/FA	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
148	2021/FA	HFIC	FASHD-20-19113	History of Fashion	Johnson	8/16/2021	INET-CANVAS	36	40
	2021/FA	HFIC	FASHD-20-19114	History of Fashion	Kim	10/18/2021	INET-CANVAS	32	40
	2021/FA	HFIC	FASHD-40-19632	Begin. Clothing Construction	Kim	8/16/2021	INET-CANVAS	7	10
	2021/FA	HFIC	FASHD-40-19633	Begin. Clothing Construction	Osuna	8/16/2021	INET-CANVAS	8	10
	2021/FA	HFIC	FASHD-42-19629	Adv Clothing Construct	Bahar	8/16/2021	INET-CANVAS	7	10
	2021/FA	HFIC	FASHD-42-19630	Adv Clothing Construct	Bahar	8/16/2021	INET-CANVAS	5	10
	2021/FA	HFIC	FASHD-428-19627	Computer-Aided Design	Poteet	8/16/2021	INET-CANVAS	6	10
	2021/FA	HFIC	FASHD-428-19628	Computer-Aided Design	Poteet	8/16/2021	INET-CANVAS	6	10
	2021/FA	HFIC	FASHD-445-19659	Fitting and Alterations	Osuna	8/16/2021	INET-CANVAS	4	10

2021/FA	HFIC	FASHD-445-19660	Fitting and Alterations	Osuna	8/16/2021	INET-CANVAS	2	10
2021/FA	HFIC	FASHD-45-19117	Design Fundamentals Fashion/Int	Johnson	8/16/2021	INET-CANVAS	27	35
2021/FA	HFIC	FASHD-61-19653	Pattern Drafting I	Poteet	8/16/2021	INET-CANVAS	4	10
2021/FA	HFIC	FASHD-61-19654	Pattern Drafting I	Poteet	8/16/2021	INET-CANVAS	4	10

2022/SP	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
161	2022/SP	HFIC	FASHD-20-21417	History of Fashion	Johnson	1/10/2022	INET-CANVAS	39	40
	2022/SP	HFIC	FASHD-20-21418	History of Fashion	Johnson	3/21/2022	INET-CANVAS	31	40
	2022/SP	HFIC	FASHD-40-21364	Begin. Clothing Construction	Kim	1/10/2022	CHCM-203	21	24
	2022/SP	HFIC	FASHD-40-21389	Begin. Clothing Construction	Poteet	1/10/2022	CHCM-203	10	24
	2022/SP	HFIC	FASHD-45-21375	Design Fundamentals Fashion/Int	Johnson	1/10/2022	INET-CANVAS	31	35
	2022/SP	HFIC	FASHD-471-21377	Advanced Patternmaking	Poteet	1/10/2022	CHCM-203	10	24
	2022/SP	HFIC	FASHD-480-21369	Design Collection	Bahar	1/10/2022	CHCM-203	8	24
	2022/SP	HFIC	FASHD-65-21387	Fashion Illustration	Kim	1/10/2022	CHCM-206	11	24

2022/FA	Term	Div.	Section	Title	Fac Last Name	Start Date	Bldg/Room	Act.	Cap.
273	2022/FA	HFIC	FASHD-20-25562	History of Fashion	Kim	8/15/2022	INET-CANVAS	32	40
	2022/FA	HFIC	FASHD-20-25564	History of Fashion	Johnson	10/17/2022	INET-CANVAS	35	40
	2022/FA	HFIC	FASHD-20-25565	History of Fashion	Johnson	9/6/2022	INET-CANVAS	33	20
	2022/FA	HFIC	FASHD-28-26225	CAD for Fashion	Poteet	8/15/2022	INET-CANVAS	16	35
	2022/FA	HFIC	FASHD-40-26227	Begin. Clothing Construction	Kim	8/15/2022	CHCM-203	20	24
	2022/FA	HFIC	FASHD-40-26230	Begin. Clothing Construction	Bahar	8/15/2022	CHCM-203	16	24
	2022/FA	HFIC	FASHD-42-26223	Adv Clothing Construct	Bahar	8/15/2022	CHCM-203	21	24
	2022/FA	HFIC	FASHD-45-25566	Design Fundamentals Fashion	Johnson	8/15/2022	INET-CANVAS	55	65
	2022/FA	HFIC	FASHD-470-26226	Apparel Production	Becker	8/15/2022	INET-CANVAS	19	35
	2022/FA	HFIC	FASHD-61-26219	Pattern Drafting I	Poteet	8/15/2022	CHCM-203	14	24
	2022/FA	HFIC	FASHD-72-26222	Fashion Draping	Kim	8/15/2022	CHCM-203	12	24

Karen Encinas
Penny Marino

FTF Design 1998 - May 2017
FTF Merch 1989 - July 2008

5. Historical Advisory Board members,
List of the names of our Advisory Board members and
their area of expertise

Historical Advisory members

NAME	TITLE	ORGANIZATION	ORGANIZATION TYPE	LOCATION
Highlighted denotes members invited to the Spring 2023 Advisory Board meeting				
Lizabeth Lomeli		L.Lomeli Studio	Fashion Design	IE
Wen Meng	Faculty	Chaffey College	Fashion Design	IE
Ebi Okiyefa	Owner	Okiyefa Eyewer	Fashion Design/Manufacturer	IE
MarLan Parker	Owner/Lead Designer	Get Laced	Fashion Design/Manufacturer/Wholesaler	IE
Jarret Beaudis	Lead Designer	Signature Innovation Group	Fashion Design/Wholesale	IE
Jade Ikazoboh		Etcetera	Fashion Merchadising	LA
Isadora Ocampo	Recruiting Coordinator	Guess	Fashion Merchandising	LA
Liz De Silva	VP Creative	Loungefly	Fashion Merchandising	LA
Theresa Parra	VP	Hybrid Apparel	Fashion Merchandising	LA
Traci Hirst		Hasson Cost Showroom	Fashion Merchandising	LA
Bonnie Chung		Fashion Q	Retail/Fashion Merchandising	LA
Eboni Lawrence	Marketing and Merch Consultant		Retail/Fashion Merchandising	IE
Jasen Moreau		Jasen Moreau	Retail/Fashion Merchandising	LA/Thousand Oaks
Teresa Becker	Owner	Heart of Haute	Wholesale manufacturer/Retail	IE
Li Lin	Production Manager	Deep Lifestyles	Wholesale/Fashion Merchandising	LA
Marina Tellez		StyleCAD USA		IE
John Bernards	Consultant for garment industry/designer			
Mirna Rios	Freelance technical designer			
Amanda Becker	Heart of Haute Co-Owner			IE
Geoffrey Taylor	President	Tukatech		
Alejandra Parise	Fashion FTF	Chaffey College	Higher Ed	IE
Christine Phillips	Educational Program Assistant	Chaffey College	Higher Ed	IE
Collen Poteet	Faculty	Chaffey College	Higher Ed	IE
David Hecht	Part Time Faculty	Chaffey College	Higher Ed	IE
Dena Mangini	Interim Director, Career Center	Chaffey College	Higher Ed	IE
Denise Luna	Student-FD	Chaffey College	Higher Ed	IE
Dr. Muditha Senanayake	Professor	Cal Poly Pomona	Higher Ed	IE
Dr. Teresa Hull	Dean, Chino Campus & HFIC	Chaffey College	Higher Ed	IE
Eliseo Huizar	Student-FD	Chaffey College	Higher Ed	IE
Holly Pennington	AAII HFIC	Chaffey College	Higher Ed	IE
Jasmine Green	Instructional Assistant	Chaffey College	Higher Ed	IE
Katina Linsay	Fashion Professor & Branding Consultant	Mercer Community College	Higher Ed	NJ
Kyil Waits	Student-FM	Chaffey College	Higher Ed	IE
Linda Lindenberger	Faculty of Fashion	Chaffey College	Higher Ed	IE
Marie Boyd	Curriculum Chair	Chaffey College	Higher Ed	IE
Marisol Ramirez	Student-FD	Chaffey College	Higher Ed	IE
Marisol Ramirez	Student-FD	Chaffey College	Higher Ed	IE

Historical Advisory members

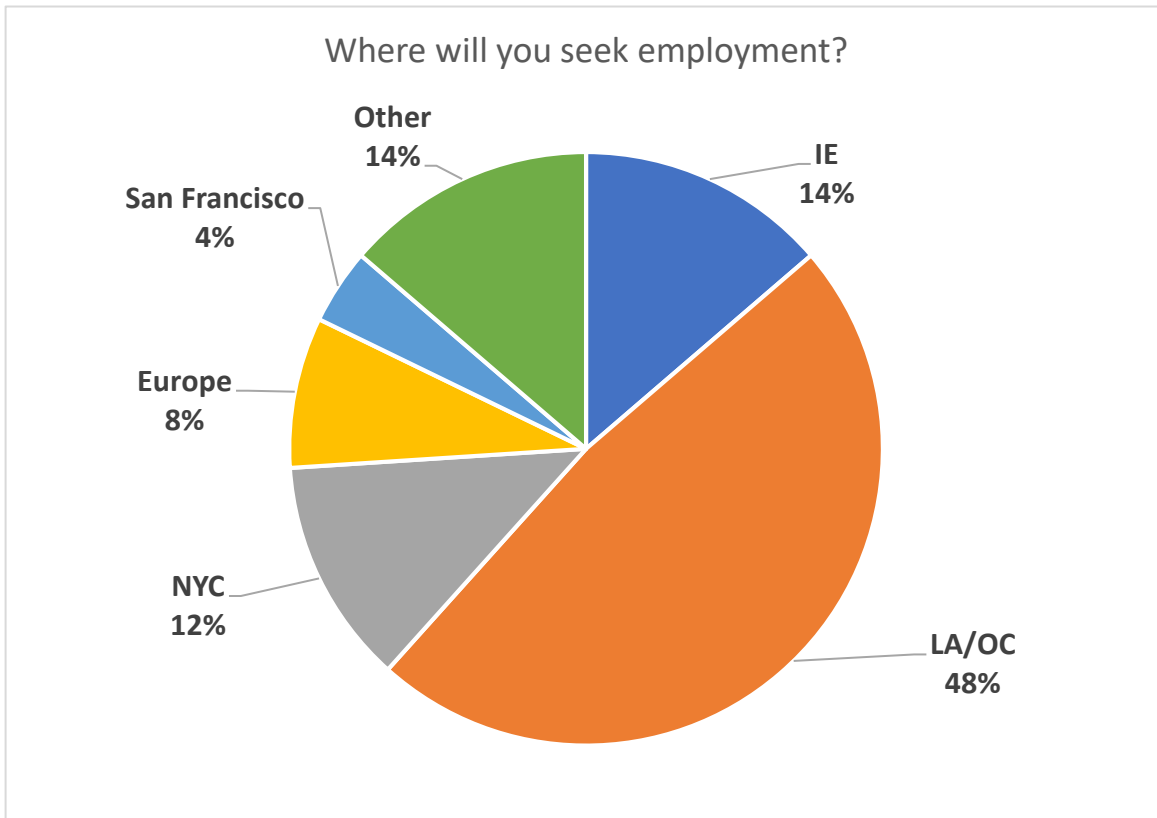
Mark Forde	HFIC Coordinator	Chaffey College	Higher Ed	IE
Mustafa Wafa	Student-FD	Chaffey College	Higher Ed	IE
Peter Kilduff, Ph.D.	Chair of Apparel and Production	Cal Poly Pomona	Higher Ed	IE
Saemee Lyu	Assistant Professor, Fashion Merchandising and M	Cal Poly	Higher Ed	IE
Sarah Aleman	Student-FD	Chaffey College	Higher Ed	IE
Tara Johnson	Associate Professor-Fashion Merchnadising	Chaffey College	Higher Ed	IE
Teresa Faraone	Faculty	Cal Poly Pomona/Mt. Sac	Higher Ed	IE
Vanessa Thomas	Associate Dean of Strong Workforce	Chaffey College	Higher Ed	IE
Wen Meng	Faculty	Chaffey College	Higher Ed	IE
Yoon Behar	Part Time Faculty	Chaffey College	Higher Ed	IE

6. Student Survey charts

Graph of student survey responses

2023 Student Survey-Where will you seek employment

IE	10	14%
LA/OC	35	48%
NYC	9	12%
Europe	6	8%
San Francisco	3	4%
Other	10	14%
	73	100%



7. Advisory Board Minutes
Advisory Board minutes from 2017-2022

Chaffey ^ College

Fashion Design and Merchandising Advisory Board Meeting Minutes

October 17, 2017

Board Members Present

Amanda Becker	Heart of Haute Co-Owner
Teresa Becker	Associate Professor of Fashion, Chaffey College
John Bernards	Consultant for garment industry/designer
Marie Boyd	Curriculum Chair, Chaffey College
Mark Forde	Executive Chef/Associate Professor Culinary Arts/Program Coordinator, Chaffey College
Dr. Teresa Hull	Dean, Chaffey College Chino Campus and School of HFIC
Peter Kilduff, Ph.D.	Chair of Apparel and Production – Cal Poly Pomona
Linda Lindenberger	Faculty of Fashion, Chaffey College
Eboni Lawrence	Buyer for Starcrest of California
Christine Phillips	Administrative Assistant II, Chaffey College
Mirna Rios	Freelance technical designer
Marina Tellez	Style CAD USA
Vanessa Thomas	Associate Dean of Strong Workforce, Chaffey College

Proceedings

- Welcomes and Introductions

Current Curriculum Discussion

Marie Boyd, Curriculum Chair at Chaffey College led with a discussion of the current Fashion Design and Merchandising curriculum directing board members to review handouts that included the number of certificates/degrees awarded to students since 2012 and the course outline of record for the classes

currently offered in the programs. This was to promote discussion among the board members on how the program offerings could be updated moving forward.

Marie Boyd shared with the group:

- 12 units or more allow students to qualify for financial aid
- Courses with a number of 99 or lower are transfer courses
- CX – indicates that a student can test out of a course
- Certificates are usually 18-26 units
- Industrial Sewing Certificate – 6 of the courses are at level 400 – when we change units we can look at transfer and new numbers

Vanessa Thomas – some of these courses may allow the high school students to test out of these courses.

Mark Forde - perhaps we can ask the high schools in our area to match the curriculum.

Eboni Lawrence – Temecula High School and Palomar College have a partnership with their Fashion Design programs.

Vanessa Thomas – the high schools in Chaffey’s boundaries can collaborate with us. There will be a worker shortage by 2030.

John Bernards – Knits classes are important for women’s apparel production.

Linda Lindenberger – Fullerton College is doing an industrial sewing class.

Marie Boyd – asked Linda if she could bring a copy of the COR from Fullerton for the industrial class.

Peter Kilduff – suggested removing Fashion Design 20 - History of Fashion from the Pattern Making certificate and modifying the content to align with Cal Poly.

Reports and Updates by Chair, Teresa Becker

- Acknowledgement of our friend and colleague, the late Henry Cherner, a Los Angeles garment industry icon who died suddenly this past summer. It is with gratitude that we acknowledge Henry’s generosity for donating the use of 36 AIMS software stations for our students, and we plan to implement his gift to Chaffey College of AIMS software in our Apparel Production course.

Discussion Questions

1. Does this board believe that in addition to the design/manufacturing side of our industry that AIMS software is useful for buyers who work with private label resources also?
 - Teresa Becker – using AIMS for production. Should we incorporate this into Fashion Merchandising as buyers can use it, warehouse and distribution levels – Cal Poly teaches it with their retail students.
 - Eboni Lawrence – it supports “real world” experience for students and teaches them “the science” behind what goes into making a garment. For calculating margins.
2. Shopify is a popular software for selling online. How does the board feel about instructing with software such as Shopify for training entrepreneurial students to sell products online? If not Shopify, is there another e-commerce software that is recommended that would be helpful for merchandising students to learn?
 - Eboni Lawrence suggested WIX as it is easy to use for beginners also Big Cartel, Crate Joy and Square Space.
 - Peter Kilduff – NetSuite has offered free learning.
3. New Course proposal - Should E Commerce be a course taught on its own, including topics such as Social Media, advertising, and other website building methods? If not, how much by percentage should these topics be integrated into existing courses? Currently over 12% of all fashion sold in the US is sold online.
 - Teresa Hull – we need to ensure the courses are taught in Chino, also Event Planning and Culinary could take the small business course.
 - Teresa Becker – maybe create a stand-alone course and could the course be cross-listed?
4. Employment - Forecast for growing areas of entry-level employment and what are the desired qualifications? What technical skills are most desirable at this time?
 - Marie Boyd – Center for Excellence report department of labor stats for the country
 - Peter Kilduff – more logistics people are needed along with technology based production and fulfillment.
 - Vanessa Thomas – shared about apprentice programs via Chaffey and the details are soon to come.
5. Is Excel enough? Should we have a course that is strictly training future buyers and retail students on specific planning software for those jobs? What should that software be?

- Peter Kilduff – thinks Excel skills are critical – this is what Cal Poly teaches across multiple classes.
6. Shorter term Certificates – What is the value to industry for students to focus on specific training areas such as industrial sewing or dressmaking? Should these be certificate programs for students wanting to open small businesses in their homes or small boutiques? Should these same students be given courses that provide them with information about legal issues in doing so?
 - Pass on this question
 7. Transfer students. The goal is for the Chaffey graduate with their Associates degree to be able to transfer to a Cal State as a third year student. How can we work together to assure our units are compliant and will be accepted so that our graduates don't have to enter the University at a lower level? Should we eliminate any of the courses that are not transferable in order to focus on courses that are needed?
 - Teresa Becker – we want our students to do the 2+2 and go in as a junior.
 - Marie Boyd – we want to be deliberate about what we are offering to align our courses.
 - Peter Kilduff – Chaffey and Cal Poly need to align curriculum to have graduates. Dr. Kilduff will go through the curriculum and articulate it for Chaffey College.
 8. We are using Style Cad for patternmaking as a result of the generosity of that company. How much introduction to other patternmaking software should be discussed in the courses, since patternmaking software is similar, one brand to another. Is there data showing which software is most widely used in the industry, and if employers prefer their entry level grads to have training in a particular brand? How much of a role does this play in hiring decisions?
 - Marina Tellez – StyleCAD is the most user friendly – all students can learn it. Suggests offering it in the library or student rentals as a rent to own program.
 - Mirna Rios – likes using Touka Tech and suggested adding a grading and marking class to the curriculum.
 9. 98% of all clothing that is purchased in the US comes from other countries of origin. How much emphasis should we place on tech packs, logistics and international communication when teaching our students at the community college level?
 - Marie Boyd – Chaffey College just started an International Business Certificate.
 - Marina Tellez – Chaffey should offer a manual grading component.
 - Mirna Rios – offered a manual grading machine for demonstration purposes.

Faculty and Equipment Requests

- Industrial buttonhole machine – Perkins funding
- Digital fabric printer – Perkins funding
- Sewing kit supplies for bookstore
- Muslin
- FTF – Fashion Merchandising
- All board members voted in favor of the faculty and equipment requests – no abstainers

Closing Remarks and Adjournment

- Teresa Hull – suggested the option of having another board meeting in the Spring 2018.
- Teresa Becker – will start an email chain with board members for suggested revisions to the current curriculum.

Minutes submitted by Christine Phillips – Administrative Assistant II, Hospitality Management, Chino Campus, Chaffey College

Chaffey ^ College

Fashion Design and Merchandising Advisory Board Meeting Minutes

October 18, 2018

Board Members Present

Teresa Becker	Heart of Haute - Owner
Ashley Borchert	Fashion Design Student, Chaffey College
Marie Boyd	Curriculum Chair, Chaffey College
David Hecht	Part Time Faculty, Chaffey College
Dr. Teresa Hull	Dean, Chaffey College Chino Campus and School of HFIC
Tara Johnson	Associate Professor of Business, Chaffey College
Eboni Lawrence	Buyer for Starcrest of California
Christine Phillips	Educational Program Assistant, Chaffey College
Stacy Scibelli	Associate Professor of Fashion Design/Merchandising, Chaffey College
Marina Tellez	Style CAD USA
Vanessa Thomas	Associate Dean of Strong Workforce, Chaffey College

Proposed Curriculum Changes

Stacy opened the floor to discussion regarding what is currently being offered in the Fashion Design and Merchandising programs. She recommends eliminating the Custom Dressmaking and the Industrial Sewing Certificate. When she surveyed her students at the beginning of the year, most of them want jobs as designers/entrepreneurs not in manufacturing.

- Eboni Lawrence spoke about the importance of incorporating into the curriculum a component on e-commerce platforms (i.e. WIX, Big Cartel, Shopify, and Squarespace) and drop shipping.
- Tara Johnson shared that Chaffey has a Small Business Ownership course that has an entrepreneur component to it. They hope to be able to offer it online in the future.
- Teresa Becker supports entrepreneur classes however feels the main focus should still be employment based skills when they finish the program so they can get jobs. She also shared that the feedback from internship sites and employers was that the students need more Photoshop skills.
- Marina Tellez believes that pattern making, grading and marking skills are extremely important for anybody that wants to work in the industry including designers. She states the students she teaches are lacking in these areas and they should take these kinds of classes before they learn StyleCAD or any other pattern making software.
- Eboni Lawrence suggested the importance for merchandising students to learn pattern making and grading to understand how a garment is constructed.
- Teresa Becker suggested a sales promotion class and a Photoshop class with an e-commerce focus for the merchandising students to be able to transfer to CSU's.
- Marie Boyd asked if it would be possible for merchandising students to test out of CIS 1 (Intro to Computers) and BUSOT63 (Excel) which could free up 6 units for other classes.

- Marina Tellez requested to have her class FASHD 472 CAD offered two times per week as opposed to one time per week as it is currently. She also asked if the StyleCAD software could be installed on computers that students can access outside of class time. Some of the students struggle more than others and would benefit from this extra time. She believes she can get this as a donation from StyleCAD.

Fashion Merchandising Faculty

Stacy proposed to the Board that a full time faculty member for Fashion Merchandising be hired as the department has been without dedicated faculty since July 2008.

Discussion

What are recruiters, job postings and hiring personnel looking for in a potential candidate?

- Eboni Lawrence – customer service skills are needed and lacking in the industry.
- Teresa Becker – someone with initiative and someone who can think for themselves.
- Vanessa Thomas shared that they are in the process of developing a 54-hour job readiness program as this seems to be a universal theme across all disciplines. She also said they are considering adding this to the internship component to ensure the students are prepared.

Technology & Sustainability

AIMS Software – Teresa Becker spoke of the donated software (36 stations at a value of \$300,000) currently in use for production classes that allows you to inventory fabric, calculate yardage, prepare items for distribution and invoicing. This software is also in use at Mt. Sac, Rio Hondo and Cal Poly.

3D Printing/Wearable Technology/Textile Innovations – Teresa Becker spoke about the trend of digital printing on fabric using a sublimation printer which is a computer printer that uses heat to transfer dye onto materials such as a plastic, card, paper, or fabric. Students trained to use this technology would be valuable to an employer and would make them very marketable.

Tara Johnson spoke about the aging population and the demand that they bring to the clothing market for adaptable clothing to be produced on a much larger scale.

Faculty & Equipment Requests

- a. FTF Fashion Merchandising – there has not been one in place since 2008.
- b. Instructional Assistant – increase this to a full time position from the current part-time.
- c. Printer and/or Xerox Machine and textile printer.
- d. Drafting tables for classroom.
- e. Industrial Machines – currently there are only 12 machines but the class has a capacity of 24.
- f. Conferences – for faculty to attend.
- g. Industry Software (Gerber, StyleCad, etc.)

Dr. Hull called for the Board to vote on faculty and equipment requests. All voted yes – no abstainers.

Closing Remarks and Adjournment

Stacy thanked all members for coming to the meeting. She also asked if anyone has internship opportunities at their work site to please let her know.

Minutes submitted by Christine Phillips – Administrative Assistant II, Hospitality Management, Chino Campus, Chaffey College

Fashion Design and Merchandising

Advisory Board Meeting

Friday, February 21, 2020

10:00am-12:00pm

Board Members Present:

Liz De Silva	VP of Creative, Loungefly
Marisol Ramirez	Fashion Design student, Chaffey College
Dr. Jiangning Che	Fashion Faculty, Cal Poly Pomona
Li Lin	Production Manager, Deep Lifestyles
Eboni Lawrence	Marketing and Merchandising Consultant
Theresa Parra	VP of Creative Operations and Merchandising, Hybrid Apparel
Dr. Teresa Hull	Dean, Chaffey College Chino Campus and School of HFIC
Alejandra Parise	Associate Professor, Chaffey College
Terri Becker	Owner, Heart of Haute and Adjunct Faculty, Chaffey College
Dr. Robert Frost	Interim Dean of the School of Business and Applied Technology, Chaffey College
Laura Crespo	Educational Program Assistant, Chaffey College
Dena Mangini	Job Developer, Chaffey College
Wen Meng	Adjunct Faculty, Chaffey College
Marina Tellez	StyleCAD and Adjunct Faculty, Chaffey College
Holly Pennington	Administrative Assistant II, Chaffey College

Meeting Facilitators:

Alejandra Parise – Associate Professor Fashion Design and Merchandising

Welcome:

- ❖ School of Hospitality, Fashion, Interior & Culinary Arts (HFIC)
- ❖ Introductions – New and returning board members
- ❖ College News – Dr. Teresa Hull

Program Updates:

- ❖ New Instructional Assistant IV – Jasmine Green
- ❖ Future online classes
 - Alejandra Parise: The three-step process to establish online courses for Fashion has been started and lecture courses have been flagged for this modality.

- Terri Becker: Asked if we are using SPOT certification as she has had experience with this through other schools and knows that it is a national program for online certification.
- Robert Frosts: Explained that our certification is similar and allows for state and national certification but does not think it's the SPOT program. Chaffey is working to move much of its curriculum online and in the case of courses with labs, offer hybrid classes. This is both to help the environment and to save our students time, both commuting and minimizing time away from their families. Online modality also allows Chaffey to hire the top talent in the industry that do not reside in our community to teach these courses.
- Marisol Ramirez confirmed that online courses would save her time as she currently commutes 30 minutes both ways to come to class.
- Jiangning Che: Cal Poly started a campaign two years ago to teach their faculty the skills and knowledge to teach online courses. He agrees that online courses would be beneficial for the Chaffey Fashion program.

Board Discussion Topics:

- ❖ What is the primary area of weakness for new hires and interns? How can the department implement a solution through the curriculum?
 - Soft Skills:
 - Ebony Lawrence: Job readiness skills are needed. Students have the skills and experience but lack the ability to interface properly with other people.
 - Holly Pennington: As heard in another advisory board meeting, Chaffey is coming out with ten 600 level courses that focus on the soft skills that employers have said our students lack.
 - Terri Becker: These should be added to the internship course and done during the first two weeks of this class while students are trying to find a job since it often takes them that long to find a place to intern at anyway.
 - Liz De Silva: Loungefly has had to develop email etiquette documents for new hires due to solve this issue with new employees. The school she went to did not teach these skills either but she wished they did.
 - Dena Mangini: Chaffey has a two-stage Business Information Worker Certificate that includes email communication, basic Outlook and Excel on the first level and computer information systems on the second level that touches on all of the previously mentioned skills that our graduates need. This can be done in a

couple semesters or in one semester by taking them as Fast Track courses. For the 600 level World of Work courses, she has been certified and can now give electronic badges for these courses that can be put on LinkedIn. The intent of these courses is to incorporate into existing curriculum.

- Robert Frost: The 600 level courses were just approved and may also be offered in our Success Centers as well as to high schools. We are hoping they will be ready to run in Fall 20. These courses or parts of them could also be made curriculum components of our courses to ensure that students get those skills without having to take them as separate courses. It's important for Chaffey to know that employers are requesting our students have these soft skills so that we can ask for funding to focus on providing them.
 - Alejandra Parise: Wants meet with all Fashion faculty to incorporate this into the curriculum of all the Fashion courses so that it is ingrained in the students as opposed to the students just taking one workshop.
 - Theresa Parra: Younger job candidates have lost the drive to work towards promotion at work. They have unrealistic expectations of promotion and her company has leaned towards older candidates because of this problem.
 - Teresa Hull: Interior Design has developed a course called Professional Practice that has a lot of these aspects in it and is now a requirement for the program's associate degree prior to taking the internship course.
- Designing into a price point:
 - Liz De Silva: Students come in with great sense of design and many ideas but have no idea what to do when confined to a specific price point. Suggested a class project where students would choose a theme and design two lines, one for Target and one for Bloomingdales so that students could develop this skill.
 - Wen Meng: Advised that she tells her class that if you can sell your design, it's a product but if you cannot sell it, it's artwork.
 - Theresa Parra: Cost engineering of a garment is the most important, knowing simple differences of what you can do to cut costs for a lower price point and still make a profit.
 - Marina Tellez: Students also need to keep grading in mind when they design a garment. A garment that looks great on a size 6 also needs to be graded and look good on a size 18. Students need to know how to make markers and know what notches are for and how to use them.

- Terri Becker: Several graduating students have commented that they wish there were more computer pattern-making courses and more information on grading and marking in the curriculum.
 - Alejandra Parise: Basics need to be covered more in curriculum as well as teaching the students how to think through what they are doing and not just completing an assignment without knowing what it is that they are supposed to be learning.
 - Eboni Lawrence: Students learning how to think through their projects and know the basics better makes a difference in real life applications. It helps them to be able to reverse-engineer a garment to meet a price margin and without that skill they will not be able to sell their designs.
- Meeting deadlines:
 - Liz De Silva: Students do work at their own speed for class projects but then panic when they get a job and have to meet deadlines and complete projects in less time than they are used to.
- Online Fashion business:
 - Wen Meng: Chaffey should design a class specifically for fashion online business and learning how to meet deadlines would be a large part of it. In her own online business, she has to respond quickly to customers or they buy from someone else.
 - Liz De Silva agreed and referenced Loungefly's online sales growth and added that social media marketing and their website have been driving these sales so students should know those aspects as well. Students should also learn that for online only products there are aspects that do not translate well to photos and should be avoided.
 - Theresa Parra: Major retailers like Kohls and Walmart are concentrating on the online experience so her company is doing a lot of digital printing so learning how to manage that is a good skill.
- Target Marketing:
 - Eboni Lawrence: Designers need to know who they are selling to and design for them instead of just designing what they like or think is cute.
 - Liz De Silva: Students should also consider not just the customer but the company they are designing for. Loungefly works with Disney, Marvel, etc. and they have to keep the brands and licensors opinions in mind instead of their own opinion. This can be confusing for a new designer. Suggested it would be useful

to have actual clients come to class with a problem and have students design a solution and then get feedback from the client if they would purchase the design or not.

- ❖ What industry trend do you feel is the most important to address in our curriculum?
(Sustainability, quality control, speed to market, emerging markets/international trade, etc.?)
 - Theresa Parra: For sustainability, it's about finding out what countries of origin, finding out what's waterless, what kind of inks that can be used that will be better for the environment. One thing that is big right now is 3D models for patterns. One can work with someone across the country and do live fittings. It is a very complex process, there are about four software programs and comes across like a video. The use of VR technology would also be useful for a student to see the process that a fabric goes through from start to garment.
 - Alejandra Parise: Cal Poly does teach on the 3D model process and while there is a lot involved, thinks it can be done here at Chaffey over a semester. There is a sustainability aspect of being able to try out a drape in real time on an avatar instead doing and then redoing a pattern in the real world.
 - Jiangning Che: The 3D technology should be added to the list. At Cal Poly they have a professor who worked on a project in New York via virtual reality. Students can use VR goggles and headsets to experience the process a fiber goes through from farm to production.
 - Robert Frost: Has experienced advance VR and feels that this is the future of many industries including fashion design. Chaffey is going to be proposing VRBX program.
 - Terri Becker: These types of 3D programs for the purpose of pattern-making are not something a student fresh out of school would be using because they do not have the amount of pattern-making experience they need to do it.
- ❖ Fashion Design Program Review – Do the current courses make sense?
 - General course feedback:
 - Theresa Parra: Pattern-making and seeing how the garment is constructed on CAD is very important. Her company has had to do mini seminars for new employees because they do not have this skill.
 - Marina Tellez: There doesn't seem to be a course that covers marking and grading.
 - Teresa Hull: The program started out as more of a "make clothes for your kids" program but we are looking to change the courses and curriculum so that our students can become more marketable and employable in the fashion industry.

- Li Lin: Should be more emphasis on production, as this is an important part of the fashion industry that students do not learn enough about in school. Several other board members noted that production is more of an upper division course.
 - Alejandra Parise: Some information on production can be added to our Intro class. Our current Apparel Production class needs to have prerequisites as students who don't even know how to sew are taking it and not doing well.
- Design Collection/Apparel Production courses:
 - Teresa Hull: We could not have the fashion show that is usually at the end of Design Collection and instead make the final project where a client comes in and the student designs a line for them.
 - Terri Becker: Suggested alternating Apparel Production class on years when there is not a Design Collection class. Cover almost the same information in both courses so that students do not have to come back to take design collection. If we were to do a client-based final project, those projects would need cost sheets and tech packs.
 - Liz De Silva: Portfolio from a fashion show does not show depth or ability.
 - Dena Mangini: At Devry, part of the graduation for engineering was to do a senior project for an employer panel and many students ended up being hired by those employers. We could do the same here and students come up with a product and maybe a business plan.
 - Eboni Lawrence: Have real industry professionals be the panel and students would need to design lines into a specified price point. People in the industry would want to be involved because they ultimately will be employing the students.
- Industrial Sewing course:
 - Teresa Hull: Our Industrial Sewing class is actually a knits class. Do we need that as a separate course?
 - Alejandra Parise: We have limited number of industrial machines so students have to take turns. Shouldn't knits be covered in the beginning sewing class along with using single needle on the cover stitch and overlock and then an advanced class for the industrial machines?
 - Terri Becker: There would be too much downtime since there are not enough machines and instructors don't know how to thread them.

- Li Lin: Most of these students will not be using an industrial machine in their fashion career, they just need to know the process of how they are used so they can design appropriately (ie. how stitch length, etc. affects cost).
 - Teresa Hull: So industrial sewing concepts can just be incorporated into an advanced sewing course? The board agreed with this.
- Fitting and Alterations, is it a filler class?
 - Terri Becker: The course was developed at a time when the program marketed that doing alterations was a lucrative business. It is important to know for the purpose of pattern-making but that information can just be incorporated into the pattern-making class.
- Draping:
 - Terri Becker: It's not transferrable but it is taught at all community colleges and is important for pattern-making.
- Foundation courses, Introduction to Fashion, Design Fundamentals, and Textiles:
 - Li Lin: Make sure that basic trims are included.
 - Terri Becker: Suggested adding e-commerce and photography to Design Fundamentals class and asked if we have a camera. A student learning outcome assessment should be added for this concept.
 - Wen Meng: Already includes some e-commerce and photography into the course but could expand on it.
- Fashion 15, Image and Fashion Selection, outdated material?
 - Eboni Lawrence: This could be turned into the soft skills class.
 - Terri Becker: Faculty who are teaching this are mostly covering soft skills and resumes.
 - Alejandra Parise: We could possibly run this as a pre-internship class and teach the soft skills needed.
- Other course feedback?
 - Terri Becker: Continuity in the way the courses are taught, having the meetings with the adjuncts that Alejandra was talking about would provide that. These meetings could be held during Flex days.
 - Marina Tellez: Having the meetings with the adjuncts would get everyone on the same page as far as what is being taught in each course.

Program Requests:

- ❖ Addition of a full-time instructor for both Fashion Design and Fashion Merchandising programs.
- ❖ Fashion Design Instructional Assistant – increase from .475 (19 hours) to 1.0 (40 hours)
- ❖ Reconfiguration of Fashion classroom to maximize use of current space including new tables, chairs, sewing machines, and additional storage.
- ❖ Rebranding of Fashion Design and Fashion Merchandising programs.

Vote to approve all of the above requests: Holly Pennington motioned to approve all requests, seconded by Liz De Silva, all in favor, no abstainers.



Fashion Design and Fashion Merchandising

Spring 2021 Advisory Board Meeting

Wednesday, February 24, 2021

2:00 pm-3:00pm

Meeting Facilitator:

Tara Johnson – Associate Professor, Fashion Merchandising

Board Members Present:

Jarret Beaudis	Lead Designer, Signature Innovation Group
Teresa Becker	Adjunct Professor, Fashion Design, Chaffey College & Mt. Sac, Owner Heart of Haute
Mark Forde	Coordinator, School of Hospitality, Fashion, Interior, and Culinary Arts, Chaffey College
Jasmine Green	Instructional Assistant, Fashion Design, Chaffey College & Chaffey College Fashion Merchandising student
Dr. Teresa Hull	Dean, Hospitality, School of Fashion, Interior, and Culinary Arts, Chaffey College
Li Lin	Sourcing, Deep Lifestyles
Katina Lindsay	Fashion Professor, Mercer County Community College & Branding Consultant
Saemee Lyu	Assistant Professor, Fashion Merchandising and Management, Cal Poly
Dena Mangini	Interim Director, Career Center, Chaffey College
Wen Meng	Adjunct Professor, Fashion Design, Chaffey College
Kylil Waits	Fashion Merchandising Student, Chaffey College

Welcome:

- ❖ Introductions – New and returning board members

State of the Industry:

- ❖ LMI Data from the Center of Excellence for the Inland Empire
 - 1485 retail management/buyer/product development jobs in 2019
 - 1621 retail management/buyer/production jobs projected for 2024
 - Sales, customer service, communications, management, and being detail oriented are the most requested soft skills from employers in online job postings for retail.

- Merchandising, planogram, auditing, visual merchandising, and customer experience are most the requested hard skills from employers in online job postings.
- The Fashion programs intend to ensure that Chaffey students have these skills moving forward.

❖ Pre-meeting question review

- What are the three most important skills students need to be workforce ready?
 - Soft skills, computer literacy, time management, willingness to learn, follow direction and work in a team, online selling, merchandising, and sourcing
- In your company, is a bachelor's degree valued more than experience? If yes, why?
 - Experience for certain jobs. AA for some and BS for others
- How has COVID affected the processes or skills needed to be an effective employee?
 - Ability to work remotely and independently, cross trained employees
- What changes do you see in the future of retail due to the pandemic?
 - e commerce
- Discussion:
 - Katina Lindsay: Approached the questions from the view of both industry and academia. In the pandemic, innovation and cutting-edge technology have become even more important and more global opportunities have become available. Ensuring students are kept up to date on these skills is intimidating from an academia standpoint.
 - Jarret Beaudis: The pandemic has presented challenges in sourcing fabric, getting online, and establishing a presence on social media. We're trying to get people to the website, subscribed to emails and text messages, and just get them warmed up to the brand.
 - Terri Becker: In the past, Chaffey has not had much integration with merchandising software. With everything online now, what programs do students have access to in order to learn these skills? The AIMS software she is currently using in class for production also has a Shopify integration if she is interested in using that program.
 - Tara Johnson: The Merchandising program is looking into a wholesale curriculum change in order to add advertising, promotion, social media, and e-commerce skills. She has shared with students some resources for social media marketing best practices available for free on Facebook and

Instagram and SCORE (Service Corps of Retired Executives) offers one-on-one mentoring.

Program Updates:

- ❖ Merchandising curriculum updates
 - Review list of current fashion merchandising curriculum courses
 - Reviewed proposed fashion merchandising curriculum courses
 - Created with the intent of students having a much more defined path of classes taken in the correct order so that each class builds on the skills learned in the previous courses. Students will develop a portfolio along the way.
 - Three new courses will be added:
 - Fashion Promotion: Will include social media marketing, ecommerce, and search engine optimization
 - Fashion Buying: Will include data analysis, which none of the current Chaffey courses cover
 - Capstone course
 - Students would end up taking two less courses while earning the same number of units.
 - Discussion:
 - Katina Lindsay: Asked about the FD45 course and FM15. A brief explanation of both was provided by Tara Johnson.
 - Kyil Waits: Intro to Fashion helps students figure out where in fashion they'd like to work. Design Fundamentals is great for teaching industry specific terms. These two courses set a good foundation for the program and should be taken first.
 - Jasmine Green: Asked why BUSMGT44-Human Relations and BUS61-Introduction to Global business were removed from the curriculum and if those subjects would be included in the new courses. Tara Johnson explained that global business would be included in the Fashion Promotion course and that the soft skills taught in Human Relations would be integrated in to every course.
 - Terri Becker: Is the internship course and capstone course on hold due to the pandemic or is it going be removed from the program?

- Tara Johnson advised that the capstone course will be changed. Students would finalize their portfolio that they've been creating through the program and both merchandising and design students would work together on the fashion show for the capstone. The internship course would no longer be required for the program but components of it would be added to the new capstone course.
- Terri Becker commented that in the past the internship course has made it more difficult for students to complete the program in a timely manner so she thought this idea was great.
- Motion to move forward with this new curriculum:
 - Mark Forde motioned
 - Terri Becker seconded
 - All in favor, no abstainers (11 yes, 0 no)
- Learning objectives and student outcomes for the two new courses and all of the existing courses will be reviewed during the fall advisory board meeting. This information will be provided in advance of the meeting and the committee will provide input in order to decide if they should be kept, changed, or deleted.
- Cal Poly and Cal State Long Beach will assist Tara Johnson in ensuring that the new courses and the existing courses with new objectives will articulate.
 - Mark Forde: Commented that he is very happy to see the social media course added due to all of the people selling things on social media right now.
 - Katina Lindsay: To add to that, Digital Media is a requirement at her school because of social media marketing.

Board Discussion Topics:

- ❖ Open forum

Program Requests:

- ❖ Funding requests

- Emergency funding request due to Covid-19 to assist with on campus labs in Fall 2021:
 - Sewing machines, sewing supply kits, draping kits, and adjustable dress forms for students to use at home
 - Terri Becker said in her experience, adjustable dress forms are not durable enough for the draping course. Students need a hard form to learn the objectives in this course.

- Tara Johnson: The goal is to provide the kits to the students free of cost, but if we don't get funding we still want to create the kits and sell them in the bookstore.
 - University of Fashion subscription
 - Teresa Becker requested to review this service.
 - Motion to approve request for both full emergency funding and/or partial emergency funding
 - Mark Forde motioned
 - Seconded by Katina Lindsay
 - All in favor, no abstainers (11 yes, 0 no)
 - One-time funding of \$17,200 for dress forms and additional supplies for the sewing lab
 - The sewing lab lacks several sizes of ladies' dress forms and only has two men's forms
 - The sewing lab lacks enough supplies for each student to have their own kit when working, which is essential to prevent sharing of supplies during the pandemic. These supplies would also provide equity for students who cannot afford to purchase them on their own.
 - Motion to approve full and/or partial one-time funding for the dress forms and supplies on the list
 - Mark Forde motioned
 - Terri Becker seconded
 - All in favor, no abstainers (11 yes, 0 no)
- ❖ Intern employer interviews
- The fashion program is doing a virtual internship this semester (SP21) due to the pandemic. Would any of the advisory board members who are in the industry be willing to be interviewed by these internship students as part of their virtual internship course? Katina Lindsay, Jarret Beaudis, Terri Becker, and Li Lin responded that they are willing to be interviewed.
 - Kyil Waits said he really like the idea of interviewing employers and thinks it will help students figure out where they want to work.
- ❖ Tara Johnson thanked the Advisory Board for their time and support of Chaffey College Fashion Merchandising and Fashion Design programs.

Next meeting-September 2021



Chaffey College

School of Hospitality, Fashion,
Interior & Culinary Arts

**Fashion Merchandising and Fashion Design
Fall 2021 Advisory Board Meeting Minutes
Wednesday, November 10, 2021
2:00 pm-3:00 pm**

Meeting Facilitator:

Tara Johnson – Associate Professor, Fashion Merchandising

Board Members Present:

Dr. Teresa Hull	Dean, Chino Campus and Dean, Hospitality, School of Fashion, Interior, and Culinary Arts, Chaffey College
Mark Forde	Coordinator, School of Hospitality, Fashion, Interior, and Culinary Arts, Chaffey College
Paige Kim	Adjunct Faculty, Chaffey College Fashion Program
Katina Lindsay	Fashion Professor, Mercer County Community College & Branding Consultant
Dena Mangini	Interim Director, Career Center, Chaffey College
Sarah Aleman	Fashion Student, Chaffey College

Welcome:

- ❖ Introductions – New and returning board members

State of the Industry:

- ❖ LMI Data
 - This Fashion Merchandising LMI data was received in July 2021.
 - There are 1741 projected annual Fashion Merchandising job openings through 2024 in the Inland Empire.
 - Median hourly earnings for buyers and purchasing agents and sales representatives, wholesale and manufacturing, except technical and scientific products is \$28.62, above the regional \$21.78 per hour self-sustainable wage standard for a single adult with one child.
 - 29% of workers in the industry are over 55 years old, which should result in more higher paying positions becoming available as these workers retire.

- The average number of days a position is posted on Indeed.com is 33 days before being filled.
- The Centers of Excellence recommends developing a fashion merchandising program focused on training buyer and purchasing agents and sales representatives, wholesale and manufacturing, except technical and scientific products.
- These occupations have significant annual job openings in the region and median hourly earnings above the self-sustaining rate.
- Top employers for merchandisers are TJX, which is Marshall's, TJ Maxx, and Home Goods, Macy's, Target, JC Penny's, H&M, Old Navy, Sketchers, Guess, Hot Topic, Buffalo Exchange, and Levi Strauss.
- The Centers of Excellence pulled skills from employer ads and compiled them into a chart of specialized skills and employability skills.
 - Employability skills are oftentimes soft people skills such as communication, organization, teamwork, collaboration, and creativity.
 - Specialized skills such as visual merchandising, customer contact, shrinkage reductions and inventory control have been written into the objectives for the new curriculum for the program.
- The Fashion Design LMI information was recently received.
 - Employment is projected to increase by 8% through 2025.
 - 19% of workers in the industry are 55 years old, which should result in more higher paying positions becoming available as these workers retire.
 - This occupation's median hourly earnings are \$33.05 per hour, above the regional \$24.36 per hour self-sustainable earnings standard for a single adult with one child.
 - The average number of days a position is posted on Indeed.com is 47 days before being filled, a little longer than fashion merchandising.
 - Top employers for fashion design are Gap, Old Navy, Levi Strauss, Adidas and Style Melody, which is just on the other side of the 57 freeway and close to the Inland Empire.
 - The Centers of Excellence pulled skills from employer ads and compiled them into a chart of specialized skills, employability skills, and software and programming skills.

- Soft skills such as creativity, communication, teamwork, and collaboration were listed.
- Software and programming skills such as Adobe Illustrator, Adobe Photoshop, Adobe InDesign, and Microsoft Office were listed.
 - The computer-aided design class was recently redesigned and includes Photoshop and Illustrator.
 - InDesign is not part of the course objectives but the professor who teaches CAD does include it.
 - Microsoft Office skills are covered in CIS 1.

Program Updates:

❖ Curriculum updates:

- Fashion Merchandising
 - The Fashion Merchandising curriculum hasn't been updated for many years. Changes have recently been made to Fashion Merchandising curriculum based on skill sets listed in the current LMI data. These curriculum changes have been approved by the curriculum committee.
 - Changes have also been made to the Fashion Merchandising pathway. More program courses are scheduled for the first two semesters so the students can be immersed in the subject they are interested in. By placing more of these courses early in the program, students can complete a certificate on their way to completing an associate's degree.
- Semester 1
 - FASHD-20: History of Fashion
 - FASHD-45: Design Fundamentals for Fashion
 - FASHM-10: Introduction to the Fashion Industry
 - FASHM-60 Textiles
 - ENGL-1A: Composition
 - In the previous pathway, Beginning Clothing Construction was in the first semester, but it is important for students to understand textiles before taking clothing construction, to ensure students have the necessary knowledge, Textiles was placed in the first semester and Beginning Clothing Construction in the second semester.

- Semester 2
 - FASHD-40: Beginning Clothing Construction
 - FASHD-28: Computer-Aided Design
 - FASHM-11: Retail Merchandising Management
 - CIS-1: Introduction to Computer Information Systems
 - ACCTG-30: Personal Finance
 - FASHD-28 Computer-Aided Design is best taken early in the program in order to have Photoshop and Illustrator skills for later courses that have CAD embedded in the curriculum. This course was recently changed from a 2-unit non-transferable course to a 3-unit transferable course.
- Semester 3
 - FASHM-12: Visual Merchandising
 - FASHM-20: Fashion Promotion
 - BUSTEC-63: Excel
 - CHEM-7 or CHEM-10 w/lab requirement
 - ARTH – any Art History course
 - FASHM-12 will be CAD heavy course as students learn to make floor plans.
 - FASHM-20: Fashion Promotion is a brand-new course covering fashion marketing, entrepreneurship, and social media.
 - Another change to the pathway is the addition of Chem 7 or Chem 10. For students who will transfer to a 4-year university, it is the required science course. Tara is working with the articulation officer to make sure it articulates to Long Beach. It already articulates to Cal Poly Pomona.
 - Art History is a general education requirement. Chaffey offers several different cultural art history courses and the student can choose from any of them to fulfill this requirement.
- Semester 4
 - BUSMGT-45: Small Business Management
 - FASHM-21: Fashion Buying

- FASHM-89: Retail Collection
- Humanities General Education requirement
- Behavioral General Education requirement
 - BUSMGMT45 Small Business Management is important in order to help the students have an entrepreneurial mindset even though they may end up working for someone else. Employees who have that mindset will treat their employers' company as their own and make better decisions.
 - FASHM-21: Fashion Buying was also recently created for the program. The material was covered in other courses but not in depth enough to teach the students the skills they need.
 - FASHM-89: Retail Collection is the new capstone course that brings all the skills the students have learned through their program studies together to create a portfolio that they can use to show potential employers should they choose not to transfer. The course will also take the place of the internship course as it covers career development resume building.

❖ **Questions and Comments:**

- Mark Forde added that Tara's presentation and infographic were great.
- Dr. Hull acknowledged the time and attention Tara put into redesigning the curriculum, meeting with colleagues from both community colleges and 4-year schools, working with the curriculum team, the coordinator, and taking the advice of previous advisory board members to find what's in the best interests of the students.
- Professor Lindsay congratulated Tara on all the groundwork done during a pandemic to get this done. She asked when Tara started to do the new guided pathway and started to look at other schools, did she see what they had and where the gaps were so that she could have a unique program?
 - Tara replied that she looked at the three schools that our students transfer to in order to see what their general requirements were for the first two years of their program. She also obtained the syllabi for those courses to see what the learning objectives were and crafted curriculum around that information.
- Fashion Design
 - There were a handful of Fashion Design courses that needed to be changed; Fashion Design Fundamentals, Computer-Aided Drafting, and the capstone course FASHD-89, was created. Ideally, the Fashion Design and Fashion

Merchandising capstone courses will be held on the same day and time so there will be collaboration between the two groups on some of the aspects of the course that overlap and the career building piece of both courses. The students should know how to work together as designers and merchandisers and be able to produce some type of fashion presentation.

- The intent is to revise the Fashion Design program in much of the same way Fashion Merchandising program has been redesigned. This will occur over the coming spring and summer semesters.

Board Discussion Topics:

❖ Open forum

- Tara Johnson: Going forward in the spring semester, I have applied for a grant and was able to purchase the Bloomsbury Fashion Central/Fairchild Fashion Library, that is available as a Chaffey College Library database. Now there will only two courses where students will need to purchase textbooks. The rest can be accessed electronically through the Bloomsbury Fashion Central/Fairchild Fashion Library.
- Sarah Aleman ask if there will be workshops available?
 - Tara replied that we can do that. She would like to get the Fashion club back up and running. She has spoken to the Student Government advisor and there is student life money that can be used. Please share what types of workshops the students are interested in.
- Dr. Hull added that now that vaccinated students can come back on campus in the spring we will be able to offer workshops and lab.

Program Requests:

❖ Addition of a full-time instructor for the Fashion Design program

- There has been a drop in Fashion Design student enrollment and in the number of Fashion Design students completing the program, a full-time faculty member will serve as a mentor and advisor.

- Mark Forde motioned to vote
- Kay Lindsay seconded the motion

Dr. Teresa Hull:	In favor
Mark Forde:	In favor
Paige Kim:	In favor
Katina Lindsay:	In favor
Dena Mangini:	In favor

Sarah Aleman: In favor

- Mark Forde noted that we have requested this position every year for many years already. On this year's faculty prioritization for HFIC, the Fashion Design faculty is prioritized at #1.

❖ Fashion Design Instructional Assistant – increase from .475 (19 hours) to 1.0 (40 hours)

- This request is in order to offer more Fashion Design courses and have the Instructional Assistant embedded in those courses and to be able to offer more open lab hours for students.
 - Mark Forde motioned to vote
 - Kay Lindsay seconded the motion

Dr. Teresa Hull: In favor
Mark Forde: In favor
Paige Kim: In favor
Katina Lindsay: In favor
Dena Mangini: In favor
Sarah Aleman: In favor

❖ Funding request for classroom reconfiguration and modernization of \$50,000

- Replace current tables with adjustable height tables with cutting pads and adjustable height chairs.
- Remove the carpet and have polished concrete floors.
- Add a photography corner so students can take pictures of their work.
- Mark Forde suggested that Fashion Design and Fashion Merchandising departments be willing to accept partial funding if the full requested amount is not available. Tara Johnson agreed.
 - Kay Lindsay motioned to vote
 - Mark Forde seconded the motion

Dr. Teresa Hull: In favor
Mark Forde: In favor
Paige Kim: In favor
Katina Lindsay: In favor
Dena Mangini: In favor
Sarah Aleman: In favor

Additional Comments:

- ❖ Mark Forde saw a TV show on Los Angeles fashion designer Sami Miro, a sustainable fashion designer. Sustainability is very big right now. He wanted to see if there are plans for the program to include sustainability?
 - Tara Johnson: Sustainability is being included in many of the curriculum updates in many courses.



Chaffey College

School of Hospitality, Fashion,
Interior & Culinary Arts

Fashion Design
Spring 2023 Advisory Board Meeting
Tuesday, January 24, 2023
5:00 pm-6:00 pm

Meeting Facilitator:

Tara Johnson – Associate Professor, Fashion Merchandising

Board Members Present:

Dr. Teresa Hull	Dean, Chino Campus and Dean, Hospitality, School of Fashion, Interior, and Culinary Arts, Chaffey College
Teresa Becker	Adjunct Faculty, Chaffey College, Owner, Heart of Haute
Geoffrey Taylor	President, TukaWeb Division of Tukatech

Welcome:

- ❖ Introductions – New and returning board members

State of the Industry:

- ❖ LMI Data

- Information from the Centers of Excellence was for the Inland Empire, Los Angeles, and Orange County areas.
 - Projected 6% increase in employment for the Inland Empire through 2026. The last time we received this data was in 2020 and it was an 8% projected increase. This was likely caused by changes in the industry caused by the pandemic.
 - Occupations: median hourly earnings with an associate’s degree are \$34.16, which is above the region’s average of \$21.84.
 - Students will likely need to transfer to a four-year school to obtain a bachelor’s degree before obtaining employment.
 - Students will likely need to travel outside of the region to earn more.
 - Most important skills from job descriptions were:
 - Specialized skills: product development, merchandising, sketching, process design, and graphic design.

- Employability skills: creativity, communication skills, teamwork/collaboration, research, organizational skills
- Software and programming skills: Adobe Photoshop, Adobe Illustrator, Adobe InDesign, and Adobe Acrobat
- These are the skills that are listed on most job descriptions, but we know that Tukatech and AIMS 360 certifications are marketable skills that we teach here at Chaffey.
 - Terri: The students in her CAD class received the TAPE program from Tukatech. If the students complete it, they will be certified.

Board Discussion Topics:

❖ Survey discussion

- What are the most important technical and interpersonal skills for students?
 - Survey answers: Excel, enterprise software like AIMS, patternmaking, sewing, computer skills, communication, problem solving, being curious, coachable, and team-oriented.
 - Geoffrey: If students want to be a designer, it's going to be on a computer and will likely be a specialized role. Some designers can be intimidated by basic computer skills, but students today are more familiar with technology.
- What recruitment methods is your organization using in your search for employees?
 - We want to make sure we are partnering with the right organizations to assist our students. Where else are you recruiting students from?
 - Survey answers: word of mouth, recommendation from colleagues, LinkedIn, referrals, and post-internships.
 - Terri: Networking is number one. There are some industry specific organizations that place fashion students. She asked if Chaffey was still doing internship courses, which we are not. Tara advised that the internships were difficult and we have moved to a capstone class where students will be participating in employment workshops and creating a portfolio.
 - Tara: The vision for the capstone courses is for design students and merchandising students to work together on final projects.
- What are the new jobs that are being created that didn't exist three years ago and what are their job titles and corresponding salaries if you know them?

- Survey answers: Flexible skills on the computer or employees that are flexible that can do technical and soft skills, social media, and influencer relations.
- Geoffrey: A new trend is that collections are coming from celebrities and not fashion designers. Savvy networkers can establish relationships with some of these influencers and launch a line.
- Tara: Our instructional assistant is working on her second collection with Shein right now. Students do not necessarily need to be famous to launch a brand.
- Geoffrey: A report from McKenzie gives a report of the direction of the fashion industry and this report said that 65% of CEO's at top fashion companies are planning on moving production near shore or onshore in the next couple of years. There previously was a big movement to offshoring production, and now it's moving back to near shoring or micro factory sourcing. Locations like Mexico are becoming popular. So individuals who speak the language, have connections and know about manufacturing, this could be something that is attractive.
- Tara: The Inland Empire is becoming the Silicon Valley of logistics. Where we are located, there are seven Amazon warehouses with a location right next to the airport.
- Geoffrey: The next trend is virtual product development movement in regards to textiles and 3D garments.
- Tara: Suggested working with Tukatech as they are developing those systems and have Chaffey volunteer to "beta test" any new technology. I also have some sustainability element in every class.

Program Updates:

❖ Curriculum updates

- Tara: Addressed the need for Fashion Design to have a full-time faculty member and an updated to curriculum so that the program can move forward and become competitive. Teaching new technologies for jobs that are on the horizon.
- Geoffrey: Offered to send an overview on a software called 3D Designer Addition. This program allows users to dip their toe into 3D garment making. This program has a link to digital pattern making and thinks for schools, this is a perfect compliment. They get an understanding, and they get some exposure to 3D. But without having to have an entire course about it. It can be something that's also part of merchandising. It can be part of design. It has a lot of different interesting possibilities.

Program Requests:

- ❖ Full-time instructor for the Fashion Design program
- ❖ Fashion Design Instructional Assistant – increase from .475 (19 hours) to 1.0 (40 hours)
- ❖ Funding request for classroom equipment modernization
 - Terri motioned to recommend the program requests and Geoffrey seconded the motion.

8. FASHD Active and Historical curriculum data
Copies of the Active and Historical pathway



Fashion Design A.S. Degree

Description

The Fashion Design degree prepares students for positions in design, patternmaking, production management, textile buying, and other related positions. The degree also prepares students for transfer to a four-year program to complete a bachelor's degree.

Program Learning Outcomes

Outcome

1. **Identify and select the technical skills and technology necessary for fashion design, production and retailing and effective marketing.**
2. **Be prepared for career advancement in the fashion design industry by completing the degree program.**
3. **Completed the class work necessary for transfer to a four-year college, and obtain a bachelor's degree in fashion.**
4. **Have a global awareness and understanding of the social, organizational and technological systems that are an integral part of the fashion community.**
5. **Possess the skills in general studies, as well as fashion design, that will prepared them to enter the job market.**
6. **Have broader skills through degree completion, which will increase performance in employment.**

Program Requirements

Major requirements for the Associate in Science Degree (AS):

Required Core:

Units: 37.0

BUSTEC 63	Microsoft Office Excel - Comprehensive	3.0
FASHD 20	History of Fashion	3.0
FASHD 40	Beginning Clothing Construction	2.0
FASHD 45	Design Fundamentals for Fashion and Interiors	3.0
FASHD 61	Pattern Drafting I	3.0
FASHD 65	Fashion Illustration	2.0
FASHD 428	Computer-Aided Design	2.0
FASHD 442	Industrial Sewing	2.0
FASHD 470	Apparel Production	3.0
FASHD 471	Advanced Patternmaking	3.0

FASHD 472	Computer-Aided Patternmaking 	2.0
FASHD 480	Design Collection 	2.0
FASHD 482	Industry Internship: Fashion Design 	1.0
FASHM 10	Introduction to the Fashion Industry 	3.0
FASHM 60	Textiles 	3.0

Total: 37.0



Fashion Design A.S. Degree

Description

The Fashion Design degree prepares students for positions in design, patternmaking, production management, textile buying, and other related positions. The degree also prepares students for transfer to a four-year program to complete a bachelor's degree.

Program Learning Outcomes

Outcome






1. **Identify and select the technical skills and technology necessary for fashion design, production and retailing and effective marketing.**
2. **Be prepared for career advancement in the fashion design industry by completing the degree program.**
3. **Complete the class work necessary for transfer to a four-year college, and obtain a bachelor's degree in fashion.**
4. **Have a global awareness and understanding of the social, organizational and technological systems that are an integral part of the fashion community.**
5. **Possess the skills in general studies, as well as fashion design, that will prepared them to enter the job market.**
6. **Have broader skills through degree completion, which will increase performance in employment.**

Program Requirements

Major requirements for the Associate in Science Degree (AS):

Units: 41.0

FASHM 10	Introduction to the Fashion Industry	3.0
FASHM 60	Textiles	3.0
FASHD 20	History of Fashion	3.0
FASHD 28	Computer-Aided Design for Fashion	3.0
FASHD 40	Beginning Clothing Construction	2.0
FASHD 42	Advanced Clothing Construction	2.0
FASHD 45	Design Fundamentals for Fashion	3.0
FASHD 61	Pattern Drafting I	3.0
FASHD 65	Fashion Illustration	2.0
FASHD 72	Fashion Draping	2.0

FASHD 89	Design Collection 	3.0
FASHD 442	Industrial Sewing	2.0
FASHD 445	Fitting and Alterations of Patterns and Apparel 	2.0
FASHD 470	Apparel Production 	3.0
FASHD 471	Advanced Patternmaking 	3.0
FASHD 472	Computer-Aided Patternmaking 	2.0

Total: 41.0

9. Transfer Data for Students Who Earned a FD award
Institutional Research data

Transfer Data for Students Who Earned a Fashion Design Award or Who Identified Fashion Design As Their Major Summer 2011 thru Fall 2021

From Summer 2011 thru Spring 2021:

- 75 unduplicated students have earned 184 awards (degrees and/or certificates) in Fashion Design
- 1,294 additional students have declared Fashion Design as their program of study at some point in their academic career at Chaffey. *It should be noted that these students may have identified another program of study in addition to Fashion Design (i.e., have multiple programs of study on record) or subsequently identified a different program of study that is more recent than Fashion Design.*

The Office of Institutional Research (IR) merged the 75 unduplicated Fashion Design award earners and 1,294 identified Fashion Design majors (not including award earners previously identified) against a database received from the National Student Clearinghouse (NSC). The file submitted to the National Student Clearinghouse in April 2022 identified any student who earned a grade on record in at least one course at Chaffey College from summer 1985 thru fall 2021. The OIR controlled for the last day of the last term that a student earned a grade on record and requested that the NSC search for any enrollments at postsecondary educational institutions that occurred after last day enrolled at Chaffey. The NSC then returned a file identifying any enrollment records generated by students at 2-year and 4-year, public and private, and in-state and out-of-state institutions nationwide. Over 98% of all postsecondary educational institutions nationwide submit files to the NSC. The few institutions that do not submit are typically small, for-profit institutions (e.g., in California, Pacific College of Health and Science; Stanbridge University; etc.). As a result, the return file provides an extremely comprehensive perspective on any post-Chaffey postsecondary enrollment behavior.

Restricting analyses to enrollments at 4-year institutions following last enrollment date at Chaffey:

- Among the 75 Fashion Design award earners, 21 (28%) subsequently transferred to a 4-year institution.
- The table below identifies the transfer destination and initial transfer date for the 21 Fashion Design award earners who subsequently transfer to a 4-yr institution

Transfer Destination	Number of Students	Transfer Dates
CALIFORNIA STATE UNIVERSITY - LONG BEACH	4	08/23/2021
		01/22/2018
		08/18/2014
		08/20/2012
CALIFORNIA STATE POLYTECHNIC UNIVERSITY POMONA	3	08/20/2020
		01/03/2017
		03/30/2015

ACADEMY OF ART UNIVERSITY	1	09/02/2021
ARIZONA STATE UNIVERSITY	1	08/19/2021
BRIGHAM YOUNG UNIVERSITY - IDAHO	1	04/22/2019
CALIFORNIA BAPTIST UNIVERSITY -UNDERGRADS	1	06/01/2016
CALIFORNIA STATE UNIVERSITY - FULLERTON	1	02/23/2021
CALIFORNIA STATE UNIVERSITY - LOS ANGELES	1	01/05/2015
CALIFORNIA STATE UNIVERSITY - SAN BERNARDINO	1	09/24/2015
CALIFORNIA STATE UNIVERSITY- NORTHRIDGE	1	01/23/2017
CAMBRIDGE COLLEGE	1	09/01/2020
SAN FRANCISCO STATE UNIVERSITY	1	08/24/2016
SOUTHERN NEW HAMPSHIRE- 09 WEEK	1	
THE NEW SCHOOL	1	08/25/2014
THE UNIVERSITY OF ARIZONA GLOBAL CAMPUS	1	05/05/2020
UNIVERSITY OF PHOENIX	1	06/12/2012

As the data in the prior table indicates, six of the 21 students who earned an award and transferred to a four-year institution (28.6%) did so within the past three years.

Among the 21 Fashion Design award earners who transferred, nine (42.9%) subsequently earned a bachelor's degree. Exploring the type of Bachelor's Degree received:

- Three were in Fashion Merchandising (one with an emphasis on apparel design)
- Two were in Art (one with an emphasis in visual studies, the second with an emphasis in studio art)
- One was in Fashion Design
- One was in Accounting
- One was in Business/Project Management
- One was in Environmental Science

Among the 1,294 identified Fashion Design majors who did not earn an award at Chaffey, 158 students (12.2%) subsequently transferred to a 4-year institution. Top transfer destinations (only listed if three or more students transferred to the institution) were:

Top Transfer Destinations for Fashion Design Majors Who Did Not Earn Awards	Number of Transfers
CALIFORNIA STATE POLYTECHNIC UNIVERSITY POMONA	26
CALIFORNIA STATE UNIVERSITY - SAN BERNARDINO	20
CALIFORNIA STATE UNIVERSITY - FULLERTON	10
UNIVERSITY OF PHOENIX	8
CALIFORNIA STATE UNIVERSITY - LOS ANGELES	5
CALIFORNIA BAPTIST UNIVERSITY -UNDERGRADS	4

UNIVERSITY OF CALIFORNIA - RIVERSIDE	4
CALIFORNIA STATE UNIVERSITY - LONG BEACH	3
DEVRY UNIVERSITY	3
GRAND CANYON UNIVERSITY	3
NATIONAL UNIVERSITY	3
THE UNIVERSITY OF ARIZONA GLOBAL CAMPUS	3
UNIVERSITY OF CALIFORNIA - IRVINE	3

Examining the 158 Fashion Design majors who have transferred within the past five years:

- 26 have transferred so far in 2021-22 (as of April 8th)
- 18 transferred in 2020-21
- 17 transferred in 2019-20
- 16 transferred in 2018-19
- 24 transferred in 2017-18

Among the 158 Fashion Design Majors who transferred (does not include the 20 students who earned a AA Degree in Dance and transferred but does represent students who identified as a Dance majors at any point during their enrollment at Chaffey and transferred), 62 students earned 73 Bachelor's or Master's degrees. However, most of the degrees conferred were in areas unrelated to Fashion Design (e.g., Legal Studies; Sociology, Psychology, etc.). Examining Bachelor's and Master's Degrees that were conferred in areas related to Fashion Design:

- Three were in Apparel Merchandising and Management
- One was in Apparel Design and Merchandising
- One was in Art
- One was in Art with an emphasis in Graphic Design
- One was in Fashion
- One was in Fashion Design
- One was in Fashion Merchandising
- One was in Visual and Performing Arts
- One was in Theatre

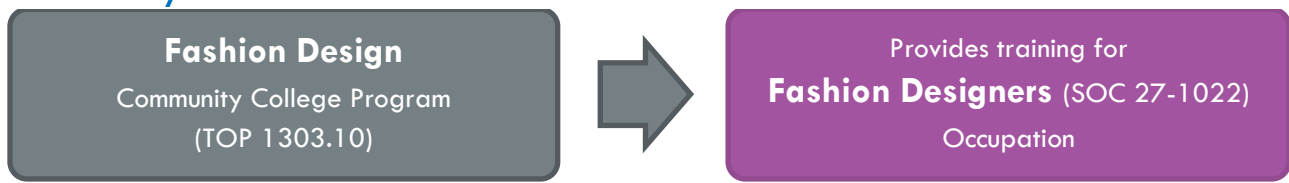
10. LMI Data, Fashion Design IE/LA/OC
Centers of Excellence Labor Market Information reports

Fashion Design

Inland Empire/Desert Region (Riverside and San Bernardino counties) & Los Angeles/Orange County Region (Los Angeles and Orange counties)

This workforce demand report uses state and federal job projection data developed before the economic impact of COVID-19. The COE is monitoring the situation and will provide more information as it becomes available. Please consult with local employers to verify their current employment needs.

Summary



Over the next five years (2021-2026), fashion designer employment in the Inland Empire/Desert Region is projected to




The Inland Empire/Desert Centers of Excellence
 **Cautiously Recommends**
Fashion Design Program Expansion
due to the limited demand for this classification of workers

Introduction

This report provides labor market occupational demand and wage research and postsecondary program outcomes related to fashion design. California Community College fashion design programs (TOP 1303.10) prepare students for employment through instruction related to the design and construction of garments (Taxonomy of Programs, 2012). The knowledge, skills, and abilities trained by fashion design programs prepare students for employment in the bachelor's degree-level occupation fashion designers.

Fashion Designers (27-1022)

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

Sample job titles: Apparel Fashion Designer, Clothing Designer, Costume Designer, Dance Costume Designer, Designer, Fashion Designer, Historic Clothing and Costume Maker, Latex Fashions Designer, Product Developer

Entry-Level Educational Requirement: Bachelor’s Degree

Training Requirement: None

Work Experience: None

Incumbent workers with a Community College Award or Some Postsecondary Coursework: 26%

Labor market information for the Los Angeles/Orange County Region (Los Angeles–Long Beach–Anaheim Metropolitan Statistical Area) is included in this report. However, the recommendation focuses on the employment demand for community college-level occupations and the educational supply in the Inland Empire/Desert Region.

In 2021, there were 275 fashion designer jobs in the Inland Empire/Desert Region. There are 30 job openings expected annually for fashion designers, increasing employment by 6% through 2026 in the region. There were 4,650 fashion designer jobs in the Los Angeles/Orange County Region in 2021, nearly 17 times the number in the Inland Empire/Desert Region. Despite the projected 7% decline in fashion designer jobs in the Los Angeles/Orange County Region, there are 422 fashion designer job openings projected annually through 2026. Exhibit 1 displays the job counts, five-year projected job growth, job openings, and the share of incumbent workers aged 55 years and greater in the region.

Exhibit 1. Five-year projections for fashion designers, Inland Empire/Desert Region, 2021-2026

Region	2021 Jobs	2026 Jobs	5-Yr % Change	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)	% of workers age 55+
Inland Empire/Desert Region	275	291	6%	148	30	18%
Los Angeles/Orange County Region	4,650	4,311	(7%)	2,112	422	18%
Combined Total	4,925	4,603	(7%)	2,260	452	18%

Source: Lightcast 2022.3

An online job ad search for fashion designer jobs was conducted to reveal the employers seeking these workers, including the time it takes to fill positions, earnings information, and in-demand skills. Exhibit 2 shows the number of job ads posted during the last 12 months and the regional and statewide average time to fill this job.

Over the last 12 months, there were zero job ads posted for fashion designers in the Inland Empire/Desert Region and 664 job ads posted in the Los Angeles/Orange County Region. Job ad information for fashion designers in the Inland Empire/Desert Region is not displayed in this report due to the lack of employer job ads. Approximately 58% of statewide job ads (1,140 ads) were posted in the Los Angeles/Orange County Region.

Employers in the Los Angeles/Orange County Region fill online job ads for fashion designer positions in 49 days, one day longer than the statewide average time to fill. Time to fill information indicates that employers in the Los Angeles/Orange County Region likely face similar challenges filling open positions as other employers in California.

Exhibit 2. Job ads and time to fill, Inland Empire/Desert Region and Los Angeles/Orange County Region, August 2021 through July 2022

Region	Job Ads	Regional Average Time to Fill (Days)	Statewide Average Time to Fill (Days)
Inland Empire/Desert Region	0	-	48
Los Angeles/Orange County Region	664	49	48
Combined Total	664	49	48

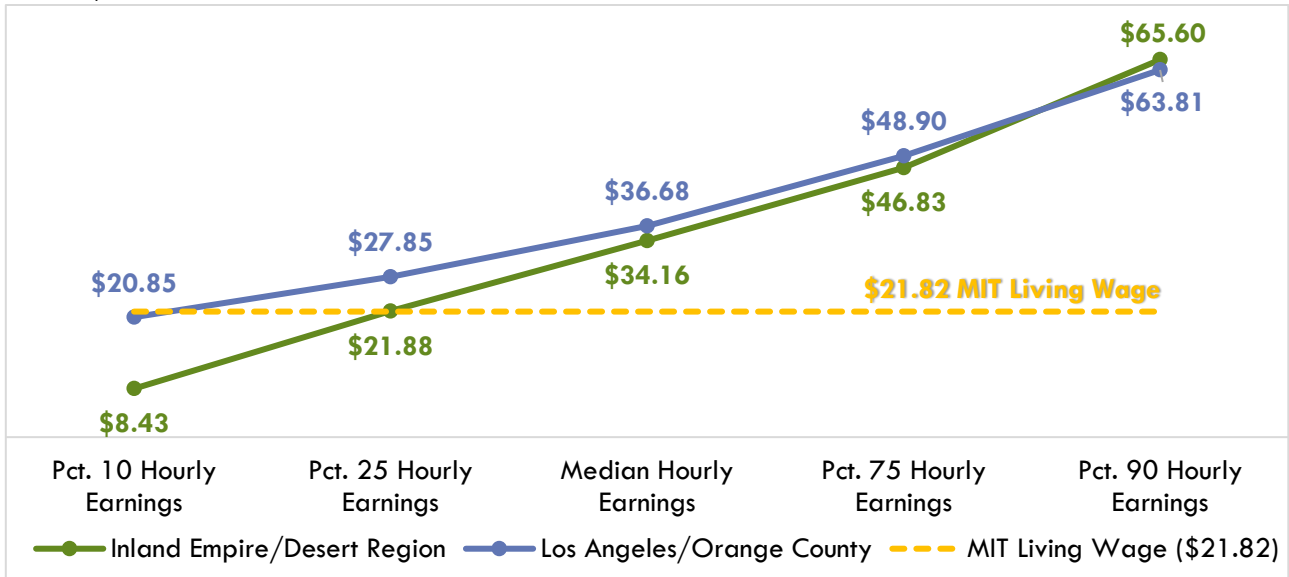
Source: Burning Glass – Labor Insights

Earnings and Benefits

Community colleges should ensure their training programs lead to employment opportunities that provide a living wage. The MIT living wage calculator estimates that an individual must earn \$21.82 per hour or \$45,386 annually in California (Glasmeier, 2022).

Exhibit 3 displays the hourly earnings for fashion designers in the Inland Empire/Desert Region and Los Angeles/Orange County. The 25th percentile hourly earnings for fashion designers in both regions are above the living wage standard, indicating that at least 75% of workers earn a living wage. Except for the 90th percentile hourly earnings, the hourly earnings for fashion designers are higher in the Los Angeles/Orange County Region than in the Inland Empire/Desert Region.

Exhibit 3. Hourly earnings by percentile for fashion designers, Inland Empire/Desert Region and Los Angeles/Orange County Region, 2021



Source: Lightcast 2022.3

Benefits information, provided in the occupational guides developed by the California Labor Market Information Division, reveals that benefits vary by employer. Designers often negotiate their salaries and benefits individually with employers. Some firms provide vacation and group health insurance plans. Self-employed fashion designers must provide their own benefits and retirement (Detailed Occupational Guides, 2022).

Advertised Salary from Online Job Ads

Exhibit 4 displays online job ad salary data for fashion designers over the last 12 months. Online job ad salary information reveals that employers are willing to pay fashion designers in the Los Angeles/Orange County Region \$58,000 annually, above the region's \$45,386 annual (\$21.82 hourly) living wage standard. Consider the salary information with caution since only 48% (317 out of 664) of online job ads for this occupation provided salary information. The salary figures are prorated to reflect full-time, annual wage status.

Exhibit 4: Advertised salary information, Inland Empire/Desert Region and Los Angeles/Orange County Region, August 2021 through July 2022

Region	Number of job ads	Real-Time Salary Information				Average Annual Salary
		Less than \$35,000	\$35,000 to \$49,999	\$50,000 to \$74,999	More than \$75,000	
Inland Empire/Desert Region	0	-	-	-	-	-
Los Angeles/Orange County Region	317	11%	32%	36%	21%	\$58,000

Source: Burning Glass – Labor Insights

Job Titles, Employers, Skills, Education, and Work Experience

Exhibit 5 displays the job titles most frequently included in ads for fashion designers over the last 12 months. Displaying job titles may provide insight into the types of positions available to students after completing a program. The most frequently requested job title for fashion designers over the last 12 months in the Los Angeles/Orange County Region was design director.

Exhibit 5: Job titles most frequently included in job ads for fashion designers, Inland Empire/Desert Region and Los Angeles/Orange County Region, August 2021 through July 2022

Region	Top Job Titles	
Inland Empire/Desert Region (n=0)	• -	• -
Los Angeles/Orange County Region (n=664)	<ul style="list-style-type: none"> • Design Director • Fashion Designer • Assistant Fashion Designer 	<ul style="list-style-type: none"> • Fashion Design Assistant • Fashion Advisor • Apparel Designer

Source: Burning Glass – Labor Insights

Exhibit 6 displays the employers that posted the most job ads during the last 12 months. Displaying employer names provides insight into where students may find employment after completing a program. Nordstrom posted the most job ads for fashion designers in the Los Angeles/Orange County Region.

Exhibit 6: Employers posting the most job ads for fashion designers, Inland Empire/Desert Region and Los Angeles/Orange County Region, August 2021 through July 2022

Region	Top Employers	
Inland Empire/Desert Region (n=0)	• -	• -
Los Angeles/Orange County Region (n=664)	<ul style="list-style-type: none"> • Nordstrom • Lucy in the Sky • Chanel • Boot Barn Incorporated • Boardriders • True Religion Apparel 	<ul style="list-style-type: none"> • Adidas • Torrid • Neiman Marcus • FAM Brands • Vince Holding Corporation

Source: Burning Glass – Labor Insights

Exhibit 7 lists a sample of specialized, employability, and software and programming skills employers seek when looking for workers to fill fashion designer positions. Specialized skills are occupation-specific skills that employers request for industry or job competency. Employability skills are foundational skills that transcend industries and occupations; this category is often referred to as "soft skills." The skills requested in job ads may be utilized to guide curriculum development. Employers in the Los Angeles/Orange County Region appear to value candidates with Adobe Creative Suite skills.

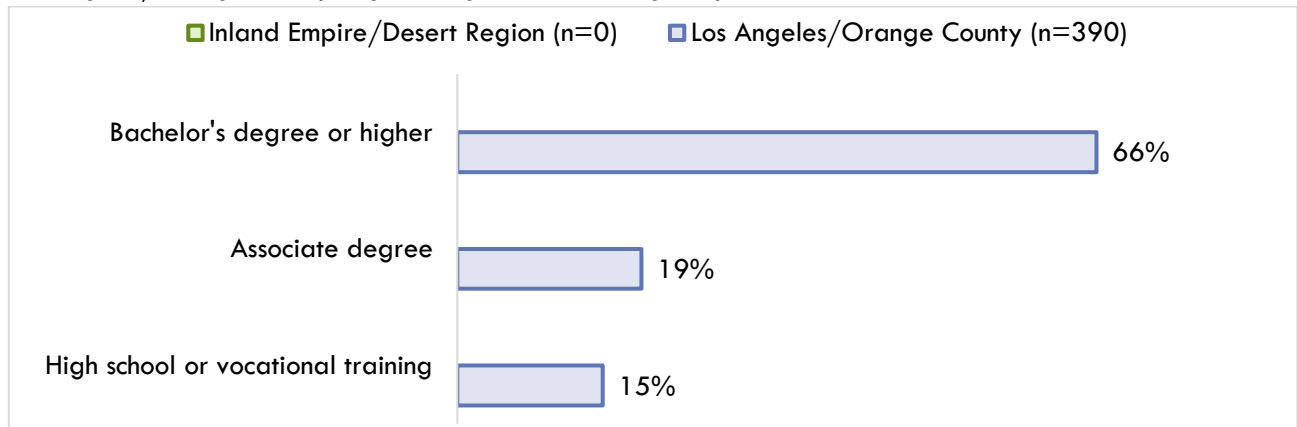
Exhibit 7: Sample of in-demand skills from employer job ads, Inland Empire/Desert Region and Los Angeles/Orange County Region, August 2021 through July 2022

Region	Specialized skills	Employability skills	Software and Programming skills
Inland Empire/Desert Region (n=0)	• -	• -	• -
Los Angeles/Orange County (n=607)	<ul style="list-style-type: none"> • Product Development • Merchandising • Sketching • Process Design • Graphic Design 	<ul style="list-style-type: none"> • Creativity • Communication Skills • Teamwork/Collaboration • Research • Organizational Skills 	<ul style="list-style-type: none"> • Adobe Photoshop • Adobe Illustrator • Adobe InDesign • Adobe Acrobat

Source: Burning Glass – Labor Insights

Exhibit 8 displays the minimum advertised education requirements for fashion designers. Approximately 66% of employers posting job ads sought candidates with a bachelor’s degree or higher.

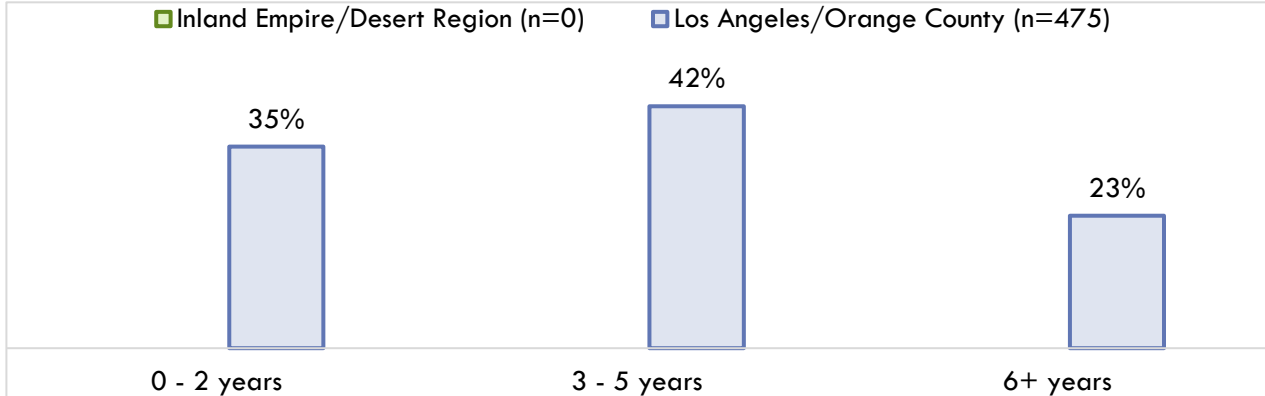
Exhibit 8: Minimum advertised education requirements for fashion designers, Inland Empire/Desert Region and Los Angeles/Orange County Region, August 2021 through July 2022



Source: Burning Glass – Labor Insights

Exhibit 9 displays the real-time work experience requirements from employer job ads. Approximately 42% of employers posting job ads for fashion designers sought candidates with three to five years of previous work experience.

Exhibit 9: Real-time work experience requirements, Inland Empire/Desert Region and Los Angeles/Orange County Region, August 2021 through July 2022



Source: Burning Glass – Labor Insights

Student Completions and Programs Outcomes

Exhibit 10 displays student completions for fashion design programs (TOP 1303.10) over the last three academic years (2018-21). Two regional community colleges currently offer fashion design programs, conferring seven awards annually over the last three academic years. Program completion and student outcome methodologies are found in the appendix.

Exhibit 10. Annual average community college awards for fashion design programs, Inland Empire/Desert Region, Academic Years 2018-2021

TOP 1303.10 – Fashion Design (Local Program Title)	Academic Year 2018-19	Academic Year 2019-20	Academic Year 2021-21	Total CC Annual Average Awards, Academic Years 2018-21
Chaffey (Fashion Design, Patternmaking for Apparel)				7
Associate Degree	3	4	2	3
Certificate 30 < 60 semester units	-	3	-	1
Certificate 18 < 30 semester units	7	-	-	2
Certificate 16 < 30 semester units	-	2	-	1
Victor Valley (Apparel Construction)	-	-	-	0
Total	10	9	2	7

Source: MIS Data Mart, COCI

California program outcome data may provide useful insight into the likelihood of success for the proposed program. Community college student outcome information based on the selected TOP code and region is provided in Exhibit 11. In the 2018-19 academic year, the median annual earnings for fashion design program exiters was \$27,428, below the regional living wage standard.

Exhibit 11. 1303.10 – Fashion design strong workforce program outcomes, Inland Empire/Desert Region, Academic Year 2018-2019 (Unless Noted)

Strong Workforce Program Metrics: 1303.10 – Fashion Design Academic Year 2018-19, unless noted otherwise	Inland Empire/Desert Region	California
Unduplicated count of enrolled students (2019-20)	247	4,089
Completed 9+ career education units in one year (2019-20)	19%	26%
Perkins Economically disadvantaged students (2019-20)	72%	63%
Students who attained a noncredit workforce milestone in a year (2019-20)	51%	75%
Students who earned a degree, certificate, or attained apprenticeship (2019-20)	-	206
Transferred to a four-year institution (transfers)	-	120
Job closely related to the field of study (2017-18)	80%	73%
Median annual earnings (all exiters)	\$27,428	\$32,256
Median change in earnings (all exiters)	43%	15%
Attained a living wage (completers and skills-builders)	50%	39%

Sources: LaunchBoard Community College Pipeline and Strong Workforce Program Metrics

Other postsecondary educational institutions in the region do not currently offer programs related to fashion design.

Summary of Findings

The knowledge, skills, and abilities trained by fashion design programs (TOP 1303.10) prepare students for employment in the fashion designer occupation. Fashion designers are projected to have 30 annual job openings and increase employment by 6% over the next five years (2021-2026) in the Inland Empire/Desert Region. The 25th percentile hourly earnings for fashion designers are above the living wage standard, indicating that at least 75% of workers earn a living wage.

There were 4,650 fashion designer jobs in the Los Angeles/Orange County Region in 2021, nearly 17 times the number in the Inland Empire/Desert Region. Despite a projected 7% decrease in employment for fashion designers in the Los Angeles/Orange County Region, this region is projected to have 422 fashion designer job openings available annually. Over the last 12 months, there were zero job ads posted for fashion designers in the Inland Empire/Desert Region and 664 job ads posted in the Los Angeles/Orange County Region. Approximately 66% of job ads for fashion designers sought a candidate with a bachelor’s degree or higher.

Over the last three academic years, Chaffey College issued seven awards annually in fashion design programs (1303.10). In the 2018-19 academic year, the median annual earnings for fashion design program

exiters was \$27,428, below the regional living wage standard. Other postsecondary educational institutions in the region do not currently offer programs related to fashion design.

The Centers of Excellence cautiously recommends expanding fashion design programs due to the limited employment opportunities for these workers in the Inland Empire/Desert Region. According to federal typical entry-level education data and online employer job ad results, community college program completers will likely need to transfer to a four-year educational institution to obtain a bachelor's degree before entering employment. Students exiting fashion design programs that are willing to travel outside of the region for employment may have access to significantly more employment opportunities. Colleges considering this program should partner with four-year educational institutions and local employers to ensure their training provides the skills needed to transfer to a four-year educational institution and obtain a job in this field.

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Appendix: Methodology

Exhibit 10 displays the average annual California Community College (CCC) awards conferred during the three academic years between 2018 and 2021 from the California Community Colleges Chancellor's Office Management Information Systems (MIS) Data Mart. Awards are the combined total of associate degrees and certificates issued during the timeframe, divided by three in this case to calculate an annual average. This is done to minimize the effect of atypical variations that might be present in a single year.

Community college student outcome information is from LaunchBoard and based on the selected TOP code and region. These metrics are based on records submitted to the California Community Colleges Chancellor's Office Management Information Systems (MIS) by community colleges, which come from self-reported student information from CCC Apply and the National Student Clearinghouse. Employment and earnings metrics are sourced from California's Employment Development Department's Unemployment Insurance database records. When available, outcomes for completers are reported to demonstrate the impact that earning a degree or certificate can have on employment and earnings. For more information on the types of students included for each metric, please see the web link for LaunchBoard's Strong Workforce Program Metrics Data Element Dictionary in the References section (LaunchBoard, 2022a). Finally, employment in a job closely related to the field of study comes from self-reported student responses on the CTE Employment Outcomes Survey (CTEOS), administered by Santa Rosa Junior College (LaunchBoard, 2022a).

Job ad data is limited to the information provided by employers and the ability of artificial intelligence search engines to identify this information. Additionally, preliminary calculations by Georgetown Center on Education and the Workforce found that "just 30 to 40 percent of openings for candidates with some college or an associate degree, and only 40 to 60 percent of openings for high school diploma holders appear online" (Carnevale et al., 2014). Online job ads often do not reveal employers' hiring intentions; it is unknown if employers plan to hire one or multiple workers from a single online job ad or collecting resumes for future hiring needs. A closed job ad may not be the result of a hired worker.

Table 1. 2021 to 2026 job growth, wages, entry-level education, training, and work experience required for fashion designers in the Inland Empire/Desert Region (Riverside and San Bernardino Counties combined)

Occupation	2021 Jobs	5-Year Change	5-Year % Change	Annual Openings (New + Replacement Jobs)	Entry-Experienced Hourly Wage (10 th to 90 th percentile)	Median Hourly Wage (50 th percentile)	Average Annual Earnings	Entry-Level Education & On-The-Job-Training	Work Experience Required
Fashion Designers (27-1022)	275	17	6%	30	\$8.43 to \$65.60	\$34.16	\$81,700	Bachelor's Degree & None	None

Source: Lightcast 2022.3

Table 2. 2021 to 2026 job growth, wages, entry-level education, training, and work experience required for fashion designers in the Los Angeles/Orange County Region (Los Angeles and Orange Counties combined)

Occupation	2021 Jobs	5-Year Change	5-Year % Change	Annual Openings (New + Replacement Jobs)	Entry-Experienced Hourly Wage (10 th to 90 th percentile)	Median Hourly Wage (50 th percentile)	Average Annual Earnings	Entry-Level Education & On-The-Job-Training	Work Experience Required
Fashion Designers (27-1022)	4,650	(338)	(7%)	422	\$20.85 to \$63.81	\$36.68	\$87,700	Bachelor's Degree & None	None

Source: Lightcast 2022.3

Table 3. 2021 to 2026 job growth, wages, entry-level education, training, and work experience required for fashion designers in the combined Inland Empire/Desert and Los Angeles/Orange County Region (Los Angeles, Orange, Riverside, and San Bernardino Counties combined)

Occupation	2021 Jobs	5-Year Change	5-Year % Change	Annual Openings (New + Replacement Jobs)	Entry-Experienced Hourly Wage (10 th to 90 th percentile)	Median Hourly Wage (50 th percentile)	Average Annual Earnings	Entry-Level Education & On-The-Job-Training	Work Experience Required
Fashion Designers (27-1022)	4,925	(322)	(7%)	452	\$20.46 to \$63.89	\$36.56	\$87,300	Bachelor's Degree & None	None

Source: Lightcast 2022.3

1. Evidence narrative

Summary of the evidence presented at the first meeting

Appendix 1

FASHION PATHWAY

FASHD Certificates

Industrial Sewing

FASHD 40-
Beginning Clothing
Construction*

FASHD 42-
Advanced Clothing
Construction*

FASHD 442-
Industrial Sewing*

6-units

Proposed Certificate Technical Designer

FASHD 28-
Computer-Aided
Design

FASHD 61-
Pattern Drafting

FASHD 470-
Apparel
Production**

FASHD 40-
Beginning Clothing
Construction*

FASHD 65-
Digital Illustration

FASHD 472-
Computer-Aided
Patternmaking**

16-units

* Courses are 2-units courses
**Courses are non-transferable

Appendix 2

ENROLLMENT

*DECLARED FASHION MAJORS

Majors	Totals
Custom Dressmaking	18
Fashion Design	277
Fashion Merchandising	114
Industrial Sewing	12
Grand Total	421

*STUDENTS TAKING FASHION CLASSES

Class:	Totals:
FASHD	668
+ FASHD-20	246
+ FASHD-28	16
+ FASHD-40	88
+ FASHD-42	21
+ FASHD-442	25
+ FASHD-45	153
+ FASHD-470	19
+ FASHD-471	10
+ FASHD-472	17
+ FASHD-480	8
+ FASHD-482	5
+ FASHD-61	14
+ FASHD-65	34
+ FASHD-72	12
Grand Total	668

*Unduplicated students taking courses from Spring 2022, Fall 2022, and Spring 2023

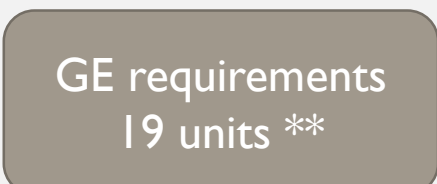
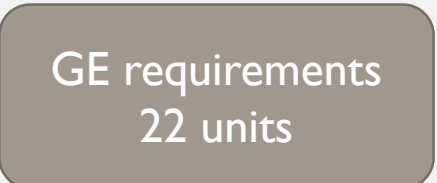
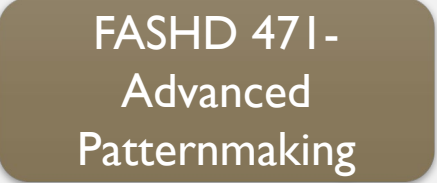
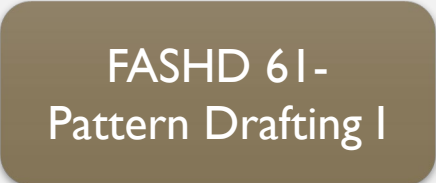
Appendix 3

CURRENT FASHION PATHWAY



FASHD

FASHM



41-units

41-units

* Courses are 2-units courses; **FASHM has had a curriculum update

PROPOSED FASHION DESIGN PATHWAY



FASHD

FASHM



↑
This would become a core Fashion course

Students taking these courses have the option to earn a industry software certificate

GE requirements units

FASHD 66 is a new course
* Courses are 2-units courses
**Courses are non-transferable

Appendix 4

LOCAL PROGRAM AWARDS VS LMI DATA

College	2017-2018 Awards	2018-2019 Awards	2019-2020 Awards	3-Year Average
El Camino	4	7	4	5
LA Trade Tech	84	57	65	69
Long Beach	12	9	7	9
Mt SAC	15	31	55	34
Pasadena	38	25	19	27
Santa Ana	4	11	11	9
Santa Monica	17	21	25	21
LA totals	174	161	186	174
Fullerton	7	5	8	7
Saddleback	19	8	17	15
Santa Ana	13	26	18	19
Orange Coast	13	7	8	9
OC totals	52	46	51	50
LA/OC totals	226	207	237	224
Chaffey	2	3	4	3

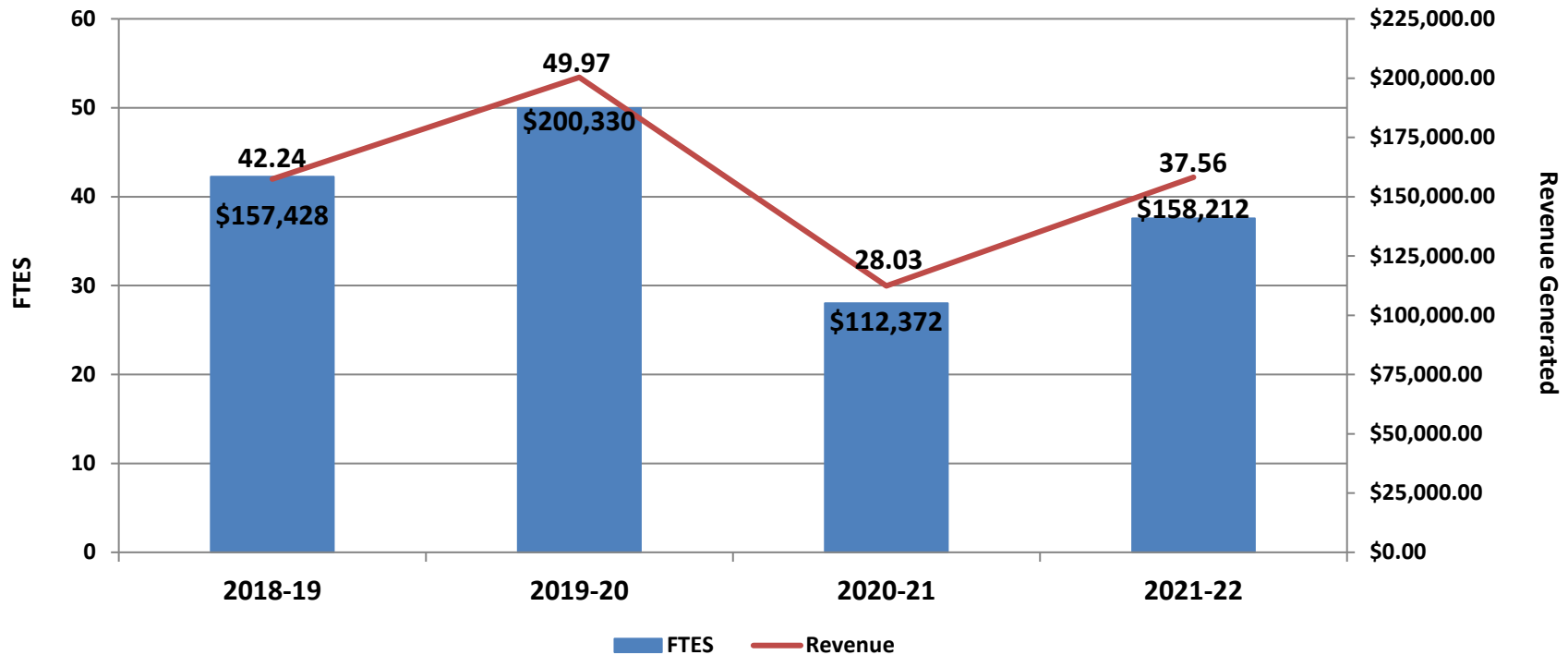
Exhibit 6. Los Angeles and Orange Counties

Occupation (SOC)	2020 Jobs	2025 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Typical Entry-Level Education
Fashion Designers (27-1022)	5,610	4,967	(642)	(11%)	460	Bachelor's degree

Appendix 5



Fashion Design ~ Annual FTES and Revenue Generation 2018-19 thru 2021-22 Academic Years (Primary Terms Only)



Credit FTES, Credit FTES Funding Rate, and Total Revenue Generated (Primary Terms Only), 2018-19 thru 2021-22 Academic Years

	2018-19	2019-20	2020-21	2021-22
Credit FTES	42.24	49.97	28.03	37.56
Credit FTES Funding Rate	\$3,727.00	\$4,009.00	\$4,009.00	\$4,212.26
Total Revenue	\$157,428.48	\$200,329.73	\$112,372.27	\$158,212.49

Fiscal Year: 2017

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-1303-51110-250	Fashion Design : Academic Contract Inst	\$59,428.00	\$59,427.50	100	\$0.50
10-0000-1303-51210-250	Fashion Design : Academic Contract N/I	\$4,420.00	\$4,420.00	100	\$0.00
10-0000-1303-51310-250	Fashion Design : Academic P/T Adjunct	\$73,389.00	\$73,388.99	100	\$0.01
10-0000-1303-51350-250	Fashion Design : Academic Inst Subs	\$1,026.00	\$1,026.00	100	\$0.00
10-0000-1303-52320-250	Fashion Design : Classified Contract OT	\$328.00	\$327.46	99.84	\$0.54
10-0000-1303-52419-250	Fashion Design : Apprentices Inst	\$7,297.00	\$5,791.50	79.37	\$1,505.50
10-0000-1303-54200-250	Fashion Design : Books	\$201.00	\$117.92	58.67	\$83.08
10-0000-1303-54300-250	Fashion Design : Instr Supplies	\$7,543.00	\$7,496.62	99.39	\$46.38
10-0000-1303-54435-250	Fashion Design : Computer Supplies Inst	\$0.00	\$0.00	0	\$0.00
10-0000-1303-54500-250	Fashion Design : NI Supplies	\$960.00	\$948.13	98.76	\$11.87
10-0000-1303-55620-250	Fashion Design : Maintenance	\$514.00	\$514.36	100.07	-\$0.36
	Faculty Costs		\$138,262.49		
	Other Personnel Costs		\$6,118.96		
	Discretionary Costs		\$9,077.03		
	2017 Total Costs		\$153,458.48		

Fiscal Year: 2018

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-1303-51110-250	Fashion Design : Academic Contract Inst	\$104,742.00	\$77,997.85	74.47	\$26,744.15
10-0000-1303-51210-250	Fashion Design : Academic Contract N/I	\$9,933.00	\$8,525.19	85.83	\$1,407.81
10-0000-1303-51310-250	Fashion Design : Academic P/T Adjunct	\$67,472.00	\$67,472.31	100	-\$0.31
10-0000-1303-51350-250	Fashion Design : Academic Inst Subs	\$228.00	\$228.00	100	\$0.00
10-0000-1303-52210-250	Fashion Design : Classified Contract Inst	\$0.00	\$0.00	0	\$0.00
10-0000-1303-52312-250	Fashion Design : Short Term Worker N/I	\$0.00	\$0.00	0	\$0.00
10-0000-1303-52410-250	Fashion Design : Short Term Worker Inst	\$2,101.00	\$1,050.28	49.99	\$1,050.72
10-0000-1303-52419-250	Fashion Design : Apprentices Inst	\$5,297.00	\$1,564.64	29.54	\$3,732.36
10-0000-1303-54200-250	Fashion Design : Books	\$57.00	\$56.54	99.19	\$0.46
10-0000-1303-54300-250	Fashion Design : Instr Supplies	\$2,315.00	\$2,016.19	87.09	\$298.81
10-0000-1303-54435-250	Fashion Design : Computer Supplies Inst	\$0.00	\$0.00	0	\$0.00
10-0000-1303-55620-250	Fashion Design : Maintenance	\$3,322.00	\$3,320.90	99.97	\$1.10

10-0000-1303-56410-250	Fashion Design : New Equip	\$3,400.00	\$3,329.38	97.92	\$70.62
	Faculty Costs		\$154,223.35		
	Other Personnel Costs		\$2,614.92		
	Discretionary Costs		\$8,723.01		
	2018 Total Costs		\$165,561.28		

Fiscal Year: 2019

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-1303-51110-250	Fashion Design : Academic Contract Inst	\$86,744.00	\$86,743.65	100	\$0.35
10-0000-1303-51210-250	Fashion Design : Academic Contract N/I	\$10,447.00	\$10,447.45	100	-\$0.45
10-0000-1303-51310-250	Fashion Design : Academic P/T Adjunct	\$64,654.00	\$64,653.96	100	\$0.04
10-0000-1303-51350-250	Fashion Design : Academic Inst Subs	\$275.00	\$275.00	100	\$0.00
10-0000-1303-51410-250	Fashion Design : Academic P/T N/I	\$7,760.00	\$7,470.00	96.26	\$290.00
10-0000-1303-52210-250	Fashion Design : Classified Contract Inst	\$16,510.00	\$16,509.33	100	\$0.67
10-0000-1303-52312-250	Fashion Design : Short Term Worker N/I	\$0.00	\$0.00	0	\$0.00
10-0000-1303-52410-250	Fashion Design : Short Term Worker Inst	\$4,541.00	\$2,040.94	44.94	\$2,500.06
10-0000-1303-52419-250	Fashion Design : Apprentices Inst	\$0.00	\$0.00	0	\$0.00
10-0000-1303-54200-250	Fashion Design : Books	\$184.00	\$183.50	99.73	\$0.50
10-0000-1303-54300-250	Fashion Design : Instr Supplies	\$5,721.00	\$5,541.29	96.86	\$179.71
10-0000-1303-55620-250	Fashion Design : Maintenance	\$1,380.00	\$1,378.96	99.92	\$1.04
	Faculty Costs		\$169,590.06		
	Other Personnel Costs		\$18,550.27		
	Discretionary Costs		\$7,103.75		
	2019 Total Costs		\$195,244.08		

Fiscal Year: 2020

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-1303-51110-250	Fashion Design : Academic Contract Inst	\$175,550.00	\$81,700.00	46.54	\$93,850.00
10-0000-1303-51210-250	Fashion Design : Academic Contract N/I	\$8,366.00	\$5,916.00	70.71	\$2,450.00
10-0000-1303-51310-250	Fashion Design : Academic P/T Adjunct	\$52,940.00	\$52,639.98	99.43	\$300.02
10-0000-1303-52210-250	Fashion Design : Classified Contract Inst	\$16,405.00	\$9,964.56	60.74	\$6,440.44
10-0000-1303-52410-250	Fashion Design : Short Term Worker Inst	\$2,093.00	\$1,820.13	86.96	\$272.87

10-0000-1303-52419-250	Fashion Design : Apprentices Inst	\$0.00	\$0.00	0	\$0.00
10-0000-1303-54200-250	Fashion Design : Books	\$50.00	\$0.00	0	\$50.00
10-0000-1303-54300-250	Fashion Design : Instr Supplies	\$4,405.00	\$838.60	19.04	\$3,566.40
10-0000-1303-54430-250	Fashion Design : Computer Software Inst	\$1,000.00	\$0.00	0	\$1,000.00
10-0000-1303-55620-250	Fashion Design : Maintenance	\$1,105.00	\$1,105.38	100.03	-\$0.38
	Faculty Costs		\$140,255.98		
	Other Personnel Costs		\$11,784.69		
	Discretionary Costs		\$1,943.98		
	2020 Total Costs		\$153,984.65		

Fiscal Year: 2021

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-1303-51110-250	Fashion Design : Academic Contract Inst	\$85,400.00	\$85,400.00	100	\$0.00
10-0000-1303-51210-250	Fashion Design : Academic Contract N/I	\$9,612.00	\$5,158.50	53.67	\$4,453.50
10-0000-1303-51310-250	Fashion Design : Academic P/T Adjunct	\$28,643.00	\$28,643.00	100	\$0.00
10-0000-1303-52210-250	Fashion Design : Classified Contract Inst	\$22,706.00	\$22,705.50	100	\$0.50
10-0000-1303-54200-250	Fashion Design : Books	\$50.00	\$0.00	0	\$50.00
10-0000-1303-54300-250	Fashion Design : Instr Supplies	\$3,105.00	\$2,922.68	94.13	\$182.32
10-0000-1303-56410-250	Fashion Design : New Equip	\$2,300.00	\$2,254.58	98.03	\$45.42
	Faculty Costs		\$119,201.50		
	Other Personnel Costs		\$22,705.50		
	Discretionary Costs		\$5,177.26		
	2017 Total Costs		\$147,084.26		

Fiscal Year: 2022

GL Account Number	GL Account Description	Allocated Budget	Actual	%Committed	Available
10-0000-1303-51110-250	Fashion Design : Academic Contract Inst	\$89,708.00	\$89,708.30	100	-\$0.30
10-0000-1303-51210-250	Fashion Design : Academic Contract N/I	\$9,101.00	\$9,101.06	100	-\$0.06
10-0000-1303-51310-250	Fashion Design : Academic P/T Adjunct	\$66,217.00	\$66,217.25	100	-\$0.25
10-0000-1303-52210-250	Fashion Design : Classified Contract Inst	\$23,285.00	\$23,284.50	100	\$0.50
10-0000-1303-52410-250	Fashion Design : Short Term Worker Inst	\$2,715.00	\$1,187.76	43.75	\$1,527.24
10-0000-1303-54200-250	Fashion Design : Books	\$97.00	\$0.00	0	\$97.00

10-0000-1303-54300-250	Fashion Design : Instr Supplies	\$5,358.00	\$0.00	0	\$5,358.00
10-0000-1303-55620-250	Fashion Design : Maintenance	\$8,685.00	\$0.00	0	\$8,685.00
	Faculty Costs		\$165,026.61		
	Other Personnel Costs		\$24,472.26		
	Discretionary Costs		\$0.00		
	2017 Total Costs		\$189,498.87		

EVPR Committee Recommendations

On March 9, 2023 the following recommendations were made:

- B: Program Revitalization was unanimously recommended by committee members present at the time of the vote.
- The committee proposed a revised Fashion Design pathway to pare down the courses, revise the curriculum to focus on technical skills, and offer noncredit options.
- The stepladder approach was suggested for scheduling/stacking classes for completion of certificates while working on the major.