College Mission
Honolulu Community College’s mission is to:
- Serve the community as an affordable, flexible, learning-centered, open-door comprehensive community college that meets the post-secondary educational needs of individuals, businesses, and the community, and,
- Serve the Pacific Region as the primary technical training center in areas such as transportation, information technology, education, communications, construction, and public and personal services.

Program Mission
The Fashion Technology program's mission is to serve the community as a learning-centered, open door program that provides technical training to meet the demands of the fashion industry and the needs of the individual. An open-exit option allows the students to identify their career objectives and participate in program exploration.

Part I: Quantitative Indicators for Program Review

External Demand
Labor Market & Student Applications

Available data show that the current annual jobs and projected 2005-2012 job outlook for the general occupational cluster tailors, dressmakers, and sewers are 192 and -37 respectively in Honolulu County…and 306 and -25 within the State of Hawai’i.

There were 66 applicants to the Fashion Technology program in Fall 2004, and 30 applicants to the program for the Spring 2005 Semester. Overall, among those Fall and Spring applicants, 94 appear to have been accepted by the college and admitted to the program, while 2 appear to have cancelled applications, or been redirected etc. Among those accepted and admitted, available data show that 54 actually enrolled in the semester initially applied for.

- Overall, our sense of the labor market and its relationship with the number and enrollment yield of applicants to our program is not accurately reflected in this report. The job outlook in Honolulu and in the State of Hawaii should include all areas requiring skills learned in the Fashion Technology Department such as: fashion designers, patternmakers, pattern graders, marker makers, alterationists, custom and costume designers, sewing instructors, sewing machine demonstrators, wardrobe coordinators, sales associates, shop owners, and more. With this in mind, there are many more jobs available not included in this assessment.
**Internal Demand**

Registration headcount of actively enrolled students in Fall 2004 and Spring 2005 show that the Fashion Technology Program Major carried 72 majors respectively in the Associate of Applied Science in Fashion Technology Degree program.

Available data show that of 72 students in the major for Fall 2004 and Spring 2005, 62 were enrolled in Department classes in Fall—and 59 enrolled in Department classes in Spring.

Program major’s enrollment in department classes generated 443 student semester hours in Fall 2004 for an average of 7.15 semester hours, and 399 student semester hours in Spring 2005 for an average of 6.76. The resulting credit hours generated equate with 29.5 and 26.6 respective Fall 2004 and Spring 2005 Full Time Equivalent (FTE) enrollments.

There were also program non-majors enrolled in Department classes—5 and 4 respectively in Fall 2004 and Spring 2005—generating 21 and 20 student semester hours overall respectively.

We see from available data these students are primarily from Manoa, Windward CC, COSM, and LBRT in the Fall, while in the Spring they are from Kapiolani CC, Leeward CC, and LBRT.

Enrollment by program majors and non-majors accounted for the 464 SSH (Fall) and 419 SSH (Spring) generated by the department subject code(s) Fashion Technology in Fall 2004 and Spring 2005 respectively.

Overall, students under our program major enrolled for totals of 684 semester hours in Fall 2004, and 626 in Spring 2005. As mentioned above, they generated 443 and 399 SSH in Fall 2004 and Spring 2005 respectively within the department.

Then, augmenting coursework within the department, 36 Program Majors were enrolled in a total of 241 student semester hours of coursework in other departments in the Fall 2004, while 37 enrolled for 227 student semester hours outside the department in the Spring 2005 semester.

We see from additional data that program major’s coursework outside the department was primarily in the subject areas Art, English, ICS, Math, Psychology, Religion, and Speech with 3, 19, 7, 13, 2, 2, and 3 of our program majors enrolling for 9, 60, 21, 38, 6, 6, and 9 student semester hours respectively in Fall 2004.
In Spring 2005, major’s coursework outside the department was again primarily in the Art, English, ICS, Math, Psychology, Religion, and Speech subject areas, with 7, 12, 21,10, 4, 2, and 2 students enrolled for 21, 36, 63, 31,12, 6, and 6 student semester hours respectively.

- Our sense from comparing major’s average credit hours within department classes 7.15 (Fall) and 6.76 (Spring) and outside the department 6.7 (Fall) and 6.1 (Spring) is that the students are taking the general education courses required to graduate and courses pertinent to their major such as Art and ICS (pre-requisite to our Computer Grading & Marker Making course).

**Internal Efficiencies**

**Scheduling and Instructional Faculty**

With 2.4 Full Time Equivalent (FTE) faculty in Fall 2004, and 2.8 in Spring 2005—the department offered 11 active class sections in Fall and 11 in Spring.

Average Class Size in Fall 2004 was 14.4 and the Class Fill Rate was 86.9%. For Spring 2005, Average Class Size was 14.2 with a Class Fill Rate of 73.8%.

The department utilized 1.5 (Fall) and 0.8 (Spring) Full Time Equivalent (FTE) BOR approved faculty in Fall 2004 and Spring 2005 respectively. There were an additional 0.9 Full Time Equivalent (FTE) Part Time Lecturers teaching in Fall 2004, and 1.6 for Spring 2005.

Overall In Fall 2004, Full Time BOR approved faculty delivered 7 (63.6%), taught 23 (63.9%) course credit hours, and were associated with generating 245 (52.8%) student credit hours within the department. In Fall 2004, Part Time Instructors delivered 4 (36.4%), taught 13 (36.1%) course credit hours, and were responsible for 219 (47.2%) generated student credit hours within the department.

In Spring 2005, Full Time BOR approved faculty delivered 4 (36.4%), taught 12 (33.3%) course credit hours, and were associated with generating 168 (40.1%) student credit hours within the department. Part Time Instructors in Spring 2005 delivered 7 (63.6%), taught 24 (66.7%) course credit hours, and were responsible for 251 (59.9%) generated student credit hours within the department.

Based respectively on student credit hours generated and course credit hours taught, the ratio of full time student equivalents (FTSE) to full time faculty equivalents (FTFE) was 12.89 in Fall 2004, and 11.64 in Spring 2005. The ratio of program majors to FTE faculty was 30 and 30 respectively in Fall 2004 and Spring 2005.
Our sense of departmental operating efficiencies from considering these data is that the number of full time equivalent faculty needed is 2.4 and 2.8 for program consistency. Also, the ratio of 30 program majors to one full time equivalent faculty for both semesters is high, and recommend at least one more full time faculty to perpetuate the quality of classes being taught and the quality of the department as a whole.

**Instructional Outcomes**

As reflected in available data for the 04/05 academic year, the department awarded 0 certificates, and 5 degrees.

Available data on student grade distribution within the department subject code indicate that of all grades awarded in Fall 2004, 28.2% A, 26.2% B, 19.5% C, 6.7% D, 7.0% F. In Spring 2005, 35.3% A, 25.7% B, 18.4% C, 7.4% D, and 5.9% F.

Student Persistence within the subject code Fashion Technology from Fall 2004 to Spring 2005 was 61.2%; persistence of majors in the same period (whether enrolled in department courses or not) was 63.5%.

Review of department major’s performance on the Perkins Core Indicators indicates.....

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1P1</th>
<th>1P2</th>
<th>2P1</th>
<th>3P1</th>
<th>3P2</th>
<th>4P1</th>
<th>4P2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005 Core Standard</td>
<td>81.81%</td>
<td>90.00%</td>
<td>36.00%</td>
<td>71.00%</td>
<td>90.00%</td>
<td>14.18%</td>
<td>12.86%</td>
</tr>
<tr>
<td>FT Actual Performance 04/05</td>
<td>71.43%</td>
<td>80.00%</td>
<td>25.00%</td>
<td>100%</td>
<td>75.00%</td>
<td>18.07%</td>
<td>16.67%</td>
</tr>
</tbody>
</table>

Given consideration of these data, our sense of instructional outcomes is that the number of certificates for this particular year was low in comparison to previous years. Many of the students leave midway through the program due to inadequate basic skills, personal problems, or because their educational objective changes. Also, the fashion field in general does not require a certificate or degree and many of the students are employed before graduating.

**OVERALL**

Department demand for the 04/05 academic year was calculated at 2.5 which translates to a healthy (above satisfactory) demand status.

Department efficiency for the 04/05 academic year was calculated at 84.5 which translates to a healthy (above satisfactory) efficiency status.
Department Outcome for the 04/05 academic year was calculated at 12.5% which translates to a unhealthy (below minimum) outcome status.

- Given consideration of these demand, efficiency, and outcomes indicator data together, our sense of overall program health is that we are a healthy program.

Part II: Assessment Results for Program SLOs
For the Program Outcome “construct garments using various sewing techniques”, I will be using a practical assessment where projects are assigned to students. These projects will be graded using a checklist.

Part III: Curriculum Revision
Due to this being the first round of formal assessment, no curriculum revisions are currently planned.

Part IV: Analysis of Data
Our program outcomes are aligned with the program mission and our mission is also aligned with the college mission. The department showcases student learning in an annual student fashion show. The show is produced, directed and paid for by the Fashion Society (student club).

Part V: Action Plan
A plan to have systematic surveying of employers/students will be implemented in the following school year.

Part VI: Budget Implications
Aging machines with obsolete parts need to be replaced or repaired. The constant repair work and costs of classroom supplies (pattern paper, fabric, books, periodicals, DVDs, etc.) and producing the annual fashion show to showcase student work add up to more than the current budget. Currently, the department's club raises funds to pay for the fashion show.