Honolulu Community College  
Fashion Technology  
Program Review (5 year Comprehensive)  
AY2006-2011

College Mission

Honolulu Community College serves the community, the city, the state of Hawai‘i, and the Pacific region as an affordable, flexible, learning-centered, open-door, comprehensive community college. Honolulu CC meets the evolving post-secondary educational needs of individuals, businesses, and the state by:

- Offering high quality courses and programs in the liberal arts and career and technical fields;
- Maintaining unique educational partnerships with state-registered apprenticeship programs in diverse career fields;
- Supporting the Native Hawaiian community and its language, history, and culture;
- Delivering continuing education and training to meet the demand for a competitive workforce; and,
- Providing diverse educational opportunities for personal enrichment.

As a learning-centered, open-door college, Honolulu CC, is committed to providing the academic and student support to assist students as they progress through their respective courses and programs, and to facilitate the important work of campus faculty and staff. The college will acknowledge, promote, and maintain a multicultural environment where gender diversity and other aspects of personal identity are appreciated and respected.

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.

Executive Summary

The program remains extremely popular. Graduates continue to be nationally celebrated by the popular TV program Project Runway where three HCC graduates have appeared. In addition, the program’s annual fashion show is always sold out and attended by Hawaii’s most influential citizens such as the Governor and his wife.

The faculty has extensive experience in the field and are very popular with the students. Most student belong to the student club “Fashion Society” that is very active and has responsibility for running the annual fashion show.

Although the data indictors give the program a Cautionary grade, a brief analysis clearly shows it is healthy. The cost per student remains relatively low at $120 per student. The Advisory Council recently reviewed and approved the curriculum with a recommendation to expand the
program. The fashion show where each student designs and assembles a complete line of apparel clearly show that the program SLOs have been met.

**Program Description:**

The curriculum is designed to provide competency for a wide range of occupations in the fashion industry. Theoretical knowledge and practical skills are applied in clothing construction, industrial sewing, flat patternmaking, designing, textiles, fashion sketching, grading, marking and cutting, and computerized grading, marking, and pattern making. Internship or cooperative education experiences are available to interested students. This broad background enables students to select various occupations such as designer, patternmaker, cutter, or custom dressmaker. The program offers an Associate degree, and Certificates of Achievement, Completion and Competence. A degree requires 61 credits over 4 semesters.

There are approximately 65-75 registered students each semester. The faculty consists of one full time instructor and four lecturers. Most of the lecturers also work part time in the fashion industry. Two own their own business.

The Advisory Committee consists of 8 members. All work in high level positions in the fashion industry. Three are owners of their own business. Three were past students of the HCC Fashion Tech program. Although the most recent meeting was after this reports time frame, the minutes of the meeting are found in Appendix I. Review of the minutes reveals the strong support the committee offers. Several members recommended that the program be expanded and certain popular courses be offered during the summer.

The budget is adequate for day to day operations, but cannot fund equipment failures. The program had to ask for extra funds for sewing machine replacement and computer repairs. As the data shows below, the cost per student remains around $120 per student.

**Program Quantitative Indicators**

**Overall Program Health: Cautionary**

Majors Included: FT

<table>
<thead>
<tr>
<th>Demand Indicators</th>
<th>Program Year 08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>Demand Health Call</th>
</tr>
</thead>
<tbody>
<tr>
<td>1New &amp; Replacement Positions (State)</td>
<td>128</td>
<td>50</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>2New &amp; Replacement Positions (County Prorated)</td>
<td>6</td>
<td>30</td>
<td>9</td>
<td></td>
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<tr>
<td>3Number of Majors</td>
<td>79</td>
<td>70</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>4SSH Program Majors in Program Classes</td>
<td>1,012</td>
<td>1,028</td>
<td>1,163</td>
<td>Unhealthy</td>
</tr>
<tr>
<td>5SSH Non-Majors in Program Classes</td>
<td>158</td>
<td>106</td>
<td>93</td>
<td></td>
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<tr>
<td>6SSH in All Program Classes</td>
<td>1,170</td>
<td>1,134</td>
<td>1,256</td>
<td></td>
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<tr>
<td>7FTE Enrollment in Program Classes</td>
<td>39</td>
<td>38</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>8Total Number of Classes Taught</td>
<td>24</td>
<td>25</td>
<td>24</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Efficiency Indicators</th>
<th>Program Year 08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>Efficiency Health Call</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Average Class Size</td>
<td>15.6</td>
<td>14.4</td>
<td>16.9</td>
<td></td>
</tr>
<tr>
<td>10 Fill Rate</td>
<td>80%</td>
<td>75%</td>
<td>86%</td>
<td></td>
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<tr>
<td>11 FTE BOR Appointed Faculty</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>12 Majors to FTE BOR Appointed Faculty</td>
<td>79</td>
<td>35</td>
<td>42.3</td>
<td></td>
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<tr>
<td>13 Majors to Analytic FTE Faculty</td>
<td>28.4</td>
<td>24.2</td>
<td>30.0</td>
<td></td>
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<tr>
<td>13a Analytic FTE Faculty</td>
<td>2.8</td>
<td>2.9</td>
<td>2.8</td>
<td>Healthy</td>
</tr>
<tr>
<td>14 Overall Program Budget Allocation</td>
<td>$130,168</td>
<td>$146,851</td>
<td>$144,242</td>
<td></td>
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<tr>
<td>14a General Funded Budget Allocation</td>
<td>$127,752</td>
<td>$145,489</td>
<td>$144,242</td>
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<tr>
<td>14b Special/Federal Budget Allocation</td>
<td>$2,416</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>15 Cost per SSH</td>
<td>$111</td>
<td>$129</td>
<td>$115</td>
<td></td>
</tr>
<tr>
<td>16 Number of Low-Enrolled (&lt;10) Classes</td>
<td>4</td>
<td>2</td>
<td></td>
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Effectiveness Indicators

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Effectiveness Health Call</th>
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<tr>
<td>08-0909</td>
<td>Cautionary</td>
</tr>
<tr>
<td>10-1010</td>
<td>Cautionary</td>
</tr>
<tr>
<td>11-1110</td>
<td>Cautionary</td>
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</table>

17 Successful Completion (Equivalent C or Higher) 64% 76% 75%
18 Withdrawals (Grade = W) 44 28 25
19 Persistence (Fall to Spring) 62% 70% 73%
20 Unduplicated Degrees/Certificates Awarded 12 10 6
20a Degrees Awarded 12 9 6
20b Certificates of Achievement Awarded 1 1 Cautionary
20c Academic Subject Certificates Awarded 0 0
20d Other Certificates Awarded 2 0
21 Transfers to UH 4-yr 0 4 5
21a Transfers with credential from program 0 1 0
21b Transfers without credential from program 3 5

Distance Education:

<table>
<thead>
<tr>
<th>Completely On-line Classes</th>
<th>Program Year</th>
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<tbody>
<tr>
<td></td>
<td>08-0909-1010-11</td>
</tr>
<tr>
<td>22 Number of Distance Education Classes Taught</td>
<td>0 0 0</td>
</tr>
<tr>
<td>23 Enrollment Distance Education Classes</td>
<td>0 0 0</td>
</tr>
<tr>
<td>24 Fill Rate</td>
<td>0% 0% 0%</td>
</tr>
<tr>
<td>25 Successful Completion (Equivalent C or Higher)</td>
<td>0% 0% 0%</td>
</tr>
<tr>
<td>26 Withdrawals (Grade = W)</td>
<td>0 0 0</td>
</tr>
<tr>
<td>27 Persistence (Fall to Spring Not Limited to Distance Education)</td>
<td>0% 0% 0%</td>
</tr>
</tbody>
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Perkins IV Core Indicators 2009-2010

<table>
<thead>
<tr>
<th>Goal</th>
<th>Actual</th>
<th>Met</th>
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<tbody>
<tr>
<td>281P1 Technical Skills Attainment</td>
<td>90.05 84.62</td>
<td>Not Met</td>
</tr>
<tr>
<td>292P1 Completion</td>
<td>44.50 23.08</td>
<td>Not Met</td>
</tr>
<tr>
<td>303P1 Student Retention or Transfer</td>
<td>55.50 64.58</td>
<td>Met</td>
</tr>
<tr>
<td>314P1 Student Placement</td>
<td>50.50 57.14</td>
<td>Met</td>
</tr>
<tr>
<td>325P1 Nontraditional Participation</td>
<td>N/A N/A N/A</td>
<td></td>
</tr>
<tr>
<td>335P2 Nontraditional Completion</td>
<td>N/A N/A N/A</td>
<td></td>
</tr>
</tbody>
</table>

Last Updated: November 9th, 2011

Analysis of the Program Quality Indicators

**General**: Data was reviewed for the past three years. Demand went from a rating of Healthy to Unhealthy. Efficiency has been rated Healthy throughout the past three years. Effectiveness remained Cautionary for the past three years.

**Demand**: The reduction in “new and replacement positions (state)” by 87.5 percent from AY09-AY11 results in a significant and negative impact on the program’s Demand health indicator. This reduction is not discernible in the job placements and opportunities, nor in feedback from the advisory board, and needs to be further investigated. It should be noted that the number of majors has risen during this time period, and reflects the positive recognition that the program has garnered as a result of the success on the national stage of several of its students. Feedback from student graduates that could be communicated with all stated they obtained jobs in the fashion industry.

**Efficiency**: Efficiency indicators show that it has remained healthy over the past three years. Class size is remained the near the same and fill rate remained consistent at a high level. Costs and cost per student remained about the same.

**Effectiveness**: Although labeled Cautionary, program effectiveness appears to be good; in particular, a completion rate of 75 percent is significantly higher than AT09, where withdrawals are much lower, and persistence is 10 percent better. The number of transfers to UH 4-year institutions has gone from zero to five.
The program continues to attract students and benefit from the high profile successes of several of its past students, and it appears that the “Unhealthy” designation for Demand is a result of what appears to be a questionable change in industry demand in this field. The program is slowly moving towards greater integration of technology into the classroom, in an effort to provide students with hands on experience that will enable them to quickly adapt to trends in the industry.

**Perkins Indicators**
The Skill level has improved although the retention rate remains low. Many find jobs only after one year and many do not desire a degree.

**Program Student Learning Outcomes**

Upon successful completion of the FT program, students will be able to:

- Design and sketch appropriate garment designs suitable to the market or customer.
- Select appropriate fabrics and notions suitable to the garment’s design.
- Drape, draft or manipulate flat patterns to create accurate garment patterns.
- Lay perfected patterns correctly and economically onto markers or fabric.
- Cut fabric using appropriate tools, including power tools.
- Construct garments using various sewing techniques.
- Fit garments on various body types and be able to make the proper adjustments.
- Grade the finished patterns into various sizes.
- Present the garments in a professional manner to “sell” the designs.
- Define the fashion industry’s manufacturing process.

**Mapping Course SLOs to Program SLOs**

Each of the course SLOs were mapped to the program SLOs to determine if overall course content for the program will satisfy the program SLOs. The mapping diagrams can be reviewed by clicking here. Note that each of the courses and their SLOs are coded as to how the course is presented and how the SLOs are assessed. All exams include specific questions that assess the courses SLOs. Another method is the construction of a portion of the portfolio that demonstrates that an SLO was achieved.

**Assessing Program SLOs**

Notebook portfolio exercises and full garments are constructed by the student that includes fashion design work that satisfies the SLOs. This continues throughout the two year curriculum. However, the clearest proof that students are meeting SLOs is the annual fashion show where all students, even first year students, participate. They design and assemble an entire line (up to 8 different outfits) of apparel. The efforts by each of the students clearly show that all of the SLOs listed above have been met. Publicity photos of five student designs are shown in Appendix 2. Many members of the Advisory Committee attend the annual fashion shows and confirm that the program SLOs are met.
Action Plan

Currently, there is a Perkins grant to enable the student services office to track CTE graduates more closely. This should provide the program with better information on the success of its students, which in turn can help current students better see how their goals can be reached if they stay in the program. However, it should be noted that the fashion field does not have academic barriers, and many successful people in industry have no higher education credentials. Thus, unlike other fields where academic-based credentials are widely supported in the industry, FT cannot point to such credentials as being necessary for students.

Resource Implications

As with most other technical fields, the fashion business is rapidly adopting technology as a way to increase the mobility and efficiency of people in the field. To prepare students for this environment, the FT program needs the following: (1) increased budget for an APT or equivalent to set up and maintain its computer lab, manage purchasing and inventory of supplies necessary for courses, maintain equipment and supplies in classrooms, among other related duties. Currently, this is handled by a student assistant, which creates difficulties for both faculty and students; and (2) increased equipment budget to enable the program to upgrade its current machines, many of which are increasingly outmoded by current software (per recommendation of ITS personnel).
Honolulu Community College Fashion Technology-Tech II
ADVISORY BOARD MEETING 7/26/12

Meeting called to order by Joy Ann Nagaue @ 11:45 a.m.

Attendees:
1) Calvin Collins, Fashion Tech, Sketching Lecturer
2) Elsie Casamina-Fernandez, Fashion Tech. Lecturer, Elsie Designs Owner
3) Lillian Zane, Fashion Tech. retired Faculty, Lecturer
4) Karen Kamahele, Reyn Spooner Production & Fashion Tech. Lecturer
5) Andrew Southiphong, Fashion Tech. Fashion Show Lecturer, Andy South, Owner
6) Russell Uyeno, Dean Tech. II
7) Joy Ann Nagaue, Fashion Tech. Department Chairperson
8) Jim Poole, Tech II Division Chairperson
9) Summer Hoknum, Jam’s World Retail Manager, Fashion Merchandising
10) Elaine Matsuo, Waipahu High School, Teacher
11) Danene Lunn, Manuhe’alii Stores, Owner
12) Gail Rabideau, You & Me Naturally, Owner
13) Gladys Agsalud, Casablanca Bridal & Formals, Owner

Announcements:
Russell Uyeno promoted to Vice Chancellor of Academic Affairs in August 2012
Keala Chock will be acting Dean for Tech II

I. Purpose of Fashion Technology’s Advisory Board
   A) Importance of Advisory Board presented by Russell Uyeno:
      1) Why there is a need for higher education
      2) HCC and work placement – our link is Advisory Board
      3) Community College graduates go on to work placement or
      4) University enrollment in a 4 year program
      5) Last meeting conducted in 1997 so current information is sought for
         effectiveness

II. Fashion Technology’s Department: as reported by Joy Ann Nagaue
   A) History of FT Department
      1) 1920 Territorial Trade School in Palama Fashion Department started.
      2) Honolulu Vocational School
      3) 1955 – Honolulu Technical School
      4) 1966 – Honolulu Community College - UH
B) Current FT Department
1) 50-60 students
2) Large % of student on financial aid
3) $101/credit X 15 credits = full time student
4) 2012 “Le Reve” Fashion Show:
   ● many fundraisers to support event
   ● held at Marine Center
   ● music/tents/food/sound system
   ● Fashion Society is large part of fashion show production and funding
5) Student Profile:
   ● Sophomores-strong/focused students
   ● Freshman-enrollment is low (may be due to change of Math 24 to Math 50-change conclusive to measurement knowledge required in the industry i.e.: fractions & decimals. August 1st is last application date for Fall semester 2012)

III. Open Discussions:
A. Handouts to each board member: Curriculum
1) Pink Handout – general outline of Fashion Technology and the Fashion Industry presented to new students considering Fashion Technology major. Back of handout lists possible job opportunities and skill level required.
2) Yellow Handout – outlines suggested progression of Fashion Technology classes to achieve AAS Degree in 4 semesters. Electives are suggested for a focused study within the Garment Industry.
3) Blue Handout – Fashion Technology Program as presented as online college catalog. Student Learning Outcomes and potential degrees and certificates to be earned.
4) Fall 2012 calendar – covers all 1st and 2nd year student classes offered for the semester.
5) La Reve – 2012 Fashion Show Program

B. Joy noted that in 2012 – there were 9 graduating students of the 50 who began the program
1) Students can find a job without graduating from FT/HCC
2) Many must also work to support themselves/families.
3) FT introductory courses are also taught in the evenings.

C. Discussion by attendees:
1) Summer Hokum of Jams World, UHM graduate
   a) internship class offered?
   b) students should be able to perform the sample process: cost, sewing contractor, fabric sourcing
   c) comment by student worker – “why is there a need to sew when you can just send work out to contractor for manufacturing”

2) Gail Rabideau of You & Me Naturally:
   a) paid internship is important to emphasize significance of work level
   b) goals are set high for her interns
   c) reality of precision is required by the industry
   d) personally offering mentorship to students who want to start their own business

3) Danene Lunn of Manuhealii
   a) student interns take much time (e.g. daily reminders-clip stray threads/even stitching)
   b) student work quality is dependent on previous sewing background especially if learned from a young age
   c) FT 205 completed sewing notebooks should continue to be traded with fellow students-peer; this pressure improves work quality
   d) students cannot see quality-must be taught
e) two sides on garment industry, business vs. factory
f) should have alteration/customer class to refine communication and customer reaction to garment quality/design produced
g) basics of design should be emphasized (fundamental sewing)
h) explore Dream Job of student (what do you want to be?)
i) students set goal from the beginning classes
j) student goals will evolve throughout school years until graduation

4) Elaine Matsuo of Waipahu High School
a) High School students attend class for 1 hour every other day therefore, less depth in subject matter.
b) the new generation’s work ethic is “entitled”
c) suggests open summer classes for year round education at HCC

5) Andy Southiphong, Project Runway finalist/Factory owner
a) he was a student who went beyond what was taught in class
b) businesses should offer internships to high school, HCC, and UH Manoa graduates
c) businesses and students’ design should be partnered
d) post jobs offered/all students want jobs
e) attend trade shows
f) learn to produce line sheets
g) garment industry struggling/must build up
h) offer a cycle class (design to patterns to construction to sales)
i) summer credits for school good idea
   • make fun classes
   • make substantial projects
j) role in reality
   • graduating students not learning enough skills required for jobs
   • 2nd year students are still tardy

6) Gladys Agsalud of Casablanca Bridal & Formals
a) want students to help @ store
b) personality and good communications important
c) Casey, HCC grad promoted to bridal consultant
d) punctuality required for customer goodwill
e) work study class with employer able to submit grade for performance
f) want alteration class for self (Gladys), not for a college degree
g) certificate for 6 month employment/with school in “tandem” w/ business

7) Lillian Zane, HCC retired Fashion Technology faculty
a) internship class is offered with employer feedback/input and student graded and given credits

8) Joy Nagaue, Fashion Technology Department Chairperson
a) all employers want top students
b) where can we place median and lower students in workplace?
c) would like to see Summer & Saturday classes for teens & community

9) Karen Kamahele, Reyn Spooner Production & Fashion Technology Lecturer
a) students of this generation want immediate reward for work
b) computer marking/grading/pattern-making is an elective not requirement for students. Should be elective or required?
c) UHM offers Gerber certificate for class completion, will check with Gerber Technology
d) electives-are there too many?
e) basic design/sewing foundation is not solid, needs to be learned very well
Due to 1:30 pm attendee limitation, meeting closed

Recorded by:______________________________
APPENDIX 2

MidWeek Magazine  Photo Gallery

STYLE GALLERY // HONOLULU COMMUNITY COLLEGE FASHION SHOW
BY YU SHING TING

Photos by Nathalie Walker

The University of Hawaii Honolulu Community College Fashion Technology Program presents Le Reve "The Dream" A Fashion Showcase April 26 at the HCC Marine Education & Training Center at Sand Island.

On the runway will be fashions by the eight graduating seniors: Ramie Sagisi, Carmen Lee, Meredith Cliff, Jessica O'Neill, Stephanie Sanders, Rose Wolfe.

Runway season 8 designers Andy

Designer: Meredith Cliff
Models: Jessica Andrian and Ti
Collection: Birds of a Feather
Outfits: Lace bandeau top with r

Designer: Ramie Sagisi
Models: Sera Brand and Salem Sipes
Collection: Dawn 'til Dusk
Outfits: V-neck two-tone babydoll dress, angel wing ivory dress
Designer: Jessica Cabal
Models: Salem Sipes and Sheri Kelly
Collection: DePleated
Outfits: Charcoal tunics with contrast stitching and bell-sleeve top layered under a sleeveless hooded jacket.

Designer: Stephanie Sanders
Models: Kiana Yoshikawa and Nicole Spadavecchia
Collection: Stiletto
Outfits: Bell top with cheetah print short shorts, racer tank slipdress
Designer: Ryan Ota

Model: Steven Stinson

Collection Thought Bubbles

Outfit: A modern take on the classic aloha shirt with ‘thought bubble’ print, contrasting 3/4 sleeves and mock tie on placket; denim cuff shorts with matching thought bubble print pockets
Designer: Jessica O’Neill
Models: Nicole Spadavecchia and Jameelyn Nibling
Collection: Fire & Ice

Outfits: Reversible bandeau with braided strap with reversible bikini bottom, reversible triangle top with reversible tieside bottom
**Designer:** Rose Wolfe  
**Models:** Thanh Apostolides and Hope Leao  
**Collection:** Lock and Key

Outfits: White cotton mini skirt with lock and key print and orange keyhole satin top, lock and key sport jacket with matching lock and key jewelry by twin sister Robbie Wolfe
Designer: Carmen Lee
Model: Jenny Lung
Collection: Identity
Outfit: Corset top with little sierra leather zipper bolero and low-rise chain shorts
Featured

CARMEN LEE  RYAN OTA

RAMIE SASIN  JESSICA O’NEILL

Graduates

JESSICA CABAL  ROSE WULFE

MENDELETH CLIFF  STEPHANIE SANDERS