Honolulu Community College
Fashion Technology
Program Review
AY2011-2012

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.

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

Part I: Program Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: FT

### Demand Indicators

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Demand Health</th>
<th>Call</th>
</tr>
</thead>
<tbody>
<tr>
<td>09-10</td>
<td>10-11</td>
<td>11-12</td>
</tr>
<tr>
<td>1 New &amp; Replacement Positions (State)</td>
<td>50</td>
<td>16</td>
</tr>
<tr>
<td>2 *New &amp; Replacement Positions (County Prorated)</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>3 *Number of Majors</td>
<td>70</td>
<td>85</td>
</tr>
<tr>
<td>4 SSH Program Majors in Program Classes</td>
<td>1,028</td>
<td>1,163</td>
</tr>
<tr>
<td>5 SSH Non-Majors in Program Classes</td>
<td>106</td>
<td>93</td>
</tr>
<tr>
<td>6 SSH in All Program Classes</td>
<td>1,134</td>
<td>1,256</td>
</tr>
<tr>
<td>7 FTE Enrollment in Program Classes</td>
<td>38</td>
<td>42</td>
</tr>
<tr>
<td>8 Total Number of Classes Taught</td>
<td>25</td>
<td>24</td>
</tr>
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</table>

### Efficiency Indicators

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

### Effectiveness Indicators

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Effectiveness Health</th>
<th>Call</th>
</tr>
</thead>
<tbody>
<tr>
<td>09-10</td>
<td>10-11</td>
<td>11-12</td>
</tr>
<tr>
<td>17 Successful Completion (Equivalent C or Higher)</td>
<td>76%</td>
<td>75%</td>
</tr>
<tr>
<td>18 Withdrawals (Grade = W)</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td>19 *Persistence (Fall to Spring)</td>
<td>70%</td>
<td>73%</td>
</tr>
<tr>
<td>20 *Unduplicated Degrees/Certificates Awarded</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>20a Degrees Awarded</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>20b Certificates of Achievement Awarded</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>20c Advanced Professional Certificates Awarded</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20d Other Certificates Awarded</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>21 External Licensing Exams Passed</td>
<td>Not</td>
<td>Not</td>
</tr>
<tr>
<td>Transfers to UH 4-yr</td>
<td>Reported</td>
<td>4</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
<td>---</td>
</tr>
<tr>
<td>Transfers with credential from program</td>
<td>Reported</td>
<td>1</td>
</tr>
<tr>
<td>Transfers without credential from program</td>
<td>Reported</td>
<td>3</td>
</tr>
</tbody>
</table>

### Distance Education: Completely On-line Classes

<table>
<thead>
<tr>
<th>Program Year</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 Number of Distance Education Classes Taught</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>24 Enrollment Distance Education Classes</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25 Fill Rate</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>26 Successful Completion (Equivalent C or Higher)</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>27 Withdrawals (Grade = W)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>28 Persistence (Fall to Spring Not Limited to Distance Education)</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Perkins IV Core Indicators 2010-2011

<table>
<thead>
<tr>
<th>Goal</th>
<th>Actual</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>1P1 Technical Skills Attainment</td>
<td>90.10</td>
</tr>
<tr>
<td>30</td>
<td>2P1 Completion</td>
<td>45.00</td>
</tr>
<tr>
<td>31</td>
<td>3P1 Student Retention or Transfer</td>
<td>56.00</td>
</tr>
<tr>
<td>32</td>
<td>4P1 Student Placement</td>
<td>51.00</td>
</tr>
<tr>
<td>33</td>
<td>5P1 Nontraditional Participation</td>
<td>N/A</td>
</tr>
<tr>
<td>34</td>
<td>5P2 Nontraditional Completion</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Last Updated: August 6th, 2012

Glossary | Health Call Scoring Rubric

### Part II. A Analysis of the Program Quality Indicators

**Demand.** The numbers of “new and replacement positions (state)” continue to decline causing the Demand category to be graded as “unhealthy”. However, local demand for the program remains high and must turn away applicants. Those completing the program appear to be finding jobs based on student feedback. Feedback has remained positive where most have found jobs in the fashion industry. The Advisory Committee, made up of professionals in the industry, have not noticed a decline job openings. Minutes of the Advisory Committee’s meeting can be found in the Appendix. Program faculty members request that the replacement figure be investigated for accuracy.

**Efficiency:** Efficiency indicators show that it has remained healthy over the past three years. Class size has remained near the same and fill rate remained consistent at a high level. Costs and cost per student remained about the same. However, there is only one BOR Appointed FTE instructor which makes the Major to Faculty ratio twice as high which would cause the category to be graded as Cautionary.

**Effectiveness:** The Completion Rate remains consistent above 75% and withdrawals dropped significantly from 25 to 9. The category is labeled Cautionary because the ratio of degrees to Replacement jobs is too high. This is caused by the excessively low figure of only 2 replacement positions. The Program feels the figure is incorrect and should be investigated by the data contractor.

### Part II. B 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.

Evidence of Industry Validation (CTE Programs)
During the recent Advisory Committee meeting the Program was discussed in detail including the SLOs. The minutes of the meeting are attached.

Expected Level of Achievement
All the Program SLOs were assessed for all students. The assessment was conducted during the annual fashion show.

Courses Assessed
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.

Assessment Strategy/Instrument
Portfolios of are kept to display the completion of various assigned tasks. The Annual fashion show assesses all the SLOs.

Results of Program Assessment
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. Members of the Advisory Committee attend the annual fashion shows and confirm that the program SLOs are met.

Action Plan
Currently, the program is self-assessed as being healthy with more applicants than the program can accept. Attempts will continue to persuade students to work towards the AAS degree. The annual fashion show has been very popular with both the students and the community. Last year’s show was attended by the Governor other distinguished guests.

The FT computer room is short 3 computers. Presently, three students must double up which reduces the learning experience.
Resource Implications

Three additional computers: $3000
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 Hokum, Jam’s World Retail Manager, Fashion Merchandising
10) Elaine Matsuo, Waipahu High School, Teacher
11) Danene Lunn, Manuhe’alia 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

STYLIST 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 28 at the HCC Marine Education & Training Center at Kaneohe.

On the runway will be fashions by the eight graduating seniors: Ramie Sagsai, 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

Designer: Ramie Sagsai
Models: Sara 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 jacket with contrast stitching and belt, shoulder top layered under a pleated hooded jacket

**Designer: Stephanie Sandersi**
Models: Kiana Yoshikawa and Nicole Spadevecchia
Collection: Stiletto
Outfits: Bell top with cheetah print short shorts, racer tank slipdress
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: Ryan Ota
Model: Steven Stinson
Collection Thought Bubbles
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 SASHI

JESSICA O'NEILL

Graduates

JESSICA CABAL

ROSE WOLFE

MENDETH CLIFF

STEPHANIE SANDERS