

# 1. Assessment Plan - Four Column



## PIE - Business - CS&DT: Fashion Unit

### Narrative Reporting Year

**2017-18**

**Contact Person:** Sheila Espy

**Email/Extension:** [sespy@mtsac.edu](mailto:sespy@mtsac.edu)

**Program Planning Dialog:** The Fashion program focuses on updating curriculum to maintain currency through the integration of software and updated technologies to meet the industry changes and skill needs for our students including readiness for transfer to 4-year university.

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

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

- Ability of CSU's and UC's to accept student transfers (2017-2018) and CSU creating barriers for articulations of college (lower division) courses because of their need to keep up their enrollments in certain courses within their institution by categorizing foundational courses as upper division. ([csulb.edu](http://csulb.edu))

CHANGES AND UPDATES IN TECHNOLOGY:

Design:

-Pattern-making and product development 3D software being integrated into apparel design and manufacturing.

-Robotic sewing new to apparel manufacturing. Still in infancy stages. Video "Automation Comes into Fashion"

Links: <https://www.youtube.com/watch?v=OsSDI8wWAYQ>

<https://www.youtube.com/watch?v=qXFU1CijkUs>

Merchandising:

-Major fashion apparel retailers still use advanced functions in Excel as an analytical tool to support the merchandising function (2017 Fashion advisory board minutes).

-BI intelligent tools (web-based) are explored and introduced to support merchandising functions. Merchants optimize data in order to deliver the business intelligence and analytics needed to move retail businesses successfully into the future. (<https://www.retailtouchpoints.com/topics/bi-analytics-shopper-data-intelligence>).

WORKFORCE TRENDS:

Fashion Design

Apparel Technical Designers - 10 year projected increase +14.9% Salaries: 60,000 - 91,000 ([https://www.glassdoor.com/Salaries/apparel-technical-designer-salary-SRCH\\_K00,26.htm](https://www.glassdoor.com/Salaries/apparel-technical-designer-salary-SRCH_K00,26.htm))

Fashion advisory board - feedback on career trends: Disruption in the fashion industry which may include merging merchandising with buying rather than design. New career pathways have emerged in merchandise product design and planning (retail and wholesale buying); need for advanced merchandising Excel skills, retail math. Design -

importance of manual skills to support CAD pattern-making skills; custom digital direct-to-garment printing using digital textile printers; merging of wholesale and retail functions (Fashion advisory board minutes, Aug 2017)

Fashion Merchandising - No data since this is not a specific field.

Merchandise Buyers -2% growth. In the fashion industry, fashion merchandise buyers work closely with merchandise planners, merchandise allocators, and store managers. Despite decline, there is still large amount of opportunities due to the number of positions in this area - increasing in eCommerce. (<https://www.bls.gov/ooh/business-and-financial/purchasing-managers-buyers-and-purchasing-agents.htm#tab-6>)

Salaries range from \$51, 000 avg - \$87,000 ([https://www.bls.gov/oes/current/naics4\\_453900.htm](https://www.bls.gov/oes/current/naics4_453900.htm), <https://www.24seventalent.com/en-us/resources/>)

VIDEO: <https://youtu.be/W-GTPnCVsV0> (<https://www.bls.gov/ooh/business-and-financial/purchasing-managers-buyers-and-purchasing-agents.htm>)

**Internal Conditions, Trends, or Impacts :** - Expanded capacity for fashion in the new BCT building which has a sewing room and a design room thus increasing the potential for additional courses that can be offered.

-Additional course developed in attempt to support growth - FASH 16 Corset Construction. This course has been submitted as a "stand alone course".

-The Fashion program has a design lab in addition to the sewing lab thus increasing the number of industrial sewing machines by thirty. The additional machines must be maintained. Therefore the repair budget, materials, and supplies budget must be increased.

- Student tutors and workers have been critical for supporting fashion students as they strive to successfully achieve complete their courses, certificates, degrees and/or transfer goals. Both student workers and tutors have been funded through the college and the Perkins grant.

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

- Studio lab course (taught by design faculty members) needed to support students who do not have the sewing equipment, dress forms, or pattern tables at home. Students are currently working on homework assignments in tight conditions while other classes progress in the work area (78-2160A) because of lack of home equipment.

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

- Faculty must continue to update software skills to remain in the industry.

- Some adjunct faculty have been resistant to attending division orientation or campus adjunct meetings to remain updated on department requirements and faculty contract requirements.

-Fashion program now has a visual display window for which funding and support is needed. Support includes funding for ink and canvas for the large format poster printer. Visual materials, equipment, and additional funds for student workers will need to be increased and continually available throughout the year. This includes summer sessions. Ongoing funding for student workers will be used to build, set up area, create props, and take down displays.

**Critical Decisions Made by Unit:** Department continues to focus on articulating with Cal Poly Pomona (AMM Program) since this university offers a 'management degree' versus a FCS/Home Economics degree. We will continue to update Fashion Merchandising curriculum such as merchandise buying incorporating more advanced Excel and retail math concepts critical for the fashion retail industry (Advisory Board minutes, Aug 2017). In addition, the AMM programs hosts the Apparel Technology and Research Center which is focusing on future technology developments associated with the fashion industry (ensures our students will be getting a progressive education).

Focus on increasing student success through accessibility and support

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

Increase Program awareness and promotion - marketing materials and outreach, maintaining BCT visual display window.

**Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement:** Notable Achievements for Consumer Science and Design Technology:

- FASH: Course Retention rate 2016-2017: 82%, +2% over 2015-2016 (Source: Mt SAC Retention data)
- Success rate 2016-2017: 71%, +6% over 2015-2016 - still room for improvement (Source: Mt SAC Success data)
- 24% of Fashion Merchandising students complete second Fashion degree (Argos - Student Completion data)
- Increase in students taking more than one Fashion course: 2016 - 2017: 170, +24% over 2015-2016 (CalPASS.org)
- Program promotion strategy includes display of students garments created in Fashion Design courses.
- Increased Excel integration within the Fashion Merchandising curriculum (Fashion advisory board minutes, Aug 2017) Students enrolled in Fashion Merchandising Work Experience course have done well in internships partly due to Excel competency demonstrated in in interviews or positions for internships.

**Notable Achievements for Theme B: To Support Student Access and Success:** - DESIGN & TECHNOLOGIES (1303.10):

Mt SAC Fashion has had design students win TALA awards for the last 4 years. TALA competition includes CSU, private firms (ex: FIDM, Otis, etc..) and local community college competitors. Mt SAC maintains membership in CFA (California Fashion Association) so that our students can compete in the design competitions and gain exposure to the industry. Students complete their design work in the capstone course - FASH 23 Patternmaking II. This competition has now moved from Spring 2018 to Fall 2018 and the some of the criteria will change.

- FASHION Program (1303):

- program Course Retention rate 2016-2017: 82%, +2% over 2015-2016 (Source: Mt SAC Retention data)
- program Success rate 2016-2017 is 68%, +3% up over 2015-2016 even though Fashion enrollment had dropped.

**Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources:** Student tutors have been critical to the success of the Fashion students to successfully achieve outcomes in their coursework especially struggling or economically disadvantaged students who need one on one support or students who do not have the software technology at home.

The students receive tutorial help in the classroom however students have not utilized out of class tutorial support. Online accessibility to support such as tutorial videos provided by the professors and Lynda.com for technology support.

**Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration:** Sheila Espy, coordinator for Fashion program and full-time faculty, is involved in application and management of Perkins funds to enable help the Fashion programs support student learning, faculty professional development, and updating technologies and resources. Maria Davis, full-time faculty and Design technical expert, mentors the TALA design competitors by which Mt SAC Fashion program has had winners for the last 4 years.

**Contributors to the Report:** Sheila Espy, M.A. and Dr. Maria Davis

**Related Documents:**

[CTE Launchboard data.docx](#)

[Fashion Advisory Board Meeting Minutes 2016-2017-](#)

[APPROVED.docx](#)

[Success & Retention 2014-2017.xlsx](#)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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<p><b>Technology and Instruction</b> - Use state-of-the-art technology in the classroom and provide faculty with appropriate resources and equipment for instruction. Prepare students for working in a dynamic environment</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2016-17, 2017-18, 2018-19</p> <p><b>Date Goal Entered (Optional):</b> 09/01/2016</p>	<p><b>In Progress</b> - Professional Development</p> <p><b>Describe Plans &amp; Activities Supported:</b> Gerber updated software training as needed</p> <p><b>Lead:</b> Maria Davis</p> <p><b>Type of Request:</b> Professional Development, IT Support</p> <p><b>Planning Unit Priority:</b> Medium</p> <p><b>What would success look like and how would you measure it?:</b> Successful completion of technology courses and the ability to apply the knowledge in more advanced sequence course(s).</p> <p><b>Documentation Attached?:</b> Yes</p>	<p><b>Reporting Year:</b> 2017-18</p> <p><b>% Completed:</b> 75</p> <p>UPDATE: Funds were approved by Perkins however the faculty received funding from POD. Faculty did go to training. As Gerber software continues to update, future training will be completed as needed. (05/10/2018)</p> <hr/> <p><b>Reporting Year:</b> 2016-17</p> <p><b>% Completed:</b> 100</p> <p>Funds for Gerber updated software training were requested and approved (Perkins '17-'18 budget) for faculty training on software upgrade. Training will be scheduled during faculty's break in schedule before the end of 2017 - 2018 year. UPDATE: Funds were approved by Perkins however the faculty received funding from POD. Faculty did go to training. (06/02/2017)</p>
	<p><b>In Progress</b> - Online Teaching Conferences</p> <p><b>Describe Plans &amp; Activities Supported:</b> Funding for conference - \$1170.</p> <p><b>Lead:</b> Espy</p> <p><b>On-Going Funding Requested (if applicable):</b> 1170</p> <p><b>Type of Request:</b> Professional Development</p> <p><b>Planning Unit Priority:</b> High</p> <p><b>What would success look like and how would you measure it?:</b> Courses will be approved for DL (distance learning) format.</p> <p><b>Documentation Attached?:</b> Yes</p> <p><b>Related Documents:</b></p> <p><a href="#">18-19-Budget-Worksheet.xlsx</a></p>	<p><b>Reporting Year:</b> 2017-18</p> <p><b>% Completed:</b> 50</p> <p>UPDATE: 3 Fashion Merchandising courses are approved for DL format. The first online course was offered in SPR' 18 and 2 courses will be offered in FALL'18. Faculty did attend 2017 conference. (05/10/2018)</p> <p><b>Related Documents:</b></p> <p><a href="#">18-19-Budget-Worksheet.xlsx</a></p> <hr/> <p><b>Reporting Year:</b> 2016-17</p> <p><b>% Completed:</b> 50</p> <p>Faculty attended 2016 Online Teaching conference and will attend 2017 Online Teaching Conference. This increases knowledge of best practices and updates in distance learning. Fashion lectures courses will continue to be submitted for distance learning approval. (06/02/2017)</p>
	<p><b>Full Funding Requested</b> - Fashion resources such as trend predictive resources are needed by both design and merchandising students to support learning activities, fashion research, and assignments that is</p>	<p><b>Reporting Year:</b> 2017-18</p> <p><b>% Completed:</b> 0</p> <p>Funds for WGSN fashion trend predictive resources were not approved thus this resource was not available for students this year. This was requested in Perkins proposed budget for '18-'19 fiscal year. (05/10/2018)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>Where We Make an Impact: Closing the Loop on Goals and Plans</i>
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accessible digitally online via library portal.

**Describe Plans & Activities**  
**Supported:** WGSN - Fashion trend  
**Lead:** Espy  
**One-Time Funding Requested (if applicable):** 7500  
**Planning Unit Priority:** Medium  
**What would success look like and how would you measure it?:**  
 Students will have access to real fashion industry information that will support assignments that are relevant to current trends and influences in the industry.  
**Documentation Attached?:** Yes  
**Related Documents:**  
[18-19-Budget-Worksheet.xlsx](#)  
**Full Funding Requested -** Video camera and accessories

**Describe Plans & Activities**  
**Supported:** Create tutorial videos of classroom demonstrations for students' assignment support. Students are able to view repeatedly as needed to complete their assignments and projects.  
**Lead:** Davis  
**One-Time Funding Requested (if applicable):** 766  
**Type of Request:** Instructional Equipment  
**Planning Unit Priority:** Medium  
**What would success look like and how would you measure it?:**  
 Students will be able to complete assignments successfully with the video tutorial support.

**Related Documents:**  
[18-19-Budget-Worksheet.xlsx](#)

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**Reporting Year:** 2016-17  
**% Completed:** 0  
 WGSN was not available to students in '16-'17 year. Funding for WGSN \$7500 (Perkins) was not approved. WSGN resource in addition to other Fashion resources are needed by both the Fashion Design and Merchandising students. Funds will be requested for '17-'18 year. (06/02/2017)

**Reporting Year:** 2017-18  
**% Completed:** 0  
 Requested again in Perkins proposed budget in '18-'19 budget. (05/10/2018)

**Related Documents:**  
[18-19-Budget-Worksheet.xlsx](#)

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**Reporting Year:** 2016-17  
**% Completed:** 0  
 Funds were requested and not approved in the '16-'17 Perkins budget. Requested again in Perkins '17-'18 budget. (05/02/2018)

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**Documentation Attached?:** Yes

**Related Documents:**

[18-19-Budget-Worksheet.xlsx](#)

**Full Funding Requested -** Textile printer, ink for textile printer, fabric for printing  
 - requested in Perkins budget - not funded

**Describe Plans & Activities**

**Supported:** Incorporate textile printing into courses (FASH 25, Textiles, and others as determined) in Fashion curriculum. Textile printer must be purchased to enable students to print textile print design assignments.

**Lead:** Espy and Davis

**One-Time Funding Requested (if applicable):** 10502

**Type of Request:** Instructional Equipment, Instructional Supplies, IT Support

**Planning Unit Priority:** Low

**What would success look like and how would you measure it?:**

Students design and print textile print assignments.

**Documentation Attached?:** Yes

**Related Documents:**

[18-19-Budget-Worksheet.xlsx](#)

**Full Funding Requested -** Textile Crock Meters and textile tabletop Weaving Looms

**Describe Plans & Activities**

**Supported:** Expand textile equipment to use in the textile course to facilitate students' active learning of course concepts.

**Lead:** Espy

**One-Time Funding Requested (if**

**Reporting Year:** 2017-18

**% Completed:** 0

Requested in Perkins '17-'18 budget - not funded. Textile printer and supplies has been requested in Perkins '18-'19 proposed budget. (05/10/2018)

**Reporting Year:** 2016-17

**% Completed:** 0

Textile printer and related supplies was requested and not approved in the Perkins '16-'17 budget. It has been requested again in the Perkins '17-'18 budget. (05/02/2018)

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**applicable):** 2970

**Type of Request:** Instructional Equipment, Instructional Supplies

**Planning Unit Priority:** Medium

**What would success look like and how would you measure it?:**

Increased student engagement and understanding in class through the completion of course activities using the textile equipment.

**Documentation Attached?:** Yes

**Related Documents:**

[18-19-Budget-Worksheet.xlsx](#)

**Full Funding Requested -**

Conference and travel funding for NRF 2019 Big Show conference in New York

**Describe Plans & Activities**

**Supported:** Conference and travel funding (\$2610) for NRF 2019 Big Show conference in New York. The conference provides industry updates and innovations.

Technology software companies demonstrate technology and educate on how it is used in the industry.

**Lead:** Espy

**One-Time Funding Requested (if applicable):** 2610

**Type of Request:** Professional Development

**Planning Unit Priority:** Medium

**What would success look like and how would you measure it?:** Faculty continue to stay current with industry trends and innovations. Ability to further enhance course content.

Make technology connections.

**Documentation Attached?:** Yes

**Related Documents:**

[18-19-Budget-Worksheet.xlsx](#)

**Full Funding Requested** - National Retail Federation institutional membership (NRF) is needed for industry resources including educator's rate at the conferences.

**Describe Plans & Activities**

**Supported:** Program will continue to have access to resources and receive communication from NRF.

Educators' conference rates

**Lead:** Espy

**On-Going Funding Requested (if applicable):** 500

**Planning Unit Priority:** High

**What would success look like and how would you measure it?:**

Continued access to NRF conferences and resources

**Documentation Attached?:** No

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

**Describe Plans & Activities**

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

Mirrors can be set up on the wall



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opposite of the fabric roll cabinets.  
**Lead:** Sheila Espy and Maria Davis  
**One-Time Funding Requested (if applicable):** 1500  
**Type of Request:** Facilities , Instructional Equipment  
**Planning Unit Priority:** High  
**What would success look like and how would you measure it?:**  
 Installation of dressing & fitting area and mirrors have been completed thus available for use by the design classes.  
**Documentation Attached?:** No  
**Full Funding Requested -** Additional fabric rolls holder cabinet must be built adjacent to the current cabinet in 78-2160A.  
**Describe Plans & Activities Supported:** Additional fabric rolls holder cabinet must be built adjacent to the current cabinet in 78-2160A. The cabinet holds heavy rolls of fabric, pattern and marking paper. The rolls are sitting on tables and can roll off when cutting lengths needed for the students.  
**Lead:** Maria Davis  
**Type of Request:** Facilities , Instructional Equipment  
**Planning Unit Priority:** High  
**What would success look like and how would you measure it?:**  
 Additional cabinet has been built and the rolls of fabric and paper have been mounted.  
**Documentation Attached?:** No

<b>Industry Trends and Requirements -</b> Develop partnerships with local	<b>In Progress -</b> Update curriculum <b>Describe Plans &amp; Activities</b>	<b>Reporting Year:</b> 2017-18 <b>% Completed:</b> 50
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<p>businesses and advisory boards to strengthen job opportunities and internships and to guide curriculum development.</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2017-18, 2018-19</p> <p><b>Date Goal Entered (Optional):</b> 04/12/2018</p>	<p><b>Supported:</b> Review and evaluate curriculum to ensure relevancy to the current and future needs of the industry.</p> <p><b>Lead:</b> Espy</p> <p><b>Type of Request:</b> Instructional Equipment, Professional Development, Research Support</p> <p><b>Planning Unit Priority:</b> High</p> <p><b>What would success look like and how would you measure it?:</b> Transfer data to Cal Poly AMM program</p> <p><b>Documentation Attached?:</b> No</p> <p><b>Related Documents:</b>  <a href="#">2017-2018 Fashion Advisory Board Meeting MINUTES_FINAL.docx</a></p> <p><b>In Progress -</b> Create new curriculum. Include industry outreach and research support needed.</p> <p><b>Describe Plans &amp; Activities</b></p> <p><b>Supported:</b> Instructor preparation time</p> <p><b>Lead:</b> Espy and Davis</p> <p><b>Type of Request:</b> Professional Development, Research Support</p> <p><b>Planning Unit Priority:</b> High</p> <p><b>What would success look like and how would you measure it?:</b> New courses developed are approved.</p> <p><b>Documentation Attached?:</b> Yes</p> <p><b>Related Documents:</b>  <a href="#">2017-2018 Fashion Advisory Board Meeting MINUTES_FINAL.docx</a></p> <p><b>In Progress -</b> Fashion students complete in TALA (Textiles Association of Los Angeles) scholarship competition and had have won awards each year for the last four years. The design work is completed in FASH 23 -</p>	<p>Coordinator had a year-end meeting with Cal Poly AMM department chair and faculty to review curriculum updates as they prepare for semester conversion. More updates will be coming from Cal Poly as they have not completed all needed updates.</p> <p>Review textiles testing equipment used in the lower division textiles courses at Cal Poly. Need to evaluate textile equipment that can be incorporated into Mt SAC Textiles courses that can be safely used. Will review for proposal to purchase in 2018-2019 Perkins budget. UPDATE: Textile class equipment was requested in Perkins '18-'19 budget. (06/30/2017)</p> <p><b>Reporting Year:</b> 2017-18</p> <p><b>% Completed:</b> 25</p> <p>Fashion program was reviewed. A new course FASH 57 Retail and Production Technologies has been approved and scheduled for Winter 2019 which teaches a new industry technology. Additional courses are being reviewed for submission as the need to determined by Fashion FT faculty. (05/10/2018)</p>

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Patternmaking II, a capstone course for the Fashion Design & Technologies degree.  
**Describe Plans & Activities**  
**Supported:** Mt SAC maintains an institutional membership in CFA (California Fashion Association) so that our students can compete in TALA design competitions.  
**Lead:** Davis  
**On-Going Funding Requested (if applicable):** 150  
**Type of Request:** Professional Development  
**Planning Unit Priority:** High  
**What would success look like and how would you measure it?:**  
 Students compete in TALA design competition and earn awards.  
**Documentation Attached?:** No

**Flexible Scheduling** - Scheduling that meets our student's needs by providing day, evening, afternoon, weekend, and online courses.  
**Status:** Active  
**Goal Year(s):** 2017-18, 2018-19  
**Date Goal Entered (Optional):** 09/01/2016

**In Progress** - One FT instructor is SPOT certified. Need at least one more fashion adjunct to be spot certified to enable more distance learning format classes to be offered.  
**Describe Plans & Activities**  
**Supported:** Develop distance learning courses for Fashion.  
**Lead:** Espy  
**Type of Request:** Professional Development, IT Support  
**Planning Unit Priority:** High  
**What would success look like and how would you measure it?:**  
 Distance learning format courses approved and can be scheduled.  
**Documentation Attached?:** No

**Promotion and Outreach** - Attract

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students to increase enrollment and heighten program awareness by support of program promotion and related marketing materials.  
**Status:** Active  
**Goal Year(s):** 2017-18, 2018-19  
**Date Goal Entered (Optional):** 04/12/2018

**Full Funding Requested** - Program marketing, outreach, visual display (BCT)  
**Describe Plans & Activities**  
**Supported:** Program marketing materials - posters, flyers, handouts to be developed and printed. Visual display that must be maintained year-round materials and supplies to be purchased  
**Lead:** Espy  
**On-Going Funding Requested (if applicable):** 6105  
**Type of Request:** Marketing, Non-Instructional Supplies  
**Planning Unit Priority:** High  
**What would success look like and how would you measure it?:**  
 Completion of marketing materials and visual display  
**Documentation Attached?:** Yes  
**Related Documents:**  
[18-19-Budget-Worksheet.xlsx](#)

**Full Funding Requested** - Ink, canvas, and other materials for large format poster printer  
**Describe Plans & Activities**  
**Supported:** Large format poster printer is used to create the large scale images of Mt SAC Fashion Design students' garments for the fashion visual display windows. Students create the designs in FASH 22 and FASH 23 courses. This is a valuable way to promote the Fashion program.  
**Lead:** Davis and Espy  
**On-Going Funding Requested (if applicable):** 4721  
**Type of Request:** Instructional

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Equipment, Instructional Supplies, IT Support

**Planning Unit Priority:** High

**What would success look like and how would you measure it?:** The campus is able to view Mt SAC Fashion Design students' designs in the display windows.

**Documentation Attached?:** Yes

**Related Documents:**  
[18-19-Budget-Worksheet.xlsx](#)

**Full Funding Requested -** Student workers to help plan, set up, and take down the visual display.

**Describe Plans & Activities**

**Supported:** -Create visual display that feature students' work created in their Fashion courses. Faculty will create the images then print the images with the support of IT for the visual display.

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

**Lead:** Davis and Espy

**On-Going Funding Requested (if applicable):** 1960

**Type of Request:** Staffing, Marketing, IT Support

**Planning Unit Priority:** High

**What would success look like and how would you measure it?:** The visual displays have been planned, set-up, and taken down in the BCT display windows.

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**Documentation Attached?:** Yes

**Related Documents:**

[18-19-Budget-Worksheet.xlsx](#)

**Full Funding Requested -** Funding for dress forms and/ or mannequins

**Describe Plans & Activities**

**Supported:** Mannequins are used for visual display to support program promotion by displaying design students' work. Dress forms are used for visual display as well - depending on the visual plans as well as used the classroom for design students to create their garments.

**Lead:** Espy and Davis

**On-Going Funding Requested (if applicable):** 680

**Type of Request:** Instructional Equipment, Instructional Supplies

**Planning Unit Priority:** Medium

**What would success look like and how would you measure it?:** Ability to expand the breath of the visual display to display the designs from more students.

**Documentation Attached?:** Yes

**Related Documents:**

[18-19-Budget-Worksheet.xlsx](#)

**Full Funding Requested -** Photography of student's work for Fashion program promotion materials, program visual display, and program outreach.

**Describe Plans & Activities**

**Supported:** -Images have been photographed by a professional photographer (paid by design professor's personal funds from sales of course packets - should be funded by program - division in the

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future). Photographs have also been taken by Mt SAC's Fashion Photography students - none used for visual display but a few have been used for program promotion and outreach materials and social media.

-Media storage is needed for the image files for both photography sources thus must be purchased.

**Lead:** Davis and Espy

**On-Going Funding Requested (if applicable):** 1000

**Type of Request:** Staffing, Non-Instructional Supplies

**Planning Unit Priority:** Medium

**What would success look like and how would you measure it?:** Ability to fund from program's resources rather than instructor's personal funds.

**Documentation Attached?:** No

**Instructional Support -** Increase and maintain faculty, student assistants, and student tutors to fully support program including increased course offerings, support program promotion, and the addition of open studio lab hours.

**Status:** Active

**Goal Year(s):** 2017-18, 2018-19

**Date Goal Entered (Optional):** 06/02/2017

**In Progress -** Student tutors - total year \$19,503 needed - \$7918 requested from Perkins.

**Describe Plans & Activities**

**Supported:** Increase and maintain student assistants to offer tutorial support for our students. Student tutors are critical to the success of the Fashion students to successfully achieve outcomes in their coursework especially struggling or economically disadvantaged students who need one on one support or students who do not have the software technology.

**Lead:** Espy

**Reporting Year:** 2017-18

**% Completed:** 0

Student tutors planned for the 2017-2018 were selected based on the technical and/ or design skills and demonstrated competency and maturity. Bilingual was an additional consideration to better help the students. (06/19/2017)

*Unit Goals*

*Resources Needed*

*Where We Make an Impact: Closing the Loop on Goals and Plans*

**On-Going Funding Requested (if applicable):** 19503

**Type of Request:** Staffing

**Planning Unit Priority:** High

**What would success look like and how would you measure it?:**

Students successfully completed coursework thus supporting completion and transfer.

**Documentation Attached?:** Yes

**Related Documents:**

[18-19-Budget-Worksheet.xlsx](#)

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

**Reporting Year:** 2017-18

**% Completed:** 0

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

**Describe Plans & Activities**

**Supported:** Offer open studio lab hours facilitated by a fashion faculty paid at non-instructional rate who oversees the lab and can support students with sewing, industrial sewing machines, pattern-making, and draping questions.

**Lead:** Davis

**Type of Request:** Staffing

**Planning Unit Priority:** Medium

**What would success look like and how would you measure it?:**

Students will successfully complete assignments required in courses.

**Documentation Attached?:** No

**Full Funding Requested -** Plexi sign holders and wall bins for FASH and FCS programs (included in FCS PIE)

**Describe Plans & Activities**



*Unit Goals*

*Resources Needed*

*Where We Make an Impact: Closing the Loop on Goals and Plans*

**Supported:** Plexi sign holders and wall bins for FASH and FCS programs to post and have program and campus information accessible to our students. They must be mounted onto the corridor walls near FASH and FCS offices 78-2190. (included in FCS PIE)

**Lead:** Espy

**One-Time Funding Requested (if applicable):** 300

**Type of Request:** Facilities , Non-Instructional Equipment, Non-Instructional Supplies

**Planning Unit Priority:** Medium

**What would success look like and how would you measure it?:** Plexi sign holders and wall bins have been mounted.

**Documentation Attached?:** No