

Short Summary of Findings

The Fashion Merchandising Program consists of three adjunct instructors and offers ten Fashion Merchandising courses applicable to the Associate Degree and/or the Fashion Merchandising Certificate and helps students meet their transfer, vocational, and personal goals. For the Certificate, students must complete the seven core courses and six units of elective courses. For the Associate in Science Degree, students must complete nine core courses and five units of elective courses. The program prepares students academically for a wide variety of careers such as retail management, visual merchandising, special events, sales promotion, retail buying, personal shopping, image consulting and sourcing. In addition to immediate employment opportunities and/or advancement within existing employment, the Certificate and Associate in Science degree programs provide a foundation for transfer and pursuit of a Bachelor's degree. The students who enroll in the program are as culturally, ethnically, and gender diverse a population as is represented in the College and in the larger community. The Fashion Merchandising program is working with the SLOAC initiative and plans to continue the process.

Three Strengths of the Program

- The Fashion Merchandising Program curriculum in this application-oriented program addresses industry's needs in the career area of Fashion Merchandising and Textiles with certificates, associate degrees and the potential for transferring to Baccalaureate institutions. Skyline College's Fashion Merchandising Program provides a nurturing educational environment that promotes critical thinking, creativity, multicultural awareness, and an understanding of social, organizational and technological systems.
- Fashion Merchandising is one of the largest, well-established, and growth-oriented industries in California according to the state of California, Employment Development Department statistics. The Fashion Merchandising program at Skyline College serves students by providing the background necessary for a career in this dynamic field throughout California, the United States, and worldwide with cost-effective, high-quality education to meet the needs of this vast industry.
- The Fashion Merchandising Program at Skyline College has relied solely on adjunct faculty for the last ten years who have dedicated hours of service to the College and to our students without compensation to keep this Program alive. Because of their dedication and energy, this Program continues to attract students who are interested in the field of fashion.

Three Suggestions for Improvement

- Hire a full time faculty to help promote and expand this program as well as an adjunct faculty coordinator to perform outreach, expand the curriculum, and market the program until the full time faculty is in place.
- Develop new curriculum to address growing career opportunities in the web-based fields of internet shopping and sales, internet marketing, and promotion. This is a tremendous opportunity to expand the Fashion Merchandising curriculum due to the growth industry in California with eBay at the core as well as traditional retailers such as the Gap and Banana Republic
- Continue efforts to increase success and retention of students, especially males, in the program. Provide outreach to local high school in order to increase the awareness of the Fashion Merchandising program which will help increase enrollment while dedicating a facility for the Fashion Merchandising program to house their specialty equipment and provide a workshop area for students.

Faculty Signatures

Michael Murphy

Ally Nuschy

SKYLINE COLLEGE PROGRAM REVIEW SELF STUDY

PART A: Mission Effectiveness

Overview

1. *State the goals/ focus of this program and how the program contributes to the mission and priorities of the College and District.*

The goals and focus of the Fashion Merchandising Program have not been examined prior to the creation of this review and the related self-study. The participating adjunct faculty *propose* the following *Program Mission* statement and *Program Goals*.

Proposed Fashion Merchandising Mission:

To provide all students with open access to a multi-disciplinary course of study with the highest standards that provides student-centered education leading to transfer to baccalaureate institutions and/or to career advancement or employment with an emphasis on critical thinking, the ability to effectively communicate in both written and oral formats. To provide students with a thorough knowledge and an extensive set of skills that will enable them to successfully compete for and obtain jobs in the field of fashion merchandising, as well as related fields of endeavor.

Proposed Fashion Merchandising Program Goals:

To provide students with a solid foundation in fashion merchandising in order to ensure their success in realizing their educational, vocational, and personal enrichment goals, which include:

- achieving career goals in Fashion Merchandising and related fields
- attaining an Associate in Science Degree
- completing a Fashion Merchandising Certificate
- transferring to a baccalaureate institution
- advancing within an existing career
- seeking employment

The *proposed* Fashion Merchandising Program's goals and mission parallel and contribute to the Business Division goals and mission, as well as the College and District mission and goals and have comparable shared values that are listed below:

- Promoting academic excellence and lifelong learning through vocational, certificate programs, and associate degree programs
- Providing open-access, student-centered education leading to transfer, career advancement, and personal enrichment
- Developing cooperative and sustained community and industry partnerships
- Preparing students to be culturally sensitive members of the community

The Fashion Merchandising Program offers ten Fashion Merchandising courses applicable to the Associate Degree and/or the Fashion Merchandising Certificate and helps students meet their transfer, vocational, and personal goals. For the Certificate, students must complete the seven core courses and six units of elective courses. For the Associate in Science Degree, students must complete nine core courses and five units of elective courses. The program prepares students academically for a wide variety of vocations such as retail management, visual merchandising, special events, sales promotion, retail buying, personal shopping, image consulting and sourcing. In

addition to immediate employment opportunities or advancement within existing employment, the Certificate and Associate in Science degree programs provide a foundation for transfer and pursuit of a Bachelor's degree.

2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*

The Fashion Merchandising Program incorporates classes from many other programs in the College including retailing and e-commerce, business math, small business management, marketing, accounting, art, computer applications/office technology, human relations, small business management, communication, and general psychology. As such, the potential applicability of students' learning experience is enhanced by exposure to related fields and disciplines. The associated classes are located in the Business Division, the Social Studies Division, the English Division, and the Science/Math/Technology Division.

There are many opportunities to interact with other programs in the College; i.e., Cosmetology, Art, Business programs, and the Skyline's Children Center. The Cosmetology Department has helped with Fashion Merchandising fashion shows by displaying students' skills in hair and nail design, in a cooperative effort between students in both programs. The Ceramics Program features an annual show to display students' work and offers the items for sale to raise funds for the program—the Fashion Merchandising students work jointly with the Social Science/Creative Arts Division to “merchandise” the art work. Opportunities to interact with other College programs and services is vast and only requires imagination and creativity with the achievable outcomes of enhancing students' learning experience and career potential.

The Fashion Merchandising program interacts and coordinates with the Cooperative Education Program helping students secure internships within the fashion field. One of the goals of the Fashion Merchandising program is to prepare students for entry and/or advancement within the field. Students can enroll in FASH 670 or COOP 670 – Vocational Coop Education to earn from one to four units and thereby fulfill part of their additional requirements for the Fashion Merchandising Associate Degree and/or Certificate. The significance of providing this optional intern experience is that it both enriches and increases the applicability of students' learning experience by making education relevant.

3. *Explain how this program meets the needs of our diverse community.*

Fashion is one of the largest, well-established, growth-oriented industries in California according to the state of California, Employment Development Department statistics. An education in Fashion Merchandising serves the individual by providing the background necessary for a career in this dynamic field throughout California, the United States, and worldwide. Fashion programs and courses in California community colleges provide cost-effective, high-quality education to meet the needs of this vast industry as contrasted with private programs offering the same certificate or degree programs at substantially higher cost. While manufacturing has diminished throughout the Bay Area and in California, efforts are underway in education and within business to re-establish the region as a manufacturing and distribution center with potential applicability to this program and the courses offered. The curriculum included in this application-oriented program addresses industry's needs in the career area of Fashion Merchandising and Textiles with certificates, associate degrees and the potential for transferring to Baccalaureate institutions. Fashion programs provide a nurturing educational environment that promotes critical thinking, creativity, multicultural awareness, and understanding of social, organizational and technological systems. Fashion Merchandising programs in California community colleges are committed to leadership in providing outstanding postsecondary education.

As new programs and courses are developed, particular attention should be directed to the needs of returning students and diverse populations working toward advancement in the fashion merchandising field. It will be imperative that Skyline's Fashion programs be synchronized with future industry and consumer needs.

There are significant career opportunities in the web-based fields of internet shopping and sales, internet marketing and promotion as well as the world of retail through social networking. This is an important business in California with eBay at the core as well as traditional retailers such as the Gap and Banana Republic. Curriculum needs to be developed around these growing career opportunities. This offers Skyline College a particular opportunity through the neighboring position of eBay and the Gap headquarters as well as several other internet based retailers. This curriculum provides a unique opportunity to marry the expertise of CAOT and Fashion Merchandising faculty.

Additional career opportunities are available within the world of visual merchandising. As companies tighten budgets many visual departments have been cut back or eliminated. Though this may sound like it has reduced job potential, there is a growing demand for freelance visual merchandisers. An emphasis needs to be on the techniques of dressing mannequins, construction of visual elements, case line setup, fixture placement and design and window displays. This should be a hands-on class with the objective of teaching the physical construction of visual elements combined with the skills of color, balance, and utilization of space. This class would work well in conjunction with an entrepreneurship class; i.e., the small business management class offered in the Business Division.

There are opportunities outside of the classroom for the Fashion Merchandising students to become involved with businesses in the community. These are illustrated through projects undertaken in 2010 in conjunction with Wells Fargo Bank, the SMCCD Foundation, and the merchandising students and faculty. Wells Fargo Bank, through their Redevelopment Division, provided a unique chance for real hands-on experience for a group of students in the Fashion Merchandising program. Five retail businesses throughout San Mateo County were selected to work with student teams to evaluate their interior setup, store signage and visual elements. Each business was given a proposal by the students and faculty advisor and with the help of a budget donated by Wells Fargo, the individual business was given a thorough makeover. The tasks carried out by the students included interior color selection and painting; carpet selection; the selection, purchasing and placement of new fixtures; design and ordering of signage; realigned businesses within the various companies; and physically moving and merchandising ; window displays and visual elements. Over a one-month period five businesses were transformed and updated through the efforts of the Fashion Merchandising students. They were also responsible to work within their allotted budgets and maintain receipts for their faculty partner. This turned out to be an amazing learning experience in the field of merchandising, communication, teamwork, and pleasing the client. Projects such as this are crucial for student learning and are readily available within our community.

Society's emphasis on fashion has escalated significantly due to its increased prominence on television programs and in the movies. These media serve to interest and inspire students to seek careers in fashion-related areas that represent related potential growth areas within Skyline and its Fashion Merchandising Program. While instructors are obligated to help students distinguish between what is fantasy and reality, nonetheless, fashion represents ongoing career opportunities for students.

Through the Special Events and Fashion Show Production class, students are given another important hands-on experience and opportunity to work with local charities. The students are divided into teams where they design a special event for Samaritan House's main fundraising event

of the year. Each team must take the idea from concept to completion, visiting venues, speaking to caterer's, researching safety requirements, preparing and maintaining a budget—every element needed to put on a special event. Each team presents their ideas to a group of judges from related fields including the President of a large advertising agency specializing in events and attractions of San Francisco, the Development Director of Samaritan House, Columnist of the Daily Journal and two event coordinators. This provides students with actual hands-on experience for creating a special event that can be quantified. It also exposes them to specials in the field of event planning.

One area of potential expansion in the curriculum would be a course in costume or fashion history. Such a course would place fashion within its historical context and help ground students in the evolution of fashion concepts and trends with applicability to merchandising, display, design, retailing, and related areas of focus. Likewise, such a course, if structured appropriately, could be applicable as an elective course available to other educational divisions such as the Social Studies Division or the English Division.

The Fashion Merchandising Program is a two-faceted program combining the artistic with the practical. On one side, the fashion/visual aspect of the program is a creative blend of skill and knowledge that finds application in fields that demand these qualities identified above. On the other side, fashion merchandising is business-oriented and requires a different, more practical set of skills and knowledge such as bookkeeping and accounting, inventory control and sourcing, and management and training. This second facet is focused more on human behavior and human interaction, which requires students to understand the use of human relations and psychology or business applications. To ultimately be successful, students need to be exposed to a range of programs within divisions and select those courses that contribute to their academic goals and career objectives. This is the non-course-related knowledge that an instructor must possess. With a significant reliance on an adjunct teaching population to teach a class or hold office hours, consideration needs to be given to fostering greater knowledge among the instructing population and creating connections such that one area, division, or program will see connections and potentiality in working with another so that the relevance and applicability of all will be enhanced. One suggestion might be the development of enhanced training videos that both adjuncts and the full-time teaching populations could use to increase their knowledge of the College's programs, resources, and potential for collaboration

4. *If the program has completed a previous self-study, evaluate the progress made toward previous goals.*

There has been no previous self-study completed. However, to be both effective and successful, a self-study program must provide ongoing opportunities to contact and work with faculty in a mentored environment.

PART B: Student Learning Programs and Services

Overview

1. *If the program utilizes advisory boards and/or professional organizations, describe their roles.*

With no full time faculty in this program, the advisory board has not been officially convened since the retirement of the full time faculty approximately ten years ago. As discussed above, outreach to the business community has occurred through ongoing fashion shows and opportunities for students to work with business in a real-world environment by adjunct faculty. Beyond this, there is the opportunity to create ongoing collaborations within the fashion industry, such as an advisory board

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that would be able to counsel faculty on the development of relevant courses and curriculum, provide internships and other temporary work experiences, and ultimately employ students graduating from the program.

Curriculum

1. Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).

The Fashion Merchandising Program offers nine core courses that lead to the Associate Degree or the Fashion Merchandising Certificate. All these courses are transferable to the CSU system and one is transferable to UC.

Fashion Merchandising Courses				
Course	No.	Title	Transferable	
			CSU	UC
FASH	113	Textiles	✓	✓
FASH	117	Creating a Personal Image	✓	
FASH	119	Clothing, Culture and Society	✓	
FASH	151	Fashion Merchandising	✓	
FASH	152	Visual Merchandising	✓	
FASH	153	Apparel and Home Fashion Analysis	✓	
FASH	156	Fashion Shows & Special Events	✓	
FASH	160	Business of Image Consulting	✓	
FASH	665	Selected Topics in Fashion	✓	
FASH	670	Vocational Coop Education	✓	

Our Fashion Merchandising program meet the standards and criteria for courses as prescribed in Title 5 regulations as applied to community colleges and which mandates requirements for curriculum-related issues, including transferability, appropriate number of units, and expected outcomes to include, but not limited to, critical thinking and cultural diversity.

Course titles and outlines were standardized and are consistent today in the San Mateo Community College District and in the California Community College system. Our courses are consistent with comparable courses offered at Cañada College, including course reference numbers, prerequisites, and course content. Our courses also align in content with comparable courses offered at City College of San Francisco which has a very strong and successful Fashion program.

Fashion merchandiser professionals can work in varying job environments. In fact, they can choose from a number of fashion merchandising careers which include Fashion Advertising Agent, Retail Management, Fashion Product Developer, Event Planner, Visual Merchandiser, Personal Shopper, and Fashion Promotion Specialist. All of these specialized fashion merchandising fields offer varying scope of work and income opportunities.

2. *State how the program has remained current in the discipline(s).*

Skyline College offers an accredited fashion merchandising program with professional adjunct instructors who have experience in the field and understand the wide variety of skills and knowledge that students will need to become successful merchandisers. Our instructors are aware that in order to offer a viable and beneficial program they must remain abreast of the latest trends, current information, events, and practices with the fashion merchandising field. They are currently working or retired from the fashion merchandising field and remain current in their fields of expertise by attending professional development seminars and conferences, staying up to date with business trends in the industry, and networking with colleagues and faculty at San Francisco State University. The program remains current in the discipline by periodically reviewing programs, courses, and pedagogical methods to insure that they are valid, relevant, and current.

Several of our adjunct instructors have designed special topic short courses to address the newest trends and information in response to student demands. Instructors also help students in the program to develop and hone their skills with the help of internship programs or by volunteering to work in this field and thereby gain both experience and increased potential for employment. The classes offered in the program are designed to provide relevant knowledge and information to students, ensuring as they study fabrics and textiles or use their creative and imaginative talents, they are successful. A student's success is dependent on obtaining a knowledge of marketing, merchandising, advertising strategies to increase sales, analyzing changing market trends, conceptualizing a fashion line, overseeing production costs, supervising sales, creating income projections, or any of the other skills required for working in the industry. It is important that a good fashion merchandising professional is resourceful, creative, confident, imaginative, and full of new ideas. In order to succeed in this field, a fashion merchandiser should have good judgment and willing to take risks. The Fashion Merchandising Program at Skyline provides students with these skills through a combination of rigorous and relevant academic pursuit, coupled with practical, real world opportunities, and industry experience of their instructor population.

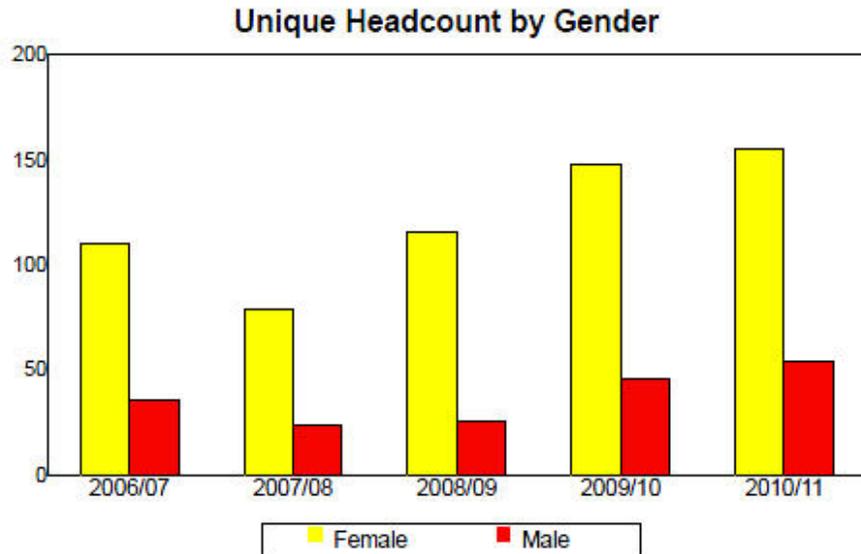
3. *If the student population has changed, state how the program is addressing these changes.*

Our student population is constantly undergoing change and both the College and the Fashion Merchandising program strive to ensure that we remain responsive to accommodate these changes. Skyline College has a "student first" philosophy and from a study conducted in 2005 learned that our students highly value diversity and appreciate the emphasis that the College and its programs place on addressing the needs of a changing and diverse student population.

Gender Diversity:

The Fashion Merchandising Program continues to support and encourage male participation in the program. Traditionally a female-dominated profession, Fashion Merchandising has seen an increase of males in the program. The percent of change from 2009-2010 to 2010-2011 shows an increase of 17% for males with a 5% increase for females.

Program and College headcounts show yearly increases for males and females alike with the percent of increase at 17% for males and a 5% increase for females from 2009 to 2011. Females show higher headcounts, as well as success and retention rates than males in the program but both groups have success rates below the college-wide level. The retention rates for females are above the college-wide level while the rates for males are below. The data indicates a need to improve the success rates for both groups and work to increase the retention rates for males.



Fashion Merchandising Program

Female Headcount (5-Year Average): **77%** | Male Headcount (5-Year Average): **22%**

2009/10 – 2010/11

Female Rates: Success: 58% - 54% = 56% Avg. Retention: 88% - 83% = 86% Avg.
 Male Rates: Success: 42% - 46% = 44% Avg. Retention: 81% - 81% = 81% Avg.

Skyline College-Wide

Female Headcount (5-Year Average) **52%** | Male Headcount (5-Year Average): **45%**

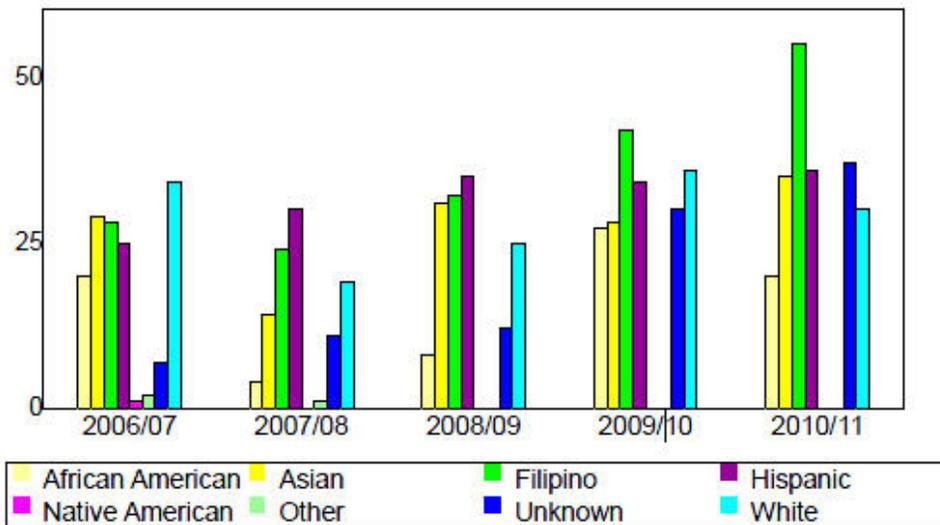
2009/10 – 2010/11

Female Rates: Success: 71% - 69% = 70% Avg. Retention: 85% - 83% = 84% Avg.
 Male Rates: Success: 70% - 67% = 69% Avg. Retention: 86% - 83% = 85% Avg.

Ethnic Diversity:

The Fashion Merchandising program shows the following ethnic breakdown of our students and compares it to the college-wide data for 2009-10 and 2010-11.

Unique Headcount by Ethnicity



Fashion Merchandising Program 2009/10 – 2010/11					
<i>Ethnicity</i>	<i>Head Count (Avg.)</i>	<i>Success Count (Avg.)</i>	<i>Success Rate (Avg.)</i>	<i>Retention Count: (Avg.)</i>	<i>Retention Rate: (Avg.)</i>
African American	31	12	39%	27	86%
Asian	44	25	56%	22	84%
Filipino	65	36	55%	56	87%
Native American	N/A	N/A	N/A	N/A	N/A
Hispanic	46	20	49%	34	82%
Unknown	46	22	47%	37	79%
White	49	33	67%	42	87%

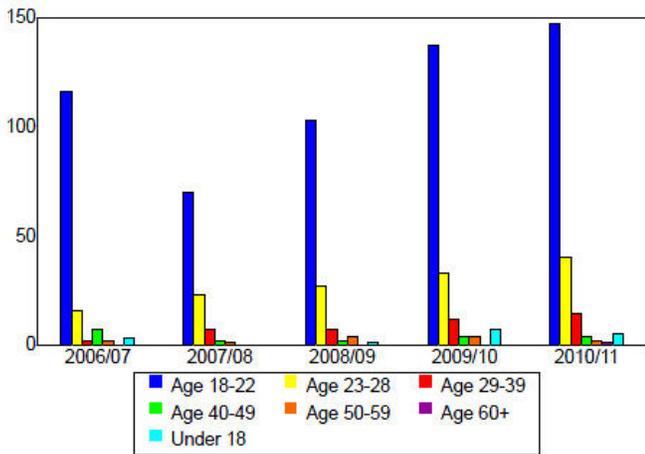
Skyline College 2009/10 – 2010/11					
<i>Ethnicity</i>	<i>Head Count (Avg.)</i>	<i>Success Count (Avg.)</i>	<i>Success Rate (Avg.)</i>	<i>Retention Count: (Avg.)</i>	<i>Retention Rate: (Avg.)</i>
African American	2,344	1,298	55%	1,374	80%
Asian	12,090	8,813	73%	10,297	85%
Filipino	9,506	9,506	67%	7,863	83%
Hispanic	10,245	6,725	66%	8,549	84%
Native American	146	91	62%	122	84%
Unknown	7,949	5,415	69%	6,652	84%
White	11,556	7,845	74%	9,143	87%

The data indicate that the Fashion Merchandising program has attracted a large number of Filipino students. Based on the “unknown” category which is very significant, it is difficult to get a good interpretation of the ethnic breakdown of students. It appears that the program is well attended by African Americans, Asians, Filipinos, Hispanics, and white students.

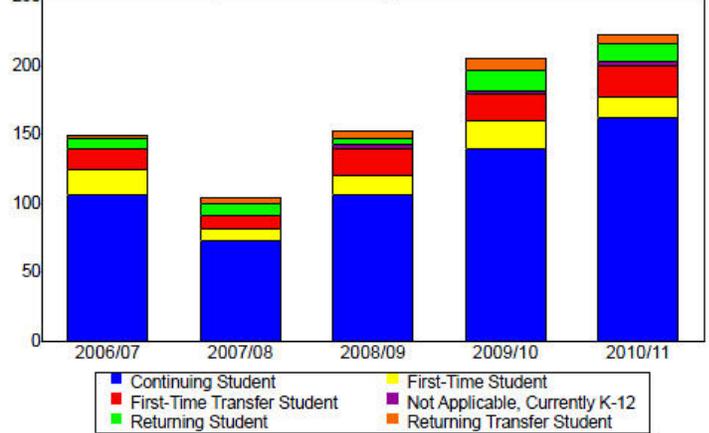
The student success rates in all categories are lower than the College-wide data. The retention rate for all groups is much closer to the College-wide data with only one category, African Americans, a bit lower than the College-wide data.

Below are additional charts provided information on the Fashion Merchandising program for the years 2009-10 through 2010-11.

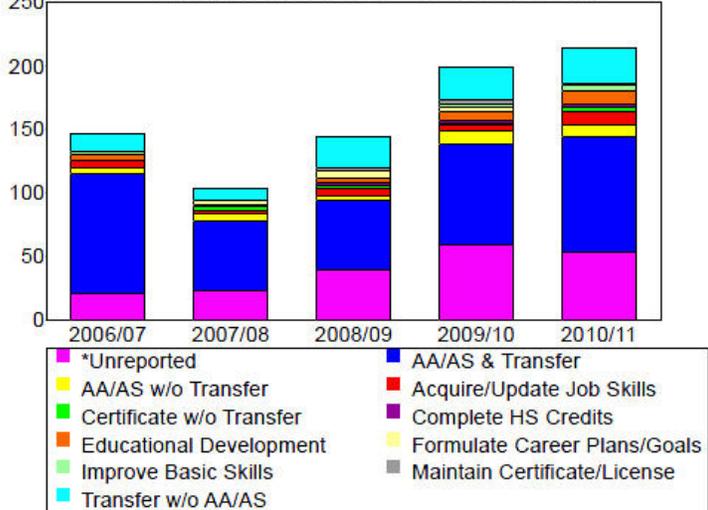
Unique Headcount by Student Age



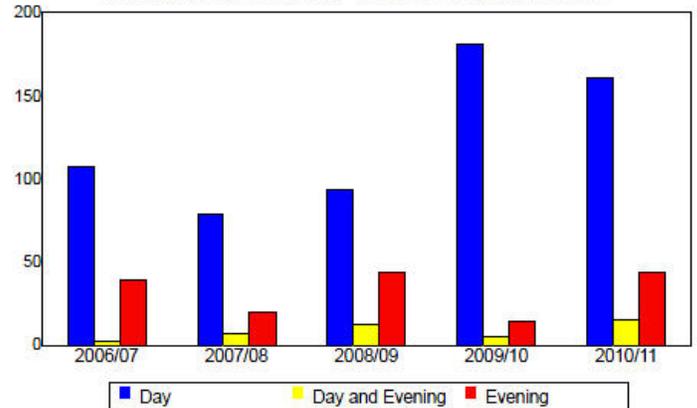
Unique Headcount by Enrollment Status



Unique Headcount by Educational Goal



Unique Headcount by Course-Taking Pattern



Source: SMCCCD Data Warehouse

- All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.

All of the course outlines and syllabi have been reviewed for currency and appropriately updated to meet College, Program, and SLOAC standards. The courses and program are consistent with similar courses at Canada College and City College of San Francisco.

- If external accreditation or certification is required, please state the certifying agency and status of the program.

The Fashion Merchandising programs requires no outside certification or external accreditation.

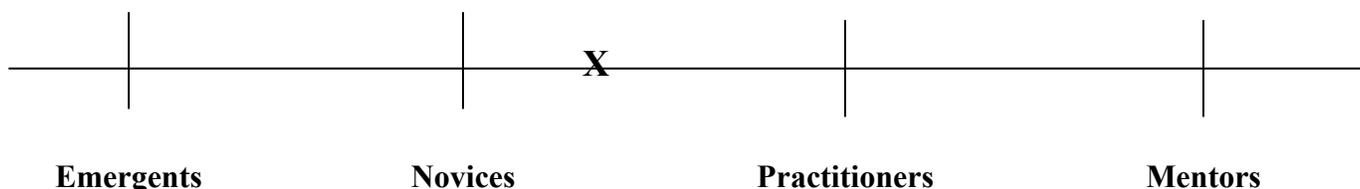
Student Learning Outcomes & Assessment

1. Where on the continuum do you believe your department is on the SLOAC Initiative?

The Fashion Merchandising program has been participating in the SLOAC initiative and the adjunct faculty have attended SLOAC workshops for the past four years. We believe that the Fashion Merchandising program is in the novices range of the SLOAC initiative.

Emergents	Novices	Practitioners	Mentors
<ul style="list-style-type: none"> • Learning and discovering • Gathering information • Attending workshops 	<ul style="list-style-type: none"> • Beginning a dialogue • Drafting SLOs • Drafting assessment plans • Taking inventory of assessments • Creating instruments for assessment 	<ul style="list-style-type: none"> • Engaging in widespread dialogue • Implementing assessment plans • Refining SLOs • Reviewing outcome data and discussing implications 	<ul style="list-style-type: none"> • Facilitating discussions and generating new dialogue • Conducting workshops • Lending assistance

Mark an X on the continuum and briefly comment.



The faculty have developed course-level SLOs for all of its courses and have proposed program-level PSLOs for the program during the development of this program review. Assessment plans and instruments are being created at the course and program levels. The TracDat information is being prepared for entry which will be coordinated by the Division Dean.

2. Highlight any major findings and resulting course or program modifications.

With the downturn in the economy, funding and career opportunities for graduates diminished somewhat. However, the anticipated return of a more prosperous economic climate in California in 2012 and beyond, coupled with increased academic and business emphasis on manufacturing, craft and technical education, and career-oriented learning is likely to result in enhanced opportunities for Fashion Merchandising and Skyline students generally.

3. *What additional resources are needed to implement the plan?*

To emerge with a competitive advantage in seeking employment or progressing academically, the Fashion Merchandising Program and the Business Division need to work collaboratively with other divisions within Skyline and San Mateo Community College District to review trends, join together in competing for resources, collaborate on activities involving similar programs (e.g., fashion design at Canada and Fashion Merchandising at Skyline) in order to position the programs, divisions, institutions, and the District as recognized leaders in the emerging economic recovery in the focused areas and the opportunities created. More specifically, the Business Division and Fashion Merchandising within that division need to be tasked with surveying instructors regarding needs and expansion opportunities and from that data craft a solution-oriented plan that will empower and compensate instructors to increase the visibility, viability, enrollment, and success of their existing classes within the Fashion Merchandising program.

PART C: Resources

Faculty and Staff

1. *List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.*

Our long standing adjunct instructor has been with the program for 10 years. She spent 25 years in the fashion industry holding positions including Buyer, Store Manager, Merchandise Manager and Divisional Vice President for Macy's and Mervyn's. She has also worked in manufacturing for a local San Francisco based company providing clothing for large chains including JC Penny's and Sears. She recently has produced fashion shows and workshops for Embarcadero Center in San Francisco, served as a consultant for small retail business startups and has set up and manages a not-for-profit clothing store for under privileged children in San Mateo County. Students have worked closely on several of these events including the setup and execution of the *Kids Closet*. Students have also participated in the planning and execution of several special events for Samaritan House and the Gastric Cancer Foundation where the skills acquired in the Fashion Merchandising Program have been utilized. There are many opportunities locally for students to work with both for-profit and non-profit organizations in the area of event planning and small business setups. This requires a part time commitment from a faculty member to do the necessary outreach to locate and obtain these opportunities for our students.

A second adjunct instructor has both academic and professional standing. Academically, he possesses both bachelors and masters degrees in fashion with a BS in Apparel Merchandising and a MA in Fashion History. He has worked with fellow graduate students in creating a social entrepreneurship enterprise as a Dress-for-Success Clothing Closet to assist low and very low income job seekers in dressing for interviews and during an initial period of employment. As an instructor in our Fashion Merchandising Program, he has worked with students to host fashion shows, assisted local businesses in redesigning layouts, merchandising, marketing their goods, and placed students in work-study and internships with local companies. In his professional career, he has hosted events, worked with the media, and developed collaborations with business that have been helpful in improving the Fashion Merchandising Program.

2. *Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).*

The Division Dean and the faculty of the program recognize how important it is for new faculty to go through an orientation process to help them become comfortable with their new role and responsibilities. All newly hired instructors are reviewed by their peers on a regular basis and can go to their Division Dean for help. The development of an online or virtual modular educational courses at Skyline which could be made available to all faculty, both full-time and adjunct, would increase instructor competency and institutional effectiveness in such areas as instruction, student mentoring, grant-writing, stakeholder-building, etc.

3. *If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*

With the increased demand for internet retail experts as well as internet marketing experts it would be appropriate to seek out specialists in these fields. They could prove to be very beneficial by working with a traditional faculty member, team teach, or as experts to serve as consultants and help with curriculum development. Students respond well to faculty perceived to have real world experience in the fashion industry.

In the area of Fashion Merchandising, subject matter experts without advanced degrees continue to have a significant role in the academic instructional program. Community colleges have tended to place a significant emphasis on subject matter experts who have industry experience but lack academic standing. However, as is the case with most professions, increasing the academic standing, and credentials of teaching population, likewise increases the professional standing and attractiveness of the program and the institution to incoming students.

Facilities, Equipment, Materials, and Maintenance

1. *Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.*

Skyline has a shared room that is equipped with many of the props needed to provide hands on experience for our students. There are limited fixtures, mannequins, bust forms, case line and additional visual props that were purchased for student learning. Since the departure of the full time faculty member, the room has been shared with the nutrition department and therefore lost the workshop atmosphere that was designed for the fashion merchandising students. It would greatly enhance the program to designate an room or area for the fashion merchandising program. All classes should be conducted in this room using the equipment to enhance the learning experience and ensuring a creative and visually appropriate atmosphere for the program.

With the campus expansion that has taken place, it would be beneficial to designate a small area to “showcase” student work, projects, and advertise their events and shows.

3. *List projected needs.*

The following items are some basic needs that would benefit the students’ learning experience:

- Add a 4-way fixture
- Add a T stand
- Appropriate posters and artwork for the walls

- Remove the two cabinets currently on hand and replace with an oversized filing system that could be used to store student work throughout the semester
- Update fabric swatches and textile samples
- Update slides and videos for textiles and merchandising classes
- Showcase displays located on campus to exhibit students work and advertise activities

4. *Describe the use of technology in the program and discuss if technology is current and comparable to other college and business or industry.*

The instructors in the Fashion Merchandising Program routinely make use of the technological resources made available by the College. Instructors have a wide range of teaching capabilities including visual aids, PowerPoint presentations, video/DVDs, online programs, and overhead projection to augment class lectures and discussions. Instructors also post their syllabi and assignments on web pages to make them easily accessible to students.

Skyline's Fashion Merchandising program is similar to programs of similar size concerning the use of technology. It does not require an expensive lab or equipment, but on occasion the use of a lab could be advantageous for some parts of the curriculum.

5. *If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

The industry is responsive when a direct request is made to participate as a guest speaker or similar favor. It would be beneficial to have additional outreach done in this area to research job opportunities for our students. It would be especially beneficial to have a member of the faculty work with the career center at the school to coordinate efforts to increase fashion related job potential.

Private associate degree programs, such as FIDM (the Fashion Institute of Design and Merchandising), tend to have a significantly enhanced emphasis on providing career counseling and placement services to their graduates, internships and work-study opportunities for their current students, and ongoing collaborations with the businesses and industry sectors in which their students are employed. These same private institutions cost tens of thousands of dollars for their programs of study, requiring their students to take on significant debt as contrasted with public community colleges. In terms of support, financial, mentoring, and placement, Skyline and the Business Division should look at allocating to its instructor population, both full-time and adjunct, a certain number of compensated hours to be used for outreach to create those collaborations leading to an enhanced reputation as a leader in a given industry such as fashion. Such activities if implemented in a community college environment would lead to a perception of value from which resources, including funding, work-study, employment, etc., would follow.

Budget Request

1. *What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*
- Hire a full-time instructor to develop curriculum, promote the program, and make connections with the fashion industry so that the program can grow.
 - Hire a Coordinator to work with part time faculty to promote and develop the current program until the full time hire is in place.
 - Enhance the current facility/classroom set up for the Fashion Merchandising Program as discussed under equipment and materials needed.

- If appropriate, discuss methods the program could share resources with other programs in the College and District.*

Not applicable at this time.

PART D: Leadership and Governance

- What leadership roles do the faculty and staff of your program hold in the college?*

With no full time faculty in this program, the adjunct instructors do not hold any leadership roles in at the College. They do regularly participate in workshops which are provided and work directly with the Dean, administrators, counselors, other faculty, and students as required without receiving any additional compensation for their time and effort.

In the past, one of our faculty participated in a philanthropic venture working in the community of Rodeo in Contra Costa County at New Horizons Career Development Center creating a Dress-for-Success Clothing Closet. Likewise, this same instructor worked with Fashion Merchandising students at Skyline to coordinate two consecutive fashion shows that resulted in significant positive visibility for the school and the program, as well as creating ongoing relationships with the major regional shopping center.

Industry connections: Our instructor teaching the Fashion Merchandising and Visual Merchandising classes has maintained an ongoing connection with the Apparel Merchandising department at San Francisco State University. In addition, he developed a relationship with the marketing manager at Serramonte Shopping Center who, in turn, has given students internship opportunities at the mall, including creating a kiosk and marketing opportunities. He was recently informed that Skyline students in the Fashion Merchandising Department will continue to have such opportunities offered to them. In working with his students on the fashion show, he has developed a relationship with the Director of Outreach at Modcloth, a local Bay Area online clothing retailer. This individual has both donated garments to the annual fashion show, but is excited about providing internships/careers opportunities to the apparel merchandising students at Skyline.

- How do the faculty and staff in your program participate in the governance processes of the college/district?*

In the absence of full-time instructors, our adjunct teaching staff has no role in the governance processes of the College/District.

- How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

The part time instructors in the program work directly with students, helping them complete “special projects,” writing letters of reference for employment, assisting students in pursuing educational opportunities, connecting students to the industry with work-study, internships, and jobs without any additional compensation. The amount of time and effort put in by the faculty to accomplish many of the events and fashion shows mentioned earlier, required an extraordinary amount of time, effort, and dedication by our adjunct faculty. By compensating adjunct faculty to continue to support students for their time and effort, they could be employed in a support or coordinator role. This would increase program recognition and viability and give a much needed augmentation to the Fashion Merchandising program until a full time faculty member can be hired.

Both part time instructors have participated in community projects that involved local businesses and students. As noted above, one of our instructors developed a social entrepreneurship program as part of his graduate studies and for that received an award from the president of SFSU as an outstanding student contributor. Further, he has created numerous beneficial relationships with local retailers; i.e., Brand, J. C. Penny, Macy's, Modcloth, Target, and the Serremonte Shopping Center. These are the businesses that could and should be part of an ongoing support network as an advisory board and as stakeholders in the success of the Fashion Merchandising Program and, more generally, the Business Division at Skyline. Without a full time faculty member or a support person, this level of collaboration or outreach on an ongoing basis becomes very difficult to achieve and maintain.

PART E: Action Plan

1. Describe the program's plan for addressing areas of improvement.

The Action Plan for the Fashion Merchandising program is to make use of all the available resources, including SLOAC, to identify areas that can best benefit from making improvements (listed in detail earlier) and develop the appropriate curriculum to meet these needs.

By closely monitoring our enrollment/success/retention for under-represented students and adjusting our methods and practices in ways that will most likely guide and develop our students for this exciting area of fashion. In order to achieve these goals, we suggest the following:

- Hire a full time instructor to help develop curriculum, make connections with the fashion industry so that the program can grow and thrive.
- Hire a coordinator or support faculty to work with adjunct faculty to promote and develop the current program until a full time hire is in place.
- Continue to maintain and increase enrollment and the number of students completing certificates and degrees by creating a two-year list of course offerings so students can plan their schedules in advance.
- Maintain a file of students declaring fashion merchandising as a major and track student progress and follow-up with graduates.
- Invite graduates back to the College as speakers and to strengthen community outreach and community awareness of the program.
- Work closely with the CSUs that offer fashion merchandising degrees such as San Francisco State, Sacramento, and others four-year institutions.

Skyline College
Fashion Merchandising Program Review
Worksheet for Enrollment, Performance and WSCH/FTE

Weekly Student Contact Hours – WSCH

Report the 3 previous **Fall** semesters with the most recent on the right.

Year	2009	2010	2011
WSCH	581	784	941

Please comment on program enrollment and expected trends.

WSCH data for the fall semesters of 2009 through 2011 indicate a steady and continual increase as shown in the chart above. Some of the factors contributing to these increases can be attributed to the Division Dean and adjunct faculty who work closely with students in the program, efforts to promote the program and accessibility of classes and by word-of-mouth by students who have experienced the program and told others about it. This program is especially popular and many more students could be attracted to the program with additional resources to promote and expand the Fashion Merchandising program. We are in a perfect position, located near San Francisco, to see more and more demand for this field.

FTE and WSCH/FTE (LOAD)

Report the previous 3 **Fall** semesters with the most recent on the right

Year	2009	2010	2011
FTE	1.3	1.3	1.7
WSCH/FTE	447	603	553

Please comment on the comparison of this program to College trends.

The fall faculty load shows a healthy increase from 2009 to 2010 and still is respectful for 2011. On occasion a class with a low enrollment is held to ensure that students are able to complete the classes they need to earn their certificate or degree in the program.

Retention and Success

Report data on program retention and success rate with the most recent on the right.

Year	2009	2010	2011
Retention	86%	85%	82%
Success	68%	54%	52%

Please comment on the program's success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.

As the Colleges continue to cut class offerings and encouraging faculty to admit more students into a class, the one-on-one contact between individual students and faculty is limited and success rates fall. Success rates are very low in the Fashion Merchandising program which indicates that work needs to be done to determine the cause of the low success rates. The retention rates for the program are higher, but still lower than the college-wide rates. More attention must be given to encouraging students to use college services provided by program and campus services and provide multiple avenues for student success. As faculty begin to do more work on course assessments, they will have more information that will help them make changes to increase the success rates of the students in the program. Faculty need to review methods to ensure that students are challenged to do their best, yet are able to be successful if they do the required work.

Fashion Merchandising Program Review

Course Outline & Prerequisite Checklist

Discipline: Fashion Merchandising

Semester: March 2012

ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU **or** CSU *and* UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, corequisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8:** Does the course have SLOs on the official course outline of record?
- Column 9:** Does the course have assessment plans?
- Column 10:** Has the course implemented their assessment plans?
- Column 11:** When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris (norris@smccd.net).

Please have the faculty and division dean sign and date the certification on the last page.

COURSE OUTLINE, PREREQUISITE, & STUDENT LEARNING OUTCOMES CHECKLIST

1	2	3	4		5	6	7	8	9	10	11
Prefix & Number	Title	Review Date	Transfer		G.E.	Prerequisites, Co-requisites, Recommendations	Validated	SLOs	Assessment Plans	Implementation	Reviewed
			CSU	UC & CSU							
FASH 113	Textiles	03/12	✓	✓	✓	Recommended: Eligibility for ENGL 836	✓	✓	Yes	Pending	Pending
FASH 117	Creating a Personal Image	3/12	✓			None	✓	✓	Yes	Pending	Pending
FASH 119	Clothing, Culture & Society	3/12	✓			Recommended: Eligibility for ENGL 836	✓	✓	Yes	Pending	Pending
FASH 151	Fashion Merchandising	3/12	✓			Recommended: Eligibility for ENGL 836	✓	✓	Yes	Pending	Pending
FASH 152	Visual Merchandising	3/12	✓			None	✓	✓	Pending	Pending	Pending
FASH 153	Apparel & Home Fashion Analysis	3/12	✓			Recommended: Eligibility for ENGL 836	✓	✓	Yes	Pending	Pending
FASH 156	Fashion Shows & Special Events	3/12	✓			Recommended: Eligibility for ENGL 836	✓	✓	Yes	Pending	Pending
FASH 665	Selected Topics in Fashion	3/12	✓			None	✓	✓	Pending	Pending	Pending
FASH 670	Vocational Co-Op Education	3/12	✓			None	✓	✓			



***Skyline College Fashion Merchandising Program Review
Certification of Course Outline & Prerequisite Review***

Faculty Signatures

Highlight this text & type in name

Date Submitted: *March 2012*

Division Dean: _____

(Additional faculty signature lines may be added to this form as needed.)

MAPPING INSTRUCTIONAL COURSE LEVEL SLOS WITH INSTITUTIONAL SLOS (*FRAMEWORK, 33-34*)

An institutional student learning outcome is a knowledge, skill, ability, and/or attitude that students should attain by the end of their college experience. Here at Skyline, students who complete the GE requirements or receive an AA or AS degree should have mastered the following institutional SLOs: critical thinking, effective communication, citizenship, information and computer technology literacy, and lifelong wellness.

Mapping course-level SLOs with institutional SLOs enables you to identify which courses within your program may be contributing to student achievement of these outcomes, even though your program's approach may differ from others'. Conversely, mapping gives us the means to determine whether our institutional SLOs reflect our priorities as instructors.

Now that Skyline has defined its institutional outcomes, input the names of the key courses in your program (i.e., courses in a prerequisite sequence, heavily enrolled courses, GE courses, etc.) and determine whether achieving those institutional outcomes are: (c) central to a course or (s) supported by the course. An SLO is "central" if it is essential to the course's intent and therefore an instructional priority, and it is "supported" if addressed but not quite at the level of importance as a "central" SLO. Leave the space blank if the institutional SLO does not apply.

This same process can be employed for programs, such as Student Services Programs, that don't have courses. But instead, map your program outcomes to the institutional outcomes.

Skyline College Institutional Outcomes

Key: (C) central to a course, (S) supported by a course, (blank) does not apply

		FASH 113 - Textiles	FASH 117 – Creating a Personal Image	FASH 119 – Clothing, Culture & Society	FASH 151 – Fashion Merchandising	FASH 152 – Visual Merchandising	FASH 153 – Apparel & Home Fashion Analysis	FASH 156 – Fashion Shows & Special Events	FASH 665 – Selected Topics in Fashion
Critical Thinking:	Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	C	C	C	C	C	C	C	S
	Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.	C	C	C	C	C	C	C	C
	Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	C	C	C	C	C	C	C	C
	Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	C	C	C	C	C	C	C	S
	Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	C	S	C	C	C	C	C	S
	Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.	S	S	S	C	S	C	C	S
Effective Communication:	Comprehend, analyze, and respond appropriately to oral, written, and visual information.	C	C	C	C	C	C	C	C
	Effectively express ideas through speaking and writing.	C	C	C	C	C	C	C	C

Skyline College Institutional Outcomes

Key: (C) central to a course, (S) supported by a course, (blank) does not apply

		FASH 113 - Textiles	FASH 117 – Creating a Personal Image	FASH 119 – Clothing, Culture & Society	FASH 151 – Fashion Merchandising	FASH 152 – Visual Merchandising	FASH 153 – Apparel & Home Fashion Analysis	FASH 156 – Fashion Shows & Special Events	FASH 665 – Selected Topics in Fashion
Citizenship:	Demonstrate scientific literacy concerning a range of global issues;	C	C	C	C	C	C	C	C
	Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	C	C	C	C	C	C	C	C
	Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	C	C	C	C	C	C	C	C
	Demonstrate appropriate social skills in group settings, listening and being receptive to others’ ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	C	C	C	C	C	C	C	C
	Demonstrate commitment to active citizenship.	C	C	C	C	C	C	C	C
Information and Computer Technology Literacy:	Effectively locate and access information in numerous formats using a variety of appropriate search tools.	C	C	C	C	C	C	C	C
	Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.	C	C	C	C	C	C	C	C

Skyline College Institutional Outcomes

Key: (C) central to a course, (S) supported by a course, (blank) does not apply

		FASH 113 - Textiles	FASH 117 – Creating a Personal Image	FASH 119 – Clothing, Culture & Society	FASH 151 – Fashion Merchandising	FASH 152 – Visual Merchandising	FASH 153 – Apparel & Home Fashion Analysis	FASH 156 – Fashion Shows & Special Events	FASH 665 – Selected Topics in Fashion
Information and Computer Technology Literacy:	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.	C	C	C	C	C	C	C	C
Lifelong Wellness:	Demonstrate an understanding of physical fitness and its role in lifelong wellness.	S	C	S	C	C	S	C	S
	Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.	C	C	C	C	C	C	C	C

	Needs	Notes
Personnel	<ol style="list-style-type: none"> 1. Hire a full time faculty with expertise in fashion 2. Hire a part time coordinator to work with adjunct faculty 	There is potential for this program to expand and be quite successful based on the College's location in the Bay Area and the demand for trained workers in the fashion field.
Equipment	<ol style="list-style-type: none"> 1. 4-way fixture 2. T-stand 3. Update fabric swatches & textile samples 4. Update slides & videos for textiles & merchandising classes 5. Purchase posters and artwork for the classroom walls 6. Oversize filing system to store student work 	Sharing a room with the nutrition classes has been difficult for the program to maintain a "workshop" atmosphere for the students enrolled in the classes. The equipment needed for this class is very low cost when compared with the amount of WSCH and load that could be generated by promoting the program.
Facilities	<ol style="list-style-type: none"> 1. A dedicated Fashion Merchandising classroom to provide students with a workspace by removing cabinets in the current space and replacing them with an filing system to store student work. 2. Place fashion showcases on campus where fashion merchandising students can display their work. 3. Designate space for fashion merchandising bulletin boards in heavy traffic areas to advertise their events and activities and promote the program. 	For many of the fashion classes, the students are very crowded in their current classroom – 3A. They need to have "showcase" space where they can work on projects for a number of the classes.

Appendix D Skyline College

Evaluation of the Program Review Process

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Estimate the total number of hours to complete your Program Review: 40-60 hours

- 1. Was the time frame for completion of Program Review adequate? If not, explain.**
The time frame was adequate although the questions seemed to be in-depth and required more than ten pages to provide the required information.
- 2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.**
The instrument was clear and understandable. If you are computer literate they were, if not, I could see people having issues. It seemed at times that the same information was requested in more than one question.
- 3. Were the questions relevant? If not, please explain and offer suggestions.**
Yes.
- 4. Did you find the Program Review process to have value? If not, please explain and offer suggestions.**
I think the review process is important. It makes you take a close look at your program, what needs to happen, and motivates faculty to make changes to improve the program. The collaboration between faculty and between the administrator is very valuable.
- 5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?**
Yes.
- 6. Please offer any comments that could improve and/or streamline Program Review.**
It takes much longer than one would think to complete the study, but it is a good tool and really forces you to look at all parts of the program.