Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
  - Committee contacts:
    - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
    - Division representatives on the Program Review and Planning Committee
  - Office of Institutional Effectiveness

SUBMISSION:

Program: Division: Date:

☐ We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

☒ We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature: Printed Name: Rachel Nevarez

Date: 11/21/23

Dean Signature: Printed Name: Ken Starkman

Date: 11/21/2023

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

   Fashion Program Success rate 69.6% (same as 21/22) Exceeds the ISS of 62%
   Fashion Program Completion rate 81.6% (up 3.2% from 21/22) Exceed the ISS of 74%

   By course, 23 of our 29 courses, or 79% of fashion courses offered, exceeded both the completion and success set standard.

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

   Attribute success to:

   - Balancing course offerings between in-person and online allowing flexibility for the student.
   - Supplying academic support center with necessary equipment (i.e. sewing machine, dress form) to support our fashion students.
   - Open labs allowing students to use classrooms for lab work and additional time needed with assignments.
   - Offering higher level, yet lower enrolled courses LESS frequently so that when the section is offered, the course enrollment is high, and the course does not risk cancellation.
   - Curriculum adjustments which included revisions to CSLO's and evaluation methods. This has allowed multiple assessment methods and updated, relevant content which better match a students' learning style and interests.
   - Policy adjustments around absences, late or missing work, and allowance of make-up work.
   - Application of equitable, inclusive, and accessible practices (both in-person and online) learned in flex day and other trainings.
   - Some courses traditionally taught in a desk or table and chair classroom setting are being moved into computer labs to further develop digital literacy and technology education in the classroom. As a result, students are engaged through access to technology as part of their learning.
   - Incorporating role-playing assessments and project-based learning alongside traditional assessments like exams to increase overall student success and cater to how the individual learns.
   - Instructors have seen an increase in the quality of work students are producing.

   Where we did not meet the standards:

   - Two courses that have not met the standards have ONLY been offered online last academic year. Courses that see success tend to be offered in a variety of modalities semester to semester.
   - Three courses that have not met the standards are introductory fashion courses. Students often explore introductory courses to see if they have an interest in our program. If students lose interest, they drop, do not participate, and therefore are not successful. Course surveys, relevant content, and adjustments to curriculum may be solutions to keeping students

engaged, interested, and motivated. Positive results have already been seen in other courses with adjustments such as these.

- While policy adjustments have been made for students to make up work, submit late work with limited penalties, and make up absences. If students are not utilizing these opportunities, they will be unsuccessful in the course.
- Students not coming to class (absent), not finishing work, assignments, and activities contributes to not meeting standards.

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?

   Overall, by Demographic Category for Global Awareness ISLO 86.53% meet expectations which is right in line with the 86.53% that the college experiences.

   After having lack luster data from the last program review self-study cycle, the fashion department spent considerable time working alongside our division SLO representative to properly map all CLSOs, PSLOs, and ISLOs. Emphasis was placed on including SLO assessments in Elumen as part of our process of submitting final grades at the end of EACH semester. This gave us significant data to be able to comment ISLO 3 – Global Awareness in this annual review.

   There is a 10% difference in expectations met from Fall 2022 to Spring 2023 (83.93% vs 92.57%). This is different than the college wide assessments which show expectations are extremely similar (85.68% vs 85.48% collegewide). While there is no significant evidence to support this theory, perhaps students that drop or are unsuccessful in the Fall retake those courses in the Spring. Additional analysis will be needed to determine the reasoning.

2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?

   Here is a quick snapshot of the Fashion Department by demographics:
   - Asian, Filipino, Pacific Islander, and White Non-Hispanic **exceed** collegewide performance data with 94-100%
   - Hispanic is **slightly below** collegewide standards at 84.5%
   - African American and "unknown" **fall below** the collegewide standards at 75%

   Sample sizes are very small for our demographics, for example, only 1 of 3 unknown students met expectations giving the department a very low percentage rate of 33%. Similarly, 2 of 2 Pacific Islander met expectations, giving the department a 100%.

   A second report was run in Elumen breaking down the ISLO by courses. Out of 20 courses linked to the Global Awareness ISLO, 3 showed no data, while only 1 fell below the institution set standard. This will allow fashion to review the specific course and identify areas that can help close the gaps.

   Fashion wrote a brief Equity Action Plan in the Fall 2021 Instructional Program Review and many of the strategies have been implemented. Reviewing these actions plans and making sure they are being implemented and improved upon each semester will help us to continue serving our students.

Part 2: Additional Resource Request Reasoning and Support

For <u>each</u> separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

The Fashion Department is requesting a dedicated fashion computer lab to keep up with industry standards of digital illustration, patternmaking, and other industry related skills that are moving into digital formats. We have identified room 729 on the 2nd floor of the 700 building as a suitable room to convert into a computer lab.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?

Current Set-up: The fashion department has two dedicated rooms on the second floor of the 700 building. Room 733, contains sewing machines, cutting tables, industrial irons, dress forms, and computers which are currently stationed on top of cabinets or makeshift desks scattered throughout the very edges of the classroom. Students have complained about how uncomfortable sitting against cabinet doors are plus the difficulty of viewing the projector for lessons from the outskirts of the room. The second room, room 735, is a small lecture room with tables and chairs.

Back story: Previously, several neighboring classrooms were utilized by Humanities. Those rooms were obviously freed up when the 2400 building was built. However, photography moved into those vacant rooms. It was presumed that the move would be temporary while the 500 building was renovated. Photography department even worked with an architecture to design photo labs in the 500 building. Fashion was told once photography moved back into the 500 building, we could convert one of the vacant rooms into a dedicated computer lab. However, it has recently been announced that photography will NOT be moving back into the 500 building and could be in those rooms indefinitely. This is why fashion is requesting funds to convert room 729 into a computer lab.

The request for a dedicated fashion lab has been made in every program review for the last four years to secure funds when the rooms finally became available. It is clear this strategy is not working in our favor and the fashion department is shifting our request.

The urgency also stems from the rapidly changing technology in our field. Our advisory committee has stressed the importance of up-to-date computer technology and software courses to keep up with the needs of the fashion industry. We started this request four years ago and already felt behind in technology then.

While we are currently making do with what we have, this past Fall we had severe interruptions to our computer patterning course due to outdated computers, accessibility issues, and a lack of funding and resources to resolve the problem. Here is a snippet of an email from the instructor:

"Today, I had a student leave class at 10:30am in tears because the computer she is assigned to has consistently not worked since week 1 of class. I was perhaps too optimistic in thinking that the computers in room 733 could handle Optitex 23. I didn't think in week 8 I would still be having problems with the computers."

The lack of proper facilities and equipment to successfully teach our courses is impacting our students and needs addressed sooner than later. What's different about this request than past requests is we have identified a specific room that can be converted to satisfy our needs without taking away a classroom from other departments.

2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?

The fashion department offers 25-30 classes per semester which range from online, hybrid, lab, and lecture courses. Room 733 has capacity for about 15 of those courses. The room must be used to teach all of our lab courses and is also needed to teach computer courses because most of our equipment is housed and used in that one room. We had to place some of our equipment in a separate room which can now only be accessed when the room is not in use. In short, room 733 is maxed out and hindering our department from properly serving our students.

While the architecture department has graciously allowed fashion to use their computer lab in scheduling emergencies, courses can only be offered at the availability of the computer lab and AFTER architecture secures the room for their courses. This works temporarily but doesn't allow fashion to offer a variety of times and days that we are striving to offer to assist with student success as written in our equity plan in Fall 2021. Second, since we have limited licenses for our software, we cannot move certain software out of the fashion lab which once again limits the use of architecture's computer lab.

We have been seeking a dedicated fashion lab for quite some time to assist with scheduling, housing up-to-date software in one location, offering the space needed to teach industry technology, plus a comfortable learning environment. (See comments above about student tears and straining to see lessons in our current setup.)

- Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.

While this resource is not personnel related, I wanted to stress that fashion is in a rare situation where we HAVE the faculty to teach our industry's technology, but we do not have the facility to teach it properly.

3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

This resource request acts as an addendum to support our goals and equity statement from the Fall 2021 comprehensive program review. Creating a dedicated fashion computer lab to deliver the latest industry technology to our students meets several of the college's goals and objectives:

Goal 1: Ensure Equitable Access and Outcomes – Fullerton College will use an inclusive and race-conscious approach to address persistent equity gaps.

Objective 4: Improve the sense of belonging and mattering in shared physical and online spaces for students of color.

Goal 2: Success for Every Student

Objective 2: Increase the number of students earning Associate Degrees, Associate Degrees for Transfer, and/or Certificates

Objective 4: Increase the number of students who earn a regional living wage after exiting the College.

Objective 5: Increase the number of Career Technical Education graduates who are employed in a job closely related to their field of study

Objective 6: Increase efficiency in the completion of an Associate Degree, Associate Degree for Transfer, or Career Technical Education Certificates.

Goal 3: Strengthen Connections with our Community

Objective 5: Create and expand collaborations with local businesses and civic organizations.

Goal 4: Commit to Accountability and Continuous Quality Improvement

      Objective 3: Improve technological infrastructure to support flexible course schedules.

      Objective 4: Improve accessibility for students and employees in the physical and online space.

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	**Potential Funding Source** It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Computer Workstations	$45,000	
Electrical	$60,000	Room 729 converted into a computer lab with electricity and internet to serve the classroom
Computers	$125,000	
Equipment/Software	$55,000	
Total Requested Amount:	$285,000	