Instructional Annual Program Review and Planning Update Form Fall 2024

## 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.**

## SUBMISSION:

**Program:**

Fashion Department

**Principal Author(s):**

Rachel Nevarez

**Dean:**

Kenneth Starkman

**Submission Date:**

12/08/2024 3:39:03 PM

**Author Signature:**

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| Electronically signed by Rachel Nevarez on 12/08/2024 3:37:48 PM |

**Manager Signature:**

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| Electronically signed by Ken Starkman on 12/08/2024 3:39:03 PM |

# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/%3Af%3A/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

Attribute success to carrying over what has been working in previous years:

• Balancing course offerings between in-person, online, and night classes allowing flexibility for the student.

• Supplying the 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.

• Policy adjustments around absences, late or missing work, and allowance of make-up work.

• The application of equitable, inclusive, and accessible practices (both in-person and online) learned in flex day and other training.

• The continuation of moving courses traditionally taught in a desk or table and chair classroom setting into computer labs. This supports the further development of digital literacy and technology education. 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.

• Meeting with the students face-to-face to talk about their progress during the semester.

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

Where we did not meet the standards:

• Introductory fashion courses tend to have lower success rates. 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.

• Policy adjustments have been made for students to make up work, submit late work with limited penalties, and make up absences. However, instructors are reporting that students are not utilizing these opportunities.

• Students do not finish the course and or do not complete the assignments/tests for class.

• Many of our courses are lecture/lab classes. When a student does not show up, they lose valuable work time and struggle to catch up or complete assignments.

• Students appear to “hide” in the online classes. The students online do not answer the instructor's e-mails through the inbox/sent on canvas.

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

Fashion Program Success rate is 71.0% (an increase of 1.4% from the previous year) Exceeds the ISS of 62%

Fashion Program Completion rate 81.3% (a decrease of .3% from the previous year) Exceed the ISS of 74%

While there were no drastic changes in success and completion rates, the department feels strongly that we are moving in the right direction. Many of the attributes incorporated last academic year were new changes made within the department with positive results. It will be interesting to review the date for the larger self-study next year to see if there are more significant impacts.

There still seems to be an underlying factor of motivation. The same problem (students not showing up, not completing work) appears year after year. Solutions like more equitable grading, accessible courses, and adjusted late work policies are helping a select few students, but perhaps more resources or even research on motivation and retention from the school could be helpful.

# Part 2: Additional Resource Request Reasoning and Support

[ ] **We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

[x] **We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**

**For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:**

1. **Briefly describe your resource request.**

Requesting $75,000 for wall removal between rooms 731 & 729 to create a design center that will hold a fashion computer lab and equipment.

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2025 comprehensive self-study?**

Fall of 2024 the fashion department requested funds to convert room 729 into a dedicated fashion computer lab. While the program review committee unanimously approved the request, PBSC neither approved nor denied the request. This is an extension of that same request with a more specific budget and plan in mind to move us forward.

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

This allows fashion to bring the latest technology from the industry to our students, creates space in our already overcrowded sewing lab, and will allow us to collaborate with other departments in our division.

**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.**

No

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

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.

**For each separate resource request, complete this chart with details of the request:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel |  |
| Facilities | $75,000 This is a cost estimate provided by the engineering consultant. |
| Supplies |  |
| Computer Hardware |  |
| Computer Software |  |
| Training |  |
| Other |  |
| **Total Requested Amount:** |  |

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| --- |
| **Is the funding requested ongoing or one-time funding?**One-time funds |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)No |