



Fullerton College

Self-study for Fashion Design & Merchandising Program

2025

Section 1: Introduction

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Fashion Department offers a dynamic and industry-responsive program that prepares students for careers in fashion design, merchandising, retail buying, and related fields. With a curriculum grounded in creativity, technical skill-building, and real-world application, the program supports the College's mission by promoting **student success, workforce readiness, and equitable access to education.**

The department serves a diverse student population and has made significant strides in improving completion rates and aims to reduce time-to-degree through our new curriculum redesign, streamlined prerequisites, and expanded course offerings. Students benefit from experiential learning opportunities, including a dedicated internship course with a 100% placement rate, hands-on projects, and industry engagement through events like Manufacturing Day.

Faculty are committed to fostering an inclusive learning environment through equitable

grading practices, culturally responsive teaching, and collaborative resource sharing. Ongoing discussions around student success have led to actionable changes in policy and pedagogy, with a focus on closing achievement gaps and supporting underrepresented groups.

Despite challenges such as limited funding and space constraints, the department has adapted by leveraging shared resources and advocating for future investments in technology and facilities. These efforts ensure that students are equipped with the skills and knowledge needed to thrive in a rapidly evolving fashion industry, while advancing the College's goals of access, equity, and excellence in education.

Section 2: Students

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

Student Population Overview

Based on the data provided by the Office of Institutional Effectiveness (OIE), the Fashion Department has served an average of 326 students each year with numbers in 2024-2025 surpassing pre-pandemic numbers by 84 students. About one third of our students are full-time, with two age ranges of less than 20 years old and 20–24 years old being about the same. Gender distribution shows that 69% of students identify as female, while 21% identify as male, and 10% unknown. Ethnically, the largest groups represented are Latina/o/x at 61% and White and Asian next at about 13% and 12%.

Demographic Groups with Highest Enrollment

The demographic groups with the most enrollments in our program are Latina/o/x students with an average of 60.4%, followed by White (15.8% average) and Asian students (10% average). Gender-wise, female students make up the majority of our enrollment at an average of 70.8%, which aligns with industry trends in fashion of 60-80%. Additionally, about 31% of our students are first-generation college students, which about 24% identify as LGB.

Underrepresented Student Groups

Underrepresented groups in our program include male students at an average of 20.6% compared to a college-wide average of 42%. African American students at 3.6% average, which is in line with the colleges 3%. And students over age 30 fall at about 20% which is slightly lower than the college's average of about 27%.

Changes Over the Last Four Years

Over the past four years, the demographic profile of our program has remained stable across ethnicity, gender, and age. We have seen an increase in enrollment status. First-time students, continuing students, and returning students have increased by 25% since 2021-2022. This may be due to a shift in course offerings and modalities. Prior to the 2020-2021 academic year, the fashion department did not offer hybrid nor online courses. Based on student feedback, we also carefully monitored which courses were offered when (morning, evening, night) and made sure to rotate offerings to accommodate students who could not attend traditional daytime courses.

2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Course-Level Enrollment Trends

Over the past five years, enrollment in Fashion Department courses has steadily increased, starting with the 2021-2022 academic year. For example, in 21-22, unique enrollments were 286 with a total enrollment of 635, compared to 24-25, which includes unique enrollments of 391 and total enrollments of 880.

This upward trend reflects student interest in fashion education and the department's efforts to meet demand. Introductory courses like Introduction to the Fashion Industry and Beginner Sewing Techniques continue to attract the highest enrollments which caused the department to increase sections and modalities offered. Advanced courses have seen moderate growth with some being offered alone as opposed to previously having to be combined with another course to reach enrollment and run.

Changes in Enrollment Trends

As mentioned above, enrollment trends have **increased steadily**, particularly in foundational courses, which suggests rising interest among new students entering the program. While advanced-level courses have grown more modestly, the overall trajectory indicates sustained demand for fashion education.

Factors Contributing to Changes

Several internal and external factors may have influenced this growth:

Internal Factors:

- The department expanded course sections and modalities to accommodate student demand and support timely graduation.
- Significant curriculum changes were implemented in Fall 2025, though their impact

will be assessed in the next self-study cycle.

- Participation in Tech & Engineering's annual Manufacturing Day, as well as other Tech-specific outreach activities, has provided some exposure to industry careers, though other outreach efforts remain limited.

External Factors:

- **Industry Demand:** The US Fashion market is thriving, valued at over \$460 billion, with growth driven by sustainability, personalization, and digital innovation. Consumers increasingly seek eco-conscious and tech-integrated fashion, fueling demand for the latest skills and professionals. (<https://makersrow.com/blog/clothing-fashion-industry-usa/>)
- **Career Outlook:** While fashion designer growth is modest (2-3% over the next decade), emerging roles in digital fashion, sustainability consulting, and e-commerce are creating new opportunities for graduates (<https://www.bls.gov/ooh/arts-and-design/fashion-designers.htm>)
- **Social Media Influence:** Platforms like Instagram and TikTok have amplified interest in fashion careers, inspiring students to pursue creative and entrepreneurial paths.
- **Sustainability Movement:** Growing consumer demand for sustainable fashion and ethical practices has increased interest in programs that teach these principles. (<https://www.forbes.com/sites/dianneplummer/2025/10/26/what-is-sustainable-fashion-and-why-it-matters-for-our-planet/>)
- **Economic Conditions:** Despite the concern over tariffs, a stable labor market and easing inflation in 2025 have supported higher consumer spending, indirectly boosting interest in fashion-related fields. (<https://fashionunited.com/press/business/2025-us-retail-industry-outlook-implications-for-the-fashion-sector/2025012864186>)

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3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

Monitoring and Modifying Course Offerings

The Fashion Department uses a systematic and student-centered approach to ensure course offerings meet student needs. Since our course offerings are small, a google spreadsheet is maintained within the department tracking all course offerings, including modality, days, and times. This historical data is referenced during scheduling to maintain a balanced rotation of course and accommodate student demand.

Direct Student Input

Our smaller department structure allows for personalized conversations with students about their goals, timelines, and scheduling preferences. Instructors work closely with students to identify barriers to completion and adjust offerings accordingly. In instances where no course rescheduling could solve the students' completion goals, we have offered substitutions, knowing changes to the curriculum (that will later solve these bottlenecks) were right around the corner.

Addressing Bottlenecks

A review of curriculum bottlenecks revealed that some courses had 3-6 prerequisites, which delayed student progress when those prerequisites were not offered regularly. To address this, we reduced the number of prerequisites and combined content from two courses into one, streamlining the pathway and shortening time to graduation.

Modality and Scheduling Adjustments

Course modalities and times are adjusted based on student feedback and enrollment patterns. For example, high-demand courses like *Beginner Sewing Techniques* have increased from 2 sections to 4 sections. *Introduction to the Fashion Industry* is now offered both online and in-person each semester, and we have now added sections in both Summer and Winter. Courses are offered at varied times to accommodate working students and those with family responsibilities.

2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

Overall Student Achievement Trends

Based on OIE data, the Fashion Department has tracked student achievement over the past five years across several key measures:

- **Course Success Rates:** The average course success rate for the program has increased from 69% to 74% over the last 5 years. This is well above the institution set standard of 62% and slightly below our stretch goal of 80%. These rates are slightly

above the college-wide success rate of 72%, but in line with the growth of success within the college.

- **Degrees and Certificates Completion:** The department awarded 63 degrees and 18 certificates in the last five years. This represents an increase in degrees and a slight decrease in certificates compared to the previous 4 years (40 degrees and 22 certificates).
- **Transfer Counts:** 48 students total transferred to four-year institutions in the last 5 years, compared to 77 in the last self-study. This trend suggests students may be going straight into the career field after graduating from Fullerton.

2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

Student Success Rate Analysis

Based on OIE data, certain student groups in the Fashion Department have success rates below (and above) the institution-set standard of 62%:

- **Black or African American students:** 57% success rate (below the institutional standard).
- **Native Hawaiian or Other Pacific Islander students:** 61% success rate (slightly below the standard).
- **Asian students:** 80% success rate, meeting the institutional stretch goal.

Factors Explaining These Differences

Several factors may contribute to lower success rates among some groups:

- **Access to Resources:** Limited access to technology, tutoring, or financial support can impact course performance.
- **External Responsibilities:** Students balancing work and family obligations may face challenges completing assignments or attending classes.
- **Representation and Support:** Underrepresented groups may experience less connection to the program or fewer role models in the industry.
- **Academic Preparation:** Differences in prior educational experiences can affect readiness for college-level coursework.

3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

Underrepresented Groups in Completion Data

Based on OIE data, there are notable differences between enrollment and completion rates among student groups in the Fashion Department. Just looking at 2024-2025:

- **Latina/o/x students:** Account for 47% of awards, which is slightly below the colleges number of 60%.
- **“Unknown” and “Two or More Races”:** Represent 13% of completions, compared to 2% for unknown and 8% for two or more races.
- **White, Native Hawaiian or Pacific Islander, Black or African American, and Asian students:** Each are at 7% of degrees awarded, which is significantly lower than their overall enrollment representation. College levels include whites at 15%, Native Hawaiian or Other Pacific Islander is at 0%, Black or African American is at 2%, and Asians are at 12%.

Interpretation

These figures suggest that Latina/o/x students are the most represented among completers, while other groups are underrepresented in completion data. Factors contributing to these gaps may include:

- **Access to Support Services:** Limited academic advising or tutoring for certain groups. While the campus has many resources, awareness is a struggle.
- **External Responsibilities:** Work and family obligations impacting persistence. With a variety of modalities, days, and times of course offerings, we hope to increase completion.
- **Program Complexity:** Historically high prerequisites and extended time-to-degree may disproportionately affect students with fewer resources. We hope that our new curriculum solves these issues.

4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

Time to Completion Analysis

According to OIE data, students in the Fashion Department take an average of 4.9 years to complete a degree, compared to the college-wide average of 4.64 years. This indicates that our students take slightly longer to finish.

Completion Rates by Student Group

- White students: average currently 5.15 years
- Native Hawaiian or Pacific Islander students: average 5.21 years
- Black or African American students: average 4.02 years
- Asian students: average 4.06 years

These figures show that White and Native Hawaiian students take longer than average, while Black and Asian students complete more quickly.

Efforts to Improve Time to Completion

Our pathways suggest students should be completing certificates in 1-2 years and AA degrees in 2 years. It is alarming that it is taking students 2-2.5x longer to complete, but the department has implemented several strategies to reduce time-to-degree:

- **Curriculum Overhaul:** Reduced the number of programs from 13 to 10, streamlined prerequisites, and combined courses to shorten completion time from 3–4 years to 1–2 years.
- **Scheduling Adjustments:** Increased course sections to meet demand and prevent delays caused by bottlenecks.
- **Advising and Student Engagement:** Faculty work closely with students to plan schedules and ensure timely progress toward graduation.

These changes are reviewed further in section 3.0. They aim to bring our completion times closer to our pathways and improve equity across student groups.

TEST TEST TEST - DANIEL I see it, it seems to be working now.

2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

The Fashion Department defines and assesses Student Learning Outcomes (SLOs) at both the course (CSLO) and program (PSLO) levels through a structured process. All courses are properly mapped to program outcomes, and faculty enter assessment data into eLumen at the end of each semester. This ensures consistent tracking and alignment across the curriculum.

Data is reviewed annually during program reviews and self-studies, and it plays a critical role in guiding improvements. For example, when analyzing CSLO and PSLO results, faculty identify areas where students struggle and adjust course content, teaching strategies, and prerequisites accordingly. These reviews also informed recent curriculum changes, such as reducing prerequisites and consolidating courses to improve time-to-completion and student success.

By using assessment results to make data-driven decisions, the department ensures continuous improvement in student learning and achievement, aligning with institutional

goals for equity and excellence.

2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?
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Section 3: Other Areas of Program Effectiveness

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Substantial Changes Since Last Review

During the last self-study, the department identified that certain programs were only granted once during a five-year period. This prompted a comprehensive review of our curriculum, which led to a complete overhaul of the fashion program, reducing the number of programs from 13 to 10 and changing every program we had.

Key changes included:

- **Reducing Prerequisites:** Several courses previously required 3–6 prerequisites, creating bottlenecks and delaying completion. We streamlined prerequisites and combined content from two courses into one; we found the estimated program completion time reduced from 3 years to 1–2 years.
- **Program Consolidation:** Certificates and degrees were restructured to eliminate redundancy and align with industry needs.
- **Course Relevance:** Courses that no longer support certificates or degrees were removed and replaced with updated content reflecting current industry trends, such as sustainability, digital tools, and e-commerce.

The OIE data shows it currently takes fashion students an average of 4.9 years to complete a degree (the college average is 4.64), highlighting the importance of restructuring our curriculum and continued monitoring to ensure these changes improve student retention, completion, and help our students find jobs.

Transition Period:

The new curriculum went into effect in Fall 2025. While students have catalog rights, the department has already noticed that following the new pathways will help students graduate sooner. There will be a transition period for students who started prior to the new curriculum, and the department will need to continue intimate communication with the

students to ensure they are on the path to completion.

Looking Forward:

While the current focus is to ensure our new curriculum is working for the students, there are some ideas to consider to meet the emerging needs of the industry and student population. Some ideas include:

- **Integrate Technology:** Expand curriculum on digital fashion design, 3D modeling, and AI-driven tools to prepare students for tech-driven roles.
- **Focus on Sustainability:** Add modules on ethical sourcing, circular fashion, and sustainable production practices to align with industry priorities.
- **Flexible Learning Options:** Increase online and hybrid offerings to support working students and improve accessibility.
- **Micro-Credentials:** Develop short-term certificates in areas like fashion marketing and social media branding to meet demand for specialized skills.

These changes aim to enhance relevance, reduce time-to-degree, and position graduates for success in a rapidly evolving fashion industry.

2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

Experiential Learning Opportunities

The Fashion Department provides students with multiple opportunities to apply and deepen their knowledge through real-world experiences. Two key components are our fashion-specific *internship course* and our *Field Studies* course, which takes students on field trips to our industry partners. We have seen increased interest from fashion industry companies seeking interns, creating strong partnerships that benefit our students.

Internship Success

The internship program has an 88% success rate and boasts a 100% placement rate when our full-time professor personally connects students with companies. This hands-on approach ensures students gain practical experience in areas such as retail buying, design, and production, while building professional networks that support career readiness.

Additional Experiential Learning

Beyond internships, students engage in industry-related projects embedded in coursework, including trend forecasting, merchandising plans, and sustainability initiatives. The

department also participates in *Manufacturing Day*, exposing students to local industry operations and career pathways. While we have not yet expanded into study abroad or service learning, these remain areas of future exploration.

3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

Sustainability Legislation: Recent federal and state initiatives, such as the California Responsible Textile Recovery Act (SB707) and the Fashion Environmental Accountability Act (AB405), require brands to manage textile waste, report emissions, and adopt sustainable practices. These laws emphasize transparency and circularity, influencing curriculum to include sustainable design, textile recycling, and lifecycle analysis.

Chemical Safety Compliance: Updates to the Toxic Substances Control Act (TSCA) and PFAS regulations require reporting and reduction of harmful chemicals in textiles. This impacts how we teach material sourcing and compliance standards.

Labor Standards: Proposed federal legislation like the FABRIC Act seeks to eliminate piece-rate wages and enforce fair labor practices in garment manufacturing, reinforcing the need to teach ethical production and labor compliance.

Section 4: Faculty and Staff

4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

Program Staff Overview

The Fashion Department currently employs:

- Full-Time Faculty: 2
- Part-Time Faculty: 4-6 per semester
- Non-Faculty/Classified Staff: none

Diversity and Representation

Our faculty is 100% female, with both full-time faculty identifying as White. Diversity within the

department is primarily represented among part-time faculty, who bring varied cultural and professional backgrounds to the program.

Reflection of Student Population

While the department's full-time faculty does not fully reflect the diversity of our student population, the inclusion of diverse part-time instructors helps provide students with broader perspectives and industry experiences.

2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

Staffing Changes Since Fall 2021

Since Fall 2021, the Fashion Department has experienced no major changes. We had one adjunct faculty retire, but were able to bring back a previous adjunct instructor. While the number of full-time faculty has remained at 2, the department has added additional course sections to meet growing student demand. As a result:

- **Part-Time Faculty:** Increased teaching loads to cover additional sections.
- **Full-Time Faculty:** Took on overload assignments to ensure timely course offerings and support student graduation goals.

Impact on Strategic Action Plans

These staffing adjustments have allowed the department to:

- **Expand Course Availability:** Prevent scheduling bottlenecks and improve time-to-completion.
- **Maintain Program Quality:** Despite increased workloads, faculty have continued to provide personalized support to students.
- **Advance Strategic Goals:** Align with the college's objectives for student success, retention, and timely graduation.

However, the reliance on part-time faculty and overload assignments highlights the need for an additional full-time position to sustain growth and maintain program quality long-term.

4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

Faculty in the Fashion Department have not recently engaged in conversations about creating equitable learning environments, as this was a topic and goal in the previous self-study. These discussions previously focused on grading practices, attendance flexibility, late work policies, and opportunities for extra credit. The policies have been implemented with the goal of ensuring that policies do not unintentionally disadvantage students balancing work, family, or other responsibilities. Faculty have also shared and incorporated strategies for inclusive teaching, such as using diverse visuals, culturally relevant examples, and accessible course materials.

2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

The previous conversations have led to several actionable steps:

- **Resource Sharing:** Faculty have created resource modules in Canvas and share best practices, lesson plans, videos, handouts, and other resources that have shown strong student interest and success.
 - **Inclusive Content:** Faculty have incorporated strategies learned during Flex Day sessions into lesson plans, ensuring course visuals and discussions reflect diverse perspectives.
 - **Unified Approach:** Sharing success stories and ideas among faculty promotes consistency and demonstrates a collective commitment to equity.
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3. What additional areas of professional development could help your faculty and staff engage in this work?

Future professional development should include:

- **Equitable Assessment Training:** Workshops on grading practices that minimize bias and support diverse learning styles.
 - **Culturally Responsive Teaching:** Strategies for integrating inclusive content and fostering belonging in the classroom.
 - **Data Analysis Skills:** Training on interpreting equity-related data to inform instructional decisions.
 - **Technology for Accessibility:** Tools and techniques to make online and hybrid courses more inclusive for all students.
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Section 5: Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

In the previous self-study, one of our primary goals was to establish a dedicated fashion computer lab equipped with updated technology and a video conferencing system (OWL) to support synchronous Zoom courses during the pandemic. Since then, the need for the OWL system has diminished as in-person instruction resumed. However, the planned computer lab space was reassigned to the Photography Department, preventing us from creating a separate lab for fashion students.

To adapt, the department pivoted by sharing the Architecture lab and relocating our specialized software to an existing computer lab on campus. This solution has allowed us to maintain access to necessary technology for now, but it is not a long-term fix. Our strategic goal remains to ensure regular upgrades and software maintenance to keep pace with industry standards in digital fashion design and technology.

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

The absence of additional funding significantly impacted our ability to achieve the original SAP. Without dedicated resources, we were unable to create a specialized lab tailored to fashion students' needs. While sharing facilities has been a temporary solution, it limits scheduling flexibility (we can only offer the digital fashion illustration class in the morning when the architecture is not using the lab) and does not fully support the integration of advanced tools required for emerging industry trends such as 3D design, virtual prototyping, and AI-driven applications.

Moving forward, the department's focus will be on collaborating with the Architecture program to maintain and upgrade the shared computer lab. This partnership ensures that both programs have access to industry-standard technology and software, which is critical for courses in digital fashion design, patterning, and rendering. While sharing the lab has been an effective short-term solution, securing funding for regular computer upgrades and modern furniture will be essential for sustaining program quality and relevance.

These improvements will directly support student learning by providing reliable access to tools used in the fashion industry, enhancing project quality, and preparing graduates for careers in a rapidly evolving, technology-driven field. This approach aligns with our strategic goals and addresses issues identified in enrollment and success data, ensuring that growing student demand is met with adequate resources.

Upgrade the Architecture computer lab for shared useage

Short Description:

Planned Activities include collaborative technology upgrades and curriculum alignment. Issues addressed include reducing time to completion by continuing curriculum streamlining and scheduling flexibility. Enrollment has increased, creating demand for more course sections and technology resources. Targeted strategies for students falling below the institutional set standards. A lack of a dedicated fashion computer lab and outdated equipment hinders student access to digital tools essential for industry readiness.

Measurable Outcomes:

If this resource request is fulfilled, the Fashion and Architecture programs will achieve the following measurable outcomes within the next academic year: Improved Student Access to Technology: 100% of students enrolled in digital design courses will have access to updated computers capable of running industry-standard software without performance issues. Enhanced Student Learning: Course success rates in technology-dependent classes (e.g., digital fashion design, CAD) are expected to increase by 5–10% due to improved functionality and reduced technical barriers. Increased Lab Utilization: Shared lab usage will support at least 20% more students per semester across both programs without scheduling conflicts. Industry Alignment: Students will complete projects using current tools and workflows, improving internship placement and job readiness metrics.

College Goals:

2.3 Increase access to affordable course materials

SAP Phase:

New

Resource Requests

Computers

Enhancement:

Partner with the Architecture Department to secure funding for new computers and furniture in the shared lab, ensuring access to industry-standard software for both programs.

Personnel-Related:

No

Resource Category:

Computer Hardware

Quantity:

27

Unit Cost:

\$5,000.00

TotalCost:

\$135,000.00

Computer Furniture

Enhancement:

Partnering with the Architecture Department to secure funding for new computers and furniture in the shared lab, ensuring access to industry-standard software for both programs.

Personnel-Related:

no

Resource Category:

Equipment

Quantity:

27

Unit Cost:

\$2,000.00

TotalCost:

\$54,000.00

Resource Requests

Industrial Irons

Enhancement:

Replacing the existing six-year-old industrial irons with new models will enhance the Fashion program by ensuring students work with reliable, industry-standard equipment that reflects current professional practices. Updated irons will improve the quality and efficiency of garment construction projects, reduce equipment downtime, and create a safer, more consistent learning environment. This upgrade directly supports hands-on skill development, which is critical for student success in courses focused on apparel production and prepares graduates for employment in the fashion industry.

Personnel-Related:

No

Resource Category:

Equipment

Quantity:

4

Unit Cost:

\$1,125.00

TotalCost:

\$4,500.00