

Peralta Community College District



Annual Program Update Template

Final Version: May 20, 2016

Amended by COA College Council: May 27, 2017

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: Apparel Design and Merchandising (ADAM)

Date: October 12, 2017

Program Type:	Instructional	Student Services	Administrative Unit
(circle the answer)	X		

College and District Mission Statement:

The Mission of **College of Alameda** to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Peralta Community College District Mission Statement: We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals. In part, the Peralta Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

- Articulation agreements with a broad array of highly respected Universities;
- Achievement of Associate Degrees of Arts and Science, and certificates of achievement;
- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Foundational basic skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment;
- Early college programs for community high school students;
- Supportive, satisfying, safe and functional work environment for faculty and staff; and
- Preparation for an environmentally sustainable future


Program Mission:

The Apparel Design and Merchandising Program (ADAM) provides educational training that prepares students with the knowledge and skills needed to successfully secure a career in the vast fields of apparel design and manufacturing. The ADAM Program fosters a well-balanced educational environment which promotes professionalism, integrity and a high standard of performance as they relate to the everyday operations in the apparel industry.

Date of Last Comprehensive Program Review:

October 2016

Date of Comprehensive Program Review Validation:

Spring 2017

II. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)	Which institutional goals will be advanced upon completion? (circle all that apply)	Progress on goal or AUO attainment (choose one)	Explanation and Comments (If a goal or AUO is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)
Assessment Input and start assessment of Program Learning Outcomes Input and start assessment of Institutional Learning Outcomes	1. PCCD Strategic Goals (list the specific goal here: A,C,D, E) 2. College Goals : (list the specific goal here: 1,2, 3,4,5,7,8,9)	Completed: Current each semester Ongoing: Fall 2017 / Spring 2018	
Curriculum (if applicable) Start to evaluating all current course offerings and updating and offer new course curriculum	1. PCCD Strategic Goals (list the specific goal here: C) 2. College Goals : (list the specific goal here: 3,4,7,8)	Ongoing: Spring / Summer 2018	
Instruction (if applicable) Continue high standards of instruction and integrity within classroom but open to improvement Decrease withdrawal rates and increase retention rates, particularly during fall semesters	1. PCCD Strategic Goals (list the specific goal here: A,C,D) 2. College Goals : (list the specific goal here: 1,3,5,7,8,9)	Ongoing: Fall 2017 / Spring 2018	

<p>Student Success and Student Equity</p> <p>ADAM has discussed the idea of starting its fashion club on campus again as a means to increase student engagement and activities outside the classroom</p>	<p>1. PCCD Strategic Goals (list the specific goal here: A,C,D,E)</p> <p>2. College Goals: (list the specific goal here: 2,4,6,9)</p>	<p>Revised: Fall 2018</p>	<p>Still being discussed</p>
<p>Professional Development, Institutional and Professional Engagement, and Partnerships</p> <p>Form partnerships with businesses</p> <p>Continue working relationship with Peralta consultant in establishing business links</p>	<p>1. PCCD Strategic Goals (list the specific goal here: A,B,C,D)</p> <p>2. College Goals: (list the specific goal here: 2,4,6,7,8,9,10)</p>	<p>Ongoing: Fall 2017 / Spring 2018</p>	
<p>Other Program Improvement Objectives or Administrative Unit Outcomes</p> <p>Start to plan for future faculty and staff needs</p>	<p>1. PCCD Strategic Goals (list the specific goal here: C,D)</p> <p>2. College Goals: (list the specific goal here: 3)</p>	<p>Revised: Fall 2018 /2019</p>	<p>Prior to retirement of contract faculty in 2022</p>
<p>Other Program Improvement Objectives or Administrative Unit Outcomes</p> <p>Increase marketing to community</p> <p>Establish a stronger link with CTE advisory council</p>	<p>1. PCCD Strategic Goals (list the specific goal here: B,C,D,E)</p> <p>2. College Goals: (list the specific goal here: 2,4,6,7)</p>	<p>Ongoing: Fall 2017 / Spring 2018</p>	<p>Increased effort in both areas</p>

III. Data Trend Analysis

Please review and reflect upon the data for your program. Data is available via the hyperlinks below, on the COA Program Review page, as well as on your program's individual Program Review/APU webpage (accessible [here](#)) under Program Information. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. **Student Demographics** (age, gender, ethnicity, special populations). **Comments about changes:**

There are no extreme differences for success rates for gender, ethnicity, age or course. ADAM works with all student services to ensure its students success in the program. ADAM also provides its own teaching assistants and the faculty adapt their instruction methodology according to student learning environments.

There has been a slight steady decline in enrollment across the board in most areas for ADAM. However, as a comparison to the District as a whole this has been the trend. Given the cuts and the nature of the economy and the current educational climate ADAM is doing well. Our Program is strong and the industry our students are training for is strong. As always, we continue to monitor enrollment trends and implement procedures as needed.

B. **Enrollment** (sections, course enrollment, [productivity](#), # of student contacts, etc). **Comments about changes:**

There is not really a lack of demand for any of the ADAM courses since it is a program and all courses must be competed to receive the certificate and/or degree. However, enrollment tends to drops in the spring partly due to fact that a student realizes this may not be the career path or courses they need to fulfill their educational goals. ADAM continually revises program requirements, scheduling and course revisions (i.e. prerequisites/co-requisites, course hours, content...) to maintain, and improve current student enrollment and retention throughout a given academic year. Allowing students to enroll in the program/courses during the spring semester rather than waiting for the fall program cycle seems to help in this area as well.

Productivity for the ADAM Program seems to be consistent with the overall pattern for the District, College and the semester. The pattern for the program tends to be higher in the fall and dropping in the spring which is typical for the cycle of the ADAM Program. ADAM will continue to monitor and access the issue but feels it is doing the necessary procedures to improve its productivity rating.

C. Student Success ([retention](#) and [completion](#) rates, # of student contacts, etc.). **Comments about changes:**

Retention Rates for the ADAM Program are in upper 80% to mid 90% range. Compared to the college and District as a whole in most semesters ADAM was slightly above. Typically, fall semester is higher than our spring semester. The ADAM Program has improved on student retention and course completion since its last program review. A factor that affects these two areas is a large number of new ADAM students are disillusioned by their goal expectations versus the Program's educational mission and objectives. Additional factors affecting enrollment, retention and success rate were sequential course offerings and course scheduling cycle. Spring semester and second year student enrollment are reflective of these factors. ADAM has tested allowing students to enroll in the second level of a few first-year course offerings. Data indicates these students are able to succeed even though they did not take the required prerequisite course first. Thus, ADAM has changed the prerequisite requirements for these courses which are helping spring enrollment numbers.

D. [Student Success](#) in Distance Education/Hybrid classes versus face-to-face classes (if applicable). **Comments about changes:**

Not Applicable to ADAM

E. Other program specific data or unplanned events that reflect significant change in the program.

N/A

IV. Equity

- Please review the [student success data](#) for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

The differences seem to be slight. However, the differences may be due to ESL, learning disabilities, financial hardships and other personal issues. This may be hard to analyze and evaluate effective solutions if the student isn't willing to seeking assistance form the instructor or Student Services. ADAM will work with the appropriate Student Services, administration, District and outside sources when needed.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college – these plans are available online [here](#) under Program Planning & Assessment. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

Probably, however I am not a skill analyst nor do I have the time to comply all the data necessary to make a formative judgement in this area at this time. However, it does appear ADAM is in alignment with the college if not above range in most areas compared.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

Mr. Piazza and I continually work each semester on developing course assignments that cross-reference each ADAM course thus linking them together and making a much stronger and cohesive Program.

The ADAM faculty continues to use various techniques and resources of instructional methodologies. Depending on the course structure (lecture or lecture/lab) and course objectives, the faculty selects appropriate instructional procedures that will convey information in a clear and concise manner. Internal factors affecting the instructor's choice include classroom space, available equipment, extra service provided by the campus and enrollment size. Student related factors include cultural diversity, age mix, ESL composition, basic skills comprehension, reasoning/perception skills, learning and physical disabilities and sociological/psychological characteristics of the student population. External factors include the availability of industry/community resources and services. Computer technology incorporated in the ADAM teaching/learning environment is the use of the Geber System and software as well as upgrading to the latest version of Adobe Creative CS6 software package.

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

No

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

All ADAM courses are current in both SLO and PLO evaluations. We are working on Institutional alignments' as well. ADAM ev

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?



ADAM continuously reviews and updates its curriculum, SLOs, and PLOs as they relate to the standards set forth within the apparel industry. This is done in collaboration with its advisory board, interaction/contact with industry business partners, the COA/Peralta District, the communities it serves and current enroll students as well as alumni students in the apparel work force.











- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

SEE ATTACHED CHARTS














At-a-Glance - Outcome Set Alignment Summary Report

Organizational Area(s) within College of Alameda AMS aligned with Apparel Design & Merchandising (ADAM) AA/C Outcome Set (Apparel Design & Merchandising (ADAM) AA/C)

Legend:  Mapped  Measure Added

Organizational Area	Basic Skills and Knowledge Student will acquire the basic skills and knowledge needed to obtain, compete, and sustain gainful employment within the vast global field of the fashion industry.	Communication and Presentation Student will be able to communicate and present one's self effectively with confidence in a multi-diverse global fashion market.
College of Alameda AMS		
Full Course Listing		
ADAM 101 Apparel Textiles	 	 
ADAM 103 Apparel History	 	 
ADAM 111 Apparel Design and Sketching I	 	

ADAM 113 Apparel Design and Sketching II		
ADAM 131 Apparel Construction I		
ADAM 132 Apparel Construction II		
ADAM 214 Advanced Design & Line Development I		
ADAM 215 Advanced Design & Line Development II		
ADAM 216 Production Pattern & Size Grading I		

ADAM 217 Production Pattern & Size Grading II		
ADAM 221 Pattern Drafting I		
ADAM 222 Pattern Drafting II		
ADAM 224 Pattern Draping I		
ADAM 225 Pattern Draping II		
ADAM 229 Portfolio Development I		
ADAM 230 Portfolio Development II		
SUMMARY:	16 Mapped 16 Measures Added	13 Mapped 13 Measures Added

VI. Additional Questions

A. For CTE:

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

Need for the following courses:

Knitwear Design and Construction
Specialty Fabrication Construction
Fashion Business Course

Also, consideration for bring back our evening program and offering courses during the summer and weekends.

- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.

No

- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.

No

VII. Prior-Year Resource Utilization Self-Evaluation

Please review your total resource allocations and expenditures from the last academic year and evaluate your use of those funds. A link to the actual revenues and expenses for your program can be found on [your program's page](#) – see the Prior Year Resource Utilization Self Evaluation **Template**.

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your <u>Program Goals</u>	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe the impact of these funds on your <u>students' outcomes</u>	If you were not able to utilize all of your resources last year, please explain	With which of the College's 10 college goals do these expenditures best align? (See tab below)
General Fund								
Instructional Equipment								
Lottery Instructional Supplies	\$1200.00		\$1200.00					1,3,5,
Fund 10								
Measure A								
Strong Workforce								
CTE / Perkins	\$2412.00		\$2412.00					1,3,5,
Other	TA Salaries		Unknown					1,3,5,
Work-Study								
Instructional / Equipment State	\$15,000.00							1,2,3,4,5,6
TOTAL	\$18,612.00							

VIII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
0.5 ADAM Staff	Yes		Yes	Yes	1,2,3,5,6,7,8,10	A,B,E

Technology and Equipment: How will the new technology or equipment contribute to student success?


Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
12 Computer Stations 12 Computer Monitors 75 Drafting Stools 5 Drafting Tables 10 Body Forms	Yes		Yes	Yes	1,3,5	A,C,E

Facilities: Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Expansion of existing Computer Room D301	Yes			Yes	3,5,	A,C,D

Professional Development or Other Requests: How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Fashion Show Funding (Annually) Industry Field Trips (Graduating Students) Guest Speaker	Yes		Yes	Yes	2,4,5,6	A,B,C,D



Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016