

College of Alameda

Annual Program Update

Supplemental/Revised Template 2014-2015

I. Overview

BI Download:	September 19, 2014	Dept. Chair:	OJ Roundtree
Subject/Discipline:	ADAM	Dean:	Char Perlas
Campus:	College of Alameda		
Mission Statement	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 high standards of performance as they relate to the everyday operations of the apparel industry.		

II. Enrollment

ADAM retention and persistence rates are consistently above the rate for COA/District. COA retention rates average in the high 70%. ADAM average by subjects are in the 80% range and by courses the average range is 80-90%.

NOTE: Information source from District website "Institutional Research".

III. Student Success

The overall withdrawal rate for the ADAM Program has improved from 2008 to Spring 2013 by approximately 50% and has remain constant with slight improvements each year. ADAM's success rate compared by COA/District data shows our rates are slightly higher. Additionally, success and withdrawal rates by subject and individual courses are slightly higher than overall District averages.

NOTE: Information source from District website "Institutional Research".

IV. Faculty –

SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL
FA13	10	291	293	45.53	3.67	49.2	1.85	0.8	0.29	2.95
SP14	10	291	293	45.53	3.67	49.2	1.85	0.8	0.29	2.95

V. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

The West Coast continues to be viable and an expanding international apparel manufacturing market which includes the San Francisco/Bay Area, Los Angeles and Seattle markets. California is well known for its knit wear and sportswear markets. Due to a plentiful supply of highly skilled labor and its proximity to Pacific Rim trading partners, CA is now the largest producer of clothing in the country; manufacturing a wide range of goods for a global market. Historically, retail buyers tend to consider CA a specialty market whose reputation for innovative style and color attracts markets for clothes that are not available in other areas of the nation. Many retail stores around the country now run special promotions of CA fashions and a "Made in CA" label is often an effective sales stimulus. Since the late 70's, CA has become a hotbed of apparel design talent, fed by a number of highly regarded apparel design colleges both in Los Angeles and San Francisco (see ADAM Program Review 2012 for supportive information relating to ADAM students currently working in the apparel industry).

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

ADAM courses offer basic and advanced technical skills training adapted to reflect current industry technology and changing fashion trends. Individual ADAM courses are complete units of instruction in each subject area and may be taken either for credit or for non credit by a student interested in a single subject. Additionally, all ADAM courses stress basic academic skills (e.g., reading, writing, oral communication and mathematical computations) as well as problem solving, critical thinking skills, visual perception and professional work ethics. ADAM continually reviews and updates its curriculum as it relates 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 enrolled students as well as alumni students in the apparel work force. ADAM currently offers six certificate courses that comply with and

are transferable courses: ADAM 101, Apparel Textiles ADAM 103, Apparel History, ADAM 111 Design and Sketching I, ADAM 113 Design and Sketching II, ADAM 131 Apparel Construction I, and ADAM 132 Apparel Construction II. San Francisco State University requested these six courses which meet their requirements for transfer. Course outlines were revised and accepted by the Peralta District Curriculum Committee. Approximately 2-5 students out of 25 in the ADAM Program will transfer to a four year university after completion of the program (8%-20%). Most of these students have gone on to San Francisco State University or University of California Davis.

VI. Course SLOs and Assessment**Fall 2014**

Number of active courses in your discipline

16 Certificate Course
6 Non-Certificate Courses

Number with SLOs

17

% SLOs/Active Courses

100% Certificate Courses
(1 Non-Certificate Course)

Number of courses with SLOs that have been assessed

17

% Assessed/SLOs

100% Certificate Courses
(1 Non-Certificate Course)

Describe types of assessment methods you are using

Rubrics, oral and written communication, student observation, assignment evaluation, instructor demonstration followed by hands-on assignments/projects, quizzes and test.

Describe results of your SLO assessment progress

All ADAM SLO assessments are current and on target with projections for each course. Fall 2014 data will be entered at the end of the semester term.

Describe how assessment results and reflection on those results have led to improvements.

ADAM retention and success rates continue to improve due to our efforts of improved teaching techniques and curriculum improvements. Withdrawal rates are less for most ADAM courses compared to District and COA as a whole. The use of TV monitors with camera and ipad technologies enhance and strengthen our lectures and demonstrations. It is also a great aid for students with learning disabilities. Our subject matter is ever changing and fast paced in relation to the current trends of the fashion industry so we are continually changing are teaching methodologies and curriculum to reflect those changes. ADAM faculty work as a unit when planning assignments/projects between various courses to ensure continuity and connection between subject matter.

VII. Program Learning Outcomes and Assessment

	Fall 2014
Number of degrees and certificates in your discipline	1 Certificate of Achievement
Number with Program Learning Outcomes	1
Number assessed	1
% Assessed	100%
Describe assessment methods you are using Rubrics, oral and written communication, student observation, data analysis.	
Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements. ADAM has entered PLOs in TaskStream and has started the process of assessment and mapping with its SOLs. There is insufficient data at this time to make assessments.	

VIII. Strategic Planning Goals

Check all that apply.

- Advance Student Access, Success & Equity
- Engage our Communities & Partners
- Build Programs of Distinction
- Create a Culture of Innovation & Collaboration
- Develop Resources to Advance & Sustain Mission

Describe how goals apply to your program.

(1) The ADAM Program has established links with major apparel companies such as Levi Strauss, Two Dog Star, Nordic Traders, Verrieres and Sako, and Erica Tanov. In addition, our certificate students have secured employment in various areas of the industry throughout the Bay Area, Los Angeles, Seattle, New York and Europe. ADAM has started a pilot connection with Encinal High School, Alameda and Far West High School, Oakland. (2) The ADAM Program has established it's self as one of the best fashion design school within the California community college system. Additionally, we are comparable in educational standards with the two leading Bay Area private fashion schools; Fashion Institute of Design and Merchandising (FIDM) and Academy of Art Colleges. (3) ADAM has advisory board meetings with industry members and currently enrolled students to frequently review evaluate and make recommendations for curriculum improvement and the future direction of its program. In addition, the ADAM discipline has an ongoing relationship with fashion businesses and ADAM alumni working in the industry (see ADAM Program Review listings) as resources for keeping ADAM informed of current industry employment technology. (4) The ADAM faculty currently uses 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. ADAM continues to be an educational leader with the newest technology incorporated in its teaching/learning environment using the Geber System and software as well as the Adobe Creative CS6 software package. Refer to ADAM Program Review 2012 document for a general listing of ADAM instructional methodologies.

IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

X. Action Plan

Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans/goals and specific action steps.

- (1) ADAM continues its process of course/program revisions to stay up-to-date with current fashion trends. Our goal is to completely update all course outlines by the end of spring 2014 semester. These revisions will make enrollment in first year courses available both fall and spring semester without prerequisite restrictions helping to improve enrollment, student retention, and success.
- (2) ADAM continues to partner with several leading Bay Area apparel companies and former influential alumni who have pledged support to the ADAM Program. Romeo Garcia of the Peralta Foundation is the liaison helping to make this a reality.
- (3) ADAM continues to develop relationships with basic skill, ESL and other student service programs.
- (4) ADAM continues to market its self through new and innovative avenues including the up-dated COA/District catalog and website information.
- (5) ADAM faculty will be reduce to two full-time contract positions at the end of spring 2015 with the retirement of our two part-time faculty positions. ADAM has requested the need to hire one part-time faculty position by fall 2015. The hiring process should take place during spring semester 2015.
- (6) ADAM feels it is on the right track with student retention and success improvement. However, with the addition of a .5 contract staff person whose job description would include dealing with retention and success of problem students, attendance issues, and tutors specifically for our disadvantaged students ADAM feels these percentages could improve even greater.
- (6) There are no recommendations or priorities for facility needs at this time since ADAM will be temporarily moved during the deconstruction and construction of a new C & D building. The college is in the process of moving forward with plans to tear down the current building ADAM is in and replacing it with a new building. During this process, ADAM will need to be moved to a temporary site. The move to the temporary site is now scheduled for summer 2015. Since the temporary site is reduced in space, ADAM will be in limbo with upgrades to equipment and other needs until more details are available about the new build and space (see proposed equipment/supplies needs below).

XI. Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs.

Current faculty for the ADAM Program consists of two full-time contract (2.0 FTE) instructors, one emeritus part-time instructor, one additional hourly instructor (**both will be fully retired at end of spring 2015**) and two teaching assistants. All instructors have a well established career background and knowledge base relating to the various divisions/areas within the fashion industry as well as a number of years of apparel industry teaching experience. Additionally, each instructor has his/her areas of expertise within the industry. ADAM instructors continually evaluate each other as well as themselves and keep current with the trends and technology of the industry through seminars, continued education, advisory board and community meetings, public relations and various forms of media resources. In addition, ADAM employs two highly qualified former graduate students as teaching aides for most of our course offerings.

STAFFING NEEDS:

Due to the retirement of its part-time faculty at the end of spring 2015, ADAM needs to hire an additional .5 faculty position by fall 2015. Ideally, ADAM would like to have two .5 faculty position or one 1.0 contract faculty position by fall 2016 for the follow reasons: 1) Be able to offer its certificate program for evening students on a 3 year cycle 2) Be able to offer the fall courses during spring semester, thus allowing students to start the ADAM Program during either semester 3) Add additional curriculum such as knitwear and product development courses 4) Prepare for the replacement of a 1.0 contract retirement position happening in 2-3 years.

The ADAM Program feels it could benefit from the hiring of a .5 contract staff person whose duties would include but not be limited to: 1) Recruiting and aiding in the retention of ADAM students 2) Researching current job market and placement for ADAM students 3) Tracking alumni students/information 4) Support system and tutor for ADAM students with special needs.

Please describe and prioritize any **equipment, material, and supply** needs.

The college is in the process of moving forward with plans to tear down the current building ADAM is in and replacing it with a new building. During this process, ADAM will relocate to temporary modular units located on site at COA. During this transition period ADAM will begin upgrading its older equipment, furnishings and supplies so that they will be available once the new building/space is complete. Current needs include: 22 Body Forms, 12 Industrial Drafting/Cutting Tables, 80 Industrial Drafting Stools, 75 Desk Chairs, 12 Additional Computers with Software, 24 Computer Workstations and Chairs, 6 Industrial Sewing Machines, 1 Button Hole Machine, 10 Grading Machines, 6 Pressing Tables, and 2 Knitwear Sewing Machines. **NOTE: During Spring 2014, ADAM was granted money from a special fund by the VIP of Instruction (Dr. Stark) to purchase 8 dress forms. This reduces our initial need of 30 to 22.**

Please describe and prioritize any **facilities** needs.

There are no recommendations or priority needs for the current ADAM facility /space at this time. ADAM has been in limbo for over four years as the planned demolition and

construction of a new C & D building has not progressed. Current information now targets the move to temporary portable space for the summer of 2015 prior to the start of the Fall 2015 semester. There has been a reduction in available class room space but ADAM is hopeful it will not pertain to its previous allotted space. Estimated completion for the new building is approximately two years. SEE SUMMARY STATEMENT

College of Alameda

MISSION

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.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

District Strategic Goals & Institutional Objectives 2014-2015

The following are the Peralta Community College District's Strategic Goals and Institutional Objectives for the Academic Year 2014-15 (July 1, 2014 – June 30, 2015) which will be evaluated in Summer 2015.

Strategic Focus for 2014-2015: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

<p>Strategic Goals & 2014-2015 Institutional Objectives</p>	
<p>A: Advance Student Access, Equity, and Success</p> <p>ADAM is planning to make its certificate program available for evening students. The program will rotate on a three year cycle as opposed to its two year day cycle.</p> <p>ADAM will continue to market itself as a leader in CTE education and a viable</p>	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership</p>

<p>entity of career readiness and advancement.</p> <p>Continue to develop skills that address success and retention of our students, especially those with basic skills/ESOL needs and/or minor groups.</p>	<p>development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p>B: Engage and Leverage Partners</p> <p>Continue to work with our established partnerships and advisory members to strength and expand the connection between the education of our students with those of the “real working” fashion industry.</p> <p>Develop more solid “pathways” with K-12 institutions and our program.</p>	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p>C: Build Programs of Distinction</p>	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
<p>D: Strengthen Accountability, Innovation and Collaboration</p>	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>