Welcome to Program Review

College of Alameda - 2019

ADAM - Instruction

Program Review

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College 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 production. The ADAM Program fosters a well-balanced educational environment which promotes professionalism, integrity and high standards of performance related to the operations of the apparel industry.

ADAM courses provide basic and advanced technical skill training which reflects current industry technology and the ever-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. Students interested in pursuing a career focused on design and production may earn a Two-year Certificate of Achievement in Apparel Design and Merchandising. Students may also obtain an Associate in Arts Degree which requires additional liberal art courses and may be taken concurrently with the certificate courses. ADAM offers an affordable day program which can be completed in a two-year period with full time attendance and some scheduling flexibility. More specifically, ADAMâ€™s flexibility in its class schedule allows students with jobs/careers and family obligations to pursue and achieve their educational goals. ADAM offers computer training in the areas of technical pattern design and/or modification, size grading and marker making with the aid of the Gerber Computer System. Additional computer courses include instruction using Adobe Illustrator CS3 Suite for concept development and portfolio presentation. This computer/software training gives ADAM students a competitive edge over other apparel design programs which lack courses and technical equipment in this area as well as meets the current trends of the apparel industry and future career opportunities.

Program Total Faculty and/or Staff

Full Time

Orgetorix Roundtree
Derek Piazza

Part Time

Alvaro Aguiar-Brown; Instructional Aide
Christina Perata; Instructional Aide

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Goal 1. Curriculum:

Activities:
Update all ADAM course outlines by Spring 2018. Deactivate all necessary ADAM courses by Spring 2018. Work on introducing new courses for knitwear and special occasion fabrics/apparel.

Rationale:
Make all changes so that data is current and correct within CurriCUNET and TaskStream.
Needed in preparation of faculty retirement

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Engage in redesign of PCCD policies and procedures, including the Budget Allocation Model

District Goal

Build Programs of Distinction

Goal 2. Assessment:

Activities:
Enter Student Learning Outcome data in TaskStream so that information is current and up to date by Spring 2017.
Enter Institutional Learning Outcome data in TaskStream so that information is current and up to date by Fall 2017.
Start assessment process for POLs and enter data in TaskStream so that information is current and up to date by Fall 2017

Rationale:
To keep information current and accurate in TaskStream

Status
Completed

College Goal
Engage in redesign of PCCD policies and procedures, including the Budget Allocation Model

District Goal
Build Programs of Distinction

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
All ADAM SLO information has been transferred to the new CurriCunet system and the process of SLO assessment and PLOs has been successfully completed and updated.

Goal 3. Instruction:

Activities:
Continue the high stands of classroom instruction and integrity ADAM is currently applying and being attuned to its students needs and wants with regards to their educational goals.

Rationale:
To be flexible and able to instruct according to your studentâ€™s needs and goals.

Status
Completed

College Goal
Increase retention and persistence rates

District Goal
Advance Student Access, Equity, and Success

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
NOTE: Successfully completed since the last Program Review. This an on going process each semester/academic year but ADAM feels it is able to address these areas due to its cycled/flexible scheduling, involvement with its advisory board, community and industry partnerships. Being a small and well defined Program with two instructors allows us the flexibility to change and grow as needed within the least time.

Goal 4. Student Success and Student Equity:

Activities;
ADAM uses standard assessment/evaluation methods to measure student as well as over-all course/program learning outcomes. These include but are not limited to oral/written exams, hands-on projects with individual and group critiques, professionals from the industry evaluations/critiques and student/alumni feedback all according to PCCD/COA educational and industry standards. ADAM continually reviews methods and practices for assessment and changes/improves when needed. ADAM will continue to monitor and assess its studentsâ€™ success and retention rates and analyze the data and respond according.

Rationale:
To maintain or improve student success and retention rates.

Status

In-Progress

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

College Goal

Increase retention and persistence rates

District Goal

Advance Student Access, Equity, and Success

Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:

Activities:
ADAM is working with a Peralta consultant in establishing possible business partnerships, perusing grants and establishing a link with former ADAM alumni wishes to contribute to the Program.
A new CTE advisory council was formed to which ADAM has a representative member.
Continue marketing the Program to community including high schools.
Continue to participate in college and District projects/events.

Rationale:
Awareness of the ADAM Program, establishing funding for the program and possible employment for our students.

Status

Completed

College Goal

Increase community and educational partnerships

District Goal

Engage and Leverage Partners

Describe your current utilization of facilities, including labs and other space

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
NOTE: The consultant is no longer with the Peralta Community College District. However, all other activities are on going and yielding positive results.

CURRENT FACILITY AND SPACE
The ADAM Program is located in Building D and consists of a small computer lab room and three large classrooms numbered D301-D310. Rooms are separated by interior doors which can be locked during individual instruction or for equipment and facility security.

ADAM Room D301 is the Gerber/Adobe Computer Lab. The room is small and irregularly shaped with poor ventilation, inadequate electric outlets and ceiling light fixtures. The room has one interior door and no exterior windows. Tables, chairs, and computer equipment are set up to reflect maximum class enrollment and work space. Note: 12 workstations and computer equipment to accommodate maximum enrollment of 25 students plus one instructor and one TA.

ADAM Room D302 is a large irregular shaped space used for lecture and lecture/lab courses. The room has two exterior doors and one interior door leading to the ADAM Office D306 and ADAM Room D307. The Gerber/Adobe Computer Lab is accessible from this room as well. One wall contains long narrow built-in lockers (14) for instructor use only. The room receives adequate natural light from windows in the exterior doors and three large widows along one wall. Window areas have been covered with new blinds to darken room during video/slide and overhead presentations. Tables, chairs, white board and equipment are set up to reflect maximum class enrollment and work space for lecture or lecture/lab courses. Electrical outlets were recently updated to accommodate sewing/pressing equipment and to meet safety requirements. The ventilation/heating system and ceiling light fixtures are inadequate. This room has Smart Class Room Technology System.

ADAM Room D306 is the faculty office. It is adequate and functional with one interior door, two large windows and a small sink area. The ventilation/heating system and ceiling light fixtures are inadequate and electrical outlets are functional but do not meet safety standards. The space also contains one universal computer and several printers and copy machines for faculty use only.

ADAM Room D307 is a large room containing the majority of the disciplineâ€™s sewing equipment. The room has two exterior doors and one interior door leading to ADAM Room D302 and one to ADAM Room D310. The ADAM Office D306 is accessible from this room as well. Two walls contain newly installed built-in lockers (76) for student use. The room has a recessed sink area along one wall. This area also has a microwave and other small appliances/utilities for students to use during lunch break. The room receives adequate natural light from windows in the exterior doors and large windows along one wall with newly installed blinds and white boards. Tables, chairs, and equipment are set up to reflect maximum class enrollment and work space for lecture or lecture/lab courses. Electrical outlets were recently updated to accommodate sewing/pressing equipment and to meet safety requirements. The ventilation/heating system and ceiling light fixtures are inadequate.

ADAM Room D310 is a large space used for primarily for lecture/lab courses. The room has two exterior doors and one door leading to the ADAM Office D306 and ADAM Room D307. The room receives adequate natural light from windows in the exterior doors and large windows along one wall with newly installed blinds and white boards. Tables, chairs, and equipment are set up to reflect maximum class enrollment and work space for lecture or lecture/lab courses. Electrical outlets were recently updated to accommodate sewing/pressing equipment and to meet safety requirements. The ventilation system and ceiling light fixtures are inadequate.

FALL 2020
The ADAM will relocate to the new Liberal Arts Building currently under construction on the COA campus facing Webster Street. ADAM will consist of three large connecting classrooms on the third floor of the building with a separate faculty office included within the adjoining spaces. Additionally, ADAM will have a separate computer lab on the same third floor of the building. All spaces have been designed to consider the success of the ADAM students and faculty with the current trends of the fashion industry, technology and ADA compliance regulations. This includes the latest smart classroom technology equipment and new ergonomically designed furnishings with considerations for ADA compliance standards.

Career Education

Using the LaunchBoard, what are the job placement rates for your program for the past three years? (What % of your graduates have secured employment in the field within 3 months of leaving the program?). Note: you will need to establish a username and password for the LaunchBoard if you don't already have one.

2016 - 17 Job Placement Rate (%)	% employed in the field within 3 months	2017 - 18 Job Placement Rate (%)	% employed in the field within 3 months	2018 - 19 Job Placement Rate (%)	% employed in the field within 3 months
%	%	%	%	%	%

Using the LaunchBoard, what are the projected job openings in your discipline for the next three years?

Job Openings

How is your discipline or program responding with regard to changes in labor market demand?

Based on information below (NOT LAUNCHBOARD):
2016 - 17 Job Placement Rate (%) = 4.08% % employed in the field within 3 months = 5%
2017 - 18 Job Placement Rate (%) = 8.16% % employed in the field within 3 months = 7%
2018 - 19 Job Placement Rate (%) = 12.24% % employed in the field within 3 months = 2%

The ADAM Program has a reputation for being one of the best fashion programs in Northern California. Our program has been noted for its integrity, high educational objectives, maintaining fashion industry standards as well as being affordable. ADAM industry connections have allowed student to obtain employment, work as interns and start their own successful fashion businesses. Employers of ADAM students and the ADAM Advisory Board Members confirm the viability of the ADAM Program and the quality of education our students acquire compared to institutions with similar programs. Careers within the three major fashion industry sectors are vast as well as the scope of salaries which depends on specific job tasks and size of the business and location. ADAM does not have specific tracking data in this area due to the complexities of collecting this data nor the financial resources. Because of this disadvantage, ADAM feels it could strongly benefit and serve it students/program better by having a classified staff person who's duties would include but not be limited to ADAM data tracking and input, career recruitment/placement and being a community/business partnership liaison. However, ADAM estimates that one out of every three graduating certificated student in the program will eventual be employed in the apparel industry.

ADAM EMPLOYMENT
ADAM Student Owned Apparel Businesses or ADAM Students Employed by Apparel Businesse
NOTE: *ADAM Alumni Owned Apparel Business

Levi Strauss & Co.
Dockers
Eureka Textile Research and Development
The North Face

Lululemon
Athletica
*Stella Carakasi Collection
Ingrid & Isabel
Dark Garden Bespoke Corsetry
Byer of San Francisco
*Design Veronique
*Trish Lee Bridal
*Mira Blackman Designs
*Claire Shaeffer Designs
The Douglas Morrison Theatre
Janene's Bridal Boutique
VIDA Collection
Tidal
Ito Design
Jahvan Trois
Baby Turtle Dove
MitchellLavender + *Vintage by Daisy Neske
San Francisco Opera
California Shakespeare Theater
Menâ€™s Warehouse
San Francisco Dickens Faire
Butterfield 8 Theater
The Oakland Museum
Lacis of Berkeley
Triple Aught Design
InfiKnit Wrap
*Apparel Arts School
*Candace Kling Textiles
American Giant
*High End Uniforms
Mountain Hardwear
Goorin Brothers
House of Hengst
*Robert Joseph Swimwear
*Oishii Cashmere and Cotton Knits
*Wenifnotnow
* Lemon Twist
*Piedmont Fabric
Mimiâ€™s Custom Design and Sample Making
Ocelot Clothing

Glass House
Arara of San Francisco
Candy Boutique Of Oakland
Stone Mountain and Daughter Fabrics
Handcraft Studio School
Craftsy
*STLM of Alameda
*In-House and Rag Doll Designs
Valentineâ€™s Baby and Kidâ€™s Store

THE CALIFORNIA APPAREL MARKET
1) Apparel production is now one of Californiaâ€™s most important industries and generates more than $13 billion in products annually.
2) The San Francisco, Oakland Bay Area is the third largest manufacturing and retailing apparel industry center in the nation, third only to New York and Los Angeles respectively.
3) Its continued growth in size over the years has insured that California is a major fashion influence both nationally as well as internationally.

The overall job outlook for Fashion Designer careers has been positive since 2004. Vacancies for this career have increased by 24.46 percent nationwide in that time, with an average growth of 4.08 percent per year. Demand for Fashion Designers is expected to go up, with an expected 7,840 new jobs filled by 2018. This represents an annual increase of 6.51 percent over the next few years.

https://www.bls.gov/oes/current/naics4_315200.htm

The U.S. Bureau of Labor Statistics (BLS) predicted 3% growth in employment prospects for fashion designers nationwide during the 2016-2026 decade. Although the field is competitive, experienced designers with strong portfolios should enjoy the best opportunities. The BLS reported in 2017 that fashion designers made a median annual wage of $67,420, and the top 10% had earnings of $135,490 and above (www.bls.gov).

For a breakdown of what fashion jobs pay in 2018, see below,
Design
Assistant designer: $46,910
Designer: $83,500
Creative director: $130,000
Styling
Assistant stylist: $49,760
Stylist: $79,380
Retail/Sales/E-Commerce
Merchandiser: $61,000
Assistant Buyer: $46,680
Product Development/Supply Chain
Development assistant: $36,930
Product manager: $72,440

About 79 percent of all US employees in fashion work for apparel retailers. The average annual wage at such companies is 26,650 dollars. However in certain occupations the average wages are a lot higher. Marketing and sales managers at apparel retailers have the highest average annual wage of 84,600 dollars. Accountants and auditors receive an average annual pay of 69,960 dollar and buyers and purchasing agents get paid 56,550 dollars, on average.

apparel retailers have the highest average annual wage of 84,600 dollars. Accountants and auditors receive an average annual pay of 69,960 dollar and buyers and purchasing agents get paid 56,550 dollars, on average.

A smaller amount, 145,000 employees accounting for 8 percent of all employees in fashion work in apparel wholesale and merchandising. The average annual wage in this sub industry is 52,350 dollars. However, some jobs pay less than the average wage. Graphic designers, for instance, receive wages around 48,320 dollars, whereas merchandise display and window trimmer receives 35,680. Jobs in production, planning and expediting, with average wages of 47,680, and in installation, maintenance and repair, with average annual wages of 43,430, also pay less than average within apparel wholesale merchandising.

Another 8 percent, 143,000 people are employed in the apparel manufacturing industry where the average annual wage is 34,110 dollars. However, there is a large range within this sub industry of fashion. Whereas computer occupations, such as information analysts, are paid the highest annual wage of 73,220 on average, textile bleaching and dyeing machine operators only receive 26,440 per annul. The wages for tailors, dressmakers and sewers are also in the low range with 27,510 dollars, on average. Maintenance and industrial machinery is paid around the average of this sub industry with annual wages of 36,610 dollars. Other jobs in the high compensation range are in fabric and apparel pattern making and market research and marketing. Respectively these occupations pay an average annual wage of 52,150 and 64,830 dollars.

Apart from the jobs listed before, the United States has room for around 18,000 fashion designers. Their average annual wage is 73,690 dollars, meaning that they receive over 30 dollars per hour.

Apparel manufacturing
â€¢ 19.7 million in 1990
â€¢ 16.8 million in 1995
â€¢ 19.7 million in 1990
â€¢ 16.8 million in 1995
â€¢ 13.5 million in 200
â€¢ 33.0 million in 2014

â€¢ 13.5 million in 200
â€¢ 33.0 million in 2014

â€¢ 14.5 million in 1990
â€¢ 13.1 million in 1995
â€¢ 13.0 million in 2000
â€¢ 24.8 million in 2014

Textiles
â€¢ 19.7 million in 1990
â€¢ 16.8 million in 1995
â€¢ 13.5 million in 200
â€¢ 33.0 million in 2014

Textiles and Clothing
â€¢ 34.2 million in 1990
â€¢ 29.9 million in 1995
â€¢ 26.5 million in 2000
â€¢ 57.8 million in 2014

Do you have an industry advisory board in place?

Yes

Has your industry advisory board met regularly (at least once per quarter or semester)?

No

Please attach a list of your industry advisory board members.

2018-19 ADAM Industry Advisory Board1.pdf

2018-19 ADAM Industry Advisory Board2.pdf

Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

ADAM and its advisory committee are in agreement that the Program is offering a viable, affordable cohesive curriculum with a flexible schedule. In comparison to other choices available we have been recommended as the best in the Bay Area. Recommendations have been to introduction courses with instruction in knitwear. This would include designing, patternmaking, fitting and construction in knitwear apparel. Additionally, consideration for a mini and/or weekend courses in millinery, tailoring, dressmaking, couture techniques, and small business ownership and operations.

Does your program require state or national licensing? If yes, please specify. What is your college's set standard passing rate for this exam or license?	No	If yes, Exam or License Set standard pass rate

Do your students participate in other third party certifications? If so, please provide their success rates (include the % of completing students successfully getting certified).	No	If yes, Third party certification Set standard pass rate
Is your program working with a Deputy Sector Navigator?	No	If yes, Briefly describe your program's work with the Deputy Sector Navigator.

What programs similar to yours exist in the surrounding area or at nearby East bay colleges? (Micro region in LaunchBoard)

College	In which ways is your program collaborating with other community colleges in the region?
SF State University Academy of Art University FIDM Fashion Institute of Design & Merchandising	Possible transfer: There are several private fashion design institutions in San Francisco that offer certificates and degrees in fashion design, production and fashion merchandising. They are the Academy of Art University, the Fashion Institute of Design and Merchandising, and the Art Institute of California. Additionally, San Francisco State University and California College of the Arts offer four year degrees programs in fashion. Upon graduation, a portion of our graduating students transfer to these four-year institutions to obtain a higher degree. The Apparel Design and Merchandising Program and its curriculum, Certificate of Achievement and Associate of Arts (AA) Degree in Apparel Design and Production are based on the California State Community Colleges Top Code 130310 and six courses are transferable to both California State University (CSU) and acceptable within the limitations stipulated by the University of California (UC). On file in CurricUNet Course Outline of Record: 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 ADAM 132 Apparel Construction II

Canada College	Alternative choice: TECHNICAL â€“ APPAREL INDUSTRY TRACK This certificate is designed to give students the skills required to compete in the rapidly changing apparel industry. Technology has been incorporated into the curriculum with computer-aided design. This training can lead to jobs as designers, assistant designers, pattern makers, production managers, pattern graders and other fashion related positions. Total Required Certificate Units: 33 Units CUSTOM DRESSMAKING/SMALL BUSINESS This certificate is designed for students who plan to open a small business and want a more aesthetic couture approach for the business of fashion. This training can lead to jobs as dressmakers, tailors, designers, alternations person, fashion salespersons, fashion illustrators, manufacturerâ€™s representatives and other fashion related positions. Total Required Certificate Units: 35.5 Units NOTE: All Canada College certificates may also be applied towards an Associate in Science (AS) degree, or transferred to a four-year university.
West Valley College	Alternative choice: The Fashion Design Program at West Valley Community College is a professional, effective training program that will prepare students for an exciting career in the fashion industry. The program offers a Certificate in Fashion Design, Associate Degree in Fashion Design, Certificate Apparel Production, and Associate Degree Apparel Production. You can also transfer to universities. West Valley College Fashion Design Program is a recognized leader in computer technology training for apparel design and manufacturing. Their fully equipped computer labs provide students with hands-on experience using computer systems identical to those found in the industry. They are the largest educational facility in North America offering instruction using the Gerber Technology (GT) "AccuMark" System for computer-aided patternmaking, grading and marking. This system is used by major manufacturers throughout the world. Learning the technology currently used in the industry gives West Valley College Fashion Design students a leading edge when entering the changing job market.
City College of San Francisco	Alternative choice: FASHION DESIGN MAJOR Students may major in Fashion Design as well as receive a Certificate of Achievement. Students who complete each of the requisite courses, and complete the graduation requirements for the Associate in Science Degree, will satisfy the requirements for the Fashion Design Major. The curriculum in Fashion Design, a two-year course of study (51) combines classroom instruction with a part-time internship that is designed to help students qualify for employment as assistant designers, fashion illustrators, assistant patternmakers, and product developers. Positions to which graduates have advanced after gaining experience include designers and patternmakers. All positions include working for large and small companies as well as entrepreneurship. Design training can lead to careers as fashion

illustrators, designers, assistant designers, patternmakers, product developers and entrepreneurs.

ADVANCED APPAREL TECHNIQUES CERTIFICATE
Certain segments of the fashion industry use specialized skills and materials not used in other forms of garment production. The advanced Apparel Techniques Certificate of Accomplishment (12 units) teaches the student these specialized and advanced techniques, and prepares the student to utilize them in either production or custom settings.

APPAREL CONSTRUCTION CERTIFICATE
The Apparel Construction Certificate of Accomplishment (16 units) takes students from basic sewing skills through the advanced construction techniques and sequences used to sew complex garments. Students will learn both home and industry methods for proper garment construction and fitting.

FASHION DESIGN CERTIFICATE
Students may receive a Certificate of Achievement in Fashion Design. The curriculum in Fashion Design, a two-year course of study (51 units) combines classroom instruction with a part-time internship that is designed to help students qualify for employment as assistant designers, fashion illustrators, assistant patternmakers, and product developers. Positions to which graduates have advanced after gaining experience include designers and patternmakers. All positions include working for large and small companies as well as entrepreneurship. Design training can lead to careers as fashion illustrators, designers, assistant designers, patternmakers, product developers and entrepreneurs.

FASHION ILLUSTRATION CERTIFICATE
The Certificate of Accomplishment in Fashion Illustration (15 units) prepares the student to communicate in the global language of fashion illustration, be it technical or artistic.

FASHION PORTFOLIO CERTIFICATE
The Fashion Portfolio Certificate of Accomplishment will (16 units) take students from the fundamentals of design, through the development of a design philosophy that captures their design Identity. Upon completion, students will have a professional portfolio to aid them In their chosen career path.

PATTERNMAKING CERTIFICATE
The Patternmaking Certificate of Accomplishment (16 units) prepares the student to create patterns for a variety of garments that meet industry standards for production. Students learn different methodologies of developing patterns from sketches or samples.

TEXTILES CERTIFICATE
The objective of the Certificate of Achievement in Textiles is to offer students a diverse array of techniques ranging from the fundamentals of a loom controlled multi-harness weaving to designing woven textiles using advanced weave structures. Students explore methods of fabric manipulation in two and three-dimensional surface designs using painting, stamping stenciling, silk screening, and other techniques. Emphasis is on both conceptual and practical skills development. Positions available to graduates include Knitwear and Woven Product Developers, Textile Designers, Weavers, Fabric Developers, and Fiber Artists.

Please list and briefly describe the grant name, granting agency, and the goals of each grant as it relates to you discipline/department/program. - Grant 1: - Text

Grant Name	Granting Agency	Grant Goals	Last year of Funding

How is your program using Strong Workforce Funds?

Funding of ADAM student instructional aides. Our student aides are the STRENGTH in keeping our student retention and success rates MAINTAINED. They are also a great source of success for our DSPS, ESL and disadvantaged student populations.

Funding of the Annual ADAM Signature Collection Fashion Show and Program Open House Event. Promotes the ADAM Program, College of Alameda and The Peralta Community College District to the community and its advisory board / business partnerships. It also creates opportunities for our recruitment, showing ADAM student work and achievements, scholarship / grant funding and possible employment for our graduating students.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Improvement Action

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Improved/Staff Funding	Alternative funding for ADAM student instructional aides without restrictions.	8/1/2021	ADAM Faculty/COA Dean

Resource Request

Personnel	Student Worker		
% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
.5	Two ADAM student instructional aides without 20 hour restrictions.	18000	0

Total Costs

18000

Resource Request

Personnel	Classified Staff		
% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs
.5	ADAM Classified Staff for Recruitment, Job Placement, Tracking and Data Input, Counseling, Faculty and Faculty/Student Assistance.	40000	18000

Total Costs

58000

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Improved Program Budget	Alternative funding for ADAM Annual Fashion Event without restrictions.	8/1/2021	ADAM Faculty/COA Dean

Resource Request

Other	Other

Description/Justification
Find other funding resources available to enhance or as an alternative to Strong Workforce Funding the the ADAM Annual Fashion Event.

Estimated Cost
12000.00

Improvement Action

Action Item
Improved/Staff Funding

Description
Add 1.0 ADAM contract faculty position to replace the retirement of the 1.0 contract position within the next three years.

To be completed By
8/1/2022

Responsible Person
ADAM Faculty/COA Dean

Resource Request

Personnel
Full-time Faculty

% Time
1.0

Description/Justification
Replacement for retirement faculty within the next three years. 1.0 contract ADAM faculty position.

Estimated Annual Salary Costs
80000

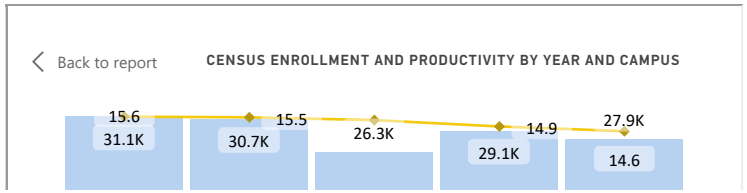
Estimated Annual Benefits Costs
22000

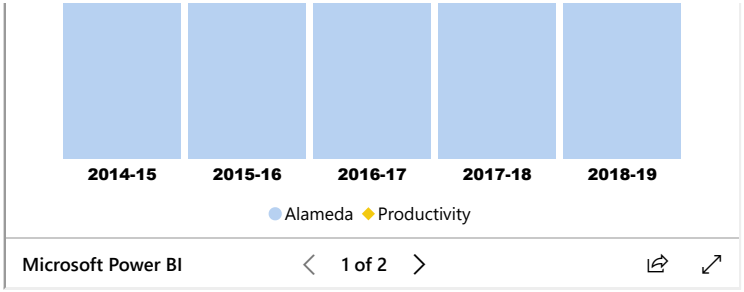
Total Costs
102000

Enrollment Trends

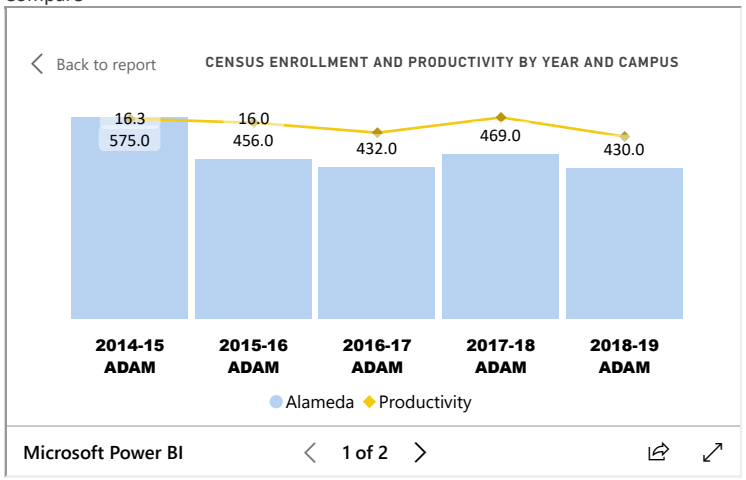
College Level - Program and Department comparison

Chart





Compare



Using the Enrollment Trends dashboard filter to your college and subject area. Reflect on the enrollment trends over the past three years. How does the enrollment trend for your program compare to the overall college trend? What factors could be attributing to this trend?

The ADAM Program in comparison to the overall productivity rate is in line and slightly above COA and the District in general for the past three years. However, a typical trend for the ADAM Program is a decrease in enrollment during spring semester 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/completion rates 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 has helped in this area.

ADAM Course Completion Rate 2016-17.PNG

ADAM Course Completion Rate 2017-18.PNG

ADAM Course Completion Rate 2018-19.PNG

ADAM Course Completion Rates by Colleges.PNG

ADAM Course Rentention Rate 2016-17.PNG

ADAM Course Rentention Rate 2017-18.PNG

ADAM Course Rentention Rate 2018-19.PNG

ADAM Course Rentention Rates by Colleges.PNG

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

The ADAM faculty 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 instructorâ€™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 the Adobe Creative CS3 software package. Based on the above factors and conditions the following is a general listing of ADAM instructional methodologies. ADAM is equipped with one Smart Class Room technology system. Use of the Smart Class Room technology has helped greatly in student classroom participation, retention, and success rate. ADAM also extends its classroom learning process/environment with guest lecturers (Tuesdays Talks @ Ten; TT@T) and industry related field trips.

How is technology used by the discipline, department?

ADAM uses the following technology to foster a balanced learning environment within its program and individual courses:

- Use of Smart Classroom Technology equipment
- Specific ADAM courses using Adobe Illustrator/ Photoshop and Gerber software
- Videoed lectures/demonstrations with large viewing monitors
- Access to Internet and the web sites via personal computers, classroom computers and mobile devices

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

ADAM continuously reviews and updates its curriculum to 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 currently enrolled students as well as alumni students in the apparel work force.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions	Choose your Action

Curriculum

Please review your course outlines of record to determine if they have been updated or deactivated in the past three years. Use the pull-down menus to identify courses that still need updating or deactivation and specify when your department will update each one, within the next three years.

Name	Last updated date	Semester and Year	To be updated on	To be deactivated on
ADAM 049 - Independent Study in A...	August, 21 2019 11:01:36	Semester Select Year...	12/31/2022 Improve my program	
ADAM 250 - CUSTOM APAREL SEWI...	April, 22 2016 11:34:38	Select Year...		5/31/2019

ADAM 224 - Pattern Draping I	August, 18 2016 16:16:30	Select Year...	12/31/2022 Improve my program
ADAM 225 - Pattern Draping II	August, 18 2016 16:18:31	Select Year...	12/31/2022 Improve my program
ADAM 221 - Pattern Drafting I	March, 21 2019 17:59:02	Select Year...	12/31/2022 Improve my program
ADAM 101 - APPAREL TEXTILES	August, 19 2016 10:36:16	Select Year...	12/31/2022 Improve my program
ADAM 103 - APPAREL HISTORY	March, 21 2019 17:51:54	Select Year...	12/31/2022 Improve my program
ADAM 131 - Apparel Construction I	March, 21 2019 15:41:22	Select Year...	12/31/2022 Improve my program
ADAM 132 - Apparel Construction II	March, 21 2019 17:55:09	Select Year...	12/31/2022 Improve my program

ADAM 214 - Advance Design and Li...	March, 21 2019 17:56:04	12/31/2022	
		Select Year...	Improve my program
ADAM 215 - Advance Design and Li...	March, 21 2019 17:56:39	12/31/2022	
		Select Year...	Improve my program
ADAM 216 - PRODUCTION PATTERN...	March, 21 2019 17:57:53	12/31/2022	
		Select Year...	Improve my program
ADAM 217 - PRODUCTION PATTERN...	March, 21 2019 17:58:20	12/31/2022	
		Select Year...	Improve my program
ADAM 222 - Pattern Drafting II	March, 21 2019 17:59:47	12/31/2022	
		Select Year...	Improve my program
ADAM 229 - Portfolio Developme...	March, 21 2019 18:00:55	12/31/2022	
		Select Year...	Improve my program
ADAM 230 - Portfolio Development II	March, 21 2019 18:01:58	12/31/2022	
		Select Year...	Improve my program

Please summarize your plans for curriculum improvement/development, including details on specific courses or programs you plan to improve/develop.

The ADAM faculty is able to be flexible with course content and assignments because there are only two instructors. Instruction in all courses is sequential and each course relates to the other. This creates a very cohesive learning environment for the student.

At present ADAM has no plan to change or add to its current program curriculum or course offers. ADAM feels the current offerings and schedule are providing an excellent CE Program for our students at an affordable cost and flexible time period. ADAM continuously reviews and updates its curriculum to 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 currently enrolled students as well as alumni students in the apparel work force.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Improvement Action

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Improved Curriculum / Bugdet	ADAM will continue to look at ways to maintain and improve its funding and budget with respect to what is most beneficial to students, faculty and the program.	8/1/2022	ADAM Faculty

Resource Request

Supplies

Instructional Supplies and Materials

Description/Justification

ADAM is funded mainly by Strong Workforce and Perkins Funds. ADAM will continue to need funding for instructional supplies and materials. ADAM sometimes finds it difficult to order certain items according to the District's guidelines. CE programs rely entirely on these funds to operate and maintain their viability. Due to this, there needs to be a continued dialogue about the ordering process in relation to CE needs and funding.

Estimated Cost

4000.00

Resource Request

Technology and Equipment	Replacement

Description/Justification	Estimated Cost
ADAM will be moving to its new space in the Liberal Arts Build as of Fall 2020. ADAM will have new facility space as well as new furnishings and equipment thanks so much to COA and the District. Because of this, ADAM does not anticipate needing any major new purchases for technology/equipment for at least the 2020-2021 academic year. However, some of its older technology/equipment being moved over; ie sewing machines, laptops etc. may need to be maintained or replaced.	4000.00

Resource Request

Supplies	Software

Description/Justification	Estimated Cost
ADAM may need to lease or update software licenses. At this time cost is unknown but it would include software for the ADAM Abode Illustrator and PhotoShop Suite, the Geber System, ADAM office computers and licenses for rights to use YouTube commercial free. These cost would likely occur during or after the ADAM 2020-2021 academic year.	10000.00

Resource Request

Supplies	Noninstructional Supplies and Materials

Description/Justification	Estimated Cost
ADAM office and non instructional supplies/materials are ongoing each academic year.	2000.00

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Improved Program Budget	ADAM needs an increased budget for Instructional Supplies and Materials. The current budget is small and limited as it is assumed we get a larger CE budget. However, those CE funds are limited and can not be used for certain small purchases including supplies which are vital to the instruction of the ADAM Program.	8/1/2022	ADAM Faculty / COA Dean

Resource Request

Choose an Option

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Improved Curriculum	ADAM Advisory and student recommendations have been to introduction courses with instruction in knitwear. This would include designing, patternmaking, fitting and construction in knitwear apparel. Additionally, consideration are for mini and/or weekend courses in millinery, tailoring, dressmaking, couture techniques, and small business ownership and operations.	8/1/2022	ADAM Faculty / COA Dean

Resource Request

Other	Other

Description/Justification	Estimated Cost
May need to introduce consultants or hire part-time instructors to teach additional courses and/or short term classes/seminars. Additional instructional and equipment may need to be purchased when such courses are introduced and taught. ESTIMATED COSTED ARE UNKNOWN AT THIS TIME.	

Instruction - Assessment

Student Learning Outcomes Assessment

List your Student Learning Outcomes. SLOs are specific, measurable statements of what students will know, be able to do, or be able to demonstrate when they complete a course. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction.

Course	Student Learning Outcomes (SLO)	Last date Assessed	Planned Assessment Date	Attachments
ADAM 225 - Pattern Draping II	Develop apparel muslin patterns on a industry standard size female dress form in a variety of bodice, skirt and dress styles using the "three-dimensional" draping process.	5/31/2018	5/31/2020	
ADAM 225 - Pattern Draping II	Drape in muslin a block to fit a standard size female dress form and transform finished block pattern to oak tag.	5/31/2018	5/31/2020	
ADAM 225 - Pattern Draping II	Drape a basic knit torso block to fit a standard size female dress form and transfer to a soft paper pattern.	5/31/2018	5/31/2020	
ADAM 221 - Pattern Drafting I	Develop apparel design sample patterns from a basic â€œblockâ€ of various bodice, collar and sleeve styles using the â€œflatâ€ pattern drafting method.	12/31/2018	12/31/2019	
ADAM 221 - Pattern Drafting I	Analyze and translate a technical flat sketch into an apparel sample pattern and complete a pattern chart.	12/31/2018	12/31/2019	

ADAM 221 - Pattern Drafting I	Analyze and develop various torso â€œblocksâ€ for the industry standard misses size category using the â€œflatâ€ pattern drafting method.	12/31/2018	12/31/2019
ADAM 101 - APPAREL TEXTILES	Student will be able to describe, assess, analyze and compare textile fabric according to its fiber behavior and performance.	5/31/2019	5/31/2020
ADAM 101 - APPAREL TEXTILES	Student will have the knowledge to select appropriate textiles for a specific end use as they relate to apparel design.	5/31/2019	5/31/2020
ADAM 101 - APPAREL TEXTILES	Student will understand the advantages and disadvantages of textile fibers and their unique properties.	5/31/2019	5/31/2020
ADAM 101 - APPAREL TEXTILES	Student will be able to access textile information pertaining to ALL aspects of textile design, production, laws and regulations, and the end use of textiles.	5/31/2019	5/31/2020
ADAM 101 - APPAREL TEXTILES	Use and apply correct industry terminology and vocabulary as it pertains to the textile and apparel industry.	5/31/2019	5/31/2020
ADAM 101 - APPAREL TEXTILES	Use and apply the critical thinking process as it applies to the identification of fibers and/or fabric by analyzing and solving related tasks.	5/31/2019	5/31/2020

ADAM 103 - APPAREL HISTORY	Student will be able to describe, assess, analyze, compare, and critique the historical hierarchy of apparel according to social status and ethnical costumes.	12/31/2018	12/31/2019
ADAM 103 - APPAREL HISTORY	Student will have the knowledge to recognize influences of sequential fashion and ethnical costume in relation to current styles and trends.	12/31/2018	12/31/2019
ADAM 103 - APPAREL HISTORY	Use and apply correct industry terminology and vocabulary as it pertains to the historical/ethnical costume and the current apparel industry.	12/31/2018	12/31/2019
ADAM 103 - APPAREL HISTORY	Use and apply the critical thinking process to the identification of historical and ethnical costume as it applies to analyzing and solving related tasks.	12/31/2018	12/31/2019
ADAM 131 - Apparel Construction I	Demonstrate the ability to safely operate industrial equipment.	12/31/2018	12/31/2019
ADAM 131 - Apparel Construction I	Identify appropriate seam types and finishes in garments.	12/31/2018	12/31/2019
ADAM 131 - Apparel Construction I	Apply industrial techniques in garment assembly for sample room and production sewing.	12/31/2018	12/31/2019
ADAM 131 - Apparel Construction I	Select appropriate fabrications and sundries including primary fabric, interfacing, lining, pocketing, buttons and zippers, prior to garment assembly.	12/31/2018	12/31/2019

ADAM 132 - Apparel Construction II	Demonstrate the ability to safely operate industrial equipment.	5/31/2019	5/31/2020
ADAM 132 - Apparel Construction II	Apply advanced seam types and finishes in casual sportswear garments.	5/31/2019	5/31/2020
ADAM 132 - Apparel Construction II	Apply advanced industrial techniques in garment assembly for sample room and production sewing.	5/31/2019	5/31/2020
ADAM 132 - Apparel Construction II	Select appropriate fabrications and sundries including primary fabric, interfacing, lining, pocketing, buttons and zippers, prior to advanced garment assembly.	5/31/2019	5/31/2020
ADAM 214 - Advance Design and Line Development I	Design and develop apparel garments in a concept sketch format based on a fabric /trim group/line process for various market, price, size, selling categories.	12/31/2018	12/31/2019
ADAM 214 - Advance Design and Line Development I	Apply design room techniques in the development of apparel sample patterns using the flat pattern drafting and/or draping method.	12/31/2018	12/31/2019
ADAM 214 - Advance Design and Line Development I	Develop and apply design room sequence of assembly, construction and pressing techniques in the development of apparel sample garments for various market, price, size, selling categories.	12/31/2018	12/31/2019
ADAM 215 - Advance Design and Line Development II	Develop and apply design room sequence of assembly, construction and pressing techniques in the development of apparel sample garments for various market, price, size, selling categories.	5/31/2018	5/31/2020

ADAM 215 - Advance Design and Line Development II	Apply design room techniques in the development of apparel sample patterns using the flat pattern drafting and/or draping method.	5/31/2018	5/31/2020
ADAM 215 - Advance Design and Line Development II	Develop and apply design room sequence of assembly, construction and pressing techniques in the development of apparel sample garments for various market, price, size, selling categories.	5/31/2018	5/31/2020
ADAM 216 - PRODUCTION PATTERN AND SIZE GRADING I	Develop and cost production patterns using advanced pattern drafting and draping techniques.	12/31/2018	12/31/2019
ADAM 216 - PRODUCTION PATTERN AND SIZE GRADING I	Grade basic patterns using the manual and machine methods of grading.	12/31/2018	12/31/2019
ADAM 217 - PRODUCTION PATTERN AND SIZE GRADING II	Duplicate and cost existing garments using a variety of techniques including the trace method, drape method and measurement method.	5/31/2019	5/31/2020
ADAM 217 - PRODUCTION PATTERN AND SIZE GRADING II	Draft, alter and grade basic patterns using various methods on the GERBER CAD system.	5/31/2019	5/31/2020
ADAM 222 - Pattern Drafting II	Analyze and develop various torso â€œblocksâ€ for the industry standard misses size category using the â€œflatâ€ pattern drafting method.	5/31/2018	5/31/2020
ADAM 222 - Pattern Drafting II	Analyze and translate a technical flat sketch into an apparel sample pattern and complete a pattern chart.	5/31/2018	5/31/2020

ADAM 222 - Pattern Drafting II	Analyze and develop a basic dress and pants â€œblocksâ€ for the industry standard misses size category using the â€œflatâ€ pattern drafting method.	5/31/2018	5/31/2020
ADAM 229 - Portfolio Development I	Create an original line-up for a portfolio collection including mood boards, fabric story, illustrations and flats.	12/31/2018	12/31/2019
ADAM 229 - Portfolio Development I	Sketch and develop manual and computer generated images in Adobe Photoshop.	12/31/2018	12/31/2019
ADAM 229 - Portfolio Development I	Sketch and develop computer generated flats in Adobe Illustrator.	12/31/2018	12/31/2019
ADAM 230 - Portfolio Development II	Create an advanced, original line-up for a portfolio collection including customer profile board, mood board, illustrations and flats.	5/31/2019	5/31/2020
ADAM 230 - Portfolio Development II	Sketch and develop manual and computer generated images in Adobe Photoshop.	5/31/2019	5/31/2020
ADAM 230 - Portfolio Development II	Sketch and develop computer generated flats in Adobe Illustrator.	5/31/2019	5/31/2020
ADAM 230 - Portfolio Development II	Develop a resume, cover letter, business cards and interview skills for prospective jobs in the fashion industry.	5/31/2019	5/31/2020
ADAM 224 - Pattern Draping	Analyze, select, and use proper tools, equipment, and supplies as they relate to draping.	12/31/2018	12/31/2019

ADAM 224 - Pattern Draping	Translate a design room work sketch into a proportional draped pattern.	12/31/2018	12/31/2019
ADAM 224 - Pattern Draping	Drape a variety of bodice, sleeve, dresses and skirt patterns in muslin using appropriate tools, equipment, and supplies to fit a standard size apparel industry body form.	12/31/2018	12/31/2019
ADAM 224 - Pattern Draping	Student can analyze critically the rationale used in applying basic draping principles, methods and techniques to drape apparel concepts in muslin format.	12/31/2018	12/31/2019
ADAM 224 - Pattern Draping	Communicate fashion industry terminology as it relates to draping and pattern development.	12/31/2018	12/31/2019
ADAM 111 - DESIGN AND S	Student will be able to define the interdependent relationship of the THREE major divisions of the apparel industry as they apply to a chosen career path in the industry.	12/31/2018	12/31/2019
ADAM 111 - DESIGN AND S	Student will have a working knowledge of the complete process of design, sales and production for the apparel manufacturing according to industry methods.	12/31/2018	12/31/2019
ADAM 111 - DESIGN AND S	Student will be able to develop and sketch according to industry standards: a) proportional female flat fashion croquis b) proportional flat working sketch of a garment c) proportional specification sketch of a garment.	12/31/2018	12/31/2019

ADAM 111 - DESIGN AND S	Use and apply correct industry terminology and vocabulary for the areas of design and production within the apparel industry.	12/31/2018	12/31/2019
ADAM 111 - DESIGN AND S	Use and apply the critical thinking process as it applies to the areas of design and sketching by analyzing and solving related tasks.	12/31/2018	12/31/2019
ADAM 113 - Apparel Design	Develop and sketch a 9-head presentation croquis of varying poses and facial features.	5/31/2019	5/31/2020
ADAM 113 - Apparel Design	Design, sketch and cost outfits for an original collection.	5/31/2019	5/31/2020
ADAM 113 - Apparel Design	Use design and manufacturing terminology as it applies to individual collections.	5/31/2019	5/31/2020
ADAM 113 - Apparel Design	Render fabrications and prints using various media.	5/31/2019	5/31/2020
ADAM 049 - Independent St	Investigate, assess and communicate findings of specific independent project(s) as discussed with instructor.		12/31/2019

How has your department worked together on assessment? Provide examples on collaboration, leadership, planning exercises, and data analysis. What aspects of assessment work went especially well in your department and what improvements are most needed?

ADAM faculty work together on structuring, evaluating and data analysis for all SLO assessments in each ADAM course. ADAM is current in ALL SLO assessments as we do a data analysis for each SLO in a course at the end of EACH semester taught. By working in this completed pattern, we ensure the program maintains its currency and ADAM is able to serve our students and its curriculum more efficiently and better.

SOLs are printed on each course syllabus which is given to each student each semester. They are covered in class orally. Additionally, the syllabus is posted on a bulletin board in the classroom where the class is held for the entire semester.

ATTACH EVIDENCE: Check ADAM Curricunet for ALL finished SLO to date.

What were the most important things your department learned from assessment? If implementation of your action plans resulted in better student learning and/or changes in curriculum, detail the results

Being able to assess the classroom learning environment and adapt it to an interpersonal space each semester has improved student engagement in all areas of performance.

ADAM uses the following teaching methodologies to foster a balanced learning environment within its program and individual courses:
â–¡ Use of Smart Classroom Technology equipment
â–¡ Specific ADAM courses using Adobe Illustrator/ Photoshop and Gerber software
â–¡ Videoed lectures/demonstrations with large viewing monitors
â–¡ Sensitive to ESL and ethnicity/cultural diversity
â–¡ DSOP/ADA compliancy and other counseling aide
â–¡ Guest Speakers (Tuesday Talks @ Ten - TT@T)
â–¡ Industry related field trips
â–¡ COA on campus activities/events
â–¡ ADAM Annual Fashion Show/Open House
â–¡ ADAM Instructional Aides
â–¡ Access to Internet and the web sites via personal computers, classroom computers and mobile devices

ADAM found that assessing all of its SLO for each course taught during a current semester gave us a more accurate account of our students and program strengths/weakness compared to assessing them on a rotating bases. Since we are a well-defined program with two faculty members, we are able to make adjustments efficiently and in a timely manner.

Give us an update on your Program Learning Outcomes (PLOs). A complete program assessment means all PLOs have been assessed for that program. Attach any evidence, i.e. reports from Task Stream or Curricunet Meta.

ADAM Program Learning Outcomes have been formulated but are not in Curricunet at present. ADAM is in the process of entering this information by the end of the 2020 academic year.
Proposed ADAM PROGRAM LEARNING OUTCOMES:

1) 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.
2) Student will be able to communicate and present oneâ€™s self effectively with confidence in a multi-diverse global fashion market.

ADAMâ€™S goal is to complete PROGRAM LEARNING OUTCOMES and aligned with the INSTITUTIONAL OUTCOMES by the end of S2021. Continue to update and maintain course curriculum as needed to meet current fashion industry standards and technology. Aggressively clean up all needed areas within Curricunet and by F2021.

Does your department participate in the assessment of multidisciplinary programs?

No

If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

N/A

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment?

No

If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

N/A

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Maintain its current connection with COA assessment coordinator/committee (Andrew Park), Curricunet coordinator (Mathew Goldstein) and Guided Pathway coordinator (Patricia Nelson).

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Improvement Action

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Improved Curriculum	ADAMâ€™S goal is to complete PROGRAM LEARNING OUTCOMES and aligned with the INSTITUTIONAL OUTCOMES by the end of S2021.	5/31/2021	

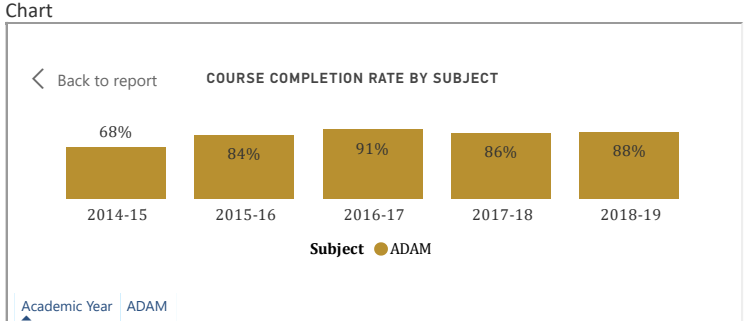
Resource Request

Choose an Option

Course Completion

College Level - Program and Department comparison

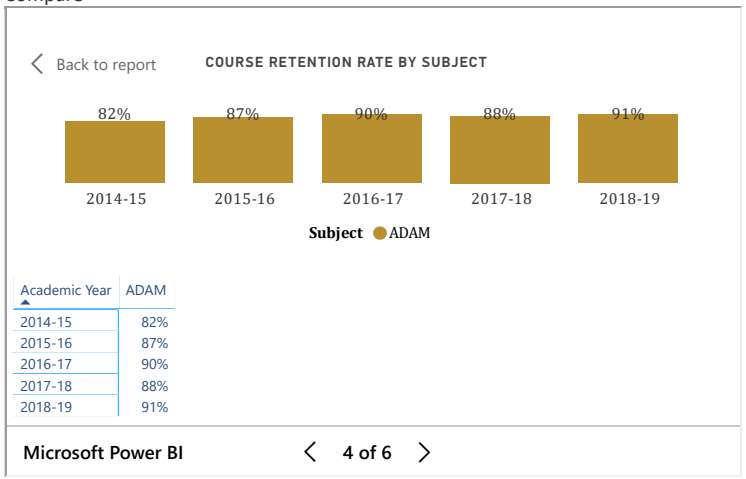
Chart



2014-15	68%
2015-16	84%
2016-17	91%
2017-18	86%
2018-19	88%

Microsoft Power BI 1 of 6

Compare



Academic Year	ADAM
2014-15	82%
2015-16	87%
2016-17	90%
2017-18	88%
2018-19	91%

Microsoft Power BI 4 of 6

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Name	2016 - 17 Completion Rate (%)	2017 - 18 Completion Rate (%)	2018 - 19 Completion Rate (%)
ADAM 101	93	86	88
ADAM 103	86	81	70
ADAM 111	95	78	81

ADAM 113	94	85	90
ADAM 131	94	76	83
ADAM 132	90	96	100
ADAM 214	90	100	100
ADAM 115	94	95	100
ADAM 216	86	91	89
ADAM 217	90	95	95
ADAM 221	88	79	82
ADAM 222	91	96	96
ADAM 224	86	72	75
ADAM 225	100	95	100
ADAM 229	79	83	86
ADAM 230	95	96	95
ADAM 49			100

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

- ○ Yes
- ◉ No

Ethnicity	○ Yes ◉ No
Gender	○ Yes ◉ No
Foster Youth Status	○ Yes ◉ No
Disability Status	○ Yes ◉ No
Low Income Status	○ Yes ◉ No
Veteran Status	○ Yes ◉ No

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

There are no extreme differences for success rates for gender, ethnicity, age or course. The fashion industry is multi-global in its ethnicity, age, culture training and employment and the ADAM Program reflects the many facades of this vast industry. ADAM works with all student services to ensure its students success in the program. ADAM has a dedicated assigned COA counselor (Maha Elaidy) who is well versed with the ADAM Program scheduling and the needs for retention and completion of an ADAM student. She also provides and directs ADAM students to other services such as ESOP, financial aide, graduation preparation and transfer needs.

There has been a slight steady increase in enrollment across the board in most areas for ADAM. Completion rates for the ADAM Program over the past three years have been in the low 90% declining slightly to the high 80% compared to College of Alameda and the District which have been in the average mid 70%. Given the cuts and the nature of the economy and the current educational climate over the past two years ADAM is doing well and reflects the slight decline in percentage. 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.

How do the department's Hybrid course completion rates compare to the college course completion standard?

N/A

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

N/A

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

Retention Rates for the ADAM Program are in high 80% to lower 90% range. Compared to the college and District as a whole ADAM is above these percentages. 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 Programâ€™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 allowed 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. The use of our smart classroom technology, faculty's ability to be flexibly with teaching/learning methodology according to student needs and the additional help of ADAM instructional aides have all enhanced student retention rates.

What has the discipline, department, or program done to improve course completion and retention rates?

The ADAM faculty 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 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 instructorâ€™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.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

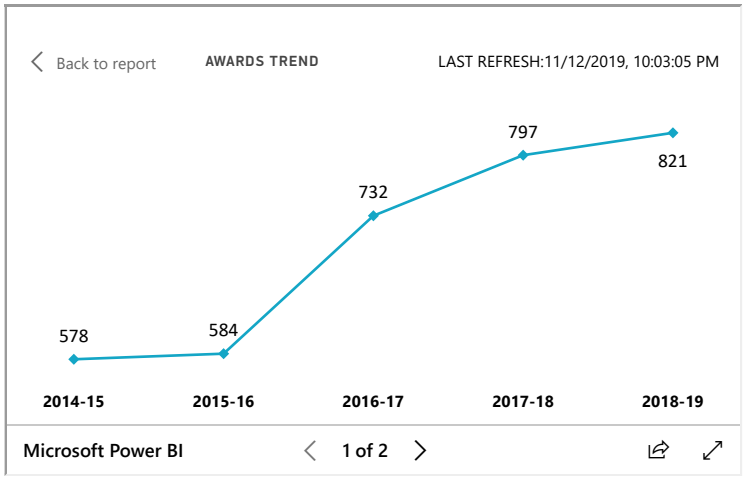
Improvement Actions

No Actions/Requests

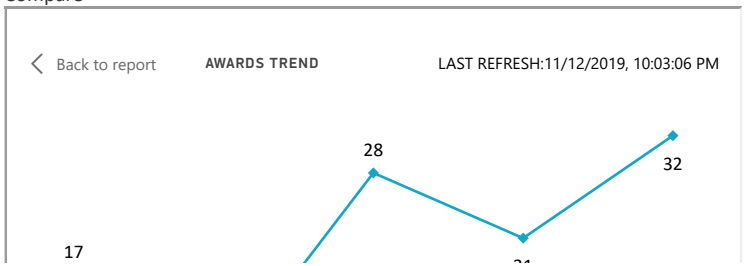
Degrees and Certificates

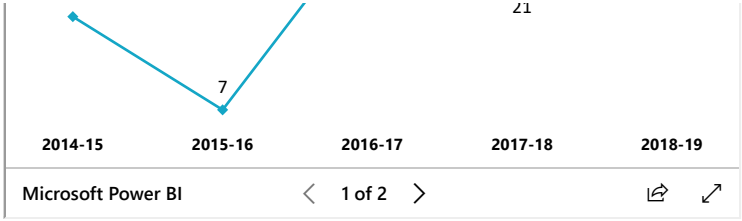
College Level - Program and Department comparison

Chart



Compare





What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

2016-17 College of Alameda ADAM APPAREL DESIGN AND MERCHANDISING
Associate of Arts Degree / Certificate of Achievement TOTAL 28

2017-18 College of Alameda ADAM APPAREL DESIGN AND MERCHANDISING
Associate of Arts Degree / Certificate of Achievement TOTAL 21

2018-19 College of Alameda ADAM APPAREL DESIGN AND MERCHANDISING
Associate of Arts Degree - 12
Certificate of Achievement - 20 TOTAL 32

ADAM continually revises program requirements, scheduling and course revisions (i.e., prerequisites/co-requisites, course hours, consent) to maintain, and improve current student enrollment and retention throughout a given academic year. ADAM increased its marketing efforts with a redesigned Peralta website. Other marketing and outreach efforts are being pursued such as partnerships and internships in collaboration with the Peralta Colleges Foundation and private business relationships. The Program has also introduced new teaching styles and technology which are helping student retention and completion.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

By Fall 2020 ADAM will be located in its new facility located in the new Liberal Arts Building. The ADAM Program will include four classrooms and will have all new furnishings, equipment and state-of the-art technology. We feel this new environment will be a strong marketing tool to attract new students to the program. The ADAM Program will be on the third floor of the new building and highly visible from the Webster Street traffic through its multiple glass window facade.

ADAM has increased its marketing efforts with a redesigned Peralta website. Other marketing and outreach efforts are being pursued such as partnerships and internships in collaboration with the Peralta Colleges Foundation and private business relationships. The Program has also introduced new teaching styles and technology which are helping student retention and completion rates.

Both ADAM Certificates of Achievements and AA Degrees have increased over the past three years. We feel the program is doing what is necessary to improve in this area and will continue to assess and monitor this trend.

ADAM has started the process of mapping its AA degree through Guided Pathways Cohort 3. Phase one will be completed by December 2019.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions	No Actions/Requests

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

ADAM faculty participate in district and college level profession day activities. ADAM has done district presentation promoting awareness of its program and student success. ADAM faculty have been on hiring and tenure committees and is currently on the new Liberal Arts Building Committee at the College of Alameda. Derek Piazza is involved as an advisory member for the College of Alameda FabLab. Myself, (OJ Roundtree) am the Department Chair for the ADAM Program and currently on the Guided Pathways Cohort 3 Project for ADAM AA Degree at COA. Both faculty members have strong community and industry connections through ongoing events and activities.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

ADAM produces an annual fashion show which showcases its students and program. The Program continually works its advisory board members and business partners.
ADAM participates in high school and community recruiting activities throughout the academic year. ADAM has collaborated with other departments within the District as well as other colleges on joint fashion projects. ADAM has collaborated with the Photography/Video Department and Cosmetology Program at Laney College (sister college) in past years to produce professional portfolios for our graduating students. Additionally, ADAM students have participated in a statewide Fashion Symposium open to all California state colleges with fashion courses/programs.

Derek Piazza is involved with community and organizations including The National Textile Arts Council, Girls Inc. of Alameda, Fashion Incubator of San Francisco and Fiber Shed. Myself, (OJ Roundtree) am the Department Chair for the ADAM Program. Both faculty members have strong community and industry connections through ongoing events and activities.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

ADAM currently has no adjunct faculty.

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions

Improvement Action

Improvement Action

Action Item	Description	To be completed By	Responsible Person
Curriculum Mapping	ADAM Guided Pathways Cohort 3 AA Degree Mapping	12/31/2019	OJ Roundtree, ADAM Department Chair

Resource Request

Other

Other

Description/Justification	Estimated Cost
COA/District Stipend	750.00

Action Plan Summary and New Program Goals

Total Improvement Plans: 8
Total Resource Request: 12

Review, add or modify the following actions plans that were entered in each section. Then review the Program Goals that were marked as in progress. Determine if you would like to keep the in progress goals and draft new 3-year goals for your department or program. The action plan items should support your new program goals. Align your program goals to the college strategic goals and District Strategic Goals.

Section / Head	Description		
Instruction			
Career Education			
Improved/Staff Funding	Alternative funding for ADAM student instructional aides without restrictions.	8/1/2021	Completed Date Annual Progress Update Date
Improved Program Budget	Alternative funding for ADAM Annual Fashion Event without restrictions.	8/1/2021	Completed Date Annual Progress Update Date
Improved/Staff Funding	Add 1.0 ADAM contract faculty position to replace the retirement of the 1.0 contract position within the next three years.	8/1/2022	Completed Date Annual Progress Update Date
Curriculum			
Improved Curriculum / Bugdet	ADAM will continue to look at ways to maintain and improve its funding and budget with respect to what is most beneficial to students, faculty and the program.	8/1/2022	Completed Date Annual Progress Update Date

Improved Program Budget	ADAM needs an increased budget for Instructional Supplies and Materials. The current budget is small and limited as it is assumed we get a larger CE budget. However, those CE funds are limited and can not be used for certain small purchases including supplies which are vital to the instruction of the ADAM Program.	8/1/2022	Completed Date Annual Progress Update Date
Improved Curriculum	ADAM Advisory and student recommendations have been to introduction courses with instruction in knitwear. This would include designing, patternmaking, fitting and construction in knitwear apparel. Additionally, consideration are for mini and/or weekend courses in millinery, tailoring, dressmaking, couture techniques, and small business ownership and operations.	8/1/2022	Completed Date Annual Progress Update Date
Assessment			
Improved Curriculum	ADAMâ€™S goal is to complete PROGRAM LEARNING OUTCOMES and aligned with the INSTITUTIONAL OUTCOMES by the end of S2021.	5/31/2021	Completed Date Annual Progress Update Date

Engagement

Engagement			
Curriculum Mapping	ADAM Guided Pathways Cohort 3 AA Degree Mapping	12/31/2019	Completed Date Annual Progress Update Date

New and Continuing Goals

Discipline, Department or Program Goal	College Goal	PCCD Goal
Assessment (Curriunet) Input and start assessment of Program Learning Outcomes Input and start assessment of Institutional Learning Outcomes	Increase retention and persistence rates	Build Programs of Distinction

Instruction (Continuing) Continue high standards of instruction and integrity within classroom but open to improvement	Advance CoA teaching and learning	Build Programs of Distinction
Instruction (Continuing) Decrease withdrawal rates and increase retention rates, particularly during fall semesters	Reduce loss of students prior to start of classes	Advance Student Access, Equity, and Success
Student Success and Student Equity 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	Design organizational, committee, & governance structures to support student success	Advance Student Access, Equity, and Success
Professional Development, Institutional and Professional Engagement, and Partnerships (Continuing) Continue to form working relationship with businesses and the community to promote the ADAM Program.	Select College Goal....	Select Goal....

Resource Request Summary

Total Cost: $210750
Total Resource Request: 12

Instruction

Personnel

Type	% Time	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Costs
Student Worker	.5	Two ADAM student instructional aides without 20 hour restrictions.	18000		18000
Classified Staff	.5	ADAM Classified Staff for Recruitment, Job Placement, Tracking and Data Input, Counseling, Faculty and Faculty/Student Assistance.	40000	18000	58000
Full-time Faculty	1.0	Replacement for retirement faculty within the next three years. 1.0 contract ADAM faculty position.	80000	22000	102000
		Sub-Total: $178000			

Professional Development

No Resources found for this category

Technology and Equipment

Type	Description/Justification	Estimated Cost
Replacement	ADAM will be moving to its new space in the Liberal Arts Build as of Fall 2020. ADAM will have new facility space as well as new furnishings and equipment thanks so much to COA and the District. Because of this, ADAM does not anticipate needing any major new purchases for technology/equipment for at least the 2020-2021 academic year. However, some of its older technology/equipment being moved over; ie sewing machines, laptops etc. may need to be maintained or replaced.	4000.00

Sub-Total: $4000

Supplies

Type	Description/Justification	Estimated Cost
Instructional Supplies and Materials	ADAM is funded mainly by Strong Workforce and Perkins Funds. ADAM will continue to need funding for instructional supplies and materials. ADAM sometimes finds it difficult to order certain items according to the District's guidelines. CE programs rely entirely on these funds to operate and maintain their viability. Due to this, there needs to be a continued dialogue about the ordering process in relation to CE needs and funding.	4000.00
Software	ADAM may need to lease or update software licenses. At this time cost is unknown but it would include software for the ADAM Abode Illustrator and PhotoShop Suite, the Geber System, ADAM office computers and licenses for rights to use YouTube commercial free. These cost would likely occur during or after the ADAM 2020-2021 academic year.	10000.00
Noninstructional Supplies and Materials	ADAM office and non instructional supplies/materials are ongoing each academic year.	2000.00

Sub-Total: $16000

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

Type	Description/Justification	Estimated Cost
	Find other funding resources available to enhance or as an alternative to Strong Workforce Funding the the ADAM Annual Fashion Event.	12000.00

	May need to introduce consultants or hire part-time instructors to teach additional courses and/or short term classes/seminars. Additional instructional and equipment may need to be purchased when such courses are introduced and taught. ESTIMATED COSTED ARE UNKNOWN AT THIS TIME.	

Sub-Total: $12000

Engagement

Personnel

No Resources found for this category

Professional Development

No Resources found for this category

Technology and Equipment

No Resources found for this category

Supplies

No Resources found for this category

Facilities

No Resources found for this category

Library

No Resources found for this category

Other

Type	Description/Justification	Estimated Cost
	COA/District Stipend	750.00

Sub-Total: $750

Sign and Submit

Please provide the list of members who participated in completing this program review.

OJ Roundtree, ADAM Department Chair
Derek Piazza, Contract Faculty

Please enter the name of the person submitting this program review.

OJ Roundtree, ADAM Department Chair