

College of Alameda

Annual Program Update

Supplemental/Revised Template 2015-2016

I. Overview			
BI Download:		Dept. Chair:	OJ Roundtree
Subject/Discipline:	ADAM Program	Dean:	Dr. Charlene 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 a high standard of performance as they relate to the everyday operations of the apparel industry.		

II. Enrollment

ADAM's retention rates are consistently above the rate for COA and the District. ADAM retention rates average in the mid 80% range. ADAM's average by subject is 83% over the past 10 year cycle and by courses the average range is 80-90%. ADAM's completion rates are in line with COA and District but needs to improve.

ADAM Retention Rate and Enrollment

Subject	Term	Headcount	Census Enrollment	Course completion	Completion Rate	Retained	Retention Rate
ADAM	2008 Fall	141	363	188	52%	262	72%
ADAM	2009 Spring	129	298	184	62%	249	84%
ADAM	2009 Fall	144	409	244	60%	335	82%
ADAM	2010 Spring	110	284	205	72%	240	85%
ADAM	2010 Fall	129	362	216	60%	291	80%
ADAM	2011 Spring	104	278	196	71%	243	87%
ADAM	2011 Fall	116	299	192	64%	248	83%
ADAM	2012 Spring	100	269	181	67%	223	83%
ADAM	2012 Fall	120	321	204	64%	290	90%
ADAM	2013 Spring	117	291	193	66%	243	84%

COA / DISTRICT Retention Rate and Enrollment

Campus	Headcount	Census Enrollment	Course completion	Completion Rate	Retained	Retention Rate
Alameda F2008	6817	13641	9291	68%	10732	78.70%
District F2008	34118	73891	48475	66%	56140	76.00%
Alameda S2009	6841	13240	8703	66%	10046	75.90%
District S2009	35850	77510	50464	65%	58328	75.30%
Alameda F2009	7809	15941	10269	64%	11766	73.80%
District F2009	38666	85093	54066	64%	63297	74.40%
Alameda S2010	7277	14316	9333	65%	10722	74.90%
District S2010	38486	81975	53010	65%	61618	75.20%
Alameda F2010	7084	14075	9280	66%	10743	76.30%
District F2010	36034	77030	51237	67%	58985	76.60%
Alameda Spring 2011	7113	13864	9613	69%	10933	78.90%
District Spring 2011	35353	74605	51075	68%	58901	79.00%
Alameda F2011	6780	13236	9037	68%	10336	78.10%
District F2011	34022	73014	48686	67%	56300	77.10%
Alameda S2012	6488	12418	8389	68%	9534	76.80%
District S2012	32823	69167	46893	68%	53134	76.80%
Alameda F2012	6154	11521	8154	71%	9345	81.10%
District 2012	31972	67993	46622	69%	53818	79.20%
Alameda S2013	7201	13638	9578	70%	10811	79.30%
District S2013	34169	71975	49254	68%	55754	77.50%

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 and has remain constant with slight fluctuations each year. The ADAM Program's withdrawal rate has been consistently lower than COA and the District and has average rate of 14.3%. ADAM's averaged success rate (64%) from Fall 2008-Spring 2013 is consistent with all average CTE success rates per class. Additionally, success and withdrawal rates by subject and individual courses are slightly higher than overall District averages.

ADAM Success Rates

Campus	Subject	Term	TOTAL GRADED	SUCCESS	SUCCESS RATE	WITHDRAWAL	WITHDRAWAL RATE
College of Alameda	ADAM	2008 Fall	350	176	50.30%	88	25%
College of Alameda	ADAM	2009 Spring	283	177	62.50%	34	12%
College of Alameda	ADAM	2009 Fall	383	230	60.10%	48	13%
College of Alameda	ADAM	2010 Spring	278	199	71.60%	38	14%
College of Alameda	ADAM	2010 Fall	346	211	61.00%	55	16%
College of Alameda	ADAM	2011 Spring	274	196	71.50%	31	11%
College of Alameda	ADAM	2011 Fall	287	187	65.20%	39	14%
College of Alameda	ADAM	2012 Spring	268	175	65.30%	45	17%
College of Alameda	ADAM	2012 Fall	313	202	64.50%	23	7%
College of Alameda	ADAM	2013 Spring	283	192	67.80%	40	14%

COA and DISTRICT Success Rates

Term	Campus	TOTAL GRADED	SUCCESS	SUCCESS RATE	WITHDRAWAL	WITHDRAWAL RATE
2008 Fall	College of Alameda	13,070	8,548	65.40%	2332	18%
District Success Rate		70,282	45,268	64.40%	14126	20%
2009 Spring	College of Alameda	12,232	8,091	66.10%	2185	18%
District Success Rate		71,412	47,399	66.40%	13049	18%
2009 Fall	College of Alameda	14,777	9,693	65.60%	2923	20%
District Success Rate		78,258	51,043	65.20%	14865	19%
2010 Spring	College of Alameda	13,382	8,793	65.70%	2660	20%
District Success Rate		77,005	50,070	65.00%	15376	20%
2010 Fall	College of Alameda	12,913	8,623	66.80%	2170	17%
District Success Rate		71,092	48,267	67.90%	12072	17%
2011 Spring	College of Alameda	12,910	8,982	69.60%	1976	15%
District Success Rate		69,874	48,086	68.80%	10968	16%
2011 Fall	College of Alameda	12,509	8,461	67.60%	2173	17%
District Success Rate		69,141	46,024	66.60%	12840	19%
2012 Spring	College of Alameda	11,635	7,847	67.40%	2101	18%
District Success Rate		65,031	44,453	68.40%	11880	18%
2012 Fall	College of Alameda	11,047	7,559	68.40%	1700	15%
District Success Rate		64,848	43,872	67.70%	11081	17%
2013 Spring	College of Alameda	13,498	8,974	66.50%	2680	20%
District Success Rate		70,841	46,572	65.70%	15068	21%

NOTE: Information source from District website Institutional Research

IV. Faculty – ADAM PROGRAM

The ADAM Program currently consists of two 1.0 contract tenured faculty . We currently operate very efficiently and are able to be flexible with our curriculum and teaching methodologies/techniques due to our small faculty pool. FTES/FTEF is in line with COA/District.

Academic Year	Term Type	Census Enrollment	Sections	FTES Total	FTE Temp	FTE Extra Service	FTE Contract	FTEF Total	FTES/FTEF
Year 08-09	Fall	362	11	58.72	1.01	0.44	1.86	3.31	17.73
	Spring	286	10	36.85	1.03	0.51	1.42	2.96	12.45
Year 09-10	Fall	381	9	54.19	0.57	0.28	1.88	2.73	19.83
	Spring	284	10	43.08	0.57	0.51	1.65	2.73	15.76
Year 10-11	Fall	362	10	51.77	0.13	0.64	1.85	2.63	19.71
	Spring	278	11	40.47	0.29	0.48	1.85	2.63	15.41
Year 11-12	Fall	299	9	55.29	0.16	0.72	1.93	2.81	19.65
	Spring	269	9	43.58	0.29	0.56	1.93	2.79	15.64

NOTE: Information source from District website Institutional Research

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.

Global Credit Research - 23 Oct 2014

New York, October 23, 2014 -- US apparel and footwear companies' operating income will grow slightly less this year than it did in 2013, Moody's Investors says in a new report. But growth is set to accelerate again in 2015, as lower input costs and investments in direct-to-consumer sales channels pay off. Moody's maintains a positive outlook on the US apparel and footwear the industry. The rating agency's outlooks represent its view of fundamental business conditions for the industry over the next 12 to 18 months.

**Scott Tuhy VP - Senior Credit Officer Corporate Finance Group
Moody's Investors Service, Inc. 250 Greenwich Street, New York, NY 10007**

The fashion industry is multifaceted and the positions available to an individual starting a career are numerous, diverse and international. The apparel industry is the second largest industry in the United States. 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.

The ADAM Program has established links with major San Francisco and Bay Area based apparel companies such as Levi Strauss, Two Dog Star, Nordic Traders, Verrieres and Sako, and Erica Tanov. In addition, ADAM students have secured employment in various areas of the industry throughout the Bay Area, Los Angeles, Seattle, New York and Europe.

MORE IN ADDENDUM

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 2015
Number of active courses in your discipline	16 Certificate Course 1 Non-Certificate Courses
Number with SLOs	17
% SLOs/Active Courses	100% Certificate Courses
Number of courses with SLOs that have been assessed	17
% Assessed/SLOs	100% Certificate Courses

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

Continual improvements in all areas. We will keep monitoring the results on a semester bases and make adjustments as needed.

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 mythologies 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 2015
Number of degrees and certificates in your discipline	1 Certificate of Achievement 1 AA in Apparel Design and Merchandising
Number with Program Learning Outcomes	2
Number assessed	2
% 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.	
<p>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 conclusive make assessments. However, we are seeing that our TAs and offering ADAM 220 Special Lab makes a difference in a majority of our student's performance and perhaps retention. Especially students our DSPS and ESL students. ADAM will continue to monitor and assess the situation.</p>	

VIII. Prioritized Resource Requests Summary

College: COLLEGE OF ALAMEDA

Discipline, Department or Program: APPAREL DESIGN AND MERCHANDISING (ADAM)

Contact Person: OJ ROUNDTREE, DEPARTMENT CHAIR

Date: NOVEMBER 30, 2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty					
Human Resources: Classified	Two ADAM .5 contract staff employees as TAs, office duties, recruitment, placement, internships, etc.	1	No idea on salary or benefits cost	Page 9 ADAM PR 2012	All areas
Human Resources: Student Workers	ADAM needs two Student Teaching Aides per semester or (two .5 classified employees)	1	\$17,000.00per academic year including benefits	On Going (was funded by CTE Perkin's Funds)	All areas
Technology	Adobe Photo Shop / Illustrator Suite Update (14 Computers)	2	N/A	New Request	2
Equipment	6 Wolf Dress Forms Collapsible / Size 8	2	\$7,200.00 (Est. \$1,200 each)	New Request	2
	1 Buttonhole Machine	3	\$1,500.00	New Request	2
	2 Juki Overlock Machines	4	\$4,000.00 (Est. \$2,000 each)	New Request	2
Supplies					
Facilities					
Professional Development					
Other (specify)					

IX. Alignment of Goals Template

College: COLLEGE OF ALAMEDA

Discipline, Department or Program: APPAREL DESIGN AND MERCHANDISING (ADAM)

Contact Person: OJ ROUNDTREE, DEPARTMENT CHAIR

Date: NOVEMBER 30, 2015

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. Decrease withdrawal rates and increase retention rates, particularly during fall semesters.		COA MISSION Academic Excellence PCCD GOAL
2. Start to evaluating all current course offerings and updating and offer new course curriculum.	All Institutional Learning Outcomes	COA MISSION COA VISION Academic Excellence
3. Start to plan for future faculty and staff needs.		Budgetary Competence PCCD GOAL
4.		
5.		
6.		
7.		
8.		

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!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: 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</p>	
<p>A: Advance Student Access, Equity, and Success</p> <p>A.2 Currently ADAM is looking at ways it can improve its retention and withdrawal rates particularly during the fall semester. Discussions have included an orientation prior to enrollment to help students make the right choices and to give them further information about the two year program before they actually enroll.</p> <p>A.3 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. Additionally, this would expose and “market the program more with the possibility of increasing enrollment.</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 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>B.1and B.2 ADAM continues it relationships/student internships with major apparel companies such as Levi Strauss, Two Dog Star, Veronique, Nomadic 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, New York and Europe. ADAM continues to make connections with local high Bay Area high schools such as; Encinal High School, Alameda and Far West High School, Oakland. ADAM currently has six courses that are transferable with CSU and/or UC. Additionally, ADAM is in contacted with a few private fashion design schools working on a transferrable 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 The ADAM Program is one of the best fashion design school within the California community college system. Additionally, we are comparable in educational standards to the two leading Bay Area private fashion schools; Fashion Institute of Design and Merchandising (FIDM) and Academy of Art Colleges.</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 ADAM has advisory board meetings with industry members and currently enrolled students to</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:</p>

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.	Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.
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ADDENUM ITEMS

V. Qualitative Assessments - CONTINUED

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.*

Occupational Outlook for Fashion Designers	
<p>2012 Median Pay</p> <p>The median annual wage for fashion designers was \$62,860 in May 2012. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$34,110, and the top 10 percent earned more than \$126,290. Earnings in this occupation can vary widely based on experience, employer, and reputation. Starting salaries in fashion design tend to be very low. Salaried fashion designers usually earn higher and more stable incomes than self-employed, freelance designers. However, a few of the most successful self-employed fashion designers earn many times the salary of the highest paid salaried designers.</p>	<p>\$62,860 per year \$30.22 per hour</p>
<p>Entry-Level Education</p> <p>Most fashion designers have a bachelor's degree in fashion design or fashion merchandising. In these programs they learn about textiles and fabrics and how to use computer-aided design (CAD) technology. They are also able to work on designs that can be added to their portfolio.</p> <p>For many artists, including fashion designers, developing a portfolio—a collection of design ideas that demonstrates their styles and abilities—is essential because employers rely heavily on a designer's portfolio in deciding whether to hire the individual. For employers, it is an opportunity to gauge talent and creativity. Students studying fashion design often have opportunities to enter their designs in student or amateur contests, helping them to develop their portfolios.</p>	<p>Bachelor's degree</p>
<p>Work Experience in a Related Occupation</p> <p>Fashion designers often gain their initial experience in the fashion industry through internships or by working as an assistant designer. Internships provide aspiring fashion designers an opportunity to experience the design process, building their knowledge of textiles, colors, and how the industry works.</p>	<p>None</p>
<p>On-the-job Training</p> <p>Experienced designers may advance to chief designer, design department head, creative director, or another supervisory position in which they oversee certain fashion lines or brands by a company. Some experienced designers may start their own design company or sell their designs in their own retail stores. A few of the most successful designers work for high-fashion design houses that offer personalized design services to their client.</p>	<p>None</p>

Occupational Outlook for Fashion Designers

<p>Number of Jobs, 2012</p> <p>See Below</p>	22,300
<p>Job Outlook, 2012-22</p> <p>Employment of fashion designers is projected to decline 3 percent from 2012 to 2022. Declining employment in the apparel manufacturing industry is preventing overall employment of fashion designers from increasing.</p>	-3% (Decline)
<p>Employment Change, 2012-22</p> <p>Those with formal education in fashion design, with excellent portfolios, and with industry experience will have the best job prospects. However, strong competition for jobs is expected because of the large number of people who seek employment as fashion designers and the relatively few positions available. In addition, it may be necessary for some fashion designers to relocate. Employment opportunities for fashion designers are highly concentrated in New York and California.</p>	-700

Employment projections data for fashion designers, 2012-22

Occupational Title	SOC Code	Employment, 2012	Projected Employment, 2022	Change, 2012-22		Employment by Industry
				Percent	Numeric	
<p>SOURCE: Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook, 2014-15 Edition</i>, Fashion Designers, on the Internet at http://www.bls.gov/ooh/arts-and-design/fashion-designers.htm (visited October 20, 2015).</p>						

ADAM ADVISORY MEMBERS – 2015 - 2016

Apparel Design and Merchandising Program

College of Alameda

OJ Roundtree (ADAM Department Chair, Instructor; College of Alameda)

Derek Piazza (ADAM Instructor; College of Alameda)

Char Perlas. Phd MPA MS (Dean of Workforce Development & Applied Sciences; College of Alameda)

Two Current ADAM Students (College of Alameda)

Claire Shaeffer (company owner, author, designer, pattern maker, respected couture expert, lecturer and columnist)

Kara Laricks (NYC- NBC's Fashion Star Winner, first season – designer, owner)

Brenda Mikel (NYC- Narciso Rodriguez – atelier director, head patternmaker/drapier for all celebrity dressing, evening wear, soft pieces, dresses, tops and skirts)

Naji Batanian (NYC – Ralph Rucci Atelier – sales)

Milen Krastev (NYC – Zac Posen – pattern maker)

Stella Carakasi (Berkeley – Two Star Dog – designer, owner)

Veronica Smith (Richmond – Design Veronique- designer, owner)

Colleen Crivello (Berkeley – Nomadic Traders – technical designer)

Shady Elias (Detroit – Chrysler – designer of trims, colors & materials)

Elaine Hamblin (Oakland – 25th Street Collective – garment developer)

Tammy Fong (San Francisco – Levi Strauss & Co. – former product development specialist)

Jill Giordano (Sausalito – gr.dano – designer, owner)

Brian Glueck (Alameda – The North Face – product development manager)

Sylvaine Guille Griffin (San Francisco – Levi Strauss & Co. – fit developer specialist)

Steven Heard (San Francisco – Clinton Park, LLC – lead developer, patternmaker)

Traci Ikegami (Berkeley – Erica Tanov – designer)

Jennifer Jann (NYC – JJ – creative consultant)

Susan Leung (Oakland – Sagebox Studio/aesti – pattern maker, owner)

Tina Martin (Oakland – Sagebox Studio/aesti – designer, owner)
Steve Kim (Baltimore – Under Armour – sourcing director)
Trish Lee (Trish Lee San Francisco – designer, owner)
Beth Mahar (Marin – Athleta – senior technical designer)
Genevieve Peterson (Alameda – JanSport – international market development manager)
Jose Quiroga (San Francisco – Levi Strauss & Co. – fit developer specialist)
Tina Ragozzino (San Francisco – Gymboree – technical designer, patternmaker)
Remy Ramirez (Los Angeles – Nasty Gal – production coordinator, blog copywriter)
Jessica Riquetti (San Francisco – Triple Aught Design – senior designer)
Maria Rivera (San Francisco – Jessica McClintock)
Ann Schmitt (San Francisco – Byer – technical design manager)
Kara Sennett (NYC – alice + olivia – design assistant sweaters)
Kym Surani (Benicia – High End Uniform – designer, owner)
Stephanie Verrieres (Oakland – Verrieres & Sako – designer, owner)
Qianya Vinson (San Francisco – Margaret O’Leary – design assistant)
Natalija Walbridge (Duluth, Minnesota – Maurices – design assistant)

CERTIFICATE PROGRAM SCHEDULE

ADAM TWO YEAR CERTIFICATE OF COMPLETION = 48 UNITS

<u>FIRST YEAR:</u>	MON - TUE - WED - FRIDAY	DAY / TIME	UNITS
FALL	103 APPAREL HISTORY	FRI 1200 - 0150	2
	111 DESIGN AND SKETCHING I	FRI 0800 - 1150	2
	221 PATTERN DRAFTING I COREQUISITE: 131	MON 0800 - 0350	4
	224 PATTERN DRAPING I	TUE 0800 - 0350	4
	131 APPAREL CONSTRUCTION I COREQUISITE: 221	WED 0800 - 0350	4
			16
SPRING	101 APPAREL TEXTILES	FRI 1200 - 0150	2
	113 DESIGN AND SKETCHING II PREREQUISITE: 111	FRI 0800 - 1150	2
	222 PATTERN DRAFTING II COREQUISITE: 132 PREREQUISITE: 221	MON 0800 - 0350	4
	225 PATTERN DRAPING II Recommended Requirement: 224	TUE 0800 - 0350	4
	132 APPAREL CONSTRUCTION II COREQUISITE: 222 PREREQUISITE: 131	WED 0800 - 0350	4
			16
TOTAL			32

<u>SECOND YEAR:</u>	TUESDAY & THURSDAY	DAY / TIME	UNITS
FALL	214 ADV DESIGN & LINE DEV I PREREQUISITE: 113, 222, 225, 132	THR 0800 - 0350	4
	216 PROD PATT & SIZE GRADING I PREREQUISITES: 222, 225, 132	TUE 0800 - 1150	2
	229 PORTFOLIO DEVELOPMENT I PREREQUISITE: 113	TUE 1200 - 0350	2
SPRING	215 ADV DESIGN & LINE DEV II PREREQUISITE: 214	THR 0800 - 0350	4
	217 PROD PATT & SIZE GRADING II PREREQUISITES: 216	TUE 0800 - 1150	2
	230 PORTFOLIO DEVELOPMENT II PREREQUISITE: 229	TUE 1200 - 0350	2
TOTAL			16

See College of Alameda catalog for specific course description and information

ESTIMATED BOOK / TOOL AND SUPPLY EXPENSES
(DOES NOT INCLUDE TUITION / COLLEGE FEES)
TWO YEAR CERTIFICATE PROGRAM

FIRST YEAR:

FALL	103	APPAREL HISTORY	\$50.00
	111	DESIGN AND SKETCHING I	100.00
	131	APPAREL CONSTRUCTION I	250.00
	221	PATTERN DRAFTING I	350.00
	224	PATTERN DRAPING I	350.00
		Semester Total	\$1,100.00

SPRING	101	APPAREL TEXTILES	150.00
	113	DESIGN AND SKETCHING II	100.00
	132	APPAREL CONSTRUCTION II	250.00
	222	PATTERN DRAFTING II	250.00
	225	PATTERN DRAPING II	250.00
		Semester Total	\$1,000.00

YEARLY TOTAL \$2,100.00

SECOND YEAR:

FALL	214	ADV DESIGN & LINE DEV I	500.00+
	216	PROD PATTERN & SIZE GRADING I	200.00
	229	PORTFOLIO DEVELOPMENT I	200.00+
		Semester Total	\$900.00+

SPRING	215	ADV DESIGN & LINE DEV II	500.00+
	217	PROD PATTERN & SIZE GRADING II	200.00
	230	PORTFOLIO DEVELOPMENT II	250.00+
		Semester Total	\$950.00+

YEARLY TOTAL \$1,850.00+

TWO YEAR PROGRAM \$3,950.00+