The CTE Program Review Report

1. **College: COLLEGE OF ALAMEDA**

   Discipline, Department or Program: ADAM Apparel Design and Merchandising

   Date: FALL 2016

   Members of the Comprehensive Instructional Program Review Team:

       OJ ROUNDTREE, Department Chair
       Derek Piazza, Contract Faculty

   Members of the Validation Team:

   _____

2. **Narrative Description of the Discipline, Department or Program**:

   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 as they relate to the everyday operations of the apparel industry.

   ADAM courses provide basic and advanced technical skills 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 noncredit by a student interested in a single subject. Students interested in pursuing a career focused on design and production may earn a <u>Two Year Certificate of Achievement</u> in *Apparel Design and Merchandising*. Students may also obtain an <u>Associate in Arts Degree</u> which requires additional liberal arts 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, ADAM'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.

   _____

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

Attach the Curriculum Review Report or Answer these Questions:

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

  ADAM courses not taught over the past 3year years have been deactivated and all activity courses are current in TaskStream. ADAM with begin up dating all courses over the next three-year period in an effort to stay current with industry standards, technology and the needs of its program.

- What is the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

  Future course development includes courses relating to:
  - **Designing Knitwear Collections**
  - **Pattern Development for Knit Fabrics**
  - **Apparel Construction for Knitwear**
  - **Special Occasion Fabrics and Apparel**

- Please list your degrees and/or certificates. Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)? Which degree or certificate?

  Apparel Design and Merchandising Certificate of Achievement
  AA Degree Apparel Design and Merchandising

  No current courses are offered through Distance Education and future plans to offer such courses.

  _____

4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years Please review the "At a Glance" reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled? Where are your discipline, department or program course and program SLOs published? (For example: syllabi, catalog,

department website, etc. If they are on a website, please include a live link to the page where they can be found)

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.

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example and attach the data from the "Status Report" section of TaskStream for these findings.

  Improvement 1.

  ADAM 101   Apparel Textiles   2015/2016 Assessment Cycle

  Learning Style: Aural   (auditory, musical)

  I created mnemonic devices to over 75 fabric names which allowed students to recall more easily fabric names in the short-term (quiz) and long-term (when applied to advanced classes). Students and I repeat these 'rhymes' aloud to reinforce the information.

Outcomes	

Oral communication / written exams / assignment evaluation Apply terms to describe characteristics of fabric name and fiber content.	▼ **Measure:** Fabric and Fiber Direct - Exam

Details/Description: see attached exam
Criteria for Successful Performance: 75% of students will receive a C or better
How will you collect this information? student work will be assessed using the exam
Contact Person: Derek Piazza
Supporting Attachments:

📄 **Textiles quiz** link opens in new window (Adobe Acrobat Document)

Edit | link opens in new window | Remove

Findings for Fabric and Fiber

Summary of Findings: I created quizzes that applied mnemonic devices to fabric names which allowed students to remember more easily on the following week's quiz.
Results: Successful Performance Target Met? Exceeded
Actual Performance Data: 90% of students received an A or better
Use of Results/Plan of Action: I will continue to use mnemonic devices and reinforce their importance.

Improvement 2.

ADAM 229   Portfolio Development I   2015/2016 Assessment Cycle

Learning Styles: Verbal (linguistic)
                    Visual (handouts with instructions and images)

I have continued to standardize the Language of Design used in all classes in the program. By doing this, students have an increased ability to recall information because that same information is being reinforced in each class.

Instructor demonstration / student presentation / rubric
Create an original line-up for a portfolio collection including mood boards, fabric story, illustrations and flats.

Measure: Designing a Collection
Direct - Student Artifact

Details/Description: see attached rubric
Criteria for Successful Performance: 90% of students will receive a C or better
How will you collect this information? student work will be assessed using the rubric
Contact Person: Derek Piazza
Supporting Attachments:

Designing a Collection rubric link opens in new window (Adobe Acrobat Document)

Edit | link opens in new window | Remove

Findings for Designing a Collection

Summary of Findings: I am continuing to standardize the terminology and process for Designing a Collection in all classes. This becomes challenging to students when they are not taking classes in the first year. They are new to the process and must work even harder to understand Concept Development, Investigative & Visual Research as well as a working sketches, Mood Board, etc.
Results: Successful Performance Target Met? Not Met
Actual Performance Data: 85% of students received a C or better
Use of Results/Plan of Action: I will separate the images in What Goes Into a Portfolio so that the images are larger, clearer and more focused each week.

Improvement 3.

ADAM 229   Portfolio Development I   2015/2016 Assessment Cycle

Learning Styles: Verbal (linguistic)
                    Logical   (mathematical)
Physical   (kinesthetic)
                    Social (interpersonal)
        Tuesday Talks @ Ten
This has given students the ability to hear guests speak about their experiences working the fashion industry.
Speakers also give demonstrations that reinforce information learned in class while viewing a Power Point Presentation overhead. Students are able to ask questions during the Q&A which also allows them to network with the speaker.
Field Trips
This has given students the opportunity to see the information learned in class come to life. We walk through fashion studios and production facilities seeing the day-to-day activities of a company and its workers. Students are given demonstrations by actual fashion industry employees which allow them to see and touch not only the final garment but also every stage of its development.

Instructor demonstration / student observation / rubric
Develop and cost production patterns using advanced pattern drafting and draping techniques.

▼ **Measure:** Advanced Pattern Drafting
Direct - Student Artifact

Details/Description: see attached rubric
Criteria for Successful Performance: 75% of students will receive a C or better
How will you collect this information? student work will be assessed using the rubric
Contact Person: Derek Piazza
Supporting Attachments:
Pattern Drafting rubric link opens in new window (Adobe Acrobat Document)

Findings for Advanced Pattern Drafting

Edit | link opens in new window | Remove

Summary of Findings: I updated the pant draft handouts and extended the time needed for knocking-off the pant. Students liked this because it allowed them to thoroughly understand the workings of the pant. By the time we began the Specific Market Fit, they picked up the new information quite easily. Our field trip to Levi Strauss & Co. helped with the energy of the group. I also brought in Fit Developer Specialist Sylvainne Guille from Levi, who specifically focused on advanced pattern drafting techniques.
Results: Successful Performance Target Met?: Exceeded
Actual Performance Data: 75% of students received a B or better
Use of Results/Plan of Action: I will continue to expand the 3 quizzes that help students understand developing and costing production pattern techniques and terminology.

- Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

Plan 1.

ADAM 103   Apparel History   2015/2016 Assessment Cycle

Learning Styles: Verbal (linguistic)
            Physical   (kinesthetic)
              Social (interpersonal)
I will continue to make the classroom learning environment an interpersonal space. This allows students to interact with other students and be inspired their work and techniques. I will continue to use the Smart Classroom when students present their work. By using the overhead and accompanying microphone, students are engaged during their Performance Review & Critique while strengthening their experience of talking in front of a group. I will continue to use and expand this technique in the years to come.

Outcomes	

Oral communication / written exams / assignment evaluation
Describe and analyze historical hierarchy of apparel.

Measure: Historical Hierarchy of Apparel
Direct - Exam

Details/Description: see attached exam
Criteria for Successful Performance: 80% of students will receive a C or better
How will you collect this information? student work will be assessed using the exam
Contact Person: Derek Piazza

Findings for Historical Hierarchy of Apparel

Edit | link opens in new window | Remove

Summary of Findings: Students did so well this semester. At 12:15p I brought all students together in a circle and had several of them discuss their findings each week. This brought a regular 'lecture class' to life and connected all of us. Students were able to be inspired by the research and sketches of their fellow classmate.
Results: Successful Performance Target Met?: Exceeded
Actual Performance Data: 90% of students received a B or better.
Use of Results/Plan of Action: I will continue to keep the same format and use it for Textiles class Spring 2016.

Plan 2.

ADAM 103   Apparel History   2015/2016 Assessment Cycle

Learning Styles: Visual (spatial)
Physical   (kinesthetic)
                Social (interpersonal)
This semester, I have included what I call the 'Silent Drape'. This allows students to drape with an improvisational spirit. They are given a designer or time period that was covered that week and are asked to 'act as an assistant designer'. There are five (5) students who drape in front of the class per week. Afterwards, each is given a Performance Review & Critique which gives them positive feedback for their work. I will continue to use and expand this technique in the years to come.

Student presentation / written exams / assignment evaluation
Compare ethnic costumes in relation to current styles including 20th and 21st century fashion designers.

Measure: Comparison of Current and Historical Costumes
Direct - Exam

Details/Description: see attached exam
Criteria for Successful Performance: 80% of students will receive a C or better
How will you collect this information?: student work will be assessed using the exam
Contact Person: Derek Piazza

Findings for Comparison of Current and Historical Costumes

Edit | link opens in new window | Remove

Summary of Findings: Students did so well each week with their Investigative & Visual Research. They inspired each other with weekly working sketches and presentations. They loved 'Bringing It Forward in Time' which compared current trends with historical costumes.
Results: Successful Performance Target Met?: Exceeded
Actual Performance Data: 90% of students received an A or better.
Use of Results/Plan of Action: I will continue to have the class share their weekly Investigative & Visual Research and sketching techniques.

Plan 3.

ADAM 131   Apparel Construction I   2015/2016 Assessment Cycle

Learning Styles: Visual (spatial)
Physical   (kinesthetic)
                    Social (interpersonal)
After having created a Fabric Library ('Fundamental Fabrics) of over 50 fabrics, I continue to bring this library into the classroom so that students are better able to identify fabric names and their characteristics. As a class, students are gathered around a table and are able to touch each fabrication. This helps them understand not only which fabrics are appropriate for the upcoming project but also which ones are not. I will continue to use and expand this technique in the years to come.

Instructor demonstration / student observation / rubric
Select appropriate fabrications and sundries including primary fabric, interfacing, lining, pocketing, buttons and zippers, prior to garment assembly.

▼ **Measure:** Selection of Fabrications and Sundries
Direct - Student Artifact

Details/Description: see attached rubric
Criteria for Successful Performance: 100% of students will achieve this outcome
How will you collect this information?: student work will be assessed using the rubric
Contact Person: Derek Piazza
Supporting Attachments:
📄 **Sewn Garment rubric** link opens in new window (Adobe Acrobat Document)

Findings for Selection of Fabrications and Sundries | Edit | link opens in new window | Remove |

Summary of Findings: I created categories of fabrics which were appropriate and not appropriate for the fabric weight needed. Attached to these lists were examples of the fabrications in question. I called the class to stand around a table and hand them pass around the examples so they could touch and feel the fabric being discussed.
Results: Successful Performance Target Met?: Not Met
Actual Performance Data: 99% of students received an A or better.
Use of Results/Plan of Action: One student worked until 2a that morning and brought in the incorrect fabric. I will continue to have the class stand around a table to feel the fabric hand.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

   Not applicable – No ADAM courses offered through Distance Education

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

   Not applicable - ADAM currently does not have courses with multiple sections.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

   ADAM has not started the assessment process for its ILOs.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.

  ADAM Program Learning Outcomes have been formulated but are not entered in TaskStream at present time. ADAM is in the process of entering this information by the end of the 2016-2017 academic year.
  Proposed ADAM PROGRAM LEARNING OUTCOMES:

    - **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.**
    - **Student will be able to communicate and present one's self effectively with confidence in a multi-diverse global fashion market.**

  ADAM'S goal is to complete PROGRAM LEARNING OUTCOMES and aligned with the INSTITUTIONAL OUTCOMES by the end of S2017. Continue to update course curriculum as needed to meet current fashion industry standards and technology. Aggressively clean up all needed areas within CurriCUNET and TaskStream by F2018.

  _____

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

  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 instructor's choice include classroom space, available equipment, extra service provided by the campus and enrollment size. Student related factors include cultural diversity, age mix, ESL composition, basic skills comprehension, reasoning/perception skills, learning and physical disabilities and sociological/psychological characteristics of the student population. External factors include the availability of industry/community resources and services. Computer technology incorporated in the ADAM teaching/learning environment is the use of the Geber System and software as well as 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 and industry related field trips.

- How has new technology been used by the discipline, department or program to improve student learning?

  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 websites 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 it 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 current enroll students as well as alumni students in the apparel work force.

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

  Not applicable – No ADAM courses offered through Distance Education

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

  o Overall enrollment trends in the past three years

  There have been no significant enrollment changes over the past three years. The typical enrollment trend for the program is a higher enrollment for fall semester with a slight drop in for the spring semester. ADAM has been able to compensate for this by allowing students to enroll in second level first year courses in the spring semester rather than waiting for the fall when our program cycle begins.

  UNDUPLICATED ENROLLMENT BY SUBJECT
  IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE

  | Campus | Alameda |
  | Subject | ADAM |

Term						
	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Headcount	120	118	118	121	116	97

  o An explanation of student demand (or lack thereof) for specific courses.

  There is not really a lack of demand for any of the ADAM courses since it is a program and all courses must be competed to receive the certificate and/or degree. However, as indicated above enrollment drops in the spring partly due to fact that a student realizes this may not be the career path or courses they need to fulfill their educational goals. New course offerings have been addressed in other parts of this report.

  o Productivity for the discipline, department, or program compared to the college productivity rate.

  Productivity for the ADAM Program seems to be consistent with the overall pattern for the District and the semester pattern for the program: i.e. higher in the fall and dropping in the spring. ADAM will continue to monitor and access the issue but feels it is doing the necessary procedures to improve its productivity rating.

ADAM continually revises program requirements, scheduling and course revisions (i.e. prerequisites/co-requisites, course hours, content…) to maintain, and improve current student enrollment and retention throughout a given academic year. ADAM increased its marketing efforts with a re-designed 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.

College of Alameda
4 Year Productivity Trends
Fall Semesters

TERM	SUB	SECT	ENRL CENSUS	FTES TOTL	FTEF TOTL	PROD (FTES/FTEF)	PROD CHANGE	AVG STUD/SECT
Fall 13	ADAM	10	291	45.53	2.95	16.7	-	29
Fall 14	ADAM	10	320	51.28	2.94	18.68	10.60%	32
Fall 15	ADAM	8	256	47.67	2.63	18.15	-2.92%	32
Fall 16	ADAM	8	241	41.6	2.63	16.9	TBD	30

College of Alameda
4 Year Productivity Trends
Spring Semesters

TERM	SUB	SECT	ENRL CENSUS	FTES TOTL	FTEF TOTL	PROD (FTES/FTEF)	PROD CHANGE	AVG STUD/SECT
Spring 13	ADAM	10	292	43.49	2.95	14.76	-	29
Spring 14	ADAM	9	270	40.47	2.79	14.52	-1.65%	30
Spring 15	ADAM	9	258	38.99	2.79	13.99	-3.79%	29
Spring 16	ADAM	8	202	36.4	2.63	13.86	-0.94%	25

Productivity by College
IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE

CAMPUS	(All)

	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	17.10	18.20	17.79	16.15	17.21	16.92	15.83	16.36	16.33

Productivity by College

IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE

CAMPUS	Alameda								

	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	17.37	18.45	17.35	15.86	17.46	16.68	14.63	16.52	16.28

- o Salient factors, if known, affecting the enrollment and productivity trends you mention above.

   Answered above

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

   The ADAM faculty provides its students with a stable curriculum that offers some scheduling flexibility and minimal time for program completion. ADAM offers a day program which can be completed in a two-year period with full time attendance. In addition, the class schedule allows students with jobs/careers and family obligations to pursue and achieve their educational goals. This is achieved by scheduling all first year course on Monday, Wednesday and Friday providing days off on Tuesday and Thursday. Second year courses are scheduled on Tuesday and Thursday providing days off on Monday, Wednesday and Friday. ADAM students have expressed their approval of this flexible scheduling track for the above reasons as well as they can plan there class in advance around work and personal schedules.

- Recommendations and priorities.

   Continue monitoring Program curriculum, enrollment and retention trends.

_____

6. Student Success and Student Equity:

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

   The ADAM success rates have improved since the last program review. This is due to implementation of all the new teaching methods and introduction of technology in the classroom. By allowing students to enroll in the program/courses during the spring semester rather than

waiting for the fall program cycle seems to help in this area as well. Success rates are in line with the college and District rates and in semesters exceed these rates. SEE COMPARISON RATES IN CHARTS.

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

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

Course Success: Subject
IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE

CAMPUS	(All)
SUBJECT	ADAM

Term					
	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring

	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
Success%	64.54%	67.84%	69.07%	68.94%	61.20%	75.49%

Course Success: College
IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT

CAMPUS	Alameda

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	71.85%	68.08%	66.66%	74.76%	67.27%	67.71%	76.48%	66.77%	67.50%

Course Success: College
IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT

CAMPUS	(All)

	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	72.74%	68.02%	66.16%	73.57%	65.88%	67.51%	73.79%	67.38%	67.82%

Course Success: Subject
IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE, SUBJECT,

CAMPUS	Alameda
SUBJECT	ADAM
CATALOG_NBR	(All)

Success	Term					
Course	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring
ADAM 101 - APPAREL TEXTILES	NA	51.11%	NA	64.44%	NA	59.57%
ADAM 103 - APPAREL HISTORY	62.16%	NA	72.34%	NA	71.43%	NA
ADAM 111 - APP DESIGN/SKETCH I	76.74%	NA	77.50%	NA	74.42%	NA
ADAM 113 - APP DESIGN/SKETCH II	NA	70.00%	NA	74.29%	NA	65.63%
ADAM 131 - APPAREL CONSTRUCTION I	81.58%	NA	78.95%	NA	65.79%	NA
ADAM 132 - APPAREL CONSTRUCTION II	NA	77.42%	NA	75.00%	NA	86.36%
ADAM 214 - ADV DESIGN/LINE DEV I	87.50%	NA	93.33%	NA	88.24%	NA
ADAM 215 - ADV DESIGN/LINE DEV II	NA	91.30%	NA	78.57%	NA	89.47%
ADAM 216 - PROD PATTERN/GRAD I	85.71%	NA	77.27%	NA	74.07%	NA
ADAM 217 - PROD PATTERN/GRAD II	NA	80.95%	NA	69.57%	NA	95.45%
ADAM 220 - ADAM SPECIAL PROJECTS LAB	10.29%	33.33%	30.43%	25.64%	12.50%	65.00%
ADAM 221 - PATTERN DRAFTING I	75.00%	NA	70.97%	NA	73.68%	NA
ADAM 222 - PATTERN DRAFTING II	NA	80.00%	NA	83.87%	NA	80.00%
ADAM 224 - PATTERN DRAPING I	89.66%	NA	79.31%	NA	64.52%	NA
ADAM 225 - PATTERN DRAPING II	NA	92.00%	NA	89.29%	NA	80.00%
ADAM 229 - PORTFOLIO DEVELOPMENT I	88.00%	NA	69.57%	NA	87.50%	NA
ADAM 230 - PORTFOLIO DEVELOPMENT II	NA	86.36%	NA	85.71%	NA	90.48%
Grand Total	64.54%	67.84%	69.07%	68.94%	61.20%	75.49%

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

    Not applicable – No ADAM courses offered through Distance Education

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

    Not applicable – No ADAM courses offered through Distance Education

    College course completion standard _____

    Please insert the data chart here or complete the section below.

13

Department/discipline Distance Education (100% online) course completion rates:

Course 1. _____   _____
         (course name and number)   rate

Course 2. ._____   _____
         (course name and number)   rate

Course 3. ._____   _____
         (course name and number)   rate

ETC.

Discussion:

- Describe course completion rates in the department **for Hybrid** courses (less than 100% online) for the past three years. Please list each course separately. How do the department's Hybrid course completion rates compare to the college course completion standard?

    Not applicable – No ADAM courses offered through Distance Education

- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

    Not applicable – No ADAM courses offered through Distance Education

    College course completion standard _____**N/A**_____

    Please insert the data chart here or complete the section below.

    Not applicable – No ADAM courses offered through Distance Education

    Department/discipline Hybrid course completion rates: **N/A**

Course 1, _____   _____
         (course name and number)   rate

Course 2. _____   _____
         (course name and number)   rate

Course 3. _____   _____
         (course name and number)   rate

Discussion:

Not applicable – No ADAM courses offered through Distance Education

- 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?

Not applicable – No ADAM courses offered through Distance Education

- How do you assess the overall effectiveness of Distance Education course?

Not applicable – No ADAM courses offered through Distance Education

- Describe the discipline, department, or program retention rates *(*After the first census, the percent of students earning any grade but a "W" in a course or series of courses). for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

Retention Rates for the ADAM Program are in the mid to upper 80% range. Compared to the college as a whole in most semesters ADAM was slightly above. Typically, fall semester is higher than our spring semester.

The ADAM Program has improved on student retention and success rates since its last program review. A factor that affects these two areas is a large number of new ADAM students are disillusioned by their goal expectations versus the Program's educational mission and objectives. Additional factors affecting enrollment, retention and success rate were sequential course offerings and course scheduling cycle. Spring semester and second year student enrollment are reflective of these factors. ADAM has tested allowing students to enroll in the second level of a few first year course offerings. Data indicates these students are able to succeed even though they did not take the required prerequisite course first. Thus ADAM has changed the prerequisite requirements for these courses which are helping spring enrollment numbers.

- Are there differences in the retention rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.

There are definitely differences in all of these areas, however there is no data available to compare at the time of this report. Generally, ESL students, students with disabilities, and students with some financial hardships tend to struggle with retention and success in the program. However, this is off-set with our excellent TAs and additional COA Student Services/Programs. Age and gender does not seem to be a factor, however without the data ADAM cannot accurately analyze and project these difference.

College retention standard

Course Retention: College
IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE

CAMPUS	Alameda

Term								
		2012	2013	2013	2013	2014	2014		2015
	2012 Summer	Fall	Spring	Summer	Fall	Spring	Summer	2014 Fall	Spring
Retention%	84.25%	84.34%	80.16%	86.11%	81.55%	80.75%	86.11%	82.03%	81.54%

Discipline, department, or program retention rates

Course Retention: Subject
IMPORTANT: CONFIRM THAT THE FILTER IS SET TO YOUR COLLEGE

CAMPUS	Alameda
SUBJECT	ADAM

Term						
		2013		2014		2015
	2012 Fall	Spring	2013 Fall	Spring	2014 Fall	Spring
Retention%	92.65%	85.87%	84.19%	80.30%	81.07%	84.98%

- What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years

  See paragraph above. Continue to monitor spring enrollment numbers and expand marketing efforts of the Program.

- 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. What is planned for the next three years?

  ADAM Certificates of Achievements have increased over the past year and the AA Degree has remained constant. We feel the program is doing what is necessary to improve in this area and will continue to assess and monitor this trend.

Number of Awards by Subject Area, Program and Academic Year at Berkeley City College

CAMPUS_NAME	College of Alameda			
Count of ACAD_PLAN	Academic Year			
Program	2012-2013	2013-2014	2014-2015	Total
Apparel Design and Merchandisi	**11**	**11**	**17**	**39**
Apparel Design and Merchandising (AA)	4	3	4	11
Apparel Design and Merchandising (CA)	7	8	13	28
Total	**11**	**11**	**17**	**39**

7. **Human, Technological, and Physical Resources (including equipment and facilities):**

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

  Full-time faculty headcount _____**2**_____

  Part-time faculty headcount _____**0**_____

  Total FTEF faculty for the discipline, department, or program _____**2.79% Spring 2015**_____

  Full-time/part-time faculty ratio _____**2 to 0**_____

  Classified staff headcount _____**0**_____

- Describe your current utilization of facilities and equipment.

  The ADAM discipline 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/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 ADAM office space 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.

17

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/copy machines for faculty use only.

ADAM room D307 is a large room containing the majority of the discipline'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 space 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 (see appendix). 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 ADAM office space 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 (see appendix). Electrical outlets were recently updated to accommodate sewing/pressing equipment and to meet safety requirements. The ventilation system and ceiling light fixtures are inadequate.

- Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What is your key staffing and facilities needs for the next three years? Why?

    No: The current ADAM space is adequate but ventilation, electrical and lighting systems are outdated and potentially hazardous. The D building has been deemed unsafe for a major earthquake occurrence. Plans to remodel and expand D301 (computer lab) have been part of the overall COA Institutional Plan since 1991. Current plans are under way to temporarily move the ADAM Program into onsite portables during the demolition and rebuilding of a new C and D building. The move to portables was slated for the spring/summer of 2011but has been delayed until further notice. ADAM has faculty members on the development committee for this project and will be able to consult and convey the needs for the temporary portable facility as well as the new classrooms as plans resume and move forward.

    - What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

        STAFFING NEEDS:
        The ADAM Program could benefit from a .5 contract staff person whose duties would include but not limited to:
        - **Recruiting and aiding in the retention of ADAM students**

- **Researching current job market and placement for ADAM students**
- **Tracking alumni students/information**
- **Support system and tutor for ADAM students with special needs**

The ADAM Program feels it could benefit from the hiring of an additional 1.0 contract faculty position for the follow reasons:
- **To be able to offer the Fall courses during Spring semester, thus allowing students to start the ADAM Program during either semester**
- **Add additional curriculum such as knitwear and product development courses**
- **Prepare for the replacement 1.0 contract retirement position in 2-3 years**

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

  Upgrade the current ADAM computer lab with 24 new computer workstations and monitors. Obtain annual rental licensing for Adobe Illustrator and Photoshop software. Maintain current Geber software program.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

  The current ADAM space is adequate but ventilation, electrical and lighting systems are outdated and potentially hazardous. The D building has been deemed unsafe for a major earthquake occurrence. Plans to remodel and expand D301 (computer lab) have been part of the overall COA Institutional Plan since 1991. There are no recommendations or priorities for facility needs at this time since ADAM has been in limbo since the last program review regarding the planned demolition and construction of a new "C" building. No new date or information has been given to ADAM as to when the new building committee will convene. Until more detail is given ADAM will be in limbo with upgrades to its new space, equipment and other needs. ADAM has faculty members on the development committee for this project and will be able to consult and convey the needs for the temporary portable facility as well as the new classrooms as plans resume and move forward

- **Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.**

---

8. Community, Institutional, and Professional Engagement and Partnerships:

Part A.
- 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 Building "C" Committee at the College of Alameda.

- 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.

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

  ADAM has no adjunct faculty members currently

Part B.
- What are the job placement rates for your discipline/department/program for the past three years?

  ADAM does not have the resources to collect this data. ADAM is advocating for a .5 staff person to aid in collecting this information and job/internship placement. Percentage break down of our graduating students is that some start entry level jobs in the fashion industry, others continue their education at a four-year university (3-5%), a small percent start their own business and the remainder are taking courses for self-enrichment.

- What are the projected job openings in your discipline for the next three years?

  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. 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.

  SOURCE:
  Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Fashion Designers, on the Internet at http://www.bls.gov/ooh/arts-and-design/fashion-designers.htm (visited *October 20, 2015*).

- How is the discipline/department program responding with regard to labor market demand?

  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. Additionally, the ADAM Program has computer technology/software courses that other fashion design lack which give our students a decisive edge in the job market. Our college is ideally located to several of the largest apparel companies in the world which is also a great advantage to our students looking for employment after completing the program.

- Do you have an advisory board in place? Has it met regularly? Please provide a list of your advisory board members and attach agendas and meeting minutes from the past year.

  Yes. ADAM meets with its advisory board members on an "as need" bases when issues about the program and industry need to be discussed. However, faculty is continually in contact with members when they are invited as guest lecturers, through job/internship placement and email/telephone conversations. *SEE APPENDEX FOR LIST OF MEMBERS*

- 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?

  The major 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 night courses/program and weekend courses.

- Does your program require state or national licensing? Please explain. What is your licensing status?

  Not applicable to the ADAM Program

- Do your students participate in third party certifications? What are their success rates (include the # of students, # of certifications, etc.).

  Not applicable to the ADAM Program

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

  Not applicable to the ADAM Program

- In which ways is your discipline/department/program collaborating with other community colleges in the region? What similar programs exist in the surrounding area or nearby colleges?

  ADAM has collaborated with the Photography/Video Department and Cosmetology Program at Laney College (sister college) for several 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.

  SIMILAR PROGRAMS AT OTHER COLLEGE IN SERVICE AREA
  West Valley College
  City College of San Francisco
  Canada College

  PRIVATE INSITUTIONS AND FOUR YEAR UNIVERSITIES
  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 degree 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

- Is your discipline/department/program currently participating in any grants? Please list and briefly describe the grant name, granting agency and the goals of the grant as it relates to your discipline/department/program.

  Not applicable to the ADAM Program

Grant Name	Granting Agency	Grant Goals
N/A	N/A	N/A

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

  ADAM faculty could benefit from professional training and consultant input in the following areas:
  - **Smart Classroom Technology System (COA)**
  - **Gerber Computer System (Outside Consultant)**
  - **BI Tool Training (COA)**
  - **TaskStream Train (COA)**
  - **CurricUNET Training (COA)**

- How do you train instructors in the use of Distance Education platforms? Is this sufficient?

  Not applicable to the ADAM Program

_____

10. Disciple, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

- **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

- **Goal 2. Assessment:**

  Activities:
  Enter Program 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

- **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 student's needs and goals.

- **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 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 students' success and retention rates and analyze the data and respond according.

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

- **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.

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A

CTE Program Review
Prioritized Resource Requests Summary for Additional (New) Resources

College: COLLEGE OF ALAMEDA

Discipline, Department or Program: ADAM Apparel Design and Merchandising

Contact Person: OJ Roundtree, Department Chair

Date: October 12, 2016

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
Human Resources: Faculty	1.0 Contract		PCCD Salary + Benefits	
Human Resources: Classified	0.5 ADAM Staff		PCCD Salary + Benefits	
Human Resources: Student Workers	2 TA (per semester)		PCCD Hourly Rate + Benefits	
Technology	License Package for Adobe Illustrator and Photoshop			
Equipment	12 Computer Work stations 12 Computer Monitors 75 Drafting Stools 5 Drafting Tables 10 Body Forms 5 Straight Stitch Sewing Machines 1 Industrial Buttonhole Machine		$12,000 $3,000 Unknown Unknown $12,000 $5,000 $2,000	
Supplies				
Facilities	Expansion of existing Computer Room D301		Unknown	
Professional Development				
Other (specify)	Fashion Show Funding *(Annually)* Industry Field Trips *(Graduating Students)* Guest Speakers		$6,000 - $10,000 Unknown Unknown	

Appendix B

**PCCD Program Review
Alignment of Goals Template**

College: COLLEGE OF ALAMEDA

Discipline, Department or Program: ADAM Apparel Design and Merchandising

Contact Person: OJ Roundtree, Department Chair

Date: October 12, 2016

Discipline, Department or Program Goal	College Goal	PCCD Goal and Institutional Objective
1. Decrease withdrawal rates and increase retention rates, particularly during fall semesters.	Input and start assessment of Program Learning Outcomes	Input and start assessment of Institutional Learning Outcomes
2. Start to evaluating all current course offerings and updating and offer new course curriculum.		Establish link with CTE advisory council
3. Start to plan for future faculty and staff needs.		Continue working relationship with Peralta consultant in establishing business links
4. Form partnerships with businesses		
5. Increase marketing to community		
6. Continue high standards of instruction and integrity within classroom but open to improvement		

Appendix C

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/draper 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)

Appendix D

Apparel Design And Merchandising
College of Alameda   Certificate Program Schedule   2016-17

http://alameda.peralta.edu/apparel-design-and-merchandising/

First Year

Semester 1 Fall						
	☐	Pattern Drafting I	221	M	8-3:50p	4 units
	☐	Pattern Draping I	224	T	8-3:50p	4
	☐	Apparel Construction I	131	W	8-3:50p	4
	☐	Design and Sketching I	111	F	8-11:50a	2
	☐	Apparel History	103	F	12-1:50p	2

Semester 2 Spring						
	☐	Pattern Drafting II	222	M	8-3:50p	4 units
	☐	Pattern Draping II	225	T	8-3:50p	4
	☐	Apparel Construction II	132	W	8-3:50p	4
	☐	Design and Sketching II	113	F	8-11:50a	2
	☐	Apparel Textiles	101	F	12-1:50p	2

Second Year

Semester 3 Fall						
	☐	Production Pattern and Size Grading I	216	T	8-11:50a	2 units
	☐	Portfolio Development I	229	T	12-3:50p	2
	☐	Advanced Design and Line Development I	214	Th	8-3:50p	4

Semester 4 Spring						
	☐	Production Pattern and Size Grading II	217	T	8-11:50a	2 units
	☐	Portfolio Development II	230	T	12-3:50p	2
	☐	Advanced Design and Line Development II	215	Th	8-3:50p	4

Appendix E

Estimated Expenses for Books-Tools-Supplies (Excluding Tuition-College Fees)

ADAM Two-Year Certificate of Completion = 48 units

First Year

Semester 1 Fall			
	Pattern Drafting I	221	$350
	Pattern Draping I	224	$350
	Apparel Construction I	131	$250
	Design and Sketching I	111	$100
	Apparel History	103	$50

Semester 2 Spring			
	Pattern Drafting II	222	$250
	Pattern Draping II	225	$250
	Apparel Construction II	132	$250
	Design and Sketching II	113	$100
	Apparel Textiles	101	$150

First Year total $2,100

Second Year

Semester 3 Fall			
	Production Pattern and Size Grading I	216	$200
	Portfolio Development I	229	$200+
	Advanced Design and Line Development I	214	$500+

Semester 4 Spring			
	Production Pattern and Size Grading II	217	$200
	Portfolio Development II	230	$200+
	Advanced Design and Line Development II	215	$500+

Second Year total $1,850+

Two-Year Program $3,950+

Appendix F

Program Review Validation Form and Signature Page

College: COLLEGE OF ALAMEDA

Discipline, Department or Program: ADAM Apparel Design and Merchandising Program

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☐ 1. The narrative information is complete and all elements of the program review are addressed. ☐ 2. The analysis of data is thorough. ☐ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data. ☐ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern. ☐ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions
☐ 1. Accepted. ☐ 2. Conditionally Accepted. ☐ 3. Not Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction. 2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair. 3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team Chair

_____   _____   _____
Print Name   Signature   Date

Discipline, Department or Program Chair

_____   _____   _____
Print Name   Signature   Date

Received by Vice President of Instruction

_____   _____   _____
Print Name   Signature   Date