Cañada College

Program Review - Instructional Program Plan

Program Title Fashion Design and Merchandising

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Executive Summary
Please summarize your program's strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees. (1000 word limit)

STRENGTHS
Both fashion design and fashion merchandising can help students succeed as both are vitally important in the industry and work in tandem. It is also unusual for a fashion program to include theater costuming for which students can also get a certificate or degree. We offer flexible scheduling day,evening,weekend and summer so as to meet the schedule needs of all students.
The program allows "hands on" learning in a well-equipped lab where there is support from instructors and assistants. Instructors have diverse backgrounds in education and industry and bring unique experiences and specialized knowledge into the classroom.Industry specialists act as advisors to the department,assuring the curriculum is appropriate for today's job market.
The fashion program offers thirty six courses for four certificates as well as four AS degrees. Students may transfer to four-year colleges and universities.
We have close ties with the local industry,giving our students many opportunities for internships and employment. Whether students work for themselves or an established company,our graduates have a track record of success.
Artistry in Fashion and a Fashion Show provide students with event planning opportunities. These events bring hundreds of attendees to the Canada campus and help promote the college and the fashion program. The curriculum parties held each semester assist in promoting early enrollment and helping students understand course rotation and the value of certificates. Student contests with money prizes provide a creative opportunity for students with a healthy competition for good design. Contests usually have a component of sustainability with the repurposing of clothing. Winners are announced at an afternoon tea with teachers,assistants and students.
Funds from the special events allow the department to give six or more $1000 scholarships to fashion students. Other students in the program often qualify for many of the scholarships offered through the college as well as professional organizations in the community. In addition,funds are sent to the bookstore for book rentals. Last year $2,000 was sent. A strong web presence,with an updated website,daily facebook postings and twice weekly blog postings provide a good method of marketing. CarlPerkins grant provides funding for classroom supplies and department assistants working on recruitment and retention.

OPPORTUNITIES/CHAILENGES
The Program has a goal of more certificates and degree completion. Students are not required to have a certificate or degree to get a job in the apparel industry. Therefore,fewer students are completing. A challenge is to have adequate enrollment in each course to prevent cancellations,and yet offer the required certificate courses within a two year rotation.

ACTION PLANS

Continue to increase enrollment and not have any class cancellations. We will continue to keep our new website updated, as well as regular facebook and blog postings. We have learned that students find out about the program through our web presence as well as all the other promotional methods used for classes and special events. Continue to encourage completion of certificate and degrees. Continue to participate in several campus sponsored outreach events, as well as various high school events off campus. Continue to create and distribute flyers and postcards advertising upcoming classes each semester. Continue to host a luncheon one time every semester to announce upcoming classes. Continue to encourage students get their SEP's in place so they may get early registration. Continue to send mass emails to our data base about upcoming events in our department, which brings them to our campus.

Program Context

1. Mission: Please identify how your program aligns with the college's mission by selecting the appropriate check box(es):

   ./Career Technical   ./Basic Skills   ./Transfer   ./Lifelong Learning

   If your program has a mission statement, include it here.
   The Fashion Design and Merchandising Department is committed to work for student success and completion of various fashion certificates and degrees. The Fashion program works with students with diverse backgrounds and assists them to complete the educational goals of career development, transfer, lifelong learning and basic skills. The program provides quality instruction for students who wish to develop skills necessary to obtain a job in fashion related fields, while developing fashion aesthetics with an understanding of how to implement them. The program assists students to develop visual, oral and written communication skills.

2. Articulation: Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.
   The Fashion Program has already been affected by high schools dropping clothing classes. Very few schools in the Bay Area still offer such courses. Therefore it has been hard to maintain articulation agreements with high schools. However, we still work on that by attending their Advisory board meetings for their Consumer Family Studies Programs and invite those high school teachers to sit on our Advisory Board. We send information about our special events and course offerings to all instructors of Home Ec. and Consumer Family Studies courses.

   San Francisco State is the primary university with a four-year program in Fashion Design and Merchandising. Four of their instructors sit on our Advisory Board and some teach for our summer classes. The articulaton that we have with that university has served the transferring students very well.

3. Community and Labor Needs: Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs should identify the dates of their advisory group meetings.

Dates for the Fashion Design and Merchandising Program Advisory Board Meetings during the academic school year 2014-2015 are November 17, 2014 5:00 pm and April28, 2015 5:00 pm in building 3, room 255.

Jobs in the San Francisco Bay Area apparel industry have decreased in the past decade due to off-shore production. Many companies send manufacturing to other countries. Some have moved to the East Bay due to high rents in SF while other companies have gone out of business. The minimum wage is highest in San Francisco which is good for factory employees but more difficult for some companies to stay in business. A goal of many companies in SF has been to maintain garments made in the US (as well as in SF). This allows more quality control and faster turns (quick response) which is so important during this economic period. Various organizations such as SFMade and People Wear SF are working with local government to bring back the apparel industry in the San Francisco Metropolitan Area. These organizations are working to connect underemployed garment factories with designers seeking to enhance their brands locally.

Although fashion related jobs are not listed by the labor market for San Mateo County, there are jobs in the San Francisco Metropolitan Area. It is a hidden industry with many small and medium size companies throughout the greater Bay Area. Apparel and accessory manufacturing companies represent 40% of the San Francisco manufacturing sector. Despite the higher labor costs of producing sewn products in the United States, companies have remained, up-starts abound, and the San Francisco Bay Area - the third largest garment industry location in the United States behind New York and Los Angeles- is likely to grow. We predict that there will be increased costs of off-shore production and a trend amongst local entrepreneurs to manufacture locally. As consumers continue to be aware of the poor conditions in countries where clothing is manufactured, there will be more demand for made in the US.

Students who wish internships and jobs in manufacturing, retail or theater costuming are being hired while taking classes or after receiving their fashion certificate. This data is hard to track but we are continually hearing from students who are employed somewhere in the world. This reflects the program performance.

When economic conditions change so goes the apparel industry as consumers choose to not spend as much discretionary income on more clothing.

Technology continues to change the apparel industry which now uses computerized pattern making, grading and cutting and then sends information electronically to the next step. Our Fashion Program has kept up to date with such technology.

Data that reveals student understanding of the industry is reflected in the SLO assessments

from FASH 123 (Introduction to the Fashion Industry), FASH 180 (Computerized Pattern De-Design), FASH 151 (Fashion Merchandising), FASH 199 (Costuming for Theatrical Production) and FASH 166 (Fashion Entrepreneurship). These courses, in particular, relate to success in the different aspects of the apparel industry. In FASH 199, students have the opportunity to build the costumes for actual theatrical productions to be featured at several Bay Area locations. Skills classes, of course, prepare students for the tasks involved in jobs. Internships will best prepare students for employment and the fashion program works closely with the Co-operative Education Department for the internships to give our students industry experience.

Students are well prepared for transfer to the CSU system. San Francisco State is the university that the majority of transfer students choose as the articulation with that program has been in place for some time. A policy has now been established that if a Canada student has a Bachelor's degree in any field they can go directly into the Master's program for Consumer Family Studies at SFSU.

Lookin2 Back

4. Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

    The primary change was the cancelling of classes for the first time, especially those that were cancelled before classes began. Unfortunately, this was necessary due to a much lower enrollment than usual. In the fall (2014) five classes (12 units) were cancelled. This was disturbing to students who needed those classes to complete certificates. For this semester (spring 2015) only one 3 unit class has been cancelled. We have decreased the number of units to be offered for fall 2015. One of our instructors has been preparing to offer on line classes. FASH 151 (Fashion Merchadising) which she teaches, would fit that format the next time it is offered. A 3 unit class (FASH 197, Pattern Design for Historical Costume) was put into the summer schedule because it was cancelled in the fall and is a core class. It is to be determined if it will fill in the summer.

5. Progress Report: Provide your responses to all recommendations received on your last program review and report on progress made on previous action plans and toward your strategic goals.
    Link: 2013-2014 Program Plan and Feedback forms

Curriculum Offerings- not all courses have action and follow up for SLO's in TracDac. We will attempt to have that available for more courses.

Program Level Data – PLO outcomes will be placed in TracDat this year. Perhaps we can determine the number of transfer students as well as the number of students getting jobs in the field. I think this will be difficult.

Action Plan- We will are preparing to offer a hybrid course next year. FASH 151 will fit this format best and that instructor has taken classes in preparation for this change.

Faculty and staff hiring needs -while we are aware of the importance of another full time hire, this will eliminate the sepcialities in the program as all the adjunct instructors bring many different aspects of fashion and merchandising to our courses.

Professional Development needs – Faculty will be encouraged to apply for funds.

6. Impact of resource allocations: Describe the impact to-date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program and measures of student success.

   We are fortunate to have the Carl Perkins Grant which provides some classroom supplies and equipment as well as support through the hiring of assistants.
   The department funds earned from special events allow the department to give a number of $1000 scholarships, and several thousand dollars to the book store to put toward text book rentals.

Current State of the Program
Data packets link http://www.canadacollege.edu/programreview/datapackets1314.php

7. Connection & Entry:
   A. Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and specific tables from the data packets.
      FTES has decreased from 121.09 in 2009/10 to 75.32 in 2013/14
      LOAD has decreased from 612 in 2009/10 to 415 in 2013/14. This is not that much lower than the college load in February, 2015 of 483.
      Fill Rates have decreased from 81.3% in 2009/10 to 63.0% in 2013/14

      However, the fill rate is not an accurate measure of efficiency. Because the maximum enrollment that was submitted for each class was much higher than the learning enviroment should support. We listed a much higher number than desirable so as to enroll as many students as possible for each section, especially considering attrition. Instructors spent many extra hours making up for this undesirable situation. This has been necessary in order to meet each student's needs in CTE type classes. We listed maximum enrollment as high as 40 or 45 when 25 was manageable. Therefore, the percentage of fill rate shows low numbers compared to the desirable headcount for each of the classes.

   B. Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends?
      The Fashion Department will decrease the number of course offerings for each semester so as to funnel the number of students into fewer classes.
      We will continue to change the times that classes are offered especially offering as many as

possible in the evenings when more students are available.

We will continue to market in new ways and attempt to bring in new populations of students.

We will offer a hybrid class next year with the hopes this will bring in new students.

8. Progress & Completion:
   A. Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and specific tables from the data packets.

   Success rate -- averages to 78% since fall 2009 with an increase as high as 97% in the summer of 2010. With the kinds of classes offered in summers, the success rate is always higher. Every semester the success rate is higher than the goal of 70%.

   Retention rate-- remains high from 84% to 86% and is always at least as high as the goal of 84%.

   Ethnicity – Asisans and Whites have the highest success and retention rates.

   African Americans have the lowest rate for both success and retention. However, their headcount is lower also. This group is followed by Hispanics with lower success and retention.

   Gender- females have a slightly higher success and retention rate than males.

   Age- the highest success and retention rates are for students ages 40 to 60+. Older students are most committed to being serious students.

   Enrollment Status – Continuing Students usually have the highest success and retention rates. First-tme students often have the lowest success and retention rates. There is always a cooralation between succes and retention.

   Day/Evening- Evening students seem to be more committed as they almost always have a higher success ad retention rate than day students.

   B. Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.

   Spring 2016 will be the first semester a hybrid course will be offered in the fashion department. Therefore, no data is available at this time.

   C. Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends?

   Since nights prove better for more student and create more success and retention, we continue to offer as many classes as possible at night.

   As language is often a problem for ESL success, we will give the opportunity for verbal tests to replace written tests when appropriate.

9. SLO Assessment:
   https://smccd.sharepoint.com/sites/can/CANSLOAC/default.aspx

A. Are all course SLOs being systematically assessed at least once/4 years? Describe the coordination of SLO assessment across sections and over time.

Yes, each of the classes offered is assessed during that semester. Instructors email their results and plan of action to the fashion office at the end of each semester and this is put into TracDat.

B. Summarize the dialogue that has resulted from these assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples.

Some of the improvements has been a better understanding of the difficulty facing ESL students when communicating their knowledge of the subject matter. There has been discussion among fellow instructors to provide insight to help bridge the ESL language gaps. We will continue allowing ESL students the opportunity to provide verbal answers on tests/quizzes.

There has been dialogue about the importance of time management for projects/assignments. This gives students the tools needed to schedule their work accordingly, resulting in more timely completion of course assignments.

We continue to stress the importance of quality in all assignments. The classroom sample notebook is kept current, showing students the quality of work expected.

More attention to the written component of assignments will be given, as entry level college students often have difficulty verbalizing their ideas.

10. PLO Assessment:

PLO Assessment link https://smccd.sharepoint.com/sites/can/prie/_layouts/15/start.aspx#/

A. Describe your program's Program Learning Outcomes assessment plans and results of direct and indirect assessments.

PLO Assessment:

Students will develop the ability to communicate design concepts through a culminating project and/or portfolio

Through tests and projects, students are able to understand the elements and principles of design and discipline specific functional implementation.

Using exams, projects, and/or portfolios, students develop industry standard skills in the fashion field.

B. Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

As the most advanced course in the department, FASH 162 has been identified as the capstone course. Students continually excel at developing industry standard skills in line development and pattern making. We will continue to require high standards in order for students to complete this course.

Lookin& Ahead

11. Strategic goal & action plans:

How will you address the opportunities for improvement that you identified above in Articulation, Community & Labor Needs, Connection & Entry, Progress & Completion and PLO Assessment? Identify timelines for implementation, responsible party, and resource requirements.

Action Plan	Timeline	Responsible party	Resources required
Articulation: A new articulation agreement is being formulated with San Mateo High School District.	2015-2016	Ronda Chaney	none
Connection & Entry: Continue to connect with local high schools. During this past school year we have presented for career days for Mills High School, Half Moon Bay High School, San Mateo High School, El Camino High School and Menlo Atherton High School.	On going	Ronda Chaney, Peggy Perruccio Kathleen Lorist	None
We will present to Sequoia DistrictAcademies.	March 20, 2015	Ronda Chaney, Peggy Perruccio, select fashion students who will present to the high school group	None
Continue weekly facebook postings and twice weekly blog postings	On going	Kathleen Lorist, Katy Robinson	None
Continue Artistry in Fashion event, which brings many potential new students to the	Annually	Fashion Instructors, Asssitants, Fashion Students	None

department and campus			
Community & Labor Needs: Continue to participate in on-campus events such asTrio, Career Pathways, Majors 2 Careers, Career Fair and Transfer Parade.	On going	Ronda Chaney, Peggy Perruccio, Kathleen Lorist, Katy Robinson, Dawn Murakami	None
We will connect with local semi-professional and professional theater groups which allow our costuming classes to create the costumes for their productions.	Annually	Judy Jackson, Fashion Students	None
Progress & Completion: We will continue with one to one student advising to assist students in their class scheduling.	On going	Ronda Chaney	None
Continue free lunches at which we discuss upcoming classes. At the luncheon, a Canada counselor will be present to book appointments with students.	On going	Fashion instructors, assistants and Karen Olesen	None
Instructors will continue to discuss the value of	On going	Fashion instructors	None

completing degrees and certificates in their classes.			
Assistants and instructors will continue to provide lab support for student success.	On going	Fashion instructors, Assistants	None
PLO Assessment: Continue to enter the PLO results into TracDat once per academic year when the capstone course, FASH 162 is offered.	Annually	Fashion instructors, Peggy Perruccio	None

Complete the Resource Request form to request instructional equipment, IT equipment, facilities, professional development, research, or funding (if needed) and submit with this form to your Division Dean.

Link to resource request form http://www.canadacollege.edu/programreview/instruction-forms.php

Program Name	Item name	New, repair or replacement?	Vendor	Catalog number	Unit price	# needed	Justification	Contact person
Fashion Design	Computer-Desktop Envy 810	New	HP		$1,200		We are working with an old computer that does not meet our needs	Peter Tam
	Monitor Em 24"	New	HP		$259			
	HP Keyboan	Nw	Hp		$15.00			
	HP Mouse	New	HP		$30.00			

Success and Retention 2009/10 through 2013/14 Fashion Design Department {FASH)

Annual Retention and Success

	Enrollments	Success Count	Success Rate	Success Rate Goal	Success Rate Diff	Retention Count	Retention Rate	Retention Rate Goal	Retention Rate Diff
2009/2010	1'155	894	77%	70%	7%	991	86%	84%	2%
2010/2011	1,001	777	78%	70%	8%	834	83%	84%	-1%
2011/2012	1'186	920	78%	70%	8%	1,006	85%	84%	1%
2012/2013	1,030	830	81%	70%	11%	889	86%	84%	2%
2013/2014	936	731	78%	70%	8%	789	84%	84%	0%

Retention and Success by Term

	Headcount	Success Count	Success Rate	Retention Count	Retention Rate
Fall2009	497	389	78%	422	85%
Fall2010	443	338	76%	364	82%
Fa112011	563	424	75%	472	84%
Fall2012	431	342	79%	365	85%
Fall2013	360	268	74%	301	84%
Spring 2010	557	413	74%	473	85%
Spring 2011	522	404	77%	434	83%
Spring 2012	466	355	76%	383	82%
Spring 2013	441	356	81%	382	87%
Spring 2014	431	347	81%	363	84%
Summer 2009	101	92	91%	96	95%
Summer 2010	36	35	97%	36	100%
Summer 2011	157	141	90%	151	96%
Summer 2012	158	132	84%	142	90%
Summer 2013	145	116	80%	125	86%
Total	5,308	4,152	78%	4,509	85%

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2009/2010	African Am.	65	30	46%	44	68%
	Asian	207	166	80%	184	89%
	Filipino	27	20	74%	23	85%
	Hispanic	122	81	66%	99	81%
	Native Am.	8	6	75%	7	88%
	Unknown	191	162	85%	172	90%
	White	535	429	80%	462	86%
	To..ls & Averages	1'155	894	77%	991	86%
2010/2011	African Am.	48	27	56%	37	77%
	Asian	132	111	84%	115	87%
	Filipino	27	19	70%	20	74%
	Hispanic	130	82	63%	95	73%
	Native Am.	2	1	50%	2	100%
	Unknown	160	124	78%	127	79%
	White	502	413	82%	438	87%
	To..ls & Averagn	'1,001	777	78%	834	83%
2011/2012	African Am.	44	26	59%	33	75%
	Asian	140	112	80%	120	86%
	Filipino	45	22	49%	31	69%
	Hispanic	142	91	64%	112	79%
	Native Am.	2	2	100%	2	100%
	Unknown	219	167	76%	181	83%
	White	594	500	84%	527	89%
	To..ls & Averagn	1'186	920	78%	1,006	85%
2012/2013	African Am.	37	23	62%	26	70%
	Asian	159	134	84%	141	89%
	Filipino	28	18	64%	21	75%
	Hispanic	112	81	72%	89	79%
	Native Am.	1				
	Unknown	178	141	79%	154	87%
	White	515	433	84%	458	89%
	Totals & Averagn	1,030	830	81%	889	86%

2013/2014		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2013/2014	African Am.	37	22	**59%**	26	**70%'**
	Asian	155	137	**88%**	142	**92%'**
	Filipino	29	25	**86%**	27	**93%**
	Hispanic	112	81	**72%**	88	**79%**
	Native Am.	4	2	**50%**	3	**75%**
	Unknown	154	99	**64%**	116	**75%**
	White	445	365	**82%**	387	**87%**
	Totals & Averages	936	731	**78%**	789	**84%**

Betentjon and Syccess by Gender

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2009/2010	Female	1,048	805	**77%**	897	**86%**
	Male	63	49	**78%**	52	**83%**
	Unreported	40	37	**93%**	39	**98%**
	Totals & Averages	1'151	891	**77%**	988	**86%**
2010/2011	Female	905	705	**78%**	755	**83%**
	Male	68	47	**69%**	54	**79%**
	Unreported	25	24	**96%**	24	**96%**
	Totals & Averages	998	776	**78%**	833	**83%**
2011/2012	Female	1,067	830	**78%**	905	**85%**
	Male	84	63	**75%**	72	**86%**
	Unreported	32	24	**75%**	26	**81%**
	Totals & Averages	1'183	917	**78%**	1,003	**85%**
2012/2013	Female	918	752	**82%**	802	**87%**
	Male	86	61	**71%**	69	**80%**
	Unreported	26	17	**65%**	18	**69%**
	Totals & Averages	1,030	830	**81%**	889	**86%**
2013/2014	Female	807	638	**79%**	690	**86%**
	Male	96	69	**72%**	73	**76%**
	Unreported	32	24	**75%**	26	**81%**
	Totals & Averages	935	731	**78%**	789	**84%**

Retention and Success by Age

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2009/2010	Under18	46	36	78%	38	83%
	Age 18-22	187	121	65%	148	79%
	Age 23-28	226	168	74%	185	82%
	Age 29-39	272	222	82%	234	86%
	Age 40-49	188	158	84%	175	93%
	Age 50-59	164	130	79%	145	88%
	Age 60+	72	59	82%	66	92%
	Tot.ls & Averages	1,155	894	**77%**	991	**86%**
2010/2011	Under 18	5	3	**60%**	3	**60%**
	Age 18-22	178	117	**66%**	133	**75%**
	Age 23-28	194	144	**74%**	158	**81%**
	Age 29-39	225	166	**74%**	182	**81%**
	Age 40-49	150	132	**88%**	135	**90%**
	Age 50-59	165	143	**87%**	149	**90%**
	Age 60+	84	72	**86%**	74	**88%**
	Totals & Averages	1,001	777	**78%**	834	**83%**
2011/2012	Under18	39	34	**87%**	37	**95%**
	Age 18-22	186	121	**65%**	143	77%
	Age 23-28	221	164	**74%**	187	**85%**
	Age 29-39	232	172	**74%**	188	**81%**
	Age 40-49	217	174	**80%**	191	**88%**
	Age 50-59	200	177	**89%**	179	**90%**
	Age 60+	91	78	**86%**	81	**89%**
	Totlls & Averages	1'186	920	**78%**	1,006	**85%**
2012/2013	Under18	28	18	**64%**	24	**86%**
	Age 18-22	171	119	**70%**	136	**80%**
	Age 23-28	181	142	**78%**	151	83%
	Age 29-39	169	129	**76%**	139	**82%**
	Age 40-49	170	136	**80%**	145	**85%**
	Age 50-59	223	203	**91%**	208	93%
	Age 60+	88	83	**94%**	86	**98%**

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
	Totals & Aver.ges	1,030	830	**81%**	889	**86%**
2013/2014	Under18	15	12	**80%**	14	**93%**
	Age 18-22	161	111	**69%**	128	**80%**
	Age 23-28	133	93	**70%**	105	**79%**
	Age 29-39	191	161	**84%**	162	**85%**
	Age 40-49	154	119	**77%**	129	**84%**
	Age 50-59	205	167	**81%**	179	**87%**
	Age 60+	77	68	**88%**	72	**94%**
	Totals & Average.	936	731	**78%**	789	**84%**

Retention and Success by Enrollment Status

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2009/2010	Continuing Student	722	577	**80%**	633	**88%**
	Currently K-12	43	34	**79%**	36	**84%**
	First-Time Student	36	23	**64%**	30	**83%**
	F1rst-Tame Transfer Student	165	134	**81%**	149	**90%**
	Returning Student	120	84	**70%**	97	**81%**
	Returning Transfer Student	69	42	**61%**	46	**67%**
2010/2011	Continuing Student	725	582	**80%**	618	**85%**
	Currently K-12	5	4	**80%**	4	**80%**
	First-Time Student	38	31	**82%**	32	**84%**
	Arst-Time Transfer Student	128	89	**70%**	100	**78%**
	Returning Student	56	42	**75%**	45	**80%**
	Returning Transfer Student	49	29	**59%**	35	**71%**
2011/2012	Continuing Student	753	616	**82%**	663	**88%**
	Currently K-12	39	32	**82%**	35	**90%**
	First-Time Student	39	20	**51%**	25	**64%**
	First-Time Transfer Student	181	130	**72%**	144	**80%**
	Returning Student	102	67	**66%**	80	**78%**
	Returning Transfer Student	72	55	**76%**	59	**82%**
201212013	Continuing Student	686	572	**83%**	608	**89%**

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
	Currently K-12	26	18	**69%**	22	**85%**
	First-Time Student	24	14	**58%**	16	**67%**
	First-Time Transfer Student	153	117	**76%**	125	**82%**
	Returning Student	93	69	**74%**	75	**81%**
	Returning Transfer Student	48	40	**83%**	43	**90%**
2013/2014	Continuing Student	608	492	**81%**	519	**85%**
	Currently K-12	14	12	**86%**	14	**100%**
	First-Time Student	14	6	**43%**	8	**57%**
	First-Time Transfer Student	159	121	**76%**	136	**86%**
	Returning Student	73	51	**70%**	55	**75%**
	Returning Transfer Student	68	49	**72%**	57	**84%**

Retention and Syccess by Day or Eyenjnq

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2009/2010	Day	531	396	**75%**	444	**84%**
	Evening	624	498	**80%**	547	**88%**
2010/2011	Day	413	295	**71%**	324	**78%**
	Evening	588	482	**82%**	510	**87%**
2011/2012	Day	557	406	**73%**	452	**81%**
	Evening	629	514	**82%**	554	**88%**
2012/2013	Day	465	380	**82%**	404	**87%**
	Evening	565	450	**80%**	485	**86%**
2013/2014	Day	381	294	**77%**	325	**85%**
	Evening	555	437	**79%**	464	**84%**

Retention and Success by Distance Ed Description

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2009/2010	Not Online	1'155	894	**77%**	991	**86%**
2010/2011	Not Online	1,001	777	**78%**	834	**83%**
2011/2012	Not Online	1,186	920	**78%**	1,006	**85%**
2012/2013	Not Online	1,030	830	**81%**	889	**86%**
2013/2014	Not Online	936	731	**78%**	789	**84%**
Total		5,308	4,152	**78%**	4,509	**85%**

Retention and Svccess by Basic Skills Classification

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2009/2010	Non Basic SI	1,155	894	77%	991	**86%**
2010/2011	Non Basic SI	1,001	777	**78%**	834	**83%**
2011/2012	Non Basic SI	1,186	920	**78%**	1,006	**85%**
2012/2013	Non Basic SI	1,030	830	**81%**	889	**86%**
2013/2014	Non Basic SI	936	731	**78%**	789	**84%**
Total		5,308	4,152	**78%**	4,509	**85%**

Retentjon and Success CTE

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2009/2010	CTE	827	672	**81%**	741	**90%**
	Not CTE	328	222	**68%**	250	**76%**
2010/2011	CTE	737	593	**80%**	634	**86%**
	Not CTE	264	184	**70%**	200	**76%**
2011/2012	CTE	832	676	**81%**	729	**88%**
	NotCTE	354	244	**69%**	277	**78%**
2012/2013	CTE	737	618	**84%**	658	**89%**
	Not CTE	293	212	**72%**	231	**79%**
2013/2014	CTE	685	555	**81%**	596	**87%**
	Not CTE	251	176	**70%**	193	**77%**
Total		5,308	4,152	**78%**	4,509	**85%**

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2009/2010	Not Transferable	35	30	86%	31	89%
	Transferable	1'120	864	77%	960	86%
2010/2011	Not Transferable	36	35	97%	36	100%
	Transferable	965	742	77%	798	83%
2011/2012	Not Transferable	57	52	91%	56	98%
	Transferable	1'129	868	77%	950	84%
2012/2013	Not Transferable	36	32	89%	35	97%
	Transferable	994	798	80%	854	86%
2013/2014	Not Transferable	27	23	85%	23	85%
	Transferable	909	708	78%	766	84%
Total		5,308	4,152	78%	4,509	85%

Grade Distribution (Qverall

	A	ℓ.	D		F	Other	Yi.
Fall2009	270	69	27	8	22	26	75
Fall2010	229	62	26	3	21	23	79
Fall2011	289	87	33	17	28	18	91
Fall2012	219	78	30	4	14	20	66
Fall2013	181	56	22	9	22	11	59
Spring 2010	312	61	31	10	45	14	84
Spring 2011	310	45	19	7	21	32	88
Spring 2012	265	58	22	7	13	18	83
Spring 2013	265	63	21	8	12	13	59
Spring 2014	252	68	20	2	11	10	68
Summer 2009	56	15	5	1	2	18	4
Summer 2010	30	2	1	1		2	
Summer 2011	108	16	8	4	5	10	6
Summer 2012	88	26	8	1	6	13	16
Summer 2013	90	16	4		5	10	20
Total	2964	722	277	82	27	238	798

				Headcount	Success	Success Rate	Retention	Retention Rate
Fall2009	FASH	100	Principles of Design	34	25	74%	29	85%
		110	Beg. Clothing Construction	82	53	65%	58	71%
		111	Techniques of Fit	38	25	66%	26	68%
		115	Int Clothing Construction	40	32	80%	32	80%
		118	Flat Pattern	41	33	80%	36	88%
		120	Advanced Techniques of Fit	1	1	100%	1	100%
		162	Advanced Flat Pattern	21	19	90%	19	90%
		164	Fashion Illustration	35	26	74%	29	83%
		167	The Custom Dress Form	31	24	77%	31	100%
		168	Fashion Draping	37	32	86%	34	92%
		171	Pants Drafting	32	31	97%	32	100%
		173	Lingerie Design & Construction	29	25	86%	28	97%
		180	Computerized Pattern Design	16	11	69%	13	81%
		196	Intro. to the Costume Industry	28	25	89%	27	96%
		226	Visual Merchandising & Displa	26	24	92%	24	92%
		672	Coop Education: Internship	6	3	50%	3	50%
Fall2010	FASH	100	Principles of Design	34	15	44%	20	59%
		110	Beg. Clothing Construction	74	54	73%	58	78%
		111	Techniques of Fit	25	17	68%	17	68%
		115	Int Clothing Construction	49	42	86%	43	88%
		116	Tailoring	21	18	86%	19	90%
		118	Flat Pattern	46	38	83%	38	83%
		122	Advanced Tailoring	8	7	88%	7	88%
		164	Fashion Illustration	37	28	76%	30	81%
		168	Fashion Draping	29	24	83%	28	97%
		171	Pants Drafting	26	21	81%	23	88%
		173	Lingerie Design & Construction	34	29	85%	34	100%
		225	Apparel Analysis	26	21	81%	23	88%
		226	Visual Merchandising & Displa	23	19	83%	19	83%
		672	Coop Education: Internship	11	5	45%	5	45%
Fall2011	FASH	100	Principles of Design	41	29	71%	33	80%
		110	Beg. Clothing Construction	61	38	62%	44	72%
		111	Techniques of Fit	21	16	76%	16	76%

			Headcount	Success	Success Rate	Retention	Retention Rate
		113	Textiles	31	16	52%	19	61%
		116	Tailoring	32	24	75%	26	81%
		118	Flat Pattern	38	26	68%	28	74%
		122	Advanced Tailoring	4	3	75%	3	75%
		132	Trouser Construction	31	25	81%	28	90%
		140	Basic Serging	23	20	87%	22	96%
		150	History of Fashion	30	19	63%	25	83%
		162	Advanced Flat Pattern	36	36	100%	36	100%
		163	Pattern Grading	27	22	81%	25	93%
		164	Fashion Illustration	38	25	66%	28	74%
		168	Fashion Draping	35	27	77%	30	86%
		171	Pants Drafting	18	15	83%	17	94%
		173	Lingerie Design & Construction	32	26	81%	31	97%
		178	Computerized Pattern Grading	20	17	85%	19	95%
		196	Intro. to the Costume Industry	21	21	100%	21	100%
		226	Visual Merchandising & Displa	19	18	95%	18	95%
		672	Coop Education: Internship	5	1	20%	3	60%
Fall2012	FASH	110	Beg. Clothing Construction	66	42	64%	45	68%
		111	Techniques of Fit	31	26	84%	27	87%
		113	Textiles	28	20	71%	25	89%
		116	Tailoring	28	24	86%	25	89%
		118	Flat Pattern	43	32	74%	36	84%
		122	Advanced Tailoring	10	8	80%	8	80%
		132	Trouser Construction	22	21	95%	21	95%
		150	History of Fashion	20	17	85%	17	85%
		162	Advanced Flat Pattern	26	20	77%	22	85%
		164	Fashion Illustration	32	24	75%	25	78%
		168	Fashion Draping	23	21	91%	21	91%
		171	Pants Drafting	17	14	82%	14	82%
		173	Lingerie Design & Construction	27	23	85%	27	100%
		195	Portfolio Development	14	13	93%	13	93%
		225	Apparel Analysis	20	14	70%	16	80%
		226	Visual Merchandising & Displa	21	20	95%	20	95%
		672	Coop Education: Internship	3	3	100%	3	100%

					Headcount	Success	Success Rate	Retention	Retention Rate
Fall2013	FASH	110		Beg. Clothing Construction	41	25	61%	27	66%
		111		Techniques of Fit	20	18	90%	19	95%
		113		Textiles	41	29	71%	35	85%
		116		Tailoring	34	20	59%	21	62%
		118		Flat Pattern	26	18	69%	22	85%
		122		Advanced Tailoring	11	10	91%	11	100%
		132		Trouser Construction	25	20	80%	21	84%
		150		History of Fashion	20	14	70%	17	85%
		162		Advanced Flat Pattern	20	17	85%	17	85%
		168		Fashion Draping	25	19	76%	23	92%
		171		Pants Drafting	22	18	82%	19	86%
		173		Lingerie Design & Construction	24	20	83%	23	96%
		175		Advanced Illustration	16	13	81%	16	100%
		180		Computerized Pattern Design	17	14	82%	15	88%
		226		Visual Merchandising & Displa	14	10	71%	12	86%
		672		Coop Education: Internship	4	3	75%	3	75%
Spring 2010	FASH	110		Beg. Clothing Construction	78	52	67%	53	68%
		113		Textiles	41	26	63%	32	78%
		116		Tailoring	36	25	69%	27	75%
		118		Flat Pattern	30	20	67%	24	80%
		122		Advanced Tailoring	9	7	78%	9	100%
		123		Intro to the Fashion Industry	28	27	96%	27	96%
		132		Trouser Construction	21	18	86%	21	100%
		133		Copying Ready-to-Wear	23	17	74%	22	96%
		134		Beginning Millinery	22	18	82%	18	82%
		146		Designer Techniques in Sewin	38	32	84%	34	89%
		150		History of Fashion	37	27	73%	34	92%
		151		Fashion Merchandising	25	17	68%	22	88%
		163		Pattern Grading	23	19	83%	21	91%
		170		French Pattern Drafting	24	21	88%	24	100%
		172		Bustier	23	15	65%	23	100%
		175		Advanced Illustration	22	16	73%	19	86%
		178		Computerized Pattern Grading	21	17	81%	20	95%
		197		Pattern Design/Hist. Costume	24	15	63%	16	67%

				Headcount	Success	Success Rate	Retention	Retention Rate
		228	Fashion Show Production	21	18	86%	18	86%
		672	Coop Education: Internship	11	6	55%	9	82%
Spring 2011	FASH	110	Beg. Clothing Construction	75	49	65%	51	68%
		113	Textiles	51	27	53%	31	61%
		115	Int Clothing Construction	52	35	67%	36	69%
		118	Flat Pattern	26	18	69%	22	85%
		123	Intro to the Fashion Industry	30	27	90%	27	90%
		134	Beginning Millinery	47	45	96%	46	98%
		146	Designer Techniques in Sewin	40	33	83%	35	88%
		151	Fashion Merchandising	21	14	67%	17	81%
		170	French Pattern Drafting	39	30	77%	34	87%
		172	Bustier	35	31	89%	35	100%
		180	Computerized Pattern Design	25	21	84%	23	92%
		195	Portfolio Development	23	21	91%	22	96%
		199	Costuming for Theatrical Prod.	33	30	91%	32	97%
		228	Fashion Show Production	19	18	95%	18	95%
		672	Coop Education: Internship	6	5	83%	5	83%
Spring 2012	FASH	100	Principles of Design	42	22	52%	26	62%
		110	Beg. Clothing Construction	76	52	68%	58	76%
		115	Int Clothing Construction	39	30	77%	31	79%
		118	Flat Pattern	32	21	66%	25	78%
		123	Intro to the Fashion Industry	23	20	87%	20	87%
		134	Beginning Millinery	42	36	86%	36	86%
		146	Designer Techniques in Sewin	33	27	82%	27	82%
		151	Fashion Merchandising	19	11	58%	16	84%
		170	French Pattern Drafting	25	22	88%	24	96%
		172	Bustier	17	14	82%	17	100%
		174	How to Use Your Master Patte	17	16	94%	16	94%
		175	Advanced Illustration	31	23	74%	25	81%
		180	Computerized Pattern Design	21	19	90%	20	95%
		197	Pattern Design/Hist. Costume	25	21	84%	21	84%
		228	Fashion Show Production	20	17	85%	17	85%
		672	Coop Education: Internship	4	4	100%	4	100%
Spring	FASH	100	Principles of Design	30	21	70%	24	80%

				Headcount	Success	Success Rate	Retention	Retention Rate
2013		110	Beg. Clothing Construction	48	30	**63%**	31	**65%**
		115	Int Clothing Construction	50	39	**78%**	40	**80%**
		118	Flat Pattern	22	14	**64%**	18	**82%**
		123	Intro to the Fashion Industry	28	24	**86%**	25	**89%**
		134	Beginning Millinery	41	40	**98%**	40	**98%**
		146	Designer Techniques in Sawin	25	20	**80%**	20	**80%**
		151	Fashion Merchandising	18	15	**83%**	17	**94%**
		163	Pattern Grading	34	32	**94%**	33	**97%**
		164	Fashion Illustration	26	20	**77%**	21	**81%**
		170	French Pattern Drafting	21	19	**90%**	19	**90%**
		172	Bustier	31	24	**77%**	31	**100%**
		178	Computerized Pattern Grading	22	21	**95%**	22	**100%**
		197	Pattern Design/Hist. Costume	23	21	**91%**	22	**96%**
		228	Fashion Show Production	14	10	**71%**	12	**86%**
		672	Coop Education: Internship	8	6	**75%**	7	**88%**
Spring 2014	FASH	100	Principles of Design	36	24	**67%**	29	**81%**
		110	Beg. Clothing Construction	52	36	**69%**	39	**75%**
		115	Int Clothing Construction	36	30	**83%**	31	**86%**
		123	Intro to the Fashion Industry	27	22	**81%**	22	**81%**
		134	Beginning Millinery	28	23	**82%**	23	**82%**
		146	Designer Techniques in Sawin	22	17	**77%**	19	**86%**
		151	Fashion Merchandising	28	22	**79%**	22	**79%**
		163	Pattern Grading	25	21	**84%**	22	**88%**
		164	Fashion Illustration	35	27	**77%**	29	**83%**
		170	French Pattern Drafting	27	24	**89%**	25	**93%**
		172	Bustier	16	14	**88%**	15	**94%**
		178	Computerized Pattern Grading	15	13	**87%**	13	**87%**
		195	Portfolio Development	27	23	**85%**	23	**85%**
		225	Apparel Analysis	30	27	**90%**	27	**90%**
		228	Fashion Show Production	20	19	**95%**	19	**95%**
		672	Coop Education: Internship	7	5	**71%**	5	**71%**
Summer 2009	FASH	140	Basic Serging	29	27	**93%**	28	**97%**
		166	Fashion Entrepreneurship	24	22	**92%**	23	**96%**
		195	Portfolio Development	15	13	**87%**	14	**93%**

				Headcount	Success	Success Rate	Retention	Retention Rate
		680CD	Beginning Teen Sewing	33	30	91%	31	94%
Summer 20	FASH	140	Basic Serging	36	35	97%	36	100%
Summer 2011	FASH	110	Beg. Clothing Construction	34	30	88%	32	94%
		133	Copying Ready-to-Wear	29	25	86%	26	90%
		140	Basic Serging	34	32	94%	34	100%
		166	Fashion Entrepreneurship	35	30	86%	34	97%
		680CD	Beginning Teen Sewing	25	24	96%	25	100%
Summer 2012	FASH	110	Beg. Clothing Construction	39	28	72%	31	79%
		133	Copying Ready-to-Wear	41	36	88%	38	93%
		140	Basic Serging	36	32	89%	35	97%
		166	Fashion Entrepreneurship	22	20	91%	21	95%
		680CD	Beginning Teen Sewing	20	16	80%	17	85%
Summer 2013	FASH	110	Beg. Clothing Construction	32	25	78%	26	81%
		133	Copying Ready-to-Wear	32	24	75%	26	81%
		140	Basic Serging	27	23	85%	23	85%
		167	The Custom Dress Form	33	26	79%	31	94%
		196	Intro. to the Costume Industry	21	18	86%	19	90%
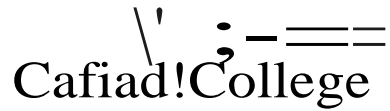
Student Characteristics 2009/10 through 2013/14
Fashing Design (FASH)

Cafiad!College

Annual Unjgue Headcount

2009110	2010/11	2011/12	2012/13	201312014
524	454	524	469	400

Total Unjgye Headcoynt by Semester

FA09	FA10	FA11	FA12	FA13	SP10	SP11	SP12	SP13	SP14	SU09	SU10	SU11	SU12	SU13
298	282	308	263	225	325	311	308	266	236	97	38	131	134	119

Student Gender

	Z!U!IUIII	ZQ1Q111	a!mllz	ZQIZLla	ZQIaIH	j_!_ r-i!ff!⁹, gg		
Female	469 90%	90%	<468 90%	111 88%	350 84%	-16% -12%	2,11,	89%
Column Total	525 100%	▮ ▮	524 100%	•••• 100%	400 100%	-15% -8%	2,372	100%
Male	6%	31 7%·	40 7%	37 9%	36 12%	-3% 25%	178	8%
Unreported	22 4%	17 3%	18 3%	3%	1 4%	0% 23%	83	3%
		100%						

Student Ethnicitv

	2009/10		2010/11		Q1111		2012/13		2{113/14		▮ !		s Yearfve!aaiotat &	
African American	32	6%	24	4%	22	4%	19	3%	22	4%	16%	50%	119	4%
Asian	70	21%	62	14%	73	12%	74	16%	67	16%	-9%	-7%	346	16%
Filipino	14	2%	11	2%	17	3%	11	3%	12	3%	9%	9%	65	3%

PRIE

Hispanic	75	10%	69	12%	71	11%	54	11%	50	13%	−7%	1%	319	12%
\Nhite	242	42%	217	49%	247	50%	230	49%	180	46%	-22%	-12%	1,116	47%
Other	2	1%	1	0%	1	0%	1	0%	2	0%	100%	249%	7	0%
Unknown	90	18%	70	18%	93	20%	80	18%	67	17%	-16%	-14%	400	18%
Column Total	525	100%	454	100%	524	100%	469	100%	400	100%	-15%	-8%	2,372	100%

Student Age

	200illQ		2010l11		2011l12		2012l13		201J1H		.bangl2lla-1all		5 Yii[Bgw Iglil & All [ig	
Under18	41	5%	3	0%	35	4%	23	3%	12	2%	--48CIA.	-48%	114	3%
Age 18-22	93	19%	73	23%	80	20%	82	21%	64	21%	-22%	-4%	392	21%
Age 23-28	105	21%	89	20%	89	19%	74	17%	57	15%	-23%	-21%	414	18%
Age 29-39	101	27%	104	25%	105	21%	90	18%	84	22%	-7%	12%	484	22%
Age 40-49	79	15%	73	15%	101	16%	76	16%	67	14%	-12%	-19%	396	15%
Age 50-59	78	9%	73	12%	83	14%	90	18%	88	20%	-2%	2%	412	15%
Age 60+	39	4%	46	6%	43	7%	43	7%	35	6%	-19%	-15%	206	6%
Column Total	536	100%	411	100%	531	100%	.78	100%	407	100%	-15%	-8%	2.18	100%

Stydent Enrollment Status

	2009/10		2010l11		2011/12		2012l13		2013lH		li		5-Yea[fJe!aaiotal &	
Continuing	273	62%	287	69%	302	59%	264	65%	230	65%	-13%	-7%	1,356	64%
Currently K-12	38	5%	4	1%	38	4%	23	3%	11	2%	-52%	-46%	114	3%
First-Time	25	4%	20	5%	23'	4%	14	3%	9	2%	%	-38%	91	4%
First-Time Transfer	103	19%	93	17%	103	20%	103	19%	83	21%	-19%	4%	485	19%
Returning	85	7%	47	5%	65	8%	75	7%	55	6%	-27%	-31%	327	7%
Returning Transfer	57	3%	39	3%	51	5%	33	3%	45	4%	36%	46%	225	4%
Column Total	581	100%	.10	100%	582	100%	512	100%	.-33	100%	-15%	-8%	2,598	100%

Student Educational Goal

	2009/10		2010/11		2011/12		2012/13		2013IB		j	!	5 vel Rv Vaaiotal	
Transfer	111	22%	100	26%	111	23%	95	20%	92	26%	-3%	19%	509	24%
AA/AS w/o Transfer	27	4%	28	7%	34	10%	44	14%	44	16%	0%	7%	1n	10%
Certificate w/o Transfer	25	6%	29	7%	59	13%	64	15%	69	20%	8%	26%	246	12%
Acquire/Update Job Skills	94	20%	74	17%	74	15%	60	13%	54	11%	-10%	-20%	356	15%
Complete HS Credits	18	2%	3	1%	17	2%	9	1%	5	1%	-44%	-41%	52	1%
Educational Development	75	15%	71	13%	87	13%	74	12%	54	9%	-27%	-35%	361	13%
Formulate Career Plans/Goals	30	5%	24	5%	39	5%	37	7%	27	4%	-27%	-42%	157	5%
Improve Basic Skills	48	8%	49	7%	17	4%	13	2%	15	2%	15%	-17%	142	5%
Maintain Certificate/License	6	2%	5	1%	9	1%	6	1%	5	1%	-17%	-63%	31	1%
Undecided/Unreported	101	15%	84	15%	111	14%	83	15%	64	11%	-23%	-32%	443	14%
Column Total	**535**	**100%**	**467**	**100%**	**551**	**100%**	**485**	**100%**	**429**	**100%**	-12%	-8%	**2,474**	**100%**

DE Enrollment

	2009/10		2010[11		20jj/j2		2012/13		2013/ 14		,§ ! 4		5 Yea vaa lotal &	
Not Online	524	100%	454	100%	524	100%	469	100%	400	100%	-15%	100%	2,371	100%
Total	524	100%	454	100%	524	100%	469	100%	400	100%	-15%	100%	2,371	100%

Day and Evening Course Enrollment

	20!UUU!		2010[11		201jl12		2012£1		2013/j4		j !1	I gs:		
Took Daytime Course	304	48%	247	41%	311	49%	256	45%	216	42%	-16%	45%	1,334	45%
Took Evening Course	355	52%	338	59%	356	51%	345	55%	309	58%	-10%	55%	1,703	55%
Total	659	100%	585	100%	667	100%	601	100%	525	100%	-13%	100%	3,037	100%

Source: SMCCCD Data Warehouse

*Note: Counts and percents are based on census figures for summer, fall and spring.

**Note: The variations in total numbers each year within the Status, Course-Taking, and Educational Goal tables are due to
missing data points and also due to students changing Status, Pattern, or Educational Goal wtihin a given year-
e.g. "First Time Student" in Fall and "Continuing Student" in Spring.

Source: SMCCCD Data Warehouse

*Note: Counts and percents are based on census figures.

- - Note: The variations in total numbers each year within the demographic segments are due to missing data points, and, in the case of age, also due to students crossing a
category threshold during a year (18-22 in Fall. 23-28 in Spring).

Productivity 2008/09 through 2013/14 Fashing Design (FASH)

Productiyltv by Year

	Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll	Fill Rates
2009/10	1,081	896	5.94	121.09	3,633	612	38	1,329	81.3%
2010/11	980	798	5.36	110.09	3,303	616	31	1,214	80.7%
2011112	1,072	856	6.02	103.74	3,112	517	38	1,489	72.0%
2012/13	858	735	5.49	83.61	2,508	457	34	1,315	65.2%
2013/14	791	664	5.44	75.32	2,260	415	35	1,255	63.0%

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	Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll	Fill Rates
Fall2009	508	422	2.67	58.13	1,744	653	17	580	87.6%
Fall 2010	452	364	2.65	53.17	1,595	602	15	559	80.9%
Fall2011	591	473	3.15	55.54	1,666	529	21	797	74.2%
Fall2012	431	365	2.87	45.62	1,369	476	18	690	62.5%
Fall2013	360	301	2.81	37.36	1,121	399	17	635	56.7%
Spring 2010	573	474	3.27	62.96	1,889	578	21	749	76.5%
Spring 2011	528	434	2.71	56.92	1,708	629	16	655	80.6%
Spring 2012	481	383	2.87	48.20	1,446	503	17	692	69.5%
Spring 2013	427	370	2.61	37.98	1,140	436	16	625	68.3%
Spring 2014	431	363	2.63	37.96	1'139	432	18	620	69.5%

Census Headcount: Number of duplicated headcount at final census.   End of Term Headcount: Number of duplicated headcount at the end of the term.
FTEF: Total number of full time equivalent faculty assigned.   FTES: Total number of full time equivalent students enrolled at first census.
WSCH: Weekly student contact hours generated by census enrollments.   Load: The ratio of WSCH to FTEF, used to measure productivity.
Sections: Total number of sections offered per semester.   Max Enroll: The enrollment capacity or maximum enrollment as defined in curriculum.
Fill Rate: Census Headcount divided by Max Enrollment.

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		Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll	Fill Rates
Fall2009	i=acetoFaee	508	422	2.67	58.13	1,744	653	17	580	87.6%
	Total	508	422	2.67	58.13	1,744	653	17	580	87.6%
Fall2010	FaceToFace	452	364	2.65	53.17	1,595	602	15	559	80.9%
	Total	452	364	2.65	53.17	1,595	602	15	559	80.9%
Fall2011	FaceToFac:e	591	473	3.15	55.54	1,666	529	21	797	74.2%
	Total	591	473	3.15	55.54	1,666	529	21	797	74.2%
Fall2012	FaceToFace	431	365	2.87	45.62	1,369	476	18	690	62.5%
	Total	431	365	2.87	45.62	1,369	476	18	690	62.5%
Fall2013	FaceToFace	360	301	2.81	37.36	1'121	399	17	635	56.7%
	Total	360	301	2.81	37.36	1'121	399	17	635	56.7%
Spring 2010	Fac:eToFac:e	573	474	3.27	62.96	1,889	578	21	749	76.5%
	Total	573	474	3.27	62.96	1,889	578	21	749	76.5%
Spring 2011	FaceToFace	528	434	2.71	56.92	1,708	629	16	655	80.6%
	Total	528	434	2.71	56.92	1,708	629	16	655	80.6%
Spring 2012	FaceToFace	481	383	2.87	48.20	1,446	503	17	692	69.5%
	Total	481	383	2.87	48.20	1,446	503	17	692	69.5%
Spring 2013	Fac:eToFace	427	370	2.61	37.98	1'140	436	16	625	68.3%
	Total	427	370	2.61	37.98	1,140	436	16	625	68.3%
Spring 2014	Fac:eToFace	431	363	2.63	37.96	1'139	432	18	620	69.5%
	Total	431	363	2.63	37.96	1'139	432	18	620	69.5%

8uIc Skills ys Non Basic Skills Courses

		Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll	Fill Rates
Fall2009	Non Basic Skills	508	422	2.67	58.13	1,744	653	17	580	87.6%
	Total	508	422	2.67	58.13	1,744	653	17	580	87.6%
Fall2010	Non BasiC Sklls	452	364	2.65	53.17	1,595	602	15	559	80.9%
	Total	452	364	2.65	53.17	1,595	602	15	559	80.9%
Fall2011	Non Basic Skils	591	473	3.15	55.54	1,666	529	21	797	74.2%
	Total	591	473	3.15	55.54	1,666	529	21	797	74.2%
Fall2012	Non Basic Slulls	431	365	2.87	45.62	1,369	476	18	690	62.5%
	Total	431	365	2.87	45.62	1,369	476	18	690	62.5%
Fall2013	Non Basic Sluls	360	301	2.81	37.36	1'121	399	17	635	56.7%
	Total	360	301	2.81	37.36	1'121	399	17	635	56.7%
Spring 2010	Non Basic Skils	573	474	3.27	62.96	1,889	578	21	749	76.5%
	Total	573	474	3.27	62.96	1,889	578	21	749	76.5%
Spring 2011	Non Basic Skils	528	434	2.71	56.92	1,708	629	16	655	80.6%
	Total	528	434	2.71	56.92	1,708	629	16	655	80.6%
Spring 2012	Non BasiC Sktlls	481	383	2.87	48.20	1,446	503	17	692	69.5%
	Total	481	383	2.87	48.20	1,446	503	17	692	69.5%
Spring 2013	Non Basic Sklls	427	370	2.61	37.98	1,140	436	16	625	68.3%
	Total	427	370	2.61	37.98	1'140	436	16	625	68.3%
Spring 2014	Non Basic Skills	431	363	2.63	37.96	1'139	432	18	620	69.5%
	Total	431	363	2.63	37.96	1'139	432	18	620	69.5%

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		Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll	Fill Rates
Fall2009	CTE	347	309	1.73	36.37	1,091	629	13	435	79.8%
	NonCTE	161	113	0.94	21.77	653	697	4	145	111.0%
	Total	508	422	2.67	58.13	1,744	653	17	580	87.6%
Fall2010	CTE	295	250	1.51	32.08	962	636	10	364	81.0%
	NonCTE	157	114	1.14	21.09	633	556	5	195	80.5%
	Total	452	364	2.65	53.17	1,595	602	15	559	80.9%
Fall 2011	CTE	396	329	1.81	31.08	932	516	15	562	70.5%
	NonCTE	195	144	1.34	24.46	734	548	6	235	83.0%
	Total	591	473	3.15	55.54	1,666	529	21	797	74.2%
Fall2012	CTE	286	251	1.73	27.36	821	473	13	500	57.2%
	NonCTE	145	114	1.14	18.27	548	481	5	190	76.3%
	Totat	431	365	2.87	45.62	1,369	476	18	690	62.5%
Fall2013	CTE	245	217	1.67	23.30	699	419	12	443	55.4%
	NonCTE	115	84	1.14	14.06	422	370	5	193	59.7%
	Total	360	301	2.81	37.36	1'121	399	17	635	56.7%
Spring 2010	CTE	390	337	2.30	40.68	1,220	531	16	557	70.1%
	NonCTE	183	137	0.97	22.28	668	690	5	193	95.1%
	Total	573	474	3.27	62.96	1,889	578	21	749	76.5%
Spring 2011	CTE	414	348	2.15	44.16	1,325	615	13	525	78.9%
	NonCTE	114	86	0.56	12.75	383	683	3	130	87.7%
	Total	528	434	2.71	56.92	1.708	629	16	655	80.6%
Spring 2012	CTE	339	282	2.11	32.09	963	455	13	517	65.6%
	NonCTE	142	101	0.76	16.11	483	636	4	175	81.1%
	Total	481	383	2.87	48.20	1.446	503	17	692	69.5%
Spring 2013	CTE	318	284	1.85	27.30	819	442	12	455	69.9%
	NonCTE	109	86	0.76	10.69	321	4224		170	64.1%
	Total	427	370	2.61	37.98	1,140	436	16	625	68.3%
Spring 2014	CTE	327	280	1.87	27.31	819	437	14	480	68.1%
	NonCTE	104	83	0.76	10.65	320	420	4	140	74.3%
	Total	431	363	2.63	37.96	1'139	432	18	620	69.5%

Transfer VI Non Transfer Cou[les

		Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll	Fill Rates
Fall2009	N	6	3	0.00	0.20	6	#INF	1	35	17.1%
	y	502	419	2.67	57.93	1,738	651	16	545	92.1%
	Total	508	422	2.67	58.13	1,744	653	17	580	87.6%
Fall2010	V	452	364	2.65	53.17	1,595	602	15	559	80.9%
	Total	452	364	2.65	53.17	1,595	602	15	559	80.9%
Fall 2011	N V	25	22	0.07	0.86	26	386	1	40	62.5%
	Total	566	451	3.08	54.68	1,641	533	20	757	74.8%
Fall2012	V	591	473	3.15	55.54	1,666	529	21	797	74.2%
	Total	431	365	2.87	45.62	1,369	476	18	690	62.5%
Fall2013	V	431	365	2.87	45.62	1,369	476	18	690	62.5%
	Total	360	301	2.81	37.36	1'121	399	17	635	56.7%
Spring 2010	y	360	301	2.81	37.36	1'121	399	17	635	56.7%
		573	474	3.27	62.96	1,889	578	21	749	76.5%
	Total	573	474	3.27	62.96	1,889	578	21	749	76.5%
Spring 2011	y	528	434	2.71	56.92	1,708	629	16	655	80.6%
	Total	528	434	2.71	56.92	1,708	629	16	655	80.6%
Spring 2012	y	481	383	2.87	48.20	1,446	503	17	692	69.5%
	Total	481	383	2.87	48.20	1,446	503	17	692	69.5%
Spring 2013	y	427	370	2.61	37.98	1'140	436	16	625	68.3%
	Total	427	370	2.61	37.98	1,140	436	16	625	68.3%
Spring 2014	y	431	363	2.63	37.96	1'139	432	18	620	69.5%
	Total	431	363	2.63	37.96	1,139	432	18	620	69.5%

				Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll	Fill Rate
Fall2009	FASH	100	Principles of Design	36	29	0.20	3.60	108	540	1	45	80%
		110	Beg. Clothing Construction	84	58	0.49	12.43	373	756	2	80	105%
		111	Techniques of Fit	41	26	0.24	5.74	172	706	1	40	103%
		115	Int Clothing Construction	41	32	0.20	6.15	185	923	1	45	91%
		118	Flat Pattern	41	36	0.20	5.74	172	861	1	40	103%
		120	Advanced Techniques of Fit	1	1	0.00	0.14	4	#INF	1	40	3%
		162	Advanced Flat Pattern	21	19	0.20	2.94	88	441	1	40	53%
		164	Fashion Illustration	35	29	0.20	4.08	123	613	1	35	100%
		167	The Custom Dress Form	31	31	0.07	0.88	26	394	1	30	103%
		168	Fashion Draping	37	34	0.20	4.32	130	648	1	40	93%
		171	Pants Drafting	32	32	0.13	2.19	66	494	1	35	91%
		173	Lingerie Design & Construction	30	28	0.07	1.54	46	694	1	30	100%
		180	Computerized Pattern Design	18	13	0.20	3.30	99	495	1	25	72%
		196	Intro. to the Costume Industry	28	27	0.07	0.81	24	365	1	30	93%
		226	Visual Merchandising & Display	26	24	0.20	4.07	122	611	1	30	87%
		672	Coop Education: Internship	6	3	0.00	0.20	6	#INF	1	35	17%
	Total			508	422	2.67	58.13	1,744	653	17	620	82%
Fall 2010	FASH	100	Principles of Design	36	20	0.20	3.60	108	540	1	45	80%
		110	Beg. Clothing Construction	75	58	0.49	11.05	332	672	2	90	83%
		111	Techniques of Fit	25	17	0.24	3.50	105	430	1	40	63%
		115	Int Clothing Construction	49	43	0.20	6.86	206	1,029	1	45	109%
		116	Tailoring	21	19	0.20	2.94	88	441	1	40	53%
		118	Flat Pattern	46	38	0.20	6.90	207	1,035	1	45	102%
		122	Advanced Tailoring	8	7	0.00	1.12	34	#INF	1	40	20%
		164	Fashion Illustration	37	30	0.20	4.07	122	611	1	40	93%
		168	Fashion Draping	30	28	0.20	3.00	90	450	1	35	86%
		171	Pants Drafting	29	23	0.13	1.82	55	410	1	40	73%
		173	Lingerie Design & Construction	34	34	0.07	1.39	42	625	1	40	85%
		225	Apparel Analysis	27	23	0.20	2.97	89	446	1	40	68%
		226	Visual Merchandising & Display	23	19	0.20	3.45	104	518	1	40	58%

				Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll	Fill Rate
		672	Coop Education: Internship	12	5	0.11	0.50	15	132	1	19	63%
	Total			452	364	2.65	53.17	1,595	602	15	599	75%
Fall2011	FASH	100	PrinciplesofDesign	43	33	0.20	4.73	142	710	1	45	96%
		110	Beg. Clothing Construction	63	44	0.49	8.93	268	543	2	90	70%
		111	Techniques of Fit	24	16	0.25	3.20	96	389	1	40	60%
		113	Textiles	33	19	0.20	3.30	99	495	1	40	83%
		116	Tailoring	33	26	0.20	4.40	132	660	1	40	83%
		118	Flat Pattern	40	28	0.20	5.33	160	B00	1	40	100%
		122	Advanced Tailoring	4	3	0.00	0.53	16	#INF	1	40	10%
		132	Trouser Construction	31	28	0.07	0.78	24	353	1	40	78%
		140	Basic Serging	25	22	0.07	0.86	26	386	1	40	63%
		150	History of Fashion	32	25	0.20	3.20	96	480	1	40	80%
		162	Advanced Flat Pattern	37	36	0.20	5.30	159	796	1	40	93%
		163	Pattern Grading	32	25	0.07	1.10	33	493	1	40	80%
		164	Fashion Illustration	39	28	0.20	3.90	117	585	1	40	98%
		168	Fashion Draping	36	30	0.20	3.96	119	594	1	35	103%
		171	Pants Drafting	20	17	0.13	1.38	41	311	1	40	50%
		173	Lingerie Design & Construction	32	31	0.07	0.90	27	404	1	40	80%
		178	Computerized Pattern Grading	21	20	0.07	0.72	22	324	1	32	66%
		196	Intra. to the Costume Industry	21	21	0.07	0.65	20	293	1	30	70%
		226	Visual Merchandising & Display	19	18	0.20	2.09	63	314	1	40	48%
		672	Coop Education: Internship	6	3	0.07	0.27	8	109	1	45	13%
	Total			591	473	3.15	55.54	1,666	529	21	837	71%
Fall2012	FASH	110	Beg. Clothing Construction	66	45	0.49	9.43	283	574	2	90	73%
		111	Techniques of Fit	31	27	0.25	3.10	93	377	1	40	78%
		113	Textiles	28	25	0.20	2.80	84	420	1	45	62%
		116	Tailoring	28	25	0.20	3.73	112	560	1	40	70%
		118	Flat Pattern	43	36	0.20	6.16	185	925	1	40	108%
		122	Advanced Tailoring	10	8	0.00	1.33	40	#INF	1	40	25%
		132	Trouser Construction	22	21	0.07	0.58	17	260		35	63%
		150	History of Fashion	20	17	0.20	2.00	60	300		40	50%

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				Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll	Fill Rate
		162	Advanced Flat Pattern	26	22	0.20	3.47	104	520	1	40	65%
		164	Fashion Illustration	32	25	0.20	3.73	112	560	1	40	80%
		168	Fashion Draping	23	21	0.20	2.30	69	345	1	35	66%
		171	Pants Drafting	17	14	0.13	1.17	35	262	1	40	43%
		173	Lingerie Design & Construction	27	27	0.07	0.78	24	353	1	40	68%
		195	Portfolio Development	14	13	0.07	0.48	14	216		40	35%
		225	Apparel Analysis	20	16	0.20	2.00	60	300		40	50%
		226	Visual Merchandising & Display	21	20	0.20	2.45	74	368		40	53%
		672	Coop Education: Internship	3	3	0.00	0.10	3	#INF		45	7%
	Total			431	365	2.87	45.62	1,369	476	18	730	59%
Fall 2013	FASH	110	Beg. Clothing Construction	41	27	0.49	4.52	136	275	2	90	46%
		111	Techniques of Fit	20	19	0.25	2.67	80	324		40	50%
		113	Textiles	41	35	0.20	4.78	144	718		45	91%
		116	Tailoring	34	21	0.20	4.87	146	731		45	76%
		118	Flat Pattern	26	22	0.20	3.47	104	520		40	65%
		122	Advanced Tailoring	11	11	0.00	1.58	47	#INF		45	24%
		132	Trouser Construction	25	21	0.07	0.83	25	375		35	71%
		150	History of Fashion	20	17	0.20	2.00	60	300		40	50%
		162	Advanced Flat Pattern	20	17	0.20	2.67	80	400		40	50%
		168	Fashion Draping	25	23	0.20	2.50	75	375		35	71%
		171	Pants Drafting	22	19	0.13	1.34	40	302		40	55%
		173	Lingerie Design & Construction	24	23	0.07	0.80	24	360		35	69%
		175	Advanced Illustration	16	16	0.20	1.60	48	240		40	40%
		180	Computerized Pattern Design	17	15	0.20	1.70	51	255		25	68%
		226	Visual Merchandising & Display	14	12	0.20	1.63	49	245		40	35%
		672	Coop Education: Internship	4	3	0.00	0.40	12	#INF		45	9%
	Total			360	301	2.81	37.36	1,121	399	17	680	53%
Spring 2010	FASH	110	Beg. Clothing Construction	82	53	0.50	11.48	344	686	2	90	91%
		113	Textiles	41	32	0.20	4.10	123	615		48	85%
		116	Tailoring	37	27	0.20	5.55	167	833		55	67%
		118	Flat Pattern	32	24	0.25	4.48	134	545		40	80%

			Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll	Fill Rate
		122 Advanced Tailoring	9	9	0.00	1.35	41	#INF	1	55	16%
		123 Intro to the Fashion Industry	28	27	0.27	4.96	149	544	1	30	93%
		132 Trouser Construction	22	21	0.07	1.11	33	499	1	30	73%
		133 Copying Ready-to-Wear	23	22	0.07	0.70	21	313	1	30	77%
		134 Beginning Millinery	22	18	0.07	0.59	18	267	1	30	73%
		146 Designer Techniques in Sewing	38	34	0.20	5.32	160	798	1	50	76%
		150 History of Fashion	38	34	0.20	4.43	133	665	1	45	84%
		151 Fashion Merchandising	26	22	0.20	2.60	78	390	1	30	87%
		163 Pattern Grading	24	21	0.07	0.82	25	370	1	30	80%
		170 French Pattern Drafting	24	24	0.13	1.71	51	385	1	36	67%
		172 Bustier	26	23	0.07	0.82	25	368	1	30	87%
		175 Advanced Illustration	22	19	0.20	2.42	73	363	1	30	73%
		178 Computerized Pattern Grading	21	21	0.07	2.23	67	1,004	1	25	84%
		197 Pattern Design/Hist. Costume	24	16	0.20	4.40	132	660	1	40	60%
		228 Fashion Show Production	21	18	0.20	3.15	95	473	1	30	70%
		672 Coop Education: Internship	13	9	0.11	0.73	22	194	1	50	26%
	Total		573	474	3.27	62.96	1,889	578	21	804	71%
sgring 2 11	FASH	110 Beg. Clothing Construction	77	51	0.49	11.41	342	694	2	90	86%
		113 Textiles	51	31	0.20	5.10	153	765	1	45	113%
		115 Int Clothing Construction	52	36	0.20	7.28	218	1,092	1	55	95%
		118 Flat Pattern	26	22	0.25	3.64	109	443	1	40	65%
		123 Intro to the Fashion Industry	30	27	0.20	2.43	73	365	1	30	100%
		134 Beginning Millinery	47	46	0.07	1.58	47	709	1	40	118%
		146 Designer Techniques in Sewing	40	35	0.20	5.60	168	840	1	50	80%
		151 Fashion Merchandising	21	17	0.20	2.10	63	315	1	40	53%
		170 French Pattern Drafting	40	34	0.13	2.51	75	566	1	40	100%
		172 Bustier	37	35	0.07	1.34	40	602	1	40	93%
		180 Computerized Pattern Design	25	23	0.20	4.58	138	688	1	25	100%
		195 Portfolio Development	23	22	0.03	0.37	11	335	1	40	58%

				Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll	Fill Rate
		199	Costuming for Theatrical Prod.	34	32	0.20	5.91	177	886	1	30	113%
		228	Fashion Show Production	19	18	0.20	2.66	80	399	1	40	48%
		672	Coop Education: Internship	6	5	0.07	0.40	12	164	1	50	12%
	Total			528	434	2.71	56.92	1,708	629	16	655	81%
scring 2 12	FASH	100	Principles of Design	44	26	0.20	4.40	132	660	1	45	98%
		110	Beg. Clothing Construction	78	58	0.49	11.08	333	674	2	90	87%
		115	Int Clothing Construction	39	31	0.20	5.20	156	780	1	45	87%
		118	Flat Pattern	33	25	0.25	4.40	132	535	1	40	83%
		123	Intra to the Fashion Industry	23	20	0.20	2.11	63	316	1	30	77%
		134	Beginning Millinery	42	36	0.07	1.20	36	540	1	40	105%
		146	Designer Techniques in Sewing	34	27	0.20	4.53	136	680	1	45	76%
		151	Fashion Merchandising	21	16	0.20	2.10	63	315	1	40	53%
		170	French Pattern Drafting	25	24	0.13	1.73	52	389	1	40	63%
		172	Bustier	20	17	0.07	0.63	19	283	1	40	50%
		174	How to Use Your Master Pattern	19	16	0.07	0.65	20	293	1	35	54%
		175	Advanced Illustration	31	25	0.20	3.10	93	465	1	40	78%
		180	Computerized Pattern Design	21	20	0.20	2.10	63	315	1	32	66%
		197	Pattern Design/Hist. Costume	25	21	0.20	2.50	75	375	1	40	63%
		228	Fashion Show Production	22	17	0.20	2.20	66	330	1	40	55%
		672	Coop Education: Internship	4	4	0.00	0.27	8	#INF	1	50	8%
	Total			481	383	2.87	48.20	1,446	503	17	692	70%
scring 2 13	FASH	100	Principles of Design	30	24	0.20	3.00	90	450	1	45	67%
		110	Beg. Clothing Construction	48	31	0.49	6.83	205	415	2	90	53%
		115	Int Clothing Construction	50	40	0.20	6.67	200	1,000	1	45	111%
		118	Flat Pattern	22	18	0.25	2.93	88	357	1	40	55%
		123	Intra to the Fashion Industry	28	25	0.20	2.62	78	392	1	30	93%
		134	Beginning Millinery	41	40	0.07	1.38	41	619	1	40	103%
		146	Designer Techniques in Sewing	25	20	0.20	3.33	100	500	1	40	63%
		151	Fashion Merchandising	18	17	0.20	1.80	54	270	1	40	45%
		163	Pattern Grading	34	33	0.07	1.17	35	524	1	25	136%
		164	Fashion Illustration	26	21	0.20	2.60	78	390	1	40	65%

				Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll	Fill Rate
		170	French Pattern Drafting	21	19	0.13	1.32	40	297	1	40	53%
		172	Bustier	31	31	0.07	0.85	26	384	1	35	89%
		178	Computerized Pattern Grading	22	22	0.07	0.75	23	339	1	25	88%
		197	Pattern Design/Hist. Costume	23	22	0.20	2.30	69	345	1	40	58%
		672	Coop Education: Internship	8	7	0.07	0.43	13	177	1	50	16%
	Total			427	370	2.61	37.98	1,140	436	16	625	68%
sgring 2 14	FASH	100	Principles of Design	36	29	0.20	3.60	108	540	1	35	103%
		110	Beg. Clothing Construction	52	39	0.49	6.52	196	396	2	70	74%
		115	Int Clothing Construction	36	31	0.20	5.16	155	774	1	35	103%
		118	Flat Pattern	0	0	0.00	0.00	0		1	35	0%
		123	Intro to the Fashion Industry	27	22	0.20	2.47	74	370	1	30	90%
		134	Beginning Millinery	28	23	0.07	0.77	23	344	1	35	80%
		146	Designer Techniques in Sewing	22	19	0.20	2.93	88	440	,	35	63%
		151	Fashion Merchandising	28	22	0.20	2.80	84	420	1	35	80%
		163	Pattern Grading	25	22	0.07	0.79	24	353	1	25	100%
		164	Fashion Illustration	35	29	0.20	3.50	105	525	1	35	100%
		170	French Pattern Drafting	27	25	0.13	1.80	54	405	1	30	90%
		172	Bustier	16	15	0.07	0.53	16	240	1	35	46%
		178	Computerized Pattern Grading	15	13	0.07	0.47	14	212	1	25	60%
		195	Portfolio Development	27	23	0.07	0.93	28	416	1	35	77%
		225	Apparel Analysis	30	27	0.20	3.00	90	450	1	40	75%
		228	Fashion Show Production	20	19	0.20	2.00	60	300	1	35	57%
		672	Coop Education: Internship	7	5	0.07	0.70	21	286	1	50	14%
	Total			431	363	2.63	37.96	1,139	432	18	620	70%