Apparel Design & Development Business Plan

Over the 2022-2023 academic year, each of the four workforce programs suggested for closure at Central are developing action (Business) plans that incorporate external funding, community and industry partnerships, and internal redesigns to create a sustainable funding plan for the future. In collaboration with Technical Advisory Committee members and college employees, a preliminary AD&D Business Plan has been created. This is an iterative process; updates will be provided as new versions are developed.

Current work (2022-2023):

Action Items	Notes/Roles
Create a short-, mid- and long-term business plan	This document
Plan to spend $300k over the next 3 years	Discussions with college employees
Increase transparency on data and funding	VPI, Dean, and Workforce Dean: • Enrollment trends • Program data (meeting with IR to discuss data) • Employment data (labor market tool) Foundation: • Data on funds raised
Increase awareness of the program and options for students with AD&D	Dean, Workforce Dean and AD&D employees: • Meet with Promise, Foundation, Guided Pathways, SPS Career Link • Meet with Communications people • Seattle Colleges are in the process of hiring Areas of Study recruiters who can support this work
Student support and outreach • Meet with Area of Study advisor • Meet with counselor and advisors, visits to classrooms	Dean, faculty, staff

Short-Term (1-3 years):

Action Items	Notes/Roles
Marketing, Outreach, Recruiting • Hire a recruiter for BIPOC students • Visual tools	Use donated funds? • According to pre-pandemic student polling, a high number of students hear about the program through word-of-mouth; need to improve understanding of program at institutional level; increase awareness at executive levels of industry • Preliminarily reached out to start this – need better recommendations/connections

Staffing • Recruiter/Navigator/Partnership specialist – develop and grow industry connections and opportunities for student internships/employment and donations • Teaching Assistant to support student completion and allow for more students	Use donated funds? • According to internal program statistics, most students leave the program due to unforeseen emergencies. This is a feeling many do return, how to better manage students returning • Manage academic probation and counseling, interface with SCC support systems and faculty • Foster relationships with high school programs and identify how to reach key target groups, particularly BIPOC
Curriculum, Teaching, Learning • Create stackable certificates • Explore more online, evening, part-time, and weekend course offerings • Incorporation of sustainability and smart textile technology into curriculum • CE classes for current industry employees	Dean and Workforce Dean: • Short-term certificates • Reinstate pre-requisite courses to prepare students for existing curriculum • Sustainable and smart textile technology (Tanya sabbatical) Dean and CE: • Short-term industry training • Additional CE classes

Students
• Increase student support with AD&D
  • Inquiries, registration, enrolling in classes, and waitlists
  • Counseling, career planning, internships, etc
	VPI and Dean: increase students support with AD&D
	• Hire a recruiter/navigator with donated funds?

Legislature • Identify AD&D programs as "high demand" • Legislative funding model that better supports unique Career and Technical Education (CTE) program needs • Restructured job descriptions that qualify as employed	VPI and Legislative support/Leahy
Industry • Internships for students while still in the program and as they complete • Funding for equipment, including maintenance • Direct industry investment in training programs that serve their workforce needs	TAC • List of equipment needs to industry for donations

Mid-Term (3-5 years):

• Marketing, Outreach, Recruiting (requires sustainable funding to pay staff)
• Curriculum, Teaching, Learning (Dean, Workforce Dean, and faculty)
  • Program re-design to implement elimination of pre-requisite classes
    » Assess current & trending industry needs (TAC plus survey) & translate to specific learning outcomes
    » Each assignment redesign involves development of new learning materials (for pattern making and construction, typically garment patterns in multiple sizes and step-by-step garment samples)

in addition to assignment development, assessment development and video tutorial production
- » Consider integrating Final Line fashion show production as part of the curriculum
- » Incorporation of more 3D, sustainability studies and smart textile technology
- Consider alternate models – evening, weekend, online/hybrid**
  - » Need awareness to not sacrifice integrated cross-subject learning to make classes more stand-alone
- Implement specialty certificates:*
  - » Pattern making, construction, design, 3-D software, etc
  - » Design and technology Showcase student work
- Continuing Education Program
  - » Include staffing to design, implement, find staffing, promote, and conduct industry outreach for professional development programs
  - » According to research already done the following would be potential classes: 3-D skills, InDesign and Photoshop, draping, business entrepreneurship, website development, leather, bras and lingerie, recreational sewing. Already developed: fashion illustration
- Legislature – follow up on funding options
- Industry (TAC)
  - Scholarships
  - Equipment and facilities donations
  - Industry involved in promoting and developing professional development programs (CE?)
  - TAC trainings
    - » Roles
    - » Rues and regulations
    - » EDI training

Long-Term (5-7 years):

Assess short and mid-term success
- Campus set up to support students as an ecosystem
Plan for annual update of program materials (patterns, samples, and assignments)
Plan for regular faculty development

*High program placement rates hinge on program reputation. Need to work with industry to make meaning of certificates (vs. AAS degree) clear.

**Will creating a format that allows students to work full time impact retention? Retention and student learning is affected by working. Particularly first quarter retention is affected when students don't plan for the workload.