

Assessment: Course Four Column

Spring/Summer 2018



El Camino: Course SLOs (IND) - Fashion

ECC: FASH 16:Fashion Illustrating

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Apparel Group Collections - Student will be able to creatively illustrate a series of proportional and clothed historic fashion figures and technical flats for men, women and children in a design presentation, based on the assessment of an apparel or costume group illustration project in terms of visual accuracy, appeal, cohesive design plan and visual display principles.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Spring 2018)</p> <p>Input Date: 11/29/2013</p>	<p>Project - The assessment tool consists of two parts: Part one is a progression of drawing skills used to illustrate a correctly proportioned, creative and unique historical fashion rendering. Part two is a cohesive group of contemporary apparel or costume designs (depending upon the student's interest) based upon the historic key design elements as featured in part one.</p> <p>Standard and Target for Success: Upon completion of this course, a student will be able to illustrate a series of proportional, clothed historic and contemporary fashion figures of men women and children with 75% accuracy.</p> <p>Related Documents: PICS 4 SLO SP 18.jpg</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>15 of 16 students displayed the outstanding use of various art materials, creative rendering skills, research, design details and a use of a design flow for their concept group or rendering based upon their historic dress rendering. 1 student showed an average use of the materials and research necessary to illustrate and properly present their work-due to poor attendance caused by personal circumstances. (05/11/2018)</p> <p>% of Success for this SLO: 99</p> <p>Faculty Assessment Leader: Gayle Baizer</p> <p>Faculty Contributing to Assessment: Gayle Baizer</p>	<p>Action: inspiration (05/25/2019)</p> <p>Action Category: Program/College Support</p>
<p>SLO #2 Period Styles - Students will have the ability to research, discuss, utilize, and render differences in period styles as they apply to both</p>	<p>Project - Using the 2 part project as described in SLO #1, students will research, discuss, appraise and utilize differences in historic styles as</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>The 15 students that participated in the assessment were</p>	<p>Action: Continue to inspire all students to attend class so that no one is left behind! (06/04/2018)</p> <p>Action Category: Teaching</p>

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<p>historical and contemporary apparel design presentations.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Spring 2018)</p> <p>Input Date: 11/29/2013</p>	<p>they apply to the process of illustrating contemporary design concepts into viable industry garments, workroom detailed flat sketches, and finished illustration presentations.</p> <p>Standard and Target for Success: The target for success is a 75% accuracy and the actual success rate was 99%.</p> <p>Additional Information: Only one student did not excel due to personal reasons and missing class attendance.</p> <p>Related Documents: critique 3.jpg</p>	<p>able to show an outstanding use of the various art tools, research, discussion, and illustration methods studied to properly format a cohesive design group based upon the period costume they were studying. Again, the 1 student that did not flourish because of personal problems and lack of continuous class attendance. (05/31/2018)</p> <p>% of Success for this SLO: 99</p> <p>Faculty Assessment Leader: Gayle Baizer</p> <p>Faculty Contributing to Assessment: Gayle Baizer</p> <p>Related Documents: PICS 4 SLO SP 18.jpg</p>	<p>Strategies</p>
<p>SLO #3 Classmate Design Critique - Students will have the ability to positively analyze and learn from each other's unique and artistic design forms while participating in a class discussion and critiques</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Spring 2018)</p> <p>Input Date: 11/29/2013</p>	<p>Project - The assessment tool consisted of two parts: After researching a particular era, part one was a progression of drawing skills used to illustrate a correctly proportioned, creative and unique historic fashion rendering. Part two was a cohesive group of contemporary apparel or costume designs based upon the key historic design elements as featured in part one.</p> <p>Standard and Target for Success: It was expected that students will have the ability to research, discuss, appraise, and utilize differences in historic style as applied to the process of illustrating period and contemporary design concepts into a finished presentation with 75% accuracy.</p> <p>Additional Information: The students actually exceeded my</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>99% of the students exhibited an outstanding use of various art materials, creative rendering skills, research tools, and communication skills to present their finished project in a professional manner. Again, 1 student did not meet my criteria due to personal problems and a lack of continuous class attendance. (06/04/2018)</p> <p>% of Success for this SLO: 99</p> <p>Faculty Assessment Leader: Gayle Baizer</p> <p>Faculty Contributing to Assessment: Gayle Baizer</p>	<p>Action: Continue to inspire and encourage in class attendance and participation. (06/04/2018)</p> <p>Action Category: Teaching Strategies</p>

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expectations with a 99% accuracy.

Related Documents:

[3.jpg](#)

ECC: FASH 20:Textiles

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Printing, Dyeing & Fiber Finishing - Upon completion of this course, the student will be able to compare and contrast the various printing, dyeing and fiber finishing processes.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Spring 2018)</p> <p>Input Date: 11/29/2013</p>	<p>Project - In addition to learning about dyeing and printing techniques from the textbook, the educational experience is enhanced by doing several in class projects. Specifically, these include devore, discharge, and batik. Credit for their participation is given at the end of the year when their final notebooks are turned in. These notebooks usually include 10 samples and are graded not on the complexity but rather completion .</p> <p>Standard and Target for Success: 90% of the students in the class will be able to achieve this goal.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>2B. Data (in numeric or narrative form)</p> <p>Below are five major grades for the course and the number of students who received those grades. The textbook material is divided into three equal parts.</p> <p>Exam I A-4, B-5, C-4, D-13, F-2 Exam II A-7, B-5, C-5, D-2, F-1 Exam III A-8, B-7, C-4, D-1, F-2</p> <p>Notebook (accumulation of all samples and homework assignments. Grade based entirely on completed content) A-10, B-11.</p> <p>The students seem to enjoy making these samples. I feel is is the best way to learn a few of the basic techniques and keep their interest alive. Approximately 98% succeeded in completing this task. (09/14/2018)</p> <p>% of Success for this SLO: 98</p> <p>Faculty Assessment Leader: Meredith Jackson</p> <p>Faculty Contributing to Assessment: Meredith Jackson</p>	<p>Action: A follow up review or test on this material would likely increase student understanding and better test how they are retaining this knowledge. (09/14/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Test review (06/14/2019)</p>
	<p>Field Work/Internship - The student learning objective is assessed on their final exam as well as various exercises done in class by examining fabric swatches. The student can determine which dyeing and/or printing technique is used by examining both sides of the fabric, and unraveling the threads along the edges.</p> <p>1. The students must first determine natural or synthetic fiber content</p> <p>2. Examine both sides of fabric and</p>		

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unravel the edges
 3. Consider if the dye sits on top of fabric or penetrates on both sides.
 4. Determine if the color is solid or in a pattern

ECC: FASH 26B:Basic Dress Design through the Draping Process

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Draped Garment to Pattern Paper - Upon successful completion of this course, the student will be able to transfer a draped garment to pattern paper.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Spring 2018)</p> <p>Input Date: 11/29/2013</p>	<p>Presentation/Skill Demonstration -</p> <p>This course is the study of draping techniques to create original garments design. The draping process is the development of a garment through fabric manipulation directly on a dress form. To maintain design integrity, this course emphasizes the relation ship of the fabric hand, color print & structure so students will be able to solve unfamiliar design problem.</p> <p>Standard and Target for Success:</p> <p>Garment Grading Criteria is an understanding of the basic criteria desired for a well balanced, draped garment is as follows. Tolerances, or differences between what is expected & what is expected is what seen on the drape are to be less than 1/8". Any differences over 1/8" will be considered mistake & grade downward. Includes neckline, grain lines, seams, armhole, sleeve, lining, design lines & silhouette, construction, ease, clean, neat & pressed. 85% of the students in this class completed all assignments which includes free-hand draping, patterns, and final projects with a grade A - C</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>More than 85% of the students passed with higher than a B.</p> <p>The standard was met. (09/14/2018)</p> <p>% of Success for this SLO: 90</p>	<p>Action: It is my consideration that it would be easier if the student took this class first then took Pattern-making or Fashion 26A last or reverse these classes for a better assessment. (09/14/2019)</p>
	<p>Laboratory Project/Report -</p> <p>Students were give 4 draping project assignments in class worth 100 points each.</p> <p>Each student had to drape a 4 to 8 piece pattern set which consisted of</p>		

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	<p>the following: Conponents of a collar, sleeve, dress, skirt, gown, cuff, ect, draped and make the white pattern pieces from it with notches, grainline, sizes, and other markings with pattern card and place these pieces on a hanger to be graded All of the students garment draped pieces were matched with the paper patterns for grading. All students were assigned a variations of embellishment to enhanced their projects.</p> <p>Standard and Target for Success: Over 85% of the students will pass this class with a grade of a "B " or higher.</p> <p>Additional Information: All students presented a 1- draped garment creation on a dress form pinned only, not sewn by machine to be presented during the final culmination for a fashion show exhibition. We asked 10 judges from the cosmetology department and 10 judges from the faculty department of Industry Technology Education Center to participate and they chose 4 winners. All winners received ribbons starting from 1st place to 4th place categories.</p>	<p>Faculty Assessment Leader: Priscilla Ratcliff</p>	<p>Action Category: Curriculum Changes</p>

ECC: FASH 28:Visual Merchandising

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Store Layout - As a result of taking the course and given a designated space/area and budget, the student will be able to create a store layout including information for fixtures and furniture choices within budget.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Spring 2018)</p> <p>Input Date: 11/29/2013</p>	<p>Field Work/Internship - They were all assigned a store to observe and evaluate the layout, after-which they created a layout based on the measurements, fixtures and materials within a given budget for their own individual store.</p> <p>Standard and Target for Success: Eighty percent of students received an A based on the criteria set for this assignment. Ten percent received a B based on my standards for the assigned project.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Not Met</p> <p>18 students totals, Grade's are as follows: 10 A's 3 B's , 5 Fs. 56% of students received an A, 17% of students received a B, 28% of students received an F because assignment was not submitted to professor (09/16/2018)</p> <p>% of Success for this SLO: 56</p> <p>Faculty Assessment Leader: Shirley Warren</p> <p>Faculty Contributing to Assessment: Dr Vera Bruce-Ashley</p>	<p>Action: Change assignment on how to evaluate a layout, give more examples, and make assignment a group project as opposed to an individual project. In a group students can compare ideas for a store layout. (05/01/2019)</p> <p>Action Category: Teaching Strategies</p>

ECC: FASH 31:History of Costume

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Historical Themes & Influences - Given coursework and activities, students will be able to prepare a presentation showing the relationship of various themes and events of history impacting society and influencing fashion development.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Spring 2018)</p> <p>Input Date: 11/29/2013</p>	<p>Project - Students demonstrate visually and explain in writing how various themes and events from early periods in history influence fashion. Students create and present a well-organized and creative project as a PowerPoint presentation reflecting their understanding of how modern fashion styles are influenced by the styles of early periods in history. In addition, a commentary paper is written explaining the process, reasoning, and research for the project. The project is reviewed by the instructor to evaluate the students understanding of the relationship between themes and fashion development.</p> <p>GRADING RUBRICS Total Possible Points: 85 (70 for Presentation and 15 for Written Summary)</p> <ol style="list-style-type: none"> 1. Select and utilize a period in history that begins no earlier than 1200s (the 11th century) or later than the 1950s, or within chapters of 5 through 17 of the text. (5 Points) 2. Review and research the period to gain background knowledge of the period you select. SEE "SUGGESTION FOR BEGINNING THE PROJECT" AT THE END OF THIS DOCUMENT 3. Create a presentation in the format of fashion pages using fashion images. 	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>14 Students Completed the Assessment</p> <p>8 Students scored 90% or higher 4 Students scored 80 - 85% 2 Students scored 77% or less (09/14/2018)</p> <p>% of Success for this SLO: 86</p> <p>Faculty Assessment Leader: Belinda A. Goodwin</p> <p>Faculty Contributing to Assessment: Belinda A. Goodwin</p>	<p>Action: Emphasize to the students the importance of completing the required project preparation assignment and the need to review faculty feedback before submitting the final project. (09/14/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: A review of future project results to determine changes in performance. (12/15/2018)</p>

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	<p>4. Save the completed project file as a PowerPoint presentation with a ppt or pptx extension, or save it as an Adobe Acrobat file with a pdf extension. Include your name in the file name. For Example: bgoodwin_final.pptx</p> <p>5. Submit your project by the designated due date and time.</p> <p>6. Write and Submit Commentary Paper.</p> <p>FORMAT</p> <p>a. Presentation: 6 slides with Cover Page & Table of Contents</p> <p>Standard and Target for Success: Based on percentage: It is expected that 80% of students will score 80% or higher on this SLO.</p>		

ECC: FASH 44: Fashion Show Production and Promotions

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Videotaped Fashion Shows - Given lectures and textbook readings, the student will be able to, produce, direct videotaped fashion shows.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2017-18 (Spring 2018) Input Date: 11/29/2013</p>	<p>Performance - Performance Appraisal for videotaped Fashion Show--SLO #1</p> <p>Earned grades on class assignments in addition to a participation criteria assessed by the instructor were used to assess this SLO. Recorded grades from listed assignments were used for this assessment.</p> <p>In this file is a chart of scores that correspond to the criteria used for evaluation. Participation scores were generated by the instructor using the following criteria: Follow-up Decision Making Attendance Leadership</p> <p>The expected outcomes was that 80% (or 9 of 11 students) will earn 80% (or 158 points) or more on the cumulative scores.</p> <p>Data shows that only 6 or 55% of students earned 80% or more on the assessment.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018) Standard Met? : Standard Not Met</p> <p>Data shows that only 6 or 55% of students earned 80% or more on the assessment. See related documents box for Excel file showing individual scores. (09/13/2018) % of Success for this SLO: 55 Faculty Assessment Leader: Vera Ashley Faculty Contributing to Assessment: Only Vera Ashley Related Documents: SLO fall 2018 fash 44 Additional documents.xlsx</p>	<p>Action: Have students review their progress in the class. Possibly using the Gradebook software. Students did not complete all assignments. (03/01/2019) Action Category: Teaching Strategies</p>

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Standard and Target for Success:

The criteria for success is 80% of the students will earn 80% on this assessment

Additional Information: None

Related Documents:

[SLO fall 2018 fash 44 Additional documents.xlsx](#)