

Assessment: Course Four Column

FALL 2016



El Camino: Course SLOs (IND) - Fashion

ECC: FASH 1:Career Opportunities in Fashion

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Career Paths - Given previous class instruction and activities, the student will be able to describe a career path in fashion design or fashion marketing.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2014-15 (Fall 2014), 2018-19 (Fall 2018)</p> <p>Input Date: 06/02/2015</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Survey/Focus Group - Students completed a survey choosing one of five career paths, after interviewing five different speakers in different professions in the Fashion Design Industry.</p> <p>Standard and Target for Success: 100% of students will score 80% or above on the assessment at the end of the semester.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Met</p> <p>At the beginning of the semester, students had about 40%-50% knowledge of future business endeavors, current business fashion knowledge skills, and entrepreneurship background.</p> <p>After the course, lectures, and assignments, students increased their knowledge percentage from 40-50% to 90%-95% by the end of the semester.</p> <p>In the mock Interviews, 90% of the students did very well. My student learning outcome was 90% high performance and 90% of them did well on the final projects, which exceeded my expectations (02/10/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Priscilla Ratcliff</p> <p>Faculty Contributing to Assessment: Vera Ashley</p>	<p>Action: Continue to use current teaching strategies, critical thinking activities, group projects, industry guest speakers, role playing, mock interviews, resumé writing, and student workshop Flex Day activities in order to maintain this level of student success. It would be helpful if El Camino had a budget that included funds to give to the guest speakers who donate their time to come out for 1.3 hours and speak to the students. I put together a budget and asked for donations in order to provide a nice gift bag for them. This motivates them to visit our institution and return when I call on them to speak in future semesters. (09/24/2015)</p> <p>Action Category: Program/College Support</p> <p>Action: The results were good for this assessment. To enrich the outcome, a suggestion would be to have the students find two</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>Survey/Focus Group - Students completed a survey after choosing one of five career paths, after interviewing industry professionals.</p> <p>Standard and Target for Success: 100% of students will score 80% or above on the assessment at the end of the semester.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>At the beginning of the semester, students had about 40%-50% knowledge of career paths, current business fashion knowledge, and entrepreneurship background.</p> <p>After the course, lectures, and assignments, students increased their knowledge and awareness percentage from 40-50% to 90%-95% by the end of the semester. Ninety-five percent of the students increased their awareness. (06/02/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Vera Ashley</p> <p>Faculty Contributing to Assessment: Priscilla Ratcliff</p>	<p>classified ads for at least two positions in the apparel industry. (05/15/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Action: Although most students met the standard, about 5% did not. In the future, A new teaching strategy might be to put students in groups of four who can work together to encourage one another. Each student in each group should be researching different career paths. When they go up to present their findings to the class, they should go up as a group. This will encourage each student to have peer support and possibly help 100% the students to meet the criteria. (06/02/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 Fashion Design & Merchandising - As a result of coursework, the student will be able to differentiate between the fashion design and fashion merchandising segments of the apparel industry.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Survey/Focus Group - Students will be given a paper survey that contains a list of 10 fashion industry duties. They will be asked to check a box indicating whether those duties are functions of the fashion design segment or the fashion merchandising segment of the industry.</p> <p>Standard and Target for Success: Given a list of 10 fashion related duties, student will choose whether those duties are functions of the fashion design segment or the fashion merchandising segment of the industry. The expectation is that</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Five of the 19 students completed and returned the survey on time.</p> <p>Scores are below out of a possible ten points</p> <p>Student</p> <p>1=10</p> <p>2=10</p> <p>3=8</p> <p>4=10</p> <p>5=10</p> <p>The scores indicate that most of the students met the learning objective. They indeed could differentiate between the duties performed by those in the fashion design</p>	<p>Action: The one student who earned 8 points (the lowest on this survey) has English as a second language and may have struggled with the English text. All the other students answered all the items correctly. This objective has met the standards. Unfortunately, not all of the students in the class returned the survey as requested. Perhaps this can be remedied by giving the survey earlier. (09/26/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>85% or more of the students will receive 100% on the survey.</p> <p>Additional Information:</p> <p>Presentation/Skill Demonstration - Fashion Industry Design and Merchandising Analysis & Presentation (Group Project, 40pts)</p> <p>The project description is as follows:</p> <p>This project is to help you understand different aspects of the fashion industry and to differentiate between fashion design and fashion merchandising as they apply to ready-to-wear and accessories. You will examine one aspect of the fashion industry focusing on women's apparel, men's apparel, children's, or accessories (shoes/handbags & jewelry). Analyze the market and create PowerPoint slides for a class presentation (4-5 written papers is required). Refer to your textbook and find additional sources to complete this assignment. The contents of the PowerPoint slides will include;</p> <ol style="list-style-type: none"> 1) The general information of your target industry 2) The fashion trends of your target industry for F/W 2015 in terms of styles, colors, and fabric/patterns. 3) Construction/Design Techniques used 4) Merchandising techniques used 5) Create one exam questions 	<p>segment and those duties performed by those in fashion merchandising. (09/26/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Vera Ashley</p> <p>Faculty Contributing to Assessment: Vera Ashley</p> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Fifteen students completed this assignment. Out of the fifteen students, 10 (67%) earned a score of 100%. Three students (20%) earned 90%. Two students (13%) earned 85%.</p> <p>87% of the students earned 90% or better. (02/19/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Shirley Warren</p> <p>Faculty Contributing to Assessment:</p>	<p>Action:</p> <p>This was a group assignment of 5 students per group which included a peer assessment. Going forward, I could give the assignment and have each student complete the assignment individually, instead of in a group. (02/19/2016)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions																				
	<p>from your research.</p> <p>6) Complete a peer evaluation form (the form will be provided)</p> <p>Evaluation Criteria for this group work assignment</p> <ul style="list-style-type: none">- Contents/References (all components, quality, style, etc.) 20pts- Oral presentation (visual, manner, time management, etc.) 15pts- Peer Evaluation 5pts <p>40pt</p> <p>Standard and Target for Success: 85% or more of the students will score 90% or higher.</p> <p>Additional Information:</p>																						
<p>SLO #3 Informational Interview - As a result of coursework, the student will be able to conduct an informational interview with a prospective employer.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2016-17 (Fall 2016)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Term/Research Paper - Assessment Method Description.</p> <p>The criteria for evaluation were that answers to questions were evaluated for clarity and accuracy.</p> <p>Questions to Ask in an Informational Interview:</p> <p>Name of person you interviewed</p> <p>How you found this person you interviewed.</p> <p>Date of interview</p> <p>How was this interview conducted? Face to Face, On the telephone, Videoconferencing, Email</p> <p>1. Could you describe one of your typical workdays for me?</p> <p>2. What skills are required in your</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <table><thead><tr><th>Student Number</th><th>Points Earned</th></tr></thead><tbody><tr><td>1-45</td><td>10</td></tr><tr><td>2-77</td><td>7</td></tr><tr><td>3-26</td><td>8</td></tr><tr><td>4-76</td><td>10</td></tr><tr><td>5-00</td><td>10</td></tr><tr><td>6-18</td><td>10</td></tr><tr><td>8-20</td><td>10</td></tr><tr><td>9-08</td><td>10</td></tr><tr><td>10-76</td><td>10</td></tr></tbody></table> <p>94% is the average.</p> <p>Most students who did the assignment did well on the assignment with an average score of 94%.</p>	Student Number	Points Earned	1-45	10	2-77	7	3-26	8	4-76	10	5-00	10	6-18	10	8-20	10	9-08	10	10-76	10	<p>Action: In the future, I might have the assignment due a week earlier in order to give me the opportunity to discover if each student had started to work on this assignment or to provide any additional assistance needed by the student.</p> <p>(09/24/2016)</p> <p>Action Category: Teaching Strategies</p>
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	<p>position on a day-to-day basis?</p> <p>3. What parts of your job do you find most challenging?</p> <p>4. What do find most enjoyable?</p> <p>5. How many hours do you work in a typical week?</p> <p>6. What changes in your job title do you think will happen in the next five years?</p> <p>7. Are there opportunities for self-employment in your field? Where?</p> <p>8. What would be a reasonable salary range to expect if I entered this field?</p> <p>9. What educational preparation would you recommend for someone who wants to advance in this field?</p> <p>10. What qualifications do you seek in a new hire?</p> <p>11. Can you recommend any courses I should take?</p> <p>12. Considering all the people you've met in your line of work, what personal attributes are essential for success?</p> <p>13. Is there anything else you think I need to know?</p> <p>14. Who else would you recommend I speak with?</p> <p>Your assignment should be typed. What was the most important thing you learned as a result of the interview?</p> <p>There were 10 scores possible. 10=Outstanding 9=Very good 8=Good</p>	<p>Of the 17 students who received a grade for the class, 8 students did not submit the assignment. Of those students who were not absent on the last day, I should have asked them why they did not do the assignment. (09/24/2014)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Vera Ashley Faculty Contributing to Assessment: Vera Ashley</p>	

Course SLOs	Assessment Method Description	Results	Actions																				
	<p>7+Average 6=Needs Improvement 5 and below = Failure</p> <p>Standard and Target for Success: Standard is that 85% of the students earn a grade of 80% or higher.</p> <p>Additional Information: Student</p> <table><tr><th>Number</th><th>Points Earned</th></tr><tr><td>1-45</td><td>10</td></tr><tr><td>2-77</td><td>7</td></tr><tr><td>3-26</td><td>8</td></tr><tr><td>4-76</td><td>10</td></tr><tr><td>5-00</td><td>10</td></tr><tr><td>6-18</td><td>10</td></tr><tr><td>8-20</td><td>10</td></tr><tr><td>9-08</td><td>10</td></tr><tr><td>10-76</td><td>10</td></tr></table>	Number	Points Earned	1-45	10	2-77	7	3-26	8	4-76	10	5-00	10	6-18	10	8-20	10	9-08	10	10-76	10		
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	<p>94% is the average.</p> <p>Most students who did the assignment did well on the assignment with an average score of 94%.</p> <p>Of the 17 students who received a grade for the class, 8 students did not submit the assignment. Of those students who were not absent on the last day, I should have asked them why they did not do the assignment.</p> <p>In the future, I might have the assignment due a week earlier in order to give me the opportunity to discover if each student had started to work on this assignment or to provide any additional assistance needed by the student.</p>																						

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	<p>Performance - Grading criteria:</p> <ol style="list-style-type: none"> 1. Firm hand shake / good eye contact/dress professional 25 pts 2. Clear and concise articulation. 25 pts 3. Clear communication of what is expected of me? 50 pts 4. Clear communication of what your past experience that applies to this position. 50 pts 5. Clear communication of why you should be chosen for the job. 50 pts <p>Students were assessed on their ability to be interviewed. This directly relates to having the ability to interview another person. Instructor felt that students needed to be taught how to be interviewed.</p> <p>Standard and Target for Success: It is expected that 85% will score 85% or better.</p> <p>Additional Information:</p> <p>Performance - Students were interviewed by the instructor in a mock interview session and then evaluated.</p> <p>Standard and Target for Success: It</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>Possible points is 200 Student</p> <ol style="list-style-type: none"> 1- 200 points 2- 200 points 3 - 200 points 4- 200 points 5- 200 points 6- 200 points 7- 200 points 8- 200 points 9- 200 points 10- 200 points 11- 200 points 12- 200 points 13- 200 points <p>100% of the students earned a score of 200 points. All students earned 100% (02/27/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Christopher Griffin</p> <p>Faculty Contributing to Assessment: Vera Ashley</p>	<p>Action: All students earned 100%. The criteria was met. Next time, students can videotape the teacher student mock interview session and self critique the results along with providing a written self assessment. (02/27/2017)</p> <p>Action Category: Curriculum Changes</p> <p>Follow-Up: 2/27/2018 (02/27/2017)</p>

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is expected that 85% of the students
will earn a score of 85%.

Additional Information:

ECC: FASH 10:Clothing Construction I

Course SLOs	Assessment Method Description	Results	Actions																														
<p>SLO #1 Basic Sewing Techniques - Upon completion of coursework, given a sketch, the student will be able to identify basic sewing techniques.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - On the student final, there are 12 sketches of various sewing techniques that students are asked to identify. These twelve sketches act as the assessment for this SLO.</p> <p>Standard and Target for Success: All students are expected to earn a score of 85% or more on this portion of the test. They are to write on the sheet the name of the technique.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>The number of questions/items were changed to 10. Having 9 or more correct would meet the criteria standard. Fifteen exams were rated. The results show that only one student met the criteria. The standard was not met. Students were told that they were to study their technique notebooks from which the sketches were derived.</p> <p>Student Scores on technique</p> <table><tr><td>1</td><td>10</td></tr><tr><td>2</td><td>4</td></tr><tr><td>3</td><td>6</td></tr><tr><td>4</td><td>7</td></tr><tr><td>5</td><td>7</td></tr><tr><td>6</td><td>6</td></tr><tr><td>7</td><td>2</td></tr><tr><td>8</td><td>5</td></tr><tr><td>9</td><td>8</td></tr><tr><td>10</td><td>4</td></tr><tr><td>11</td><td>5</td></tr><tr><td>12</td><td>1</td></tr><tr><td>13</td><td>4</td></tr><tr><td>14</td><td>8</td></tr><tr><td>15</td><td>3</td></tr></table> <p>(01/04/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Vera Ashley</p> <p>Faculty Contributing to Assessment: Same as above</p>	1	10	2	4	3	6	4	7	5	7	6	6	7	2	8	5	9	8	10	4	11	5	12	1	13	4	14	8	15	3	<p>Action: For some reason, the students are not making the connection between their technique notebook work and the sketch. A strategy that might help is to have each student draw the technique sketch in there book along with providing a muslin sample. (01/21/2017)</p> <p>Action Category: Teaching Strategies</p>
1	10																																
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15	3																																
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>Students took the final and answers to the 12 sketches were analyzed.</p>	<p>Action: To assure that more students earn a higher grade, actual photographs of the techniques can be shown instead of sketches. (05/18/2015)</p>																														

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		Following are the results. (12/22/2014) % of Success for this SLO: Faculty Assessment Leader: Vera Ashley Faculty Contributing to Assessment: None other	Action Category: Teaching Strategies																																							
SLO #2 Terminology & Techniques - Upon completion of coursework, the student will be able to explain terminology and techniques for clothing construction. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2016-17 (Fall 2016) Input Date: 11/29/2013 Inactive Date: Comments::	Exam/Test/Quiz - Students were given a paper exam with 20 terms separated within a box. Below the box were definitions of 15 of those 20 terms. Students were asked to match the terms in the box with their corresponding definitions. Standard and Target for Success: A successful target is that at least 75% of the students would earn a score of 85% or above in matching the correct term with the corresponding definition. Additional Information:	Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Not Met Scores follow: <table><tr><th>Student no.</th><th>Score</th><th>Percentage</th></tr><tr><td>1</td><td>19</td><td>100</td></tr><tr><td>2</td><td>13</td><td>68</td></tr><tr><td>3</td><td>9</td><td>47</td></tr><tr><td>4</td><td>13</td><td>68</td></tr><tr><td>5</td><td>11</td><td>58</td></tr><tr><td>6</td><td>8</td><td>42</td></tr><tr><td>7</td><td>12</td><td>63</td></tr><tr><td>8</td><td>14</td><td>74</td></tr><tr><td>9</td><td>17</td><td>89</td></tr><tr><td>10</td><td>15</td><td>79</td></tr><tr><td>11</td><td>16</td><td>84</td></tr><tr><td>12</td><td>8</td><td>42</td></tr></table> Criteria stated” Out of 12 students, only 3 students earned 80% or better. Standard was not met. (02/27/2017) % of Success for this SLO: Faculty Assessment Leader: Vera Ashley Faculty Contributing to Assessment: None other	Student no.	Score	Percentage	1	19	100	2	13	68	3	9	47	4	13	68	5	11	58	6	8	42	7	12	63	8	14	74	9	17	89	10	15	79	11	16	84	12	8	42	Action: To raise scores, students can be given vocabulary words each week in anticipation of this assessment. They could be given extra credit for submitting weekly definitions of the vocabulary terms. (02/27/2017) Action Category: Teaching Strategies
Student no.	Score	Percentage																																								
1	19	100																																								
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12	8	42																																								
		Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Not Met The Fashion 10 evening class took the exam. The results are below: <table><tr><th></th><th colspan="2">Sewing Terms</th></tr><tr><th></th><th colspan="2">Score/Percent</th></tr><tr><td>1</td><td>4.3</td><td>86</td></tr><tr><td>2</td><td>5</td><td>100</td></tr><tr><td>3</td><td>4</td><td>80</td></tr></table>		Sewing Terms			Score/Percent		1	4.3	86	2	5	100	3	4	80	Action: In order to improve performance, the terms should be specifically reviewed in class or students can be given a list of these terms near the beginning of class so they can better prepare. Inform students that they will be tested on terminology, so they can take adequate time to learn and study the specific terms. (05/11/2016)																								
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4	3.6	72
5	5	100
6	5	100
7	2.6	52
8	4.3	86
9	4	80
10	2	40
11	4.3	86
12	4	80
13	4.3	86
14	4.6	92
15	5	100
16	3.6	72

Action Category: Teaching Strategies

The students did not know, in advance, what the content of the test would be. They were told that they were going to have a test and they could obtain extra credit for extra points on their final grade. 16 students took the test. 75% of 16 students is 12 students. Twelve students needed to score 85% or better to make this SLO successful. The actual findings are that only 9 (56%) students scored 85% or more on the exam. The lowest score was 40% and there were four students who scored 100%. In order to potentially raise these scores, the terms should be specifically reviewed in class or students can be given a list of these terms near the beginning of class. If students had known that they were going to be tested on terminology, they may have obtained better scores after having time to study the specific terms.

(12/21/2014)

% of Success for this SLO:

Faculty Assessment Leader: Vera Ashley

Faculty Contributing to Assessment: None

Exam/Test/Quiz - Students were

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	<p>given a series of 19 terms . Each term was related to another term located in a word box. Students were to match the terms accordingly.</p> <p>Standard and Target for Success: It is expected that 80% of the students would earn 80% or more on the assessment.</p> <p>Additional Information: Exam/Test/Quiz - Students choose terms (in a word box) that represented the item being described in 20 statements. One assessment item term was eliminated because of an error. The maximus score was 19 over 19.</p> <p>Standard and Target for Success: It is expected that 80% of students would earn 80% or more on the assessment.</p> <p>Additional Information:</p>																						
<p>SLO #3 Pattern Pieces & Markings - Upon completion of coursework, the student will be able to identify specific pattern pieces and markings. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2018-19 (Fall 2018) Input Date: 11/29/2013 Inactive Date: Comments::</p>	<p>Exam/Test/Quiz - Student will be given an extra credit quiz with 12 items. Each item is a photo/sketch of a particular pattern marking. Students are to write in the name of the correct pattern marking on the quiz sheet.</p> <p>Standard and Target for Success: The target for success would be for each student to correctly identify at least 85% of the pattern markings choices.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Not Met This exam was given to 2 fashion 10 classes; one evening class and one morning class. They will be identified as AM or PM. In the PM class, there were students who participated. Their results follow:</p> <p>PM CLASS ==SLO on SYMBOLS</p> <table> <tr> <th></th><th colspan="3">Score/ Percent</th></tr> <tr> <td>1</td><td>3</td><td colspan="2">50</td></tr> <tr> <td>2</td><td>4</td><td colspan="2">67</td></tr> <tr> <td>3</td><td>4.5</td><td colspan="2">75</td></tr> <tr> <td>4</td><td>3.5</td><td colspan="2">58</td></tr> </table>		Score/ Percent			1	3	50		2	4	67		3	4.5	75		4	3.5	58		<p>Action: To improve student performance, more time should be spent specifically reviewing the symbols and/or giving students a list of these symbols near the beginning of class so they can better prepare. Inform students that they will be tested on symbols, so they can spend adequate time studying and learning the specific symbols. The scores from both classes show the need to consider making curriculum content changes in order to address the fact that this SLO goal was not met. (05/11/2016)</p>
	Score/ Percent																						
1	3	50																					
2	4	67																					
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4	3.5	58																					

Course SLOs	Assessment Method Description	Results	Actions
		5 3 50 6 0.5 8 7 3.5 58 8 3 50 9 2.5 41 10 3.5 58 11 5 83 12 2.5 41 13 4.5 75 <p>The students did not know, in advance, what the content of the test would be. They were told that they were going to have a test and they could obtain extra credit for extra points on their final grade. 13 students took the test. Each student needed to score 85% or better to make this SLO successful. The actual findings are that none of the students scored 85% or more on the exam. The lowest score was 8% and the highest score was 83%. In order to potentially raise these scores, the symbols should be specifically reviewed in class or students can be given a list of these symbols near the beginning of class. If students had known that they were going to be tested on symbols, they may have obtained better scores after having time to study the specific symbols.</p> <p>AM Class:</p> <p>Score/Percent</p> 1 3.5 59 2 4.5 75 3 4 67 4 2.5 41 5 2.5 41 6 3 50 7 4 67 8 5.5 91 9 3.5 59 10 3.5 59 11 3.5 59 12 4.5 75 13 3.5 59 14 5.5 91	Action Category: Teaching Strategies

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		15 4 67	
		16 3.5 59	
		17 4 67	
		<p>The students did not know, in advance, what the content of the test would be. They were told that they were going to have a test and they could obtain extra credit for extra points on their final grade. 17 students took the test. Each student needed to score 85% or better to make this SLO successful. The actual findings are that only two of the students scored 85% or more on the exam. The lowest score was 41% and the highest score was 91%. In order to potentially raise these scores, the symbols should be specifically reviewed in class or students can be given a list of these symbols near the beginning of class. If students had known that they were going to be tested on symbols, they may have obtained better scores after having time to study the specific symbols.</p> <p>The scores from both classes show the need to make curriculum content changes in order to address the fact that this SLO goal was not met.</p> <p>(12/21/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Vera Ashley</p> <p>Faculty Contributing to Assessment: None</p>	

ECC: FASH 15:Fashion Sketching

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Series Illustration - Upon completion of this course a student will be able to illustrate a series of proportional and clothed fashion figures for men, women and children.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2014-15 (Fall 2014), 2018-19 (Fall 2018)</p> <p>Input Date: 05/29/2015</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - The assessment tool consists of a final presentation and critique at the end of the time allotted for producing an in class project. Each student will then be required to wall display and discuss his or her project, with the whole class, as part of their critique. Over the semester, students developed an understanding and appraisal of differences in style and how to assess each other's work using positive feedback.</p> <p>Standard and Target for Success: #1: CONTENT KNOWLEDGE: STUDENTS POSSESS AND USE THE KNOWLEDGE, SKILLS AND ABILITIES SPECIFIC TO A CHOSEN DISCIPLINE, VOCATION OR CAREER. IT IS EXPECTED THAT UPON COMPLETION OF THIS COURSE 85% OF STUDENTS WILL BE ABLE TO ILLUSTRATE A SERIES OF PROPORTIONAL AND CLOTHED FASHION FIGURES WITH A SCORE 75% OR ABOVE.</p> <p>#2: CRITICAL, CREATIVE AND ANALYTICAL THINKING: STUDENTS SOLVE PROBLEMS, MAKE JUDGEMENTS AND REACH DECISIONS USING CRITICAL, CREATIVE AND ANALYTICAL SKILLS. IT IS EXPECTED THAT UPON COMPLETION OF THIS COURSE 85% OF STUDENTS WILL HAVE THE ABILITY TO DISCUSS, APPRAISE AND APPLY DIFFERENCES IN DRAWING</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>21 students were assessed. The grade distribution was as follows-</p> <p>15 students earned an A, 3 students earned a B, 2 students earned a C, and 1 student earned an F.</p> <p>The criteria was met since 18 students (86%) earned a score of 75% or better. (05/29/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Vera Ashley</p> <p>Faculty Contributing to Assessment: Gayle Baizer</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Met</p> <p>Assessment data in related document: FASHION 15 Fall 2013 Student Technique Evaluation Sheet.</p> <p>Fashion 15 Assessment Results:</p> <ol style="list-style-type: none"> 1. That the assessment should be given before the final presentation date because students flourish prior to that and let fear of failure take over thinking that they will fail the final and receive a lower grade. 2. I started with 24 students and ended the semester with 17. Some took the class only to qualify for financial aid, some had to drop to move out of state or go back to work to support themselves. Of the 17 that stayed 2 received an incomplete even though they should have been outstanding students, 3 missed the final and 12 excelled. 3. 14 requested additional classes to hone their skills and develop an outstanding body of work samples to use either for transferring to a University or getting a design job within the apparel industry. 4. Because this is a creative process the first thing 	<p>Action: The standard was met. Ninety percent of the students showed the ability to develop the fashion sketch proportionally and to develop a fashion sketch of a clothed figure. In order to increase the success rates even more, students who don't do the required work or are not interested in the course content should be identified and dropped. (05/29/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Students need more practice with developing their drawing skills. Students can be encouraged to form "study groups" to review, practice, and critique on their own before coming before the class to be critiqued. (05/17/2015)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>STYLES WHILE UNDERSTANDING THE CORRECT USE OF PROPORTION AND EXAGGERATION TO SKETCH A GARMENT CONCEPT ON THE HUMAN FORM AS REQUIRED BY THE APPAREL INDUSTRY WITH A SCORE 75% OR ABOVE.</p> <p>#3: COMMUNICATION AND COMPREHENSION: STUDENTS EFFECTIVELY COMMUNICATE IN SPOKEN AND ARTISTIC FORMS TO DIVERSE AUDIENCES. STUDENTS COMPREHEND AND RESPECTIVELY RESPOND TO THE IDEAS OF OTHERS. IT IS EXPECTED THAT 85% OF STUDENTS WILL HAVE THE ABILITY TO POSITIVELY ANALYZE EACH OTHER'S UNIQUE AND ARTISTIC DESIGN FORMS WHILE PARTICIPATING IN A CLASS DISCUSSION AND CRITIQUE WITH A SCORE OR 75% OR ABOVE.</p> <p>Additional Information:</p> <p>Presentation/Skill Demonstration - Each student after receiving lecture, demonstration, and laboratory work were able to:</p> <ol style="list-style-type: none"> 1. Draw construction details in proportion to the garment and onto fashion Croqui's <p>Standard and Target for Success: Students were given a Rubric for assessment. (see attachment below) As a result of the assessment, 3 trophies were earned and given to the most outstanding winners of the assessment. 90% of the students scored above the rubric given. Based on this percentage, 90% of the</p>	<p>necessary is to remove the fear of failure during the critique part of the lecture class and to give students the tools to progress properly through the progression process.</p> <p>5. The most important finding: That the students who attended class regularly and worked excelled. However, they are frustrated at the lack of continuity of class progression and want badly to continue to the next level. (03/21/2014)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Vera Bruce Faculty Contributing to Assessment: Gayle Baizer Related Documents: FASHION 15 Fall 2013 Student Technique Evaluation Sheet.docx</p>	

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>students scored 90% and above on this SLO.</p> <p>THE FINAL Projects</p> <p>Provide a total of – three-white 8.5 by 11 card stock boards & 1- 14 by 16 black card stock board for your final 3 projects.</p> <p>Project Name & logo must be placed on front of boards & you must have the following :</p> <ol style="list-style-type: none"> 1. “Concept” fabric on a board, fabric must be drawn or fabric must be treated on the board and not crafty and match your clothing line. 2. One Muse, 3-6 sketches of the front, back of the garments in detailed so sewer can make garments. Muse must be tall & in color. 3. Story Board with background, colored garments, accessories on croquis, poses on models, designer, class name, professors name, labeled on back with signature on front Right corner. Note: Colors of Charcoal,(black & white) flesh, markers water colors, can be used. Cut outs can be use for the collection of garments. Worth 300 total Points. This board will be mounted with black card board. <p>Due December 3rd by 4:00</p> <p>Exhibition is Thursday, December 10th at 11:00 AM-1:00 in Room 225B. Invite the Press, Friends, Family and other students. Extra easels are needed for your</p>		

Course SLOs	Assessment Method Description	Results	Actions
	presentations. Each student will be given 3 minutes to describe projects.		
	Additional Information:		
SLO #2 Drawing Styles - Students will have the ability to discuss, appraise, and apply differences in drawing styles while understanding the correct use of proportion and exaggeration to sketch a garment concept on the human form as required by the apparel industry. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2015-16 (Fall 2015) Input Date: 11/29/2013 Inactive Date: Comments::	Presentation/Skill Demonstration - Students will sketch an assigned style and present to the class. Standard and Target for Success: A score of 75% or above. Additional Information:	Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Standard Met? : Standard Met Students Evaluated - 17 Technical Flats Rendering: 9 excellent; 4 good Technical Flats Precision: 9 excellent; ;4 good Accurate illustration speed: 17 excellent Use of critical, creative and analytical thinking: 15 excellent; 2 good Use of communication skills for presentations: 17 excellent All scores were average or above. Overall the scores were 75% or above. The students who attended class regularly excelled and were able to communicate using their newly acquired critical, creative and analytical thinking skills. (04/21/2014) % of Success for this SLO: Faculty Assessment Leader: Vera Bruce Ashley Faculty Contributing to Assessment: Gayle Baizer	Action: Additional Fashion Illustration Classes Curriculum change requested. (08/03/2015) Action Category: Curriculum Changes <hr/> Action: : Continue to work on strengthening students use of critical, creative and analytical thinking skills. (10/01/2014) Action Category: Teaching Strategies
	Portfolio - Upon completion of this course, students will be able to illustrate a series of proportional and clothes fashion figures for men, women, and children. Students were given handouts, video demonstration, personal instructional demonstration , and discussion for lesson plan for lecture and laboratory. Students assessment was demonstrated in the final 3 projects of the class. Students	Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met Instructor supplied a basic rubric for all testing Student Learning Outcome and used numbered rubric form starting with #1 meaning less to #5 meaning greatest success. Most students succeed in the assessment test with a score of 95% or greater. Only 5 % of the students scored less than a 90% in the assessment given. (02/09/2016) % of Success for this SLO: Faculty Assessment Leader: Priscilla Ratcliff Faculty Contributing to Assessment:	Action: Staying up to date with industry styles and providing the students with current handouts and demonstrations should aid in the understanding and completion of this SLO. (02/10/2017) Action Category: Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions																		
	<p>applied learning outcomes through drawing/ sketching styles of the figure of the croquis. Students sketch garments such as wedding gowns, veils, hats, men and women and children suits, fabric designs, and accessories that were applied to from apparel industry. Every assessment given to the students applied to learning and understanding through exaggeration and manipulation to sketches, the garment concept on the human croquis figure, through drawing the face, facial components like neck, ears, hands, arms, legs, feet, ankles, and different hair styles.</p> <p>Standard and Target for Success: Instructor supplied a basic rubric for all testing Student Learning Outcome and used numbered rubric form starting with #1 meaning less to #5 meaning greatest success. Most students succeed in the assessment test with a score of 95% or greater. It is expected that 85% of students will score 75% or above on this SLO.</p> <p>Additional Information:</p>																				
<p>SLO #3 Classmate Design Critique - Students will have the ability to positively analyze each other’s unique and artistic design forms while participating in class discussion and critiques.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Fall 2013), 2016-17 (Fall 2016) Input Date: 11/29/2013 Inactive Date:</p>	<p>Performance - Class discussion and critique.</p> <p>Standard and Target for Success: It is expected that all students will have the ability to positively analyze each others' unique and artistic design forms while participating in a class discussion and critique with a score of 75% or above.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met</p> <p>Possible 10 points for assignment</p> <table><tr><th>No Student</th><th>Score</th><th>Percentage</th></tr><tr><td>1—10</td><td>—100%</td><td></td></tr><tr><td>2—10</td><td>—100%</td><td></td></tr><tr><td>3—10</td><td>—100%</td><td></td></tr><tr><td>4—10</td><td>—100%</td><td></td></tr><tr><td>5—10</td><td>—100%</td><td></td></tr></table>	No Student	Score	Percentage	1—10	—100%		2—10	—100%		3—10	—100%		4—10	—100%		5—10	—100%		<p>Action: The criteria was met. In order to reinforce these concepts, students can give their assessments of each others' work orally in class, noting excellent skills and skills that may need improvement. (02/27/2017) Action Category: Teaching Strategies</p>
No Student	Score	Percentage																			
1—10	—100%																				
2—10	—100%																				
3—10	—100%																				
4—10	—100%																				
5—10	—100%																				

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
Comments::		<p>6—10—100%</p> <p>7—10—100%</p> <p>8—10—100%</p> <p>9—10—100%</p> <p>10—10—100%</p> <p>11—10—100%</p> <p>12—10—100%</p> <p>13—10—100%</p> <p>14—10—100%</p> <p>15—10—100%</p> <p>16—10—100%</p> <p>All 16 students scored 100%</p> <p>The criteria was met (02/27/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Nicole</p> <p>Faculty Contributing to Assessment: Vera Ashley</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Met</p> <p>Focus: COMMUNICATION AND COMPREHENSION: STUDENTS EFFECTIVELY COMMUNICATE IN SPOKEN AND ARTISTIC FORMS TO DIVERSE AUDIENCES. STUDENTS COMPREHEND AND RESPECTIVELY RESPOND TO THE IDEAS OF OTHERS.</p> <p>Number of Students Assessed: 17</p> <p>Scores:</p> <p>Fashion Imagery - 17 excellent</p> <p>Creative Design Imagery - 17 excellent</p> <p>Marketable Design Imagery - 17 excellent</p> <p>Design Uniqueness and Originality - 17 excellent</p> <p>Design and Presentation Aesthetic - 17 excellent</p> <p>Design Adaptation from Research - 15 excellent, 2 good</p> <p>All scores were good or above. Overall the scores were 75% or above.</p>	<p>Action: Additional Fashion Illustration Classes Curriculum change recommended. (08/03/2015)</p> <p>Action Category: Curriculum Changes</p> <hr/> <p>Action: Continue to work on strengthening student comprehension and communication skills. (08/15/2014)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Survey/Focus Group - Students were paired up as partners and assessed each others' unique and artistic design form on a survey/emulation sheet. The instructor rated each evaluation with a score.</p> <p>Standard and Target for Success: It is expected that all students will earn a score of 75% or more.</p> <p>Additional Information:</p>	<p>The students who attended class regularly excelled and were able to communicate using their newly acquired critical, creative and analytical thinking skills. (04/21/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Verra Bruce Ashley</p> <p>Faculty Contributing to Assessment: Gayle Baizer</p>	

ECC: FASH 26A:Basic Design and Patternmaking

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Pattern From Sketch - Upon successful completion of the course, the student will be able to develop a pattern from a sketch given to them by the instructor.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Laboratory Project/Report -</p> <p>Students were given 5 different assessment projects (lecture, laboratory, video demonstration, handouts, and instructional demonstration) in each class period. Students were able to develop a minimum of 3 pattern sets and a maximum of 12 pattern sets in this course. Students were taught apparel industry standard methods for today's trends. Each project consisted of a 3-part sketch which included a front view, back view and side view, a fabric swatch and notions. The pattern consisted of a face sheet, students information, measurements, and style numbers. Each pattern in a set had to be labeled to industry standards, accompanied with a muslin design made from the student sketches.</p> <p>Standard and Target for Success:</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Based on the rubric given: 85% of the students scored 80% or above on the Student Learning Outcome. Based on the Rubric which assessed from #1 being the lowest number to #5 meaning the highest score, 85% of the students scored 80% or better using this assessment method. (02/08/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Priscilla Ratcliff</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Encourage group interaction and ensure that current industry standards are being met. (02/08/2016)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 Bodice Pattern - Upon successful completion of the course, the student will be able to create a basic bodice pattern that is industry standard.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Laboratory Project/Report -</p> <p>Students were given a hand out of "How To Drape A Dress Form with Dart Manipulation" on a dress form, Students were given a Power Point to describe steps 1 - 10 on how to do this procedure. Students were given a demonstration by instructor on how to complete this process from start to finish. Students had to demonstrate the cut</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>and drape process on their dress-form and graded 50 points</p> <p>Students made the pattern from the muslin drape on white pattern paper, drew markings, and labeling, and were graded with total points of 50. Both processes equal 100 points for best grade.</p> <p>The next steps are listed below. Out of 100% of the students participating in this classroom projects, over 80% received a grade above the letter C.</p> <p>40% of these students participated in the yearly Fashion Show Production and 30% won trophies and 1 student received the BEST AWARD in the show.</p> <p>Standard and Target for Success: Instructor Priscilla Ratcliff, M.A.Ed. Basic Pattern Making Rubric for Mid Term 100 Points=A 90-80=B 79-70=C 69-65=D 64 below = F</p> <p>STUDENTS NAME: _____</p> <p>_____ DATE: _____</p> <p>Pattern Card 5 Piece Pattern set ON MANILA PAPER including:</p> <ol style="list-style-type: none"> 1. Front Bodice 1 self 2. Back Bodice 2 self 3. Sleeve 2 self 4. Back Skirt 2 self 5. Front Skirt 1 self 6. Completed Muslin dress 		

Course SLOs	Assessment Method Description	Results	Actions
	<p>with seam allowance.</p> <p>7. Pattern Card</p> <p>EACH PATTERN BLOCK MUST BE TURNED IN ON MANILA PAPER WITH ALL THE APPROPRIATE INFORMATION ON THE GRAIN LINE: STUDENT NAME, DATE, GARMENT BLOCK, PATTERN PIECE, SIZE. ALL NOTCHES MUST BE PRESENT AND HOLE PUNCHED EACH PIECE. EACH BLOCK MUST BE HUNG ON A PATTERN HOOK WITH A PATTERN CARD.</p> <p>GRADING WILL BE DONE ON COMPLETENESS OF PATTERN (25 PTS) AND PATTERN CARD (25 PTS. MID- TERM GRADE POSSIBLE 100 POINTS.</p> <p>TOTAL EARNED POINTS:</p> <p>_____</p> <p>NOTES:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Additional Information:</p> <p>Laboratory Project/Report Students were given a hand out of "How To Drape A Dress Form with Dart Manipulation" on a dress form, Students were given a Power Point</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>Laboratory Project/Report Students were given a hand out of "How To Drape A Dress Form with Dart Manipulation" on</p>	<p>Action: Having more working sewing machines available for use would significantly help the students to complete their projects in a timely fashion.</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>to describe steps 1 - 10 on how to do this procedure.</p> <p>Students were given a demonstration by instructor on how to complete this process from start to finish.</p> <p>Students had to demonstrate the cut and drape process on their dress-form and graded 50 points</p> <p>Students made the pattern from the muslin drape on white pattern paper, drew markings, and labeling, and were graded with total points of 50. Both processes equal 100 points for best grade.</p> <p>The next steps are listed below. Out of 100% of the students participating in this classroom projects, over 80% received a grade above the letter C.</p> <p>40% of these students participated in the yearly Fashion Show Production and 30% won trophies and 1 student received the BEST AWARD in the show. (Active)</p> <p>Standard and Target for Success:</p> <p>Additional Information:</p>	<p>a dress form,</p> <p>Students were given a Power Point to describe steps 1 - 10 on how to do this procedure.</p> <p>Students were given a demonstration by instructor on how to complete this process from start to finish.</p> <p>Students had to demonstrate the cut and drape process on their dress-form and graded 50 points</p> <p>Students made the pattern from the muslin drape on white pattern paper, drew markings, and labeling, and were graded with total points of 50. Both processes equal 100 points for best grade.</p> <p>The next steps are listed below. Out of 100% of the students participating in this classroom projects, over 80% received a grade above the letter C.</p> <p>40% of these students participated in the yearly Fashion Show Production and 30% won trophies and 1 student received the BEST AWARD in the show. (Active) (Active)</p> <p>(12/28/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Dr. Vera Bruce</p> <p>Faculty Contributing to Assessment: Priscilla Ratcliff, M.A.Ed.</p>	<p>(02/23/2018)</p> <p>Action Category:</p> <p>Program/College Support</p>

SLO #3 Pattern Card - Upon successful completion of the course, the student will be able to complete an industry standard pattern card.

Course SLO Status: Active

Course SLO Assessment Cycle: 2018-19 (Fall 2018)

Input Date: 11/29/2013

Inactive Date:

Comments::

ECC: FASH 27: Fashion Merchandising

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Mock Retail Store - Given the information taught in class (context), students will be able to develop a realistic mock retail store for a demographic and psychographic group.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Students will develop a mock retail store for a specific demographic. They should be able to identify the four major components of a retail establishments inclusive of buying, merchandising, visuals displays and retail sales.</p> <p>Standard and Target for Success: The target for student success is, 90% of the students are expected to receive 85% and above on the written exam</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Twenty students participated in the exam. Out of the twenty students 15 students 75% scored average. Twenty %, 4 students scored above average. Five %, 1 student did not take the exam because of absence. This was an exam based on retail terminology.</p> <p>(04/04/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Shirley Warren</p> <p>Faculty Contributing to Assessment: Shirley Warren</p>	<p>Action: Going forward I would change the exam given from a multiple choice exam to an essay exam. I find that students can better elaborate on what they have learned in the fashion merchandising class.</p> <p>(04/04/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #2 Retail Product Mix - Given the information taught in class (context), students will be able to develop a product mix for a specific retail group.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - Students will create a mock retail store for a specific demographic. They will be able to identify the four major components of a retail establishments inclusive of buying, merchandising, visuals displays and retail sales for a specific retail mix of consumers (Active)</p> <p>Standard and Target for Success: 90% of the students should 90% and above based on their research and presentations</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>All of the students participated in presenting a final project. 90% of the students scored 90% and better on their final presentations (02/27/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Shirley Wrrren</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Going forward, to better assist the 10% that did not do well, I will give them smaller defined projects leading up to their final project (02/27/2017)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 Merchandizing - Terms Given the information taught in class (context), students will be able to identify various merchandising terms.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2018-19 (Fall 2018)</p>			

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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Input Date: 11/29/2013

Inactive Date:

Comments::

ECC: FASH 35:Applied Color Theory

Course SLOs	Assessment Method Description	Results	Actions																																																																					
<p>SLO #1 Color Theory Terms - Given a list, students will be able to correctly define the 20 basic color theory terms.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Students are given 20 terms for which they are to match definitions by writing the letter in front of the term that matches the correct definition.</p> <p>Standard and Target for Success: It is expected that 85% of the students will correctly identify at least 16 (80%) of the terms correctly.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>Exams were gathered from 22 students on the last day of class. The scores are as show below. The data analysis shows that 11 students (50%) scored 80% or better on the exam. The criterion for success was that 85% of the students would score accordingly. The criterion was not met.</p> <table><tr><th>No.</th><th>Student</th><th>Score</th></tr><tr><td>1</td><td>UE</td><td>16</td></tr><tr><td>2</td><td>LA</td><td>!!</td></tr><tr><td>3</td><td>SM</td><td>16</td></tr><tr><td>4</td><td>AE</td><td>18</td></tr><tr><td>5</td><td>ER</td><td>15</td></tr><tr><td>6</td><td>AS</td><td>13</td></tr><tr><td>7</td><td>NN</td><td>15</td></tr><tr><td>8</td><td>FS</td><td>9</td></tr><tr><td>9</td><td>MK</td><td>16</td></tr><tr><td>10</td><td>NT</td><td>14</td></tr><tr><td>11</td><td>MS</td><td>16</td></tr><tr><td>12</td><td>ZG</td><td>9</td></tr><tr><td>13</td><td>TV</td><td>9</td></tr><tr><td>14</td><td>WS</td><td>16</td></tr><tr><td>15</td><td>AN</td><td>13</td></tr><tr><td>16</td><td>HH</td><td>18</td></tr><tr><td>17</td><td>KG</td><td>14</td></tr><tr><td>18</td><td>NO</td><td>18</td></tr><tr><td>19</td><td>HJ</td><td>20</td></tr><tr><td>20</td><td>KK</td><td>20</td></tr><tr><td>21</td><td>FB</td><td>20</td></tr><tr><td>22</td><td>JD</td><td>13</td></tr></table> <p>(01/04/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Vera Ashley</p>	No.	Student	Score	1	UE	16	2	LA	!!	3	SM	16	4	AE	18	5	ER	15	6	AS	13	7	NN	15	8	FS	9	9	MK	16	10	NT	14	11	MS	16	12	ZG	9	13	TV	9	14	WS	16	15	AN	13	16	HH	18	17	KG	14	18	NO	18	19	HJ	20	20	KK	20	21	FB	20	22	JD	13	<p>Action: Students should be tested on basic color theory terms. Another strategy is to have students create at glossary of terms learned. (02/05/2017)</p> <p>Action Category: Teaching Strategies</p>
No.	Student	Score																																																																						
1	UE	16																																																																						
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Course SLOs	Assessment Method Description	Results	Actions																														
Faculty Contributing to Assessment: same as above																																	
SLO #2 Color Wheel - Given coloring agents, students will be able to paint and correctly identify 12 color hues in the color wheel. Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 11/29/2013 Inactive Date: Comments::	Performance - Students were instructed to create the pigment color wheel by using only the primary colors of red, yellow and blue. They were asked to use either gouache or water color. Additionally, they were asked to write down the color names next to the created colors on the color wheel. The maximum possible points was 12 Standard and Target for Success: The criteria for success is that 100% of the students would earn a score of 80% or better. Additional Information:	Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met The maximum possible points was 12 The scores were distributed accordingly: <table><tr><th>Student No.</th><th>Score</th><th>Percentage</th></tr><tr><td>1</td><td>12</td><td>100</td></tr><tr><td>2</td><td>11</td><td>92</td></tr><tr><td>3</td><td>11</td><td>92</td></tr><tr><td>4</td><td>12</td><td>100</td></tr><tr><td>5</td><td>12</td><td>100</td></tr><tr><td>6</td><td>11</td><td>92</td></tr><tr><td>7</td><td>12</td><td>100</td></tr><tr><td>8</td><td>10</td><td>83</td></tr><tr><td>9</td><td>11</td><td>92</td></tr></table> Nine students submitted the work. Results include: 4 out of 9 (44%) of students received 100% 3 of 9 (33%) of student received 92% 1 of 9 (11%) of student received 83% (02/26/2017) % of Success for this SLO: Faculty Assessment Leader: Vera Ashley Faculty Contributing to Assessment: None other	Student No.	Score	Percentage	1	12	100	2	11	92	3	11	92	4	12	100	5	12	100	6	11	92	7	12	100	8	10	83	9	11	92	Action: The criteria was met. To increase the chances for more of the higher scores, this assignment can be given prior to the actual formal assessment and students can get the opportunity to make corrections in their work before taking the actual formal assessment. (02/26/2017) Action Category: Teaching Strategies Follow-Up: 2/26/2017 (02/26/2017)
Student No.	Score	Percentage																															
1	12	100																															
2	11	92																															
3	11	92																															
4	12	100																															
5	12	100																															
6	11	92																															
7	12	100																															
8	10	83																															
9	11	92																															
SLO #3 Warm & Cool Colors - Given the concept of warm and cool tonality, students will be able to identify and choose colors accordingly. Course SLO Status: Active Course SLO Assessment Cycle: 2018-19 (Fall 2018) Input Date: 11/29/2013 Inactive Date: Comments::																																	

ECC: FASH 4:Computer Fashion Illustration

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Graphic Computer Software - Upon successful completion of the course, the student will be able to design various fashion products (i.e.: garment flats, tags) using software currently used in the apparel industry.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Portfolio - Instrument is a rubric sheet, which will rate the final portfolio of work according to skill, content/completion and creativity.</p> <p>Standard and Target for Success: It is expected that students score at least 80% of possible points for the project .</p> <p>Additional Information:</p> <p>Portfolio - One of the products that students complete is the portfolio. The portfolio will be used as example of a product. for this assessment.</p> <p>A rubric sheet, will rate the final portfolio of work according to skill, content/completion and creativity. Students must score at least 80% of possible points for the project to be declared successful in this project.</p> <p>Assessment was performed in conjunction with the Fall 2015 final, as a pre-exam assessment. The assessment was hands-on, using a computer.</p> <p>11 students participated, and were asked to place a scanned garment into Adobe Illustrator, create a template and then use vector tools to accurately draw the garment, including stitching and flares.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>3 of the 11 students scored 90% or higher, which is 27 %</p> <p>7 of the 11 students scored 80% or higher, which is 81 %</p> <p>10 of the 11 students scored 70% or higher, which is 91%</p> <p>1 student scored under 60%</p> <p>The standard was not met. Only 10 students earned a score of 80% or more. [more] (04/04/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Annette Owens</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: At the next assessment interval, it will be better to assess a single assignment such as a garment drawing from a template to accurately assess this objective based on the original wording of the statement. (04/04/2016)</p> <p>Action Category:</p> <p>Program/College Support</p>

Course SLOs	Assessment Method Description	Results	Actions
<p>Reviewer's Comments</p> <p>Standard and Target for Success: Standard and Target for Success Students must score at least 80% of possible points for the project to be declared successful in this project.</p> <p>Additional Information:</p>			
<p>SLO #2 Digital Template - Upon successful completion of the course, the student will be able to create a digital template from an existing croqui, and then use Illustrator's pen tools to render an accurate garment on this croqui template.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Instrument is a rubric sheet, which will rate the final portfolio of work according to skill, content/completion and creativity. Students must score at least 80% of possible points for the project to be declared successful in this project.</p> <p>Assessment was performed in conjunction with the Fall 2015 final, as a pre-exam assessment. The assessment was hands-on, using a computer.</p> <p>11 students participated, and were asked to place a scanned garment into Adobe Illustrator, create a template and then use vector tools to accurately draw the garment, including stitching and flares.</p> <p>Standard and Target for Success: Students must score at least 80% of possible points for the project to be</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>3 of the 11 students scored 90% or higher, which is 27 %</p> <p>7 of the 11 students scored 80% or higher, which is 81 %</p> <p>10 of the 11 students scored 70% or higher, which is 91%</p> <p>1 student scored under 60%</p> <p>The standard was not met. Only 10 students earned a score of 80% or more. (02/05/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Annette Owens</p> <p>Faculty Contributing to Assessment: None other</p>	<p>Action: Students possibly need more time to practice their skills. Additional homework/lab assignments should be given. (02/05/2017)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>declared successful in this project.</p> <p>Additional Information:</p> <p>Exam/Test/Quiz - Instrument is a rubric sheet, which will rate the final portfolio of work according to skill, content/completion and creativity.</p> <p>Standard and Target for Success: Students must score at least 80% of possible points for the project to be declared successful in this project.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>14 students handed in final portfolios, and a separate rubric was used to grade the digital illustration of two final garments drawn on a digital croqui using Adobe Illustrator. They were graded on accuracy, organization, ability to use the pen tool, and creativity.</p> <p>5 out of 14 students scored 90 % or higher 7 out of 14 students scored 80 % or higher 2 out of 14 students scored below 80%, and did not meet standard. (02/24/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Annette Owens</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: My students really need a computer lab where they can use Adobe CS in our division. This software is not in the library, or in other campus labs. Other divisions have implemented open labs and tutorial sessions for their computer specialty classes. When this was piloted in Fashion 4 a few years ago, substantial improvement in student success was shown. The reason why students are currently having stellar student outcomes in Fashion 4 is because I have a joint appointment in the Fine Arts Division has graciously allowed my students to use their labs. However, this is not sustainable; I believe that the entire ITEC student body needs an open lab! (02/24/2018)</p> <p>Action Category: Program/College Support</p>

SLO #3 Digital vs. Print Color Formats

- Upon successful completion of the course, the student will be able to explain why some digital colors can be recreated with CMYK inks or dyes, versus other colors that require special formulations, or colors that cannot be produced at all with existing pigments.

Course SLO Status: Active

Course SLO Assessment Cycle: 2018-19 (Fall 2018)

Input Date: 11/29/2013

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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Inactive Date:

Comments::

ECC: FASH 41: Fashion Analysis and Selection

Course SLOs	Assessment Method Description	Results	Actions																																																																																				
<p>SLO #1 Corporate Wardrobe - Given lectures and textbook readings, the student will be able to create a 5-day personal corporate wardrobe based on what they learned about their bodies and flattering outfits. Students will include appropriate design lines, color, texture, and silhouettes that correspond to their body type.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - Students are given the scenario that they were invited to a fashion seminar where they would be attending workshops for four days and have one day of a casual outing. Students are to provide photo examples of what they would wear and give an explanation of why that garment/outfit is suited for them including consideration of their body type and desired focal points. The notebook project will be graded based on how well they follow the instructions and how professionally their project is presented.</p> <p>The project is worth 20 points. It is expected that 80% of the students would earn a score of 80% or higher.</p> <p>Standard and Target for Success: It is expected that 80% of the students would earn a score of 80% or higher on the project.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <table><tr><th>No.</th><th>Student</th><th>Score</th></tr><tr><td>1</td><td>VD</td><td>18</td></tr><tr><td>2</td><td>BJ</td><td>17</td></tr><tr><td>3</td><td>VC</td><td>10</td></tr><tr><td>4</td><td>EA</td><td>20</td></tr><tr><td>5</td><td>TE</td><td>14</td></tr><tr><td>6</td><td>WS</td><td>19</td></tr><tr><td>7</td><td>SM</td><td>14</td></tr><tr><td>8</td><td>CR</td><td>18</td></tr><tr><td>9</td><td>RA</td><td>20</td></tr><tr><td>10</td><td>OM</td><td>20</td></tr><tr><td>11</td><td>MS</td><td>18</td></tr><tr><td>12</td><td>AA</td><td>20</td></tr><tr><td>13</td><td>CT</td><td>20</td></tr><tr><td>14</td><td>EU</td><td>20</td></tr><tr><td>15</td><td>JF</td><td>20</td></tr><tr><td>16</td><td>FI</td><td>20</td></tr><tr><td>17</td><td>GZ</td><td>20</td></tr><tr><td>18</td><td>KG</td><td>9</td></tr><tr><td>19</td><td>HN</td><td>20</td></tr></table> <table><tr><th></th><th>Score</th><th>Percent</th></tr><tr><td>4</td><td>10</td><td></td></tr><tr><td>20YJ</td><td></td><td></td></tr><tr><td>21</td><td>KP</td><td>12</td></tr><tr><td>22</td><td>KK</td><td>17</td></tr><tr><td>23</td><td>KM</td><td>20</td></tr><tr><td>24</td><td>JL</td><td>19</td></tr><tr><td>25</td><td>.AM</td><td>20</td></tr></table> <p>80% of the score of 20 is 16 points 20 students is 80% of the 25 students 15 students earned 80% or more on the assessment. The standard was not met. (02/05/2016)</p>	No.	Student	Score	1	VD	18	2	BJ	17	3	VC	10	4	EA	20	5	TE	14	6	WS	19	7	SM	14	8	CR	18	9	RA	20	10	OM	20	11	MS	18	12	AA	20	13	CT	20	14	EU	20	15	JF	20	16	FI	20	17	GZ	20	18	KG	9	19	HN	20		Score	Percent	4	10		20YJ			21	KP	12	22	KK	17	23	KM	20	24	JL	19	25	.AM	20	<p>Action: All of the students did not follow instructions for the assignment. The instructor should make sure the students understand full the assignment. The instructor can provide an example of what is expected. (02/05/2017)</p> <p>Action Category: Teaching Strategies</p>
No.	Student	Score																																																																																					
1	VD	18																																																																																					
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<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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% of Success for this SLO:
Faculty Assessment Leader: Vera Ashley
Faculty Contributing to Assessment: None other

SLO #2 Fashion Personalities - Given lectures and textbook readings, the student will be able to compare and contrast fashion personalities.

Course SLO Status: Active

Course SLO Assessment Cycle: 2016-17 (Fall 2016)

Input Date: 11/29/2013

Inactive Date:

Comments::

Homework Problems - Students are given material about different types of clothing personalities. They are to read and respond to various characteristics of each personality by finding contemporary and past photos of celebrities who fit into the various categories. They are to assess which of the personalities they feel they personally represent and the reason why they made that choice.

Standard and Target for Success: It is expected that 100% of the students will earn a grade of 75% or more.

Additional Information:

Semester and Year Assessment Conducted: 2016-17 (Fall 2016)

Standard Met? : Standard Not Met
Student

No.	Total Possible	Percent
1	15	100
2	13	87
3	12	80
4	15	100
5	15	100
6	15	100
7	15	100
8	15	100
9	15	100
10	15	100
11	15	100
12	10	67
13	12	80
14	13	87
15	15	100
16	6	40
17	15	100
18	15	100

Two of eighteen students earned a score of 75% or lower.
The criteria was not met (02/27/2017)

% of Success for this SLO:
Faculty Assessment Leader: Vera Ashley
Faculty Contributing to Assessment: None

Action: In the future, students might be asked to perform this homework assignment in groups of two or three having celebrity photos easily available. In the method, students can discuss while they compare and contrast various clothing personality types. (02/27/2017)

Action Category: Teaching Strategies

SLO #3 Why Clothing is Worn - Given lectures and textbook readings, the student will be able to identify social, psychological, cultural, and physical reasons why clothing is worn.

Course SLO Status: Active

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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Course SLO Assessment Cycle: 2018-

19 (Fall 2018)

Input Date: 11/29/2013

Inactive Date:

Comments::