

Course Assessment Results aligned to Program SLOs

San Mateo CCCD

CAN Program - Design & Technology, Creative Arts

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Develop the ability to communicate design concepts clearly and concisely (i.e. visual, oral, and written)	CAN Dept - Fashion Design - CAN FASH 100 - Principles of Fashion Design - Principles of design - SLO 1. Identify, analyze and use the principles of design in the creation of original garment designs. (Created By CAN Dept - Fashion Design)	Assessment Method: Design assignments consisting of sketches and analysis of original garment designs. Assessment Method Category: Other Success Criterion: 70% of students will successfully complete this task	07/02/2014 - Sp 14: 72.4% of students performed this task at a very good to excellent level; 6.9% of students performed this task at a satisfactory level; 20.7% of students performed this task at an unsatisfactory level. Result Type: Criterion met Reporting Cycle: 2013 - 2014	07/02/2014 - Because the numbers in the satisfactory and unsatisfactory categories were higher than in previous semesters, more attention to the written component of the assignment will be given, as this area continues to be difficult for beginning college students who can design, but can't verbalize the why's behind their design choices. Action Plan Category: Use New or Revised Teaching methods
			07/10/2013 - Sp 2013: 25% performed this task at an excellent level, 58.3% performed at a very good level, 8.3% performed at a satisfactory level and 8.3% performed at an unsatisfactory level. Result Type: Criterion met Reporting Cycle: 2012 - 2013	07/10/2013 - The 91.6% success rated of this SLO is excellent for a first assignment performance; however, this is 8.4% lower than the previous class (sp2012), even though the assignment was simplified in content and analysis portions. No changes will be made, as students need to accomplish this foundation material, at the very least.
			07/10/2013 - No changes will be made, as students need to accomplish this foundation material, at the very least.	
			05/24/2012 - Sp 12: 55.5% completed the task at the excellent level 33.3% completed the task at the very good level 11.1% completed the task at the satisfactory level Result Type:	07/12/2012 - While students had plenty of examples and much discussion of analysis techniques, too many were unable to apply those concepts to the expression of original, logical and critical thoughts. A simplification of the first assignment may help ease

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			<p>Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>01/09/2012 - F11: 35% of students performed this task an excellent level, 38% performed at a very good level, 15% performed at a satisfactory level and 12% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>01/14/2011 - 39% of students performed at an excellent level 39% of students performed at a very good level 14% of students performed at a satisfactory level 8% of students performed at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/> <p>12/16/2010 - SLO 1 Fall 2010: 69% of students performed this task at a very good to excellent level 10% of students performed this task at a satisfactory level 21% of students performed this task at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/>	<p>students into the analysis process.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p> <hr/>

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		<p>Assessment Method: Design assignments</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 80% of students will successfully perform this task</p>		
	<p>CAN Dept - Fashion Design - CAN FASH 100 - Principles of Fashion Design - Color Harmony and Color Design Assignment - SLO 3. Demonstrate a knowledge of basic color theory (color wheel, color harmonies and terms) and be able to use and analyze color in the creation of original garment designs. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will create, label and define a traditional color wheel and associated color harmonies, and then apply color theory to the creation of original garment designs.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will successfully complete this task</p>	<p>07/02/2014 - Sp 14: 78.6% of students performed this task at a very good to excellent level; 14.3% of students performed this task at a satisfactory level; 7.1% of students performed this task at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 66.6% of students performed this task at an excellent level, 25% performed at a very good level, 4.25 performed at a satisfactory level, and 4.2% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>07/12/2012 - Sp 12: 63.3% completed this task at the excellent level 20.4% completed this task at the very good level 10.2% completed this task at the satisfactory level 6% completed this task at the</p>	<p>07/10/2013 - The 95.8% success rate is a 1.9% improvement over the previous course offering, reflecting the success of changes made to the assignment from the last semester the course was offered. No changes will be made.</p> <hr/> <p>07/12/2012 - This two part assignment proves to be too much in too short of time for most student sto give equal attention to each part, causing the design portion to suffer. The harmony portion of the assignment</p>

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			<p>unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>will be simplified to allow more time for the design portion.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>01/09/2012 - F11: 47% of students performed this task at an excellent level, 44% performed at a very good level, 6% performed at a satisfactory level, and 3% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>01/14/2011 - SLO 2. Students will communicate design ideas in writing using proper terminology and visually using basic sketches and story boards. 10 (39%) of the students performed at an excellent level 10 (39%) of the students performed at a very good level 2 (8%) of the students performed at a satisfactory level 4 (14%) of the students performed at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
			<p>12/16/2010 - SLO 2 Fall 2010: 68% of students performed this task at a very good to excellent level 16% of students performed this task at a satisfactory level 16% of students performed this task at an unsatisfactory level</p> <p>Result Type: Criterion met</p>	

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			<p>Reporting Cycle: 2010 - 2011</p>	
	CAN Dept - Fashion Design - CAN FASH 100 - Principles of Fashion Design - Elements of design - SLO 2: Identify, analyze and use the elements of design in the creation of original garment designs (Created By CAN Dept - Fashion Design)	<p>Assessment Method: Design assignments consisting of sketches and analysis of original garment designs</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will successfully complete this task</p>	<p>07/02/2014 - Sp 14: 58.6% of students performed this task at a very good to excellent level; 27.6% of students performed this task at a satisfactory level; 13.8% of students performed this task at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 66.6% performed at an excellent level, 25% performed at a very good level, 4.2% performed at a satisfactory level, and 4.25 performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>07/12/2012 - Sp 12: 59.2% completed the task at the excellent level 18.5% completed the task at the very good level 22.2% completed the task at the satisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>01/09/2012 - F11: 48% of students performed this task at an excellent level, 48% performed at a very good level, 3% performed at an unsatisfactory level.</p> <p>Result Type:</p>	<p>07/10/2013 - No changes are anticipated as this assignment was new for this semester.</p> <hr/> <p>07/12/2012 - No major changes anticipated at this time. Minor design category and photo analysis changes will freshen up the assignment.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>

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			<p>Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>04/21/2011 - SLO2 Fall 2010: 69% of students performed this task at a very good to excellent level 10% of students performed this task at a satisfactory level 21% of students performed this task at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/>	
	<p>CAN Dept - Fashion Design - CAN FASH 110 - Beg. Clothing Construction</p> <p>- Sewing terminology - SLO 3. Explain terminology used for garment construction. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 3. On a written test, students will define terms and concepts required for sewing. Rubric will be used to assess the following terms with 3 embedded questions. Terms will be Bias and Selvage. Concept question is: 4 steps required for successful fusing.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70 - 75% of the students will answer these questions correctly on the test</p>	<p>07/02/2014 - Sp 14 Wayne: 90% of students correctly answered the question on Bias; 65% of students correctly answered the question on Selvage; 85% of students correctly answered the question on fusing.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>01/16/2014 - Ronda F13: 78% of students correctly answered the embedded questions on Bias, 78% of students correctly answered the embedded question on selvage and 57% of students correctly answered the question on Fusing.</p> <p>Wayne F13: 100% of students correctly answered the embedded question on bias, 92% of students correctly answered the embedded question on selvage and 92% of students correctly answered the embedded question on fusing.</p>	

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			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>08/06/2013 - Summer 2013: There are three embedded questions on the midterm: 92% of the students correctly answered all three questions and 8% incorrectly answered the questions.</p>	
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>08/06/2013 - Summer 2013: 62% of students received A's, 19% received B's, 8% received C's and 11% received F's (1 student stopped attending, but did not drop and 2 students did not take the midterm).</p>	
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>07/10/2013 - W, Sp 2013: 16 students Bias: 94% correctly answered the bias question on the midterm, 6% incorrectly answered the question on bias Selvage: 81% of students correctly answered the selvage question on the midterm, 19% incorrectly answered the question on selvage</p>	<p>07/10/2013 - Moving forward - Improve the terminology list with other language equivalents. Discuss language challenges with fellow instructors for suggestions and insight to help bridge ESL language gaps.</p>
			<p>Fusing: 100% of students correctly answered the question on fusing</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>07/10/2013 - Students demonstrated recognition of terminology and concepts on evaluation of midterm test. The assessment this semester shows continuing difficulties in comprehension and understanding with ESL students. During class they appear to understand - nodding and replying when asked</p>

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				directly, but midterm and sample quality show differently.
			<p>07/10/2013 - R, Sp 2013: Fusing: 13/16 correctly answered this question Bias: 13/16 correctly answered this question Grading: 12/16 correctly answered this question Hems: 13/16 correctly answered this question Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	
			<p>03/20/2013 - RF12: 39% of students received A's, 13% B's, 13% C's, 13% D's, 9% F's. The three embedded questions were answered with the following results: 83% correctly answered the question on Bias 61% correctly answered the question on Selvage 74% correctly answered the question on fusing Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	
			<p>07/25/2012 - Wayne, Sp12: 89% of students answered the Bias question correctly, 11% answered incorrectly. 71% of students answered the Selvage question correctly, 29% answered incorrectly. 93% of students answered the Fusing question correctly, 7% answered incorrectly.</p>	<p>07/25/2012 - Improve the terminology list with other language equivalents. Discuss language challenges with fellow instructors for suggestions and insight to help bridge ESL language gaps.</p>

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			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>03/22/2012 - Ronda/Sp12: 85% of students correctly answered embedded question #2 on bias. 81% of students correctly answered embedded questions #4 on selvage. 66% of students scored very good to excellent on the midterm, 16% of students scored satisfactory on the midterm, 7% scored unsatisfactory and 11% failed the midterm.</p>	
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>01/09/2012 - Wayne F11: 95% of students correctly answered the question on bias, 5% incorrectly answered. 70% of students correctly answered the question on selvage, 30% incorrectly answered. 915 of students correctly answered the question on fusing, 9% incorrectly answered.</p>	<p>01/09/2012 - Moving forward, created a terminology list with other language equivalents. discuss language challenges with fellow instructors for suggestions and insight to help bridge ESL language gaps</p>
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>10/26/2011 - R, Fall 2011: 75% of students correctly answered the question on bias, 63% of students answered the question on selvage.</p>	
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>08/17/2011 - Peggy/Su2011: 82% of students performed this task at a very</p>	

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			<p>good to excellent level, 10% of students performed this task at a satisfactory, and 7% of students performed this task at a failing level.</p> <p>Bias question - 97% of students answered this question correctly.</p> <p>Selvage question - 93% of students answered this question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>07/05/2011 - Sp11 Wayne: 91% of students correctly answered the bias question, 9% incorrectly answered the bias question. 70% correctly answered the selvage question, 30% incorrectly answered the selvage question. 100% correctly answered the fusing question.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>07/05/2011 - Students demonstrated recognition of terminology and concepts on evaluation of midterm test. The assessments this semester show some difficulties in comprehension and understand with ESL students. During class they appear to understand - odding and replying when asked directly, but midterm and sample quality show differently. Moving forward, create a terminology list with other language equivalents. Discuss language challenges with fellow instructors for suggestions and insight to help bridge ESL language gaps.</p>
			<p>05/25/2011 - Sp11Ronda. 60% of students performed this task at an excellent level. 6% of students performed this task at a very good level. 14% of students performed this task at a satisfactory level. 14% of students failed this task. 93% of students correctly answered the question on bias. 86% of students correctly answered the question on selvage.</p> <p>Result Type: Criterion met</p>	<p>06/01/2011 - R: The lowest grades are usually those students whose first language is not english. Will continue to allow students receiving D's and F's to retake the test. Working with muslin sample brings up understanding of embedded questions.</p> <hr/> <p>06/01/2011 - R: The lowest grades are usually those students whose first language is not english. Will continue</p>

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			<p>Reporting Cycle: 2011 - 2012</p>	to allow students receiving D's and F's to retake the test.
			<p>03/15/2011 - F 10: Ronda: 79% of students completed this task at a very good to excellent level. 7% of students completed this task at a satisfactory level. 14% of students completed this task.</p> <p>96% of students correctly answered the question on Bias and 89% of students correctly answered the question on Selvage correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	04/20/2011 - In future, I hope to increase success of students answering question 5 - selvage and understanding grain in woven fabrics
			<p>01/14/2011 - Waynes class: 93% of students correctly identified the term "bias"</p> <p>83% of students correctly identified the term "selvage"</p> <p>96% of students indicated they understood fusing</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>11/08/2010 - 90% of the students completed excellent notebooks, 10% completed good notebooks.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>03/29/2010 - Wayne's class: FALL 2009: 93% scored correct on the bias question, 7% incorrect.</p> <p>Selvage question: 75% scored correct,</p>	

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			<p>25% incorrect. Fusing question: 100% scored correct. Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 111 - Techniques of Fit - Cause of ill-fitting garments - SLO 3. Analyze ill-fitting garments and pinpoint the cause. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 3. Students will turn in a writing assignment in which they will analyze ill fitting garments. Assessment Method Category: Project Success Criterion: 70-75% of the students will complete this task with satisfactory results.</p>	<p>01/21/2014 - F2013: 695 of students completed this task at an excellent level, 31% of students did not complete Result Type: Criterion met Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 67% earned 100% on midterm, 11% earned 90%, 4% earned 80, 11% earned 60%, 8% did not complete. Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	
			<p>01/19/2012 - F11: 8 students performed this task at an excellent level, 4 at a good level and 4 did not turn in the assignment. Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	
			<p>07/05/2011 - F10: 82%(14) of students performed this task at an excellent level. 12% (2) of students performed this task at a good level. 6%(1) of students performed this task at a poor level. Result Type: Criterion met</p>	<p>07/05/2011 - Student success in analyzing ill-fitting garments remained high since adding the lab worksheet in the prior semester. The newly implemented worksheet chronicling their lab fitting exercises demonstrated their success. The evaluate fellow</p>

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			<p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>03/26/2010 - Contiguous semester's results to see changes, if any.</p> <p>Student's responded well to the continued focus on this SLO.</p> <p>SLO 3 In week 3 without any experience, students are asked to either sketch or find 10 pictorial examples of ill-fitting garments. They then must determine the stress points and deduce the probable cause. In week 15, they are asked to do the same assignment.</p> <p>Week 3 showed many students unable to determine the cause earning 5-6 of the available 10 points. Initial findings were the same as the previous semester. After increasing their exposure to and evaluation assignments focusing on ill-fitting garments, their understanding and ability to pinpoint the figure variations increases as did their understanding of what manipulation would be necessary to solve the issue.</p> <p>They were expected to work in groups, fitting each other, then come to me with probable causes and solutions. At first they were reluctant to suggest solutions, but soon learned to voice their opinions openly. They backed up their assessments with both textbook findings and notebook sample scenarios. This process expected them to spend more time in small groups and less time</p>	<p>classmates' garments, proposed changes and returned to evaluate the results. The exercise also improved class discussions. I will continue as modified.</p> <hr/>

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			<p>waiting for my guidance. I guided their evaluation but tried to let them make mistakes and reassess the manipulations they had suggested. The time waiting in the weekly line for my feedback was cut to about one half. This meant more time working thru issues and less time assuming I had all the answers.</p> <p>Week 15, while 90% increased their scores to 9 and 10, 5% earned scores of 7-8 5% earned scores of 5-6.</p> <p>The depth and accuracy of answers given increased.</p> <p>Because we now must require assignments along with the required lab for this course, I assigned charts to be filled out weekly detailing who they worked with in lab and what the fitting issues were. They also were required to list what their suggestions were for each issue and what manipulation corresponded. This form required them to write down their findings of other students for the first time. Previously, they had only kept records of their own needs. All students turned in the completed form. Ten were outstanding in their comments (10 out of 10 points), four did a marginal job (7 out of 10) and the remainder did a good job (8-9).</p> <p>In looking back over the photo assessment assignments,; Week 15, 95% increased their scores to 9 and 10, 3% earned scores of 7-8 2% earned scores of 5-6.</p> <p>I will continue with the lab assessment</p>	

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			<p>forms and the small group fitting work. They have asked to remain with the same group throughout the semester. Because of attrition this may not work as well as open floating groups, but I will give it a try. I understand their request and see benefits.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 111 - Techniques of Fit - Terms and concepts - SLO 4. Define terms and concepts involved in Techniques of Fit. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Midterm given in week 7 which will include fill in and short answer questions.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70-75% of the students will complete the test with a score of 70 to 100 points.</p>	<p>01/21/2014 - F2013: 73% of students completed this task at an excellent level, 16% of students completed this task at a very good level, 5% of students completed this task at a good level, 5% of students completed this task at a poor level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>03/20/2013 - F12: 60% earned 905 or higher, 26% earned 75-89%, combined 86% of students earned 75% or higher, 7% earned 605, 7% failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>03/20/2013 - Assessment: Midterm given in week 7 will include fill in, short answer and practical problems. 70-75% of the students will complete the test with a score of 35-50 points (70-100%).</p>
			<p>01/19/2012 - F11: 13 students performed this task at an excellent level, 2 performed at a good level, 1 performed poor.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle:</p>	

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			<p>2011 - 2012</p> <p>07/05/2011 - F10: 58% of students performed this task at an excellent level. 24% of students performed this task at a good level. 18% of students performed this task at a poor level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>07/05/2011 - Even though they understand the concepts and use the standards successfully to do daily manipulations, I observe that they confuse these standards with the standards needed to evaluate garments on the body. They see the words Alteration Standards and assume the rest. I must clarify this earlier with more class discussion comparing the two and possibly giving a spot quiz to help them differentiate.</p>
	<p>CAN Dept - Fashion Design - CAN FASH 113 - Textiles</p> <p>- Analyze and identify fabrics - SLO 3: Analyze and identify fabrics of unknown origin and will be able to predict fabric performance based on knowledge of textile construction methods and fabric suitability for textile end use. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: A practical fabric analysis where students analyze 5 fabrics of unknown origin.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students will successfully complete this task</p>	<p>01/27/2014 - F2013: 8.5% of students performed at the satisfactory and higher level, with 75% of those at the very good to excellent level, demonstrating competence and comprehension of the overall objectives of the course. This task is invaluable in determining overall knowledge of textiles and textile performance. No changes, (other than adjustments in variety and number of swatches tested) will be made.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>05/08/2013 - F12: 17.4% performed at an excellent level, 39.15 performed at a very good level, 26.1% performed at a satisfactory level and 17.35 performed at an unsatisfactory level.</p> <p>82.6% completed this task at the satisfactory and higher level, with 56.7% of those working at the very good to</p>	

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			<p>excellent levels. this task is the culmination of all information taught and learned in this class, demonstrating the students' ability to apply concepts learned to the analysis, identification, and performance predictions of random fabrics.</p> <p>Since students were able to complete 5 swatches in the allotted time with ease, a possible 6th swatch will be added in future to increase the types of fibers and fabrics tested, allowing students to demonstrate an even broader understanding of course concepts.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>01/09/2012 - F11: 725 of students performed this task at an excellent level, 17% performed this at a very good level, 6% performed at a satisfactory level and 6% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>07/05/2011 - Sp11: 31% of students performed this task at an excellent level, 34% of students performed this task at a very good level, 21% of students performed this task at a satisfactory level, 14% of students performed this task at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>07/05/2011 - Sp11: Since most students performed this task at a very good to excellent level, no changes are planned at this time.</p>
			<p>12/16/2010 - 69% performed at an excellent level</p>	

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			14% performed at a very good level 7% performed at a satisfactory level 10% performed at an unsatisfactory level Result Type: Criterion met Reporting Cycle: 2009 - 2010	
	CAN Dept - Fashion Design - CAN FASH 115 - Int Clothing Construction - Garment construction - SLO. 2 Sew 2 garments demonstrating use of pattern, fabric, proper seams, construction details as well as good fit. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 2. Garments will be graded twice during the semester using a rubric form with the following scores: 3=Excellent, 2= Good, 1=Poor, (needs improvement) Assessment Method Category: Presentation/Performance Success Criterion: 80% of the students will construct garments with a grade of good to excellent.	07/02/2014 - Sp 14: 77% of students performed this task at an excellent level - A's; 10% of students performed this task at a very good level - B's; 10% of students performed this task at a satisfactory level - C's; 3% of students failed this task. Result Type: Criterion met Reporting Cycle: 2013 - 2014	
			07/10/2013 - Sp 2013: Garment 1: 88% performed at an excellent level, 10% performed at a very good level, 2% failed. Garment 2: 64% performed at an excellent level, 22% performed at a very good level, 7% performed at a satisfactory level, 7% failed. Result Type: Criterion met Reporting Cycle: 2012 - 2013	
			06/27/2012 - Sp 12: Garment 1: 94% performed this task at an excellent level, 6% performed at a very good level. Garment 2: 77% performed at an excellent level, 16% performed at a very	

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			<p>good level and 7% failed this task.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>05/31/2011 - SLO 2 Sp 11: 83% of students performed this task at an excellent level. 11% of students performed this task at a very good level. 5% of students failed this task.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>06/01/2011 - Satisfactory results with this group. No changes</p>
			<p>03/24/2010 - F10: 78% of the students created garments with a score of 3, meaning that it was an excellent use of pattern and fabric, well stitched and pressed, and that the garment fit the wearer.</p> <p>16% of the students made good use of pattern and fabric (score of 2) seams and construction details were good to adequate.</p> <p>6% of the students demonstrated a poor use of pattern and fabric (score of 1). The seams and details needed improvement.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>03/24/2010 - I think that I will require samples in the chosen fabric before garment construction. If students understood how the fabric will hang in the selected style as well as how it will sew with the construction details required to make the garment, perhaps there would be more success with the finished product.</p> <p>Require more samples. Although I already require many samples, I think that I could choose other sample that are more a part of the garments assigned for FASH 115. I will spend more time discussing how to choose appropriate styles for different boy types and pattern choices.</p> <p>Require student try on garments in ready-to-wear that are like the pattern styles they are going to sew. This will help determine if the style is good for them before the sew it.</p> <p>I will evaluate the garments several times during the construction process.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Fashion Design - CAN FASH 116 - Tailoring</p> <p>- Pattern fitting and alterations - SLO 1. Analyz methods of pattern alteration for proper fit on suits and coats and adjust the pattern accordingly. The alterations will be tested with a fitting muslin and checked on the body. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 1. Students will alter the suit or coat patterns they choose to construct and model the pattern in muslin.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of the students will score good to excellent on the muslin fit alterations.</p>	<p>01/16/2014 - Fall 2013: 100% of students completed this task at an excellent level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 76% of students received A's, 16% received B's, 8% received F's.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 100% of students completed this task.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/17/2010 - F10: 84% of students performed this task at a very good to excellent level 16% of students performed this task at a satisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>12/17/2010 - 99% of students achieved a good fit on their muslin jackets, demonstrating their ability to alter patterns.</p> <p>Result Type:</p>	<p>01/12/2011 - Continue to instruct students on the skills necessary for well fitting muslins</p> <hr/> <p>01/12/2011 - Continue teaching pattern alterations in the same manner</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met Reporting Cycle: 2010 - 2011</p> <hr/> <p>03/24/2010 - FALL 2008-- 80% of the students got the bias question correct, 77% got the question on selvage correct, 83% got the question on fusing correct. FALL 2009--97% got the question on bias correct, 87% got the question on selvage correct, 83% got the question of fusing correct. Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	<p>03/24/2010 - Student exercise using a piece of muslin to draw in the grain which will assist in understanding bias.</p>
	<p>CAN Dept - Fashion Design - CAN FASH 116 - Tailoring - Tailored Garments - SLO 3. Sew a tailored jacket or coat using techniques studied in the class. It will illustrate appropriate fabric for garment style, good fit on the body, and construction techniques. Completed garment will be presented as the final. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 3.Students will sew a jacket or coat using tailoring techniques. To be scored using a rubric 3=excellent, 2=good, 1=poor -needs improvement. Assessment Method Category: Presentation/Performance Success Criterion: 70-75% of the students will score good to excellent on their garments</p>	<p>01/16/2014 - Fall 2013: 88% of students performed this task at a very good to excellent level, 6% performed at a satisfactory level and 6% performed at a failing level. Result Type: Criterion met Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 725 pf students performed this task at an excellent level (A), 16% at a very good level (B), 4% at a satisfactory level (C), 8% failed (F) Result Type: Criterion met Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 71% of students performed this task at an excellent level, 12% at a very good level, 17% at a satisfactory level.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>01/12/2011 - Fall 10: 84% of students performed this task at a very good to excellent level 11% of students performed this task at a satisfactory level 5% of students performed this task at a failing level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>03/24/2010 - SPRING, 2009 -- 84% of the students got score of 3 on garments, 13% score of 2 on garments, 3% score of 1.</p>	03/24/2010 - Continue to work with students for excellent tailored garments
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/> <p>01/16/2014 - Fall 2013: 43% of students correctly answered the embedded question on the 2 flat pattern principles of dart manipulation and added fullness, 19% of students answered partially correct and 28% of students answered incorrectly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 17 Students completed this class. 52% listed and defined both principles</p>	
	CAN Dept - Fashion Design - CAN FASH 118 - Flat Pattern Design - Dart Manipulation Principles on Midterm - SLO 1. Demonstrate an understanding of the 2 flat pattern principles of dart manipulation and added fullness. Students will be able to demonstrate this on an exam (Created By CAN Dept - Fashion Design)	<p>Assessment Method: SLO 1 On a mid term exam students will identify the 2 flat pattern principles.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70-75% will answer the 2 imbedded questions correctly.</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>correctly 16% listed, but didn't clearly define one or both of the principles correctly 5% listed but didn't define the principles 16% listed only one of the principles 11% didn't answer correctly</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>12/20/2012 - F12: On the midterm, 69% of students scored Excellent, 19% scored very good, 3% scored satisfactory, 6% scored unsatisfactory and 3% failed. The embedded questions: 45% correctly answered, 17% answered partially correct, 36% answered incorrectly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>06/27/2012 - ML Sp 12: 52% of students listed and defined both principles correctly; 12% listed, but didn't clearly define one or both principles correctly; 12% listed, but didn't define the principles; 12% listed only on of the principles and 12% did not take the midterm.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>06/27/2012 - This question is especially difficult for those who's native language is not english. I will reword the test questions to help clarify exactly what I want.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>10/26/2011 - R F11: 74% of students performed this task at a very good to excellent level, 15% performed this task at a satisfactory level, 11% performed this task at an unsatisfactory or failing level.</p> <p>Result Type: Criterion met</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>07/05/2011 - Sp11 MaryLou: 16 students performed this task at an excellent level, 5 students performed this task at a good level, 6 students performed this task at a poor level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>12/17/2010 - F10 Ronda: 90% performed with excellent results 10% performed with good results</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/>	<p>07/05/2011 - F10 ML: I am pleased with the results. Students clearly discussed the principles which reflects back to the class discussions and review.</p> <hr/>
	<p>CAN Dept - Fashion Design - CAN FASH 118 - Flat Pattern Design - Draft patterns for notebook - SLO 2. Demonstrate how to draft a variety of patterns including many necklines, collars, sleeves, and skirts. Make these patterns each week in miniature or full scale and turn in for homework. These will be graded in a notebook (3-ring binder) twice during the semester. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2 Assessment. Students will make miniature and full scale patterns each week. These manipulations will include dart transfers, added fullness, necklines, collars, sleeves, skirts, dresses, etc. Some will be constructed in fabric. A mid term test will illustrate their understanding of making patterns.</p> <p>Assessment Method Category: Portfolio</p> <p>Success Criterion: 70 - 75% of the class will be able to successfully create 80% of the patterns on the exam and will be receive B or better grade.</p>	<p>01/16/2014 - Fall 2013: 76% of students performed this task at an excellent level, 14% performed this task at a very good level and 10% failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 42% completed this task at an excellent level, 17% completed this task at a very good level, 17% completed the task at an average level and 26% completed this task at a below average level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>12/20/2012 - F12: Ronda - 86% of students received A's, 14% received B's.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>06/27/2012 - ML Sp 12: 44% of students completed all six manipulations precisely then justified and labeled each example - performing at an excellent level; 20% completed most manipulations carefully, labeled and justified most samples clearly- performing at a very good level; 12% completed some of the manipulations correctly and missed some of the labeling and justifications - performing at an average level; 12% Did not follow sketch given and/or label work carefully - performing at below average level; 12% did not take the test</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>06/27/2012 - This time we did not spend a much time on the added fullness concept and that showed up as a weak area. I will allot this concept more time plus make sure we do several additional manipulations to clarify. A good exercise would be to pass out pictures of real garments and let them work as a group to create an appropriate pattern. Then show the examples on the overhead and discuss.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>01/09/2012 - F11: 93% of students performed at an excellent level, 3% at a very good level, 3% failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>07/05/2011 - Sp11 ML: 13 students performed this task at an excellent level, 5 students performed this task at a good level, 2 students performed this task at a satisfactory or lower level, and 2 students did not complete the course</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle:</p>	<p>07/05/2011 - Sp11 ML: While the grade spread is average, I am concerned that some of the points taken off for the manipulations were for repetitive simple mistakes or labeling omissions. I post a check off list that we use in all classroom work, but maybe a check off list they keep handy for homework would reinforce the concepts.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2010 - 2011</p> <p>12/17/2010 - F10 Ronda: 95% of the student performed this task at a good to excellent level 5% of the students performed this task at a poor level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>01/12/2011 - Continue working with students to reach full potential for all students</p>
	<p>CAN Dept - Fashion Design - CAN FASH 118 - Flat Pattern Design - Original garment for final - SLO 3 Illustrate an understanding of the relationship between pattern drafts, construction techniques and finished garment design. Make the pattern for the final garment, construct in fabric and show on the dressform. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 3 Assessment. Students will draft an original pattern of their choice, construct it in appropriate fabric and present it on the dress form for the class final.</p> <p>Success Criterion: 70-75% of the students will show an accurate pattern drafted in full scale and sewing in a finished garment on the dress form.</p>	<p>01/16/2014 - Fall 2013: 57% of students completed this task at an excellent level, 24% of students completed at a very good level, 5% of students completed at a satisfactory level, 5% completed at an unsatisfactory level and 9% failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>07/10/2013 - Sp 2013: 18 students finished this part of the class. 50% performed this task at an excellent level, 175 performed this task at a very good level, 28% performed below average and 5% did not complete - failed</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>06/27/2012 - ML Sp 12: 60% showed excellent pattern drafting skills with detailed markings, excellent garment construction using appropriate fabric, fitting the dress form; 16% showed very good to good pattern drafting skills,</p>	<p>06/27/2012 - I am happy with most students efforts to construct their garments. I worked hard to establish a timetable that would help them better manage their time. I do need to spell</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>good construction of garment in appropriate fabric, overall fits the dress form; 4% showed average pattern drafting skills, missing some of the markings/labels, fabric not entirely suitable for garment, may not fit the dress form exactly; 4% did not complete garment due to family emergency, received an incomplete; 12% did not do a final garment/.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>out the expectations more clearly on the syllabus to eliminate some early confusion. Question and answer sessions helped clarify. Students used more outside resources as suggested for construction. The offered labels were well used for guidance and construction.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>01/09/2012 - F11: 765 of students performed at an excellent level, 12% performed at a very good level, 4% performed at a satisfactory level, 8% failed</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>07/05/2011 - Sp11 ML: 16 students performed this task at an excellent level, 2 students performed this task at a good level, 2 students performed this task at a poor level, 2 students did complete course.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>07/05/2011 - Sp11 ML: This grade spread reflects an excellent application of all learned in the semester. The one area of concern that did show up was in finishing the neckline. Students expressed frustration in taking the collar and facing techniques from textbook to garment. While construction techniques are not typically taught in FASH 118, I agreed to add a sewing demo with step-by-step instructions for those new to sewing.</p>
			<p>12/17/2010 - F10 Ronda: 81% of students performed at a good to excellent level 19% of students performed at a poor</p>	<p>01/12/2011 - Work with students earlier in the semester to draft patterns for final garments. Check progress more</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			level Result Type: Criterion met Reporting Cycle: 2010 - 2011	frequently.
	CAN Dept - Fashion Design - CAN FASH 122 - Advanced Tailoring - Pattern fitting and alterations - SLO 1. Alter jacket patterns for personal fit and illustrate the pattern fitting methods through muslin jackets before constructing jackets in fashion fabric. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 1. Students will alter the suit or coat patterns they choose to construct and model the pattern in muslin. Muslins will be evaluated for fit and proper pattern alterations. Assessment Method Category: Presentation/Performance Success Criterion: 80% of the students will receive good to excellent for the muslin fitting.	01/16/2014 - Fall 2013: 100% of students completed this task successfully Result Type: Criterion met Reporting Cycle: 2013 - 2014 03/20/2013 - F12: 100% of students completed this assignment. Result Type: Criterion met Reporting Cycle: 2012 - 2013 01/09/2012 - F11: 100% successfully completed this task Result Type: Criterion met Reporting Cycle: 2011 - 2012 12/15/2010 - Fall 10: All (100%) of students performed this task at an excellent level Result Type: Criterion met Reporting Cycle: 2010 - 2011 05/19/2010 - Spring: 78% of students performed this task at an excellent level 22% of students did not complete this task Result Type:	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 122 - Advanced Tailoring - Jacket Construction Using Traditional Tailoring Methods - SLO2. Construct a jacket or coat with the traditional method of tailoring. Garments should include notch collars, lapels, welt pockets, bound buttonholes, sleeves and linings. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2: Students will sew 2 jackets or coats will be graded on fit, choice of fabric for pattern, and construction techniques. A rubric will be used to score the garments.</p> <p>Success Criterion: 80% of the students will receive good to excellent scores on their gaments</p>	<p>01/16/2014 - Fall 2013: 100% of students competed the traditionally tailored jacket with excellent results. 73% of students completed the speed tailored jacket with excellent results, 18% completed with very good results.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 100% of students completed this assignment.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 100% of students successfully completed this task</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/15/2010 - Fall 10: 100% of students performed this task at an excellent level for garment 1. 70% of students performed this task at an excellent level for garment 2.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>05/19/2010 - Spring: 78% of students performed this task at an excellent level</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			22% of students performed at a poor level Result Type: Criterion met Reporting Cycle: 2010 - 2011	
	CAN Dept - Fashion Design - CAN FASH 122 - Advanced Tailoring - Speed Tailored jacket - SLO3. Construct a jacket or coat using speed tailoring methods and applying fusible interfacing. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 3: Students will develop a working notebook with handouts, construction techniques and samples, and notes Assessment Method Category: Presentation/Performance Success Criterion: 80% of students will successfully complete this task	03/20/2013 - F12: 88% students received A's for this assignment, 12% received B's Result Type: Criterion met Reporting Cycle: 2012 - 2013	
			01/09/2012 - F11: 100% of students successfully completed this task. Result Type: Criterion met Reporting Cycle: 2011 - 2012	
			04/20/2011 - F 10: 86% of students performed this task at an excellent level, 14% of students performed this task at a very good level Result Type: Criterion met Reporting Cycle: 2010 - 2011	
	CAN Dept - Fashion Design - CAN FASH 123 - Intro to the Fashion Industry - Aspects of the apparel industry - SLO 1. Describe and discuss questions based on the text illustrating knowledge of the U.S. apparel industry with comparisons	Assessment Method: SLO 1. Students will answer questions based on text book readings and compare information learned from field trips. Assessment Method Category: Presentation/Performance	06/30/2014 - Sp 14: 96% of students performed this task at an excellent level, 4% of students failed this task. Result Type: Criterion met Reporting Cycle:	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>what was learned on field trips to San Francisco companies. (Created By CAN Dept - Fashion Design)</p>	<p>Success Criterion: 70 - 75% of the students will complete research papers/reports will good to excellent grades. Field trip journals will include definitions of these concepts.</p>	<p>2013 - 2014</p> <hr/> <p>04/09/2012 - Sp 12: 95% of students completed this task, 5% of students did not complete this task.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>03/10/2011 - SLO 1 Sp 11: Research 81% completed an excellent report related to topics in the apparel industry - comprehensive research - presented a clear understanding of the subject 19% completed satisfactory reports</p> <p>Journals 96% completed an excellent journal with field trip notes 4% completed satisfactory journals on field trips</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>03/10/2011 - Research 81% completed an excellent report related to topics in the apparel industry - comprehensive research - presented a clear understanding of the subject 19% completed satisfactory reports</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>06/01/2011 - Satisfied with results. No changes necessary at this time</p> <hr/>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Fashion Design - CAN FASH 123 - Intro to the Fashion Industry - SF Apparel industry - SLO 2. Analyze and review a current article that relates to fashion industry jobs and current changes in the job market. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO2. Students will complete a written review of a current article that relates to fashion industry jobs and current changes in the job market. Assessment Method Category: Essay Success Criterion: 70-75% of the students will present good to excellent journals.	06/30/2014 - Sp 14: 100 % of students performed this task at an excellent level. Result Type: Criterion met Reporting Cycle: 2013 - 2014 <hr/> 04/09/2012 - Sp 12: 75% of students performed this task at a very good to excellent level, 15% of students failed and 1% of students passed. Result Type: Criterion met Reporting Cycle: 2011 - 2012 <hr/> 03/10/2011 - SLO 2 Sp 11: 90% completed the questions correctly, 10% completed the questions in a satisfactory manner. Result Type: Criterion met Reporting Cycle: 2010 - 2011 <hr/> 03/10/2011 - Journals 96% completed an excellent journal with field trip notes 4% completed satisfactory journals on field trips Result Type: Criterion met Reporting Cycle: 2010 - 2011	06/01/2011 - Satisfied with results. No changes necessary at this time.

CAN Dept - Fashion Design - CAN FASH 123 - Intro to the Fashion Industry -

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>Jobs in apparel industry - SLO 3. Organize and submit journals from field trips and guest speakers explaining concepts presented about fashion and the apparel industry in general. Information about different jobs and industry terms will be included. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 3: Students will submit journals with notes from field trips and guest speakers. Assessment Method Category: Other Success Criterion: 70-75% of the students will review articles that relate to current fashion industry jobs and changes in the job market with a good to excellent score.</p>	<p>06/30/2014 - Sp 14: 96% of students performed this task at an excellent level, 4% of students failed this task. Result Type: Criterion met Reporting Cycle: 2013 - 2014</p> <hr/> <p>04/09/2012 - Sp 12: 100% of students completed this assignment. Result Type: Criterion met Reporting Cycle: 2011 - 2012</p> <hr/> <p>03/10/2011 - SLO 3 Sp 11: Journals 96% completed an excellent journal with field trip notes 4% completed satisfactory journals on field trips</p> <hr/> <p>Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	<p>06/01/2011 - Satisfied with results. No changes necessary at this time</p>
	<p>CAN Dept - Fashion Design - CAN FASH 133 - Copying Ready-to-Wear - Test Muslin Garment - SLO 3 Prepare and present a test garment sewn in muslin. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will submit a muslin test garment of the pattern for teacher evaluation Assessment Method Category: Presentation/Performance Success Criterion: 3/4 of students will perform this task at a very good to excellent level</p>	<p>03/20/2013 - Su 12: 27 students received A's, 8 B's, 1 C, 2 F's Result Type: Criterion met Reporting Cycle: 2012 - 2013</p> <hr/> <p>08/17/2011 - Su 2011: 77% of students performed this task at an excellent level, 15% of students performed this task at a very good level, 4% of students failed, 4% of students received a pass credit.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
	CAN Dept - Fashion Design - CAN FASH 146 - Designer Techniques - Garments - SLO 1. Construct 2 garments and a lab project that incorporate various design details. (Created By CAN Dept - Fashion Design)	<p>Assessment Method: Students will construct 3 garments, incorporating design details learned in class.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70-75% of the students will receive good to excellent scores on the notebooks.</p>	<p>06/30/2014 - Sp 14: 89% performed this task at an excellent level, 11% performed at a failing level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 20 students completed this course: Garment 1: 18 students received A's, 2 students B's Garment 2: 15 students received A's, 5 students B's Lab Garment: 19 students completed, 1 students did not complete</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>05/24/2012 - Sp12: 100% of students successfully completed garments 1, 2 and lab garments</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>05/25/2011 - Sp11. 91% of students performed this task at a very good to excellent level. 9% of students failed this task.</p>	<p>06/01/2011 - 91% is an excellent success rate for creating garments. No changes necessary</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met Reporting Cycle: 2011 - 2012</p>	
			<p>03/24/2010 - SPRING 2009 -- 70% got score of 3 (excellent) on notebook, 20% score of 2 (good), 10% score of 1 (poor) -- see documents rubric Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	<p>03/24/2010 - In order to have more students with a higher score on notebooks, I will work with them on a weekly basis for better construction samples and provide a lab time to give assistance.</p>
	<p>CAN Dept - Fashion Design - CAN FASH 146 - Designer Techniques - Student Demonstrations - SLO 2. Present one designer technique to the class. They will be responsible for researching the topic and demonstrating the technique to the class. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2 Assessment. Students will present various designer techniques to the class. They will be responsible for researching topic and demonstrating technique to class. Assessment Method Category: Presentation/Performance Success Criterion: 80% of the students will construct garments with a grade of good to excellent.</p>	<p>06/30/2014 - Sp 14: 100% of students successfully completed this task. Result Type: Criterion met Reporting Cycle: 2013 - 2014</p> <p>07/10/2013 - Sp 2013: All 20 students completed this task - 100% success Result Type: Criterion met Reporting Cycle: 2012 - 2013</p> <p>05/24/2012 - Sp 12: 100% of students successfully completed this task. Result Type: Criterion met Reporting Cycle: 2011 - 2012</p> <p>05/25/2011 - Sp11. 100% of students completed this task. Result Type: Criterion met Reporting Cycle:</p>	
			<p>05/25/2011 - Sp11. 100% of students completed this task. Result Type: Criterion met Reporting Cycle:</p>	<p>06/01/2011 - Class learned something from all demonstrations and students expressed that this is the best part of the class.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2011 - 2012</p> <p>03/24/2010 - SPRING 2009 -- 1st garment 85% got score of 3 (excellent garment), 10% score of 2 (good), 5% score of 1 (poor) 2nd garment -- 70% score of 3, 25% score of 2, 5% score of 1.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	<p>03/24/2010 - Will continue to work with students at all stages of construction for success with garment construction -- changing components of the styles.</p>
	<p>CAN Dept - Fashion Design - CAN FASH 150 - History of Fashion - Historic influences on modern dress - SLO 2. Analyze modern dress in relation to historic dress and identify historic influences on modern dress. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Assessment: A written assignment, comparing contemporary designs with historic ones</p> <p>Assessment Method Category: Essay</p> <p>Success Criterion: 70-75% of the students will complete the written assignment with a grade of good to excellent.</p>	<p>01/21/2014 - F2013: 78% of students showed a superior understanding of this topic for this assignment, 22% showed a good understanding of this topic for this assignment.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <p>01/09/2012 - F11: 79% of students performed this task at an excellent level, 5% at a good level, 16% did not complete the assignment.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <p>12/17/2009 - SLO 2: Written report shows evidence of: Superior understanding of historic influences in contemporary dress: 40% Good understanding of historic influences in contemporary dress: 35% Poor understanding of historic influences</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>in contemporary dress: 23% Did not complete assignment: 2%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 150 - History of Fashion - Attributes of non-western styles - SLO 3: Recognize the unique attributes of particular non- western or folk styles of dress</p> <p>(Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Assessment: A written research paper on a the dress of a particular non-western culture</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70-75% of the stduents wil complete the research paper with a grade of good to superior understanding of non-western dress.</p>	<p>01/21/2014 - F2013: 57% showed superior understanding of the topic for the report, 37% showed a good understanding of the topic for the report, 6% showed a poor understanding of the topic.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>01/09/2012 - F11: 71% of students performed at an excellent level, 29% at a good level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>05/19/2010 - 72% of students performed at an excellent level 21% of students performed at a very good level 7% of students performed at a satisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Fashion Design - CAN FASH 151 - Fashion Merchandising - Market research - SLO 3. Students will compare the market by price points, quality, color and missed opportunities. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 3: Students will compare the market by price points, quality, color and missed opportunities. Assessment Method Category: Presentation/Performance Success Criterion: 80% of students will successfully complete this task	06/01/2011 - SLO 3 Sp11: A=79%, B=7%, C=7%, D=7% Result Type: Criterion met Reporting Cycle: 2011 - 2012	
			03/17/2010 - 1. Based on the outcome of the 1st and 2nd project (midterm), final project will be adjusted to be able to help students achieve their highest level of work in their finals.	03/17/2010 - 1. Based on the outcome of the 1st and 2nd project (midterm), final project will be adjusted to be able to help students achieve their highest level of work in their finals.
	CAN Dept - Fashion Design - CAN FASH 151 - Fashion Merchandising - Production calendar - SLO 4. Students will create a production calendar that includes development start and completion. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 4: Students will create a production calendar that includes development start and completion. Assessment Method Category: Presentation/Performance Success Criterion: 80% of students will successfully complete this task	06/01/2011 - SLO4 Sp11: A=86%, B=0%, C=7%, D=7% Result Type: Criterion met Reporting Cycle: 2011 - 2012	
	CAN Dept - Fashion Design - CAN FASH 151 - Fashion Merchandising - Line development - SLO 5. Students will develop a line that includes costing and pricing strategies. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO5: Students will develop a line that includes costing and pricing strategies. Assessment Method Category: Presentation/Performance Success Criterion:	06/01/2011 - SLO5 Sp11: A=60%, B=7%, C=20%, D=13% Result Type: Criterion met Reporting Cycle: 2011 - 2012	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		80% of students will successfully complete this task		
	CAN Dept - Fashion Design - CAN FASH 151 - Fashion Merchandising - Merchandising calendar - SLO 6. Students will prepare a merchandising calendar that includes purchase order forms, color storyboards and forecasting. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 6: Students will prepare a merchandising calendar that includes purchase order forms, color storyboards and forecasting. Assessment Method Category: Presentation/Performance Success Criterion: 80% of students will successfully complete this task	06/01/2011 - SLO6 Sp11: A=60%, B=7%, C=20%, D=13% Result Type: Criterion met Reporting Cycle: 2011 - 2012	
			03/17/2010 - 2. Final project topic will be changed though the basic structure remains the same. For example, depending on whether the majority of students are interested in seeking careers in the corporates or to have their own businesses, project topic can be adjusted either focusing on the existing brand's new merchandise plan or your own line merchandising and development plan. Result Type: Inconclusive Reporting Cycle: 2009 - 2010	03/17/2010 - 2. Final project topic will be changed though the basic structure remains the same. For example, depending on whether the majority of students are interested in seeking careers in the corporates or to have their own businesses, project topic can be adjusted either focusing on the existing brand's new merchandise plan or your own line merchandising and development plan.
	CAN Dept - Fashion Design - CAN FASH 151 - Fashion Merchandising - SLO 1: Costing and Pricing - SLO 1: Understand and analyze costing and pricing strategies as they relate to apparel companies. (Created By CAN	Assessment Method: Students will summarize a costing strategy with given pricing information, including per unit cost, entire order cost and delivery time frame; using rigid calculations and objective pricing.	06/30/2014 - Sp 14: 50% of students performed at an excellent level, 14% performed at a very good level, 32% performed at a satisfactory level, 4% performed at an unsatisfactory level. Result Type:	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	Dept - Fashion Design)	<p>Assessment Method Category: Capstone Assignment/Project</p> <p>Success Criterion: 75% of students will successfully complete this assignment.</p>	<p>Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>05/15/2013 - Sp 2013: 8 students received A's (73%), 3 students received B's (27%). 11 students completed this course.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>06/27/2012 - Sp 12: 50% received A's, 11% received B's, 5.5% received C's, 5.5% received D's, 28% received F's.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>05/23/2012 - Sp12: 18 students completed. 50% of students performed at a excellent level (A), 11% performed at a very good level (B), 5.5% performed at a satisfactory level (C), 5.5% performed at an unsatisfactory level (D) and 28% failed (F).</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	

Assessment Method:
Students will develop a costing strategy with given pricing information, including per unit cost, entire order cost and delivery time, using rigid calculations and subjective pricing.

Assessment Method Category:

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		Project Success Criterion: 75% of students will successfully complete this assignment.		
	CAN Dept - Fashion Design - CAN FASH 151 - Fashion Merchandising - SLO 3: Domestic vs International Production - SLO 3: Develop a new apparel line for a specific demographic. (Created By CAN Dept - Fashion Design)	Assessment Method: Students will develop a product line, showing detailed product specific sheets, technical drawings, a production calendar, a line sheet, incorporate costing and pricing; and determine domestic vs international production. Assessment Method Category: Capstone Assignment/Project Success Criterion: 75% of students will successfully complete this assignment.	06/30/2014 - Sp 14: 50% of students performed at an excellent level, 42% performed at a very good level, 8% performed at a satisfactory level. Result Type: Criterion met Reporting Cycle: 2013 - 2014	
			05/15/2013 - Sp 2013: 7 students received A's (64%), 4 students received B's (36%). 11 students completed this course. Result Type: Criterion met Reporting Cycle: 2012 - 2013	
			06/27/2012 - Sp 12: 41% received A's, 18% received B's, 6% received C's, 35% received F's Result Type: Criterion not met Reporting Cycle: 2011 - 2012	
			05/23/2012 - Sp12: 17 students completed. 41% of students performed at an excellent level (A), 18% performed at a very good level (B), 6% performed at a satisfactory level (C) and 35% failed (F). Result Type: Criterion met Reporting Cycle:	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2011 - 2012	
	<p>CAN Dept - Fashion Design - CAN FASH 162 - Advanced Flat Pattern - Presentation Boards - SLO 1. Create presentation boards illustrating a fashion collection and then make the pattern for one of the garments on the board. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 1.Students will make a presentation board as used in the apparel industry explaining the target market, garment designs, fabrics, and silhouettes, and explain in their plans for the pattern to draft. Boards will be evaluated using a rubric form with the following scores: 3=excellent, 2=good, 1=poor (needs improvement)</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of the students will receive good to excellent on their boards.</p>	<p>01/16/2014 - Fall 2013: 100% of students completed this task at an excellent level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 77% received A's, 18% received B's, 5% received F's.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 100% of students completed this task</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 162 - Advanced Flat Pattern - Mid Term Test - SLO 3. Explain basic concepts used in pattern making and demonstrate how these apply to pattern making (scored on tests). (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 3 On a written test, students will define terms and concepts required for pattern making. A rubric will be used to assess embedded questions. Terms and concepts will be? slash & spread, pivot method, pattern plotting, and pattern grading.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70-75% of the students should complete the test with A or B grade.</p>	<p>01/16/2014 - Fall 2013: 88% of students performed this task at a very good to excellent level, 4% performed at a satisfactory level, 4% performed at an unsatisfactory level and 45 failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12:41% earned A's, 32% earned B's, 5% earned C's, 9% earned F's</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 55% of students performed this task at an excellent level, 22% performed at a very good level, 3% performed at a satisfactory level, 14% at an unsatisfactory level and 6% failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>05/21/2009 - Results: 69% of the students drafted patterns with correct markings, sewed with excellent construction methods, in appropriate fabric. The garment fit the dress form. 26% of the students drafted good patterns with good construction methods. 5% drafted poor pattern with incorrect markings and sewed did not sew in fabrics correctly. 2009</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/>	
	CAN Dept - Fashion Design - CAN FASH 164 - Fashion Illustration - demonstrate use of line - SLO 1 Use line to create proportional fashion illustrations. (Created By CAN Dept - Fashion Design)	<p>Assessment Method: SLO 1. Students will be assessed based on their skill at creating proportional fashion illustrations using line manipulation.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students will achieve proportional illustrations using line.</p>	<p>07/02/2014 - Sp 14: 86.2% of students performed this task at a very good to excellent level; 6.9% of students performed this task at a satisfactory level; 6.9% of students performed this task at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>07/10/2013 - Sp 2013: 45.4% of students performed this task at an excellent level, 40.9% performed at a very good level, 13.6% performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>07/10/2013 - The 100% success rate for this fundamental assignment indicates students comprehension and ability to apply demo and lecture materials to proportional and dimensional fashion illustrations. No changes will be made.</p>
			<p>05/08/2013 - F12: 605 performed at an excellent level, 405 performed at a very good level.</p> <p>100% of student successfully performed this task at the very good to excellent level, demonstrating student comprehension of figure proportions and the ability to represent the figure in line format.</p> <p>Given the larger number of students with previous art experience in this class compared with previous semester, the performance level was abnormally high for a first assignment in a beginning class. Since the assignment is essential to establish a foundation for further techniques, no changes will be made at this time.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>01/09/2012 - F11: 55% of students performed at an excellent level, 36% performed at a very good level, 7% performed at a satisfactory level and 35 performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>12/16/2010 - SLO 1 Fall 2010: 87% of students performed this task at a very good to excellent level 13% of students performed this task at a satisfactory level Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 164 - Fashion Illustration - create dimensional illustrations - SLO 2. Use line and shadow to create dimensional illustrations. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2. Students will be assessed based on their skill at rendering dimensional illustrations using line and shadow. Assessment Method Category: Presentation/Performance Success Criterion: 70% of students show dimension using line and shadow</p>	<p>01/09/2012 - F11: 59% of students performed this task at an excellent level, 30% performed at a very good level, 7% performed at a satisfactory level and 4% performed at an unsatisfactory level. Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	
			<p>12/16/2010 - SLO 2 Fall 2010: 90% of students performed this task at a very good to excellent level 7% of students performed this task at a satisfactory level 3% of students performed this task at an unsatisfactory level Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 164 - Fashion Illustration - create textural effects - SLO 2. Use color pencils to create textural effects for the fashion figure. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO2. Students will be assessed based on their skillful use of colored pencils in rendering textural effects for the fashion figure.</p>	<p>07/02/2014 - Sp 14: 96.4% of students performed this task at a very good to excellent level; 3.6% of students performed this task at a satisfactory level;</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students will demonstrate effective textural effects with colored pencils</p>	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 35% of students performed this task at an excellent level, 50% performed at a very good level, 15% performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>05/08/2013 - F12: 64% performed at an excellent level, 24% performed at a very good level, 85 performed at a satisfactory level and 4% performed at an unsatisfactory level. A 96% success rate on this task demonstrates competence in using colored pencil to illustrate the fashion figure and its textural variations. The current length of time allowed to complete this more difficult technique is too short for comfort and will be adjusted in future.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 69% of students performed this task at an excellent level, 23% performed at a very good level, 4% performed at a satisfactory level, 4% performed at an unsatisfactory level.</p> <p>Result Type:</p>	<p>07/10/2013 - Students performed with a 100% success rate, but more students fell within the very good category than seen in the previous SLO. This is to be expected as this is a more difficult and demanding assignment. Allowing more time to complete the assignment would be ideal, but is not always feasible, given the number of instructional weeks per semester. No changes (other than scheduling) are planned.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/16/2010 - SLO 3 Fall 2010: 83% of students performed this task at a very good to excellent level 7% of students performed this task at a satisfactory level 10% of students performed this task at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 164 - Fashion Illustration - use watercolor - SLO 3. Use watercolor to express mood and attitude in the fashion figure. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: + SLO 4. Students will be assessed based on their skill in using watercolor to express mood and attitude in rendering the fashion figure.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students will demonstrate ability to express mood and attitude using watercolors</p>	<p>07/02/2014 - Sp 14: 92.8% of students performed this task at a very good to excellent level; 3.6% of students performed this task at a satisfactory level; 3.6% of students performed this task at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 55% of students performed this task at an excellent level, 40% performed at a very good level and 5% performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>07/10/2013 - The 100% success rate seen with this most difficult assignment is greatly encouraging and indicates student comprehension and ability to demonstrate skill in not only the basics of watercolor, but also with specialty rendering methods. The highest percentage of success was shown in the excellent category, perhaps an indication of changes made to the assignment since the last SLO data was collected which allowed for more concentration on techniques. No</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
				changes will be made.
			<p>05/08/2013 - F12: 445 of students performed at an excellent level, 405 performed at a very good level, 16% performed at a satisfactory level. 100% of students successfully completed this task, but because more students fell in the "satisfactory" category than with previous assignments, more demo and practice time will be worked into the schedule for this assignment; the target analysis aspect of this assignment will be removed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>01/09/2012 - F11: 52% of students performed this task at an excellent level, 40% performed at a very good level, 4% performed at a satisfactory level, 4% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>12/16/2010 - SLO 4 Fall 2010: 80% of students performed this task at a very good to excellent level 10% of students performed this task at a satisfactory level 10% of students performed this task at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Fashion Design - CAN FASH 166 - Fashion Entrepreneurship - Markets & Goals - SLO 1. Evaluate potential business markets and establish business goals. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: A. The method of evaluation will be the development of a complete business plan. Written business plan will represent 40% of the student?s grade and will include: 1. Concept and mission statement (SLO 1) 2. Opportunities and goals (SLO 1 & 2) 3. Legal structure/organization and business location (SLO 1) 5. Detailed product description (SLO 1 & 3) B. In addition to the business plan, there will be preliminary projects that will begin the planning process: 1. In-class written assignments: 25% * Initial product idea and explanation (SLO 1 & 2) * Finalize product idea and explanation (SLO 1 & 2) 2. Business owner interview: 10% * Conduct an interview to discover business owner?s personal experience in running a business (SLO 1, 2, 3, & 4) 3. Business journal: 25% * Written weekly entries graded at each class meeting, to help focus ideas, develop planning strategies, and create product sample/s. (SLO 1, 2, 3)</p> <p>Assessment Method Category: Capstone Assignment/Project</p> <p>Related Documents: FASH 166 SLO'S.docx</p>	<p>11/09/2011 - 62% of students performed this task at a very good to excellent level 38% of students performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Fashion Design - CAN FASH 166 - Fashion Entrepreneurship - Business Plan - SLO 5: Students will define customer and niche within the marketplace and develop a working business plan targeted to that group. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will develop a business plan and present it orally to the class. This will be worth 1/2 of the total possible points for the class. Assessment Method Category: Presentation/Performance Success Criterion: 75% of students will successfully perform this task</p>	<p>11/09/2011 - 62% of students performed at a very good to excellent level, 23% of students performed at a satisfactory level, 3% of students performed at an unsatisfactory level, 12% of students failed. Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 168 - Fashion Draping - Original garment - SLO 3. Demonstrate an understanding of these principles and techniques through the creation of an original design.</p> <p>(Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 3. Assessment: Completion of a final, original design, evaluated by the instructor for proper application of design principles and draping technique</p> <p>Assessment Method Category: Presentation/Performance Success Criterion: 70-75% of the students will complete the drapes with scores of good to excellent.</p>	<p>01/21/2014 - F2013: 52% showed superior skill at this task, 30% showed good skill at this task, 13% showed basic skill at this task, 5% did not complete the assignment Result Type: Criterion met Reporting Cycle: 2013 - 2014</p> <p>01/09/2012 - F11: 68% of students performed this task at an excellent level, 29% at a good level, 1% at a basic level, 2% did not complete Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	
			<p>04/26/2011 - SLO3/F10: 60% of students performed this task at an excellent level (15 of 25) 36% of students performed this task at a good level (9 of 25) 4% of students performed this task at a satisfactory level (1 of 25) Result Type: Criterion met Reporting Cycle:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2010 - 2011 <hr/> 03/29/2010 - SLO 3: Completion of garment with: 1. Superior use of design principles and draping techniques: 19 out of 33 57% 2. Good use of design principles and draping techniques: 10 out of 33 30% 3. Basic use of design principles and draping techniques: 4 out of 33 13% Result Type: Criterion met Reporting Cycle: 2009 - 2010	
	CAN Dept - Fashion Design - CAN FASH 170 - French Pattern Drafting - test garment - SLO 2. Sew a moulage test garment. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 2 Assessment. Students will submit a well fitting test garment of the moulage for teacher evaluation. Assessment Method Category: Presentation/Performance	06/30/2014 - Sp 14: 88% of students received A's, 4% received a B, 4% received an F, 4% passed. Result Type: Criterion met Reporting Cycle: 2013 - 2014 07/10/2013 - Sp 2013: 15 students received an A, 2 students received a B, 2 students received a C Result Type: Criterion met Reporting Cycle: 2012 - 2013 06/27/2012 - Sp 12: 18 students received A's, 11 students received B's, 2 students received F's and 2 P's. Result Type: Criterion met Reporting Cycle:	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2011 - 2012</p> <hr/> <p>05/31/2011 - SLO 2 Sp 11: 80% of students performed this task at an excellent level. 9% of students performed this task at a very good level. 11% performed this task at a failing level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>01/20/2011 - SLO 2. Students will sew a moulage test garment. 100% (22 students) performed at an excellent level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/>	
	<p>CAN Dept - Fashion Design - CAN FASH 171 - Pants Drafting - test garment - SLO 2 Make a muslin test garment of the basic pant draft (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Student will submit a test garment</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% will submit a test garment</p>	<p>01/16/2014 - Fall 2013: 16 students received A's, 1 student received a B, 1 student received an F, 1 student passed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 12 students completed the class with the following results: 11 A's, 1 B, 1 P</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 59% of students performed at an excellent level, 18% at a</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>very good level, 12% at a satisfactory level, 2% failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>03/31/2011 - SLO 2</p> <p>Fall 2010: 67% of students performed this task at an excellent level 9% of students performed this task at a very good level 24% of students failed this task</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/>	
	<p>CAN Dept - Fashion Design - CAN FASH 172 - Bustier - Finished garment - SLO 2. Select a appropriate fashion fabric and complete a finished bustier using coutil, flannel, boning, waist stays, etc. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2 Assessment. Student will submit a completed bustier for final evaluation.</p> <p>Assessment Method Category: Presentation/Performance</p>	<p>07/10/2013 - Sp 2013: 19 students received an A 3 students received a B 1 student received a P 8 students receive an F</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>06/27/2012 - Sp 12: 11 students received A's, 3 students received C's, 2 students received F's, 1 student received NP.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>07/13/2011 - Sp11: 80% of students performed this task at an excellent level. 9% of students performed this task at a good level. 11% of students failed.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Result Type: Criterion met Reporting Cycle: 2010 - 2011	
	CAN Dept - Fashion Design - CAN FASH 175 - Advanced Illustration - Technical Drawing Presentation Board - SLO 3: Create and use flats, specs and floats as technical drawing tools for fashion design. (Created By CAN Dept - Fashion Design)	Assessment Method: A technical drawing assignment using flats, specs and figure or float illustration of an actual garment. Assessment Method Category: Presentation/Performance Success Criterion: 80% of students will successfully complete this task.	01/27/2014 - F2013: 86.7% of students were able to complete this task most complicated task with satisfactory to excellent results, incorporating new and vital technical drawing skills into their illustrative repertoire. Other than changes in time allotments, no changes are planned. Result Type: Criterion met Reporting Cycle: 2013 - 2014	
			07/12/2012 - Sp 12: 30.4% performed at the excellent level 56.5% performed at the very good level 13% performed at the satisfactory level Result Type: Criterion met Reporting Cycle: 2011 - 2012	07/12/2012 - More time in the schedule devoted to this assignment (and/or simpler garment selection for the flats and specs) may help to improve technical skills, allowing students to be less rushed in completing this final project. Action Plan Category: Revise course syllabus or outline
			12/16/2010 - 37% of students performed at an excellent level 44% of students performed at a very good level 19% of students performed at a satisfactory level Result Type: Criterion met Reporting Cycle:	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2009 - 2010	
	CAN Dept - Fashion Design - CAN FASH 180 - Computerized Pattern Design - Use of software to create patterns - SLO 2. Use the PAD software to create original, digital patterns for designs (Created By CAN Dept - Fashion Design)	<p>Assessment Method: SLO 2. Assessment: In-class assignment in which the students are given a sketch with specifications, and must accurately create a pattern for that garment.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70-75% of the students will complete with accurate to high level of accuracy.</p>	<p>01/21/2014 - F2013: 62% completed at the highest level accuracy, 26% completed with some errors, 12% of students did not complete (incomplete)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>06/27/2012 - Sp 12: Highest level of accuracy: 55% Accurate with some errors: 28% Assignment incomplete: 17%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>06/01/2011 - SLO2 Sp11: Highest level of accuracy: 50% Accurate with some errors: 47% Assignment incomplete: 2%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>03/29/2010 - SLO 2: Pattern completed with: Highest level of accuracy: 42% Accurate with some errors: 8% Assignment incomplete: 50%</p>	<p>06/01/2011 - This was the first time the class had such a larger number of students, and the first time the class had a lab assistant to help the students. This made a great deal of difference in the ability of students to complete the work on time, and to complete it accurately. The overall success rate and level of understanding of the program seems to be very good, and improving. Both SLO's and assessments seem appropriate for the course.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
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Result Type:
 Criterion not met
Reporting Cycle:
 2009 - 2010

CAN Dept - Fashion Design - CAN FASH 195 - Portfolio Development - Apply concepts of portfolio assembly - SLO 1. Understand the purpose of the portfolio in fashion design and job search. (Created By CAN Dept - Fashion Design)

Assessment Method:
 SLO 1. Students will be given a 20 question T/F pre & post test with targeted questions: When looking for a job, use your portfolio to feature all of your design assignments from school to show the quality of your training.
Assessment Method Category:
 Presentation/Performance
Success Criterion:
 70% of students will correctly answer these questions on the post test

07/02/2014 - Sp 14:
 Pre: 82.3% of students performed this task at a very good to excellent level; 11.8% of students performed this task at a satisfactory level; 5.9% of students performed this task at an unsatisfactory level.
 Post: 88.2% of students performed this task at a very good to excellent level; 11.8% performed this task at a satisfactory level.
Result Type:
 Criterion met
Reporting Cycle:
 2013 - 2014

05/08/2013 - F12: 92% correct on pre-test, 100% correct on post test. With 100% correct responses on 6 targeted post-test questions dealing with the purpose of the portfolio, students demonstrated clear understanding of the reasons for creating portfolios. The pre-test performance on these same questions was high, as well, indicating that most students are aware of the need for a portfolio in job search, even before they complete the course. No changes to content or instruction regarding these concepts are needed at this time.

Result Type:
 Criterion met

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>07/05/2011 - Sp11: 100% accuracy in both pre-test and post-test indicates that students have an excellent comprehension of the purpose of the portfolio before and after participating in the class.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>01/20/2011 - SLO 1. Students will understand and apply the concepts of portfolio assembly methods in the creation of a group portfolio. 14(93%) of the students performed at an excellent level 1 (7%) of the students performed at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/>	<p>07/05/2011 - Sp11: Overall pre/post test results indicate a 67% improvement in comprehension of portfolio development techniques, with 28% of students earning perfect scores on post-test (0%) on pre-test), thus no changes to course or test instrument are planned at this time. However, overall performance on pre-test was higher than anticipated, perhaps due to instructor error (allowing students access to class handouts 15 min before start of 1st class, basically giving them "study time" before administering pre-test). Procedures to correct this will be implemented to avoid skewing the test results.</p> <hr/>
	<p>CAN Dept - Fashion Design - CAN FASH 196 - Intro. to the Costume Industry - Field trip reports - SLO 2. Identify areas of personal interest and expertise in the</p>	<p>Assessment Method: SLO 2. Assessment: Students will attend and report upon field trips to local costume shops</p>	<p>01/09/2012 - F11: 66% of students completed with a high degree of understanding, 30% with an above average understanding, 4% with an average understanding.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>costume industry and make contact with professionals within the local costume industry. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method Category: Essay Success Criterion: 70-75% of the students will complete the report with above to high degree of understanding of local costume jobs.</p>	<p>Result Type: Criterion met Reporting Cycle: 2011 - 2012</p> <hr/> <p>03/29/2010 - SLO 2: Written report showed evidence of interest and understanding of local costume jobs: With a high degree of understanding: 66% With an above average degree of understanding: 30% With an average degree of understanding: 4%</p> <p>Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 225 - Apparel Analysis - Style terminology - SLO 2. Identify common style terminology used in the fashion industry for garments, shoes and accessories (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2. Assessment: Development of a visual style dictionary, connecting style terms with pictures of each style. Assessment Method Category: Presentation/Performance Success Criterion: 70-75% of the students will complete the dictionary with good to excellent results for identifying styles.</p>	<p>06/30/2014 - Sp 14: Students were evaluated on a ranking of 1-4, with 4 showing an excellent ability, 3 showing a good ability with room for improvement, 2 an average ability with much needed improvement and 1 showing a poor ability. 23 students received a ranking of 4, 5 students received a ranking of 3.</p> <p>Result Type: Criterion met Reporting Cycle: 2013 - 2014</p> <hr/> <p>04/26/2011 - SLO2/F10: Rank 4 = 19 students, Rank 3=5 students, Rank 2& 1 = 0 students Result Type:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>03/29/2010 - SLO 2: Students completed a style dictionary, and properly identified the styles on a ranking of 1-4, with 4 showing an excellent ability to accurately identify styles, 3 a good ability with room for improvement, 2 an average ability with much need for improvement, and 1 a poor ability.</p> <p>Rank 4: 2 students Rank 3: 4 students Rank 2: 3 students Rank 1: 3 students</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 225 - Apparel Analysis - Fabrics - SLO 3. Identify commonly used fabrics in the garment industry. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 3. Assessment: Development of a dictionary of fabric swatches to match a list of fabric terms.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70-75% of the students will complete the dictionary with good to excellent results.</p>	<p>06/30/2014 - Sp 14: Students were evaluated on a ranking of 1-4, with 4 showing an excellent ability, 3 showing a good ability with room for improvement, 2 an average ability with much needed improvement and 1 showing a poor ability. 17 students received a ranking of 4, 3 students received a ranking of 3, 5 students received a ranking of 2.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>04/26/2011 - SLO3/F10: Rank 4 = 13 students, Rank 3 = 6 students, Rank 2 = 2 students, Rank 1 = 0 Students</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>03/29/2010 - SLO 3: Students completed a fabric dictionary, and were evaluated on their ability to find appropriate fabric samples for common fabric names as follows: on a ranking of 1-4, with 4 showing an excellent ability to identify fabric names, 3 a good ability with room for improvement, 2 an average ability with much need for improvement, and 1 a poor ability.</p> <p>Rank 4: 3 students Rank 3: 5 students Rank 2: 4 students Rank 1: 2 students</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2009 - 2010</p>	<p>03/29/2010 - Retention has been a difficult problem with this class. Students who attend regularly complete the assignments and generally do well, but students who miss class often do not complete the assignments or withdraw altogether. The assignments themselves do not seem to be too difficult when they are completed, but keeping students in class to complete the assignments can be challenging. This is a relatively new class, and has only been offered at night. Perhaps if it was offered in the daytime it would have a better overall attendance rate.</p>
	<p>CAN Dept - Fashion Design - CAN FASH 226 - Visual Merchandising & Display - Components of store's environment - SLO 1: Ability to define and explain the components of a store's visual and merchandising environment (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will submit a floorplan of the store and analyze each of the products with regard to placement in the store.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will complete this successfully</p>	<p>01/16/2014 - Fall 2013: 95% of students performed at a very good to excellent level, 5% performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <p>03/20/2013 - F12: 95% of students</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>performed at a good to excellent level,5% of students performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 95% of students performed at a good to excellent level, 10% performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/16/2010 - F10: All students successfully completed this task</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/>	
	<p>CAN Dept - Fashion Design - CAN FASH 226 - Visual Merchandising & Display -</p> <p>Display fixtures and props - SLO 2: Ability to compare and contrast the various display fixtures and props including their usage and purpose, and to understand how, where and when they are used on the retail floor. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Studentw will submit a detailed description and floorplan showing placement of products within display fixtures used on the retail floor.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will successfully complete this task</p>	<p>01/16/2014 - Fall 2013: 90% students performed at a very good to excellent level, 10% of students performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 90% of students performed at a good to excellent level,10% of students performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			01/09/2012 - F11: 90% of students performed at a good to excellent level, 105 of students performed at a satisfactory level Result Type: Criterion met Reporting Cycle: 2011 - 2012	
			12/16/2010 - F10: 100% of students performed this task at a good to excellent level Result Type: Criterion met Reporting Cycle: 2010 - 2011	
	CAN Dept - Fashion Design - CAN FASH 226 - Visual Merchandising & Display Color - SLO 3: Ability to apply principles and elements of color and design to the design, implementation and evaluation of window displays and other in-store visual merchandising displays (Created By CAN Dept - Fashion Design)	Assessment Method: Students will submit a detailed color scheme and theme for window displays, open store and wall displays Assessment Method Category: Presentation/Performance Success Criterion: 80% of students will successfully complete this task.	01/16/2014 - Fall 2013: 100% of students performed this task at a very good to excellent level. Result Type: Criterion met Reporting Cycle: 2013 - 2014 03/20/2013 - F12: 100% of students performed at a good to excellent level. Result Type: Criterion met Reporting Cycle: 2012 - 2013 01/09/2012 - F11: 100% of students performed this at a good to excellent level. Result Type: Criterion met Reporting Cycle: 2011 - 2012	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>12/16/2010 - 100% of students performed this task at a good to excellent level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 226 - Visual Merchandising & Display - Analyze promotional activities - SLO 4: Ability to critically analyze and assess through a lens of social justice and diversity, current advertising and promotion activities. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will participate in oral and written discussions related to diversity, current advertising and promotion activities.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will successfully this task</p>	<p>01/16/2014 - Fall 2013: 90% students performed at a very good to excellent level, 10% of students performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>03/20/2013 - F12: 90% of students performed at a good to excellent level, 10% of students performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>01/09/2012 - F11: 85% of students performed at a good to excellent level, 15% performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>12/16/2010 - F10: 95% of students performed this task at a good to excellent level</p> <p>5% of students performed this task at an average to good level.</p> <p>Result Type:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 228 - Fashion Show Production - Planning - SLO 1: Create a plan for a fashion show and use this plan as the blueprint for the event. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 1. Students will submit a plan for a fashion show including theme, traffic flow, model movement, advertising (posters and tickets) and promotion, press releases for distribuyion and social media formatting.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will successfully complete this task</p>	<p>06/30/2014 - Sp 14: 100% of students performed this task at an excellent level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 10 students enrolled</p> <p>8 (80%) students performed at an excellent level</p> <p>2 (20%) students did not attend class and did not drop</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>06/27/2012 - SP 12:</p> <p>14 (83%) of the students performed at a good to excellent level.</p> <p>3 (17%) of the students performed at a satisfactory level.</p> <p>0 (0%) of the students performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>05/31/2011 - SLO 1 SP 11. 95% of students performed at a very good to excellent level. 5% of students performed at a satisfactory level.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>05/20/2010 - F10 90% of students performed at a good to excellent level 10% of students performed at an average to good level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/>	
	CAN Dept - Fashion Design - CAN FASH 680CD - Beginning Teen Sewing - Garments - SLO 4. The student will learn how to sew simple garments. (Created By CAN Dept - Fashion Design)	<p>Assessment Method: SLO 4. Student will present three garments for instructor evaluation.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will perform this task at a very good to excellent level</p>	<p>03/20/2013 - Su12: 12 students A's, 3 B's, 1 C, 1 D</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>11/09/2011 - Su2011: 84% of students performed at a very good to excellent level, 8% performed at a satisfactory level, 4% performed at an unsatisfactory level, and 4% passed the course.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>01/20/2011 - SLO 4. Student will present three garments for instructor evaluation. 28 (90%) of students performed at a good to excellent level. 2 (6%) of the students performed at a satisfactory level. 1 (3%) of the students performed at an unsatisfactory level.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Result Type: Criterion met Reporting Cycle: 2009 - 2010	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Understand the elements and principles of design through discipline specific implementation.	CAN Dept - Fashion Design - CAN FASH 100 - Principles of Fashion Design - Principles of design - SLO 1. Identify, analyze and use the principles of design in the creation of original garment designs. (Created By CAN Dept - Fashion Design)	Assessment Method: Design assignments consisting of sketches and analysis of original garment designs. Assessment Method Category: Other Success Criterion: 70% of students will successfully complete this task	07/02/2014 - Sp 14: 72.4% of students performed this task at a very good to excellent level; 6.9% of students performed this task at a satisfactory level; 20.7% of students performed this task at an unsatisfactory level. Result Type: Criterion met Reporting Cycle: 2013 - 2014 07/10/2013 - Sp 2013: 25% performed this task at an excellent level, 58.3% performed at a very good level, 8.3% performed at a satisfactory level and 8.3% performed at an unsatisfactory level. Result Type: Criterion met Reporting Cycle: 2012 - 2013	07/02/2014 - Because the numbers in the satisfactory and unsatisfactory categories were higher than in previous semesters, more attention to the written component of the assignment will be given, as this area continues to be difficult for beginning college students who can design, but can't verbalize the why's behind their design choices. Action Plan Category: Use New or Revised Teaching methods 07/10/2013 - The 91.6% success rated of this SLO is excellent for a first assignment performance; however, this is 8.4% lower than the previous class (sp2012), even though the assignment was simplified in content and analysis portions. No changes will be made, as students need to accomplish this foundation material, at the very least. 07/10/2013 - No changes will be made, as students need to accomplish this foundation material, at the very least.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>05/24/2012 - Sp 12: 55.5% completed the task at the excellent level 33.3% completed the task at the very good level 11.1% completed the task at the satisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>07/12/2012 - While students had plenty of examples and uch discussion of analysis techniques, too many were unable to apply those concepts to the expression of original, logical and critical thoughts. A simplification of the first assignment may help ease students into the analysis process.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>01/09/2012 - F11: 35% of students performed this tast an excellent level, 38% performed at a very good level, 15% performed at a satisfactory level and 12% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>01/14/2011 - 39% of students performed at an excellent level 39% of students performed at a very good level 14% of students performed at a satisfactory level 8% of students performed at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
			<p>12/16/2010 - SLO 1 Fall 2010: 69% of students performed this task at a very good to excellent level 10% of students performed this task at a satisfactory level 21% of students performed this</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>task at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
		<p>Assessment Method: Design assignments</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 80% of students will successfully perform this task</p>		
	<p>CAN Dept - Fashion Design - CAN FASH 100 - Principles of Fashion Design - Color Harmony and Color Design Assignment - SLO 3. Demonstrate a knowledge of basic color theory (color wheel, color harmonies and terms) and be able to use and analyze color in the creation of original garment designs. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will create, label and define a traditional color wheel and associated color harmonies, and then apply color theory to the creation of original garment designs.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will successfully complete this task</p>	<p>07/02/2014 - Sp 14: 78.6% of students performed this task at a very good to excellent level; 14.3% of students performed this task at a satisfactory level; 7.1% of students performed this task at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>07/10/2013 - Sp 2013: 66.6% of students performed this task at an excellent level, 25% performed at a very good level, 4.25 performed at a satisfactory level, and 4.2% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>07/10/2013 - The 95.8% success rate is a 1.9% improvement over the previous course offering, reflecting the success of changes made to the assignment from the last semester the course was offered. No changes will be made.</p>
			<p>07/12/2012 - Sp 12: 63.3% completed this task at the excellent level</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>20.4% completed this task at the very good level 10.2% completed this task at the satisfactory level 6% completed this task at the unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>07/12/2012 - This two part assignment proves to be too much in too short of time for most student sto give equal attention to each part, causing the design portion to suffer. The harmony portion of the assignment will be simplified to allow more time for the design portion.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>01/09/2012 - F11: 47% of students performed this task at an excellent level, 44% performed at a very good level, 6% performed at a satisfactory level, and3% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>01/14/2011 - SLO 2. Students will communicate design ideas in writing using proper terminology and visually using basic sketches and story boards. 10 (39%) of the students performed at an excellent level 10 (39%) of the students performed at a very good level 2 (8%) of the students performed at a satisfactory level 4 (14%) of the students performed at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
			<p>12/16/2010 - SLO 2 Fall 2010: 68% of students performed this task at a very good to excellent level</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>16% of students performed this task at a satisfactory level 16% of students performed this task at an unsatisfactory level Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 100 - Principles of Fashion Design - Elements of design - SLO 2: Identify, analyze and use the elements of design in the creation of original garment designs (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Design assignments consisting of sketches and analysis of original garment designs Assessment Method Category: Other Success Criterion: 70% of students will successfully complete this task</p>	<p>07/02/2014 - Sp 14: 58.6% of students performed this task at a very good to excellent level; 27.6% of students performed this task at a satisfactory level; 13.8% of students performed this task at an unsatisfactory level. Result Type: Criterion met Reporting Cycle: 2013 - 2014</p>	
			<p>07/10/2013 - Sp 2013: 66.6% performed at an excellent level, 25% performed at a very good level, 4.2% performed at a satisfactory level, and 4.25 performed at an unsatisfactory level. Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	<p>07/10/2013 - No changes are anticipated as this assignment was new for this semester.</p>
			<p>07/12/2012 - Sp 12: 59.2% completed the task at the excellent level 18.5% completed the task at the very good level 22.2% completed the task at the satisfactory level Result Type: Criterion met Reporting Cycle:</p>	<p>07/12/2012 - No major changes anticipated at this time. Minor design category and photo analysis changes will freshen up the assignment. Action Plan Category: Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2011 - 2012</p> <hr/> <p>01/09/2012 - F11: 48% of students performed this task at an excellent level, 48% performed at a very good level, 3% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>04/21/2011 - SLO2 Fall 2010: 69% of students performed this task at a very good to excellent level 10% of students performed this task at a satisfactory level 21% of students performed this task at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/>	
	<p>CAN Dept - Fashion Design - CAN FASH 115 - Int Clothing Construction - Garment construction - SLO. 2 Sew 2 garments demonstrating use of pattern, fabric, proper seams, construction details as well as good fit. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2. Garments will be graded twice during the semester using a rubric form with the following scores: 3=Excellent, 2= Good, 1=Poor, (needs improvement)</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of the students will construct garments with a grade of good to excellent.</p>	<p>07/02/2014 - Sp 14: 77% of students performed this task at an excellent level - A's; 10% of students performed this task at a very good level - B's; 10% of students performed this task at a satisfactory level - C's; 3% of students failed this task.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: Garment 1: 88% performed at an excellent level, 10% performed at a very good level, 2% failed. Garment 2: 64% performed at an excellent level,</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>22% performed at a very good level, 7% performed at a satisfactory level, 7% failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>06/27/2012 - Sp 12: Garment 1: 94% performed this task at an excellent level, 6% performed at a very good level. Garment 2: 77% performed at an excellent level, 16% performed at a very good level and 7% failed this task.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>05/31/2011 - SLO 2 Sp 11: 83% of students performed this task at an excellent level. 11% of students performed this task at a very good level. 5% of students failed this task.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>06/01/2011 - Satisfactory results with this group. No changes</p>
			<p>03/24/2010 - F10: 78% of the students created garments with a score of 3, meaning that it was an excellent use of pattern and fabric, well stitched and pressed, and that the garment fit the wearer.</p> <p>16% of the students made good use of pattern and fabric (score of 2) seams and construction details were good to adequate.</p> <p>6% of the students demonstrated a poor use of pattern and fabric (score of 1). The seams and details needed improvement.</p>	<p>03/24/2010 - I think that I will require samples in the chosen fabric before garment construction. If students understood how the fabric will hang in the selected style as well as how it will sew with the construction details required to make the garment, perhaps there would be more success with the finished product.</p> <p>Require more samples. Although I already require many samples, I think that I could choose other sample that are more a part of the garments assigned for FASH 115. I will spend more time</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>discussing how to choose appropriate styles for different boy types and pattern choices.</p> <p>Require student try on garments in ready-to-wear that are like the pattern styles they are going to sew. This will help determine if the style is good for them before the sew it.</p> <p>I will evaluate the garments several times during the construction process.</p>
	<p>CAN Dept - Fashion Design - CAN FASH 116 - Tailoring</p> <p>- Pattern fitting and alterations - SLO 1. Analyzmethods of pattern alteration for proper fit on suits and coats and adjust the pattern accordingly. The alterations will be tested with a fitting muslin and checked on the body. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 1. Students will alter the suit or coat patterns they choose to construct and model the pattern in muslin.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of the students will score good to excellent on the muslin fit alterations.</p>	<p>01/16/2014 - Fall 2013: 100% of students completed this task at an excellent level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 76% of students received A's, 16% received B's, 8% received F's.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 100% of students completed this task.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/17/2010 - F10: 84% of students performed this task at a very good to excellent level</p>	
				<p>01/12/2011 - Continue to instruct students on the skills necessary for well</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>16% of students performed this task at a satisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	fitting muslins
			<p>12/17/2010 - 99% of students achieved a good fit on their muslin jackets, demonstrating their ability to alter patterns.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	01/12/2011 - Continue teaching pattern alterations in the same manner
			<p>03/24/2010 - FALL 2008-- 80% of the students got the bias question correct, 77% got the question on selvage correct, 83% got the question on fusing correct. FALL 2009--97% got the question on bias correct, 87% got the question on selvage correct, 83% got the question of fusing correct.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	03/24/2010 - Student exercise using a piece of muslin to draw in the grain which will assist in understanding bias.
	CAN Dept - Fashion Design - CAN FASH 118 - Flat Pattern Design - Draft patterns for notebook - SLO 2. Demonstrate how to draft a variety of patterns including many necklines, collars, sleeves, and skirts. Make these patterns each week in miniature or full scale and turn in for homework. These will be graded in a notebook (3-ring binder) twice during the semester. (Created By CAN Dept - Fashion Design)	<p>Assessment Method: SLO 2 Assessment. Students will make miniature and full scale patterns each week. These manipulations will include dart transfers, added fullness, necklines, collars, sleeves, skirts, dresses, etc. Some will be constructed in fabric. A mid term test will illustrate their understanding of making patterns.</p> <p>Assessment Method Category:</p>	<p>01/16/2014 - Fall 2013: 76% of students performed this task at an excellent level, 14% performed this task at a very good level and 10% failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>07/10/2013 - Sp 2013: 42% completed this task at an excellent level, 17% completed this task at a very</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		Portfolio Success Criterion: 70 - 75% of the class will be able to successfully create 80% of the patterns on the exam and will be receive B or better grade.	good level, 17% completed the task at an average level and 26% completed this task at a below average level. Result Type: Criterion met Reporting Cycle: 2012 - 2013	
			12/20/2012 - F12: Ronda - 86% of students received A's, 14% received B's. Result Type: Criterion met Reporting Cycle: 2012 - 2013	
			06/27/2012 - ML Sp 12: 44% of students completed all six manipulations precisely then justified and labeled each example - performing at an excellent level; 20% completed most manipulations carefully, labeled and justified most samples clearly- performing at a very good level; 12% completed some of the manipulations correctly and missed some of the labeling and justifications - performing at an average level; 12% Did not follow sketch given and/or label work carefully - performing at below average level; 12% did not take the test Result Type: Criterion met Reporting Cycle: 2011 - 2012	06/27/2012 - This time we did not spend a much time on the added fullness concept and that showed up as a weak area. I will allot this concept more time plus make sure we do several additional manipulations to clarify. A good exercise would be to pass out pictures of real garments and let them work as a group to create an appropriate pattern. Then show the examples on the overhead and discuss. Action Plan Category: Use New or Revised Teaching methods
			01/09/2012 - F11: 93% of students performed at an excellent level, 3% at a very good level, 3% failed. Result Type: Criterion met Reporting Cycle: 2011 - 2012	
			07/05/2011 - Sp11 ML: 13 students performed this task at an excellent level,	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>5 students performed this task at a good level, 2 students performed this task at a satisfactory or lower level, and 2 students did not complete the course</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>07/05/2011 - Sp11 ML: While the grade spread is average, I am concerned that some of the points taken off for the manipulations were for repetitive simple mistakes or labeling omissions. I post a check off list that we use in all classroom work, but maybe a check off list they keep handy for homework would reinforce the concepts.</p>
			<p>12/17/2010 - F10 Ronda: 95% of the student performed this task at a good to excellent level</p> <p>5% of the students performed this task at a poor level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>01/12/2011 - Continue working with students to reach full potential for all students</p>
	<p>CAN Dept - Fashion Design - CAN FASH 118 - Flat Pattern Design - Original garment for final - SLO 3</p> <p>Illustrate an understanding of the relationship between pattern drafts, construction techniques and finished garment design. Make the pattern for the final garment, construct in fabric and show on the dressform. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 3 Assessment. Students will draft an original pattern of their choice, construct it in appropriate fabric and present it on the dress form for the class final.</p> <p>Success Criterion: 70-75% of the students will show an accurate pattern drafted in full scale and sewing in a finished garment on the dress form.</p>	<p>01/16/2014 - Fall 2013: 57% of students completed this task at an excellent level, 24% of students completed at a very good level, 5% of students completed at a satisfactory level, 5% completed at an unsatisfactory level and 9% failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>07/10/2013 - Sp 2013:</p> <p>18 students finished this part of the class. 50% performed this task at an excellent level, 175 performed this task at a very good level, 28% performed below average and 5% did not complete - failed</p> <p>Result Type:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met Reporting Cycle: 2012 - 2013</p> <hr/> <p>06/27/2012 - ML Sp 12: 60% showed excellent pattern drafting skills with detailed markings, excellent garment construction using appropriate fabric, fitting the dress form; 16% showed very good to good pattern drafting skills, good construction of garment in appropriate fabric, overall fits the dress form; 4% showed average pattern drafting skills, missing some of the markings/labels, fabric not entirely suitable for garment, may not fit the dress form exactly; 4% did not complete garment due to family emergency, received an incomplete; 12% did not do a final garment/.</p> <p>Result Type: Criterion met Reporting Cycle: 2011 - 2012</p> <hr/> <p>01/09/2012 - F11: 765 of students performed at an excellent level, 12% performed at a very good level, 4% performed at a satisfactory level, 8% failed</p> <p>Result Type: Criterion met Reporting Cycle: 2011 - 2012</p> <hr/> <p>07/05/2011 - Sp11 ML: 16 students performed this task at an excellent level, 2 students performed this task at a good level, 2 students performed this task at a poor level, 2 students did complete course.</p> <p>Result Type: Criterion met</p>	<p>06/27/2012 - I am happy with most students efforts to construct their garments. I worked hard to establish a timetable that would help them better manage their time. I do need to spell out the expectations more clearly on the syllabus to eliminate some early confusion. Question and answer sessions helped clarify. Students used more outside resources suggested for construction. The offered labels were well used for guidance and construction.</p> <hr/> <p>Action Plan Category: Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>12/17/2010 - F10 Ronda: 81% of students performed at a good to excellent level 19% of students performed at a poor level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>are not typically taught in FASH 118, I agreed to add a sewing demo with step-by-step instructions for those new to sewing.</p> <hr/> <p>01/12/2011 - Work with students earlier in the semester to draft patterns for final garments. Check progress more frequently.</p>
	<p>CAN Dept - Fashion Design - CAN FASH 122 - Advanced Tailoring - Jacket Construction Using Traditional Tailoring Methods - SLO2. Construct a jacket or coat with the traditional method of tailoring. Garments should include notch collars, lapels, welt pockets, bound buttonholes, sleeves and linings. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2: Students will sew 2 jackets or coats will be graded on fit, choice of fabric for pattern, and construction techniques. A rubric will be used to score the garments.</p> <p>Success Criterion: 80% of the students will receive good to excellent scores on their gaments</p>	<p>01/16/2014 - Fall 2013: 100% of students competed the traditionally tailored jacket with excellent results. 73% of students completed the speed tailored jacket with excellent results, 18% completed with very good results.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 100% of students completed this assignment.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 100% of students successfully completed this task</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2011 - 2012</p> <hr/> <p>12/15/2010 - Fall 10: 100% of students performed this task at an excellent level for garment 1. 70% of students performed this task at an excellent level for garment 2.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>05/19/2010 - Spring: 78% of students performed this task at an excellent level 22% of students performed at a poor level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/>	
	<p>CAN Dept - Fashion Design - CAN FASH 132 - Trouser Construction - Garment Construction - SLO 2 Apply the various details such as fly zipper, waistline treatments, various pocket techniques, lining, underlining, hems and cuffs into their final pant garment. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2 Students will presenta completed pair of pants for teacher evaluation</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 2/3 of the class will perform this task at a very good to excellent level</p>	<p>01/16/2014 - Fall 2013: 10 students received A's, 8 students received B's, 2 students received C's, 1 student received an F</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 21 Students completed the class: The results break down as follows: 16 A's, 1 B, 3 C's, 1 P.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 69% of students performed this task at an excellent level, 15% at a very good level, 85 at a</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>satisfactory level, 4% at an unsatisfactory level, 4% failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>05/18/2009 - 66% of students performed at a very good to excellent level 17% of students performed at a satisfactory level 17% of students performed at a failing level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 146 - Designer Techniques - Garments - SLO 1. Construct 2 garments and a lab project that incorporate various design details. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will construct 3 garments, incorporating design details learned in class.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70-75% of the students will receive good to excellent scores on the notebooks.</p>	<p>06/30/2014 - Sp 14: 89% performed this task at an excellent level, 11% performed at a failing level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>07/10/2013 - Sp 2013: 20 students completed this course: Garment 1: 18 students received A's, 2 students B's Garment 2: 15 students received A's, 5 students B's Lab Garment: 19 students completed, 1 student did not complete</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			05/24/2012 - Sp12: 100% of students successfully completed garments 1, 2 and lab garments Result Type: Criterion met Reporting Cycle: 2011 - 2012	
			05/25/2011 - Sp11. 91% of students performed this task at a very good to excellent level. 9% of students failed this task. Result Type: Criterion met Reporting Cycle: 2011 - 2012	06/01/2011 - 91% is an excellent success rate for creating garments. No changes necessary
			03/24/2010 - SPRING 2009 -- 70% got score of 3 (excellent) on notebook, 20% score of 2 (good), 10% score of 1 (poor) -- see documents rubric Result Type: Criterion met Reporting Cycle: 2009 - 2010	03/24/2010 - In order to have more students with a higher score on notebooks, I will work with them on a weekly basis for better construction samples and provide a lab time to give assistance.
	CAN Dept - Fashion Design - CAN FASH 150 - History of Fashion - Historic influences on modern dress - SLO 2. Analyze modern dress in relation to historic dress and identify historic influences on modern dress. (Created By CAN Dept - Fashion Design)	Assessment Method: Assessment: A written assignment, comparing contemporary designs with historic ones Assessment Method Category: Essay Success Criterion: 70-75% of the students will complete the written assignment with a grade of good to excellent.	01/21/2014 - F2013: 78% of students showed a superior understanding of this topic for this assignment, 22% showed a good understanding of this topic for this assignment. Result Type: Criterion met Reporting Cycle: 2013 - 2014	
			01/09/2012 - F11: 79% of students performed this task at an excellent level, 5% at a good level, 16% did not complete the assignment.	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/17/2009 - SLO 2: Written report shows evidence of: Superior understanding of historic influences in contemporary dress: 40% Good understanding of historic influences in contemporary dress: 35% Poor understanding of historic influences in contemporary dress: 23% Did not complete assignment: 2%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 150 - History of Fashion - Attributes of non-western styles - SLO 3: Recognize the unique attributes of particular non- western or folk styles of dress</p> <p>(Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Assessment: A written research paper on a the dress of a particular non-western culture</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70-75% of the stduents wil complete the research paper with a grade of good to superior understanding of non-western dress.</p>	<p>01/21/2014 - F2013: 57% showed superior understanding of the topic for the report, 37% showed a good understanding of the topic for the report, 6% showed a poor understanding of the topic.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>01/09/2012 - F11: 71% of students performed at an excellent level, 29% at a good level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			05/19/2010 - 72% of students performed at an excellent level 21% of students performed at a very good level 7% of students performed at a satisfactory level Result Type: Criterion met Reporting Cycle: 2009 - 2010	
	CAN Dept - Fashion Design - CAN FASH 150 - History of Fashion - Styles of dress - SLO 1. Identify major styles of dress in Western history from ancient cultures to the 20th Century. (Created By CAN Dept - Fashion Design)	Assessment Method: Assessment: Three objective exams, (true/false, multiple choice, etc) with questions specific to the style of dress in each of the major periods of Western History. Assessment will use an average of the scores of all three exams Assessment Method Category: Exam Success Criterion: 75% of the students will complete the 3 exams with 70% or more correct.	01/21/2014 - F2013: 62% scored 90% or higher, 18% scored 80-90%, 15% scored 70-80%, 5% scored 70% or lower Result Type: Criterion met Reporting Cycle: 2013 - 2014	
			01/09/2012 - F11: 29% of students performed this task at 90% or better, 29% at 80-90% level, 13% at 70-80% level, 29% at 70% or lower Result Type: Criterion met Reporting Cycle: 2011 - 2012	
			03/22/2010 - SLO 1: Completion of 3 exams with an average score of: 90% or above: 30% 80-90%: 12% 70- 80%: 35% 70% or below: 23% Result Type: Criterion met Reporting Cycle: 2009 - 2010	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Fashion Design - CAN FASH 162 - Advanced Flat Pattern - Presentation Boards - SLO 1. Create presentation boards illustrating a fashion collection and then make the pattern for one of the garments on the board. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 1.Students will make a presentation board as used in the apparel industry explaining the target market, garment designs, fabrics, and silhouettes, and explain in their plans for the pattern to draft. Boards will be evaluated using a rubric form with the following scores: 3=excellent, 2=good, 1=poor (needs improvement)</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of the students will receive good to excellent on their boards.</p>	<p>01/16/2014 - Fall 2013: 100% of students completed this task at an excellent level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 77% received A's, 18% received B's, 5% received F's.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 100% of students completed this task</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 162 - Advanced Flat Pattern - Notebooks - SLO 2. Demonstrate how to draft a variety of patterns using the principles of flat pattern: dart manipulation, added fullness, and contouring to create the patterns. Patterns will then be constructed from fabric and presented to the class on the dress form, weekly manipulations for homework & pattern placed in notebooks to be turned in and graded twice during the semester. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2 Assessment. Students will draft 2 original patterns of their choice, construct them in appropriate fabric and present them on the dress form for the class. A rubric will be used for scoring.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70-75% of students will successfully complete this task</p>	<p>01/16/2014 - Fall 2013: 88% of students performed this task at an excellent level, 12% of students performed this task at a very good level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 86% of students successfully completed this task earning A's, 9% earned B's, 5% earned F's.</p> <p>Result Type:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 78% of students performed this task at an excellent level, 19% at a very good level, 3% failed Result Type: Criterion met Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/16/2009 - For Full Scale Garment: 95% of students performed this task at a very good to excellent level. 5% of students performed this at a poor level. Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	
	CAN Dept - Fashion Design - CAN FASH 164 - Fashion Illustration - demonstrate use of line - SLO 1 Use line to create proportional fashion illustrations. (Created By CAN Dept - Fashion Design)	<p>Assessment Method: SLO 1. Students will be assessed based on their skill at creating proportional fashion illustrations using line manipulation. Assessment Method Category: Presentation/Performance Success Criterion: 70% of students will achieve proportional illustrations using line.</p>	<p>07/02/2014 - Sp 14: 86.2% of students performed this task at a very good to excellent level; 6.9% of students performed this task at a satisfactory level; 6.9% of students performed this task at an unsatisfactory level. Result Type: Criterion met Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 45.4% of students performed this task at an excellent level, 40.9% performed at a very good level, 13.6% performed at a satisfactory level. Result Type: Criterion met Reporting Cycle:</p>	<p>07/10/2013 - The 100% success rate for this fundamental assignment indicates students comprehension and ability to apply demo and lecture materials to proportional and dimensional fashion illustrations. No changes will be made.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2012 - 2013</p> <hr/> <p>05/08/2013 - F12: 605 performed at an excellent level, 405 performed at a very good level. 100% of student successfully performed this task at the very good to excellent level, demonstrating student comprehension of figure proportions and the ability to represent the figure in line format. Given the larger number of students with previous art experience in this class compared with previous semester, the performance level was abnormally high for a first assignment in a beginning class. Since the assignment is essential to establish a foundation for further techniques, no changes will be made at this time.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/>	
			<p>01/09/2012 - F11: 55% of students performed at an excellent level, 36% performed at a very good level, 7% performed at a satisfactory level and 35 performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/>	
			<p>12/16/2010 - SLO 1</p> <p>Fall 2010: 87% of students performed this task at a very good to excellent level 13% of students performed this task at a satisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2010 - 2011	
	<p>CAN Dept - Fashion Design - CAN FASH 164 - Fashion Illustration - create dimensional illustrations - SLO 2. Use line and shadow to create dimensional illustrations. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2. Students will be assessed based on their skill at rendering dimensional illustrations using line and shadow.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students show dimension using line and shadow</p>	<p>01/09/2012 - F11: 59% of students performed this task at an excellent level, 30% performed at a very good level, 7% performed at a satisfactory level and 4% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/16/2010 - SLO 2 Fall 2010: 90% of students performed this task at a very good to excellent level 7% of students performed this task at a satisfactory level 3% of students performed this task at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 168 - Fashion Draping - Design principles - SLO 2. Identify and apply the design principles and techniques necessary for the draping process. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2. Assessment: Completion of in-class draping assignments, evaluated by the instructor for proper applications of design principles and techniques. Assessment will be based on the average of 6 in-class assignments.</p>	<p>01/21/2014 - F2013: 60% showed superior skill at this task, 34% showed good skill at this task, 6% showed basic skill at this task.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
		<p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70-75% of the students will complete the</p>	<p>01/09/2012 - F11: 75% of students performed this task at an excellent level, 11% at a good level, 13% at a basic level, 1% were incomplete</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		drapes with scores of good to excellent	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>04/26/2011 - SLO2/F10: 80% of students performed this task at an excellent level (20 of 25) 12% of students performed this task at a good level (3 of 25) 4% of students performed this task at a satisfactory level (1 of 25) 4% of students failed this task (1 of 25)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>03/29/2010 - SLO 2: Average results of in-class draping assignments show evidence of: Superior skill in using the draping process for creating designs: 24 out of 33: 73% Good skill in using the draping process for creating designs: 7 out of 33: 21% Basic skill in using the draping process for creating designs: 2 out of 33: 6%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/>	
	CAN Dept - Fashion Design - CAN FASH 172 - Bustier - Test garment - SLO 1. Select an appropriate pattern to make a test garment for fitting purposes. (Created	Assessment Method: SLO 1 Assessment. The teacher will evaluate the muslin test garment for proper fit.	07/10/2013 - Sp 2013: 19 students received an A 3 students received a B 1 student received a P	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	By CAN Dept - Fashion Design)	Assessment Method Category: Presentation/Performance	8 students receive an F Result Type: Criterion met Reporting Cycle: 2012 - 2013 <hr/> 06/27/2012 - Sp 12: 11 students received A's, 3 students received C's, 2 students received F's, 1 student received NP. Result Type: Criterion met Reporting Cycle: 2011 - 2012 <hr/> 07/13/2011 - Sp11: 80% of students performed this task at an excellent level. 9% of students performed this task at a good level. 11% of students failed. Result Type: Criterion met Reporting Cycle: 2010 - 2011	
	CAN Dept - Fashion Design - CAN FASH 173 - Lingerie Design & Construction - Appropriate fabrics - LO 1. Identify and apply the myriad of fabric choices available to create lingerie and learn which fabrics are appropriate for specific applications. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 1 Assessment. The teacher will evaluate student of pattern, fabric and trims for compatibility and design. Assessment Method Category: Presentation/Performance	06/30/2014 - Sp 14: 53% of students received A's, 27% received a B, 6% received an F, 13% passed. Result Type: Criterion met Reporting Cycle: 2013 - 2014 <hr/> 01/16/2014 - Fall 2013: 15 students received A's, 5 students received B's, 3 students received F's. Result Type: Criterion met Reporting Cycle: 2013 - 2014 <hr/> 03/20/2013 - F12: 27 students completed this class. The results breakdown as	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>follow: 14 A's, 4 B's, 3 C's, 4 F's, 2 P. Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	
			<hr/> <p>01/09/2012 - F11: 66% of students performed at an excellent level, 14% performed at a very good level, 10% performed at a satisfactory level, 10% failed. Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	
			<hr/> <p>03/17/2011 - 86% of students performed at a very good to excellent level 14% of student sperformed at an unsatisfactory level Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	
			<hr/> <p>01/20/2011 - F10 SLO 1. The student will learn to identify and apply the myriad of fabric choices available to create lingerie and learn which fabrics are appropriate for specific applications. 28 students performed at a very good to excellent level. 2 students performed at a satisfactory level. 2 students performed at an unsatisfactory level. Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Fashion Design - CAN FASH 175 - Advanced Illustration - Rendering techniques and Media - SLO 1: Advanced rendering techniques and media to create original fashion illustrations focusing on attitude, flar, movement and a personal drawing style. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will demonstrate skill in using a variety of media to create different visual effects and fabric textures for fashion design.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will successfully complete this task</p>	<p>01/27/2014 - F2013: 96.8% of students were able to complete this task at the satisfactory or higher level, with 71.8% of students performing at the very good to excellent level. It's clear that skills developed in FASH 164 (pre-req) were maintained in improved upon with these learning exercises.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/12/2012 - Sp 12: 34.6% performed at the excellent level 57.7% performed at the very good level 7.7% performed at the satisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/16/2010 - SLO 1a: 58% of students performed at an excellent level 26% of students performed at a very good level 11% of students performed at a satisfactory level 5% of students performed at an unsatisfactory level</p> <p>SLO1b: 58% of students performed at an excellent level</p> <p>Result Type:</p>	<p>07/12/2012 - Given that too many students had difficulty proesenting their projects in an accurate and professional manner as befitting an advanced class, a re-wrire of the assignment sheet will more clearly stipulate the presentation requirement and assignment expectations.</p> <p>Action Plan Category: Revise course syllabus or outline</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/> <p>12/16/2010 - SLO1a: 58% of students performed at an excellent level 26% of students performed at a very good level 11% of students performed at a satisfactory level 5% of students performed at an unsatisfactory level</p> <p>SLO1b: 58% of students performed at an excellent level 21% of students performed at a very good level 21% of students performed at a satisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 195 - Portfolio Development - Portfolio layout techniques - SLO 3. Understand how to customize and target a portfolio. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 3. Students will identify, research and analyze a targeted customer for portfolio presentation in a 1-page paper.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students will successfully complete this task.</p>	<p>07/02/2014 - Sp 14: 100% of students performed this task at a very good to excellent level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>05/08/2013 - F12: 46% performed at an excellent level, 46% performed at a very good level. 92% of students were able to successfully apply the concepts of targeting and customizing the portfolio to the writing of a customer analysis paper, with equal results in the excellent and very good levels. This indicates that students can successfully conceptualize a</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>targeted customer and then customize portfolio pages to meet the needs and wants of that customer.</p> <p>This basic and necessary skill will continue to be stressed in future and no changes will be made at this time.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>07/05/2011 - Sp11: Post-test shows a 45% improvement over pre-test results, indicating an excellent comprehension of this concept.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>07/05/2011 - Sp11: Overall pre/post test results indicate a 67% improvement in comprehension of portfolio development techniques, with 28% of students earning perfect scores on post-test (0% on pre-test), thus no changes to course or test instrument are planned at this time. However, overall performance on pre-test was higher than anticipated, perhaps due to instructor error (allowing students access to class handouts 15 min before start of 1st class, basically giving them "study time" before administering pre-test). Procedures to correct this will be implemented to avoid skewing the test results.</p>
			<p>01/20/2011 -</p> <p>SLO 3. Students will recognize and use professional presentation and layout techniques in the creation of a group portfolio.</p> <p>14 (93%) of the students performed at an excellent level</p> <p>1 (7%) of the students performed at an unsatisfactory level</p> <p>Result Type: Criterion met</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Reporting Cycle: 2009 - 2010	
	CAN Dept - Fashion Design - CAN FASH 196 - Intro. to the Costume Industry - Character research and costume design - SLO 3. Demonstrate the ability to research a character and create an appropriate costume design for that character. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 3. Assessment: Written report to include information about a particular character and a sketch of a design for that character. Assessment Method Category: Essay Success Criterion: 70-75% of the students will complete the report with above average to high degree of competency.	03/29/2010 - SLO 3: Written report showed evidence of good research and design skills: With a high degree of competency: 70% With an above average degree of competency: 26% Did not complete assignment: 4% Result Type: Criterion met Reporting Cycle: 2009 - 2010	
	CAN Dept - Fashion Design - CAN FASH 197 - Pattern Design fr Hist. Costume - Identify Historic Periods - SLO 2. Identify styles of different historic periods (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 2. Objective exam covering different historic styles. Assessment Method Category: Exam Success Criterion: 75% of students will complete exam with a score of C or better.	07/10/2013 - Sp 2013: Exam score of 90% or higher: 34% Exam score of 80%-90%: 20% Exam score of 70%-80%: 24% Exam score below 70%: 22% Result Type: Criterion met Reporting Cycle: 2012 - 2013 06/27/2012 - Sp 12: Exam score of 90% or higher: 32% Exam score of 80- 90%:24% Exam score of 70-80%: 20% Exam score below 70%:24% Result Type: Criterion met Reporting Cycle:	07/10/2013 - Overall content and evaluation seem appropriate for this course. Students are succeeding well in this class. Most issues with SLO #3 had to do with time management, and students who did not hand in the work in a timely way. This will be one issue to address in the future.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2011 - 2012</p> <hr/> <p>05/19/2010 - SLO 2: Number of students who scored 90 or more on the test: 3 out of 21 Number of students who scored 80-90 on the test: 6 out of 21 Number of students who scored 70-80 on the test: 2 out of 21 Number of students who scored below 70, showing a poor understanding of historic styles: 10 out of 21</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 199 - Costuming for Theatrical Prod. - Play script - SLO 2: Read a script and analyze the characters and setting of a play in order to be able to design costumes for that play. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Written assignment describing the characters and setting of the play for which costumes are being created in this particular class.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will complete this task successfully</p>	<p>06/01/2011 - SLO2 Sp11: Excellent understanding of the script (score of 48/50 or more): 76% Good understanding of the script (score of 40-48/50): 10% Percent that did not complete the assignment: 14%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>06/01/2011 - Students showed excellent progress in their skill level, speed and general abilities as a whole this semester. Some students did not have as wide a variety of experiences in the actual costuming work that would have been ideal, and would have probably resulted in even higher scores. As a whole, however, the class was very successful.</p>
	<p>CAN Dept - Fashion Design - CAN FASH 225 - Apparel Analysis - Stitch types, seams and edge treatments - SLO 1. Compare the advantages and disadvantages of various stitch types, seams and edge treatments used in the</p>	<p>Assessment Method: Assessment: Class project comparing the same type of garment from different stores and price points. Garments will be evaluated for the type of construction details used and rated numerically for</p>	<p>06/30/2014 - Sp 14: Students were evaluated on a ranking of 1-4, with 4 showing an excellent ability, 3 showing a good ability with room for improvement, 2 an average ability with much needed improvement and 1</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>apparel industry, and evaluate their differences in terms of price points and quality in the final garment. (Created By CAN Dept - Fashion Design)</p>	<p>overall quality. They will be evaluated on a ranking of 1-4 with 4 showing an excellent ability to compare and evaluate construction and quality. Assessment Method Category: Presentation/Performance Success Criterion: 70-75% of the students will receive a ranking value of 3 or 4 on the garment comparison.</p>	<p>showing a poor ability. 15 students received a ranking of 4, 12 students received a ranking of 3. Result Type: Criterion met Reporting Cycle: 2013 - 2014</p> <hr/> <p>04/26/2011 - SLO1/F10: Eval of construction details Rank 4 = 17 students, rank 3 = 4 students Eval of fabric details Rank 4 = 16 students, rank 3 = 5 students rate overall quality Rank 4 = 17 students, rank 3 = 4 students</p> <p>Result Type: Criterion met Reporting Cycle: 2010 - 2011</p> <hr/> <p>03/29/2010 - SLO 1: Students worked in groups to compare similar garments sold in different stores at different price points, rating the garments for value and quality based on construction techniques used, type of fabric and styling. The students were evaluated on a ranking of 1-4, with 4 showing an excellent ability to compare and evaluate construction and quality, 3 a good ability with room for improvement, 2 an average ability with much need for improvement, and 1 a poor ability.</p> <hr/> <p>4 _____ 3 _____ 2 _____ 1 _____ did not complete</p>	<p>04/26/2011 - The success rate and retention of students has improved greatly since the last time the class was offered. We now have a larger percentage of students in the program who are Fashion Merchandising students, who know what this course is a requirement for their certificate, and they showed greater diligence in completing their assignments accurately than in the past. the assignments were successful in assessing the students ability to understand key student learning outcomes.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Evaluation of construction details: 4 4 1 0 3 Evaluation of fabric details: 4 4 1 0 3 Ability to rate for overall quality: 4 4 1 0 3 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
	CAN Dept - Fashion Design - CAN FASH 226 - Visual Merchandising & Display - Components of store's environment - SLO 1: Ability to define and explain the components of a store's visual and merchandising environment (Created By CAN Dept - Fashion Design)	Assessment Method: Students will submit a floorplan of the store and analyze each of the products with regard to placement in the store. Assessment Method Category: Presentation/Performance Success Criterion: 80% of students will complete this successfully	01/16/2014 - Fall 2013: 95% of students performed at a very good to excellent level, 5% performed at a satisfactory level. Result Type: Criterion met Reporting Cycle: 2013 - 2014 03/20/2013 - F12: 95% of students performed at a good to excellent level, 5% of students performed at a satisfactory level. Result Type: Criterion met Reporting Cycle: 2012 - 2013 01/09/2012 - F11: 95% of students performed at a good to excellent level, 10% performed at a satisfactory level. Result Type: Criterion met Reporting Cycle: 2011 - 2012 12/16/2010 - F10: All students successfully completed this task	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 226 - Visual Merchandising & Display - Display fixtures and props - SLO 2: Ability to compare and contrast the various display fixtures and props including their usage and purpose, and to understand how, where and when they are used on the retail floor. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Studentw will submit a detailed description and floorplan showing placement of products within display fixtures used on the retail floor.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will successfully complete this task</p>	<p>01/16/2014 - Fall 2013: 90% students performed at a very good to excellent level, 10% of students performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 90% of students performed at a good to excellent level, 10% of students performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 90% of students performed at a good to excellent level, 105 of students performed at a satisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/16/2010 - F10: 100% of students performed this task at a good to excellent level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Fashion Design - CAN FASH 226 - Visual Merchandising & Display - Color - SLO 3: Ability to apply principles and elements of color and design to the design, implementation and evaluation of window displays and other in-store visual merchandising displays (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will submit a detailed color scheme and theme for window displays, open store and wall displays</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will successfully complete this task.</p>	<p>01/16/2014 - Fall 2013: 100% of students performed this task at a very good to excellent level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 100% of students performed at a good to excellent level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 100% of students performed this at a good to excellent level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/16/2010 - 100% of students performed this task at a good to excellent level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 228 - Fashion Show Production - Choreograph models - SLO 4. Students will demonstrate the ability to choreograph and stage a fashion show. (Created By CAN Dept - Fashion</p>	<p>Assessment Method: SLO 4. Students will submit a plan for sequencing of the fashion show.</p> <p>Assessment Method Category: Presentation/Performance</p>	<p>07/10/2013 - Sp 2013: 10 students enrolled 8 (80%) students performed at an excellent level 2 (20%) students did not attend class and</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	Design)	<p>Success Criterion: 80-85% of students will successfully complete this task</p>	<p>did not drop</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>06/27/2012 - Sp 12: 17 (100%) of the students performed at a good to excellent level. 0 (0%) of the students performed at a satisfactory level. 0 (0%) of the students performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
		<p>05/31/2011 - SLO 4 Sp 11. 85% of students performed at a very good to excellent level. 15% of students performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>		<p>06/27/2012 - Since 83% to 100% of students performed at the good to excellent level, this indicates that students were able to apply and understand the concepts learned in this class. Also, since the fashion show production was successfully produced and presented to an audience, this is another indicator that students understood and performed these task appropriately.</p> <p>Action Plan Category: Other</p>
				<p>06/01/2011 - More than 90% of students performed at the excellent level, indicating that students were able to apply and understand the concepts learned in this class. The success of the event is the ultimate test of the learning process which was achieved by this group of students</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Fashion Design - CAN FASH 680CD - Beginning Teen Sewing - Introduction to fabrics and patterns - SLO 2. The student will be introduced to fabrics, both knits and wovens, and to the language of patterns. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 2. Student will demonstrate a basic knowledge of grainline and layout following the pattern instructions. Assessment Method Category: Presentation/Performance	03/20/2013 - Su12: 12 students A's, 3 B's, 1 C, 1 D Result Type: Criterion met Reporting Cycle: 2012 - 2013	
			11/09/2011 - Su2011: 84% of students performed at a very good to excellent level, 8% performed at a satisfactory level, 4% performed at an unsatisfactory level, and 4% passed the course. Result Type: Criterion met Reporting Cycle: 2011 - 2012	
			01/20/2011 - SLO 2. Student will demonstrate a basic knowledge of grainline and layout following the pattern instructions. 28 (90%) of students performed at a good to excellent level. 2 (6%) of the students performed at a satisfactory level. 1 (3%) of the students performed at an unsatisfactory level. Result Type: Criterion met Reporting Cycle: 2009 - 2010	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Develop competitive industry standard skills in the respective fields.	CAN Dept - Fashion Design - CAN FASH 100 - Principles of Fashion Design - Principles of design - SLO 1. Identify, analyze and use the principles of design in the creation of original garment designs. (Created By CAN Dept - Fashion Design)	<p>Assessment Method: Design assignments consisting of sketches and analysis of original garment designs.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will successfully complete this task</p>	<p>07/02/2014 - Sp 14: 72.4% of students performed this task at a very good to excellent level; 6.9% of students performed this task at a satisfactory level; 20.7% of students performed this task at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 25% performed this task at an excellent level, 58.3% performed at a very good level, 8.3% performed at a satisfactory level and 8.3% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>05/24/2012 - Sp 12: 55.5% completed the task at the excellent level 33.3% completed the task at the very good level 11.1% completed the task at the satisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>07/02/2014 - Because the numbers in the satisfactory and unsatisfactory categories were higher than in previous semesters, more attention to the written component of the assignment will be given, as this area continues to be difficult for beginning college students who can design, but can't verbalize the why's behind their design choices.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p> <hr/> <p>07/10/2013 - The 91.6% success rated of this SLO is excellent for a first assignment performance; however, this is 8.4% lower than the previous class (sp2012), even though the assignment was simplified in content and analysis portions. No changes will be made, as students need to accomplish this foundation material, at the very least.</p> <hr/> <p>07/10/2013 - No changes will be made, as students need to accomplish this foundation material, at the very least.</p> <hr/> <p>07/12/2012 - While students had plenty of examples and much discussion of analysis techniques, too many were unable to apply those concepts to the expression of original, logical and critical thoughts. A simplification of the first assignment may help ease students into the analysis process.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>01/09/2012 - F11: 35% of students performed this task at an excellent level, 38% performed at a very good level, 15% performed at a satisfactory level and 12% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>01/14/2011 - 39% of students performed at an excellent level 39% of students performed at a very good level 14% of students performed at a satisfactory level 8% of students performed at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
			<p>12/16/2010 - SLO 1 Fall 2010: 69% of students performed this task at a very good to excellent level 10% of students performed this task at a satisfactory level 21% of students performed this task at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>Assessment Method: Design assignments</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 80% of students will successfully perform this task</p>		
	<p>CAN Dept - Fashion Design - CAN FASH 100 - Principles of Fashion Design - Color Harmony and Color Design Assignment - SLO 3. Demonstrate a knowledge of basic color theory (color wheel, color harmonies and terms) and be able to use and analyze color in the creation of original garment designs. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will create, label and define a traditional color wheel and associated color harmonies, and then apply color theory to the creation of original garment designs.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will successfully complete this task</p>	<p>07/02/2014 - Sp 14: 78.6% of students performed this task at a very good to excellent level; 14.3% of students performed this task at a satisfactory level; 7.1% of students performed this task at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 66.6% of students performed this task at an excellent level, 25% performed at a very good level, 4.25 performed at a satisfactory level, and 4.2% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>07/12/2012 - Sp 12: 63.3% completed this task at the excellent level 20.4% completed this task at the very good level 10.2% completed this task at the satisfactory level 6% completed this task at the unsatisfactory level</p> <p>Result Type: Criterion met</p>	<p>07/10/2013 - The 95.8% success rate is a 1.9% improvement over the previous course offering, reflecting the success of changes made to the assignment from the last semester the course was offered. No changes will be made.</p> <hr/> <p>07/12/2012 - This two part assignment proves to be too much in too short of time for most student sto give equal attention to each part, causing the design portion to suffer. The harmony portion of the assignment will be simplified to allow more time for the design portion.</p> <p>Action Plan Category:</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>01/09/2012 - F11: 47% of students performed this task at an excellent level, 44% performed at a very good level, 6% performed at a satisfactory level, and 3% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>01/14/2011 - SLO 2. Students will communicate design ideas in writing using proper terminology and visually using basic sketches and story boards. 10 (39%) of the students performed at an excellent level 10 (39%) of the students performed at a very good level 2 (8%) of the students performed at a satisfactory level 4 (14%) of the students performed at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/> <p>12/16/2010 - SLO 2 Fall 2010: 68% of students performed this task at a very good to excellent level 16% of students performed this task at a satisfactory level 16% of students performed this task at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	Use New or Revised Teaching methods

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Fashion Design - CAN FASH 100 - Principles of Fashion Design - Elements of design - SLO 2: Identify, analyze and use the elements of design in the creation of original garment designs (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Design assignments consisting of sketches and analysis of original garment designs</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70% of students will successfully complete this task</p>	<p>07/02/2014 - Sp 14: 58.6% of students performed this task at a very good to excellent level; 27.6% of students performed this task at a satisfactory level; 13.8% of students performed this task at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 66.6% performed at an excellent level, 25% performed at a very good level, 4.2% performed at a satisfactory level, and 4.25 performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>07/12/2012 - Sp 12: 59.2% completed the task at the excellent level 18.5% completed the task at the very good level 22.2% completed the task at the satisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>01/09/2012 - F11: 48% of students performed this task at an excellent level, 48% performed at a very good level, 3% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p>	<p>07/10/2013 - No changes are anticipated as this assignment was new for this semester.</p> <hr/> <p>07/12/2012 - No major changes anticipated at this time. Minor design category and photo analysis changes will freshen up the assignment.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>04/21/2011 - SLO2 Fall 2010: 69% of students performed this task at a very good to excellent level 10% of students performed this task at a satisfactory level 21% of students performed this task at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 110 - Beg. Clothing Construction - Notebook w/samples - SLO 2. Compile a notebook with class handouts, student notes and construction samples. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2. Student will submit notebook for evaluation twice during the semester. Notebooks will be scored using a rubric form with the following scores: 3=excellent, 2=good, 1=poor (needs improvement)</p> <p>Assessment Method Category: Portfolio</p> <p>Success Criterion: 80% of the students will complete portfolios with good results.</p> <p>Related Documents: 110 Notebook F 08Rubric.xls 110 Notebook Fall 09 Chaney.xls</p>	<p>07/02/2014 - Sp 14 Wayne: 25% of students at the excellent level, 63% of students at the good level, 16% at the poor level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>06/30/2014 - Ronda Sp 14: 78% of students performed at an excellent level, 17% of students performed at a very good level, 5% of students performed at a satisfactory level, 5% of students failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>06/03/2014 - Ronda/Sp 2014: 18 students completed this course. The breakdown is as follows: 13 - A's (73%) 3 - B's (17%) 1 - C (5%) 1 - F (5%)</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>01/16/2014 - Ronda F13: 69% of students completed this task with excellent results, 8% completed with Very good results, 15% completed with satisfactory results and 8% failed.</p> <p>Wayne F13: 76% of students completed this task with excellent results, 24% completed this task with very good results.</p>	
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>08/06/2013 - Summer 2013: 88% of students received A's, 4% received B's, 45 received C's and 4% received F's (student stopped attending, but did not drop)</p>	
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>07/10/2013 - W, Sp2013: 15 students completed this task 75% performed at an excellent level, 19% performed at a good level, 6% performed at a poor level.</p>	
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>07/10/2013 - The majority of the notebooks were adequate in organization of notes and handouts, several were exceptional. I would like to see more exceptional notebooks. Moving forward - create photo slide show of steps for the difficult sample techniques and make a printed or digital version available to students, especially ESL students. Continue to update the class sample notebook with notes and related materials to demonstrate the quality expected from students. Encourage higher quality samples.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>07/10/2013 - R, Sp 2013: 88% performed this task at an excellent level, 12% performed this task at a very good level. Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	
			<p>03/20/2013 - RF12: 71% of students received A's, 19% received B's, 10% received C's. Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	
			<p>07/25/2012 - Wayne, Sp12: 81% performed at an excellent level, 8% at a good level, 11% at a poor level. Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	<p>07/25/2012 - Create a photo slide show of steps for the difficult sample techniques and make a printed version available, especially to ESL students. Continue to update class sample notebook with notes and related materials to demonstrate the quality expected from students.</p>
			<p>05/24/2012 - R Sp 12: 68% performed this task at an excellent level, 15% performed at a very good level. Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	
			<p>01/09/2012 - Ronda F11: 86% of students completed this task at an excellent level, 10% at a very good level and 4% at a satisfactory level. Wayne F11: 91% of students completed this task at an excellent level, 9% at an</p>	<p>01/09/2012 - Wayne F11: Moving forward update the sample notebook with notes and related materials to demonstrate the quality expected from students. Encourage higher quality samples.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>08/17/2011 - Peggy/Su 2011: 84% of students performed this task at an excellent level. 10% of students performed this task at a very good level. 6% of students performed this task at a failing level.</p> <p>The failing grades were due to students not submitting notebooks.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>07/05/2011 - 59% of students performed this task at an excellent level. 32% of students performed this task at a good level. 9% of students performed this task at a poor level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>07/05/2011 - Wayne: The majority of student notebooks were adequate in organization of notes and handouts, several were exceptional. I would like to see more exceptional notebooks. Moving forward, update the class sample notebook with notes and related materials to demonstrate the quality expected from students. Encourage higher quality samples.</p>
			<p>05/25/2011 - Sp11R. 86% of students performed this task at an excellent level. 7% of students performed this task at a very good level. 7% of students failed this task.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>06/01/2011 - R: Satisfied with the results of this task.</p>
			<p>01/14/2011 - Waynes class: 77% performed this task at an excellent level</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>23% performed this task at a very good level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>12/17/2010 - Ronda Fall 2010 90% Excellent notebooks, 10% Good notebooks</p>	<p>04/20/2011 - Continue to build upon the success rate of this assignment</p>
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>01/12/2011 - Continue working with students to complete excellent notebooks stressing the importance of the weekly homework added to these portfolios.</p>
			<p>03/29/2010 - Wayne's class: FALL 2009: 86% completed excellent notebooks, 14% completed good notebooks, 0% completed poor notebooks -- 22 students completed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
			<p>03/24/2010 - Ronda's class: FALL 2008 71%=score of 3, 19%=score of 2, 3%=score of 1-----</p>	<p>03/24/2010 - Will continue to work with students to complete excellent to good notebooks and help them see the long term value of these for learning skills in this class.</p>
			<p>Ronda's class: FALL 2009 50%=score of 3, 37%=score of 2, 13%=score of 1</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Fashion Design - CAN FASH 110 - Beg. Clothing Construction</p> <p>- Sewing terminology - SLO 3. Explain terminology used for garment construction. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 3. On a written test, students will define terms and concepts required for sewing. Rubric will be used to assess the following terms with 3 embedded questions. Terms will be Bias and Selvage. Concept question is: 4 steps required for successful fusing.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70 - 75% of the students will answer these questions correctly on the test</p>	<p>07/02/2014 - Sp 14 Wayne: 90% of students correctly answered the question on Bias; 65% of students correctly answered the question on Selvage; 85% of students correctly answered the question on fusing.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>01/16/2014 - Ronda F13: 78% of students correctly answered the embedded questions on Bias, 78% of students correctly answered the embedded question on selvage and 57% of students correctly answered the question on Fusing.</p> <p>Wayne F13: 100% of students correctly answered the embedded question on bias, 92% of students correctly answered the embedded question on selvage and 92% of students correctly answered the embedded question on fusing.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>08/06/2013 - Summer 2013: There are three embedded questions on the midterm: 92% of the students correctly answered all three questions and 8% incorrectly answered the questions.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>08/06/2013 - Summer 2013: 62% of students received A's, 19% received B's,</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>8% received C's and 11% received F's (1 student stopped attending, but did not drop and 2 students did not take the midterm).</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>07/10/2013 - W, Sp 2013: 16 students</p> <p>Bias: 94% correctly answered the bias question on the midterm, 6% incorrectly answered the question on bias</p> <p>Selvage: 81% of students correctly answered the selvage question on the midterm, 19% incorrectly answered the question on selvage</p> <p>Fusing: 100% of students correctly answered the question on fusing</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>07/10/2013 - Moving forward - Improve the terminology list with other language equivalents. Discuss language challenges with fellow instructors for suggestions and insight to help bridge ESL language gaps.</p> <hr/> <p>07/10/2013 - Students demonstrated recognition of terminology and concepts on evaluation of midterm test. The assessment this semester show continuing difficulties in comprehension and understanding with ESL students. During class they appear to understand - nodding and replying when asked directly, but midterm and sample quality show differently.</p>
			<p>07/10/2013 - R, Sp 2013:</p> <p>Fusing: 13/16 correctly answered this question</p> <p>Bias: 13/16 correctly answered this question</p> <p>Grading: 12/16 correctly answered this question</p> <p>Hems: 13/16 correctly answered this question</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>03/20/2013 - RF12: 39% of students received A's, 13% B's, 13% C's, 13% D's, 9% F's.</p> <p>The three embedded questions were answered with the following results: 83% correctly answered the question on Bias 61% correctly answered the question on Selvage 74% correctly answered the question on fusing</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>07/25/2012 - Wayne, Sp12: 89% of students answered the Bias question correctly, 11% answered incorrectly. 71% of students answered the Selvage question correctly, 29% answered incorrectly. 93% of students answered the Fusing question correctly, 7% answered incorrectly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>07/25/2012 - Improve the terminology list with other language equivalents. Discuss language challenges with fellow instructors for suggestions and insight to help bridge ESL language gaps.</p>
			<p>03/22/2012 - Ronda/Sp12: 85% of students correctly answered embedded question #2 on bias. 81% of students correctly answered embedded questions #4 on selvage. 66% of students scored very good to excellent on the midterm, 16% of students scored satisfactory on the midterm, 7% scored unsatisfactory and 11% failed the midterm.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>01/09/2012 - Wayne F11: 95% of students correctly answered the question on bias, 5% incorrectly answered. 70% of students correctly answered the question on selvage, 30% incorrectly answered. 915 of students correctly answered the question on fusing, 9% incorrectly answered.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>01/09/2012 - Moving forward, created a terminology list with other language equivalents. discuss language challenges with fellow instructors for suggestions and insight to help bridge ESL language gaps</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
			<p>10/26/2011 - R, Fall 2011: 75% of students correctly answered the question on bias, 63% of students answered the question on selvage.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>08/17/2011 - Peggy/Su2011: 82% of students performed this task at a very good to excellent level, 10% of students performed this task at a satisfactory, and 7% of students performed this task at a failing level.</p> <p>Bias question - 97% of students answered this question correctly. Selvage question - 93% of students answered this question correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>07/05/2011 - Sp11 Wayne: 91% of students correctly answered the bias question, 9% incorrectly answered the bias question. 70% correctly answered the selvage question, 30% incorrectly</p>	<p>07/05/2011 - Students demonstrated recognition of terminology and concepts on evaluation of midterm test. The assessments this semester show some difficulties in comprehension and</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>answered the selvage question. 100% correctly answered the fusing question.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>understand with ESL students. During class they appear to understand - odding and replying when asked directly, but midterm and sample quality show differently. Moving forward, create a terminology list with other language equivalents. Discuss language challenges with fellow instructors for suggestions and insight to help bridge ESL language gaps.</p>
			<p>05/25/2011 - Sp11Ronda. 60% of students performed this task at an excellent level. 6% of students performed this task at a very good level. 14% of students performed this task at a satisfactory level. 14% of students failed this task. 93% of students correctly answered the question on bias. 86% of students correctly answered the question on selvage.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>06/01/2011 - R: The lowest grades are usually those students whose first language is not english. Will continue to allow students receiving D's and F's to retake the test. Working with muslin sample brings up understanding of embedded questions.</p> <p>06/01/2011 - R: The lowest grades are usually those students whose first language is not english. Will continue to allow students receiving D's and F's to retake the test.</p>
			<p>03/15/2011 - F 10: Ronda: 79% of students completed this task at a very good to excellent level. 7% of students completed this task at a satisfactory level. 14% of students completed this task.</p> <p>96% of students correctly answered the question on Bias and 89% of students correctly answered the question on Selvage correctly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle:</p>	<p>04/20/2011 - In future, I hope to increase success of students answering question 5 - selvage and understanding grain in woven fabrics</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2010 - 2011</p> <hr/> <p>01/14/2011 - Waynes class: 93% of students correctly identified the term "bias"</p> <p style="padding-left: 40px;">83% of students correctly identified the term "selvage"</p> <p style="padding-left: 40px;">96% of students indicated they understood fusing</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>11/08/2010 - 90% of the students completed excellent notebooks, 10% completed good notebooks.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>03/29/2010 - Wayne's class: FALL 2009: 93% scored correct on the bias question, 7% incorrect. Selvage question: 75% scored correct, 25% incorrect. Fusing question: 100% scored correct.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	

CAN Dept - Fashion Design - CAN FASH 110 - Beg. Clothing Construction
- Garment evaluation - SLO 1. Sew three garments during the class. 1. knit t-shirt, 2. Drawstring or elastic pant or skirt, 3. Lined or reversible vest.
(Created By CAN Dept - Fashion

Assessment Method:
SLO 1. Student garment will be evaluated using a rubric form with the following scores: 3=excellent, 2=good, 1=poor (needs improvement)
Assessment Method Category:
Other
Success Criterion:

07/02/2014 - Sp 14 Wayne: t-shirt: 75% of students at the excellent level, 25% of students at the good level; elastic pant/skirt: 79% of students at the excellent level, 21% of students at the good level; vest: 53% of students at the excellent level, 32% of students at the good level, 16% of students at the poor

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	Design)	80% of the students will complete all of the garments with good results.	<p>level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>06/30/2014 - Ronda Sp 14: 60% of students performed at an excellent level, 20% of students performed at a very good level, 10% of students performed at a satisfactory level, 10% of students failed. 100% correctly answered embedded question on bias; 80% correctly answered embedded question on selvage and 100% correctly answered embedded question on fusing.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>06/30/2014 - Ronda Sp 14: 78% of students performed at an excellent level, 17% of students performed at a very good level, 5% of students performed at a satisfactory level, 5% of students failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>01/16/2014 - Ronda F13: T-shirt - 92% completed this garment with excellent results, 8% were incomplete. Pant - 92% s completed this garment with excellent results, 8% were incomplete. Vest - 92% completed this garment with excellent results, 8% were incomplete.</p> <p>Wayne F13: T-shirt - 69% completed this garment with excellent results, 31% completed this garment with good</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>results. Pants - 84% completed this garment with excellent results, 16% completed with good results. Vest - 84% completed this garment with excellent results, 16% completed with good results.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>08/06/2013 - Summer 2013: 100% of students completed the T-shirt garment. 96% of students completed the Pant garment, 4%(1 student stopped attending, but did not drop) 92% of students competed the Vest garment, 8% of students did not complete the garment. 96% of students completed the lab project, 4% did not (1 student stopped attending, but did not drop)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - W, Sp 2013: T-shirt: 16 students completed 50% performed at an excellent level, 31% performed at a good level, 19% performed poorly Drawstring Pant: 15 students completed 73% performed at an excellent level, 27% performed at a good level Vest: 15 students completed 67% performed at an excellent level, 33% performed at a good level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>07/10/2013 - Many students were cramming to finish fial garment projects this semester resulting in poorly clipped and pressed seams Moving forward - Take additional time during sample and garment demonstrations to emphasize the clipping and pressing of seams to create a more professional sample an finished garment.Discuss importance of time management for projects and samples, especially toward the end of the semester</p> <hr/>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>07/10/2013 - R, Sp 2013: 100% of students successfully completed all garments for this course Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	
			<p>03/20/2013 - R F12: 100% of students completed all three garments. Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	
			<p>07/25/2012 - Wayne, Sp12: T-shirt: 92% performed at an excellent level, 20% at a good level, 8% at a poor level. Drawstring Pant: 89% performed at an excellent level, 30% at a good level, 11% at a poor level. Vest: 85% performed at an excellent level, 15% performed at a poor level Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	<p>07/25/2012 - Take additional time during sample and garment demonstrations to emphasize the clipping and pressing of seams to create a more professional sample and finished garment. Discuss importance of time management for projects and samples especially towards the end of the semester. Action Plan Category: Use New or Revised Teaching methods</p>
			<p>05/24/2012 - R sp12: T-shirts: 96% performed this task at an excellent level, 7% performed at a very good level. Pants: 70% performed this task at an excellent level, 22% performed at a very good level, 8% performed at a failing level. Vest: 67% performed this task at an excellent level, 25% performed this task at a very good level, 3% performed at a satisfactory level and 3% performed at a failing level. Result Type: Criterion met</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>01/09/2012 - Wayne, F11: T-shirt: 80% performed at an excellent level, 20% performed at a good level. Drawstring/elastic pant: 80% performed at an excellent level, 20% performed at a good level Lined vest: 70% performed at an excellent level, 30% performed at a good level.</p> <p>Ronda, F11: T-shirt: 86% performed at an excellent level, 10% performed at a very good level, 10% failed</p> <p>Drawstring/elastic pant: 67% performed at an excellent level, 18% at a very good level, 14% failed. Lined Vest: 62% performed at an excellent level, 24% at a very good level, 14% failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>08/17/2011 - Peggy/Su2011: 94% of students constructed a t shirt at a very good to excellent level, 6% of students performed this task at a satisfactory level. 94% of students constructed a drawstring pant/skirt at a very good to excellent level, 6% of students performed this task at a failing level. 94% of students constructed a vest at a very good to excellent level, 6% of students performed this at a failing level. The failing grades were because two students did not turn in a garment.</p>	<p>01/09/2012 - Wayne F11: Moving forward take additional time during sample and garment demonstrations to emphasize the clipping and pressing of seams to create a more professional sample and finished garment.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p> <hr/>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>07/05/2011 - 80% of students created a t-shirt at an excellent level. 20% created a t-shirt at a good level. 70% created an elastic/drawstring pant/skirt at an excellent level. 30% created an elastic/drawstring pant/skirt at a good level. 65% created a vest at an excellent level. 35% created a vest at a good level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>07/05/2011 - Wayne: Many students were cramming to finish final garment projects this semester resulting in poorly clipped and pressed seams. Moving forward, take additional time during sample and garment demonstrations to emphasize the clipping and pressing of seams to create a more professional sample and finished garment.</p>
			<p>05/25/2011 - Sp11 Ronda. 96% of students completed the tshirt at an excellent to very good level. 93% of students completed the pants at an excellent to very good level. 83% of students completed the vest at an excellent to very good level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>06/01/2011 - R: Excellent completion of garments</p>
			<p>04/20/2011 - Ronda F 10: T-shirt: 100% of students performed this task at a very good to excellent level Pants: 94% of students performed this task at a good level, 3% performed at a satisfactory level and 3% performed at a failing level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>04/20/2011 - The vest being the most difficult garment could be started sooner so that more students would have successful completion. Many students run out of time at the end of the semester. The other projects have a high success rate.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>01/14/2011 - Waynes class: 80% of students constructed t-shirts at an excellent level 29% of students constructed t-shirts at a good level 90% of students constructed pants at an excellent level 75% of students constructed vests at an excellent level 25% of students constructed vests at a poor level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>03/29/2010 - Wayne's class: FALL 2009: T-SHIRT: 80% scored excellent, 20% scored good, PANTS OR SKIRT, 90% scored excellent, 30% scored good, VEST: 75% scored excellent, 25% scored poor</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
			<p>03/24/2010 - Spring 09 -- T- shirt -- 81%=3 (excellent garment), 15%=2 (good garment), 4%=1 (poor) Pants -- 74% score of 3, 19% score of 2, 7% score of 1 Vest -- 74% score of 3, 11% score of 2, 15% score of 1</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	<p>03/24/2010 - Assistants and instructor will be available for helping students during the construction process so that they get quesitons answered when needed.</p>
			<p>03/11/2010 - In Spring 2009, 96% of the students sewed good to excellent t-shirts. Sp, 09, 93% of the students sewed good to excellent pants.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Sp, 09, 95% of these students sewed good to excellent vest. See rubric Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 111 - Techniques of Fit - Seam allowance method for altering patterns - SLO 1. Demonstrate an understanding of the seam allowance method of altering patterns. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 1. A notebook of manipulations will be tallied and evaluated at Midterm and on Final day. Assessment Method Category: Portfolio Success Criterion: 70-75 % of the students will complete the notebook with good to excellent results</p>	<p>01/21/2014 - F2013: 90% of students completed this task at an excellent level, 5% completed at an unsatisfactory level and 5% did not complete. Result Type: Criterion met Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 66% earned 90% or better on the notebook. 27% earned 80-89%, with 83% earning good to excellent. 9% earned 70-79%. 1 student failed to withdraw receiving a failing grade for all assignments. Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	<p>03/20/2013 - Muslin skirt due at midterm. Muslin bodice and sleeve due at final day. From these, they are given instructions to trace off onto tag board, creating their own sloper.</p>
			<p>01/19/2012 - F11: 60% completed notebook 1 with above 90%, 37% completed notebook 1 above 80-89%, 65 scored lower. 70% completed notebook 2 with above 90%, 25% completed notebook 2 with above 80-89%, 6% scored lower. Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	<p>01/19/2012 - No changes needed.</p>
			<p>07/20/2010 - 78% of students performed this task at a very good to excellent level</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>12% of students performed this task at a good level 5% of students performed this task at a satisfactory level 55 of students performed this task at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
			<p>01/14/2011 - SLO 1/F10: 60% completed 2 manipulations earning 8 points. 18% completed 2 manipulations earning 5-6 points. 12% completed 2 manipulations earning 4 or fewer. 5% completed 1 manipulatin earning 4 points. 5% completed 1 manipulation earning 2-3 points.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>01/14/2011 - In light of the test results, I purpose working in groups to collectively evaluate the partern needs and the manipulation process. Students will work together, but each much turn in individual paperwork.</p> <p>Action Plan Category: Use New or Revised Teaching methods</p>
	<p>CAN Dept - Fashion Design - CAN FASH 111 - Techniques of Fit - Tag board sloper - SLO 2. Create a basic muslin sloper from which students can make a tag board sloper. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2. The tag board sloper will be due on Finals Day.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% or more students will present slopers</p>	<p>01/21/2014 - F2013: 72% of students completed this task at an excellent level, 16% of students completed this task at a very good level, 5% did not complete this task.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>03/20/2013 - F12: 67% of students earned 100% on the assignment, 11% eanred 90%, 4% earned 80%, 11%</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>earned 60%, 8% did not turn in assignment. Result Type: Criterion met Reporting Cycle: 2012 - 2013</p> <hr/> <p>03/20/2013 - F12: 50% of students earned 90% and above on their midterm. 38% earned 80-89%, meaning 88% of students earned good to excellent grades on their midterm. Result Type: Criterion met Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/19/2012 - F11: 10 scored excellent, 90% or above, 6 scored good/ 80% and above, 0 scored poor. Result Type: Criterion met Reporting Cycle: 2011 - 2012</p> <hr/> <p>07/05/2011 - F10: 65% (11) of students performed this task at an excellent level. 18% (3) of students performed this task at a good level. 18%(3) of students performed this task at a poor level. Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	<p>07/05/2011 - Incomplete projects rather than quality of work performed brought down the grade average. some students lack time management skills and need tighter and more defined deadlines. I will implement additional sequential goals to further guide them.</p>
	CAN Dept - Fashion Design - CAN FASH 111 - Techniques of Fit - Cause of ill-fitting garments - SLO 3. Analyze ill-fitting garments and pinpoint the cause. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 3. Students will turn in a wrting assignment in which they will analyze ill fitting garments. Assessment Method Category:	<p>01/21/2014 - F2013: 695 of students completed this task at an excellent level, 31% of students did not complete Result Type: Criterion met</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		Project Success Criterion: 70-75% of the students will complete this task with satisfactory results.	Reporting Cycle: 2013 - 2014 <hr/> 03/20/2013 - F12: 67% earned 100% on midterm, 11% earned 90%, 4% earned 80%, 11% earned 60%, 8% did not complete. Result Type: Criterion met Reporting Cycle: 2012 - 2013 <hr/> 01/19/2012 - F11: 8 students performed this task at an excellent level, 4 at a good level and 4 did not turn in the assignment. Result Type: Criterion met Reporting Cycle: 2011 - 2012 <hr/> 07/05/2011 - F10: 82%(14) of students performed this task at an excellent level. 12% (2) of students performed this task at a good level. 6%(1) of students performed this task at a poor level. Result Type: Criterion met Reporting Cycle: 2010 - 2011	07/05/2011 - Student success in analyzing ill-fitting garments remained high since adding the lab worksheet in the prior semester. The newly implemented worksheet chronicling their lab fitting exercises demonstrated their success. The evaluate fellow classmates' garments, proposed changes and returned to evaluate the results. The exercise also improved class discussions. I will continue as modified.
			03/26/2010 - Contiguous semester's results to see changes, if any. Student's responded well to the continued focus on this SLO. SLO 3 In week 3 without any experience, students are asked to either	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>sketch or find 10 pictoral examples of ill-fitting garments. They then must determine the stress points and deduce the probable cause. In week 15, they are asked to do the same assignment.</p> <p>Week 3 showed many students unable to determine the cause earning 5-6 of the available 10 points. Initial findings were the same as the previous semester. After increasing their exposure to and evaluation assignments focusing on ill-fitting garments, their understanding and ability to pinpoint the figure variations increases as did their understanding of what manipulation would be necessary to solve the issue.</p> <p>They were expected to work in groups, fitting each other, then come to me with probable causes and solutions. At first they were reluctant to suggest solutions, but soon learned to voice their opinions openly. They backed up their assessments with both textbook findings and notebook sample scenarios. This process expected them to spend more time in small groups and less time waiting for my guidance. I guided their evaluation but tried to let them make mistakes and reassess the manipulations they had suggested. The time waiting in the weekly line for my feedback was cut to about one half. This meant more time working thru issues and less time assuming I had all the answers.</p> <p>Week 15, while 90% increased their scores to 9 and 10, 5% earned scores of 7-8 5% earned scores of 5-6.</p> <p>The depth and accuracy of answers given increased.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
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Because we now must require assignments along with the required lab for this course, I assigned charts to be filled out weekly detailing who they worked with in lab and what the fitting issues were. They also were required to list what their suggestions were for each issue and what manipulation corresponded. This form required them to write down their findings of other students for the first time. Previously, they had only kept records of their own needs. All students turned in the completed form. Ten were outstanding in their comments (10 out of 10 points), four did a marginal job (7 out of 10) and the remainder did a good job (8-9).

In looking back over the photo assessment assignments,;
 Week 15, 95% increased their scores to 9 and 10,
 3% earned scores of 7-8
 2% earned scores of 5-6.

I will continue with the lab assessment forms and the small group fitting work. They have asked to remain with the same group throughout the semester. Because of attrition this may not work as well as open floating groups, but I will give it a try. I understand their request and see benefits.

Result Type:
 Criterion met
Reporting Cycle:
 2009 - 2010

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>- Demonstrate knowledge of fibers, yarns and fabrics. - SLO 1. Identify and demonstrate knowledge of the performance of fibers, yarns and fabrics. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Four unit exams which are evaluated and rated, from excellent to very good to satisfactory to unsatisfactory</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70% of students will successfully complete this task</p>	<p>01/27/2014 - F2013: 83.3% of students performed at the satisfactory or higher level, with more than 505 of those performing at the highest level; given this success level, no changes are planned.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>05/08/2013 - F12: 35.4% performed at an excellent level, 22.95% performed at a very good level, 16.7% performed at a satisfactory level and 25% performed at an unsatisfactory level.</p> <p>75% of students completed this task at a satisfactory and higher level, demonstrating competency in fiber, yard and fabric characteristics. However, a greater number of students fell with the unsatisfactory level than in previous semester. This lower performance can be attributed to have as much as 2 fewer instructional days than in previous semester, necessitating rushing through the same material in less time. If this shorter scheduling occurs again in future, content will be adjusted and simplified accordingly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 42% of students performed this task at an excellent level, 22% performed at a very good level, 25% performed at a satisfactory level and 11% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>07/05/2011 - Sp11: 36% of students performed this task at an excellent level, 25% performed this task at a very good level, 18% performed this task at a satisfactory level, 21% performed this task at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>12/16/2010 - Natural fibers: 52% of students performed at a very good to excellent level 9% of students performed at a satisfactory level 13% of students performed at an unsatisfactory level Synthetic fibers: 73% of students performed at a very good to excellent level 9% of students performed at a satisfactory level 18% of students performed at an unsatisfactory level Yarns: 71% of students performed at a very good to excellent level 16% of students performed at a satisfactory level 13% of students performed at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/>	<p>07/05/2011 - Sp11: Because most of the students performed this task at a very good to excellent level, no changes are planned at this time.</p> <hr/>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>01/14/2011 - SLO 1. Students will be able to identify and demonstrate knowledge of the performance of fibers. Measured by written exam: 19(49%) of the students performed at an excellent level 10(26%) of students performed at a very good level 6 (15%) of the students performed at a satisfactory level 4 (10%) of the students performed at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 113 - Textiles - Define basic weave structures - SLO 2: Execute and define basic weave structures, and will identify fabric swatches using those structures. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: A weaving assignment where students identify, define, create and find examples of fabrics for four different weave structures.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students will successfully complete this task</p>	<p>01/27/2014 - F2013: 93.5% of students performed at the very good to excellent level, with excellent understanding of the concepts and properties of woven structures was demonstrated. As this is a foundation for SLO 3, no changes are anticipated at this time.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>05/08/2013 - F12: 79.25 performed at an excellent level, 16.75 performed at a very good level, 4% performed at an unsatisfactory level.</p> <p>A relatively simple, but invaluable assignment shows a 95.95 success rate, with performances at the very good to excellent levels, demonstrating student comprehension and competence in creating weaves and accurately matching random fabrics to the weave structures. Since this is a basic and necessary skill all textiles students must master, no</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>changes will be made in this task.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>01/09/2012 - F11: 83% of students performed this task at an excellent level, 11% performed at a very good level, 6% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>07/05/2011 - Sp11: 84% of students performed this task at an excellent level, 10% performed this task at a very good level, 6% performed this task at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>07/05/2011 - Sp11: Since the majority of the students performed this task at a very good to excellent level, no changes are planned at this time.</p>
			<p>12/16/2010 - 90.3% of students were able to perform this task at an excellent level</p> <p>6.5% of students were able to perform this task at a very good level</p> <p>3.2% of students performed this task at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	

CAN Dept - Fashion Design - CAN
FASH 113 - Textiles
- Analyze and identify fabrics - SLO 3:

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>Analyze and identify fabrics of unknown origin and will be able to predict fabric performance based on knowledge of textile construction methods and fabric suitability for textile end use. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: A practical fabric analysis where students analyze 5 fabrics of unknown origin.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students will successfully complete this task</p>	<p>01/27/2014 - F2013: 8.5% of students performed at the satisfactory and higher level, with 75% of those at the very good to excellent level, demonstrating competence and comprehension of the overall objectives of the course. This task is invaluable in determining overall knowledge of textiles and textile performance. No changes, (other than adjustments in variety and number of swatches tested) will be made.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>05/08/2013 - F12: 17.4% performed at an excellent level, 39.15 performed at a very good level, 26.1% performed at a satisfactory level and 17.35 performed at an unsatisfactory level. 82.6% completed this task at the satisfactory and higher level, with 56.7% of those working at the very good to excellent levels. this task is the culmination of all information taught and learned in this class, demonstrating the students' ability to apply concepts learned to the analysis, identification, and performance predictions of random fabrics. Since students were able to complete 5 swatches in the allotted time with ease, a possible 6th swatch will be added in future to increase the types of fibers and fabrics tested, allowing students to demonstrate an even broader understanding of course concepts.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>01/09/2012 - F11: 725 of students performed this task at an excellent level, 17% performed this at a very good level, 6% performed at a satisfactory level and 6% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>07/05/2011 - Sp11: 31% of students performed this task at an excellent level, 34% of students performed this task at a very good level, 21% of students performed this task at a satisfactory level, 14% of students performed this task at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>07/05/2011 - Sp11: Since most students performed this task at a very good to excellent level, no changes are planned at this time.</p>
			<p>12/16/2010 - 69% performed at an excellent level 14% performed at a very good level 7% performed at a satisfactory level 10% performed at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 115 - Int Clothing Construction - Sample evaluation - SLO 1. Sew samples of various construction techniques. The samples will be presented in a notebook to be graded twice during the semester. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 1. Samples will be checked each week. Notebooks will be graded twice during the semester using a rubric form with the following scores: 3=Excellent, 2= Good, 1=Poor, (needs improvement)</p> <p>Assessment Method Category: Portfolio</p>	<p>07/02/2014 - Sp 14: 77% of students performed this task at an excellent level - A's; 6% of students performed this task at a very good level - B's; 13% of students performed this task at a satisfactory level - C's; 3% of students failed this task.</p> <p>Result Type:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>Success Criterion: 70-75% of the students will complete notebooks with a score of good to excellent.</p>	<p>Criterion met Reporting Cycle: 2013 - 2014</p>	
			<p>07/10/2013 - Sp 2013: 90% performed at an excellent level, 55 performed at a very good level, 55 performed at a satisfactory level.</p>	
			<p>Result Type: Criterion met Reporting Cycle: 2012 - 2013</p>	
			<p>06/27/2012 - Sp 12: 77% performed at an excellent level, 13% performed at a very good level, and 10% performed at a satisfactory level.</p>	
			<p>Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	
			<p>05/31/2011 - SLO 1 Sp 11: 81% of students performed this task at an excellent level. 9% of students performed this task at a very good level. 5% of students performed this task at a satisfactory level. 5% of students failed this task.</p>	<p>06/01/2011 - Results are good, will try to allow students to see samples in steps before they begin samples. Sample demonstration will be more closely related to garments and will attempt to give students more time to sew samples in class.</p>
			<p>Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	
			<p>04/20/2011 - SLO 1: 78% of students performed this task at a very good to excellent level, 22% of students performed this task at a good level</p>	
			<p>Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Fashion Design - CAN FASH 115 - Int Clothing Construction - Mid Term - SLO 3: On a Mid Term exam, students will complete four samples demonstrating construction techniques as taught in class (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: On Mid term exam, students will complete 4 samples demonstrating construction techniques as taught in class</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 80% of students will successfully complete this task</p>	<p>07/02/2014 - Sp 14: 77% of students performed this task at an excellent level - A's; 16% of students performed this task at a very good level - B's; 3% of students performed this task at a satisfactory level - C's; 3% of students performed this task at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 63% performed at an excellent level, 25% performed at a very good level, 10% performed at a satisfactory level, 2% performed at a below satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>06/27/2012 - Sp 12: 84% received A's, 10% received B's, 6% received F's.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>05/31/2011 - SLO 3 Sp 11: 75% of students performed this task at an excellent level. 20% of students performed this task at a very good level. 5% of students performed this task at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>06/01/2011 - Satisfactory results with this group. No changes.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			04/20/2011 - F10: 98% of students performed this task at a very good to excellent level, 2% of students performed this at a satisfactory level Result Type: Criterion met Reporting Cycle: 2010 - 2011	
	CAN Dept - Fashion Design - CAN FASH 116 - Tailoring - Pattern fitting and alterations - SLO 1. Analyzmethods of pattern alteration for proper fit on suits and coats and adjust the pattern accordingly. The alterations will be tested with a fitting muslin and checked on the body. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 1. Students will alter the suit or coat patterns they choose to construct and model the pattern in muslin. Assessment Method Category: Presentation/Performance Success Criterion: 80% of the students will score good to excellent on the muslin fit alterations.	01/16/2014 - Fall 2013: 100% of students completed this task at an excellent level. Result Type: Criterion met Reporting Cycle: 2013 - 2014	
			03/20/2013 - F12: 76% of students received A's, 16% received B's, 8% received F's. Result Type: Criterion met Reporting Cycle: 2012 - 2013	
			01/09/2012 - F11: 100% of students completed this task. Result Type: Criterion met Reporting Cycle: 2011 - 2012	
			12/17/2010 - F10: 84% of students performed this task at a very good to excellent level 16% of students performed this task at a satisfactory level Result Type: Criterion met Reporting Cycle:	01/12/2011 - Continue to instruct students on the skills necessary for well fitting muslins

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2010 - 2011</p> <hr/> <p>12/17/2010 - 99% of students achieved a good fit on their muslin jackets, demonstrating their ability to alter patterns.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>03/24/2010 - FALL 2008-- 80% of the students got the bias question correct, 77% got the question on selvage correct, 83% got the question on fusing correct. FALL 2009--97% got the question on bias correct, 87% got the question on selvage correct, 83% got the question of fusing correct.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/>	<p>01/12/2011 - Continue teaching pattern alterations in the same manner</p> <hr/> <p>03/24/2010 - Student exercise using a piece of muslin to draw in the grain which will assist in understanding bias.</p> <hr/>
	<p>CAN Dept - Fashion Design - CAN FASH 116 - Tailoring</p> <p>- Samples - SLO 2. Demonstrate sewing techniques required for suits and coats by making samples of each (tailoring techniques such as collars, lapels, pockets, bound buttonholes, welt pockets, sleeves, and linings for suits and coats). Samples will be turned in each week and then placed in a notebook (3-ring binder) to be checked twice during the semester. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2. Students will make samples each week illustrating the tailoring techniques required for constructing coat and jackets. Sample will be placed in a notebook to be graded twice during the semester.</p> <p>Assessment Method Category: Portfolio</p> <p>Success Criterion: 70-75% of the students will score good to excellent on the notebooks.</p>	<p>01/16/2014 - Fall 2013: 82% of students performed this task at a very good to excellent level, 9% performed at a satisfactory level and 9% performed at a failing level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 92% of students received A's, 4% received C's, 4% received F's</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 75% of students performed this task at an excellent level, 8% at a very good level, 8% at a satisfactory level, 8% at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/15/2010 - Fall 10: 86% of students performed this task at a very good to excellent level 14% of students failed at this task. Fall: 80% of students performed this task at a very good to excellent level 10% of students performed this task at a satisfactory level 10% of students failed at this task</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/>	
	<p>CAN Dept - Fashion Design - CAN FASH 116 - Tailoring - Tailored Garments - SLO 3. Sew a tailored jacket or coat using techniques studied in the class. It will illustrate appropriate fabric for garment style, good fit on the body, and construction techniques. Completed garment will be presented as the final. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 3.Students will sew a jacket or coat using tailoring techniques. To be scored using a rubric 3=excellent, 2=good, 1=poor -needs improvement.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70-75% of the students will score good to excellent on their garments</p>	<p>01/16/2014 - Fall 2013: 88% of students performed this task at a very good to excellent level, 6% performed at a satisfactory level and 6% performed at a failing level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 725 pf students performed this task at an excellent level (A), 16% at a very good level (B), 4% at a satisfactory level (C), 8% failed (F)</p> <p>Result Type:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 71% of students performed this task at an excellent level, 12% at a very good level, 17% at a satisfactory level. Result Type: Criterion met Reporting Cycle: 2011 - 2012</p> <hr/> <p>01/12/2011 - Fall 10: 84% of students performed this task at a very good to excellent level 11% of students performed this task at a satisfactory level 5% of students performed this task at a failing level Result Type: Criterion met Reporting Cycle: 2010 - 2011</p> <hr/> <p>03/24/2010 - SPRING, 2009 -- 84% of the students got score of 3 on garments, 13% score of 2 on garments, 3% score of 1. Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	<p>03/24/2010 - Continue to work with students for excellent tailored garments</p>
	CAN Dept - Fashion Design - CAN FASH 118 - Flat Pattern Design - Dart Manipulation Principles on Midterm - SLO 1. Demonstrate an understanding of the 2 flat pattern principles of dart manipulation and added fullness. Students will be able to	<p>Assessment Method: SLO 1 On a mid term exam students will identify the 2 flat pattern principles.</p> <p>Assessment Method Category: Exam</p>	<p>01/16/2014 - Fall 2013: 43% of students correctly answered the embedded question on the 2 flat pattern principles of dart manipulation and added fullness, 19% of students answered partially correct and 28% of students answered incorrectly.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	demonstrate this on an exam (Created By CAN Dept - Fashion Design)	<p>Success Criterion: 70-75% will answer the 2 imbedded questions correctly.</p>	<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 17 Students completed this class. 52% listed and defined both principles correctly 16% listed, but didn't clearly define one or both of the principles correctly 5% listed bud didn't define the principles 16% listed only one of the principles 11% didn't answer correctly</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>12/20/2012 - F12: On the midterm, 69% of students scored Excellent, 19% scored very good, 3% scored satisfactory, 6% scored unsatisfactory and 3% failed. The embedded questions: 45% correctly answered, 17% answered partially correct, 36% answered incorrectly.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>06/27/2012 - ML Sp 12: 52% of students listed and defined both principles correctly; 12% listed, bud didn't clearly define one or both principles correctly; 12% listed, but didn't define the principles; 12% listed only on of the principles and 12% did not take the midterm.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>06/27/2012 - This question is especially difficult for those who's native language is not english. I will reword the test questions to help clarify exactly what I want.</p> <hr/> <p>Action Plan Category: Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>10/26/2011 - R F11: 74% of students performed this task at a very good to excellent level, 15% performed this task at a satisfactory level, 11% performed this task at an unsatisfactory or failing level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>07/05/2011 - Sp11 MaryLou: 16 students performed this task at an excellent level, 5 students performed this task at a good level, 6 students performed this task at a poor level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>07/05/2011 - F10 ML: I am pleased with the results. Students clearly discussed the principles which reflects back to the class discussions and review.</p>
			<p>12/17/2010 - F10 Ronda: 90% performed with excellent results 10% performed with good results</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 118 - Flat Pattern Design - Draft patterns for notebook - SLO 2. Demonstrate how to draft a variety of patterns including many necklines, collars, sleeves, and skirts. Make these patterns each week in miniature or full scale and turn in for homework. These will be graded in a notebook (3-ring binder) twice during the semester. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2 Assessment. Students will make miniature and full scale patterns each week. These manipulations will include dart transfers, added fullness, necklines, collars, sleeves, skirts, dresses, etc. Some will be constructed in fabric. A mid term test will illustrate their understanding of making patterns.</p> <p>Assessment Method Category:</p>	<p>01/16/2014 - Fall 2013: 76% of students performed this task at an excellent level, 14% performed this task at a very good level and 10% failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <p>07/10/2013 - Sp 2013: 42% completed this task at an excellent level, 17% completed this task at a very</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		Portfolio Success Criterion: 70 - 75% of the class will be able to successfully create 80% of the patterns on the exam and will be receive B or better grade.	good level, 17% completed the task at an average level and 26% completed this task at a below average level. Result Type: Criterion met Reporting Cycle: 2012 - 2013	
			12/20/2012 - F12: Ronda - 86% of students received A's, 14% received B's. Result Type: Criterion met Reporting Cycle: 2012 - 2013	
			06/27/2012 - ML Sp 12: 44% of students completed all six manipulations precisely then justified and labeled each example - performing at an excellent level; 20% completed most manipulations carefully, labeled and justified most samples clearly- performing at a very good level; 12% completed some of the manipulations correctly and missed some of the labeling and justifications - performing at an average level; 12% Did not follow sketch given and/or label work carefully - performing at below average level; 12% did not take the test Result Type: Criterion met Reporting Cycle: 2011 - 2012	06/27/2012 - This time we did not spend a much time on the added fullness concept and that showed up as a weak area. I will allot this concept more time plus make sure we do several additional manipulations to clarify. A good exercise would be to pass out pictures of real garments and let them work as a group to create an appropriate pattern. Then show the examples on the overhead and discuss. Action Plan Category: Use New or Revised Teaching methods
			01/09/2012 - F11: 93% of students performed at an excellent level, 3% at a very good level, 3% failed. Result Type: Criterion met Reporting Cycle: 2011 - 2012	
			07/05/2011 - Sp11 ML: 13 students performed this task at an excellent level,	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>5 students performed this task at a good level, 2 students performed this task at a satisfactory or lower level, and 2 students did not complete the course</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>07/05/2011 - Sp11 ML: While the grade spread is average, I am concerned that some of the points taken off for the manipulations were for repetitive simple mistakes or labeling omissions. I post a check off list that we use in all classroom work, but maybe a check off list they keep handy for homework would reinforce the concepts.</p>
			<p>12/17/2010 - F10 Ronda: 95% of the student performed this task at a good to excellent level</p> <p>5% of the students performed this task at a poor level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>01/12/2011 - Continue working with students to reach full potential for all students</p>
	<p>CAN Dept - Fashion Design - CAN FASH 118 - Flat Pattern Design - Original garment for final - SLO 3</p> <p>Illustrate an understanding of the relationship between pattern drafts, construction techniques and finished garment design. Make the pattern for the final garment, construct in fabric and show on the dressform. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 3 Assessment. Students will draft an original pattern of their choice, construct it in appropriate fabric and present it on the dress form for the class final.</p> <p>Success Criterion: 70-75% of the students will show an accurate pattern drafted in full scale and sewing in a finished garment on the dress form.</p>	<p>01/16/2014 - Fall 2013: 57% of students completed this task at an excellent level, 24% of students completed at a very good level, 5% of students completed at a satisfactory level, 5% completed at an unsatisfactory level and 9% failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>07/10/2013 - Sp 2013:</p> <p>18 students finished this part of the class. 50% performed this task at an excellent level, 175 performed this task at a very good level, 28% performed below average and 5% did not complete - failed</p> <p>Result Type:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>06/27/2012 - ML Sp 12: 60% showed excellent pattern drafting skills with detailed markings, excellent garment construction using appropriate fabric, fitting the dress form; 16% showed very good to good pattern drafting skills, good construction of garment in appropriate fabric, overall fits the dress form; 4% showed average pattern drafting skills, missing some of the markings/labels, fabric not entirely suitable for garment, may not fit the dress form exactly; 4% did not complete garment due to family emergency, received an incomplete; 12% did not do a final garment/.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>01/09/2012 - F11: 765 of students performed at an excellent level, 12% performed at a very good level, 4% performed at a satisfactory level, 8% failed</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>07/05/2011 - Sp11 ML: 16 students performed this task at an excellent level, 2 students performed this task at a good level, 2 students performed this task at a poor level, 2 students did complete course.</p> <p>Result Type: Criterion met</p>	<p>06/27/2012 - I am happy with most students efforts to construct their garments. I worked hard to establish a timetable that would help them better manage their time. I do need to spell out the expectations more clearly on the syllabus to eliminate some early confusion. Question and answer sessions helped clarify. Students used more outside resources suggested for construction. The offered labels were well used for guidance and construction.</p> <hr/> <p>Action Plan Category: Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>12/17/2010 - F10 Ronda: 81% of students performed at a good to excellent level 19% of students performed at a poor level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>are not typically taught in FASH 118, I agreed to add a sewing demo with step-by-step instructions for those new to sewing.</p> <hr/> <p>01/12/2011 - Work with students earlier in the semester to draft patterns for final garments. Check progress more frequently.</p>
	<p>CAN Dept - Fashion Design - CAN FASH 122 - Advanced Tailoring - Pattern fitting and alterations - SLO 1. Alter jacket patterns for personal fit and illustrate the pattern fitting methods through muslin jackets before constructing jackets in fashion fabric. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 1. Students will alter the suit or coat patterns they choose to construct and model the pattern in muslin. Muslins will be evaluated for fit and proper pattern alterations.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of the students will receive good to excellent for the muslin fitting.</p>	<p>01/16/2014 - Fall 2013: 100% of students completed this task successfully</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 100% of students completed this assignment.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 100% successfully completed this task</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/15/2010 - Fall 10: All (100%) of students performed this task at an excellent level</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>05/19/2010 - Spring: 78% of students performed this task at an excellent level 22% of students did not complete this task</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/>	
	<p>CAN Dept - Fashion Design - CAN FASH 122 - Advanced Tailoring - Jacket Construction Using Traditional Tailoring Methods - SLO2. Construct a jacket or coat with the traditional method of tailoring. Garments should include notch collars, lapels, welt pockets, bound buttonholes, sleeves and linings. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2: Students will sew 2 jackets or coats will be graded on fit, choice of fabric for pattern, and construction techniques. A rubric will be used to score the garments.</p> <p>Success Criterion: 80% of the students will receive good to excellent scores on their gaments</p>	<p>01/16/2014 - Fall 2013: 100% of students competed the traditionally tailored jacket with excellent results. 73% of students completed the speed tailored jacket with excellent results, 18% completed with very good results.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 100% of students completed this assignment.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 100% of students successfully completed this task</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/15/2010 - Fall 10: 100% of students performed this task at an excellent level</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>for garment 1. 70% of students performed this task at an excellent level for garment 2.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>05/19/2010 - Spring: 78% of students performed this task at an excellent level 22% of students performed at a poor level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 123 - Intro to the Fashion Industry - Aspects of the apparel industry - SLO 1. Describe and discuss questions based on the text illustrating knowledge of the U.S. apparel industry with comparisons of what was learned on field trips to San Francisco companies. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 1. Students will answer questions based on text book readings and compare information learned from field trips.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70 - 75% of the students will complete research papers/reports will good to excellent grades. Field trip journals will include definitions of these concepts.</p>	<p>06/30/2014 - Sp 14: 96% of students performed this task at an excellent level, 4% of students failed this task.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>04/09/2012 - Sp 12: 95% of students completed this task, 5% of students did not complete this task.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>03/10/2011 - SLO 1 Sp 11: Research 81% completed an excellent report related to topics in the apparel industry - comprehensive research - presented a clear understanding of the subject 19% completed satisfactory reports</p> <p>Journals</p>	<p>06/01/2011 - Satisfied with results. No changes necessary at this time</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>96% completed an excellent journal with field trip notes 4% completed satisfactory journals on field trips</p> <p>Result Type: Criterion met Reporting Cycle: 2011 - 2012</p> <hr/> <p>03/10/2011 - Research 81% completed an excellent report related to topics in the apparel industry - comprehensive research - presented a clear understanding of the subject 19% completed satisfactory reports</p> <p>Result Type: Criterion met Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 123 - Intro to the Fashion Industry - SF Apparel industry - SLO 2. Analyze and review a current article that relates to fashion industry jobs and current changes in the job market. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO2. Students will complete a written review of a current article that relates to fashion industry jobs and current changes in the job market. Assessment Method Category: Essay Success Criterion: 70-75% of the students will present good to excellent journals.</p>	<p>06/30/2014 - Sp 14: 100 % of students performed this task at an excellent level. Result Type: Criterion met Reporting Cycle: 2013 - 2014</p> <hr/> <p>04/09/2012 - Sp 12: 75% of students performed this task at a very good to excellent level, 15% of students failed and 1% of students passed. Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>03/10/2011 - SLO 2 Sp 11: 90% completed the questions correctly, 10% completed the questions in a satisfactory manner.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>06/01/2011 - Satisfied with results. No changes necessary at this time.</p>
			<p>03/10/2011 - Journals 96% completed an excellent journal with field trip notes 4% completed satisfactory journals on field trips</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 123 - Intro to the Fashion Industry - Jobs in apparel industry - SLO 3. Organize and submit journals from field trips and guest speakers explaining concepts presented about fashion and the apparel industry in general. Information about different jobs and industry terms will be included. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 3: Students will submit journals with notes from field trips and guest speakers.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 70-75% of the students will review articles that relate to current fashion industry jobs and changes in the job market with a good to excellent score.</p>	<p>06/30/2014 - Sp 14: 96% of students performed this task at an excellent level, 4% of students failed this task.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <p>04/09/2012 - Sp 12: 100% of students completed this assignment.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>03/10/2011 - SLO 3 Sp 11: Journals 96% completed an excellent journal with field trip notes 4% completed satisfactory journals on</p>	<p>06/01/2011 - Satisfied with results. No changes necessary at this time</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			field trips	
			Result Type: Criterion met Reporting Cycle: 2010 - 2011	
	CAN Dept - Fashion Design - CAN FASH 132 - Trouser Construction - pants construction techniques - SLO 1. Understand the various techniques appropriate for constructing a pair of pants. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 1 Students will present a sample notebook of construction techniques learned in class. Assessment Method Category: Portfolio Success Criterion: 2/3 of students will complete this task at a very good to excellent level	01/16/2014 - Fall 2013: 10 students received A's, 8 students received B's, 2 students received C's, 1 student received an F Result Type: Criterion met Reporting Cycle: 2013 - 2014	
			03/20/2013 - F12: 21 Students completed the class: The results break down as follows: 16 A's, 1 B, 3 C's, 1 P. Result Type: Criterion met Reporting Cycle: 2012 - 2013	
			01/09/2012 - F11: 69% of students performed this task at an excellent level, 15% at a very good level, 85 at a satisfactory level, 4% at an unsatisfactory level, 4% failed. Result Type: Criterion met Reporting Cycle: 2011 - 2012	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>01/14/2011 - SLO 1. Student will learn techniques appropriate for pant construction including fly-front zipper, pockets and stays; waistbands and facings.</p> <p>15 (66%) of the students performed at an good to excellent level.</p> <p>4 (17%) of the students performed at a satisfactory level</p> <p>4 (17%) of the students performed at unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 132 - Trouser Construction - Garment Construction - SLO 2 Apply the various details such as fly zipper, waistline treatments, various pocket techniques, lining, underlining, hems and cuffs into their final pant garment. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2 Students will presenta completed pair of pants for teacher evaluation</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 2/3 of the class will perform this task at a very good to excellent level</p>	<p>01/16/2014 - Fall 2013: 10 students received A's, 8 students received B's, 2 students received C's,1 student received an F</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>03/20/2013 - F12: 21 Students completed the class: The results break down as follows: 16 A's, 1 B, 3 C"s, 1 P.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>01/09/2012 - F11: 69% of students performed this task at an excellent level, 15% at a very good level, 85 at a satisfactory level, 4% at an unsatisfactory level, 4% failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2011 - 2012</p> <hr/> <p>05/18/2009 - 66% of students performed at a very good to excellent level 17% of students performed at a satisfactory level 17% of students performed at a failing level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 133 - Copying Ready-to-Wear - analysis of ready-to-wear garment - SLO 1. Analyze an existing (intact) garment for seams, design details and grain line placement. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 1 Students will submit a detailed description of seams, design details, and grainline placement for each piece of existing garment</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 3/4 of students will perform this task at a very good to excellent level.</p>	<p>03/20/2013 - Su 12: 27 students received A's, 8 B's, 1 C, 2 F's</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>08/17/2011 - Su 2011: 77% of students performed this task at an excellent level, 15% of students performed this task at a very good level, 4% of students failed, 4% of students received a pass credit.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>01/14/2011 - SLO 1. Student will submit a detailed description of seams, design details, and grain line placement for each piece of the existing garment. 13 (77%) of the students performed at a good to excellent level. 1 (1%) of the students performed at a satisfactory level.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>1 (1%) of the students performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 133 - Copying Ready-to-Wear - rub-off technique - SLO 2.</p> <p>Demonstrate knowledge of the "rub off" technique to generate a pattern from the existing garment.</p> <p>(Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2 Students will rub-off the existing garment and present an accurately marked, trued paper pattern.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 3/4 of students will perform this task with at a very good to excellent level</p>	<p>03/20/2013 - Su 12: 27 students received A's, 8 B's, 1 C, 2 F's</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>08/17/2011 - Su 2011: 77% of students performed this task at an excellent level, 15% of students performed this task at a very good level, 4% of students failed, 4% of students received a pass credit.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>01/14/2011 - SLO 2. Student will "rub off" the existing garment and present an accurately marked, trued paper pattern. 13 (77%) of the students performed at a good to excellent level.</p> <p>1 (1%) of the students performed at a satisfactory level.</p> <p>1 (1%) of the students performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Fashion Design - CAN FASH 133 - Copying Ready-to-Wear - Test Muslin Garment - SLO 3 Prepare and present a test garment sewn in muslin. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will submit a muslin test garment of the pattern for teacher evaluation</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 3/4 of students will perform this task at a very good to excellent level</p>	<p>03/20/2013 - Su 12: 27 students received A's, 8 B's, 1 C, 2 F's</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>08/17/2011 - Su 2011: 77% of students performed this task at an excellent level, 15% of students performed this task at a very good level, 4% of students failed, 4% of students received a pass credit.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 134 - Beginning Millinery - Buckram Hat - Construct a basic buckram hat (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will submit a completed buckram hat</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 85% of students will complete this task successfully</p>	<p>07/02/2014 - Sp 14: 85% of students performed this task at an excellent level, 15% of students performed this task at a good level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 75% of students performed this task at an excellent level, 23% performed this task at a good level, 2% performed poorly</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>07/25/2012 - Sp 12: 65% of students performed at an excellent level, 31% performed at a good level, 3% performed at a poor level.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>07/13/2011 - Sp11: 22% of students performed this task at an excellent level. 54% of students performed this task at a good level. 22% of students performed this task at a poor level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>03/28/2008 - 88% of students performed this task at a very good to excellent level 12% of students performed this task at a poor level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/>	
	CAN Dept - Fashion Design - CAN FASH 134 - Beginning Millinery - Handblocked Straw Hat - Construct a free form, hand blocked straw hat (Created By CAN Dept - Fashion Design)	<p>Assessment Method: Students will submit a free form, hand blocked straw hat</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will complete this task successfully</p>	<p>07/02/2014 - Sp 14: 85% of students performed this task at an excellent level, 15% of students performed this task at a good level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 75% of students performed this task at an excellent level, 23% performed at a good level and 2% performed poorly</p> <p>Result Type: Criterion met</p>	<p>07/10/2013 - Students demonstrated skill in composing and constructing their hat projects. The majority of students were able to differentiate and recognize the parts of a hat and millinery terminology, those exhibiting</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2012 - 2013</p>	<p>difficulty were ESL students. Moving forward - Continue development of terminology list with multiple language equivalents. Create an illustrated or photographic handout to better demonstrate basic parts of a hat and construction steps. Update existing Millinery powerpoint presentation used during class available on cd or download. In 2012 changed the straw component to a preblocked hat which students then trimmed with much more successful results for the straw hat project. Added a cocktail/fascinator. this project was well received and student projects were very successful</p> <hr/> <p>07/10/2013 - Students demonstrated skill in composing and constructing their hat projects. The majority of students were able to differentiate and recognize the parts of a hat and millinery terminology, those exhibiting difficulty were ESL students. Moving forward - Continue development of terminology list with multiple language equivalents. Create an illustrated or photographic handout to better demonstrate basic parts of a hat and construction steps. Update existing Millinery powerpoint presentation used during class available on cd or download. In 2012 changed the straw component to a preblocked hat which students then trimmed with much more successful results for the straw hat project. Added a cocktail/fascinator. this project was well received and student projects were very successful</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>07/25/2012 - Sp12: 78% of students performed at an excellent level, 19% performed at a good level, 3% performed at a poor level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>07/25/2012 - In 2012 changed the straw component to a preblocked hat which students then trimmed with much more successful results for the straw hat project.</p>
			<p>07/13/2011 - Sp11: 26% of students performed this task at an excellent level. 63% of students performed this task at a good level. 9% of students performed this task at a poor level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
			<p>03/28/2008 - 83% of students performed this task at an excellent level 17% of students performed this task at a good level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 140 - Basic Serging - Proper Applications - SLO 2 Select proper tension and stitch formation for a variety of fabrics, threads and both practical and decorative applications. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will choose 4 markedly different fabrics, then select and execute an appropriate serged finish for each. they must include a variety of both decorative and practical finishes for a total of 4 samples, noting their tension settings and any necessary machine changes. In addition, they will describe how each would be used in a garment.</p> <p>Assessment Method Category: Portfolio</p>	<p>02/06/2013 - Su 12: 67% earned 80% or above on this newly created assignment. 11% elected not to do the assignment. Most of these students do not have their own machines. That slows down their productivity. I offer time before class and some choose not to take advantage. For some, this is their first class in our department and skills are low. They place their efforts on the basic notebook and feel satisfied.</p> <p>Result Type:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion not met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>10/26/2011 - Su2011: 85% of students received an A, 9% received a B, 6% did not complete the course, but did not drop</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 140 - Basic Serging - Serger Maintenance - SLO 3</p> <p>Demonstrate skills of serger maintenance. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will complete a cleaning and maintenance checklist midway through the class, minimally taking apart and reassembling their machines.</p> <p>Assessment Method Category: Presentation/Performance</p>	<p>08/12/2013 - Su 2013: 20/23 (83%) of students earned 85% or above on their maintenance checklist. 3 of the 23 students watched the presentation but elected not to follow up and do the exercise. When asked, they said they understood the process and had previously done it at home.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>02/06/2013 - 89% of students earned 805 or above on their maintenance checklist. 2 students dropped out of class by this 3rd class.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>10/26/2011 - Su 2011: 85% of students received A's, 6% received B's, 3% received C's, 3% received D's, 3% failed (absent with no make up)</p> <p>Result Type: Criterion met</p>	<p>08/12/2013 - I will keep this process as it stands for now.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>07/27/2010 - 83% of students performed this task at an excellent level 11% of students performed this task at a very good level 3% of students performed this task at a satisfactory level 3% of students performed this task at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>07/20/2010 - 94% of students performed this task at a very good to excellent level 3% of students performed this task at a satisfactory level 35 of students performed this task at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/>	
	<p>CAN Dept - Fashion Design - CAN FASH 140 - Basic Serging - Skills - SLO 1 Demonstrate basic serging skills that include threading, tension adjustment and proper selection of basic seam and edge finishes. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 1. Students will maintain a notebook that includes all numbered samples of construction techniques. Assessment Method Category: Other</p>	<p>08/12/2013 - Su 2013: 22/23 (95%) of students earned 90% or above on their sample notebooks. The remaining student did all the samples but did not compile a formal notebook, lowering his overall grade to a B. Result Type: Criterion met Reporting Cycle: 2013 - 2014</p>	<p>08/12/2013 - This semester I added a rubric to the course syllabus defining my expectations for each grade. Notebooks were marked more thoroughly and students asked fewer questions about my expectations. The way the rubric was written though wasn't specific enough to delineate the finer points of presentation and quality of accompanying notes. I will rework this section on the syllabus.</p> <p>Action Plan Category:</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
				Revise course syllabus or outline
			<p>02/06/2013 - Su 12: 92% of students earned 80% or above on their sample notebooks. Of the remaining 3 students, 2 came the first 2 of 4 classes, but did not withdraw, the third chose to do all the samples but did not compile a formal notebook.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>11/09/2011 - Su 2011: 85% of students performed this task at an excellent level. 9% of students performed this task at a good level. 6% of students expressed confusion on expectations for several notebook samples.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
		<p>Assessment Method: Students will create and document in a notebook, samples of many stitch formations, good and bad tension, seam and edge finishes and various construction techniques</p> <p>Assessment Method Category: Portfolio</p> <p>Success Criterion: 75% of students will successfully complete this task.</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Fashion Design - CAN FASH 146 - Designer Techniques - Garments - SLO 1. Construct 2 garments and a lab project that incorporate various design details. (Created By CAN Dept - Fashion Design)	<p>Assessment Method: Students will construct 3 garments, incorporating design details learned in class.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70-75% of the students will receive good to excellent scores on the notebooks.</p>	<p>06/30/2014 - Sp 14: 89% performed this task at an excellent level, 11% performed at a failing level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 20 students completed this course: Garment 1: 18 students received A's, 2 students B's Garment 2: 15 students received A's, 5 students B's Lab Garment: 19 students completed, 1 students did not complete</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>05/24/2012 - Sp12: 100% of students successfully completed garments 1, 2 and lab garments</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>05/25/2011 - Sp11. 91% of students performed this task at a very good to excellent level. 9% of students failed this task.</p>	<p>06/01/2011 - 91% is an excellent success rate for creating garments. No changes necessary</p> <hr/>
			<p>03/24/2010 - SPRING 2009 -- 70% got score of 3 (excellent) on notebook, 20% score of 2 (good), 10% score of 1 (poor) -- see documents rubric</p>	<p>03/24/2010 - In order to have more students with a higher score on notebooks, I will work with them on a weekly basis for better construction</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Result Type: Criterion met Reporting Cycle: 2009 - 2010	samples and provide a lab time to give assistance.
	CAN Dept - Fashion Design - CAN FASH 146 - Designer Techniques - Notebook - SLO 3: Compile a notebook with handouts, construction techniques and samples. (Created By CAN Dept - Fashion Design)	Assessment Method: Students will complete a notebook with handouts, construction techniques and samples, and notes Assessment Method Category: Presentation/Performance Success Criterion: 80% of students will successfully complete this task	06/30/2014 - Sp 14: 68% performed this task at an excellent level, 15% performed this task at a very good level, 15% performed at a failing level. Result Type: Criterion met Reporting Cycle: 2013 - 2014 07/10/2013 - Sp 2013: 17 students performed at an excellent level, 3 students performed this task at a very good level. Result Type: Criterion met Reporting Cycle: 2012 - 2013 05/24/2012 - Sp 12: 89% of students performed this task at an excellent level, 8% performed this task at a very good level, and 3% performed this task at a satisfactory level. Result Type: Criterion met Reporting Cycle: 2011 - 2012	
			05/25/2011 - Sp11. 80% of students performed at an excellent level. 6% performed at a very good level. 6% performed at a satisfactory level. 2% performed at an unsatisfactory level and 6% failed.	06/01/2011 - The results are predictable for this group of students. No changes necessary

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>04/20/2011 - S10: 94% of students performed this task at a very good to excellent level, 3% of students performed this task at a satisfactory level and 3% of students performed at a failing level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 151 - Fashion Merchandising - Market research - SLO 3. Students will compare the market by price points, quality, color and missed opportunities. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 3: Students will compare the market by price points, quality, color and missed opportunities.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will successfully complete this task</p>	<p>06/01/2011 - SLO 3 Sp11: A=79%, B=7%, C=7%, D=7%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>03/17/2010 - 1. Based on the outcome of the 1st and 2nd project (midterm), final project will be adjusted to be able to help students achieve their highest level of work in their finals.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2009 - 2010</p>	<p>03/17/2010 - 1. Based on the outcome of the 1st and 2nd project (midterm), final project will be adjusted to be able to help students achieve their highest level of work in their finals.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Fashion Design - CAN FASH 151 - Fashion Merchandising - Production calendar - SLO 4. Students will create a production calendar that includes development start and completion. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 4: Students will create a production calendar that includes development start and completion. Assessment Method Category: Presentation/Performance Success Criterion: 80% of students will successfully complete this task	06/01/2011 - SLO4 Sp11: A=86%, B=0%, C=7%, D=7% Result Type: Criterion met Reporting Cycle: 2011 - 2012	
	CAN Dept - Fashion Design - CAN FASH 151 - Fashion Merchandising - Line development - SLO 5. Students will develop a line that includes costing and pricing strategies. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO5: Students will develop a line that includes costing and pricing strategies. Assessment Method Category: Presentation/Performance Success Criterion: 80% of students will successfully complete this task	06/01/2011 - SLO5 Sp11: A=60%, B=7%, C=20%, D=13% Result Type: Criterion met Reporting Cycle: 2011 - 2012	
	CAN Dept - Fashion Design - CAN FASH 151 - Fashion Merchandising - Merchandising calendar - SLO 6. Students will prepare a merchandising calendar that includes purchase order forms, color storyboards and forecasting. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 6: Students will prepare a merchandising calendar that includes purchase order forms, color storyboards and forecasting. Assessment Method Category: Presentation/Performance Success Criterion: 80% of students will successfully complete this task	06/01/2011 - SLO6 Sp11: A=60%, B=7%, C=20%, D=13% Result Type: Criterion met Reporting Cycle: 2011 - 2012	
			03/17/2010 - 2. Final project topic will be changed though the basic structure remains the same. For example, depending on whether the majority of	03/17/2010 - 2. Final project topic will be changed though the basic structure remains the same. For example, depending on whether the majority of

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>students are interested in seeking careers in the corporates or to have their own businesses, project topic can be adjusted either focusing on the existing brand's new merchandise plan or your own line merchandising and development plan.</p> <p>Result Type: Inconclusive</p> <p>Reporting Cycle: 2009 - 2010</p>	<p>students are interested in seeking careers in the corporates or to have their own businesses, project topic can be adjusted either focusing on the existing brand's new merchandise plan or your own line merchandising and development plan.</p>
	<p>CAN Dept - Fashion Design - CAN FASH 151 - Fashion Merchandising - SLO 1: Costing and Pricing - SLO 1: Understand and analyze costing and pricing strategies as they relate to apparel companies. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will summarize a costing strategy with given pricing information, including per unit cost, entire order cost and delivery time frame; using rigid calculations and objective pricing.</p> <p>Assessment Method Category: Capstone Assignment/Project</p> <p>Success Criterion: 75% of students will successfully complete this assignment.</p>	<p>06/30/2014 - Sp 14: 50% of students performed at an excellent level, 14% performed at a very good level, 32% performed at a satisfactory level, 4% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>05/15/2013 - Sp 2013: 8 students received A's (73%), 3 students received B's (27%). 11 students completed this course.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>06/27/2012 - Sp 12: 50% received A's, 11% received B's, 5.5% received C's, 5.5% received D's, 28% received F's.</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>05/23/2012 - Sp12: 18 students completed. 50% of students performed at a excellent level (A), 11% performed</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>at a very good level (B), 5.5% performed at a satisfactory level (C), 5.5% performed at an unsatisfactory level (D) and 28% failed (F).</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
		<p>Assessment Method: Students will develop a costing strategy with given pricing information, including per unit cost, entire order cost and delivery time, using rigid calculations and subjective pricing.</p> <p>Assessment Method Category: Project</p> <p>Success Criterion: 75% of students will successfully complete this assignment.</p>		
	<p>CAN Dept - Fashion Design - CAN FASH 151 - Fashion Merchandising - SLO 2: Target Markets - SLO 2: Identify target markets and customers groups by segmentation strategies. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will describe three retail locations targeted towards thier demographic, and explain what they like and dislike about each.</p> <p>Assessment Method Category: Other</p> <p>Success Criterion: 75% of students will successfully complete this assignment.</p>	<p>06/30/2014 - Sp 14: 61% of students performed at an excellent level, 29% performed at a very good level, 7% performed at a satisfactory level, 3% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>05/15/2013 - Sp 2013: 10 students received A's (67%), 4 students received B's (27%), 1 student received a C (6%)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
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06/27/2012 - Sp 12:
 71% received A's, 29% received F's
Result Type:
 Criterion not met
Reporting Cycle:
 2011 - 2012

05/23/2012 - Sp12: 21 students completed. 71% of students performed this task at an excellent level (A) and 29% failed (F).
Result Type:
 Criterion met
Reporting Cycle:
 2011 - 2012

Assessment Method:
 SLO 3: Students will compare the market by price points, quality, color and missed opportunities.
Assessment Method Category:
 Presentation/Performance
Success Criterion:
 80% of students will successfully complete this task

Assessment Method:
 Students will analyze three retail locations targeted towards their demographic. They will compare and evaluate the success of each retail location serving that demographic.
Assessment Method Category:
 Project
Success Criterion:
 75% of students will successfully complete this assignment.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
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CAN Dept - Fashion Design - CAN FASH 162 - Advanced Flat Pattern - Notebooks - SLO 2. Demonstrate how to draft a variety of patterns using the principles of flat pattern: dart manipulation, added fullness, and contouring to create the patterns. Patterns will then be constructed from fabric and presented to the class on the dress form, weekly manipulations for homework & pattern placed in notebooks to be turned in and graded twice during the semester. (Created By CAN Dept - Fashion Design)

Assessment Method:
SLO 2 Assessment. Students will draft 2 original patterns of their choice, construct them in appropriate fabric and present them on the dress form for the class. A rubric will be used for scoring.
Assessment Method Category:
Presentation/Performance
Success Criterion:
70-75% of students will successfully complete this task

01/16/2014 - Fall 2013: 88% of students performed this task at an excellent level, 12% of students performed this task at a very good level.
Result Type:
Criterion met
Reporting Cycle:
2013 - 2014

03/20/2013 - F12: 86% of students successfully completed this task earning A's, 9% earned B's, 5% earned F's.
Result Type:
Criterion met
Reporting Cycle:
2012 - 2013

01/09/2012 - F11: 78% of students performed this task at an excellent level, 19% at a very good level, 3% failed
Result Type:
Criterion met
Reporting Cycle:
2011 - 2012

12/16/2009 - For Full Scale Garment: 95% of students performed this task at a very good to excellent level. 5% of students performed this at a poor level.
Result Type:
Criterion met
Reporting Cycle:
2009 - 2010

CAN Dept - Fashion Design - CAN FASH 162 - Advanced Flat Pattern - SLO4: Garment/Pattern - SLO 4: Make

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>the pattern for 2 garments, construct in fabric and show on the dressform, demonstrating an understanding of the relationship between drafts, construction techniques and finished garment design. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 4: On a midterm students will be able to successfully make 7 full scale patterns based on the line drawings provided.</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 70-75% of students will successfully complete this task.</p>	<p>01/16/2014 - Fall 2013: Garment 1 - 94% of students performed at an excellent level, 6% performed at a very good level. Garment 2 - 82% of students performed at an excellent level, 18% performed at a very good level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12:F12:41% earned A's, 32% earned B's, 5% earned C's, 9% earned F's</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 51% of students performed this task at an excellent level, 28% at a very good level, 11% at a satisfactory level, 7% at an unsatisfactory level, 3% failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>10/27/2011 - F2011: 77% of students performed this task at a very good to excellent level. 15% performed this task at a satisfactory level, 6% of students performed this task at an unsatisfactory level, and 3% performed this task at a failing level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Fashion Design - CAN FASH 163 - Pattern Grading - Grading Techniques - SLO 1. Demonstrate the ability to grade patterns into multiple sizes using manual techniques.</p> <p>(Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 1. In class assignments wherein the student grades a variety of patterns into multiple sizes using both manual techniques and a gradometer.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will complete all assignments with a good to high degree of accuracy.</p>	<p>06/30/2014 - Sp 14: 60% of students completed homework with a high degree of success and accuracy, 30% of students completed homework with success, but with room for improvement</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - SP 2013: 69% completed this task with a high degree of success and accuracy 16% completed this task with success, but with room for improvement 15% missing homework or inability to complete homework accurately</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/11/2012 - F11: 78% of students created an accurate skirt grade to proper measurements with less than 2 errors, 22% of students created an accurate skirt grade to proper measurements with 2-3 errors.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>07/10/2013 - Students are overall successful in this class, especially in terms of the practical grading assignments. While a majority of the class scores well on the test assessing an understanding of general principles and terminology, improving scores for some students in the population will be a goal for the future. The test mechanism itself seems very effective, but better test preparation should help in the future. Otherwise, SLO's, content and assessments continue to be appropriate for the class.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>05/20/2010 - Assignment 1 has students grade a skirt pattern into multiple sizes. # of students who created an accurate skirt grade to proper measurements, less than 2 errors: 17 (80%) # of students who created a skirt grade with 2-3 errors: 2 (10%) # of students who created a skirt grade with 4 or more errors: 0 # of students who did not complete the assignment: 2 (10%)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 163 - Pattern Grading - Grade Rule Charts - SLO 2. Create a grade rule chart based on the knowledge of how the pattern grows from size to size . They will be able to identify and properly apply those grade rules for various types of patterns. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2. Written assignments, developing accurate grade rule charts to be used for the completion of grading assignments</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will complete all assignments with a good to high degree of accuracy.</p>	<p>06/30/2014 - Sp 14: 65% of students completed grading chart with a high degree of success and accuracy, 33% of students completed grading chart with success, but with room for improvement, 2% did not complete assignment.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 60% of students created a grading chart with a high degree of success and accuracy 36% completed this task with success, but with room for improvement 4% did not complete this assignment</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>07/10/2013 - Students are overall successful in this class, especially in terms of the practical grading assignments. While a majority of the class scores well on the test assessing an understanding of general principles and terminology, improving scores for some students in the population will be a goal for the future. The test mechanism itself seems very effective, but better test preparation should help in the future. Otherwise, SLO's, content and</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
				assessments continue to be appropriate for the class.
			<p>01/11/2012 - F11: 75% of students created an accurate sleeve grading chart with less than 2 errors, 13% created an accurate sleeve grading chart with 2-4 errors, 4% created an accurate sleeve grading chart with 5 or more errors, 8% did not complete the assignment.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>05/20/2010 - The written assignment is the creation of a grading chart for a sleeve grade.</p> <p># of students who created an accurate sleeve grading chart with less than 2 errors: 17 (80%)</p> <p># of students who created an accurate sleeve grading chart with 2-4 errors: 0</p> <p># of students who did not complete the assignment: 4 (20%)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	CAN Dept - Fashion Design - CAN FASH 163 - Pattern Grading - Identify Size Ranges - SLO 3. Identify and evaluate different size ranges and the body type that is appropriate for each size range. (Created By CAN Dept - Fashion Design)	<p>Assessment Method: SLO 3. Written objective exam with questions pertaining to size ranges and body types.</p> <p>Assessment Method Category: Exam</p>	<p>06/30/2014 - Sp 14: 55% of students received a 90% or better on the final quiz, 20% received a grade of 80-90%, 1% received a grade of 70-80%, 29% received a grad below 70%</p> <p>Result Type:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p>Success Criterion: 75% of students will complete test with a score of C or above.</p>	<p>Criterion met Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: Achieved a grade of 90% or better: 38% Achieved a grade of 80%-90%: 25% Achieved a grade of 70%-80%:13% Achieved a grade below 70%: 14%</p> <p>Result Type: Criterion met Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/11/2012 - F11: 85% of students correctly answered questions 1-10 on a written midterm, 15% incorrectly answered questions 1-10 on a written midterm.</p> <p>Result Type: Criterion met Reporting Cycle: 2011 - 2012</p> <hr/> <p>05/20/2010 - Questions 1-10 on the midterm relate to size ranges: % of correct answers on questions 1-10: 85%</p> <p>Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	<p>07/10/2013 - Students are overall successful in this class, especially in terms of the practical grading assignments. While a majority of the class scores well on the test assessing an understanding of general principles and terminology, improving scores for some students in the population will be a goal for the future. The test mechanism itself seems very effective, but better test preparation should help in the future. Otherwise, SLO's, content and assessments continue to be appropriate for the class.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Fashion Design - CAN FASH 164 - Fashion Illustration - create textural effects - SLO 2. Use color pencils to create textural effects for the fashion figure. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO2. Students will be assessed based on their skillful use of colored pencils in rendering textural effects for the fashion figure.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students will demonstrate effective textural effects with colored pencils</p>	<p>07/02/2014 - Sp 14: 96.4% of students performed this task at a very good to excellent level; 3.6% of students performed this task at a satisfactory level;</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 35% of students performed this task at an excellent level, 50% performed at a very good level, 15% performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>05/08/2013 - F12: 64% performed at an excellent level, 24% performed at a very good level, 85 performed at a satisfactory level and 4% performed at an unsatisfactory level.</p> <p>A 96% success rate on this task demonstrates competence in using colored pencil to illustrate the fashion figure and its textural variations. The current length of time allowed to complete this more difficult technique is too short for comfort and will be adjusted in future.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	<p>07/10/2013 - Students performed with a 100% success rate, but more students fell within the very good category than seen in the previous SLO. This is to be expected as this is a more difficult and demanding assignment. Allowing more time to complete the assignment would be ideal, but is not always feasible, given the number of instructional weeks per semester. No changes (other than scheduling) are planned.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>01/09/2012 - F11: 69% of students performed this task at an excellent level, 23% performed at a very good level, 4% performed at a satisfactory level, 4% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>12/16/2010 - SLO 3</p> <p>Fall 2010: 83% of students performed this task at a very good to excellent level 7% of students performed this task at a satisfactory level 10% of students performed this task at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 164 - Fashion Illustration - use watercolor - SLO 3. Use watercolor to express mood and attitude in the fashion figure. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: + SLO 4. Students will be assessed based on their skill in using watercolor to express mood and attitude in rendering the fashion figure.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70% of students will demonstrate ability to express mood and attitude using watercolors</p>	<p>07/02/2014 - Sp 14: 92.8% of students performed this task at a very good to excellent level; 3.6% of students performed this task at a satisfactory level; 3.6% of students performed this task at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>07/10/2013 - Sp 2013: 55% of students performed this task at an excellent level, 40% performed at a ver good level and 55 performed at a satisfactory level.</p> <p>Result Type: Criterion met</p>	<p>07/10/2013 - The 100% success rate seen with this most difficult assignment is greatly encouraging and indicates student comprehension and ability to memonstrate skill in not only teh basics of watercolor, but also with specialty rendering methods. the highest</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2012 - 2013</p>	<p>percentage of success was shown in the excellent category, perhaps an indication of changes made to the assignment since the last SLO data was collected which allowed for more concentration on techniques. No changes will be made.</p>
			<p>05/08/2013 - F12: 445 of students performed at an excellent level, 405 performed at a very good level, 16% performed at a satisfactory level. 100% of students successfully completed this task, but because more students fell in the "satisfactory" category than with previous assignments, more demo and practice time will be worked into the schedule for this assignment; the target analysis aspect of this assignment will be removed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>01/09/2012 - F11: 52% of students performed this task at an excellent level, 40% performed at a very good level, 4% performed at a satisfactory level, 4% performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>12/16/2010 - SLO 4 Fall 2010: 80% of students performed this task at a very good to excellent level 10% of students performed this task at a satisfactory level 10% of students performed this task at an unsatisfactory level</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
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Result Type:
Criterion met
Reporting Cycle:
2010 - 2011

CAN Dept - Fashion Design - CAN FASH 166 - Fashion Entrepreneurship - Target Group Business Plan - SLO 2. Define customer and niche within the marketplace and develop a working business plan targeted to that group. (Created By CAN Dept - Fashion Design)

Assessment Method:

A. The method of evaluation will be the development of a complete business plan. Written business plan will represent 40% of the student's grade and will include:

1. Opportunities and goals (SLO 1 & 2)
2. Target market description (SLO 2)

In addition to the business plan, there will be preliminary projects that will begin the planning process:

1. In-class written assignments: 25%

- * Initial product idea and explanation (SLO 1 & 2)

- * Finalize product idea and explanation (SLO 1 & 2)

2. Business owner interview: 10%

- * Conduct an interview to discover business owner's personal experience in running a business (SLO 1, 2, 3, & 4)

3. Business journal: 25%

- * Written weekly entries graded at each class meeting, to help focus ideas, develop planning strategies, and create product sample/s. (SLO 1, 2, 3)

Assessment Method Category:

Capstone Assignment/Project

11/09/2011 - 92% of students performed at a very good to excellent level. 2% at an unsatisfactory level, 6% failed

Result Type:
Criterion met
Reporting Cycle:
2011 - 2012

CAN Dept - Fashion Design - CAN FASH 166 - Fashion Entrepreneurship - Promoting/Pricing - SLO 3. Compare and contrast methods used for promoting

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	and pricing goods and services. (Created By CAN Dept - Fashion Design)	<p>Assessment Method:</p> <p>A. The method of evaluation will be the development of a complete business plan. Written business plan will represent 40% of the student's grade and will include:</p> <ol style="list-style-type: none"> 1. Detailed product description (SLO 1 & 3) 2. Developing cost sheet for product that will include all materials for the sample product (SLO 3 & 4) 3. Develop a 6-month seasonal plan including promotional events (SLO 3 & 4) <p>B. In addition to the business plan, there will be preliminary projects that will begin the planning process:</p> <ol style="list-style-type: none"> 1. In-class written assignments: 25% <ul style="list-style-type: none"> * Initial product idea and explanation (SLO 1 & 2) * Finalize product idea and explanation (SLO 1 & 2) 2. Business owner interview: 10% <ul style="list-style-type: none"> * Conduct an interview to discover business owner's personal experience in running a business (SLO 1, 2, 3, & 4) 3. Business journal: 25% <ul style="list-style-type: none"> * Written weekly entries graded at each class meeting, to help focus ideas, develop planning strategies, and create product sample/s. (SLO 1, 2, 3) <p>Assessment Method Category: Capstone Assignment/Project</p>	<p>11/09/2011 - 79% of students performed at a very good to excellent level. 6% of students performed at a satisfactory level, 3% performed at an unsatisfactory level, 12% failed</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
	CAN Dept - Fashion Design - CAN FASH 166 - Fashion Entrepreneurship - Record Keeping - SLO 4. Set up methods of record keeping used for	<p>Assessment Method:</p> <p>A. The method of evaluation will be the development of a complete business plan. Written business plan will</p>	<p>11/09/2011 - 97% of students performed at an excellent level, 3% performed at a satisfactory level.</p> <p>Result Type:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	fashion-based businesses. (Created By CAN Dept - Fashion Design)	<p>represent 40% of the student's grade and will include:</p> <ol style="list-style-type: none"> 1. Developing cost sheet for product that will include all materials for the sample product (SLO 3 & 4) 2. Develop a 6-month seasonal plan including promotional events (SLO 3 & 4) <p>In addition to the business plan, there will be preliminary projects that will begin the planning process:</p> <ol style="list-style-type: none"> 1. Business owner interview: 10% <p>* Conduct an interview to discover business owner's personal experience in running a business (SLO 1, 2, 3, & 4)</p> <p>Assessment Method Category: Capstone Assignment/Project</p>	<p>Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
	CAN Dept - Fashion Design - CAN FASH 166 - Fashion Entrepreneurship - Business Plan - SLO 5: Students will define customer and niche within the marketplace and develop a working business plan targeted to that group. (Created By CAN Dept - Fashion Design)	<p>Assessment Method: Students will develop a business plan and present it orally to the class. This will be worth 1/2 of the total possible points for the class.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 75% of students will successfully perform this task</p>	<p>11/09/2011 - 62% of students performed at a very good to excellent level, 23% of students performed at a satisfactory level, 3% of students performed at an unsatisfactory level, 12% of students failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
	CAN Dept - Fashion Design - CAN FASH 167 - The Custom Dress Form - Shaping dress form to measurements - SLO 1: Demonstrate their ability to create a custom fitted form by accurately shaping a dress form to their measurements	<p>Assessment Method: Assessment: The completed form will be visually analyzed by the instructor for a three-dimensional comparison between the form and the shape of the body it is representing.</p>	<p>03/22/2010 - SLO 1: The percentage of students with a completed dress form that represented the 3 dimensional attributes of the students: With a high degree of accuracy: 58% With a good degree of accuracy: 18%</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	(Created By CAN Dept - Fashion Design)	Assessment Method Category: Presentation/Performance Success Criterion: 70-75% of the students will create a dress form to their measurements.	With a poor degree of accuracy: 3% Did not complete the form: 21% Result Type: Criterion met Reporting Cycle: 2009 - 2010	
	CAN Dept - Fashion Design - CAN FASH 167 - The Custom Dress Form - Taking proper measurements - SLO 2 Take proper measurements in order to create an accurate fit in their dress form. (Created By CAN Dept - Fashion Design)	Assessment Method: Assessment: the completed form will be visually analyzed by the instructor for an accurate comparison of the 2-dimensional measurements of the form and the body it is representing. Assessment Method Category: Presentation/Performance Success Criterion: 70-75% of the students will complete the dress form with a good to high degree of accuracy.	03/22/2010 - SLO 2: The percentage of students who demonstrated the ability to accurately measure themselves and their dress form in order to create a proper 2 dimensional representation of their dress form: With a high degree of accuracy: 58% With a good degree of accuracy: 21% Did not complete the form: 21% Result Type: Criterion met Reporting Cycle: 2009 - 2010	
	CAN Dept - Fashion Design - CAN FASH 168 - Fashion Draping - Fabric grain - SLO 1. Evaluate fabric grain and its affect on the hang of the garment. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 1. Assessment: Completion of an in-class draping assignment, wherein the student uses the lengthwise and crosswise grains to create different fitted bodice styles, evaluated by the instructor for accuracy in grain placement and hang of fabric. Assessment Method Category: Presentation/Performance Success Criterion: 70-75% of the students will complete the bodice drapes with scores of good to	01/21/2014 - F2013: 82% showed superior knowledge of this topic, 18% showed good knowledge of topic Result Type: Criterion met Reporting Cycle: 2013 - 2014 01/09/2012 - F11: 84% of students performed this task at an excellent level, 16% at a good level. Result Type: Criterion met Reporting Cycle:	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		excellent.	<p>2011 - 2012</p> <hr/> <p>04/26/2011 - SLO 1/F10: 79% of students performed this task at an excellent level (22 out of 28) 14% of students performed this task at a good level (4 out of 28) 7% of students failed this assignment (2 out of 28)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/>	04/26/2011 - Both the SLO's and the overall methods of teaching and evaluation seem to be effective and appropriate
	CAN Dept - Fashion Design - CAN FASH 170 - French Pattern Drafting - create accurate moulage - SLO 1. Demonstrate the ability to draft a moulage draft based on body measurement calculations. (Created By CAN Dept - Fashion Design)	<p>Assessment Method: SLO 1 Assessment. Students will submit a well drafted moulage based on accurate calculations.</p> <p>Assessment Method Category: Presentation/Performance</p>	<p>06/30/2014 - Sp 14: 88% of students received A's, 4% received a B, 4% received an F, 4% passed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 15 students received an A, 2 students received a B, 2 students received a C</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>06/27/2012 - Sp 12: 18 students received A's, 11 students received B's, 2 students received F's and 2 P's.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>05/31/2011 - SLO 1 Sp 11: 88% of students performed this task at an excellent level. 12% performed this task</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>at a failing level;</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>01/20/2011 - SLO 1. Students will demonstrate the ability to draft a moulage draft based on body measurement calculations. 100% (22 students) performed at an excellent level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/>	
	<p>CAN Dept - Fashion Design - CAN FASH 171 - Pants Drafting - measurement calculations - SLO 1. Demonstrate the ability to take proper measurements and make the necessary calculations specific to the pant draft.</p> <p>(Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Student will submit a clean well marked basic pant pattern.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% will submit well marked pant pattern</p>	<p>01/16/2014 - Fall 2013: 16 students received A's, 1 student received a B, 1 student received an F, 1 student passed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 12 students completed the class with the following results: 11 A's, 1 B, 1 P</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 59% of students performed at an excellent level, 18% at a very good level, 12% at a satisfactory level, 2% failed.</p> <p>Result Type:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/13/2010 - SLO 1 Fall 2010: 87% of students performed this task at an excellent level 5% of students performed this task a a very good level 8% of students failed at this task</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 172 - Bustier - Finished garment - SLO 2. Select a appropriate fashion fabric and complete a finished bustier using coutil, flannel, boning, waist stays, etc. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2 Assessment. Student will submit a completed bustier for final evaluation.</p> <p>Assessment Method Category: Presentation/Performance</p>	<p>07/10/2013 - Sp 2013: 19 students received an A 3 students received a B 1 student received a P 8 students receive an F</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>06/27/2012 - Sp 12: 11 students received A's, 3 students received C's, 2 students received F's, 1 student received NP.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>07/13/2011 - Sp11: 80% of students performed this task at an excellent level. 9% of students performed this task at a good level. 11% of students failed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2010 - 2011	
	CAN Dept - Fashion Design - CAN FASH 173 - Lingerie Design & Construction - Appropriate tools - SLO 2. Learn the appropriate tools for lingerie construction including threads, needles, machine feet, markers, etc. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 2 Assessment. The teacher will determine the students proper use of tools, threads, and machine feet by evaluating the final garment. Assessment Method Category: Presentation/Performance	06/30/2014 - Sp 14: 53% of students received A's, 27% received a B, 6% received an F, 13% passed. Result Type: Criterion met Reporting Cycle: 2013 - 2014	
			01/16/2014 - Fall 2013: 15 students received A's, 5 students received B's, 3 students received F's. Result Type: Criterion met Reporting Cycle: 2013 - 2014	
			03/20/2013 - F12: 27 students completed this class. The results breakdown as follow: 14 A's, 4 B's, 3 C's, 4 F's, 2 P. Result Type: Criterion met Reporting Cycle: 2012 - 2013	
			01/09/2012 - F11: 66% of students performed at an excellent level, 14% performed at a very good level, 10% performed at a satisfactory level, 10% failed. Result Type: Criterion met Reporting Cycle: 2011 - 2012	
			03/17/2011 - 86% of students performed at a very good to excellent level 14% of students performed at an unsatisfactory level	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/> <p>01/20/2011 - F 10 SLO 2. Student will learn the appropriate tools for lingerie construction including threads, needles, machine feet, markers, etc. 28 students performed at a very good to excellent level. 2 students performed at a satisfactory level. 2 students performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/>	
	<p>CAN Dept - Fashion Design - CAN FASH 173 - Lingerie Design & Construction</p> <p>- Construction techniques - SLO 3. Identify and apply construction techniques specific to lingerie including seams, edge finishes, hems, elastic and lace application, fine piping, straps etc. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method:</p> <p>SLO 3 Assessment. The teacher will evaluate the final garment to determine compatibility of techniques employed in completion of project.</p> <p>Assessment Method Category: Presentation/Performance</p>	<p>06/30/2014 - Sp 14: 53% of students received A's, 27% received a B, 6% received an F, 13% passed.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>01/16/2014 - Fall 2013: 15 students received A's, 5 students received B's, 3 students received F's.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 27 students completed this class. The results breakdown as follow: 14 A's, 4 B's, 3 C's, 4 F's, 2 P.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<hr/> <p>01/09/2012 - F11: 66% of students performed at an excellent level, 14% performed at a very good level, 10% performed at a satisfactory level, 10% failed.</p>	
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<hr/> <p>03/17/2011 - 28 students performed at a very good to excellent level. 2 students performed at a satisfactory level. 2 students performed at an unsatisfactory level.</p>	
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
			<hr/> <p>01/20/2011 - F10 SLO 3. The student will identify and apply construction techniques specific to lingerie including seams, edge finishes, hems, elastic and lace application, fine piping, straps etc. 28 students performed at a very good to excellent level. 2 students performed at a satisfactory level. 2 students performed at an unsatisfactory level.</p>	
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Fashion Design - CAN FASH 175 - Advanced Illustration - Rendering techniques and Media - SLO 1: Advanced rendering techniques and media to create original fashion illustrations focusing on attitude, flar, movement and a personal drawing style. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will demonstrate skill in using a variety of media to create different visual effects and fabric textures for fashion design.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will successfully complete this task</p>	<p>01/27/2014 - F2013: 96.8% of students were able to complete this task at the satisfactory or higher level, with 71.8% of students performing at the very good to excellent level. It's clear that skills developed in FASH 164 (pre-req) were maintained in improved upon with these learning exercises.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/12/2012 - Sp 12: 34.6% performed at the excellent level 57.7% performed at the very good level 7.7% performed at the satisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/16/2010 - SLO 1a: 58% of students performed at an excellent level 26% of students performed at a very good level 11% of students performed at a satisfactory level 5% of students performed at an unsatisfactory level</p> <p>SLO1b: 58% of students performed at an excellent level</p>	<p>07/12/2012 - Given that too many students had difficulty proesenting their projects in an accurate and professional manner as befitting an advanced class, a re-wrire of the assignment sheet will more clearly stipulate the presentation requirement and assignment expectations.</p> <p>Action Plan Category: Revise course syllabus or outline</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/> <p>12/16/2010 - SLO1a: 58% of students performed at an excellent level 26% of students performed at a very good level 11% of students performed at a satisfactory level 5% of students performed at an unsatisfactory level</p> <p>SLO1b: 58% of students performed at an excellent level 21% of students performed at a very good level 21% of students performed at a satisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 175 - Advanced Illustration - Fashion Ad Assignment and Ad Analysis Sheet - SLO 2: Draw and use the fashion figure as an advertising and communicative tool for fashion design. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Fashion Ad assignment and Ad analysis sheet</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will successfully perform this task.</p>	<p>01/27/2014 - F2013: With 100% of students performing within the satisfactory to excellent levels (with 73.3% in the very good to excellent level), students demonstrated comprehension and acquired skills needed to complete the task. Improvement is desired in the analysis portion of the assignment which demonstrated that students were better able to visually communicate an idea, rather than describe it in writing.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>07/12/2012 - Sp12: 25% performed at the excellent level 50% performed at the very good level 16.6% performed at the satisfactory level 8.3% performed at the unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>07/12/2012 - No changes necessary at this time.</p>
			<p>12/16/2010 - 58% students performed at an excellent level 21% of students performed at a very good level 21% of students performed at a satisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 175 - Advanced Illustration - Technical Drawing Presentation Board - SLO 3: Create and use flats, specs and floats as technical drawing tools for fashion design. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: A technical drawing assignment using flats, specs and figure or float illustration of an actual garment.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will successfully complete this task.</p>	<p>01/27/2014 - F2013: 86.7% of students were able to complete this task most complicated task with satisfactory to excellent results, incorporating new and vital technical drawing skills into their illustrative repertoire. Other than changes in time allotments, no changes are planned.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p>	
			<p>07/12/2012 - Sp 12: 30.4% performed at the excellent level 56.5% performed at the very</p>	<p>07/12/2012 - More time in the schedule devoted to this assignment (and/or simpler garment selection for the flats</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>good level 13% performed at the satisfactory level</p> <p>Result Type: Criterion met Reporting Cycle: 2011 - 2012</p>	<p>and specs) may help to improve technical skills, allowing students to be less rushed in completing this final project.</p> <p>Action Plan Category: Revise course syllabus or outline</p>
			<p>12/16/2010 - 37% of students performed at an excellent level 44% of students performed at a very good level 19% of students performed at a satisfactory level</p> <p>Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 178 - Computerized Pattern Grading - Library of graded sizes - SLO 1: Utilize the PAD System to create a library of graded sizes for men and women. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Completion of in-class assignments, developing a grading library that are applied to particular garments. Assessment Method Category: Presentation/Performance Success Criterion: 80% of students will successfully complete this course</p>	<p>06/30/2014 - Sp 14: 90% of students completed a highly accurate and effective library, 10% completed a good library, done on time. Result Type: Criterion met Reporting Cycle: 2013 - 2014</p>	
			<p>07/10/2013 - Sp 2013: Highly accurate and effective library: 32% Good work on library, done on time: 41% Work accomplished late or with a large amount of assistance: 23% Did not complete library: 4%</p> <p>Result Type: Criterion met</p>	<p>07/10/2013 - All assignments show a general effectiveness to the class as it stands. Most issues in the class have to do with student retention and completion of tasks in a timely manner, which is something to address in the future. SLO's, content and assessments continue to be appropriate for the class.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 100% completed this task.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 178 - Computerized Pattern Grading - Grade patterns - SLO 2: Utilize PAD system to grade a variety of pattern styles into multiple sizes, including tops, skirts, pants, and men's wear. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Completion of midterm and final projects in which particular patterns are accurately graded using the PAD commands.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will successfully perform this task</p>	<p>06/30/2014 - Sp 14: 94% of students completed assignments with high degree of understanding and accuracy, 6% completed assignments with a good understanding and accuracy, with room for improvement.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - SP 2013: Completion of assignments with high degree of understanding and accuracy: 64% Completion of assignments with good understanding and accuracy, with room for improvement: 32% Did not complete assignments accurately or with understanding: 4%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 88% of students completed this task with excellent accuracy, 12% with good accuracy.</p> <p>Result Type: Criterion met</p>	<p>07/10/2013 - All assignments show a general effectiveness to the class as it stands. Most issues in the class have to do with student retention and completion of tasks in a timely manner, which is something to address in the future. SLO's, content and assessments continue to be appropriate for the class.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 180 - Computerized Pattern Design - Use of software to create patterns - SLO 2. Use the PAD software to create original, digital patterns for designs (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2. Assessment: In-class assignment in which the students are given a sketch with specifications, and must accurately create a pattern for that garment.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70-75% of the students will complete with accurate to high level of accuracy.</p>	<p>01/21/2014 - F2013: 62% completed at the highest level accuracy, 26% completed with some errors, 12% of students did not complete (incomplete)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>06/27/2012 - Sp 12: Highest level of accuracy: 55% Accurate with some errors: 28% Assignment incomplete: 17%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>06/01/2011 - SLO2 Sp11: Highest level of accuracy: 50% Accurate with some errors: 47% Assignment incomplete: 2%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>06/01/2011 - This was the first time the class had such a larger number of students, and the first time the class had a lab assistant to help the students. This made a great deal of difference in the ability of students to complete the work on time, and to complete it accurately. The overall success rate and level of understanding of the program seems to be very good, and improving. Both SLO's and assessments seem appropriate for the course.</p>
			<p>03/29/2010 - SLO 2: Pattern completed with: Highest level of accuracy: 42%</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Accurate with some errors: 8% Assignment incomplete: 50%</p> <p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 180 - Computerized Pattern Design - Use of digitizer and plotter - SLO 3. Use the digitizer and plotter to accurately turn a paper pattern into a digital pattern. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Assessment: In- class assignment in which the students are given a pattern to digitize, and then plot that pattern to compare it to the original.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70-75% of the students will digitize patterns with the highest level of accuracy</p>	<p>01/21/2014 - F2013: 98% completed with the highest level of accuracy, 2% completed with some errors</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>06/27/2012 - Sp 12: Highest level of accuracy: 98% Accurate with some errors: 2%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>06/01/2011 - SLO3 Sp11: Digitized pattern completed with highest level of accuracy: 83%; accurate with some errors: 17%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>06/01/2011 - This was the first time the class had such a larger number of students, and the first time the class had a lab assistant to help the students. This made a great deal of difference in the ability of students to complete the work on time, and to complete it accurately. The overall success rate and level of understanding of the program seems to be very good, and improving. Both SLO's and assessments seem appropriate for the course.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>03/29/2010 - SLO 3: Digitized pattern completed with: Highest level of accuracy: 73% Accurate with some errors: 27%</p> <p>Result Type: Criterion met Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 195 - Portfolio Development - Use of basic art supplies - SLO 2. Choose the right materials, organization and formats for the portfolio. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 2. Students will be able to correctly answer a 20 question T/F pre & post test with targeted questions: In order to make a good impression, always organize your portfolio with your best work placed first and last. Assessment Method Category: Presentation/Performance Success Criterion: 70% of students will correctly answer these questions on the post test.</p>	<p>07/02/2014 - Sp 14: 95.6% of students performed this task at a very good to excellent level; 4.3% of students performed this task at a satisfactory level; Result Type: Criterion met Reporting Cycle: 2013 - 2014</p> <hr/> <p>05/08/2013 - F12: 70.5% correct on the pre-test, 93.6% correct on the post test. Six targeted post test questions on materials, formats and organization of the portfolio yielded a 93.6% accuracy rate, indicating that after having completed this course, most students have a much better understanding of how to compile a portfolio when compared with the pre-test result of 70.5% accuracy. One of the targeted questions (re: orientation of the portfolio) yielded the poorest pre and post test results, and therefore more emphasis of this concept and terminology will be stressed in future. Result Type: Criterion met Reporting Cycle:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2012 - 2013</p> <p>07/05/2011 - Sp11: Post-test shows a 76% improvement over pre-test results, indicating an excellent comprehension of this concept after participating in the class.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	<p>07/05/2011 - Sp11: Overall pre/post test results indicate a 67% improvement in comprehension of portfolio development techniques, with 28% of students earning perfect scores on post-test (0%) on pre-test), thus no changes to course or test instrument are planned at this time. However, overall performance on pre-test was higher than anticipated, perhaps due to instructor error (allowing students access to class handouts 15 min before start of 1st class, basically giving them "study time" before administering pre-test). Procedures to correct this will be implemented to avoid skewing the test results.</p>
			<p>01/20/2011 - SLO 2. Students will identify, select and use basic art supplies in the creation of a group portfolio. 14 (93%) of the students performed at an excellent level 1(7%) of the students performed at an unsatisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 196 - Intro. to the Costume Industry - Jobs in the costume industry - SLO 1. Demonstrate knowledge of the organization of a professional costume</p>	<p>Assessment Method: SLO 1. Assessment: Written exam, with objective questions focusing on the various jobs and responsibilities within a costume shop.</p>	<p>01/09/2012 - F11: 78% of students completed this task with 90% or better, 11% with 80-90-%, 11% with 70-80%.</p> <p>Result Type: Criterion met</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	shop and identify types of jobs available in the costume industry (Created By CAN Dept - Fashion Design)	Assessment Method Category: Exam Success Criterion: 70-75% of the students will score 80% or better n the exam	Reporting Cycle: 2011 - 2012 <hr/> 03/29/2010 - SLO 1: Completion of exam with a score of: 90% and above: 66% 80-90%: 26% 70-80%: 4% Did not complete exam: 4% Result Type: Criterion met Reporting Cycle: 2009 - 2010	
	CAN Dept - Fashion Design - CAN FASH 197 - Pattern Desgn fr Hist. Costume - Create Pattern - SLO 1. Apply Flat Pattern techniques to create a pattern for a design from different historic periods, including the Renaissance, Baroque and 19th centuries. (Created By CAN Dept - Fashion Design)	Assessment Method: SLO 1. Creation of half scale patterns of designs chosen from 2 different historic periods. evaluated by the instructor for accuracy of cut and fit. Assessment Method Category: Presentation/Performance Success Criterion: 80% of students will complete half scale designs with a good to excellent degreeof accurac in cut and fit.	07/10/2013 - Sp 2013: Completion of half scale designs with a high degree of success: 90% Completion of half scale designs with an overall degree of success, with room for improvement: 5% Completion of half scale design with errors: 5% Result Type: Criterion met Reporting Cycle: 2012 - 2013 <hr/> 06/27/2012 - Sp 12: Completion of 1/2 scale designs with a high degree of success: 50% Completion of 1/2 scale designs with an overall degree of success, with room for improvement: 20% Completion of 1/2 scale designs with errors: 30% Result Type: Criterion met Reporting Cycle:	07/10/2013 - Overall content and evaluation seem appropriate for this course. Students are succeeding well in this class. Most issues with SLO #3 had to do with time management, and students who did not hand in the work in a timely way. This will be one issue to address in the future.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2011 - 2012</p> <hr/> <p>05/19/2010 - SLO 1. # of Students who successfully completed an accurate 1/2 scale pattern: 11 out of 14 # of students who completed a 1/2 scale pattern with room for improvement: 3 out of 14</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 197 - Pattern Design fr Hist. Costume - Draping - SLO3. Apply Draping techniques to create a pattern for a design from different historic periods, including the Renanissance Baroque and 19th centuries. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO3. Creation of half scale patterns of designs chosen from 2 different historic periods. evaluated by the instructor for accuracy of cut and fit.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will successfully complete this task</p>	<p>07/10/2013 - SP 2013: Research completed with a high degree of success: 40% Research completed with an overall degree of success, with room for improvement: 41% Research completed with a minimum degree of success: 18%</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>06/27/2012 - Sp 12: Research completed with a high degree of success: 65% Research completed with an overall degree of success, with room for improvement: 30% Research completed with a minimum degree of success: 5%</p> <p>Result Type: Criterion met</p>	<p>07/10/2013 - Overall content and evaluation seem appropriate for this course. Students are succeeding well in this class. Most issues with SLO #3 had to do with time management, and students who did not hand in the work in a timely way. This will be one issue to address in the future.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>04/26/2011 - SLO 3. # of Students who successfully completed an accurate 1/2 scale pattern: 11 out of 14 # of students who completed a 1/2 scale pattern with room for improvement: 3 out of 14</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 199 - Costuming for Theatrical Prod. - Costume Construction - SLO 1: Construct costumes to the standards and demands of a particular show, using techniques that are appropriate for a theatrical setting. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Students will keep a weekly log of costuming activity done for each class session which will be evaluated for the accuracy of work and amount of participation completed each week.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will complete successfully complete this task</p>	<p>06/01/2011 - SLO1 Sp11: High degree of speed and competency (90 or above): 83%</p> <p>Good degree of speed and accuracy (80-90): 10%</p> <p>Average degree of speed and accuracy, with little change in skill level:</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>06/01/2011 - Students showed excellent progress in their skill level, speed and general abilities as a whole this semester. Some students did not have as wide a variety of experiences in the actual costuming work that would have been ideal, and would have probably resulted in even higher scores. As a whole, however, the class was very successful.</p>
	<p>CAN Dept - Fashion Design - CAN FASH 199 - Costuming for Theatrical Prod. - Terminology and Organization - SLO 3: Learn the terminology and organizational structure unique to a costume shop. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Quiz with objective questions about terminology and costume shop organization, based on information discussed and experienced during the semester</p> <p>Assessment Method Category: Exam</p> <p>Success Criterion: 80% of students will successfully complete this task</p>	<p>06/01/2011 - SLO3 Sp11: Quiz results - 65% performed at an excellent level (90-100)</p> <p>17% performed at a very good level (80-90)</p> <p>13% performed at a satisfactory to good level (70-80)</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	<p>06/01/2011 - Students showed excellent progress in their skill level, speed and general abilities as a whole this semester. Some students did not have as wide a variety of experiences in the actual costuming work that would have been ideal, and would have probably resulted in even higher scores. As a whole, however, the class was very successful.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	<p>CAN Dept - Fashion Design - CAN FASH 225 - Apparel Analysis - Fabrics - SLO 3. Identify commonly used fabrics in the garment industry. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 3. Assessment: Development of a dictionary of fabric swatches to match a list of fabric terms.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 70-75% of the students will complete the dictionary with good to excellent results.</p>	<p>06/30/2014 - Sp 14: Students were evaluated on a ranking of 1-4, with 4 showing an excellent ability, 3 showing a good ability with room for improvement, 2 an average ability with much needed improvement and 1 showing a poor ability. 17 students received a ranking of 4, 3 students received a ranking of 3, 5 students received a ranking of 2.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>04/26/2011 - SLO3/F10: Rank 4 = 13 students, Rank 3 = 6 students, Rank 2 = 2 students, Rank 1 = 0 Students</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2010 - 2011</p> <hr/> <p>03/29/2010 - SLO 3: Students completed a fabric dictionary, and were evaluated on their ability to find appropriate fabric samples for common fabric names as follows: on a ranking of 1-4, with 4 showing an excellent ability to identify fabric names, 3 a good ability with room for improvement, 2 an average ability with much need for improvement, and 1 a poor ability. Rank 4: 3 students Rank 3: 5 students Rank 2: 4 students Rank 1: 2 students</p>	<p>03/29/2010 - Retention has been a difficult problem with this class. Students who attend regularly complete the assignments and generally do well, but students who miss class often do not complete the assignments or withdraw altogether. The assignments themselves do not seem to be too difficult when they are completed, but keeping students in class to complete the assignments can be challenging. This is a relatively new class, and has only been offered at night. Perhaps if it was offered in the daytime it would have a better overall attendance rate.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Result Type: Criterion not met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 226 - Visual Merchandising & Display - Display fixtures and props - SLO 2: Ability to compare and contrast the various display fixtures and props including their usage and purpose, and to understand how, where and when they are used on the retail floor. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: Studentw will submit a detailed description and floorplan showing placement of products within display fixtures used on the retail floor.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will successfully complete this task</p>	<p>01/16/2014 - Fall 2013: 90% students performed at a very good to excellent level, 10% of students performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>03/20/2013 - F12: 90% of students performed at a good to excellent level,10% of students performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>01/09/2012 - F11: 90% of students performed at a good to excellent level, 105 of students performed at a satisfactory level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>12/16/2010 - F10: 100% of students performed this task at a good to excellent level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			2010 - 2011	
	CAN Dept - Fashion Design - CAN FASH 228 - Fashion Show Production - Props/Scenery - SLO 2: Select appropriate props and scenery and/or color backdrops for the fashion show (Created By CAN Dept - Fashion Design)	<p>Assessment Method: SLO 2. Students will submit samples of props, scenery and color schemes based on theme of the fashion show, which changes eachsemester.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will perform this task successfully</p>	<p>06/30/2014 - Sp 14: 100% of students performed this task at an excellent level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 10 students enrolled 8 (80%) students performed at an excellent level 2 (20%) students did not attend class and did not drop</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>06/27/2012 - Sp 12: 17 (100%) of the students performed at a good to excellent level. 0 (0%) of the students performed at a satisfactory level. 0 (0%) of the students performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/> <p>05/31/2011 - SLO 2 Sp11. 95% of students performed at a very good to excellent level. 5% of students performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>2011 - 2012</p> <hr/> <p>05/20/2010 - F10 100% of students performed at a good to excellent level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p> <hr/>	
	<p>CAN Dept - Fashion Design - CAN FASH 228 - Fashion Show Production - Lighting - SLO 3: Identify and implement appropriate lighting for a fashion show (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 3. Students will select appropriate lighting to complement garments, make up and hair.</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Success Criterion: 80% of students will perform this task with satisfactory results</p>	<p>06/30/2014 - Sp 14: 100% of students performed this task at an excellent level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2013 - 2014</p> <hr/> <p>07/10/2013 - Sp 2013: 10 students enrolled</p> <p>8 (80%) students performed at an excellent level</p> <p>2 (20%) students did not attend class and did not drop</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p> <hr/> <p>06/27/2012 - Sp 12: 17 (100%) of the students performed at a good to excellent level. 0 (0%) of the students performed at a satisfactory level. 0 (0%) of the students performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p> <hr/>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>05/31/2011 - SLO 3 Sp11. 75% of students performed at a very good to excellent level. 25% of students performed at a satisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>05/20/2010 - F10 85% of students performed at a good to excellent level 15% of students performed at an average to good level</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 680CD - Beginning Teen Sewing - Machine operation - SLO 1. The student will learn how to operate a sewing machine and perform basic functions. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method: SLO 1. Student will present a stitch sample.</p> <p>Assessment Method Category: Presentation/Performance</p>	<p>03/20/2013 - Su12: 12 students A's, 3 B's, 1 C, 1 D</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>11/09/2011 - Su2011: 84% of students performed at a very good to excellent level, 8% performed at a satisfactory level, 4% performed at an unsatisfactory level, and 4% passed the course.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>01/20/2011 - SLO 1. Student will present a stitch sample. 28 (90%) of students performed at a good to excellent level. 2 (6%) of the students performed at a satisfactory level.</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>1 (3%) of the students performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	
	<p>CAN Dept - Fashion Design - CAN FASH 680CD - Beginning Teen Sewing - Basic sewing skills and techniques - SLO 3. The student will learn basic sewing skills and techniques. (Created By CAN Dept - Fashion Design)</p>	<p>Assessment Method:</p> <p>SLO 3. Student will present a sample notebook.</p> <p>Assessment Method Category: Presentation/Performance</p>	<p>03/20/2013 - Su12: 12 students A's, 3 B's, 1 C, 1 D</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2012 - 2013</p>	
			<p>11/09/2011 - Su2011: 84% of students performed at a very good to excellent level, 8% performed at a satisfactory level, 4% performed at an unsatisfactory level, and 4% passed the course.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2011 - 2012</p>	
			<p>01/20/2011 - SLO 3. Student will present a sample notebook.</p> <p>28 (90%) of students performed at a good to excellent level.</p> <p>2 (6%) of the students performed at a satisfactory level.</p> <p>1 (3%) of the students performed at an unsatisfactory level.</p> <p>Result Type: Criterion met</p> <p>Reporting Cycle: 2009 - 2010</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<hr/> <p>Assessment Method: SLO 4. Student will present three garments for instructor evaluation.</p> <p>Assessment Method Category: Presentation/Performance</p> <hr/>		
		<p>Assessment Method: SLO 4. Student will present three garments for instructor evaluation.</p> <p>Assessment Method Category: Presentation/Performance</p> <hr/>		