

Department	Course Number	SLO Name	SLO	Assessment Method	Result Date	Result	Result Type
Art & Art History	CAN ART 101	historical analysis	Analyze the historical relationships between periods of art by comparing and contrasting two or more works of art within their historical context.	written analysis using a rubric	01/06/2017	38 students completed SLO #3 Since I have implemented an element of connecting ancient art to current events in the Middle East, student engagement had improved. Student reports reflecting their understanding of the similarities and differences between cultures from diverse religious backgrounds, and how this is reflected in modern times, has resulted in stronger essays.	Criterion met
Art & Art History		identification	Identify key works of art according to culture, period, and date	multiple choice examination. Students will be shown a series of slides and will be asked to select from a list of choices the correct culture, period, and date	08/09/2017	28 students completed SLO #1 Students continue to score higher on the final exam than on the midterm in identifying culture and historic period. The flash cards are helping. I believe the material in the second half of the course (Greek and Roman art) is already somewhat more familiar to students (rather than river valley civilizations, where we begin the course). Also, as the course progresses, students become more proficient in understanding how to prepare for the exams. Summer session 2017	Criterion met
Art & Art History		terminology	Define the terminology of art within the scope of the course	multiple choice test	08/09/2017	43 students completed SLO #2 Defining terminology has become the strongest part of slide identification. 86% of the students scored very well this semester (at least 80% correct) on this portion of the test. I attribute this improvement (11% since I last evaluated this SLO) to the glossary assignment I began giving two semesters ago.	Criterion met
Art & Art History	CAN ART 102	historical analysis	Analyze the historical relationships between periods of art by comparing and contrasting two or more works of art within their historical context.	written analysis using a rubric	01/06/2017	42 students completed SLO #3 Student performance has increased in SLO #1, but has declined in SLO#2 & 3. Perhaps I have been too successful in developing students' need to recognize important works of art. The problem here is in students not understanding the importance of listening to content in lecture, and taking notes. This is a challenge which I will try to figure out, but student disengagement due to electronic distractions is something that will be an ongoing challenge.	Criterion met
Art & Art History		terminology	Define the terminology of art within the scope of the course	multiple choice	08/09/2017	21 students completed SLO #1 A greater number of students' grades improved on the second quiz than the last time I evaluated this SLO (two semesters ago). Since then I have initiated the flash card assignment which seems to be successful in all of my classes. This semester 11 students' grades improved, 9 stayed the same, and one went down.	Criterion met
Art & Art History	CAN ART 103	historical analysis	Analyze the historical relationships between periods of art by comparing and contrasting two or more works of art within their historical context.	written analysis using a rubric	08/09/2017	18 students completed SLO #1 I am returning to this SLO from last semester, when students seemed confused about defining and recognizing the Barbizon School within the scope of French Realism. This semester I made a point of discussing this in lecture, and engaging them in a discussion of the conceptual differences between romantic landscape and realist landscape, and how the Barbizon painters pioneered this new approach. Most students (85 %) got the correct answer on the exam, which was a great improvement from last semester.	Criterion met
Art & Art History		identification	Identify key works of art according to artist, style, title or date.	multiple choice	01/06/2017	27 students completed SLO #1 Students had a difficult time distinguishing between the "Barbizon School" and French Realism. I am creating an assignment for the honors students to help clarify this for their peers.	Criterion met

Art & Art History	CAN ART 104	critique form and content	Students will be able to critique the form and content of a modern art work.	evaluation of essay	01/06/2017	26 students completed SLO#2 Because students were having difficulty answering questions about the subject matter of films shown in class on the midterm, I began requiring essay/reflections for each of the films to be turned in after each of the films. This was successful. Requiring an immediate response seemed to engage students' attention more immediately.	Criterion met
Art & Art History					08/09/2017	18 students completed SLO #1 I am returning to this SLO from last semester, when students seemed confused about defining and recognizing the Barbizon School within the scope of French Realism. This semester I made a point of discussing this in lecture, and engaging them in a discussion of the conceptual differences between romantic landscape and realist landscape, and how the Barbizon painters pioneered this new approach. Most students (85 %) got the correct answer on the exam, which was a great improvement from last semester.	Criterion met
Art & Art History	CAN ART 113	Analyze social and political forces	Analyze the social and political forces which shaped American museums and their collections	student papers	01/06/2017	47 students successfully completed SLO #2 Once again, student papers were strong in this class. The more focused material draws students who are better prepared in writing skills. This continues to be our most successful art history class in terms of content assimilation.	Criterion met
Art & Art History	CAN ART 128	Style Analysis	Analyze the stylistic components, and critique the form and content of a work of art	discussion	08/09/2017	128 58 students completed SLO #4 Although students were reluctant to speak up in class, when we visited the Monet exhibit at the Legion of Honor Museum, they became much more willing to engage in a dialogue, using what they had learned, with their peers. The seminar we had at the end of the exhibition was very successful.	Criterion met
Art & Art History	CAN ART 204	Illusion of depth	Students create the illusion of depth in a drawing using perspective, overlap, and value.	Students submit a portfolio of completed work including perspective drawings, value studies, and contour line drawings that address the illusion of depth. A holistic rubric is used to evaluate the portfolio.	01/10/2017	74%, 72%, and 76% of students were successful and the in three categories. Observations about the data: Students seem to struggle a little with overlap and grounding the forms. College age students had a higher success rate than the high school students.	Criterion met
Art & Art History		SLO 2: Drawing analysis	SLO 2: Students analyze works of drawing, identify basic techniques used in their execution, and make critical aesthetic judgments based on the use of formal elements of art.	In class critiques and/or written essays, students will analyze individual drawings of their peers, of their own, or by contemporary and/or past masters. A holistic rubric is used to evaluate the student's success in identifying drawing techniques as well as formal concepts of two-dimensional art.	07/03/2017	71% success rate (12 out of 17 students performed at a level considered good or excellent). Students gave oral critiques in which they critiqued their own work and those of other students. They were evaluated on their ability to recognize and name formal concepts and drawing techniques. They were also given a quiz in which they had to identify concepts and techniques shown in art work. The vocabulary was especially difficult for students who did not have a strong command of English.	Criterion not met

Art & Art History	CAN ART 207	207 Mass, Anatomy & Proportion	Students execute drawings of the human figure from the live model that demonstrate a basic understanding of structural anatomy, proportion, and mass.	Students submit a portfolio of drawings done from the live model. A holistic rubric is used to evaluate the level of competency in depicting mass, structural anatomy and human proportion. A score of 4 for "excellent", 3 for "good but needs work", 2 for "satisfactory in some areas but generally needing improvement", 1 for "general lack of understanding and competency"	06/30/2017	Results: Overall 89% success rate Basic Anatomical Structure: 83% success Anatomical Porportion : 100% success Mass: 83% success 83% of students had a good or excellent rating in use and understanding of 3d mass concepts and basic anatomical structure. Anatomical proportion was an area where all students performed well.	Criterion met
Art & Art History	CAN ART 214	Color studies and designs	Students submit a portfolio of work including a color wheel, color value and saturation studies, and designs, which utilize spatial characteristics of color, color harmonies, and color interaction. A holistic rubric is used to evaluate the portfolio.	Students submit a portfolio of work including a color wheel, color value and saturation studies, and designs, which utilize spatial characteristics of color, color harmonies, and color interaction. A holistic rubric is used to evaluate the portfolio.	01/02/2017	At least 80% of students who were assessed performed at "good" or "excellent" on all of the assessed projects. The one category that had the most students who performed at fair or unsatisfactory levels was for Color Interaction (20% of students evaluated performed fair or poor in this category). The highest category was for the color wheel, where 100% of students performed at the excellent level.	Criterion met
Art & Art History	CAN ART 221	221 Painting materials.	Students use painting materials in a manner that is appropriate to the expression or concept of the desired work	The final project is a painting in which students choose their own subject and approach. Use of painting materials is evaluated using a holistic approach. 4) Use of materials is sound, aesthetically pleasing and appropriate for the subject being conveyed. 3) Skill and care in use of materials is evident but shows lack of imagination and confidence. 2) Technique used does not further the expression in the work or and skill level is uneven. 1) General lack of knowledge, skill, and care as to application of technique.	06/27/2017	12 out of 13 (92%) students received a score of 3 or 4. Only one student received a lower score (2).	Criterion met
Art & Art History		221 Traditional Painting approach	Students execute a painting from the life using a traditional representational approach.	Students execute 2-4 completed still life paintings, each of which utilizes a traditional approach that was demonstrated by the instructor. These are evaluated on technique, drawing, composition, color and representation using a holistic rubric. A score of 4 for "excellent", 3 for "good but needs work", 2 for "satisfactory in some areas but generally needing improvement", 1 for "genera lack of understanding and competency"	06/29/2017	Out of 8 students, 10, or over 100% met the criterion for success, except in one area, technique of using the underpainting, in which 7 of 8, 87% met the criterion.	Criterion met
Art & Art History	CAN ART 222	1. Examine complex formal problems	SLO 1: Paint at a level that examines complex problems of shape, value, color, line, proportion, and abstraction.	ASSESSMENT: Students turn in a portfolio at the end of the semester. Progress and overall success is assessed using a holistic rubric, rated at 4 for excellent, 3 for good, 2 for satisfactory but needs work, and 1 for needs much work.	06/29/2017	Both students began at a level just beyond the beginner level. Outside of taking Painting I, they had almost no previous art experience. One student showed amazing progress, and was able to explore and apply herself beyond what she expected. The second student was slower assimilating concepts but did well in certain areas. A very small sample size makes this difficult to evaluate.	Criterion met

Career and Personal Development	CAN CRER 110	Student Educational Plan	Students will be able to use a four-year institution catalog to develop a Student Educational Plan for a program at that institution	Completion of the project of developing a list of required courses to complete a Bachelor degree	12/13/2017	CRER 407- Exploring Careers Majors & Transfer (CRN- 93372) Fall 2017. 15 of 16 (93%) students completed their Student Educational Plan (SEP) and met with a counselor as part of one of their assignments. The SEP assignment consisted of the student meeting with a counselor to develop an SEP and then bringing the hard copy to class. The assignment was worth 100 points out of the 1,000 possible points for the class.	Criterion met
Career and Personal Development					12/16/2017	Out of 14 students who completed the assignment, 86% were able to fully utilize a four-year institution catalog to develop a Student Educational Plan for a program at that institution.	Criterion met
Career and Personal Development		Transcript Evaluation	Students will be able to evaluate course works for transfer requirements	Completion of a transcript evaluation using Project ASSIST, General Education policies, and on-line catalogs to determine the transferability of the courses to CSU and UC system	12/16/2017	Out of 16 students, 13 students submitted transcript evaluation. Out of 13 students who completed the assignment, 100% were able to fully utilize the online tools and catalogs, and transfer policies to evaluate the coursework.	Criterion met
Career and Personal Development	CAN CRER 137	Interviewing	Demonstrate knowledge of informational interviewing skills	Students will conduct an informational interview and write a report summarizing their experience.	12/04/2017	Fall 2017 – CRER 137 (94883): 23 out of 25 enrolled students completed informational interviews. 92% or 23 students, successfully demonstrated their informational interviewing skills. These skills were determined by using an informational interview rubric that listed evaluative criteria in four different areas.	Criterion met
Career and Personal Development		Resumes	Students will create an effective resume to be used for career-related opportunities.	Resume building assignment with rubric used for evaluation	05/23/2017	CRER 137- Life and Career Planning (CRN- 30987) Spring 2017. 28 of 29 (97 %) students completed their resume with a satisfactory grade as part of one of their assignments. The resume assignment consisted of students learning about the different types and styles of resumes through online web resources, writing a first draft of their resume and then a final draft of their resume. The assignment was worth 100 points out of the 1,000 possible points for the class.	Criterion met
Career and Personal Development					05/24/2017	CRER 137- Life and Career Planning (CRN- 30986) Spring 2017. 27 of 28 (96 %) students completed their resume with a satisfactory grade as part of one of their assignments. The Resume assignment consisted of students learning about the different types and styles of resumes using an online tool, writing a first draft of their resume and then a final draft of their resume. The assignment was worth 100 points out of the 1,000 possible points for the class.	Criterion met
Career and Personal Development					05/25/2017	CRER 137- Life and Career Planning (CRN- 43008) Spring 2017. 24 of 33 (72%) students completed their resume with a satisfactory grade as part of one of their assignments. The Resume assignment consisted of students learning about the different types and styles of resumes using the Perfect Resume online tool. A final resume was part of the final project due at the end of the semester. The assignments were worth 60 points combined out of the 930 possible points for the class.	Criterion met
Career and Personal Development					12/11/2017	CRER 137- Life and Career Planning (CRN- 81007) Fall 2017. 28 of 30 (93 %) students completed their resume with a satisfactory grade as part of one of their assignments. The Resume assignment consisted of students learning about the different types and styles of resumes using an online tool, writing a first draft of their resume and then a final draft of their resume. The assignment was worth 100 points out of the 1,000 possible points for the class.	Criterion met

Career and Personal Development					12/13/2017	CRER 137- Life and Career Planning (CRN- 81006) Fall 2017. 23 of 26 (88%) students completed their resume with a satisfactory grade as part of one of their assignments. The Resume assignment consisted of students learning about the different types and styles of resumes using an online tool, writing a first draft of their resume and then a final draft of their resume. The assignment was worth 100 points out of the 1,000 possible points for the class.	Criterion met
Career and Personal Development	CAN CRER 300	Identifying schoalrships	Upon successful completion of this course, a student will demonstrate research skills in relationship to exploring financial aid and scholarship opportunities	completion of research project	05/01/2017	Out of 27 students, 89% were able to successfully identify list scholarships that match their financial and personal profile	Criterion met
Career and Personal Development	CAN CRER 407	Understand community college options	Students will demonstrate the ability to use WebSmart, assist.org and the college catalog to formulate a Student Educational Plan.	Individual meeting with counselor to develop a comprehensive Student Educational Plan.	10/11/2017	Fall 2016 (93372) 19 of 23 (82%) students completed their Student Educational Plan (SEP) and met with a counselor as part of one of their assignments. The SEP assignment consisted of a counseling appt. to develop an SEP and then bringing the hard copy to class along with a reflection assignment. The assignment was worth 75 pts. out of 1,000 points for the class.	Criterion met
Career and Personal Development	CAN CRER 430	Assessments	Interpret and understand career assessment results	Students will write a summary of the results of each assessment and how they will use these results for further career and/or major research.	05/23/2017	CRER 430 – Career Assessment (CRN- 45028) Spring 2017. 8 of 9 (89 %) students completed their informational interview with a satisfactory grade as part of one of their assignments. The informational interview assignment consisted of students learning how to, and then conducting, an informational interview with a professional in a specific field of the student's choosing. After conducting the informational interview to learn more about the field, the student had to provide a write-up to discuss their findings and their next steps. As a credit/no credit class, the assignment was evaluated based on reflection and self-knowledge, not on a total points system.	Criterion met
Career and Personal Development		Interviewing	Demonstrate knowledge of informational interviewing skills	Students will conduct an informational interview and write a report summarizing their experience.	12/11/2017	CRER 430 – Career Assessment (CRN- 81017) Fall 2017. 9 of 10 (90%) students completed their informational interview with a satisfactory grade as part of one of their assignments. The informational interview assignment consisted of students learning how to, and then conducting, an informational interview with a professional in a specific field of the student's choosing. After conducting the informational interview to learn more about the field, the student had to provide a write-up to discuss their findings and their next steps. As a credit/no credit class, the assignment was evaluated based on reflection and self-knowledge, not on a total points system.	Criterion met
Chemistry	CAN CHEM 210	Limiting reactant	Determine the limiting reactant and the amount of excess reactant(s) remaining after the reaction from stoichiometry.	Questions added to exams	05/31/2017	Final Exam Question	Criterion not met
Chemistry					05/31/2017	Final Exam Questions	Criterion met
Chemistry	CAN CHEM 232	Relative Basicity	Predict the relative basicity of a series of amine based on molecular structure	One or more questions in midterms and/ or the final exam.	04/17/2017	65% of students answered the question correctly	Criterion not met
Engineering	CAN ENGR 111	Group work	Work effectively in groups in surveying and engineering design projects that involve problem solving, report writing, and oral presentations.	group presenations	12/19/2017	Success Criterion: Simple offsets to complete in field and office3 Simple offsets to complete in field2 Offsets are difficult to measure1 Offsets give incorrect positions0 Grade (Class Average): 2.9	Criterion met

Engineering		survey	Correctly perform surveying computations and design related to differential leveling, traverses, boundary surveys, and topographic surveys.	Demonstration of correct procedure for basic survey	12/19/2017	Success Criterion: Under 2 min level and centered3 Under 3 min level and centered2 Under 4 min level and centered1 Not leveled or centered any time0 Grade (Class Average): 2.8	Criterion met
Engineering	CAN ENGR 210	CAD	Use CAD software to create 2D engineering drawings, including working drawings and assembly drawings, as well as 3D models and assemblies.	Create a part, an assembly, or a drawing in SolidWorks.	01/12/2017	93% of students scored a 1 or 2. Class average was 1.52	Criterion met
Engineering				Create a solid model using AutoCAD. Create a layout showing standard orthographics views using SOLVIEW/SOLDRAW.	01/12/2017	93% of students scored a 1 or 2. Class average was 1.52	Criterion met
Engineering		Design	Apply the engineering design process to a design project.	Final Design Project	01/12/2017	100% of prototypes are functional.	Criterion met
Engineering		Orthographic	Apply rules of orthographic projection to create multiview drawings.	Given the isometric view of an object, draw the front, top, and right views. 0. Major errors in views. 1. Minor errors (missing hidden lines and/or center lines) 2. Views are all correct.	01/12/2017	93% of the students scored a 1 or 2. Class average is 1.62.	Criterion met
Engineering				Lab on Working Drawings	01/12/2017	93% of the students scored a 1 or 2. Class average is 1.62.	Criterion met
Engineering		Pictorials	Create pictorials from orthographic views.	Given multivies, sketch an isometric. 0 - Major errors 1 - Minor errors 2 - Correct Isometric	01/12/2017	93% of students scored a 1 or 2. Class average is 1.66	Criterion met
Engineering				Multiview with Acad(Test 1 Prob 2) 0 - unsatisfactory 1 - satisfactory 2 - outstanding	01/12/2017	93% of students scored a 1 or 2. Class average is 1.66	Criterion met
Engineering		Sectioning/Auxiliary	Create auxiliary and section views of an object following correct conventions.	Given multiviews, draw the indicated auxiliary view. 0 - major errors 1 - minor errors 2 - auxiliary view correct	01/12/2017	83% if students scored a 1 or 2. Class average is 1.52	Criterion met
Engineering				Given multiviews, draw the indicated sectional view. 0 - major errors 1 - minor errors 2 - correct sectional view	01/12/2017	83% if students scored a 1 or 2. Class average is 1.52	Criterion met
Engineering				Isometric Sketching 0 - unsatisfactory 1 - satisfactory 2 - outstanding	01/12/2017	83% if students scored a 1 or 2. Class average is 1.52	Criterion met

Engineering		Tolerances	Apply standards of dimensioning and tolerancing to engineering drawings.	<p>Problem #3, Test 3: Starting with the AutoCAD drawing file Test3_3_2007.dwg, add the geometric dimensioning information given below:</p> <p>a. On the right-side view, indicate depth dimension of the object using lower and upper limits of 0.995 and 1.005, respectively.</p> <p>b. Make the right-hand face in the right-side view flat within 0.005. Identify this surface as datum feature A.</p> <p>c. Make the lower surface in the front view perpendicular within 0.005 relative to primary datum feature A. Identify this surface as datum feature B.</p> <p>d. Make the right-hand face of the front view perpendicular within 0.005 relative to the primary datum feature A, and secondary datum feature B. Identify this surface as datum feature C.</p> <p>e. Add basic dimensions to locate the centerlines of the holes in the front view.</p> <p>f. Dimension the two holes using lower and upper limits of 1.000 and 1.005, respectively. Position these holes to be within 0.004 cylindrical</p>	01/12/2017	83% of students scored a 1 or 2. Class average was 1.38.	Criterion met
Engineering	CAN ENGR 215	Create	Create, test and debug sequential MATLAB programs, as well as programs that use object oriented techniques.	Evaluation of student MATLAB programs	05/25/2017	Class average is 2.5	Criterion met

Engineering		Simulation	Develop an algorithm to simulate a random process and write a Matlab program to test the validity of the algorithm.	<p>Assessment Method Category: Hours-by-Arrangement Problem</p> <p>Assessment Method:</p> <p>Using Matlab, write a "Monte Carlo" simulation that estimates the probabilities that a randomly dealt poker hand results in one of the following outcomes. The theoretical probabilities are given in parenthesis.</p> <ol style="list-style-type: none"> 1. One pair (0.423) 2. Two pair (0.0475) 3. Three of a kind (0.0211) 4. Flush (0.00197) <p>Compare the theoretical probabilities with the probabilities obtained from your simulation. Assume that each hand is dealt from a fair deck of 52 cards (no jokers). Use 100,000 runs in your simulation. Explain the differences between your estimated probabilities and the theoretical probabilities. How can you improve your estimates?</p> <p>0 = Little understanding of problem concept and/or Matlab language 1 = Some understanding of problem concept and/or Matlab language 2 = Minor algebraic/logic/Matlab</p>	05/25/2017	Class average is 2.8	Criterion met
Engineering	CAN ENGR 260	op amp	Apply a simple model for transistor and operational amplifiers to design and analyze simple circuits.	<p>Exam 2. Problem #4. Given an operational amplifier circuit, find the output voltage (or current) assuming ideal op amp techniques.</p> <p>0: No credit 1: Less than 50% of solution is correct 2: One major error (two or more minor errors) 3: one minor error (sign of unit vector, cross product) 4: Algebra error 5: Full Credit</p>	05/26/2017	Class average is 3.82	Criterion met

Engineering		responses	Analyze electric circuits for DC, transient, and AC voltage and current responses.	Problems 1 (Source Transformation), 2 (Mesh) & 3 (Nodal) Source Transformation: 0: No credit 1: two incorrect transformations 2: Transformed 2-ohm resistor 3: One incorrect transformation 4: Algebra error 5: Full Credit Mesh: 0: No credit 1: two incorrect meshes 2: constrained mesh 3: one incorrect mesh 4: Algebra Error 5: Full Credit Nodal: 0: No credit 1: two incorrect nodal equations 2: constrained node 3: one incorrect node 4: Algebra Error 5: Full Credit	05/26/2017	Class average is 4.12	Criterion met
Engineering					05/26/2017	Class average is 4.32.	Criterion met
Engineering		Solution	Synthesize a method of solution to the determine current or voltage in any circuit using a combination Kirchhoff's Laws, loop and node analysis, the solution of differential equations, generalized impedance and admittance techniques, and phasor methods.	Problems 4 (1st-order) and 7 (2nd-order) 1st-order: 0: No credit 1: one correct (solution, s-s, initial and tau) 2: two correct 3: Three correct 4: Algebra error 5: Full Credit 2nd-order: 0: No credit 1: one correct (s-s, char. eqn. transient form) 2: 2 correct 3: three correct 4: IC wrong 5: Full credit (or algebra)	05/26/2017	Class average is 3.98	Criterion met

Engineering		Steady state	Solve steady state AC circuit and network problems involving power transfer and resonance.	Problem 6 on Assessment (Complex, Apparent, Real, Reactive Power) Maximum Power: 0: No credit 1: only one correct (Zth, Vth, power factor, S) 2: two correct 3: Three correct 4: Algebra error 5: Full Credit	05/26/2017	Class average is 4.20	Criterion met
Fashion Design	CAN FASH 100	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.	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.	07/06/2017	Spring 2017: 65.9% performed at the excellent level, 20.4% performed at the Very good level, 9% performed at the satisfactory level, 4.5% performed at the unsatisfactory level.	Criterion met
Fashion Design		Elements of design	SLO 2: Identify, analyze and use the elements of design in the creation of original garment designs	Design assignments consisting of sketches and analysis of original garment designs	07/06/2017	Spring 2017: 60.9% performed at the excellent level, 30.4% performed at the Very good level, 4.3% performed at the satisfactory level, 4.3% performed at an unsatisfactory level.	Criterion met
Fashion Design		Principles of design	SLO 1. Identify, analyze and use the principles of design in the creation of original garment designs.	Design assignments	07/06/2017	Spring 2017: 52.2% performed at the excellent level, 43.5% performed at the Very good level, 4.3% performed at the satisfactory level.	Criterion met
Fashion Design				Design assignments consisting of sketches and analysis of original garment designs.	07/06/2017	Spring 2017: 52.2% performed at the excellent level, 43.5% performed at the Very good level, 4.3% performed at the satisfactory level.	Criterion met
Fashion Design	CAN FASH 110	Garment evaluation	SLO 1. Construct various garments during the semester.	SLO 1. Student garment will be evaluated using a rubric form with the following scores: 3=excellent, 2=good, 1=poor (needs improvement)	01/23/2017	Ronda: 100% of students successfully completed all garments Katy: 20/21 students successfully completed all garments	Criterion met
Fashion Design		Notebook w/samples	SLO 2. Complete construction techniques demonstrated in sample form.	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)	01/23/2017	Ronda: 18 students completed this task with an A grade 4 students completed this task with a B grade 1 student completed this task with a C grade Katy: 19 students completed this task with an A grade 2 students completed this task with a B grade	Criterion met
Fashion Design		Sewing terminology	SLO 3. Understand terminology used for garment construction.	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.	01/23/2017	Ronda: Embedded question #2 Bias - 83% of student correctly answered this question. Embedded question #2 Selvage - 79% of students correctly answered this question Embedded question #8 Fusing - 96% of students correctly answered this question Katy: Embedded question #2 Bias - 90% of student correctly answered this question. Embedded question #2 Selvage - 90% of students correctly answered this question Embedded question #8 Fusing - 62% of students correctly answered this question	Criterion met
Fashion Design	CAN FASH 111	Seam allowance method for altering patterns	SLO 1. Define terms and concepts involved in Techniques of Fit.	SLO 1. A notebook of manipulations will be tallied and evaluated at Midterm and on Final day.	01/23/2017	Midterm: Received an A: 75% Received a B: 12.5% Received a C: 6% Received an F: 6%	Criterion met

Fashion Design		Tag board sloper	SLO 2. Demonstrate an understanding of the seam allowance and slash & spread methods of altering patterns to be presented in a notebook.	SLO 2. The tag board sloper will be due on Finals Day.	01/23/2017	Notebook: Received an A: 88% Received a B: 6% Received a C 5%	Criterion met
Fashion Design		Terms and concepts	SLO 4. Create a basic muslin sloper from which students can make a tag board sloper.	Midterm given in week 7 which will include fill in and short answer questions.	01/23/2017	All students except 1 successfully completed this task.	Criterion met
Fashion Design	CAN FASH 113	Analyze and identify fabrics	SLO 3: Analyze and identify fabrics of unknown origin and be able to predict fabric performance based on knowledge of textile construction methods and fabric suitability for textile end use.	A practical fabric analysis where students analyze 5 fabrics of unknown origin.	01/23/2017	48% of students completed this task at an excellent level, 28% of students completed this task at a very good level, 16% of students completed this task at a satisfactory level and 8% of students completed this task at an unsatisfactory level. 92% of students successfully completed this task, demonstrating the ability to comprehend and apply all information presented in lectures/demos/readings to the full analysis of varied fabric types, a skill basic to any college level textile course. These stats show improvement in all evaluative categories over the previous semester's tabulations. No changes other than type and number of fabrics will be made.	Criterion met
Fashion Design		Define basic weave structures	SLO 2: Execute and define basic weave structures, and identify fabric swatches using those structures.	A weaving assignment where students identify, define, create and find examples of fabrics for four different weave structures.	01/23/2017	81.5% of students completed this task at an excellent level, 11.1% of students completed this task at a very good level, and 7.4% of students completed this task at a satisfactory level. A 100% success rate demonstrates full comprehension of the weaving process and the ability to identify and name fabrics associated with basic weave patterns. As this task is foundational to the preparation and completion of SLO III, no changes will be made	Criterion met
Fashion Design		Demonstrate knowledge of fibers, yarns and fabrics.	SLO 1. Identify and demonstrate knowledge of the performance of fibers, yarns and fabrics.	Four unit exams which are evaluated and rated, from excellent to very good to satisfactory to unsatisfactory	01/23/2017	44% of students completed this task at an excellent level, 22.5% completed this task at a very good level, 16.8% completed this task at a satisfactory level and 16.7% completed the task at an unsatisfactory level. The 83.3% success rate demonstrates that comprehension, identification, applications and performance predictions using proper textile nomenclature was achieved by students in the areas of fibers, yarns & fabrics. These numbers show an improvement in the very good, satisfactory and unsatisfactory categories over the previous course offering. The skills learned in this SLO prepare students for SLO III, so no changes will be made.	Criterion met
Fashion Design	CAN FASH 116	Pattern fitting and alterations	SLO 1. Demonstrate sewing techniques required for suits and coats.	SLO 1. Students will alter the suit or coat patterns they choose to construct and model the pattern in muslin.	01/23/2017	100% of students successfully completed this task	Criterion met
Fashion Design		Samples	SLO 2. Analyze methods of pattern alteration for proper fit.	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.	01/23/2017	100% of students successfully completed this task	Criterion met
Fashion Design		Tailored Garments	SLO 3. Identify appropriate fabric for jackets and coats.	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.	01/23/2017	87% of students completed jackets 13% of students did not complete jackets	Criterion met
Fashion Design	CAN FASH 118	Dart Manipulation Principles on Midterm	SLO 1. Demonstrate an understanding of the 2 flat pattern principles of dart manipulation and added fullness.	SLO 1 On a mid term exam students will identify the 2 flat pattern principles.	01/23/2017	53% of students correctly answered both parts of this question correct 10% of students correctly answered one part of this question correct 34% of students incorrectly answered both parts of this question	Criterion met

Fashion 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.	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.	01/23/2017	100% of students completed this task at a very good to excellent level	Criterion met
Fashion Design		Original garment for final	SLO 3 Illustrate an understanding of the relationship between pattern drafts, construction techniques and finished garment design.	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.	01/23/2017	90% of students performed this task at a very good to excellent level 3% of students performed this task at a satisfactory level 7% of students failed this task	Criterion met
Fashion Design	CAN FASH 122	Jacket Construction Using Traditional Tailoring Methods	SLO2. Construct a jacket or coat with the traditional method of tailoring.	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.	01/23/2017	100% of students successfully completed this task	Criterion met
Fashion Design		Pattern fitting and alterations	SLO 1. Alter jacket patterns for personal fit.	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.	01/23/2017	100% of students successfully completed this task	Criterion met
Fashion Design		Speed Tailored jacket	SLO3. Construct a jacket or coat using speed tailoring methods and applying fusible interfacing.	SLO 3: Students will develop a working notebook with handouts, construction techniques and samples, and notes	01/23/2017	100% of students successfully completed this task.	Criterion met
Fashion Design	CAN FASH 146	Design Ideas	SLO 3: Research new design ideas for creating garments.	Students will complete a notebook with handouts, construction techniques and samples, and notes	01/23/2017	78% of students completed this task with an A grade 9% of students completed this task with a B grade 13% of students completed this task with a C grade	Criterion met
Fashion Design		Garment Design	SLO 2. Understand how to change components of a garment for different designs.	SLO 2 Assessment. Students will present various designer techniques to the class. They will be responsible for researching topic and demonstrating technique to class.	01/23/2017	87% of students successfully completed this task, 3% of students did not complete.	Criterion met
Fashion Design		Garments	SLO 1. Construct garments with unique details.	Students will construct 3 garments, incorporating design details learned in class.	01/23/2017	Garment 1: 78% of students successfully completed this task Garment 2: 91% of students successfully completed this task Garment 3: 85% of students successfully completed this task	Criterion met
Fashion Design	CAN FASH 151	SLO 1: Target Markets	SLO 1: Identify target markets and customer groups by segmentation strategies.	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.	07/06/2017	Spring 2017: 11 Students received A's, 3 students received B's, 3 students received D's and 4 students received F's	Criterion met

Fashion Design				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.	07/06/2017	Spring 2017: 11 Students received A's, 3 students received B's, 3 students received D's and 4 students received F's	Criterion met
Fashion Design		SLO 2: Costing and Pricing	SLO 2: Analyze and understand costing and pricing strategies as they relate to apparel companies.	SLO 3: Students will compare the market by price points, quality, color and missed opportunities.	07/06/2017	Spring 2017: 11 students received A's, 3 students received B's, 2 students received C's and 5 students received F's	Criterion met
Fashion Design				Students will analyze three retail locations targeted towards their demographic. They will compare and evaluate the success of each retail location serving that demographic.	07/06/2017	Spring 2017: 11 students received A's, 3 students received B's, 2 students received C's and 5 students received F's	Criterion met
Fashion Design				Students will describe three retail locations targeted towards thier demographic, and explain what they like and dislike about each.	07/06/2017	Spring 2017: 11 students received A's, 3 students received B's, 2 students received C's and 5 students received F's	Criterion met
Fashion Design		SLO 3: Domestic vs International Production	SLO 3: Demonstrate understanding of the advantages and disadvantages of domestic vs. international production.	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.	07/06/2017	Spring 2017: 16 students received A's, 5 students received F's. No students received a B or C .	Criterion met
Fashion Design	CAN FASH 164	Dimensional Illustrations	SLO 2. Use line and shadow to create dimensional illustrations.	SLO2. Students will be assessed based on their skillful use of colored pencils in rendering textural effects for the fashion figure.	01/23/2017	62.5% of students completed this task at an excellent level, 29.2% of students completed this task at a very good level, 8.3% of students completed this task at a satisfactory level. 100% of students completed this task successfully, with 91.7% performing at the very good to excellent level, demonstrating comprehension of fashion figure development & application of demonstrated techniques which are the foundation of all fashion illustrations. Due to the basic & necessary skills learned in this task, no changes will be made.	Criterion met
Fashion Design		Textural Effect with Color Pencils	SLO 1 Use color pencils to create textural effects for the fashion figure.	SLO 1. Students will be assessed based on their skill at creating proportional fashion illustrations using line manipulation.	01/23/2017	60% of students completed this task at an excellent level, 36% of students completed this task at a very good level, 4% of students completed this task at a satisfactory level. 100% of students were able to apply, blend, shade and create textures and patterns on the fashion figure using colored pencils. No changes will be made as this task prepares students for the completion of SLO III.	Criterion met
Fashion Design		Use of Watercolor	SLO 3. Use watercolor to express mood and attitude in the fashion figure.	+ SLO 4. Students will be assessed based on their skill in using watercolor to express mood and attitude in rendering the fashion figure.	01/23/2017	52% of students completed this task at an excellent level, 44% of students completed this task at the very good level and 4% of students completed this task at a satisfactory level. The 100% success rate, with 96% of students performing at the very good to excellent levels, demonstrates that students were able to continue skills & success rates achieved on SLO's I & II, and apply these skills to a new media & new rendering techniques with equally successful results. No changes other than assignment theme will be made.	Criterion met
Fashion Design	CAN FASH 168	Design principles	SLO 2. Identify and apply the design principles and techniques necessary for the draping process.	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.	01/23/2017	SLO 2: Average results of in-class draping assignments show evidence of: Superior skill in using the draping process for creating designs: : 80% Good skill in using the draping process for creating designs: : 19% Basic skill in using the draping process for creating designs: 1%	Criterion met

Fashion Design		Fabric grain	SLO 1. Evaluate fabric grain and its affect on the hang of the garment.	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.	01/23/2017	SLO 1: Completion of assignment with evidence of : Superior knowledge of the effect of grain on the design of the garment: 83% Good knowledge of the effect of grain on the design of the garment: 17%	Criterion met
Fashion Design		Original garment	SLO 3. Demonstrate an understanding of these principles and techniques through the creation of an original design.	SLO 3. Assessment: Completion of a final, original design, evaluated by the instructor for proper application of design principles and draping technique	01/23/2017	SLO 3: Completion of garment with: 1. Superior use of design principles and draping techniques: 77% 2. Good use of design principles and draping techniques: 20% 3. Basic use of design principles and draping techniques: 3%	Criterion met
Fashion Design	CAN FASH 171	measurement calculations	SLO 1. Demonstrate the ability to take proper measurements and make the necessary calculations specific to the pant draft.	Student will submit a clean well marked basic pant pattern.	01/23/2017	All students successfully completed this task	Criterion met
Fashion Design		test garment	SLO 2 Make a muslin test garment of the basic pant draft	Student will submit a test garment	01/23/2017	All students successfully completed this task	Criterion met
Fashion Design	CAN FASH 197	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.	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.	01/23/2017	SLO 1: Completion of 1/2 scale designs with a high degree of success: 80% 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: 0%	Criterion met
Fashion Design		Draping	SLO3. Apply Draping techniques to create a pattern for a design from different historic periods, including the Renanissance Baroque and 19th centuries.	SLO3. Creation of half scale patterns of designs chosen from 2 different historic periods. evaluated by the instructor for accuracy of cut and fit.	01/23/2017	SLO 3: Research completed with a high degree of success: 80% Research completed with an overall degree of success, with room for improvement: 19% Research completed with a minimum degree of success: 1%	Criterion met
Fashion Design		Identify Historic Periods	SLO 2. Identify styles of different historic periods	SLO 2. Objective exam covering different historic styles.	01/23/2017	SLO 2: Exam score of 90% or higher: 35% Exam score of 80- 90%: 55% Exam score of 70-80%: 10% Exam score below 70%: 0%	Criterion met

Fashion Design	CAN FASH 672	Analyze and perform	Analyze and successfully perform program-related responsibilities.	Students will complete a written report on their two most challenging goals. Students' supervisors will rate all goals. Faculty will use a mutually developed rubric to assess student work.	03/22/2017	For Fall 2016 FASH 672: 100% of the students who successfully completed this class met this outcome.	Criterion met
Fashion Design		Develop and implement	Develop and implement new program-related tasks, skills, or behaviors on the job.	Completed and assessed Cooperative Education Work Experience Agreement Form.	03/22/2017	For Fall 2016 FASH 672: 100% of the students who successfully completed this class met this outcome.	Criterion met
Fashion Design		Learning skills and performance objectives	Establish and achieve measurable program-related learning skills and performance objectives at the workplace.	Students will complete pages 7-10 in the Cooperative Education Handbook. Students will complete pages 14-15 in the Coop Ed Handbook. Faculty will use a mutually developed rubric to assess student work. (See Coop Ed Handbook under All 672 Internships in Documents).	03/22/2017	For Fall 2016 FASH 672: 100% of the students who successfully completed this class met this outcome.	Criterion met
Fashion Design	CAN FASH 880CA	SLO 1: Analyze Italian Apparel Industry	SLO 1: Analyze and compare the Italian apparel industry pre-WWII through present day.	On an exam, students will identify the influence of WWII on clothing trends for that time period through present day.	09/27/2017	100 % of the students successfully completed this task.	Criterion met
Fashion Design					09/27/2017	100% of students successfully completed this task.	Criterion met
Fashion Design		SLO 2: Visual Merchandising	SLO 2: Compare the visual merchandising of Italian window displays.	Students will write an essay on Italian window display styles, comparing many of the different fashion store windows in Florence and Milan, Italy.	09/27/2017	100% of students successfully completed this task.	Criterion met
Fashion Design					09/27/2017	100% of students successfully met this criteria	Criterion met
Fashion Design		SLO 3: Fashion Designers	SLO 3: Recognize the major works of Italian Fashion designers.	Research a topic of the Italian Fashion Industry and present orally to the class using a power point presentation.	09/27/2017	100% of students successfully completed this task.	Criterion met
Fashion Design					09/27/2017	100% students successfully performed this task.	Criterion met

Library	CAN LIBR 100	Access	Locate and retrieve college-level print and digital resources.	Annotated Bibliography	05/31/2017	<p>While the percentage of students that had visited the library was higher than fall 2016, we found that many students had not spent any time in the library before taking the LIBR 100 class. For 25.6% of students' spring 2017 was their first semester at Cañada and 15.4% had only been in the library 0 to 5 times in fall 2016. Student's comfort level in the library rose after taking LIBR 100. At the end of the semester 12.8%, more students strongly agreed that they felt comfortable in the library. Furthermore, at the end of the semester students felt more comfortable asking the librarian for help. According to the survey, 7.7% more students reported that they strongly agreed that they felt comfortable asking the librarian for help.</p> <p>Students expressed a greater understanding of how to find books in the library. At the end of the semester 30.7% more students expressed that they strongly agreed that they knew how to use the library catalog to find books. Students expressed a greater understanding of how to use the library databases. At the beginning of the semester, 20.5% of students disagreed or strongly disagreed that they could use the databases. By the end of the semester, all students agreed or strongly agreed that they could use the databases.</p> <p>Students also had more confidence in their ability to evaluate information. At the beginning of the semester, 28.2% of students disagreed or strongly disagreed that they were able to decide if a website had information that they could trust. By the end of the semester 53.8% strongly agreed and 46.2% agreed that they could determine if they information they found was trustful.</p> <p>Students' confidence in their ability to cite information in MLA also greatly increased by the end of the semester. At the beginning of the semester, 17.9% of students disagreed that they were able to cite sources using MLA. At the end of the semester 84.6% strongly agreed and 15.4% agreed that they were able to cite sources using MLA.</p>	Criterion met
Library				pre and post survey	05/31/2017	<p>While the percentage of students that had visited the library was higher than fall 2016, we found that many students had not spent any time in the library before taking the LIBR 100 class. For 25.6% of students' spring 2017 was their first semester at Cañada and 15.4% had only been in the library 0 to 5 times in fall 2016. Student's comfort level in the library rose after taking LIBR 100. At the end of the semester 12.8%, more students strongly agreed that they felt comfortable in the library. Furthermore, at the end of the semester students felt more comfortable asking the librarian for help. According to the survey, 7.7% more students reported that they strongly agreed that they felt comfortable asking the librarian for help.</p> <p>Students expressed a greater understanding of how to find books in the library. At the end of the semester 30.7% more students expressed that they strongly agreed that they knew how to use the library catalog to find books. Students expressed a greater understanding of how to use the library databases. At the beginning of the semester, 20.5% of students disagreed or strongly disagreed that they could use the databases. By the end of the semester, all students agreed or strongly agreed that they could use the databases.</p> <p>Students also had more confidence in their ability to evaluate information. At the beginning of the semester, 28.2% of students disagreed or strongly disagreed that they were able to decide if a website had information that they could trust. By the end of the semester 53.8% strongly agreed and 46.2% agreed that they could determine if they information they found was trustful.</p> <p>Students' confidence in their ability to cite information in MLA also greatly increased by the end of the semester. At the beginning of the semester, 17.9% of students disagreed that they were able to cite sources using MLA. At the end of the semester 84.6% strongly agreed and 15.4% agreed that they were able to cite sources using MLA.</p>	Criterion met