

Title	1) Outcome to be assessed	2) Means of assessment and criteria of success	3) Summary of data collected	4) Analysis of data	5) Plan of action/what to do next
VBUS-012 Workforce Readiness	<p>1. The students will be able to consider and use effective communication, decision-making, interpersonal, job seeking, and lifelong learning skills as tools to draw on selectively to more effectively achieve their purpose.</p> <p>2. The students will be able to successfully carry out their roles as community members, workers, and citizens.</p>	<p>1. Student will:</p> <ol style="list-style-type: none"> I. Copy and paste a job description (into a MS Word document) from one of the leading job search engines on a specific position that the student is interested in applying. II. Create a functional or chronological resume detailing the students' knowledge, skills and work experience customized to a specific position, i.e., the job description described in item one. III. Demonstrate proper interviewing techniques by participating in mock interviews: <ol style="list-style-type: none"> a. Dressing appropriately for the simulated interview, using appropriate non-verbal language, e.g., eye contact, handshake, attentiveness, etc. b. Preparing a 30 second – one minute “elevator speech” that serves as a brief self-introduction and summarizes the students work experience and skill sets c. Answering a series of standard and behavioral based interview questions appropriately IV. Write a post-interview thank you letter to the “hiring manager” saved in MS Word format for submission to the instructor <p>2. Student will write a paper in MS Word comprising at least two paragraphs describing in detail how they will apply the skills learned in the course to:</p> <ol style="list-style-type: none"> I. Seek employment [job seekers] II. Improve productivity, efficiency, and/or operations in the workplace [current job holders] III. Enhance professional relationships with colleagues by applying select communication/leadership techniques 	<p><u>Spring 2013</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>2 SLOs combined 59 students assessed; 36 passed</p> <p>The department collected the assessment data from scantron assessment sheets in an attempt to measure each SLO with its own assessment. However, the data wasn't consistently formatted for it to be successfully scanned. This resulted in the data being aggregated as indicated above.</p> <p>The department is developing Excel templates to simplify the assessment data gathering process.</p> <p>In addition, the department has developed a Wiki to gather and track all curriculum data, including SLO assessment data.</p>	<p><u>Spring 2013</u></p> <p>61% passing rate The decline in passing rates are partially indicative of the number of students who left the course early as they gained employment. In addition, the department moved locations which attracted students with lower skills in the new service area. Due to this move, this course, which is generally is a capstone course, became a point of entry for many students.</p>	<p>The department will continue to seek opportunities for students to volunteer with employers to gain hands-on experience.</p>