

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
<p>VBUS-262 Introduction to Spreadsheets using MS Excel</p>	<ol style="list-style-type: none"> <li>1. Upon successful completion of this course students will be able to create, edit, save, and print simple spreadsheets.</li> <li>2. Upon successful completion of this course students will be able to organize, format, and sort data in an Excel spreadsheet.</li> <li>3. Upon successful completion of this course students will be able to prepare spreadsheets for printing using the "Page Setup" options.</li> </ol>	<ol style="list-style-type: none"> <li>1. To demonstrate proficiency, the student will:               <ol style="list-style-type: none"> <li>I. Create a quarterly budget containing expenses for the first six months of the year:                   <ol style="list-style-type: none"> <li>a. Save the spreadsheet to a USB flash drive under a name assigned by the instructor</li> <li>b. Close the spreadsheet, exit the application and reopen the workbook to make revisions as directed by the instructor.</li> <li>c. Print one page of the worksheet</li> </ol> </li> </ol> </li> <li>2. To demonstrate proficiency, the student will:               <ol style="list-style-type: none"> <li>I. Open the workbook created in previous assessment (Outcome 1)</li> <li>II. Format the months of the year and individual expenses (or use the Format as Table tool to apply specific formatting)</li> <li>III. Sort information alpha-numerically in ascending and descending order</li> <li>IV. Filter information as directed by instructor</li> </ol> </li> <li>3. To demonstrate proficiency, the student will:               <ol style="list-style-type: none"> <li>I. Using the workbook created in the initial assessment (Outcome 1) use the Page Layout option to:                   <ol style="list-style-type: none"> <li>a. Add a header and footer</li> <li>b. Change orientation from Portrait to Landscape</li> <li>c. Adjust margins to one inch (top, bottom, left and right).</li> <li>d. Set a print area, e.g., print only Quarter one expenses</li> </ol> </li> </ol> </li> </ol>	<p>Spring 2013</p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>3 SLOs combined <b>109 students assessed; 41 passed</b></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>Spring 2013</p> <p>38% passing rate</p> <p>The decline in passing rates from 50% in 2011-12 are partially indicative of the department's relocation which attracted students with lower skills in the new service area.</p>	<p>Work more closely with students who are not attending regularly and review individual units to see where improvements can be made.</p> <p>Encourage students to enroll in one or more Introduction to Computer Software Applications classes concurrently with VBUS-262- Introduction to Spreadsheets using MS Excel for more instruction and practice time.</p>