

Spring 2014 SLO Assessments CTE, CE – Business Skills Department

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-010 Introduction to Web Design using Adobe Dreamweaver</p>	<p>1. The students will be able to design a fully functional website on the internet.</p> <p>2. The students will be able to objectively evaluate the needs of a website for a client’s company and the types of elements that should be included in their website.</p> <p>3. Analyze a website for Search Engine Optimization (SEO) and apply basic search engine marketing techniques.</p> <p>4. Recognize the difference between print and web graphics and be able to communicate to clients the type off graphic files needed for the project.</p>	<p>1. The students will be able to design a fully functional website on the internet.</p> <p>I. Construct as a class project a sample website that includes:</p> <p>a. Home Page with a navigational menu consistent throughout entire website.</p> <p>b. A minimum of the following 3 types of links on each web page:</p> <p>i. About Page web page.</p> <p>ii. Product or Service page.</p> <p>iii. Contact Page.</p> <p>c. A logo image consistent throughout entire website.</p> <p>d. A minimum of one descriptive image related to the content of the applicable Home Page and/or sublevel pages.</p> <p>2. Student will write a proposal summary in MS Word comprising with the following requirements:</p> <p>I. Problem Statement</p> <p>a. Client needs (i.e., need a website to promote business).</p> <p>b. Web site Requirements (i.e., Website needs to provide information regarding the company, services, contact information, services and/or product).</p> <p>c. Website Goals and Objectives (i.e., meet client’s needs and expectations, promote business, expand exposure, etc.).</p> <p>II. Recommended Solution</p> <p>a. Content: define how many web pages, elements (order list, etc.) will be required</p> <p>b. Resources: images, multimedia elements, etc.</p> <p>c. Pricing information: Proposed fee Summary (mock-up).</p> <p>d. Next Steps: Project start/completion, etc.</p> <p>3. Write a summary of the Search Engine Optimization analysis and proposed marketing strategy for the website.</p> <p>4. Write short description of the image formats, resolution and file size used on each page.</p>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1: <b>28 students assessed; 20 passed</b></p> <p>SLO 2: <b>28 students assessed; 21 passed</b></p> <p>SLO 3: <b>28 students assessed; 26 passed</b></p> <p>SLO 4: <b>28 students assessed; 25 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report on performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 71.43%</p> <p>Per SLO:</p> <p>SLO 1 71.43%</p> <p>SLO 2 75.00%</p> <p>SLO 3 92.86%</p> <p>SLO 4 89.29%</p> <p>The course had a 71.43 % passing rate in Spring 2014, decreased from 85% in Fall 2013. Even so, the faculty will continue to ensure the student assessments reflect industry standard skills required for employability.</p>	<p>We will continue to post samples of student work on the department web site <a href="http://www.sccce.org">www.sccce.org</a> to encourage students to produce quality work, as well as to make available to employers samples of their work.</p> <p>Fall 2014 all Adobe courses will be using Adobe Creative Cloud.</p> <p>We will continue to encourage students to enroll in one or more Introduction to Computer Software Applications classes concurrently with VBUS-010-Introduction to Web Design using Adobe Dreamweaver for additional assistance with their skill development.</p> <p>We will advise and encourage students to enroll in VBUS-302 Introduction to Web Page Development using HTML and VBUS-303 Introduction to Electronic Imaging using Adobe Photoshop. Current instructors provided these suggestions to the department during the January 21 department meeting.</p>

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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"> <li>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.</li> <li>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.</li> <li>III. Demonstrate proper interviewing techniques by participating in mock interviews: <ol style="list-style-type: none"> <li>a. Dressing appropriately for the simulated interview, using appropriate non-verbal language, e.g., eye contact, handshake, attentiveness, etc.</li> <li>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</li> <li>c. Answering a series of standard and behavioral based interview questions appropriately</li> </ol> </li> <li>IV. Write a post-interview thank you letter to the “hiring manager” saved in MS Word format for submission to the instructor</li> </ol> <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"> <li>I. Seek employment [job seekers]</li> <li>II. Improve productivity, efficiency, and/or operations in the workplace [current job holders]</li> <li>III. Enhance professional relationships with colleagues by applying select communication/leadership techniques</li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1: <b>59 students assessed; 46 passed</b></p> <p>SLO 2: <b>59 students assessed; 41 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 66.10%</p> <p>Per SLO</p> <table border="0"> <tr> <td>SLO 1</td> <td>77.97%</td> </tr> <tr> <td>SLO 2</td> <td>69.49%</td> </tr> </table> <p>The course had a 66.10% passing rate in Spring 2014, decreased from 78% Fall 2013.</p>	SLO 1	77.97%	SLO 2	69.49%	<p>The department will continue to seek opportunities for students to volunteer with employers to gain hands-on experience.</p> <p>The department will develop a process in which students have the opportunity to take the course assessment during the mid-point of the semester. This will allow the department to capture the students who leave the program due to employment opportunities.</p> <p>The course outline will be revised Fall 2014 to reflect up to date skills needed for the workforce.</p>
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VBUS-013 Introduction to Personal Management using Microsoft Outlook	<p>1. Upon successful completion of this course students will be able to utilize Microsoft Outlook's Mail feature to effectively manage an email account.</p> <p>2. Upon successful completion of this course students will be able to demonstrate how to utilize Microsoft Outlook's Calendar and Contacts to effectively manage personal data.</p>	<p>1. The student will:</p> <ul style="list-style-type: none"> <li>I. Demonstrate their ability to open, review, and reply to an email by responding to a message sent to them by the instructor</li> <li>II. Compose a new email message, attach a file (document, spreadsheet and/or picture) and send to the instructor as directed</li> <li>III. While being observed by the instructor; organize and manage the inbox by creating custom folders as directed including:               <ul style="list-style-type: none"> <li>a. Copying messages to select folders</li> <li>b. Moving messages to select folders</li> <li>c. Deleting messages</li> </ul> </li> <li>IV. Create a distribution list               <ul style="list-style-type: none"> <li>a. Assigning a unique name to the list, e.g., Management Team</li> <li>b. Add four email address to the distribution list (instructor and three classmates)</li> <li>c. Crafting an email message and sending it the members of the distribution list</li> </ul> </li> </ul> <p>2. Under direct observation by instructor, the student will:</p> <ul style="list-style-type: none"> <li>I. Create one and two hour appointments on multiple days throughout the week</li> <li>II. Organize a meeting with three or more people</li> <li>III. View the "Free/Busy" times of meeting participants</li> <li>IV. Send Outlook meeting invitations to select individuals</li> </ul>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1:  <b>37 students assessed;</b>  <b>28 passed</b></p> <p>SLO 2:  <b>37 students assessed;</b>  <b>35 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 70.27%</p> <p>Per SLO:</p> <p>SLO 1 75.68%</p> <p>SLO 2 94.59%</p> <p>Performance met expectations.</p>	<p>The faculty will continue to ensure the student assessments reflect industry standards skills required for employability.</p>

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VBUS-014 Introduction to Mobile and Social Media Tools	<p>1. Upon successful completion of this course students will be able to create accounts on a wide array of social media web sites.</p> <p>2. Upon successful completion of this course students will be able to utilize mobile technology social media tools.</p>	<p>1. To demonstrate competence of the SLOs, the student will create a minimum of three social media accounts and use the social media to notify the instructor of successful account creation including:</p> <ol style="list-style-type: none"> <li>I. Establish a Google Gmail account</li> <li>II. Create a Facebook media account</li> <li>III. Create a DropBox account</li> <li>IV. After logging in to each account, perform a screen capture of each and paste into a MS Word document</li> <li>V. Save to a USB Flash drive under a name specified by instructor</li> <li>VI. Develop a basic Wiki using Google Sites and upload the Word document to your home page as instructed</li> <li>VII. Create a hyperlink on the homepage that takes the user to your Facebook page</li> </ol> <p>2. To show competence of the SLOs, the student will demonstrate skills to use mobile technology or other devices to share content through social media tools/plug-ins. Download specific application, e.g., DropBox, onto a smart device, e.g., Android / iPhone or tablet computer</p> <ol style="list-style-type: none"> <li>I. Create a basic spreadsheet and save to a USB Flashdrive</li> <li>II. Upload the spreadsheet to the DropBox account created in Outcome 1</li> <li>III. Access the file by downloading and viewing it on a smart device using the installed app</li> <li>IV. Email the downloaded file to the instructor using a smart device</li> <li>V. Compose a second email containing a link to you Wiki site and send to instructor as directed</li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1:  <b>38 students assessed;</b>  <b>38 passed</b></p> <p>SLO 2:  <b>38 students assessed;</b>  <b>37 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 97%</p> <p>Per SLO:            SLO 1 100%</p> <p>SLO 2 97.37%</p> <p>Performance met/exceeded expectations.</p>	<p>The faculty will continue to ensure the student assessments reflect industry standard skills required for employability.</p> <p>The department will develop a short pre-class video accessible via link to a private account on YouTube allowing only persons with the link to view the video. This video will guide students on how to access course folders in the directory.</p> <p>The department will change the DropBox requirement on the assessment to an optional use of Google Drive to accommodate different mobile devices.</p> <p>The department will look at a recommendation to incorporate a unit on WordPress.</p>

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VBUS-080 Introduction to Medical Billing	<p>1. The students will be familiar with the rules and guidelines of health care plans in order to submit proper documentation for appropriate reimbursement of services rendered.</p> <p>2. The students will be able to use a variety of medical software with a minimum of training.</p>	<p>1. The student will successfully:</p> <ol style="list-style-type: none"> <li>I. Answer 10 vocabulary words given in class.</li> <li>II. Will print a completed claim form in class.</li> </ol> <p>2. Student will be able to enter the following information in a Medical Billing software application:</p> <ol style="list-style-type: none"> <li>I. Patient information</li> <li>II. Case information</li> <li>III. Transaction information</li> <li>IV. Create and print the claim form</li> <li>V. Schedule three patients for appointments and print the appointment list</li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1: <b>41 students assessed; 36 passed</b></p> <p>SLO 2: <b>41 students assessed; 41 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 87.80%</p> <p>Per SLO: SLO 1 87.80%</p> <p>SLO 2 100%</p> <p>Performance met/exceeded expectations.</p>	<p>We believe now that the program has been fully implemented we will be able to better instruct the students to meet the rigor of the new industry ICD-10 standards.</p> <p>Beginning Spring 2014 a better working relationship with the software support team was initiated and the students encountered less difficulties with the software.</p>

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VBUS-096 Introduction to Use of Digital Cameras	<p>1. Upon successful completion of this course students will be able to make better informed decisions regarding purchase of digital cameras and/or accessories for business or personal use.</p> <p>2. The students will be able to use their existing digital camera gear more efficiently/effectively to produce images for business or personal use.</p> <p>3. be able to implement the process of getting images from the camera to the desired target output media (print, web, email, CD).</p> <p>4. Upon successful completion of this course students will be able to perform basic image editing (e.g., cropping, resizing, etc.).</p> <p>5. Upon successful completion of this course students will be able to use digital camera images in several popular computer applications.</p>	<p>1. Review at least three different camera models and evaluating each based on:</p> <ol style="list-style-type: none"> <li>I. Resolution (Mega-pixels)</li> <li>II. Zoom factor (Digital vs. Optical)</li> <li>III. Value (model options / limitations vs. other models for a particular make)</li> <li>IV. Include Point &amp; Shoot and Digital SLR</li> </ol> <p>Student will write a one page summary that compares at least three different digital camera makes/models based on the criteria outlined above.</p> <p>2. Using the techniques outlined throughout the course capture photos using:</p> <ol style="list-style-type: none"> <li>I. Macro functionality for detailed images of select objects</li> <li>II. Landscape using only natural light (no flash)</li> <li>III. Flash photography to bring out detail for poorly lit subjects</li> </ol> <p>3. Student will demonstrate this outcome by:</p> <ol style="list-style-type: none"> <li>I. Transferring five images (using a USB card reader or transfer cable) to a flash drive or uploading to a shared directory for weekly critique/reviews</li> <li>II. Place an image in a Microsoft Office document; e.g. MS Word, PowerPoint, Excel or Outlook</li> <li>III. Printing one photo for submission to instructor</li> </ol> <p>4. Student</p> <ol style="list-style-type: none"> <li>I. Print one unedited, color photo</li> <li>II. Using photo editing software, e.g., Photoshop or Microsoft Office 2010:             <ol style="list-style-type: none"> <li>a. Adjust the brightness</li> <li>b. Crop the photo as directed by instructor</li> <li>c. Decrease the image size</li> <li>d. Print a second edited image for comparison to the unedited version</li> </ol> </li> </ol> <p>5. Using the edited image from Outcome 4</p> <ol style="list-style-type: none"> <li>I. Insert it into a slide on a new PowerPoint presentation</li> <li>II. Attach the image to an email message and send it to the instructor</li> <li>III. Open MS Word and paste the image into the document and format it so that the text wraps around the graphic.</li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1:  <b>54 students assessed;          40 passed</b></p> <p>SLO 2:  <b>54 students assessed;          45 passed</b></p> <p>SLO 3:  <b>54 students assessed;          41 passed</b></p> <p>SLO 4:  <b>54 students assessed;          44 passed</b></p> <p>SLO 5:  <b>54 students assessed;          48 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 74.07%</p> <p>Per SLO:</p> <table border="0"> <tr> <td>SLO 1</td> <td>74.07%</td> </tr> <tr> <td>SLO 2</td> <td>83.33%</td> </tr> <tr> <td>SLO 3</td> <td>75.93%</td> </tr> <tr> <td>SLO 4</td> <td>81.48%</td> </tr> <tr> <td>SLO 5</td> <td>88.89%</td> </tr> </table> <p>The performance met expectations.</p>	SLO 1	74.07%	SLO 2	83.33%	SLO 3	75.93%	SLO 4	81.48%	SLO 5	88.89%	<p>Course assessments were reviewed and slight changes were made. In addition, student projects now include real-life experiences, which will better equip students to meet industry standards and be more employable.</p> <p>The department will be developing a method in which students are able to take part of the assessment at the mid-point of the semester. It is also encouraged that students not interested in obtaining a certificate take the assessment for internal reporting.</p>
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VBUS-097 Introduction to Personal Commerce on the Internet	<p>1. Upon successful completion of this course students will be able to identify several secure online vendors.</p> <p>2. Upon successful completion of this course students will be able to search for and locate items of interest for purchase.</p> <p>3. Upon successful completion of this course students will be able to describe methods to improve security in online transactions (i.e., sensitive information, payment options, etc.).</p>	<p>1. Submit a printout of a webpage comparing costs of a selected item from a variety of online vendors with a notation of which vendors would likely be the best for the purchase with a short summary of the rationale for selecting the chosen vendor.</p> <p>2. The student will submit a printout with the following minimum descriptions:</p> <ul style="list-style-type: none"> <li>I. Item price</li> <li>II. Vendor ratings reputation</li> <li>III. Customer Reviews</li> <li>IV. Shipping methods and promotions (i.e., free shipping, etc.)</li> </ul> <p>3. The student will submit a printout demonstrating that the following:</p> <ul style="list-style-type: none"> <li>I. The student has created an account on eBay. (Student is not expected to purchase or sell any item).</li> <li>II. Write and submit a description (at least two paragraphs) of how to sell an item on the internet.</li> <li>III. Write and submit a discussion of security, marketing, and payment processing.</li> </ul>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1: <b>58 students assessed; 53 passed</b></p> <p>SLO 2: <b>58 students assessed; 32 passed</b></p> <p>SLO 3: <b>58 students assessed; 28 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 41.38%</p> <p>Per SLO:</p> <p>SLO 1     91.38%</p> <p>SLO 2     55.17%</p> <p>SLO 3     48.28%</p> <p>Did not meet expectations</p>	<p>The faculty will continue to ensure the student assessments reflect industry standards skills required for employability. Faculty will focus on reviewing the assessments for SLO 2 and SLO 3.</p>

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VBUS-101 Introduction to 3D Modeling using Blender	<ol style="list-style-type: none"> <li>1. Upon successful completion of this course students will be able to demonstrate an understanding of the principles and techniques used for creation of three-dimensional content through the planning, creation and design of models and environments using 3D principles.</li> <li>2. Upon successful completion of this course students will be able to identify and effectively apply conceptual thinking skills that are important in animation for the utilization of model creation, texture manipulation, scene rendering and the production of meaningful and artistic visualizations.</li> <li>3. Upon successful completion of this course students will be able to demonstrate successful problem solving that results from experimentation, exploration, and the taking of risks during the creative problem-solving process.</li> <li>4. Upon successful completion of this course students will be able to apply their skills in technical manuals, games, architecture presentations, Web content, Television, and other media to create exciting 3D visual expression.</li> </ol>	<ol style="list-style-type: none"> <li>1. Submit a render electronic file of the results of three of the basic practice tutorials using the following techniques: <ol style="list-style-type: none"> <li>I. Mesh Modeling</li> <li>II. Material</li> <li>III. Texture</li> </ol> </li> <li>2. The student will prepare and submit a render electronic file of a World environment and scene for a render animated video that will include the following: <ol style="list-style-type: none"> <li>I. Image used for texturing an object.</li> <li>II. Special effects such as fog, stars, mist, etc.</li> <li>III. Lighting and Lamps to create an atmosphere.</li> <li>IV. Camera(s) with constraints to empty objects.</li> </ol> </li> <li>3. The student will submit a render electronic file of special effects such as fog, mist, etc. on a World and scene.</li> <li>4. The student will submit a render electronic file of an animated QuickTime formatted movie with the following objects <ol style="list-style-type: none"> <li>I. A customized World and scene.</li> <li>II. Several mesh Models of: <ol style="list-style-type: none"> <li>a. Textured building structure</li> <li>b. Texture Landscape</li> <li>c. Particles</li> <li>d. Animated lighting and lamps</li> </ol> </li> </ol> </li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1: <b>21 students assessed; 15 passed</b></p> <p>SLO 2: <b>21 students assessed; 15 passed</b></p> <p>SLO 3: <b>21 students assessed; 15 passed</b></p> <p>SLO 4: <b>21 students assessed; 16 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 71.43%</p> <p>SLO 1      71.43%</p> <p>SLO 2      71.43%</p> <p>SLO 3      71.43%</p> <p>SLO 4      76.19%</p> <p>Performance met expectations.</p>	<p>Since previous year's assessment, the instructor modified the lessons so that the students master the skills of each lesson and then implement the lesson's skills with the next lessons exercise to build up their skills. These techniques have facilitated the student's ability to complete one or more of the final project(s).</p>



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VBUS-102 Introduction to Desktop Publishing using Adobe InDesign	<ol style="list-style-type: none"> <li>1. Upon successful completion of this course students will be able to identify and apply the four basic rules of good design (contrast, repetition, alignment, and proximity) in a publication.</li> <li>2. Upon successful completion of this course students will be able to Design and implement a print publication (newsletter, brochure, poster, etc.) using graphics and text.</li> <li>3. Upon successful completion of this course students will be able to export a publication as an Adobe PDF file, optimized for web, desktop publishing, or offset (professional) printing.</li> </ol>	<ol style="list-style-type: none"> <li>1. The student will submit up to two pages as an electronic file (PDF format) of the layout of a brochure and/or newsletter project created in class, incorporating images (photos, illustrations, royalty-free clipart, etc.) and text.</li> <li>2. The student will prepare and submit an electronic file (PDF format) of a project approved by the instructor, created in the classroom, incorporating a minimum of 4 images (photos, illustrations, royalty-free clipart, etc.) and text.</li> <li>3. The student will submit an optimized (reduced file size) of a final project based on an approved layout containing illustrations, digital photos, and text contained in appropriate frames.</li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1: <b>13 students assessed;</b> <b>13 passed</b></p> <p>SLO 2: <b>13 students assessed;</b> <b>13 passed</b></p> <p>SLO 3: <b>13 students assessed;</b> <b>13 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 100%</p> <table border="0"> <tr> <td>SLO 1</td> <td>100%</td> </tr> <tr> <td>SLO 2</td> <td>100%</td> </tr> <tr> <td>SLO 3</td> <td>100%</td> </tr> </table> <p>Performance met/exceeded expectations.</p>	SLO 1	100%	SLO 2	100%	SLO 3	100%	<p>The faculty will continue to ensure the student assessments reflect industry standards skills required for employability.</p> <p>The department will be developing a method in which students are able to take part of the assessment at the mid-point of the semester. They will also encourage students not interested in obtaining a certificate to take the assessment for internal reporting.</p>
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SLO 3	100%										

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VBUS-105 Introduction to 3D Animations Using Blender	<ol style="list-style-type: none"> <li>1. Upon successful completion the student will be able to demonstrate an understanding of the principles and techniques used for creation of three-dimensional content using Blender.</li> <li>2. Upon successful completion the student will be able to apply conceptual thinking skills that are important in 3D animation.</li> <li>3. Upon successful completion the student will be able to demonstrate successful problem-solving skills that result from creative thinking process.</li> <li>4. Upon successful completion the students will be able to apply their skills in technical manuals, games, architectural presentations, Web content, television, and other media to create exciting 3D visual expression.</li> </ol>		<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1: <b>22 students assessed; 17 passed</b></p> <p>SLO 2: <b>22 students assessed; 16 passed</b></p> <p>SLO 3: <b>22 students assessed; 16 passed</b></p> <p>SLO 3: <b>22 students assessed; 16 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 77.27%</p> <p>SLO 1      77.27%</p> <p>SLO 2      72.73%</p> <p>SLO 3      72.73%</p> <p>SLO 4      72.73%</p> <p>Performance met expectations</p>	<p>The faculty will continue to ensure the student assessments reflect industry standards skills required for employability.</p>

Title	4) Outcome to be assessed	5) Means of assessment and criteria of success	6) Summary of data collected	4) Analysis of data	6) Plan of action/what to do next
VBUS-109 Introduction to Desktop Video Editing using Adobe Premiere	<ol style="list-style-type: none"> <li>1. Upon successful completion of this course students will be able to capture video from a source DV tape or import assets for video production (e.g., video, stills, audio clips, etc.) into a Premiere project file.</li> <li>2. Upon successful completion of this course students will be able to assemble assets into a finished video production.</li> <li>3. Upon successful completion of this course students will be able to assemble assets into a finished video production.</li> </ol>	<ol style="list-style-type: none"> <li>1. The student will provide:               <ol style="list-style-type: none"> <li>I. Captured video clips</li> <li>II. Sound/Music (royalty-free).</li> <li>III. Images and/or photographs.</li> </ol> </li> <li>2. The student will provide screen shots of the Adobe Premiere project directory and associated assets directory in a MS Word Document along with the list of assets and resources.</li> <li>3. The student will submit a minimum of 30-second rendered video as an mpg4 format suitable for YouTube platform created in class from media assets provided by the student. The video must incorporate the following:               <ol style="list-style-type: none"> <li>I. Titles and Credits (Text)</li> <li>II. Audio (music or narration)</li> <li>III. Video or Still Images</li> <li>IV. Appropriate scene transitions</li> </ol> </li> </ol>	<u>Spring 2014</u>  P = Student has passed each SLO with a grade of 70% or better.  SLO 1: <b>23 students assessed;</b> <b>20 passed</b>  SLO 2: <b>23 students assessed;</b> <b>22 passed</b>  SLO 3: <b>23 students assessed;</b> <b>16 passed</b>  The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.	<u>Spring 2014</u>  Overall Passing Rate: 60.87%  SLO 1 86.96%  SLO 2 95.65%  SLO 3 69.57%  Performance did not meet expectations	The faculty will continue to ensure the student assessments reflect industry standards skills required for employability.  The department will be developing a method in which students are able to take part of the assessment at the mid-point of the semester. They will also encourage students not interested in obtaining a certificate to take the assessment for internal reporting.

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-117 Introduction to Document Processing using Adobe Acrobat	<ol style="list-style-type: none"> <li>1. Upon successful completion of this course students will be able to create an Adobe Acrobat (PDF) from any printable file.</li> <li>2. Upon successful completion of this course students will be able to create an interactive PDF form with form fields to be filled in by the user of form.</li> <li>3. Upon successful completion of this course students will be able to create an interactive PDF file with multimedia components and hyperlinks.</li> <li>4. Upon successful completion of this course students will be able to properly prepare a PDF file for various target outputs (e.g., web/email, desktop printing, and press-ready printing).</li> </ol>	<ol style="list-style-type: none"> <li>1. The student will provide an electronic and hard-copy of a PDF formatted document and one or more of the following source file samples, (other acceptable formats should be approved by the instructor), the PDF was created from: <ol style="list-style-type: none"> <li>I. MS Word.</li> <li>II. MS Excel.</li> <li>III. Web Page or Image.</li> </ol> </li> <li>2. The student will submit an electronic file (PDF format) of an interactive form created from an instructors approved source document provided by the student with the following minimum interactive fields: <ol style="list-style-type: none"> <li>I. First Name (Required)</li> <li>II. Last Name (Required)</li> <li>III. Telephone Number (Required)</li> <li>IV. Email (Optional).</li> <li>V. Comment Text Field (Optional).</li> </ol> </li> <li>3. The student will submit an electronic file (PDF format) of a multipage (minimum of 2 pages) interactive document containing the following components: <ol style="list-style-type: none"> <li>I. Two different multimedia components (Images, video, etc).</li> <li>II. Bookmarks.</li> <li>III. Link to a page within the multipage document.</li> <li>IV. Link to an external document or web page.</li> </ol> </li> <li>4. The student will submit an optimized (reduced in size) electronic PDF document containing the following components: <ol style="list-style-type: none"> <li>I. Images</li> <li>II. Text</li> </ol> </li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1: <b>16 students assessed; 15 passed</b></p> <p>SLO 2: <b>16 students assessed; 0 passed</b></p> <p>SLO 3: <b>16 students assessed; 14 passed</b></p> <p>SLO 4: <b>16 students assessed; 0 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 43.75%</p> <table border="0"> <tr> <td>SLO 1</td> <td>93.75%</td> </tr> <tr> <td>SLO 2</td> <td>0%</td> </tr> <tr> <td>SLO 3</td> <td>87.50%</td> </tr> <tr> <td>SLO 4</td> <td>0%</td> </tr> </table> <p>Performance did not meet expectations.</p>	SLO 1	93.75%	SLO 2	0%	SLO 3	87.50%	SLO 4	0%	<p>The department will review the SLOs to ensure the student assessments reflect industry standards skills required for employability.</p>
SLO 1	93.75%												
SLO 2	0%												
SLO 3	87.50%												
SLO 4	0%												

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
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<p>VBUS-118 Introduction to Windows</p>	<ol style="list-style-type: none"> <li>1. Upon successful completion of this course students will be able to demonstrate basic MS Windows OS navigation and organizational skills.</li> <li>2. Upon successful completion of this course students will be able to create, save, open, and print program files and documents.</li> <li>3. Upon successful completion of this course students will be able to demonstrate proficiency in Windows accessory applications.</li> </ol>	<ol style="list-style-type: none"> <li>1. Under direct observation by the instructor the student will: <ol style="list-style-type: none"> <li>I. Use the start menu to: <ol style="list-style-type: none"> <li>a. Access the Control Panel</li> <li>b. View applications in the accessories folder</li> <li>c. View applications in the MS Office folder</li> </ol> </li> <li>II. Open applications by double-clicking icons on the desktop, e.g., Internet Explorer</li> <li>III. Rearrange the location of desktop icons by clicking and dragging them</li> <li>IV. Create folders on the desktop using the right mouse button</li> </ol> </li> <li>2. As directed by instructor: <ol style="list-style-type: none"> <li>I. Create a MS Word document (launched from start menu) <ol style="list-style-type: none"> <li>a. Save it to a storage device, e.g., flash drive</li> <li>b. Close the document/application</li> <li>c. Re-open the document from within MS Word</li> <li>d. Revise it by adding text as instructed</li> <li>e. Save changes</li> </ol> </li> <li>II. Create a MS Excel spreadsheet (launched from start menu) <ol style="list-style-type: none"> <li>a. Save it to a storage device, e.g., flash drive</li> <li>b. Close the spreadsheet/application</li> <li>c. Re-open the file from within MS Excel</li> <li>d. Revise it by adding more information as instructed</li> <li>e. Save changes</li> </ol> </li> <li>III. Create a MS PowerPoint presentation (launched from start menu) <ol style="list-style-type: none"> <li>a. Save it to a storage device, e.g., flash drive</li> <li>b. Close the presentation/application</li> <li>c. Re-open the document from within MS PowerPoint</li> <li>d. Revise it by adding text as instructed</li> <li>e. Save changes</li> </ol> </li> </ol> </li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1: <b>56 students assessed; 56 passed</b></p> <p>SLO 2: <b>56 students assessed; 55 passed</b></p> <p>SLO 3: <b>56 students assessed; 55 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 98.21%</p> <p>SLO 1 100%</p> <p>SLO 2 98.21%</p> <p>SLO 3 98.21%</p> <p>Performance met expectations</p>	<p>The faculty will continue to ensure the student assessments reflect industry standards skills required for employability.</p> <p>The department will be developing a method in which students are able to take part of the assessment at the mid-point of the semester. They will also encourage students not interested in obtaining a certificate to take the assessment for internal reporting.</p>
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3. Under direct observation by the instructor the student will use the start menu to open the Accessory folder:
  - I. Launch the file manager (Windows Explorer)
    - a. Open existing files, e.g., documents and spreadsheets developed in outcome two
    - b. Create at least three custom folders on their flash drive
    - c. Create the following in the file manager (each assigned a unique name as directed by the instructor:
      - i. New Excel spreadsheet
      - ii. New Word document
      - iii. New PowerPoint presentation
    - d. Manage files by:
      - i. Copying select files in Windows Explorer
      - ii. Moving files from one folder to a new location
      - iii. Creating shortcuts of specific files and/or applications
      - iv. Deleting files and/or folders
  - II. Launch MS Paint
    - a. Create one drawing using the application as directed by instructor and save it to a flash drive
    - b. Edit drawing by adding text
    - c. Insert the saved MS Paint drawing into another application, e.g., MS Word or PowerPoint
  - III. Use the Snipping tool to:
    - a. Capture images from select web pages
    - b. Capture images of folders in Windows Explorer
    - c. Save captured images to a flash drive as directed by instructor

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-119 Introduction to Keyboarding and Basic Windows	<ol style="list-style-type: none"> <li>1. Upon successful completion of this course students will be able to demonstrate basic touch-typing proficiency.</li> <li>2. Upon successful completion of this course students will be able to demonstrate basic MS Windows OS navigation and organizational skills.</li> <li>3. Upon successful completion of this course students will be able to create, save, open and print program files and documents.</li> </ol>	<ol style="list-style-type: none"> <li>1. Under direct observation by instructor, the student will appropriately position fingers on the keyboard, e.g., index fingers on the F/J keys               <ol style="list-style-type: none"> <li>I. Using a web-based typing application complete a five minute typing test</li> <li>II. Achieve a score of at least 35 words per minute</li> <li>III. Print results of typing test and submit to instructor.</li> </ol> </li> <li>2. Under direct observation by the instructor the student will:               <ol style="list-style-type: none"> <li>I. Use the Windows start menu to:                   <ol style="list-style-type: none"> <li>a. Access the Control Panel</li> <li>b. View applications in the accessories folder</li> <li>c. View applications in the MS Office folder</li> </ol> </li> <li>II. Open applications by double-clicking icons on the desktop, e.g., Internet Explorer</li> <li>III. Rearrange the location of desktop icons by clicking and dragging them</li> <li>IV. Launch Windows Explorer (file manager)                   <ol style="list-style-type: none"> <li>a. Create folders on a storage device, e.g., flash drive</li> <li>b. Move, copy and delete files as directed</li> <li>c. Open, create and modify files using from within the file manager</li> </ol> </li> </ol> </li> <li>3. As directed by instructor: Create a MS Word document (launched from start menu), e.g., one page of "The quick brown fox jumps over the lazy dog"               <ol style="list-style-type: none"> <li>a. Save it to a storage device, e.g., flash drive</li> <li>b. Close the document/application</li> <li>c. Re-open the document from within MS Word</li> <li>d. Revise it by adding a second page of text as instructed</li> <li>e. Save changes</li> <li>f. Print only page one for submission to instructor</li> </ol> </li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1:  <b>148 students assessed;            54 passed</b></p> <p>SLO 2:  <b>151 students assessed;            122 passed</b></p> <p>SLO 3:  <b>151 students assessed;            110 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 33.77%</p> <p>SLO 1 36.49%</p> <p>SLO 2 80.79%</p> <p>SLO 3 72.85%</p> <p>Performance did not meet expectations.</p> <p>This is a skill development course which requires daily practice at the computer. Diverse students enroll in this course, including a number of aging people with handicaps and many students with limited English skills. Most of these students have little to no experience working on computers or using the mouse to launch applications.</p>	<p>Instructors continue to move more slowly through course and are encouraging students to repeat the course if necessary rather than drop it; we will review individual units to see if we can remedy the problem areas.</p> <p>It was suggested by instructors that we consider placing instructional assistance in the computer room located at the Chapman Center.</p>



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-120 Introduction to Animations using Adobe Flash	<ol style="list-style-type: none"> <li>1. Upon successful completion of this course students will be able to create a computer graphic illustration with multiple layers.</li> <li>2. Upon successful completion of this course students will be able to incorporate multi-media files (i.e., music, sound effects and video) into web movies.</li> <li>3. Upon successful completion of this course students will be able to create and Publish a Flash documents.</li> </ol>	<ol style="list-style-type: none"> <li>1. The student will submit a SWF file animation utilizing type and or graphics of the student's choice.</li> <li>2. The student will submit a Flash animation and must include the following element:               <ol style="list-style-type: none"> <li>I. One button to play a movie and/or sound.</li> <li>II. One button to stop a movie and/or sound.</li> </ol> </li> <li>3. The student will submit an electronic SWF file with two or more of the following:               <ol style="list-style-type: none"> <li>I. Motion Tween (e.g., tint effect, alpha effect, ease effect).</li> <li>II. Shape Tween (trace feature to vectorize a bitmap, perform shape tween from one vector image to another).</li> <li>III. Layer Mask (e.g., create spot light effect).</li> <li>IV. Motion Layer Guide (use pencil tool to draw a path and anchor a symbol, follow the path).</li> </ol> </li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1: <b>11 students assessed; 11 passed</b></p> <p>SLO 2: <b>11 students assessed; 11 passed</b></p> <p>SLO 3: <b>11 students assessed; 11 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 100%</p> <p>SLO 1 100%</p> <p>SLO 2 100%</p> <p>SLO 3 100%</p> <p>Performance met/exceeded expectations</p>	<p>The faculty will continue to ensure the student assessments reflect industry standards skills required for employability.</p>

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-121 Introduction to Computer Software Applications	<ol style="list-style-type: none"> <li>1. Upon successful completion of this course students will be able to launch a variety of applications from the start menu or desktop shortcuts.</li> <li>2. Upon successful completion of this course students will be able to create or edit files in a variety of applications.</li> <li>3. Upon successful completion of this course students will be able to save and output documents in a variety of applications.</li> </ol>	<ol style="list-style-type: none"> <li>1. The student will: <ol style="list-style-type: none"> <li>I. Launch MS Word</li> <li>II. Launch MS Excel</li> <li>III. Launch another software applications program of your choice from the list of courses offered within the CTE, Business Skills program (e.g., Flash, Photoshop, Illustrator, InDesign, Web Design, Internet Explorer, Firefox, etc.)</li> </ol> </li> <li>2. You have your own business and need to invoice a client for payment. <ol style="list-style-type: none"> <li>I. Create a business letter using MS Word and adhering to the following criteria (or as instructed by the instructor): <ol style="list-style-type: none"> <li>a. Create a business letterhead within the top two inches of the paper using a file you create or find using the third software program you chose in Outcome Assessment #1</li> <li>b. Include address blocks to the letter; i.e., date, inside address, salutation, body, close, signature line(s), typist initials, and an enclosure line (if needed)</li> <li>c. Compose three paragraphs in the body of the letter using block style, that includes one bulleted and/or one numbered list</li> <li>d. Set and use 1 inch side margins; a 2 inch top margin; and a .5 inch bottom margin</li> <li>e. Include appropriate closing and signature line(s)</li> </ol> </li> <li>II. Create a company invoice using MS Excel using the scenario above and/or the scenario assigned by the instructor. <ol style="list-style-type: none"> <li>a. Include company name and information</li> <li>b. Include clients information</li> <li>c. Insert a date using the "date formula"</li> <li>d. At least 3 items to display cost per item and overall totals</li> <li>e. Orientation should be set to "Landscape"</li> </ol> </li> </ol> </li> <li>3. The student will: <ol style="list-style-type: none"> <li>I. Attach the above invoice to the business letter created above</li> <li>II. Submit a hard copy to the instructor using the appropriate printing options <ol style="list-style-type: none"> <li>a. MS Excel invoice to be printed <ol style="list-style-type: none"> <li>i. Displaying formulas</li> <li>ii. Overall totals</li> </ol> </li> </ol> </li> <li>III. Save a copy of the file in the instructor assigned class folder</li> </ol> </li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1: <b>122 students assessed; 91 passed</b></p> <p>SLO 2: <b>122 students assessed; 100 passed</b></p> <p>SLO 3: <b>122 students assessed; 98 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 68.03%</p> <p>SLO 1 74.59%</p> <p>SLO 2 81.97%</p> <p>SLO 3 80.33%</p> <p>Performance did not meet expectations.</p>	<p>This course has been revised to reflect needed changes in the method of course assessment.</p> <p>The course is no longer a requirement in the Certificate of Completions series.</p>

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-242 Introduction to Vector Graphics using Adobe Illustrator	<ol style="list-style-type: none"> <li>1. Upon successful completion of this course students will be able to describe the difference between vector graphics and bitmap images, and the benefits and limitations of each type.</li> <li>2. Upon successful completion of this course students will be able create and edit text, outline text, and simple vector graphics.</li> <li>3. Upon successful completion of this course students will be able to save, print, and output Illustrator files.</li> </ol>	<ol style="list-style-type: none"> <li>1. The student will submit two images (student's choice) inserted in a PDF and hardcopy document with a description of each:               <ol style="list-style-type: none"> <li>I. Bitmap image</li> <li>II. Vector image</li> </ol> </li> <li>2. The student will submit an edited electronic file with the following elements:               <ol style="list-style-type: none"> <li>I. Text</li> <li>II. Outlined Text</li> <li>III. Vector Graphics</li> </ol> </li> <li>3. The student will submit 1 file with multiple graphics utilizing a minimum of 6 of the following techniques:               <ol style="list-style-type: none"> <li>I. Text</li> <li>II. Filter (Effects)</li> <li>III. Custom brushes</li> <li>IV. Shapes</li> <li>V. Transparency</li> <li>VI. Color/Gradients</li> <li>VII. Masked image(s)</li> <li>VIII. Live Trace</li> </ol> </li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1:  <b>26 students assessed;</b>  <b>25 passed</b></p> <p>SLO 2:  <b>26 students assessed;</b>  <b>25 passed</b></p> <p>SLO 3:  <b>26 students assessed;</b>  <b>25 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 92.31%</p> <p>SLO 1 96.15%</p> <p>SLO 2 96.15%</p> <p>SLO 3 96.15%</p> <p>Performance met expectations.</p>	<p>The faculty will continue to ensure the student assessments reflect industry standards skills required for employability.</p>

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-258 Navigating the Internet	<ol style="list-style-type: none"> <li>1. Upon successful completion of this course students will be able to perform simple to moderately complex web-based searches.</li> <li>2. Upon successful completion of this course students will be able to send and receive email including email with attachments</li> <li>3. Upon successful completion of this course students will be able to describe the various types of Internet access (e.g., dial-up, broadband, wireless, etc.).</li> <li>4. Upon successful completion of this course students will be able to describe basic rules for safe Internet practices (e.g., avoiding viruses, spam, spyware, adware, etc.).</li> </ol>	<ol style="list-style-type: none"> <li>1. As directed by the instructor the student will: <ol style="list-style-type: none"> <li>I. Perform web searches using the following key words on Google.com: <ol style="list-style-type: none"> <li>a. Digital cameras</li> <li>b. Canon 7D</li> <li>c. Nikon D7000</li> <li>d. Canon 7D comparison</li> </ol> </li> <li>II. After researching the two camera models, find the best (least expensive) pricing for each and one detailed review for both cameras</li> <li>III. Copy and paste the links for each review in to a MS Word document as instructed and the prices for each camera.</li> <li>IV. Save to a storage device, e.g., flash drive for review by instructor.</li> </ol> </li> <li>2. The student will: <ol style="list-style-type: none"> <li>I. Demonstrate their ability to open, review, and reply to an email by replying to a message sent to them by the instructor</li> <li>II. Using a search engine, download an image (as directed by instructor) and save it to a storage device.</li> <li>III. Compose a new email message, attach a file (picture downloaded in #2) and send to the instructor as directed</li> </ol> </li> <li>3. In one page or less, the student will, in their own words write a paper that outlines the differentiation between the different forms of internet access. The paper will be written in MS Word format, saved to a flash drive and emailed as an attachment to the instructor for submission.</li> <li>4. As an addendum to the third outcome assessment, the student will write at least two paragraphs discussing safe internet practices, e.g., being vigilant about visiting specific websites (reviewing URL's / hyperlinks, "free" software downloads, unsolicited email, etc...). This information will be written as page two of the document created in the previous assessment, saved on flash drive and submitted to the instructor via email.</li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1: <b>43 students assessed; 38 passed</b></p> <p>SLO 2: <b>43 students assessed; 35 passed</b></p> <p>SLO 3: <b>43 students assessed; 36 passed</b></p> <p>SLO 4: <b>43 students assessed; 35 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 76.74%</p> <p>SLO 1 88.37%</p> <p>SLO 2 81.40%</p> <p>SLO 3 83.72%</p> <p>SLO 4 81.40%</p> <p>Performance met expectations.</p>	<p>The faculty will continue to ensure the student assessments reflect industry standards skills required for employability.</p>

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-260 Introduction to Word Processing using MS Word	<ol style="list-style-type: none"> <li>1. Upon successful completion of this course students will be able to create and edit simple to moderately complex text documents.</li> <li>2. Upon successful completion of this course students will be able to save and print text documents.</li> <li>3. Upon successful completion of this course students will be able to perform basic formatting of tables and insert graphics into text documents.</li> </ol>	<ol style="list-style-type: none"> <li>1. The student will: <ol style="list-style-type: none"> <li>I. Craft a formalized letter as directed by instructor containing: <ol style="list-style-type: none"> <li>a. At least three paragraphs</li> <li>b. Header containing the students name</li> <li>c. Footer containing a page number</li> <li>d. 1.25 inch margins all around</li> <li>e. Format specific areas of document for emphasis (bold, italicize, underline, color text)</li> <li>f. Signature line</li> </ol> </li> <li>II. After completing the assessment for outcome one, the student will: <ol style="list-style-type: none"> <li>a. Save the letter to a USB flash drive under a name assigned by the instructor</li> <li>b. Print the document for submission</li> </ol> </li> </ol> </li> <li>2. After completing the assessment for outcome two, the student will: <ol style="list-style-type: none"> <li>I. Using the letter created in the previous outcome, insert a table with at least three columns and four rows after the second paragraph</li> <li>II. Add an image to the letter formatted so that the text wraps tightly around the graphic</li> <li>III. Save the document under a new name as directed to a USB flash drive for review by instructor</li> </ol> </li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1: <b>63 students assessed; 61 passed</b></p> <p>SLO 2: <b>63 students assessed; 60 passed</b></p> <p>SLO 3: <b>63 students assessed; 52 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 79.37%</p> <p>SLO 1 96.83%</p> <p>SLO 2 95.24%</p> <p>SLO 3 82.54%</p> <p>Performance met expectations.</p>	<p>The department will be developing a method in which students are able to take part of the assessment at the mid-point of the semester. They will also encourage students not interested in obtaining a certificate to take the assessment for internal reporting.</p>

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VBUS-261 Introduction to Databases using MS Access	<ol style="list-style-type: none"> <li>1. Upon successful completion of this course students will be able to create and edit a basic database and perform database searches and filters.</li> <li>2. Describe the difference between a database &amp; spreadsheet application, such as MS Excel and the benefits / limitations of each.</li> <li>3. Upon successful completion of this course students will be able to create and format layouts and reports from a database.</li> </ol>	<ol style="list-style-type: none"> <li>1. To demonstrate proficiency, the student will:               <ol style="list-style-type: none"> <li>I. Develop, from scratch, a database comprising:                   <ol style="list-style-type: none"> <li>a. Tables</li> <li>b. Queries</li> <li>c. Forms</li> <li>d. Reports</li> </ol> </li> <li>II. Save the database under a file name as directed by instructor to a USB flash drive</li> </ol> </li> <li>2. To demonstrate proficiency, the student will:               <ol style="list-style-type: none"> <li>I. Open the database created in the previous assessment (Outcome 1) and revise data as instructed</li> <li>II. Format the database by adding color to specific columns &amp; rows</li> <li>III. Sort list in ascending order as instructed</li> <li>IV. Submit a hardcopy or electronic file (Access) of several records and screen images which demonstrate the proper management of a database and include:                   <ol style="list-style-type: none"> <li>a. Data entry technique</li> <li>b. Formatting</li> <li>c. Screen design</li> <li>d. Searching &amp; sorting</li> </ol> </li> </ol> </li> <li>3. To demonstrate proficiency, the student will:               <ol style="list-style-type: none"> <li>I. Modify existing layout</li> <li>II. Revise formatting as directed by instructor</li> <li>III. Save the database under a new file name as directed by instructor to a USB flash drive</li> </ol> </li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1: <b>9 students assessed; 8 passed</b></p> <p>SLO 2: <b>9 students assessed; 9 passed</b></p> <p>SLO 3: <b>9 students assessed; 9 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 88.89%</p> <p>SLO 1 88.89%</p> <p>SLO 2 100%</p> <p>SLO 3 100%</p> <p>Performance met expectations.</p>	<p>The faculty will continue to ensure the student assessments reflect industry standards skills required for employability.</p> <p>Assessment was revised by adding Reports for SLO #1 item (d.).</p>

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-262 Introduction to Spreadsheets using MS Excel	<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><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1:  <b>69 students assessed;</b>  <b>68 passed</b></p> <p>SLO 2:  <b>69 students assessed;</b>  <b>65 passed</b></p> <p>SLO 3:  <b>69 students assessed;</b>  <b>64 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 90.20%</p> <p>SLO 1 98.55%</p> <p>SLO 2 94.20%</p> <p>SLO 3 92.75%</p> <p>Performance met expectations.</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> <p>It has been suggested to place an IA at the CHAP site for additional assistance.</p>

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VBUS-302 Introduction to Web Page Development using HTML	<ol style="list-style-type: none"> <li>1. Upon successful completion of this course students will be able to hard code simple HTML pages including ordered and unordered lists, basic character formatting, etc.</li> <li>2. Upon successful completion of this course students will be able to insert graphics and other non-text elements in an HTML page.</li> <li>3. Upon successful completion of this course students will be able to test web page designs on multiple browsers.</li> <li>4. Upon successful completion of this course students will be able to describe how to build and upload a simple website with multiple linked pages.</li> </ol>	<ol style="list-style-type: none"> <li>1. The student will submit an electronic and hard-copy (text file) of the page source of the HTML code with the following HTML elements: <ol style="list-style-type: none"> <li>I. Ordered list.</li> <li>II. Unordered list.</li> <li>III. Bold text.</li> <li>IV. Italic text.</li> </ol> </li> <li>2. The student will submit an electronic and hard-copy (text file) of the page source of the HTML code with the following HTML elements: <ol style="list-style-type: none"> <li>I. Title</li> <li>II. Meta tags.</li> <li>III. One or more of the following: <ol style="list-style-type: none"> <li>a. External links</li> <li>b. Links to sublevel web pages or PDFs</li> <li>c. Multimedia elements</li> <li>d. Form tags</li> </ol> </li> </ol> </li> <li>3. The student will submit a hardcopy of the website, constructed in class displayed in at least 2 different web browsers (e.g., Firefox, Internet Explorer, and Safari) incorporating the following: <ol style="list-style-type: none"> <li>I. Homepage containing a menu for navigation of the site</li> <li>II. Minimum of 4 pages.</li> <li>III. Minimum of 3 levels of linked pages.</li> <li>IV. Minimum of 1-5 graphics per page.</li> <li>V. Ordered or Unordered lists.</li> <li>VI. Multimedia elements.</li> </ol> </li> <li>4. The student will submit a hard copy with the description of the workflow of creating a website and the process of moving to a web server.</li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1: <b>20 students assessed; 20 passed</b></p> <p>SLO 2: <b>20 students assessed; 20 passed</b></p> <p>SLO 3: <b>20 students assessed; 20 passed</b></p> <p>SLO 4: <b>20 students assessed; 20 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 100%</p> <p>SLO 1 100%</p> <p>SLO 2 100%</p> <p>SLO 3 100%</p> <p>SLO 4 100%</p> <p>Performance met expectations</p>	<p>Encourage students to enroll in one or more Introduction to Computer Software Applications classes concurrently with VBUS-302- Introduction to Web Page Development using HTML, for more instruction and practice time.</p> <p>Department is gathering further information and requirements to access the servers where instructors and students are able to upload their work.</p>



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VBUS-303 Introduction to Electronic Imaging using Adobe Photoshop	<ol style="list-style-type: none"> <li>1. Upon successful completion of this course students will be able to implement the basic image editing workflow from image acquisition to output.</li> <li>2. Upon successful completion of this course students will be able to properly prepare any source image file for different output media, e.g., print, web, email, etc.</li> <li>3. Upon successful completion of this course students will be able to produce images for their unique business application by using the tools and creative techniques available through Photoshop's toolbar and menu 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. Import at least three different images into Photoshop</li> <li>II. Modify each image as follows:                   <ol style="list-style-type: none"> <li>a. Adjusting brightness</li> <li>b. Cropping photos as instructed</li> <li>c. Apply a filter.</li> <li>d. Apply creative framing or matting</li> <li>e. Add text to photo as instructed</li> </ol> </li> <li>III. Save each image under a different file name as directed by instructor to a USB flash drive</li> </ol> </li> <li>2. To demonstrate proficiency, the student will:               <ol style="list-style-type: none"> <li>I. Open one of the images modified in the previous assessment (Outcome 1) and convert it to JPEG format and resize it for emailing (decrease overall image size)</li> <li>II. Add text to photo as instructed</li> <li>III. Apply creative framing or matting</li> <li>IV. Save the image under a different file name as directed by instructor to a USB flash drive</li> <li>V. Attach it to an email, addressed and sent to the instructor as directed</li> </ol> </li> <li>3. To demonstrate proficiency, the student will:               <ol style="list-style-type: none"> <li>I. Import a portrait image provided by instructor into the application</li> <li>II. Create a multi-layered collage</li> <li>III. Repair/restore image, e.g., remove red-eye or change the eye color of the subject</li> <li>IV. Modifying the color balance (using the Curves tool)</li> <li>V. Use the healing blur tools to remove blemishes and further enhance the image</li> <li>VI. Save each image under a different file name as directed by instructor to a USB flash drive</li> <li>VII. Print the photo as directed by the instructor for submission</li> </ol> </li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1:  <b>118 students assessed;</b>  <b>105 passed</b></p> <p>SLO 2:  <b>118 students assessed;</b>  <b>103 passed</b></p> <p>SLO 3:  <b>118 students assessed;</b>  <b>107 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 81.36%</p> <p>SLO 1 88.98%</p> <p>SLO 2 87.29%</p> <p>SLO 3 90.68%</p> <p>Performance met expectations.</p>	<p>The department will be developing a method in which students are able to take part of the assessment at the mid-point of the semester. They will also encourage students not interested in obtaining a certificate to take the assessment for internal reporting.</p>

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VBUS-304 Introduction to Electronic Presentations using MS PowerPoint	<ol style="list-style-type: none"> <li>1. Upon successful completion of this course students will be able to create and edit a PowerPoint presentation utilizing text and images.</li> <li>2. Upon successful completion of this course students will be able to format slide backgrounds or apply template designs to existing slides.</li> <li>3. Upon successful completion of this course students will be able to save, package, and output finished presentations for delivery.</li> <li>4. Upon successful completion of this course students will be able to print slides, handouts, and notes.</li> </ol>	<ol style="list-style-type: none"> <li>1. To demonstrate proficiency, the student will:               <ol style="list-style-type: none"> <li>I. Develop a presentation (from scratch) comprising:                   <ol style="list-style-type: none"> <li>a. Five or more slides</li> <li>b. Using at least three different slide layouts</li> <li>c. One slide containing graphics</li> <li>d. Animated bullet points on at least one slide</li> <li>e. Transitions for all slides in the presentation</li> </ol> </li> <li>II. Save to USB flash drive as directed by instructor</li> </ol> </li> <li>2. To demonstrate proficiency, the student will:               <ol style="list-style-type: none"> <li>I. Open the presentation created in previous assessment (Outcome 1)</li> <li>II. Add a new slide to the end of the presentation and change the layout to Title Slide</li> <li>III. Change the slide layout of the second slide from "Title &amp; Content" to "Two Content"</li> <li>IV. Add a logo so that it appears on the title slides only (using slide master)</li> <li>V. Modify the theme (template design) by selecting one as directed by the instructor</li> <li>VI. Save your changes</li> </ol> </li> <li>3. Open the presentation created in previous assessment (Outcome 1)               <ol style="list-style-type: none"> <li>I. Change the slide layout of the second slide from "Title &amp; Content" to "Two Content"</li> <li>II. Add a logo so that it appears on the title slides (layout) only using slide master</li> <li>III. Modify the theme (template design) by selecting one as directed by the instructor</li> <li>IV. Convert presentation to a video</li> <li>V. Save your changes as directed</li> </ol> </li> <li>4. Open the presentation created in previous assessment (Outcome 1)               <ol style="list-style-type: none"> <li>I. Convert presentation to handout format using the Blank lines next to slides page layout</li> <li>II. Print the presentation using the Notes Pages print layout</li> </ol> </li> </ol>	<p><u>Spring 2014</u></p> <p>P = Student has passed each SLO with a grade of 70% or better.</p> <p>SLO 1: <b>18 students assessed; 18 passed</b></p> <p>SLO 2: <b>18 students assessed; 18 passed</b></p> <p>SLO 3: <b>18 students assessed; 18 passed</b></p> <p>SLO 4: <b>18 students assessed; 18 passed</b></p> <p>The department is implementing and is refining Excel templates to simplify the assessment data gathering process. It is currently being used for reporting purposes. Reporting this semester has been broken down to report performance by SLO.</p>	<p><u>Spring 2014</u></p> <p>Overall Passing Rate: 100%</p> <p>SLO 1 100%</p> <p>SLO 2 100%</p> <p>SLO 3 100%</p> <p>SLO 4 100%</p> <p>Performance met expectations.</p>	<p>The faculty will continue to ensure the student assessments reflect industry standards skills required for employability.</p>