

**BUSINESS DIVISION**

**CIS DEPARTMENT**

**MINUTES**

**MARCH 11, 10:15 a.m.**

Present: Tom Paine, Walid Ghanim, and Valerie Rodgers

**Instructional Planning Goals for the Educational Master Plan**

Instructional planning goals for 2008-2009 -- improve student success and improve student retention -- were reviewed and discussed. Objectives 1.1, 1.2, 2.1, and 2.2 were also discussed and plans developed to meet those objectives.

**Tasks and Deadlines**

The following deadlines and tasks were agreed upon.

Deadline: March 14, 2008

Submit conference information for 2008-2009:

Conference Name

Approximate Cost

Deadline: May 23, 2008

1. Think about the major graded assignments that you give students in the following target courses:

|         |         |
|---------|---------|
| CIS 100 | CIS 124 |
| CIS 101 | CIS 125 |
| CIS 104 | CIS 146 |
| CIS 106 | CIS 202 |
| CIS 107 | CIS 208 |
| CIS 108 | CIS 210 |

Choose one assignment that measures some aspect of one or more core competency(ies). The competencies are

Communication  
Critical Thinking  
Information Competency  
Global Awareness  
Personal Responsibility

Examples of assignments include

Portfolios  
Exams  
Written reports  
Simulated performances  
Interviews  
Papers  
Performance/demonstrations

2. Work with all other instructors who teach this course to develop a rubric or grading scale that articulates in words how you grade the assignment. What components compose an A on this assignment? B? Etc. Define each level. (See example below for CIS 101)
3. Decide an acceptable performance on this assignment for students to satisfactorily meet the core competency(ies). (For example, at least 70% of the students should earn at least 70% on the assignment.)
4. Submit the information to Maria by May 23. (See form below)
5. Include wording about SLOs in syllabi for Fall 2008. (Examples will be provided)

Deadline: During Fall 2008 Semester

All instructors in all sections of this course administer the chosen assignment and assess students using rubric or grading scale that was developed

Collect graded assignments and store in an agreed upon location.

Deadline: Spring 2009

Review graded assignments and discuss results with all instructors who administered the assignment.

Determine if strategy is working. If strategies are not working, discuss ways to improve student performance and repeat 2009-2010.

Submit a summary of progress.

## WEB SITE EVALUATION ASSIGNMENT RUBRIC

**This assignment is one of the pieces of evidence for communication, critical thinking, information competency, and personal responsibility.**

**Students who complete this assignment with at least a 70% will demonstrate that they can communicate thoughts and ideas in writing; and compose and create reports with correct grammar, punctuation, spelling, style, and format. They will also demonstrate the ability to analyze information and differentiate between facts and assumptions. And finally, students will demonstrate personal responsibility by meeting a deadline.**

**Evaluate** a web site using criteria to determine if the information is credible, reliable, and valuable.

**Write** an evaluation **demonstrating** writing competencies at the college level.

| Grade Points  | Introduction                                                                                                                                          | Development                                                                                                                                                                              | Conclusion                                                                         | Organization                                                               | Use of Language                                                                                                                         | Format                                                                                                                                                 |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| A<br>90-100   | Begins with a strong introduction that shows understanding of assignment, grabs the readers' attention, and presents a strong thesis or point of view | Includes evidence to support point of view including responses to evaluation criteria and other required content as well as phrasing, tone, and expression that reflect a personal style | Ends with a strong conclusion that ties back in with the thesis or point of view   | Includes fully explained and logical progression of ideas                  | Demonstrates mastery of most of the grammar and usage conventions of Standard English                                                   | Perfectly formatted document using word processing features correctly. Includes a header and centered title; is double spaced with appropriate margins |
| B<br>80-89    | Begins with an introduction that shows some understanding of assignment, and has an adequate thesis or point of view                                  | Presents a thoughtful response including some but not all of evidence/content required, uses words precisely if not creatively, varies sentence structure enough to read smoothly        | Ends with a conclusion that somewhat ties back in with the thesis or point of view | Includes appropriate details and a sense of orderly progress between ideas | Uses competently the conventions of written English, contains few, if any, errors in sentence structure, punctuation and usage          | Includes most elements of formatting required but not all                                                                                              |
| C<br>70-79    | Begins with a satisfactory introduction and presents a satisfactory point of view                                                                     | Uses logical reasoning but supporting evidence is general with few examples                                                                                                              | Ends with a satisfactory conclusion                                                | Includes satisfactory details with some order between ideas                | Contains minor errors in mechanics and usage, and perhaps one or two more distracting errors in sentence structure                      | Format is mostly correct                                                                                                                               |
| D<br>60-69    | Has a weak introduction and point of view                                                                                                             | Responds to topic illogically, without coherent structure of focus                                                                                                                       | Ends with a weak conclusion                                                        | Includes few details and order of ideas is illogical                       | Makes enough errors in usage and sentence structure to cause serious distraction                                                        | Most elements of formatting incorrectly done                                                                                                           |
| F<br>Up to 59 | Doesn't attempt the task                                                                                                                              | Lacks supporting evidence or detail                                                                                                                                                      | Doesn't attempt the task                                                           | Lacks organization                                                         | Contains many distracting errors in sentence structure, simplistic or inaccurate word choice, many repeated errors in grammar and usage | Title information is missing/not centered, header is missing, assignment is not double spaced                                                          |

## **SUMMARY**

### **SLO/CORE COMPETENCY EVALUATION AT THE COURSE LEVEL**

|                               |
|-------------------------------|
| Date :                        |
| Name:                         |
| Department:                   |
| Course:                       |
| Assignment:                   |
| Competency(ies) addressed:    |
| Acceptable performance level: |

Attach rubric or grading scale