

**BUSINESS DIVISION
OFFICE TECH DEPARTMENT**

MINUTES

MARCH 10, 2008, 9:30 a.m.

Present: Judy Santistevan, Angie Ruiz, Maria Sell, 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
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Deadline: May 23, 2008

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

Bus 010
Bus 060
Bus 161
Bus 164
Bus 180
Bus 260

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

Communication	Global Awareness
Critical Thinking	Personal Responsibility
Information Competency	

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 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 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 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 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 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
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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