IMM2: Context Diagram

**Due Date**: Friday, October 4, 2013 at 6PM. Reviews by October 3rd at 8PM

**Deliverable**: Read the scenario given below and complete this multi-part deliverable. You should follow the approach to context diagram development that we have discussed in class.

1. Identify External Agents
2. List activities/events that are initiated by the agents

In a one to two page memo (addressed to Dean Steve “The Bear” Wiltkerbad), you will:

1. Provide a definition of the process modeling and an explanation of the purpose of the context diagram; a process (data flow) model. Remember that the audience (business stakeholder) does not understand the need for a context diagram and the role it plays in database development.
2. Identify and describe each of the external agents that interact in some way with this system.
3. List, by event, the set of activities that correspond to each event (in terms of potential inputs to and outputs from the system) with regard to system interaction. A short synopsis of each event (one sentence) should be presented. You should also state whether each of these events is external or temporal and why.

In addition, include the final context diagram as a graphical model; this is similar to the models created in class. The memo and the context diagram should be in the same file with the context diagram at the end of the memo.

Scenario:

**University Resident Hall Complaint System**

The Resident Hall Complaint system is a collection point for all grievances filed against people in the residence halls of Wilk State University. During the month, resident assistants and residence hall directors complete disciplinary action forms on unruly students and visitors based on their behaviors. The complaints are then forwarded to Office of the Dean of Students (ODS), Mr. Steve “The Bear” Wiltkerbad.

Data on a student grievance include: name of the student committing the grievance, date and time of grievance, place of grievance, resident assistant or resident hall director filing grievance, nature of grievance, and further explanation of the situation. If numerous students are involved a separate grievance form is completed. The system must also keep data (name, contact information, resident hall) on each of the resident assistants and residence hall directors as well as the students themselves. Contact information includes name, local address including city, state and zip code, EMail address, and phone number.

When a grievance is committed by a person in the residence halls and it is witnessed by the residence hall staff (resident assistant or residence hall director), a grievance form is completed and entered into the system. On a daily basis, the Dean of Students and his staff will check the system for new grievances. Grievances are reviewed and acted upon internally however some are forward to the University Judicial Board (UJB) while others are sent to the Office of Public Safety (OPS).

The UJB schedules a hearing pertaining to the grievance and a subsequent decision is eventually forwarded to the complaint system. The OPS handles cases that involved local law enforcement and once the situation with the local authorities is resolved the OPS will report the outcome back to the grievance system.

Each time action is taken on any grievance an acknowledgement EMail is forwarded to the listed student and the residence hall staff member so that they are aware of the status of the grievance. The corresponding record in the information system is also updated by the responsible office. This record is not closed until some action on the grievance is completed; this may require multiple interactions between the student, corresponding office (UJB or OPS), and the system.

This system is also used by the ODS to complete monthly reports that are forward on to the University Provost office as well as being compiled for Federal reporting agencies. At any time, a student may access (securely) the system to view the status of outstanding grievances filed against them.

**IMM2 Grading Rubric**

|  | **UNDEVELOPED (0)** | **DEVELOPING (1)** | **COMPETENT (2)** | **ACCOMPLISHED (3)** | **Weight** | **TOTAL** |
| --- | --- | --- | --- | --- | --- | --- |
| CONTENT | * Context diagram is incomplete, inaccurate, or inconsistent with model discussion. | * Context diagram is complete with some accuracies. Inconsistencies exist between context diagram and memo discussion. | * Context diagram is complete with minor accuracies. Context diagram is consistent with description in the memo. | * Context diagram is complete and accurate. Context diagram is consistent with description in the memo. | **4** |  |
| * **Sec 1**: Description of process modeling and the context diagram is inaccurate, deficient, or nonexistent. | * **Sec 1**: Description of process modeling and the context diagram is stated; possible inaccuracies or deficiencies. | * **Sec 1**: Description of process modeling and the context diagram is complete and accurate. | * **Sec 1**: Description of process modeling and the context diagram is complete, concise and accurate. | **4** |  |
| * **Sec 2**: Description of external agents is inaccurate, deficient, or nonexistent. | * **Sec 2**: Description of external agents is stated; possible inaccuracies or deficiencies. | * **Sec 2**: Description of external agents is complete and accurate. | * **Sec 2**: Description of external agents is complete, concise and accurate. | **4** |  |
| * **Sec 3**: Description of events is inaccurate, deficient, or nonexistent. | * **Sec 3**: Description of events is stated; possible inaccuracies or deficiencies. | * **Sec 3**: Description of events is complete and accurate. | * **Sec 3**: Description of events is complete, concise and accurate. | **3** |  |
| * **Sec 3**: Identification of external and temporal events is inaccurate, deficient, or nonexistent. | * **Sec 3**: Identification of external and temporal events is stated; possible inaccuracies or deficiencies.. | * **Sec 3**: Identification of external and temporal events is complete and accurate. | * **Sec 3**: Identification of external and temporal events is complete, concise and accurate. | **4** |  |
| **PROFESSIONALISM** | * More than four errors in language, use of terminology, and presentation. | * No more than three errors in language, use of terminology, and presentation. | * No more than two errors in language, use of terminology, and presentation. | * Memo professionally presented in language, use of terminology and presentation. | **2** |  |

CONTENT TOTAL: \_\_\_\_\_/63

**IMM2 Grading Rubric**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **UNDEVELOPED (0)** | **DEVELOPING (1)** | **COMPETENT (2)** | **ACCOMPLISHED (3)** | **Weight** | **TOTAL** |
| ORGANIZATION of THOUGHT | * Thought process is incoherent. More than three errors in transitions. | * Thought process is confusing. No more than three errors in transitions. | * Thought process is ordered in a logical manner that is both coherent and fluid. No more than two errors in transitions. | * Thought process is ordered in a logical manner that is both coherent and fluid. All transitions exist and are well-worded | 2 |  |
| STYLE: SENTENCE STRUCTURE & WORD CHOICE | * Confusing sentence structure. More than three run-on sentences or comma splices | * Sentences excessively passive, excessively conversational or lack variety. No more than three run-on sentences or comma splices | * Sentences are correctly constructed though sometimes passive. No more than two run-on sentence or comma splice | * Sentences are skillfully constructed. No run-on sentences or comma splices | 2 |  |
| * More than three word/term choice and usage errors and/or multiple terms used improperly. | * No more than three word/term choice and usage errors and/or at least one term used improperly. | * No more than two word/term choice and usage errors and all terms used properly. | * Word/term choice and usage is correct, distinctive, economical, and precise and all terms used properly. | 2 |  |
| MECHANICS: WRITING CONVENTIONS (GRAMMAR, SPELLING, PUNCTUATION) | * More than three grammatical errors. | * No more than three grammatical errors. | * No more than two grammatical errors. | * No grammatical errors. | 3 |  |
| * More than three spelling or punctuation errors | * No more than three spelling or punctuation errors | * No more than two spelling or punctuation errors | * No spelling or punctuation errors | 2 |  |

WRITING TOTAL: \_\_\_\_\_/33

**GRAND TOTAL: \_\_\_\_/96**

**GRADE: \_\_\_\_\_\_\_\_**