Social Science and English Assessment Report
June, 2008

Cloud County Community College randomly selected artifacts from all Social Science and English courses (on-campus and concurrent) at Cloud County Community College during the 2007-2008 school term. The Assessment Coordinator compiled these artifacts and a team of three instructors was randomly selected to complete the evaluation process. The three instructors selected by ballot included Rita Dondlinger (Criminal Justice), Kimberly Muff (English), and Scott Thompson (Biology). The assessment team independently evaluated one hundred artifacts for Social Science and English on an identified rubric scale. Individual discrepancies between rubric scores for each artifact were discussed between the evaluators to determine a common rubric score between all three evaluators.

The outcome standard for Social Science is that 60 percent of the students will achieve the outcome rubric score of 2 or 3 on the following rubric scale:

1. Students will identify different cultural responses to environmental demands.

2. Students will demonstrate a conceptual understanding of cultural factors that contribute to varying responses to environmental demands.

3. Students will demonstrate the ability to analyze and evaluate a variety of ways in which different cultures respond to environmental demands.

Of the 100 Social Science artifacts evaluated:

• 52 received a score of 1
• 24 received a score of 2, and
• 24 received a score of 3

48 percent of the artifacts achieved a score of 2 or 3 on the Social Science rubric scale. The outcome standard (60 percent) for Social Science artifacts, therefore, was not met.

Several artifacts could not be effectively scored. For future evaluation, instructors need to be aware of the following:

• Multiple choice tests do not show analysis of cultural and environmental demands, and therefore will never receive a score higher than a 2
• If an exam is used for the artifact, it must include essay answers in order to warrant a score of 2 (demonstration) or 3 (analysis)
• If a test is included as an artifact, it must be graded, or include a grading key so the evaluators can effectively judge the test
• Posting a web blog or information gleaned from the web that is not the student’s own work will never receive a score higher than a 1 (and will therefore not meet the outcome) because it only constitutes a score of 1 (identify)
• A personal goal setting chart with behavior modification shows identification of goals, but in no way shows a cultural response to environmental demands unless they discussed how the behavior modification made a change personally and culturally
• Citations such as ask.com and wikipedia are not valid forms of research for the college curriculum and should not be accepted on any academic paper
The outcome standard for English Comp I and II (Writing) is that 85 percent of the students will achieve the outcome rubric score of 3 or higher on the following rubric scale:

0. Artifact cannot be evaluated because of appearance or content
1. Substandard- The paper does not meet standards. The main idea is vague, organization is not apparent, content is irrelevant or lacks detail, and mechanics are highly flawed.
2. Below- The paper is below average. The main idea might be somewhat vague; organization skewed, content might not be sufficiently relevant or detailed; or mechanics might be flawed. The paper lacks one or two elements. There may be an outstanding element present.
3. Acceptable- The paper communicates clearly. Its execution might be average on the whole, but there might be flaws in the idea, organization, content or mechanics. There might be an outstanding element present.
4. Good- The paper is good in all elements. The main idea is clear, its organization logical, its content, although detailed and relevant, may not have the impact of an exceptional paper; the mechanics are very good, but not excellent
5. Superior- The paper executes all the elements exactly. The paper has style and personality; it has a clear main idea, logical organization, relevant and detailed content, and full command of all mechanics.

Of the 100 Writing artifacts evaluated:
- 0 received a score of 1
- 16 received a score of 2
- 45 received a score of 3
- 33 received a score of 4, and
- 6 received a score of 5

84 percent of the artifacts achieved a score of 3 or higher on the rubric scale, thus the outcome standard of 85 percent for the college’s identified outcome was not met by only one percent.

A few artifacts could not be effectively scored. For future evaluation, instructors need to be aware of the following:
- Research papers are not necessary, and in fact, are sometimes informative, but do not show analysis, style or personality, which is necessary for a score of 5.
- Papers must include citations if any outside sources are used within the paper
- Proper MLA formatting and citations must be used to receive a score of 4 or 5
- Wikipedia is not a valid source and should never be used on a college essay