

# Baccalaureate Program Assessment Report

Academic Year: **2012-13**

College / Campus: **Abington**

Baccalaureate Degree Program: **Integrative Arts (IARAB)**

Please complete all portions of this template for each degree program.

See [assess.psu.edu](http://assess.psu.edu) and [program assessment process](#) for further information.

## 1. Learning objectives

Provide a complete list of all learning objectives for this program.

**Objective 1:** Students will prepare, with appropriate faculty input, a proposal that will outline their post-graduation aspirations and how these targets will be achieved through a concomitant course of study in the arts or an arts-related field.

**Objective 2:** Students will present evidence---by means of an original work of art or an analysis of a work of art---that they have an understanding of the art form/forms studied in their academic programs.

**Objective 3:** Students will produce oral and written reports/essays that explore and analyze the arts/arts-related subject matter presented in the academic course of study.

**Objective 4:** Students will create a presentation (oral or written) for faculty/advisors documenting their internship/independent study experience and describe the interdisciplinary nature of these experiences in detail.

## 2. Learning objective selected

Identify the learning objective that you chose to assess and upon which you are reporting.

**Objective 1:** Students will prepare, with appropriate faculty input, a proposal that will outline their post-graduation aspirations and how these targets will be achieved through a concomitant course of study in the arts or an arts-related field.

## 3. Relationship to General Education

Does the learning objective relate to the goals or objectives of General Education?

**no**

If yes, indicate the degree to which this objective is satisfied outside of General Education.

**exclusively**

## 4. Data collection

Describe the evidence used to address the learning objective (indicate the course(s), the assignments, the survey, etc.). Make sure that the evidence collected aligns with the program objective chosen.

30 approved IARAB proposals were gathered from the files of the Head of the Division of Arts and Humanities. Photocopies of these proposals without names or other identifying information were divided into six groups of equal numbers of pages. Each group was given a Roman numeral, and each proposal was given an Arabic numbers. The proposals were thus numbered from I-1 to VI-7.

### **5. Data analysis**

Describe the data analysis process (by whom, how communicated and shared, with what criteria for successful mastery). If a rubric was used for data analysis, attach a copy.

A meeting of the assessors was held with a member of the College's Assessment Committee experienced in creating rubrics. Out of that discussion, a rubric consisting of 5 questions, each rated on a 5-high to 1-low scale, was drafted. A second meeting of 5 of the 6 assessors was a norming session, in which all present assessed three sample proposals, discussed discrepancies among their ratings, and revised one question on the rubric to be more specific. See Appendix A: IARAB Proposal Evaluation Rubric.

The assessors were

- a MUSIC faculty member who also facilitates the IARAB program and advises in the major
- a faculty member teaching ART H courses
- a faculty member teaching INART courses
- a faculty member teaching INART and DANCE courses who advises in the major
- a faculty member teaching THEA (theatre) courses) who advises in the major
- the Head of the Division of Arts and Humanities.

Each proposal was assessed twice, each time by a different assessor. The results were compiled; average ratings for each question were generated. See Appendix B: IARAB Assessment of Proposals Spring 2013.

### **6. Data summary**

Provide a brief summary of the data, either in prose or in a table, chart or graph.

The average ratings, ranging from a high 3 to the low 4s on a 5-point scale, suggest that IARAB majors do a reasonably good job of writing proposals. The five average ratings cluster in two groups:

ratings for Questions 1, 3, and 5 range from 4.25 to 4.33

ratings for Questions 2 and 4 are 4.033 and 3.909, respectively.

The disparity between these two clusters suggests that attention be paid to the items rated in Questions 2 and 4.

Question 2—“The student justifies his or her course selections for completion of the IARAB degree in sufficient detail so that the relationships of the courses to the student’s intention for the degree are clear”—concerns the body of the proposal, in which proposers explain why the courses they have selected for inclusion in the major help them to achieve their educational goals.

Question 4—“The writing is grammatically correct and exhibits an academic tone”—presents the criteria of correct standard English as well appropriate academic tone, which resolves into concerns of diction, rational approach, and decorum appropriate to academic writing.

Since 30 proposals were assessed twice, for a total of 300 potential ratings could have been generated. As it happened, 7 ratings were left blank (shown in green in Appendix B), leaving 286 ratings or 143 pairs of ratings.

Out of these 143 pairs of ratings, 5 (3.50%) show a difference of three rating levels (shown in blue in Appendix B). There are also 27 rating pairs (18.88%) with a difference of two rating levels (shown in red in Appendix B). These disparities represent a significant degree of difference in the application of assessment criteria between assessors.

## 7. Lessons learned

Briefly describe what you learned from the data analysis.

1. IARAB students need to make the connections between the courses they choose, their educational goals, and their career intentions clearer in their proposals.

This goal can more fully achieved by describing the format of the IARAB proposal more clearly in the *IARAB Student Guide*, which is a booklet outlining all aspects of the major given to each entering IARAB major and made available online. The *Guide* can be revised to emphasize the importance of choosing courses carefully in light of the student’s goals and the necessity of demonstrating the relevance of each course to those goals in the proposal. Additionally, we can distribute sample proposals that meet the assessors’ expectations better than the existing sample proposals now given to prospective IARAB majors.

2. IARAB students need to generate more correct standard English prose and need to generate prose of a more academic tone. Ways to achieve these goals are

- \* to emphasize in the *IARAB Study Guide* the importance of producing grammatically correct standard English and of generating prose of an appropriately academic tone
- \* to provide examples of these features in the sample proposals distributed to students
- \* to encourage more IARAB majors to take advantage of the 1-credit LASAB and IARAB Proposal Writing course so that they spend more time and attention on their proposals under the guidance of an experienced writing instructor.

\* for the Division Head to set more stringent standards in approving proposals.

3. In future when writing is being assessed, a more longer and more thorough norming session is needed so that assessors more fully share a common understanding of how to assess IARAB students' writing.

### **8. Programmatic changes**

Describe the curricular or programmatic changes made to help improve student attainment of the selected objective. How will those changes be implemented and assessed?

The *IARAB Study Guide* will be revised in Summer 2013 as suggested above by the Division Head in consultation with IARAB faculty and advisors.

Also in consultation with IARAB faculty and advisors, new sample proposals will be selected and distributed to all prospective IARAB majors via their academic advisors.

An email will be sent during registration period each semester to IARAB students working on their proposals to encourage them to register for the 1-credit LASAB and IARAB Proposal Writing course.

### **9. Assessment plan for next academic year**

List the program objective you will assess in the next academic year and briefly describe the evidence you intend to collect to address the learning objective. What do you hope to learn? Consider also re-assessing the previous year's objective to determine the impact of your changes.

Objective 3—"Students will produce oral and written reports/essays that explore and analyze the arts/arts-related subject matter presented in the academic course of study"—will be assessed in 2013-14. Emails will be sent to the instructors of arts or arts-related courses taken by IARAB majors, asking them to retain copy of a representative essay or written project in the course for assessment purposes.

Since this objective involves writing, assessing next year will provide some follow-up information on the degree to which the changes we plan to make to the *IARAB Study Guide* and to the way we inform students about the availability of professional help in writing their proposals have had an effect on the quality of IARAB majors' writing.

A longer, more thorough norming session, with input from people experienced in assessment practices, will be held in order to increase the level of interassessor reliability.

## Appendix A: IARAB Proposal Evaluation Rubric

### IARAB Proposal Evaluation Rubric

Proposal # \_\_\_\_\_ Evaluator \_\_\_\_\_  
 (Indicated in Roman Numerals at top right)

Please rank each question on a scale of 1 – 5

1. The student demonstrates a clear focus and purpose when describing his or her academic intentions for the IARAB degree.

1                      2                      3                      4                      5

2. The student justifies his or her course selections for completion of the IARAB degree in sufficient detail so that the relationships of the courses to the student's intention for the degree are clear.

1                      2                      3                      4                      5

3. The information is presented in an organized format.

1                      2                      3                      4                      5

4. The writing is grammatically correct and exhibits an academic tone.

1                      2                      3                      4                      5

5. The student articulates how the IARAB degree provides the required preparation for his or her future academic or career trajectory.

1                      2                      3                      4                      5

## Appendix B: IARAB Assessment of Proposals Spring 2013

### IARAB Assessment of Proposals Spring 2013\*

Proposal #	Question 1	Question 2	Question 3	Question 4	Question 5
I-1	4	5	5	5	no rating
	1	5	3	5	3
I-2	3	1	4	4	no rating
	5	4	4	3	3
F	4	2	4	4	no rating
	3	4	3	3	4
II-1	5	5	5	5	5
	5	5	5	5	5
II-2	4.5	3	4.5	4	3
	5	1	5	5	3
II-3	5	5	5	4	5
	5	5	5	5	5
II-4	3	3	3	3	3
	5	5	5	5	5
II-5	3	3.5	3.5	3	3.5
	5	4	5	4	5
II-6	4.5	5	4	4	4.5
	5	5	5	5	5
III-1	5	4	5	5	5
	4	5	5	4	4
III-2	5	5	5	4	5
	5	5	5	5	5
III-3	4	5	5	4	4
	4	5	5	5	4
III-4	5	5	4	2	5
	5	4	5	2.5	5
III-5	5	5	5	5	5
	5	5	5	4	5
IV-1	4	4	4	4	4
	4	2	2	3	4
IV-2	4	5	5	5	5
	4	4	2	4	4
IV-3	5	5	5	5	5
	5	3.5	5	4	3
IV-4	4	3	4	4	3

	4	2	2	3	4
V-1	3	2	4	3	1
	4	1	5	5	no rating
V-2	5	4	5	2	5
	4	4	5	4	no rating
V-3	5	4	4	3.5	5
	3.5	4	4	4	no rating
V-4	3	4	2	3	2
	3.5	3	4	3.5	no rating
V-5	4	5	4	4	5
	5	5	5	5	5
VI-1	5	5	5	5	5
	4	3	4	4	5
VI-2	5	5	3	2	5
	5	4	5	4	5
VI-3	5	5	5	5	5
	4	5	4	3	5
VI-4	5	5	5	5	5
	3	3	4	3	3
VI-5	5	3	4	1	4
	3	3	4	4	3
VI-6	5	5	5	5	5
	4	5	5	4	5
VI-7	2	3	5	4	2
	4	5	4	4	5

<b>AVERAGE</b>	<b>4.25</b>	<b>4.033333333</b>	<b>4.333333333</b>	<b>3.909836066</b>	<b>4.264150943</b>
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\* Numbers in **green** are pairs with one missing rating.  
Numbers in **blue** are rating pairings with a difference of three.  
Numbers in **red** are rating pairings with a difference of two.