

Date: May 30, 2017

Department/Program: Arts Administration Program

Chair or Program Director: David Howson
Teaching Professor
& Arthur Zankel Executive Director of Arts Administration

Assessment Project: Credit-Bearing Internships in Arts Administration

Student Learning Goals/Objectives:

1. Observe and identify application of theories and practices of arts administration in a professional environment.
2. Research and analyze organization structures and dynamics.
3. Develop and utilize written and verbal communication skills.
4. Develop respect for and appreciation of new ideas and perspective.

Background of Project (from Feb. 2017 report)

“Obtain practical experience in the field that enhances classroom learning through experiential learning opportunities including a structured field experience, internship or independent study.”

The structured field experience is a requirement of the Arts Administration Minor and be fulfilled by three credits of:

Individual Internships

AA 299 Professional Internship: Arts Administration

AA 399 Professional Internship: Arts Administration

Group Field Experience

AA 341 Structured Field Experience in Arts Administration

Independent Study

AA 371 Independent Study in Arts Administration

For this report, focus is on Individual Internships: AA 299 and AA 399.

For several years, faculty sponsors of credit-bearing internships under the Arts Administration rubric (AA 299 and AA 399) have been using various forms and metrics to evaluate student learning during the internship or field experience. Some faculty use the evaluation form developed by the Office of Academic Advising (OAA) while others create their own criteria. At the same time, on-site supervisors are asked to provide an assessment of the student’s work during the experience. Some faculty require a letter or email, some use a more formal evaluation form. In instances where the student’s credit-bearing internship or field experience is Skidmore-funded (through SSFIP), the Career Development Center (CDC) submits a second evaluation form to the on-site supervisor.

Assessment

58 credit-bearing Arts Administration (AA) internships were sponsored between Fall 2010 and Spring 2017. Of those 58 internships, 28 have on-site supervisor evaluations available. 24 used the standard evaluation template provided by the OAA. Four used a template provided by the CDC (because they received summer funding through Skidmore). The 30 that are not available could have used other evaluations tools such as a letter or email. In some very rare cases, a supervisor evaluation cannot be obtained. This assessment will focus on the 24 using the standard evaluation from the OAA.

The Assessment Tool: The OAA Evaluation Form

Five of the nine questions on the OAA evaluation are quantitative. The remaining four are qualitative. Only one question (Q8) includes a rubric for the response.

Q1: Briefly summarize the type of work the student accomplished

Q2: Briefly summarize the quality of the work.

Q3: How many hours each week did the student spend on the internship?

Q4: What percentage of the student's time was spent learning job-related skills, and what skills did the students work to aspire?

Q5: In what respects did the internship promote the student's intellectual growth (i.e., develop new concepts and theoretical understanding)?

Q6: How well did the student's academic and vocational background prepare him or her for the internship?

Q7: Were the student's motivation and self-discipline sufficient for successful completion of the project?

Q8: What is your overall perception of the internship?

- a. Very successful
- b. Successful
- c. Minimally successful
- d. Less than successful

Q9: Do you have suggestions which might make an internship like this one even more valuable to the student?

RESULTS:

In analyzing the available data, we used the four quantitative questions (Q2, Q3, Q4 and Q8) to complete the assessment since qualitative responses varied greatly in terminology, length, and consistency.

1. Number of Internships Per Term*

Academic Year	Semester	No. of Internships
2009-2010	Summer	1
2011-2012	Fall	1
2011-2012	Spring	1
2011-2012	Summer	2

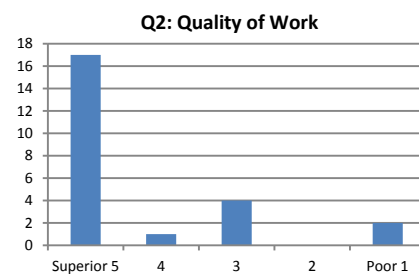
2012-2013	Fall	2
2013-2014	Spring	2
2014-2015	Fall	1
2014-2015	Summer	4
2015-2016	Spring	3
2015-2016	Summer	2
2016-2017	Spring	5

*Summer Term is included in academic year just completed. (Example: Summer 2010 is included in the 2009-2010 academic year.

Q2: Briefly summarize the quality of the work.

To assess this question, we attempted to interpret a score from the text based on a scale of 1 (poor) to 5 (superior).

17 or 71% of students scored a 5
 1 or 4% of students scored a 4
 4 or 17% of students scored a 3
 2 or 8% of students scored a 1



Q3: How many hours each week did the student spend on the internship?

This data ranged from 8 hours to 40 hours but was not useful without the total number of weeks worked.

Q4: What percentage of the student's time was spent learning job-related skills, and what skills did the students work to aspire?

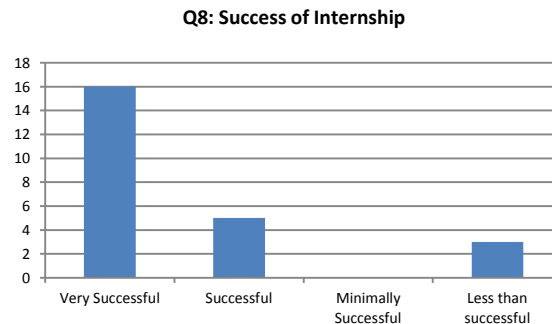
19 or 79% of students at 100%
 1 or 4% of students at 80%
 1 or 4% of students at 75%
 1 or 4% of students at 65%
 1 or 4% of students at 60%
 1 or 4% of students at 50%

This data proved not very useful as "job-related skills" was not defined. A low score could indicate problems or, as noted in some instances in the evaluation, the student was working events. A clearer definition of "job-related skills" would be more useful.

Q8: What is your overall perception of the internship?

- a. Very successful (4)
- b. Successful (3)
- c. Minimally successful (2)
- d. Less than successful (1)

16 or 67% of students scored a 4
5 or 21% of students scored a 3
0 students scored a 2
3 or 12% of students scored a 1



Summary of Results

The OAA Internship Evaluation is not fulfilling the needs of the Arts Administration Program as an assessment tool. While it is generally appropriate for evaluations of trouble-free internships, it does not provide enough information for those in which more clarity could be useful to help the instructor determine a grade. Addition, it is not designed to provide feedback to the student and there are real questions about its level of confidentiality should a student inquire about or contest the grade.

Discussion with Program Faculty

The program director is the only full-time faculty member in the program and will share this assessment with part-time faculty members during the fall 2017 retreat in September.

Changes/Recommendations

1. The Director proposes implementing a new Arts Administration On-Site Supervisor Evaluation (AA-OSE) tool that was developed from examples provided by International Assembly for Collegiate Business Education, an accrediting body for academic business departments. Their sample rubrics and evaluations proved useful and provide a high-level view of nine dimensions for internships.

D1 - Achievement of Learning Agreement Objectives: The extent to which the student accomplishes the stated learning objectives as specified in the internship learning agreement.

D2 - Quality of Work: The degree to which the student's work is thorough, accurate, and completed in a timely manner.

D3 - Ability to Learn: The extent to which the student asks relevant questions; seeks out additional information from appropriate sources; understands new concepts/ideas/work assignments; and is willing to make needed changes and improvements.

D4: **Initiative and Creativity:** The degree to which the student is self-motivated; seeks out challenges/more work; approaches and solves problems on his/her own; and develops innovative and creative ideas/solutions/options.

D5 - **Character Traits:** The extent to which the student demonstrates a confident and positive attitude; exhibits honesty and integrity on the job; is aware of and sensitive to ethical and diversity issues; and behaves in an ethical and professional manner.

D6 - **Dependability:** The degree to which the student is reliable; follows instructions and appropriate procedures; is attentive to detail; and requires supervision.

D7 - **Attendance and Punctuality:** The degree to which the student reports to work as scheduled and on-time.

D8 - **Organizational Fit:** The extent to which the student understands and supports the organization's mission, vision, and goals; adapts to organizational norms, expectations, and culture; and functions within appropriate authority and decision-making channels.

D9 - **Response to Supervision:** The degree to which the student seeks supervision when necessary; is receptive to constructive criticism and advice from his/her supervisor; implements suggestions from his/her supervisor; and is willing to explore personal strengths and areas for improvement.

2. On-Site Supervisors will be asked to share the AA-On-Site Supervisor Evaluation with the student at the conclusion of the internship to engage the student in reflective dialogue about the internship experience.
3. AA Program procedures will be modified so that AA-On-Site Supervisor Evaluations are kept in a permanent file so they can be easily accessed for future assessments.
4. The CDC currently uses a 4-question evaluation for College-funded internship experiences. This has resulted in confusion and angst from the on-site supervisor and student. For students doing credit-bearing internships that are being funded by the College, AA will work with the CDC staff to coordinate outreach to the on-site supervisor in order to streamline communication and avoid duplication of work.

Looking Ahead

- For 2017-2018, AA will compile data using the new AA-On-Site Supervisor Evaluation as well as examine the potential for developing an Self-Evaluation for Student Internships to be completed by the student and submitted to the faculty sponsor.
- Future assessments will include an examination of enrollment patterns for AA 201 (the "gateway" course to the AA minor) with the following questions in mind:
 - (a) What percentage of students completed/did not complete the AA minor?
 - (b) For students who completed the AA minor, what was companion major(s)? (Rank by #)
 - (c) For students who completed the AA minor, what was companion minor(s)? (Rank by #)
 - (d) For students who completed the AA minor, what percentage completed MB 107?
 - (e) For students who did not complete the AA minor, what was major(s)? (Rank by #)
 - (f) For students who did not complete the AA minor, what percentage completed MB 107?

Attachments:

1. OAA Internship Evaluation Form
2. Internship Assessment Data (student names and organization redacted)
3. Proposed NEW Arts Administration On-Site Supervisors Evaluation

**Skidmore College
815 N. Broadway
Saratoga Springs, New York 12866**

**EVALUATION OF INTERNSHIP EXPERIENCE
(To be completed by the on-site supervisor and returned to dhowson@skidmore.edu)**

Student Name _____ Class Year _____

Faculty Sponsor: David Howson Department: Arts Administration

To the On-Site Supervisor:

We appreciate the time you have spent guiding one of our students through an internship. In order to evaluate the experience, the faculty sponsor must have your assessment of the student's performance. Please provide specific responses and return this form by Sept. 4, to dhowson@skidmore.edu or by mail to David Howson, Skidmore College, 815 North Broadway, Saratoga Springs, New York 12866.

1. Briefly summarize the type of work the student accomplished

2. Briefly summarize the quality of the work.

3. How many hours each week did the student spend on the internship?

4. What percentage of the student's time was spent learning job-related skills, and what skills did the students work to aspire?

(over)

5. In what respects did the internship promote the student's intellectual growth (i.e., develop new concepts and theoretical understanding)?

6. How well did the student's academic and vocational background prepare him or her for the internship?

7. Were the student's motivation and self-discipline sufficient for successful completion of the project?

8. What is your overall perception of the internship?

- a. Very successful
- b. Successful
- c. Minimally successful
- d. Less than successful

9. Do you have suggestions which might make an internship like this one even more valuable to the student?

Name of On-Site Supervisor (please print)

Signature

Date

SUPERVISOR INTERNSHIP EVALUATION DATA
2010-2017
AA 299, AA 399

QUESTION NUMBER				Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	
SHORT QUESTION DESCRIPTION				Work Summary	Work Quality	Hours Worked Per Week	Time on Job-Skills	Intellectual Growth	Preparation	Motivation & Self-Discipline	Overall Perception	Suggestions for Future Internships	
LITERAL QUESTION TEXT FROM OAA EVALUATION FORM				Briefly summarize the type of work the student accomplished	Briefly summarize the quality of the work.	How many hours each week did the student spend on the internship?	What percentage of the student's time was spent learning <u>job-related skills</u> , and what skills did the students work to aspire?	In what respects did the internship promote the student's <u>intellectual growth</u> (i.e., develop new concepts and theoretical understanding)?	How well did the student's academic and vocational background prepare him or her for the internship?	Were the student's motivation and self-discipline sufficient for successful completion of the project?	What is your overall perception of the internship? a. Very successful b. Successful c. Minimally successful d. Less than successful	Do you have suggestions which might make an internship like this one even more valuable to the student?	
QUESTION TYPE				QUALITATIVE	QUANTITATIVE	QUANTITATIVE	QUANTITATIVE	QUALITATIVE	QUALITATIVE	QUALITATIVE	QUANTITATIVE	QUALITATIVE	
ASSESSMENT SUMMARY METHOD				Identified key words from text of assigned tasks. Various.	Interpreted text using a scale of 1 (poor) to 5 (superior)	Used submitted data or interpreted from text.	Used submitted data or interpreted from text.	Identified key words from text of assigned tasks. Various.	Used submitted data or interpreted from text.	Identified key words from text of assigned tasks. Various.	Used submitted data or interpreted from text. Rated 1 (less than successful) to 4 (Very successful)	Identified key words from text of assigned tasks. Various.	
Yr	Sem	Seq	Student Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Org
2010	3	1			5	40	100%				4		
2012	1	1			1	10	100%				1		
2012	2	1			5	13	100%				4		
2012	3	1			3	40	60%				3		
2012	3	1			3	10	65%				3		
2013	1	1			5	10	100%				4		
2013	1	2			3	13	100%				3		
2014	2	1			5	25	100%				4		
2014	2	2			5	10	100%				4		
2015	1	1			4	10	100%				3		
2015	3	1			5	30	100%				4		
2015	3	2			3	20	50%				1		
2015	3	3			5	50	100%				4		
2015	3	4			5	20	100%				4		
2016	2	1			5	35	100%				4		
2016	2	2			5	12	100%				4		
2016	2	3			5	8	100%				3		
2016	3	1			5	12	100%				4		
2016	3	2			5	27	75%				4		
2017	2	1			5	10	80%				4		
2017	2	2			1	8	100%				1		
2017	2	3			5	9	100%				4		
2017	2	4			5	10	100%				4		
2017	2	5			5	16	100%				4		



Arts Administration Program

Supervisor Evaluation of Internship Rubric

Student Name: _____

Host Organization/Company: _____

Mailing Address: _____

City, State and Zip Code: _____

Internship Supervisor: _____

Supervisor Title: _____

Supervisor Phone Number: _____

Supervisor Email Address: _____

Faculty Supervisor: _____

Date of Evaluation: _____

The purpose of this assessment is to provide the student intern with constructive feedback on his/her internship experience. This evaluation form should be completed by the internship site supervisor or the individual who is most closely responsible for supervising the intern's work assignments.

The student's grade is partially based on your evaluation of his/her/their performance on each of the internship dimensions identified below. Use the evaluation rubric to assess the student's performance on each dimension by specifying a score based on the performance ratings and descriptors delineated in the rubric form. Candid and objective comments regarding the student's performance are also very much appreciated. Please add your relevant comments in the space provided in the form.

Achievement of Learning Agreement Objectives: The extent to which the student accomplishes the stated learning objectives as specified in the internship learning agreement

Quality of Work: The degree to which the student's work is thorough, accurate, and completed in a timely manner

Ability to Learn: The extent to which the student asks relevant questions; seeks out additional information from appropriate sources; understands new concepts/ideas/work assignments; and is willing to make needed changes and improvements

Initiative and Creativity: The degree to which the student is self-motivated; seeks out challenges/more work; approaches and solves problems on his/her own; and develops innovative and creative ideas/solutions/options

Character Traits: The extent to which the student demonstrates a confident and positive attitude; exhibits honesty and integrity on the job; is aware of and sensitive to ethical and diversity issues; and behaves in an ethical and professional manner

Dependability: The degree to which the student is reliable; follows instructions and appropriate procedures; is attentive to detail; and requires supervision

Attendance and Punctuality: The degree to which the student reports to work as scheduled and on-time

Organizational Fit: The extent to which the student understands and supports the organization's mission, vision, and goals; adapts to organizational norms, expectations, and culture; and functions within appropriate authority and decision-making channels

Response to Supervision: The degree to which the student seeks supervision when necessary; is receptive to constructive criticism and advice from his/her supervisor; implements suggestions from his/her supervisor; and is willing to explore personal strengths and areas for improvement

Supervisor Evaluation of Internship – Grading Rubric							
Evaluation Dimensions	Performance Rating						Score
	Needs Improvement		Meets Expectations		Excellent		
	1	2	3	4	5	6	
Internship Evaluation Dimensions – Grading Criteria							
Achievement of Learning Agreement Objectives	Accomplished few if any learning objectives as specified in the internship learning agreement		Accomplished most learning objectives as specified in the internship learning agreement		Met or exceeded all learning objectives as specified in the internship learning agreement		
	Comments:						
Quality of Work	Work was done in a careless manner and was of erratic quality; work assignments were usually late and required review; made numerous errors		With a few minor exceptions, adequately performed most work requirements; most work assignments submitted in a timely manner; made occasional errors		Thoroughly and accurately performed all work requirements; submitted all work assignments on time; made few if any errors		
	Comments:						
Ability to Learn	Asked few if any questions and rarely sought out additional information from appropriate sources; was unable or slow to understand new concepts, ideas, and work assignments; was unable or unwilling to recognize mistakes and was not receptive to making needed changes and improvements		In most cases, asked relevant questions and sought out additional information from appropriate sources; exhibited acceptable understanding of new concepts, ideas, and work assignments; was usually willing to take responsibility for mistakes and to make needed changes and improvements		Consistently asked relevant questions and sought out additional information from appropriate sources; very quickly understood new concepts, ideas, and work assignments; was always willing to take responsibility for mistakes and to make needed changes and improvements		
	Comments:						
Initiative and Creativity	Had little observable drive and required close supervision; showed little if any interest in meeting standards; did not seek out additional work and frequently procrastinated in completing assignments; suggested no new ideas or options		Worked without extensive supervision; in some cases, found problems to solve and sometimes asked for additional work assignments; normally set his/her own goals and, in a few cases, tried to exceed requirements; offered some creative ideas		Was a self-starter; consistently sought new challenges and asked for additional work assignments; regularly approached and solved problems independently; frequently proposed innovative and creative ideas, solutions, and/or options		
	Comments:						
Character Traits	Was insecure and timid, and/or regularly exhibited a negative attitude; was dishonest and/or showed a lack of integrity on several occasions; was unable to recognize and/or was insensitive to ethical and diversity issues; displayed significant lapses in ethical and professional behavior		Except in a few minor instances, demonstrated a confident and positive attitude; regularly exhibited honesty and integrity in the workplace; was usually aware of and sensitive to ethical and diversity issues on the job; normally behaved in an ethical and professional manner		Demonstrated an exceptionally confident and positive attitude; consistently exhibited honesty and integrity in the workplace; was keenly aware of and deeply sensitive to ethical and diversity issues on the job; always behaved in an ethical and professional manner		
	Comments:						

Supervisor Evaluation of Internship – Grading Rubric

Evaluation Dimensions	Performance Rating						Score
	Needs Improvement		Meets Expectations		Excellent		
	1	2	3	4	5	6	
Internship Evaluation Dimensions – Grading Criteria							
Dependability	Was generally unreliable in completing work assignments; did not follow instructions and procedures promptly or accurately; was careless, and work needed constant follow-up; required close supervision		Was generally reliable in completing tasks; normally followed instructions and procedures; was usually attentive to detail, but work had to be reviewed occasionally; functioned with only moderate supervision		Was consistently reliable in completing work assignments; always followed instructions and procedures well; was careful and extremely attentive to detail; required little or minimum supervision		
	Comments:						
Attendance and Punctuality	Was absent excessively and/or was almost always late for work		Was never absent and almost always on time; or usually reported to work as scheduled, but was always on time; or usually reported to work as scheduled and was almost always on-time		Always reported to work as scheduled with no absences, and was always on-time		
	Comments:						
Organizational Fit	Was unwilling or unable to understand and support the organization's mission, vision, and goals; exhibited difficulty in adapting to organizational norms, expectations, and culture; frequently seemed to disregard appropriate authority and decision-making channels		Adequately understood and supported the organization's mission, vision, and goals; satisfactorily adapted to organizational norms, expectations, and culture; generally functioned within appropriate authority and decision-making channels		Completely understood and fully supported the organization's mission, vision, and goals; readily and successfully adapted to organizational norms, expectations, and culture; consistently functioned within appropriate authority and decision-making channels		
	Comments:						
Response to Supervision	Rarely sought supervision when necessary; was unwilling to accept constructive criticism and advice; seldom if ever implemented supervisor suggestions; was usually unwilling to explore personal strengths and areas for improvement		On occasion, sought supervision when necessary; was generally receptive to constructive criticism and advice; implemented supervisor suggestions in most cases; was usually willing to explore personal strengths and areas for improvement		Actively sought supervision when necessary; was always receptive to constructive criticism and advice; successfully implemented supervisor suggestions when offered; was always willing to explore personal strengths and areas for improvement		
	Comments:						

Summary Performance Ratings on Internship

Evaluation Criteria	Score (from above)
Achievement of Learning Agreement Objectives	
Quality of Work	
Ability to Learn	
Initiative and Creativity	
Character Traits	
Dependability	
Attendance and Punctuality	
Organizational Fit	
Response to Supervision	
Total Score	

Overall Performance Evaluation of Student Intern

Outstanding	Very Good	Satisfactory	Marginal	Unsatisfactory
☐	☐	☐	☐	☐

Comments:

I have reviewed this evaluation with the student intern.	Yes	No
	☐	☐
If yes, the date of review:	Date of Review	
Comments:		

If a position were available within your organization/company, would you recommend this student for employment?	Yes	No
	☐	☐
Comments:		

Your Evaluation of Internship Program

We would very much appreciate your rating of our internship program and any suggestions that you may have for improving the program:

Outstanding	Very Good	Satisfactory	Marginal	Unsatisfactory
☐	☐	☐	☐	☐

Suggestions for improvement:

Supervisor Signature

Date

Thank you very much for participating in our internship program and for taking the time to complete this evaluation. Your appraisal of our student's performance and your associated comments provide valuable feedback in our efforts at continuous improvement of our curriculum and internship programs.

We appreciate the time and effort that you have contributed to the program's success and to the success of your intern. We hope that it was a positive learning experience for you both.

Response to Arts Administration Assessment Report 2017

Submitted by David Howson, 5/30/17

This outstanding report summarizes an assessment that is particularly useful in that it has resulted in the creation and adoption of a new instrument for evaluating students' internship experiences. The new instrument is much more detailed and will provide students and AA faculty with much more detailed and useful information.

AA's plans for future assessments here include both compiling and analyzing data from the new forms, and also analyzing enrollment/completion patterns. Both promise to yield useful information. The new forms could provide the basis for a form of direct assessment of student learning that is cogent for this discipline. That is, since the supervisors are directly assessing students' work and learning in their internships, the information they provide could be aggregated—maybe over a two- or three-year period, to accumulate a larger number—and analyzed with respect to how well students are meeting AA's goals for their learning in their internships.

Altogether very fine assessment work.

Sarah Goodwin

5/30/17