

# **Undergraduate Psychology Program**

## **Inter-Rater Reliability for Undergraduate Integrative Paper and Marianist Educational Values Paper**

### **Study II**

**Submitted by Robert Santee**

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A second inter-rater reliability study was performed, the scores from two original faculty members plus two more faculty members (N total= 4), using the same format as the initial study.

### **Inter-Rater Reliability Study I (6/5/09)**

In order to determine inter-rater reliability for the psychology undergraduate *Integrative Paper* rubric and the *Marianist Educational Values Paper* rubric, papers from eleven students in the Spring 09 Senior Seminar in Psychology course (Psy 490) were assessed, using the total score from the rubrics, by two members, one who currently teaches the class, of the faculty. Intraclass consistency correlation coefficients were derived using SPSS (see *SPSS Base 10.0 Applications Guide*, 366-368;

#### **Integrative Paper**

The inter-rater reliability coefficient is .7468. Both the single measure ( $r=.5959$ ) and average measure ( $r=.7468$ ) intraclass correlation were significant ( $p=.0204$ ).

#### **Marianist Educational Values Paper**

The inter-rater reliability coefficient is .8581. Both the single measure ( $r=.7514$ ) and average measure ( $r=.8581$ ) intraclass correlation were significant ( $p=.0024$ ).

#### **Analysis**

The results are indicative of **acceptable** inter-rater reliability for both rubrics (see Stemler, Steven E. (2004). A comparison of consensus, consistency, and measurement approaches to estimating interrater reliability. *Practical Assessment, Research & Evaluation*, 9(4). Retrieved June 4, 2009 from <http://PAREonline.net/getvn.asp?v=9&n=4>.

Any faculty member who teaches the Senior Seminar in Psychology course (Psy 490) will have to be pre-qualified (inter-rater reliability) on the rubrics, using the papers from the same eleven students, for both papers, before teaching the course. Their assessment will be compared with the two faculty members' assessment that was used for this study. If their inter-rater reliability does not meet the acceptable inter-rater reliability, they will not be allowed to teach the course. Appropriate instruction will be provided both before and after, if necessary, on how to utilize the rubrics.

### **Inter-Rater Reliability Study II (12/07/09)**

In the second inter-rater reliability study, two additional faculty (N Total = 4), one who will teach the Spring Day Psychology 490 class and one who will teach the Winter Evening AEOP

Psychology 490 class, assessed, employing the rubrics, the same eleven papers for both the *Integrative Paper* and the *Marianist Educational Values Paper* that were utilized in the first inter-rater reliability study.

### **Integrative Paper**

The inter-rater reliability coefficient is .8735. Both the single measure ( $r=.6333$ ) and average measure ( $r=.8735$ ) intraclass correlation were significant ( $p=.0000$ ).

### **Marianist Educational Values Paper**

The inter-rater reliability coefficient is .9004. Both the single measure ( $r=.6932$ ) and average measure ( $r=.9004$ ) intraclass correlation were significant ( $p=.0000$ ).

### **Analysis**

The single measure intraclass correlation, which is the reliability of one rater, showed, when compared to the initial study, an increase in significance, for both the *Integrative Paper* and the *Marianist Educational Values Paper* while the size showed a slight increase for the *Integrative Paper* and a slight decrease for the *Marianist Educational Values Paper*.

The average intraclass correlation showed an increase, in size and significance, when compared to the initial study for both the *Integrative Paper* and the *Marianist Educational Values Paper*.

### **Conclusion**

The results are clearly acceptable for both the single measure intraclass correlation and the average intraclass correlation. Given the acceptable inter-rater reliability, the next step is to assess the student learning outcomes from the rubrics for both papers. This assessment will begin with the papers from both the Spring Day Psy 490 class and the Winter Evening Psy 490 class.