



2010 General Education Summer Assessment Institute INTERPERSONAL SKILLS Summary Report—DRAFT

In August 2010, an institute was conducted to assess LCC student artifacts collected during the 2009-10 academic year for Interpersonal Skills. The institute consisted of ten faculty readers and a faculty coordinator. Readers were selected by the General Education Committee. Artifacts were evaluated based on rubrics developed by the Capstone and General Education Committees. Readers for the Interpersonal Skills Institute included: **Hiedi Bauer, Alison Cardinal, Jeanne Hamer, Klint Hull, Colleen Lemhouse, Cheryl Ronish, Jan Roose, David Rosi, Anthony Warnke, and Jerry Zimmerman.** **Tim Allwine** served as faculty coordinator.

A summary of findings and recommendations follows. Artifacts were evaluated on a scale of 1 to 5 (1, 2, 3, 4, 5) for Interpersonal Skills.

OVERVIEW: INTERPERSONAL SKILLS

A total of 143 artifacts were submitted. Of the 270, 76 were evaluated by the readers. In addition, aggregate scores from a number of peer evaluation projects were reviewed. Each artifact was evaluated by a minimum of two and a maximum of eleven readers. Minor revisions to the rubric were discussed and implemented prior to the commencement of the evaluation period. A majority of the artifacts were taken from eLearning courses.

The artifacts for this institute were quite varied, including individual assignments, aggregate peer evaluations, group assignments, threaded discussions, face to face classes, hybrid classes, and online classes. This was a particularly difficult outcome to assess, and results were mixed. It should be noted that certain aspects of the rubric (for example, “non-verbal cues”) were problematic with written artifacts and particularly with written artifacts from online courses. It should also be noted that there was some confusion regarding when an individual’s performance (vs. group performance) was being evaluated.

The rubric worked very well overall, and there were very few third reads needed compared to other institutes. Threaded discussions worked well when all student contributions were showing. Nursing care plans worked well. Long term projects worked better than short-term projects in threaded discussions, particularly when the assignment was explained.

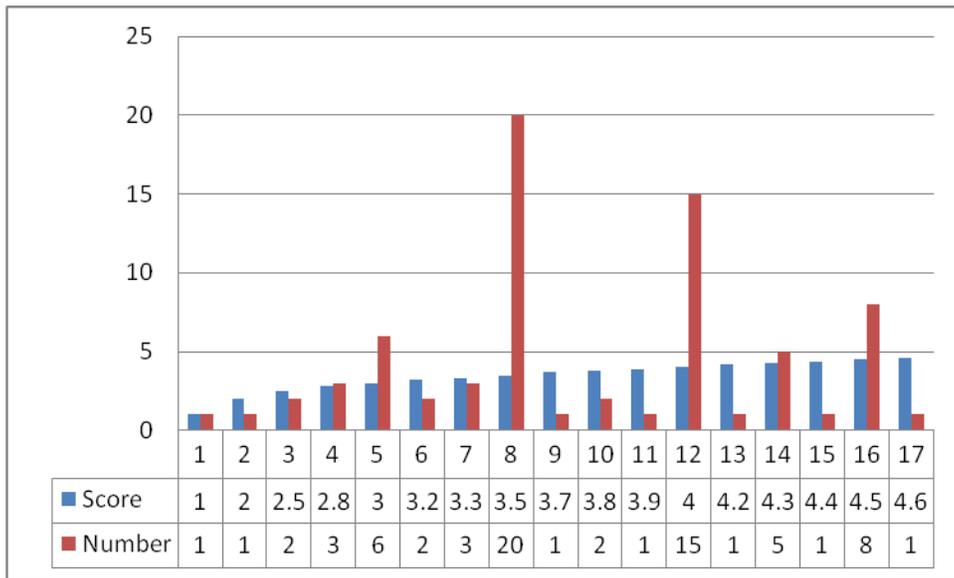
Overall, it was determined that it is difficult to assess a dynamic outcome like Interpersonal Skills from a static document. More work is needed re: how we teach and assess this outcome.

SCORES: INTERPERSONAL SKILLS

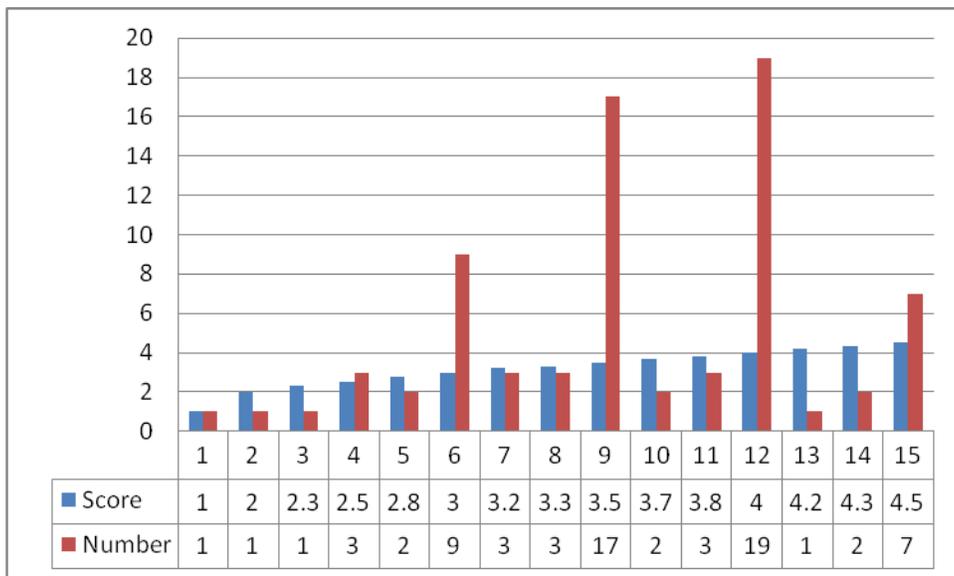
Interpersonal Skills *Interact* effectively with individuals and/or within groups.

Table 1: Overview of Interpersonal Skills Scores

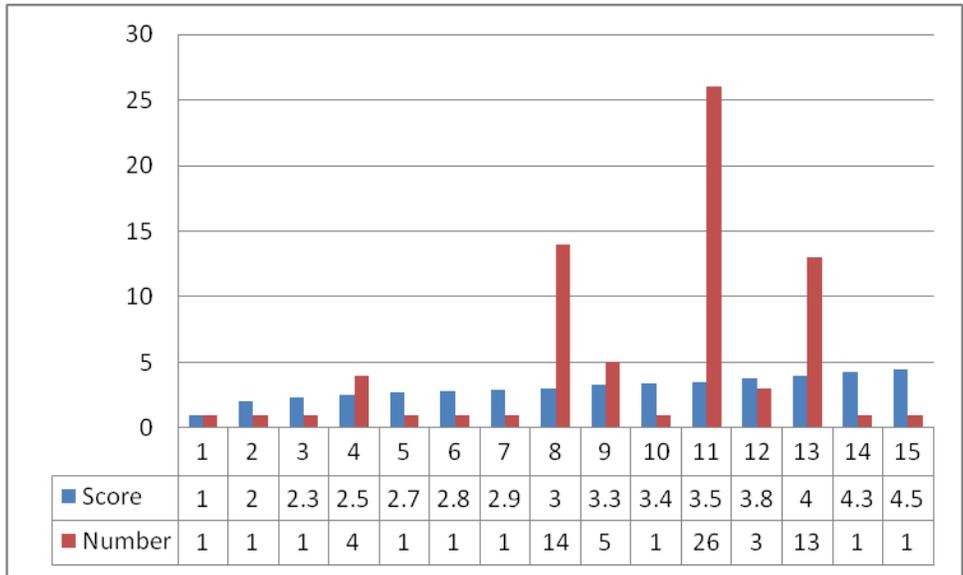
Criteria	Average Score	Range of Scores
A) Students will participate actively, demonstrating commitment to shared tasks.	3.7	1.0 – 5.0



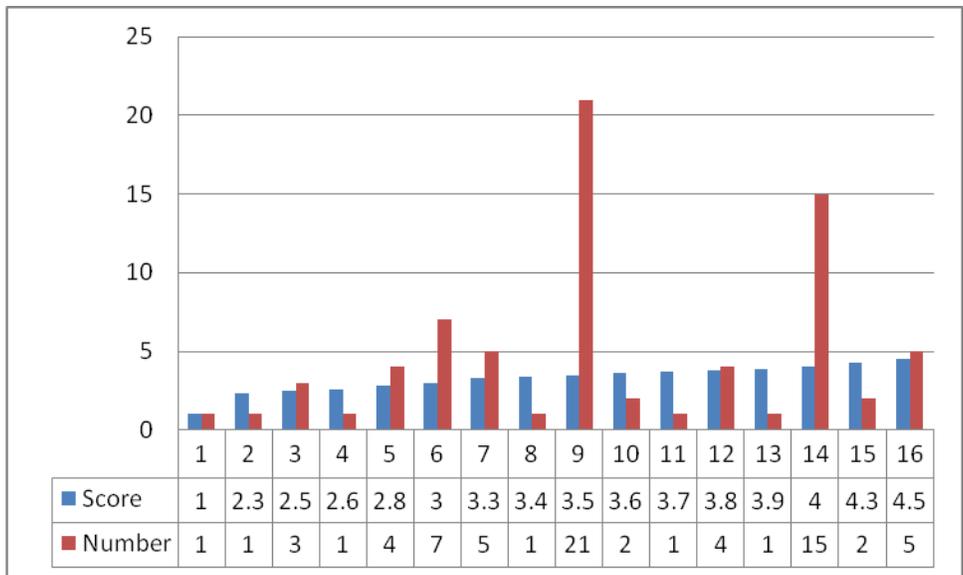
Criteria	Average Score	Range of Scores
B) Students will cooperate with others.	3.6	1.0 – 4.5



Criteria	Average Score	Range of Scores
C) Students will use verbal and non-verbal skills appropriate for the context to enhance collaboration.	3.4	1.0 – 4.5



Criteria	Average Score	Range of Scores
D) Students will deal effectively with differences and resolve conflicts in a variety of settings.	3.5	1.0 – 4.5



RECOMMENDATIONS: INTERPERSONAL SKILLS

- ▶ Due to the difficulty in evaluating certain aspects of Interpersonal Skills through written artifacts, it was suggested that reviewers could evaluate students in the classroom (in a live setting). Two raters could use a taped session to norm and then evaluate classroom (live) settings together.
- ▶ More so than with other outcomes, it's important to have the context (content of the assignment given by the instructor) for Interpersonal Skills artifacts.
- ▶ Some revision of the rubric might be needed in order to effectively evaluate online courses (for example, specify "tone" as a non-verbal cue).
- ▶ Direct observation is really the best way to evaluate this outcome. This could be captured through video, assuming good sound quality. However, it is important to minimize disruption to the class as people tend to behave differently when they know they are being recorded. Need to identify faculty who are willing to let classroom activity be recorded.
- ▶ Peer to peer evaluations need to be written at an appropriate level for students (not written in an institutional way to meet our needs, even if it makes it easier to map to the outcomes themselves).
- ▶ We need to be sure to distinguish faculty evaluation of interpersonal skills from peer evaluation (which tends to include some bias re: popularity of the student being evaluated). We could do a comparison of faculty to student ratings.
- ▶ It might be necessary to use different methods of evaluation for online vs. face-to-face classes.
- ▶ Suggested changes to the rubric should be considered. Also, need to make sure the concept of leadership is adequately covered. Is there a cultural element with Interpersonal Skills that hasn't been addressed?
- ▶ Readers recommended that this outcome be re-evaluated sooner than three years from now.
- ▶ Several faculty professional development ideas were raised, including how to develop online discussions that produce good responses; Quality Matters training; how to use peer reviews effectively; how to lead effective seminars; how to facilitate group work, etc.