



2011 General Education Summer Assessment Institute INTERPERSONAL SKILLS Summary Report

A faculty institute was conducted in August 2011 to assess LCC's progress with student achievement of Interpersonal Skills. The institute consisted of nine faculty participants and a faculty coordinator. Participants were selected by the General Education Committee. Artifacts were evaluated based on a rubric developed by the General Education Committee. Participants for the Interpersonal Skills Institute included: **Tim Allwine, Hiedi Bauer, Ronda Butterfield, Kurt Harbaugh, Joan Herman, Sue Homme, Klint Hull, Connie Ramos, and Jerry Zimmerman.** **Colleen Allwine** served as faculty coordinator.

OVERVIEW: INTERPERSONAL SKILLS

Fifty-six artifacts from a variety of disciplines were evaluated. Evaluation was conducted using a 5-point scale.

Observations/notes:

- A drawback of discussion forums as artifacts is that all interactions between students aren't captured; there are phone conversations, texts, e-mails and in-person communications that are not necessarily reflected. Discussion threads don't necessarily tell the whole story.
- With student peer evaluations, it was extremely useful to have the added "open-ended" questions on the back of the form. It was also extremely useful to have the packets separated out by individual students, collected over time during the quarter (with multiple assessment points). Could include date or number on form template to facilitate this. Would like to expand use of the peer tool.
- Video clips were determined to be assessable. It would be helpful if the clips were made over time, or toward the end of the time the group is working together. Context—background from instructor—is extremely helpful.
- The way outcome D is written is problematic; conflict resolution belongs in the rubric language rather than as a standalone outcome (see proposed rubric revision).
- Participation in the institute has generated a lot of ideas about what to do in the classroom.
- Working through the process as a group, rather than as individuals assessing alone, is really beneficial.

- The process helps faculty understand how much good Interpersonal Skills can support higher thinking.
- Faculty extremely pleased with the productivity of this institute, compared to last year's Interpersonal Skills institute.
- Important to get rid of division between academic transfer and professional/technical when we're talking about general education.
- The variety of artifacts was really good.
- Would like more taped seminars/classroom activities to get at non-verbal skills.
- The learning that has taken place this week can be directly applied to the classroom.
- Would be useful to share rubric with students.

SCORING

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

A) Students will participate actively, demonstrating commitment to shared tasks.

Average Score	Count	Range (team average)
3.86	56	1.75 – 5.00

B) Students will cooperate with others.

Average Score	Count	Range (team average)
3.61	56	1.75 – 5.00

C) Students will use verbal and non-verbal skills appropriate for the context to enhance collaboration.

Average Score	Count	Range (team average)
3.40	54	1.75 – 5.00

D) Students will deal effectively with differences and resolve conflicts in a variety of settings.

Average Score	Count	Range (team average)
3.57	34	1.33 – 5.00

OVERALL

Average Score	Count	Range (team average)
3.62	56	1.33 – 5.00

RECOMMENDATIONS

- Share new framework as presented in the Civic Responsibility report with faculty during in-service week.
- Focus the rest of the time on a professional development activity related to Interpersonal Relations—specifically the “first week activity” project presented by Hiedi. Follow-up with a related professional development sessions in the middle of the quarter. Hiedi will type her outline and help lead the activity during in-service week.
- Invite adjuncts/include adjuncts as much as possible, observing any institutional restrictions that might be in place. Be sure to invite adjuncts who participated in the summer institute to the professional development workshop during in-service week.
- Revise rubric as noted (attached), eliminating outcome “D” (incorporated into outcome “B”).
- Encourage even more faculty to use peer evaluation tool with their group projects, including the open-ended questions. Emphasize that it is most useful to look at one student at a time over time.

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

	*	1	2	3	4	5
A) Students will participate actively, demonstrating commitment to shared tasks.		<ul style="list-style-type: none"> -Rarely or never participates -Contributions are mostly off-topic -Demonstrates little or no interest in the shared task/s -Does not contribute to the achievement of shared goals 		<ul style="list-style-type: none"> -Participates occasionally -Most contributions are relevant but may not be productive -Demonstrates willingness to share in the task/s -Occasionally contributes to the achievement of shared goals 		<ul style="list-style-type: none"> -Participates frequently -Contributions frequently move the task forward -Demonstrates strong interest in the shared success of the group -Contributes regularly and actively to the achievement of shared goals
B) Students will cooperate with others.		<ul style="list-style-type: none"> -Ignores or belittles the contributions of others -Insists on using their ideas over others -Demonstrates inflexibility and an unwillingness to seek resolution and/or consensus -Expresses disagreement in a manner that increases disruptive tension and conflict 		<ul style="list-style-type: none"> -Acknowledges the contributions of others -Considers modification of own contributions -Participates in consensus building -Contributes to a supportive rather than defensive climate 		<ul style="list-style-type: none"> -Encourages the contributions of others -Relinquishes ownership of contributions -Facilitates consensus -Consistently expresses disagreement in a manner that seeks to reduce disruptive tension and conflict -Actively promotes a supportive climate and diffuses defensiveness -Respects others' positions (and may "agree to disagree")
C) Students will use verbal and non-verbal skills appropriate for the context to enhance collaboration.		<ul style="list-style-type: none"> -Rarely or never listens -Ignores the feelings of others -Expresses thoughts and feelings ineffectively -Doesn't respond to conversational cues (signals that help manage the flow of conversation) -Non-verbal expression does not increase clarity of verbal message -Misinterprets non-verbal signals 		<ul style="list-style-type: none"> -Listens respectfully -Usually attends to the feelings of others -Occasionally expresses thoughts and feelings effectively -Uses appropriate conversational cues -Occasionally expresses self non-verbally in a way that gives more clarity to verbal messages -Interprets and responds to non-verbal signals appropriately 		<ul style="list-style-type: none"> -Listens actively to the contributions of others -Consistently attends to the feelings of others -Consistently expresses thoughts and feelings effectively -Adjusts to others' conversational cues -Consistently expresses self non-verbally in a way that gives more clarity to verbal messages -Interprets and responds to non-verbal signals accurately

Revised 8/11/2011