



**2015 Summer Assessment Institute  
INTERPERSONAL RELATIONS Summary Report**

In August 2015, an institute was conducted to assess LCC student artifacts collected during the 2014-15 academic year for Interpersonal Skills. The institute consisted of nine faculty readers and a faculty coordinator. Artifacts were evaluated based on rubrics developed and maintained by the Instructional Assessment Committee (with outcomes approved by the Instructional Council). Readers included: **Sue Akins-Fields, Hiedi Bauer, Brad Benjamin, Merry Bond, Jeanne Hamer, Betty Hayes, Mary Hebert, Sue Homme, and Sue Jackson.** **Klint Hull** served as faculty coordinator.

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**OVERVIEW**

A total of 577 artifacts that were submitted were deemed assessable by the faculty coordinator (each student participant in a discussion forum is counted as one artifact). Of the 577, 128 were evaluated by the readers. Each artifact was evaluated by a minimum of two and a maximum of nine readers. Artifacts were scored on a scale of 1 to 5, 5 being high. All artifacts submitted to the institute were in written form.

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**SCORES**

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

<b>Outcome</b>	<b>Average. Score</b>
A) Students will participate actively, demonstrating commitment to shared tasks.	2.9
B) Students will cooperate with others.	2.8
C) Students will use verbal and non-verbal skills appropriate for the context to enhance collaboration.	2.9

**Note: aggregate score = 2.85**

## COMMENTS

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- Discussion forums were moderately helpful, but it depended on the assignment. When the assignment was to make a particular number of posts, the quality of the interaction wasn't necessarily as high.
- Reflection papers: these artifacts varied quite a bit in terms of relevance to the goal of the institute. Reflections specifically related to group interaction were most relevant.
- Group evaluation worked somewhat better than self-evaluations.
- Longer discussion forums worked better than short.
- Direct observations are better than indirect observations for the purposes of the institute.

## RECOMMENDATIONS

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- Ask Melinda Weatherford to present to faculty on technology available to capture classroom activity. For example, we could try to capture student work using Collaborate.
- Create mailing list for affiliate adjunct faculty for the purpose of artifact collection.
- Find a way for adjunct faculty to attend assessment activities.
- Ask faculty to include the assignment with their artifact submissions.
- Install cameras in seminar rooms (similar to Nursing Department).
- Engage faculty in a discussion about how learning about interpersonal relations is happening, not about what works in terms of artifacts. Then figure out how to capture it.
- Pose discussion topic for faculty: how do you teach students to ask good questions, for the purpose of generating discussion?
- Explore possibility of using "Making Learning Visible" structure at the assessment day activity in the fall.
- Explore possibility of focusing on lessons from SCALE Institute as topic for fall assessment day. People are still talking about what they learned from the SCALE Institute, such as how to "trick" students into using interpersonal relations effectively.  
Possible discussion questions:
  - What elements of the SCALE training are you using? Can you explain the activity/technique to your small group?
  - Where are you seeing interpersonal interactions happening in the classroom? How do you know your students are doing it? Where are you seeing it? Is it working?
- Suggested structure for assessment day activity:
  - Start with a brief overview of what the summer assessment institute is, and what the global skills are (history and context).
  - Demo some techniques from SCALE (what do they think is the most effective teaching strategy?) –OR– How can interpersonal interactions be captured for the purposes of increasing learning?
  - Show an example from Collaborate.
  - Presentation by Melinda and/or Sarah on available technology.