

Programmatic Learning Report Kapi'olani Community College

(revised 9/2013)

Program Assessed: Study Hub, Writing Mentorship, Kapi'olani Community College

Date: 2-24-2017, meant to assess period of AY 2016-2017. Project Exchange/Authentic Assessment Consortium took place on 2-24-2017.

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COURSES TARGETED: ENG 100, primarily

Documents were sourced directly from authentic artifacts that came via Study Hub intervention; in other words, formative and summative assessment took place to directly assess whether or not the following questions could be answered: 1) "Did Study Hub boost student work, particularly in the field of Written Communication and 2) "In what areas, if any, did Study Hub purportedly boost or affect?"

ASSESSMENT TEAM: Study Hub Mentors (students) with support from Director Virginia Yoshida, former director Joy Oehlers, and assessment lead advisor, Davin Kubota.

Mahalo to Ka'ai Fernandez, Kai Teshigahara-Hill, Karen Lim, Jiwei Tang, Sherry Ho

Thank you for contributing to the success of your fellow students and future Study Hub mentors.

General Overview: This semester, to directly answer the questions) "Did Study Hub boost student work, particularly in the field of Written Communication and 2) "In what areas, if any, did Study Hub purportedly boost or affect?" Study Hub mentors were tasked to engage in an objective analysis of whether or not their interventions with student work and writing mattered.

Therefore, several innovations took place in AY 16-17 regarding Study Hub:

- 1) fostering democratic selection of new working SLO's for the WAC and WI Program, showcasing alignment vetted via Survey Monkey; this attempt predicts the need for Study Hub to establish its own SLO's that hopefully align with larger academic and soft skill imperatives being development.
- 2) promoting democratic crafting and revision of rubric designed based off of those SLO's;
- 3) receiving project monies by which to conduct assessment via refreshment monies, supplies, and participant stipends;
- 4) **including students and student voices into the assessment process to provide them with a sense of agency and responsibility over student work which they helped to shape and improve;**
- 5) fueling training modalities (informal and formal) around assessment for junior and senior staff and faculty; and in this case, for student mentors directly employed by Study Hub;
- 6) identifying gaps and improvement measures specifically to be taken around A) handout delivery at the Study Hub and B) assessment practice and procedures overall, particularly in C) training and retention;

7) identifying, democratically, 'closing the loop' strategies and best practices in assessment, particularly with how Study Hub is managed and assessed;

8) streamlining competencies that directly align with AACU rubrics and refining broader Campus SLO's into sharper WAC/WI PLO's, potentially highlighting how Study Hub can be meshed with larger campus, college, system, regional, and national imperatives regarding best practices in mentoring centers.

Continuing the Cycle of Improvement: If this is not the first cycle of assessment for this course / competency, what were the “Next Steps” from the previous assessment cycle? Include “Next Steps” status.

1. We were told that this is the first direct evidence of mentoring / tutoring based on authentic artefact assessment. Other campus entities tasked with mentoring and tutoring certainly do a great job in soliciting data via indirect measures such as surveys, but this is the first cycle of direct assessment for this Center, therefore, it is impossible to craft in a response to the Next Steps Phase regarding Previous suggestions or modalities.

If anything, this data set might assist the Study Hub director in the following ways: A) to streamline handout dissemination and thereby potentially lower operating costs; B) to articulate training modalities around data results; C) to strengthen future assessment and managerial protocols to close the loop.

2. Proposed Vision and Future Steps

SLO's: The Study Hub has yet to establish its own SLO's, but for this assessment, WAC/WI SLO's were employed to create cross-articulation with Writing/Critical Thinking emphases that could horizontally-align with a popular feeder course, ENG 100.

PROGRAM OUTCOME	Competency	Assessment Method	Expected Level of Achievement	Results of Assessment	Next Steps
<p>NOTE: LARGER CAMPUS SLO'S have been streamlined such that the two CAMPUS SLO's have been refined.</p> <p>CAMPUS SLO:</p> <p>Communication: Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.</p>	<p>CAMPUS SLO:</p> <p>Thinking/ Inquiry: Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/ symbolic reasoning.</p>	<p>REVISED WAC/ WI PLO's that align with the Campus SLO's: (PLO'S set for WAC/WI)</p> <p>Employ ethical and clear writing to learn course content.</p> <p>Demonstrate critical thinking via course content through writing tasks and techniques.</p>	<p>ALL Categories were streamlined and carefully linked to AACU Standards (National Standards) regarding "Written Communication" and "Critical Thinking)</p>		

<p>Construction of Thesis or CLEAR Statement of Purpose / MILESTONE :</p> <p>Specific thesis statement or statement of purpose depicts more nuance and/or different sides of an issue.</p>	<p>CATEGORY 1</p>	<p>What: Element meant to gauge if the project calls for a firm statement of purpose, such as a thesis statement.</p> <p>How: artefact assessment by looking at given projects in W.I.</p> <p>Who: assessors</p> <p>When: 2-24-17</p>	<p>Expected: N/A</p>	<p>PRE DATA: MEETS: 50% NOT MEETING: 50%</p> <p>POST DATA: MEETS: 50% NOT MEETING: 50%</p> <p>Study Hub Intervention did not necessarily improve this category.</p>	<p>Action:</p> <p>There are scant resources regarding thesis construction at the Study Hub (possibly just 1 handout). Students could probably benefit from better handouts and mentor training around this topic.</p>
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<p>Ethical Sourcing /</p> <p>MILESTONE :</p> <p>The written work demonstrates a stronger comprehension of documentation conventions if required.</p>	<p>CATEGORY 2</p>	<p>What: Element, based on feedback/ closing the loop modalities last year, was separated into two disparate categories, because it asks for highly-nuanced terrain, specifically, about ethical sourcing and documentation conventions. How: artefact assessment by looking at given projects in W.I. Who: assessors When: 2-24-17</p>	<p>Expected: N/A</p>	<p>PRE DATA:</p> <p>MEETS: 37.5% NOT MEETING: 62.5%</p> <p>POST DATA: MEETS: 62.5% NOT MEETING: 37.5%</p> <p>Study Hub intervention increased 37.5% in this category.</p>	<p>Action:</p> <p>Position more handouts regarding assignment purpose?</p> <p>Emphasize Hub’s ability to paraphrase and predict text and subtext regarding assignment sheet?</p> <p>(Current perception around Study Hub is that it is a finishing/ grammar-checking center—but public perception might be shifted to its role as helping with formative/ writing process paradigms)</p> <p>Therefore, 1) Study Hub needs to establish its own Learning Outcomes; 2) those outcomes should probably outline learner-centered responsibilities</p>
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<p>Clarity (Syntax and Mechanics), supporting meaning / MILESTONE :</p> <p>The written work uses straightforward language that generally conveys meaning to readers, employing writing with few errors.</p>	<p>CATEGORY 3</p>	<p>What: Element meant to gauge if the project is written clearly, adhering to grammar and other conventions that promote clarity of meaning. How: artefact assessment by looking at given projects in W.I. Who: assessors When: 2-24-17</p>	<p>Expected: N/A</p>	<p>PRE DATA: MEETS: 62.5% NOT MEETING: 37.5%</p> <p>POST DATA: MEETS: 87.5 NOT MEETING: 12.5%</p> <p>StudyHub intervention increased this category by 20%</p>	<p>Action:</p> <p>LARGEST GAIN WAS IN THIS CATEGORY, by 20%.</p> <p>Continue grammar / mechanics / spelling training and modality?</p> <p>Nonetheless, these handouts should probably be organized much more logically.</p>
<p>Critical Thinking Regarding Sources Used Within the Work / MILESTONE :</p> <p>The written work demonstrates a consistent use of credible, relevant sources to support ideas.</p>	<p>CATEGORY 4</p>	<p>What: Based on feedback from previous assessment, this category was separated into two categories: A) whether documentation conventions were used, and this one, B) if credible and relevant sources were used to support claims, or whether or not the students picked subpar or extraneous sources to support assertions.</p>	<p>N/A</p>	<p>PRE DATA: MEETS: 75% NOT MEETING: 25%</p> <p>POST DATA: MEETS: 87.5% NOT MEETING: 12.5%</p> <p>StudyHub intervention increased this category by 10.5%</p>	<p>Action:</p> <p>Handouts about sourcing, particularly MLA and APA are quite popular and frequently requested, but training modalities about what constitutes credible / relevant sources merits training, potentially with Instructional Librarians and Hub Mentors.</p>

<p><i>Critical Analysis that Meshes Course Content with Critical Claims / MILESTONE :</i></p> <p>The written work demonstrates a clear and consistent use of course content or conceptual frameworks so as to support the purpose of the work.</p>	<p>CATEGORY 5</p>	<p>What: Element meant to gauge if the project layers in appropriate content given the approximated genre of writing. How: artefact assessment by looking at given projects in W.I. Who: assessors When: 2-24-17</p>	<p>N/A</p>	<p>PRE DATA: MEETS: 50% NOT MEETING: 50%</p> <p>POST DATA: MEETS: 62.5% NOT MEETING: 37.5%</p> <p>StudyHub intervention increased this category by 12.5%</p>	<p>Action:</p> <p>This category showcased improvement in student awareness of how to mesh course concepts, but again, perhaps one modality is to mandate presentation of assignment sheet on the part of students.</p>
<p><i>Conclusions and related outcomes (implications and consequences)</i></p> <p><i>e.g. ending paragraphs / MILESTONE:</i></p> <p>Ending paragraph logically ties to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified very clearly.</p>	<p>CATEGORY 6</p>	<p>What: Element is meant to address if students are crafting a clever conclusion that suggests implications of the project and its wider implications. How: artefact assessment by looking at given projects in W.I. Who: assessors When: 4-15-16</p>	<p>N/A</p>	<p>PRE DATA: MEETS:62.5% NOT MEETING: 37.5%</p> <p>POST DATA: MEETS: 62.5% NOT MEETING: 37.5%</p> <p>Study Hub Intervention did not necessarily improve this category.</p>	<p>Action:</p> <p>This data set is unchanged. Currently, there are zero handouts regarding the crafting of strong conclusions.</p> <p>Intervention:</p> <p>Craft a handout on conclusions.</p>

A big mahalo to the assessors who helped me out during this year's production. We were very grateful for the 1) Refreshment Budget and 2) Stipend Budget which provided physical and material sustenance for such efforts.

An equally big mahalo to J. Oehlers and V. Yoshida, outgoing and incoming Study Hub Coordinators, for their dedicated numerous hours spent improving student learning here at the College, particularly via investing in improving Hub logistics, training, and marketing.

Respectfully submitted,

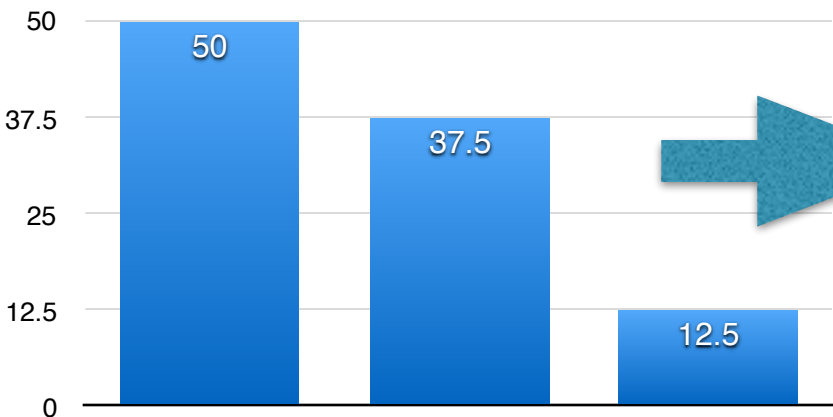
D. Kubota

WAC/WI Coordinator

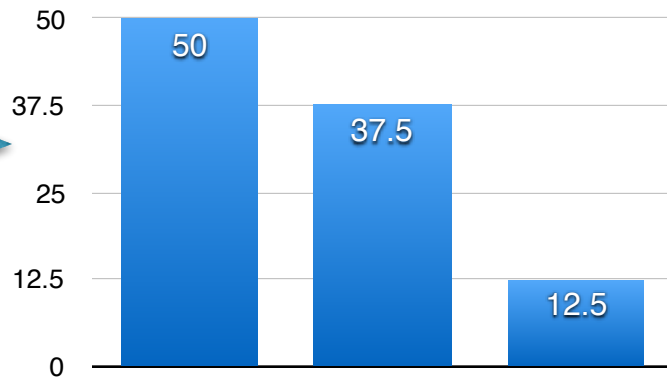
Table 1

	DATA SET					
	PRE					
					PURE PRE	
	LEVEL 1	LEVEL 2+3	LEVEL 4		LEVEL 1	LEVEL M/E
THESIS	50	37.5	12.5		50	50
SOURCING	62.5	25	12.5		62.5	37.5
CLARITY	37.5	62.5	0		37.5	62.5
CRITICAL THINKING	25	62.5	12.5		25	75
ANALYSIS OF CONTENT	50	50	0		50	50
CONCLUSIONS	62.5	25	12.5		62.5	37.5
POST					PURE AGGREGATE	
	LEVEL 1	LEVEL 2+3	LEVEL 4		LEVEL 1	LEVEL M/E
THESIS	50	37.5	12.5		50	50
SOURCING	37.5	50	12.5		37.5	62.5
CLARITY	12.5	75	12.5		12.5	87.5
CRITICAL THINKING	12.5	75	12.5		12.5	87.5
ANALYSIS OF CONTENT	37.5	50	12.5		37.5	62.5
CONCLUSIONS	62.5	25	12.5		62.5	37.5

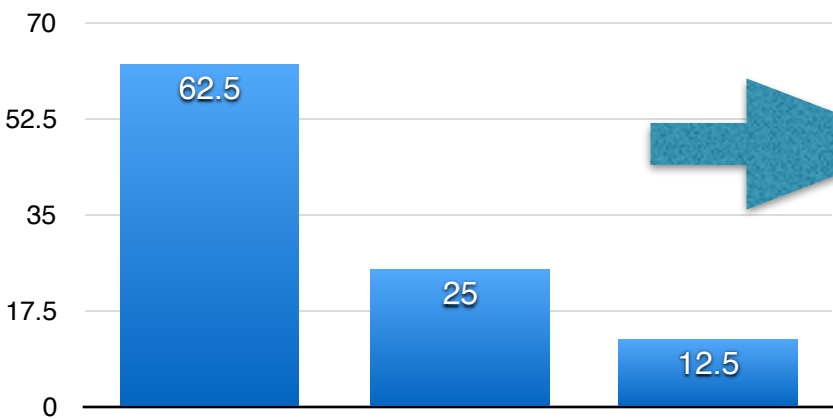
■ THESIS



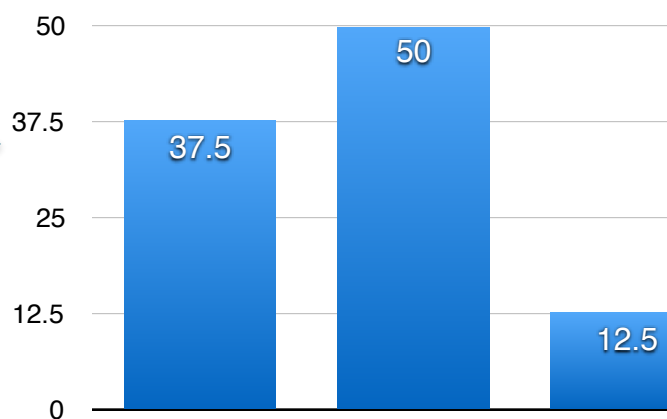
■ THESIS



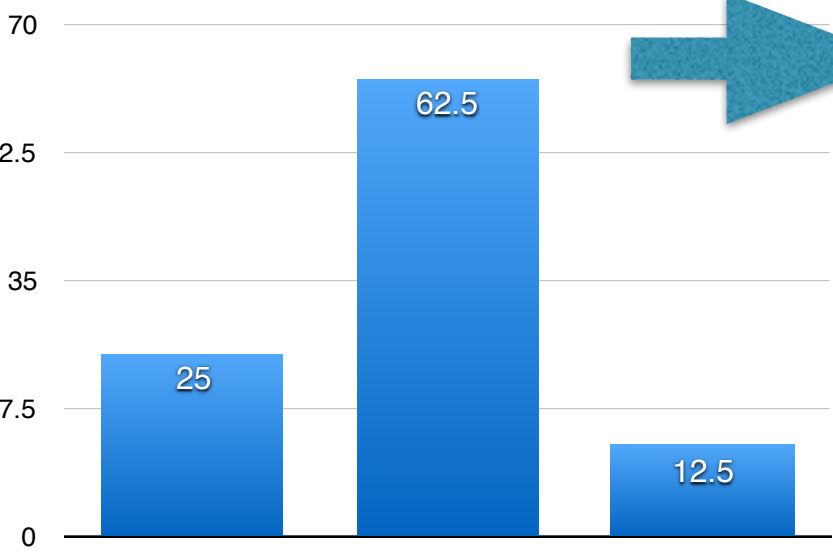
■ SOURCING



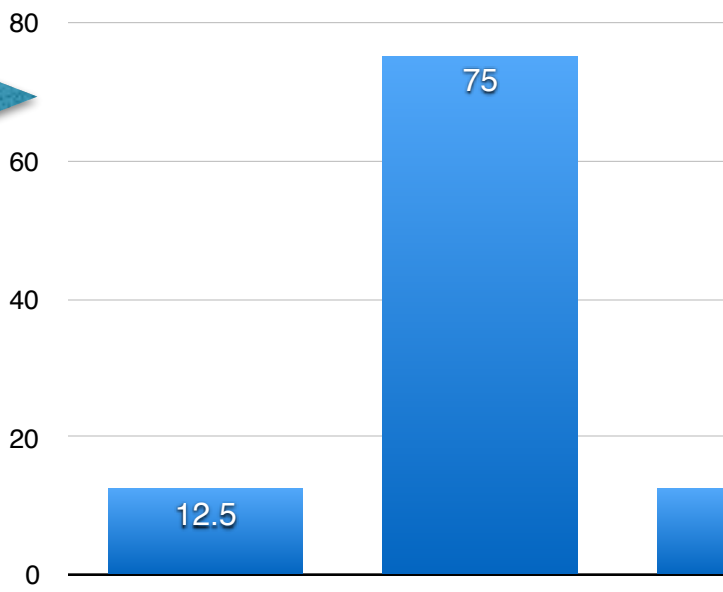
■ SOURCING

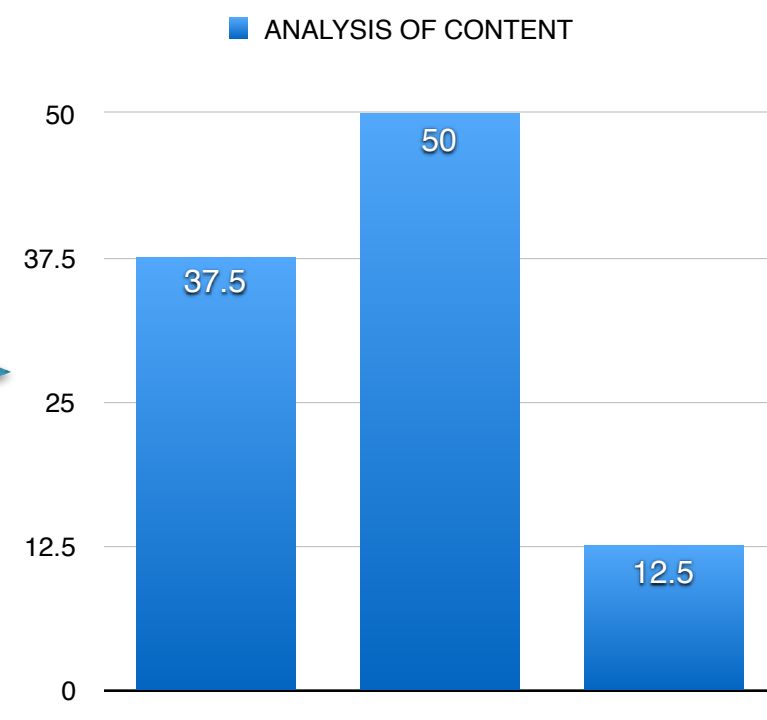
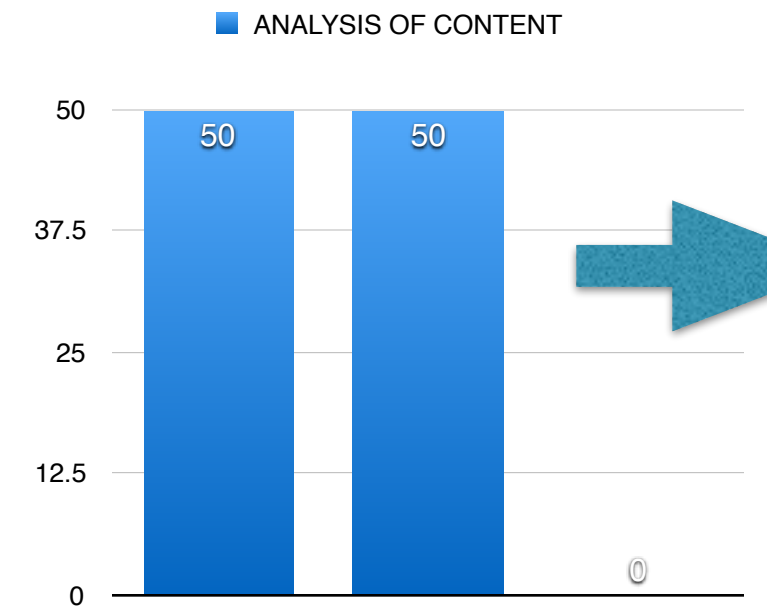
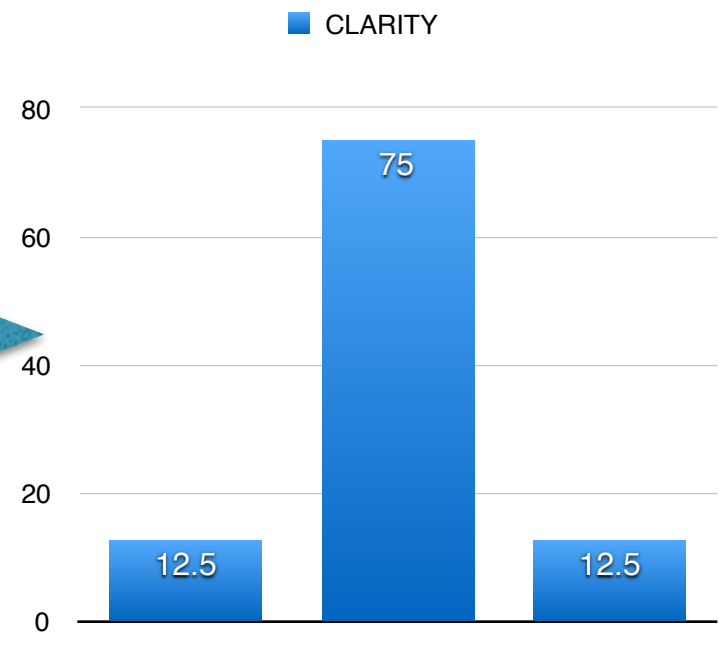
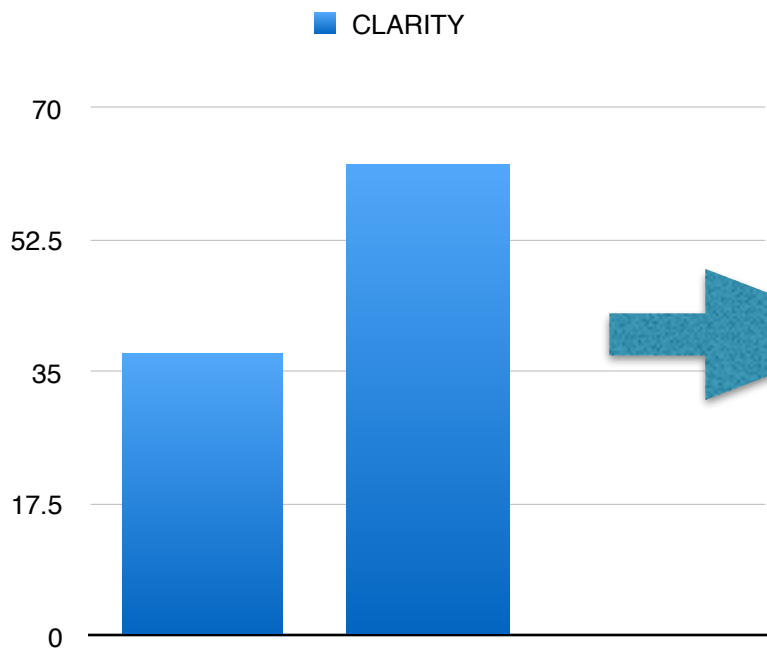


■ CRITICAL THINKING

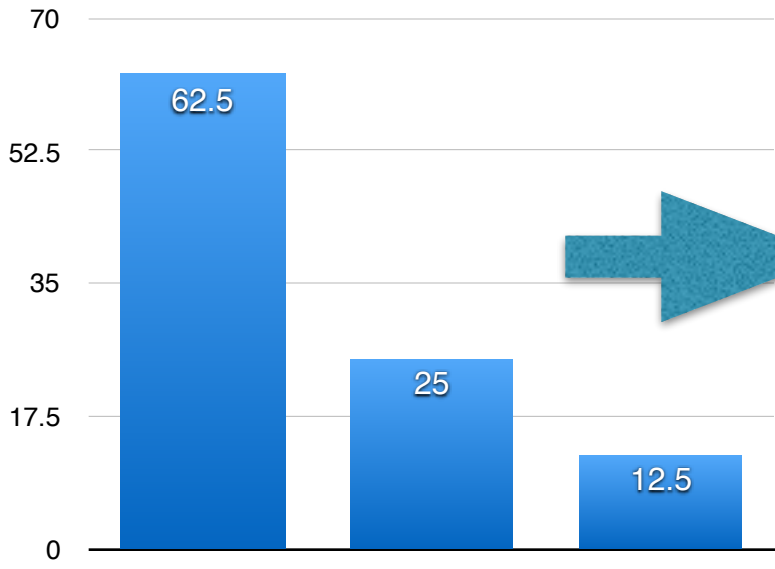


■ CRITICAL THINKING





CONCLUSIONS



CONCLUSIONS

