**College: University of Hawaii Maui College
Program: Liberal Arts**

**Part I. Quantitative Indicators**

**Overall Program Health: Cautionary**

**Majors Included: LBRT     Program CIP: 24.0101**

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| --- | --- | --- |
| **Demand Indicators** | **Program Year** | **Demand Health Call** |
| **14-15** | **15-16** | **16-17** |
| **1** | **Number of Majors** | 1,513 | 1,397 | 1,235 | **Unhealthy** |
| **1a** | **Number of Majors Native Hawaiian** | 460 | 462 | 414 |
| **1b** | **Fall Full-Time** | 38% | 40% | 42% |
| **1c** | **Fall Part-Time** | 62% | 60% | 58% |
| **1d** | **Fall Part-Time who are Full-Time in System** | 2% | 3% | 3% |
| **1e** | **Spring Full-Time** | 38% | 37% | 39% |
| **1f** | **Spring Part-Time** | 62% | 63% | 61% |
| **1g** | **Spring Part-Time who are Full-Time in System** | 2% | 4% | 3% |
| **2** | **\*Percent Change Majors from Prior Year** | -11.4% | -7.6% | -11.5% |
| **3** | **SSH Program Majors in Program Classes** | 18,326 | 17,304 | 17,023 |
| **4** | **SSH Non-Majors in Program Classes** | 13,197 | 13,089 | 12,196 |
| **5** | **SSH in All Program Classes** | 31,523 | 30,393 | 29,219 |
| **6** | **FTE Enrollment in Program Classes** | 1,051 | 1,013 | 974 |
| **7** | **Total Number of Classes Taught** | 501 | 496 | 527 |

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| **Efficiency Indicators** | **Program Year** | **Efficiency Health Call** |
| **14-15** | **15-16** | **16-17** |
| **8** | **Average Class Size** | 21.2 | 20.8 | 18.7 | **Cautionary** |
| **9** | **\*Fill Rate** | 81.7% | 81% | 74.9% |
| **10** | **FTE BOR Appointed Faculty** | 33 | 28.3 | 32 |
| **11** | **\*Majors to FTE BOR Appointed Faculty** | 45.8 | 49.3 | 38.5 |
| **12** | **Majors to Analytic FTE Faculty** | 27.9 | 26.2 | 21.9 |
| **12a** | **Analytic FTE Faculty** | 54.3 | 53.3 | 56.3 |
| **13** | **Overall Program Budget Allocation** | $2,916,186 | $2,821,651 | Not Yet Reported |
| **13a** | **General Funded Budget Allocation** | $2,889,052 | $2,767,437 | Not Yet Reported |
| **13b** | **Special/Federal Budget Allocation** | $0 | $0 | Not Yet Reported |
| **13c** | **Tuition and Fees** | $27,134 | $54,214 | Not Yet Reported |
| **14** | **Cost per SSH** | $93 | $93 | Not Yet Reported |
| **15** | **Number of Low-Enrolled (<10) Classes** | 34 | 42 | 68 |

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| **\*Data element used in health call calculation** | **Last Updated: October 29, 2017** |

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| **Effectiveness Indicators** | **Program Year** | **Effectiveness Health Call** |
| **14-15** | **15-16** | **16-17** |
| **16** | **Successful Completion (Equivalent C or Higher)** | 76% | 76% | 76% | **Healthy** |
| **17** | **Withdrawals (Grade = W)** | 652 | 658 | 704 |
| **18** | **\*Persistence (Fall to Spring)** | 70.5% | 69.9% | 66% |
| **18a** | **Persistence Fall to Fall** | 47.3% | 47.4% | 44.5% |
| **19** | **Unduplicated Degrees/Certificates Awarded Prior Fiscal Year** | 256 | 283 | 297 |
| **19a** | **Associate Degrees Awarded** | 243 | 277 | 291 |
| **19b** | **Academic Subject Certificates Awarded** | 20 | 10 | 18 |
| **19c** | **Goal** | 142 | 0 | 248 |
| **19d** | **Difference Between Unduplicated Awarded and Goal** | 71.1% | 0% | 17.3% |
| **20** | **Transfers to UH 4-yr** | 104 | 107 | 130 |
| **20a** | **Transfers with degree from program** | 43 | 59 | 59 |
| **20b** | **Transfers without degree from program** | 61 | 48 | 71 |
| **20c** | **Increase by 3% Annual Transfers to UH 4-yr Goal** | 69 | 0 | 156 |
| **20d** | **Difference Between Transfers and Goal** | 50.7% | 0% | -16.6% |

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| **Distance Education: Completely On-line Classes** | **Program Year** |  |
| **14-15** | **15-16** | **16-17** |
| **21** | **Number of Distance Education Classes Taught** | 65 | 63 | 67 |  |
| **22** | **Enrollments Distance Education Classes** | 1,277 | 1,217 | 1,337 |
| **23** | **Fill Rate** | 86% | 85% | 88% |
| **24** | **Successful Completion (Equivalent C or Higher)** | 67% | 70% | 72% |
| **25** | **Withdrawals (Grade = W)** | 101 | 114 | 149 |
| **26** | **Persistence (Fall to Spring Not Limited to Distance Education)** | 70% | 73% | 67% |

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| **Performance Measures** | **Program Year** |  |
| **14-15** | **15-16** | **16-17** |
| **27** | **Number of Degrees and Certificates** | 243 | 277 | 291 |  |
| **28** | **Number of Degrees and Certificates Native Hawaiian** | 68 | 87 | 91 |
| **29** | **Number of Degrees and Certificates STEM** | Not STEM | Not STEM | Not STEM |
| **30** | **Number of Pell Recipients1** | 928 | 808 | 168 |
| **31** | **Number of Transfers to UH 4-yr** | 104 | 107 | 130 |

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| **\*Data element used in health call calculation** | **Last Updated: October 29, 2017** |
| **1PY 16-17; Pell recipients graduates not majors** |  |

**Part II. Analysis of the Program**

1. Demand

The demand health call for Liberal Arts is identified as unhealthy because indicator 2 shows the number of majors dropped 11.5% from the previous year. However, this indicator fails to illustrate an important change: a 2% increase of full-time majors. While the number of majors dropped 11.5%, the total semester hours of majors only dropped 2% from 17304 to 17023. In both semesters, full-time majors increased by 2%. With efforts to accelerate student completion rates, this increase in full-time status of the existing majors is a positive indicator for the program.

1. Efficiency

The demand health call for Liberal Arts is identified as cautionary because indicator 9 shows the fill rate at 74.9%. As the threshold for a healthy indicator is 75%, this figure, while taken seriously, is not considered a dramatically low fill rate. This fill rate also appears to be correlated to the UHMC administration’s policy in spring 2017 to not cut low-enrolled classes as a strategy to increase enrollment. The program will continue to examine the fill rate and its impact on enrollment and program health.

1. Significant program actions, as a result of 2016’s action plan:

1. Accreditation Actions

UHMC submitted an accreditation sub-change proposal to WASC Senior College and University Commission (WSCUC) for an online Liberal Arts AA degree program in May 2017. The proposal was approved by WSCUC July 2017 with permission to begin recruitment for a Fall 2018 cohort.

Since the WSCUC accreditation visit in 2014, UHMC has been rigorously assessing and improving the quality of distance education through faculty professional development, student support, infrastructure strengthening, and administrative policies.

This proposed Distance Associate in Arts in Liberal Arts (Distance AALA) will be delivered in a blended format with a combination of courses that meet face-to-face, through interactive television, online, cable and hybrid modalities. There will be a group of three core courses offered via distance every semester with the option of adding additional distance or face-to-face courses for earlier degree completion. The combination will be determined through close advising and dependent on the student’s academic pathway, progress, and success in different modalities, home location, and scheduling needs. The program will specifically target working-age adults in all of the UHMC locations: Kahului, Lahaina, Hana, Lanai, and Molokai.

This application for approval for the Distance AALA degree program aligns with strategic goals outlined in the UHMC, UHCC, and UH System strategic plans that seek to increase access, improve student success, ensure the quality of learning, and maximize resources for future sustainability. In the chart below are brief excerpts from the three strategic planning documents referencing goals and tactics directly connected to this program substantive change proposal.

**Alignment of Substantive Change Proposal with UHMC, UHCC, and UH System Strategic Goals**

|  |  |  |  |
| --- | --- | --- | --- |
|   | [**UHMC 2015-2021**](http://maui.hawaii.edu/wp-content/uploads/2013/04/Strategic-Directions-Final-Concept-v14-lq-web.pdf)[**Strategic Directions:**](http://maui.hawaii.edu/wp-content/uploads/2013/04/Strategic-Directions-Final-Concept-v14-lq-web.pdf) | [**UHCC 2015-2021 Strategic Directions**](http://uhcc.hawaii.edu/OVPCC/strategic_directions/hawaii_grad.php) | [**UH System 2015-2021 Strategic Directions**](http://blog.hawaii.edu/strategicdirections/files/2015/01/StrategicDirectionsFINAL-013015.pdf) |
|        Goal     | Quality of Learning, Objective 2: “High quality degrees, certificates, and courses that meet student, industry, and relevant stakeholder need” | Enrollment, Working Adults“increase the participation rate from the current 2.25% of adults between the ages of 25 to 44 to 4%. “  | High Performance Mission Driven System, Action Strategy 2: “Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system”  |
|  Tactic   | “b. Provide high-quality distance learning and outreach opportunities for students using assessment practices that ensure parity with classroom-based learning”  | “[W]orkplace based programs in conjunction with major employers, well-designed distance or hybrid education programs, cohort based programs for part-time students, year round programs at regular tuition rates, and full implementation of Prior Learning Assessment (PLA) techniques.” | “Expand student-centered distance and online learning to create more educational opportunities through use of technology and by leveraging University Centers on all islands Develop degrees and certificates, including with distance delivery, as part of integrated pathways for students enrolled across the UH system” |

The Distance AALA sub-change proposal also aligns with the UH System Distance Education Strategic Plan, which outlines plans for system-supported expansion and enhancement of state-wide distance education.

1. Program New Hires

UHMC previously hired an English, history, communications, psychology, and two science faculty, all of whom replaced relatively recent retirees, so these positions did not add to the faculty position count in Liberal Arts. During the academic year 2016-2017, UHMC hired psychology, humanities, math (2) and STEM faculty. The STEM position and one of the math position are replacements for a retiree, and an individual who left the island respectively. The psychology, math (10), and humanities hires will be a new faculty positions supporting Liberal Arts.

1. Exploratory Majors

The UHMC Liberal Arts program has identified and built seven exploratory major pathways to help students better understand academic pathways to career and transfer. Part of the UHCC system initiative, UHMC has identified seven exploratory majors: Social science, humanities, allied health, education, business, stem, and Exploratory.

Coding for each exploratory pathway is currently in the Banner system and appears on the application. The program is currently developing strategies to help students understand the choices and build advising about exploratory early in the students' experience from application through their first 30 credits. Strategies include early career exploration workshops, First Year Experience advising and courses, and early and frequent advising sessions. Implementation of exploratory majors will begin for Fall 2018 and is coordinated by a core group of counselors, Liberal Arts faculty, the program coordinator, academic support, and administration.

1. Professional Development activities

UHMC continually offers several Professional Development workshops and workshops focused on strategies to help faculty elicit analysis and critical thinking from students. The Liberal Arts Program is identifying ways faculty might better incorporate opportunities for oral communication among students at all levels of curriculum, rather than just in the oral communication and speech classes. In addition, discussion continues as to ways in which we can create professional development activities that lecturers can/will attend given their varied schedules. Many of the liberal arts courses are taught by lecturers, including most courses in the Social Sciences and Music programs, thus creating professional development workshops amenable to lecturer attendance is critical.

**Part III. Action Plan**

Action Plan

* 1. **PLO**

* Assessment of PLO #3 of the AA degree in Liberal Arts varied significantly from assessing CASLO Oral Communication assessment, as PLO #3 focuses on “application of theories/methods,” or applying skills to real world situations and the CASLO Oral Communication focuses on expression.  The PLO and CASLO assessments revealed similar weaknesses, however, and thus, similar action plan items applied during both assessment processes.
	1. **Program improvement**
* Since the quality of writing in student samples continues to fall short of faculty expectations (as indicated in Liberal Arts faculty assessment discussions), the Liberal Arts program initiated a project with the new Writing Intensive Coordinator to increase the number of WI courses offered, especially 200-level WI courses with ENG 100 as a prerequisite.  As a result of this collaboration between the LA Coordinator and the WI Coordinator, at least one new 200-level WI class was offered in fall 2016 (ART 270, History of Western Art).  During summer 2016, the WI and LA Coordinators evaluated every course offered during AY 2015-2016, and compiled a list of courses deemed appropriate as sophomore-level WI courses.  The WI Coordinator contacted ten faculty in September 2016 with the request that they consider offering their 200-level course as WI in the future.  This action was in response to the fact that students need the opportunity to practice writing skills in many Liberal Arts courses.  Liberal Arts will work to strengthen the WI requirement by eventually recommending one of the two required WI courses to be a 200-level course with ENG 100 as a prerequisite (once a satisfactory number of such courses are being offered).
* Since the quality of analysis and critical thinking in student writing samples falls short of faculty expectations, the Liberal Arts program is working with the CASLO committee to improve the teaching and practice of analysis and critical thinking throughout Liberal Arts courses.  Twice, the LA faculty have met for an hour in small groups to look at specific assignments or essay prompts to help each other in groups to improve the prompts in order to better elicit analysis by students in their answers.  Most recently, on October 14, 2016, 15 LA faculty divided into three small groups and gave each other feedback on assignment prompts currently used in their classes.  The discussion was so lively that no one wanted to stop at the end of an hour, when the groups presented “best practices” from their discussions to their peers.  The following ideas were shared:
	+ Do not expect students to enter our courses with analytical skills. Students entering UHMC from high school may have limited experience with academic work that requires analytical thinking.  Students need to observe examples of this kind of thinking, and then practice this skill regularly in the classroom to prepare for tests/assignments that require analysis."
	+ Students need explicit instructions to prompt analysis on tests and assignments.  Assignments should clearly specify expected outcomes, referring to concepts, practices, or theories that instructors expect students to use to demonstrate their understanding.
	+ Feedback strengthens development of analytical skill.  Careful feedback from instructors that guides thinking without directing students to a correct answer helps to develop thinking skills.  Responding with questions that evoke analysis is a “best practice.”

Another 1½ hour professional development workshop for LA faculty was facilitated in spring semester 2017.

* Faculty, in a given discipline, and their department chairs, systematically evaluate lecturers.  The 2015-2016 program review initially indicated discipline faculty and department chairs implement this suggestion from the 2014-15 LA Program Review, and disciplines across the board apply this best practice. The practice continues and professional development workshop facilitators and organizers encourage lecturers to attend workshops and incorporate best practices with their current skills. The difficulty of lecturer attendance stems from the times during which professional development workshops occur; many lecturers have full-time work outside of campus. Retention of lecturers considers individuals' involvement and participation in professional development activities through lecturer evaluation documents.
* Liberal Arts is scheduling a workshop devoted to enhancing faculty awareness of the links between SLOs, and PLOs via curriculum development. Using Kuali, faculty will develop skills that lead to a greater appreciation of the importance of these links, and how they can identify the links (via Kuali). Following these initial identification efforts, Liberal Arts plans to develop professional development opportunities in pedagogic strategies for embedding the Program Learning Objectives in their courses at all levels to ensure that upon matriculating with the Liberal Arts AA, students will demonstrate a full grasp of the PLOs.

In addition, conversation continues about the PLOs in terms of determining how effectively they express the skills needed in the workforce as well as in the transfer scenario.

**Part IV. Resource Implications**

The Liberal Arts Executive Committee requested budget input from the three departments contributing to the Liberal Arts program; Humanities, Social Science, and STEM. Each department submitted their priority request (faculty/APT positions). The three submissions included a full-time, tenure-track music instructor (Humanities), a full-time tenure-track Sociology instructor (Social Science), and a full-time APT Lab Technician position (STEM). Liberal Arts Faculty proceeded to prioritize the three requests. Fifty-four LBRT faculty contributed to the prioritizing, with 22 voting for Music, 18 considering the APT/Lab Tech position, and 14 considering the Sociology position as highest priority. The results summarized in the table below include the description, justification, and linkages to the Strategic Plan for each of the three priorities.

|  |  |  |  |
| --- | --- | --- | --- |
| Budget Request | Amount     | Alignment with Strategic Plan                              (in 100 words or less) | Additional Justification                           (in 100 words or less)  |
| **Full-time tenure track Instructor or Asst. Professor of Music**Duties: Includes teaching of MUS107 which is a FGC course as well as other DA/DH courses for the AA degree seeking students (12 sections FA17  | $55,000; 9 month 2018-2019 | **Provide High Quality Teaching and Learning** Aligns with UHMC Strategic Planning “Quality of Learning” Goal: To encourage and maintain high-quality learning across the institution and maintain an appropriate level of full-time faculty & staff, including at Outreach centers, to foster quality teaching, innovation, and growth.  | Replacing a previous position which was subsequently “swept” |
| **Full time APT Lab Tech:**Duties: oversee, order, and store lab supplies and equipment for approximately 50 labs/12 month period and additional special projects like summer bridge and INBRE grant work. | $37,000- 48,000; 11 month2018-2019 | **Provide High Quality Teaching and Learning.** The Lab Technician assists STEM faculty in successfully offering the labs at UHMC. The Lab Technician maintains and executes quality labs in a safe, efficient and organized manner **Increases Student Success.** More lab courses correlates to more efficient pathways to graduation for students. The Lab Technician supervises and educates the student lab techs learning valuable skills while increasing the number of labs offered. **Sustainability.**The position overlaps a minimum of 50 lab courses per year and impacts over 1200 students. A full time lab technician is critical to STEM. The high learning curve necessitates a permanent position trained in the skill set and specifics of lab courses taught, equipment used/maintained, and supplies needed to support health and safety issues. | The Lab Technician oversees and supervises student lab technicians daily, oversees biosafety and biohazardous waste containment and disposal, while maintaining inventory lists for all chemicals and equipment. Lab Technician also performs maintenance on equipment or scheduling of maintenance by outside sources. |
| **Full time tenure track Instructor or Asst. Professor of Sociology**Duties:Teaching Sociology courses that meet the Diversification Social Science (DS) component for the AA degree-seeking students (7-8 sections per semester.  | $55,000; 9 month 2018-2019 | **Provide High Quality Teaching and Learning** Because SOC 100 has no prerequisites, it is a highly useful class for keeping students on track to finish their degrees on time. It is highly sought by high schools as a dual enrollment class and we struggle to meet demand due to the lack of a full time faculty teaching Sociology. UHMC offers Sociology as an online class thus meets plans for the online AA and other online degrees and the needs of distance students. With a full time faculty in Sociology, we could design upper division courses to meet the needs of our 4-year programs as well. | Currently all Sociology Courses, are taught by lecturers. Sociology represents a critical component in the Liberal Arts Program to ensure a broad basis in Liberal Studies. |

## Comprehensive Review Information Description

**Please provide a brief description of your program and program mission.**

The AA Degree in Liberal Arts requires 60 semester credits in courses numbered 100 or higher.  The curriculum instills foundational skills and a broad scope of knowledge that fosters academic success in upper division coursework, effective citizenship, and an appreciation for lifelong learning.  Special emphasis on global and Hawai`i perspectives encourages respect and appreciation of cultural diversity.  The curriculum integrates learning through service to the community as a means of applying learning.

###             Mission of the Associate in Arts Degree Program in Liberal Arts

The design of the Associate in Arts Degree Program in Liberal Arts provides students with a broad education in Liberal Arts and/or to prepare them for transfer to a baccalaureate degree program at a four-year college or university.

## College: University of Hawaii Maui College Program: Liberal Arts

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| --- | --- | --- |
| **Assessed?** | **Program Student Learning Outcomes** | **Actions** |
| Was this P-SLO assessed this year? To change, click on the "Yes/No" boxes below | The description of the P-SLO | Re-order, edit, or remove the P-SLO |
| **1** | **No** | Demonstrate an understanding of theories, practices, histories, and key issues of a field of study using essential terminology and concepts of the discipline. |  | Edit | Top of FormDeleteBottom of Form |
| **2** | **No** | Use theories, concepts, and practices of a field of study to analyze evidence, artifacts, and/or texts and produce interpretations, hypotheses, evaluations, or conclusions. |  | Edit | Top of FormDeleteBottom of Form |
| **3** | **Yes** | Apply theories and/or methods of a field of study to perform practical, scholarly, and/or creative tasks that respond to social, cultural, environmental, or economic issues. |  | Edit | Top of FormDeleteBottom of Form |

**Add P-SLO**

For the following sections, please address the P-SLOS that were assessed for this year.

## Expected Level of Achievement

For the third PLO assessment, faculty expected at least 70 % of students completing the assignment to meet expectations (a grade of C- or better) for the assignment.

## Courses Assessed

During fall 2016, a faculty members teaching one section of MICRO 140 collected samples of student work for assessment of the third Liberal Arts PLO.

## Assessment Strategy/Instrument

Assessment strategy/Instrument/Evidence (check all that apply):

Work Sample\_\_   Portfolio\_\_  Project \_\_  Exam \_\_  Writing Sample \_\_

Other\_X\_  Please explain\_\_Final Laboratory Report demonstrating competency in identification of microorganism.

Twelve Liberal Arts faculty members were present at the PLO assessment meeting on March 10, 2017.  As per our LA action plan in the program review for AY 2015-16, we invited a student, an upper division faculty member, and a professional community member to participate, but at the last minute, these three representatives were not able to attend even though they had agreed to join the meeting.  UHMC faculty members who teach primarily lower division college courses completed the assessments.

                  As per our LA action plan in the 2015-16 program review, we asked participating instructors (MICRO 140) for more specificity about the sample of student work, with the faculty report identifying the sample as one of the following:

* A research paper
* A question or questions from an exam which is either a take home test or allows notes and open books
* A question or questions from an exam which is taken without the use of notes or open books
* An assignment
* A project

## Results of Program Assessment

The average percentage of students earning a C- or better grade on the assignment assessed was 87%.

                  Three groups of four faculty members examined the exemplary (A-grade) and minimal (C or C-) papers chosen by the MICRO 140 faculty. The groups further identified strengths and weaknesses (best practices and educational gaps) that they noted in the students’ application of the subject matter in the assignment, and made recommendations how precisely targeted assignments and improved teaching can better lead students to achieve the PLO #3.

                  The assignment consisted of a final lab report for Microbiology laboratory. Students were to utilize laboratory techniques learned during the course of the semester to identify and characterize a microorganism.

**Weaknesses:**

* Analysis of course concepts by student was cautionary in minimally passing student work.

* + The assignment prompt does not necessarily require the “third” PLO, application. In efforts to investigate where PLO#3 happens, we can improve our prompts by focusing on “Could this activity be applied to a real-life scenario?” Student understood the rubric and could perform key lab techniques, but student did not perform all techniques correctly.  Teachers can improve prompts by specifically requiring the use of the terminology of the field of study and by demonstrating expectations of analysis in the question itself.
	+ Further, for PLO#3, faculty could include either a question of “Is there a way to apply what you learned in this lab assignment to a real world situation?” Students might benefit from prompts in which the understanding, analysis, and a simulation of application is necessary.
	+ The rubric used included prescriptive details about assignment format, some of which neither student (exemplary or minimally passing) followed directly. Only one prompt for higher level thinking (and thus application) was included (Why?); strengthening the expectation of understanding how the procedure would be applied in the real world would clarify to students the significance of PLO#3 and a goal of application.

* Science faculty present at the LA assessment activity felt that the sample better exemplified PLO#2- Demonstrating and understanding, and analyzing evidence, rather than application of the theories. Therefore, exit-level skills for the AA degree in LA, as depicted through PLO#3, were unsubstantiated in the student work although the student sample is from the end of the semester’s work.  Should more college level classes require higher application ability?
* Assessing faculty agreed that a mid-point check-in as the experiment and assignment progresses might provide extra guidance along the way.
* The quality difference between the A and C work is not necessarily the difference in MICRO-related knowledge, but more of a difference in analyzing, and writing ability.  More practice in “written communication” is necessary within our LA courses.
* A student potentially can graduate with all 100-level classes.  Perhaps UHMC needs to restructure the AA degree in LA. If a student limits their options to all 100-level courses, which potentially do not currently include skills application, we may need to reassess our degree requirements.

**Strengths:**

* Faculty concurred that students appeared to enjoy the assignment, thus encouraging ideas of pleasurable learning.
* The rubric and instructions were thorough, understandable, and prescriptive enough for students to see the proper laboratory report format.
* The A (exemplary) student work displayed a bit of PLO#3, although explicit application was not directly requested by the instructor.
* As indicated above, the assignment prompt was very explicit and emphasized procedures and analysis, albeit not application.  Recent LA Program Reviews consistently recommended professional development opportunities to learn about improving assignment prompts and the professional development opportunities offered, have resulted in improvements.
* As suggested in the 2015-16 LA Program Review, the entire assignment, rubric, and the context within which the laboratory assignment were framed were provided by the MICRO 140 faculty, so the assessment group had a better basis for evaluating the student samples.

## Other Comments

**CASLO Assessment**:  For CASLO Assessment of Oral Communications, the Liberal Arts program investigated exit-level student work in COM 145 and SP 151.  Ten faculty members participated in an hour-long discussion of the faculty reports and students samples.  Of the eight participants who responded to the post-meeting survey, 78 % of faculty concluded that the “minimally passing” evidence demonstrated student achievement of oral communication at a level of skill appropriate for the degree.  All survey participants indicated that students “demonstrate relevant oral communication skills needed for graduates of the program.” Faculty reports, samples of student work, and the survey of meeting participants can be viewed in the Reports section of the CASLO Assessment Laulima site.

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| **CASLO Assessment Findings:** | **Action Plans to Address Findings** |
| During the Liberal Arts Program CASLO Assessment meeting, participants expressed opportunities to strengthen oral communications assignments, especially in COM 145.  In particular, participants expressed the following concerns:* Students should be encouraged to apply oral communication skills to subject matter that is relevant to their lives.
* Students should have opportunities to practice and receive feedback while preparing for presentations.
* Students should be required to demonstrate college-level rigor.
 | Work with Speech/Communication faculty to develop a model assignment that represents best practices in encouraging relevant topic choices, providing opportunities for practice and feedback, and requiring college-level challenges.   This model should be shared with faculty/lecturers who teach these courses. |
| Some assessment participants felt that some assignments and syllabi may not align with course outlines.  For example, the COM 145 course outline indicates that students will be able to demonstrate interpersonal skills such as “Empathetic listening,” that do not appear to be assessed in the course through an assignment.   | Encourage department chairs to review syllabi for alignment with course outlines, especially course SLOs and competencies.  Encourage faculty and lecturers to attend training on aligning course design outcomes established in the course outlines.  Encourage COM 145 instructors to develop and share assignments that develop and assess interpersonal skills, especially skill in “empathic listening” which is listed as an SLO on the course outline. |
| Oral communication develops through repeated practice over time.  One or two presentations is not enough to develop the confidence and skill graduates need.  They need practice throughout the curriculum.  | Work with Speech/Com faculty and the Professional Development Committee to offer workshops that help non-discipline faculty integrate oral communication assignments into their courses.  Since oral communication course work can deepen mastery of content in many disciplines, this may improve course SLOs through the same activities that develop oral communication. |

## Next Steps

 Next steps:

For program learning outcomes (check all that apply):

Assess the next PLO\_**X**\_   Review PLOs\_\_\_   Adjust assignment used for PLO\_**X**\_

Adjust course used for PLO\_**X**\_   Meet with Advisory Committee\_\_NA\_\_

Other\_ \_  Please explain:

**Recommended Best Practice:**

* Emphasize precise, targeted, and clear rubrics and prompts that explicitly elicit and model application.  Words reflecting the PLO#3 that is expected must explicitly state that application is necessary to grasp the concepts: Understand, Analyze, Apply.
* Emphasize adding more activities throughout the course where students can practice this application component.  Model analysis activities repeatedly during class.
* Faculty members agreed that including “Why” in our prompts generates the expectation by students while regurgitation of concepts only scratches the surface of the depth of knowledge needed when exiting to a job or transfer scenario.
* Include application simulations across the board at all levels in every course of the LA curriculum.
* Faculty Professional Development focusing on exercises at *all* levels that expect application of concepts benefits students throughout their journey.
* The Liberal Arts program plans to assess PLO#3 again this year, in a broader range of courses.