**ANNUAL DEGREE PROGRAM ASSESSMENT** **REPORT**

# Overview

The emphasis of the report should be on PLO and CASLO assessment, action items emerging from those assessments, and a table listing the top three budget requests from each degree program.  Bullet points are certainly acceptable for the sections requiring written responses

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# 2017-18 Program Review preparation guidelines

Program Name: Liberal Arts

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.

**Overall Program Health: Cautionary**

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

**Overall Program Health: Cautionary**

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| **Demand Indicators** | | | | **Program Year** | | | | | | | | **Demand Health** | | |
| **15-16** | | | **16-17** | | | | **17-18** |
| 1. | Number of Majors | | | 1402 | | | 1239 | | | | 1152 | **Cautionary** | | |
| 1a. | Number of Majors Native Hawaiian | | | 463 | | | 415 | | | | 387 |
| 1b. | Fall Full-Time | | | 40% | | | 42% | | | | 41% |
| 1c. | Fall Part-Time | | | 60% | | | 58% | | | | 59% |
| 1d. | Fall Part-Time who are Full-Time in System | | | 3% | | | 3% | | | | 4% |
| 1e. | Spring Full-Time | | | 37% | | | 39% | | | | 36% |
| 1f. | Spring Part-Time | | | 63% | | | 61% | | | | 64% |
| 1g. | Spring Part-Time who are Full-Time in System | | | 4% | | | 3% | | | | 5% |
| \*2. | Percent Change Majors from Prior Year | | | -8% | | | -12% | | | | -7% |
| 3. | SSH Program Majors in Program Classes | | | 18,696 | | | 17,238 | | | | 14,778 |
| 4. | SSH Non-Majors in Program Classes | | | 13,732 | | | 13,121 | | | | 11,087 |
| 5. | SSH in All Program Classes | | | 32,428 | | | 30,359 | | | | 25,865 |
| 6. | FTE Enrollment in Program Classes | | | 1081 | | | 1012 | | | | 862 |
| 7. | Total Number of Classes Taught | | | 496 | | | 526 | | | | 503 |
| **Efficiency Indicators** | | | **Program Year** | | | | | | | | | | | **Efficiency Health** |
| **15-16** | | | **16-17** | | | **17-18** | | | | |
| 8. | | Average Class Size | 22 | | | 19 | | | 18 | | | | | **Cautionary** |
| \*9. | | Fill Rate | 86.3% | | | 78.1% | | | 70.1% | | | | |
| 10. | | FTE BOR Appointed Faculty | 32 | | | 32 | | | 54 | | | | |
| \*11. | | Majors to FTE BOR Appointed Faculty | 43 | | | 38 | | | 21 | | | | |
| 12. | | Majors to Analytic FTE Faculty | 26 | | | 22 | | | 22 | | | | |
| 12a. | | Analytic FTE Faculty | 53 | | | 56 | | | 52 | | | | |
| 13. | | Overall Program Budget Allocation |  | | |  | | |  | | | | |
| 13a. | | General Funded Budget Allocation |  | | |  | | |  | | | | |
| 13b. | | Special/Federal Budget Allocation |  | | |  | | |  | | | | |
| 13c. | | Tuition and Fees |  | | |  | | |  | | | | |
| 14. | | Cost per SSH |  | | |  | | |  | | | | |
| 15. | | Number of Low-Enrolled (<10) Classes | 74 | | | 118 | | | 115 | | | | |
| **Effectiveness Indicators** | | | | | **Program Year** | | | | | | | | **Effectiveness Health** | |
| **15-16** | | | **16-17** | | **17-18** | | |
| 16. | | Successful Completion (Equivalent C or Higher) | | | 77% | | | 76% | | 77% | | | **Cautionary** | |
| 17. | | Withdrawals (Grade = W) | | | 701 | | | 730 | | 588 | | |
| \*18. | | Persistence Fall to Spring | | | 70% | | | 67% | | 68% | | |
| 18a. | | Persistence Fall to Fall | | | 47% | | | 44% | | 45% | | |
| 19. | | Unduplicated Degrees/Certificates Awarded Prior Fiscal Year | | | 283 | | | 297 | | 306 | | |
| 19a. | | Associate Degrees Awarded | | | 277 | | | 291 | | 298 | | |
| 19b. | | Academic Subject Certificates Awarded | | | 10 | | | 18 | | 16 | | |
| 19c. | | Goal | | |  | | |  | |  | | |
| 19d. | | Difference Between Unduplicated Awarded and Goal | | |  | | |  | |  | | |
| 20. | | Transfers to UH 4-yr | | | 107 | | | 130 | | 135 | | |
| 20a. | | Transfers with degree from program | | | 59 | | | 59 | | 71 | | |
| 20b. | | Transfers without degree from program | | | 48 | | | 71 | | 64 | | |
| 20c. | | Increase by 3% Annual Transfers to UH 4-yr Goal | | |  | | |  | |  | | |
| 20d. | | Difference Between Transfers and Goal | | |  | | |  | |  | | |

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| **Distance Indicators** | | | **Program Year** | | | | | | |  |
| **15-16** | **16-17** | | | | **17-18** | |
| 21. | Number of Distance Education Classes Taught | | 63 | 67 | | | | 68 | |  |
| 22. | Enrollments Distance Education Classes | | 1780 | 1851 | | | | 1198 | |
| 23. | Fill Rate | | 125% | 122% | | | | 77% | |
| 24. | Successful Completion (Equivalent C or Higher) | | 72% | 74% | | | | 72% | |
| 25. | Withdrawals (Grade = W) | | 153 | 214 | | | | 94 | |
| 26. | Persistence (Fall to Spring Not Limited to Distance Education) | |  |  | | | |  | |
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| **Performance Indicators** | | **Program Year** | | |  |
| **15-16** | **16-17** | **17-18** |
| 27. | Number of Degrees and Certificates | 277 | 291 | 298 |  |
| 28. | Number of Degrees and Certificates Native Hawaiian | 87 | 91 | 86 |
| 29. | Number of Degrees and Certificates STEM | 11 | 12 | 14 |
| 30. | Number of Pell Recipients1 | 184 | 168 | 170 |
| 31. | Number of Transfers to UH 4-yr | 107 | 130 | 135 |

**Part II. Analysis of the Program**

1. Demand Indicators

The demand health call for Liberal Arts identified as cautionary; indicator 2 shows the number of majors dropped 7% from the previous year. In the previous year there was a greater than 11.5% decline with an unhealthy call, thus the cautionary call is an improvement over 2017. Regardless, Indicator 2 fails to illustrate an important change: the overall community employment rate and the increase in the number of part-time students in both fall and spring (a reflection of employment rate). The number of majors dropped 7%, the total semester hours of majors dropped 14% from 17,238 to 14,778, again reflecting increase in part time status. This also reflects the 5% overall drop in courses taught at 503 (526 in previous year). In both semesters, part-time majors increased by 1% (Fall) to 3% (Spring). We continue to support our students and with efforts to accelerate student completion rates, and in fact, completing rates has increased from 76% to 77%. While a relatively small increase, it is concomitant with a decline in number of students, thus this increase is a positive indicator for the program.

1. Efficiency Indicators

The demand health call for Liberal Arts identified as cautionary because indicator 9 shows the fill rate at 70.1%. As the threshold for a healthy indicator is 75%, this figure, while taken seriously, reflects a stable fill rate as it correlates to the UHMC administration’s policy in fall of 2017 and spring of 2018 to avoid cutting 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. A primary result of the lower fill rate is a slightly lowered class size; generally resulting in best practices for classroom management.

1. Effectiveness Indicators

Although the effectiveness indicator suggestions “Cautionary,” successful completion of the program remains stable at 77%; in the previous two years it was at 77%, 76% respectively. Persistence Fall to Spring and Fall to Fall also both remained static. The number of degrees awarded was up by nine, even with the drop in student enrollment. There is an increase in the number of transfers to a UH 4-yr institution, an increase in transfers with degree from the program, and a slightly lower rate of transfers without the degree.

1. Analysis of the Program (**Part II-Analysis of the Program)**
2. Significant program actions, as a result of 2017’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. Thirteen students enrolled in the Fall 2018 cohort. Another cohort will begin in Spring 2019.

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.

UHMC delivers the Distance Associate in Arts in Liberal Arts (Distance AALA) 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.

The new 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**

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| --- | --- | --- | --- |
|  | [**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

There are no new hires supporting the program at this time, but we have, as indicated, increased the number of BOR appointed faculty to 54; hires in other programs provide Liberal Arts with additional BOR faculty. This effectively lowers the number of majors to FTE BOR faculty from nearly 40 (per faculty) to 21 per faculty. Again, this supports best teaching practices, as does the previously indicated smaller class size.

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.

Information for Fall of 2018 on the Liberal Arts Exploratory tracks are as follows (with abbreviated Banner codes for each exploratory track):

EX (Exploratory) 19

EXAH (Arts & Humanities) 17

EXB (Business) 6

EXED (Education) 5

EXHS (Health Sciences) 8

EXSS (Social Science) 14

EXST (STEM) 5

**Grand Total 74**

The program continues to develop strategies to help students understand the choices; exploratory pathways build into early advising in the students’ experience from application through their first 30 credits to facilitate student understanding of the choices. Strategies implemented in the Fall of 2018 included early career exploration workshops, First Year Experience advising and courses, and early and frequent advising sessions. Implementation of exploratory majors began Fall 2018 and is coordinated by a core group of counselors, Liberal Arts faculty, the program coordinator, academic support, and administration.

1. Currently goals/strategies include:
2. Creating a website for AALA
3. Creating a MySuccess cohort of exploratory (EXPL) students in MySuccess allowing us to track students in the following areas:
   * Assigning counselors to all EXPL majors (implemented)
   * Communicating with all Liberal Arts majors more details about EXPL majors
   * Providing academic counseling using a Task List in MySuccess that students and counselors can review. Task List items include:
     + Mandatory advising every semester
     + Taking three (3) subject area courses based on the chosen track
     + Taking IS course (about 20% are enrolled in IS courses Fall 2018) or attending Career Workshop
     + Student involvement on campus (events attended and campus resource used)
     + Exit meeting (identification of a major to declare)
   * All EXPL majors have an Academic Advising hold to prevent them from registering, providing an opportunity to meet with their counselor to discuss their performance/progress/opportunities being in EXPL major.
4. 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 creativity, theoretical and methodological application among students at all levels of curriculum, rather than just in the traditional art/humanities oriented 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; unfortunately there has not been a great deal of success in implementing this. Full-time BOR faculty regularly populate the Professional Development activities, but creating professional development workshops amenable to lecturer attendance remains a challenge.

Describe results from previous assessment goal and/or action implementation (**Part II-Analysis of the Program)**

* 1. PLO
* Results of PLO analysis for academic year 2016-2017 suggested that the quality of analysis and critical thinking fell short of faculty expectations in terms of PLO #3. Faculty decided in late 2017 to reexamine PLO #3 during academic year 2017-2018 utilizing several different courses (previous examination was in one Science lab). Toward resolution of this result, both informal and formal professional development activities have been provide our Liberal Arts faculty (as indicated above. Professional development opportunities during Liberal Arts General Faculty Meetings include foci of rubrics, delivery, and engagement strategies to identify opportunities for eliciting analysis and critical thinking. Some of the more widespread strategies in use now include “Zoom,” and “Poll Everywhere” both of which were shared at Liberal Arts general faculty meetings. Faculty are encouraged to attend more formal professional development activities that include “Reading across the Disciplines” (a means to engage students in critical thinking and analysis while reading).
* Addressing needs for our AALA (online Liberal Arts degree), various workshops in effective teaching and best practices for online engagement are also available for our faculty.
* First Year Experience (FYE) has provided strategies for Liberal Arts faculty to engage students in critical thinking and analysis (as well as engagement) in targeted FYE courses.
  1. CASLO
* The oral communication CASLO examined in 2016-2017 provided ideas for incorporating additional oral communication opportunities, and refinement of assignment rubrics for student opportunities to express themselves orally. Liberal Arts faculty are encouraged to include multiple ‘types’ of oral communication opportunities within their current class structure; informal small discussion groups, larger group discussions, as well as assessed oral communication opportunities.

1. Describe Goals and/or actions from previous assessment results (**Part III-Action Plan):**

**SELECT THE P-SLOs TAB and then EDIT**

* PLO selected for this academic year **(PLO # 3)**.
* **Evidence of Industry Validation** (check all that apply):

Advisory Committee Meeting(s) \_no\_, How many? \_\_

Did Advisory Committee discuss CASLO/PLO? Yes\_\_ No\_X\_

Coop Ed Placements \_\_ Fund raising activities/events \_\_ Service Learning \_yes\_

Provide program services that support campus and/or community

Outreach to public schools \_\_\_

Partner with other colleges, states and/or countries \_\_

Partner with businesses and organizations \_\_

Other\_\_ Describe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **Expected level of Achievement**:

For the PLO assessed, \_85\_ % of students completing the assignment/course expected to meet expectations for the assignment/course.

* **Courses (or assignments) Assessed**:

GEOG 101, GEOG 101L, AND ANTH 210 assignments from the Fall 2017

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

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

Other\_\_ Please explain\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **Results of program assessment**:

1. The following were present at the PLO assessment: Liberal Arts Faculty from various disciplines (24 faculty)
2. The average percentage of students earning a C- or better grade on the assignment assessed was 87%.

                  Four groups of four to five faculty members examined the exemplary (A-grade) and minimal (C or C-) papers chosen by the 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 assignments consisted of a lab assignment for Geography, an in-class assignment for Geography (lecture section), and a Final Project for ANTH 210 (Archaeology). Students were to utilize laboratory techniques and simulated field techniques to complete each of these three course goals.

**Weaknesses:**

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

* + We examined GEOG 101, GEOG 101L, AND ANTH 210 assignments from the Fall 2017 semester as a means of seeing how we assess PLO#3. The consensus was that students do not meet the PLO in only one class, but various aspects of a PLO in several different classes. Faculty are encouraged to scaffold, thus one assessment does not fulfil this.
  + Minimally passing examples demonstrated that the student still understood the assignment, applied knowledge to the assignment, but omitted information on how they arrived at the answer.
  + Faculty concluded that wording on assignments allows the student to understand the level of comprehension on a given assignment, and the depth of reflection necessary to rise to exemplary. Rubrics elucidate these levels of breadth and depth.
  + Explicit expectations provides students parameters within which to work.
  + Overall, the minimally passing students demonstrated mastery and application of theories and methods as per PLO #3.
  + 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 might be applied in the real world would clarify to students the significance of PLO#3 and a goal of application.

* 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 course 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 report format.
* The Anthropology assignment operated a culminating activity for the course, and the A (exemplary) student work utilized vocabulary and analysis, although explicit application was not directly requested by the instructor.
* As indicated above, the assignment prompt was very explicit and emphasized procedures and analysis for the GEOG assignments.  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 2016-17 LA Program Review, the entire assignment, rubric, and the context within the assignment framework by the represented faculty provided the assessment group a solid basis for evaluating the student samples.

* **Other comments:**

**CASLO Assessment**:  For CASLO Assessment of Creativity, the Liberal Arts program investigated exit-level student work in ART 107D and HUM 100.  Fourteen faculty members participated in an hour-long discussion of the faculty reports and students samples.  Three participants who responded to the post-meeting survey for ART 107D and seven responded to the survey for HUM 100. One hundred percent of faculty concluded that the “minimally passing” evidence demonstrated student achievement of creativity at a level of skill appropriate for the degree in both courses.  All survey participants indicated that students “demonstrate relevant creativity skills needed for graduates of the program.” Faculty reports, samples of student work, and the survey of meeting participants are available in the Reports section of the CASLO Assessment Laulima site.

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| CASLO assessment findings | Action plan to address findings |
| During the Liberal Arts Program CASLO Assessment meeting, participants expressed opportunities to strengthen and provide creativity assignments, in in all courses.  In particular, participants expressed the following concerns:   * Students should be encouraged to apply creative skills to subject matter that is relevant to their lives. * Student reflections should provide opportunities for creativity so they might better face creativity challenges after college. * Students should be required to demonstrate college-level rigor. | Work with faculty develop assignments that represents best practices in encouraging creativity, providing opportunities for reflection and feedback, and requiring college-level challenges.   Sharing the model with faculty/lecturers who teach these courses will enhance results.   * Professional development activities designed to assist instructors in rubric creation to reflect the skills and abilities we expect our students to acquire/demonstrate. * Use of CASLO rubrics within individual courses create opportunities for both students and faculty to understand the outcomes expected and assessed. |
| Assessment participants agreed that a culminating activity of some sort could provide students an outlet. Students can theoretically achieve the degree while avoiding creativity challenges | * Consider implementation of a “capstone, portfolio, internship” or some type of culminating experience. This is under discussion at both the Liberal Arts Executive Level and at the participating faculty level. * The culminating activity serves a dual purpose of ensuring our students achieve the creativity CASLO and develop the creativity challenges they will face after college/in the workplace; a hallmark of Liberal Arts degrees. * A culminating activity also ensures that students have varied opportunities to demonstrate acquisition of the Program Learning outcomes along with the CASLOs. |

* **Next steps:**

For program learning outcomes (check all that apply):

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

Adjust course used for PLO\_\_\_ Meet with Advisory Committee\_\_\_\_

Other\_\_\_ Please explain:

* Please list any professional development needs you may have for your program.
* Continue to develop and 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#1 this year (2017-2018), in a broader range of courses. Exploring best practices in targeting student acquisition of terminology (vocabulary), theories and methods via rubrics, activities, and potential assessments.