

Liberal Arts



ANNUAL
REPORT OF PROGRAM DATA
2021



UNIVERSITY of HAWAII® MAUI COLLEGE

1. Program or Unit Description

Liberal arts education includes the disciplines of literature, languages, philosophy, history, mathematics, anthropology, psychology, and science. Coursework in these areas satisfies the General Education requirements for career and technical programs at UH Maui College. The cornerstones of a Liberal Arts Education include Critical Thinking, Complex Problem Solving, and Written and Oral Communication Skills.

UH Maui College offers several curricula based upon liberal arts courses. These include Associate in Arts degrees in Liberal Arts, in Hawaiian Studies, and the Associate in Science degree in Natural Science with two concentrations. More concentrations within the Liberal Arts umbrella are proposed and will be announced as approved.

The liberal arts are those subjects that in classical antiquity were considered essential for a citizen to know in order to take an active part in civic life. The aim of these studies was to produce a virtuous, knowledgeable, and articulate person. The scope was extended to include arithmetic, geometry, music, and astronomy in the Middle Ages, and eventually became the educational foundation for schooling in Europe.

For our UHMC students, Liberal Arts provides three discrete advantages. First, students are encouraged and compelled to complete a first year (30 credits) of foundational courses. Whether a student continues on in Liberal Arts or finds their passion in another program to which they are exposed during this first year is irrelevant; this first 30 credits creates a strong foundation on which to build their understanding and examination of a broad range of experiential courses. Second, these foundation courses transfer *in toto* as a block transfer with an Interstate Passport to Western Interstate Commission on Higher Education (WICHE) participating WICHE colleges and universities. Third, the foundational credits allow students to 'narrow' their focus through either the above mentioned Liberal Arts, Hawaiian Studies, or AS degree in Natural Science.

a) 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. Program Learning Outcomes (Program level Student Learning Outcomes-SLOs) include the following:

- i) Demonstrate an understanding of theories, practices, histories and key issues of a field of study using essential terminology and concepts of the discipline.
 - ii) Use theories, concepts, and practices of a field of study to analyze evidence, artifacts, and/or texts and produce interpretations, hypotheses, evaluations, or conclusions.
 - iii) 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.
- b) In addition to the Program Level Student Learning Outcomes, the AA Degree in Liberal Arts fulfills the Institutional Learning Outcomes (ILOs) and the College-wide Academic Student Learning Outcomes (CASLO); Critical Thinking, Creativity, Oral Communication, Written Communication, Information Literacy, and Quantitative Reasoning. These outcomes weave throughout the Liberal Arts Program Map, through both foundation and diversification courses. Students earning their degree develop strong critical thinking skills to be able to apply and effectively address challenges and solve problems. The creativity outcome ensures that students develop the ability to express their ideas clearly through a variety of forms and for diverse audiences. Practicing ethical and responsible oral and written communication for specific audiences is an integral part of various content areas within the program map, in addition to the specific Foundation courses in Oral Communication and Written Communication. Information Literacy and Quantitative Reasoning, include the ability of students to access, evaluate and utilize information effectively, ethically, and responsibly, as well as to synthesize and articulate said information through appropriate mathematical methods. Both of these skills address the need to problem solve in real-life situations.

Value of Degree, Target Student

According to the Association of American Colleges and Universities, four out of five employers agree that all students should acquire the broad based knowledge and skills represented by the Liberal Arts. Some of the positions currently filled with Liberal Arts graduates include Elementary and Middle School Teachers, Lawyers, Judges, Magistrates, Managers, Postsecondary Teachers, Chief Executives, and Legislators, Education Administrators, Social Workers, Secondary School Teachers, Counselors, Sales Representatives, Clergy, Retail Sales, Supervisors, Secretaries, and Administrative Assistant. Virtually every employer benefits from graduates with critical thinking and problem solving abilities, and oral/written communication skills, all of which are attained as part of a successful Liberal Arts Program such as that at UHMC.

All incoming students benefit from beginning in the Liberal Arts Program. During the first year, students are exposed to several disciplines, and for incoming high school graduates, the range of courses allows exploration. Students obtaining the AA in Liberal Arts move into the workforce with skills that allow them to adapt to a range of working conditions, critically think, and problem solve. Students who continue on for their Bachelor Degree and/or graduate degree have the range of

foundational knowledge and skills to prepare them for upper division coursework within a range of disciplines, majors, and programs.

Check all that apply for the program:

- ☒ Articulated Pathways for 4-year or graduate pathways: _____
☐ Articulated Pathways for High school: _____
☐ Articulated Pathways for Other: _____

Equity gaps

Perhaps more than many programs, Liberal Arts meets and closes equity gaps. Given the nature of Liberal Arts, we seek to help our students embrace diversity through the accumulation of knowledge addressing both our cultural and ethnic differences as well as our collective similarities.

2. Analysis of the Program/Unit

The Overall Liberal Arts Program Health, as indicated in the ARPD data, is identified as “Needs Attention” Indicator 2 in the ARPD table data (Table 1 below) shows the number of majors dropped -8% from the previous year. Indicator 2 fails to illustrate the continuing change in delivery, necessitated by the Coronavirus epidemic, to an online delivery method. This transition created systemic issues for many students: lack of access to the internet, difficulty in maintaining bandwidth, the overall drop in the UHMC enrollments, and the general difficulties students faced in maintaining their households while joining the ranks of the unemployed during our “stay at home” mandate. In spite of this apparent decline in the number of Majors, the story does not fully reflect the complexities of the situation. Full time students in the Fall of 2020 decreased by 4% but the number of part time students increased by the same 4%. Fall Part-time students who were full-time in the system increased by 3%, as students recognized that they can take courses from multiple campuses since all courses were online. This may also reflect the ability of students to return to at least some part time employment as on-site work opened up in 2021. An identical shift appeared in Spring of 2021; Full time students declined by 9% in the spring, but increased by the same 9%. In addition, Spring part-time students who are full-time in the system increased by 5%; again this likely reflects student recognition that courses once offered at UHMC may be available through other campuses, as the CC system works to create an environment of collaboration enhancing student access to courses they need for their majors. Student semester hours (Program Majors) in UHMC program classes decreased by 1,168, but non-majors in program classes increased (N=442). In general, full-time enrollment is down, as are the number of classes taught. This system wide shift is concerning, yet anecdotal student information suggests that they are holding back until face to face classes return. They take the online courses (zoom, hybrid, asynchronous) but prefer face to face. It is important to keep this in mind as the institution moves forward. Asynchronous courses seem “ideal” especially for working students, yet the traditional students struggle with the asynchronous medium which demands time management skills many younger students have not yet developed at open enrollment institutions.

The average number of classes taught (#7) decreased by 30, reflecting both the reduced number of lecturers due to budget cuts as well as the pandemic-reduced enrollment. We

continue to support our students with efforts to accelerate student completion rates, and in fact, completion rates increased to 79% from 75% from the previous year (4% increase). While a relatively stable measure, completion rates belies the decline in number of students, thus this increase is a positive indicator for the program.

Table 1. Demand Indicators

#	Demand Indicators	2018-19	2019-20	2020-21	Demand Health
1.	Number of Majors	1,049	991	914	Needs Attention
1a.	Number of Majors Native Hawaiian	357	342	284	
1b.	Fall Full-Time	38%	39%	35%	
1c.	Fall Part-Time	62%	61%	65%	
1d.	Fall Part-Time who are Full-Time in System	4%	4%	7%	
1e.	Spring Full-Time	34%	33%	24%	
1f.	Spring Part-Time	66%	67%	76%	
1g.	Spring Part-Time who are Full-Time in System	5%	6%	11%	
2.*	Percent Change Majors from Prior Year	-9%	-6%	-8%	
3.	SSH Program Majors in Program Classes	12,001	11,775	10,607	
4.	SSH Non-Majors in Program Classes	10,083	10,328	10,770	
5.	SSH in All Program Classes	22,084	22,103	21,377	
6.	FTE Enrollment in Program Classes	736	737	713	
7.	Total Number of Classes Taught	440	422	392	

Efficiency Indicators (Healthy) (Table 2 below) demonstrate relative health of the program; indicator 9 in the ARPD data table below demonstrates the fill rate increased 8.6% (83.5% from the previous year 74.9%). The number of Majors to FTE BOR Appointed faculty remained relatively constant as well (slight decrease from 33 to 31). The number of low enrolled courses declined by 17 (57 previous year to 40 low enrolled current data) and average class size remained constant at 19. The hesitancy of students to take either synchronous online or asynchronous online persists; our program expects a shift as we move toward offering more face to face courses in Spring of 2022. The Liberal Arts Program is committed to and will continue to examine the fill rate and the impact of fill rate on enrollment and program health, while recognizing that lower fill rates represent best practices for classroom management along with increases in numbers of asynchronous online courses (which many departments cap at 25). With the move by the UHMC campus to nearly universal online during the pandemic, either synchronous or asynchronous, students scrambled to get classes this fall since many classes were limited to 25-30 students when previously, the 35 students cap represented the standard.

Table 2 Efficiency Indicators

#	Efficiency Indicators	2018-19	2019-20	2020-21	Efficiency Health
8.	Average Class Size	17	19	19	Healthy
9.*	Fill Rate	68.4%	74.9%	83.5%	
10.	FTE BOR Appointed Faculty	32	30	29	
11.*	Majors to FTE BOR Appointed Faculty	32	33	31	
12.	Majors to Analytic FTE Faculty	22	23	22	
12a.	Analytic FTE Faculty	46	42	40	
13.	Overall Program Expenditures	\$3,171,849	\$2,717,109	\$2,691,639	
13a.	General Funded Budget Allocation	\$3,113,832	\$2,686,735	\$2,683,363	
13b.	Special/Federal Budget Allocation	\$3,050	\$939	\$3,559	
13c.	Tuition and Fees	\$54,967	\$29,435	\$4,717	
14.	Cost per SSH	\$144	\$123	\$126	

2021 UH Maui College ARPD
Program: Liberal Arts

15.	Number of Low-Enrolled (<10) Classes	71	57	40	
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As well, effectiveness indicators (Table 3) reflect a progressing status; successful completion of the program increased by four percent per year (75% to 79% current year). Persistence fall 2020 to spring 2021 remains relatively stable at 71% (increase from 70%). Persistence Fall to Fall decreased slightly- down 2% from 48% 2019-2020 to 47% in 2020-2021. The number of Associate Degrees awarded declined concomitant with the decline in numbers of majors. Transfers to a UH four-year degree program increased slightly from 112 to 113 in the current 2020-2021 year, slightly fewer *with* the degree (58 to 55), and four more without the degree (from 54 to 58). The ease of registration at multiple campuses within a student's degree program will affect this as well; STAR allows students to see a "needed" class that is offered elsewhere may potentially decrease as well as increase (if UHMC classes are open) enrollment.

Table 3. Effectiveness Indicators.

#	Effectiveness Indicators	2018-19	2019-20	2020-21	Effectiveness Health
16.	Successful Completion (Equivalent C or Higher)	76%	75%	79%	Progressing
17.	Withdrawals (Grade = W)	517	698	408	
18.*	Persistence Fall to Spring	70%	70%	71%	
18a.	Persistence Fall to Fall	48%	49%	47%	
19.	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	300	243	215	
19a.	Associate Degrees Awarded	297	239	215	
19b.	Academic Subject Certificates Awarded	4	5	0	
19c.	Goal	0	0	0	
19d.	Difference Between Unduplicated Awarded and Goal	0	0	0	
20.	Transfers to UH 4-yr	108	112	113	

2021 UH Maui College ARPD
Program: Liberal Arts

20a.	Transfers with degree from program	65	58	55	
20b.	Transfers without degree from program	43	54	58	
20c.	Increase by 3% Annual Transfers to UH 4-yr Goal				
20d.	Difference Between Transfers and Goal				

Distance Indicators (Table 4 below) reflect a tremendous increase in both the number of online courses as well as overall enrollment for Distance Education courses. The increase stems from the pandemic, of course, and the number of courses taught online (synchronous and asynchronous) is nearly five times what it was last year with a 237 increase in online class offerings (from 66 to 299). The percent fill rate represents only slightly more than 2019-2020 (from 85% to 87% fill rate). Enrollments increased by nearly five times as well (4.7 times) from 1,316 to 6,199 student increase.

UHMC delivers the Distance Associate in Arts in Liberal Arts (Distance AALA) degree formerly in a blended format with a combination of courses that meet face-to-face, through interactive television, through synchronous and asynchronous online classes, or through cable and hybrid modalities. Currently, nearly 100% of Liberal Arts courses are taught either synchronously online via Zoom or in the traditional asynchronous format. Thus, both core and elective courses are available online for our students. Ultimately, this combination of synchronous and asynchronous delivery provides our students in the Maui County (Moloka'i, Lana'i, the remote community of Hana) with a greater opportunity to earn their Liberal Arts degree. As a result our students are developing expertise in the online modality. However, accessing synchronous courses may remain a challenge for students who work during conventional diurnal hours. With the entire UH and DOE systems delivering distance learning, more households, out of necessity, now have access. Still, 'devices' remain an issue, as not all students have computers or iPads. Many of our students access their courses via smart phones as their primary device. In addition, with what to students appears to be a somewhat permanent shift to online learning, more students are opting for the asynchronous model to their detriment. Many students need the support provided by face to face and at least zoom as encouragement.

Still, withdrawals from these classes did not reflect the increase in number of courses and or students in distance learning classes; withdrawals were up by only 2.7 times the previous year, although the number of courses and number of students was nearly five times the previous year.

Performance Indicators suggest the difficulties students experience with the pandemic driven shift to nearly entirely online (synchronous and asynchronous). The number of degrees declined.

Tables 4 and 5. Distance Indicators and Performance Indicators

#	Distance Indicators	2018-19	2019-20	2020-21	
21.	Number of Distance Education Classes Taught	73	66	299	
22.	Enrollments Distance Education Classes	1,254	1,316	6,199	
23.	Fill Rate	76%	85%	87%	
24.	Successful Completion (Equivalent C or Higher)	72%	75%	78%	
25.	Withdrawals (Grade = W)	118	133	361	
26.	Persistence (Fall to Spring Not Limited to Distance Education)	61%	61%	68%	

#	Performance Indicators	2018-19	2019-20	2020-21	
27.	Number of Degrees and Certificates	297	239	215	
28.	Number of Degrees and Certificates Native Hawaiian	94	77	77	
29.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
30.	Number of Pell Recipients ¹	180	108	121	
31.	Number of Transfers to UH 4-yr	108	112	113	

Trends in the ARPD data over the past three years suggest stability with any ARPD cited declines reflecting declines in overall enrollment, and continuing declines as students navigate the difficulties of needing work, finding that available work hours are often incompatible with full-time student structure, and learning that asynchronous classes, while seemingly “convenient” demand great self-discipline that many students have yet to acquire. Most likely the primary shift in coming years will be reflected in students’ desire to get back to face to face learning, while simultaneously enrolling in Distance Education courses; students will develop great flexibility and confidence in tackling online learning by necessity, although the preference is clearly toward face to face. Many students at UHMC still do not have access or have limited access to the internet and stable WiFi connections, *i.e.*, a situation that results in student

frustration, anguish, and a loss of confidence. During the course of the pandemic, faculty developed increasing skills in distance learning and we collectively (as a campus) created a safety net to assist students by providing computers, hotspots, open wireless access points on campus (outside), and by nurturing students through the learning curve demanded by distance learning.

Innovative Student Support efforts at UHMC continue to evolve, and include sustained efforts to enhance our First Year Experience (FYE), facilitate development and inclusion in the Interstate Passport program, refine our online AA degree in Liberal Arts, and focus on our Early Admit and Sheltered courses. The Liberal Arts program hopes to become involved in Second Year Experience, to provide continued support to students prior to their transferring or matriculating.

UHMC's First Year Experience program targets all first-year students, but because the majority of our students upon entering college major in Liberal Arts (until they explore and refine their interests), FYE represents an inherently Liberal Arts initiative. Here at UHMC, we work within the *Ka'ao* Student Success Framework of *Hua* (dream), *Ha'alele* (commit), *Huaka'i* (experience) and *Ho'i* (contribute). Students entering UHMC enroll in at least one FYE course, the majority of which are courses appearing in the Liberal Arts program map. The faculty teaching these courses regularly participate in Professional Development and share resources in how one can incorporate the aforementioned four concepts into their content rich classes via peer connection, campus resource exploration, academic skill development, and purpose and goal exploration. Liberal Arts faculty incorporate the *Ka'ao* framework into their syllabi, as well as into their courses.

In other words, our students develop a reflective understanding of college life and expectations through an indigenous lens and acquire necessary university (and life) skills through various content areas. For example, a student might, while completing an Anthropology or Sociology FYE course, identify their personal goals (dreams) and how various cultures commit to working together toward a common goal. The student develops an understanding of variability in how people handle challenges and the diversity existing in support systems. Finally, the student reflects on how the content specific material enables them to contribute to the community content in a culturally relative manner. Thus, the FYE courses do not specifically "teach" skills for college, but the curriculum in an FYE course utilizes specific course content to help students acquire skills. In particular, faculty teaching FYE courses also assist students in *finding* resources that they need such as tutoring, technological support, research support, time management support, career support, as they maneuver through their individual journey through college.

A major success of FYE efforts prior to Fall semester 2021, included a FYE student virtual orientation. The anticipated success (as students signed up to attend) encourages us to open the orientation to all students, be they new students or continuing students. The event was attended by 500+ students. After the initial group met for an hour, students were invited to attend smaller group sessions organized by program for which students expressed interest, meet with their Program Coordinator, and learn more about the specific program. Approximately 115 students attended the scheduled 30 minute session for Liberal Arts, during which they met several Liberal Arts faculty, engaged in group activities surrounding Liberal Arts, and asked questions about the program. The orientation was highly successful, and many

students commented anecdotally to faculty about their enjoyment of the session during the first week of classes.

3. Program Student Learning Outcomes or Unit/Service Outcomes

- a) Program Learning Outcomes:
 - i) Demonstrate an understanding of theories, practices, histories and key issues of a field of study using essential terminology and concepts of the discipline.
 - ii) Use theories, concepts, and practices of a field of study to analyze evidence, artifacts, and/or texts and produce interpretations, hypotheses, evaluations, or conclusions.
 - iii) 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.
- b) The Liberal Arts Program continued to identify where, within the program map, students meet PLO#3. This has proven challenging given the fact that there are no individual courses which all students take prior to matriculation. Therefore, we again decided to focus on the model rather than the pathway.

c) Assessment Results.

During 2020-2021, the Liberal Arts Executive Committee began the trial of an alternative assessment strategy. Portfolio Model 1 required the committee to identify a course within the program map that would potentially meet Exit Level outcomes for PLO 3 (delineated above). The Executive Committee decided to focus on a 200 level course, to determine the feasibility of utilizing included the identification of a course within the program that suggested Exit Level outcomes in Portfolio Model 1.

Portfolio Model 1 suggests the following procedures for assessment:

- a. Identify a selection of courses in a program using program criteria.
- b. Collect samples of all assignments for each course.
- c. Examine the artifacts of each course for evidence of
 - i. Scaffolding
 - ii. Levels of "passing"
 - iii. PLO/CASLO/ILO skill levels

All materials related to ANTH 210 were uploaded and made available to the LBRT executive committee as a starting point for the assessment. Materials included the following list detailed below. Procedures for examination were as follows:

1. Exec committee members divided into three groups and assigned portions of the materials.
2. Each group had access to the syllabus (001) and copies of the five major contributing assignments (002). Student artifacts representing minimally passing and exemplary were included in each group packet when available.
 - a. Group 1 to examine 002 and the final project 013 with student artifacts

- b. Group 2 to examine 002 and sampling project (008) field strategy report(009); both of which are major contributing assignments with student artifacts, and 011a, b, and c. Student artifacts presented for 008 and 009)
 - c. Group 3 to examine weekly homework assignments and midterm exam (005, and 012) both with student artifacts.
- 3. Spreadsheets with the PLOs, CASLOs, and ILOs were provided.
- 4. Ostensibly, the goal was for each team to work together in examining the artifacts. This didn't work as well as hoped, as the larger group was unable to meet to complete the task. Three members examined the materials and provided comments on the proposed assessment procedure.

001 Syllabus

002 The exercises during the semester:

- 1. Sampling exercise
- 2. Field Strategy exercise
- 3. Stratigraphy exercise
- 4. Seriation Exercise
- 5. Settlement Pattern Project (Final project)

003 Chapter 1 assignment. Brought to class for small group and large group discussion.

004 In class project, lumping and splitting classification activity.

005 Chapters 2-13 Weekly Chapter writing assignments. Exemplary and Minimally passing.

006 Discussion questions for in Class Film "Herculaneum."

007 Discussion questions for in class discussion on "The Statues that Walked."

008 Sampling lab minimally passing and exemplary samples.

009 Outline for Field Strategy report

010 Field Strategy Report results. Students decided upon research questions for their field work, with a set number of person hours they determined what they needed to collect the data that would potentially answer the research questions.

011a Quaternary Paleontology Class exercise (in class group activity and discussion).

011b Pollen Slides for counting. Students have a code for each plant pollen type (*Juniperus*, *Poaceae*, *Pinus*, etc.). Pollen slides are projected on screen and students identify and count how many of each type of pollen in each layer, then interpret the results that reflect 200,000 years of environmental change. They were able to determine climate change as reflected by the pollen represented from the core samples.

011c The table students used to track pollen counts, convert to percentages, and then order and determine climates represented (cold, warm, transitional).

012 Midterm exam

013 Settlement Pattern Results; Exemplary and Minimally passing.

Given time constraints, we focused only on the PLOs, as PLO3 is the exit level PLO specifically addressed by the few faculty that participated.. CASLOs and ILOs were not examined at this time. Members filled out a provided spreadsheet, and provided comments on the process. Again, the goal was to establish a procedure and process for assessment.

Results were variable. One group examined the homework assignments 003 and 005 and concluded that the minimally passing work met all three PLOs. The homework assignments, based on the text, represent traditional learning strategies, whereby a student reads the material, listens to lectures about the material, and answers questions demanding an increasing level of understanding and application of information throughout the semester.

Members of another group concluded that their examination of only the final project was inconclusive, as there was no overall context for the expected level of learning. This group

concluded that we need to redesign the procedure to provide faculty examination of ALL materials rather than dividing into only portions, with each team examining a portion of the assignments. The spreadsheet would then allow LBRT faculty to determine if the student effort *in toto* provides evidence of all three PLOs. At the same time, we can determine if the scaffolding provides the student ample opportunity to meet the College Level Student Learning Outcomes as well as the Institutional Level Outcomes.

Scaffolding was evident throughout the procedure, as the Committee was able to see the progression of student learning across the semester, and identify how skills built on those acquired in previous assignments. Level of passing was also amenable to examination as both minimally passing as well as exemplary samples were provided by the Instructor. The current model for this portfolio assessment did not work as projected. Comments from participants (LBRT Executive Committee Members) suggest that a) a redesign providing greater time for the assessment and b) including more Liberal Arts faculty in the process, would be helpful.

The most significant issue identified, is the fact that there is no one course that every Liberal Arts student takes prior to graduation. Our assumption that 200 level courses represent exit level outcomes and PLO #3 also proved false. In fact, students may weave through the Liberal Arts Program map without taking any 200 level courses; this mirrors requirements at other UHCC campuses. In addition, transferral to a four-year campus does not necessitate 200 level courses either. As a result, the entire strategy necessitated reformulation. To that end, the Program Coordinator requested participating Liberal Arts faculty (at least the most participatory faculty) to identify which courses within their discipline link to PLO 3 in the curriculum program Kualii. As these courses are identified, we will select two for which we plan to examine course materials during the Fall 2021, and concluding March 2022. The hope is to explore courses within the Foundational Blocks (the first 30 credits) that link to PLO 3, as these are courses that all/most students take. Many courses within Kualii were updated during spring of 2021, so accessing which courses meet all three PLOs is our next step, followed by selecting courses for assessment. Faculty and Executive Committee members will examine a portion of the portfolio for the selected class(es). Faculty will be able to determine if the assignments within the selected course are scaffolded to the degree that they provide students ample opportunity to demonstrate exit level skills for the PLOs, CASLOs, and ILOs. Three members of the Exec committee currently teach upper division courses, and perhaps judicial to request a non-LBRT upper division faculty an opportunity to participate, as many of our LBRT AA students transfer to four-year programs, and must demonstrate readiness.

Although the assessment exercise this semester was inconclusive, the enormity of assessing a program as large as LBRT informs us as to how assessment might be accomplished moving forward.

Continued Successes

Additionally, the Liberal Arts online AA represents innovative student support. UHMC's campus and student body are unique in that we represent three islands (Maui, Lana'i, and Moloka'i) with Outreach Centers and two Outreach Centers on Maui (Hana and Lahaina) from which student travel is often prohibitive, and with the Coronavirus epidemic, discouraged. The unusual logistics creates a perfect environment for online learning as discussed above under Distance Learning. Class modalities include both synchronous and asynchronous modalities. This combination is generally determined (pre-pandemic) through advising and depends on the individual's academic pathway, progress, and success in different modalities, home location,

and scheduling needs. The program specifically targets working-age adults in all UHMC locations: Kahului, Lahaina, Hana, Lana`i, and Moloka`i. Faculty continue to discuss the pros and cons of the five-week distance learning modality for fully online courses and recognize that student learning and intellectual retention of information is not always optimal in the shortened modality. Clearly, a push to market this model is under discussion at the system level; similarly, faculty continue to focus on concern for best practices and student learning. An eight-week model proposal yielded slightly more support by faculty, yet faculty still support student learning over marketing models such as the “shortened semester.” Certain courses may lend themselves to this foreshortened mode over content dense courses, and Liberal Arts faculty plan to discuss this in the upcoming year.

Distance learning modalities offered in the Liberal Arts Program include hybrid courses that employ both synchronous and asynchronous means of delivery, incorporating ZOOM as well as face-to-face time. Zoom has the capabilities of the previous Skybridge mode, with the inherent benefits...such as the synchronous Zoom model provides for our students. With multiple islands and Outreach Centers (Maui, Moloka`i, Lana`i, Hana, and Lahaina), unique challenges to any “one size fits all” model prevails. Many students do not demonstrate readiness for the completely online mode and prefer Zoom (or previously Skybridge) with the face-to-face interaction with faculty and peers. These same students may or may not have access to ZOOM as many synchronous time-slots are scheduled during the evening when distance-learning students are not at work. Outreach Centers do not have the staff needed to keep the outreach centers open for students to access ZOOM capable computers.

Moreover, Sheltered and Early Admit initiatives, which consist largely of Liberal Arts courses - target high school students with the goal and intent of increasing the students’ interest and success in college. Early Admit students’ complete courses at UHMC while still attending high school. Students integrate into the typical UHMC classroom with other early admit peers as well as college-level peers. Sheltered courses are dual enrollment courses for which students earn both high school and college credits simultaneously. UHMC faculty teach sheltered courses at various high school campuses across Maui County.

4. Action Plan

The action plan for Liberal Arts Academic Year 2021-2022 includes an extension of previous year efforts and are enumerated here.

1. PLO Assessment.

Liberal Arts faculty are examining their disciplines and courses to determine the various places within the map in which students are introduced to the PLOs, to which PLOs they are introduced, and most importantly, where within the Program Map students attain the goals of PLO#3. Once we identify areas in which students are exposed to PLOs, and further, identify courses that the majority of Liberal Arts students take in order to graduate, we can better develop our assessment strategies, and determine the level at which students achieve the Program Learning Outcomes. Foundation courses are those which nearly all students register, and faculty plan to assess one or more of these courses once they are identified through Kualii. Many courses in our curriculum faced a five-year review during the 2020-2021 academic year; we are currently reviewing which courses are now fully compliant. Faculty began this process during the 2019-2020 academic year

and pushed through many courses during the 2020-2021 academic year. Following up on the linkages between courses in the Liberal Arts map cross-referenced against PLOs, ILOs, and CASLOs will be a goal of the coming year. although many classes in our program map await updates.

2. CASLO and ILOs

College-wide Academic Student Learning Outcomes and Institutional Learning Outcomes are sets of essential intellectual skills which students are expected to develop throughout their coursework at UHMC. The CASLOs and ILOs, in conjunction with PLOs ensure that students leave our campus ready to advance through personal, professional, and academic goals, and can adapt to the rapidly changing world. Students are expected to demonstrate these skills through the varied coursework required of the Liberal Arts Program (as well as other programs). Through examination of PLOs, CASLOs, and ILOs, faculty can further apply best practices, identify gaps between our intended outcomes and student achievement, and develop future actions to expand the best practices and address any achievement gaps that may exist.

3. First Year Experience and Second Year Experience.

Because many students begin with Liberal Arts, and, in essence, the first year of Liberal Arts reflects the General Education requirements that all college students need, we hope to expand participation in FYE and soon-to-be SYE to our Liberal Arts faculty. Several of the faculty teaching Liberal Arts have been engaged in First Year Experience for many years. We implement best practices for both teaching and retention in the classroom, attend regular FYE workshops, and share our experiences and pedagogy for student success. Liberal Arts hopes to engage more faculty to utilize these best practices, not only for first and second year students, but for all students.

First Year Experience continues to inform our pedagogy through identifying challenges our students face. These challenges include facing college level expectations of faculty, familial challenges (as first-generation college students), the juggling of work and home responsibilities, and a level of reading/writing/participation previously unexperienced. The pandemic has also provided and informed faculty and the First Year Experience Program an opportunity to assist students moving and mastering the direction of virtual learning. After the successful completion of the “new” student orientation (to which all students were invited) this past fall, plans are already underway for a spring 2022 orientation, and next fall 2022 orientation. First Year Experience, more recently, includes designated “Freshman Learning Communities.”

4. Freshman Learning Communities

Freshman Learning Communities represent a trend across many campuses in the U.S. The goal is to assist students in adapting to the demands of University level education and navigating new experiential learning in what for many represents an unfamiliar environment. To provide students with support and resources they need in order to excel, UHMC and Liberal Arts offer students the opportunity to participate in a learning community and start their academic career on the right path.

Learning community structure involves providing students with a pair of courses (some campuses refer to these as blocks) in which students are enrolled as a cohort. The faculty of the courses work together and collaborate within the construct of their individual disciplines to integrate course materials and assignments, and discuss student progress. The collaboration provides a thematic interdisciplinary curriculum plan that enriches students’ first year learning experience through a

supportive academic environment. In addition, students develop peer connections with other members of the cohort, and the peer connections assist students as they develop familiarity with university level academic work. The faculty working together enables each professor to develop deeper relationships with their students; one faculty member or the other may recognize various strengths or weaknesses in individual students. At UHMC, we believe that these relationships developed within the learning communities will positively impact persistence and success.

Liana Horovitz, Assistant Professor in History participated in the first cohort offering Freshman Learning Communities on the UHMC campus. In concert with two Hawaiian Studies instructors and an English instructor, the four embarked on designing two discrete learning communities that were for the fall semester of 2020. They based their efforts on the [Hawai'i Papa O Ke Ao Learning Community Development](#) and connected this to the [mission of UH Maui College](#) and the UH System "to create a model indigenous serving institution." The goals of their Learning Communities were to (in Ms. Horovitz words):

- a. utilize an indigenous framework to better connect students to their place, their identity and goals for their future
- b. decartmentalize disciplines
- c. create a more holistic approach to higher education that is relevant and meaningful
- d. support students through a collaborative cohort model
- e. provide service-learning opportunities."

The planning process was extensive and occurred over the summer prior to Fall 2020. To accomplish their goals, the group aligned their paired syllabi, identified common themes, topics and skill building opportunities, and designed assignments common to the paired courses. This latter effort included developing weekly discussion forums in which students would address connections (within the two courses), comparisons, and change over time, creating an assignment that would focus on First Year Experience in career exploration, generating common midterm and final projects that addressed joint Student Learning Objectives, allocating time during class for a FAFSA/financial aid presentation, and exposing students to experiences common to both history and Hawaiian studies including land conservation and restoration field trips.

"Our HWST 107/HIST 151 Learning Community focused on our connection to place and identity through exploration of local and global history. By looking at environmental and geographic influences, a comparison of religion and spirituality in world societies, the impact of empires and the role of trade and migration in the human experience, we strive to understand why, in specific historical conditions and circumstances, human beings behaved in the ways they did- and how those choices impact our community and our world today. We pay close attention to how the language, stories, and artistic accomplishments of early societies shape our modern world. The support and guidance of two teachers and classes working as a cohort support FYE students in exploring their own educational goals, their connections to the place they live, and our shared human journey. Sixteen of the eighteen students who enrolled in both classes successfully completed the courses. They forged connections with each other and were supported by two faculty working together. It was also a wonderful professional development opportunity for Aubrey and I as we were in each other's classes every week and improved our own teaching as an unintended consequence. We actively reflected on our process and implementation, and it was wonderful to have a partner to share ideas. So often we work in our own silos; this was a really rewarding collaboration." (Liana Horovitz, Assistant Professor, History).

5. Ka'ao Framework

As faculty, we continue to discuss the challenges of incorporating the Ka'ao Framework and student success needs into our First-Year courses, while not economizing on important and necessary contextual course content. Balance represents avoiding overt “hand-holding,” while gently guiding our students to success remains our primary objective. Reflection and identification of one's strengths and weaknesses (either perceived or actual), and the *Ka'ao* framework provides a means through which students can self assess.

The Ka'ao Framework includes four elements: *Hua*, *Ha'alele*, *Huaka'i*, and *Ho'i*. As students enter our UHMC campus, we urge them, both through assignments, conversations, group sharing, and activities, to explore and reflect on their individual *hua*, or their rationale and catalyst for attending college. Through *ha'alele*, a student reflects on what they need to become successful in their university endeavors and students discover campus resources and individuals that provide help. Our faculty provide opportunities for students to develop peer relationships with whom they can share and learn. *Huaka'i* assists students in identifying what they may need to leave behind: behaviors or activities counter-productive to their journey, and how their education will enhance their lives. *Ho'i* represents the return to their community, enabling students to visualize how they can make their world, island, community, and family a stronger place.

Many of our Liberal Arts faculty are now incorporating the Ka'ao Framework within all their individual courses, recognizing the ability of the philosophy to frame student success on multiple scales. When first introduced, faculty made considerable effort to “marry” the four areas of success to various best practices and student initiatives (peer connection, campus resources, career exploration, and academic skills). Effort is the operative word here, and often it was a struggle to mate the two apparently disparate organizing principles. However, as Liberal Arts faculty continue to modify and explore the potential of the framework, we expand the marriage to include Ka'ao as a philosophy of life, not something that we “overlay” within an academic framework, but more of a guiding principle for life. Action plans for 2021-2022 include encouraging better attendance by Liberal Arts faculty at Ka'ao workshops, enhanced sharing by faculty who have operationalized the philosophy, and wider exposure to the philosophy as a framework for student success.

6. Basic Needs.

Several Liberal Arts faculty on the FYE committee also serve on the Basic Needs Committee. The goal is to identify basic needs facing our students. Results of the initial student survey sent to 2,936 students (N=81 respondents-2.8% response rate) suggest that 66% of UHMC students experienced at least one form of basic needs insecurity. These were divided into 51% food insecurity in the 30 days prior to the survey, 53% experienced housing insecurity in the previous year, and 16% experienced homelessness in the previous year. The survey further clarified that 23% of students had a family member sick with Covid-19, and 2% experienced Covid-19 themselves. Twelve percent of students accessed emergency aid, but 42% had not heard of emergency aid programs on campus: and 60% with basic needs insecurity did not apply for campus help because they were unaware how to go about this. Liberal Arts is the largest program on campus, and as such, these results suggest that as a program, we need to remain aware of the difficulties our students face on a daily basis; Liberal Arts faculty can become a major conduit to assisting students in accessing available relief for their basic needs.

7. Wiche Interstate Passport.

We achieved full integration into the Passport Network, one of our action plans enumerated in the 2018-2019 action plan. At this point, the Liberal Arts Program plans to identify how many students are availing themselves of this opportunity, and determine easy in which we can initiate more awareness among students for the opportunity afforded by the Interstate Passport. The Interstate Passport opportunity affords students additional incentive to attend courses on our campus and during the 2021-2022 academic year, relaying information to our students about this opportunity represents a priority. Transfer to other participating passport institutions presents students a dual opportunity: the transfer is streamlined through block assessment and their developing virtual learning skills enables them to remain on Maui while transferring. Future goals include identifying students who plan to transfer so that they may take advantage of the Passport, as well as increasing the awareness of students regarding the Passport. All UH system campuses are currently participating in the Interstate Passport system or working toward that end. The Passport will facilitate within system transfers as well, regardless of degree acquisition status. Thus in the future, students planning to transfer may focus less on the AA degree attainment and more on the feasibility of transferring at a time most optimum for them.

8. AA online initiative

Consequently, our online Liberal Arts AA continues to evolve. Faculty have anecdotally noticed that as Covid-19 moved nearly all classes to a virtual sphere, more students are struggling. While discussion and debate continue around moving asynchronous courses to a shorter model (8 week or 5 week course), the more content dense subject areas necessitate the greater built-in redundancy of a 16-week pedagogical model. The content dense courses also result in greater acquisition of knowledge in the face to face modality, and as we return to campus opening safely, we anticipate the mix of online asynchronous, online synchronous (Zoom) and face to face will better support our diverse student body. The campus Distance Learning Committee, as well as the campus as a whole, continue to explore student readiness for online courses. Students consider online courses as providing greater flexibility, yet student readiness for the demands of self-regulated and self-scheduled learning falls short of faculty expectations. The past four semesters of online learning supports this and most likely is partially responsible for the continued lower enrollment. Student success is not guaranteed by “flexibility” and often students do not possess the self-discipline necessary for time management in online courses.

Liberal Arts online teaching faculty continue to explore and share models utilized within UHMC courses and at other institutions that provide students structured and guided tutorials as a means of facilitating success. In addition, Liberal Arts faculty, at both the Executive Committee level and general faculty level, will explore Assessment in our proposed plan to examine courses *in toto* rather than the traditional “assignment” level. Faculty expect the data to reveal the scaffolding, redundancy, and increased levels of application built into our course SLOs, Liberal Arts Program Learning Outcomes (PLOs), and the Institutional Learning Outcomes (ILOs).

All of these action plans and goals enumerated above align and support the UHMC mission and strategic plans.

	UHMC 2015-2021 Strategic Directions:	UHCC 2015-2021 Strategic Directions	UH System 2015-2021 Strategic Directions
Goal	Quality of Learning,	Enrollment, Working	High Performance Mission Driven

	Objective 2: “High quality degrees, certificates, and courses that meet student, industry, and relevant stakeholder need”	Adults “increase the participation rate from the current 2.25% of adults between the ages of 25 to 44 to 4%”	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”	“[Workplace-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 and Develop degrees and certificates, including with distance delivery, as part of integrated pathways for students enrolled across the UH system”

5. Resource Implications

☒ I am NOT requesting additional resources for my program/unit.