

Liberal Arts



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY *of* HAWAII®
MAUI COLLEGE

1. Program Description

- 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.

In addition to the Program Level Student Learning Outcomes, the AA Degree in Liberal Arts fulfills 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 effectively address challenges and solve problems. The creativity outcome insures 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.

- b) Program Mission: The design of the Associate in Arts Degree Program in Liberal Arts provides students with a broad education in Liberal Arts as they and/or prepares them for transfer to a baccalaureate degree program at a four-year college or university.
- c) Date Program Website Last Reviewed/Updated: Fall 2016.
- d) Date Program Page Reviewed/Updated in Catalog: Fall 2016.

2. Analysis of the Program

- a) The Overall Liberal Arts Program Health identified as cautionary; Indicator 2 shows the number of majors dropped 9% from the previous year. Indicator 2 fails to illustrate the continuing change in the overall community employment rate, the drop in the UHMC enrollments, and the increase in part-time student in both Fall and Spring semesters (a reflection of employment rate). Thus, the percentages are consistent with enrollment, and total number of courses taught which dropped from 505 in 2017-2018 to 439 in the 2018-2019 data. The number of majors dropped 9%, the total semester hours of majors dropped 8%, the total semester hours of majors dropped 17% from 14,769 to 12,265, again reflecting increase in part time status. This also mirrors the 14% overall drop in courses taught at 439 (505 in previous year). In both semesters, part-time majors increased by 3% (Fall) and 2% (Spring). We continue to support our students and with efforts to accelerate student completion rates, and in fact, completing rates remained constant at 77% from the previous year. While a relatively stable measure, it is concomitant with a decline in number of students, thus this increase is a positive indicator for the program.

Efficiency Indicators demonstrate relative health of the program; indicator 9 demonstrates the fill rate stable (70.6% from the previous year 70%). The number of Majors to FTE BOR Appointed faculty remained constant as well (32). The number of low enrolled courses (<10) declined by only three, and average class size also remained stable at 18 students. The program 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 online courses (which many departments cap at 25).

Effectiveness indicators reflect a cautionary status; successful completion of the program remains stable at 77% over the past two years. Persistence fall to spring increased from 68% in 2017-2018 to 70% in the 2018-2019 year. Persistence Fall to Fall also increased; up 3% from 45% 2017-2018 to 47% in 2018-2019. The number of Associate Degrees awarded remained constant despite the slight decline in numbers of majors.

- b) Distance indicators, reflecting our increased number of distance education courses taught increased by five courses, but the number of student availing themselves of this modality increased by nearly 50 students. Successful completion of these courses also increased from 72% to 77%. 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. We offer at least three core courses via distance every semester with the option of adding additional distance or face-to-face courses for earlier degree completion when feasible (full time faculty availability). For example, during the 2018-2019 academic year, the core courses included:

Fall 2018: Required courses, PSY 100, DH ART 101 or COM 145, and Required IS course IS 190V College Success (DL) or IS 105B Personal Assessment.

Spring 2019: ANTH 200, ENG 100, and IS 190V.

These courses are the "targeted core courses" for the AA, but it note, most if not all of these courses are offered online *every* semester, not only once an academic year.

The combination is determined through advising and depends on the student's academic pathway, progress, and success in different modalities, home location, and scheduling needs. The program specifically targets working-age adults in all of the UHMC locations: Kahului, Lahaina, Hana, Lanai, and Molokai. 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; faculty focuses on concern for best practices and student learning. An eight-week model proposal yielded slightly more support by faculty, yet faculty support student learning over marketing models such as the "shortened semester." Certain courses may lend themselves to this foreshortened mode over other 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. Although there are campus efforts to retire Skybridge, Liberal Arts faculty recognize the inherent benefits Skybridge provides for many students/ of Skybridge. With multiple islands and Outreach Centers (Maui, Moloka'i, Lana'i, Hana, and Lahaina), unique challenges to any "one size fits all" model prevail. Many students do not demonstrate readiness for the completely online mode and prefer 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.

- c) **Innovative Student Support** efforts at UHMC continue to evolve, and include sustained efforts to enhance our First Year Experience, development and inclusion in the Interstate Passport program, refining our online AA degree in Liberal Arts, and our Early Admit and Sheltered courses.

UHMC's First Year Experience (FYE) 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 four concepts into their content rich classes via peer connection, campus resource exploration, academic skill development, and purpose and goal exploration. In other words, students develop a reflective understanding of college life and expectations though an indigenous lens and acquire necessary university (and life) skills through

various content areas. For example, a student might, while taking 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 such as tutoring, technological support, research support, time management support, career support, that they need as they maneuver through the college environment,.

Liberal Arts faculty, led by Executive Committee members, worked toward participating in the **Interstate Passport program**. The Interstate Passport consists of a network of accredited public and private institutions devoted to general education learning outcomes and proficiency criteria rather than specific courses and credits. Attendance at a member institution insures expedient and seamless transfer to any other member institution. UHMC Liberal Arts faculty unanimously opted to become a member institution, with the Liberal Arts program map forming the basis for the nine categories of learning outcomes and proficiency necessary for inclusion.

Prior to the Interstate Passport initiative, when a student transferred, each course was evaluated individually prior to acceptance at the new institution. The Passport reflects UHMC values for the lower division “general education” for the 30 credit hours within the criteria. Acceptance in the Interstate Passport Network demonstrates agreement of our faculty that our learning outcomes are congruent with those of the Interstate Passport, and are acceptable as block transfer.

The block transferring Passport will assist students with future transfers to participating institutions, allowing students to attend UHMC for their first 30 credits. Ultimately, this saves them both time and money, as they do not need to leave home (and their island) immediately upon high school graduation. In addition, students outside of Maui who attend a Passport member school, can block transfer these 30 credits to UHMC. This will serve a nationwide pool of transfer students who are well prepared, leading to increased rates of retention and completion.

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. The unusual logistics creates a perfect environment for online learning as discussed above under Distance Learning. Class modalities include cable, interactive TV, internet, and ZOOM.

Sheltered and Early Admit initiatives target high school students with the goal and intent of increasing the student’s interest and success in college. Early Admit students take courses here at UHMC while still attending high school. The student integrates 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 on various high school campuses. Both of these initiatives consist largely of Liberal Arts courses.

3. Program Student Learning Outcomes

Program Student Learning Outcomes

- a. Demonstrate an Understanding of theories, practices, histories and key issues of a field of study using essential terminology and concepts of the discipline.
- b. Use theories, concepts, and practices of a field of study to analyze evidence, artifacts, and/or texts and produce interpretations, hypotheses, evaluations, or conclusions.
- c. 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.

This year, the Liberal Arts faculty discussed the pros and cons of revising the three PLOs. We examined at each PLO independently from perspectives of student, faculty, and/or community member, for possible revision. We assessed particular verbiage in the PLOs that may or may not represent what our students need upon a) leaving our institution for the work force or b) transferring to a 4-year institution. We also considered inherent issues with previous year's investigation of individual PLOs via single assignments. We that a single assignment, even taken in context with the SLOs of a course, ineffectively represented Program Learning Outcomes; an entire course might better reflect our student learning.

The rich discussion of *how* we assess PLOs led to several ideas that we decided to explore during the course of the year. Faculty agreed that a possible "capstone," "cornerstone," or portfolio of work during a course/project might better reflect "exit-level" outcomes represented in our PLOs. Random selection of assignments, represented single assignments, not the PLO expectations of a graduating student, and that a more effective method needed to be examined. Liberal Arts by nature, is broad and multi-disciplinary, and attempting to measure student acquisition of multiple or single PLOs was not amenable to assignment-by-assignment exploration.

To ameliorate this problem with PLO assessment, several general Liberal Arts faculty meetings (attended by an average of 20 faculty), provided a venue for discussing capstone/cornerstone/portfolio ideas in which exit level outcomes of PLO/CASLO might produce artifacts. Discussion of these ideas observed that both capstone and cornerstone ideas required either a) an additional course of variable credits during which students soon-to-graduate would develop a project utilizing the CASLOs and demonstrating acquisition of the PLOs, and faculty to oversee said project, or b) a single course in which all elements of "exit-level" outcomes would be demonstrated. Alternatively, faculty discussed students accumulating a portfolio of work as a means for a student to acquire evidence of each outcome/CASLO individually in separate courses. This idea would not require students to take extra courses, nor credits, but would mandate that each student be aware of the portfolio requirement at registration, so they would collect said work during the course of their Liberal Arts program map. It would also require a faculty panel to evaluate this. Although portfolios by nature, demonstrate the breadth and multi-disciplinary nature of the Liberal Arts program (assignments artifacts drawn from a variety of courses across the

map), faculty dismissed the idea nearly unanimously. Perhaps the coordination of determining which course would offer various PLO/CASLO artifacts appeared overwhelming.

Terminology proved problematic; "capstone" suggests a finality more attune to a four-year degree; faculty agreed that "cornerstone" might better reflect students who either move into the work force upon graduation or transfer to a four-year institution. At the last meeting in the spring semester of 2019, the executive committee presented Liberal Arts faculty a comprehensive plan for moving forward with the cornerstone plan. Although in the previous fall, the idea garnered nearly unanimous support, the faculty voted down the cornerstone idea. The diversity of our program map made it difficult to find any one course which every student in the program takes, and faculty were loath to compel students to a) take additional credits, or b) oblige students to take an exit-level course outside of their individual interests and choices.

Assessment Proposal:

The Liberal Arts Executive committee continued to discuss how to better assess PLO/CASLOs within our current framework: no extra courses required and no advisory committee necessary to evaluate cornerstone or portfolio plans. The committee decided that during the fall semester of 2019, select instructors would collect both exemplary and minimally passing examples of *every assignment* during the course of the semester (two artifacts per assignment of every assignment). In the spring of 2020, the faculty will examine these collected artifacts and assess a) scaffolding during a course, b) levels of "passing" for given assignments within a course, and c) evidence of class specific SLOs, PLOs and CASLOs skill levels within the selected classes. The assumption is that because assignments within any given course build on one another throughout a semester, examining all artifacts might better allow us to determine how, and when students develop the skills described in our PLOs and CASLOs, within a 200 level course (theoretically exit-level). Future Professional Development might focus on building some level of this into every course to provide faculty support.

4. Action Plan

Efforts continue to promote student learning and retention through our First Year Experience Program, the AA online initiative, and the Interstate Passport Initiative. We expect full integration into the Passport Network by the end of academic year 2019-2020. In addition many courses in our curriculum are facing 5-year review; our target includes full compliance with this dictum.

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), and the juggling of work, home responsibilities and a level of reading/writing/participation previously unexperienced. As faculty we plan to discuss the challenges of incorporating the *Ka'ao* Framework and student success needs into our First Year courses, while not economizing or scrimping on important and necessary contextual course content. Balance represents everything, and avoiding overt "hand-holding" while gently guiding our students to success remains our primary

objective. In addition, Liberal Arts faculty participate in “recruitment” opportunities at community high schools as well as at the Maui County Fair. The recent addition of our Interstate Passport opportunity affords students additional incentive to attend courses on our campus.

Our online Liberal Arts AA continues to evolve. Although faculty resoundingly resisted the 5-week model as not representing Best Practices in pedagogy, we will explore the possibility of incorporating particular courses into an 8-week modality. Some courses may be more amenable to this than other courses; content dense subject areas necessitate the greater built-in redundancy of a 16-week pedagogical model. 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. 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.

Liberal Arts faculty, at both the Executive Committee level and general faculty level will explore Assessment in light of 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 in to our course SLOs and Liberal Arts Program Learning Outcomes.

Finally, with 5-year reviews outstanding, we observed that many courses that existed in the previous curriculum platform were corrupted or obliterated during merging with Kualī (current curriculum platform). All of these courses need readdressed and updated within Kualī, and Liberal Arts faculty will work towards that end. Professional Development toward that end will be forthcoming to insure curriculum documentation for *all* Liberal Arts courses within our program map.

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

	<u>UHMC 2015-2021 Strategic Directions:</u>	<u>UHCC 2015-2021 Strategic Directions</u>	<u>UH System 2015-2021 Strategic Directions</u>
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	“[W]orkplace based programs in conjunction with major employers, well-designed distance or hybrid education programs, cohort based programs for	“Expand student-centered distance and online learning to create more educational opportunities through use of technology and by leveraging University Centers on all islands

	with classroom-based learning”	part-time students, year round programs at regular tuition rates, and full implementation of Prior Learning Assessment (PLA) techniques.”	Develop degrees and certificates, including with distance delivery, as part of integrated pathways for students enrolled across the UH system”
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5. Resource Implications

The Liberal Arts Executive Committee has no budget requests at this time.

A total of 1070.56 TEs were taught in Liberal Arts. Non-BOR instructors taught 67.17 TEs, and 9 TEs were taught out to ABIT and ENGT. Liberal Arts courses included 17,932 Student semester hours (SSH), 9,574 semester hours taught to Liberal Arts majors and 8,358 to non-Liberal Arts majors. The estimated tuition totaled \$2,632,381.50, with the estimated salary totaling 2,229,718.14.

Appendix: ARPD data

College: **University of Hawai'i Maui College**
Program: **Liberal Arts**

Status: Report Complete

Program Quantitative Indicators

Overall Program Health: **Cautionary**

Print ARPD

Demand Indicators		2016-17	2017-18	2018-19	Demand Health
1.	Number of Majors	1,239	1,152	1,049	Unhealthy
1a.	Number of Majors Native Hawaiian	415	387	357	
1b.	Fall Full-Time	42%	41%	38%	
1c.	Fall Part-Time	58%	59%	62%	
1d.	Fall Part-Time who are Full-Time in System	3%	4%	4%	
1e.	Spring Full-Time	39%	36%	34%	
1f.	Spring Part-Time	61%	64%	66%	
1g.	Spring Part-Time who are Full-Time in System	3%	5%	5%	
*2.	Percent Change Majors from Prior Year	-12%	-7%	-9%	
3.	SSH Program Majors in Program Classes	17,161	14,769	12,265	
4.	SSH Non-Majors in Program Classes	13,198	11,228	10,548	
5.	SSH in All Program Classes	30,359	25,997	22,813	
6.	FTE Enrollment in Program Classes	1,012	867	760	
7.	Total Number of Classes Taught	526	505	439	

2019 University of Hawai'i Maui College ARPD
Program: Liberal Arts

Efficiency Indicators		2016-17	2017-18	2018-19	Efficiency Health
8.	Average Class Size	19	18	18	Healthy
*9.	Fill Rate	78.1%	70%	70.6%	
10.	FTE BOR Appointed Faculty	32	35	32	
*11.	Majors to FTE BOR Appointed Faculty	38	32	32	
12.	Majors to Analytic FTE Faculty	22	21	22	
12a.	Analytic FTE Faculty	56	53	46	
13.	Overall Program Budget Allocation	\$4,072,555	\$4,053,751	\$0	
13a.	General Funded Budget Allocation	\$4,072,555	\$4,053,751	\$0	
13b.	Special/Federal Budget Allocation	\$0	\$0	\$0	
13c.	Tuition and Fees	\$0	\$0	\$0	
14.	Cost per SSH	\$139	\$0	\$0	
15.	Number of Low-Enrolled (<10) Classes	118	115	112	

Effectiveness Indicators		2016-17	2017-18	2018-19	Effectiveness Health
16.	Successful Completion (Equivalent C or Higher)	76%	77%	77%	Cautionary
17.	Withdrawals (Grade = W)	730	591	483	
*18.	Persistence Fall to Spring	67%	68%	70%	
18a.	Persistence Fall to Fall	44%	45%	47%	
19.	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	297	306	308	
19a.	Associate Degrees Awarded	291	298	297	
19b.	Academic Subject Certificates Awarded	18	16	13	
19c.	Goal	0	0	0	
19d.	Difference Between Unduplicated Awarded and Goal	0	0	0	
20.	Transfers to UH 4-yr	130	135	108	
20a.	Transfers with degree from program	59	71	65	
20b.	Transfers without degree from program	71	64	43	
20c.	Increase by 3% Annual Transfers to UH 4-yr Goal				
20d.	Difference Between Transfers and Goal				

2019 University of Hawai'i Maui College ARPD
Program: Liberal Arts

Distance Indicators		2016-17	2017-18	2018-19	
21.	Number of Distance Education Classes Taught	67	68	73	
22.	Enrollments Distance Education Classes	1,851	1,198	1,246	
23.	Fill Rate	122%	77%	76%	
24.	Successful Completion (Equivalent C or Higher)	74%	72%	77%	
25.	Withdrawals (Grade = W)	214	94	86	
26.	Persistence (Fall to Spring Not Limited to Distance Education)	65%	64%	61%	

Performance Indicators		2016-17	2017-18	2018-19	
27.	Number of Degrees and Certificates	291	298	297	
28.	Number of Degrees and Certificates Native Hawaiian	91	86	94	
29.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
30.	Number of Pell Recipients ¹	168	170	180	
31.	Number of Transfers to UH 4-yr	130	135	108	

* Used in Rubric to determine Health Indicator

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[Glossary/Rubric](#)