Liberal Arts

2020
ANNUAL REVIEW OF PROGRAM DATA

UNIVERSITY *of* HAWAIʻI®
MAUI COLLEGE

1. Program or Unit 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 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.

2. Analysis of the Program/Unit

The Overall Liberal Arts Program Health, as indicated in the ARPD data, is identified as cautionary. Indicator 2 in the ARPD table data shows the number of majors dropped -6% 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 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 the fall 2019 semester, the percent of full-time students increased (1%), while the number of majors decreased by 58. In spring 2020, the number of full-time students decreased 1%, but part-time students increased. This disparity may reflect the fact that some students dropped (or disappeared from) classes when they transitioned online. This possibility also reflects the increase in spring part-time students who are full time in the system. Student semester hours in program classes decreased, but non-majors in program classes increased, as did student hours overall. The average number of classes taught decreased by 18, reflecting the reduced number of lecturers. We continue to support our students with efforts to accelerate student completion rates, and in fact, completion rates increased to 75% from the previous year (72%). While a relatively stable measure, completion rates belies the decline in number of students, thus this increase is a positive indicator for the program.

Efficiency Indicators (Healthy) demonstrate relative health of the program; indicator 9 in the ARPD data table below demonstrates the fill rate increased 5% (74.9% from the previous year 68.4%). The number of Majors to FTE BOR Appointed faculty remained relatively constant as well (increase from 32 to 33). The number of low enrolled courses (<10) declined by only fourteen and average class size increased from 17 to 19- not a tremendous increase but possibly reflects the start of an upward trend. 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 online courses (which many departments cap at 25). With the move by the UHMC campus to nearly universal online, 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.

As well, effectiveness indicators reflect a cautionary status; successful completion of the program declined by one percent per year (76% to 75% current year. Persistence fall 2019 to spring 2020 remains stable at 70%. Persistence Fall to Fall increased slightly- up 1% from 47% 2018-2019 to 48% in 2019-2020. 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 108 to 112 in the current 2019-2020 year, slightly fewer *with* the degree (65 to 58), and nearly 11 more without the degree (from 43 to 54).

Distance Indicators also reflect an increase in overall enrollment for Distance Education courses, with an increase of 62 Distance Learning (DL) classes and an increased fill rate (up 9%) from 76% in the previous year to 85% in the current 2019-2020 year. 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.

Trends in the ARPD data over the past three years suggest stability with any ARPD cited declines reflecting declines in overall enrollment. Most likely the primary shift in coming years will be reflected in Distance Education courses, both synchronous and asynchronous as students develop great flexibility and confidence in tackling online learning by necessity. The spring 2020 semester generated anomalies in the data simply due to the abrupt shift in March to entirely online access. Many students in UHMC did not have access or had limited access to the internet and stable WiFi connections, *i.e.*, a situation that resulted in student frustration, anguish, and a loss of confidence. As faculty developed increasing skills in distance learning, 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.

Traditionally, **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.

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.

In other words, our 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 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 such as tutoring, technological support, research support, time management support, career support, that they need as they maneuver through their own personal the college journey.

#	Demand Indicators	2017-18	2018-19	2019-20	Demand Health
1.	Number of Majors	1,152	1,049	991	
1a.	Number of Majors Native Hawaiian	387	357	342	
1b.	Fall Full-Time	41%	38%	39%	
1c.	Fall Part-Time	59%	62%	61%	
1d.	Fall Part-Time who are Full-Time in System	4%	4%	4%	
1e.	Spring Full-Time	36%	34%	33%	
1f.	Spring Part-Time	64%	66%	67%	**Unhealthy**
1g.	Spring Part-Time who are Full-Time in System	5%	5%	6%	
2.*	Percent Change Majors from Prior Year	-7%	-9%	-6%	
3.	SSH Program Majors in Program Classes	15,312	12,001	11,775	
4.	SSH Non-Majors in Program Classes	11,427	10,083	10,328	
5.	SSH in All Program Classes	26,739	22,084	22,103	
6.	FTE Enrollment in Program Classes	891	736	737	
7.	Total Number of Classes Taught	506	440	422	

#	Efficiency Indicators	2017-18	2018-19	2019-20	Efficiency Health
8.	Average Class Size	18	17	19	
9.*	Fill Rate	71.7%	68.4%	74.9%	
10.	FTE BOR Appointed Faculty	35	32	30	
11.*	Majors to FTE BOR Appointed Faculty	32	32	33	
12.	Majors to Analytic FTE Faculty	21	22	23	
12a.	Analytic FTE Faculty	53	46	42	**Healthy**
13.	Overall Program Expenditures	$3,494,863	$3,171,849	$2,717,109	
13a.	General Funded Budget Allocation	$3,456,901	$3,113,832	$2,686,735	
13b.	Special/Federal Budget Allocation	$1,810	$3,050	$939	
13c.	Tuition and Fees	$36,152	$54,967	$29,435	
14.	Cost per SSH				
15.	Number of Low-Enrolled (<10) Classes	70	71	57	

#	Effectiveness Indicators	2017-18	2018-19	2019-20	Effectiveness Health
16.	Successful Completion (Equivalent C or Higher)	77%	76%	75%	
17.	Withdrawals (Grade = W)	634	517	698	
18.*	Persistence Fall to Spring	68%	70%	70%	
18a.	Persistence Fall to Fall	45%	47%	48%	
19.	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	306	300	243	
19a.	Associate Degrees Awarded	298	297	239	
19b.	Academic Subject Certificates Awarded	16	4	5	**Cautionary**
19c.	Goal	0	0	0	
19d.	Difference Between Unduplicated Awarded and Goal	0	0	0	
20.	Transfers to UH 4-yr	135	108	112	
20a.	Transfers with degree from program	71	65	58	
20b.	Transfers without degree from program	64	43	54	
20c.	Increase by 3% Annual Transfers to UH 4-yr Goal				
20d.	Difference Between Transfers and Goal				

#	Distance Indicators	2017-18	2018-19	2019-20	
21.	Number of Distance Education Classes Taught	69	73	66	
22.	Enrollments Distance Education Classes	1,319	1,254	1,316	
23.	Fill Rate	83%	76%	85%	
24.	Successful Completion (Equivalent C or Higher)	73%	72%	75%	
25.	Withdrawals (Grade = W)	109	118	133	
26.	Persistence (Fall to Spring Not Limited to Distance Education)	64%	61%	61%	

3. Program Student Learning Outcomes or Unit/Service 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 (2019-2020), the Liberal Arts faculty began the year once again discussing the validity of the existing PLOs and determining whether they needed revision. We looked at each PLO independently and discussed possible revision, and examined particular verbiage 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 continued to explore inherent issues with previous examinations of individual PLOs via single assignments with the realization that one assignment, even taken in context with the SLOs of a course, did not effectively represent Program Learning Outcome, *e.g.*; an entire course might better reflect our student learning.

During the previous year, 2018-2019, discussions focused on *how* we assess PLOs; discussions ultimately led to several ideas that Liberal Arts faculty explored 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. The year ended with the portfolio idea supported by participating Liberal Arts faculty to eliminate the need for additional capstone credits.

The 2019-2020 year began with an assumption that students would accumulate a portfolio of work as a means for a student to acquire evidence of each PLO outcome/CASLO individually in separate courses. Unfortunately, coordination and plausibility of this portfolio aggregate was deemed by participating faculty as difficult at best. Negatives to the portfolio concept included, for example, that each student would need to be aware of the portfolio requirement at registration, so they (the students) would collect said work during the course of their Liberal Arts program map. Traditional portfolios would also require a faculty panel evaluation. Although portfolios by nature demonstrate the breadth and multi-disciplinary nature of the Liberal Arts program (assignment artifacts drawn from a variety of courses across the map), faculty participating in the General faculty meetings reached no consensus.

Renewed Assessment Proposal:
The Liberal Arts Executive committee further discussed how to better assess PLO/CASLOs within our current framework, and decided that during fall of 2019, select instructors would collect both exemplary and minimally passing examples of *every assignment* during the course of the semester. In spring 2020, faculty, were to examine these artifacts for evidence of: a) scaffolding during a course, b) levels of "passing" for given assignments within a course, and c) evidence of PLO/CASLO/ILO skill levels within those classes. The assumption was that because assignments build on one another throughout a semester, examining all artifacts within *one course* might better allow us to determine how, and when students develop the skills described in our PLOs, CASLOs, and ILOs within a 100-level course and a 200-level course (theoretically exit-level). The Coronavirus epidemic, necessitating a shift by all students and faculty to virtual classrooms for existing face to face classes via Zoom synchronous, effectively postponed the collective examination of the assessment artifacts. We will conduct examination of these limited portfolios (one class at a time) during the 2020-2021 academic year. In

particular, faculty will examine the syllabus, assignments, and exams from ANTH 210 course (Archaeology) and an online PSY 100 courses.

A final success of the 2019-2020 academic year included completion and acceptance into the **WICHE Interstate Passport Program**. This program consists of 30 credits, which streamline student transfer to another participating campus. In addition, UHMC honors students who wish to transfer to our campus, that the first 30 credits in the block transfer seamlessly transfer to UHMC.

Liberal Arts faculty, led by Executive Committee members, worked for nearly over two years 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 opportunity saves students 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. Participation in this program provides the added financial benefit to our three-island county students to stay at UHMC after high school graduation. In the current economic downturn, UHMC can increase enrollment among students who previously might have left the island after graduation. Interstate Passport is dedicated to the block transfer of lower division general education course based on outcomes and proficiency rather that specific courses. The Liberal Arts Program successfully completed the process to become an Interstate Passport Institution during the 2019-2020 year. Our campus does not have "General Education" requirements *per se*; thus, the Liberal Arts Program provides the best fit to assist our community and students in successfully transferring either prior to their AA degree completion or after their AA degree completion. Students must earn a C or better in any course contributing to the block categories. In turn, courses within these categories represent the Passport Learning Outcomes. The categories include Foundational skills (oral and written communication and quantitative

literacy), conceptual skills (natural sciences, human cultures, creativity) and Crosscutting skills such as critical thinking, teamwork and value systems. Ultimately the Passport Program is tied to our students' ability to transfer to four-year institutions, maneuver the workplace, or maintain values embedded in our island community.

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 prevail. 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

Efforts continue to promote student learning and retention through our First Year Experience Program, the AA online initiative, and the Interstate Passport Initiative. We achieved full integration into the Passport Network, one of our action plans enumerated in the 2018-2019 action plan. Many courses in our curriculum are facing 5-year review; our target includes full compliance with this dictum from our Administration. Faculty began this process during the 2019-2020 academic year, although many classes in our program map await updates.

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.

As faculty, we will 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. In addition, Liberal Arts faculty participated in "recruitment" opportunities at community high schools during the fall (2019) and early spring (2020) semesters, although recruitment fairs have, by necessity, also become virtual (with considerable fewer numbers of attendees). The recent addition of our Interstate Passport opportunity affords students additional incentive to attend courses on our campus and during the 2020-2021 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.

Consequently, 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 via 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).

Finally, with 5-year reviews outstanding, we observed that many courses that existed in the previous curriculum platform failed to merge with Kuali (current curriculum platform). All of these courses need readdressed and updated within Kuali, and Liberal Arts faculty continue to work towards that end. Professional Development toward that end is forthcoming to insure curriculum documentation for *all* Liberal Arts courses within our program map.

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, 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"	"[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"

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

5. Resource Implications

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