



Liberal Arts Program

1. Liberal Arts Program

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 and 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. All 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 at the Baccalaureate and post Baccalaureate level include Elementary and Middle School Teachers, Lawyers, Judges, Magistrates, Managers, Postsecondary Teachers, Chief Executives, and Legislators, Education Administrators, Social Workers, and Secondary School Teachers, Counselors. Graduates with an Associate of Arts Degree serve in fields as 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 through our UHMC Foundation/General Education courses, and for early admit and 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 breadth 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. Leveling the playing field, true equity, demands that we understand who our students are, from where they come (socioeconomics, ethnicity, and basic student needs), and adapt our programs and education to meet them at these diverse crossroads.

2. Analysis of the Program/Unit

The Overall Liberal Arts Program Health, as indicated in the ARPD data, is identified as “Progressing” Indicator 2 in the ARPD table data (Table 1 below) shows the number of majors dropped -14% from the previous year. Indicator 2 fails to illustrate the continuing change in delivery modality, necessitated by the Coronavirus epidemic, to an online (either synchronous or asynchronous) delivery method. While this transition created systemic issues for many students, which, as indicated in last year’s program review, included inconsistent access to the internet and 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.

However, students have overwhelmingly opted to continue registering in the online synchronous and asynchronous even as face to face offerings increase (as evidenced by rapid fill of online courses and delayed fill of face-to-face courses). 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 3% but the number of part time students increased by the same 3%. Fall Part-time students who were full-time in the system increased by 1%, as students recognized that they can take courses from multiple campuses since all courses were online. In fact, students are made aware through the STAR registration system of offerings at other campuses. This may also reflect the ability of students to return to at least some part time employment as employment opportunities increased considerably during 2022. A healthier shift occurred in the spring as full -time students increased by 2% as spring part-time students decreased (by 2%). In addition, Spring part-time students who are full-time in the system increased by 2%; 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 1,444, and non-majors in program classes decreased as well, unlike the previous year in which non-majors in program classes increased by 442 students. Full-time enrollment at UHMC continues to drop, full time enrollment in program by 79 , while the number of courses taught dropped by only nine (N=9).

This system wide shift is concerning, yet anecdotal student information suggests that students leaving high school have become accustomed to the online courses at their high school campuses, and believe that college online courses are comparable. This may shift in again as most high school students are back to full time face to face. New students tend to register for online courses (zoom, hybrid, asynchronous) although research suggests they would perform better in face-to-face. A recent article in “Inside Higher Ed” concluded that honors students perform equally regardless of the modality, while non-Honors students overwhelmingly perform better in face-to-face courses (Lederman, 2021: [Student Performance in Remote Learning, Explored \(Imperfectly\)](#)). UHMC is an open enrollment institution, and as such, we have both

Honors and non-Honors students. Many incoming students became accustomed to online modalities in high school without awareness of the disparity in educational outcomes. 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. Our synchronous zoom based modality provides an opportunity to engage students in a ‘simulated’ face to face, and instructors who utilize best practices encourages students to excel regardless of the synchronous modality (zoom or face to face).

We continue to support our students with efforts to accelerate student completion rates, and completion rates hover between 79% and 75%, tracking from 2019-20 (75%), to 2020-21 (79%) and losing the 4% this year (2021-22) back to 75%. While a relatively stable measure, the completion rates reflect the decline in number of students, resulting in a **Demand Health** of “Needs Attention.”

Table 1. Demand Indicators

#	Demand Indicators	2019-20	2020-21	2021-22
1.	Number of Majors	991	914	790
1a.	Number of Majors Native Hawaiian	342	284	240
1b.	Fall Full-Time	39%	35%	32%
1c.	Fall Part-Time	61%	65%	68%
1d.	Fall Part-Time who are Full-Time in System	4%	7%	8%
1e.	Spring Full-Time	33%	24%	26%
1f.	Spring Part-Time	67%	76%	74%
1g.	Spring Part-Time who are Full-Time in System	6%	11%	13%
2.*	Percent Change Majors from Prior Year	-6%	-8%	-14%
3.	SSH Program Majors in Program Classes	11,775	10,607	9,163
4.	SSH Non-Majors in Program Classes	10,328	10,770	9,861
5.	SSH in All Program Classes	22,103	21,377	19,024

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6.	FTE Enrollment in Program Classes	737	713	634
7.	Total Number of Classes Taught	422	392	383
	Demand Health	Needs Attention		

Efficiency Indicators (Healthy) (Table 2 below) demonstrate relative health of the program; indicator 9 in the ARPD data table below demonstrates that while the fill rate decreased by 9% (83.5% from the previous year 2020-21, to 74.5% 2021-22). The number of Majors to FTE BOR Appointed faculty remained relatively constant (slight decrease from 31 to 27). The number of low enrolled courses increased from 40 last year to 76 and although average class size reduced by only two (19 in 2020-21 to 17 2021-22). This can be attributed to the hesitancy of students to take face-to-face offerings as we increase our number of this modality. Some low enrolled face -to-face courses were canceled due to low enrollment. Until students understand the success statistics of taking face-to-face courses, this particular measure may either remain the same or continue a slight downward 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 asynchronous online courses (which many departments cap at 25).

Table 2 Efficiency Indicators

#	Efficiency Indicators	2019-20	2020-21	2021-22
8.	Average Class Size	19	19	17
9.*	Fill Rate	74.9%	83.5%	74.5%
10.	FTE BOR Appointed Faculty	30	29	29
11.*	Majors to FTE BOR Appointed Faculty	33	31	27
12.	Majors to Analytic FTE Faculty	23	22	20
12a.	Analytic FTE Faculty	42	40	39
13.	Overall Program Expenditures	\$2,717,109	\$2,691,639	\$2,739,934

13a.	General Funded Budget Allocation	\$2,686,735	\$2,683,363	\$2,721,864
13b.	Special/Federal Budget Allocation	\$939	\$3,559	0
13c.	Tuition and Fees	\$29,435	\$4,717	\$18,070
14.	Cost per SSH	\$123	\$126	\$144
15.	Number of Low-Enrolled (<10) Classes	57	40	76
	Efficiency Health	Healthy		

As well, effectiveness indicators (Table 3) reflect a progressing status; successful completion of the program exhibited a slight decrease of four percent per year (79% to 75% current year). Persistence fall 2021 to spring 2022 decreased slightly from 71% to 65%. Persistence Fall to Fall decreased slightly- down 4% from 46% 2020-21 to 42% in 2021-22. The number of Associate Degrees awarded declined concomitant with the decline in numbers of majors. Transfers to a UH four-year degree program demonstrated the most precipitous decrease from 113 to 87, considerably among those with their AA degree (55 drop to 36) but only dropped by 7 for those without the degree (58 to 55). 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.

The number of students who opt to take a Grade = W increased by 62 (Variable 17). This increase reflects two trends. First, students who register for online modalities recognize the encumbrance of the workload resulting from time management deficiencies. Second, as a positive spin on student W grades, our Early Alert system on campus communicates (Instructor to Student via Counseling) that a W is preferable to the F grade. As more and more of our instructors work toward helping students understand their standing within the class via our early alert system, students will invariably choose the less onerous (at least in terms of GPA impact) options of withdrawing. The conundrum comes from helping our students understand how to avoid arriving at this eventuality by taking a proactive stance toward their academic work.

Table 3. Effectiveness Indicators.

#	Effectiveness Indicators	2019-20	2020-21	2021-22
16.	Successful Completion (Equivalent C or Higher)	75%	79%	75%

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17.	Withdrawals (Grade = W)	698	408	470
18.*	Persistence Fall to Spring	70%	71%	65%
18a.	Persistence Fall to Fall	48%	46%	42%
19.*	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	243	215	184
19a.	Associate Degrees Awarded	239	215	184
19b.	Academic Subject Certificates Awarded	5	0	0
19c.	Goal	0	0	0
19d.	Difference Between Unduplicated Awarded and Goal	0	0	0
20.	Transfers to UH 4-yr	112	113	87
20a.	Transfers with degree from program	58	55	36
20b.	Transfers without degree from program	54	58	51
20c.	Increase by 3% Annual Transfers to UH 4-yr Goal			
20d.	Difference Between Transfers and Goal			
	Effectiveness Health	Progressing		

Distance Indicators (Table 4 below) last year reflected a tremendous increase in both the number of online courses as well as overall enrollment for Distance Education courses (66 to 299). This historic increase stemmed from the pandemic, of course, and the number of courses taught online (synchronous and asynchronous) is nearly five times what the previous year exhibited with a 237 increase in online class offerings (from 66 2019-20 to 299 2020-21). Now, with another shift from 299 distance courses to more face-to-face offerings, we have declined to 263 distance courses. Enrollments decreased by approximately 1000 (6,199 to 5,142).

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. Students now are back to outside employment, and accessing synchronous courses may remain a challenge for students who work during conventional diurnal hours. In addition, with more students back to work, time management for the asynchronous courses may present challenges that students did not experience during the pandemic. The campus has made great efforts to provide technology via computers, hotspots etc. to our student body (if they are on Maui). For many students, with what to students appears to be a somewhat permanent shift to or preference for online learning, more students are opting for the asynchronous model, often to their detriment. Of the 470 withdrawals mentioned above, 390 of those were from distance learning courses (approximately 75%). Many students need the support provided by face to face and at least zoom as encouragement.

Performance Indicators declined across the board. The number of degrees declined, number of Pell recipients declined, as did the number of transfers to a UH 4-year.

Tables 4 and 5. Distance Indicators and Performance Indicators

#	Distance Indicators	2019-20	2020-21	2021-22
21.	Number of Distance Education Classes Taught	66	299	263
22.	Enrollments Distance Education Classes	1,316	6,199	5,142
23.	Fill Rate	85%	87%	80%
24.	Successful Completion (Equivalent C or Higher)	75%	78%	73%
25.	Withdrawals (Grade = W)	133	361	390
26.	Persistence (Fall to Spring Not Limited to Distance Education)	61%	68%	68%

#	Performance Indicators	2019-20	2020-21	2021-22
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27.	Number of Degrees and Certificates	239	215	184
28.	Number of Degrees and Certificates Native Hawaiian	77	77	64
29.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
30.	Number of Pell Recipients¹	108	121	103
31.	Number of Transfers to UH 4-yr	112	113	87

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. We continue to work towards helping students understand the importance of a primary shift in students’ recognition of and 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 enrolled 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 goals for last year indicated working toward a Second Year Experience, to provide continued support to students prior to their transferring or matriculating. This has not become a reality yet, and is not in our immediate upcoming goals.

Table 6 indicates numbers of early admit students (Students currently in high school but taking one or more UHMC classes) by classes for the Fall of 2022. The courses for which early admit students have registered, and the number of students registered for those courses are included. Clearly, the bulk of the courses on the list are either Liberal Arts foundation courses (GenEd) or courses within our degree pathway. The total number of early admit students is 291, suggesting that our Liberal Arts numbers are nominally higher than the data suggest. Sheltered courses taught on various high school campuses also trend toward those courses that build into the Liberal arts degree, and thus contribute to the overall success of the UHMC

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Liberal Arts program. Students get a solid taste of college level work, develop confidence in their ability to maneuver the critical thinking necessary, and arrive on campus following their graduation with a firm basis in the university model, as well as knowing a few of the UHMC Instructors.

Table 6. Early Admit Students and Respective Courses Fall 2022

Course	Student Count	Course	Student Count	Course	Student Count
ENG 100	22	MAIN 150	3	CM 105	1
MATH 115	20	PHYL 141L	3	CM 147	1
PSY 100	19	ANTH 151	2	ECON 130	1
SOC 100	13	BIOL 124	2	FIL 101	1
CASE 193V	12	BUSN 121	2	GEO 101L	1
MATH 241	9	CM 139	2	GEO 102	1
ANTH 200	8	ENG 200	2	HLTH 125	1
MATH 100	8	ENG 204C	2	HWST 211	1
MATH 135	8	FSHN 285	2	HWST 270	1
ART 105	7	GEO 101	2	HWST 281	1
ENG 104	7	HDFS 230	2	HWST 281L	1
ICS 101	7	HWST 107	2	ICS 110	1
ART 101	6	HWST 125	2	ICS 169	1
BUS 120	6	MICR 130	2	JPN 101	1
COM 145	6	MUS 107	2	MATH 111	1
HIST 151	6	PHYS 151	2	MATH 140	1
SCI 122	6	PHYS 151L	2	MATH 203	1
SCI 122L	6	POLS 110	2	MATH 243	1
ENG 257	5	AEC 112	1	MGT 120	1
BIOL 100	4	AJ 221	1	MKT 160	1
HAW 201	4	ART 107D	1	PHYL 142	1
MATH 103	4	ART 113	1	PHYL 142L	1
PHYL 141	4	BIOC 141	1		
PSY 290V	4	BIOL 299V	1		
AJ 101	3	BLAW 200	1		
CHEM 161	3	BOT 105	1		
CHEM 161L	3	BUSN 158	1		
FSHN 185	3	CARP 120	1		
HAW 101	3	CARP 122	1		
HIST 152	3	CASE 293V	1		

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.

The continued success of FYE efforts include the new student orientation. In the fall of 2022, we moved from an entirely virtual orientation, to a combination that included a successful face-to-face tour of the campus led by faculty and staff. The goal originally included a virtual orientation, an in-person orientation, and the tour. However, students who initially signed up for only the virtual orientation (evening event), and far fewer suggested they would attend the in-person event. In fact, the event numbers fluctuated from what was anticipated. Just over 100 students attended the spring 2022 online student orientation, and another 150 attended the virtual fall 2022 orientation. The campus tour (fall 2022) included over 100 participants, some of whom were family members. The continued success of these events confirms the appropriateness and the value of orientations, be they virtual or in-person, and planning is in progress for Spring 2023 events which will be open to all students, be they new or continuing. This is important as we move toward providing students more on-campus courses. Following initial introductory content during the virtual event, students are encouraged to attend smaller group sessions organized by program for which students express interest, they meet with their Program Coordinator, and learn more about the specific program. Approximately 45 students (out of 150) attended the scheduled 30 minute session for Liberal Arts in the fall of 2022, 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. For 2021-2022 we focused on identifying PLO# within the foundational courses that students take as part of their first 30 credits, ostensibly during their first year. Students have fewer selections as part of their foundations, thus it was decided that ensuring acquisition of all PLOs should be prior to a student's second year. In addition, the foundation courses contribute to the WICHE Interstate Passport, ensuring that students attain the Liberal Arts PLOs within their first year on campus.

c) Assessment Results.

During 2021- 2022, the Liberal Arts Executive Committee began a course assessment strategy, which we utilized in the past. 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). To do so, an exploration of all Foundation level courses within Kualii that met the foundation requirements were explored. HIST 152, World History since the 1500s met the criteria for all three PLOs as recorded in Kualii.

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 any assignments for each course that meet PLO#
- c. Examine the artifacts of the course for evidence of
 - i. Scaffolding
 - ii. Levels of "passing"
 - iii. PLO/CASLO/ILO skill levels

Given time constraints, we focused only on PLO#3. 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 future assessment exercises.

Three assignments from HIST 152 were selected. Members of the Liberal Arts Executive Committee and members of the UHMC Assessment Committee examined the materials which included the assignment directions, an example of an exemplary student submission and an example of a "minimally passing" student submission. The assignments included the following along with the collective qualitative data as to whether the details of the assignment met the Program Learning Outcome #3 Criteria. Table 5 depicts the general results of the PLO examination.

Assignment 1. Drug Food Lecture. Students must apply critical thinking to perform analysis of an artifact representing the past, based on artifactual evidence. Students are expected to include accurate information as they analyze the artifact and situations represented by the artifact. Must accurately place the artifact in temporally, spatially, culturally, economically (status), gender, significance and demonstrate situational awareness of these variables. Further, students were to prepare their analysis for *Antiques Today*, magazine.

Assignment 2 History in the Making Final Paper: Students are to develop a paper analyzing political, economic, social or religious topics from a specific place. Two part-discuss the historic event/trend selected, and second, describe the impact (who/what/when/where/why/how significant on student and/or family. Student is provided ideas for this analysis which requires them to use methods of historical study to perform the task. (Meets PLO 3). The rubric assists in assessment of this assignment.

Assignment #3. This assignment clearly requires student to meet the criteria of PLO#3. Students must creatively compose a speech of remembrance (using historically sound research methods to produce a practical, scholarly, and creative task that responds to social, cultural, environmental, or economic issues). Assignment must include significant events, quotes, accomplishments and “shared memories” of Frederick Douglas, thus *experiencing* the time period in question and demonstrating clear understanding.

Results. The team assessing the PLO 3 agreed that overall, all three assignments held the potential to provide students with the opportunity to satisfy Program Learning Outcome Three through these three assignments. Two of the reviewed assignments did not specifically address the “analyze” portion of the PLO although analysis was implicit. A suggestion was made that the assignments, as currently written, would be strengthened through rewording. The rubrics were clear and whether exemplary or minimally passing, the rubrics assessed allowed our team to observe the expectations. Those students who wrote exemplary assignments clearly demonstrated the PLO 3 criteria to “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.”

Examination of the “minimally passing” student work produced more varied results. In general, the issues identified were a) a student not demonstrating clear understanding of the expectations and/or not reading the instructions carefully, b) potential plagiarism (although one committee member followed through on this and did not find direct plagiarism, but some rather poor paraphrasing, c) missing citations and references which were included in the assignment requirements, and d) simply not following the most basic instructions, although producing a piece of adequate work. Thus, the team agreed that minimally passing was indeed the consensus. However, given this is our first experiment of examining PLO 3 at the introductory and foundation level, the process worked. One team member broke out the parts of the assignment itself to see how we might better develop our learning objectives to meet the goal of PLO learning. We plan to expand this process for the 2022-2023 year, and continue to see how our courses, student learning objectives, and students meet the Program Learning Outcomes.

The most significant issue identified last year was the fact that there is no one course that every Liberal Arts student takes prior to graduation. Developing approaches to ensure our students meet the three PLOs through the foundational courses seems the best strategy until such time as we develop a capstone or portfolio project (difficult at best given the diversity of Liberal Arts). However, increasing the rigor of the foundation courses provides our students an opportunity to either matriculate with their AA and/or transfer with the knowledge they have met these PLOs, and that they are better situated after taking the foundation courses, to approach 200 level courses that contribute to their individualized Liberal Arts degree.

Last year, we set a goal for 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. Ostensibly, we need to explore all of the Foundational Blocks 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 continues to be 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. Institutional Learning Outcomes mirror Liberal Arts PLOs, so by ensuring students meet the LBRT PLOs reassures us that our students matriculate with the Institutional Learning Outcomes. Three members of the Exec committee currently teach upper division courses, and it was judicial this year including a non-LBRT faculty member to have the opportunity to participate, as many of our LBRT AA students transfer to four-year programs, and must demonstrate readiness.

Assessment processes are, by and large, inconclusive, but provide us a window into our students' acquisition of knowledge. The enormity of assessing a program as large as LBRT informs us as to how assessment might be accomplished moving forward.

Continued Successes

The Liberal Arts online AA generally 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 one Outreach Centers on Maui (Hana) from which student travel is prohibitive. The unusual logistics creates a perfect environment for online learning as discussed above under Distance Learning.

UHMC rolled out the online AA program in the Fall of 2018. We have formed an online cohort group each fall since then but have taken a break this past year to reassess the purpose of having

a group/cohort. The online modality is currently being accessed by so many students and the support for online delivery has evolved so much within the last few years due to the pandemic that creating cohorts appears to be superfluous at this point. Thus, UHMC AA online groups are not locked into cohorts over the past year, and the students may be taking in-person classes at the same time as online courses (as they have generally been able to do) and may be taking courses at other UHCC campuses. The following numbers reflect our cohorts over the past four years.

- 2018-2019 - 38 students
- 2019-2020 - 22 students
- 2020-2021 - 25 students
- 2021-2022 - 15 students

Class modalities include both synchronous and asynchronous modalities, and currently face-to-face modalities when available for the student. 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, 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; in contrast 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.

As indicated previously, 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. These students are not counted within the Liberal Arts major, although for all practical purposes, as unclassified students, they should be included.

4. Action Plan

The action plan for Liberal Arts Academic Year 2022-2023 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. Action plan 1 includes encouraging Liberal Arts faculty and disciplines with courses that contribute to the degree to update the Kuali system. Currently only Music, Communication, History, and

Anthropology consistently identify Liberal Arts Program Learning Outcome links within Kualii. As the other disciplines update Kualii with PLO linkages, we can examine more courses, both within the Foundation credits as well as outside Foundations that meet varied PLOs. Once identification has been made, we can again explore the options for assessing PLOs. At that point 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 Liberal Arts students register for, and faculty plan to continue examination in this light, and assess one or more of these courses during the coming year. We continue to review which courses are fully compliant. Following up on the linkages between courses in the Liberal Arts map cross-referenced against PLOs continues to 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 are no longer evaluated independently, and Liberal Arts remains involved in integrating and embedding CASLOs within the framework of 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. Institutional Learning Outcomes are currently undergoing potential revisions. 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 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. We had hoped to incorporate Second Year Experience, yet as enrollment drops, we've not begun implementing SYE...but instead are focusing on retention. Several of the faculty teaching Liberal Arts have been engaged in First Year Experience and *Ka'ao* framework 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 2023 orientation, and next fall 2023 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. As per our UHMC webpage on Freshman Learning Communities,

"Benefits of being enrolled in Freshman Learning Community:

- Students begin their college experience in small classes
- Students are assured excellent instructors
- Students have the mentoring support and are able to have good peer to peer connections to form new friendship
- Students receive FAFSA, Financial Aid & Scholarship Support
- Students become part of a small community within a larger environment
- Classes are offered at the best times
- Students are more likely to stay in college if they are successful their first semester

Liana Horovitz, Assistant Professor in History and Aubrey Matsuura, Hawaiian Studies participated in the first cohort offering the inaugural Freshman Learning Communities on the UHMC campus in the Fall of 2020. In concert with two Hawaiian Studies instructors and an English instructor, the four embarked on designing two discrete learning communities that were initiated during 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. decompartmentalize 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."

In the fall of 2021, in our second year of Learning Communities, UHMC offered three sets of Learning Communities, including the pair described above (Place and Identity through Local, Global and Indigenous Perspectives- HIST 151 paired with HWST 107). The second pair of courses in which collaboration provided a Learning Community was "A Project Based Research Experience, in which students explored MATH 115 and ENG 100 to provide students the opportunity to be enrolled in Statistics & Probability at the same time as Composition 1 learning community to provide students with the advantage of increased assistance and knowledge when crafting their research papers. The third paired Learning Community consisted of ENG 100 and

ART 104 (Composition 1 and Introduction to Printmaking). This learning community focused on helping students to build their writing skills by working through various descriptive pieces, and students explored and conducted research on various art techniques, artists, and descriptions of elements in the landscape. The planning process for these communities is extensive and occurred over the summer prior to Fall 2021 with instructors collaborating on every element of the class, merging individual course Student Learning Objectives. 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.

5. Ka'ao Framework

As faculty across campus and disciplines, including Liberal Arts, 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; it 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.

Prior to 2021-2022, the majority of faculty incorporating the Ka'ao Framework successfully recognized the importance of the *Hua* and identified means to include this important element (the catalyst for attending college) into their courses; *hua* is a natural and engaging opening for the beginning of the semester. Faculty share their own *hua* and provide a nurturing environment for students to share their individual experiences. Bridging the elements of Ka'ao with specific course material required creativity on the part of instructors. Once we collectively recognized that the Ka'ao as a framework is also a philosophy. As Liberal Arts faculty continue to modify and explore the potential of the framework within specific content, we include Ka'ao as this philosophy of life, not something that we “overlay” within an academic framework. Assisting and awakening students to the Ka'ao as a guiding principle for life becomes best practices within the classroom. Action plans for 2022-2023 include encouraging better attendance by Liberal Arts faculty at Ka'ao workshops (as was the case last year), collaborating across the system with colleagues from other campuses (particularly Hawaii Community College), and to further enhance sharing by faculty who have operationalized the philosophy, and wider exposure to the philosophy as a framework for student success across the system. The Ka'ao represents a philosophy rooted in place, a practice for place based learning, and a global philosophic framework for success throughout life. Sharing this with our students, not limited to Liberal Arts students, remains an action plan at UHMC in furtherance of our indigenous place and space of learning.

6. Status of 5 Year Review of Curriculum

The Liberal Arts Executive Committee has focused on updating all courses contributing to the Liberal Arts degree. Unfortunately, while most courses were updated, not all were linked to the PLOs through Kualii. This is a major part of our action plan as we cannot invigorate our assessment practice until we know ‘where’ our students are acquiring the various PLOs, especially within the Foundation/GenEd courses. A goal for this year is to work with faculty across the campus to get all faculty on board with examining the information provided in Kualii.

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”

5. Resource Implications

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