

**University of Hawaii
Maui Community College**

**Liberal Arts
Program Review**

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Introduction

For this third annual Liberal Arts Program Review, data has been collected from MAPS, from UHCC office of Institutional Research, the Maui Community College office of Institutional Research, from the counselors at MCC, and from the Department chairs pertinent to Liberal Arts. Information for this review also comes from many discussions with individual Liberal Arts faculty and from a discussion at the October 17, 2008 Liberal Arts faculty meeting. The writer continues to believe there are many areas that need further discussion, consideration and clarification.

Overview of the Liberal Arts Program

A. Mission and Vision of the College

The College Mission

Maui Community College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

The Vision

We envision a world-class college that meets current and emerging Maui County education and training needs through innovative, high quality programs offered in stimulating learning environments. The College mission, goal, and actions will be guided by the Native Hawaiian reverence for the ahupua`a, a

practice of sustaining and sharing diverse but finite resources for the benefit of all.

B. Mission of the Program

The Liberal Arts program is designed to provide students with an Associate in Arts degree and/or to prepare them for transfer to a

Liberal Arts Program Review

baccalaureate degree program at a four-year college or university. The Liberal Arts program provides a sequence of English classes designed to meet the liberal arts needs of English Second Language (ESL) students. The program also offers a myriad of courses to “life long learners” in the Maui community.

C. Goals

Graduates from Maui Community College with an A.A. will have a basic educational foundation that will make it possible for them to function successfully, both as citizens and as lifelong learners. They will have skills in communication, both written and oral; in numerical and symbolic reasoning; and in basic computer functions. In addition, students will develop an appreciation of ethical principles; interpersonal skills; and an awareness of civic and social responsibilities. Respect and appreciation of cultural diversity will be fostered through an understanding of historical, global, regional, and local Hawaii perspectives. The Liberal Arts Program stresses the integration of knowledge to enhance students’ understanding of life, the human condition, and the world in which we live.

D. Program Specific SLOs

Currently, there are no program specific SLOs related to the Liberal Arts Program (AA degree) at MCC. The Liberal Arts Faculty is in process of determining these SLOs, and they should be completed by the end of the 2008-2009 academic year. The development of these SLOs is part of the Action Plan for this year.

Liberal Arts Program Review

Part 1: Quantitative Indicators**A. Demand**

- **Number of Liberal Arts Majors:** 1288

F05	F06	F07
1,183	1,149	1,288

The number of students categorized as Liberal Arts Majors increased slightly from F06 to F07. Early numbers for F08 indicate a substantial increase to over 1581. This can probably be attributed to a decline in the economy of Maui beginning in the summer and continuing.

- **SSH for Program Majors:** 9,659
- **SSH for non-Program Majors:** 5,723
- **SSH for all Program classes:** 15, 382
SSH in Liberal Arts have increased from 15,145 in F06.
- **FTE Program Enrollment:** 1025
The number of FTE has increased slightly more than 1 % from F06 (1008).

- **Number of Classes Taught**

F05	F06	F07
204	239	227

B. Efficiency

- **Average Class Size**

F05	F06	F07
25	21	23

Looking at the Number of Classes Taught and the Average Class size indicates the Liberal Arts Program has become more focused and efficient in the past year.

- **Fill Rate:** 99%

Liberal Arts Program Review

- **FTE of BOR appointed program faculty:** 36
- **Student/Faculty ratio:** 36
- **Number of majors per FTE faculty:** 29
- **Number of Classes Under 10 enrolled:** 15
This is less than 7% of the classes offered.

C. Effectiveness

- **Persistence of majors**
2005-2006: 65%
2006-2007: 67%
- **Number of Degrees Awarded**

2004-05	2005-06	2006-7
108	109	97

The decline in the number of degrees granted could be a reflection of the number of students who choose to transfer to attain a bachelor degree at another college BEFORE attaining an AA degree at MCC.

- **Graduation Rate:** 7.5%
- **Number of students transferred:** 90

When the number of graduates and transfers are added together, the success rate increases to 14.3%

Part II: Analysis

Strengths and Weaknesses

The Liberal Arts segment of the MCC curriculum is strong and healthy with continuing growth in the number of students (fall08 numbers indicate 1581 total enrolled, more than half the total enrollment of the college), greater efficiency, and more students earning degrees or transferring. The persistence rate shows a slight increase from 2006 to 2007. The following are some specific comments

Liberal Arts Program Review

- The number of graduates with an AA degree declined in 2007 even though the number of Liberal Arts students increased. But the addition of numbers for transfer students indicates a larger number of students completing their goals at MCC.
As stated previously, this could be a reflection of a trend by students to transfer to another college/program before they have completed an AA degree.
- Average class size in Liberal Arts is 23 – an increase from 21 in 2006-- while the average for the entire campus is 21.
- The Liberal Arts class fill rate in fall07 is a remarkable 99%.
- There still is no tracking system in place whereby we can know the successful completion of goals of various types of Liberal Arts students, nor is there an adequate tracking system for transfer students and the completion of their goals. This will be discussed further in Action Plan part of this review.

As stated in last year's Program Review, Liberal Arts, as it is being used in this program review, is too broadly based and very poorly documented. Liberal Arts is currently a catch-all category for students pursuing a wide variety of goals that may not include an AA degree. The system and college data gathering is inadequate for Liberal Arts. There has been no clear distinction among degree seeking students, those who are taking courses in order to transfer, or those who are only taking one course to fulfill an immediate interest (life long learners). Beginning in spring08, the UH Banner system added a drop-down box asking Liberal Arts students to indicate their intentions and goals. This did not successfully gather useful data and will need to be re-worked for greater efficiency.

The Liberal Arts faculty discussed these issues at its meeting in October 2007 and again in October 2008. Those present agreed that meaningful information was not being properly collected and/or documented. Discussions at both meetings strongly supported the possibility of creating a more specific, limited AA program within the broader based area of General Education/Liberal Arts. The faculty agreed that an AA degree program, with possible program entrance requirements/prerequisites would more clearly focus data collection and more clearly indicate the success of the AA program. Considering only students who are AA Program students when looking at graduation rates would have a very different outcome than lumping all Liberal Arts students together

Creating a specific AA degree program within the broad area of general education should also increase the value of the AA degree by making it more

Liberal Arts Program Review

exclusive based on prerequisites and final outcomes (specific SLOs are being completed this year). It should be easier to market, and could more easily umbrella academic subject certificates and academic subject honor societies. Students who are accepted into a set AA program may more easily qualify for scholarships.

At both the 2007 and 2008 Liberal Arts meetings, the faculty present also discussed the need for a base reading level competency at MCC. This has been an on-going discussion for several years. The establishment of an AA degree program could require a reading level competency for entrance into the program. The faculty has clearly indicated their belief that student success is tied to reading ability. Requiring a high level of reading ability would support better classroom success for AA students. This would be particularly important if MCC has future plans for additional bachelor level degrees that will feed from AA graduates.

In addition, the data available (but not obvious in Part I) indicate that a disproportionate number of classes in Liberal Arts are taught by lecturers, especially apparent in English, and the Social Sciences. Some adjustments have been made by converting lecturer hours to non-tenure track full-time positions in English and Math. But this still leaves the number of tenured faculty at a deficit in some areas.

As stated in the 2007 Program Review, Social Sciences have been understaffed for many years. There has not been a full time Political Science instructor for more than 10 years. The full-time Geography position has been vacant (and the monies used for other things) for 9 years. In both of these areas there has been a steady decline in student enrollment – most likely a result of no faculty leadership. Sociology likewise has had no leadership and has been shunted into the hands of various lecturers. Students don't know who will be teaching classes and so enrollments often suffer. Degree requirements at MCC as well other colleges require Social Science credits. It seems MCC should support this area of Liberal Arts more efficiently and consistently.

Significant Program Actions

Maui Community College's new AA has been implemented in fall08. In the previous year, appropriate changes were made in the catalog, faculty advisers were given information about the new AA, and counselors changed many forms to accommodate the new AA. Continued monitoring of enrollments will be necessary to determine if there are significant changes in enrollment patterns due to the changes in AA requirements. The MCC catalog and schedule of classes for each semester need additional revisions that will be done in spring 09.

Liberal Arts Program Review

In spring 08, MCC officially joined the UH multi-campus Foundations Board. In 2008-2009, the MCC Foundations Board will review/re-certify all Foundations courses so that students will have seamless transfer of credits to other colleges. At the same time, the MCC Foundations Board will review new/additional courses that may meet the hallmarks for Foundations, and will, thus, expand offerings for students.

During fall08, MCC will complete the necessary portfolio for inclusion in the UH multi-campus HAP Board (Hawaii, Asia, Pacific requirement).

Part III: Action Plan

1. Continue the completion of a Liberal Arts program review annually. Long term analysis of the data will allow for better understanding of the trends and needs in the largest segment of enrollment at the college.
2. Continue the appointment and support of a Liberal Arts coordinator. The fractious nature of the current department structure makes the need for a coordinator essential. Liberal Arts has the largest number of students on the campus. Even if a more specific and limited AA program is developed, there will still be a need for an overall Liberal Arts coordinator. For this large segment of the college to function, give guidance and, in fact, remain efficacious, there needs to be a leader who will serve as a coordinator, handle liberal arts articulations and assessment issues, serve as a focal point for all Liberal Arts studies, and interface between counseling, administration, and teaching faculty. Further, the undertaking of the Liberal Arts Program Review (or more specific AA Program Review) should be the responsibility of the Liberal Arts coordinator.
3. Support the implementation of the newly approved AA degree by offering information/training sessions on the AA requirements for faculty, staff, and students. Support the counseling department's needs for resources to adjust to the new AA and their need to produce new counseling information for students.
4. Work toward the development of an AA Degree Program that will be more meaningful and measurable by developing specific

Liberal Arts Program Review

degree SLOs. Using these specific SLOs developed by the Liberal Arts Faculty, and using recommendations made at Liberal Arts Faculty meetings on the need for reading level standards, develop a Curriculum Proposal for changes in the AA degree that can be discussed and acted on through the Academic Senate process in 2009-2010.

5. Support the agreed upon set of categories for Liberal Arts students (i.e. degree-seeking, transfer, life long learner) that can be inserted in the Banner system to better counsel, track, and assess student progress and success. Support the requirement of student selection of an appropriate category so that useful data can be collected, resulting in better allocation of funds and staffing. Support the Student Services staff in implementing these categories in the enrollment process.
6. Work to find a way for the Banner system to track graduates and transferees. Currently there is no way to know which graduates successfully enter a four-year institution.
7. Continue to closely monitor enrollment numbers.
8. Particular attention should go to filling positions in the Social Sciences. It is suggested that full-time, tenure-track positions in the following areas be filled or created:
 - Geography/GIS
 - Sociology
 - Political Science

In addition, as the enrollment in the college and in Liberal Arts continues to grow, additional positions should be established in the Counseling Department. Currently, there is a particular need for a Transcript Evaluator to assist transfer students.

9. Utilize the University Center more fully for Liberal Arts classes. Until the above positions are filled, there will remain a hollowness in Liberal Arts instruction. In the meantime, the University Center could be used to offer courses not currently held at Maui Community College. Our students have access to some of the best faculty in the system via the University Center. More should be done to promote it to our students and to bring otherwise hard to get courses to our campus.

Liberal Arts Program Review

Additionally, if a select AA degree program were developed at the lower division, the University Center could grow it's number of bachelor level degree offerings to meet the needs of better prepared student graduates of MCC.

10. Develop an AA Degree brochure to aid in recruitment.

Part IV: Resource Implications

As stated in the Action Plan, the greatest area of resource allocation needs to be in the area of faculty positions, counseling, and assigned time for the coordinator. Along with salaries, these faculty/counseling positions need office space, equipment/technology, library resources, staff development opportunities, clerical support, and funds for curriculum/course development. In addition, as more faculty require classroom technology, the college will need to continue to invest in more classroom equipment and security.

Because Liberal Arts generally supports all other programs at the College, the basic needs of this huge segment of faculty and staff must be supported. While there are no specific equipment/supply needs as there might be in the CTE programs, the more mundane Liberal Arts needs for faculty, offices, supplies, etc. are vital to the health of the entire campus and should be considered essential.