

**University of Hawai`i  
Maui Community College**

**Liberal Arts  
Program Review**

**December 2009**

**Jennifer Owen  
Liberal Arts Coordinator**

## **Introduction**

For this fourth annual Liberal Arts Program Review, data has been collected from the University of Hawai'i Institutional Research Office, the Maui Community College Institutional Research Office, from the counselors at MCC, and from the Department chairs pertinent to Liberal Arts. Information for this review also comes from discussions with individual Liberal Arts faculty and from a Liberal Arts faculty meeting that was held on November 20, 2009.

## **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 baccalaureate degree program at a four-year college or university. The program also offers a myriad of courses to "life long learners" in the Maui community.

### **C. Goals**

Liberal Arts students will develop skills in written and oral communication, numerical and symbolic reasoning, and basic computing. In addition, students will develop an appreciation of ethical principles and 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 Hawai'i 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.

### **C. Program Specific SLOs**

The following SLOs were completed last year, and now appear in the MCC catalog for the first time on p. 11. During the calendar year 2010, the Liberal Arts faculty will determine the specific competencies that align with each of the SLOs below:

1. Students should attain awareness and knowledge of ecosystems and environmental issues.
2. Students should attain awareness and knowledge of Hawai'i's multiple dimensions.
3. Students should attain an awareness and knowledge of the multiple dimensions of the Hawai'i/Pacific region.
4. Students will attain a broad knowledge of the diversity of human conditions and cultures in local and global communities.
5. Students will attain a broad understanding of the individual in relation to behavior, ideas and values.

**Part 1: Quantitative Indicators****A. Demand based on enrollment**

- Number of Liberal Arts Majors: 1574**

<b>F05</b>	<b>F06</b>	<b>F07</b>	<b>F08</b>
1,183	1,149	1,288	1,574

The number of students categorized as Liberal Arts Majors increased by 139 students (12%) from F06 to F07 and increased by 286 students (22%) from F07 to F08.

- SSH for Program Majors: 19,337**

Student Semester Hours (SSH) for majors in Liberal Arts classes have increased from 9,659 in 07-08 to 19,337 in 08-09, a two-fold increase from the previous year.

- SSH for non-Program Majors: 9,254**

SSH for non-majors in Liberal Arts classes have increased 62% in one year, from 5,723 in 07-08 to 9,254 in 08-09.

- SSH for all Program classes: 28,591**

SSH in all Liberal Arts classes have increased 86% in one year, from 15,382 in 07-08 to 28,591 in 08-09.

- FTE Program Enrollment: 953**

The number of Full Time Equivalents (FTE) has decreased slightly to 953 this year (from 1025 in 07-08). FTE is calculated as 15 credits per term.

- Number of Classes Taught: 401**

With recent dramatic increases in enrollment, Liberal Arts classes have increased by 77% in a year, after decreasing slightly from the previous year. (See table below)

<b>F05</b>	<b>F06</b>	<b>F07</b>	<b>F08</b>
204	239	227	401

**Demand based on workforce needs is not applicable to the Liberal Arts Program.**

**Demand based on enrollment is healthy (2).**

## **B. Efficiency**

- **Average Class Size: 24**

<b>F05</b>	<b>F06</b>	<b>F07</b>	<b>F08</b>
25	21	23	24

- **Fill Rate: 91%**
- **FTE of BOR appointed program faculty: 34.6**  
The number of FTE BOR appointed program faculty has decreased from the previous year's 35.5 to this year's 34.6
- **Student/Faculty ratio: 45.5**
- **Number of majors per FTE BOR Appointed Faculty: 45.5**  
This number has risen sharply in one year from 29 majors per BOR appointed faculty a year ago.
- **Number of Low-Enrolled Classes (Under 10 Enrolled): 26**  
6.5% of the classes offered by the Liberal Arts Program had 9 or fewer students enrolled.

**Liberal Arts Program Health based on Efficiency: Healthy (1.5)**

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**C. Effectiveness**

- **Persistence of majors fall to spring: 70%**  
 2005-2006: 65%  
 2006-2007: 67%  
 2007-2008: 66%  
 2008-2009: 70%  
 2008-2009 persistence within on-line classes: 76%
- **Number of Degrees Awarded: 96**

2004-05	2005-06	2006-7	2007-8	2008-9
108	109	97	96	96

- **Graduation Rate: 6.1%**
- **Number of students transferred: 62** (This number does not seem accurate, as the UH Institutional Research Office reports that 115 students transferred in fall 2008, and the number 62 is supposed to represent fall 2008 and spring 2009 combined.)

The “number of students transferred” refers only to transfers within the UH college system. The UH Institutional Research Office has no data for students who transferred to educational institutions in other states.

When the 96 graduates and 62 transfers are combined, the graduation rate increases to 10%

**Liberal Arts Program Health based on Effectiveness: Cautionary (1)**

Graduation in the Liberal Arts is tied to the AA. However, not all Liberal Arts students aspire to earn the AA degree. Therefore, there needs to be a system when students enter MCC to clarify students’ goals.

Furthermore, given that the number of transfer students is much higher than what is being officially reported, the number of MCC Liberal Arts students achieving their goals (which includes transfer to a four year college for completion of a degree), is much higher than the number earning the AA degree from MCC.

**Liberal Arts Program Overall Health: Healthy (4.5)**

## **Part II: Analysis**

### **Strengths and Weaknesses**

MCC's Liberal Arts Program is growing dramatically along with the continuing enrollment growth that has accompanied the economic downturn since 2008. Both fall 2008 and fall 2009 numbers indicate that Liberal Arts Program Majors comprise very nearly half of the total enrollment of the college (see table on p. 8). The numbers show fewer students earning the AA degree, but this slight decrease is partly due to the fact that so many students are classified as Liberal Arts majors who are really "life-long learners," have goals that do not include earning an AA degree, or who have transferred out of the state before earning a degree. The persistence rate shows a significant increase from 07-08 (66%) to 08-09 (70%). For on-line Liberal Arts classes, the persistence rate is 76%.

The following bullets contain specific analysis of the Liberal Arts data:

- The number of graduates with an AA degree have held steady at 96 or 97 for the last three years even while the number of Liberal Arts students increased. Because there was such a dramatic increase in the student population over the last year, possibly, in two year's time, as this greater student population begins to graduate with AA degrees, there will be a similar dramatic increase in numbers of degrees awarded. If this increase does not materialize in 2011, there are several possible explanations. As will be noted later in this report, a delay in the increase of Liberal Arts Program graduates will most likely result because a greater percentage of students are enrolled part time, and will take longer to earn their AA degrees. Students may not be able to graduate in a timely manner if they are not able to enroll in the classes they need to graduate. Students transferring to four year colleges outside of the state would similarly result in lower graduation numbers.
- The number of students categorized as Liberal Arts Majors increased by 139 students (12%) from F06 to F07 and increased by 286 students (22%) from F07 to F08. This increase can probably be attributed to the economic decline in Maui County beginning in the summer of 2008 and continuing through 2009. Most likely this number will increase again due to the unprecedented increase in new applications for spring semester of 2010. However, since Liberal Arts is not as clearly defined as other programs at MCC, this number is not able to accurately describe a specific population within our student body, and therefore could represent more students

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than are actually on track to complete the AA Degree in Liberal Arts. This reality explains why not all students who are classified as Liberal Arts “majors” earn an AA degree and explains why it is misleading to draw conclusions about “Effectiveness” as defined by the rubric used for all MCC programs, since “Effectiveness” is defined as “degrees earned divided by majors.”

- The following table shows the number of “Unclassified” majors compared with “Liberal Arts” majors over the last three years, because starting in the spring of 08 there was a concerted effort to have fewer “Unclassified” students at MCC, and as a result many students were shifted into the category of “Liberal Arts” who would previously have been “Unclassified.” Notice that as the Liberal Arts numbers steadily increase from year to year, the “Unclassified” numbers make a dramatic decline from F07 to F08.

	<b>F07</b>	<b>F08</b>	<b>F09</b>
Total MCC undergraduates	3,017	3,261	4,115
Liberal Arts majors	1,239	1,567	2,034
Unclassified majors	643	387	388

MCC can expect to see lower persistence rates in the Liberal Arts in the coming semesters because many of these students may not be truly committed to a Liberal Arts education. These students may also not return to MCC when the economy rebounds. Many of them will likely return to full time work when job opportunities improve, and can be expected to drop out of college altogether or continue only on a part-time basis.

- SSH for majors in Liberal Arts classes have increased from 9,659 in 07-08 to 19,337 in 08-09, a two-fold increase from the previous year. This volume is partially the result of students whose goals are not yet clearly defined or not accurately and specifically classified by our banner system. In addition, this volume is an accurate reflection of the recent and sharp upsurge in demand for higher education in Maui County generally and for education in the Liberal Arts in particular. When the economy improves in Maui County, students are likely to pursue job opportunities and take fewer credits per semester. At that time, SSH will drop significantly while the number of Liberal Arts majors will either decrease



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- proportionally or not, depending on whether those students returning to the workplace stay in school part-time.
- The number of FTE has decreased slightly to 953 this year (from 1025 in 07-08). Looking at this decrease in light of the huge increases in SSH for Liberal Arts classes during the same year (over 100% for Program Majors, 62% for non-Program Majors, and 86% for all Program classes), clearly many more students are in the Liberal Arts Program as part time students during 08-09. During this period of strongly increasing enrollment combined with tough economic times, more of our students are coping with the demands of jobs, families, and school, and thus choose to attend MCC part time. Therefore, a smaller percentage of students will be able to complete an AA degree in two or even three years, and statistics for earning the AA degree will not be increasing along with MCC's enrollment, or will have a substantial (perhaps a 3-8 year) lag behind the enrollment increase.
  - Between F07 and F08, the number of Liberal Arts classes taught almost doubled while the number of FTE BOR appointed program faculty has decreased from 35.5 to 34.6. MCC has begun to address the need for more faculty to meet this growing demand, by adding one full time tenure track position in Art in 2008, one in English in 2009, and one in Developmental Math. Otherwise, the huge numbers of additional classes at MCC are being taught by increasing numbers of lecturers. More hiring will be necessary if the enrollments continue to rise as they have for the last three semesters.
  - Average class size in Liberal Arts is 23.6, an increase from 21 in 2006, and an increase from 22.6 in 2007, while the average for the entire campus is 22. During the last three semesters of dramatic growth, the Liberal Arts Program has sustained its efficiency in filling classes and maintaining class size. Remarkably, during times of fairly consistent enrollment as well as during the recent dramatic upsurge, the class sizes have stayed fairly steady. MCC has responded quickly to increased demand, has supplied the additional Liberal Arts classes each semester as needed, and has continued to fill them efficiently.
  - The Liberal Arts Program's class fill rate in 08-09 is a very healthy 91%, and although it is down from the previous year's remarkable 99%, the class fill rate is also notably better than the 80% rate from the year before that.

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- Even though the number of majors in Liberal Arts has grown by 22% in a year, the number of FTE BOR appointed program faculty has decreased from 35.5 to 34.6 during the same year. Clearly, more and more of the program's classes are being taught by lecturers.
- The number of majors per FTE BOR Appointed Faculty for 2008-2009 is 45.5. This number has risen sharply in one year from 29 a year ago, indicating that, although the Liberal Arts Program is using its human resources very efficiently, there is less support for students in terms of potential for faculty advising and consultation, there are fewer faculty members shouldering the responsibilities that increased enrollment brings, and there is a need for more faculty positions to replace lecturers.
- The number of AA degrees awarded stayed at 96 for the last two years, after declining by one the year before and declining by 12 the year before that. The decline in the number of degrees granted could be a reflection of the number of students who choose to transfer before attaining an AA degree at MCC. Transfer students who earn degrees at other colleges are achieving their goals as surely as if they had remained at MCC and earned an AA degree. Assessing the success of Liberal Arts students based solely on the number of AA degrees granted at MCC is not valid. The UH Institutional Research Office does not report on the number of students transferring to colleges outside of Hawai'i. The UH Institutional Research Office appears to have under-reported the number of transfer students to four year colleges within the UH system, as noted on page 6.
- The data available (as noted under "FTE of BOR appointed program faculty") indicate that a disproportionate number of classes in Liberal Arts are taught by lecturers, especially apparent in English, Math, and the Social Sciences. The number of Analytic FTE Faculty is 44.7, whereas the number of BOR Appointed FTE Faculty is 34.6. As an example of the need for positions in Math, in the fall of 2008 only 44% of Math classes (17 out of 39) were taught by full-time faculty. As an example of the need for positions in English, in the fall of 2008 only 39% of English classes (23 out of 59) were taught by full-time faculty. The number of tenured faculty remains at a marked deficit. MCC has addressed this deficit by hiring full time lecturers, which goes against the BOR recommendations for lecturer employment.

**Significant Program Actions**

Since the implementation of Maui Community College's new AA in fall 2008, many changes to the catalog and counseling procedures have been instituted, and a cohort of students are on track to earn this new AA Degree. Pages 11-16 in MCC's catalog have been completely revised, and guide students in choosing courses and completing graduation requirements.

During the 08-09 academic year, the Liberal Arts Faculty identified five specific Student Learning Outcomes for the AA Program, which now appear on p. 11 of the catalog. The catalog was also updated to include "category designation codes" (identified on p. 11) after any class in the course description section (on pp. 85-134 of the catalog) that fulfills an AA degree requirement.

During 2008-2009, the MCC Foundations Board reviewed and re-certified all Foundations courses so that students will have seamless transfer of credits to other colleges. The MCC Foundations Board also reviewed the following new courses and determined that they meet the hallmarks for Foundations: GEOG 102, REL 150, MATH 103, and MATH 135.

In spring 2009, MCC completed the portfolio for, and was incorporated into, the UH multi-campus HAP Board (Hawai'i, Asia, Pacific requirement).

**Part III: Action Plan**

- Develop specific competencies to align with each of the AA degree SLOs and add these competencies to the next MCC catalog. Competencies will greatly aid in the assessment of the SLOs.
- Clarify the requirements that will satisfy the SLO pertaining to lab courses associated with the environmental awareness category.

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- Work to supply better options for students to satisfy the “Information Retrieval” requirement of the AA. Look into offering credit by exam (such an exam and a means of administering it would need to be developed), developing a self-paced course based on courses already taught, or creating a new course that meets the Information Retrieval hallmarks and requirements. Currently, many students arrive at MCC with all the skills that are required, have no interest in taking the only three courses that fulfill the Information Retrieval requirement (ICS 101, BUSN 150, and BUSN 151), but must take one of those courses to graduate with an AA degree.
- Add Diversification codes to the next MCC catalog.
- Work to find a way for the Banner system to track graduates and transferees. Currently, there is no way to know which students or graduates successfully enter any two-year or four-year institution outside of the UH system.
- As stated in last year’s Program Review, Liberal Arts is too broadly based and 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 Liberal Arts data gathered by the system and the college is therefore not wholly accurate. No clear distinction exists 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 spring 08, the UH Banner system added a drop-down menu asking Liberal Arts students to indicate their “pre-major.” This information would be useful, but is routinely overlooked by students. The New Student Orientation, counseling sessions, or faculty advising are currently the only resources for procuring the information necessary to distinguish among the kinds of Liberal Arts “majors” at MCC, and so the college will need to standardize a process for acquiring this information. In order to distinguish the three categories for Liberal Arts students (degree-seeking, transfer, life-long learner), MCC needs to either improve the Banner system to effectively collect this data or require each Liberal Arts student to select the appropriate category at a different stage in the enrollment process. More accurate data will result in better statistical evaluation of the program, better assessment of student success, and better allocation of funds and staffing.

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- The Liberal Arts faculty continues to discuss 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. When looking at graduation rates, considering only students who are AA Program students would have a very different outcome than considering all Liberal Arts students together. Life-long learners and students with the immediate goal of transferring elsewhere would no longer distort the program's statistics.
- Creating a specific AA degree program within the broad area of general education would also increase the value of the AA degree by making it more exclusive based on prerequisites and final outcomes. The degree would 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.
- 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. As MCC plans for additional bachelor level degrees that will feed from AA graduates, reading competency becomes increasingly important. Requiring a reading competency would, according to the English department chair, require additional English classes, and therefore more faculty or lecturers.
- Particular attention should go to filling positions in the Social Sciences, English, and Math.

Until the Social Sciences positions are filled, MCC should more actively promote the University Center as the mechanism for providing students with Liberal Arts classes not offered at Maui Community College. Our students have access to some of the best faculty in the UH system, teaching otherwise hard-to-get undergraduate classes, via the University Center.

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

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- Continue the completion of a Liberal Arts program review annually. The college can use the annual program review to see and better understand the trends and needs of the largest segment enrolled at the college.
- Continue the appointment and support of a Liberal Arts coordinator. Even if a more specific and limited AA program is developed, the need for an overall Liberal Arts coordinator will exist. For this large segment of the college to function, give guidance, and remain efficacious, the institution needs 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) is the responsibility of the Liberal Arts coordinator.
- Support the continuing implementation of the AA degree through information/training sessions on the AA requirements for faculty, staff, and students.
- Support the counseling department's needs for resources to serve the large student population whose goal is to earn the AA degree.
- Involve more faculty in the volunteer faculty advising initiative, as it is a way to give more students guidance in efficiently navigating through the AA program and will help to shorten the time from matriculation to graduation.
- Support the counseling department's and faculty's efforts to identify and schedule classes that are graduation requirements for individual students.

## **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.

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Full-time, tenure-track positions should be filled or created in the following areas:

Subject area	Cost	F08 ave. class size	F09 ave. class size	F08 classes	S09 classes	F09 classes	F09 SSH	F09 BOR appointed faculty
Geography /GIS	\$55,000	23	29	3	3	3	264	0
Sociology	\$55,000	26	31	7	6	8	744	0
Political Science	\$55,000	18	25	3	4	3	264	0
English	\$55,000	21	21	57	54	76	313	8
Math	\$55,000	25	26	39	42	51	4,004	4

The table above shows the need for filling the vacant position in Geography with a teacher who could also teach Geographic Information Systems (GIS/GPS). GIS/GPS (mapping technology) would become a boon to technical education in the whole county if MCC developed a program of certification. County, State, and private employers are using GIS in many areas of work. The County currently has a GIS office. Most large construction companies use GPS/GIS for their road surveying and building. Truck and tractor drivers use these technologies every day. A GPS/GIS certificate would support other programs in Sustainable Technology and Natural Resource Management. Furthermore, MCC could offer and fill a Physical Geography Lab Course on a regular basis if we had the facility and the teacher.

The table above shows the need for at least one faculty position in Sociology and an additional position in Political Science. Two BOR appointed faculty are listed in the catalog under Sociology, but both of them were hired to fulfill primarily other responsibilities, and teach very few Sociology classes, most of which are taught by lecturers.

In the area of English, only seven of the eight BOR appointed faculty teach classes, with one of the eight serving full time as Interim Assistant Dean of Instruction. As an example of the need for more English faculty, in the fall of 2008 only 39% of English classes were taught by full-time BOR appointed faculty. In the 2008-2009 year, no adjustments have been made by converting lecturer hours to non-tenure track full-time positions.

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In the area of Math, the need for additional qualified faculty is critical, as a majority of the lecturers teaching remedial/developmental math classes do not meet the minimum qualifications for teaching mathematics. In the fall of 2009, only three out of thirty five developmental math classes were taught by BOR appointed faculty. Of those thirty five developmental math classes, twenty were taught by lecturers who do not meet the minimum qualifications for teaching mathematics. In addition, two CTE math classes (Math 50 and Math 50H) were both taught by lecturers who do not meet the minimum qualifications for teaching mathematics. Fourteen college-level math classes were taught in fall 2009. Eleven of those were taught by BOR appointed faculty. Although there are four full time Math positions at MCC, only three are currently filled.

The following table compares the number of classes taught by BOR appointed faculty and by lecturers in the same five subject areas where faculty positions are most needed.

<b>English/LSK</b>	<b>F 2008</b>	<b>Sp 2009</b>
No. of classes taught by BOR faculty	23	25
No. of classes taught by lecturers	36	30
No. of classes overall	59	55
SSH	3678	3252
<b>MATH</b>		
No. of classes taught by BOR faculty	17	14
No. of classes taught by lecturers	22	28
No. of classes overall	39	42
SSH	3007	3104
<b>SOC</b>		
No. of classes taught by BOR faculty	2	2*
No. of classes taught by lecturers	5	4
No. of classes overall	7	6
SSH	555	483
<b>GEOG / GIS</b>		
No. of classes taught by BOR faculty	0	0
No. of classes taught by lecturers	3	3
No. of classes overall	3	3
SSH	210	191
<b>POLS</b>		
No. of classes taught by BOR faculty	0	2**
No. of classes taught by lecturers	3	2
No. of classes overall	3	4
SSH	159	252

\* One of these classes was taught by a BOR approved faculty member from the Applied Business and Information Technology program (ABIT), and the other class was taught by the full-time Molokai Education Center Director outside of their official subject area/department.

\*\* Both of these classes were taught by a BOR approved faculty member, but out of their subject area/department.



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Demand for prerequisites for a variety of programs (i.e. Nursing and ABIT) puts additional pressure on Liberal Arts. Careful attention should be paid to how these areas are staffed.

With the steadily increasing numbers of Liberal Arts students (and an apparent huge increase in 2009-2010) there is a need for increased counseling services. Liberal Arts students need additional services in the areas of transcript evaluation, recruitment/transfer services, career counseling, and general counseling. New positions need to be allotted in all of these areas which will greatly augment the counseling services for Liberal Arts students. Funding is also needed for a Counseling Services Director.

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 not such specific equipment/supply needs as there might be in the CTE programs, the Liberal Arts' needs, such as faculty positions, lecturers, offices, supplies, and counseling services, are vital to the health of the entire campus and should be considered essential.