

University of Hawai`i

Maui College

Liberal Arts

**Associate in Arts Degree
Program Review**

October 2010

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Introduction

For this fifth annual review of Liberal Arts and the AA Degree Program, data has been collected from the University of Hawai'i Institutional Research Office, the University of Hawaii Maui College Institutional Research Office, from the counselors at UHMC, and from the Department chairs pertinent to Liberal Arts. Information for this review also comes from discussions with individual Liberal Arts faculty, from a Liberal Arts faculty meeting that was held on October 1, 2010, and from an AA Program Committee meeting held on October 21, 2010.

Overview of the Associate of Arts Degree Program

A. Mission and Vision of the College

The College Mission

University of Hawaii Maui 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 following mission statement will be revised by the Liberal Arts faculty during 2010-2011, to reflect a narrower focus on the Board of Regents sanctioned AA Degree.

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

Students in the AA Degree Program will develop skills in written and oral communication, numerical and symbolic reasoning, and creative expression. 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 AA Degree Program stresses the integration of knowledge to enhance students’ understanding of life, the human condition, and the world in which we live.

Part I: Assessment of Student Learning

1. Program Learning Outcomes

a. Program Specific Program Learning Outcomes (PLOs)

The following PLOs were rewritten in spring of 2010 to better express the learning outcomes of the AA Degree Program. In addition to the five previously existing PLOs, a sixth PLO was added (number 3 below) to reflect the Human Expression requirement of the program.

In addition to the General Education Student Learning Outcomes, students who successfully complete the AA Degree Program will demonstrate knowledge of the following:

1. The individual in relation to behavior, ideas, and values.
2. The diversity of human conditions and cultures in local and global communities.

3. Techniques of creative expression and its evaluation.
4. Natural systems and environmental issues.
5. Multiple dimensions of the Asia/Pacific region.
6. Multiple dimensions of Hawai'i.

b. Program Map

[These two pages consist of the AA degree program map updated by the Counseling Department and similar to pp. 15-16 in the current

| AA PLOs | Fall 2010 | Spr 2011 | Fall 2011 | Spr 2012 | Fall 2012 | Spr 2013 | Fall 2013 | S |
|---|-----------|---|---|----------|----------------------|--------------------------|---|---|
| Students will demonstrate knowledge of natural systems and environmental issues. | | | ASTR 110, BOT 105, OCN 201, ANTH 215, GG 103, GEOG 101 | R | Comprehensive Review | Adjustment to cycle, etc | ASTR 110, BOT 105, OCN 201, ANTH 215, GG 103, GEOG 101 | |
| Students will demonstrate knowledge of the multiple dimensions of Hawai'i. | | | BOT 105, HAW 101, HAW 102, HWST 270, HWST 231, GEOG 122, HIST 284 | R | Comprehensive Review | Adjustment to cycle, etc | BOT 105, HAW 101, HAW 102, HWST 270, HWST 231, GEOG 122, HIST 284 | |
| Students will demonstrate knowledge of the multiple dimensions of the Asia/Pacific region. | | | | | Comprehensive Review | Adjustment to cycle, etc | HWST 107, HIST 241, HIST 242 | |
| Students will demonstrate knowledge of the diversity of human conditions and cultures in local and global communities | | | ANTH 200, SOC 100, MUS 107, GEOG 102, HIST 151, HIST 152 | R | Comprehensive Review | Adjustment to cycle, etc | | |
| Students will demonstrate knowledge of the individual in relation to behavior, ideas and values. | PSY 240 | BIOL100, FSHN 185, FSHN 285, PSY 240 | R | | Comprehensive Review | Adjustment to cycle, etc | | |
| Students will demonstrate knowledge of techniques of creative expression and its evaluation. | ART 105 | HUM 100, ART 105 | R | | Comprehensive Review | Adjustment to cycle, etc | | |

Where multiple courses are listed, only two will be actually needed for each PLO. Volunteers will be sought from the fa

courses. Based on when courses are taught, the semesters may be adjusted

c. Assessment Plan

[This page is the assessment timetable that was discussed
at the last Liberal Arts faculty meeting]

PROPOSED COURSES TO ASSESS FOR AA DEGREE PLOs

| | | | |
|---|---|---------------|--|
| | Geog 102 | Eliz. Russell | |
| PLO #1: The individual in relation to behavior, ideas, and values | Hist 151 & 152 | Liana & Bert | |
| Psych 240 BK | PLO #3: Techniques of creative expression and its evaluation | | |
| Biol 100 Sean Calder | Art 105 Jennifer Owen | | |
| FSHN 185 and 285 Karen Robbins | Hum 100 Craig Gardner | | |
| PLO #2: The diversity of human conditions and cultures in local and global communities | | | |
| Anth 200 Kathy Fletcher | | | |
| Soc 100 Jackie Perry, Cynthia Cary, Tahi Mottl-Teynolds | PLO #4: Natural systems and environmental issues | | |
| Music 107 Bob Wehrman | Bot 105 Gwen Naone Morinaga | | |

Astr 110 John Pye

Ocn 201 Donna Brown

Anth 215 Melissa Kirkendall

GG 103 David Grooms

Geog 101

**PLO #5: Multiple dimensions of
the Asia/Pacific region**

Hist 241 & 242 Bert Kikuchi

Hwst 107 Kiope, Kahele,
Kaleikoa

**PLO #6: Multiple dimensions of
Hawai`i**

Bot 105 Gwen Naone Morinaga

Haw 101 & 102 Kahele,
Kaleikoa, Ekela

HWST 270 & 231

Geog 122 Mike Foley

Hist 284

d. Assessment of PLO #3 (techniques of creative expression and its evaluation) and PLO #1 (the individual in relation to behavior, ideas, and values) during fall semester 2010

Currently, Art 105 is being used to assess the Human Expression PLO #3 and Psych 240 is being used to assess the Human Understanding of the Individual PLO #1. An appropriate rubric was written by three faculty members who teach many classes that fulfill the Human Expression requirement and that rubric will be used fall 2010 to assess PLO #3 using two assignments in Art 105, Introductory Studio: Ceramics. A method for assessing PLO #1 is being undertaken by faculty who teach “understanding of the individual in relation to behavior, ideas, and values.” PLO #1 will be assessed using one or more assignments in Psych 240, Developmental Psychology.

2. & 3. Evidence and Results of Student Learning

By the time of the next Program Review we will have collected evidence and evaluated what we have discovered about student learning as a result of analyzing this evidence.

4. Planned Changes

Changes to the AA Program may be implemented during fall semester 2011 as a result of analysis of evidence of student learning collected. Other changes will result from the monthly Liberal Arts faculty Meetings and AA Degree Committee meetings and are discussed more fully in the Appendix, especially in Part II, the Action Plan.

APPENDIX**Part I: Quantitative Indicators from Institutional Data****A. Demand based on enrollment**

- **Number of students with a focus in the Liberal Arts
FY 09-10: 2014**

Table 1: Number of students declaring a Liberal Arts major and percentage of increase of such students from year to year.

| F 06 | F 07 | 08-09 | 09-10 | F 10 |
|-------------|--------------|--------------|--------------|--------------|
| 1,149 | 1,288 | 1,574 | 2014 | 2246 |
| | 12% increase | 22% increase | 28% increase | 12% increase |

This semester's substantial 12% increase in the number of students categorized as Liberal Arts majors was nonetheless a significant slow-down compared with the dramatic growth of the previous two years.

- **SSH for students declaring a Liberal Arts major: 25,062**
Student Semester Hours (SSH) for students declaring a Liberal Arts major have increased about 30% in the last year instead of the doubling of the previous year.
- **SSH for non-Liberal Arts Majors: 11,746**
SSH in Liberal Arts classes for majors in other programs have increased 27% in the last year as compared to a 62% increase the year before.
- **SSH for all Liberal Arts classes: 36,808**
SSH in all Liberal Arts classes have increased 29% in the last year as compared to an 86% increase the year before.
- **FTE Enrollment for students with a focus in the Liberal Arts: 1,227**
The number of Full Time Equivalents (FTE) has increased 29% after decreasing slightly the year before. FTE is calculated as 15 credits per term.

Liberal Arts Program Review

- **Number of Liberal Arts Classes Taught: 496**

With continued significant increases in enrollment, Liberal Arts classes have increased by 24% in a year, after increasing by 77% the previous year. This is a 118% increase over two years. (See table below)

Table 2: Number of Liberal Arts Classes taught and percentage increase of such classes from year to year

| F07 | 08-09 | 09-10 |
|------------|--------------|--------------|
| 227 | 401 | 496 |
| | 77% increase | 24% increase |

Demand based on workforce needs is not applicable to the Liberal Arts or to the AA Degree Program.
Demand based on enrollment is healthy.

B. Efficiency

- **Average Class Size in Liberal Arts classes: 24.7**

Table 3: Average class size in Liberal Arts classes

| 08-09 | 09-10 |
|--------------|--------------|
| 23.6 | 24.7 |

- **Fill Rate: 94%**

Table 4: Fill rate in Liberal Arts classes

| 08-09 | 09-10 |
|--------------|--------------|
| 91% | 94% |

- **FTE of BOR appointed program faculty: 37.8**

The number of Full Time Equivalent Board of Regents appointed program faculty has increased from the previous year's 34.6. One position in English was filled during FY 09-10 that was vacant the year before and one position in Math was filled at the start of FY 10-11 that was vacant during FY 09-10.

Liberal Arts Program Review

- **Student/Faculty ratio: 53.3**
This number increased from 45.5 the previous year, indicating that filling two vacant positions, one in English and one in math, did not adequately address the Liberal Arts' need for more faculty positions, as enrollment continues to increase substantially.
- **Number of majors per FTE BOR Appointed Faculty: 53.3**

Table 5: Number of students declaring Liberal Arts major per FTE BOR appointed faculty

| 07-08 | 08-09 | 09-10 |
|-------|-------|-------|
| 29 | 45.5 | 53.3 |

- **Analytic FTE Faculty: 54.7**
- **Number of Low-Enrolled Classes (Under 10 Enrolled): 18**
3.6% of the Liberal Arts classes offered (18 classes) had 9 or fewer students enrolled.
The percentage of low-enrolled Liberal Arts classes is down from 6.5% (26 low-enrolled classes) the year before.

Liberal Arts Health based on Efficiency: Healthy

C. Effectiveness

- **Successful Completion: 70%**
- **Withdrawals: 720**
- **Persistence of majors fall to spring: 73%**

Table 6: Persistence

| | 07-08 | 08-09 | 09-10 |
|----------------------|-------|-------|-------|
| Face to face classes | 66% | 70% | 73% |
| Online classes | | 76% | 70% |

- **Number of AA Degrees Awarded: 122**

Table 7: AA Degrees awarded 2006-2010

| 2006-7 | 2007-8 | 2008-9 | 2009-10 |
|--------|--------|--------|---------|
| 97 | 96 | 96 | 122 |

- **Number of students classified as Liberal Arts majors transferring within the UH System without earning an AA Degree: 73**

This number is up from 62 the year before.

73 students, who were classified as Liberal Arts majors, transferred within the UH System.

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.

Liberal Arts Health based on Effectiveness: Cautionary

Graduation in the Liberal Arts is tied to the AA Degree. However, not all Liberal Arts students aspire to earn the AA Degree. A system to identify students’ goals when they enter UHMC and to clarify those goals as they refine their educational plan during their tenure at UHMC would be helpful to the analysis of the AA Degree Program.

Furthermore, given that the number of transfer students is much higher than what is being officially reported, the number of UHMC 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 UHMC.

Liberal Arts Overall Health: Healthy

Part II: Analysis

Strengths and Weaknesses

Enrollment in UHMC's Liberal Arts courses is growing dramatically along with the continuing enrollment growth that has accompanied the economic downturn since 2008. Fall 2010 numbers indicate that students declaring a Liberal Arts major comprise more than half of the total enrollment of the college for the first time since Program Reviews have been written (see table 8 on p. 12). The numbers show 27% more students earning the AA degree last year than the year before, but there continue to be many students classified as Liberal Arts majors who are really "life-long learners," have goals that do not include earning an AA degree, or have transferred out of the state before earning a degree. Many "life-long learners" have Baccalaureate or Post Baccalaureate degrees or have no intention of earning the AA Degree, and should not be classified as part of the AA Degree Program.

The persistence rate increased from 70% to 73% in 459 face-to-face Liberal Arts classes. However, in 37 wholly on-line Liberal Arts classes the persistence rate decreased from 76% to 70%.

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

- The number of students categorized as Liberal Arts majors increased by 28% from FY 08-09 to FY 09-10. This matches almost exactly the increase in graduates earning an AA Degree over the same period (27%) and indicates that the AA Degree Program increasingly enables students to complete their goals. (See tables 1 & 7 on pp. 8 & 11)
- Drawing conclusions about "Effectiveness" as defined by the rubric used for all UHMC programs is misleading, since "Effectiveness" is defined as "degrees earned divided by majors." Since Liberal Arts is not as clearly defined as other programs at UHMC, the number of students declaring themselves as Liberal Arts majors does not accurately describe a specific population within our student body, and therefore represents more students than are actually on track to complete the AA Degree in Liberal Arts.

Liberal Arts Program Review

- The following table shows the number of “Unclassified” students compared with “Liberal Arts” majors over the last four years. Starting in the spring of 08 there was a concerted effort to have fewer “Unclassified” students at UHMC, and as a result many students were shifted into the category of “Liberal Arts” who would previously have been “Unclassified.” Notice that as the enrollment and Liberal Arts numbers steadily increase from year to year, the “Unclassified” numbers make a dramatic decline from F 07 to F 08 and again from F 09 to F 10. If students were able to classify themselves as “life-long learners,” there would not be so many erroneously classified “Liberal Arts majors.”

Table 8: Total student enrollment and number of students declaring Liberal Arts major and Unclassified

| | F 07 | F 08 | F 09 | F 10 |
|--------------------------|-------|-------|-------|-------|
| Total MCC undergraduates | 3,017 | 3,261 | 4,115 | 4,368 |
| | | | | |
| Liberal Arts majors | 1,239 | 1,567 | 2,034 | 2,246 |
| Unclassified | 643 | 387 | 388 | 286 |

UHMC 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 UHMC 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, slowing down their progress towards earning the AA degree.

- In FY 09-10, students declaring a Liberal Arts major increased by 28%, SSH of Liberal Arts majors in Liberal Arts classes increased by 30%, SSH for non-majors in Liberal Arts classes increased by 27%, SSH in all Liberal Arts classes increased by 29%, FTE enrollment in Liberal Arts classes increased by 29%, and the total number of Liberal Arts classes taught increased by 24%. Since the number of classes taught did not quite keep up with the increased demand, it makes sense that the average class size increased by about one student per class, and the fill rate increased from 91% to 94%. The fact that during FY 08-09 FTE enrollment in Liberal Arts classes decreased slightly while all the SSH numbers increased by between 62 and 100% indicates that a greater number of FY 09-10 Liberal Arts students were full time compared with the year before. (See tables 1, 2, 3 & 4 on pp. 8 & 9)

Liberal Arts Program Review

- Growth of Liberal Arts appears to be slowing down somewhat with the relatively modest 12% increase in majors in fall semester 2010 as compared with a 28% increase from FY 08-09 to FY 09-10. (See table 1 on p. 8) As 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 proportionally or not, depending on whether those students returning to the workplace stay in school part-time.
- Between F07 and F08, the number of Liberal Arts classes taught almost doubled while the number of FTE BOR appointed program faculty decreased from 35.5 to 34.6. Between FY 08-09 and FY 09-10, the number of Liberal Arts classes taught increased by 24% and the number of FTE BOR appointed program faculty increased from 34.6 to 37.8 (a 9% increase), as UHMC added one full time tenure track position in English in 2009 and one in Developmental Math in 2008. No new positions were created in Liberal Arts in the last year. Two positions, one in English and one in Math, that were vacant during 2009-2010, were filled in summer 2010. **Over two years the number of Liberal Arts classes has increased 118% and the number of Liberal Arts majors has increased 56%, while the number of FTE BOR appointed program faculty has increased by only 6 ½ % over the same two years.** The huge numbers of additional classes at UHMC are being taught by increasing numbers of lecturers, who do not shoulder the responsibilities that BOR appointed faculty fulfill. Hiring of additional faculty in full time positions is necessary and has become critical in order to maintain UHMC's quality of instructional and counseling services. (See tables 1, 2, & 5 on pp. 8, 9, & 10)
- Average class size in Liberal Arts for 09-10 was 24.7, and has steadily increased from 21 in 2006. Average class size for the whole of UHMC for fall 2009 was 23 and for spring 2010 was 22. During the last three semesters of dramatic growth, Liberal Arts 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. UHMC has responded quickly to increased demand, has supplied the additional Liberal Arts classes each semester as needed, and has continued to fill them efficiently with a 94% fill rate during FY 09-10. (See tables 3 & 4 on p. 9)
- The number of majors per FTE BOR Appointed Faculty continues to rise markedly: from 45.5 to 53.3 over the last year and from 29 to 45.5 for the year before that. (See table 5 on p. 10) Liberal Arts is over-burdening its human resources, resulting in less support for students in terms of faculty advising and consultation. There are proportionally fewer faculty members shouldering the responsibilities that increased enrollment brings, and there is a need for more faculty positions to replace lecturers.

Liberal Arts Program Review

- UHMC has a shortage of qualified lecturers in many important areas, particularly STEM, and that makes the hiring of lecturers to fill such a large portion of the teaching assignments especially perilous. UHMC occasionally must use less qualified lecturers when the students would be better served by recruiting and hiring full time faculty.
- 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 Communication, English, Geography/GIS, Math, and the Social Sciences. The number of Analytic FTE Faculty is 54.7, whereas the number of BOR Appointed FTE Faculty is 37.8. (See last bullet on p. 9 & table 5 on p. 10) The number of tenured faculty remains at a marked deficit. UHMC has partially addressed this deficit by hiring full time lecturers. During fall semester 2010, UHMC employed five English lecturers with a five course load and three English lecturers with a four course load. A BOR policy on the use of lecturers states that the college should avoid the practice of hiring full-time lecturers.

Significant Program Actions

Since the implementation of University of Hawaii Maui College’s new AA in fall 2008, many students are on track to earn this AA Degree. Over the last year, as issues pertaining to the degree surfaced, a structure has been put into place to address these issues, and many small changes have been approved by the Liberal Arts faculty to refine the AA Degree.

In January of 2010 a subcommittee of the Liberal Arts faculty was formed called the AA Program Committee, consisting of the Liberal Arts Coordinator and a faculty member from each of the following areas: English, Humanities, Science, Social Science, Math, and Counseling. This committee has met once or twice a month during spring and fall semester 2010 to make recommendations to the Liberal Arts faculty at their monthly meetings.

The following decisions have been made by majority vote at Liberal Arts faculty meetings from November 2009 until October 2010:

1. Special Topics classes will fulfill only Category III elective credits or focus credits in the AA Degree, with the exception of Hawaiian Studies Special Topics classes, which will fulfill the Hawai`i Emphasis requirement.
2. In order for a course to fulfill a particular category requirement of the AA Degree, it must meet all of the hallmarks for that category.

Liberal Arts Program Review

3. Decisions of the Liberal Arts faculty will be made by a simple majority vote of the faculty present at Liberal Arts meetings. An agenda for each meeting will be emailed to the faculty about a week before the meeting.
4. Revision and subsequent approval of every Program Learning Outcome (PLO) of the AA Degree Program, including the writing of an additional sixth PLO to address the program's Human Expression requirement.
5. Revision and subsequent approval of hallmarks for every PLO of the AA Degree (2-6 hallmarks per PLO).
6. Elimination of the Information Retrieval and Technology requirement. The three courses that fulfilled this requirement do not achieve the learning outcomes desired by the Liberal Arts faculty, and do not serve the needs of many of our students. Furthermore, the General Education area already addresses Information Technology.
7. Elimination of the Global Perspective requirement in Category II: Human Understanding of the Community. Global Perspective is already required in three courses in two other areas of the AA Degree.
8. Reduction of the Human Expression requirement from 6 credits to 5 credits.
9. Elimination of the Science Lab graduation requirement since there is already an Environmental Awareness natural science lab requirement in the AA Degree.
10. Addition of two courses to the Environmental Awareness category.
11. Removal of foundations courses from the Category II Human Understanding category, so it is clear to students that they cannot use these courses in this category.

The following actions were accomplished during 2010 in the interests of furthering the goals of the Liberal Arts faculty and the AA Degree Program:

1. Apply Diversification codes to each course in preparation for adding Diversification codes to the 2011-2012 UHMC catalog.
2. Investigate the idea of a reading competency entrance requirement for the AA Degree Program, including researching how such a requirement is working out at Hawaii CC, and deciding not to pursue it at this time.
3. Create a list of the most highly enrolled Liberal Arts courses taken by AA graduates. Utilize this list to select possible courses for assessing AA Degree Program Learning Outcomes (PLOs).
4. Create a timeline to assess AA Degree Program Learning Outcomes starting in fall 2010 by assessing the most highly enrolled Liberal Arts courses taken by AA graduates.
5. Create a list of the faculty who teach the courses selected as possibilities for assessing the PLOs.
6. Add five courses to Category II: Human Expression, which fulfill the Human Expression hallmarks.

Liberal Arts Program Review

As a result of an extensive review of the Developmental Math curriculum, the UHMC Math Department implemented a developmental math course redesign in fall 2010. Details of this redesign will be reported in UHMC's Developmental Education Report.

Part III: Action Plan

1. Transition to an AA Degree Program Review rather than continuing to write a Liberal Arts Program Review.
2. Transition to gathering of data for the AA Degree Program rather than the broader Liberal Arts.
3. Transition to reporting on only the 100 level or higher courses included in the AA Degree in future AA Degree Program Reviews. Even though many Liberal Arts faculty teach both college level and developmental courses, only college level courses should be included in future Program Reviews.
4. Add and/or fill faculty positions in the Social Sciences, Communication, English, and Math.
5. Focus attention on the AA Degree as the operative "program" within Liberal Arts. A large percentage of the Liberal Arts curriculum supports general education and developmental education and is not assessed as a program. The general education and developmental education portions of Liberal Arts are evaluated in separate reports. The goal of the Liberal Arts faculty is to write an annual AA Degree Program Review that assesses only the Associate of Arts Degree. Defining the Program Review in this way is essential because all of the BOR approved AA, AS, and AAS Degrees use certain Liberal Arts classes and will be including assessment of those classes required by their majors in their respective Program Reviews. For example, the newly approved AS Degree in Natural Science with a concentration in Biological or Physical Science will be assessing two Liberal Arts classes, Chemistry 161 and Chemistry 161L, in their Program Review, since those two classes are important requirements for the degree. UHMC has already identified the most highly enrolled Liberal Arts classes taken by AA Degree graduates, and the AA Degree Committee has chosen which of these courses will be assessed by the AA Degree Program for the 2011 Program Review. (See p. 6) All the other BOR approved degree programs that fall under the umbrella of the Liberal Arts will be writing program reviews that assess the particular Liberal Arts courses required for graduation with their degree.

Liberal Arts Program Review

Liberal Arts is currently a catch-all category for students pursuing a wide variety of goals that may not include an AA Degree. 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). Since the AA Degree is the Board of Regents sanctioned program within the broader based area of General Education/Liberal Arts, refining the AA Degree Program is necessary and will involve addressing the following three challenges on which we were unable to make significant progress during the last year:

- Identifying and documenting AA Degree “majors” by working with the Banner system, the New Student Orientation (NSO), and/or counselors. The Banner system has not been able to assist in identifying majors accurately. Counselors appear to be the only viable way to identify a student’s major and update this information as students’ academic goals change from semester to semester. But the counseling department is already overtaxed with increased enrollment and no increase in staffing. The NSO has a full and important agenda and only through sessions with counselors can NSO help us identify “majors.” The best solution would be to change Banner so that students declare their intention to earn the AA Degree through the Banner system.
 - Identifying students who “succeed” in the AA Degree Program by transferring to a two-year or four-year institution outside of the UH system. These students are currently identified as Liberal Arts majors but are not counted as AA Degree graduates. They have, however, clearly “succeeded” at UHMC. UHMC has not found a way to collect this information.
 - Focusing on the AA degree as the “major” rather than the broad and disparate group of students encompassed by the label of “Liberal Arts major” that is currently used. This also means separating developmental courses from the AA Degree Program and not evaluating them as part of the AA Degree Program Review (formerly the Liberal Arts Program Review).
6. Create a designation for life-long learners who have no desire to earn degrees or certificates, so they are not labeled as “majors.”
 7. Streamline the registration process for life-long learners, who are frustrated by the process of repeated registration.
 8. Publish UHMC's Diversification Categories in the 2011-2012 catalog.

Liberal Arts Program Review

9. Rewrite the mission statement for the AA Degree Program.
10. Create a rubric or other method to assess each PLO of the AA Degree, using the hallmarks that were rewritten in spring and fall 2010 to guide the assessment.
11. Train volunteer faculty (who teach the most highly enrolled liberal arts courses taken by AA graduates) in methods for assessing AA Degree Program Learning Outcomes. Guide faculty in identifying a signature activity or assignment in their courses that can be used to collect evidence pertaining to their students' achievement of particular Program Learning Outcomes.
12. Evaluate all courses that are currently listed as fulfilling both the Individual and the Community Human Understanding requirement, and choose which category is the best fit for each course, so that no course continues to fulfill both category requirements.
13. Verify that courses listed in more than one designation in category II (Breadth of Understanding and Experience) truly meet the hallmark requirements of those multiple designations. Identify courses that meet hallmark requirements but are not currently listed as fulfilling AA Degree categories. Start a re-evaluation the SLOs of Liberal Arts courses to verify that they fulfill the hallmark requirements for the category where they are currently placed. Amend the catalog to reflect any changes that are made.
14. Investigate possible causes for the decrease in persistence in on-line Liberal Arts classes, and look for strategies to improve persistence.

Part IV: Resource Implications

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.

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

Liberal Arts Program Review

Table 9: Data supporting the hiring of full time tenure track faculty in certain disciplines.

| Subject area | F09 ave. class size | F10 ave. class size | F09 classes | F10 classes | F09 SSH | F10 SSH | F09 BOR appointed faculty | F10 BOR appointed faculty | Cost and # of faculty needed | |
|-------------------|---------------------|---------------------|-------------|-------------|---------|---------|---------------------------|---------------------------|------------------------------|--|
| Geography /GIS | 29 | 28 | 3 | 4 | 264 | 336 | 0 | 0 | One @ \$55,000 | |
| Sociology | 31 | 32 | 8 | 8 | 744 | 768 | 0 | 0 | One @ \$55,000 | |
| Political Science | 25 | 17 | 3 | 4 | 228 | 201 | 0 | 0 | One @ \$55,000 | |
| English | 21 | 21 | 76 | 79 | 4686 | 4863 | 8 | 5 (2 vacant positions) | Three @ \$165,000 | |
| Math | 26 | 20* | 51 | 64 | 4004 | 4205 | 4 | 4 | Two @ \$110,000 | |
| Communication | 24 | 23** | 14 | 17 | 1017 | 1179 | 1 | 1 | One @ \$55,000 | |

*The Math redesign (implemented for fall 2010) requires that Math classes be capped at 20.

**Seven of the thirteen Fall 2010 Communication classes required a cap of 20 because they were Writing Intensive (four classes) or because they were held in a room with a 20 student capacity (three additional classes).

The table above shows the need for one position in Geography, another in Political Science, and one or two positions in Sociology. 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. Without a dedicated faculty member nourishing these disciplines and inspiring students with enthusiasm for their study, courses offered by inexperienced and unqualified lecturers will attract fewer students and slowly be dropped from the curriculum. In fact, these disciplines are not growing in proportion to the college's enrollment growth, most likely due to lack of leadership. These important disciplines require full time BOR appointed faculty members to maintain their vitality. As an example, a Geography teacher who could also teach in the burgeoning field of Geographic Information Systems GIS/GPS (mapping technology) would become a boon to technical education in the whole county, as UHMC promotes the Certificate of Competence: GIS in Ecosystem Management. The newly developed GIS Certificate supports other programs in Sustainable Technology and Natural Resource Management. Furthermore, UHMC could offer and fill a Physical Geography Lab Course on a regular basis if we had the facility and the teacher.

Liberal Arts Program Review

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

Table 10

| English/LSK | F 2009 | Sp 2010 | F 2010 |
|--------------------------------------|---------------|----------------|---------------|
| No. of classes taught by BOR faculty | 29 | 26 | 18 |
| No. of classes taught by lecturers | 49 | 40 | 63 |
| No. of classes overall | 78 | 66 | 81 |
| | | | |
| MATH | | | |
| No. of classes taught by BOR faculty | 16 | 11 | 19 |
| No. of classes taught by lecturers | 35 | 39 | 45 |
| No. of classes overall | 51 | 50 | 64 |
| | | | |
| SOC | | | |
| No. of classes taught by BOR faculty | 1** | 2** | 1 |
| No. of classes taught by lecturers | 7 | 5 | 7 |
| No. of classes overall | 8 | 7 | 8 |
| | | | |
| GEOG / GIS | | | |
| No. of classes taught by BOR faculty | 0 | 0 | 0 |
| No. of classes taught by lecturers | 3 | 4 | 4 |
| No. of classes overall | 3 | 4 | 4 |
| | | | |
| POLS | | | |
| No. of classes taught by BOR faculty | 1* | 1* | 1* |
| No. of classes taught by lecturers | 2 | 3 | 3 |
| No. of classes overall | 3 | 4 | 4 |
| | | | |
| COM | | | |
| No. of classes taught by BOR faculty | 7** | 5*** | 4 |
| No. of classes taught by lecturers | 7 | 7 | 13 |
| No. of classes overall | 14 | 12 | 17 |

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

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

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

As an example of the need for positions in Sociology, in the fall of 2010, 100% of Sociology classes were taught by lecturers.

Liberal Arts Program Review

As an example of the need for positions in English, in the fall of 2010 only 18 out of 68 English and LSK (Learning Skills) classes were taught by full-time BOR appointed faculty. Were it not for the fall semester maternity leave of one BOR appointed faculty member, 23 English and Learning Skills classes (34%) would have been taught by full-time BOR appointed faculty. In the 2009-2010 year, no adjustments have been made by converting lecturer hours to non-tenure track full-time positions in English.

As an example of the need for positions in Math, in the fall of 2010 only nineteen out of sixty four math classes (30%) were taught by BOR appointed faculty. In the 2009-2010 year, no adjustments have been made by converting lecturer hours to non-tenure track full-time positions in Math. The following table illustrates the situation in Math during fall semester 2010:

Table 11

| | MATH classes taught by BOR faculty | MATH classes taught by non-BOR math faculty | Total math classes taught |
|----------------------------|------------------------------------|---|---------------------------|
| College level math courses | 11 (73.3%) | 4 (26.7%) | 15 |
| Developmental or MATH 50 | 8 (16.3%) | 41 (83.7%) | 49 |
| Total math classes taught | 19 (29.7%) | 45 (70.3%) | 64 |

As an example of the need for positions in Communication, in the fall of 2010 only 4 out of 17 Communication classes (24%) were taught by full-time BOR appointed faculty. The one Speech faculty member at UHMC is not available to teach Communication classes because he is teaching 5 Speech classes and a lecturer is teaching an additional Speech class during fall semester 2010, with an average enrollment of 25 students.

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, a need exists 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.

Liberal Arts Program Review

Because Liberal Arts generally supports all other programs at University of Hawaii Maui 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.

2010-2011 Associate in Arts - Liberal Arts

(Name: Last, First, Middle Initial) (UH ID Number)

Graduation Requirements

CREDITS *Students planning to transfer should consult an academic counselor.*

☐ Minimum Applicable: 60 Credits, 100-level or higher

GRADES

☐ Minimum Cumulative GPA: 2.0

RESIDENCY

☐ Minimum UHMC: 12 credits

WRITING INTENSIVE - WI: 2 courses

☐ 1 _____

☐ 2 _____

HAWAI'I EMPHASIS - HI (one course from list below):

☐ AG 265; ANTH 165; BOT 105; BIOL 105, 200; ENG 257E; GEOG 122; GG 103; HAW 101, 102, HAW 104 (formerly known as HAW 100), 201, 202, 221, 261, 262; HIST 284; HWST 100 B/C/D, 107, HWST 111, 205 A/E/I, 207, 211, 213, 231, 262, 270; MUS 114H; POLS 180; REL 205 *Note: Special topics courses offered in HAW or HWST will fulfill this requirement.*

CATEGORY I: FOUNDATIONS/SKILLS

Courses taken to fulfill Category I may not be used to fulfill Category II or Category III.

| Course | Cr | Grade | Sem | Yr | FOUNDATIONS I |
|--------|----|-------|-----|----|---------------|
|--------|----|-------|-----|----|---------------|

English Communication - FW (3 credits):

English 100 (Written Communication)

Global Multicultural Perspectives - FG (6 credits) Take 2 courses, from a different group:

Group A: (Before 1500 CE) HIST 151

Group B: (Since 1500 CE) HIST 152; GEOG 102

Group C: (Pre-history to Present) MUS 107; REL 150

Symbolic Reasoning - FS (3 credits):

MATH 100*, 103*, 112*, 135*, 140*, 203*, 205*, 206*, 231*, 232*; PHIL 110

* Course meets both Symbolic Reasoning (FS) and Numeracy (FN) requirements. Students who select such a course must still meet the minimum 60 credit requirement.

| Course | Cr | Grade | Sem | Yr | FOUNDATIONS II |
|--------|----|-------|-----|----|----------------|
|--------|----|-------|-----|----|----------------|

Numeracy - FN (3 credits):

CHEM 151, 161, 162; MATH 100*, 103*, 111, 112*, 115, 135*, 140*, 203*, 205*, MATH 206*, 231*, 232*; PHYS 151, 152, 170, 272; PSY 213

* Course meets both Symbolic Reasoning (FS) and Numeracy (FN) requirements. Students who select such a course must still meet the minimum 60 credit requirement.

Oral Communication in English - FO (3 credits):

BUS/COM 130, COM 145, 210; DRAM 221, 222; SP 151, 231, 251

The UHMC Oral Communication requirement does not satisfy the UH Manoa Oral requirement. Selected courses may satisfy the UH-West O'ahu Oral requirement. Check with a counselor.

Liberal Arts Program Review

CATEGORY II: BREADTH OF UNDERSTANDING & EXPERIENCE

Double use of courses allowed in Category II.

Course Cr Grade Sem Yr **Human Understanding (9 credits total): 3 courses**

The Individual - IN (3 credits): 1 course

ANTH 215; BIOL 100, 151; COM 145; FAMR 230, 244; FSHN 185, 285; HAW 101, 102, 104, HAW 201, 202, 221; HSER 140; HUM 100; HWST 100 B/C/D; IS 105; PHIL 100, 109; PSY 170, PSY 240, 251, 260; ZOOL 141, 142

The Community - CO (6 credits): 2 courses

AJ 210 (x-listed as SOC 231); ANTH 200, 235 (x-listed as HIST 288); ART 101, 170; BOT 105; COM 210, 215 (x-listed as PSY 253); DRAM 101; ECON 120, 130, 131; ED 245 (x-listed as FAMR 235); ENG 250-257 (all topics); FAMR 235 (x-listed as ED 245); GEOG 122, 151; HAW 101, 102, 104, 201, 202, 221, 261, 262; HIST 241, 242, 253, 281, 282, 284, 288 (x-listed as ANTH 235); HSER 110, 111, 245, 268, 270; HUM 100; HWST 100 B/C/D, 107, 111, 211, HWST 231, 262, 270; LING 102; MUS 106, 167; PHIL 101, 102, 109; POLS 110, 120, 180; PSY 100, 202, 250, 253 (x-listed as COM 215); REL 205; SOC 100, 218, 231 (x-listed as AJ 210), SOC 251; SPAN 272

Course Cr Grade Sem Yr **Human Expression - HE (5 credits): 2 courses**

AEC 114; ART 101, 105, 113, 115, 123 B/C/D, 161 (x-listed as ICS 161), 205 (x-listed as ICS 205), ART 218 (x-listed as ICS 261), 221, 223, 243, 244; DNCE 131, 132, 141; DRAM 101, 221, 222, DRAM 280; ENG 104; FT 111, 216; HAW 104; HWST 205 A/E/L, 231, 262, 270; ICS 161 (x-listed as ART 161), ICS 205 (x-listed as ART 205), 261 (x-listed as ART 218); MUS 108, 114, MUS 114H, 121 C/D, 122 C/D, 123, 124, 180, 216, 253, 271, 272; SP 151, 231, 251

Course Cr Grade Sem Yr **Environmental Awareness - EA (7 credits): 2 courses (3 if lab is separate) - at least one course from a global perspective (EG)--courses are underlined--and one course with a lab (EL) offered in relation to a natural science. Refer to the 2010-11 General Catalog for courses with EL designations to meet this lab requirement.**

(Global) AG 200, 250, 265; ANTH 165, 210, 210L, 215; ASTR 110, 110L; BIOC 241, 244; BIOL 101 (x-listed as SCI 121), BIOL 102 (x-listed as BOT 101), 103 (x-listed as ZOOL 101), 105, 124, 124L, BIOL 171, 171L, BIOL 172, 172L, 200, 226; BOT 101 (x-listed as BIOL 102), 105 (x-listed as HWST 211); GEOG 101, 101L; GIS 150 (x-listed as ICS 150), 180; GG 101, 103; HWST 100D, HWST 207, 211 (x-listed as BOT 105), 213; ICS 150 (x-listed as GIS 150); OCN 201, 201L; PHYS 151, 152, 170, 272; SCI 121 (x-listed as BIOL 101), 122; ZOOL 101 (x-listed as BIOL 103), ZOOL 200

(Lab)

Course Cr Grade Sem Yr **Asia/Pacific Perspective - AP (3 credits): 1 course**

ANTH 235 (x-listed as HIST 288); EALA 272; HIST 241, 242, 288 (x-listed as ANTH 235); HWST 107; JPNS 101, 102, 201, 202; PHIL 102

CATEGORY III: FOCUS/ SPECIALIZATION/ AREA OF INTEREST

Course Cr Grade Sem Yr **Area of Interest (6 credits): Two additional courses in the same discipline/alpha.**

1

2

Course Cr Grade Sem Yr **Electives (to meet a minimum 60 credits of course work 100-level or higher, and graduation requirements)**

"Environmental Awareness" Global Perspective (EG) Courses: AG 200; ANTH 215; ASTR 110, 110L; BIOL 101 (x-listed as SCI 121), BIOL 102 (x-listed as BOT 101), BIOL 103 (x-listed as ZOOL 101); BIOL 124, 124L; BOT 101 (x-listed as BIOL 102); GEOG 101, GEOG 101L; GIS 180; GG 101; OCN 201, 201L; SCI 121 (x-listed as BIOL 101), SCI 122; ZOOL 101 (x-listed as BIOL 103); ZOOL 200

8/23/2010