

**University of Hawaii
Maui Community College**

**Liberal Arts
Program Review**

October 2006

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Introduction

This Liberal Arts Program Review was requested by Vice Chancellor flo wiger in the Fall 2006 semester. She asked that the reviewer use a model different from previous Maui Community College program reviews. This review was patterned after the Kapiolani Community College Liberal Arts Program Review and is somewhat different in focus from our other program reviews.

Data is from MAPS and the Maui Community College office of Institutional research. This review has been circulated among liberal arts faculty and counselors for input, much of which is included here. The final draft was examined by members of the ad hoc Liberal Arts Program Review Committee.

This is the first Liberal Arts Program Review undertaking in many years. So the intent of this document is to present a starting point, a spring board for future Liberal Arts Program Reviews. In the coming years, the Maui Community College Liberal Arts Program may choose to add to, or delete items included in this report as needs dictate. RW

**Maui Community College
Liberal Arts Program Review**

1. OVERVIEW OF THE 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 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. Further, we provide a sequence of English classes designed to meet the liberal arts needs of English Second Language (ESL) students.

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 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.

2. **Purpose**

The purpose of this program review is to provide a regular assessment of the effectiveness of the Liberal Arts Program. This review was conducted by faculty and staff in the program, based on agreed upon measures and program plans. This review provides for assessment of student learning, program demand, efficiency, analysis of external factors impacting the program, and recommendations for program improvements. The review results will be used for decisions relating to program improvement and program modification.

This is the first Liberal Arts Program Review conducted by the college in many years. As such, it shall serve as a springboard for future Liberal Arts program reviews. All data pertain to, and are derived from, school years 2001-2005 unless otherwise noted.

3. **Related University Policies**

- a. Board of Regents Policy, Section 5-1.b Review of Established Programs
- b. University of Hawaii Systemwide Executive Policy, E5.202 Review of Established Programs

4. **Data Elements**

A. Demand

- **Number of Liberal Arts Majors:** 1183

F01	F02	F03	F04	F05
988	1,291	1,258	1,195	1,183

There is a 8.4% decrease since F02 in liberal arts majors. This 3-year decline may be linked to the extremely low unemployment rate in Maui County. Liberal Arts enrollment is in direct competition with the job market on Maui.

- **Number of New Majors:** 300 (no historical data)
- **Number of Applicants:** 449 (no historical data)
- **Number of FTE Majors:** 1046 (no historical data)
FTE has fallen from F04 showing a decrease of 2% (see below)
- **Number of FTE Faculty:**

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- **Number of Student Semester Hours (SSH):** 15,305
SSH in Liberal Arts has decreased from 15,692 in F04 to 15,305 in F05 (see below).

B. Effectiveness

- **Satisfaction Surveys**

According to the 2006 national Community College Survey of Student Engagement (CCSSE), MCC was rated higher than other small community colleges in student satisfaction. The student response to the question, "Do you feel that this college contributed to your knowledge, skill, and personal development in acquiring a broad general education" was:

	Yes	no
MCC	72%	28%%
Other small colleges	70.6%	29.4%
All surveyed colleges	69.7%	30.3%

36% were *very satisfied* with the academic preparation they received and 55% gave the college a *satisfied* rating. 48% of graduates rated their experience at MCC as *excellent* while an additional 48% rated their college experience here as *good*.

C. Program

- **Number of Degrees Awarded**

F01	F02	F03	F04	F05
47	68	79	95	108

- **Incoming Transfer Rate:** 235 (no historical data available)
- **First-time MCC transfers to UH Manoa:** 26 (2003 data)
- **First-time MCC transfers to UH Hilo:** 4 (2003 data)
- **First-time MCC transfers to UH West Oahu:** 16 (2003 data)

D. Efficiency

- **SSH Students per SSH Faculty**

F01	F02	F03	F04	F05	F01	F02	F03	F04	F05
13,345	14,863	15,309	15,692	15,305	890	991	1,021	1,046	1,022

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- **Average Class Size**

F01	F02	F03	F04	F05
20	23	27	24	25

- **Number of Classes Taught**

F01	F02	F03	F04	F05
213	211	186	213	204

5. Curriculum

The Associate of Arts (A.A.) degree is granted to students completing a two-year program for transfer to a four-year institution and to students desiring two years of general education beyond high school. Only courses numbered 100 and above can be applied toward this degree, with the exception of specific Applied Studies Courses. Students who have earned an articulated Associate in Arts degree from a University of Hawaii Community college shall be accepted as having fulfilled the General Education core requirements at all other University of Hawaii campuses.

While an articulated Associate in Arts degree satisfies General Education core requirements, students must also complete all specialized lower-division, major, college, and degree/graduation requirements. Additional campus-specific requirements, such as competency in a foreign language or writing-intensive courses, may also be required.

Requirements for the current AA degree are listed in the appendix.

MCC AA Revision

Over the last twelve years there has been an on-going review, assessment and revision of the General Education Core requirements throughout the entire University of Hawaii system. As a result, Maui Community College undertook a revision of its AA degree requirements. A committee was formed in 2000 to accomplish this work. Many other revisions have also taken place in the interim time, but finally the MCC committee has been able to complete its revisions and present them for review and

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acceptance by the campus community. Criteria for the proposed AA are found in the appendix.

Assessment

There has been a strong focus on assessment for the past several years. Student Learning Outcomes and COWIQs have been developed for all liberal arts courses. Student learning outcomes and COWIQs are listed in all course outlines and in the syllabi. Work in the assessment development area is ongoing.

6. Summary

This is the first liberal arts program review in many years. As mentioned above, the intent of this document is to serve as a starting point for future reviews. From this initial compendium, liberal arts faculty will be able to monitor the general health of the program and make necessary adjustments. After all, the liberal arts program is not an unchangeable, immutable structure; it is dynamic. Indeed, its very health is dependent on the plasticity of its structure.

The data reviewed shows some interesting trends.

- Enrollment has declined 8.4% in 4 years. This may be due to the low unemployment rate on Maui
- FTE and SSH are dropping
- Class size is growing
- In spite of enrollment decline, the number of degrees awarded has increased by 57% over the past 5 years
- The number of courses offered appears to be in decline
- 46 students transferred to 4-year institutions
- There is currently no tracking system in place whereby we can know whether these transferees received an AA

7. Recommendations

1. Undertake a liberal arts program review annually, for its very efficacy will become apparent only upon the collection and study of years of data.
2. Appoint a liberal arts program coordinator. It may seem to some that, under the current reorganization, where many liberal arts disciplines are broken into discrete departments, there is little or

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no need for a liberal arts program coordinator. However, due to the very fractious nature of this current structure, the need for a program coordinator is stronger than ever. Liberal Arts is the largest program on campus. As such it affects the very essence of this college. For the program 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 should be the responsibility of the liberal arts program coordinator.

3. Make the proposed Associate of Arts degree a priority. After years of sitting in limbo it is time for the institution to either effect a commitment to it or move on. The philosophy of this proposed degree appears, to this committee, to be more in line with our students' needs than the existing degree.
4. Find a way for the Banner system to track our graduates and transferees. Currently there is no way to know which graduates successfully entered a four-year institution.
5. Monitor very closely the falling enrollment numbers.
6. Classify students' areas of concentration. At this time, the college does not know the status of our customers' educational goals; they are classified simply as "liberal arts majors". This prevents us from knowing what our curriculum concentrations should be and prohibits us from correctly populating our records. Counselors and faculty need to know the plans of our students; are they degree seekers? Planning to transfer? Or are they lifelong learners? Currently we cannot say, for simply listing them as liberal arts majors does not give enough information for us to help students plan for their future education.
7. To offset the declining enrollment, the college should pay attention to, and offer more classes that draw from, the local and international population's needs. To this end, it is suggested that full-time, tenure-track positions in the following liberal arts areas be created:
 - Geography
 - Sociology
 - Music
 - Art

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- Political Science
- English
- Math
- Biology
- Counseling
- Spanish

8. Utilize more fully the University Center 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.

Appendix