

**University of Hawai`i**

**Maui College**

**Liberal Arts**

**Associate in Arts Degree  
Program Review**

**2011-2012**

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## Mission of the Associate in Arts Degree Program in Liberal Arts

The Associate in Arts Degree Program in Liberal Arts is designed to provide students with a broad education in liberal arts and/or to prepare them for transfer to a baccalaureate degree program at a four-year college or university.

### I. QUANTITATIVE INDICATORS

#### A. Demand based on enrollment

- **Number of students with a focus in the Liberal Arts** **FY 11-12: 2149**

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

<b>F 07</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
1,288	1,574	2014	2160	2149
12% increase	22% increase	28% increase	7% increase	½% (.5%) decrease

The number of students categorized as Liberal Arts majors in 2011 gave way in 2011-2012 to a slight ½ % decrease after many years of increases.

- **SSH for students declaring a Liberal Arts major: 25,598**  
Student Semester Hours (SSH) for students declaring as Liberal Arts major have also decreased for the first time in recent years this past year, with a 4% decrease.
- **SSH for non-Liberal Arts Majors: 13,528**  
SSH in Liberal Arts classes for majors in other programs have increased just over 3% in the last year as compared to an 11% increase in 10-11, a 27% increase in 09-10, and a 62% increase in 08-09.
- **SSH for all Liberal Arts classes: 39,126**  
SSH in all Liberal Arts classes have decreased 1 ½ % in the last year as compared to a 8% increase in 10-11, a 29% increase in 09-10, and an 86% increase in 08-09.
- **FTE Enrollment for students with a focus in the Liberal Arts: 1,304**  
The number of Full Time Equivalents (FTE) has similarly decreased 1 ½% in the last year after an increase of 8% in 10-11 and a dramatic increase of 29% in 09-10. FTE is calculated as 15 credits per term.

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- **Number of Liberal Arts Classes Taught: 570**

Appropriately, with the moderate decreases in SSH and FTE for Liberal Arts Majors, the number of Liberal Arts classes have basically stayed the same as a year ago, with only three more classes offered than during the previous year. This slight  $\frac{1}{2}$  % increase is a significant contrast to a 14% increase in Liberal Arts classes in 10-11, a 24% increase in 09-10, and a 77% increase in 08-09. From 2008 to 2011, a 150% increase occurred in Liberal Arts classes offered over three years. (See table below)

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

<b>F07</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
227	401	496	567	570
	77% increase	24% increase	14% increase	$\frac{1}{2}$ % increase

### B. Efficiency

- **Average Class Size in Liberal Arts classes: 22.9**

**Table 3: Average class size in Liberal Arts classes**

<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
23.6	24.7	23.7	22.9

- **Fill Rate: 92%**

**Table 4: Fill rate in Liberal Arts classes**

<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
91%	94%	92%	88%

- **FTE BOR appointed program faculty: 32.3**

The number of Full Time Equivalent Board of Regents (BOR) appointed program faculty has increased to 32.3 from the previous year's 30. This positive news reflects the hiring of two full time English faculty, one full time Art faculty, one full time Music faculty, and one full time Anthropology faculty to fill vacancies. No new positions were created in Liberal Arts. Furthermore, Liberal Arts is far from caught up to the FTE BOR in 2009-2010, which was 37.8. The current number of 32.3 reflects a continued failure to add new positions in areas where more and more lecturers are being hired full time to teach the growing number of liberal arts classes.

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- **Number of majors per FTE BOR Appointed Faculty: 66.6**  
This number decreased from 72 the previous year, indicating that filling several vacant positions began to address the Liberal Arts' need for more faculty positions. As enrollment increased substantially during 2008-2011, hiring did not keep up with enrollment increases.

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

07-08	08-09	09-10	10-11	11-12
29	45.5	53.3	72.0	66.6

- **Analytic FTE Faculty: 64.2**
- **Number of Low-Enrolled Classes (Under 10 Enrolled): 36**

The number of low-enrolled classes jumped dramatically from 19 in 2010-2011. Considering that 2011-2012 was a "transition" year, when UHMC shifted from enrollment increases to slightly decreased enrollment, an increased number of low-enrolled classes is not surprising.

### C. Effectiveness

- **Successful Completion: 73%**
- **Withdrawals: 846**
- **Persistence of majors fall to spring: 72%**

**Table 6: Persistence**

	07-08	08-09	09-10	10-11	11-12
Face to face classes	66%	70%	73%	72	72
Online classes		76%	70%	79	69

- **Number of AA Degrees Awarded: 161**

**Table 7: AA Degrees awarded 2006-2012**

2006-7	2007-8	2008-9	2009-10	2010-11	2011-12
97	96	96	122	152	161

- **Number of students classified as Liberal Arts majors transferring within the UH System without earning an AA Degree: 69**

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.

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 studies 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.

## II. OUTCOME AND GOAL ACHIEVEMENT

### A. Program Learning Outcomes (SLO)

In addition to the General Education Student Learning Outcomes, students who successfully complete the AA 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.

### Program Map

See pp. 13-14 in UHMC’s 2012-2013 online catalog. Note: pp. 13-14 in the printed version of the catalog is not current.

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**Assessment Plan**

AA PLOs	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Students will demonstrate knowledge of the individual in relation to behavior, ideas and values.	PSY 240 (indirect)	PSY 240 BIOL 100 (indirect)	PSY 100 & PSY 240 (direct)	Analysis of direct assessments			Comprehensive Review
Students will demonstrate knowledge of the diversity of human conditions and cultures in local and global communities.		HIST 151 & 152 SOC 100 (indirect)			Direct assessment of PLO #2	Analysis of direct assessments	Comprehensive Review
Students will demonstrate knowledge of techniques of creative expression and its evaluation.	ART 105 (direct)	HUM 100 (indirect) ART 105 ART 243/244 (direct & indirect)	HUM 100 (indirect) ART 105 ART 243/244 (direct & indirect)	Analysis of direct assessments	Direct assessment of PLO #3	Analysis of direct assessments	Comprehensive Review
Students will demonstrate knowledge of natural systems and environmental issues.		BOT 105 OCN 201 ASTR 110 (indirect)	BOT 105 (indirect)				Comprehensive Review
Students will demonstrate knowledge of the multiple dimensions of the Asia/Pacific region.		HIST 242 (indirect)	BOT 105 (indirect)	Direct assessment of PLO #5	Analysis of direct assessments	Further work depending on analysis	Comprehensive Review
Students will demonstrate knowledge of the multiple dimensions of Hawai'i.		GEOG 122 HAW 107 BOT 105 (indirect)		Direct assessment of PLO #6	Analysis of direct assessments	Further work depending on analysis	Comprehensive Review

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### B. Analysis of Student Outcome and Goal Achievement

Initial assessment of the AA Degree in Liberal Arts at UHMC consisted of numerous indirect assessments covering all six PLOs during spring and fall semesters of 2011. Various Liberal Arts faculty members completed indirect assessments of all six PLOs of the AA Degree in a few select courses that are widely taken by AA Degree graduates. Data collected and conclusions drawn from these assessments were reported in the 2010-2011 Program Review. Individual faculty participants reported various changes to their teaching strategies as a result of the evaluation. The indirect assessments resulted in encouraging data in relation to student learning and were also reported in the 2010-2011 Program Review. However, the Liberal Arts faculty recognized the drawbacks of these testimonial-style indirect assessments, in that they relied on students' own evaluation of their level of learning, and were impossible to verify. Therefore, more robust direct assessments were conducted during fall semester 2011 and spring and fall semesters 2012.

During the fall 2011 semester, direct assessments of two PLOs of the AA Degree were completed in ART 105 (Human Expression PLO) and PSY 100 (Human Understanding of the Individual PLO). These direct assessments were evaluated by the Liberal Arts faculty in a dedicated "assessment evaluation session" during January 2012. The faculty who participated responded to this session with criticism of the process and many suggestions for improvement. Faculty outside the disciplines being evaluated, reported that they lacked confidence judging the student work presented, which was presented without any explanation or context provided by the teacher. After the teacher described the context for the assignment within the rest of the course work and in relation to the PLO hallmarks, faculty in other disciplines felt better able to decide if it was exemplary, minimally passing, or unacceptable for graduation with an AA Degree. Samples of student work collected from one course in fall 2011 came from two different assignments, making it difficult to compare its quality. (See p. 11 in this document, for changes which were implemented during the November 2, 2012 assessment activity involving all Liberal Arts faculty.)

During the spring of 2012, Liberal Arts faculty decided that the level of achievement required of graduates earning the AA Degree in Liberal Arts should demonstrate sufficient understanding of AA Degree Program Learning Outcomes and their associated hallmarks to demonstrate the proficiency expected from a UHMC graduate earning the degree. This "expected proficiency" is not precisely measurable or quantifiable, and so must be determined through faculty discussions such as those arising out of the current assessment process.

Direct assessments of two further PLOs of the AA Degree (Hawai'i Emphasis and Asia/Pacific Emphasis) were undertaken during the spring 2012 semester in three separate courses taught by four faculty members. Since only a small number of faculty members collected samples of student work for the Asia/Pacific Emphasis PLO, it was decided to analyze only the Hawai'i Emphasis assessment material collected.

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An evaluation of the spring 2012 assessments of the Hawai'i Emphasis PLO was undertaken by a group of 32 volunteer Liberal Arts faculty members who met on Nov. 2, 2012. Faculty from many disciplines in the Liberal Arts looked over samples of "exemplary" and "minimally passing" student work from the three courses, along with written commentary by the teacher (to give context to the student work in relation to the PLO, the related hallmarks, and other course work). The 32 faculty participated in discussion, heard additional clarification from one of the teachers who had conducted the assessment, and wrote comments about whether the quality of the sampled student work is adequate for UHMC graduates in the Liberal Arts program.

The comments written during this evaluation were subsequently typed up and will be distributed for further discussion, evaluation, and action planning. Also, comments about improving the assessment process were collected. These comments, as well as many more comments delivered orally during discussions among Liberal Arts faculty, will be evaluated before planning the next Liberal Arts assessment activity during spring 2013.

The form that faculty filled out to accompany the samples of student work collected for this assessment activity is below:

### Faculty Report on Evidence of AA Degree Program Learning Outcome Achievement

PLO that your course is most closely related to: **Multiple dimensions of Hawai'i**

*Please use the following guidelines to select appropriate evidence of student learning for this assessment activity:*

1. Select two samples of student learning evidence, one that demonstrates exemplary achievement of this program learning outcome (PLO) and another that demonstrates minimal "exit-level" achievement for the AA degree. Choose evidence from an "embedded" assignment, project, or exam that normally exists as part of your course.
2. Review the following hallmarks for the PLO to assure that the evidence correlates adequately with the PLO:

To satisfy the **Hawai'i Emphasis** requirement, a course will:

- Develop students' understanding of the cultural perspectives, values, and world views of Native Hawaiians through assignments or practices rooted in Hawaiian experiences and traditions.
- Develop students' understanding of at least one topic that is crucial to an understanding of the histories, cultures, beliefs, or arts of Hawai'i; or the societal, political, economic, or technological processes of Hawai'i -- for example, the relationships of societal structures to the natural environment.



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- Foster multi-cultural respect and understanding through in-depth analysis or understanding of the Hawaiian issues being studied.

3. Select evidence produced with an appropriate degree of independence. In general, student work that responds to highly prescriptive directions is not appropriate for this assessment activity.

*Please provide the information requested below. Attach this report to each sample of student learning you provide.*

*This evidence is rated:*

- ☐ Exemplary level competence
- ☐ Minimal level competence

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*Please briefly describe your assessment of the evidence as it correlates with the PLO Hallmarks; identify qualities in the student work that establish "exit-level" quality appropriate for the AA degree:*

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*Please briefly describe course work designed to prepare this student to demonstrate this Program Learning Outcome:*

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*Please briefly describe any coursework through which students demonstrate achievement of PLO hallmarks other than those demonstrated by this evidence:*

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The AA Degree Program Committee (consisting of a chair and seven representatives from various discipline areas in the Liberal Arts) met on Nov. 9, 2012 to discuss the assessment process and the feedback acquired during the Nov. 2, 2012 Liberal Arts Faculty meeting.

At the Nov. 2 meeting, 13 Liberal Arts faculty members filled out an assessment form for HIST 284 (History of Hawai'i), 18 faculty members filled out an assessment form for HWST 107 (Hawai'i: Center of the Pacific), and 20 faculty members filled out an assessment form for BOT 105/HWST 211 (Hawaiian Ethnobotany). When faculty members evaluated student work that was categorized as "minimally passing" or "C" work, they concluded in 37 cases (73%) that the evidence of student learning demonstrated sufficient understanding of the hallmarks associated with Hawai'i Emphasis to demonstrate the proficiency we would expect from a UHMC graduate

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earning the AA Degree in Liberal Arts. In 14 cases (27%), faculty members concluded that the “minimally passing” student work did **not** demonstrate sufficient evidence of the hallmarks associated with Hawai'i Emphasis to demonstrate the proficiency we would expect from a UHMC graduate earning the AA Degree in Liberal Arts. The comments written on assessment forms recommending actions by the teachers to improve student learning outcomes or recommending revisions of the assessment process will be the basis for further action in spring 2013.

During Liberal Arts faculty discussions, the question has come up repeatedly, “What constitutes ‘college-level’ work?” The Liberal Arts faculty agrees that this question is central to our assessment work; agrees that this question must be asked and discussed repeatedly; and agrees that ultimately, “college-level work” cannot be precisely defined except on a case-by-case basis. To engage in asking this question time and time again, and to answer it in relation to our students’ specific achievements will, however, consistently foster meaningful discussion among our faculty during every step of the assessment process, and will promote work on improving student learning outcomes in the Liberal Arts curricula.

Since the question, “What constitutes ‘college-level’ work?” can never truly be nailed down, Liberal Arts faculty are also asking the question, “What do our students need?” This question involves examining how the college and faculty prepare students for a fruitful life which includes work readiness, independent thinking, ability to acquire knowledge, and being well-rounded individuals.

Direct assessments of two further PLOs (Human Understanding of the Community and Human Expression) in up to 8 courses are being undertaken during the fall 2012 semester.

In January, 2012, the Liberal Arts Faculty will meet to look at the comments and data collected from the assessment of the Hawai'i Emphasis PLO, and will discuss what action should be taken based on the feedback collected. The faculty will also discuss the assessment method itself and possible improvements to the process.

The Liberal Arts Coordinator and the AA Degree Program Committee report the following preliminary conclusions from 2012's assessments:

- Better instructions are needed for teachers collecting samples of student work (consider providing examples).
  - Collect exit-level work towards the end of the semester.
  - Explain the context (within the rest of the course work) of the student work sample.
  - Provide more details about the assignment that show how the evidence correlates with the PLO.
  - Provide a grading rubric whenever possible.

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- Consider collecting portfolios of student work rather than individual assignments.
  - Student portfolios could be stressed and encouraged by counselors, faculty, and the New Student Orientation.
  - Emphasize the advantages of keeping portfolios to students for transfer and personal history, and for UHMC assessment purposes.
- Organize assessment activities better with error-free paperwork, better planning, and better preparation.
- Simplify assessment sessions with fewer samples of student work at one time.
- Introduce challenges of assessment process before analysis begins.

### C. Action Plan

Starting fall semester 2012, Liberal Arts faculty are considering a reorganization of the requirements of the AA Degree in Liberal Arts to better serve our students by aligning better with other UH campuses and with the AA Degree in Hawaiian Studies. Liberal Arts faculty are also planning to rewrite the Program Learning Outcomes for the AA Degree in Liberal Arts. As faculty become involved in the assessment of the degree, they comment that the PLOs and their related hallmarks need to be evaluated and revised.

During spring 2013, Liberal Arts faculty will discuss and may recommend changes in curriculum and/or pedagogy as a result of ongoing evaluation of fall 2012's assessment activities.

As a result of the spring 2012 assessment of two PLOs of the AA Degree, the forms that faculty use to collect and report on samples of student work (from a particular assignment, project, or exam) have been changed to require them to give a context for the specific assignment or project within the whole framework of the course and to describe how the evidence correlates with the PLO hallmarks. (See discussion of the challenges of the spring 2012 assessment on p. 7 of this document.) The forms that faculty use to evaluate those samples of student work have also been simplified and clarified. Liberal Arts faculty are being directed to collect samples of student work from the same assignment (to show the differences between minimally passing and exemplary work), since when student work collected in fall 2011 came from two different assignments, it was more difficult to compare its quality.

Since exemplary work is usually deemed adequate for graduates of the AA Degree Program in Liberal Arts, faculty attending assessment sessions look at both "exemplary" and "minimally passing" student work, but are only asked to decide whether the "minimally passing" work is acceptable for graduation.

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Feedback from Liberal Arts faculty indicates that the current Assessment Plan is too ambitious and needs to be modified to spend more time on evaluation of the assessment of each PLO instead of assessing more PLOs each semester. Since fall 2013 is scheduled to be the Comprehensive Program Review, a new Assessment Plan will be instituted for 2013-2018, and should focus more time on evaluation and planned changes in curriculum or pedagogy to improve student learning.

### Strengths and Weaknesses

UHMC's Liberal Arts Program is adapting well to the sudden change from several years of dramatic and remarkable growth to relatively flat enrollments, offering fewer classes and maintaining healthy fill rates, class sizes, completion rates, and persistence rates. The persistence rate stayed constant at 72% in 570 face-to-face Liberal Arts classes. Successful completion of those classes with a C or better, rose from 72% to 73%. In 53 on-line Liberal Arts classes, the persistence rate decreased from 79% to 69% while successful completion of those classes increased from 61% to 66%.

Students declaring a Liberal Arts major currently comprise nearly half of the total enrollment of the college following two years when Liberal Arts majors were over half the total enrollment. Many students are still classified as Liberal Arts majors whose success cannot be tracked because they are either "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" at UHMC have Baccalaureate or Post Baccalaureate degrees already or have no intention of earning the AA Degree, and should not be classified as part of the AA Degree Program.

Graduation rates for students with the AA Degree in Liberal Arts are not rising by the same percentage that the enrollment increased in the program two to three years ago. The number of students earning the AA degree has increased only by 5.6% from 2010-11 to 2011-12 compared with a 20% increase from 2009-10 to 2010-11 and a 21% increase from 2008-9 to 2009-10. Some of the students making up the enrollment surge who entered college when the economy worsened were not actually "college ready" and have experienced greater challenges with graduation requirements than previous populations of students. Many of them are likely already returning to full-time or part-time work as job opportunities have been improving, and they can be expected to drop out of college altogether or continue only on a part-time basis, slowing down their progress towards earning their AA degrees.

The uniqueness of UHMC's AA Degree in the Liberal Arts compared to those at the majority of other CC's in the UH System may be contributing to a smaller increase in degrees being earned. Students are challenged by more rigorous requirements at UHMC than at other campuses. In addition, students wishing to transfer within the system have challenges with transferring some specific courses. Liberal Arts faculty have been discussing the fact that among all the UH System CC's, only UHMC's AA Degree in Liberal Arts requires three credits in Numeracy. According to counselors, this requirement is hindering some students' ability to earn the degree. UHMC Liberal Arts faculty are evaluating various aspects of the

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college's AA Degree requirements in an effort to align more closely with the other UH Community Colleges and to boost graduation rates.

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

- 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, UHMC made a concerted effort to have fewer "Unclassified" students, and as a result, many students were shifted into the category of "Liberal Arts" who would previously have been "Unclassified." Noticeably, 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," many erroneously classified "Liberal Arts majors" would not exist. UHMC is making an effort to identify "pre-majors" within Liberal Arts to clearly show students' goals. Some students self-select a pre-major, but counselors report that much of the self-selection is not realistic and cannot be considered an accurate picture of a student's future educational path. At the beginning of November 2011, 1474 of the 2302 Liberal Arts majors had no "pre-major" designation, but 232 were "pre-nursing," 149 were "undecided," 57 were "pre-education," 42 were "pre-dental," 42 were "pre-business," and 309 students had selected a different choice from 16 other possible "pre-majors."

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

	F 07	F 08	F 09	F 10	F11	F12
Total UHMC undergraduates	3,017	3,261	4,115	4,368	4520	4382
Liberal Arts majors	1,239	1,567	2,034	2,246	2219	2188
Unclassified	643	387	388	286	364 (3% of LA majors)	309 (7.1% of LA majors)

UHMC can expect to see lower persistence rates in the Liberal Arts in the coming semesters because many erroneously identified Liberal Arts students may not be truly committed to a Liberal Arts education.

- Growth of Liberal Arts is slowing down with only a 2% increase in majors from fall 2011 to fall 2012 (or a ½ % decrease if the IRO's "Quantitative Indicators" data for the fiscal year from FY 10-11 to FY 11-12 is the data source) after the 7% increase in majors from FY 09-10 to FY 10-11, and 28% increase from FY 08-09 to FY 09-10. (See Table 1 on p. 2.) The economy has been improving over the last year in Maui County, and previously unemployed students are likely pursuing job opportunities and taking fewer credits per semester. Therefore, SSH is dropping (down 4% for majors and 3% for non-majors) while the number of Liberal Arts majors has not decreased as much,

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indicating that some of those students returning to the workplace are staying in school part-time. This trend was predicted in last year's Program Review.

- The number of students categorized as Liberal Arts majors increased by 28% from FY 08-09 to FY 09-10. By now, some of those students who have been attending UHMC full time, are completing the AA Degree and yet the number of degrees awarded increased by only 5.6%.
- While hiring of some full time BOR faculty during the last year has lowered the number of majors per BOR faculty, many Liberal Arts classes at UHMC continue to be taught by lecturers, who do not shoulder the responsibilities that BOR appointed faculty fulfill. Hiring of additional faculty in full time positions is necessary and critical in order to maintain UHMC's quality of instructional and counseling services. A disproportionate number of classes in Liberal Arts are taught by lecturers, especially apparent in Biology /Zoology, Communication, Economics, English, Geography/GIS, Hawaiian, Hawaiian Studies, Math, Music, Oceanography, Physics, Political Science, and Sociology. The number of Analytic FTE Faculty is 64.2, whereas the number of BOR Appointed FTE Faculty is 32.3. (See pp. 3-4) The number of tenured faculty remains at a marked deficit. UHMC has partially addressed this deficit by hiring full-time lecturers. During the fall 2012 semester, UHMC employed eight Liberal Arts lecturers with a five-course load and eleven Liberal Arts lecturers with a four-course load. This practice conflicts with BOR policy A9.560 which states:

*Lecturers should not, as a general concept, be hired to teach a full instructional load equivalent of regular faculty i.e. 15 credit hours for Community Colleges and 12 credit hours on four-year campuses per semester within the University system since lecturers are hired to meet temporary, part-time requirements.*

### Plans for the Future:

1. Add and/or fill faculty positions in Biology/Zoology, Communication, Economics, English, Geography/Geographic Information Systems, Hawaiian /Hawaiian Studies, Math, Music, Oceanography, Political Science, Physics, and Sociology.
2. Evaluate the draft revision of the AA Degree in Liberal Arts and vote on it. Continue to refine the AA Degree in Liberal Arts to better serve UHMC students.
3. Evaluate and revise the Program Learning Outcomes (PLOs) for the AA Degree in Liberal Arts.
4. Complete direct assessments of at least one PLO each year going forward.
5. Coordinate assessment of CASLOs (College-wide Academic Student Learning Outcomes) with the assessment of the AA Degree in whatever ways are useful to the assessment and improvement of the AA Degree Program.
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.

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8. Refine the method 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.
9. Focus attention on the AA Degree as the operative "program" within Liberal Arts. 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 the college was unable to make significant progress during the last year:
  - Identify and document AA Degree "majors" by working with the Banner system, so that students declare their intention to earn the AA Degree through the Banner system.
  - Identify 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.
  - Focus on the AA degree as the "major" rather than the broad and disparate group of students encompassed by the label of "Liberal Arts major."

### III. Engaged Community

The Liberal Arts faculty has been very responsive to calls for volunteers to participate in assessment activities, AA Degree revisions, selection of Liberal Arts awardees, helping students with probation, and other concerns. Nearly every faculty member who has been asked to collect samples of student work and fill out forms to analyze that work for assessment purposes has accepted the challenge and completed the task. Lecturers are also eagerly participating. Despite the difficulties in finding a meeting day and time that would accommodate such a large and diverse faculty population, 32 Liberal Arts faculty (there are a total of 32 FTE BOR LA faculty and 65 Analytic FTE LA faculty at UHMC) attended the most recent meeting on Nov. 2, 2012.

Liberal Arts faculty are active members of campus committees and serve as department chairs and program coordinators. They volunteer in many capacities and participate vigorously in academic senate and other campus meetings. They are engaged in improving and updating curriculum and coordinating UHMC initiatives with those in the UH System. They are committed to professional development and pursue opportunities to remain current in their academic fields through study and participation in conferences.

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Liberal Arts faculty are productive, contributing members of a vibrant community of dedicated educators.

### IV. Recognize and Support Best Practices

Computers, the Internet, broadcast television, and other new technologies are being used in teaching across all the disciplines of the Liberal Arts. The following are a few examples:

In the sciences, computers are often used as an interface for data collection and analysis. In addition, sophisticated technological tools are being employed in teaching the sciences at UHMC. Some examples from the science laboratory classes are included below.

1. GPS and GIS technologies are used in field classes. The new DOL grant is focusing on these skills for viable career options.
2. Reasonably priced chemical kits and probes allow students to quickly determine a great variety of water, soil, air, and physiological parameters without complicated and time-consuming analytical lab procedures. These lab tools also allow data to be recorded over time in a continuous experiment. Many such kits are available for experiments and demonstrations of a wide variety of biotechnical and sustainable science topics.
3. Contamination of sea water with mammalian bacteria can be determined easily by anyone using the IDEXX method to detect levels of *Enterococcus* bacteria in ocean waters.

Music lecturer, Joel Katz, has a *Youtube* channel called "mauicollege" at <http://www.youtube.com/user/mauicollege/videos?view=0> He uses this channel to post instructional videos to accompany lessons on specific songs and techniques. Students can view these to help with their practice time.

In Katz's audio technology classes, students are using ipads and iPhones to control software. This is becoming more common in live music venues and it gives students an affordable hands-on opportunity. Katz has also brought EdVenture audio classes into the EdVenture MAC computer lab. He is able to give students hands-on opportunities to mix and edit real songs and commercials.

Instructors of English, Emma White and Morgan Andaluz, created the RAD (Reading Across the Disciplines) program for which they developed instructional materials and training programs for both the faculty and students of courses with high developmental enrollment. The RAD program emphasizes reading comprehension strategies adapted to course content, using resources shown to enhance student comprehension, success, and retention. The RAD Project faculty built a website where instructors can access, share, and develop teaching strategies and instructional materials.



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Assistant Professor of Humanities and Drama, Craig Gardner, has developed a creative assignment in the Writing Intensive Beginning Playwriting course, DRAM 280. Small groups of four students are given the first line of dialogue for a scene. Each student writes for fifteen minutes and then passes the scene to the next student who continues in the genre/tone of the original writer. After three such passes the original writer is amazed at the development of the original idea. The students learn to cooperate, write in different "voices," and complete a scene in one hour.

Assistant Professor of Art, Michael Takemoto, has been incorporating a variety of multi-disciplinary teaching strategies (like writing, history, and real life experiences) into visual arts course work.

Economics lecturer, Anne Jenny, enlisted students to participate in November's live election television broadcast called, "Decision 2012." In addition to soliciting volunteers from the entire class, Jenny personally invited three marginal students to participate. The experience changed all three of them from marginal to active and vocal class leaders. Jenny also involved four students in a spring 2012 class project to develop and present testimony to the county council on the Maui Island Plan.

### **Awards and Recognition:**

Associate Professor of Biology, Ann Coopersmith, was honored to receive the Sierra Club's `Onipa`a Award this year for continuing excellence in environmental education at local, state, and national levels.

Instructors of English, Emma White and Morgan Andaluz, were awarded the 2012 Wo Learning Champions Innovation Award for creating the RAD (Reading Across the Disciplines) program. The Wo Innovation of the Year Award recognizes excellence and innovation in teaching or service delivery within the University of Hawai'i Community Colleges.

Music lecturer, Joel Katz, completed a CD project on Hawaiian steel Guitar entitled "From Hawaiian to Jazz." This CD is being submitted for a Grammy nomination by the Hawaiian Academy of Recording Arts.

Assistant Professor of Art, Jennifer Owen, was honored with a retrospective exhibit of her 39 year career as a ceramic sculptor in March – May, 2012 at Hui No`eau Visual Arts Center. Nine of her sculptures are being shown at Honolulu Museum of Art's First Hawaiian Bank gallery from October through January of 2012-13. Owen also co-authored a four page article in the January 2012 issue of *Ceramics Monthly* magazine.

Assistant Professor of Art, Michael Takemoto, received the Juror's Choice award for a work in the "Infinite Blue" exhibit at the Hui Noe'au Visual Arts Center in October 2012. Takemoto was honored by having two paintings included in the invitational "Hawai'i Art Now" exhibition at the Honolulu Museum of Art. Takemoto also completed a large outdoor mural

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at Kamali'i Elementary School. His artwork was included in the "Mixed Media Miniature Show" at the Koa Gallery at Kapiolani Community College in November 2012.

Instructor of English, Marnie Masuda, directed the Summer WAC workshop "Inquiring Minds: Using Inquiry-Based curriculum to foster Critical Thinking Across-the-Curriculum." Ten UHMC instructors from eight different departments participated and created inquiry-based projects to use in their classes fall semester 2012. Masuda has published more than a dozen articles on wide-ranging subjects in various publications over the past year. She was the primary writer of the annual *Art Guide Maui* from 2009-2011, covered the Maui Arts scene for *On Maui!* Magazine and is the Faculty Advisor for the UHMC Art and Literary Review.

Economics lecturer, Anne Jenny, was invited to participate as the on-camera economics expert in November's election television broadcast called, "Decision 2012."

## V. Planning and Policy Considerations

Liberal Arts faculty are in the process of discussing a draft revision to the AA Degree which would help students because it would align more closely with the AA Degrees throughout the UH System and with the new AA Degree in Hawaiian Studies. (See discussion on p. 12.) If this revision is adopted, all current and future students throughout Maui County who strive to earn the AA Degree in Liberal Arts will be better served by a degree that articulates and transfers better across the UH System as well as to colleges outside our system, because the new degree will use the language and categories familiar to traditional academia. The revised AA Degree will also facilitate the graduation of pre-nursing students because of changes to the science requirements.

In early 2012, the Area of Interest requirement of the AA Degree in Liberal Arts was eliminated, while retaining the Electives category. This change facilitates students' transfer to four year colleges in the UH System before earning the AA Degree and eases students' ability to earn the AA Degree. It also solves a problem of categorizing students in STAR that was hurting our students with regard to transfer within the UH System.

ART 170 (History of Western Art) was renumbered to ART 270 in response to a UH System request to align this course's number with similar courses across the UH System. UHMC students taking this course will now be able to transfer it seamlessly.

Other curriculum changes that benefit students earning the AA Degree in Liberal Arts, include addition of the following courses to various Category II requirements (Breadth of Understanding and Experience) of the degree:

MUS 121z (Beginning Ukulele), SPAN 102 (Elementary Spanish), SPAN 201 & 202 (Intermediate Spanish), SPAN 180 (Spanish English Language Exchange), BIOL 151 (Introduction to Genetics), BIOL 225 (Fundamentals of Cell and Molecular Biology), CHEM 151 (Elementary Survey of Chemistry)

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### VI. Budgetary Consideration and Impact

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.

Faculty need better communication with peers in their discipline areas across the UH System. UHMC Liberal Arts faculty need system-wide face-to-face discipline meetings (like the annual "Excellence in Education" meetings that were held for the Community Colleges some years ago). Issues like the value of the numeracy requirement in the AA Degree in Liberal Arts across all the UH System Community Colleges, or the place of foreign languages as electives versus as language requirements, need that kind of regular and consistent system-wide discussion. Faculty have reported that telecom meetings are not sufficient; face-to-face meetings are required to facilitate meaningful and productive conversations.

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

Table 9: Data supporting the hiring of full time tenure-track faculty in certain disciplines. The majority of classes listed are 3-credit courses, but others are 2 and 4-credit courses. One credit science labs have been counted as part of the three credit course they are associated with. The data comes from IRO Dynamic Reporting, except where there is an asterisk.

Subject area	S12 classes	S12 classes taught by BOR faculty	S12 classes taught by lecturers	F12 classes	F12 classes taught by BOR faculty	F12 classes taught by lecturers	F12 BOR Appointed faculty	Cost & # of faculty needed
BIOL/ MICR/ ZOO	27	16	11	30	20	10	5	Two @ \$110,000
COM /SP	23	9	14	23	10	13	2	Two @ \$110,000
ENG/ JOUR	47	34	13	46	22 (BOR faculty are also teaching 10 developmental classes)	24	7	Three @ \$165,000 [One position for Molokai to teach live and online and therefore help with all the distance sites]

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Subject area	S12 classes	S12 classes taught by BOR faculty	S12 classes taught by lecturers	F12 classes	F12 classes taught by BOR faculty	F12 classes taught by lecturers	F12 BOR Appointed faculty	Cost & # of faculty needed
ECON	4	0	4	5	0	5	0	One @ \$55,000
GEOG /GIS	4	0	4	4	0	4	0	One @ \$55,000
HWST /HAW	21*	10	11*	30	14	16	4	3 @ \$165,000 (one position for Molokai and one counselor)
MATH	15	11 (BOR faculty are also teaching 9 developmental classes)	4	15	12 (BOR faculty are also teaching 8 developmental classes)	3	4 (one BOR faculty member teaches exclusively developmental classes)	Two @ \$110,000 [One position for Molokai to teach live and online and therefore help with all the distance sites and one position for Kahului]
MUS	20	4	16	22	3	19	2	Two @ \$110,000
OCN	4	0	4	3	0	3	0	One @ \$55,000
POLS	2	0	2	1	0	1	0 **	One @ \$55,000
SOC	10	0	10	9	0	9	0 ***	One @ \$55,000

**\*IRO Dynamic Reporting** mistakenly did not include HWST 211 (four sections taught in Kahului and one section taught on Molokai) in the HWST data. Therefore, on the IRO website, this number is smaller by five three-credit courses. HWST 211 is cross-listed as BOT 105, but on the IRO website was included only in the BOT data.

**\*\*Donna Haytko-Paoa** is listed as POLS and SOC faculty in the current catalog but she is actually Professor/Coordinator of Maui College, Molokai, and rarely teaches POLS or SOC classes.

**\*\*\*Ryan Daniels** and **Donna Haytko-Paoa** are listed as SOC faculty in the current catalog but Ryan's primary responsibility is as faculty and Program Coordinator for Administration of Justice.

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### SOCIAL SCIENCE

Without a dedicated faculty member nourishing the disciplines of Economics, Sociology, Geography, and Political Science, and inspiring students with enthusiasm for their study, courses offered by lecturers may attract fewer students and slowly be dropped from the curriculum. These important disciplines require full time BOR appointed faculty members to maintain their vitality.

The greatest need for faculty in Social Science is for a full time Economics instructor. UHMC has been without a BOR appointed faculty in this position since spring 2009, with all Economics courses taught by lecturers. Finding qualified lecturers to teach Economics (both face-to-face and online) is particularly challenging. Courses in Economics are essential for the Baccalaureate Degree in Applied Business and Information Technology, Business, Accounting, and other programs.

Social Science's second priority is for full time faculty in Sociology. Out of nine fall 2012 Sociology classes, none are taught by BOR appointed faculty. SOC 100 is among the few 100 level classes that students can take without college-level prerequisites, and therefore fills to capacity when offered. UHMC currently has highly qualified lecturers in Sociology but their availability, rather than students' needs, dictates when courses are offered. UHMC has only one lecturer qualified to teach the necessary online Sociology courses.

Social Science's third priority is for full time faculty in Geography. Out of four fall 2012 Geography classes, none are taught by BOR appointed faculty. UHMC has two highly qualified lecturers in Geography, but one holds several jobs and she could decide to take a full time position elsewhere. The other lecturer teaches online from Oahu. As an example of the need for a position in Geography and the burgeoning field of Geographic Information Systems GIS/GPS (mapping technology), such a teacher would become a boon to technical education in the whole county, as UHMC promotes the Certificate of Competence: GIS in Ecosystem Management (which supports other UHMC programs in Sustainable Technology and Natural Resource Management). In addition, GEOG 102 is one of only five courses in the AA Degree's "Global Multicultural Perspectives Foundations I" core (a student must take two of these five courses in order to earn the degree). GEOG 101 and GEOG 101L are also key courses for the AA Degree in Liberal Arts, as they fulfill the Environmental Awareness and Natural Science Lab requirements.

Social Science's fourth priority is for a full time BOR appointed faculty member in Political Science. POLS 110 is among the few 100 level classes that students can take without college-level prerequisites. However, the Political Science discipline is clearly not growing in proportion to the college's enrollment growth, due to lack of discipline leadership. In one instance, if UHMC had a Political Science faculty member to promote Political Science classes, the ABIT four-year degree offered by UHMC would likely accept a Political Science course to fulfill a requirement that currently accepts only either a Sociology or Psychology course.

## COMMUNICATION / SPEECH

Of the four language arts skills (reading, writing, speaking, and listening), listening and speaking are the skills used most at all stages in one's life. Listening and speaking are both oral communication skills. In addition, Oral Communication is one of the six College-wide Student Learning Outcomes (CASLOs) and it is included as a Foundations II requirement (Oral Communication in English, 3 credits) in the college's AA degree and as a choice in the General Education (English/Communication, 6 credits) or the Humanities elective credits (up to 12 credits depending on the degree/program) in our AS and AAS degrees. Thus, oral communication classes not only satisfy college requirements and introduce or reinforce the CASLOs, they also prepare our students to participate more fully and appropriately in their other courses, in their jobs, in their personal lives, and in society in general.

Currently, UHMC has two BOR appointed faculty teaching these classes. In fall 2011, only 4 out of 17 Communication classes (24%) were taught by full time BOR appointed faculty. In spring 2012, only 5 out of 19 Communication classes (26%) were taught by full time BOR appointed faculty. In fall 2012, only 5 out of 21 Communication classes (24%) were taught by full time BOR appointed faculty.

Most Communication and Speech classes have no prerequisites and fill quickly. UHMC has faced challenges in finding fully qualified lecturers to teach Communication.

## HAWAIIAN STUDIES / HAWAIIAN LANGUAGE

The establishment of Associate in Arts Degrees in Hawaiian Studies at the University of Hawai'i Community Colleges was an opportunity for the University to fulfill its mandate to address the educational policy and the needs of Native Hawaiians as described in Board of Regents' policy and system and campus strategic plans.

The Associate in Arts in Hawaiian Studies (AAHS) prepares students to transfer to four-year institutions into a variety of majors. This Associate in Arts Degree includes all of the broader General Education requirements for a Liberal Arts degree. This 60 – 62 credit program provides a clear, explicit, coherent pathway for students intending to transfer into a Hawaiian Studies major at a baccalaureate institution.

Unique issues exist for offering this AA Degree within the current context. UHMC has four full time Hawaiian Studies and Language instructors. The faculty serves the general student population and other programs such as Liberal Arts, the Institute for Hawaiian Music, and Hospitality and Tourism. The present situation already facilitates healthy enrollments. In that way, unlike a typical program, the large majority of HWST/HAW students will not be

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majors. The program enrolled an average of 637 students in the last two years. With a targeted major count of 60 students for the first year, only 9% of the students who take HWST/HAW courses will be majors. As such, the commitment to the general student population is immense.

Other unique components are the learning centers on Molokai and Lanaʻi, and in Hana, Lahaina, and Kihei. According to the Maui College Molokai 2010 Program Review, the center has the highest percentage of Native Hawaiian students in the system, between 70-75%. As well, a significant demand exists for Hawaiian Studies and language courses. In fact, in each of the last two semesters, the center has offered two Hawaiian language courses and two Hawaiian studies courses at an average fill rate of 63%. Also, due to a large Native Hawaiian community, there is a significant need for the Hana learning center to offer live courses.

Lecturers teach approximately 12 course sections at UHMC each semester. These classes equal approximately three full time faculty positions, since they include four-credit language courses. Therefore, HWST/HAW is requesting funding for three full time faculty positions: one Hawaiian Studies/Language program counselor for the Maui campus; and two Hawaiian Studies/Language instructors, one for the Maui campus and the other for Maui College Molokai.

The University of Hawaiʻi's Strategic Plan emphasizes the importance of positioning the university as "one of the world's foremost indigenous-serving universities by supporting the access and success of Native Hawaiians." According to the *Hawaiʻinuiakea* website, the UHMC Hawaiian student enrollment has increased by 121.5% over the past five years (from 656 in fall 2005 to 1423 in fall 2010). While other UH system campuses have institutionalized counseling and support positions to serve Native Hawaiian students, UHMC has relied solely on extramural funding sources targeting a small number of Native Hawaiian students. In Spring 2011, 146 native Hawaiian students were on academic probation here at UHMC, representing 37% of all students on probation. More support is needed to specifically address these students' concerns so that they can earn a cumulative GPA of 2.0 or higher. The requested Hawaiian Studies program counseling position is necessary to meet the UH system and UHMC goals in the recruitment, retention, persistence, graduation, and transfer of Native Hawaiian students.

## MUSIC

In spite of the fact that UHMC hired a full time tenure-track Ethnomusicologist in 2012, the needs of the Music discipline are the same as last year. The Ethnomusicologist is responsible primarily for the new Institute for Hawaiian Music and for cultural based curriculum in Music, but is not teaching the general Music curriculum. Each semester, UHMC fills as many sections of MUS 107 as are offered, and more are needed. Due to a growing student

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population and expanded course offerings, UHMC needs to add two full time Music positions: one in voice/piano/music education, and one in guitar/ukulele/recording technology. Both lecturers in this area are teaching full time, are already B lecturers and will soon be raised to level C. Hiring C lecturers to teach full loads is very costly. UHMC would save money by hiring BOR approved faculty in Music. (See discussion on p. 25 and p. 15.)

## SCIENCE

Recent changes in the status of STEM resources and faculty assignments have created the need to acquire a dedicated General Biology instructor. Also needed are positions in Oceanography and Biology/Zoology. A Chemistry instructor will also be needed, but should be categorized as second priority. UHMC will be hiring a new Physics instructor, and some consideration needs to be given to the status of the Biology/Anatomy and Physiology (A&P) position.

- With the new science building coming on line in the next year, the expectation is that there will be opportunities to offer more lecture and lab sections in the general sciences. The increased availability of teaching space will provide for as much as a 40% increase in academic sections and teaching assignments.
- An increase in student enrollments based on the persistent numbers of students on wait lists for current course offerings is expected.
- The Sustainable Science Management degree will bring in an additional interest in biological and chemical course offerings.
- Current faculty assignments have resulted in migration of lecturers from the biology and chemistry sections, into the microbiology, biotechnology and ocean sciences sections.
- The development of the Natural Sciences certificate and support of DOE certification requires offering more new courses in the natural sciences area.
- 
- UHMC has a Physics lecturer who has a full schedule and could add more physics sections as the adaptive optics and engineering courses grow. UHMC intends to fill the Physics position with a qualified full time instructor by fall 2013. There may be a need to increase upper calculus based Physics courses and ECET may need Physics courses as well.
- Sean Calder, who has been teaching both BIO 100 and Chemistry, will be teaching more of the Microbiology and Biotechnology offerings. A full time instructor will be needed to handle the sections of BIO 100 that he typically teaches. This could be a new instructor, or lecturers funded by the A&P / Biology position just being vacated.
- The Human Anatomy and Physiology offerings will support two dedicated full time instructors and additional lecturer support. However, for the next year or two, it should be possible to meet all A&P needs using the current Cable delivery lecture method (with lab sections of 20 students), which will allow up to 180 students per year. The position formerly held by Conrad Hornick can be used to support lecturers for an interim, until the actual demands for biology courses in the new building have been established.



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- The new Chemistry lab should have a dedicated full time faculty member to oversee this lab. An increased need exists to provide more general chemistry sections and there should be the development of more advanced chemistry courses, such as qualitative and quantitative analysis, organic chemistry, and biochemistry. The allied health programs and the sustainability program will need these resources in the future. The Chemistry position is probably not going to be filled for at least a year. We will assess the demand for higher level and broader based chemistry offerings as described above. This position should have the lowest priority for now.
- The current general Biology courses are expanding and an added faculty position is needed to take on the increasing demand for Zoology, Botany, Natural History, and Oceanography courses that have been developed and will be offered. At least one Biology position could be opened for full time tenure track occupancy. And an Oceanography position would be appropriate at this time as well.

## ENGLISH

As an example of the need for full time positions in English, in the fall of 2012, only 22 out of 45 college-level English and Journalism classes were taught by full-time BOR appointed faculty. Full-time lecturers are rapidly progressing toward "C" lecturer status which will place them in a salary range significantly higher than full-time C-2 faculty. UHMC employed one English lecturer with a six-course load, two English lecturers with a five-course load and one English lecturer with a four-course load. This practice conflicts with BOR policy A9.560 quoted on p. 15. As of Spring 2012, the UHMC English department employed 1 lecturer with "C" status, 7 lecturers with "B" status, and 10 lecturers with "A" status. In 2013, "C" lecturers will likely make just shy of \$58,000 while new English faculty may start as low as \$50,000. In fact, two of the English department's newest faculty members took a pay cut to move from full-time "C" lecturer to full-time C-2 faculty member. As a result, UHMC can actually save money by adding full-time faculty and complying with BOR policy.

## MATH

As an example of the need for positions in Math, the demand for college level Math is steadily growing, especially MATH 100, 103 and 115. The Developmental Math redesign is accelerating the demand for college-level Math classes. Within four days of spring 2013 registration (in November 2012), MATH 100, 103, and 115 classes at the Kahului site were closed. Within two weeks of spring 2013 registration, UHMC had over 40 students waitlisted for these classes. Three of the classes (one section of MATH 100 and two sections of MATH 115) are distance classes and students are not able to waitlist for those classes. Students have come to the Math department requesting information on how to "waitlist" for those classes, so the demand is bigger than what is stated. The Math department does not have a pool of qualified lecturers to meet the student demand, nor does it have the classrooms available to make additional classes available to students needing them. Within two weeks of spring semester 2013 registration, all Kahului MATH 100, 103, 107, 115, and 135 classes were full and closed.

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Table 10: Number and percentage of MATH courses taught by BOR faculty and lecturers from fall 2010 - fall 2012.

	Dev Ed BOR	Dev Ed Lec	CTE BOR	CTE Lec	College MATH BOR	College MATH Lec
Fall 2010	8 (17%)	38 (83%)	1 (25%)	3 (75%)	10 (71%)	4 (31%)
Spring 2011	8 (15%)	45 (85%)	0 (0%)	3 (100%)	7 (58%)	5 (42%)
Fall 2011	9 (18%)	40 (82%)	1 (25%)	3 (75%)	9 (69%)	4 (31%)
Spring 2012	8 (17%)	39 (83%)	0 (0%)	3 (100%)	12 (80%)	3 (20%)
Fall 2012	7 (16%)	38 (84%)	0 (0%)	3 (100%)	12 (80%)	3 (31%)

A clear need exists for a Math and an English position on Molokai, to serve the needs of the students there and to teach online as well to the remaining distance sites of Lana'i, Lahaina, Hana, and Kihei. Since Molokai's student body is about 70-75% Native Hawaiian, having faculty located there would support not just UHMC goals but also UH Strategic Plan goals. Many Molokai students currently enroll in online or Skybridge classes and likely would prefer face-to-face classes if they were available. Molokai generally offers eight Math classes per year and seven English classes per year. These positions should be held by a faculty member who is able to teach developmental, college-level, face-to-face, and online courses in both disciplines.

Fall 2012 semester, the long-term Molokai Math lecturer had medical problems and will not be returning to cover the math classes. The students on Moloka'i need and deserve to have the student support that comes with having live teachers in these critical fields on their island.

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 increased numbers of Liberal Arts students over the last several years, UHMC needs increased counseling services. Implementation of the Academic Probation Policy, and the large numbers of Liberal Arts students who are now facing Academic Warning or Probation, create more demand on counseling services than ever before. Also, more counseling services

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are required for the many Liberal Arts students receiving financial aid. When any of those students are suspended from financial assistance and then appeal their suspension, they must meet with a counselor to make a financial aid academic plan before their appeal can be approved. If more Liberal Arts students consulted regularly with counselors, they would better identify their goals and would persist in larger numbers. Funding is also needed for a Counseling Services Director.

Because Liberal Arts generally supports all other programs at University of Hawai'i Maui College, the basic needs of this huge segment of faculty and staff must be supported. While there are not 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.