

University of Hawai`i

Maui College

Liberal Arts

**Associate in Arts Degree
Program Review**

2010-2011

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DESCRIPTION

Mission of the Associate in Arts Degree Program in Liberal Arts

The Associate in Arts Degree Program 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.

SLOs

a. Program Learning Outcomes (PLOs)

b. Program Map

See pp. 13-14 in UHMC's 2011-2012 online catalog. Note: pp. 13-14 in the printed version of the catalog is not current.

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c. 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)	BIOL 124 (direct) BOT 105 (indirect)	Analysis of direct assessments			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		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		Comprehensive Review

ANALYSIS

Part II: Analysis**A-B. PLOs Assessed and Methods for Assessing PLOs**

Initial assessment of the PLOs of the AA Degree consisted of numerous indirect assessments covering all six PLOs. The Liberal Arts faculty recognizes the drawbacks of these testimonial-style indirect assessments, and will therefore be adding more robust direct assessments as the fall 2011 assessment schedule begins.

During the fall 2011 semester, various faculty members will complete indirect assessments of all six PLOs of the AA Degree in a few select courses that are widely taken by AA Degree graduates. In addition, direct assessment of three PLOs of the AA Degree (PLO #1, #3, and #4) will be completed in ART 105, PSY 100, and BIOL 200. These direct assessments will be evaluated by the Liberal Arts faculty in a special “assessment evaluation session” during the spring 2012 semester. Direct assessments of the remaining three PLOs of the AA Degree will be undertaken during the spring 2012 and fall 2012 semesters, with evaluations of those assessments occurring during the fall 2012 and spring 2013 semesters.

Additional assessments of PLO #3 (techniques of creative expression and its evaluation) in ART 105, **and of PLO #1** (the individual in relation to behavior, ideas, and values) in PSY 240 and/or PSY 100, occurred during the fall 2010 and spring 2011 semesters, and are continuing during the fall 2011 semester.

An appropriate rubric was written by three faculty members who teach many classes that fulfill the Human Expression requirement of the AA Degree, and that rubric was used in fall 2010 and spring 2011 to assess PLO #3 in ART 105, Elementary Studio: Ceramics. In addition, both indirect and direct assessments were made during the spring 2011 semester in ART 105 and ART 243/244, Intermediate Ceramics.

ART 105, Fall 2010 and Spring 2011 Creativity Assessment Rubric Results:

Students answered the following questions:

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On a scale of A to F, where A = very well and F = not at all, how well did ART 105 help you to express your creativity?

	A	B	C	D	F
fall 2010	10	5			
spring 2011	10	4			

On a scale of A to F, how well did ART 105 improve your ability to respond to and communicate about works of art in general or works of ceramic art in particular?

	A	B	C	D	F
fall 2010	10	4	1		
spring 2011	10	4			

On a scale of A to F, how well did completing this course improve your techniques and/or skills of working with clay?

	A	B	C	D	F
fall 2010	10	5			
spring 2011	12	2	1		

On a scale of A to F, how well did completing this course improve your understanding of the vocabulary (definitions, terminology) of ceramics and art?

	A	B	C	D	F
fall 2010	12	3			
spring 2011	9	3	3		

Summary:

In this indirect assessment of ART 105 in fall 2010, between 93 and 100% of the students reported that completing the course improved their understanding “well” or “very well” in the categories addressed by the creativity rubric. In spring 2011, the responses were equally positive in all but the last question, where only 80% of students reported that their understanding of art terminology was either “very good” or “good.”

Assessment of PLO #1 (the individual in relationship to behavior, ideas, and values) is ongoing by faculty who teach “understanding of the individual in relation to behavior, ideas, and values” in PSY 240, Developmental Psychology and PSY 100, Survey of Psychology.

In fall 2010, 52 students enrolled in PSY 240 responded to the statement, “PSY 240 enhanced my understanding of the human experience of being an individual in relationship to behavior, ideas, and values” in the following way:

- 26 (50%) replied “greatly”
- 16 (30%) replied “somewhat”
- 0 replied “a little”

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1 (2%) replied “not at all”
9 students did not reply

Summary:

80% of the students in PSY 240 wrote that the course either “greatly” or “somewhat” enhanced their understanding of PLO #1.

Table 1: the following table shows the results of this same indirect assessment of all 6 PLOs of the AA Degree Program in courses taught in spring 2011:

Course Title & PLO	a: greatly	b: somewhat	c: a little	d: not at all	Blank
PSY 240 (PLO #1)	4	2			15
BIO 100 (PLO #1)	72	17	2		
SOC 100 (PLO #2)	15	5	1		
HIST 151 (PLO #2)	7	1			
HIST 152 (PLO #2)	9	2			
ART 105 (PLO #3)	14	1			
ART 243/244 (PLO #3)	7	1			
HUM 100 (PLO #3)	74	9			
ASTR 110 (PLO #4)	38	6			
ANTH 215 (PLO #4)	9	7	1		
OCN 201 (PLO #4)	11	1			
BOT 105 (PLO #4)	54	10			1
HWST 107 (PLO #5)	21				
HIST 242 (PLO #5)	28	2			
GEOG 122 (PLO #6)	9	2			
HWST 211 (PLO #6)	59	4			2

C-E. Evidence and Results of Student Learning

The evidence from indirect assessments indicates that students’ understanding of the key outcomes for UHMC’s AA Degree is being enhanced by the teaching in courses taken by many of the majors in the program. Students’ comments explaining how their understanding of the PLOs was enhanced are below:

From PSY 240 (PLO #1: The individual in relation to behavior, ideas, and values): “Through this course, I was able to consider myself as an emerging adult that has a lot more room for growth cognitively.”

“As I stated all throughout this journal, this course greatly enhanced my outlook on human development. The mid-life struggle I’m having seems to be pacified somewhat by completing this course.

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From BIOL 100 (PLO #1: The individual in relation to behavior, ideas, and values): “Just understanding how your body works – like how your brain works and reacts, helps to understand a little, people’s behaviors and ideas.”

From SOC 100 (PLO #2: The diversity of human conditions and cultures in local and global communities): “...this class really opened my mind to the struggles others face and how we are so closed minded as Americans. I saw myself in like a bubble that closed me off from the world. Then the class helped me to understand.”

From HIST 152 (PLO #2: The diversity of human conditions and cultures in local and global communities): “I have really gained a new understanding of who came before us and...that everyone is different and all cultures have their own way of doing things, but we are all connected through history. I’m leaving this class with a different outlook on...the cultures of this world, the people, and a better understanding of who I am and who I want to become!”

“This class...helped to connect dots of history of the past to the history we are creating.”

“...made me link history to our present day locally and around the world.”

From HUM 100 (PLO #3: The techniques of creative expression and its evaluation): “Our creative projects helped me get my hands going into creating things I never thought I could....”

From BOT 105 (PLO #4: Natural systems and environmental issues): “Learning about difference in endemic, indigenous, alien and invasive plants taught the class about the native plants being destroyed by Western introduction plants becoming invasive.”

From ASTR 110 (PLO #4: Natural systems and environmental issues): “I learned how scientific information is used to obtain information about the universe and also the effects it has upon the Earth....”

From HWST 107 (PLO #5: Multiple dimensions of the Asia/Pacific region): “Throughout the entirety of the class, I learned a lot about the culture and diverse ideas which evolve around definition of Hawaiian.”

From GEOG 122 (PLO #6: Multiple dimensions of Hawai`i): “I have a basic foundation of Hawai`i now that I can share with my daughter growing up. This class is 1 of the few that has given me some very valuable information that residents should have about their State, especially its history.”

“I learned many interesting facts about my homeland.”

F. Not Applicable to Liberal Arts

G. Planned Changes

Planned improvements for fall 2011 indirect assessment: In most classes, students answered the questionnaire as intended, assessing their learning in relation to the PLO being assessed. But in some cases, the students

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failed to follow directions, and treated the questionnaire as a course evaluation, commenting on the merits of the teacher or the course without particular attention to the PLO. We will correct this error by more accurately explaining the questionnaire to the class or by improved instructions to both the teacher and the students.

Changes planned by faculty as a result of assessment: In the following examples, faculty expressed what they learned about their students and changes they plan to implement as a result of student feedback from this indirect assessment.

John Pye (ASTR 110): “I have learned that most of today’s students are very visually-oriented learners. They cannot absorb content strictly from lectures or reading a textbook. They need vivid graphical representations, animations, and videos of complex phenomena, along with lots of examples that they can relate to everyday life. They also need hands-on activities that enhance their ability to work through problems, think logically, and understand how we arrive at answers in science.” “This assessment has also shown that I need to continue developing these teaching strategies to keep up with our modern students’ learning styles. I have also learned that students take away a variety of different broad ideas and specific content from one class. Astronomy is a very interdisciplinary subject, and what I may think of as a major idea or concept students should come away with from the course may not be reflected in a survey such as this. I have found that things I may not have spent as much time on, and therefore only considered minor parts of the entire course content, sometimes had a major impact on a student’s learning. I will use this information to develop new ways to present a broader range of materials that will have positive learning impacts on a wider range of students with their different learning styles.”

BK Griesemer (PSY 240): “...journals were an important part of the connection....” “...an additional six students reported that the journal work was very important to them and helped them with understanding of themselves.” “...I would continue [to] up-date and improve the content of the course and overhaul the handbook. The activities that emphasize the connection between the academic material and ‘real people’s lives’ are doing what is intended.”

Gwen Naone Morinaga (BOT 105): “...it confirmed that the approach that I am taking in teaching this course, should be based on Native Hawaiian learning paradigms, that is, a hands-on, experiential approach.” “In reading the students’ responses, I am aware that I can address the ‘environmental awareness’ learning outcome more actively, by ‘talking story’ with the students in the course of an activity or a field trip. Or perhaps inviting more guest speakers who are involved in taking care of the natural systems on Maui or those involved in certain environmental issues facing our community. As we do emphasize the concept of mālama `āina – taking care of our environment in the class, I will be more proactive in addressing this learning outcome.”

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Craig Gardner (HUM 100): “I have learned that creative expression is essential to the learning process in the courses I teach. Students appreciate the opportunity to share their creative impulses, as evidenced by their comments in this survey.”

Jennifer Owen conducted a direct assessment in **ART 105** during the spring 2011 that prompted a change to the way she is teaching the art history modules of this course during fall 2011. In Art 105, Elementary Studio: Ceramics, only 62 ½ % of students answered the art history question on the final exam correctly, so Jennifer made changes to the course in the area of ceramic art history. As a result, in fall 2011, Jennifer is giving four ceramic art history “image quizzes.” The first two quizzes are non-credit and allow students to practice until they are getting the identifications correct. The third and fourth quizzes are for credit. Jennifer will pay close attention to how the students answer art history questions on both the midterm and final exam, and has added several more such questions to each exam to better assess student learning.

H. Strengths and Weaknesses

Enrollment in UHMC’s Liberal Arts courses is growing dramatically along with the continuing enrollment growth of the college that has accompanied the economic downturn since 2008. The fall 2011 numbers indicate that students declaring a Liberal Arts major comprise well over half of the total enrollment of the college for the second year since Program Reviews have been written (see Table 1). The number of students earning the AA degree has also been steadily increasing (25% more during 2010-2011 than during 2009-2010, 27% more during 2009-2010 than the year before that), and when you add in the 74 students who have transferred within the UH System without earning the AA Degree, the number of Liberal Arts students who have achieved their goals is much greater. However, many students are still classified as Liberal Arts majors whose success can not 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” 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 decreased from 73% to 71% in 567 face-to-face Liberal Arts classes. However, successful completion of those classes with a C or better, rose from 70% to 72%. In 46 on-line Liberal Arts classes, the persistence rate increased from 70% to 79% while successful completion of those classes decreased only slightly from 62% to 61%.

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

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- 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 in the appendix)
- 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, a concerted effort existed 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.” 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,” the 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. 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.” Many of these “pre-majors” have been self-selected by students and may not be an accurate picture of a student’s future educational path. During summer 2011, UHMC classified “pre-nursing” students in Banner, so that these students who need to be classified as Liberal Arts majors until they are accepted into the nursing program (for financial aid reasons), can at least clearly be seen as not seeking the AA Degree. Some of these 232 “pre-nursing” students will not be accepted into the nursing program and therefore a percentage of this group will continue on at UHMC as Liberal Arts students rather than leaving Liberal Arts to join Nursing.

Table 2: Total student enrollment and number of students declaring Liberal Arts major, Liberal Arts major with Nursing “pre-major,” and Unclassified

	F 07	F 08	F 09	F 10	S 11
Total UHMC undergraduates	3,017	3,261	4,115	4,368	4313
Liberal Arts majors	1,239	1,567	2,034	2,246	2081
Liberal Arts majors with Nursing “pre-major”					232
Unclassified	643	387	388	286	325

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- 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 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 degree.
- Growth of Liberal Arts appears to be slowing down with the relatively modest 7% increase in majors from FY 09-10 to FY 10-11 as compared with a 28% increase from FY 08-09 to FY 09-10. (See Table 1) As the economy improves in Maui County, students are likely to pursue job opportunities and take fewer credits per semester. At that time, SSH may 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. To date, SSH has remained fairly proportional to the growth of majors, increasing 6% for majors, and 11% for non-majors.
 - Between F09-10 and F10-11, the number of Liberal Arts classes taught increased 14% while the number of FTE BOR appointed program faculty decreased 21% from 37.8 to 30. While this decrease is due to many retirements during 2010-2011, and these vacancies were filled during summer 2011, at the same time, no new positions were created in Liberal Arts in the last year. 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 is critical in order to maintain UHMC's quality of instructional and counseling services. (See appendix Tables 1, 2, & 5)
 - The average class size in Liberal Arts for 10-11 was 23.7 students. During the last three years 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. As a result, 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 92% fill rate during FY 10-11. (See appendix Tables 3 & 4)
 - The number of majors per FTE BOR Appointed Faculty continues to rise markedly from 53.3 to 72 over the last year and from 45.5 to 53.3 for the year before that. (See appendix Table 5) Liberal Arts is over-burdening its human resources, resulting in less support for students in terms of faculty advising and consultation. As a result, fewer full-time faculty

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members are shouldering the responsibilities that increased enrollment brings, and UHMC needs more faculty positions to replace the high number of lecturers.

- The data available (as noted under “FTE of BOR appointed program faculty”) indicates that a disproportionate number of classes in Liberal Arts are taught by lecturers, especially apparent in Communication, English, Geography/GIS, Math, Hawaiian language, Hawaiian Studies, Music, Art, Chemistry, Biology, and the Social Sciences disciplines. The number of Analytic FTE Faculty is 62, whereas the number of BOR Appointed FTE Faculty is 30. (See appendix Table 5) The number of tenured faculty remains at a marked deficit. UHMC has partially addressed this deficit by hiring full-time lecturers. During the fall 2011 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.

Significant Program Actions

Since the implementation of University of Hawaii Maui College’s new AA in fall 2008, many students are earning this AA Degree. The Liberal Arts faculty and the AA Program Committee meet monthly to discuss issues relating to Liberal Arts students and programming at UHMC and to refine the AA Degree to better serve UHMC students.

The following actions were accomplished during FY 10-11 in the interests of furthering the goals of the Liberal Arts faculty and the AA Degree Program:

1. Updated and modified a timeline to assess AA Degree Program Learning Outcomes (started in fall 2010) by assessing the most highly enrolled Liberal Arts courses taken by AA graduates.
2. Completed indirect assessments of all six PLOs of the AA Degree and completed direct assessments of one PLO.
3. Contacted Liberal Arts students on Academic Warning and Academic Probation and communicated options for improving their standing and for removing a hold on their registration.
4. Made adjustments to the AA Degree to better serve UHMC students earning the degree:
 - Removal of the “global” component of the Environmental Awareness requirement.

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- Reduce the Community component of the Human Understanding requirement from 6 credits to 3 credits.
 - Human Understanding courses may satisfy either the Community or Individual requirement, but not both. Evaluated all courses that were listed as fulfilling both the Individual and the Community Human Understanding requirement, and chose which category was the best fit for each course, so that no course continued to fulfill both category requirements.
 - A Category II course may fulfill any two of the four groups (HU, HE, EA, AP) but not more than two.
 - Added CHEM 151 and BIOL 225 to the Environmental Awareness category of the AA Degree. Added five courses to the Human Expression category of the AA Degree. Added MATH 115 to FS (Foundations, Symbolic Reasoning).
 - Completed CAR forms and secured approval for all of the curriculum changes in this bulleted list.
5. Rewrote the AA Degree Program Mission Statement.
 6. Transitioned to reporting on only the college-level courses included in the AA Degree in the 2011 Liberal Arts AA Degree Program Review. Even though many English and Math faculty teach both college level and developmental courses, only college level courses are being evaluated in the Program Review.

Part III: Action Plan

1. Add and/or fill faculty positions in Art, Biology/Zoology, Chemistry, Communication, English, Geography/Geographic Information Systems, Hawaiian language/Hawaiian Studies, Math, Music, Oceanography, Political Science, and Sociology.
2. Complete direct assessments of at least two PLOs each year going forward.
3. 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.
4. 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

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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 AS Degree in Natural Science with a concentration in Biological or Physical Science will be assessing two Liberal Arts classes, CHEM 161 and CHEM 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 Program Committee has chosen which of these courses will be assessed by the AA Degree Program for Program Review. 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 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” that is currently used.
5. Create a designation for life-long learners who have no desire to earn degrees or certificates, so they are not labeled as “majors.”
 6. Streamline the registration process for life-long learners, who are frustrated by the process of repeated registration.
 7. 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

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signature activity or assignment in their courses that can be used to collect evidence pertaining to their students' achievement of particular Program Learning Outcomes.

8. Use waitlists to determine the need for more classes in various areas.
9. Facilitate students' ability to transfer successfully within the UH System with UHMC's AA Degree by adjusting the "area of interest" degree requirements.

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:

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Table 3: Data supporting the hiring of full time tenure-track faculty in certain disciplines. The majority of classes listed are 3-credit courses, but some are 1, 2, and 4-credit courses.

Subject area	F10 classes	S11 classes	F11 classes	F11 BOR appointed faculty	F11 classes taught by BOR faculty	F11 classes taught by lecturers	Cost & # of faculty needed
Art	13	17	15	2	7	8	One @ \$55,000
Biology/ Zoology	31	33	32	5	24	8	Two @ \$110,000
Chemistry	2	3	2	0	0	2	One @ \$55,000
Communi- cation/ Speech	17	19	22	2	9	13	Two @ \$110,000
English/ Journalism	45	44	45	7 (1 on leave & 1 vacant position)	9 (BOR faculty are also teaching 11 develop- mental courses)	36	Three @ \$165,000 [One position for Molokai to teach live and online and therefore help with all the distance sites]
Geography /GIS	4	6	6	0	0	6	One @ \$55,000
Hawaiian Studies/ Hawaiian Language	20	25	25	3 (1 vacant position)	11	13	Two @ \$110,000 [One position for Molokai]
Math	14	12	15	3	9 (BOR faculty are also teaching 4 develop- mental & CTE courses)	6	Two @ \$110,000 [One position for Molokai to teach live and online and therefore help with all the distance sites]
Music	18	20	20	1 (on medical leave)	0	20	Two @ \$110,000
Oceano- graphy	4	5	6	0	0	6	One @ \$55,000
Political Science	4	4	2	0 ***	1*	1	One @ \$55,000
Sociology	8	10	10	0 **	0	10	One @ \$55,000

***This class** was taught by BOR approved faculty member Ryan Daniels. He currently teaches one POLS class each year but his

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primary responsibility is as faculty and Program Coordinator for Administration of Justice.

****Ryan Daniels** teaches one or two SOC classes each year but his primary responsibility is as faculty and Program Coordinator for Administration of Justice.

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

The table above shows the need for one position in Political Science and one or two positions in Sociology. Without a dedicated faculty member nourishing these disciplines 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. Both SOC 100 and POLS 110 are among the few 100 level classes that students can take without college-level prerequisites, and therefore fill to capacity when they are offered. 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 POLS faculty member to promote POLS classes, the ABIT four-year degree offered by UHMC would likely accept a POLS course to fulfill a requirement that currently accepts only either a SOC or PSYCH course. Five POLS classes, including one online class, are being offered in the spring 2011 semester. For the last three election cycles, UHMC has done live election coverage throughout Maui County and online. Students interviewed and prepped the candidates. Last year, the live election coverage was the most successful yet because it coincided with a POLS class being offered. Students were aware of relevant issues to take with them into the interviews. The class and service to the campus were immense. O'ahu reporters present for the show before both the primary and general election stated that UHMC's production was at the caliber of O'ahu coverage.

As an example of the need for positions in Sociology, in the fall of 2011, 100% of the ten Sociology classes were taught by lecturers.

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, as they fulfill the Environmental Awareness and Natural Science Lab requirements.

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As an example of the need for positions in Communication, in the fall of 2011, 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 five Speech courses.

As an example of the need for positions in Hawaiian Studies, 22 (over 80%) of 27 Hawaiian Ethnobotany (HWST 211/BOT 105) sections offered since fall 2009 have been taught by lecturers. The second Hawaiian Studies position would be located on Molokai, something that has been consistently identified as a need by the Molokai Education Center as a priority response to the high percentage of Hawaiians in their community and that community's request to increase their knowledge of their ancestral heritage.

As an example of the need for positions in Music, the discipline has grown from 45 students in fall 2000 to nearly 600 students in fall 2011. In spring 2012, UHMC will offer 30 sections of music classes to an anticipated 675 students. Each semester, UHMC fills as many sections of MUS 107 as are offered, and more are needed. One new Music position would specialize in voice and piano, and a second would emphasize guitar and digital recording. Also, the newly forming Institute for Hawaiian Music will require music classes in addition to what the college now offers and is projected to bring in 40-50 additional students each semester. The continued growth of the UHMC Music program is not dependent on the Institute for Hawaiian Music but rather, is a product of the implementation of our long-range plan.

Since the 2010 Program Review, UHMC has experienced an increased demand from students and from the community for more visual art courses. The majority of Art classes are filled to capacity. Students are often turned away due to the lack of classroom space and limited course offerings. 100-level Art classes are especially in high demand since they have no prerequisites.

Recent changes in the status of STEM resources and faculty assignments have created the need to acquire a dedicated Chemistry Instructor and an additional General Biology Instructor. Also needed, but categorized as second priority, is a position in Oceanography, and another position in Biology/Zoology.

- 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.

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- 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.
- Sean Calder, who has been teaching BIO 100 and some Chemistry, will be teaching more in the Microbiology and Biotechnology offerings. A full time instructor will be needed to handle the sections of BIO 100 that Sean typically teaches.
- The Human Anatomy and Physiology offerings will support two dedicated full time Instructors and additional Lecturer support.
- The new Chemistry lab should have a dedicated full time faculty member to oversee this lab. There will be an increased need 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 current general biology courses are expanding and an added faculty is needed to take on the increasing demand for zoology, botany, natural history, and ocean sciences courses that have been developed and will be offered.

As an example of the need for positions in English, in the fall of 2011 only 9 out of 45 college-level English and Journalism classes were taught by full-time BOR appointed faculty. During fall 2011, UHMC employed five English lecturers with a five-course load and three English lecturers with a four-course load. This practice conflicts with BOR policy A9.560 quoted above. In the 2010-2011 year, no adjustments have been made by converting lecturer hours to non-tenure track full-time positions in English. The 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. In two years, "C" lecturers will likely make just shy of \$58,00 while new English faculty may start as low as \$50,00. In fact, one 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.

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 re-design is likely going to accelerate the demand for

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college-level math classes. The newly instituted wait lists are going to reveal if students are currently being turned away from Math classes. The four BOR approved faculty in Math (one position is specifically dedicated to instructing developmental courses) are currently teaching a total of nine developmental and one CTE Math course, which compromises their ability to offer enough college level Liberal Arts Math classes needed by UHMC students. During spring semester 2012 registration (in November 2011), all MATH 100, 103, 115, and 135 classes were full and closed by the second week of registration.

Table 4: Number and percentage of various Math courses taught by BOR faculty and lecturers during fall 2010, spring 2011, and 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 (29%)
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%)

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 all the distance sites. 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, who might prefer face-to-face classes if they were available. In addition, Molokai is offering four Math classes and four English classes this semester, and 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.

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, UHMC needs increased counseling services. The implementation of the new 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. During spring 2011, 230 Liberal Arts students were on Academic Probation and 252 on Academic Warning, all of whom need counseling in order to return to good academic standing. Also, more counseling services are required for the 1260 Liberal Arts students receiving financial aid during fall 2011 semester (more than 50% of the 2317 students receive financial

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aid). 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. If UHMC had stronger career and transfer counseling, Liberal Arts students would be more in touch with 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 Hawaii 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.

APPENDIX

Comments based on Quantitative Indicators from Institutional Data

A. Demand based on enrollment

- **Number of students with a focus in the Liberal Arts**
FY 10-11: 2160

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	10-11
1,149	1,288	1,574	2014	2160
	12% increase	22% increase	28% increase	7% increase

2010-2011's substantial 7% 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: 26,648**
Student Semester Hours (SSH) for students declaring as Liberal Arts major have increased just over 6% in the last year instead of the 30% of 2009-10 and the doubling of 2008-9.

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- SSH for non-Liberal Arts Majors: 13,103**
 SSH in Liberal Arts classes for majors in other programs have increased **just over 11%** in the last year as compared to a 27% increase in 09-10 and a 62% increase in 08-09.
- SSH for all Liberal Arts classes: 39,751**
 SSH in all Liberal Arts classes have increased **8%** in the last year as compared to a 29% increase in 09-10 and an 86% increase in 08-09.
- FTE Enrollment for students with a focus in the Liberal Arts: 1,325**
 The number of Full Time Equivalents (FTE) has increased **8%** in 10-11 after increasing a dramatic 29% in 09-10. FTE is calculated as 15 credits per term.
- Number of Liberal Arts Classes Taught: 567**
 With continued significant increases in enrollment, Liberal Arts classes have increased by **14%** in a year, after increasing by 24% in 09-10 and by 77% in 08-09. This is a 150% increase over three 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	10-11
227	401	496	567
	77% increase	24% increase	14% 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: 23.7**

Table 3: Average class size in Liberal Arts classes

08-09	09-10	10-11
23.6	24.7	23.7

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- **Fill Rate: 92%**

Table 4: Fill rate in Liberal Arts classes

08-09	09-10	10-11
91%	94%	92%

- **FTE of BOR appointed program faculty: 30**
The number of Full Time Equivalent Board of Regents appointed program faculty has decreased dramatically from the previous year's 37.8. This decrease is undoubtedly due to a number of retirements, but also reflects the 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.
- **Number of majors per FTE BOR Appointed Faculty: 72.0**
This number increased from 53.3 the previous year, indicating that filling several vacant positions did not adequately address the Liberal Arts' need for more faculty positions, as enrollment continues to increase substantially.

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

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

- **Analytic FTE Faculty: 62**
- **Number of Low-Enrolled Classes (Under 10 Enrolled): 19**

Liberal Arts Health based on Efficiency: Cautionary

C. Effectiveness

- **Successful Completion: 72%**
- **Withdrawals: 772**
- **Persistence of majors fall to spring: 71%**

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Table 6: Persistence

	07-08	08-09	09-10	10-11
Face to face classes	66%	70%	73%	71
Online classes		76%	70%	79

- **Number of AA Degrees Awarded: 152**

Table 7: AA Degrees awarded 2006-2010

2006-7	2007-8	2008-9	2009-10	10-11
97	96	96	122	152

- **Number of students classified as Liberal Arts majors transferring within the UH System without earning an AA Degree: 74**

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: Healthy

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