

**University of Hawaii
Maui Community College**

**Liberal Arts
Program Review**

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**Dorothy Pyle
Liberal Arts Program Coordinator**

Introduction

This is the second annual Liberal Arts Program Review. Data is from MAPS, from UHCC office of Institutional Research, and the Maui Community College office of Institutional Research. Information for this review also comes from many discussions with individual Liberal Arts faculty and from a discussion at the October 19, 2007 Liberal Arts faculty meeting. Since this is only the second annual review, the writer believes there are many areas that need further discussion and consideration. An additional section at the end of the review will focus on these areas and their possible importance in future program decisions and reviews.

**Maui Community College
Liberal Arts Program Review**

1. OVERVIEW OF THE PROGRAM

A. Mission and Vision of the College

The College Mission

Maui Community College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

The Vision

We envision a world-class college that meets current and emerging Maui County education and training needs through innovative, high quality programs offered in stimulating learning environments. The College mission, goal, and actions will be guided by the Native Hawaiian reverence for the ahupua`a, a practice of sustaining and sharing diverse but finite resources for the benefit of all.

B. Mission of the Program

The Liberal Arts program is designed to provide students with an Associate in Arts degree and/or to prepare them for transfer to a baccalaureate degree program at a four-year college or university. The Liberal Arts program provides a sequence of English classes designed to meet the liberal arts needs of English Second Language (ESL) students. The program also offers a myriad of courses to “life long learners” in the Maui community.

C. Goals

Graduates from Maui Community College with an A.A. will have a basic educational foundation that will make it possible for them to function successfully, both as citizens and as lifelong learners. They will have skills in communication, both written and oral; in numerical and symbolic reasoning; and in basic computer functions. In addition, students will develop an appreciation of ethical principles; interpersonal skills; and an awareness of civic

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and social responsibilities. Respect and appreciation of cultural diversity will be fostered through an understanding of historical, global, regional, and local perspectives. The Liberal Arts Program stresses the integration of knowledge to enhance students' understanding of life, the human condition, and the world in which we live.

2. **PURPOSE OF THE PROGRAM REVIEW**

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

This is only the second annual Liberal Arts Program Review conducted by the college. At this early stage it is difficult to see long range patterns and to make assessments about the direction and effectiveness of the program. All data pertain to, and are derived from, school years 2004-2006 unless otherwise noted.

3. **RELATED UNIVERSITY POLICIES**

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

Part 1: Quantitative Indicators**A. Demand**

- **Number of Liberal Arts Majors:** 1149

F04	F05	F06
1,195	1,183	1,149

There is a less than 1% decline in Liberal Arts majors from F05. This small decline may represent a stabilization of the relationship between the unemployment rate (currently very low) and the number of students at MCC (usually in decline when there is low unemployment). The 1% decline is in sharp contrast to the over 8% decline of the past 5 years.

- **Number of Student Semester Hours (SSH):** 15,145
SSH in Liberal Arts has decreased from 15,692 in F04 to 15,145 in F06
- **FTE Program Enrollment:** 1008 (other data: 1,027)
The number of FTE has also declined less than 1% from F05 (1020) to F06. (other data indicates a higher FTE enrollment)
- **Number of Classes Taught**

F04	F05	F06
213	204	239

B. Efficiency

- **Average Class Size**

F04	F05	F06
24	25	21

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- **Number of Classes Under 10 enrolled: 17**
This is only 7% of the classes offered.
- **Fill Rate: 80.4% (other data: 89%)**
- **Number of majors per FTE faculty: $1149/33 = 35$**

C. Effectiveness

- **Number of Degrees Awarded**

2003-04	2004-05	2005-06
95	108	109

- **Persistence of majors**

67.85	67.54	65.13
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- **Graduation Rate: 9.5%**
- **Number of students transferred: NA**

Part II: Analysis

General observations about the Liberal Arts program are:

- While enrollment declined 8.4% in 4 previous years, the past year's decline was less than 1%
- FTE and SSH are dropping
- Class size is declining but the number of classes offered increased from 204 (F05) to 239 (F06)
- In spite of continued enrollment decline, the number of degrees awarded has increased by 14.7% over the past 3 years
- There is currently no tracking system in place whereby we can know the successful completion of goals of various types of Liberal Arts students, nor is there a tracking system for transfer students and the completion of their goals.

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While these observations based on data from the past few years seem to indicate that the Liberal Arts program is maintaining enrollments and graduation rates, it does seem that the basis for these assumptions is on shaky ground.

Liberal Arts, as it is being used in this program review, is too broadly based and very poorly documented. The system and college data gathering is completely inadequate for Liberal Arts. There has been no clear distinction 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). In spring08, the Student Services office at MCC will be using a new registration format which will ask students to place themselves in one of the above categories. Over a period of years, data collection on Liberal Arts students should improve.

The Liberal Arts faculty discussed these issues at its most recent meeting on October 19, 2007. Those present agreed that meaningful information was not being properly collected and/or documented. A discussion developed on the possibility of creating a more specific, limited AA program within the broader based area of General Education/Liberal Arts. The faculty agreed that an AA degree program, with possible program entrance requirements/prerequisites would more clearly focus data collection and more clearly indicate the success of the AA program. For instance, in 2006, 1,149 students are listed as Liberal Arts majors. Of those, 109 received a degree for a graduation rate of 9.5%. If students were registered specifically as AA degree program students, and the number of them was perhaps 40% of 1,149 (459 students), then 109 graduates becomes a 23.7% graduation rate. A very different outcome, and one that may be more meaningful for planning in the future.

Creating a specific AA degree program within the broad area of general education should also increase the value of the AA degree by making it more exclusive based on prerequisites and final outcomes. It should be easier to market, and could more easily umbrella academic subject certificates and academic subject honor societies. Students who are accepted into a set AA program may more easily qualify for scholarships.

At the Liberal Arts meeting, the faculty present also discussed the need for a base reading level competency at MCC. The establishment of an AA degree program could require a reading level competency for entrance into the program. The faculty has clearly indicated their belief that student success is tied to reading ability. Requiring a high level of reading ability would support better classroom success for AA students. This would be particularly important if MCC has

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future plans for additional bachelor level degrees that will feed from AA graduates.

In addition, the data available (but not obvious in Part I) indicate that a disproportionate number of classes in Liberal Arts are taught by lecturers (faculty courses: 117/ 52.5%, lecturer class 106/47.5%). This is especially apparent in English, Math, and the Social Sciences. Some adjustments have been made by converting lecturer hours to non-tenure track full-time positions in English and Math. But this still leaves the number of tenured faculty at a deficit in these areas.

Social Sciences have been understaffed for many years. There has not been a full time Political Science instructor for more than 10 years. The full-time Geography position has been vacant (and the monies used for other things) for 8 years. In both of these areas there has been a steady decline in student enrollment – most likely a result of no faculty leadership. Sociology likewise has had no leadership and has been shunted into the hands of various lecturers. Students don't know who will be teaching classes and so enrollments often suffer. Degree requirements at MCC as well other colleges require Social Science credits. It seems MCC should support this area of Liberal Arts more efficiently and consistently.

Significant Program Actions

In the summer of 2007, MCC's proposed AA was finally approved by the University of Hawaii President. The new AA will be implemented in fall08. The Liberal Arts faculty strongly supported the development of the new AA and sees it as a tool for stronger student understanding of the AA degree with better opportunities for assessment of outcomes..

This change will require considerable effort on the part of the Counseling Department to re-write and re-issue many counseling forms for student and faculty use. The MCC catalog will need major revisions.

During the 2006 – 2007 academic year, MCC prepared the required portfolio of documentation to join the UH multi-campus Foundations Board. Tentative acceptance on the board has been granted in fall07 with the expectation of full membership by spring 08. Membership on this board will simplify articulation issues between MCC and other campuses for all Foundations courses, and it will allow a greater level of autonomy in the development of curriculum.

Part III: Recommendations

1. Continue the completion of a Liberal Arts program review annually. Long term analysis of the data will allow for better understanding of the trends and needs in the largest program at the college.
2. Continue the appointment and support of a Liberal Arts program coordinator. The fractious nature of the current department structure makes the need for a program coordinator essential. Liberal Arts is the largest program on campus. As such it affects the very essence of this college. For the program to function, give guidance and, in fact, remain efficacious, there needs to be a leader who will serve as a coordinator, handle liberal arts articulations and assessment issues, serve as a focal point for all Liberal Arts studies, and interface between counseling, administration, and teaching faculty. Further, the undertaking of the Liberal Arts Program Review should be the responsibility of the Liberal Arts program coordinator.
3. Support the implementation of the newly approved AA degree by offering information/training sessions on the AA requirements for faculty, staff, and students. Support the counseling department's needs for resources to adjust to the new AA and their need to produce new counseling information for students.
4. Support the agreed upon set of categories for Liberal Arts students (i.e. degree-seeking, transfer, life long learner) that can be inserted in the Banner system to better counsel, track, and assess student progress and success. Support the Student Services staff in implementing these categories in the enrollment process.
5. Also, find a way for the Banner system to track our graduates and transferees. Currently there is no way to know which graduates successfully entered a four-year institution.
6. Continue to closely monitor enrollment numbers.
7. To encourage enrollment, the college should pay attention to, and offer more classes that draw from, the local and

international population's needs. Particular attention should go to the positions in the Social Sciences. It is suggested that full-time, tenure-track positions in the following Liberal Arts areas be created:

- Geography
- Sociology
- Music
- Political Science
- English
- Math
- Biology
- Counseling
- Spanish

8. Utilize more fully the University Center for liberal arts classes. Until the above positions are filled, there will remain a hollowness in liberal arts instruction. In the meantime, the University Center could be used to offer courses not currently held at Maui Community College. Our students have access to some of the best faculty in the system via the University Center. More should be done to promote it to our students and to bring otherwise hard to get courses to our campus. Additionally, if a select AA degree program were developed at the lower division, the University Center could grow it's number of bachelor level degree offerings to meet the needs of better prepared student graduates of MCC.

Part IV: Resource Implications

As stated in the recommendations, the greatest area of resource allocation needs to be in the area of faculty positions. Along with salaries, these faculty positions need office space, equipment/technology, library resources, staff development opportunities, and funds for curriculum/course development. In addition, as more faculty require classroom technology, the college will need to invest in more classroom equipment and security.