

**PHILLIPS COMMUNITY COLLEGE INSTRUCTION  
2010-2011 ANNUAL REPORT**

Division Arts and Sciences

Date August 2011

**DIVISION MISSION STATEMENT (optional)**

The Arts and Sciences Division of Phillips Community College of the University of Arkansas shares the College's fundamental mission. The mission of the Division of Arts and Sciences is to provide the foundational needs in general education to all students and to provide the first two years of specialized knowledge in areas which lead to advanced degrees and professional careers. As a result of the study of courses in the Division's curriculum, students will be able to demonstrate:

- The ability to communicate effectively in a written and oral manner.
- Knowledge of history, art, literature, and other cultures.
- Mathematical knowledge and skills.
- Skills in problem solving and scientific reasoning.
- Skills in critical thinking.
- Knowledge and skills necessary to utilize technology.

These goals will enable students to function well in society, supporting future academic work and careers.

**Specific Initiatives and Strategies  
In 2010-2011 Strategic Plan  
And Level Of Accomplishment**

<b>Priority Initiative in 2010-2011 Strategic Plan</b>	<b>Status</b>
Improve success and retention in developmental English.	The Arts and Sciences Division continued to work on the Priorities of the Achieving the Dream Initiative. Priority 1 of that Initiative was to improve success and retention in developmental education. As a part of this initiative, one credit hour labs were added to all Basic Writing I & II (EH 1013 & EH 1023) classes and a mandatory student success class was also add to the Basic Writing II. Results indicate improvement in both retention and success of PCCUA students in these courses. Course success in developmental classes was at 62%, and retention was at 78%. Success rate of students completing EH 1023 was 75%.

<p>Improve success and retention in developmental math.</p>	<p>I Can Learn Math Program continue to be used for developmental math. There are three levels of developmental mathematics: fundamental math (MS 1013), elementary algebra (MS 1023) and intermediate algebra (MS 1123). Similar to other developmental classes, a one hour math lab was added to each level of developmental math. Success rate of students completing courses was: Fundamental Math – 55%; Elementary Algebra – 62%; Intermediate Algebra 64%. These results were slightly below the 2009-2010 results, but surpass the 2004-2006 benchmark in the Elementary and Intermediate Algebra.</p>
<p>Strengthen 2+2 education program in Early Childhood Education.</p>	<p>An Articulation Agreement between UAM and PCCUA to deliver a P4 degree in Childhood Education to the three PCCUA campuses was again renewed.</p> <p>The Teach For Arkansas (TFA) grant which was initially funded for two years in the amount of \$167,000 continues to provide scholarships for Phillips County students entering the UAM Childhood Education Program. Not all students in the UAM program receive TFA funding, but of those who have received funding, results are as follows: three teachers have received their 5/6 endorsement and five teachers have completed their bachelors and are working in the Phillips County area, three students are in their senior year and five students are in their junior year of this program.</p> <p>Because funding from TFA requires that students commit to teaching in Phillips County for two years, most students entering the education program in Arkansas County have chosen not to receive TFA funding. Arkansas County results are as follow: five (5) students have completed the UAM education program and are now teaching in Arkansas County. Three (3) students are in the senior year and six (6) students are in the junior year of the education program.</p>
<p>A&amp;S faculty members completed formal assessment of at least one class during fall and spring terms. The purpose was to obtain feedback on their teaching and the learning of their students so that informed changes could be made to improve student success.</p>	<p>Mandatory testing legislated by State, assessment required by Achieving the Dream and pre and post test requirements for all math classes has dictated that most faculty take an active role in planning and implementing assessment projects; gathering and analyzing data. Instructors in other non ATD or math areas continue to do at least one assessment project each semester in one or more of their classes. The results of the projects are included in the Mastery Table of College’s Assessment plan.</p>

## **SUMMATION OF 2010-2011 PLANNING ACTIVITIES**

Planning for the division is conducted through meetings with division members, e-mail, and advisory board meetings. Evidence of planning is documented by:

1. Electronic meetings are most common within the A & S Division. Several curriculum reviews have/are taken place within the Division. Results from Achieving the Dream and developmental testing have driven a significant review in the English/Basic Writing and mathematics areas. All students registered in intermediate algebra and Basic Writing II were required to take either the COMPASS or ASSET and those results were reported to the Arkansas Department of Education.
2. Email is used to share and receive input on suggested additions or changes to the curriculum.

## **SUMMATION OF 2010-2011 CLASSROOM ASSESSMENT ACTIVITIES**

The types of assessment used by the Arts & Science faculty members have not changed a great deal over the past two to three years. A& S Division instructors indicate that they use the following instruments to assess students learning: pre/post tests, essays, portfolio, standardized tests (COMPASS, CAAP, PRAXIS, etc), papers, classroom participation and presentations, monitored practicum demonstration unit and comprehensive final exam. Results of pre and post tests, course assessment summaries are submitted to and maintained by the division Dean. An overview of these assessment summaries can be found in Tables 1c, 2a and 2b of the College's Assessment document.

## **IMPROVEMENTS AND MODIFICATIONS AS A RESULT OF ASSESSMENT**

PCCUA has been selected to participate in a new process that the Higher Learning Commission (HLC) is adopting for reaccrediting colleges. It is called Pioneer Pathways, and PCCUA has selected two 'pathways'. One pathway is to improve student success in the gatekeeper classes of math and English. In order to do this, a variety of strategies is being implemented. One strategy is to stress writing across the curriculum, hopefully in new and innovative ways. Instructors are being encouraged to embed appropriate writing assignments in their classes and to grade them using a common rubric. The English depart will offer one pilot Fall 2011 in which students who test into Basic Writing II can jointly enroll in Freshman English. Results of this pilot will be evaluated for its effectiveness.

As a result of new State law, college algebra or a math as sophisticated as college algebra is now required for all associate degrees (AA, AAS, AS and AAT). A new course, called college mathematics (MS 183) was developed and the design was to begin offering this class effective Fall 2011. This course was put on hold after some discussion arose about the law.

## **SUMMATION OF 2010-2011 BUDGET ACTIVITIES IN REGARD TO PURCHASES (EQUIPMENT, LEARNING AIDS, ETC.) AND ABILITY TO MEET INSTRUCTIONAL NEEDS**

Computers in English lab C304 were also replaced with new computers.

## **INITIATIVES & STRATEGIES TO INCLUDE IN THE 2011-2012 STRATEGIC PLAN**

The Arts and Sciences department will:

1. Continue working on improving retention and success in its development classes.
2. Work on pathways associated with the HLC Pathways project.
3. Complete the Arts and Sciences Program for ADHE.
4. Review and modify one or both Technical Math – MS 143 and/or College Mathematics – MS 183.
5. Evaluate new ways to assess student success in English and other A&S courses.

Submit to the Assessment office upon completion.