

**PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS
INSTRUCTION ANNUAL REPORT**

Division Arts and Sciences

Date July 2015

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 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 2014-2015 Strategic Plan
And Level Of Accomplishment**

Priority Initiative in 2014-2015 Strategic Plan	Status
Continue working on improving retention and success in developmental classes.	The Arts and Sciences Division continued to work on the priorities of the Achieving the Dream Initiative – priorities that have now become institutionalized. We continue to work to improve success and retention in developmental education. We continue to require a 1-hour lab with both Basic Writing I and II. We continue to require a Student Success class with Basic Writing II and Freshman English I. We have also offered the accelerated classes for Basic Writing II and Freshman English I, as well as Intermediate and College Algebra. By making the pre-test review mandatory for all students taking the COMPASS test, we feel we have gotten more accurate placement and reduced student remediation time.
Proceed with the projects outlined for the Higher Learning Commission's Open Pathway.	Our goal was to increase the success rate of students moving from the highest level remediation class through two gateway classes (Composition I and College Algebra). We continue to focus our efforts in that area. We have added an additional emphasis on expediency.

	<p>Much research has shown that the faster we can remediate our students, the better. All of our initiatives are designed with that goal in mind. In addition, we have worked to encourage success for our African American male students with META (Men Enrolling to Advance). The Faculty Inquiry Group has grown to include data collection in both English and math. This data helps in determining the success of our curriculum alignment, delivery redesign and alternative teaching strategies.</p>
<p>Continue to research offering inter-semester classes in December and May; offer developmental courses online.</p>	<p>Although this continues to be a possibility, we seem to be moving to a more ACE-centered approach with our developmental classes. By having a cohort driven, 4-day a week offering of developmental math, English and reading, we hope to see students succeed.</p>
<p>With the aid of the STEM grant, plan modernization of science labs and equipment.</p>	<p>During the summer of 2014, the STEM Center was remodeled and opened early fall of 2014. That Center has proven to be a successful place for students, instructors and tutors to gather. Beginning in the spring of 2015, the physical science lab is being remodeled. We have also been able to purchase new lab equipment and instructional tools.</p>
<p>Perform a yearly survey for faculty on departmental and professional development needs.</p>	<p>All science and math teachers have been contacted and have expressed their ideas for professional development. These needs have been met by our STEM grant activities and funds. We plan to survey history and social science instructors this semester to determine needs that can be worked in a tight budget.</p>

SUMMATION OF 2014-2015 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 Arts and Sciences Division. Email is often used to share and receive input on suggested additions or changes to the curriculum or delivery methods of a particular course.
2. Results from testing, as well as input from Guided Pathways research and ACE research have driven a review in the English/Basic Writing and mathematics areas. All students registered in intermediate algebra or Basic Writing II were given a post-test with results reported to the Arkansas Department of Higher Education.
3. Beginning with the Faculty Inquiry Group and continuing with semester reports and data sharing, math, reading and English instructors worked to get a full picture of all student and course progressions. With meetings and email exchanges, the faculty worked to assist students and maximize learning, completion and progression.
4. Continued to pilot both an accelerated English and accelerated math section. For both projects, students were enrolled in the college level course as well as the developmental course.

SUMMATION OF 2014-2015 CLASSROOM ASSESSMENT ACTIVITIES

Arts and Sciences division instructors indicate they use the following instruments to assess student learning: pre- and post- tests, essays, portfolios, standardized tests (COMPASS and for the final semester, CAAP), papers, classroom participation and presentations, monitored practicum demonstration unit and comprehensive final exams. The results of the pre-and post-tests, as well as the course assessment summaries, are submitted to and maintained by both the division chairs and the data collection leads in math and English. An overview of these assessment summaries can be found in the College's assessment document.

Beginning in Spring 2015, Arts and Sciences faculty were required to have an early assessment identified in their syllabi. Following the assessment, faculty provided an early intervention strategy to be employed for students who failed to succeed in that first assessment. Many of the instructors provided one-on-one tutoring for those students who were not initially successful either in their offices or in the STAR Center. The follow-up to that assessment/intervention will be presented in the fall.

IMPROVEMENTS AND MODIFICATIONS AS A RESULT OF ASSESSMENT

As a result of assessment (both within the classroom and provided by the Faculty Inquiry Group), the Arts and Sciences division has implemented strategies to improve student retention and success. We continue to offer the combined Intermediate Algebra and College Algebra class, as well as the combined Composition I and Basic Writing II classes in hopes that students will be able to complete remediation and the college level requirement in one semester. We also continue to offer the Technical Math option for students who do not plan to transfer. We realize that one approach does not work for everyone, and students need choices in delivery methods. All Arts and Sciences instructors are encouraged to embed writing assessments in their classes and to grade these with the common English department rubric.

After seeing the success many students have with the Career Pathways initiative, the College has put the ACE (Academy of College Excellence) plan into place beginning in the fall of 2015. A FELI (Five Day Experiential Learning Institute) was held in May for all interested faculty and staff. A one week practicum with students involved was held in July for the actual faculty/staff who will be involved with this project. We are excited about the possibilities this will provide.

SUMMATION OF 2014-2015 BUDGET ACTIVITIES IN REGARD TO PURCHASES (EQUIPMENT, LEARNING AIDS, ETC.) AND ABILITY TO MEET INSTRUCTIONAL NEEDS

We were able to purchase everything necessary to meet our students' instructional needs. We are excited about the opportunities that continue to exist because of the STEM grant. At the present time, the Physical Science lab in the C Building is being completely renovated (and should be completed before fall classes begin). With the addition of the new STEM Center, students are offered additional opportunities for tutoring. We are also able to provide support for our faculty through initiatives such as Mathways, Guided Pathways and the Working Family Success Network.

INITIATIVES & STRATEGIES TO INCLUDE IN THE 2015-2016 STRATEGIC PLAN

The Arts and Sciences division will:

1. Continue working on improving retention and success in its developmental classes.
2. Monitor progress with the ACE curriculum, as well as combined classes in math and English.
3. With the STEM grant, complete work on Physical Science lab and begin work on Chemistry lab.
4. Perform a yearly survey for faculty on departmental and professional needs.
5. With the assistance of advisors, become familiar with the Guided Pathways model.

Submit to the Assessment office upon completion.