

**PHILLIPS COMMUNITY COLLEGE INSTRUCTION  
ANNUAL REPORT**

**Division Arts and Sciences**

**Date October 2012**

**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 course 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 2011-2012 Strategic Plan  
And Level Of Accomplishment**

<b>Priority Initiative in 2011-2012 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 and II (EH 1013 and EH 1023) classes and a mandatory student success class was also added to the Basic Writing II class. Results indicate improvement in both retention and success of PCCUA students in these courses.

<p>Improve success and retention in developmental math.</p>	<p>The I Can Learn Math Program continues 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.</p>
<p>Arts and Sciences faculty members completed formal assessment of at least one class during fall and spring terms. The purpose was to obtain feedback on their teaching so that informed changes could be made to improve student success.</p>	<p>Mandatory testing legislated by the State of Arkansas, assessment required by Achieving the Dream and pre and post test requirements for all math and English classes has dictated that most faculty take an active role in planning and implementing assessment projects, as well as gathering and analyzing data. Instructors in other non-AtD areas continue to do at least one assessment project each semester.</p>

### **SUMMATION OF 2011-2012 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. This year, we have completed our Division's ten-year review. 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 or Basic Writing II were required to take either the COMPASS or ASSET test and those results were reported to the Arkansas Department of Higher Education.
2. Email is used to share and receive input on suggested additions or changes to the curriculum..

### **SUMMATION OF 2011-2012 CLASSROOM ASSESSMENT ACTIVITIES**

The types of assessment used by the Arts and Sciences faculty members have not changed a great deal over the past two to three years. Arts and Sciences division instructors indicate they use the following instruments to assess student learning: pre/posttests, essays, portfolios, standardized tests (COMPASS, CAAP, PRAXIS), papers, classroom participation and presentations, monitored practicum demonstration unit and comprehensive final exams. The results of the pre and posttests, as well as the course assessment summaries are submitted to and maintained by the division chairs. An overview of these assessment summaries can be found in 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. PCCUA is pursuing a project designed to improve student success in the gatekeeper classes of math and English. In order to do this, a variety of strategies are being implemented. One strategy stresses writing across the curriculum in new and innovative ways. Instructors are encouraged to embed appropriate writing assessments in their classes and grading them using a common rubric. In the spring of 2012, the English department piloted an accelerated learning program whereby students could enroll in both Basic Writing II and Freshman English I. This pilot will be continued in the fall of 2012. We have been working on an intermediate algebra/college algebra accelerated learning program which is in place for the fall of 2012. It is our belief that students who are able to succeed in the gatekeeper courses of English and math are more likely to continue to graduation. That is why these courses are our main focus for modification.

## **SUMMATION OF 2011-2012 BUDGET ACTIVITIES IN REGARD TO PURCHASES (EQUIPMENT, LEARNING AIDS, ETC.) AND ABILITY TO MEET INSTRUCTIONAL NEEDS**

Having recently updated our second English Writing Lab, no expenditures were budgeted for this year.

## **INITIATIVES & STRATEGIES TO INCLUDE IN THE 2012-2013 STRATEGIC PLAN**

The Arts and Sciences division will:

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| 1. Continue working on improving retention and success in its developmental classes.  |
| 2. Proceed with the projects outlined for the Higher Learning Commission's Open Pathway.  |
| 3. Receive feedback on the Arts and Sciences Program review for ADHE.   |
| 4. Evaluate the assessment in place for Basic Writing II (the rubric for the pre and post writing sample)   |
| 5. Review and monitor the new Technical Math (MS 143) and the combined Basic Writing II and Freshman English I/Intermediate Algebra and College Algebra classes being targeted in the fall of 2012. |

Submit to the Assessment office upon completion.