

**PHILLIPS COMMUNITY COLLEGE INSTRUCTION  
ANNUAL REPORT**

**Division** Arts and Sciences

**Date** October 2014

**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 2013- 2014 Strategic Plan  
And Level Of Accomplishment**

<b>Priority Initiative in 2013-2014 Strategic Plan</b>	<b>Status</b>
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
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 (Freshman English I and College Algebra). We continue to focus our efforts in that area. We have added an additional emphasis on expediency. 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 the inclusion of a new group (Men Enrolling to Advance). The Faculty Inquiry Group has also worked to provide data that helps in determining the success of our curriculum alignment, deliver redesign and alternative teaching strategies.
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Evaluate the assessment in place for Basic Writing II (rubric for the pre and post writing sample).	While several English instructors felt confident is using the rubric for grading, the instructors have continued to modify and adjust. We believe that using a two-grader approach has been helpful. While it makes for a very busy time at the end of the semester, the faculty wishes to continue that process.
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.	While we continue to struggle with low enrollment and occasional misplacement of students, these classes have proven to be beneficial. The success rates are comparable to those in the stand alone classes, and the students who are willing to put in the time and effort appreciate being able to complete their remediation and advance in one semester.

### **SUMMATION OF 2013-2014 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 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 given a post-test with results reported to the Arkansas Department of Higher Education.
3. With the Faculty Inquiry Group, 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 to maximize learning, completion and positive progressions.
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 2013-2014 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, 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.

### **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 have begun offering a Technical Mathematics class and to stress writing across the curriculum. Instructors are encouraged (with assistance from English faculty if needed) to embed writing assessments in their classes. By grading them with the common rubric, we hope to reinforce the importance of writing outside an English class. With the accelerated learning program in both English and math, we have been able to move students through the development classes of Intermediate Algebra and Basic Writing II as well as allowing them to complete the gateway classes in one semester. It is our belief that students who are able to succeed in Freshman English I and College Algebra are much more likely to continue to graduation. We realize that one approach no longer works for everyone, and students need to have choices in delivery methods. For that reason, we are also planning to initiate an online intermediate algebra class in the spring. While the I Can Learn lab has worked well for many students, some faculty members are interested in looking at other approaches (My Math Lab), and we realize that modifications may be necessary.

### **SUMMATION OF 2013-2014 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 will be presented with the STEM grant. We are especially hopeful that needed improvements in our science labs will now be possible. With the addition of the new STEM center students are offered additional opportunities for tutoring. Many of our instructors are involved in both Mathways and Guided Pathways work. This will provide additional support and needed guidance for our students.

### **INITIATIVES & STRATEGIES TO INCLUDE IN THE 2014-2015 STRATEGIC PLAN**

The Arts and Sciences department will:

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 and report those outcomes at the HLC Impact Forum
3. With the aid of the STEM grant, plan modernization of science labs and equipment
4. Continue to research offering inter-semester classes in December and May; offer development education courses online
5. Perform a yearly survey for faculty on departmental and professional development needs

Submit to the Assessment office upon completion.