

MAY 27, 2024



GENERAL EDUCATION PROGRAM REVIEW

DIVISION OF ARTS AND SCIENCES

This Program Review includes the External Peer Review and the Self-Study

DR. DEBORAH KING

DEAN CAROL BIRTH

PCCUA



Academic Program Review

External Reviewers

Mary Parker and Eliot Parker are not related.

Primary Reviewer: Dr. Mary Ann Parker

Mary Ann Parker is an Assistant Professor of Education at the University of North Alabama. She earned her Ph.D. in Secondary English Education and M.Ed. in Curriculum and Instruction from The University of Mississippi. A strong teacher advocate, her work in secondary and university classrooms centers on supporting educators to build a culture of writing for P-16 students. Her research agenda includes Writing Across the Disciplines and teacher recruitment and retention. Her experience also includes CAEP accreditation report writing. While at UM, she taught undergraduate education students and supervised student teachers. She has received the School of Education at UM's Outstanding Doctoral Student, Secondary Education award and a Graduate Achievement Award. As member of the University of Mississippi Writing Project Leadership team, she developed and presented professional development for teachers across the state of Mississippi and in Tennessee. She can be reached at mparker23@una.edu.

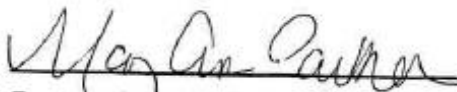
Secondary Reviewer: Dr. Eliot Parker

Dr. Eliot Parker is an instructor in writing and rhetoric at the University of Mississippi. He works in the College of Liberal Studies. He can be reached at beparkel@olemiss.edu. Eliot is the author of the thriller novel *A Final Call*, which was a finalist for the Da Vinci Eye Award and a honorable mention at the London Book Festival in 2022. His short story collection *SNAPSHOTS*, won the 2020 PenCraft Literary Award and the Feathered Quill Book Award in 2021 for short story anthology. His thriller novel, *A Knife's Edge* was an Amazon #1 bestseller. Eliot is the recipient of the West Virginia Literary Merit Award and a finalist for the Southern Book Prize in Thriller Writing. He is a graduate of the Bluegrass Writers Studio at Eastern Kentucky University with his MFA in Creative Writing and Murray State University with his Doctorate in English.

Division of Arts and Sciences

General Education

May 27, 2024


External Reviewer's Signature


External Reviewer's Signature

I. Review of Program Goals, Objectives and Activities

A. Are the intended educational (learning) goals for the program appropriate and assessed?

The intended educational (learning) goals are aligned appropriately with the overall mission of the college, which lists the following Core Competencies: social and civic responsibility, technology utilization, analytical and critical thinking, communication, and cultural awareness. Program goals are listed as follows:

- 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

Institutional Assessment Committee “establishes assessment goals across all divisions in the institution...These goals and expected outcomes represent the institution's annual report of assessment outcomes for the institutional priorities of retention, completion, job placement, or transfer.” Additionally, each academic program “has developed program assessments which lists specific outcome assessment strategies, data, and implementation processes”. Key assessments tied to each goal are available on pgs. 68-79. Further, proactive plans such as faculty review, item analysis, skill specific student workshops, learning labs, and faculty mentorships are in place if students are falling below benchmark expectations. A review of these assessments finds the key assessments appropriate for meeting institutional goals. For example, review of the analysis and feedback loop for Goal One reports student success on measurable benchmarks. Goal Two analysis and reporting and feedback loop reports students met or exceeded benchmarks in all but MSC 223 which has an improvement plan in place.

B. How are the faculty and students accomplishing the program’s goals and objectives.

Faculty and students are accomplishing the program’s goals and objectives multiple ways.

Faculty had input developing student educational outcomes. Student learning outcomes (SLO’s) “were identified and aligned with educational opportunities and a process for measuring student achievement of those outcomes” (p.6). Further, the assessment process includes “multiple methods for measuring student achievement and data collection” (p.6).

ARTS AND SCIENCES ASSESSMENT

DIVISION OF ARTS AND SCIENCES						
<p>MISSION: Phillips Community College is a multi-college serving Eastern Arkansas. The College is committed to individual, organizational, and community development. It provides accessible, affordable education, training and public services that are consistent with the goals and objectives of its students and the communities it serves. Through its numerous programs and partnerships, the College provides high quality education opportunities and supports the economic growth of Eastern Arkansas. 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 the general education to all students and to provide the first two years of specialized knowledge in the areas which lead to advanced degrees and professional careers. (Reviewed by A & S Faculty 10/23/2019)</p>						
GOAL 1: Students will be able to communicate effectively in a written and oral manner.						
Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analysis and Reporting	Feedback Loop
Develop an essay based upon a thesis statement.	Students enrolled in EH 113 or EH 123 Gateway Courses	85% of the students who earn a "C" or better will make at least 70% on a final essay	English Rubric is used for all writing classes	Each term	Faculty will analyze and report results to the chair.	If fewer than 40% score at or below benchmark, English faculty will develop an improvement plan.
Write a grammatically and mechanically correct essay.	Students enrolled in EH 113 EH 123. Gateway Courses (Required to exit EH 1023)	At least 70% of students completing EH 113 & EH 123 will score at or above 75% on final essay	Final essay EH 113-research based essay EH 123-expository essay (Students in EH 1023, Basic Writing II must demonstrate proficiency by completing an assigned prompt and dually graded essay)	Each term	Chair will analyze and report results to English faculty, director of assessment, and VCI	If fewer than 50% score at or below the 75% for three consecutive terms, a more detail report of the results will be requested and that instructor working with a mentor will develop an improvement plan.

Use various forms to develop writing skills	Students enrolled in EH 113.	100% of students who earn a “C” or better and will write at least one paper utilizing the following forms: argumentative, comparison/contrast, cause/effect, narrative and example.	English syllabi and student artifacts	Evaluated each term but assessed annually in the Faculty Inquiry Group meetings	Syllabi reflects specific writing assignments Faculty maintain copies of students essays for at least two semesters.	The Department faculty discuss and analyze outcomes in an effort to modify instructional strategies for instructional improvement.
Incorporate Internet and library research into writing.	Students enrolled in HY 113 or HY 123 EH 113 Most courses are using some aspect of eLearning research and all faculty must use BlackBoard	100% of students who earn a “B” or better on a final paper will appropriately cite internet or library research sources.	Research Paper	Each term	Analyzed by faculty	This goal is discussed annually among faculty at the annual end of year FIG meeting. This goal may be modified in 2021.
Understand the principles of effective oral communication and be able to apply these principles in actual speaking situations	Students enrolled in SP 243	85% of students who complete speech and earn a “C” or better will score at least 70 on a final speech using a speech rubric.	Speech Rubric	Each term	Analyzed by faculty, results reported to dean	If fewer than 80% of the students who earn a “C” or better score less than 70% on the final speech for three consecutive terms, that Speech instructor will be required to develop an improvement plan.
Goal 2: Students will demonstrate knowledge of history, art, literature and other cultures.						
Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analysis & Reporting	Feedback Loop
Understand the work of human culture exist within social,	Student enrolled in EH 233, 243, & 263; HY 113	70% of students taking unit tests on historical and	Unit test and written response paper	Each term	Spring division meeting	This goal is discussed and reviewed. This spring faculty were

historical, and linguistic settings that affect its meaning.	&123; PSY 213, SY 213	literary facts will score at least 70% on written paper.				focused on culturally responsive teaching and an administrator doing CRT research led that discussion 02/2020
Become familiar with some of the classic works of human culture.	Students enrolled in EH 243, EH 263, MSC 223, FA 213	of historical, social, and literary eras and trends and average least 70% on shared assessments (written, verbal, other)	Tests Short papers Presentation PowerPoint Presentation, Project	Each term but discussed a at the spring division meetings	End of Spring Term	At the February 2020 division meeting focused on CRT the division discussed inclusion of diverse works. Faculty have decided to re-examine works included in the genres.
Employ the skills of critical thinking, reading, writing, speaking, and listening to interpret a work of human culture.	Students enrolled in EH 233,243; HY 113 & 123; MSC 223	70% of students taking unit tests or written essay on historical and literary facts will score at least 70%.	Tests Short papers Presentation PowerPoint Presentation, Project	Each term but discussed a at the spring division meetings	End of Spring Term	Faculty will examine possibilities for including diversity, inclusion, and equity in this goal.
Understand significant social, economic and political developments in Wester and non-Western history.	Students enrolled in HY 113, HY 123.	70% of students will demonstrate though tests and short papers a general knowledge of historical, social, and literary eras and trends and average least 70% on shared assessments (written, verbal, other)	Tests, written papers, project	Each term but discussed and assessed in the February departmental meeting	End of year/annually	Faculty will examine possibilities for including diversity, inclusion, and equity in this goal. This may become World Civilization instead of Western Civilization.
Understand significant political, social, economic and cultural developments in history of the Unites States.	Students enrolled in HY 213 and EH 264	At least 70% of students receiving a "D" or better will score at least 70% on a post test. The inclusion of a "D" or better is	U.S. History Pre-Posttest. African-American Literature post assessment outcome (tests, paper, project)	Each term	Results analyzed by faculty.	If students failed to meet benchmark for two consecutive evaluation periods, faculty will analyze the test, determine what areas stand out as needing improvement and develop a plan.

		controversial at this time.				
Recognize and respect that diversity of peoples and cultural traditions has contributed to the American experience.	Students enrolled in EH 123, EH 263 & HUM 113, 203,253, 263	70% of students will demonstrate though tests, short papers, presentation, and projects understandings related to diversity, inclusion, and equity issues.	Tests, short papers, presentation, and projects	Each term	Spring Division meeting	At the February 2020 division meeting focused on CRT the division discussed inclusion of diverse works. Faculty have decided to re-examine works included in the genres
Understand the constitution, government and political processes of the United States.	Students enrolled in HY 213, HY223, PLS 213	70% of students will demonstrate though tests, short papers, presentation, and projects understandings related to diversity, inclusion, and equity issues and constitutional changes which impact government and political processes	Tests, short papers, presentations, and projects	Each term but discussed a at the spring division meetings	Spring Division meeting	At the February 2020 division meeting focused on CRT the division discussed the needs to re-examine instruction to incorporate more cooperative activities in these courses.
Goal 3: Student will demonstrate mathematical knowledge and skills.						
Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analysis and Reporting	Feedback Loop
Apply properties of real numbers to simplify numerical and/or algebraic expressions.	Students enrolled in the entire Math (MS) sequence.	Mean pre-/post- test scores will by at least 10%	Math Pre-Post test	Each term	Faculty report Pre & Post-test results to the FIG Lead who compiles a report for departmental discussion and analysis.	If the mean post test scores fail to increase at least 10%, math faculty will perform an item analysis of test questions and develop an improvement plan.
Perform algebraic operations and solve algebraic equations.	AA/AS degree seeking students or others taking MS 123, 133, 135	At least 60% of students will score at or above the 70% on the final mathematics exam.	Tests, post tests	Each term	FIG lead will compile and share outcomes with faculty for discussion &	If less than 60% of the students score at or below 70% for three consecutive terms, that faculty member will be

	(some non AA/AS enrolled students may seek College Algebra courses)				analysis and report results.	assigned a mentor and develop and improvement plan.
Use graphing or scientific calculators or computers as aids to problem solving.	Students enrolled in MS 123, MS 133, CY 214	80% of students will be able to use the graphing or scientific calculator to graph equations and /or data and analyze the results.	Unit Test	Each term	Results will be analyzed and maintain by faculty.	If 50% of students miss a designated calculator problem in unit test, a calculator workshop will be offered and students strongly encouraged to attend.
Develop skill needed to analyze and solve technical problems in their chosen disciplines.	Students enrolled in MS 143, 123, 183, 193, 253; CY 124, PS 114	60% of students will be able to use the graphing or scientific calculator to graph equations and /or data and analyze the results.	Pre/posttest, exams	Each Term	FIG lead will compile and share outcomes with faculty for discussion & analysis and report results.	If less than 60% of the students score at or below 70% for three consecutive terms, that faculty member will be assigned a mentor and develop and improvement plan.
Use and apply mathematical abilities.	Students enrolled in MS 1013, 1023, 123,143, 183, 193, 215, 253; CY 124, PS 114	60% of students will demonstrate though tests, and unit exams mathematical functionality.	Pre/post tests for MS 1013, 12023, 123, 143; tests and final tests in MS 193, 215, 253, CY 124, PS 114	All math, chemistry, and physical science faculty	FIG lead will compile and share outcomes with faculty for discussion & analysis and report results	If less than 60% of the students score at or below 70% for three consecutive terms, that faculty member will be assigned a mentor and develop and improvement plan.
Gain confidence in their mathematical abilities.	Students enrolled in mathematics (MS) sequence.	85% of students surveyed will indicated an improvement in their self confidence in mathematics.	Student evaluation, CCSSE outcomes (every other year)	Annually	Discussed every year but inclusion of this goal in assessment is unresolved. No faculty want it removed but most feel outcomes are difficult to assess.	The team is discussing how to assess this goal. Currently, the method of determining this is unreliable; however, faculty think it is important for students to gain confidence. More discussion about this in the future.

Goal 4: Students will demonstrate skills in problem solving, critical thinking and scientific reasoning.						
Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analysis and Reporting	Feedback Loop
Demonstrate mastery of basic scientific information	Students enrolled in BY 114, CY 114, or PS 114	70% of student will earn at least 70% on unit tests covering terms, facts, and theories in this subject.	Unit tests, presentations, notebooks, and final exams	Each term	Faculty reports and discuss outcomes.	If fewer than 60% of the students who earn a “D” or better score less than 60% on the final for three consecutive terms, that instructor will be required to develop an improvement plan. Faculty are examining new options for STEM course success. These tend to be hardest for the high number of STEM underprepared students.
Understand the nature of science and its importance to society.	Students enrolled in BY 114, CY 114, or PS 114	Students will be able to participate in discussions, present cooperative assignments orally or written, on the importance of science to society.	Class participation and/or written reaction paper or presentation or reflected in their notebooks.	Each term	Faculty report and discuss outcomes at Division meetings.	If fewer than 70% of the students score less than 80% on these this goal related assignments, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.
Develop an understanding of how human activity affects the natural environment.	Students enrolled in BY 114,124, 134, 144 and PS 114	70% of students enrolled in life or natural science courses will understand and be able to describe the role that humans play in the eco-system.	Tests, presentation, projects, notebooks	Each term	Faculty report and discuss outcomes at Division meetings.	If fewer than 70% of the students score less than 80% on these this goal related assignments, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.
Demonstrate skills necessary to participate in public	HY 113/123, HY 213/223 or PLS 213	100% of students will be required to attend/view at least	Reaction papers, discussion	Each term	Faculty reports and discuss outcomes.	If fewer than 70% of the students score less than 80% on these this goal

policy decisions regarding science-related issues.		one public policy, or political meeting related to science issues or teaching; write a summary of the discussion and personal reaction.	questions and projects.			related assignments, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.
Move from blind acceptance of information to a more disciplined evaluation of this information based upon rational principles.	PHIL 153	Students will demonstrate knowledge of philosophical orientation in various cultures crossing time and location. Through this, they will be able to demonstrate the skill of discussing, presenting, and arguing a position.	Reaction papers, discussion questions and projects.	Each term	Faculty reports and discuss outcomes	It is expected that more than 70% of the students will pass this course. The faculty have decided that this course might need to be promoted to encourage appropriate discourse and to help students filter information more skillfully.
Develop skills of analysis and synthesis	Students enrolled in EH 123, EH 243, CY electives	85% of students will complete these courses with a "C" or better.	Reaction Papers, presentation, projects	Each term	Faculty reports and discusses outcomes	If fewer than 70% of the students score less than 70% in these courses, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.
Examine and criticize works and oral presentations	Students enrolled in EH 113 133, 143 and SP 243.	85% of students will complete these courses with a "C" or better.	85% of students will complete these courses with a "C" or better.	Each term	Faculty reports and discusses outcomes	If fewer than 70% of the students score less than 80% on these courses, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.

Goal 5: Students will be able to demonstrate technological knowledge and skills						
Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analyze by Whom	Reporting & Feedback Loop
Demonstrate computer fluency	CT 113 and all other All EH classes	Computer generated product, use of Microsoft word to produce that product and BlackBoard	Use of BlackBoard This is taught and used as the teaching tool for almost all courses.		Faculty each term, department each term	Student access is an issue. It is expected that 100% of the students demonstrate basic BlackBoard Skill. The college BlackBoard orientations and learning labs will support users needing assistance
Utilize the Internet and online database directories for research purposes.	EH 113, 123123, HY 113, 123	100% of the student are required to submit an annotated bibliography or research paper. 70% of these students will score 100% accuracy on those assignment, those who fail to score 100% must resubmit with corrections.	Annotated bibliography or the research paper	Each term	Faculty report	It is expected that 100% of the students passing the course can perform this function. All student are given the opportunity to correct in accurate citations.
Use computer and web-based resources to supplement t learning.	All division classes	100% of the student are expected to access supplemental learning sites provided by the instructor	Quizzes and test which cover material only acquired though using that supplemental instruction site.	Each term/ every course in Arts & Sciences except mathematics		100% of the students are expected to perform this function. Failure to access supplemental e-resources could lower a students' grade. Faculty provide assistance to assure students can use this skill and /or some students will be referred to the learning

						lab for supplemental instruction.
Demonstrate a mastery of word processing skills.	EH 1023, 123, 133	Computer generated product, use of Microsoft word to produce that product	Use of Microsoft Word is taught and used as the teaching tool for almost all courses. Not used in mathematics.	Each Term/each course except mathematics	Faculty each term, department each term	Student access is an issue. It is expected that 100% of the students demonstrate basic Microsoft Word skill. The college IT orientations and learning labs will support users needing assistance.
Utilize calculators as a resource in solving problems.	MS 123, MS 133, other higher-level MS classes	100% of the student are expected to perform this function. Failure to use the calculator correctly results in faculty tutorial and /or referral to the learning lab for supplemental instruction.	Tests, word problems	Each Term/each course	Faculty each term, department each term	100% of the students are expected to perform this function. Failure to use the calculator correctly results in faculty tutorial and /or referral to the learning lab for supplemental instruction.
Communicate effectively through email, and social media	SS & SOS classes	100% of the students are expected use email and it is the primary form of communication at the college. Students showing difficulty using email and Facebook (or other forms of social media if desired)or are referred to the learning lab for assistance	Response to email, acquired information posted on Facebook	Each term, each course SS is a corequisite for EH 1023 & RH 113 so must students receive this.	Faculty, advisors	100% of the students are expected to perform this function unless there is some accommodation which prevent use. Students who are unable to use email and other social media and who have difficulty in the SS course where they are introduced to this, may be assisted at the learning labs on each campus.

WRITING RUBRIC Reviewed November 2019

Measure	5	4	3	2	1	Student's Score
Mechanics Use of accurate spelling and punctuation	No spelling or punctuation errors	Very few punctuation and spelling errors	Adequate spelling and punctuation, some errors	Several spelling and punctuation errors but still understandable	Numerous spelling and punctuation errors	
Usage Use of appropriate grammar and standard English	Appropriate use of grammar and standard English	Minimal grammar errors and demonstrated use of standard English	Adequate grammar and use of standard English, some errors	Several grammar errors and a weak grasp of standard English	Gross grammatical and language errors	
Organization Organization and topical development	Strong and logical organizational and topical development	Logical and developed organization and topical development	Adequate organization and topical development	Very weak organization and topical development	No development of ideas, detail or support; lack of structure	
Content Development of ideas, clear introduction, body and conclusion	Ideas are clear, detailed and supported. Writing is developed and has an IBC structure.	Ideas are somewhat clear, detailed and supported, and an IBC structure is in place.	Adequate development, not clear but does have an IBC structure and is understandable	Inadequate, is not clear and is not supported with much detail, lacks all the structural elements	No development of ideas, details or support, lacks structure (no IBC)	
Style Appropriate use of words; appropriate language, sentence paragraph and essay development	Exceptional word choice and strong sentence, paragraph and essay development	Appropriate use of words; appropriate sentence paragraph and essay development	Adequate use of words; sentence and paragraph development but weak essay development	Inadequate use of words; weak sentence, paragraph and essay development	Poor choice of words; undeveloped sentences, paragraphs and essay	
						Overall Score=

A student should receive a score of 1 – 5 in each of the areas, such as mechanics and usage. The 5 scores should be placed in the appropriate columns under *Student's Score*. To derive the student's overall score, simply add the 5 scores and divide by 5 and place the overall score in the appropriate column.

Speech Rubric

Speaker's Name _____

Topic _____

Introduction gains attention: _____ (10)

Specific purpose and preview of main points are clear: _____ (10)

Material sustains audience interest: _____ (10)

Maintains Direct Eye Contact: _____ (10)

Review of Main Points: _____ (10)

Strong Memorable Closing: _____ (10)

Use of Visual aids: _____ (10)

Body Language/Appearance _____ (10)

Topic is narrowed: _____ (10)

Overall impression: _____ (10)

_____ Total Points

Time: _____

Additional Comments:

C. How is the program meeting market/industry demands and/or preparing students for advanced study?

The review addresses the college's response to current and future market/industry needs. Per the review, "The program aligns its curriculum with current industry needs by regularly updating courses to reflect emerging trends and technologies. The integration of internships, additional industry partnerships and real-world projects can provide practical experience. Furthermore, incorporating opportunities for advanced study through research projects or the honors program can help students delve more deeply into specific areas of interest and stay abreast of evolving industries" (p.6). In addition, the college prepares students for advanced study "by prioritizing curricular alignment with the current needs of the job market and industry trends.

The program seeks industry partnerships where available and appropriate to assist students in gaining connections with professionals and practical experience. The program offers elective courses in areas of interest, and career services to connect students with potential employers. Students are also offered guidance and support in the pursuit of baccalaureate and advanced degrees" (pp.8-9).

In addition, the program supports students in preparing for advanced study through curriculum and course reviews. "To ensure university-parallel courses, PCCUA works with ADHE through systematic curriculum and course reviews as well as participating in the Arkansas Course Transfer System (ACTS)...Learning outcomes and course descriptions were developed by college and university faculty in each field of study from the best practices in each field. The courses are periodically reviewed to ensure their comparable status" (p. 9). PCCUA also "has transfer agreements with a number of four-year universities" (p.91).

D. Is there sufficient student demand for the program?

The response outlines sufficient student demand for the program on p. 9. As PCCUA students anticipate transferring to a four year university, degree plans require General Education Courses. A recent Individualized Career Plan Survey revealed 33 percent of students "indicated General Education as their field of study" (p.9). Appendix D (p. 113) provides a Program Viability Chart including degree codes, degree levels, and graduation counts per year.

E. Do course enrollments and program graduation/completion rates justify the required resources?

Since 2018, there has been an increase in degrees awarded, with the highest number of degrees awarded in 2023 (since 2017). A review of these completion rates and enrollments justifies the resources required for the program. “Resources allocated are justified, considering the overall college mission, the relative cost of resources, the student outcomes and the intended impact of assessment.” (p.9).

II. Review of Program Curriculum

A. Is the program curriculum appropriate to meet current and future market/industry needs and/or to prepare students for advanced study?

Yes, as outlined above, the program curriculum is appropriate to meet current and future market/industry needs and to prepare students for advanced study. There are numerous professional development opportunities. Ongoing BlackBoard and Workday training is provided each term. Additionally, Faculty Senate always presents two technology focused workshops per term.

General Professional Development Training

Faculty:

Archiving Blackboard Courses 8/14/23

BlackBoard Basics for Beginners 8/14/23

Portfolio Submission using Blackboard 10/20/23

Using Rubrics in BlackBoard for Assessment of Student Learning 11/10/23

Using Technology Effectively 1/3/24

Getting Started with Blackboard Learn Ultra 4/5/24

Creating Dynamic Content in BlackBoard Learn Ultra 4/12/24

Assessing Student Learning using Tools in BlackBoard Learn Ultra 4/26/24

BlackBoard Learn Ultra Gradebook Management 5/3/24

Students:

Online Course Basics 8/21/23

Using Respondus LockDown Browser in your Online Course 9/18/23

Using Online Resources such as NetTutor 10/44/23

Test Taking and Study Skills Tips 11/14/23

Online Course Basics 1/8/2

**FALL 2022 PROFESSIONAL DEVELOPMENT
TENTATIVE SCHEDULE**

DATE	TIME	TRAINING	ZOOM LINK/LOCATION	PRESENTER(S)
10/27	9:30 – 10:30 am	Security for Digital Wallets and Cash Transfer Apps: With the increased usage of applications that are connected to banking information it is important to understand how those applications work and how to secure them effectively.	Zoom Link: https://pccua.zoom.us/j/86965308204 A117 Helena B100 Stuttgart	Cindy Grove
12/8	8:30 – 9:30 am	Google Sites and YouTube: Using Google Sites and YouTube for educational content and to decrease video content stored on BlackBoard.	Zoom Link: https://pccua.zoom.us/j/87064740802	Christina Garner

**SPRING 2024 PROFESSIONAL DEVELOPMENT
TENTATIVE SCHEDULE**

DATE	TIME	TRAINING	ZOOM LINK/LOCATION	PRESENTER(S)
04/05/24	9:00 am	Artificial Intelligence and ChatGPT	Zoom Link: https://pccua.zoom.us/j/86416463984	Cindy Grove Charlotte Purdy
04/26/24	9:00 am	Nearpod	Zoom Link: https://pccua.zoom.us/j/82136714812	Christina Garner

The only approved distance learning program at PCCUA is the Associate of Arts degree program. The general education courses in the AA provide all of the general education for students in all majors. It is an award-winning program and has won several MERLOT Awards. Merlot is a program which recognizes and promotes outstanding online resources designed to enhance teaching and learning and to honor the authors and developers of these resources for their contributions to the academic community. The program is a two-time winner and the Distance Learning Director has wanted a MERLOT Award twice. PCCUA received a Title III Grant to enhance vocational online education opportunities. Funds from, this grant have enabled the establishment of a Virtual Academy so that ongoing training and support for online and distance learning can be provided to faculty and students. The Faculty Association has provided a robust online training for faculty. The schedule for the development of faculty is robust.

No faculty member has ever been denied an opportunity to attend conferences, seminars or workshops. In the last three years, numerous math, English and reading workshops have been held in the state to support a special initiative entitled **Strong Start to Finish**. I have attached the faculty request for travel form to demonstrate the college's commitment. Additionally, in the last five years at least six general education faculty have returned to college to acquire additional credit hours to teach in related fields. The college paid for the classes and one instructor completed a second masters. This effort is tied closely to the college's need for masters prepared faculty in numerous teaching areas. If a person receives a higher degree, that person is compensated at a 7.5% salary increase. The policy is attached. This policy has promoted faculty development. The development opportunities are highlighted in yellow.

PCCUA ADMINISTRATIVE PROCEDURE

Administrative Procedure: 370.02

Subject: Faculty Appointment and Placement on the Salary Schedule

Applicable Board Policy: 370

Date Adopted: 6/76

Revised: 10/87, 1/93, 1/10, 3/18, 6/19

Faculty Appointments

Phillips Community College strives to employ the best personnel possible for its administrative and instructional staff. The College is, therefore, authorized to maintain a vigorous recruitment campaign and to solicit applications from individuals throughout the nation.

The College generally requires that applicants for administrative and instructional positions hold a master's degree or higher with a minimum of 18 hours in their teaching field except in the cases of certain specialized areas of technical, vocational, or adult education.

Faculty teaching general education courses, or other non-occupational courses, must hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

Instructional personnel are ordinarily employed on a nine months basis for service in two 18-week terms. College administrators, counselors, and librarians are ordinarily employed on a 12-month basis. Employment appointments recommended by the Chancellor shall not be made for a period exceeding 12 months.

At present, there are no tenure provisions at Phillips Community College. All appointments are for one year only and may be renewed upon mutual agreement of the College and the employee. Since no provisions have been made for academic rank, all faculty are classified as instructors.

Continuing Education and Salary Progression

Providing lifelong educational opportunities for its students is one of the objectives of a community college. Embracing this philosophy, Phillips Community College recognizes that faculty members must also periodically participate in continuing education programs if they are to remain abreast of changes and developments in their fields.

The College further recognizes that continuing education is not restricted to the university classroom but may take place in a variety of learning environments.

On occasion, the College may request that specific faculty members continue their education in order to strengthen the educational curriculum at the College. Most often, however, faculty members will voluntarily continue their education to upgrade their skills, broaden their expertise, or pursue new or additional competencies. It is the policy of Phillips Community College to reward a faculty member who pursues continuing education within the instructional field in which the faculty member is employed.

Pursuing Continuing Education Beyond the Master's Degree

Faculty members pursuing continuing education may earn increased compensation. A written request from a faculty member must initiate this process and must precede course enrollment or internship participation. Approval will not be given for enrollment or participation after-the-fact.

Additional compensation will not be granted for the completion of undergraduate credits. However, if the institution requires a faculty member to take courses at the undergraduate level, the institution will pay the tuition for such courses up to a maximum of 12 credits. The amount of tuition support provided will not exceed the maximum appropriate tuition charged by state universities (Arkansas) for a resident student.

In addition to tuition support, the College will provide salary support at the currently contracted level, on a pro-rated basis, for employees required to enroll in coursework (graduate or undergraduate) and/or participating in training that has been required by the College. Normal travel costs (transportation, lodging, and meals) not to exceed allowable maximums will also be provided for required coursework and training. See Policy #322.

Continuing education required by the College will be initiated by the Vice Chancellor for Instruction and the College Chancellor.

Pursuing Advanced Degrees

For faculty members pursuing advanced degrees:

1. Faculty members completing master's degrees will receive a 7.5% increase in base pay, those completing a specialist's degree (master's plus 30 hours) will receive a 7.5% increase, and those completing a second master's or doctorate degree, will receive a 7.5% increase. Faculty completing 18 graduate hours in at least two additional teaching areas will receive a 7.5% increase. In the event a faculty member skips the specialist's level and earns a doctorate, this faculty will receive compensation of 7.5%. Faculty members planning to pursue advanced degrees should make their intentions known by filing a degree plan with the Vice Chancellor for Instruction prior to pursuing the degree. Further, the faculty member will provide evidence of

fulfilling the degree plan in the form of a transcript.

2. Only earned degrees, from regionally accredited institutions of higher learning, within the faculty member's discipline, departmental curriculum, and/or approved related area will be approved for salary advancement.

Faculty members earning advanced degrees outside of their teaching field will not be rewarded with salary advancement except in those rare cases when faculty members are required by the College to continue their education in different fields in order to meet anticipated college needs in the future.

Title: Professional Development Staff Development Request
 Origin/Location: Web, PCCUA Policy Manual
 Document Summary: Form used for faculty to request to use Staff Development funds for travel and other experiences



PROFESSIONAL DEVELOPMENT
 BP 650-AP 650.04 STAFF DEVELOPMENT REQUEST FORM

Name: _____ Division/Department: _____

Type of Funds Requested:

Attend Meeting: _____ Name of Organization Sponsoring Meeting: _____

Attend Conference: _____ Name of Organization Sponsoring Conference: _____

Name of Conference/Seminar: _____

Present Paper at a Conference: _____ Name of Organization Sponsoring Conference: _____

Name of Conference/Seminar: _____

Another Type of Professional Development (site visit, course, etc.): _____

Name of Sponsoring Organization: _____

Purpose of Professional Development: _____

Presenters or Other Activity

Name of Presentation: _____

Organization to Whom Paper or Proposal Is Being Submitted: _____

Submission Deadline: _____ Date of Presentation: _____

Topic: _____

Brief Summary of Presentation or Activity: _____

_____ Date of Submission: _____

Name of Applicant

_____	_____	_____	_____
Dean/Supervisor	Date	Approved	Disapproved

_____	_____	_____	_____
Vice Chancellor for Instruction	Date	Approved	Disapproved

B. Are institutional policies and procedures appropriate to keep the program curriculum current to meet industry standards?

Yes, regular reviews and updates keep the program curriculum current to meet industry standards. All programs are assessed on a three-year cycle and comprehensive program reviews are on a ten-year cycle.

C. Are program exit requirements appropriate?

Program exit requirements are appropriate. The report outlines appropriate exit requirements including multiple forms of measurement and process review. In addition to a cumulative 2.0 GPA requirement, program exit requirements “include a variety of measurements, including comprehensive exams, projects, presentations and portfolios (student notebooks). Feedback and benchmarking against similar programs help establish relevant exit criteria. Regular reviews and updates to align with industry changes are essential for keeping exit requirements current” (p. 15).

D. Does the program contain evidence of good breath/focus and currency, including consistency with good practice?

As the program includes many shared courses, there is evidence of good breath/focus/and currency. “The General Education curriculum consists of courses shared across the areas of English and Communication, the humanities and fine arts, social sciences, mathematics, and natural sciences. Consistency with good practice is met through, “curriculum... requirements within these disciplines... students are given a general knowledge of all areas important to learning (p. 15).

E. Are students introduced to experiences within the workplace and introduced to professionals in the field?

Students have multiple opportunities to gain workplace experience and interact with professional in the field, “through internships, career-prep workshops and occasional guest lectures—all of which provide networking opportunities. Additionally, real-world projects and case studies built into the curriculum help bridge the gap between academic learning and practical workplace scenarios” (p. 15).

F. Does the program promote and support interdisciplinary initiatives?

Yes, the program promotes and supports interdisciplinary initiatives through flexible curriculum offerings, interdisciplinary projects, interdepartmental collaboration, STAR Lab opportunities, and open communication and dialogue (pp. 15-16).

G. Does the program provide respect and understanding for cultural diversity as evidenced in the curriculum, in program activities, in assignment of program responsibly and duties; in honors, awards and scholarship recognition; in recruitment?

Respect and understanding for diversity are reflected in the PCC Core Values listed.

Student Success

We are committed to the success of every student. We believe all students, given the right conditions, can learn. We believe those conditions include high expectations reflected in a rigorous curriculum and personal engagement evidenced by a faculty and staff who invest themselves in the lives of our students and our communities.

The Power of Education

We believe learning begins at birth and should last a lifetime. We believe in the power of education to transform lives and build strong, productive communities.

Diversity

We respect the inherent worth and dignity of every person.

The College wide core competencies also reflect the importance for cultural diversity and understanding. These are listed.

CORE COMPETENCIES DEFINED (STACC Skills)

Social and Community Responsibility-behavior that demonstrates adherence to legal/ethical standards established by society.

Degree graduates will demonstrate the ability to

1.1 develop and/or refine social interaction skills

1.2 develop and/or enhance the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decisions.

1.3 develop knowledge and skills to act responsibly and engage in civic and community life.

Technology Utilization-use of tools of the trade to achieve a specific outcome.

A person who is competent in technology and information literacy recognizes how and what technology to use and when information is needed and has the ability to locate, evaluate, and use it effectively.

Degree graduates will demonstrate the ability to

- 2.1 determine the nature and extent of the information needed;
- 2.2 access needed information effectively and efficiently;
- 2.3 evaluate information and its sources critically and incorporate selected information into his or her knowledge base;
- 2.4 use information effectively, individually or as a member of a group, to accomplish a specific purpose; and
- 2.5 understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally
- 2.6 use field specific technology (graphing, calculators, thermometers, plotters, etc.)

Analytical and Critical Thinking and Reasoning- modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.

A competent analytical and critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

Degree graduates will demonstrate the ability to

- 3.1 discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data;
- 3.2 recognize parallels, assumptions, or presuppositions in any given source of information;
- 3.3 evaluate the strengths and relevance of arguments on a particular question or issue;
- 3.4 weigh evidence and decide if generalizations or conclusions based on the given data are warranted;
- 3.5 determine whether certain conclusions or consequences are supported by the information provided; and
- 3.6 use problem solving skills.

Communication-the interactive process through which there is an exchange of verbal and/or nonverbal information.

A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

Degree graduates will demonstrate the ability to

- 4.1 understand and interpret complex materials;
- 4.2 assimilate, organize, develop, and present an idea formally and informally;
- 4.3 use standard English in speaking and writing;
- 4.4 use appropriate verbal and non-verbal responses in interpersonal relations and group discussions;
- 4.5 use listening skills; and
- 4.6 recognize the role of culture in communication

Cultural Competency- Commitment to diversity, equity and inclusion within the context of

cultural engagement and understanding-acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next and one culture to another. A commitment to diversity, equity, and inclusion increases access and assures a better chance to succeed.

Commitment and practice which strives to promote to diversity, equity, and inclusion. A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.

Degree graduates will demonstrate the ability to

- 5.1** assess the impact that social institutions have on individuals and culture—past, present, and future;
- 5.2** describe their own as well as others' personal ethical systems and values within social institutions; and
- 5.3** recognize the impact that arts and humanities have upon individuals and cultures.
- 5.4** recognize the role of language in social and cultural contexts.
- 5.5** recognize the interdependence of distinctive world-wide social, economic, geopolitical, and cultural systems.

In addition to the definitions, PCCUA has developed a rubric for Cultural Competency.

PCCUA COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION WITHIN THE CONTEXT OF CULTURAL ENGAGEMENT AND UNDERSTANDING

Cultural Competency-Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding-acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next and one culture to another. A commitment to diversity, equity, and inclusion increases access and assures a better chance to succeed. Commitment and practice which strives to promote diversity, equity, and inclusion. A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities. Degree graduates will demonstrate the ability to meet the requirements in the rubric. The rubric has not been implemented but it has been presented to the Assessment Committee for use.

The Cultural Competency Rubric was developed this fall and will be implemented sometime in the future. It was shared with the Assessment Committee. The use of the rubric is intended for any instructor to use and it will provide a way to measure or capture a student learning related to cultural competency. Certainly, this is not something which can easily be measured so having the rubric in place will be helpful to all instructors, especially those teaching general education. A rubric is most helpful to student because it also allows them to identify the distinction between no evidence of attaining that competency and exceptionality in demonstrating that outcome.

CUTURAL COMPETENCY RUBRIC

SLO	Assessment Tool	Exceptional-3	Adequate-2	Developing-1	No Evidence-0
assess the impact that social institutions have on individuals and culture—past, present, and future;	Observation Demonstration Engagement Essay Speech Activity Tests Assignments Other	Demonstrates exceptional understanding of social institutions, providing insightful analyses of their impact on individuals and culture with nuanced insights into underlying structures and dynamics.	Exhibits a solid understanding of social institutions, offering well-developed analyses of their impact on individuals and culture, identifying key structures and dynamics.	Shows a basic understanding of social institutions and their impact on individuals and culture, with some identification of key structures and dynamics.	Demonstrates limited understanding of social institutions, providing minimal analyses of their impact on individuals and culture, lacking recognition of key structures and dynamics.
describe their own as well as others' personal ethical systems and values within social institutions; and	Observation Demonstration Engagement Essay Speech Activity Tests Assignments Other	Demonstrate sophisticated understanding of ethical systems and values within social institutions; demonstrate ability to navigate understanding multiple perspectives on issues of diversity.	Describe similarities and differences of ethical systems and values of social institutions; Can include multiple perspectives on relevant issues of diversity.	Identify components of other ethical systems and values within social institutions; Can identify appropriate behaviors, but often able to only respond through their own perspectives on issues of diversity.	Unaware or minimally aware of other ethical systems and values within social institutions; Respond from own perspective reflecting bias, prejudices or stereotyping. Unaware or minimally aware of own judgment on issues of diversity.
recognize the impact that arts and humanities have upon individuals and cultures.	Observation Demonstration Engagement Essay Speech Activity	Demonstrates clear and deep understanding of the impact of arts and humanities	Exhibits solid understanding and appreciation of arts and humanities;	Shows a basic understanding and appreciation of some arts and humanities, but	Unaware or minimally aware of the impact of arts and humanities with minimal

	Tests Assignments Other	upon individuals and cultures, can show a profound appreciation of diverse artistic and humanistic expressions, connecting them to broader cultural contexts.	can recognize cultural nuances and their significance.	lacks depth in cultural connections and significance.	recognition of cultural diversity and significance.
recognize the role of language in social and cultural contexts.	Observation Demonstration Engagement Essay Speech Activity Tests Assignments Other	Articulate clearly how language shapes interactions with others, including key concepts of diversity, power, privilege and access.	Discuss language of their own cultures, and of key concepts of diversity, power, privilege and access	Identify elements of their own identities and describe some of the key concepts of diversity, power, privilege and access	Unaware or minimally aware of how language shapes their own culture; unable to name any key concepts of diversity.
recognize the interdependence of distinctive world-wide social, economic, geopolitical, and cultural systems.	Observation Demonstration Engagement Essay Speech Activity Tests Assignments Other	Demonstrates a clear understanding of social interactions and communication to the global exchange of ideas, beliefs and values; can articulate shared awareness of issues like security, climate change, and diplomatic relations.	Demonstrates a solid understanding of social interactions and communication to the global exchange of ideas, beliefs and values; can articulate awareness of issues like security, climate change, and diplomatic relations	Shows a basic understanding of social interactions and communication to the global exchange of ideas, beliefs and values; has limited awareness of issues like security, climate change, and diplomatic relations	Unaware or minimally aware of social interactions and communication to the global exchange of ideas; is lacking in recognition of issues like security, climate change and diplomatic relations

The Division has several support mechanisms in place. For example, the Division of Arts and Sciences has a STAR Lab established to assist students with writing papers, light tutoring if needed in the process of working on papers and assignments. It is not intended to replace actual course or program tutoring. All faculty address the college core competencies within the context of course work in assignments, papers, presentations and other course work. This is also included in assessment.

Phi Theta Kappa is an honorary society which is always led by faculty in the Division of Arts and Sciences. This group provides community service activities such as the Angel Tree which involves collection presents for needy children at Christmas. There are other kinds of activities and discussions presented throughout the year and the Division actively participates in events such as Black History Month and Juneteenth.

At the end of the year when graduation draws near the Division selects and Outstanding Graduate. Sometimes that graduate is not an honor student but has made significant contributions to departmental and college activities. At the PCCUA Honors Reception, the Division of Arts and Sciences students recognized far outnumbers any division. Students must have a 3.5 GPA to be recognized as honor graduate

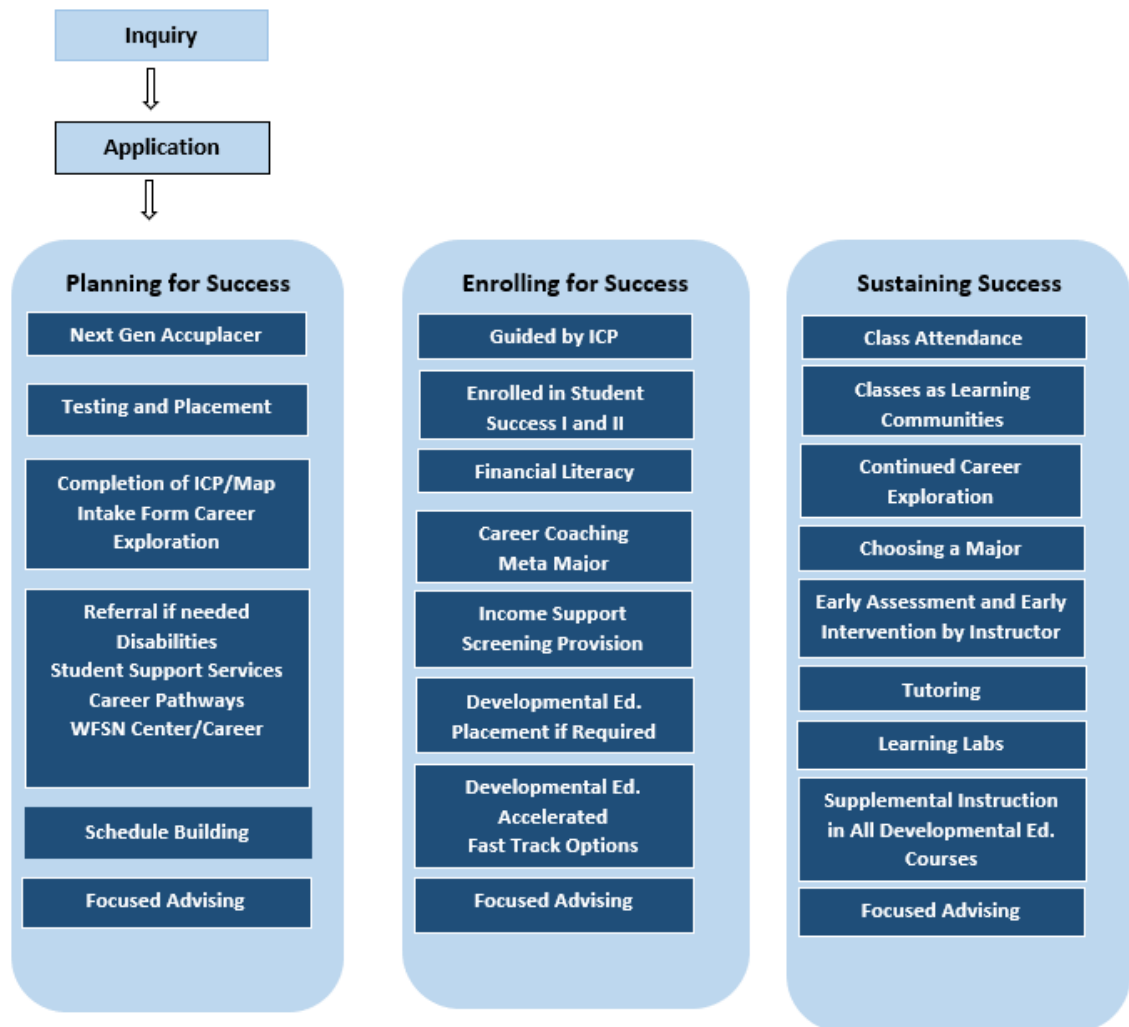
III. Review of Academic Support

A. Does the program provide appropriate quality and quantity of academic advising and mentoring of students?

Advisors are available for both face to face and online students. Upon admission, students are assigned and advisor who supports students for success through scheduling, etc. Advisors are available via email, phone, or face to face (p. 51).

The academic advising at PCCUA meets the needs of all students. There are three full time academic advisors and each division has program advisors. The Division of Arts and Sciences has numerous focused program advisors and the list of those specific program advisors is attached. Each student meets with the advisor twice during the term and prior to the term the advisors help the student prepare the schedule. Our Access with Success process clearly identifies the process from contact to enrollment for all students.

Student Access with Success



ADVISORS

General Education Course and Program Advisors. Criminal Justice, Early Childhood, and Early Childhood are in the Division of Arts and Sciences but are not part of the General Education Program. General Education advisors are listed in the tables below according to the campus.

MAJOR	HELENA ADVISORS 338-6474
Biology, Chem, Engineering, Math, Physics, Pre- Med Drama, English, Music, Speech Education Physical Education	Carol Birth, ext. 1370
Basic Skills, Ad. Education	Carol Birth, ext. 1304
Behavioral Health Tech. Pre-Law, Social Science	Cathy Fullilove, ext. 1395 Deborah Gentry, ext. 1214 (Full Time Advisor)
Criminal Justice Undecided	Deborah Gentry, ext. 1214
Early Childhood Education	Yvette Robertson, ext. 1307
General Education	Carol Birth, ext. 1371 Deborah Gentry, ext. 1214
High School Relations	Kevin Arnold, ext. 1363

MAJOR	DEWITT ADVISORS 946-3506
Behavioral Health Technology Biology, Chem, Engineering, Math, Physics, Pre- Med Business Administration Drama, English, Music, Speech Education General Education Physical Education Pre-Law, Social Science	Shawanna Wansley, ext. 1628
Criminal Justice	Deborah Gentry, ext. 1214 (Helena)
Early Childhood Education	Joyce Hargrove, ext. 1840
Graphic Communications	Cindy Grove, ext. 1885 (SG)
High School Relations	Savanna Bisswanger, ext. 1608

MAJOR	STUTTGART ADVISORS 673-4201
Behavioral Health Tech Biology, Chem, Engineering, Math, Physics, Pre-Med Business Administration Drama, English, Music, Speech Education Emergency Medical Tech General Education Medical Coding Medical Laboratory Technology/Phlebotomy (H) Physical Education Pre-Law, Social Science Pre-Nursing (ADN & PN) Undecided	Carriell Brown ext. 1853 Sylvia Boyd, ext. 1809-Full Time Advisor
Criminal Justice	Carol Birth, Ext Jeff Gunem, ext. 1634/1844
Early Childhood Education	Christi Freeman, ext. 1840
High School Relations	Michelle Blasengame, ext. 1816

B. Does the program provide for retention of qualified students from term to term and support student progress toward and achievement of graduation?

Yes, the program provides for retention of qualified students. For example, Table 9: Retention, Graduation, and Transfer Rates posted shows 2023 having the highest retention and graduation rates since 2017 (p. 60).

IV. Review of Program Faculty

A. Do program faculty have appropriate academic credentials and/or professional licensure/certification?

Program faculty have appropriate academic credentials, licensure, and certification. The document clearly states faculty credentials, experience, etc. Faculty professional development and ongoing certification also is included.

B. Are the faculty orientation and faculty evaluation processes appropriate

Appropriate faculty orientation and faculty evaluation processes evident through the following:

Through a faculty onboarding system established in 2020, “the new hire works closely with their new supervisor for the first 90 days, receives an information packet and training before the first day, and then in those 90 days, the new hire receives more pertinent information via both supervisor and a mentor/” work buddy.” There is also some feedback given to the new hire at the end of the first 90 days” (p.35).

All full-time and part-time faculty receive performance reviews. The evaluation process is appropriate and uses two types of evidence: anonymous student evaluations and teaching portfolios. Teaching portfolios consist of two course syllabi, professional development, college service, and community service. A selected peer, committee of faculty, and the dean review the portfolios (p. 36). Table 7: Student Evaluation of Instruction shows student evaluation results for full and part-time faculty from 2020-2023 (p. 37).

C. Is the faculty workload in keeping with best practices?

Current course loads for full-time faculty is 5 courses or 15 credit hours per semester. Research for best practices is not included in the report.

V. Review of Program Resources

A. Is there an appropriate level of institutional support for program operation?

Yes, there is an appropriate level of institutional support for program operation as described on pg. 39. Faculty attend appropriate professional development opportunities through streaming technology and grant support. Specific professional development webinars are outlined in Table 5 (p.).

B. Are faculty, library, professional development and other program resources sufficient?

Yes, faculty collaborate to analyze research on “best practices derived from research, analyze data to improve programs of study to increase achievement of program outcomes, and participate in local, regional, and national workshops or conferences to acquire new knowledge” (p. 38). Libraries are present on the Helena, Stuttgart, and DeWitt campuses. Two librarians are available on the Helena campus with one librarian at the remaining two campuses. A library director is over all three campuses. The libraries allow students and faculty to utilize searchable databases and research platforms such as Ebscohost. “Electronic databases are a necessity for students in all programs, but especially in the Gen Ed program due to the large number of disciplines involved. Some of the databases are field specific with a number devoted to the school’s two Nursing programs; however, since all PCCUA students need General Education courses those databases may be used for more than nursing. These databases include Ebscohost, Gale Group, ProQuest SIRS Discoverer, ProQuest SIRS Issues Researcher, World Cat, and Alexander Street (pp. 41-42).

Student Support Services includes other in person and virtual instructional support as well as computer labs, study centers, and tutoring centers at all three campuses. Transportation services and food pantries are available for students. Certain adequacy concerns remain in the areas of technology support, specifically on the Stuttgart and DeWitt campuses.

VI. Review of Program Effectiveness

A. Indicate areas of program strength.

Areas of program strength include full time faculty primarily teach courses. Full time faculty invest in the students through program development and proactive credentialing. Faculty members have implemented a Strong Start to Finish in Math program to support student success. In addition, the ease of transfer for the program (through ACTS) is a strength. In an effort to support long distance learners, the college has developed a rigorous AA program. Also, the college faculty has grown in the area of assessment.

B. Indicate the program areas in need of improvement within the next 12 months; and over the next 2-5 years.

One area of improvement is communication. Clear communication concerning teaching policies, overload policies, and other policy changes is noted in the document as lacking. Another area of improvement is the need to support faculty with all the issues that surround online instruction. Perceived inequities among the three campuses also is an area for improvement. All of these issues affect overall morale.

C. Indicate areas for program development based on market/industry demands that have not been identified by the institution.

Areas for program development based on market/industry demands are not known/available at this writing.

VII. Review of Instruction by Distance Technology (if program courses offered by distance)

A. Are the program distance technology courses offered/delivered in accordance with best practices?

Online Evaluation

The Online Evaluation Process continues and only a few classes are evaluated each term. Ideally, we like to have three per term but often it is fewer.

ONLINE COURSE EVALUATION

The peer review process for evaluating the teaching and learning.

EVALUATION CRITERIA

One of the goals of the course review is to develop and apply evaluation standards for its peer reviews of the learning resources in its offerings. These evaluation standards can also be used by faculty to:

- Select new courses taught through the Distance Learning
- Review existing courses in the consortium
- Provide requirements for the development of new courses for the College

There are two general categories of evaluation standards used within the Consortium; however, a third focus for evaluation may emerge.

1. Quality of Content
2. Ease and Quality of Use

Quality of Content:

There are two general elements to quality of content:

1. Does the course present current, valid (correct) concepts, models, and skills?
2. Does the course present educationally significant concepts, models, and skills for the discipline?
3. Are objectives identified and is assessment of student learning outcomes evident.

To evaluate the validity of the content, the reviewers should rely on their expertise. To evaluate the educational significance of the content, reviews can use the following guidelines:

- Content is core curriculum within the discipline.
- Content is challenging (not just any person can teach the content) to teach and learn.
- Content is a pre-requisite for understanding more advanced material in the discipline

Ease and Quality of Use:

The basic question underlying the ease and quality of use standard is: how easy it is for users to navigate the course for the first time? What is the quality of the course presentation? The ease and quality of use standards include the following elements.

1. Are the labels, buttons, menus, text, and general layout of the computer interface consistent and visually distinct?
2. Are directions easy to understand
3. Does the user get trapped in the course?
4. Can the user get lost easily in the course assignments?
5. Does the course provide feedback about the system status and the user's responses?
6. Does the course provide appropriate flexibility in its use?
7. Does the course present information in ways that are familiar for students?
8. Does the course present information in ways that would be attractive to students?

WARNING: This evaluation is the most difficult. Determining actual effectiveness requires actual use of the instructional software by real students and faculty. Through evaluation you are being asked to judge, based on your expertise as a teacher, if the instruction is likely to improve teaching and learning given the ways the faculty and students use the tool.

1. What is (are) the learning objective(s)? What should students be able to do after successfully learning with the materials?
2. What are the characteristics of the target learner(s) (is this an introductory, survey course or is a course offered after a prerequisite course has been taken).

There are other general elements to effectiveness as a teaching-learning tool that the College asks reviewers to consider:

1. Does the presentation of material improve faculty and students' abilities to teach and learn the materials?
2. Can the use of the on-line material be readily integrated into current curriculum within the discipline?
3. Can the on-line material be used in a variety of ways to achieve teaching and learning goals?
4. Are the teaching-learning goals easy to identify?
5. Are the learning assignments for using the course application understandable and useful for learning material?

6. Is there adequate assessment to measure student learning?
7. Is there a mechanism within the course structure to ensure the integrity of student work?

EVALUATORS

The evaluation will identify strengths, concerns, and other issues and comments for each of the two categories of evaluation: quality of content, effectiveness as a teaching and learning tool, ease and quality of use.

The evaluators will be instructors who teach on-line courses and can include the Distance learning Coordinators.

The evaluation team for each course will consist of an On-line instructor (can include DLC). The evaluators will be appointed by the Chief Academic Office for the College.

Pre-selected courses will be identified by the CAO. A team will be assigned to evaluate the on-line courses. The evaluator will be given a login and a password as if he/she is the student. They will be requested to enter the course a minimum of three times during the semester and record their findings on the evaluation sheet. The suggested time frames for the course evaluation are the first four weeks of the semester, the middle two weeks of the semester, and the last two weeks of the semester.

All participants will be assigned courses to review and assess. Not all classes will be evaluated. There will be four to six different groups of evaluators.

Each faculty of a course being evaluated will receive an e-mail from the DL Coordinator informing him/her that the evaluation will be during that semester. The two areas being evaluated are the Quality of Content and Ease and Quality of Use.

EVALUATION PROCESS

This process should be viewed as an opportunity to improve on-line course work. It will evolve into a process to evaluate courses which instructor's desire to add to the Consortium either as a new course or as a second section of a course which is already offered.

Distinctions should be made between the different kinds of courses offered. Either a course is developed entirely by an instructor or a course is purchased from a textbook company or other software developer (one is not necessarily superior to the other).

All evaluations should be provided to the DL Coordinator by the **date grades are due** on the assigned campus.

B. Does the institution have appropriate procedures in place to assure the security of personal information?

Yes, the institution utilizes multiple security procedures including databases with data encryption, Ridgenet informational portal, and multi-factor identification.

C. Are technology support services appropriate for students enrolled in and faculty teaching courses/programs utilizing technology?

Yes, students have library support, technology help desk support, student orientation for distance learning, LMS orientation courses, etc.

D. Are policies for student/faculty ratio, and faculty course load in accordance with best practices?

Yes, the course load is determined with a point system and is considered a portion of faculty's regular course load. The overall faculty to student ratio is 1:7. However, some classes have over thirty. Faculty teaching classes over thirty are compensated at \$50 per student exceeding thirty up to sixty. If a faculty member had sixty students that is considered a double overload and that faculty member is compensated for two courses.

E. Are policies on intellectual property in accordance with best practices?

Yes, intellectual property guidelines are clearly stated in PCCUA Administrative Policy 365.02.

VIII. Review of Program Research and Service

A. Are the intended research and creative outcomes for each program appropriate, assessed and results utilized?

Yes, beginning on page 64, there is a clear assessment process for the program is outlined in the report.

B. Are the intended outreach/service/entrepreneurial outcomes for each program's initiatives appropriate assessed and results utilized?

Yes, as stated in the report: "Assessment is the systematic, ongoing cycle of setting goals, measuring attainment of those goals, and using the results to make informed decisions crucial to continuous improvement. Good assessment can promote quality at all levels of the institution by providing the necessary evidence to guide effective decision making in several areas such as programmatic changes, classroom teaching modifications, and institutional changes" (p. 64).

IX. Local Reviewer Comments

A. How is the program meeting market/industry demands and/or preparing students for advanced study?

The program Self Study reflects that students in the General Education program are taking the transfer classes need at the foundation for a four year degree which will be acquired at a four year college or university. Eliot Parker says "the Self Study was excellent! As someone not

familiar with your school or campus, I really gained a great deal of insight into the goals and missions of the institution and how everything works together, in tandem, to accomplish the goals of the study. Great work overall!

B. What program modifications are needed?

As written in the Self Study, there are areas of strengths and weaknesses and there are also areas which require some changes.

. FINDINGS OF THE SELF-STUDY WHICH WILL RESULT IN MODIFICATIONS

A. Strengths

PCCUA's Arts and Sciences Division and its General Education Program have a number of strengths. First of those is the fact that the majority of the faculty is full-time rather than part-time. Another one of the program's strengths lies in its courses and their ability to transfer, and lastly, the distance-learning program for the college is quite strong.

• Faculty

PCCUA's Arts and Sciences Division is made up primarily of full-time faculty. Being full time allows for faculty members to be more engaged with and invested in the program. Full-time faculty also allow for more consistency for students and better relationships with students. By relying on full-time faculty, PCCUA's Arts and Sciences division can focus on helping students and not worry about having to constantly retrain new part-time faculty.

The implementation of the Strong Start to Finish in Math shows the dedication and commitment of those faculty members. They have worked hard and long working on a way to create a program that helps PCCUA's students to work through developmental Math and to have more transferable Math options.

Recently, HLC noted that many community colleges in the college's region had credentialing problems with faculty teaching in multiple fields. PCCUA Arts and Sciences faculty took up the

challenge with a number returning to graduate school to gain those necessary credentials. This shows the investment faculty have in the college. Faculty also work hard to help with recruitment and retention by attending school functions. Table 4 also shows the faculty engagement in their fields and profession by the fact that many sought out webinars and other online professional development during the COVID-19 pandemic. The pandemic also illustrates the Arts and Sciences faculty's buy-in as they adapted and learned new teaching technologies, like Zoom, and instructional schedules, such as HyFlex schedules. The willingness of the faculty to do these things shows a strong commitment to the program and to the college.

- **Transfer Program**

The Arts and Sciences/General Education program at PCCUA is a fully transferable program. The division has worked hard to make sure all of its courses follow the ACTS descriptions and outcomes and are university-parallel. The ACTS system was set up by the state to ensure the ease of transfer between colleges, and this has become a focus for the Arts and Sciences division. There are very few courses offered in the program that do not transfer to other institutions. Between the ACTS system, being part of the UA system, and transfer agreements with a large number of four year institutions, PCCUA's transferable degrees are a huge strength for the college, especially given that such a large number of students come to the college to get these "basics."

- **Online AA Program**

Another strength of the Arts and Sciences/General Education program is its online AA program. Through the UA Online Consortium with UA Hope, Texarkana and UA Batesville, PCCUA has created a strong AA program online. This program allows students who cannot attend face-to-face courses an option to further their education. These courses are just as rigorous and university-parallel as real-time courses. PCCUA also offers some Arts and Sciences courses through PCNet online; these courses are often used by students working on their degrees in a face-to-face environment to supplement electives that cannot always be taught face-to-face. PCNet has been a boon to the division and the college during the COVID-19 pandemic as it made it easier for both faculty and students to move online.

- **Assessment**

Assessment is listed as a strength and a weakness. Much progress has been made with assessment. There is a handbook, a framework, and faculty have made tremendous progress in this area. There is still much work to do.

B. Weaknesses

All institutions have their weaknesses and problems to resolve. This is true of PCCUA and its Arts and Sciences Division. One weakness is low faculty morale. While some of this is from the uncertainty the COVID-19 pandemic has brought in the last two years (low face to face enrollment and high online enrollment), some of this weakness has root causes in other weaknesses of the division and the college as a whole; poor communication between administration and faculty, between campuses, between faculty members, and between faculty and students is a problem that frequently shows up in informal conversations and faculty meetings. Another of these weaknesses is a perceived inequity in the sharing of resources between campuses. These last two are deep rooted problems that the college and division are constantly struggling with.

A recent question posed to faculty at the May 24, 2022 Work Day was to identify what they would change or improve on the campus and at the college. This was a college wide survey and all indicated that at both the campuses and college level communication was an issue.

- **Faculty Morale**

The COVID-19 pandemic of 2020 and 2021 has affected morale in the culture as well as the Arts and Sciences division. Higher Education, however, has had some unique issues that have affected faculty morale. One of these is an increased move towards online enrollment has led to a great deal of uncertainty in face-to-face scheduling. The uncertainty of an instructor's ability to make up their course load is a great stressor for faculty as a whole. The move towards more online courses also raises questions of faculty comfort with teaching online and on who can teach courses online. For PCCUA and its Arts and Sciences division, the move to online classes has also made clear the depth of the digital divide in our service area. The unreliability of internet service in the area leads faculty to be frustrated by a lack

of student access and the unreliability of that access. There has been a recent investment in the IT technology funded through a Title III grant. This seems to be helping with this issue. There is a policy that faculty must teach a hybrid before being assigned an online class. This policy is in place to assure students have the best online instruction available. Title III funds are being used for technology professional development for faculty.

The pandemic also brought changes to how students attend classes with a rise in the number of students using Zoom to attend class. While the division has done synchronous online courses through telecommunications for many years (compressed video technology, teleconferencing, and now Zoom), this change often means a faculty member may have a number of students physically in class and a number Zooming into the class. Engaging students in this sort of hybrid situation can also be frustrating for faculty (and for students). While professional developments on using Zoom have been offered, they have focused primarily on the technology side and not the pedagogical side. Not knowing how to engage students in these remote situations has also frustrated faculty and lowered morale.

- **Communication**

Communication has been a continuing problem for PCCUA, as well as Arts and Sciences. Any look at the many SWOT analysis over the years shows communication to be a problem. While the pandemic may have exacerbated this problem this concern is not new. A recent example of this occurred when the college announced its being awarded Achieving the Dream Leader College of Distinction status (April 2022), and many faculty, including faculty who had been involved with Achieving the Dream, were surprised by the announcement and wondered what it actually meant for the college. We were granted this status because of our data outcomes and because we sometimes host professional development for other colleges. The communication of information such as online teaching policies, overload policies, and other policy changes also are viewed as lacking by faculty. One positive note, is the Faculty Senate just negotiated a new policy for summer school instruction. While the policies are placed in the online Policy Manual and online Faculty Handbook, and all policy changes are approved by the Faculty Senate Curriculum Committee before moving forward, these may not be enough to communicate changes. These sorts of issues do affect and lower faculty morale.

- **Inequities**

Another weakness the division faces is one of perceived inequities of resources across campuses. This perception may be a result of poor communication, but nonetheless, this perception lowers faculty morale. Arts and Sciences faculty often see resources as being provided in an inequitable fashion, for themselves and for their students. The amount of student support services, the number of computer labs, the tutoring programs, the assignment of online teaching assignments are all issues that contribute to this perceived inequity. As long as the perception exists, there will be divisions within Arts and Sciences that lead to poor faculty morale.

Courses and two developmental writing courses. These courses are less of an obstacle for students to pass, but the time invested by students in completing these can be detrimental to their final success. The division has been working to figure out how to remove this obstacle. The differences in each campus's student population makes revising the Writing component a bit more complicated.

The division has run a pilot on the Helena campus which called for a corequisite enrollment in Basic Writing 2 and Composition 1. This pilot was not successful and enrollment was extremely low.

The Division has worked hard to improve assessment. However, assessment is an evolving process and we still have much work to do. The plans include improving the institutional assessment of STACC skill using cross disciplinary measures such as a writing exit exam all students would take. Responses to student perceptions of the acquisition of these skills. Rubrics have been developed for the STACC skills and it is hoped that these cross curricular measures can be implemented soon.

The results were lower than the non-piloted plan. However, it should be noted that the low enrollment at the beginning of the course and at the end may make conclusions drawn a bit dubious. In Stuttgart and DeWitt, the pilot run was to turn the developmental English courses of EH 1013 (Basic Writing 1) and EH 1023 (Basic Writing 2) into an open lab arrangement, flipping the classroom. Again, the low enrollment in the courses makes any finding from these pilots a bit inconclusive. However, while the data may not be conclusive, the division has listened to Helena students who said the co-requisite model was too much time on one subject and is

piloting a Composition 1 (EH 113) course with a Supportive lab in the upcoming year. In Stuttgart and DeWitt, the open classroom pilot is being continued with the hope that more enrollment will provide more useful data. The English Department will pilot a new writing model the fall of 2022 which is similar to the math model used in SSTF.

Providing useful data for faculty by useful assessment is also an improvement Arts and Sciences is working on. As explained in the Assessment section, the division is in the process of implementing a new Assessment plan based on the college's course competencies. The focus in the plan moves from the English and Math components to creating and implementing goals for the rest of the division.

- **Assessment**

While much progress has been made with assessment, there is still much work to be done. Some faculty do not understand the purpose of assessment is to improve teaching and learning. In these cases, these faculty are resistant to the process. The College is participating in the Higher Learning Commission Assessment Academy and its Quality Improvement Project (QIP) is Assessment. This was selected because it allows the college to develop and implement a sustainable assessment plan. The QIP is in its second year and much progress has been accomplished but there is much more to do.

- **Remediation Strategies Used for Teaching Reading, Math, and Writing**

Analysis and discussion about remediation outcomes if taken seriously by faculty in Arts and Sciences. Remediation is within the General Education program and all students failing to meet state wide 19 on the ACT in specific subject areas must take remediation for those deficiencies. At this time, there are not many qualified remediation instructors and it is believed all instructors may need professional development in these areas.

-

- **Improvements Made**

Since one of the biggest problems facing General Education on the community college level is helping students move through remediation quickly, PCCUA's Arts and Science division has been focused on solving this obstacle to student success by becoming part of the Strong Start To Finish program. For Arts and Sciences Gen Education, this meant beginning with Math

remediation. At the beginning of this program, Arts and Sciences offered three developmental Math courses with only College Algebra as the gateway course. By participating in Strong Start To Finish, the Math remediation pathway was changed to one developmental Math course and a support lab for students scoring 14 or below on the Accuplacer and the developmental Math class for students scoring 15 - 16 on the Accuplacer. Students scoring 17 or above on the Accuplacer, now have three gateway courses to choose from College Algebra, Technical Math, or Quantitative Reasoning/Literacy. After successfully piloting this program in Helena, which has a higher student population needing Math remediation, this program was implemented in Arkansas County schedule (see Table 11 earlier for Assessment scores).

- **Future Improvements**

With the Math component of Strong Start to Finish in place, Arts and Sciences turns to remediation in Reading and Writing. Currently the college offers two developmental reading courses and two developmental writing courses. In the next two or three years, a focus will be placed on improving teaching strategies for challenged readers and writers. Division faculty believe this effort must be cross curricular so that all faculty work on improving these skills for our students.

I. Response to the External Reviewers' Recommendations

In this section, please copy the recommendations that the external reviewers provided in their report. Then, provide the institution/department/program response to the recommendation.

Recommendations from External Reviewers (copied from the external review report)	Response
Work toward improving faculty morale.	Faculty morale is always a concern. In an effort to improve that, the division will try to have more frequent meetings. In addition, we plan to have some frank discussions about what can be done to improve morale.

It is unclear if inequities are real or perceived. However, perception is the reality for those who believe there are inequities. Because PCCUA is a multi-campus college, there needs to be some specific efforts to improve faculty morale.	There are real inequities in terms of the large campus having certain advantages for student such as a bud. Some of the perceived inequities are not real. There are policies and procedures related to assignment of classes, summer school assignments, and other concerns. The best way to address this is to have the procedures in place and determine a way to be more transparent about course assignments and overload compensation.
Improve intercampus communication.	The division does have an issue with this and within the division, this continues to be a problem. Some of that may go away with one dean rather than two deans.
Continue working to improve assessment. Much work has been accomplished. It is important to sustain that work and continue improving the process of assessing, sharing outcomes, and implementing intervention strategies to improve outcomes.	Yes, much progress has been made but there are still concern sin the Division of Arts and Sciences which need to be addressed.
Remediation rates for reading, math, and writing have been addressed through Strong Start to Finish. The College needs to continue addressing achievement gaps based on gender, race, and socioeconomic differences.	Remediation course success continues to be a problem. Just when we show progress in one area, that area is successful for a while and new problems emerge.

II. Actions Taken in Response to the External Reviewers' Recommendations

In this section, please describe the actions that will be taken as a result of the review; if any based on the recommendation from the external reviewers; note when the action will be completed and who is responsible for seeing that it is completed; and finally, list any resources that will be used to complete the action. Please add lines to the table as necessary.

Recommendation	Action	Timing & Responsible Person/Group	Resources
Work toward improving faculty morale.	Increase the number of faculty meetings. Establish a faculty welfare committee of some type to promote engagement, collegiality, and collegial support.	Dean-Faculty	None required
It is unclear if inequities are real or perceived. However, perception is the reality for those who believe there are inequities. Because PCCUA is a multi-campus college, there needs to be some specific efforts to improve faculty morale.	Examine policies and procedures.	Deans of Arts & Sciences and Director of Distance Learning	No money but an examination of policies and procedures and a mechanism to share information would be useful.
Improve intercampus communication.	Create a division chat allowing faculty to communicate easily and post problems. Establish a division meeting schedule.	Faculty working with dean	Division work group
Continue working to improve assessment. Much work has been accomplished. It is important to sustain that work and continue improving the process of assessing, sharing outcomes, and implementing intervention strategies to improve outcomes.	Continue active participation in assessment. Establish Assessment mentors. Ensure that the assessment outcomes are shared and improvements are identified and implemented.	Assessment Academy members, all faculty	Financial support for continued membership, professional development funds for training.

<p>Remediation rates for reading, math, and writing have been addressed through Strong Start to Finish. The College needs to continue addressing achievement gaps based on gender, race, and socioeconomic differences.</p>	<p>Continue examining success rates with students enrolled in developmental courses. Reexamine the success rates for each level and disaggregate by gender, race, and socioeconomic level (Pell and Career Pathways eligible). Examine effective strategies for underprepared student populations and identify implementation.</p>	<p>Faculty teaching remediation courses working with all other faculty</p>	<p>Professional development funds to examine strategies for improvement. Funds or resources to implement strategies.</p>
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References

Fazende-Jones, R., King, D, & Birth, C. (2024). *Arts and Sciences General Education Self-Study*. U of A Phillips Community College.

JUNE 1, 2024



PCCUA GENERAL EDUCATION SELF STUDY FOR THE PROGRAM REVIEW

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Abstract: The Self-study is a comprehensive examination of the General Education Program including goals, curriculum, program faculty, program resources, student demographics assessment outcomes, and program effectiveness.

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Institutional Review Team

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Program Review PCCUA General Education/Arts & Sciences

Introduction

The General Education program (Gen Ed) is the foundation of higher learning. For Phillips Community College of the University of Arkansas (PCCUA), this is especially true since the majority of its degrees and certifications require Gen Ed courses. The PCCUA Division of Arts and Sciences is responsible for the program since the necessary courses cover topics from the arts, humanities, social sciences, and sciences. Courses offered by the division are university-parallel and comparable in quality, and they are provided to first- and second-year college students whose goals are to transfer to four-year colleges or universities, for those seeking an associate of applied science degree in a vocational area, to gain skills which ensure their future employability, or to improve an individual's skills allowing for advancement in their employment. Students seeking a technical certificate are only required to take a math and English course so these students do not receive the full benefit of the general education associate degree students receive. The majority of PCCUA students, then, interact with the Division of Arts and Sciences making it the critical to learning and student general education.

This self-study covers the last two years and may have some anomalies due to the Covid-19 and post pandemic environment. The college and the Arts and Sciences/General Education program are still processing much of what has been learned from the continuing pandemic. The data in this self-study is not as accurate as we would like since in February 2022, PCCUA was a victim of a ransomware attack. A great deal of our data was lost in this attack, and the IT department has worked as diligently as possible to retrieve as much data as possible. However, the loss of this data is a problem, and this security breach will be discussed below.

College History

The history of community colleges in Arkansas begins in 1964 when the state constitution was amended to create a community college system, and PCCUA was there at the beginning. The official history of Phillips Community College of the University of Arkansas begins as Phillips County Community College and dates from two events in 1965, the passage of Act 560 by the Arkansas State Legislature, which paved the way for establishing community colleges, and an

affirmative vote by the people of Phillips County on October 23, 1965, providing local financial support for the college.

On November 1, 1965, the Board of Trustees, previously appointed by Governor Faubus, met for the first time, officially creating Phillips County Community College (PCCC). The Board quickly elected Dr. John Easley as the first president of the College. The Board of Trustees, also, decided that classes would begin in the Naval Reserve Building in Helena since construction of a new physical plant would take approximately two years. This building served as the home of Phillips County Community College for those two years. In May 1968, the first class graduated, and later that year, construction of the college's permanent facilities was completed in time for the fall semester.

From 1972 to 1986, PCCC continued to grow with the construction and opening of the Fine Arts Center, the Lily Peter Auditorium, the Nursing Education Complex, and the Technical & Industrial Education Complex. In 1986, the Administration Building was completed, and a year later, the college library was renovated and named the Lewis Library, thanks to the generosity of the A. B. Lewis family.

In 1988, Dr. Easley retired, and the administration building was renamed in his honor. Dr. Steven W. Jones was elected by the Board of Trustees to be the College's second president.

Under Dr. Jones' guidance, the College continued expanding both its curriculum and facilities. Enrollment increased steadily in the early 1990's, and the Asa W. Bonner Student Center was dedicated in 1991. The Mitchell Science Annex was added to the Nursing Education Complex in 1992. In 1993, the College was given the historic Pillow-Thompson House in Helena by Josephine Thompson. The house was renovated and reopened in May 1997.

In March 1996, the people of Arkansas County passed a referendum to annex that county into the PCCC taxing district. The Board of Trustees changed the name of the college to Phillips Community College to reflect the multi-county support and began plans to expand the off-campus programs in Stuttgart. In June 1996, the State transferred the former Rice Belt Technical Institute in DeWitt to Phillips Community College, and on July 1, 1996, Phillips became a member of the University of Arkansas System becoming Phillips Community College of the University of Arkansas.

Growth in Arkansas County has led to now well-established general education programs, as well as business and nursing programs in both DeWitt and Stuttgart. The 45,000-square-foot Stuttgart facility is equipped with classrooms, science labs, computer labs, a library, bookstore and offices. The DeWitt facility expansion and reconstruction included an addition of 14,000 square feet and renovations to 15,000 square feet. The DeWitt campus is also equipped with classrooms, computer labs, a bookstore, and offices.

In the fall of 2003, Dr. Steven Murray was named the third chancellor of Phillips Community College. Also in 2003, the Grand Prairie War Memorial Auditorium Board in Stuttgart voted to offer a long-term lease of the auditorium to the College as a technology training center. In 2007, the National Guard Armory in DeWitt was leased to the College as a headquarters for the agriculture program. With the generous support of the community, the Grand Prairie Center, a 60,000-square-foot multi-purpose facility located in Stuttgart, opened in 2011.

Upon the retirement of Dr. Steven Murray in June 2015, the University of Arkansas System named Dr. Keith Pinchback as PCCUA's fourth chancellor, effective July 1, 2015.

In 2017, the DeWitt campus expanded the Community Room, added a kitchen, and renamed it the Elmer and Gladys Ferguson Community Room. In 2017 the Bonner Center was updated adding new furniture and other changes. Numerous building projects were begun on all three campuses which included roofing, repainting, and new carpeting. Additionally, the College opened Food Pantries on all three campuses.

In the Fall of 2018, all student services on the Helena campus were moved to the top floor of the John Easley Administration Building in an effort to establish a one-stop approach for students which included Registration and Admissions, the Office of Financial Aid, and Testing and placement. That same year, the Stuttgart War Memorial Training Center was renovated. In the Summer of 2019, the Helena campus Fine Arts Center was renovated and renamed the Hendrix Fine Arts Center. In 2020 the college added the Rowdy Ride, a bus used to transport students in Phillips County. Also in 2020, the Stuttgart Campus repurposed their Community Room into anew student center to accommodate the student body's need for a place to gather.

Phillips Community College has always been a leader and innovator in higher education in Arkansas. The College has grown from an original enrollment of fewer than 250 students in 14 program areas to just under 2,000 students in academic, occupational/technical, and continuing education programs. Currently in fall 2021, student enrollment is just under 1300 in part due to the continuing Covid-19 pandemic. PCCUA plans to bounce back, and new programs are continually being explored so that PCCUA continues to meet the needs and interests of the people of Eastern Arkansas and the Grand Prairie.

College Mission

The mission at the beginning of the Self Study was revised during the process. However, both are very similar. The new mission statement was written with college side input during October of 2022 and finally adopted in October of 2023.

Previous Mission

PCCUA is a multi-campus, two-year college serving the communities in Eastern Arkansas. The College is committed to helping every student succeed. The College provides high-quality, accessible educational opportunities and skills development to promote life-long learning and engages in the lives of students and communities.

New Mission

Phillips Community College of the University of Arkansas is a two-year college serving the people of Eastern Arkansas. Through robust partnerships, the College is committed to building stronger communities by delivering quality, affordable education for college transfer and work skills training. We provide multiple services and support to ensure student access with success and encourage the pursuit of knowledge and life-long learning striving to build a foundation for a better life for all.

Core Competencies

To maintain this mission the college focuses on five core competencies. All students receiving an Associate Degree from PCCUA will possess the following STACC core competencies:

Social and Civic Responsibility- Demonstrate adherence to legal/ethical standards established by society.

Technology Utilization-Use tools of the trade to achieve a specific outcome.

Analytical and Critical Thinking- Display reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.

Communication-Engage in the interactive process through which there is an exchange of verbal and/or nonverbal information.

Cultural Awareness-Acknowledge that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next.

I. Goals, Objectives, and Activities

A. Division of Arts and Sciences General Education Learning Outcomes

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 following the division's curriculum, students will be able to demonstrate. See STACC Skills listed on page 4-5.

- 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 enable students to function well in society, supporting future academic work and careers. As regards the General Education program, the Division of Arts and Sciences administers the Associate of Arts, the Associate of Science degrees, and a Certificate of General Studies (See Appendix A: Arts and Sciences Program).

B. Faculty and Student Accomplishment of Outcomes

The intended educational outcomes for the program were developed by and with faculty input.

Student learning outcomes were identified and aligned with educational opportunities and a process for measuring student achievement of those outcomes. Careful consideration was given to the assessment process itself, to ensure multiple methods for measuring student achievement and data collection to provide reasonable confidence in assessment results.

The program's student learning outcomes are accomplished through direct and indirect feedback. Faculty analysis of skill mastery through assignment grades, course grades, student surveys, focus groups, and retention and graduation rates all help determine successful accomplishment of outcomes.

Necessary interventions or changes to improve student learning might include some personalized learning approaches, active engagement strategies in the classroom, and ensuring all have access to supportive learning environments. We already incorporate the use of technology, but to that can add more constructive feedback and promotion of collaborative learning among students.

Areas which indicate a need for improvement include mathematical knowledge and skills and critical thinking and scientific reasoning. Areas of indicated strength include effective written and oral communication and demonstration of technological knowledge and skills.

The program aligns its curriculum with current industry needs by regularly updating courses to reflect emerging trends and technologies. The integration of internships, additional industry partnerships and real-world projects can provide practical experience. Furthermore, incorporating opportunities for advanced study through research projects or the honors program can help students delve more deeply into specific areas of interest and stay abreast of evolving industries.

The basic General Education Core requirements for all degrees include classes from English and Fine Arts, Social Science, Natural Sciences and Mathematics, Physical Education, and Computer Technology. The total number of hours required for each degree is 60 as shown in Table 1.

Table 1: Minimum Requirements of All Associates Degrees

Minimum Requirements Associate of Arts Degree, Associate of Science Degree, and Associate of Applied Science Degree			
	AA	AS	AAS
GROUP I: English and Fine Arts EH 113, 123, (ENGL 1013/1023) Composition I & II	6	6	6-9
EH 233, 243 World Literature I or II	3		
SP 243 Speech	3	3	
Electives: Fine Arts, Literature, Music Appreciation, Philosophy	6	3	
GROUP II: Social Science HY 163, or 173, (HIST 1113/1123) History of World Civ. C	3	3	
HY 213 or 223, (HIST 2113/2123) U.S. History	3	3	
Electives: Economics, Geography, History, Political Science, Psychology, Sociology	9	3	3
GROUP III: Natural Science and Mathematics Biological Science: General Biology, Zoology, Botany	4	8	
Physical Science: Physics, Chemistry, Physical Science	4	8	
Mathematics: *College Algebra, **Technical Math, Trigonometry, Geometry, and Calculus	*3	9	**3
GROUP IV: Physical Education Physical Education Courses	1	1	
Group V: Computer Technology Computer Technology Courses	3	3	3
Total Minimum Semester Hours	48	50	15-18
Required by Course or Area			39-32
Approved Electives	12	10	6-10
Total Minimum Semester Hours for Graduation 60 ***60 * College Algebra or a higher math course is required for the AA/AS Degree. ** Technical Math or equivalent to College Algebra accepted for specific AAS. ***Note: AAS degree minimum requirements do not reflect a total of 60 credits in the Minimum Requirements Table. The type of AAS degree determines the general education course requirements within that degree plan. In keeping with Arkansas requirements, all AAS degrees are 60 credit hours except the ADN and MLT programs which are approved for more than 60 credit hours. Source: PCCUA College Catalog.			

The Certificate of General Studies recognizes 31 hours of general education courses and is an entry pathway for the associate of arts degree (see Appendix C).

C. Market Demand and Need

The state of Arkansas lacks a large population of people with higher educational degrees. According to *Arkansas Census Quick Facts* (2023), approximately 15.8% of the Arkansas County population and 15.2% of the Phillips County population have higher educational degrees. This is in contrast to the State which is 34.3% with higher education degrees. Since higher degrees correlate with higher paying jobs, there is a demand for people who hold college degrees. This need is clear in the service area that PCCUA covers.

PCCUA's service area covers a large and diverse part of the state and includes the counties of Arkansas, Desha, Lee, Lonoke, Monroe, Phillips. The percentage of college degrees in these counties is mostly below the state average with Lonoke County (19.9%) the highest and Lee County (7.7%) the lowest (*Arkansas Census Quick Facts 2023*). The poverty rate as determined by the USDA Economic Research Service (2021) reflects this lack of higher education: Lonoke County has the lowest poverty rate (10.7%) while Lee has the highest rate (35.4%). It is clear that there is a need for more higher education in the PCCUA service area.

Indeed, the Projected Employment Opportunities List, 2022 - 2023 (July 2022) published by the Arkansas Division of Workforce Services shows that job opportunities in Eastern and Southeastern Arkansas will exist in numerous fields from Education to Forest Conservation, to Microbiology and Chemistry, and all of these fields call for degrees based in the Arts and Sciences General Education programs. Finally, Arkansas and the Arkansas Delta are experiencing a serious teacher shortage.

The program is meeting marketing/industry demands and/or preparing students for advanced study by prioritizing curricular alignment with the current needs of the job market and industry trends. The program seeks industry partnerships where available and appropriate to assist students in gaining connections with professionals and practical experience. The program offers elective courses in areas of interest, and career services to connect students with potential employers.

Students are also offered guidance and support in the pursuit of baccalaureate and advanced degrees. Resources allocated are justified, considering the overall college mission, the relative cost of resources, the student outcomes and the intended impact of assessment.

D. Student Demand and Need

Besides meeting market demands, PCCUA must also meet the demands of its students. Many of PCCUA's students plan to transfer to a four-year university, so the need for a General Education program is clear. Also, all PCCUA degrees require General Education courses which all students must take. To further determine student need and demand, PCCUA also has entering students fill out an Individualized Career Plan (ICP) form which provides some indication of which fields students are pursuing. In the most recent survey of entering students, 108 students (approximately 33%) indicated General Education as their primary field of **study**. The other two-thirds of students will also interact with Arts and Sciences General Education classes. Student demand for the program is obvious. (See Appendix D for Pivot Chart).

II. Curriculum

As an open admissions institute that is part of the University of Arkansas system, PCCUA's General Education curriculum spans a wide variety of disciplines and fields of study. To stay atop current trends in community college education, the College works with the Arkansas Department of Higher Education (ADHE), Arkansas Community Colleges (ACC), and the Higher Learning Commission (HLC) to maintain high quality, university parallel courses. The College also offers faculty many opportunities for Professional Development both on the local level and the national level.

To ensure university-parallel courses, PCCUA works with ADHE through systematic curriculum and course reviews as well as participating in the Arkansas Course Transfer System (ACTS). The ACTS was established by Act 672 in 2005 to reduce barriers to transferring students and to allow for seamless transfers between 2-year and 4-year institutions. To ensure this ease of transfer, the ACTS calls for courses to be comparable, "A comparable course is defined within ACTS as a course that meets student learning outcomes criteria as determined by faculty across the state" (ADHE ACTS FAQ <https://www.adhe.edu/institutions/academic-affairs>

[/colleges-universities/transfer-information-for-students/acts-faqs#1.](#)) Learning outcomes and course descriptions were developed by college and university faculty in each field of study from the best practices in each field. The courses are periodically reviewed to ensure their comparable status. Most of the courses taught by the Arts and Sciences Division for the General Education program fall under the umbrella of the ACTS courses, thus ensuring the courses to be of high quality, university-parallel status. ACTS courses that are considered for General Education and taught by PCCUA's Division of Arts and Sciences cover a diverse body of knowledge (see Appendix B).

PCCUA sends faculty to the annual conference sponsored by Arkansas Community Colleges. This conference allows faculty to meet with colleagues from other institutions as well as offering workshops and presentations on current issues in community college education. Usually, an in person event offering professional development and fellowship, the ACC conference has been held virtually during the Covid-19 pandemic but returned as a face to face conference in 2023. The conference offers panels and workshops on topics as diverse as “Anti-Racism in the Class,” “Pod for Humanities,” and “Creating Student Portfolios That Stand Out.” In addition, faculty desiring to attend national conferences are encouraged to do so.

PCCUA also works with the Higher Learning Commission to keep its accreditation in good standing. First accredited by HLC in 1972, PCCUA received its last reaffirmation of accreditation in September of 2015 and will be up again for reaffirmation in 2025-2026. PCCUA has chosen the Open Pathway option and is currently engaged in the Quality Improvement Project process. PCCUA has chosen to focus on Assessment for this project. An eight-member team are serving as part of the HLC Assessment Academy. While the Assessment Committee is much larger, the Team has helped move the College toward a more comprehensive assessment effort.

A. Programs

PCCUA offers both an Associate of Arts degree and an Associate of Science degree. These are both transfer degrees. Although there is only one Associate of Arts degree, there are multiple disciplines within this degree. The Program of Study course schedules have been developed so that students enroll in the appropriate courses within a discipline (called majors) fully prepared

for transfer to a college or university. The Associate of Science degree is also one degree, but there are also multiple disciplines within this degree. These Program of Study course schedules have also been developed so that students enroll in the appropriate courses within a discipline (called majors) fully prepared to transfer to a college or university (see Appendix B for Program Guidelines in all disciplines). Also administered through the Arts and Sciences Division, PCCUA offers a Certificate in General Studies (CGS). The CGS provides official documentation for completion of thirty-one (31) college credit hours in specific general education courses. It serves as an entry pathway for movement toward the Associate of Arts Degree.

B. State Requirements

PCCUA's Associate of Arts and Associate of Sciences have a minimum of 60 hours each as shown in Table 1. These degrees have been designed to meet the State of Arkansas's requirements enacted in Act 747 passed in 2011. The Act states,

The Associate of Arts degree has been designated as the fully transferable degree under Act 747 of 2011 that must include the 35-hour state minimum general education core that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. The required hours for the degree is 60 semester credit hours, and the degree title does not specify a field of study. (Arkansas Transfer and Articulation <https://www.adhe.edu/institutions/academic-affairs/arkansas-transference-and-articulation/breakdown-of-associate-degree-types#Associate%20of%20Arts>)

The requirements for the Associate of Science degree is similarly outlined, The Associate of Science degree must include the 35-hour state minimum general education core that requires courses in English/writing, the humanities and fine arts, history and the social sciences, mathematics, and the natural sciences. The required hours for the degree are 60 semester credit hours. The degree title must specify a field of study, and must be designed to be fully transferable to meet the bachelor's degree program completion requirements at one or more Arkansas college/university. (Arkansas Transfer and Articulation <https://www.adhe.edu/institutions/academic-affairs/arkansas-transference-and-articulation>)

[n/breakdown-of-associate-degree-types#Associate%20of%20Arts](#)).

PCCUA's Associates of Art degree exceeds the state requirement by calling for 48 hours of General Education core classes, and the Associates of Science also exceeds the states requirements calling for 50 hours of General Education core classes (see Table 1). The Certificate of General Studies offered through the Division of Arts and Sciences does not fall under state requirements, but the 31 hours needed to receive the certificate must be drawn from the General Education core as shown in Appendix A.

Remedial/Developmental Education

Remediation is a necessity in Arkansas institutions, especially in 2-year institutions. According to the ADHE Annual Review on First-Year Student Remediation for Academic Year 2023

Total first-time entering students that graduated high school within the last 2 years - 188

Math remedial students – 86 students – $86/188 = 45.7\%$

English remedial students – 63 students – $63/188 = 33.5\%$

Reading remedial students – 79 students – $79/188 = 42.0\%$

Any remedial students – 113 students – 60.1%

The PCCUA remediation rate for reading is 42%, for writing is 33.5%, and for math is 45.7%.

Placement into Developmental courses is based on test scores, ACT and NG Accuplacer scores. Working from ACT benchmark and state recommendations, PCCUA's placement requirements are shown in Table 2.

Table 2: Placement Scores for Remediation in Math, English, Reading

PLACEMENT	NG ACCUPLACER	ACT
EH 1013 (Basic Writing I) and EH 1011 (Basic Writing I Lab)	225 or below on Writing	13 or below on English
EH 1013 (Basic Writing I) and EH 1011 (Basic Writing I Lab)	226-250 on Writing	14-18 on English
EH 113 (Composition I)	251 or above on Writing	19 on English
MS 1013 (Pre-Algebra)	227 or below on QAS	14 or below on Math
MS 1023 (Elementary Algebra)	228-236 on QAS	15-16 on Math
MS 1123 (Intermediate Algebra)	237-248 on QAS	17-18 on Math
MS 123 (College Algebra)	249 or above on QAS	19 on Math
MS 143 (Technical Math)	237 or above on QAS	16 or above on Math
DS 103 (Introduction to College Reading Skills) and DS 1031 (Reading Lab I)	231 or below on Reading	13 or below on Reading
DS 123 (College Reading Strategies) and DS 1231 (Reading Lab II)	232-250 on Reading	14-18 on Reading
Exemption from Reading	251 or above on Reading	19 on Reading
RWS 1014 & RWS 1012 (Combo for Reading DS 103 & Writing EH 1013) Helena Only	231 or below on Reading and 225 or below on Writing	13 or below on Reading and Writing

PLACEMENT	NG ACCUPLACER	ACT
EH 1013 (Basic Writing I) and EH 1011 (Basic Writing I Lab)	225 or below on Writing	13 or below on English
EH 1013 (Basic Writing I) and EH 1011 (Basic Writing I Lab)	226-250 on Writing	14-18 on English
EH-1023-H5 & EH-113-H5 COMBO Helena Only	226-250 on Writing AND Completion of DS 123 or exempt from Reading	14-18 on English AND completion of DS 123 or exempt from Reading
MS-1123-H8 & MS-123-H8 COMBO Helena Only	Grade of "B" or higher in MS 1023 or 237-248 on QAS	17 or above on Math

PCCUA participated in the Strong Start to Finish program from 2019-2023. It was designed to make advancement through remediated courses/developmental education quicker, maintain student retention, and increase student success. Since students seem to require more time in Math remediation, it was decided to begin there. Thanks to the Strong Start to Finish program, PCCUA is working to eliminate one of its developmental Math classes by piloting a new program. This new pilot is described in the PCCUA catalog:

Math Strong Start to Finish Pilot Resulted in the Following Curricula Changes

All students needing math remediation take MS 1023:

- Students with ACT 14 or below or 227 or below on the NG ACCUPLACER must enroll in the following corequisite course: MS 1023 and lab MS 1002
- Students with ACT 15-16; or a 228-236 on the NG ACCUPLACER must enroll in the following course: MS 1023 NO LAB
- Students with 17-18 or above; 237-248 on the NG ACCUPLACER QAS or complete MS 1023 may enroll in either of the following courses:
 - Tech Math, MS 143
 - College Algebra MS 123 and MS 1121
 - Quantitative Reasoning/Literacy, MS 193 and the Lab-MS 1191
- Students with ACT 19 or above, or a 249 or above on the NG ACCUPLACER QAS may enroll in either of the following courses:
 - Technical Math, MS 143
 - College Algebra MS 123
 - Quantitative Reasoning/Literacy, MS 193

With revisions to the Math curricula for Strong Start to Finish in the pilot stage, PCCUA faculty have turned their attention to revising the developmental Writing and Reading courses, and are currently examining their options from having students enroll in both the remedial and credit bearing gateway composition course to developing an open lab, go at your pace program. This is one area where the uncertainties of the pandemic have complicated matters. This has resulted in

a similar effort for English and writing which is being piloted on the Helena campus only.

C. Program Exit Requirements

The program exit requirements are appropriate. They take into consideration the program's objectives and ensure students have acquired essential knowledge and skills. Requirements include a variety of measurements, including comprehensive exams, projects, presentations and portfolios (student notebooks). Feedback and benchmarking against similar programs help establish relevant exit criteria. Regular reviews and updates to align with industry changes are essential for keeping exit requirements current. Students must have a cumulative GPA of 2.0 in order to graduate.

D. Breadth and Focus of the Program

By design the general education curriculum is broad in scope and currency is critical to most areas of the curriculum. The General Education curriculum consists of courses shared across the areas of English and Communication, the humanities and fine arts, social sciences, mathematics, and natural sciences. The curriculum includes requirements within these disciplines in order to students are given a general knowledge of all areas important to learning.

E. Workplace Experiences

Students are introduced to workplace experiences and field-specific professionals through internships, career-prep workshops and occasional guest lectures—all of which provide networking opportunities. Additionally, real-world projects and case studies built into the curriculum help bridge the gap between academic learning and practical workplace scenarios.

F. Interdisciplinary Experiences

The college does promote and support interdisciplinary initiatives:

- It offers a flexible curriculum, allowing students to take courses from various disciplines.
- It allows for interdisciplinary projects that encourage collaboration between students from different majors.
- It encourages interdepartmental collaboration between departments and faculty to create interdisciplinary opportunities.

- The STAR Lab is a computer lab that while focusing on math and science, offers students of all discipline's collaboration opportunities.
- It promotes open communication and dialogue to foster a culture that values interdisciplinary thinking.

G. Cultural Diversity

The program supports college STACC skill development with student learning outcomes, benchmarks and assessment tools that focus on:

- A core curriculum that includes critical thinking, communication and problem solving.
- Soft skills workshops (communication)
- Technology integration into coursework to enhance digital literacy.
- Critical and constructive feedback on assignments and projects.
- Application of theoretical knowledge to real-world situations, cultures and people.

H. Frequency of Course Offerings

PCCUA offers its General Education core classes every semester in a variety of formats such as in person, synchronous distance learning (formerly Compressed Video), and asynchronous online learning. With the arrival of the Covid-19 pandemic, PCCUA has also added the option of hyflex class schedules. PCCUA also offers the entire General Education curriculum online, through both the UA Online Consortium and its own PCNET. Some courses are offered only once a year due to a lesser student demand; these include courses such as African-American Literature, Zoology, Microbiology, Botany, and some higher-level math courses.

I. Syllabi

The syllabus is integral to every General Education course offered by the Arts and Sciences Division. PCCUA encourages use of a syllabus template which ensures that certain required information is included in syllabi. The information included on the syllabi includes course information, instructor information, course descriptions, learning outcomes, measures of assessment, ADA information, FERPA information, and more. The template is flexible enough to work for all disciplines while still maintaining a coherent view of PCCUA policies. Syllabi for General Education courses are included in Appendix E: Syllabi, the syllabus template is included first.

J. Introducing New Courses

Curricula change with the times, and new courses are added to existing programs. The process for adding new courses can be found in the PCCUA Policy Manual (Section 420.1). PCCUA defines a course as “an organized, composite unit of instruction which constitutes a part of a program or curriculum.” Courses (or revisions to existing courses) may come from many sources including “faculty, administration, professional groups, four-year institutions, or others” (PCCUA Policy Manual 420.1). The process itself involves a number of people and steps:

- 1) The process begins with the dean/chair discussing the proposed course with the Vice Chancellor for Instruction and then filing a Curriculum Change form with the Faculty Senate for recommendation of approval or disapproval. The form includes:
 - a. Documentation of need for the course,
 - b. The level of the course, (i.e., developmental, introductory, college level, etc.) and its applicability to degree or certificate programs,
 - c. The transferability of the course to four-year institutions,
 - d. The availability of resources (i.e., qualified faculty, equipment, special space requirements, etc.),
 - e. The syllabus for the course,
 - f. Scheduling and frequency.
- 2) Recommendations made by the Faculty Senate Curriculum Committee will be documented on the Curriculum Change form and forwarded to the Instruction and Curriculum Team for discussion and recommendations made considering the resource implications, possible duplications, college-wide or divisional applications, faculty qualifications, etc.
- 3) The dean/chair or the originator will answer questions related to information provided on the Curriculum Change form or other issues related to the addition, modification, or deletion of a course. NOTE--The Curriculum Change form must be submitted to the Vice Chancellor for Instruction prior to the scheduled meeting date.
- 4) The Instruction and Curriculum Team submits its recommendations and

comments to the Vice Chancellor for Instruction.

- 5) The Vice Chancellor for Instruction takes appropriate action. (PCCUA Policy Manual).

K. Online Courses Offered

Distance Learning has been a growing trend in higher education, and with the Covid-19 pandemic, distance learning has become a vital component of PCCUA's course offerings. There are two types of distance learning that PCCUA offers—synchronous distance learning in the form of Zoom courses and asynchronous distance learning online using Blackboard. The synchronous video courses (formerly CV—compressed video—courses) are used to allow a course to be taught to all three campuses while the instructor is on a different campus. This allows PCCUA's students to take classes with instructors on all three campuses. Asynchronous online courses offer PCCUA students the chance to fulfill the coursework for the Associate of Arts degree at their convenience.

PCCUA's asynchronous distance learning has two components. PCCUA uses a combination of PCNet courses as well as courses taught through the UA Consortium (the consortium is made up of PCCUA; the University of Arkansas Community College, Hope and Texarkana; and University of Arkansas Community College, Batesville). Through PCNet, the college also offers Fast Track options (each fast-track section runs for 8 weeks). The list of courses taught online can be found in Table 3.

Table 3: Courses Offered Online

Course Number (ACTS Number)	Course Title	Semester offered
BY 103	Introduction to Anatomy	Fall and Spring
BY 114 (BIOL 1014)	General Biology 1	Fall and Spring
CY 114 (CHEM 1414)	General Chemistry 1	Spring
DS 123	College Reading Strategies	Spring
ECD 103	Foundations of Early Childhood	Fall

Table 4: ACTS Courses Offered and Term Offered		
ECD 113	Health, Safety, & Nutrition	Fall
EH 113 (ENGL 1013)	Composition 1	Fall and Spring
EH 123 (ENGL 1023)	Composition 2	Fall and Spring
EH 233 (ENGL 2113)	World Literature 1	Fall and Spring
EH 243 (ENGL 2123)	World Literature 2	Fall and Spring
EN 113	Introduction to Education	Spring
FA 213 (ARTA 1003)	Fine Arts	Spring and Fall
GEOG 213 (GEOG 1103)	Introduction to Geography	Spring and Fall
HY 163 (HIST 1113)	World Civilizations I	Spring and Fall
HY 173 (HIST 1123)	World Civilizations II	Spring and Fall
HY 153	Arkansas History	Spring and Fall
HY 213 (HIST 2113)	US History I	Spring and Fall
HY 223 (HIST 2123)	US History II	Spring and Fall
MS 123 (MATH 1103)	College Algebra	Spring and Fall
MS 143	Technical Mathematics	Spring and Fall
MS 193 (MATH 1113)	Quantitative Reasoning	Spring and Fall
MS 253 (MATH 2103)	Math Statistics	Spring and Fall
PE 223 (HEAL 1003)	Health and Safety	Spring and Fall
PEAC 143	Concepts of Fitness	Spring
PHIL 153 (PHIL 1103)	Introduction to Philosophy	Spring and Fall
PLS 213 (PLSC 2003)	American Federal Government	Spring and Fall
PSY 213 (PSYC 1103)	General Psychology	Spring and Fall
PSY 223 (PSYC 2103)	Human Growth & Development	Spring and Fall
SP 243 (SPCH 1003)	Fundamentals of Speech	Spring and Fall
SOC 213 (SOCI 1013)	Fundamentals of Sociology	Spring and Fall
SOC 223	The Family	Spring
Note: A variety of summer courses in the general education core are offered. Only one of these is distinct to summer and that is astronomy.		

III. PROGRAM FACULTY

Table 5: Arts and Sciences Faculty

Instructor	Degrees	Yr. Hire	Professional Development	Courses Taught
Nathan Andrew Bagley FT	B.A. – Ouachita Baptist Univ M.A. – Baylor Univ. Grad work – LA State Univ and Harding Univ. and Arizona State	2007	Arkansas Historical Association Member Association of American Educators Member Arkansas State Teachers Ass. Member PCCUA Mandatory Reporter Training	US History 1 US History 2 American Federal Government Arkansas History
Joseph Berry FT	AA – East Arkansas Community College BSE – Arkansas State University (ASU) MA – ASU, Grad Work – Louisiana University	2016	PCCUA Inservice each semester, including mandated reporter sessions, Blackboard sessions, Workday sessions, and others. Blackboard Training, including all aspects of course management, post-course maintenance, and transition from Learn to Ultra. Workday Training toward various necessary uses by faculty. Various webinars focused upon: AI and Chat GPT, Online Course Management, Composition Theory, Literature Anthology Construction, Pandemic Impact,	Composition 1 Composition 2 World Literature 1 World Literature 2

			<p>Remote Content Delivery, Educational Best Practices, and others.</p> <p>Memberships in American Mensa, Arkansas Council of Teachers of English Language Arts (ACTELA), MLA</p> <p>A great deal of discipline oriented didactic independent scholarship concerning rhetoric, linguistics, composition, and literature.</p>	
Carol Birth-Dean	<p>B.A. – Harding Univ.</p> <p>M.Ed. – Harding Univ.</p> <p>Grad Work – UA</p>	2011	<p>Essential Education Workshop 02/21/2020</p> <p>“Creating an Effective Adult Education Workforce Preparation and Development Training Program” 01/14/2021</p> <p>Essential Education Workshop 04/05/2021</p> <p>AACAE Legislative Committee Training 07/29/2021</p> <p>“Train-the-Trainer Series for Contextualized Instruction” 01/27/2021</p> <p>COABE Annual Conference 04/08/2022</p> <p>Administrators IETs for English Language Learners 06/07/2022</p> <p>ACC Conference 10/10/2022</p> <p>WAGE in LACES 11/30/2022</p> <p>Directors Legislative Training 01/20/2023</p> <p>First Aid 11/02/2023</p>	<p>Dean of Arts & Sciences</p> <p>Instructor of African-American Literature</p>

			Dissertation Hours	
Carriell Brown	AA Phillips Community College of the University of Arkansas BA, University of Arkansas at Pine Bluff M.S. University of Phoenix	2019	August 14th Inservice January 2nd Inservice- Zoom February 17th Inservice on Assessments - Zoom Textbook Reviewer for Pearson & Co. Certificate of Proficiency Early Childhood Education- Phillips Community College Associate of Applied Science Behavioral Health- Phillips Community College Bachelor of Science Criminal Justice- University of Arkansas at Pine Bluff Master of Science Psychology- University of Phoenix	General Psychology Fundamentals of Sociology Human Growth & Development BH Practicum BH Practicum Seminar Chronic Health & Infectious Diseases
Rosary Fazende - Jones	B.S. – Univ. of New Orleans B.A. – Univ. of New Orleans M.A. – Univ. of New Orleans M.L.A.– Baker University Grad work – Univ. of Tulsa	2004	Zoom Training 2020 Blackboard Training, 2020 ACUE certification Best Practices of Online Teaching, 2020 – 2021 Attended Harvard Business Publications Webinar, Project-Based Learning in Online Classes, February 2021 Attended OE Arkansas 2021, virtual symposium March 2021 Attended Library of American Webinar, Women’s Liberation! March 2021	Composition 1 Composition 2 World Literature 1 World Literature 2 Intro to Philosophy

			<p>Attended Library of American Webinar, Virginia Hamilton and the Transformation of American Children's Literature October 2021</p> <p>Go2Knowledge (ADHE) webinars on:</p> <p>20 Emerging Best Practices in Remote Learning and Teaching</p> <p>10 Strategies to Create Teachable Moments with Your Students, Aug 2022</p> <p>Attended ACC conference October 2022</p> <p>ACUE Webinar Summer 2023</p> <p>Vector Training Summer 2023</p> <p>Workday Cyber Security Summer 2023</p>	
Christi Freeman	<p>B.A.-Univ. of Arkansas at Monticello</p> <p>M.ED.- Arkansas State University</p>	2023	<p>ABC ECERS Refresher 9/2/20</p> <p>Child Growth & Development 8/10/20</p> <p>Health, Safety & Nutrition 11/30/20</p> <p>Family & Community Engagement 5/13/21</p> <p>An Insight Into Children with Trauma 8/13/21</p> <p>Educator's Role in Combating Child Maltreatment 11/11/21</p> <p>ECE Conference 8/8/22</p>	<p>Field Experience 1</p> <p>Fundamentals of Childcare</p> <p>Foundations of ECED</p> <p>Child Development</p> <p>Infant/Toddler Curriculum</p> <p>Preschool Curriculum</p> <p>Field Experience 2</p> <p>Applications of Childcare</p> <p>Future Perspectives</p> <p>Math & Sciences for ECED</p>

			Conscious Discipline 10/18/22 Conscious Discipline Advanced Training 1/26/23 New Hire Workday Training 8/8/23 Opioid Awareness & Narcan Use 8/14/23 Mandated Reporter Training 10/20/23 Workday Student Fundamentals 1/22/24 Strategic Planning 2/16/24 Advising and Registration Training 2/26/24	Literacy & Language Arts Practicum Child Guidance Intro to Education The Family
Catherine McKinney Fullilove	B.S.W. – Delta State Univ. M.S.S.W. Univ. of TN; Post Grad Arizona State	2004	Assessment Academy Midpoint Roundtable 10/11/23 Inservice 10/20/23, 8/14/23, 2/17/23, 1/4/23 Assessment Training 11/28/22 Faculty Workday 5/10/22 Archiving and Bulk Deleting Professional Development Cyber Security Workshop 4/29/22 Workday Training 4/22 Inservice 10/21/22, 8/15/22, 2/18/22 Blackboard Quiz and Gradebook Management Professional Development Blackboard Creating Files and Adding	General Psychology Fundamentals of Sociology Human Growth & Development Practicum Practicum Seminar Chronic Health & Infectious Diseases Behavior Health Prob. Health Care Delivery Behavior Health Issues

			<p>Course Content Processional Development 7/27/21</p> <p>Portfolio Professional Development Training Sessions</p> <p>Math Pathways 10/28/20</p> <p>Blackboard User Management Professional Development 10/1/21</p> <p>Workday Training 5/11/21</p> <p>Workday Courses in Blackboard</p> <p>Faculty Inservice 10/22/21</p> <p>Assessment Workshop 4/21/21</p>	
Scott Gunem	<p>B.S., University of Wisconsin - Stevens Point</p> <p>M.B.A., University of Wisconsin - Whitewater</p> <p>J.D., Creighton University School of Law</p> <p>B.A., University of Wisconsin - Eau Claire</p> <p>M.A., Univ of Wisconsin - Eau Claire</p>	2022	<p>“Identity Theft,” Cindy Grove, 10/14/22.</p> <p>“Best Practices for Student Retention in Online Courses,” Michelle Waites, 11/4/22.</p> <p>“Archiving and Bulk Deleting Courses in Blackboard,” Michelle Waites, 2/17/23.</p> <p>“Active Shooter Training,” FBI Agent, 5/5/23.</p> <p>“Opioid Awareness,” Ashley Harden, 8/21/23.</p> <p>“AI and Higher Education: Preparing Students for a New World of Work,” ACUE webinar, 8/25/23.</p> <p>“Exploring Generative AI in the Writing Classroom,” Norton webinar, 9/27/23.</p> <p>“Digital Wallets: Safety and Security,” Cindy Grove, 10/27/23.</p> <p>“The Making of a Norton</p>	<p>Composition I</p> <p>Composition II</p> <p>World Literature I</p> <p>World Literature II</p> <p>Fundamentals of Speech</p> <p>Investigation and</p> <p>Courtroom Protocols</p> <p>Legal Aspects of Law</p> <p>Enforcement</p> <p>Student Success</p>

			<p>Anthology,” Norton webinar, 11/15/23.</p> <p>“Google Sites and YouTube for Educational Content,” Christina Garner, 12/8/23.</p> <p>“AI and Higher Education: Implications for Learning, Curriculum, and Institutions,” AAC&U webinar, 1/10/24.</p> <p>“Unifying College and University Campuses,” AAC&U webinar, 2/29/24.</p> <p>Nebraska State Bar Association, Attorney Member.</p> <p>National Council of Teachers of English, Member.</p> <p>Two-Year College English Association, Member.</p>	
David Hartsell	<p>B.S. – Louisiana Tech Univ.</p> <p>M.S. – Louisiana Tech Univ. Graduate Work – Winthrop Univ, SC at Sumter, Francis Marion Univ</p>	1992	<p>Responding to the Needs of Today’s Diverse Community College Students: First-Generation, Low Socio-Economic Status (SES), Rural, Multicultural, First-Year, Underprepared</p>	<p>General Biology</p> <p>General Biology Lab</p> <p>General Biology I</p> <p>General Botany</p> <p>General Botany Lab</p> <p>Anatomy & Physiology I</p> <p>A&P Lab I</p> <p>Anatomy & Physio II</p> <p>A&P Lab II</p> <p>Microbiology</p> <p>Microbiology Lab</p> <p>Zoology</p> <p>Zoology Lab</p>

Chris Maloney	B.A. – Texas A & M Univ. M.S. – Univ. of Memphis	2000	Responding to the Needs of Today's Diverse Community College Students: First-Generation, Low Socio-Economic Status (SES), Rural, Multicultural, First-Year, Underprepared	Pre-Algebra Elementary Algebra Elementary Algebra Lab Intermediate Algebra Physical Science Physical Science Lab
Jackie McMinn	BSE University of Arkansas at Little Rock	2018	Mandated Reporter Fall 2019, 20, 21, 22, 23 Today's Learner Spring 2019 Scoring/Advising Pathways PCCUA Workshops: Spring 2018 Disabilities	Developmental Reading DS 103 & 123; Developmental Writing, EH 1013 & EH 10123
Aaron Michael	B.S. – Delta State Univ. M.Ed. – Delta State Univ. Education al Specialist – Walden University	2009	Responding to the Needs of Today's Diverse Community College Students: First-Generation, Low Socio-Economic Status (SES), Rural, Multicultural, First-Year, Underprepared Cyber Awareness Google Sites and YouTube In Service Designing and Creating Accessible Materials Exploring Open Educational Resources Best Practices for Student Retention in Online Courses Identity Theft Identity Theft Resource Development	Intro to Geography Western Civilizations I Western Civilizations II World Civilizations I World Civilizations II Arkansas History US History I US History II American Federal Government

			<p> Workday Review Blackboard User Management and Latest Blackboard Features Blackboard Ally Advanced Excel Training Micro messaging To Reach and Teach Every Student Digital Teaching The Flexible Classroom Grow Your Teaching Practice by Deepening Your Content Knowledge Webinar Assessment and Evaluation in Introductory History Courses Webinar What I'm Doing Differently in My History Introductory Course Webinar The Unwritten Rules of College: Creating Transparent Assignments that Increase History Students' Success Equitably Webinar Teaching the Founding Documents: The Declaration of Independence, Constitution, and Bill of Rights Webinar Outlook Training Blackboard Training Canvas Training E-Learner Training Online Instruction Methods </p>	
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Thomas Moss	<p>B.S. Chemistry E Univ. of AR</p> <p>M.S. Chemistry .E. Univ. of AR</p>	1998	<p>Member of American Chemical Society</p> <p>Member of Two-Year College Chemistry Consortium</p> <p>*ZOOM training May 2020</p> <p>*In-service “Child Maltreatment Mandated Reporter Training” October 2020</p> <p>*In-service “COVID-19 Protocols for Safety” January 2021</p> <p>*In-service “Cyber Awareness-Part 1” April 2022</p> <p>*In-service “What Is Diversity, Equity, and Inclusion and Why is It Important” October 2022</p> <p>*In-service “Blackboard Assessment and Other Technology Uses” February 2023</p> <p>*In-service “Opioid Awareness and Narcan Use” August 2023</p>	<p>General Chemistry 1</p> <p>General Chemistry 1 Lab</p> <p>Applied Math for Sciences</p> <p>Physical Science</p> <p>Physical Science Lab</p> <p>General Chemistry 2</p> <p>General Chemistry 2 Lab</p> <p>Chemistry 1 for Health Sciences</p> <p>Intro Chemistry Lab</p> <p>Chemistry 2 for Health Sciences</p> <p>Intro Chemistry 2 Lab</p> <p>Pre-Algebra</p> <p>Elementary Algebra</p> <p>Math Lab</p>
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Tim Pryor	B.S. – Middle TN State Univ.	2000		Technical Director, Fine Arts Center Fine Art 213
Yvette Robertson Barnes	B.S.E. – ASU M.Ed. Delta State Univ. Ed. Specialist Delta State Univ. Graduate Work – Delta State Univ	1998	Attended Arkansas Early Childhood Association conference PCCUA Mandatory Reporter Training Member of AECA Professional Development Specialist for The Council of Professional Recognition Consultant for Core Knowledge Foundation Blackboard Training Identity Theft Identity Theft Exploring Open Educational Resources Best Practices for Student Retention in Online Courses Bullet Journaling	Field Experience 1 Fundamental s of Childcare Foundations of ECED Child Development Infant/Toddler Curriculum Preschool Curriculum Field Experience 2 Applications of Childcare Future Perspectives Math & Sciences for ECED Literacy & Language Arts Practicum Child Guidance Intro to Education The Family

Lisa Scaife	<p>B.S. – Delta State Univ.</p> <p>M.S. – MS State Univ.</p>	2006	<p>*Faculty Inservice Fall/Spring 2021</p> <p>Assessment training</p> <p>Workday training and time off</p> <p>LEARN01-Introduction to Workday learning</p> <p>Learning basics of entering time off</p> <p>Employee self service</p> <p>FIN01: Overview of workday financial management</p> <p>Workday fundamentals: (1)WD01- Core concepts (2) WD02- Features and navigation (3)WD01-Finding information (4) WD04 - Introduction to reports</p> <p>Building Supportive Communities: Clery Act and Title IX</p> <p>Mandatory reporting</p> <p>Blackboard Ally</p> <p>Blackboard User Management and Latest Functions</p> <p>*Faculty Inservice Fall/Spring 2022</p> <p>Cyber Awareness-Part 1</p> <p>Strategic Planning</p> <p>Mandated Reporting</p> <p>Diversity, Equity and inclusion – attended session</p> <p>Identity Theft</p> <p>Student Retention</p> <p>Blackboard – Archiving/Bulk Deleting</p> <p>*Faculty Inservice Fall/Spring 2023</p> <p>Blackboard-Assessments</p> <p>Digital Training and Technology at</p>	<p>Intro to Anatomy</p> <p>General Biology I</p> <p>General Bio I Lab</p> <p>General Biology II</p> <p>General Bio II Lab</p> <p>Botany I</p> <p>Botany I Lab</p> <p>Botany II</p> <p>Botany II Lab</p>
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			Work Functional meetings planning for Assessment Mandated Reporting Workday Training Modules: Title IX Module Ferpa Module Data Security Module Child Abuse Module Opioid Awareness and Narcan use *Faculty Inservice Fall/Spring 2024 Strategic Planning Goals Assessment Workday Training-Student workday	
Tarsha Smith	B.S. – UCA D.C. – Life Univ. School of Chiropractic	2005	Attended Aspen Institute Training Session Conducted Interviews for Aspen Youth Leaderships Attended Continuing Education ND&T Attended Continuing Education CCC Member of Lifeforce Member of UCA Alumni Association Member of AR Chiropractic Physicians Association	Physiology I Anatomy & Physiology Lab I Anatomy and Physiology II Anatomy & Physiology II Lab Microbiology Microbiology Lab
Thomas Tubb	B.S. – UALR M.S. – UALR	2018	Assess Higher Order Thinking Skills Blackboard Courses: 07/2020 Communicating with Students in Blackboard	Pre-Algebra Elementary Algebra Math Lab* Intermediate Algebra College Algebra

Brian Zimmerman	B.A. – U of Miss M.S. – U of Miss Graduate Work – U of Miss	2019	Assessment Academy Strong Start to Finish PCCUA In-Service: Spring & Fall 2018 Spring & Fall 2019 Spring 2020 PCCUA Workshops: Spring 2018 Disabilities Fall 2019 Mandated Reporter Fall 2019 Today's Learner Mathematics Pathways Workshops & Seminars: Spring 2019 Scoring/Advising Pathways Spring 2020 Multiple Measures Spring 2020 College Algebra Co- Requisite PCCUA Workshops: Spring 2018 Disabilities Fall 2019 Mandated Reporter Fall 2019 Today's Learner Mathematics Pathways Workshops & Seminars: Spring 2019 Scoring/Advising Pathways Spring 202 Multiple Measures Spring 2020 College Algebra Co- Requisite	College Algebra Trigonometry Quantitative Reasoning Pre-Algebra Elementary Algebra Intermediate Algebra Math Lab* *Renamed Support Lab for each course of Dev Math
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B. Clinical Instructors

While PCCUA does not use many adjunct instructors, Clinical instructors are used to cover a few things within the Arts and Sciences Division and may work directly or indirectly with students. These instructors typically handle courses in Physical Education, Lab Instruction or Testing or tasks such as data entry, receptionist work, or other assigned responsibilities. These instructors must have at least an Associate degree and some office work experience. Clinical Instructors are listed in Table 5 below.

Table 6: Clinical Instructors

Name	Degree	Job Description
Sonya Allen	AAS, PCCUA	Learning Center Coordinator
Robert Ballard	BSE, UA Fayetteville	Fitness Center Coordinator
Rochelle Henderson	AAS, PCCUA BAS, UA Fort Smith	Clinical Instructor

C. New Faculty

Before January 2020, PCCUA's new faculty hires went through a Faculty Orientation session that included a description of policies and a review of the faculty handbook which is found online on the PCCUA website (<https://www.pccua.edu/faculty-staff/faculty-handbook/>). A mentor in the new hire's discipline (or near discipline) was provided. However, in January, 2020, PCCUA moved to a "Faculty Onboarding" System. This newer system provides a more in-depth and more supportive entrance into the PCCUA faculty. In this process, the new hire works closely with their new supervisor for the first 90 days, receives an information packet and training before the first day, and then in those 90 days, the new hire receives more pertinent information via both supervisor and a mentor/"work buddy." There is also some feedback given to the new hire at the end of the first 90 days. The Faculty Onboarding process is linked on the PCCUA webpage at <https://www.pccua.edu/faculty-staff/onboarding-guide-2020/>.

PCCUA uses very few adjunct faculty, and most adjuncts have been with the college for several

years. Some are retired faculty, and some are qualified professionals from the community. With such a low number of part-time faculty (one or two a semester), orientation for new adjunct faculty is conducted on a case-by-case basis.

D. Faculty Evaluations

The evaluation process for full-time faculty involves students, peers, and administrators. Each of these groups plays an important role in the evaluation process. The PCCUA Employee Manual states: “PCCUA reviews the performance of all full-time and part-time faculty members. The evaluation process is based on two guiding principles. First is the belief that faculty evaluation must be linked with faculty development. Improving instruction should be the goal of faculty evaluation. Secondly, the evaluation process is also based on the principle that multiple sources of evidence of teaching effectiveness should be used. Faculty evidence consists of student evaluations and a teaching portfolio. Reference: Administrative Procedure 370.05” (Policy 9.07).

Each semester, students are asked to evaluate their instructors on an evaluation form (see Appendix H for the form). The possible answers on the form rank performance on a 3-point scale with 1 being “Poor” and 3 being “Excellent.” Evaluations are anonymous to encourage honest responses. Each instructor is asked to choose two courses to be evaluated. This process is applied equally to full-time and part-time faculty.

Full-time faculty are also evaluated on a teaching portfolio that consists of a review of two syllabi, revisions to those syllabi, professional development, college service, and community service. These portfolios are reviewed first by a peer chosen by the faculty member, then by a committee of faculty, these are then reviewed by the Deans. The process ends with a conference between the dean and the faculty member. Faculty are not required to do a portfolio in their first year of teaching. The portfolio had been done with hard copies until Spring 2023 when PCCUA moved to an electronic system which should streamline the process.

Table 7: Student Evaluation of Instruction

Division	Instructional Delivery	Instructional Design
Arts and Sciences 2020	2.83	2.89
Arts and Sciences 2021	2.81	2.90
Arts and Sciences 2022	2.77	2.88
Arts and Sciences 2023	2.81	2.83
Arts and Sciences 2020 P/T	2.79	2.82
Arts and Sciences 2021 P/T	2.82	2.89
Arts and Sciences 2022 P/T	2.5	2.21
Arts and Sciences 2023 P/T	2.5	2.21

Adjunct Faculty are not required to submit portfolios only full-time faculty must do this as part of the evaluation. Part-Tim faculty are evaluated by students and on instructional delivery and instructional design.

E. Faculty Course Loads

Full-time faculty generally carry a 5/5 load, or the equivalent of 15 credit hours each semester. PCCUA uses a point system to determine load, and that system can be found in Appendix I: PCCUA Policy Manual 364: Faculty Work Schedule. Full-time faculty are offered the opportunity to teach overloads, this is additional compensation for courses taught above the course load requirement. Most faculty teach summer school as additional compensation (See Appendix I). Overloads are courses taught voluntarily over the average course load. Teaching summer school is also voluntary and dependent upon enrollment. Usually a faculty member receives 7.5% of base pay for one three hour credit course and 15% of the base pay for a second three-hour credit course.

Faculty are compensated for overloads and summer school courses. In general, faculty are compensated \$275 per point over 30 points (see Appendix F: Additional Compensation) for overloads, and for summer school, full-time faculty are compensated at a rate of 1.25% of the previous year's salary per point.

Part-time faculty are only hired if no full-time faculty are able to teach an overload

or summer course. Their compensation is determined using the same point system as full-time faculty (See Appendix I: Faculty Compensation).

F. Independent Studies

Alongside regularly scheduled courses, faculty may choose to work with students in an Independent Study. Independent Studies have been a part of the Arts & Sciences Gen Ed Program, but they were used sporadically with perhaps one or two students who needed a course to graduate. Two factors may have had an impact on the increase in independent study requests. First, the College reduced the independent study requirement and changed the policy from a 2.5 GPA to a 2.0 GPA. Second, it is probably that the Covid-19 pandemic increased the demand for Independent studies. In the fall 2019 semester, there were only five independent studies in Arts and Sciences, while by the end of Fall 2021 that number had more than tripled to 18. The largest number of independent studies occurred in Spring 2020 (see Appendix F: Courses Taught by Independent Study). Students requesting an independent study must meet certain requirements outlined on the request form. Those criteria include: 1) the student must have a cumulative GPA of 2.0; 2) have a previous semester GPA of 2.0; and 3) cannot have failed the course for which the request is being made. If a criterion needs to be waived, a departmental dean may do so, and then the request moves on for the approval of the Vice Chancellor for Instruction (PCCUA Policy Manual, 363.04). A new Independent Study Request containing these requirements was made available to students and can be seen in Appendix G: Independent Study Form.

IV. Program Resources

A. Faculty Professional Development

1. Teaching

PCCUA encourages professional development for its faculty as Table 4 above illustrates. While travel budgets have been slim, PCCUA has supported faculty through participation in Achieving the Dream, Strong Start to Finish, HLC's Assessment Academy, and PACE. The Carl Perkins Grant is also used to support and develop professional development,

and other resources have included ADHE funding for the Strong Start to Finish Program, Title Three STEM grant, Achieving the Dream, and HLC Assessment Academy. Streaming technology has also opened up new ways of supporting professional development. The college subscribes to ADHE's Go2Knowledge webinar series; it also offers the streaming service Swank, and recently, the college has introduced the Ever-Fi platform as another form of professional development. The college has also provided training in the new Workday system as it rolls out. During the years 2020 - 2022, webinars have become quite an important part of faculty professional development since the arrival of the COVID-19 pandemic. The Professional Development column in Table 5 shows that PCCUA faculty have adapted to and found a variety of webinars to enhance their professional development from webinars offered by NISOD, UALR School of Social Work, Library of America, CALS, and other sources. PCCUA has also offered a number of workshops from faculty within its ranks on topics such as Culturally Responsive Teaching, Mandating Reporting, Effective Zoom use, Blackboard use, as well as Title IX and Workday training.

In 2018, PCCUA chose to focus on Culturally Responsive Teaching offering a workshop, and then in-service follow ups on the topic. The college also revisited as a group read *Bridges Out of Poverty* with an eye to how this tied into the college's mission. A recent group reading of the work *Flowers of the Killer Moon* was postponed due to the COVID-19 restrictions.

2. Research

PCCUA is a two-year community college with a focus on student support and success, and as such, faculty are focused mostly on teaching, student support and student needs. However, most faculty do engage in some sort of informal research to improve their teaching. Faculty share best practices derived from research, analyze data to improve programs of study to increase achievement of program outcomes, and participate in local, regional, and national workshops or conferences to acquire new knowledge.

Faculty and staff share information with professionals, students, and communities through publications, presentations, and engage in curricular development, implementation, and evaluation. They share scholarly knowledge with academic,

professional, and community organizations. For example, employees make presentations to classes, local civic and professional organizations, as well as state, regional, and national conferences.

3. Service

PCCUA and its Arts and Sciences Division also offers its faculty numerous ways to serve their communities. These include activities offered by the college and its student organizations such as the Christmas Angel Tree, the Shoebox project, food drives for the college's food bank, blanket drives for local animal shelters. PCCUA also partners with community organizations such as the Red Cross for community blood drives, Rotary for scholarship fundraisers, National Breast Cancer Day, Endure the Dirt (a local cancer support fundraiser), and many more.

B. Library Supports

PCCUA's library is housed on all three campuses with the oldest and largest branch being Lewis Library on the Helena campus. The library has a staff of four with two on the Helena campus, and one each on the Stuttgart and DeWitt campuses. The Library director often travels from campus to campus. The library also offers a place for students involved in work study. It provides support to the Gen Ed program by offering books, journals, reference works, videos, streaming services, and electronic databases to both faculty and students.

The majority of the library's budget goes to paying for a number of subscriptions to electronic databases. Electronic databases are a necessity for students in all programs, but especially in the Gen Ed program due to the large number of disciplines involved. Some of the databases are field specific with a number devoted to the school's two Nursing programs; however, since all PCCUA students need General Education courses those databases may be used for more than nursing. These databases include Ebscohost, Gale Group, ProQuest SIRS Discoverer, ProQuest SIRS Issues Researcher, World Cat, and Alexander Street.

Ebscohost is a large research platform used around the world by institutions of many sorts. It included access to such collections as APA PsychInfo, MLA Directory of Periodicals, MLA International Bibliography, Academic Search Premier, Academic Search Elite, ERIC (Education Research Information Center), and others. There are also collections devoted to professional development with the Teacher Reference Center and the Professional Development Collection being examples. Ebscohost also offers a number of ebook collections like their own eBook Academic Collection, as well as both the MAS Reference eBook Collection and the MasterFile Reference eBook Collection. Ebscohost benefits both PCCUA's general education students and faculty allowing easy access to a wide variety of subject matter that could not be physically housed in PCCUA's library. These databases also encourage and engage both faculty and students.

Gale Group offers three databases to PCCUA students and faculty. These topics of these databases are primarily useful to general education/Arts and Sciences students. The three databases open to PCCUA students are Gale in Context: Opposing Viewpoints which allows students to explore a number of current issues from many viewpoints; Gale Literary Index, which allows students to explore authors and their works; and Gale Literary Criticism, which helps students to analyze literature. These databases introduce students to some of the primary resources of General Education.

Both ProQuest SIRS Discoverer and ProQuest SIRS Issues Researcher provide PCCUA students and faculty with a number of general audience sources on a wide variety of topics. ProQuest SIRS Discoverer seems to have a younger audience in mind, but also has a section of educator resources which includes links to newsletters, curriculum standards correlation, a title list, and webinars for professional development. ProQuest SIRS Issues Researcher seems aimed at a high school audience and includes educator resources with links leading to leading issues, newsletters, note organizational guides, curriculum guide, and training webinars. A number of the topics covered by these two databases related to general education materials in disciplines from arts to social sciences to sciences.

WorldCat is a searchable database provided by OCLC. It allows both faculty and students access to library catalogs around the world and to request books through Interlibrary Loan. This database allows access to many books, articles, cds, and other information that would not be available to users due to space limitations. Since it covers all disciplines; it is useful to both Arts and Sciences faculty and students for research.

Alexander Street, another ProQuest database, offers PCCUA students and faculty access to resources that the database claims have been previously unavailable. These resources include streaming videos and websites. There are films, filmed play productions, documentaries, and lectures to be found in Alexander Street. The material from this database can easily be used by faculty who teach general education courses. This database is a recent addition to the PCCUA collection.

C. Other Instructional Resources

Instructional resources outside of the classroom are necessary for student success. Computer labs, study centers, and tutoring centers all help students to succeed, especially in General Ed courses. Also, financial support also helps many General education students to finish their degrees and move on to become productive members of their communities.

1. College Wide

PCCUA consists of three campuses, and Student Support Services is the umbrella under which most of the instructional support for students is provided. A number of these supports are virtual, allowing students from any campus access to a number of supports through the PCCUA website. The student link on the website leads to the PCCUA Virtual Learning Center which offers a collection of helpful videos on such topics as student life and health and safety. PCCUA also offers through its Blackboard platform a Net Tutor. Also, the website offers a web assistant in Rowdy the Ridge Runner (a chat bot) that directs students to parts of the website. Student Support Services are also offered on each campus, but the support services offered on each campus differ. A number of SSS workshops can be accessed online by students from all three campuses. Those workshops include ones on College Transfer, Money Management, and Getting a Job Career Pathways is very important to student

success. A variety of services are provided through CP.

2. Helena Campus

Student Support Services offers the majority of its offline support on the Helena Campus. This program is located on the Helena campus and most of its services are based there. The SSS TRIO program is a federally-funded program which is designed to improve and increase student retention and graduation, transfer rates, and foster the success of first-generation and disabled students. Students apply to the program to receive the services offered through SSS. The majority of students applying and qualifying to receive services are students who primarily attend the PCCUA Helena Campus. This program serves low-income, first-generation college students, and individuals with disabilities evidencing academic need. The CAT Lab is provided through the SSS funding and assists with self-paced tutoring. This is a support for many general education students.

The STAR Center is located on the Helena campus. The STAR Center is much like the Learning Resource Center in Stuttgart and the Individual Academic Enhancement (IAE) Center in DeWitt. The Center is available to all students and faculty, and it offers a friendly place for students to engage in tutoring (individual or group sessions). The center also offers a computer lab for students to work on papers and assignments with support provided by a tutor or the center's coordinator. Students also benefit from individual career counseling and career planning software.

3. Stuttgart Campus

The Stuttgart Campus Student Support Services are offered virtually or in person providing disability support, workshops and other activities. Students must qualify to receive SSS support. It also has the Learning Resource Center which has ten computers, and a printer. In the lab, students may do research, complete homework, use computer aided tutoring, and print out materials. The lab also offers some space for peer tutoring.

4. DeWitt Campus

The IAE (Individual Academic Enhancement) Center on the DeWitt campus and Student Support Services offers disability support and other activities virtually or in person. Students must qualify to receive SSS support. There is also an IAE Center which has computers which students may use for research, homework, computer aided tutoring, and printing. Students may also use the space for peer tutoring and student activities.

D. Career Pathways

Career Pathways is a student service provided through funding from the Arkansas Career Pathways Initiative and is available of all three campuses. The program supplies students with a variety of supports from assessment to academic and social skills support, financial assistance (tuition help and gas vouchers) and child care. By providing these supports Career Pathways supports and encourages students, often Gen Ed students, and relieves some of their external stressors.

Students must apply to the program and they must be parents or custodians of children under 21, receive (or have received) Transitional Employment Assistance (TEA), TANF, or Medicaid, or be under the federal poverty level. The Career Pathways program has offices on all three campuses.

E. Rowdy Ride

Reliable transportation is an important support for instruction since students need to be able to attend their in-person courses. To help students with this often-unrecognized need, PCCUA began offering the Rowdy Ride which is a free transportation service offered to students who are in the Helena-West Helena service area. There are, however, no plans to extend the Rowdy Ride to the Arkansas County service area.

F. Food Pantries

Food pantries operated by volunteers are located on all three campuses for student and employee use.

Food insecurity is very high in the state of Arkansas; the Arkansas Food Bank notes 17.2% of the citizens suffer from food insecurity. Since the PCCUA service area is a high-poverty area, the college has taken steps to attempt to alleviate this stressor for its students by offering a Food Pantry. The Food Pantry is operated in association with the Arkansas Food Bank and provides food and household needs to students on all three campuses.

The list of support services for students found on all campuses is inclusive:

G. Various Student Supports

1. Supplemental Instruction Labs
2. Early Alert
4. Focused Advising
5. Financial Literacy and Coaching
6. Writing embedded instruction selected courses
7. Career Exploration and Coaching
8. Accelerated Courses in math and English
9. Combined reading and math for lowest remediation
10. Mandatory Orientation
11. Student Success Learning Labs
12. Employability Skills Training
13. Student Success I & II
13. Individual Career Plan
14. Virtual Academy
15. Food Pantries
16. Career Closets

V. Availability, Adequacy, and Accessibility of Resources

A. Availability

PCCUA's resources are ostensibly available to all students and faculty.

PCCUA's library resources are shared out between three campuses. Each campus has access to the library branch on campus as well as to resources on the other campus. Books and journals are transported by a courier. The courier will also transport circulating resources for students between campuses. PCCUA's library resources are available to students and faculty who access the campus, but they are also available online to students and faculty.

Student Support Services is ostensibly available to all three campuses, but in practical terms, students on the Stuttgart and DeWitt campuses do not interact with the majority of the opportunities offered by Student Support Services because there are fewer staff and labs and fewer students qualify for services. Workshops and presentations are often made available by Zoom, but given the poverty and rural nature of the college's service area, many students simply do not have the capability to use these Zoom options.

The Rowdy Ride is a useful idea given that transportation often influences a student's success. However, the program is only available to students who attend classes on the Helena-West Helena campus and live within a certain area around the campus. The Stuttgart and DeWitt Services (SSS) provides all accommodations for this.

B. Accommodations

PCCUA program accommodations are provided for students with a recognized disability that they self-disclose to the college. The process to receive services has 15 steps that begin by consulting with the campus disability coordinator. Initially, these 15 steps were five but after collaborating with a disability specialist it was suggested that 15 specifically sequenced steps was easier for a learning disabled student than five or six multiple tasks steps. Once a student has begun the process, that student then applies and provides their medical documentation. After this

has been verified, the student takes a form to instructors that indicates the accommodations which must be made. The process is repeated each semester (see Appendix J for full process and forms). These accommodations may be anything from moving a classroom, providing extra time on tests and projects to providing alternative textbooks for visually challenged students. The full-time advisors on each campus serve as the disability's student advisors.

C. Accessibility

PCCUA is very good at accommodating students with disabilities, but accessibility requires more planning, and the college is constantly in the process of trying to improve accessibility. The college website is a place for improvement. A visually-impaired student would not find the website fully accessible. Clicking on the Accessibility button, found on many websites to find alternate versions of the site, takes the student to the alternate formats of the website. The only alternate format for the website is an ePub version of the site; there is not an audio version or an electronic Braille version.

PCCUA uses Blackboard as its platform for online instruction. Blackboard has an accessibility check which will prompt instructors to revise instructional materials to be more accessible. This includes creating audio alternatives, translations, more visuals, or less visuals. Arts and Sciences instructors have received some training in the use of these functions.

PCCUA will be implementing some better access using funds from a recently awarded Title III grant.

Online programs have been a growing trend in education for years, but the Covid-19 pandemic brought the need for these programs to the forefront. PCCUA's Arts and Sciences has been offering online courses for years as Part of the UA Online Consortium, and the program has grown in size. Current trends indicate that online programs are here to stay. Campuses also have students who have transportation issues, and certainly the lack of availability of such a service does not alleviate the transportation problems for those students.

Career Pathways, part of the Arkansas Career Pathways program, provides much needed financial support for PCCUA students who are parents of children under 21. Offering financial support to help with tuition, gasoline, and child care, the Career Pathways program has helped many students. The program also provides education support by having dedicated computer labs, advising, and tutoring. These services are available on all three of the campuses.

The Food Pantries operated by PCCUA are available to students on each campus and are quite successful.

D. Adequacy

The question of adequacy is a complicated question during these pandemic years and is also complicated by three campuses and differing enrollment at each of these. Things adequate on one campus may not be adequate enough on another. Certainly, the programs like Career Pathways and the Food Pantry are quite adequate as they provide support for Arts and Sciences General Education students as well as all PCCUA students.

Other services which rely on technology and the internet for services may be inadequate for students in small, impoverished, and distant parts of the service area. Zoom and other internet tools are useful for communicating with students, but in PCCUA's large at-risk population these tools may not be adequate enough to help students be successful. Indeed, a number of students use their cell phones as their primary connection to the college, and while Blackboard and Zoom both have mobile device capabilities, many faculty do not design their courses with this in mind. Student Support Services illustrates this problem clearly. Since this program operations is based in Helena, many of the services, support and programming are adequate for that portion of the student body, but students on the other two campuses do not receive the same advantage.

E. Equipment

Technology is always updating and PCCUA tries to keep up to date. New computers and smart screens have been the major purchases in the last three years. A ransomware attack in February 2022, necessitated unexpected computer replacements. Overall, Arts & Sciences/ General Education has purchased 1 projector, 5 older SmartBoards, 33 New Smart Panels, 8 laptops, and 483 computers. The full list is in Appendix K: Equipment List by Campus.

VI. Instruction via Distance Learning

PCCUA has HLC approval to offer an AA degree fully online. We offer the AA online in a consortium with 2 other community colleges (The University of Arkansas Associates in Arts Online or UAOnline): The University of Arkansas Community College at Batesville and The University of Arkansas Hope Texarkana. Each institution offers approximately 1/3 of the courses required to complete the degree and was established in 1999. Students enroll on their home campus but may have instructors from any of the three campuses. All members of this consortium have agreed to policies and procedures governing online course offerings as found in The University of Arkansas Online Program – Policies and Procedures Manual

Each college in the consortium is funded independently, and individual colleges are responsible for securing and employing qualified instructors. Each college also has a distance learning director/coordinator who organizes its online activities. This person supports students and faculty by offering technological and software training, assisting instructors in organizing online content and directing the online program. Further PCCUA has a distance learning coordinator on each campus to help online students.

A. Policies to keep infrastructure current

As outlined in administrative procedure 220.01 of the PCCUA Policy and Procedure Manual, the Informational Technology and Distance Learning Team is one of the four established teams of the College structure.

The Informational Technology and Distance Team is composed of the Director of Information Technology, Director of Distance Learning, Vice Chancellor for Instruction, Vice Chancellor for Student Services, Registrar, Director of Institutional Research, deans, chairs, and faculty teaching distance learning courses. The function of the Information Technology and Distance Learning Team is to:

- Review, recommend, and evaluate software and hardware to be supported college-wide,
- Review support needs as they relate to college-wide information technology and distance learning by making recommendations for meeting those needs,
- Review and recommend policies and procedures relating to the use of college-wide information technology and the use of distance learning.
- Assess and make recommendations for the training needs of faculty and staff as they relate to college-wide information technology.
- Coordinate, facilitate, and support distance learning programming.

B. Security Procedures

Everyday new data breaches are reported making data security a must; PCCUA's priority is to protect documents and files that have PII (personally identifiable information) information in them such as enrollment forms and such. One primary way of making data more secure is controlling access. To this end PCCUA has an informational portal RidgeNet to which a student or faculty member must log into before gaining access to other information such as Blackboard or email. Each student is given an unique identification number to use for RidgeNet and Blackboard. PCCUA, also, works to control access to its services and data by use of multi-factor authentication; this means students, faculty, and staff are required to have two methods of identification before logging into the college's systems.

Another method of securing data is encryption. PCCUA stores much of its data in databases in Workday and in Datatel (the college is in the process of moving more information into Workday). This data is kept in databases which are protected and secured by the use of encryption. Also, the college computers in various labs and offices have DLP (data loss prevention) software consisting of firewall and antivirus software which works to help keep information on those computers safe.

C. Support Services for Online/Distance Learning Students

Supporting students in online/distance learning programs is essential to helping those students succeed and feel connected to the institution. PCCUA works hard to meet the needs of these students, especially as the number of online/distance learning students has grown as a result of the Covid-19 pandemic.

D. Advising

PCCUA supports its online/distance learning students in ways that are similar to the ways it supports face-to-face students. Distance learning students are assigned an advisor upon admission and have access to that advisor via email, phone or in person. As any other advisor, that advisor works with the student to plan schedules and provide support for the student to be successful.

E. Course Registration

Course registration for distance learning students is the same as course registration for all other students except it can all be done electronically and without need to be on campus. After applying and meeting the admission requirements, the student works with their advisor to create a schedule that fits their declared degree program. The student is then enrolled into the course, and is fully registered. If the student does not receive a confirmation within two days they have not been enrolled, and must contact their advisor for further information.

F. Course Withdrawal

Students occasionally find that they cannot successfully complete a course and must withdraw from it. PCCUA's course withdrawal process for online/distance learning students is the same process for campus students but may be completed electronically. The process for withdrawing from a course is found in the PCCUA Student Handbook and involves meeting with the advisor, the instructor, and returning the proper forms to the registrar's office.

G. Email Account

All PCCUA students are provided with an institutional email upon completing registration; this is the same process for online/distance learning students as it is for other students. This email address consists of the student's first initial, last name, and part of their unique student id number. This account information as well as login information is communicated to the student upon registration. It is also included in the PCCUA Student Handbook that each student receives, and the information can be found on the PCCUA website.

H. Library Resources

Online/distance learning students are often required to do research for their online courses just as on campus students are asked, so library resources are a necessity. Distance learning students have full access to the PCCUA Library including its electronic library databases: Ebsco, Gale Group (Opposing Viewpoints and Literary Criticism Online), SIRS Discoverer on the Web, SIRS Knowledge Source, World Cat and Alexander Street. These resources can be accessed at home by students (and faculty) through the PCCUA Library links found on the college website.

I. Help Desk Support

Technological support is a necessity for online/distance learning students. To support these students the PCCUA HelpDesk support is available to students via the website and is operated by PCCUA IT staff. Here students may receive help with a number of issues including email, RidgeNet access, and Blackboard help. Blackboard also offers help from within the platform that students are able to access.

J. Technology Support

All PCCUA students (on campus and distance learning students) are enrolled in a mandatory student orientation course which includes a technology session. This technology session covers logging into the PCCUA system, including the online learning platform. In addition, distance education students also are enrolled in an electronic LMS orientation course and have access to this information throughout the semester.

Students have access to videos and help files through their My Ridegnet account and a helpdesk support system. Students can access the Help Desk 24/7 and will receive a response to their issue within 1 business day of submission of a help desk ticket. Our LMS provider (Blackboard) also provides technical support in the form of a FAQ, a knowledge database, and link to Blackboards' Youtube video channel.

Faculty has access to similar technological support. The Help Desk is open to faculty requests 24/7, and Blackboard provides a FAQ for faculty, as well as a knowledge database and numerous videos.

Lastly, each campus has distance learning staff available on campus to assist students with technical issues.

K. Student Orientation for Distance Learning

PCCUA included distance learning students in its annual orientation sessions. Each fall, all students taking more than six hours must complete a mandatory student orientation course. As part of this course, students attend a technology session where distance learning technology is detailed. Distance learning students are encouraged during this technology session to verify their login information is correct. In addition, any distance learning student may choose to enroll in a free on campus LMS orientation each fall and spring semester.

All distance education students enrolled in fall, spring or summer courses are also enrolled in an electronic LMS orientation and have access to this course throughout the semester. This course covers how the student logs into their online course, helps the student understand how to navigate Blackboard, and provides general support to distance learning students.

L. Institutional Policies for Distance Learning Faculty

1. Online Faculty

Prior to the Covid-19 pandemic, most faculty did not teach online; however, with the move to remote learning during the pandemic, many faculty have moved towards hybridizing their courses. However, faculty who teach courses in the UA Online consortium classes are selected to the policies of the UA Online Consortium which are undergoing some revision. However, the UA Online Consortium policy currently gives priority to those teaching full-time in their discipline, teaching seniority, and then online teaching experience.

2. Online Course Load and Compensation

PCCUA considers online instruction to be part of an instructor's course load, and it is considered as such for compensation purposes. There is no specific PCCUA policy that deals with online compensation. PCCUA's faculty compensation works on a point system that takes into effect credit hours and student contact hours. PCCUA Administrative Policy 364.01 describes the compensation of full-time faculty:

A point system is utilized to determine teaching loads have been met. A full instructional load for all faculty is 30 points per regular semester based upon the following formula: Total Points = (#credit hrs. taught) + (#contact hrs. taught)

Points are awarded as follows:

- A. one point for each contact hour in the classroom (non-lab courses)
- B. one point for each credit hour taught
- C. six points per semester for student advising

D. two-thirds point for each laboratory hour

Since online courses fall under the same policies as on campus classes, there is no difference in course load or compensation. However, for synchronous distance learning courses, compensation is described in policy 664.01 as:

Faculty teaching via synchronous interactive video will receive one point for each remote site and one point (\$250) for the first ten (10) students enrolled at each remote site. In addition, they will receive \$25 per student above the first ten (10) students (\$25 per student starting at the 11th student). This rule does not apply to instructors who team-teach courses. It does not apply to faculty who teach courses designed for high school students meeting five days a week if those instructors are receiving compensation of eight points for the high school Secondary Area Career and Technical Center course(s).

As with online courses, faculty for these courses are chosen by the need for the course, their credentials for the course, and seniority.

3. Ownership of Course Copyright

PCCUA Administrative Policy 365.02 deals with intellectual property rights which includes ownership of course copyright. Under this policy, if the faculty member creates the intellectual property in question without the use of any college resources, then the property will belong to the faculty member. Since most online classes are specifically produced for the college, it seems that the course copyright belongs to the college under this policy. If the intellectual property is produced solely for the college then the rights belong to the college. In the case of something produced jointly by the college and the employee then the policy states:

In those instances where scientific and technological developments, including inventions, discoveries, trade secrets, computer software, materials and processes are produced by a faculty and staff member with college support, by way of use of significant personnel time, facilities, or other college resources, the ownership of the materials or processes shall vest in (and be licensed by, if at all) the person designated by written agreement between the Chancellor and faculty or staff member prior to the production.

This agreement shall make provisions for the employee to assign ownership rights to the College, or for a fair and equitable joint ownership, sharing of royalties or reimbursement to the College of its costs and support. In the event no such written agreement exists, the ownership shall vest in the College. There are no properties which are excluded from these ownership guidelines.

VII. Recruitment, Retention, and Completion

As stated earlier, PCCUA's Arts & Sciences/General Education program offers two degrees, an Associate degree in Arts (AA) and an Associate degree in Sciences (AS). Each degree has areas of concentration. The program also offers a Certificate of General Studies. The number of students who have received AA degrees in that last three years is 148, the number who have received AS degrees is 8, and 108 students received the Certificate of General Studies. A further breakdown of these figures can be found in Table 6: Degrees Granted.

Table 8: Degrees Granted

Degree or Certificate	2023	2022	2021	2020	2019	2018	2017	2016
Associate of Arts	67	58	38	59	51	48	70	78
Associate of Science	4	4	1	6	1	0	4	3
Total CIP-24.0101	71	62	39	55	52	48	74	81
Certificate of General Studies	65	10	40	32	36			

A. Strategies for Recruitment, Retention, Graduation

PCCUA faces a service area with a declining population; this fact means that PCCUA places a high value on recruiting students, keeping students, and helping them to graduate. Faced with a very diverse service area, PCCUA has a number of strategies for recruiting, training, and graduating students.

B. Recruitment

Recruiting students is a competitive process, and it has become more so in the last few years of the pandemic. The COVID-19 pandemic also has made recruitment harder as many of these in-person strategies have been curtailed. While a number of these strategies are college-wide, there are also a number of campus specific strategies as well. Each campus has a High School Relation coordinator whose responsibilities include recruitment. These coordinators visit schools, often being a student's first contact with the college. They also organize college visits for high schools in the service area; during these visits the high school students can experience a college class, learn about the system, apply for admissions, play games, and just get a feel for the institution. With the pandemic, these college days have been less feasible, so the coordinators have often gone to the colleges to make presentations to the students. These coordinators also participate in the Signing Day events at high schools in the area. They often organize financial aid nights to help students with their FAFSA forms and other financial aid needs. They provide a solid collegiate presence at these high schools. They may also organize college and career days on the campus to build up interest in the college. The high school coordinators also conduct campus tours to prospective students.

Scholarships are another part of the college's recruitment strategies. The college offers many scholarships such as the Chancellor Steven Murray Legacy Scholarship, the Chancellor Scholarships, Academic Excellence Scholarships, and a variety of others (Scholarship information can be found on the PCCUA webpage at <https://www.pccua.edu/admissions-financial-aid/scholarship>). The college also

offers The Great River Promise which provides free tuition to students on the Helena-West Helena campus and the DeWitt campus (more information can be found at <https://www.pccua.edu/admissions-financial-aid/scholarships>). The college also offers graduating high seniors the chance to “Take One on Us” which allows them to attend summer courses with no tuition. PCCUA also has an arrangement with the UA for students who plan to transfer there from PCCUA to pay only PCCUA tuition.

The college also attends community events (pre-pandemic) to recruit for students. Other traditional recruiting techniques are used as well such as billboards, advertisements in local media, mailers, flyers, advertisements at local sports fields and arenas.

Another long-term recruitment strategy comes through the GEARUP grant. The Helena Campus houses GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) a federally funded grant that helps to prepare low income students for college. GEARUP reaches out to students and parents providing students with programs that provide

- After School Tutoring
- After School Academics
- College to Career Information
- Standardized Test Advisement/Preparation
- Academic Workshops
- College Field Trips
- Academic Goals
- Career Planning

GEARUP also provides parents, who often play a role in recruiting students, with information that familiarizes them with college preparatory systems and helps to increase parental involvement with student education.

C. Retention

Having recruited students, PCCUA works very hard to retain its students. All of the college's student supports mentioned earlier are designed to retain students. The college also offers a number of student activities to help build relationships that will retain students. Fall Fests, Spring Flings, March Madness, free breakfasts, and movie marathon events have been held on campus, granted these have been smaller affairs during the pandemic, than they were before. However, these events also encourage the building of relationships between the students and the college.

The college also offers a number of student organizations to help retain students. These organizations help the students to build relationships with each other, with faculty, and with the college. These organizations include Phi Theta Kappa, Helena-West Helena Campus Book Club, Student Ambassadors, Fellowship of Christian Athletes, Gaming Club, Art Club, META (Men Enrolling Toward Advancement), and intramural sports.

D. Graduation

Many of the strategies to help students graduate are also related to the student and instructional support services previously mentioned. The most recent strategy to help students move to PCCUA's participation in the Strong Start to Finish Program. This program is designed to help retain and move developmental students through those classes and into college classes more quickly. The program has so far reduced the number of developmental Math courses that students need to take, and it has allowed PCCUA to create three Math courses and pathways: Technical Math, Quantitative Reasoning, and College Algebra. Strong Start to Finish is still in the piloting phase in English courses since the enrollment numbers between campuses are so varied, what works on one campus does not necessarily work well on the others.

E. Transfer Students

Because PCCUA's Arts & Sciences and the General Education program is primarily a transfer program designed for students to move on to four-year institutions, employment figures and employers are not tracked after graduation. The college does record the percentages of students who complete or who do not complete but transfer on to four-year universities. In addition, the college tracks students who transfer without a degree and this is referred to as the transfer-out rate. Most students graduating to four-year colleges and universities complete their course work through the Division of Arts and Sciences, even those who transfer out without a degree.

The PCCUA Catalog's "Student's Right to Know" information is on the college website. (<https://www.pccua.edu/about/institutional-reports/students-right-to-know/>)

Table 9: Retention, Graduation and Transfer Rates Posted

Year	Retention	Graduation	Transfer Out	Success Rate
2023	76%	52%	8%	60%
2022	67%	46%	8%	54%
2021	62.9%	39%	13%	52%
2020	66%	41%	10%	51%
2019	59%	46%	18%	61%
2018	58%	45%	15%	60%
2017	52%	33%	17%	50%
Note: This information is always a year behind. The 2022 data is only available in the Spring of 2023 & 24. The success rate is the graduation rate plus the transfer out rate.				

PCCUA has transfer agreements with a number of four-year universities and participates in ACTS. All of these are to make a student's transfer easier. The institutions that PCCUA has transfer agreements with include Arkansas State University, Ouachita Baptist University, University of Arkansas, Fort Smith, University of Arkansas at Little Rock, University of Arkansas Pine Bluff, University of Central Arkansas, and Arkansas Tech University. The transfer requirements are linked on the PCCUA Webpage.

PCCUA also participates in ACTS, the Arkansas Course Transfer System. The system is a postsecondary education resource service that provides comparable course information to facilitate student transfer within Arkansas public colleges and universities. The ACTS database contains faculty generated comparable course information for a number of courses offered at public institutions in Arkansas.

Comparable courses within ACTS are guaranteed to transfer for full credit to any Arkansas public institution. (ADHE). Participating in this system makes it much easier for the college to ensure the transferability and the quality of its courses. The ACTS system helps to ensure the university-parallel nature of PCCUA's courses.

PCCUA does not track transfer students for either further employment or further education.

F. Program Graduates

Table 10 presents the number of graduates by concentration. The largest number of AA graduates are General Education majors falling under the purview of Arts and Sciences. The second largest number are in Business Administration which is administered by PCCUA's Division of Business and Applied Technology and not subject to this review. The remaining graduates fall under majors administered by Arts and Sciences.

Table 10: Graduates by Major/Concentration

Degree	Major	2023	2022	2021	2020	2019	2018	2017	2016	2015
Assoc. of Arts	Business Administration	4	11	7	15	9	14	28	17	17
	Early Child Ed. Spec. Educ.	0	0	0	0	2	1	1	1	1
	Education	4	1	1	4	0	0	0	5	3
	English	0	0	0	1	0	1	0	0	0
	General Education	45	42	27	36	31	29	37	50	49
	Law	1	3	1	1	0	10	1	3	0
	Physical Education	0	3	0	1	0	0	1	1	1
	Political Science	0	1	1	0	0	0	0	0	0
	Social Science	4	0	1	1	6	1	2	0	1

Assoc. of Science	Biology	0	3	0	1	0	0	2	1	2
	Chemistry	1	0	0	0	0	0	0	0	0
	General Science	0	2	0	0	0	0	0	0	0
	Mathematics	0	0	0	0	0	0	1	1	0
	Pre-Engineering	0	1	0	0	0	0	1	1	0

Note: The AA and AS have the same CIP code which is 24.0101. At the two-year level, the AA/AS transfer does not have a true major because we do not offer enough subject area courses. A majority of the transfer students seek a general education major or business associate degree. This is typical of the AA/AS at community colleges. The AAs degrees are discipline focused because most are non-transfer degrees.

VIII. Assessment

A. Assessment Process

PCCUA assessment is the ongoing process of establishing clear, measurable expected outcomes of student learning; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and using the resulting information to understand and improve student learning throughout the college.

In Arts and Sciences/General Ed, assessment revolves around the core competencies that PCCUA has developed over the last few years. These core competences (STACC) are:

Social and Civic Responsibility: Behavior that demonstrates adherence to legal/ethical standards established by society.

Technology Utilization: Use tools of the trade to achieve a specific outcome.

Analytical and Critical Thinking: Modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.

Communication: The interactive process through which there is an exchange of verbal and/or nonverbal information.

Cultural Competency: Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding- acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next and one culture to another. A commitment to diversity, equity, and Using these competencies, the Arts and Sciences/General Education program has developed several goals.

The program learning outcomes/goals of the Arts and Sciences/General Education program are:

Goal 1: Students will be able to communicate effectively in a written and oral manner.

Goal 2: Students will demonstrate knowledge of history, art, literature,

and other cultures. Goal 3: Student will demonstrate Mathematical knowledge and skills

Goal 4: Students will demonstrate skills in problem solving, critical thinking, and scientific reasoning

Goal 5: Students will be able to demonstrate technical knowledge and skills.

Again, these are the exact old core competencies and were replaced by STACC skills. In 2020 and as part of the HLC Assessment Academy, PCCUA's Arts and Sciences division began developing a new assessment cycle and plan to make assessment more useful and less intrusive to faculty; the College is trying to shift the perception of assessment from being an instructional chore to assessment as a most useful tool and process to improve learning and teaching. The plan began by mapping courses to the appropriate STACC and program goals.

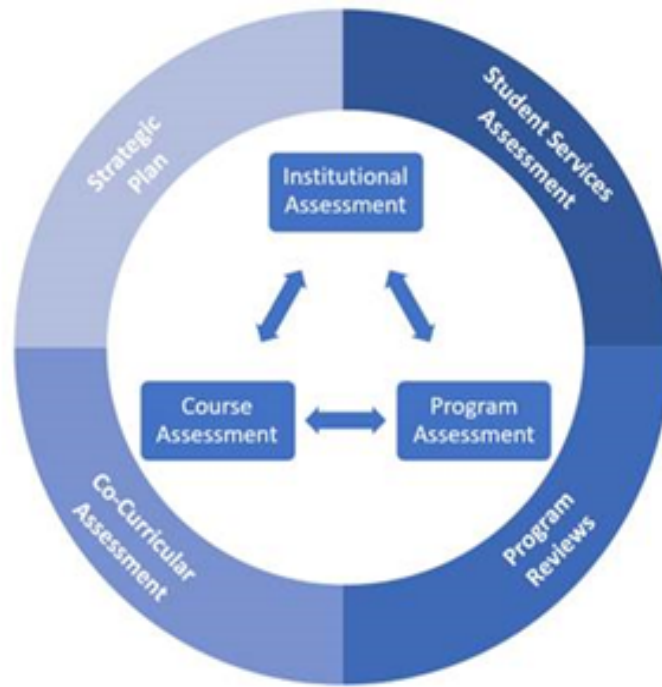
Once the mapping was completed, the focus shifted to the gateway courses of English and Math. Then an assessment method was developed, followed by a frequency for assessment, benchmarks, reports, and action plans. Since this is a three year-plan, the division is still in the process of revising. (See Appendix L: Assessment Plan and Cycle). Inclusion increases access and assures a better chance to succeed.

B. Assessment Overview

Assessment is the systematic, ongoing cycle of setting goals, measuring attainment of those goals, and using the results to make informed decisions crucial to continuous improvement. Good assessment can promote quality at all levels of the institution by providing the necessary evidence to guide effective decision making in several areas such as programmatic changes, classroom teaching modifications, and institutional changes.

PCCUA ASSESSMENT: INCLUSIVE, MULTI DIMENSIONAL, & MISSION CENTERED

PCCUA ASSESSMENT INCLUSIVE, MULTI DIMENSIONAL, MISSION CENTERED



Assessment Handbook
Assessment Framework
Assessment SLOs
Academic-course, program, institutional
Co-Curricular
Support Services
Assessment Resources



Key Performance Indicators (KPIs)
Strategic Plan
Program Review
Budget Process

Three key purposes of assessment

- **To inform** – Assessment activities show a clearer picture of what is really happening in a program and informs others of contributions the program makes.
- **To improve** – This evaluation is formative. Assessment activities provide a feedback loop to help shape or form better programs and services.
- **To prove** – This evaluation is summative. Assessment activities provide evidence to sum up what a program is accomplishing and provides persuasive indicators to students, faculty, staff and the larger community.

The Assessment Committee establishes assessment goals across all divisions in the institution. There are thirteen assessment goals with specific expected outcomes listed for each goal. These goals and expected outcomes represent the institutions annual report of assessment outcomes for the institutional priorities of retention, completion, job placement, or transfer. The actual goals and number of goals can change from year to year.

Each of the goals includes operational definitions, expected outcomes, verification of data, and identification of person responsible for collecting data, the timeline for assessment, the assessment methods, report of data collection, and a plan for improvement.

In addition to institutional assessment, each academic division has developed program assessments which lists specific outcome assessment strategies, data, and implementation processes. The division assessment outcomes may be reviewed within the Dean's office, Director of Assessment and Institutional Effectiveness' office, Vice Chancellor for Instruction's office, the Assessment Committee, and are shared or on the assessment web site

<https://www.pccua.edu/assessment/>

C. Arts and Sciences Assessment Outcomes

DIVISION OF ARTS AND SCIENCES						
MISSION: Phillips Community College is a multi-college serving Eastern Arkansas. The College is committed to individual, organizational, and community development. It provides accessible, affordable education, training and public services that are consistent with the goals and objectives of its students and the communities it serves. Through its numerous programs and partnerships, the College provides high quality education opportunities and supports the economic growth of Eastern Arkansas. 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 the general education to all students and to provide the first two years if specialized knowledge in the areas which lead to advanced degrees and professional careers. (Reviewed by A & S Faculty 02/18/2023)						
GOAL 1: Students will be able to communicate effectively in a written and oral manner.						
Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analysis and Reporting	Feedback Loop
Develop an essay based upon a thesis statement.	Students enrolled in EH 113 or EH 123 Gateway Courses	85% of the students who earn a "C" or better will make at least 70% on a final essay	English Rubric is used for all writing classes	Each term	Faculty will analyze and report results to the chair. Students enrolled in EH 113 exceeded the benchmark averaging 75%. Students enrolled in EH 123 exceeded the benchmark averaging 80 %	If fewer than 40% score at or below benchmark, English faculty will develop an improvement plan. The benchmark has been met for this Program SLO.
Write a grammatically and mechanically correct essay.	Students enrolled in EH 113 EH 123. Gateway Courses (Required to exit EH 1023)	At least 70% of students completing EH 113 & EH 123 will score at or above 75% on final essay	Final essay EH 113-research based essay EH 123-expository essay (Students in EH 1023, Basic Writing II must demonstrate proficiency by	Each term	Chair will analyze and report results to English faculty, director of assessment, and VCI Students enrolled in EH 113 exceeded the benchmark averaging 75%. Students enrolled in	If fewer than 50% score at or below the 75% for three consecutive terms, a more detail report of the results will be requested and that instructor working with a mentor will develop an improvement plan.

			completing an assigned prompt and dually graded essay)		EH 123 exceeded the benchmark averaging 85.5%	The benchmark has been met for this Program SLO. Notice the scores for students scoring a C or better on the essay were lower than the students' skills related to grammar and mechanics.
Use various forms to develop writing skills	Students enrolled in EH 113.	100% of students who earn a "C or better and will write at least one paper utilizing the following forms: argumentative, comparison/contrast, cause/effect, narrative and example.	English syllabi and student artifacts	Evaluated each term but assessed annually in the Faculty Inquiry Group meetings	Syllabi reflects specific writing assignments Faculty maintain copies of students essays for at least two semesters. 100% of the students met this benchmark.	The Department faculty discuss and analyze outcomes in an effort to modify instructional strategies for instructional improvement. Although 100% of the students met this benchmark, it is important to recognize that 24.6% of the students failed to make that C grade.
Incorporate Internet and library research into writing.	Students enrolled in HY 163 or HY 173 EH 113 Most courses are using some aspect of eLearning research and all faculty must use BlackBoard	100% of students who earn a "B" or better on a final paper will appropriately cite internet or library research sources.	Research Paper	Each term	Analyzed by faculty HY 163 HY 173 100% of students earning a B or better met this benchmark. However, it may need to be examined because of those who successfully completed the	This goal is discussed annually among faculty at the annual end of year FIG meeting. This goal may be modified but in the future, instructors will review citations and provide example sheets for students to use when writing so all students

					course, 16% did not complete the benchmark.	successfully completing the course appropriately use internet resources.
Understand the principles of effective oral communication and be able to apply these principles in actual speaking situations	Students enrolled in SP 243	85% of students who complete speech and earn a "C" or better will score at least 70 on a final speech using a speech rubric.	Speech Rubric	Each term	Analyzed by faculty, results reported to dean. 90% of the group succeeded in successfully completed SLO benchmark but only 84% completed the SLO as written. However, all groups exceeded the benchmark	If fewer than 80% of the students who earn a "C" or better score less than 70% on the final speech for three consecutive terms, that Speech instructor will be required to develop an improvement plan. This benchmark has been met and requires no changes.
Goal 2: Students will demonstrate knowledge of history, art, literature and other cultures.						
Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analysis & Reporting	Feedback Loop
Understand the work of human culture exist within social, historical, and linguistic settings that affect its meaning.	Student enrolled in EH 233, 243, & 263; HY 163 & HY 173; PSY 213, SY 213	70% of students taking unit tests on historical and literary facts will score at least 70% on written paper.	Unit test and written response paper	Each term	Spring division meeting Students in EH 233 met this benchmark at an average of 73% Students enrolled in EH 243 met the benchmark with an average of 89.6% All students enrolled in EH 263 met the benchmark. 100% Students enrolled in HY 153 met the benchmark at a 84%	This goal is discussed and reviewed. This spring faculty were focused on culturally responsive teaching and an administrator doing CRT research led that discussion This benchmark was met but it is important to note that EH 263 which had a 100% rate for meeting the benchmark only had twelve students enrolled.

					<p>rate.</p> <p>No students enrolled in HY 163 in the 2022-23 year because it was first offered fall 2023 so there is no data yet.</p> <p>No students enrolled in HY 173 in the 2022-23 year because it was first offered fall 2023 so there is no data yet.</p> <p>Student enrolled in PSY 213 met this benchmark at a rate of 82.5%.</p> <p>Students enrolled in SY 213 met this benchmark at a rate of 95.6%.</p>	<p>Faculty replaced Western Civilization I and II (EH 113 & HY 123) with World Civilization I & II (HY 165 & 173). These courses are a better alignment with the World Literature I & II, connect with the Cultural Commitment core competency, and provide students with a world view of history which is more inclusive.</p>
Become familiar with some of the classic works of human culture.	Students enrolled in EH 243, EH 263, MSC 223, FA 213	of historical, social, and literary eras and trends and average least 70% on shared assessments (written, verbal, other)	Tests Short papers Presentation PowerPoint Presentation, Project	Each term but discussed a at the spring division meetings	<p>End of Spring Term</p> <p>Students enrolled in EH 243 met this benchmark at a rate of 90%</p> <p>Students enrolled in EH 263 met this benchmark at a rate of 100%</p> <p>Students enrolled in MSC 223 met this benchmark at a rate</p>	<p>At the February division meeting focused on CRT the division discussed inclusion of diverse works. Faculty have decided to re-examine works included in the genres.</p> <p>It is important to note that students enrolled in MSC 223 barely met the benchmark. Music Appreciation is</p>

					<p>of 72%</p> <p>Students enrolled in FA 213 met this benchmark at a rate of 84%</p>	<p>often difficult for many of our students because they have not been exposed to various kinds of music and tend to listen to rap, blues, jazz, pop or some other current kind of music. The instructor has decided to try some other kinds of whole campus activities to engage students in classical music which seems to be the gap in this learning.</p>
Employ the skills of critical thinking, reading, writing, speaking, and listening to interpret a work of human culture.	Students enrolled in EH 233,243; HY 163 & HY 173; MSC 223	70% of students taking unit tests or written essay on historical and literary facts will score at least 70%.	Tests Short papers Presentation PowerPoint Presentation, Project	Each term but discussed a at the spring division meetings	<p>End of Spring Term</p> <p>Students enrolled in EH 233 met the benchmark exceeding it by 3 points.</p> <p>Student enrolled in EH 243 met the benchmark exceeding it by 30 points.</p> <p>No students enrolled in HY 163 in the 2022-23 year because it was first offered fall 2023 so there is no data yet.</p> <p>No students enrolled in HY 173 in the</p>	<p>Faculty will examine possibilities for including diversity, inclusion, and equity in this goal.</p> <p>All students in courses met the benchmark except MSC 223. The faculty and dean are determining specific interventions early in the term and will ask the librarian to reserve one study carrell for a listening room if possible. If not, the instructor will identify other support methods to address this.</p>

					<p>2022-23 year because it was first offered fall 2023 so there is no data yet.</p> <p>Students enrolled in MSC 223 did not meet the benchmark and had a rate of 66.6%</p>	
Understand significant social, economic and political developments in World Civilizations.	Students enrolled in HY 163, HY 173.	70% of students will demonstrate though tests and short papers a general knowledge of historical, social, and literary eras and trends and average least 70% on shared assessments (written, verbal, other)	Tests, written papers, project	Each term but discussed and assessed in the February departmental meeting	End of year/annually	Faculty will examine possibilities for including diversity, inclusion, and equity in this goal. This may become World Civilization instead of Western Civilization.
Understand significant political, social, economic and cultural developments in history of the United States.	Students enrolled in HY 213 and EH 264	<p>At least 70% of students receiving a "D" or better will score at least 70% on a post test.</p> <p>The inclusion of a "D" or better is controversial at this time.</p>	U.S. History Pre-Posttest. African-American Literature post assessment outcome (tests, paper, project)	Each term	Results analyzed by faculty.	If students failed to meet benchmark for two consecutive evaluation periods, faculty will analyze the test, determine what areas stand out as needing improvement and develop a plan.
Recognize and respect that diversity of peoples and cultural traditions has contributed to the American experience.	Students enrolled in EH 123, EH 263 & HUM 113, 203, 253, 263	70% of students will demonstrate though tests, short papers, presentation, and projects understandings related to diversity, inclusion, and equity	Tests, short papers, presentation, and projects	Each term	Spring Division meeting	At the February division meeting the division discussed inclusion of diverse works. Faculty have decided to re-examine works included in the genres

		issues.				
Understand the constitution, government and political processes of the United States.	Students enrolled in HY 213, HY223, PLS 213	70% of students will demonstrate though tests, short papers, presentation, and projects understandings related to diversity, inclusion, and equity issues and constitutional changes which impact government and political processes	Tests, short papers, presentations, and projects	Each term but discussed a at the spring division meetings	Spring Division meeting	At the February division meeting the division discussed the needs to re-examine instruction to incorporate more cooperative activities in these courses.
Goal 3: Student will demonstrate mathematical knowledge and skills.						
Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analysis and Reporting	Feedback Loop
Apply properties of real numbers to simplify numerical and/or algebraic expressions.	Students enrolled in the entire Math (MS) sequence.	Mean pre-/post- test scores will increase by at least 10%	Math Pre-Post test	Each term	Faculty report Pre-Post-test results to the FIG Lead who compiles a report for departmental discussion and analysis.	If the mean post test scores fail to increase at least 10%, math faculty will perform an item analysis of test questions and develop an improvement plan.
Perform algebraic operations and solve algebraic equations.	AA/AS degree seeking students or others taking MS 123, 133, 135 (some non AA/AS enrolled students may seek College Algebra courses)	At least 60% of students will score at or above the 70% on the final mathematics exam.	Tests, post tests	Each term	FIG lead will compile and share outcomes with faculty for discussion & analysis and report results.	If less than 60% of the students score at or below 70% for three consecutive terms, that faculty member will be assigned a mentor and develop and improvement plan.
Use graphing or scientific calculators or computers as aids to problem solving.	Students enrolled in MS 123, MS 133, CY 214	80% of students will be able to use the graphing or scientific calculator to graph equations	Unit Test	Each term	Results will be analyzed and maintain by faculty.	If 50% of students miss a designated calculator problem in unit test, a calculator workshop will be

		and /or data and analyze the results.				offered and students strongly encouraged to attend.
Develop skill needed to analyze and solve technical problems in their chosen disciplines.	Students enrolled in MS 143, 123, 183, 193, 253; CY 124, PS 114	60% of students will be able to use the graphing or scientific calculator to graph equations and /or data and analyze the results.	Pre/posttest, exams	Each Term	FIG lead will compile and share outcomes with faculty for discussion & analysis and report results.	If less than 60% of the students score at or below 70% for three consecutive terms, that faculty member will be assigned a mentor and develop and improvement plan.
Use and apply mathematical abilities.	Students enrolled in MS 1013, 1023, 123,143, 183, 193, 215, 253; CY 124, PS 114	60% of students will demonstrate though tests, and unit exams mathematical functionality.	Pre/post tests for MS 1013, 12023, 123, 143; tests and final tests in MS 193, 215, 253, CY 124, PS 114	All math, chemistry, and physical science faculty	FIG lead will compile and share outcomes with faculty for discussion & analysis and report results	If less than 60% of the students score at or below 70% for three consecutive terms, that faculty member will be assigned a mentor and develop and improvement plan.
Gain confidence in their mathematical abilities.	Students enrolled in mathematics (MS) sequence.	85% of students surveyed will indicated an improvement in their self confidence in mathematics.	Student evaluation, CCSSE outcomes (every other year)	Annually	Discussed every year but inclusion of this goal in assessment is unresolved. No faculty want it removed but most feel outcomes are difficult to assess.	The team is discussing how to assess this goal. Currently, the method of determining this is unreliable; however, faculty think it is important for students to gain confidence. More discussion about this in the future.

Goal 4: Students will demonstrate skills in problem solving, critical thinking and scientific reasoning.						
Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analysis and Reporting	Feedback Loop
Demonstrate mastery of basic scientific information	Students enrolled in BY 114, CY 114, or PS 114	70% of student will earn at least 70% on unit tests covering terms, facts, and theories in this subject.	Unit tests, presentations, notebooks, and final exams	Each term	Faculty reports and discuss outcomes.	<p>If fewer than 60% of the students who earn a “D” or better score less than 60% on the final for three consecutive terms, that instructor will be required to develop an improvement plan.</p> <p>Faculty are examining new options for STEM course success. These tend to be hardest for the high number of STEM underprepared students.</p>
Understand the nature of science and its importance to society.	Students enrolled in BY 114, CY 114, or PS 114	Students will be able to participate in discussions, present cooperative assignments orally or written, on the importance of science to society.	Class participation and/or written reaction paper or presentation or reflected in their notebooks.	Each term	Faculty report and discuss outcomes at Division meetings.	If fewer than 70% of the students score less than 80% on these this goal related assignments, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.
Develop an understanding of how human activity affects the natural environment.	Students enrolled in BY 114,124, 134, 144 and PS 114	70% of students enrolled in life or natural science courses will understand and be able to describe the role that humans play in the eco-system.	Tests, presentation, projects, notebooks	Each term	Faculty report and discuss outcomes at Division meetings.	If fewer than 70% of the students score less than 80% on these this goal related assignments, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.

Demonstrate skills necessary to participate in public policy decisions regarding science-related issues.	HY 163/173, HY 213/223 or PLS 213	100% of students will be required to attend/view at least one public policy, or political meeting related to science issues or teaching; write a summary of the discussion and personal reaction.	Reaction papers, discussion questions and projects.	Each term	Faculty reports and discuss outcomes.	If fewer than 70% of the students score less than 80% on these this goal related assignments, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.
Move from blind acceptance of information to a more disciplined evaluation of this information based upon rational principles.	PHIL 153	Students will demonstrate knowledge of philosophical orientation in various cultures crossing time and location. Through this, they will be able to demonstrate the skill of discussing, presenting, and arguing a position.	Reaction papers, discussion questions and projects.	Each term	Faculty reports and discuss outcomes	It is expected that more than 70% of the students will pass this course. The faculty have decided that this course might need to be promoted to encourage appropriate discourse and to help students filter information more skillfully.
Develop skills of analysis and synthesis	Students enrolled in EH 123, EH 243, CY electives	85% of students will complete these courses with a "C" or better.	Reaction Papers, presentation, projects	Each term	Faculty reports and discusses outcomes	If fewer than 70% of the students score less than 70% in these courses, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.
Examine and criticize works and oral presentations	Students enrolled in EH 113 133, 143 and SP 243.	85% of students will complete these courses with a "C" or better.	85% of students will complete these courses with a "C" or better.	Each term	Faculty reports and discusses outcomes	If fewer than 70% of the students score less than 80% on these courses, the instructor will be placed with a mentor to develop stronger cooperative teaching practices.

Goal 5: Students will be able to demonstrate technological knowledge and skills						
Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analyze by Whom	Reporting & Feedback Loop
Demonstrate computer fluency	CT 113 and all other All EH classes	Computer generated product, use of Microsoft word to produce that product and BlackBoard	Use of BlackBoard This is taught and used as the teaching tool for almost all courses.		Faculty each term, department each term	Student access is an issue. It is expected that 100% of the students demonstrate basic BlackBoard Skill. The college BlackBoard orientations and learning labs will support users needing assistance
Utilize the Internet and online database directories for research purposes.	EH 113, 123123, HY 163, 173	100% of the student are required to submit an annotated bibliography or research paper. 70% of these students will score 100% accuracy on those assignment, those who fail to score 100% must resubmit with corrections.	Annotated bibliography or the research paper	Each term	Faculty report	It is expected that 100% of the students passing the course can perform this function. All student are given the opportunity to correct in accurate citations.
Use computer and web-based resources to supplement t learning.	All division classes	100% of the student are expected to access supplemental learning sites provided by the instructor	Quizzes and test which cover material only acquired though using that supplemental instruction site.	Each term/ every course in Arts & Sciences except mathematics		100% of the students are expected to perform this function. Failure to access supplemental e-resources could lower a students' grade. Faculty provide assistance to assure students can use this skill and /or some students will be referred to the the learning lab for

						supplemental instruction.
Demonstrate a mastery of word processing skills.	EH 1023, 123, 133	Computer generated product, use of Microsoft word to produce that product	Use of Microsoft Word is taught and used as the teaching tool for almost all courses. Not used in mathematics.	Each Term/each course except mathematics	Faculty each term, department each term	Student access is an issue. It is expected that 100% of the students demonstrate basic Microsoft Word skill. The college IT orientations and learning labs will support users needing assistance.
Utilize calculators as a resource in solving problems.	MS 123, MS 133, other higher-level MS classes	100% of the student are expected to perform this function. Failure to use the calculator correctly results in faculty tutorial and /or referral to the learning lab for supplemental instruction.	Tests, word problems	Each Term/each course	Faculty each term, department each term	100% of the students are expected to perform this function. Failure to use the calculator correctly results in faculty tutorial and /or referral to the learning lab for supplemental instruction.
Communicate effectively through email, and social media	SS & SOS classes	100% of the students are expected use email and it is the primary form of communication at the college. Students showing difficulty using email and Facebook (or other forms of social media if desired) or are referred to the learning lab for assistance	Response to email, acquired information posted on Facebook	Each term, each course SS is a corequisite for EH 1023 & RH 113 so must students receive this.	Faculty, advisors	100% of the students are expected to perform this function unless there is some accommodation which prevent use. Students who are unable to use email and other social media and who have difficulty in the SS course where they are introduced to this, may be assisted at the learning labs on each campus.

D. Outcomes Data

PCCUA publishes its assessment data on its website. Currently, the most recent data is from Spring 2023 and Fall 2023. The Covid-19 pandemic has complicated the collection process for this data. Since the Arts and Sciences division is in the process of revising the Assessment plan, the results posted reflect current assessment outcomes.

Table 11 shows the aggregated data for the developmental reading courses.

Table 11: Developmental Reading Success

Course	Spring 2023			Fall 2023		
	# Enrolled	%/# Completed	%/% Successfully Completed	# Enrolled	%/# Completed	%/# Successfully Completed
DS 103 D	-	-	-	4	1 (25%)	1 (25%)
DS 103 H	11	6 (54.5%)	2 (18.2%)	13	7 (53.8%)	7 (53.8%)
DS 103 S	-	-	-	6	5 (83.3%)	5 (83.3%)
DS 103 Total	11	6 (54.5%)	2 (18.2%)	23	13 (56.5%)	13 (56.5%)
DS 123 D	1	1 (100%)	1 (100%)	9	6 (66.7%)	6 (66.7%)
DS 123 H	14	10 (71.4%)	6 (42.9%)	23	16 (69.6%)	13 (56.5%)
DS 123 S	8	8 (100%)	8 (100%)	18	12 (66.7%)	10 (55.6%)
DS 123 Online	9	6 (66.7%)	4 (44.4%)	-	-	-
DS 123 Total	32	25 (78.1%)	19 (59.4%)	50	34 (68%)	29 (58%)

Reviewing the remedial reading success rate, it is easy to recognize that those who place into the lowest level of reading have a very low success rate. It is difficult to compare campuses. DeWitt has so few students and Stuttgart has a far better prepared student population because the high school channeling students to the campus is a high-performance school. All but one of the Phillips County schools serving the Helena campus are on the state low performance list. The poverty, under preparedness, and higher African-American student population in Phillips County may contribute to that. Carefully, examining this, it is not being African-American that creates the low performance, it is that many schools in this high African American County population are not adequately prepared to handle some of the contributing factors that impact preparedness of students from poverty. Students placing in higher remediation level reading perform slightly better than those at the lower reading level. It is important to examine the table because DeWitt only has 4 people in DS 103, Reading 1 and Stuttgart only had 6 while Helena had 13 in the Fall of 2023. In the Fall of 2023, DeWitt only has 9 students in DS 123- Reading 2 and Stuttgart only has 18 while Helena had 23. We are not offering reading online at this time. We have done this in the past but do not have an instructor who can teach that course at this time. All faculty reviewing the performance outcomes agreed we needed to improve reading outcomes in order for more students to succeed in pursuing a degree. As a note, students in certificate programs do not enroll in remedial courses because these are usually not required.

The English Department assessments include the first remedial Basic Writing 1 course and the two gateway courses: Basic Writing 2, the last in the developmental sequence; and Composition 1. Basic Writing 1 completion rates are measured but not pre/post test scores. Data for Basic Writing 2 courses is gathered through pre/post writing samples based on a standardized prompt. In Composition 1, the assessment is also based on a pre/post writing samples of the instructor's choice of topic. The completion rates for these classes are illustrated in Table 12: English Completion Rates.

Table 12: English/Writing Completion Rates

Course	Spring 2023			Fall 2023		
	# Enrolled	%/# Completed	%/% Successfully Completed	# Enrolled	%/# Completed	%/# Successfully Completed
EH 1013 D	-	-	-	1	0 (0%)	0 (0%)
EH 1013 H	12	8 (66.7%)	3 (25%)	17	13 (76.5%)	13 (76.5%)
EH 1013 S	-	-	-	3	3 (100%)	3 (100%)
EH 1013 Total	12	8 (66.7%)	3 (25%)	21	16 (76.2%)	16 (76.2%)
EH 1023 D	2	2 (100%)	2 (100%)	8	4 (50%)	4 (50%)
EH 1023 H	9	3 (33.3%)	3 (33.3%)	8	4 (50%)	4 (50%)
EH 1023 S	7	7 (100%)	7 (100%)	18	14 (77.8%)	14 (77.8%)
EH 1023 Total	18	12 (66.7%)	12 (66.7%)	34	22 (64.7%)	22 (64.7%)
EH 113 D	2	2 (100%)	2 (100%)	33	31 (93.9%)	25 (75.8%)
EH 113 H	36	25 (69.4%)	18 (50%)	59	39 (66.1%)	32 (54.2%)
EH 113 S	12	12 (100%)	8 (66.7%)	56	49 (87.5%)	44 (78.6%)
EH 113 Online	41	37 (90.2%)	23 (56.1%)	82	54 (65.9%)	45 (54.9%)
EH 113 Total	91	76 (83.5%)	51 (56.0%)	230	173 (75.2%)	146 (63.5%)

Writing outcomes have better completions rates. However, the Helena successful completion rate is lower than the other two campuses and online writing has lower completion rates. Faculty are still undecided about online courses.

Math is another of the areas focused on first in the Assessment Plan. The assessment results for the remedial Math courses and College Algebra can be found in Table 12: Math Assessment Results Spring 2023 and Fall 2023. Much like reading and writing, math outcomes reflect serious remediation rates, especially on the Helena campus. As a result of analysis and review of these outcomes, it is apparent that the College needs to address the need for better remediation strategies and invest in remediation work, especially on the Helena campus.

Table 13: Math Assessment Results College Wide Spring 2023 and Fall 2023

Course	Spring 2023			Fall 2023		
	# Enrolled	%/# Completed	%/% Successfully Completed	# Enrolled	%/# Completed	%/# Successfully Completed
MS 1023 D	2	2 (100%)	2 (100%)	2	1 (50%)	1 (50%)
MS 1023 H	25	17 (68%)	3 (12%)	35	20 (57.1%)	8 (22.9%)
MS 1023 S	5	3 (60%)	1 (20%)	9	6 (66.7%)	6 (66.7%)
MS 1023 Online	31	13 (41.9%)	12 (38.7%)	41	18 (43.9%)	15 (36.6%)
MS 1023 Total	63	35 (55.6%)	18 (28.6%)	87	45 (51.7%)	30 (34.5%)
MS 1002 D	2	1 (50%)	1 (50%)	2	2 (100%)	2 (100%)
MS 1002 H	22	17 (77.3%)	10 (45.5%)	30		
MS 1002 S	4	1 (25%)	1 (25%)	8	5 (62.5%)	5 (62.5%)
MS 1002 Online	30	17 (56.7%)	17 (56.7%)	38	22 (57.9%)	22 (57.9%)
MS 1002 Total	58	36 (62.1%)	29 (50%)	78		
MS 123 D	15	15 (100%)	15 (100%)	15*	12 (80%)	11 (73.3%)
MS 123 H	21	12 (57.1%)	10 (47.6%)	56	43 (76.8%)	42 (75%)
MS 123 S	26	25 (96.2%)	24 (92.3%)	31	23 (74.1%)	22 (71%)
MS 123 Online	20	8 (40%)	7 (35%)	47	29 (61.7%)	26 (55.3%)
MS 123 Total	82	60 (73.2%)	56 (68.3%)	149	107 (71.8%)	101 (67.8%)
MS 1121 D	1	1 (100%)	1 (100%)	6	5 (83.3%)	4 (66.7%)
MS 1121 H	9	6 (66.7%)	5 (55.6%)	22	14 (63.6%)	13 (59.1%)
MS 1121 S	8	7 (87.5%)	6 (75%)	13	10 (76.9%)	9 (69.2%)
MS 1121 Online	15	6 (40%)	5 (33.3%)	36	19 (52.8%)	19 (52.8%)
MS 1121 Total	33	20 (60.6%)	17 (51.5%)	77	48 (62.3%)	45 (58.4%)
MS 143 D	No Sections					
MS 143 H	5	5 (100%)	4 (80%)	-	-	-
MS 143 S	No Sections					
MS-143 Online	27	20 (74.1%)	19 (70.4%)	16	7 (43.8%)	4 (25%)
MS 143 Total	32	25 (78.1%)	23 (71.9%)	16	7 (43.8%)	4 (25%)
MS 193 D	No Sections					
MS 193 H	4	3 (75%)	2 (50%)	2	0 (0%)	0 (0%)
MS 193 S	No Sections					
MS 193 Online	10	5 (50%)	2 (20%)	5	2 (40%)	2 (40%)
MS 193 Total	14	8 (57.1%)	4 (28.6%)	7	2 (28.6%)	2 (28.6%)
MS 1191 D	No Sections					
MS 1191 H	2	1 (50%)	1 (50%)	1	0 (0%)	0 (0%)
MS 1191 S	No Sections					
MS 1191 Online	8	4 (50%)	1 (12.5%)	4	0 (0%)	0 (0%)
MS 1191 Total	10	5 (50%)	2 (20%)	5	0 (0%)	0 (0%)
Note: DS 143 Technical Math tends to be used mainly on the Helena campus with students seeking an AAS. The advisors at PCCUA are trying to convince students to take Quantitative Literacy, MS 193 over College Algebra, MS 123. The class is an Arkansas Course Transfer course but some students still want to take College Algebra.						

Currently, there are no other assessment results for Arts and Sciences/General Education posted.

E. Capstone Requirement

PCCUA Arts and Sciences/General Education has no capstone requirements.

F. Evaluations

Student evaluations of faculty and faculty evaluation of each other play a role in the PCCUA Assessment, and the process has been explained previously in the faculty section. While these evaluations are vital to faculty members in their individual course design leading to changes in approach or content, there have been no division-wide curricular changes due to these evaluations in the Arts and Sciences/General Education program.

G. Satisfaction Surveys

PCCUA graduates are the reason for the college and all of its programs. Graduates take an exit survey before their graduation ceremony. The results of these surveys are presented in the following Table 16: PCCUA Graduate Survey

H. Graduate Survey

PCCUA continues to collect graduate surveys but these are less helpful than the CCSSE outcomes which we receive every other year because we administer it every other year. The number of responses and the outcomes are more helpful in assessing and identifying cocurricular engagement. The program graduate surveys are also useful for informing us about program satisfaction and possible changes. The outcomes confirm that students perceive that they have learned our institutional core competencies which we refer to as STACC skills. See Table 13, Pp.85-89.

**Table 14: Graduate Survey
Responses to Graduate Survey 2018-2023**

Percent indicating they made some or substantial progress toward the specific goals. Yellow highlights indicate a change in the outcome from year to year.

Statement	2018 (142)	2019 (127)	2020**	2021 (102)	2022 (112)	2023 (107)
Quality of instruction is good or excellent	99	98		93.5	96.5	97.2
Satisfied with program of study	95	97		94	96.25	97.19
Acquire career training	94	98		92.75	90.9	94.39
Improve leadership skills	97	98		91	90	94.39
*More skilled in meeting and relating to others	95	98		93	93.8	95.33
*Acquire skills in technology	95	97		94	93.7	92.52
*Develop oral and written communication skills	97	97		95	95	94.39
*Learn to think critically	97	97		96	96.75	94.39
*Acquire knowledge and appreciation of art, music, history, and literature	93	85		90	92.75	86.92
*Understand science and scientific reasoning	94	93		92	91.25	85.98
Improve self confidence	97	96		95	94	95.33
*Recognize and respond to diversity of people and cultures	94	97		96	94.5	94.39
Acquire skills and knowledge related to daily life	94	97		96	95.25	94.4
Understand the constitution, government, and political processes	89	86		88.75	89.5	87.85
*Understand appreciate the importance of community involvement	95	95		93.5	92.5	93.45
*Acquire math skills related to my area of study	93	95		93.75	91.25	92.53
*Learn to solve problems	97	96		95.75	95.5	93.45

*Measure Core Competency

**NOTE: Covid – Virtual Graduation

CORE COMPETENCIES (STACC SKILLS)

Core Competencies Defined (STACC Skills for Survey Responses)

Social and Community Responsibility-behavior that demonstrates adherence to legal/ethical standards established by society.

An individual engaged in social and civic responsibility demonstrate

Degree graduates will demonstrate the ability to

1.1 develop and/or refine social interaction skills

1.2 develop and/or enhance the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decisions.

1.3 develop knowledge and skills to act responsibly and engage in civic and community life.

Statement	2018 (142)	2019 (127)	2020**	2021	2022	2023
*Understand appreciate the importance of community involvement	95	95		93.5	92.5	93.45

Technology Utilization-use of tools of the trade to achieve a specific outcome.

A person who is competent in technology and information literacy recognizes how and what technology to use and when information is needed and has the ability to locate, evaluate, and use it effectively.

Degree graduates will demonstrate the ability to

2.1 determine the nature and extent of the information needed;

2.2 access needed information effectively and efficiently;

2.3 evaluate information and its sources critically and incorporate selected information into his or her knowledge base;

2.4 use information effectively, individually or as a member of a group, to accomplish a specific purpose; and

2.5 understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally

2.6 use field specific technology (graphing, calculators, thermometers, plotters, etc.)

Statement	2018 (142)	2019 (127)	2020**	2021	2022	2023
*Acquire skills in technology	95	97		94	93.7	92.52

Analytical and Critical Thinking and Reasoning- modes of reasoning including analyzing data, evaluating alternatives, setting priorities, and predicting outcomes.

A competent analytical and critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.

Degree graduates will demonstrate the ability to

- 3.1** discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data;
- 3.2** recognize parallels, assumptions, or presuppositions in any given source of information;
- 3.3** evaluate the strengths and relevance of arguments on a particular question or issue;
- 3.4** weigh evidence and decide if generalizations or conclusions based on the given data are warranted;
- 3.5** determine whether certain conclusions or consequences are supported by the information provided; and
- 3.6** use problem solving skills.

Statement	2018 (142)	2019 (127)	2020**	2021	2022	2023
*Learn to think critically	97	97		96	96.75	94.39
*Understand science and scientific reasoning	94	93		92	91.25	85.98
*Acquire math skills related to my area of study	93	95		93.75	91.25	92.53

Communication-the interactive process through which there is an exchange of verbal and/or nonverbal information.

A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood.

Degree graduates will demonstrate the ability to

- 4.1** understand and interpret complex materials;
- 4.2** assimilate, organize, develop, and present an idea formally and informally;
- 4.3** use standard English in speaking and writing;

- 4.4 use appropriate verbal and non-verbal responses in interpersonal relations and group discussions;
- 4.5 use listening skills; and
- 4.6 recognize the role of culture in communication.

Statement	2018 (142)	2019 (127)	2020**	2021	2022	2023
*Develop oral and written communication skills	97	97		95	95	86.92
*Learn to solve problems	97	96		95.75	95.5	93.45

Cultural Competency-Commitments to diversity, equity and inclusion within the context of cultural engagement and understanding-acknowledgement that society is diverse with groups of individuals possessing differing beliefs, values, attitudes, and customs that are shared from one generation to the next and one culture to another. A commitment to diversity, equity, and inclusion increases access and assures a better chance to succeed.

Commitment and practice which strives to promote to diversity, equity, and inclusion. A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.

Degree graduates will demonstrate the ability to do the following task:

- 5.1 assess the impact that social institutions have on individuals and culture—past, present, and future;
- 5.2 describe their own as well as others’ personal ethical systems and values within social institutions; and
- 5.3 recognize the impact that arts and humanities have upon individuals and cultures.
- 5.4 recognize the role of language in social and cultural contexts.
- 5.5 recognize the interdependence of distinctive world-wide social, economic, geopolitical, and cultural systems.

Statement	2018 (142)	2019 (127)	2020**	2021	2022	2023
*Acquire knowledge and appreciation of art, music, history, and literature	93	85		90	92.75	86.92
*Recognize and respond to diversity of people and cultures	94	97		96	94.5	94.39

** Covid Year

* Measure Core Competency

** Virtual Graduation – COVID-19

From the surveys, it appears that the majority of PCCUA students are quite happy with their experience with the college. The number of students responding positively to the questions is high. These consistently high numbers indicate a high satisfaction for the education received by these graduates.

I. Transfer Students

Because PCCUA's Arts & Sciences and the General Education program is primarily a transfer program designed for students to move on to four-year institutions, employment figures and employers are not tracked after graduation. The college does record the percentages of students who transfer on to four year universities in its catalogs as "Student's Right to Know" and the most recent can be found on the college website

(<https://www.pccua.edu/about/institutional-reports/students-right-to-know/>).

Table 15: Transfer, Graduation, and Success Rates (150% Time Fed. Reg)

Transfer Rates	Graduation Rate	Success Rate	Graduation Year	Catalog published in
15%	29%	44%	2018 (2015 cohort)	2018-2019
18%	45%	61%	2019 (2016 cohort)	2019-2020
10% *	45%	55%	2020 (2017 cohort)	2020-2021
10% *	41%	51%	2021(2018 cohort)	2021-2022

13%	41%	54%	2022 (2019 cohort)	2022-23
8%	46%	54%	2023 (2020 cohort)	2023-24
8%	52%	60%	2024 (2020 cohort)	2024-25 Not Published Yet

*Covid-19 pandemic.

PCCUA has transfer agreements with a number of four-year universities and participates in ACTS. All of these are to make a student's transfer easier. The institutions that PCCUA has transfer agreements with include Arkansas State University, Ouachita Baptist University, University of Arkansas, Fort Smith, University of Arkansas at Little Rock, University of Arkansas Pine Bluff, University of Central Arkansas, and Arkansas Tech University. The transfer requirements are linked on the PCCUA Webpage.

PCCUA also participates in ACTS, the Arkansas Course Transfer System. The system is a "postsecondary education resource service that provides comparable course information to facilitate student transfer within Arkansas public colleges and universities. The ACTS database contains faculty-generated comparable course information for a number of courses offered at public institutions in Arkansas.

Comparable courses within ACTS are guaranteed to transfer for full credit to any Arkansas public institution. (ADHE).

Participating in this system makes it much easier for the college to ensure the transferability and the quality of its courses. The ACTS system helps to ensure the university-parallel nature of PCCUA's courses.

PCCUA does not track transfer students for either further employment or further education.

XI. FINDINGS OF THE SELF-STUDY

A. Strengths

PCCUA's Arts and Sciences Division and its General Education Program have a number of strengths. First of those is the fact that the majority of the faculty is full-time rather than part-time. Another one of the program's strengths lies in its courses and their ability to transfer, and lastly, the distance-learning program for the college is quite strong.

• Faculty

PCCUA's Arts and Sciences Division is made up primarily of full-time faculty. Being full time allows for faculty members to be more engaged with and invested in the program. Full-time faculty also allow for more consistency for students and better relationships with students. By relying on full-time faculty, PCCUA's Arts and Sciences division can focus on helping students and not worry about having to constantly retrain new part-time faculty.

The implementation of the Strong Start to Finish in Math shows the dedication and commitment of those faculty members. They have worked hard and long working on a way to create a program that helps PCCUA's students to work through developmental Math and to have more transferable Math options.

Recently, HLC noted that many community colleges in the college's region had credentialing problems with faculty teaching in multiple fields. PCCUA Arts and Sciences faculty took up the challenge with a number returning to graduate school to gain those necessary credentials. This shows the investment faculty have in the college. Faculty also work hard to help with recruitment and retention by attending school functions. Table 4 also shows the faculty engagement in their fields and profession by the fact that many sought out webinars and other online professional development during the COVID-19 pandemic. The pandemic also illustrates the Arts and Sciences faculty's buy-in as they adapted and learned new teaching technologies, like Zoom, and instructional schedules, such as HyFlex schedules. The willingness of the faculty to do these things shows a strong commitment to the program and to the college.

- **Transfer Program**

The Arts and Sciences/General Education program at PCCUA is a fully transferable program. The division has worked hard to make sure all of its courses follow the ACTS descriptions and outcomes and are university-parallel. The ACTS system was set up by the state to ensure the ease of transfer between colleges, and this has become a focus for the Arts and Sciences division. There are very few courses offered in the program that do not transfer to other institutions. Between the ACTS system, being part of the UA system, and transfer agreements with a large number of four year institutions, PCCUA's transferable degrees are a huge strength for the college, especially given that such a large number of students come to the college to get these "basics."

3. Online AA Transfer Programs

Another strength of the Arts and Sciences/General Education program is its online AA program. Through the UA Online Consortium with UA Hope, Texarkana and UA Batesville, PCCUA has created a strong AA program online. This program allows students who cannot attend face-to-face courses an option to further their education. These courses are just as rigorous and university-parallel as real-time courses. PCCUA also offers some Arts and Sciences courses through PCNet online; these courses are often used by students working on their degrees in a face-to-face environment to supplement electives that cannot always be taught face-to-face. PCNet has been a boon to the division and the college during the COVID-19 pandemic as it made it easier for both faculty and students to move online.

4. Assessment

Assessment is listed as a strength and a weakness. Much progress has been made with assessment. There is a handbook, a framework, and faculty have made tremendous progress in this area. There is still much work to do.

B. Weaknesses

All institutions have their weaknesses and problems to resolve. This is true of PCCUA and its Arts and Sciences Division. One weakness is low faculty morale. While some of this is from

the uncertainty the COVID-19 pandemic has brought in the last two years (low face to face enrollment and high online enrollment), some of this weakness has root causes in other weaknesses of the division and the college as a whole; poor communication between administration and faculty, between campuses, between faculty members, and between faculty and students is a problem that frequently shows up in informal conversations and faculty meetings. Another of these weaknesses is a perceived inequity in the sharing of resources between campuses. These last two are deep rooted problems that the college and division are constantly struggling with.

A recent question posed to faculty at the May 24, 2022 Work Day was to identify what they would change or improve on the campus and at the college. This was a college wide survey and all indicated that at both the campuses and college level communication was an issue.

1. Faculty Morale

The COVID-19 pandemic of 2020 and 2021 has affected morale in the culture as well as the Arts and Sciences division. Higher Education, however, has had some unique issues that have affected faculty morale. One of these is an increased move towards online enrollment has led to a great deal of uncertainty in face-to-face scheduling. The uncertainty of an instructor's ability to make up their course load is a great stressor for faculty as a whole. The move towards more online courses also raises questions of faculty comfort with teaching online and on who can teach courses online. For PCCUA and its Arts and Sciences division, the move to online classes has also made clear the depth of the digital divide in our service area. The unreliability of internet service in the area leads faculty to be frustrated by a lack of student access and the unreliability of that access. There has been a recent investment in the IT technology funded through a Title III grant. This seems to be helping with this issue. There is a policy that faculty must teach a hybrid before being assigned an online class. This policy is in place to assure students have the best online instruction available. Title III funds are being used for technology professional development for faculty.

The pandemic also brought changes to how students attend classes with a rise in the number of students using Zoom to attend class. While the division has done synchronous online

courses through telecommunications for many years (compressed video technology, teleconferencing, and now Zoom), this change often means a faculty member may have a number of students physically in class and a number Zooming into the class. Engaging students in this sort of hybrid situation can also be frustrating for faculty (and for students). While professional developments on using Zoom have been offered, they have focused primarily on the technology side and not the pedagogical side. Not knowing how to engage students in these remote situations has also frustrated faculty and lowered morale.

2. Communication

Communication has been a continuing problem for PCCUA, as well as Arts and Sciences. Any look at the many SWOT analysis over the years shows communication to be a problem. While the pandemic may have exacerbated this problem this concern is not new. A recent example of this occurred when the college announced its being awarded Achieving the Dream Leader College of Distinction status (April 2022), and many faculty, including faculty who had been involved with Achieving the Dream, were surprised by the announcement and wondered what it actually meant for the college. We were granted this status because of our data outcomes and because we sometimes host professional development for other colleges. The communication of information such as online teaching policies, overload policies, and other policy changes also are viewed as lacking by faculty. One positive note, is the Faculty Senate just negotiated a new policy for summer school instruction. While the policies are placed in the online Policy Manual and online Faculty Handbook, and all policy changes are approved by the Faculty Senate Curriculum Committee before moving forward, these may not be enough to communicate changes. These sorts of issues do affect and lower faculty morale.

3. Inequities

Another weakness the division faces is one of perceived inequities of resources across campuses. This perception may be a result of poor communication, but nonetheless, this perception lowers faculty morale. Arts and Sciences faculty often see resources as being provided in an inequitable fashion, for themselves and for their students. The amount of student support services, the number of computer labs, the tutoring programs, the assignment of online teaching assignments are all issues that contribute to this perceived inequity. As long as the perception exists, there will be

divisions within Arts and Sciences that lead to poor faculty morale.

Courses and two developmental writing courses. These courses are less of an obstacle for students to pass, but the time invested by students in completing these can be detrimental to their final success. The division has been working to figure out how to remove this obstacle. The differences in each campus's student population makes revising the Writing component a bit more complicated.

The division has run a pilot on the Helena campus which called for a corequisite enrollment in Basic Writing 2 and Composition 1. This pilot was not successful and enrollment was extremely low.

The Division has worked hard to improve assessment. However, assessment is an evolving process and we still have much work to do. The plans include improving the institutional assessment of STACC skill using cross disciplinary measures such as a writing exit exam all students would take. Responses to student perceptions of the acquisition of these skills. Rubrics have been developed for the STACC skills and it is hoped that these cross curricular measures can be implemented soon.

The results were lower than the non-piloted plan. However, it should be noted that the low enrollment at the beginning of the course and at the end may make conclusions drawn a bit dubious. In Stuttgart and DeWitt, the pilot run was to turn the developmental English courses of EH 1013 (Basic Writing 1) and EH 1023 (Basic Writing 2) into an open lab arrangement, flipping the classroom. Again, the low enrollment in the courses makes any finding from these pilots a bit inconclusive. However, while the data may not be conclusive, the division has listened to Helena students who said the co-requisite model was too much time on one subject and is piloting a Composition 1 (EH 113) course with a Supportive lab in the upcoming year. In Stuttgart and DeWitt, the open classroom pilot is being continued with the hope that more enrollment will provide more useful data. The English Department will pilot a new writing model the fall of 2022 which is similar to the math model used in SSTF.

Providing useful data for faculty by useful assessment is also an improvement Arts and Sciences is working on. As explained in the Assessment section, the division is in the process of

implementing a new Assessment plan based on the college's course competencies. The focus in the plan moves from the English and Math components to creating and implementing goals for the rest of the division.

4. Assessment

While much progress has been made with assessment, there is still much work to be done. Some faculty do not understand the purpose of assessment is to improve teaching and learning. In these cases, these faculty are resistant to the process. The College is participating in the Higher Learning Commission Assessment Academy and its Quality Improvement Project (QIP) is Assessment. This was selected because it allows the college to develop and implement a sustainable assessment plan. The QIP is in its second year and much progress has been accomplished but there is much more to do.

5. Remediation Strategies Used for Teaching Reading, Math, and Writing

Analysis and discussion about remediation outcomes if taken seriously by faculty in Arts and Sciences. Remediation is within the General Education program and all students failing to meet state wide 19 on the ACT in specific subject areas must take remediation for those deficiencies. At this time, there are not many qualified remediation instructors and it is believed all instructors may need professional development in these areas.

C. Improvements Made

Since one of the biggest problems facing General Education on the community college level is helping students move through remediation quickly, PCCUA's Arts and Science division has been focused on solving this obstacle to student success by becoming part of the Strong Start To Finish program. For Arts and Sciences Gen Education, this meant beginning with Math remediation. At the beginning of this program, Arts and Sciences offered three developmental Math courses with only College Algebra as the gateway course. By participating in Strong Start To Finish, the Math remediation pathway was changed to one developmental Math course and a support lab for students scoring 14 or below on the Accuplacer and the developmental Math class for students scoring 15 - 16 on the Accuplacer. Students scoring 17 or above on the Accuplacer, now have three gateway courses to choose from College Algebra, Technical Math, or Quantitative Reasoning/Literacy. After successfully piloting this program in Helena, which has a higher student population needing Math remediation, this program was implemented in Arkansas

County schedule (see Table 11 earlier for Assessment scores).

D. Future Improvements

With the Math component of Strong Start to Finish in place, Arts and Sciences turns to remediation in Reading and Writing. Currently the college offers two developmental reading courses and two developmental writing courses. In the next two or three years, a focus will be placed on improving teaching strategies for challenged readers and writers. Division faculty believe this effort must be cross curricular so that all faculty work on improving these skills for our students.

Institutional Review Team

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ARTS AND SCIENCES APPENDIX

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Appendix A. Arts and Sciences Program

General Education Program Requirements for General Education Majors

**Minimum Requirements
Associate of Arts Degree, Associate of Science Degree,
and Associate of Applied Science Degree**

	A.A.	A.S.	A.A.S.
GROUP I: English and Fine Arts			
EH 113, 123, (ENGL 1013/1023) Composition I & II	6	6	6-9
World Literature I or II	3		
Fine Arts, Literature, Music Appreciation, Philosophy	6	3	
Speech	3	3	
GROUP II: Social Science			
HY 163, or 173, (HIST 1113/1123) World Civilizations I or II	3	3	
HY 213 or 223, (HIST 2113/2123) U.S. History	3	3	
Electives: Economics, Geography, History, Political Science, Psychology, Sociology	9	3	3
GROUP III: Natural Science and Mathematics			
Biological Science: General Biology Zoology, Botany	4	8	
Physical Science: Physics, Chemistry, Physical Science	4	8	
Mathematics: *College Algebra, **Technical Math	*3	9	**3
Trigonometry, Geometry, Calculus and Quantitative Reasoning			
GROUP IV: Physical Education			
Physical Education Courses	1	1	
GROUP V: Computer Technology			
Computer Technology Courses	3	3	3
Total Minimum Semester Hours Required by Course or Area	48	50	15-18 39-32
Approved Electives	12	10	6-10
Total Minimum Semester Hours for Graduation	60	60	***60

* College Algebra or a higher math course is required for the A.A. Degree.

** Technical Math or equivalent to College Algebra accepted for specific AAS.

***Note: AAS degree minimum requirements do not reflect a total of 60 credits in the Minimum Requirements Table. The type of AAS degree determines the general education course requirements within that degree plan. In keeping with Arkansas requirements, all AAS degrees are 60 credit hours except the ADN and MLT programs which are approved for more than 60 credit hours.

For a full list of requirements by major, follow the attached link.

<https://www.pccua.edu/course-catalog/> Pp. 47-64.

Appendix B: Divison of Arts and Sciences Assessment

**GENERAL EDUCATION AA/AS
 PROGRAM SLOs**

REVIEW

SLO Review Date: February 17, 2023

Division: Arts and Sciences

Program Name: General Education AA/AS

Course CIP Code: 24.0101

ACTS X

Non ACTS

Instructor(s)

Phillips County Dean Robin Bryant and Arkansas County Dean Kim Kirby		
Andrew Bagley, Social Sciences	Aaron Michael, Social Science	Dr. Tarsha Smith
Joseph Berry, English	Thomas Moss, Science	John Thompson, English
Cathy Fullilove, Social Sciences	Tim Pryor, Theatre Arts	Gary Torelli, Math
Scott Gunem, English	Yvette Robertson	Thomas Andrew Tubb, Math
David Hartsell, Science	Lisa Scaife, Science	Brian Zimmerman, Math
Chris Maloney, Science		

Program Description:

Program Student Learning Outcomes (SLOs)

General Education/AA/AS

Student Learning Outcomes

Goal 1: Students will be able to communicate effectively in a written and oral manner.

Develop an essay based upon a thesis statement.

Write a grammatically and mechanically correct essay.

Use various forms to develop their writing.

Incorporate Internet and library research into their writing.

Understand the principles of effective oral communication and be able to apply these principles in actual speaking situations

Goal 2: Students will demonstrate knowledge of history, art, literature, and other cultures.

Understand the work of human culture exist within social, historical, and linguistic settings that affect its meaning.

Become familiar with some of the classic works of human culture.

Employ the skills of critical thinking, reading, writing, speaking, and listening to interpret a work of human culture.

Understand significant social, economic and political developments in Western and non-Western

history.

Understand significant political, social, economic and cultural developments in history of the United States.

Recognize and respect that diversity of peoples and cultural traditions has contributed to the American experience

Goal 3: Students will demonstrate mathematical knowledge and skills.

Apply properties of Real Numbers to simplify numerical and/or algebraic expressions.

Perform algebraic operation and solve algebraic equations.

Use graphing or scientific calculators or computers as aids to problem solving.

Develop skill needed to analyze and solve technical problems in their chosen disciplines.

Use and apply mathematical abilities.

Gain confidence in their mathematical abilities.

Goal 4: Students will demonstrate skills in problem solving, critical thinking, and scientific reasoning.

Demonstrate mastery of basic scientific information.

Understand the nature of science and its importance to society.

Develop an understanding of how human activity affects the natural environment.

Demonstrate skills necessary to participate in public policy decisions regarding science-related issues.

Move from blind acceptance of information to a more disciplined evaluation of its based upon rational principles.

Develop skills of analysis and synthesis.

Examine and criticize works and oral presentation.

Develop arguments identify assumptions and understand implications

Goal 5: Students will be able to demonstrate technological knowledge and skills.

Demonstrate computer fluency

Utilize the Internet and online database directories for research purposes

Use computer and web-based resources to supplement their learning.

Demonstrate a mastery of word processing/computer/technology skills.

Demonstrate a mastery of word processing skills.

Communicate effectively through email, chat rooms, BlackBoard and other e-communications.

Review of Program SLOs:

(Please review each SLO)

Instructors have reviewed the SLO's and determined these do not need to be modified. X

Instructors have reviewed the SLOs and determined these need to be modified.

DIVISION OF ARTS AND SCIENCES						
MISSION: Phillips Community College is a multi-college serving Eastern Arkansas. The College is committed to individual, organizational, and community development. It provides accessible, affordable education, training and public services that are consistent with the goals and objectives of its students and the communities it serves. Through its numerous programs and partnerships, the College provides high quality education opportunities and supports the economic growth of Eastern Arkansas. 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 the general education to all students and to provide the first two years if specialized knowledge in the areas which lead to advanced degrees and professional careers. (Reviewed by A & S Faculty 02/18/2023)						
GOAL 1: Students will be able to communicate effectively in a written and oral manner.						
Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analysis and Reporting	Feedback Loop
Develop an essay based upon a thesis statement.	Students enrolled in EH 113 or EH 123 Gateway Courses	85% of the students who earn a "C" or better will make at least 70% on a final essay	English Rubric is used for all writing classes	Each term	Faculty will analyze and report results to the chair.	If fewer than 40% score at or below benchmark, English faculty will develop an improvement plan.
Write a grammatically and mechanically correct essay.	Students enrolled in EH 113 EH 123. Gateway Courses (Required to exit EH 1023)	At least 70% of students completing EH 113 & EH 123 will score at or above 75% on final essay	Final essay EH 113-research based essay EH 123-expository essay (Students in EH 1023, Basic Writing II must demonstrate proficiency by completing an assigned prompt and dually graded essay)	Each term	Chair will analyze and report results to English faculty, director of assessment, and VCI	If fewer than 50% score at or below the 75% for three consecutive terms, a more detail report of the results will be requested and that instructor working with a mentor will develop an improvement plan.
Use various forms to develop writing skills	Students enrolled in EH 113.	100% of students who earn a "C or better and will write at least one paper utilizing the following forms:	English syllabi and student artifacts	Evaluated each term but assessed annually in the Faculty Inquiry	Syllabi reflects specific writing assignments Faculty maintain copies of students essays for at least	The Department faculty discuss and analyze outcomes in an effort to modify instructional strategies for instructional

		argumentative, comparison/contrast, cause/effect, narrative and example.		Group meetings	two semesters.	improvement.
Incorporate Internet and library research into writing.	Students enrolled in HY 163 or HY 173 EH 113 Most courses are using some aspect of eLearning research and all faculty must use BlackBoard	100% of students who earn a “B” or better on a final paper will appropriately cite internet or library research sources.	Research Paper	Each term	Analyzed by faculty	This goal is discussed annually among faculty at the annual end of year FIG meeting. This goal may be modified
Understand the principles of effective oral communication and be able to apply these principles in actual speaking situations	Students enrolled in SP 243	85% of students who complete speech and earn a “C” or better will score at least 70 on a final speech using a speech rubric.	Speech Rubric	Each term	Analyzed by faculty, results reported to dean	If fewer than 80% of the students who earn a “C” or better score less than 70% on the final speech for three consecutive terms, that Speech instructor will be required to develop an improvement plan.
Goal 2: Students will demonstrate knowledge of history, art, literature and other cultures.						
Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analysis & Reporting	Feedback Loop
Understand the work of human culture exist within social, historical, and linguistic settings that affect its meaning.	Student enrolled in EH 233, 243, & 263; HY 163 & HY 173; PSY 213, SY 213	70% of students taking unit tests on historical and literary facts will score at least 70% on written paper.	Unit test and written response paper	Each term	Spring division meeting	This goal is discussed and reviewed. This spring faculty were focused on culturally responsive teaching and an administrator doing CRT research led that discussion
Become familiar with some of the classic	Students enrolled in EH	of historical, social, and literary eras	Tests Short papers	Each term but discussed a at	End of Spring Term	At the February division meeting

works of human culture.	243, EH 263, MSC 223, FA 213	and trends and average least 70% on shared assessments (written, verbal, other)	Presentation PowerPoint Presentation, Project	the spring division meetings		focused on CRT the division discussed inclusion of diverse works. Faculty have decided to re-examine works included in the genres.
Employ the skills of critical thinking, reading, writing, speaking, and listening to interpret a work of human culture.	Students enrolled in EH 233,243; HY 163 & HY 173; MSC 223	70% of students taking unit tests or written essay on historical and literary facts will score at least 70%.	Tests Short papers Presentation PowerPoint Presentation, Project	Each term but discussed a at the spring division meetings	End of Spring Term	Faculty will examine possibilities for including diversity, inclusion, and equity in this goal.
Understand significant social, economic and political developments in World Civilizations.	Students enrolled in HY 163, HY 173.	70% of students will demonstrate though tests and short papers a general knowledge of historical, social, and literary eras and trends and average least 70% on shared assessments (written, verbal, other)	Tests, written papers, project	Each term but discussed and assessed in the February departmental meeting	End of year/annually	Faculty will examine possibilities for including diversity, inclusion, and equity in this goal. This may become World Civilization instead of Western Civilization.
Understand significant political, social, economic and cultural developments in history of the Unites States.	Students enrolled in HY 213 and EH 264	At least 70% of students receiving a “D” or better will score at least 70% on a post test. The inclusion of a “D” or better is controversial at this time.	U.S. History Pre-Posttest. African-American Literature post assessment outcome (tests, paper, project)	Each term	Results analyzed by faculty.	If students failed to meet benchmark for two consecutive evaluation periods, faculty will analyze the test, determine what areas stand out as needing improvement and develop a plan.
Recognize and respect that diversity of peoples and cultural traditions has	Students enrolled in EH 123, EH 263 & HUM 113,	70% of students will demonstrate though tests, short papers,	Tests, short papers, presentation, and projects	Each term	Spring Division meeting	At the February division meeting the division discussed inclusion of diverse

contributed to the American experience.	203,253, 263	presentation, and projects understandings related to diversity, inclusion, and equity issues.				works. Faculty have decided to re-examine works included in the genres
Understand the constitution, government and political processes of the United States.	Students enrolled in HY 213, HY223, PLS 213	70% of students will demonstrate though tests, short papers, presentation, and projects understandings related to diversity, inclusion, and equity issues and constitutional changes which impact government and political processes	Tests, short papers, presentations, and projects	Each term but discussed a at the spring division meetings	Spring Division meeting	At the February division meeting the division discussed the needs to re-examine instruction to incorporate more cooperative activities in these courses.
Goal 3: Student will demonstrate mathematical knowledge and skills.						
Student Learning Outcome	Sample Population	Benchmark	Assessment Tools	Time Frame	Analysis and Reporting	Feedback Loop
Apply properties of real numbers to simplify numerical and/or algebraic expressions.	Students enrolled in the entire Math (MS) sequence.	Mean pre-/post-test scores will increase by at least 10%	Math Pre-Post test	Each term	Faculty report Pre-Post-test results to the FIG Lead who compiles a report for departmental discussion and analysis.	If the mean post test scores fail to increase at least 10%, math faculty will perform an item analysis of test questions and develop an improvement plan.
Perform algebraic operations and solve algebraic equations.	AA/AS degree seeking students or others taking MS 123, 133, 135 (some non AA/AS enrolled	At least 60% of students will score at or above the 70% on the final mathematics exam.	Tests, post tests	Each term	FIG lead will compile and share outcomes with faculty for discussion & analysis and report results.	If less than 60% of the students score at or below 70% for three consecutive terms, that faculty member will be assigned a mentor and develop and improvement plan.

	students may seek College Algebra courses)					
Use graphing or scientific calculators or computers as aids to problem solving.	Students enrolled in MS 123, MS 133, CY 214	80% of students will be able to use the graphing or scientific calculator to graph equations and /or data and analyze the results.	Unit Test	Each term	Results will be analyzed and maintain by faculty.	If 50% of students miss a designated calculator problem in unit test, a calculator workshop will be offered and students strongly encouraged to attend.
Develop skill needed to analyze and solve technical problems in their chosen disciplines.	Students enrolled in MS 143, 123, 183, 193, 253; CY 124, PS 114	60% of students will be able to use the graphing or scientific calculator to graph equations and /or data and analyze the results.	Pre/posttest, exams	Each Term	FIG lead will compile and share outcomes with faculty for discussion & analysis and report results.	If less than 60% of the students score at or below 70% for three consecutive terms, that faculty member will be assigned a mentor and develop and improvement plan.
Use and apply mathematical abilities.	Students enrolled in MS 1013, 1023, 123,143, 183, 193, 215, 253; CY 124, PS 114	60% of students will demonstrate though tests, and unit exams mathematical functionality.	Pre/post tests for MS 1013, 12023, 123, 143; tests and final tests in MS 193, 215, 253, CY 124, PS 114	All math, chemistry, and physical science faculty	FIG lead will compile and share outcomes with faculty for discussion & analysis and report results	If less than 60% of the students score at or below 70% for three consecutive terms, that faculty member will be assigned a mentor and develop and improvement plan.
Gain confidence in their mathematical abilities.	Students enrolled in mathematics (MS) sequence.	85% of students surveyed will indicated an improvement in their self confidence in mathematics.	Student evaluation, CCSSE outcomes (every other year)	Annually	Discussed every year but inclusion of this goal in assessment is unresolved. No faculty want it removed but most feel outcomes are difficult to assess.	The team is discussing how to assess this goal. Currently, the method of determining this is unreliable; however, faculty think it is important for students to gain confidence. More discussion about this in the future.

Appendix C: Certificate of General Studies Course Requirement



Reviewed March 2020

Certificate in General Studies (CGS)

Name		Student ID		Phone	
Address		Major		Email	
Group I (ACTS)	English / Communication – 9 Hours	Sem	Grade	Group IV (ACTS)	Sciences Math Technology– 10 Hours
9 Hours from the following				4 Hours of the following	
EH 113 (ENGL 1013)	Composition I			BY 114 (BIOL 1014)	General Biology I
EH 123 (ENGL 1023)	Composition II			BY 124 (BIOL 1024)	General Biology II
SP 243 (SPCH 1003)	Fund of Speech			BY 134 (BIOL 1054)	General Zoology
Group II (ACTS)	Fine Arts – 3 Hours	Sem	Grade	BY 144 (BIOL 1034)	General Botany
3 Hours from the following:				BY 154 (BIOL 2404)	Anatomy/Physiology I
EH 233 (ENGL 2113) OR	World Literature I OR			BY 164 (BIOL 2414)	Anatomy/Physiology II
EH 243 (ENGL 2123)	World Literature II			CY 114 (CHEM 1414)	General Chemistry I
EH 263 (ENGL 2663)	African American Literature			CY 124 (CHEM 1424)	General Chemistry II
FA 213 (ARTS 1003)	Fine Arts I			PS 114 (PHSC 1004)	Physical Science I
MSC 223 (MUSC 1003)	Music Appreciation			PS 144 (PHSC 1204)	Intro to Astronomy
PHIL 153 (PHIL 1103)	Intro to Philosophy			PS 215 (PHYS 2014)	General Physics I
Group III (ACTS)	Social Science – 9 Hours	Sem	Grade	PS 225 (PHYS 2024)	General Physics II
9 Hours from the following				PS 235 (PHYS 2034)	Tech. Physics I
ES 213 (ECON 2103) OR	Macroeconomics OR			PS 245 (PHYS 2044)	Tech. Physics II
ES 223 (ECON 2203)	Microeconomics			3 Hours from the following	
GEOG 213 (GEOG 1103)	Intro to Geography			MS 123 (MATH 1103)	College Algebra
*HY 113 (HIST 1213) OR	Western Civilization I OR			MS 133 (MATH 1203)	Trigonometry
*HY 123 (HIST 1223)	Western Civilization II			MS 193 (MATH 1113)	Quantitative Reasoning
HY 153	Arkansas History			MS 215 (MATH 2405)	Calculus I
HY 213 (HIST 2113) OR	U.S. History I OR			MS 225 (MATH 2505)	Calculus II
HY 223 (HIST 2123)	U.S. History II			MS 233 (MATH 2603)	Calculus III
PLS 213 (PLSC 2003)	Am Fed Government			3 Hours from the following	
PLS 223 (PLSC 2103)	State & Local Government			CT 113 (CPSI 1003)	Computer Information Systems
PSY 213 (PSYC 1103)	General Psychology				
PSY 223 (PSYC 2103)	Human Growth & Development				
SY 213 (SOCI 1013)	Fund of Sociology				
Program/Graduation Requirements					
Total Program Hours	31 Hours	Deficiencies:			
Hours Completed at PCCUA					
Hours Transferred					
Total Hours					
Grade Point Average (GPA)					
Advisor (Signature)			Vice Chancellor/Dean/Chair (Signature)		

(ACTS#)

*6 semester hours of Western Civilization recommended for UCA & UALR

Discipline/Course	Semester
-------------------	----------

	Hours
English/Communication	9 (Total)
EH 113 (ACTS ENGL 1013), Composition I	3
EH 123 (ACTS ENGL 1023), Composition II	3
SP 243 (SPCH 1003), Fundamentals of Speech	3
Science, Math, and Technology	10 (Total)
Physical, Biological, or Earth Science (See list below)	4
MS 123 (ACTS MATH 1103), College Algebra	3
CT 113 (CPSI 1003), Computer Information Systems	3
Social Science	9 (Total)
PSY 213 (ACTS 1103), General Psychology <u>or</u> SY 213 (ACTS SOCI 1013) Fundamentals of Sociology	3
CT 113 (ACTS CPSI 1003), Introduction to Computer Information Systems	3
Social Science Elective	3
Fine Arts	3 (Total)
FA 213 (ARTA 1003), Fine Arts or Humanities Electives	3
Total Semester Hours	31 + (Total)
Physical, Biological, or Earth Science Options include BY 114 (ACTS BIOL 1014), General Biology I; BY 124 (ACTS 1024), General Biology II; BY 134 (ACTS 1054), General Zoology; BY 144 (ACTS 1034), General Botany; BY 154 (ACTS BIOL 2404), Anatomy and Physiology I; BY 164 (ACTS BIOL 2414), Anatomy and Physiology II; BY 224 (BIOL2004), Microbiology and Lab; CY 104, (ACTS CHEM 1214), Introductory Chemistry; CY 114 (ACTS CHEM 1414), General Chemistry I; CY 204 (ACTS CHEM 1224), Basic Organic Chemistry; PS 114 (ACTS PHSC 1004), Physical Science; PS 144 (ACTS PHSC 1204), Introduction to Astronomy; PS 215 (ACTS PHYS 2014), General Physics I; PS 225 (ACTS PHYS 2024), Technical Physics I.	

Appendix D: Program Viability Chart

General Education Viability Table

	AS General Education	AA General Education	CGS General Studies
Degree Code	0910	0050	0915
Degree Level	03	03	02
CIP	24.0101	24.0101	24.0101
Status	Active	Active	Active
Grad Count 2019	1	61	33
Grad Count 2020	6	62	30
Grad Count 2021	1	49	43
Grad Count 2022	2	51	11
Grad Count 2023	5	67	64
Cognate Average 2019-2021 Academic Years	69.7	69.7	69.7
Cognate Average 2020-2022 Academic Years	63	63	63
Cognate Average 2021-2023 Academic Years	67	67	67
Viable	Yes	Yes	Yes

Appendix E: Syllabus Template
Syllabus Review Process
Syllabus Review Form



Course Name:
Course Number:
ACTS Name:
ACTS Course Number:
Academic Year: 2023

INSTRUCTOR INFORMATION:

Instructor:
Office Location:
Office Phone #:
Email Address: _
Office Hours:

Meeting Time & Place:
Prerequisites: None
Required Laboratories: None
Credit Hours: 3
Clock Hours:

PROGRAM DESCRIPTION

TEXT AND READING MATERIALS:

Provided

COURSE STUDENT LEARNING OUTCOMES

INSTRUCTIONAL OBJECTIVES & MEASURES (related to SLOs)

PCCUA CORE COMPETENCIES

The five core competencies (STACC) are incorporated within the context of the subject being taught. The competencies address skills the College has committed to developing in all students.

Students graduating from PCCUA will demonstrate the following core competencies:

- 1. Social and community responsibility**
- 2. Technology Utilization**
- 3. Analytical and Critical Thinking and Reasoning**
- 4. Communication**
- 5. Cultural Competency**

GRADING POLICY

Quizzes

Papers,

Assignments

Tests

Mid Term Exam

Final Exam

Grading Scale

Be sure to provide the weight for each assignment, test, or project.

ATTENDANCE POLICY

PARTICIPATION

COURSE EVALUATION & ASSESSMENT

EARLY ASSESSMENT OF LEARNING MEASURE (must be completed before the 4th week of class-test, demonstration, essay, writing assignment, other-must identify what the assessment will be).

INTERVENTION BASED ON EARLY ASSESSMENT OUTCOME (what intervention do you plan to implement if early assessment of student learning indicates the student is having problems with the material-must identify intervention which could be tutoring, review or material, review sessions after class, study sheets, one on one assistance)

MISSED OR LATE ASSIGNMENTS AND EXAMS

STUDENT RESPONSIBILITIES

SUPPORT FOR LEARNING

Students will be assessed for learning outcomes by the fourth week of classes. In this course students have several options to assist with learning course material. Explain how this will be accomplished.

ACADEMIC HONESTY POLICY

LABORATORY PROCEDURES (if applicable)

CAMPUS SUPPORT SERVICES

Phillips Community College of the University of Arkansas provides student support services that assist students in achieving their educational objective. Those services include advising, financial aid, counseling and guidance, and safety and security.

ADA POLICY:

Dr. Kimberly Johnson is the Vice Chancellor for Student Services and serves as the ADA Compliance Officer. As an open enrollment college, PCCUA strives to meet the needs of students with self-disclosed disabilities who wish to advance their education. A student with a disability must meet with the campus Disabilities Coordinator to obtain reasonable accommodations. Students who have met with the coordinator are more likely to experience success in a positive learning environment. If you have a disability, please contact the Student Disabilities Coordinator for your campus. *(Insert the name and contact information for the Disabilities Coordinator for the student's campus.)*

DeWitt-Shawanna Wansley (870) 946-3506, ext. 1628

Helena-West Helena Deborah Gentry (870) 338-6474, ext. 1214

Stuttgart-Sylvia Boyd (870) 673-4201, ext. 1809

The process of student referral under the Americans with Disabilities Act can be found in the Student Handbook or on the College Web site at www.pccua.edu/disability-services/.

FERPA POLICY

Phillips Community College of the University of Arkansas complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. A student has the right to inspect and review all of his/her records that meet the definition of educational records. No third party has the right to review student records without the student's permission, with very limited exceptions. For more information contact the Registrar's Office.

INSURANCE

Phillips Community College of the University of Arkansas does not provide insurance for its students. The college does encourage each student to secure his/her own insurance, and for that reason, the college has contacted an insurance agency to assist any student with individual student insurance coverage. Forms for this insurance are available in the Registrar's office.

ACTS

The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas Public Colleges and universities. Students are guaranteed the transfer of applicable credits and the equitable treatment in the application of credits for the admission and degree requirements. Course transferability is not guaranteed for courses listed in ACTS as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. ACTS may be accessed on the Internet by going to the ADHE Website and selecting Course Transfer.

<https://www.adhe.edu/students-parents/colleges-universities/transfer-info.-for-students/>

COLLEGE DELAY OR CLOSURE

Weather, natural disasters, health, or emergencies may require PCCUA administrators and staff to delay or close individual campuses or the college. We monitor weather, health, and other emergency situations carefully. In the event that there is a College closure, communications regarding the situation will be shared. Just because the K-12 district makes the decision to close, does not mean the college will close. If the roads are passable, and we are able to offer our classes, we will remain open. Just because one campus is closed does not mean all three campuses are closed.

If the College closes for one or two days, faculty will not hold students responsible for any missed classes and each faculty member will ensure that missed work due to the closure or delay is completed within the context of the course assignments and class time.

If for some reason there is an extended school closure, the student is responsible for following the instructions for assignments posted on **BlackBoard**.

All courses that are currently delivered via a distance (online or synchronized interactive video) will continue to be delivered by that format in the event of a school closure.

Students who are currently delivered classes through synchronous interactive video courses will be able to join those conferences from home by accessing a user link provided by the instructor.

The syllabus and the policies, guidelines, and dates included are subject to change at the instructor's discretion.

SYLLABUS REVIEW PROCESS

Each department has a Syllabus Review Team. All faculty submit course syllabi to deans/chairs.

The division/ dean or chairs compose the Syllabus Review Team who reviews syllabi.

1. Syllabi must be approved by the respective division team before being forwarded to the Vice Chancellor for Instruction and kept in that office for posting in Ridge Net.

2. Syllabi not approved by the respective division Syllabus Review Team are sent back to the instructor with a Syllabus Review Form attached. The form documents the division, course name, number, instructor, date, term, and the changes which need to be made to make the syllabus acceptable. Once the requested modifications have been made, the instructor resubmits, within 48 hours, the modified syllabus to the respective Syllabus Review Team for approval.

If a faculty member continues to submit inadequate syllabi, that faculty member is to be provided syllabus development training and is required to meet with the chair/dean. That training will be provided by the division dean/ chair and a selected instructor. The College has determined that all new instructors will go through a syllabus development training.



SYLLABUS REVIEW FORM

Faculty Name: _____

Course Name: _____ Course Number: _____

Semester/Term: _____

Division: _____

Dean/Chair/Director (Print): _____

Syllabus Review Summary of Concerns	Actions Needed to Remediate Deficiency
Must be shared with faculty member immediately after review (1 work day if possible). It is preferable for this to be provided to the faculty member in person.	Must be revised within 48 hours of date received.

Signature of Dean/Chair: _____

Signature of Faculty Member: _____

The syllabus must be amended within 48 hours and resubmitted to the division chair/dean for review by the Syllabus Review Team.

Appendix F: Independent Study Courses

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 363.04

Subject: Independent Studies

Applicable Board Policy: 363

Date Adopted: 6/76

Revised: 8/88, 9/90, 11/91, 11/00, 10/03, 3/04,
8/18, 6/19

It is expected that faculty members will be called upon at times to work with a student independently of a class, an independent study. Before registering for a course as an independent study, the student must complete an Independent Study Request form and obtain the written approval of the faculty and the dean/chair. All independent study students will appear in a section 90 on a separate class roll. A student must have a minimum cumulative GPA of 2.0, a preceding semester GPA of 2.0, and never failed the specific course requested to be taken as an independent study. Dean/chairs have the authority to waive the criteria if there are extenuating circumstances but this waiver must be documented and placed in the student's file. The student will be assessed a fee for each independent study in addition to regular tuition.

A faculty member teaching an independent study must submit a course syllabus with an outline specifically designed for the student to the dean/chair immediately after the starting date of the class. The faculty will receive additional compensation for each independent study but may conduct no more than two independent studies each semester, unless authorized by the dean/chair.

Compensation for an independent study will be 0.25 points per credit hour. Two (2) credit hours will be 0.5 points. Three (3) credit hours will be 0.75 points, and four (4) credit hours will be one (1) point. Labs will not be calculated as part of this compensation. Compensation will be based on credit hours only.

Appendix G: Independent Study Application



INDEPENDENT STUDY APPLICATION

Semester: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer I <input type="checkbox"/> Summer II Year: _____	
Campus: <input type="checkbox"/> DeWitt <input type="checkbox"/> Helena <input type="checkbox"/> Stuttgart	
I wish to apply for approval to take the following course as an independent study:	
My reason(s) for taking this course as an independent study is (are):	
I understand that if this independent study is approved, I will be responsible for meeting all requirements as though it were a regularly scheduled class. I understand that an additional fee is charged for enrolling in an independent study course, and I will be responsible for paying that fee. I also understand that when I turn in this form to the instructor, I cannot be reported as a no-show, (non-attendance) for the course.	
ATTACH A COPY OF STUDENT TRANSCRIPT TO THIS REQUEST.	
Student Name:	Student ID #:
Student Signature:	Date:

Approval: <input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	
Instructor:	Date:
Approval: <input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	
Academic Dean:	Date:

<p>Independent Study Guidelines-</p> <p>Independent Study Guidelines-Student must meet all of the following criteria: have a cumulative GPA of 2.0, have a previous semester GPA of 2.0, cannot have failed the course for which the request is being made. Deans can waive a criterion under extenuating circumstances. These circumstances must be documented in writing and signed by the Dean. If extenuating circumstances are cited, the Vice Chancellor for Instruction will initial the request.</p>

Appendix H: Instructor Evaluation Form

Peer Evaluation Form
Peer Evaluation of Faculty
Member _____

Please use the scale below for rating faculty.

Teaching Rating Scale (Use for Section I- B1: Teaching)

Rating Scale

3 = Exceptional (15 or higher per syllabus)

2 = Effective (13-14 per syllabus)

1 = Needs Improvement (12 or below per syllabus)

Teaching Rating Scale for Questions B2-2 and B3-3 follow rating scale listed for each question.

College Service, Professional Development and Community Service Rating Scale

3 – Exceptional.

This is a job performance that is outstanding in almost every aspect. An exceptional rating implies that virtually any knowledgeable observer would recognize the overall high-quality results in all major areas of job emphasis. **To earn a rating of *exceptional* in College Service, Professional Development and Community Service the faculty member should have 6 or above total points.**

2 – Effective.

This is a job performance at the level intended for the job. Overall performance does not noticeably deviate from an acceptable level. **To earn a rating of *effective* in College Service, Professional Development and Community Service, the faculty member should have 4-5 total points.**

1 – Needs Improvement.

This is job performance that is short of effective. Further development and/or experience on the job is needed and there should be improvement within the next year. **To earn a rating of *needs improvement* in College Service, Professional Development and Community Service, the faculty member should have 3 or less total points.**

Instructor Being Evaluated: _____

I. Teaching

A. Instructional Delivery Skills (average of questions 1-13 on student evaluations.

B. Instructional Design Skills (average of questions 14-15 on student evaluations.

1. Has current and relevant syllabi (Two current syllabi are provided)

B1-1: Administrative procedure #363.02 **suggests** the following sections be included in a course syllabus and communicated to the students: **After reviewing the content of syllabi in the portfolio check "Yes" if the items listed below are included in the syllabi.**

Course Name and Number _____	<u>Syllabus 1</u>	<u>Syllabus 2</u>
	<u>Yes</u>	<u>Yes</u>
1. Title of Course & Date	<input type="checkbox"/>	<input type="checkbox"/>
2. Instructor Name and Contact Information	<input type="checkbox"/>	<input type="checkbox"/>
3. Credit Hours	<input type="checkbox"/>	<input type="checkbox"/>
4. College Catalog Description of the Course	<input type="checkbox"/>	<input type="checkbox"/>
5. Student Learning Outcomes/Course Objectives	<input type="checkbox"/>	<input type="checkbox"/>
6. Course Outline of assignments and class activities (ex. deadlines, fixed number of examinations, field trips, appearances by guests, etc. outline can be included as separate document)	<input type="checkbox"/>	<input type="checkbox"/>
7. Course Policies and Procedures (Ex. types of examinations, absence policies, grading, participation, outside reading, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
8. Academic Honesty Policy (Allied Health or other programs may provide program handbook)	<input type="checkbox"/>	<input type="checkbox"/>
9. Campus Support Services (Allied Health or other programs may provide program handbook)	<input type="checkbox"/>	<input type="checkbox"/>
10. ADA Policy	<input type="checkbox"/>	<input type="checkbox"/>
11. FERPA Policy	<input type="checkbox"/>	<input type="checkbox"/>
12. Insurance	<input type="checkbox"/>	<input type="checkbox"/>
13. ACTS	<input type="checkbox"/>	<input type="checkbox"/>
14. College Core Competencies	<input type="checkbox"/>	<input type="checkbox"/>
15. Group Projects/Portfolio	<input type="checkbox"/>	<input type="checkbox"/>
16. Community Service/Activities	<input type="checkbox"/>	<input type="checkbox"/>
17. Computer Activities	<input type="checkbox"/>	<input type="checkbox"/>
18. Field Trips	<input type="checkbox"/>	<input type="checkbox"/>
19. Textbook/Reading Assignments	<input type="checkbox"/>	<input type="checkbox"/>
20. Other _____	<input type="checkbox"/>	<input type="checkbox"/>

Total

Syllabus 1 ____

Syllabus 2 ____

Rating Scale

3 = Exceptional (15 or higher per syllabus)

2 = Effective (13-14 per syllabus)

1 = Needs Improvement (12 or below per syllabus)

Place the proper number rating in the blank below for each syllabus.

1. Course Number _____ Rating (R) _____ (R1) (Syllabus 1)

2. _____ (R2) (Syllabus 2)

Comments:

B1-1: TWO SYLLABI SUBMITTED: AVERAGE RATING B1: $(R1 + R2)/2 =$ _____

B2-2: Reviews, modifies and/or updates course materials (Such as PowerPoint's, assignments, course outlines, etc.).

Course Name and # _____ Yes ☐ Syllabus 1 No ☐ Syllabus 1

Course Name and # _____ Yes ☐ Syllabus 2 No ☐ Syllabus 2

**** (Areas of revision of course submitted are indicated in Portfolio Section A or three examples of course materials that reflect significant revision (typed list of revisions or highlight the revisions in the new syllabus) since the last evaluation is included; Should reflect revision within a 3 year period.**

**** ☐ Not applicable**

This is a new instructor at PCCUA and it is their first portfolio prepared for the evaluation.
If a new instructor, place "NA" in rating for B2-2 and do not include in final average peer rating for instructional design skill.

Rating Scale (Place the proper number rating in the blank below)

3 = Exceptional (both syllabi answered "Yes" above)

2 = Effective (answered "Yes" for one syllabus above)

1 = Needs Improvement (answered "No" above)

Comments:

RatingB2: _____

B3-3: Uses evaluation methods that are related to and appropriate for course content.

(Evidence of **two methods** such as **tests, assignments, projects, or rubrics** used in the evaluation of students must be identified within each syllabus for an exceptional rating and are included in Portfolio Section A.)

Course Name and # _____ Yes ☐ Syllabus 1 No ☐ Syllabus 1

Course Name and # _____ Yes ☐ Syllabus 1 No ☐ Syllabus 1

Rating Scale (Place the proper number rating in the blank below)

3= Exceptional (lists two (2) or more methods on both syllabi)

2= Effective (lists one (1) method above)

1 = Needs Improvement (lists zero (0))

Comments:

Rating B3: _____

B4-4: Informs students of the objectives of the course. (Course objectives/outcomes are communicated to students and included in the syllabus.)

Course Name and # _____ Yes ☐ Syllabus 1 No ☐ Syllabus 1

Course Name and # _____ Yes ☐ Syllabus 1 No ☐ Syllabus 1

Rating Scale (Place the proper number rating in the blank below)

3 = Exceptional (both syllabi includes clear objectives)

2 = Effective (answered "Yes" above for one syllabus)

1 = Needs Improvement (answered "No" above)

Comments:

Rating B4: _____

Peer Rating for Instructional Design Skills

(B1+B2+B3+B4)/4 _____ □

■Record on Peer Evaluation Faculty Member Summary (last page).

II. College Service or Activity Attendance

Faculty will receive one check in each box where they are a “member/participant” of a committee and one additional check if they are the “Any Office, Chair, Sponsor” of that committee. (“One point” for “member/participant” and “one additional point” for Any Office, Chair, Sponsor.)

***Must attend two-thirds of all meetings before actually being a “member” of that committee and checking the box/s below or name a proxy (can be anyone in the department) if the faculty member has a class (ex: Secondary Center, labs, clinical, etc.). If there is to be a vote on an issue at the meeting, the faculty member can type a statement expressing their vote with their signature and send with their proxy:**

College Committees or Activities:

	Member/ Participant	Any Office, Chair, Sponsor
1.	Academic Standards Committee	
	<input type="checkbox"/>	<input type="checkbox"/>
2. Achieving the Dream	<input type="checkbox"/>	
3. Assessment Committee	<input type="checkbox"/>	<input type="checkbox"/>
4. Attend Career Days or Career Fairs		<input type="checkbox"/>
5. Career Pathways	<input type="checkbox"/>	
6. Carl Perkins (proposals, workshops, etc.)	<input type="checkbox"/>	
7. College Council Team	<input type="checkbox"/>	
8. Curriculum Committee	<input type="checkbox"/>	<input type="checkbox"/>
9. Distance Learning Committee	<input type="checkbox"/>	<input type="checkbox"/>
10. Early Alert Committee	<input type="checkbox"/>	<input type="checkbox"/>
11. Elections Committee	<input type="checkbox"/>	<input type="checkbox"/>
12. Faculty Association	<input type="checkbox"/>	<input type="checkbox"/>
13. Faculty Development	<input type="checkbox"/>	<input type="checkbox"/>
14. Faculty Equity Committee	<input type="checkbox"/>	<input type="checkbox"/>
15. Faculty Senate	<input type="checkbox"/>	<input type="checkbox"/>
16. Financial Aid Exceptions	<input type="checkbox"/>	<input type="checkbox"/>
17. Graduation Committee	<input type="checkbox"/>	<input type="checkbox"/>
18. Guest Lecturer in Area Schools	<input type="checkbox"/>	
19. IDEA Grant (write or direct)	<input type="checkbox"/>	
20. Information Technology Team	<input type="checkbox"/>	<input type="checkbox"/>
21. Institutional Planning & Effectiveness Team	<input type="checkbox"/>	<input type="checkbox"/>
22. Instruction and Curriculum Team	<input type="checkbox"/>	<input type="checkbox"/>
23. Plan, Set Up and Participate in Career Fair (2 pts)	<input type="checkbox"/>	<input type="checkbox"/>
24. Presentation for Col. Tours from Area Schools	<input type="checkbox"/>	
25. Resource Development Committee	<input type="checkbox"/>	<input type="checkbox"/>
26. Special Events Committee	<input type="checkbox"/>	<input type="checkbox"/>
27. Student Activities Committee	<input type="checkbox"/>	<input type="checkbox"/>
28. Student Club/Organization	<input type="checkbox"/>	<input type="checkbox"/>

- | | | |
|-------------------------------------|--------------------------|--------------------------|
| 29. Student Retention & Recruitment | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Student Success Team | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Student Support Services | <input type="checkbox"/> | |

<u>Additional College Service Committees or Activities</u>	<u>Points</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total college services and additional activities points _____

Rating Scale (Place the proper number rating in the blank below)

6 or above points = Rating of 3 - Exceptional

4-5 points = Rating of 2 - Effective

3 or less points = Rating of 1 - Needs Improvement

Comments _____

Peer Rating for College Service _____

■Record on Peer Evaluation of Faculty member Summary (last page)

III. Professional Development

Please check the appropriate boxes. *Give one point for attending each day of a conference – maximum of 2 points.

Professional Development Activities:

1st Day/2nd Day

Additional 2 Points each:
Presenter, Moderator,

1. Attend AATYC ☐☐ ☐☐ ☐☐
2. Attend Workshops/Webinars ☐☐
 - Name ☐
 - Name ☐
 - Name ☐
 - Name ☐
 - Name ☐
3. Book Discussion Group ☐☐
 - Book Group ☐☐
 - Book Group ☐☐
 - Book Group ☐☐
4. Consulting (two or more contact visits 2 pts) ☐☐
5. Design & Implem. Pers. WebPage (2 pts) ☐☐
6. Graduate Class (2 pts-see statement below) ☐☐
(not awarded if required for employment)
7. One-Time Consulting (one visit) ☐
8. Membership in Professional Organizations
 - Name ☐
 - Name ☐
 - Name ☐
9. National/International Conference/s (2 pts max)
 - Conference Name ☐☐ ☐☐ ☐☐
 - Conference Name ☐☐ ☐☐ ☐☐
 - Conference Name ☐☐ ☐☐ ☐☐
10. Organized and Planned a State, Regional, or National Workshop or Convention for Educators. ☐☐☐☐☐
11. Plan & Present In-Service (2 pts) ☐☐
12. Plan & Present On Campus Workshp(2pts) ☐☐
13. Publications (2 pts) ☐☐
14. Specific Teaching Institutes or Seminars which require great effort of the participant. ☐☐☐☐☐
(ex. Great Teacher's Workshop, National Endowment of Arts, Discipline Content Conference, Institute or Seminar- **5 pts awarded**)
15. State Conference/s for Your Discipline (2 pts max)
 - Conference Name ☐☐ ☐☐ ☐☐
 - Conference Name ☐☐ ☐☐ ☐☐

Conference Name _____
 16. Textbook Reviewer

□□
 □

□□

□□

□□

<u>Additional Professional Development Activities</u>	<u>Points</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total professional development and additional activities points _____

Rating Scale (Place the proper number rating in the blank below)

6 or above points = Rating of 3 – Exceptional

4-5 points = Rating of 2 - Effective

3 or less points = Rating of 1 - Needs Improvement

Comments:

Peer Rating for Professional Development _____ □

▣ Record on Peer Evaluation of Faculty member Summary (last page)

IV. Community Service or Community Attendance

Faculty will receive one point for each Community Service attendance or activity.
List All Community Service attendance and activities below:

Community Service Activities:

	Chair, Organizer,
1. _____ <input type="checkbox"/>	<input type="checkbox"/>
2. _____ <input type="checkbox"/>	<input type="checkbox"/>
3. _____ <input type="checkbox"/>	<input type="checkbox"/>
4. _____ <input type="checkbox"/>	<input type="checkbox"/>
5. _____ <input type="checkbox"/>	<input type="checkbox"/>
6. _____ <input type="checkbox"/>	<input type="checkbox"/>
7. _____ <input type="checkbox"/>	<input type="checkbox"/>
8. _____ <input type="checkbox"/>	<input type="checkbox"/>
9. _____ <input type="checkbox"/>	<input type="checkbox"/>
10. _____ <input type="checkbox"/>	<input type="checkbox"/>

Total points for community service activities _____

Rating Scale (Place the proper number rating in the blank below)

6 or above points = Rating of 3 – Exceptional

4-5 points = Rating of 2 – Effective

3 or less points = Rating of 1 - Needs Improvement

Comments:

Peer Rating for Community Service

▣ Record also on Peer Evaluation of Faculty member Summary (last page)

Peer Evaluation of Faculty Member Summary

To be completed by peer team member

Instructor Being Evaluated: _____ **Evaluation Year:** _____

Instructional Design Skills **Peer Rating:** _____

College Service **Peer Rating:** _____

Professional Development **Peer Rating:** _____

Community Service **Peer Rating:** _____

Peer Evaluator's Signature

Date

NOTE: Upon completion of evaluation:

**Forward entire Peer Evaluation of Faculty Member Form (all pages)
to Debbie Hardy, Director of Student Success (Do not remove last page).**

Dean Evaluation of Faculty Member

Please use the scale below for rating faculty.

Teaching Rating Scale (Use for Section I B1: Teaching)

Rating Scale

3 – Exceptional (15 or higher per syllabus)

2 – Effective (13-14 per syllabus)

1 - Needs Improvement (12 or below per syllabus)

Teaching Rating Scale for Questions B2-2, B3-3, and B4-4 – follow rating scale listed for each question.

College Service, Professional Development and Community Service Rating Scale

3 – Exceptional.

This is a job performance that is outstanding in almost every aspect. An exceptional rating implies that virtually any knowledgeable observer would recognize the overall high-quality results in all major areas of job emphasis. **To earn a rating of *exceptional* in College Service, Professional Development and Community Service the faculty member should have 6 or above total points.**

2 – Effective.

This is a job performance at the level intended for the job. Overall performance does not noticeably deviate from an acceptable level. **To earn a rating of *effective* in College Service, Professional Development and Community Service, the faculty member should have 4-5 total points.**

1 – Needs Improvement.

This is job performance that is short of effective. Further development and/or experience on the job is needed and there should be improvement within the next year. **To earn a rating of *needs improvement* in College Service, Professional Development and Community Service, the faculty member should have 3 or less total points.**

Instructor Being Evaluated: _____

V. Teaching

- A. Instructional Delivery Skills (average of questions 1-13 on student evaluations.
- B. Instructional Design Skills (average of questions 14-15 on student evaluations.
- 1. Has current and relevant syllabi (Two current syllabi are provided)

B1-1. Administrative procedure #363.02 **suggests** the following sections be included in a course syllabus and communicated to the students: **After reviewing the content of syllabi in the portfolio, indicate (check Yes) if the items listed below are included in the syllabi.**

Course Name and Number _____

Syllabus 1

Syllabus 2

	<u>Yes</u>	<u>Yes</u>
1. Title of Course & Date	<input type="checkbox"/>	<input type="checkbox"/>
2. Instructor Name and Contact Information	<input type="checkbox"/>	<input type="checkbox"/>
3. Credit Hours	<input type="checkbox"/>	<input type="checkbox"/>
4. College Catalog Description of the Course	<input type="checkbox"/>	<input type="checkbox"/>
5. Student Learning Outcomes/Course Objectives	<input type="checkbox"/>	<input type="checkbox"/>
6. Course Outline of assignments and class activities (ex. deadlines, fixed number of examinations, field trips, appearances by guests, etc. outline can be included as separate document)	<input type="checkbox"/>	<input type="checkbox"/>
7. Course Policies and Procedures (ex. types of examinations, absence policies, grading, participation, outside reading, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
8. Academic Honesty Policy (Allied Health or other programs may provide program handbook)	<input type="checkbox"/>	<input type="checkbox"/>
9. Campus Support Services (Allied Health or other programs may provide program handbook)	<input type="checkbox"/>	<input type="checkbox"/>
10. ADA Policy	<input type="checkbox"/>	<input type="checkbox"/>
11. FERPA Policy	<input type="checkbox"/>	<input type="checkbox"/>
12. Insurance	<input type="checkbox"/>	<input type="checkbox"/>
13. ACTS	<input type="checkbox"/>	<input type="checkbox"/>
4. College Core Competencies	<input type="checkbox"/>	<input type="checkbox"/>
15. Group Projects/Portfolio	<input type="checkbox"/>	<input type="checkbox"/>
16. Community Service/Activities	<input type="checkbox"/>	<input type="checkbox"/>
17. Computer Activities	<input type="checkbox"/>	<input type="checkbox"/>
18. Field Trips	<input type="checkbox"/>	<input type="checkbox"/>
19. Textbook/Reading Assignments	<input type="checkbox"/>	<input type="checkbox"/>
20. Other _____	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL	Syllabus 1 ____	Syllabus 2 ____

Rating Scale

- 3 = Exceptional (15 or higher per syllabus)**
2 = Effective (13-14 per syllabus)
1 = Needs Improvement (12 or below per syllabus)

Place the proper number rating in the blank below for each syllabus.

	Course Number	Rating (R)
1.	_____	_____ (R1) (Syllabus 1)
2.	_____	_____ (R2) (Syllabus 2)

Comments:

B1-1: TWO SYLLABI SUBMITTED:

AVERAGE RATING B1: $(R1 + R2)/2 =$ _____

B2 - 2. Reviews, modifies and/or updates course materials (such as PowerPoint's, assignments, course outlines, etc).

Course Name and # _____ Yes ☐ Syllabus 1 No ☐
Syllabus 1
Course Name and # _____ Yes ☐ Syllabus 2 No ☐
Syllabus 2

******(Areas of revision of course submitted are indicated in Portfolio Section A or three examples of course materials that reflect significant revision (**typed list of revisions or highlight the revisions in the new syllabus**) since the last evaluation is included. **Should reflect revision within a 3 year period.**)

****☐ Not applicable**

This is a new instructor at PCCUA and it is their first portfolio prepared for the evaluation.

If a new instructor, place "NA" in rating for B2-2 and do not include in final average peer rating for instructional design skill.

Rating Scale (Place the proper number rating in the blank below)

3 – Exceptional (both syllabi answered "Yes" above)

2 – Effective (answered "Yes" for one syllabus above)

1 - Needs Improvement (answered "No" above)

Comments:

Rating B2-2: _____

B3 - 3. Uses evaluation methods that are related to and appropriate for course content.
(Evidence

of **two methods** such as **tests, assignments, projects, or rubrics** used in the evaluation of students

must be identified within each syllabus for an exceptional rating and are included in Portfolio Section A.)

Course Name and # _____ Yes ☐ Syllabus 1 No ☐
Syllabus 1
Course Name and # _____ Yes ☐ Syllabus 1 No ☐
Syllabus 1

Rating Scale (Place the proper number rating in the blank below)

3- Exceptional (lists two (2) or more methods on both syllabi)

2 – Effective (lists one (1) method above)

1 - Needs Improvement (lists zero (0))

Comments:

Rating B3: _____

B4 – 4. Informs students of the objectives of the course. (Course objectives/outcomes are communicated to students and included in the syllabus.)

Course Name and # _____ Yes ☐ Syllabus 1 No ☐
Syllabus 1
Course Name and # _____ Yes ☐ Syllabus 1 No ☐
Syllabus 1

Rating Scale (Place the proper number rating in the blank below)

- 3 - Exceptional (both syllabi include clear objectives)
- 2 - Effective (answered “Yes” above for one syllabus)
- 1 - Needs Improvement (answered “No” above)

Comments:

Rating B4: _____

Average Division Dean Rating for Instructional Design Skills (B1+B2+B3+B4)/4 _____

Record as D-1B on Division Dean Evaluation Faculty Member Summary (last page)

C. Course Management

Rating of 3– Exceptional Needs Improvement	Rating of 2 – Effective	Rating of 1 -
---	-------------------------	---------------

C1 –1. Keeps scheduled office hours.

Rating C1: _____

Comments:

C2 –2. Meets classes as scheduled for prescribed time.

Rating C2: _____

Comments:

C3 –3. Submits required reports and documents as requested (office schedules, grade reports, etc.)

Comments:

Rating C3: _____

C4 –4. Attends required division and college-wide meetings. Rating C4: _____

Comments:

**Average Division Dean Rating fo
Instructional Design Skills**

(C1+C2+C3+C4)/4 _____

Record as D-IC on Division Dean Evaluation of Faculty member Summary (last page)

VI. College Service or Activity Attendance

Faculty will receive one check in each box where they are a “member/participant” of a committee and one additional check if they are the “Any Office, Chair, Sponsor” of that committee. (“One point” for “member/participant” and “one additional point” for Any Office, Chair, Sponsor.)

*Must attend two-thirds of all meetings before actually being a “member” of that committee and checking the box/s below or name a proxy (can be anyone in the department) if the faculty member has a class (ex: Secondary Center, labs, clinical, etc.). If there is to be a vote on an issue at the meeting, the faculty member can type a statement expressing their vote with their signature and send with their proxy:

College Committees or Activities:

	Member/ Participant	Any Office, Chair, Sponsor
32. Academic Standards Committee	<input type="checkbox"/>	<input type="checkbox"/>
33. Achieving the Dream	<input type="checkbox"/>	
34. Assessment Committee	<input type="checkbox"/>	<input type="checkbox"/>
35. Attend Career Days or Career Fairs		<input type="checkbox"/>
36. Career Pathways	<input type="checkbox"/>	
37. Carl Perkins (proposals, workshops, etc.)	<input type="checkbox"/>	
38. College Council Team	<input type="checkbox"/>	
39. Curriculum Committee	<input type="checkbox"/>	<input type="checkbox"/>
40. Distance Learning Committee	<input type="checkbox"/>	<input type="checkbox"/>
41. Early Alert Committee	<input type="checkbox"/>	<input type="checkbox"/>
42. Elections Committee	<input type="checkbox"/>	<input type="checkbox"/>
43. Faculty Association	<input type="checkbox"/>	<input type="checkbox"/>
44. Faculty Development	<input type="checkbox"/>	<input type="checkbox"/>
45. Faculty Equity Committee	<input type="checkbox"/>	<input type="checkbox"/>
46. Faculty Senate	<input type="checkbox"/>	<input type="checkbox"/>
47. Financial Aid Exceptions	<input type="checkbox"/>	<input type="checkbox"/>
48. Graduation Committee	<input type="checkbox"/>	<input type="checkbox"/>
49. Guest Lecturer in Area Schools	<input type="checkbox"/>	
50. IDEA Grant (write or direct)	<input type="checkbox"/>	
51. Information Technology Team	<input type="checkbox"/>	<input type="checkbox"/>
52. Institutional Planning & Effectiveness Team	<input type="checkbox"/>	<input type="checkbox"/>
53. Instruction and Curriculum Team	<input type="checkbox"/>	<input type="checkbox"/>
54. Plan, Set Up and Participate in Career Fair (2 pts)	<input type="checkbox"/>	<input type="checkbox"/>
55. Presentation for College Tours from Area School <input type="checkbox"/>		
56. Resource Development Committee	<input type="checkbox"/>	<input type="checkbox"/>
57. Special Events Committee	<input type="checkbox"/>	<input type="checkbox"/>
58. Student Activities Committee	<input type="checkbox"/>	<input type="checkbox"/>
59. Student Club/Organization	<input type="checkbox"/>	<input type="checkbox"/>
60. Student Retention & Recruitment	<input type="checkbox"/>	<input type="checkbox"/>
61. Student Success Team	<input type="checkbox"/>	<input type="checkbox"/>
62. Student Support Services	<input type="checkbox"/>	

<u>Additional College Service Committees or Activities</u>	<u>Points</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total college services and additional activities points _____

Rating Scale (Place the proper number rating in the blank below)

6 or above points = Rating of 3 - Exceptional

4-5 points = Rating of 2 - Effective

3 or less points = Rating of 1 - Needs Improvement

Comments:

Division Dean Rating for College Service _____

Record as D-II on Dean Evaluation of Faculty member Summary (last page)

VII. Professional Development

Please check the appropriate boxes. *Give one point for attending each day of a conference – maximum of 2 points.

Professional Development Activities:

1 st Day/2 nd Day	Additional 2 Points each: Presenter, Moderator,		
---	--	--	--

17. Attend AATYC ☐☐ ☐☐ ☐☐
18. Attend Workshops/Webinars ☐
 Name _____ ☐
 Name _____ ☐
 Name _____ ☐
 Name _____ ☐
 Name _____ ☐
19. Book Discussion Group ☐☐
 Book Group ☐☐
 Book Group ☐☐
 Book Group ☐☐
20. Consulting (two or more contact visits 2 pts) ☐☐
21. Design & Implement Personal WebPage (2 pts) ☐☐
22. Graduate Class (2 pts-see statement below) ☐☐
 (not awarded if required for employment)
23. One-Time Consulting (one visit) ☐
24. Membership in Professional Organizations
 Name _____ ☐
 Name _____ ☐
 Name _____ ☐
25. National/International Conference/s (2 pts max)
 Conference Name _____ ☐☐ ☐☐ ☐☐
 Conference Name _____ ☐☐ ☐☐ ☐☐
 Conference Name _____ ☐☐ ☐☐ ☐☐
26. Organized and Planned a State, Regional, or
 National Workshop or Convention for Educators. ☐☐☐☐☐
27. Plan & Present In-Service (2 pts) ☐☐
28. Plan & Present On Campus Wkshps (2pts) ☐☐
29. Publications (2 pts) ☐☐
30. Specific Teaching Institutes or Seminars
 which require great effort of the participant. ☐☐☐☐☐
 (ex. Great Teacher's Workshop, National Endowment of
 Arts, Discipline Content Conference, Institute or Seminar- **5 pts awarded**)
31. State Conference/s for Your Discipline (2 pts max)
 Conference Name _____ ☐☐ ☐☐ ☐☐
 Conference Name _____ ☐☐ ☐☐ ☐☐
 Conference Name _____ ☐☐ ☐☐ ☐☐
32. Textbook Reviewer

<u>Additional Professional Development Activities</u>	<u>Points</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total professional development and additional activities points _____

Rating Scale (Place the proper number rating in the blank below)

6 or above points = Rating of 3 – Exceptional

4-5 points = Rating of 2 - Effective

3 or less points = Rating of 1 - Needs Improvement

Comments:

Division Dean Rating for Professional Development _____

Record as D-III on Dean Evaluation of Faculty member Summary (last page)

VII. Community Service or Community Attendance

Faculty will receive one point for each Community Service Activity. List All Community Service Activities below:

Community Service Activities:

1. _____ ☐

2. _____ ☐

Chair, Organizer,

☐

☐

Total points for community service activities _____

Rating Scale (Place the proper number rating in the blank below)

6 or above points = Rating of 3 – Exceptional

4-5 points = Rating of 2 – Effective

3 or less points = Rating of 1 - Needs Improvement

Comments:

Division Dean Rating for Community Service _____

Record as D-IV on Dean Evaluation of Faculty member Summary (last page)

Division Dean Evaluation of Faculty Member Summary

Instructor Being Evaluated: _____ Evaluation Year: _____

I. Teaching

- A. Instructional Delivery Skills **Rating (S-IA): []**
(Average of questions 1-13 on student evaluation)
- B. Instructional Design Skills
1. Students' Evaluation of Instructional Design Skills **Rating (S-IB): []**
(Average of questions 14-15 on student evaluation)
2. Dean's Evaluation of Instructional Design Skills **Rating (D-IB): []**
- C. Course Management Skills **Rating (D-IC): []**
- II. College Service **Rating (D-II): []**
- III. Professional Development **Rating (D-III): []**
- IV. Community Service **Rating (D-IV): []**

Dean's Signature

Date

**Please identify any corrective action which needs to be taken based on the faculty performance outcome.
Use only if applicable.**

NOTE: Upon completion of evaluation: Forward entire Dean Evaluation of Faculty Member Form and Summary document to Kena Henderson, Director of Institutional Effectiveness. (Do Not Remove last page.)

Appendix I: Policy Manual: AP 364 Faculty Work Schedule

PHILLIPS COMMUNITY COLLEGE
BOARD POLICY

Policy: 364

Subject: Faculty Work Schedule

Date Adopted: 6/68 Revised: 8/88, 9/06, 9/10, 4/18

Reviewed: 6/19

Instructors teach specific courses at a time designated by the dean/chair. Instructors will take turns within their department in teaching evening classes or other kinds of off-schedule classes needed for student access.

In addition to their teaching duties, instructors keep scheduled office hours in order to be available to students. The faculty schedule is 30 hours per week for full-time faculty. However, faculty are required to be available and participate in departments, division, and institutional meetings and activities which exceed 30 hours. Faculty are expected to keep office hours to ensure student contact. However, faculty teaching clinical labs and labs may not need as many office hours as other faculty. Deans/chairs, and faculty will work together to determine office hours, and each semester's office hours will be posted on the office door.

Faculty working a nontraditional schedule must have approval for their schedule by the dean/chair and Vice Chancellor for Instruction. The time taken for a meal break should be approved by the dean/chair, campus vice chancellor, and the Vice Chancellor for Instruction, and posted on the faculty Work Schedule which is submitted to the Office of the Vice Chancellor for Instruction.

The College Chancellor is authorized to establish specific procedures related to work schedules and compensation for faculty and professional staff. The UA Board of Visitors establishes compensation levels.

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 364.01

Subject: Teaching Load

Applicable Board Policy: 364

Date Adopted: 11/88 Revised: 1/92, 12/93, 8/99, 11/02, 7/06, 12/06, 3/18

Reviewed: 6/19

Course Load Determination Policy

Teaching loads at Phillips Community College are determined by considering both credit hours and student contact hours. Overload pay is awarded where regular teaching loads have been fulfilled and additional class offerings are necessary.

A point system is utilized to determine teaching loads have been met. A full instructional load for all faculty is 30 points per regular semester based upon the following formula:

Total Points = (#credit hrs. taught) + (#contact hrs. taught)

Points are awarded as follows:

- a. one point for each contact hour in the classroom (non-lab courses)**
- b. one point for each credit hour taught**
- c. six points per semester for student advising**
- d. two-thirds point for each laboratory hour**

Secondary Area Career and Technical Center instructors teach five (5) days a week and the number of credits taught do not affect the points awarded for instructing these classes.

Generally, faculty teach four classes. However, budget and enrollment can impact the number of courses required of full-time faculty in the Secondary Area Career and Technical Center.

Overload compensation for faculty is \$275 per point above 30 points in a regular semester.

The same class taught both during the day and evening will be assigned the same number of points for load/overload determination. Work hours required to prepare for and teach overload classes will be in addition to the normal working week. See policy on Faculty Work Schedule.

Criteria for assigning overloads are as follows:

- a. Once full teaching loads have been made for all faculty in a given discipline, the opportunity to teach **overload classes will first be extended to full-time faculty based on seniority in teaching within that specific discipline.** In the event of two equally qualified faculty with the same length of service at PCCUA, the opportunity to teach overload classes will be made on a rotating basis.
- b. **An instructor is not required to accept an overload;** consequently the offer to teach the class will continue to be extended to qualified faculty within the discipline until the class is staffed. If an instructor decides not to teach an overload course, the instructor willing to teach that course may receive priority for that overload course in the next term.

c. Overloads for full-time instructors will take precedence over the employment of part-time instructors. Part-time faculty will, however, be employed when full-time staff are not available. The same formula as described above will be used to calculate pay for part-time faculty.

d. Double overloads will be assigned only in unavoidable situations.

e. An instructor will normally be required to average at least 45 student contact hours (the number of students x the number of contact hours per week) per class to receive overload pay. In some instances (e.g., to meet students' needs or if lower student/teacher ratios are required by regulatory groups), the College Chancellor may authorize overload pay to a faculty with less than an average of 45 student contact hours per class.

f. Faculty teaching via synchronous interactive video will receive one point for each remote site and one point (\$250) for the first ten (10) students enrolled at each remote site. In addition, they will receive \$25 per student above the first ten (10) students (\$25 per student starting at the 11th student). **This rule does not apply to instructors who team teach courses. It does not apply to faculty who teach courses designed for high school students meeting five days a week** if those instructors are receiving compensation of eight points for the high school Secondary Area Career and Technical Center course(s).

PHILLIPS COMMUNITY COLLEGE
ADMINISTRATIVE PROCEDURE

Administrative Procedure: 364.02

Subject: Summer Term Course Load Determination

Applicable Board Policy: 364

Date Adopted: 6/96 Revised: 8/99, 3/18, 6/19

Employment during the summer term is neither required nor guaranteed; it is dependent upon enrollment and the number of qualified faculty wishing to teach during the term. No faculty will be required to teach during the summer term. Faculty wishing to teach in the summer should notify the dean/chair before submission of the summer school schedule.

The same point system used to calculate overloads during the fall and spring semesters will be used to calculate work load during the summer term. Summer term salary for faculty who were full-time employees during the previous academic year will be 1.25 percent of the previous year's nine-month salary per point. Part-time faculty will be paid \$275 per course point.

Deans/chairs, with input from full-time faculty, recommend what courses should be offered and who the faculty should be, using the following criteria:

- a. **Summer term courses for full-time faculty (defined for this policy only as those having 18 or more points) will take precedence over the employment of part-time faculty.** Part-time faculty will, however, be employed when full-time faculty are not available.
- b. **Faculty will be assigned more than two courses during a summer term only in unavoidable situations.**
- c. **Summer classes will be offered first to qualified full-time faculty based upon years of experience at PCCUA.** Should two equally qualified faculty with the same years of experience at PCCUA wish to teach and sufficient courses are unavailable to allow both to do so during the same summer term, courses will be assigned on a rotating basis.
- d. **No faculty member within the same discipline will be assigned a second class during the summer term until each qualified full-time faculty is assigned one class.** The second class will be assigned to the primary faculty (the one who taught the course most often during the previous three years, including summer terms).
- e. **Grant regulations may supersede this policy.**

Appendix J: Accomodation Process Forms



**STUDENTS WITH DISABILITIES
APPLICATION FOR SERVICES**

Application Date: _____
Date Received by Disability Coordinator: _____
Name: First _____ Middle _____ Last _____
Birth Date: _____
Datatel or Social Security Number: _____
Mailing Address: _____
City: _____ State: _____ Zip: _____
Phone: (Home) _____ (Cell) _____ (Business) _____
Work Hours: _____ May we contact you at work? Yes _____ No _____
E-mail Address: _____
In case of emergency, person you wish to be contacted:
#1 Name: _____ Relationship: _____ Phone: _____
#2 Name: _____ Relationship: _____ Phone: _____
Student's Rehabilitation Services Counselor: _____ Phone: _____
Health Insurance: Uninsured _____ Private _____ Medicaid _____ Medicare _____
Preferred Method of Written Communication: _____ E-mail _____ Letter _____

EDUCATIONAL INFORMATION

Date of high school graduation: _____ Date awarded GED certificate: _____
Current year in college: _____ Freshman _____ Sophomore _____ Not currently enrolled
List **all** colleges previously attended or currently attending:
(1) _____ Last enrollment date: _____
(2) _____ Last enrollment date: _____
(3) _____ Last enrollment date: _____
(4) _____ Last enrollment date: _____
(5) _____ Last enrollment date: _____
Semester enrolled at PCCUA: Fall _____ Spring _____ Summer I _____
Summer II _____ Summer Extended _____

DISABILITY INFORMATION

Place a check mark next to the correct statement that identifies your disability/disabilities. Mark all that apply.

Primary		Secondary		Tertiary	
<input type="checkbox"/>	Hearing impaired	<input type="checkbox"/>	Hearing impaired	<input type="checkbox"/>	Hearing impaired
<input type="checkbox"/>	Deaf	<input type="checkbox"/>	Deaf	<input type="checkbox"/>	Deaf
<input type="checkbox"/>	Visually impaired	<input type="checkbox"/>	Visually impaired	<input type="checkbox"/>	Visually impaired
<input type="checkbox"/>	Blind	<input type="checkbox"/>	Blind	<input type="checkbox"/>	Blind
<input type="checkbox"/>	Mobility Impaired	<input type="checkbox"/>	Mobility Impaired	<input type="checkbox"/>	Mobility Impaired
<input type="checkbox"/>	Require Assistive device Specify Type:	<input type="checkbox"/>	Require Assistive device Specify Type:	<input type="checkbox"/>	Require Assistive device Specify Type:
<input type="checkbox"/>	Speech Impaired	<input type="checkbox"/>	Speech Impaired	<input type="checkbox"/>	Speech Impaired
<input type="checkbox"/>	Learning Disability	<input type="checkbox"/>	Learning Disability	<input type="checkbox"/>	Learning Disability
<input type="checkbox"/>	Chemical Dependency Type: Alcohol or Drug	<input type="checkbox"/>	Chemical Dependency Type: Alcohol or Drug	<input type="checkbox"/>	Chemical Dependency Type: Alcohol or Drug
<input type="checkbox"/>	Psychiatric Disorder Type:	<input type="checkbox"/>	Psychiatric Disorder Type:	<input type="checkbox"/>	Psychiatric Disorder Type:
<input type="checkbox"/>	Seizure Disorder	<input type="checkbox"/>	Seizure Disorder	<input type="checkbox"/>	Seizure Disorder
<input type="checkbox"/>	Other	<input type="checkbox"/>	Other	<input type="checkbox"/>	Other

Please describe any other important information about your disability you would like to disclose. Use back of page if necessary.

TYPE OF ACCOMMODATION REQUESTED

General		Classroom		Testing	
<input type="checkbox"/>	Disabled parking	<input type="checkbox"/>	Tape lectures	<input type="checkbox"/>	Extended time
<input type="checkbox"/>	Use personal care assistant	<input type="checkbox"/>	Front row seating	<input type="checkbox"/>	Interpreter
<input type="checkbox"/>	Help ordering books on tape	<input type="checkbox"/>	Help finding note takers	<input type="checkbox"/>	Voice calculator
<input type="checkbox"/>	Priority registration	<input type="checkbox"/>	Interpreter	<input type="checkbox"/>	Electronic speller
<input type="checkbox"/>	On-campus route planning	<input type="checkbox"/>	Clear view lip reading	<input type="checkbox"/>	Braille tests
<input type="checkbox"/>	Orientation/mobility	<input type="checkbox"/>	Assistive listening device	<input type="checkbox"/>	Large print tests
<input type="checkbox"/>	Referral for tutoring	<input type="checkbox"/>	Large print handouts	<input type="checkbox"/>	Test orally or on tape
<input type="checkbox"/>		<input type="checkbox"/>	Visual Material described	<input type="checkbox"/>	Scribe to record answers
<input type="checkbox"/>		<input type="checkbox"/>	Physical assistance in labs	<input type="checkbox"/>	Distraction free room
<input type="checkbox"/>		<input type="checkbox"/>	Wheelchair height tables	<input type="checkbox"/>	Use a computer
<input type="checkbox"/>		<input type="checkbox"/>	Wheelchair accessible classroom	<input type="checkbox"/>	Wheelchair accessible classroom
<input type="checkbox"/>		<input type="checkbox"/>	Other	<input type="checkbox"/>	Other

PERMISSION TO DISCLOSE DISABILITY TO INSTRUCTORS

I, _____, grant _____, the Disability Coordinator on the Helena, DeWitt, or Stuttgart campus, permission to notify my current instructor(s) of my self-disclosed disability, and my request for reasonable accommodations.

Date: _____