

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

Division Arts and Sciences

Date October 2016

DIVISION MISSION STATEMENT (optional)

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

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

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

**Specific Initiatives and Strategies
In 2015-2016 Strategic Plan
And Level Of Accomplishment**

Priority Initiative in 2015-2016 Strategic Plan	Status
Continue working on improving retention and success in developmental classes.	The Arts and Sciences Division continued to work on the priorities of the Achieving the Dream Initiative – priorities that have now become institutionalized. We continue to work to improve success and retention in developmental education. We continue to require a 1-hour lab with both Basic Writing I and II. We continue to require a Student Success class with Basic Writing II and Composition I. We also offer the accelerated classes for Basic Writing II and Composition I, as well as intermediate and College Algebra. By making the pre-test review mandatory for all students taking the COMPASS test, we feel we have gotten more accurate placement and reduced student remediation time. Because COMPASS will no longer be used as a placement test, the English and math classes piloted ACCUPLACER during the Summer and Fall semesters. With that data, we have been able to formulate placement scores that we hope will place our students

	correctly. During the spring semester, the Helena campus had personnel changes in both the developmental reading and English classes. We have had a smooth transition and look forward to seeing data to back up our perception.
Proceed with the projects outlined for the Higher Learning commission's Open Pathway	Our original Quality Improvement proposal goal was to increase the success rate of students moving from the highest level remediation class through two gateway classes (Composition I and College Algebra). We continue to focus our efforts in that area. While research has shown that the faster we can remediate our students the better, we have also found that our students need additional time and attention on the tasks required. In addition, we have worked to encourage success for our African American male students. Again, changes in personnel have made some of the projects seem to falter. The Arts and Sciences Division has used the information collected by the Faculty Inquiry Group to align curriculum offerings and to promote alternative teaching strategies.
With the aid of the STEM grant, plan modernization of sciences labs and equipment.	The chemistry lab on the Helena campus has been completely renovated, as has the physical science lab on the Helena campus. New lab equipment and instructional tools have been purchased. In addition, the grant has allowed faculty members to receive professional development they might not have been able to otherwise.
Perform a yearly survey for faculty on departmental and professional development needs.	All science and math instructors have been contacted and have expressed their ideas for professional development, as well as equipment needs.
Continue to increase online offerings and begin to include developmental classes being offered online.	Intermediate Algebra was offered to our students online this semester. We will continue this in the future, and we hope to add Technical Mathematics in the next year.

SUMMATION OF 2015-2016 PLANNING ACTIVITIES

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

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| <ol style="list-style-type: none"> 1. Electronic meetings are most common within the Arts and Sciences Division. Email is often used to share and receive input on suggested additions or changes to the curriculum or delivery methods of a particular course. 2. Results from testing, as well as input from Guided Pathway research and Math and English data collection, has driven a review of the English/Basic Writing and mathematics area. All students registered in intermediate algebra or Basic Writing II were given a post-test with results reported to the Arkansas |
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Department of Higher Education.

3. Beginning with the Faculty Inquiry Group and continuing with semester reports and data sharing, math reading and English instructors worked to get a full picture of all student and course progressions.
4. Continued both an accelerated English and accelerated math section. We also added a math section that met daily; this proved to be beneficial as many students were able to complete two sections of developmental math in one semester.
5. Although we believe that ACE was beneficial for our students, the number of students willing to participate and the cost of the program proved prohibitive. In June, we sent an instructor to California for advanced training, and while she is able to incorporate ACE methods and activities in her classroom, it was just not possible to offer the program full scale.

SUMMATION OF 2015-2016 CLASSROOM ASSESSMENT ACTIVITIES

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

Beginning in Spring 2015 and continuing forward, the Arts and Sciences faculty were required to have an early assessment identified in their syllabi. Following the assessment faculty provided an early intervention strategy to be employed for students who failed to succeed in that first assessment. Many of the instructors provided one-on-one tutoring for those students who were not initially successful in either their offices or in the STAR center. By all accounts, this is working well for our students. Instructors are able to identify problem areas early on and make adjustments by tutoring or by increased drill.

IMPROVEMENTS AND MODIFICATIONS AS A RESULT OF ASSESSMENT

As a result of assessment activities, the Arts and Sciences division has implemented strategies to improve student retention and success. We continue offer the combined Intermediate Algebra and College Algebra class, as well as the combined Composition I and Basic Writing II class in hopes that students will be able to complete both their remediation and their gateway class during the same semester. In addition, we have added a daily math class held in the I Can Learn computer lab. By meeting daily, the students have been able complete two remedial courses in one semester. We also continue to offer the Technical Math option for students who do not plan to transfer. We realize that one approach does not work for everyone, and students need choices in delivery methods. All Arts and Sciences instructors are encouraged to embed writing assessments in their classes and to grade these with the English Department rubric.

Due to low enrollment and increased cost, we were unable to continue offering the ACE plan. We do believe that after our instructors attended the FELI (Five Day Experiential Learning Institute) in May of 2015, that much of what was discussed there has been incorporated into class offerings.

At the present time, we are working to determine accurate ACCUPLACER scores for our students' placement into English, math and reading classes. With the phasing out of COMPASS, much attention was given during the summer to testing our students to determine place levels. These scores will be established during the fall of 2016.

SUMMATION OF 2015-2016 BUDGET ACTIVITIES IN REGARD TO PURCHASES (EQUIPMENT, LEARNING AIDS, ETC.) AND ABILITY TO MEET INSTRUCTIONAL NEEDS

We were able to purchase everything necessary to meet our students' instructional needs. We continue to appreciate the opportunities given to us by the STEM grant. Both the Physical Science and the Chemistry labs have been completely renovated; the grant also allows for travel for our math and science instructors to professional development activities. The STEM Summit (held annually) continues to be beneficial to both our faculty and attendees from around the state. Support has also been provided for faculty through initiatives such as Mathways, Guided Pathways, Working Student Success Network, and Achieving the Dream.

INITIATIVES & STRATEGIES TO INCLUDE IN THE 2016-2017 STRATEGIC PLAN

The Arts and Sciences Department will:

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| 1. Continue working on improving retention and success in its developmental classes. With a college-wide push for increased enrollment, retention and graduation success, this will be important to our division in the future. |
| 2. Continue to use the resources provided by the STEM grant to improve facilities and equipment in both math and science areas. |
| 3. Perform a yearly survey for faculty on departmental and professional needs. |
| 4. Work with advisors to become familiar with the Guided Pathways model and recognize its importance in moving students through college and into a career. |
| 5. Encourage students to have an Individual Career Plan and attend classes with the goal of completion in mind. |
| 6. Assist with all recruiting activities and participate on various College enrollment management committees. |

Submit to the Assessment office upon completion.