

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

Division Arts & Sciences

Date October 2018

**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 enable students to function well in society, supporting future academic work and careers.

**Specific Initiatives and Strategies  
In 2017-2018 Strategic Plan  
And Level Of Accomplishment**

Priority Initiative in 2017-2018 Strategic Plan	Status
<p>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.</p>	<p>The Arts and Sciences Division continues 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 (and to move students rapidly to and through the gateway courses). While we have kept interventions that have worked in the past (1-hour lab attached to Basic Writing I and II along with Student Success classes attached to basic Writing II and Composition I), we have developed new strategies in math that we believe will prove successful. This year we moved from the I Can Learn math lab to the Hawkes math structure. By tailoring the modules to fit our students' needs, we look forward to seeing student improvement. Last year, we tried offering math on a daily basis, and while it seemed to work for one semester, the next semester it was a failure. This year we have tried combining Pre-Algebra with Elementary</p>

	<p>Algebra and Intermediate Algebra and College Algebra on the Helena campus. While this demands more effort from the students, we hope that it will prove valuable in allowing students to complete either two levels of developmental work or one developmental class and the gateway class in one semester.</p> <p>We also realize the importance of proper placement of students in developmental courses and are using ACCUPLACER to give us reliable placement scores. By requiring a pre-test review for every student before taking the exam, we feel that the scores are more accurate than in the past. We also require early testing and an intervention strategy in each class; we feel that will require students to get extra help earlier in the semester.</p>
Continue to use the resources provided by the STEM grant to improve facilities and equipment in both the math and sciences areas.	This was the final year of the Title III STEM grant. We have used it to totally renovate our physical science and chemistry labs and to provide professional development for our instructors in math and science.
Perform a yearly survey for faculty on departmental and professional needs.	All instructors have been contacted and have expressed their ideas for both professional development and equipment purchases. Funds are limited, but we are able to purchase necessary supplies.
Assist with all recruiting activities and participate on various college enrollment management committees.	We have increased our recruitment activities, and our division has stepped up its participation. In Phillips County, all of the high schools have visited our campus both for a recruitment day and then again individually with more attention given to specific majors and divisions. On the DeWitt and Stuttgart campuses, faculty participate in local high school visit days by providing information about different programs and transfer degrees. Faculty have also visited with secondary center classes to assist with recruiting efforts.

### SUMMATION OF 2018-2019 PLANNING ACTIVITIES

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

1. Electronic meetings/question-answer sessions 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. We also have to large division meetings (one in the fall and one in the spring). These meetings are often used to bring the entire division up to date on individual area projects.

2. Results from testing, as well as input from Guided Pathways/Mathways research and math and English data collection has driven the review of English/Basic Writing and Developmental Math areas.
3. Continued both an accelerated English and accelerated math section. This year, instead of having a math class that met every day, we had a co-requisite pre-algebra and elementary algebra section and a co-requisite intermediate algebra and college algebra class. This would allow students to complete the developmental

## **SUMMATION OF 2017-2018 CLASSROOM ASSESSMENT ACTIVITIES**

Arts and Sciences instructors indicate they use the following instruments to assess student learning: pre- and post-tests, essays, portfolios, standardized tests (including ACCUPLACER and Nelson-Denney reading), papers, classroom participation and presentations, monitored practicum demonstrations and comprehensive mid-term and 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.

All Arts and Sciences instructors are required to have an early assessment identified the course syllabus. Following the assessment, faculty must provide 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 or STEM centers. This is working well for our students and forces instructors to get a handle on problems early in the semester. 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 past and present, the Arts and Sciences division has implemented strategies to improve student retention and success. This year, we offered a combined Intermediate Algebra and College Algebra class (as we have in the past), but we also added a combined Pre-Algebra and Elementary Algebra class (on the Helena campus). On the Helena campus, these classes were taught in a strictly face-to-face setting. Some students had said that they did not perform well in the computer-math-lab setting. We are anxious to see the results of this pilot. We also continued the combined Basic Writing II class with the Composition I class. We continue to offer the Technical Math option for students who do not plan to transfer (but there is very limited enrollment in this class). We have continued to offer our traditional math classes as well. Not every student is ready to attend a combined class, so we offer alternatives. All Arts and Sciences instructors are encouraged to embed writing assessments in their classes and to grade these with the English Department rubric. English instructors are also available to help with grading issues.

We continue to rely on the students' ACT scores or the ACCUPLACER scores for placement in English, math and reading classes. These scores seem comparable to Compass scores used in the past.

Because of the requirement that instructors have a documented early assessment and an intervention strategy for those students who are not successful, students have a much better chance of succeeding. It is better than waiting until mid-term for tutoring or increased assignments to be used.

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**SUMMATION OF 2016-2017 BUDGET ACTIVITIES IN REGARD TO PURCHASES (EQUIPMENT, LEARNING AIDS, ETC.) AND ABILITY TO MEET INSTRUCTIONAL NEEDS**

Even with our reduced budget, we were able to purchase everything necessary to meet our students' instructional needs. This was the final year of our Title III STEM grant, and we are pleased with the renovations made to our chemistry lab and our physical science lab. The grant also allowed for professional development and travel for many of our instructors. 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 2018-2019 STRATEGIC PLAN**

The Arts and Sciences division will:

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| 1. Continue working on improving retention and success in its developmental classes. With a college-wide push for increased retention and graduation success, this will be important to our division in the future. |
| 2. Perform a yearly survey for faculty on departmental needs.                                                                                                                                                       |
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| 3. Assist with all recruiting activities and participate on various college enrollment management committees.                                                                                                       |
| 4. Work on the development of the 2019-2024 Strategic Plan.                                                                                                                                                         |

Submit to the Assessment office upon completion.