PHILLIPS COMMUNITY COLLEGE OF THE UNIVERSITY OF ARKANSAS
INSTRUCTION ANNUAL REPORT

Division **Arts & Sciences** **Date** **October 2017**

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 2016-2017 Strategic Plan And Level Of Accomplishment

Priority Initiative in 2016-2017 Strategic Plan	Status
Continue working on improving retention and success in developmental classes.	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. 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 semester, we changed from an I Can Learn math lab structure to Hawkes math structure. By tailoring the modules to fit our students' needs, we look forward to seeing student improvement. We are also offering our students daily math classes (rather than the M-W/T-TH structure of the past). By meeting with the instructor in the lab on a daily basis, we feel the students will progress much faster.

	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.
With the aid of the STEM grant, plan modernization of science labs and equipment.	This fall we began using the renovated chemistry lab on the Helena campus. With new lab equipment and instructional tools, students now have the updated equipment and meeting area we had envisioned. This grant has allowed faculty members to receive professional development they might not have been able to attend otherwise.
Perform a yearly survey for faculty on departmental and professional needs.	All instructors have been contacted and expressed their ideas for professional development and equipment needs.
Continue to increase online offerings and begin to include developmental classes being offered online.	Intermediate Algebra, Technical Math and this fall, College Reading Strategies are being offered online. This is valuable to our students with time constraints.
Continue 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 in this area, and with the State of Arkansas' new funding proposal, this has become more important than ever. We realize that the faster we can remediate our students the better their chances are for degree completion. By aligning curriculum and promoting alternative teaching strategies, we hope to see progress in this area.

SUMMATION OF 2016-2017 PLANNING ACTIVITIES

Planning for the division is conducted through meetings with division members and email. Evidence of planning is documented by:

1. Electronic meetings/question-answer sessions are ost 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 two 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 Pathway/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. 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. After departmental discussion, we offered the daily option for each time period.

SUMMATION OF 2016-2017 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 ACCUPLACER 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.

All Arts and Sciences instructors are required to have an early assessment identified in the 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. 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. We continue to offer the combined Intermediate Algebra and College Algebra classes, as well as the combined Basic Writing II and Composition I classes. In addition, we have added a daily math class held in the math lab (now utilizing Hawkes math modules). By meeting daily, the students have been able to complete two and sometimes three remedial courses in one semester. We continue to offer the Technical Math option for students who do not plan to transfer. We have continued to offer our traditional math classes as well. Not every student is able to attend a daily class, so we have worked to 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.

This year we have totally relied on ACCUPLACER scores for our students' placement into English, math and reading classes. These scores were established over two semesters and 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 much better than waiting until mid-term for tutoring or increased assignments to be used.

SUMMATION OF 2016-2017 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 lab and the chemistry lab were given much-needed improvements. The grant also allows professional development and travel for our math and science instructors. The STEM Summit (held each summer) 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 2017-2018 STRATEGIC PLAN

The Arts and Sciences Division will:

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 the 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 recognizes its importance in moving students through college and into a career. Encourage students to have an Individual Career Plan and attend classes with the goal of completion in mind.
5. Assist with all recruiting activities and participate on various college enrollment management committees.

Submit to the Assessment/Institutional Effectiveness office upon completion.