

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

Division Arts and Sciences

Date October 2019

**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 2018-2019 Strategic Plan  
And Level Of Accomplishment**

<b>Priority Initiative in 2018-2019 Strategic Plan</b>	<b>Status</b>
Continue working on improving retention and success in developmental classes. With a college-wide push for increased retention and graduation success, this will be important to our division in the future.	We have worked on this both on campus and with professional development held off campus. The State of Arkansas is actively pushing for rapid completion of developmental classes, and we have participated in workshops
Perform a yearly survey for faculty on departmental needs.	All instructors have been contacted concerning equipment purchases and professional development.
Work with advisors to become familiar with the changes made in the delivery of our math classes and recognize the importance of moving students through college and into a career rapidly. Encourage students to have an individual Career Plan and attend classes with the goal of completion in mind.	We have presented information to advisors and tried to make the changes known throughout the campus. The chairs of Arts and Sciences are also available for questions and explanations.

<p>Assist with all recruiting activities and participate on various college enrollment management committees and student-centered committees.</p>	<p>This division always plays an important part in all campus activities and has representation on all committees.</p> <p>These activities include: working area high school concession stands during football seasons, PCCUA Gives Back events, provide speaker in the communities as needed, participate and help with monthly student activities, participate on the Educational, Student Activities and Wellness Committees, help with Endure the Dirt bake sale to fund student participation in the race, help with the Single Parent Scholarship bake sale and luncheon, sponsor PTK on all campuses, sponsor Fellowship of Christian Athletes on the Stuttgart campus and sponsor intramural athletics.</p>
<p>Participate in the development of the 2020-2015 Strategic Plan</p>	<p>Formal meeting in February to contribute information for this Strategic Plan.</p>

### **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.
2. This year, in addition to the in-service meetings in the fall and spring, we also met on the DeWitt campus for a day-long strategic planning workshop. Our notes and suggestions were sent to the Vice- Chancellor for Academic Affairs.
3. Department meetings have been helpful in changing both the developmental math sequence and the developmental English sequence. When instructors found that having only two day a week classes with an additional lab was not helping the students succeed, we changed and returned to the four-day a week model.

### **SUMMATION OF 2018-2019 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 instructors are required to have an early assessment identified in 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 increased drill.

This spring PCCUA sent a team of four to the Higher Learning Commission's Assessing General Education workshop and developed a plan to revise our assessment. The team is meeting with all Arts and Sciences faculty to gain their input and hope to pilot the revised assessment process with several classes in the spring of 2020. The assessment will then be evaluated and any necessary changes will be made. We will then begin a rotation of assessing all of the core competencies in General Education.

### **IMPROVEMENTS AND MODIFICATIONS AS A RESULT OF ASSESSMENT**

As a result of assessment activities in the past and continuing into the present, the Arts and Sciences division has implemented strategies to improve student retention and success. This year we continued offering a combined College Algebra and Intermediate Algebra class along with a combined Pre-Algebra and Elementary Algebra class. We added a one-hour lab to each section in hopes of remediating the students during that time. Unfortunately, we did not see the success we had hoped for and plan to go back to the 4-day per week plan with having a full class for each developmental class and a full class for College Algebra. It is still our hope to remediate within the semester. Not every student is ready to attend a combined class, so we offer alternatives. Students can still enroll for the computer lab setting.

We also continued the combined Basic Writing II class with the Composition I class. Those students tend to do as well as students who test into the strictly Composition I class. It is often difficult to encourage students to take two English composition classes in one semester even though we stress the fact that they will finish their remediation and their required Composition I class in one semester. All Arts and Sciences instructors are encouraged to embed writing assessment 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.

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. These early assessments are documented in the syllabi which instructors use and are helpful to both students and instructors.

**SUMMATION OF 2018-2019 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. Support has been provided for faculty through initiatives such as Mathways, Guided Pathways and on-campus lectures and webinars. Labs (both writing labs and math labs) are updated and our IT department is always available to help with any difficulties.

**INITIATIVES & STRATEGIES TO INCLUDE IN THE 2019-2020 STRATEGIC PLAN**

The Arts and Sciences department will:

- |  |
|--|
| 1. Continue working on improving retention and success rates in its developmental classes. This year the math department will return to full, face-to-face classes for the combined Pre-Algebra and Elementary Algebra classes as well as the combine Intermediate Algebra and College Algebra classes. The English department and the advisors will encourage students to combine their developmental English class with their college-level English class. |
| 2. Continue to perform a yearly survey for faculty concerning their technical needs.   |
| 3. Assist with all recruiting activities and participate on various college enrollment management committees. Continue to assist with student activities.  |
| 4. Complete our work on the 2020-2025 Strategic Plan and continue assisting with the 2020 virtual visit by the Higher Learning Commission.   |
| 5. Add a Quantitative Reasoning class to our online schedule with hopes of having good enrollment.   |

Submit to the Assessment office upon completion.