Reporting Period: July & August 2015

Division: Social Science

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| **ACCJC Standard II: Student Learning Programs and Support Services** | |
| The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution. | |
| **A. Instructional Programs** | **How is the division addressing this standard? (Work in progress and/or completed & evidence.)** |
| 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education programs. (ER 9 and ER 11) | SS faculty met again on August 07 (also see [SS Minutes](http://wiki.comfsm.fm/Academic_Programs/Micronesian_Studies#pageFiles))to finalize common assessment questions and the dialgue continues to involve which PSLOs will be assessed. Common assessment will be implemented in Fall 2015 for both the Micronesian Studies, Trial Counselor, and Gen. education programs. |
| 1. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. | During the first week of Fall2015 semester, the college faculties attended several workshops on how they can address student learning. All SS faculty reported in the recent SS division meeting that they will be using some of the best practice tips learned from the workshop, beginning this Fall. They have also modified their course syllabi to reflect this. See course syllabi. To ensure this, both part-time and full time faculties submitted course syllabi on the first week, and these were reviewed to ensure that the syllabi meet standards, which they do.  The SS faculty agreed to use the same assessments tools on Program learning outcomes. This is reported in both the [Micronesian Studies](http://wiki.comfsm.fm/Academic_Programs/Micronesian_Studies) and [Trial counselor Program](http://wiki.comfsm.fm/Academic_Programs/Trial_Counselors#pageFiles) Assessment Summaries (PASs). |
| 1. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline. | The course syllabi for both Social Science courses and Law course are still being submitted on the first day of instruction each semester. Learning outcomes at both the program and course level are stated on all course syllabi. |
| 1. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum. | N/A |
| 1. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing time completion and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER12) | Students who came in for registration were assisted by the advisors in selecting required courses from the Micronesian Studies IDP or the degree completion form, on MyShark.  The Micronesian Studies Program plans to conduct another SIS workshop for its students to prepare them for early registration of upcoming semester. |
| 1. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9) | To ensure timely completion from the Micronesian studies program and Trial Counselor instructors were advised to remind their advisees and students that certain courses will be offered in Fall and not in Spring semesters. Law courses also follow the proposed schedule in the College catalog that encourages students to finish in a timely fashion. A challenge in the Trial Counselor Program has been in finding instructors to teach the recommended courses. Such challenge has led to delay in completion from the TC program. |
| 1. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. | SS101 Political Science, SS212 Economy of Micronesia, and SS220 Contemporary Issues courses started student debates as part of assessing course outcomes. Debate rubrics will be used to assess the outcomes. SS280 Directed study students presented their reseearch papers based on a slected topic/issue in the FSM. The students will continue to engage in a semester-long research paper that culminated into a 25-page paper. Part of the course work invovles students to also present their findings to ward the end of the semester. The final paper is read by the faculty members of the SS division. The course is taught is the computer lab for students to easily access research-related resources. |
| 1. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability. | N/A |
| 1. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses base on clock hours, it follows Federal standard for clock-to-credit-hour conversions. (ER 10) | All Law and Social Science courses are based on credit hours, earned within a 16-week semester for Fall and Spring. |
| 1. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10) | In their first meeting on August 07, 2015, faculty members agreed on developing an advisory council for both the Micronesian Studies and Trial Counselor Program to inform the faculties about the demands of related fields in both the education and labor arenas. This can also be a mechanism to help the program make necessary changes. |
| 1. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. | SS200 and SS280, both research courses assess these outcomes, using research papers that are collected in the courses. Rubrics are used to rate the assessment of outcomes. All upper-level Law and SS course syllabi meet this. |
| 1. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12) | It has been proposed by the faculty that in order for students to meet civic responsibility, students in both the Micronesian Studies and Trial Counselor Programs will now be encouraged to coordinate and organize debates or invite guest speakers at the college |
| 1. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study. | In response to the program prioritization recommendations, both the Trial counselor program and the Micronesian Studies Program have drafted survey questions and are in the process of administering surveys to alumni, instructors of the programs. This task is to determine what areas need to change to address the demand in the labor market.  The SS280 course is the capstone course for the Micronesian Studies Program, where students are expected to show mastery in communicating core concepst of the Program through research. Additionally for the Trial Counselor program, the Trial practice course is where students in the program are also epxected to show mastery through an internship. |
| 1. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. |  |
| 1. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. |  |
| 1. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. | Common essays for SS195, SS205, SS212, and SS220 were administered to assess students knowledge of main concepts for each of the courses. A common rubric was used to assess these essay. Course Level Assessment reports were submitted from instructors and data were inputted in the TracDat. Overall, results show that students continue to be weak in areas of critical thinking. As a result, faculty members of the division met on May and decided based on the results that assessment tools be maintined for the next school year for consistency. Other modes ofinstruction and assessment have been recommended to help build critical thinking skills. |