

Reporting Period: May to July Report

Division: Languages and Literature Division

ACCJC Standard II: Student Learning Programs and Support Services	
<p>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.</p>	
A. Instructional Programs	How is the division addressing this standard? (Work in progress and/or completed & evidence.)
<p>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)</p>	<p>Six classes were scheduled to be offered at National campus and two at PNI campus for the summer session. Three additional classes (2 ESL089 and 1 EN 110) were added to the schedule once part-time instructors were identified and certified.</p> <p>With confirmation from HR that three of the four recommendations for hire from the ad hoc selection committee was approved, we expect to be able to offer more classes in the upcoming fall semester with these new faculty.</p>
<p>2. 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.</p>	<p>Observations of all faculty were completed prior to the end of Spring 2015 and one part-time instructor evaluation for the summer is complete while the other two are scheduled for the upcoming weeks.</p>

<p>3. 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.</p>	<p>10 course outlines will be revised and reviewed this semester by the faculty. Five were from last semester and five are for this semester. Of the five for last semester, 4 are almost completed and should be ready for submission to CAC chair by end of first week of Feb—many are awaiting feedback from other campuses.</p> <p>*Based on anecdotal information, many of us need a re-fresher on Bloom’s taxonomy as we work on assessment strategies. This is one of the topics that is on our calendar for our monthly issues. Hopefully, this will help faculty do better assessment in the LA program.</p>
<p>4. 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.</p>	<p>Four ESL courses were offered this summer—three at PNI campus and one at National campus.</p> <p>Two of the ESL 089 instructors and one EN 110 instructor were selected to pilot the Achieve3000 Differentiated Literacy Program this summer term to see if this program can help us in improving students’ reading, writing and comprehension skills as well as increase their reading level. Feedback from the instructors at the end of the summer will facilitate the decision on whether to purchase this online Literacy program for usage next semester.</p>
<p>5. 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</p>	

<p>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)</p>	
<p>6. 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)</p>	<p>The Fall 2015 schedule is completed with the inclusion of the new faculty who will be arriving prior to August 3. All courses needed by the incoming freshmen are included.</p> <p>Chair worked with the Business division and has scheduled Business Communication class in the 3pm block so that it will not conflict with other business classes; most of the writing classes are not scheduled during the same block times so that writing instructors will all be able to use the English lab during their class time and not be in conflict with other writing classes.</p>
<p>7. 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.</p>	
<p>8. 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.</p>	
<p>9. 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)</p>	
<p>10. The institution makes available to its students clearly</p>	<p>The division participated in</p>

<p>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)</p>	<p>the College fair on April 7th and was able to disseminate information about the Liberal Arts program to incoming Freshmen. Once Freshmen declare their majors, the division plans to conduct workshops to help them start well on their way to success.</p> <p>A Liberal Arts “Informational Workshop” was organized and held by the LangLit division on April 17th to help provide needed information to our students on what they can do now to prepare for either transferring to other institutions or getting a job.</p> <p>The workshop was a success and all evaluations from students indicated the need for more so that they can better plan for the next step after COM-FSM. The division is already planning for the next one in the Fall.</p> <p>College webmaster said he will get back to the division about the idea of having a Facebook page for the Liberal Arts program and linking it to our division page that is on the college website. As we update our page information, we will follow up with the webmaster on the college’s official position about this so we know whether to proceed or not.</p>
<p>11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency,</p>	

<p>analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.</p>	
<p>12. 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)</p>	
<p>13. 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.</p>	
<p>14. 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.</p>	<p>N/A for LangLit division</p>
<p>15. 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.</p>	<p>Do we need a 'capstone' or 'gateway' course for the program? Will the creation of such a course help in determining the answers to the questions listed above? This discussion is tabled and will continue in the Fall when all faculty members from the division are present.</p>
<p>16. 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.</p>	

The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	
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Other events:

- **Music had a concert at the end of the Spring 2015 semester and will be having one on July 10 for the summer session.**
- **Japanese Instructor coordinated and LangLit hosted the Japanese Language Speech contest at the end of Spring semester. Beverlie Pretrick won the competition and was given an all-expenses paid trip to Japan this summer.**

