

Reporting Period: January 25, 2015

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>32 classes are being offered by the LA National campus faculty this Spring 2015 semester.</p> <p>13 courses are taught by our faculty and WorldTeach volunteer at PNI campus.</p> <p>*More classes would be offered if we had more faculty. The division is working on ensuring that we fill our 4 vacancies either during the summer 2015 term or prior to Fall 2015 so that courses offered can meet the needs of the students. Ad hoc committee will meet next week—1st week of Feb.</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</p>	<p>Observations of all faculty are scheduled for the middle of February to March so as to have all observations completed prior to Mid-terms.</p> <p>*An idea to have an informal</p>

<p>currency, improve teaching and learning strategies, and promote student success.</p>	<p>division get-together on a monthly basis to share teaching ideas and solutions to problems we encounter is being discussed. A suggested calendar of issues of interest has been shared with the division/program faculty.</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>Due to shortage of staff, only 2 ESL courses were offered this semester. The division plans to offer another two in the summer to make up for this shortage this 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 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</p>	<p>Summer 2015 schedule is currently being</p>

<p>programs within a period of time consistent with established expectations in higher education. (ER 9)</p>	<p>reviewed/finalized by faculty and a deadline for the first week of February has been given to all faculty to put in requests for class preferences/times for the upcoming year (Fall 15/Spring 16 semesters)</p> <p>*Chair is working with the Business division to ensure that there are fewer conflicts between required courses in the scheduling so students can take all needed courses and graduate on time (i.e. so Managerial Accounting will not conflict with Bus. Comm. Etc.)</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>Roundtable discussion of the use of electronic gradebooks (plan to invite Dana to share about schoology)</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 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</p>	<p>*Work with the counseling department to do a ‘transfer workshop’ for the Liberal Arts students so that those planning to transfer can start preparing now.</p> <p>Need to find a way to keep in</p>

<p>between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)</p>	<p>touch with LA students who have graduated and transferred so we know where they are now—use of FB and other social media is an idea. Can we link to the official COM-FSM page?</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, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.</p>	<p>Alignment of course/program and Institutional SLOs is an ongoing process in the division to ensure that we are meeting our program mission.</p> <p>*Need to make this more visible to faculty so that we can all see the ‘big picture’ of how our jobs/program connects with or relates to other areas within the college community.</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>Data is currently being compiled from our review of our LA advisees’ course completion and attempt rates for EN 120a, 120b and EN 110. A meeting at the middle of the semester (2nd division meeting for the semester) is planned to discuss the data and to see what the implications are for our students based on the data.</p> <p>[Sharing of this data will be planned since these are Gen. Ed classes and they involve the general student population.]</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>Alignment of course/program and Institutional SLOs is an ongoing process in the division to ensure that we are meeting our program mission.</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>What do we expect our LA students to know when they graduate? Can they demonstrate this upon graduation? Discussion of a capstone course to be developed is continuing.</p>
<p>15. When programs are eliminated or program</p>	

<p>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?</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. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.</p>	<p>*Need historical data to show trends within the division. Need to dialogue with division faculty to come up with ideas on how DATA can be used to help bring about improvement.</p>