Reporting Period: February 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 course outlines are in the process of being modified so that there is uniformity in outcomes, assessment, and materials (especially textbook) required for the courses. |
| 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.
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| 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.
 | SS course outlines are in the process of being modified so that there is uniformity in outcomes, assessment, and materials (especially textbook) required for the courses.Courses in review are: ss101,SS111, SS220,SS150,SS200, Law 238, and Law240. |
| 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 early registration were assisted by the advisors in selecting required courses from the Micronesian Studies IDP or the degree completion form, on MyShark.  |
| 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 instructors were advised to remind their advisees and students that certain courses will be offered in Fall and not in Spring 2015. Law courses also follow a cycle 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.
 | Instructors continue to use these modes of delivery. In addition to lectures, instructors continue to use cooperative learning, debate, audiovisual presentations, etc., as means of instruction.  |
| 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.
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| 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)
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| 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)
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| 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.
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| 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)
 | The Micronesian studies students in collaboration with the administration organize a forum for FSM Congress candidates to speak to the college community on February 25 &27. Students prepared questions, related to issues in the FSM that were posed to each candidate in the forum  |
| 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.
 | This semester, two sections of SS280 Directed study is offered to graduating students as the capstone course for the program. As part of mastery, students have been tasked to submit their final paper in a booklet and to present their research findings in an oral presentation. |
| 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.
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| 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.
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| 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.
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