

Reporting Period: August 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>This Fall 2015 semester, we are offering the following classes at the National and PNI campuses:</p> <p>27- Gen Ed. English classes (EN120a, b and EN110)</p> <p>5-200-level English courses</p> <p>7-FL classes for Gen. Ed and HTM</p> <p>6-ESL reading and writing</p> <p>5-Business English (Bus. Comm/ESL)</p> <p>4- Technical English/communication</p> <p>4-Music</p> <p>We also have confirmation from HR that one applicant for PNI has accepted the offer to teach and should arrive in Spring 2016 and one other position for National campus is now open and being advertised.</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 part-time instructor evaluations for the summer were completed prior to the beginning of Fall.</p> <p>Contract renewal was made for the Japanese instructor and one more faculty member is in the process.</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>Faculty are working on revising and putting the previous course outlines that they worked on in Spring into the newly approved format. A deadline of September was given to those who started last semester so that we will have course outlines ready for CAC.</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>Six ESL courses are offered this FALL—two at PNI campus and four at National campus along with 4 sections of ESL for Business purposes.</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>Review of the suggested courses as listed on the catalog was discussed in our first semester meeting and will be revised to provide a better path for LA students to follow.</p> <p>Plans to work on "pathways" for LA students to follow was initially discussed in the division meeting and work assignments are being developed for the division faculty.</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 has most of the EN120b classes scheduled in the afternoon to see if time is a factor in why students are having difficulty in this class. The same</p>

	<p>instructor who taught most of the EN120b courses last semester will be comparing the outcome of last semester (mostly mornings) to this semester (mostly afternoons) to see if there is a difference based on the time the course is offered.</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>A workshop for the LA students is in the planning stages to help students with “transferring” or to get them thinking about what they need to do so they can successfully transfer upon graduation. The plan is to have this prior to Mid-terms or right after mid-terms.</p> <p>The division webpage information was reviewed over the summer and will be updated with new information this month.</p> <p>Dialogue has started with the Math/Science division on whether it would be a good idea to have a flat screen in the entry –way wall with the newsfeed from the website and other division relevant information streamed for students to keep them aware of what is going on in the building. There is a flat screen TV available and discussion with IT and building maintenance is in process to see if this is ok to do (similar to what we have in the admin building)</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</p>	

<p>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 between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)</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>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</p>	

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.	
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.	N/A for LangLit division
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.	
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.	

Other events:

- **Music Concert for the summer session courses was held July 10.**
- **Three new faculty members joined the Languages and Literature division: Devanasam Senarathgoda and Jothy John transferred in from Chuuk campus and Dr. Richard Andrews. All will be teaching at the National Campus.**
- **We have a world teach volunteer for Lang.Lit at PNI campus: Phil Cote-Boucher.**

