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Achieving College Excellence  
(ACE)



Policy and Procedure Manual

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## **General Operating Procedures**

*Achieving College Excellence (ACE) Manual* functions as an authoritative guide for the employees and students that it serves. It includes the policies and procedures under which the program operates. These policies come under the umbrella of the Instructional Affairs Department of the College of Micronesia-FSM.

### **Introduction**

Most students entering the College of Micronesia-FSM (COM-FSM) are under prepared for college level work according to the in-house designed entrance test, College of Micronesia-FSM Entrance Test or COMET. Evaluations of the existing developmental programs, Intensive English Instruction and General Studies, revealed discouraging results. Hence, in September 2007, a working group was established to find solutions and design a series of courses to better meet the needs of the students. ACE received approval in spring 2009. A substantive change request was submitted to WASC and ACCJC with approval granted in spring of 2010. Implementation of ACE began fall 2010.

ACE is a series of courses focused on developing English and math skills, establishing links to college level courses and providing first year experience seminars for the students. Students who have decided to pursue an academic degree but placed into ACE from COMET must complete ACE before taking college level courses. ACE consists of two levels of English courses and two levels of math courses. Once it is determined that a student should enroll in ACE, the COMET scores then again determine if the student takes level one or level two in English and math. ACE is two six week sessions with evaluation at the end of each six weeks. Students must achieve mastery in both the course modules and on the exit evaluation.

### **Mission Statement and Goals**

COM-FSM Achieving College Excellence is committed to providing the learning opportunities for college-bound students to develop intellectually, socially, and emotionally for academic success at an institution of higher learning.

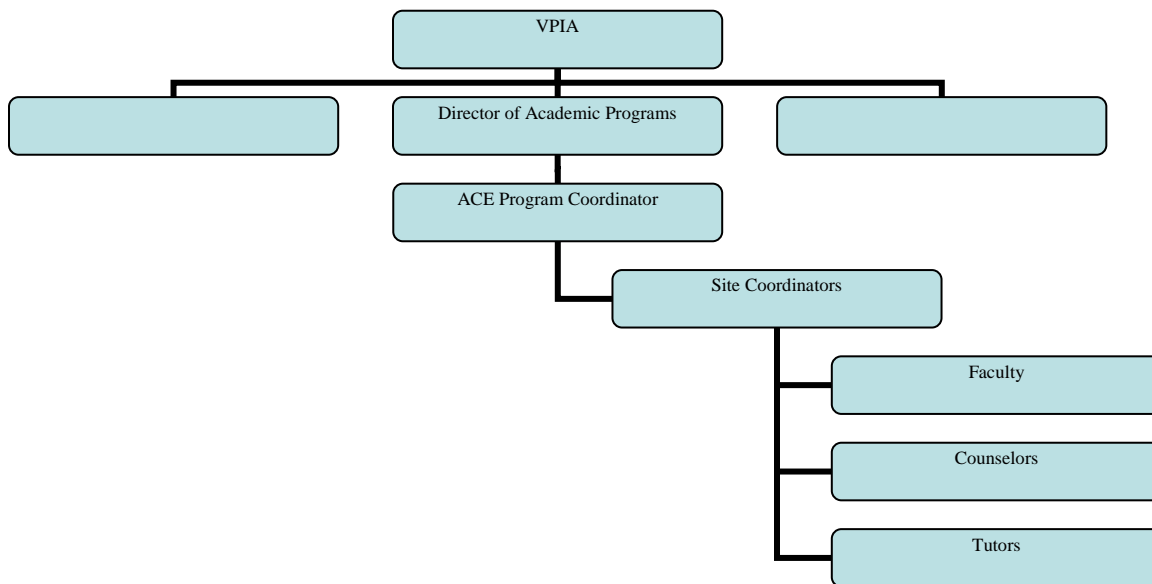
#### **Goals**

Develop in participants the skills and attitude necessary for the attainment of academic career, and life goals.

The students will be able to:

- Demonstrate mastery in math and English skills to be able to complete successfully an introductory level course.
- Determine the value of lifelong learning and demonstrate the skills and attitudes necessary for the attainment of academic goals.
- Demonstrate the critical thinking skills necessary to analyze, interpret, evaluate, process, and apply academic content.
- Utilize and transfer knowledge of the foundations and concepts for math and English to the academic setting.

## Organizational Chart



## Hiring Procedures

ACE follows the guidelines for hiring as dictated by COM-FSM. Refer to the COM-FSM Personnel Policy Manual, section VI, Employment. Faculty and staff hired to work with ACE must have work experience related to developmental education, belong to a professional organization specializing in developmental education, and/or possess certification from a nationally recognized organization specializing in developmental education in addition to the qualifications specified by each position at the College.

## Job Descriptions

<b>Job Title:</b>	ACE Program Coordinator
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<b>Department:</b>	Instructional Affairs
<b>% of Time:</b>	100%

## Job Responsibilities

- Supervises the site coordinators to ensure successful implementation of ACE.
- Represents the program to the Director of Academic Programs, the Vice President of Instructional Affairs, and external institutions.
- Presents curricular and/or program changes to the COM-FSM Curriculum Committee.
- Provides general oversight of the business procedures and expenditures.
- Consults with site coordinators on curriculum development, implementation and evaluation
- Ensures communication and dialogue across each campus through the site coordinators and organizes face-to-face meetings at least one time each year and conference calls at least one time each semester.
- Writes grants to support the program activities
- Coordinates assessment of ACE

<b>Job Title</b>	Site Coordinator
<b>Department</b>	Instructional Affairs/Student Services
<b>% of Time</b>	Full time, 10 month, 8 contact hours instruction, 50% release time, summer optional.

## Job Responsibilities

- Attends and participates in weekly ACE meetings and conducts weekly tutor meetings at campus.
- Is responsible for weekly ACE meeting agendas.
- Communicates with ACE Program Coordinator bi-monthly.
- Assists in designing common exit evaluations tools and exams.
- Over sees implementation of ACE at the campus
  - Recruitment and selection of part-time instructors, mentors and tutors.
  - Development and dissemination of ACE information to the campus community.
  - Manages tutoring lab and its operation which includes developing lab schedules and tutor schedules.
  - Participates in data analysis and program evaluations.
  - Establishes procedures for use of Hawkes Learning Systems for self-paced work.
- Attends conferences and workshops on tutor training skills.
- Maintains effective working relationship with COM-FSM administration, financial aid, and counseling.
- Maintains awareness of ACE to instructors/offices/programs.
- Assists in providing data for yearly program evaluation and assessment reports.
- Works with advising students as well as those students having problems.
- Responsible for training ACE advisors at campus.

- Plans and implements ACE student orientation session at campus.
- Teaches up to eight (8) contact hours of ACE courses.
- Performs other reasonable duties as assigned by the coordinator consistent with ACE objectives and the purposes of the position.

<b>Job Title</b>	ACE Faculty
<b>Department</b>	Instructional Affairs
<b>% of Time</b>	Full time, 10 month, 16 contact hours instruction, summer optional

## Job Responsibilities

### Instructing:

- Coordinate instruction, assignments, & assessments
- Maintain records of students' grades and attendance
- Arrange for class coverage in event of absence

### Tutoring:

- Meet with students, individually or in small groups, to review material presented in classroom instruction

### Mentoring:

- Suggest alternative strategies to help students achieve mastery based on their particular learning styles
- Advise, counsel, and/or refer students for additional services for special needs

### Proctoring:

- Oversee assessments and ensure their academic integrity

### Maintaining Records:

- Organize and schedule unit assessments
- Ensure that course content is completed within the cycle
- Ensure that grades for assessments are posted and given to students
- Post and submit final grades to campus Instructional Coordinator
- Refer attendance, performance, and behavior problems to coordinators

### Collaborating:

- Attend ACE orientation, faculty/staff meetings, and training sessions
- Work with all team members to resolve student and programmatic problems

<b>Job Title</b>	ACE Counselor
<b>Department</b>	Student Services
<b>% of Time</b>	Full time, 12 month, Same as % of student population (ACE students = 1/3 of student population, then 33% of Counselor's time spent with ACE students.

## Job Responsibilities

- Conduct orientation to the college and ACE program
- Assist with placement and testing of students
- Arrange for peer counseling and tutoring sessions
- Establish and maintain relationships with academic advisors
- Provide personal and academic counseling involving an analysis of the student's current course of study and class problems
- Arrange and/or conduct workshops for first year college experience seminars
- Keep a complete up to date record of all students entering and exiting ACE
- Assist in planning and implementing assessment projects and writing reports for ACE
- Performs other reasonable duties as assigned by the coordinator consistent with ACE objectives and the purposes of the position.

<b>Job Title</b>	ACE Tutor
<b>Department</b>	Student Services
<b>% of Time</b>	10 months, 20 hrs/wk 100%

- Meet with students on a one-to-one or small-group basis to give learning assistance.
- Be able to attend classes you are tutoring for added assistance during self-paced work.
- Maintain a weekly schedule of available hours for student appointments for content course and/or learning strategies.
- Keep regular and accurate records of tutoring sessions using relevant forms.
- Visit class(es) you are tutoring and make contact with the instructor at least once to obtain any necessary course syllabi or materials.
- Attend tutor-training sessions as required by the Site Campus Coordinator.
- Attend relevant workshops.
- Assist with additional duties as needed, for example, organizing materials or performing clerical duties.

## Components

## Philosophy of program approach

Achieving College Excellence was developed based on review of research on successful developmental education programs and on materials and ideas from the National Association of Developmental Education Conferences. Key components are modular instruction, strong student support systems, intrusive advising, tutoring programs, specially trained faculty and staff with creative ideas.

Students taking ACE courses are required to complete each course with at least 80% mastery of all learning outcomes.

## ACE Courses

### COURSE MODULE

#### ACE English I

##### A. Program Learning Outcomes (PLOs)

- (1) Demonstrate mastery in math and English skills to be able to complete successfully an introductory level course.
- (2) Determine the value of lifelong learning and demonstrate the skills and attitudes necessary for the attainment of academic goals.
- (3) Demonstrate critical thinking skills necessary to analyze, interpret, evaluate, process, and apply academic content.
- (4) Utilize and transfer knowledge of the foundations and concepts for math and English to the academic setting.

##### B. Course Learning Outcomes (CLOs): The student will be able to

- (1) Utilize the English language for interpersonal and academic communication in preparation for regular college work and demonstrate basic proficiency in critical and analytical thinking skills  
→ note-taking, class discussions, oral presentations, analysis and critiques of presentations
- (2) Demonstrate basic pre-reading, reading, and post-reading skills for reading academic texts  
→ text formats, purpose for reading, activation of prior knowledge, identification of main idea and supporting details, prediction, context clues, rephrasing, summarizing, responding to text  
*[NOTE: At least one theme must cover the values of lifelong learning.]*
- (3) Write well-organized paragraphs and essays using appropriate sentence structures, grammar, the writing process, and time management skills  
→ sentence, paragraph and essay structures; rhetorical patterns; grammar; pre-writing, drafting, revising, and editing
- (4) Utilize and transfer knowledge of the foundations and concepts for English to the academic setting



→ word problems; discussions; responses to text, summaries, essays using theme topics (from content areas)

**PLO-CLO Matrix**

CLO	PLO1	PLO2	PLO3	PLO4
1	I, D		I	I, D
2	I, D	I, D	I, D	I
3	I, D	I, D	I	I
4	I, D	I	I	I

I = introduced  
D = demonstrated  
M = mastered

**C. Student Learning Outcomes (SLOs): The student will be able to:**

**CLO 1:** Utilize the English language for interpersonal and academic communication in preparation for regular college work and demonstrate basic proficiency in critical and analytical thinking skills

Student Learning Outcomes	Assessment Strategies
1.1 demonstrate accurate note-taking skills as he listens to conversations and short-lecture excerpts.	1.1 Student will complete cloze exercises, submit written notes after listening to short passages.
1.2 answer questions following a conversation or short lecture.	1.2 Student will engage in group discussions ( use check list) and ask appropriate questions in class as graded on a rubric.
1.3 demonstrate both receptive English and productive English.	1.4 Student will engage in group discussions, use check list, and ask appropriate questions in class as graded on rubrics.
1.4 define new vocabulary related to chapter themes.	1.4 Quiz

**CLO 2:** Demonstrate basic pre-reading, reading, and post-reading skills for reading academic texts

Student Learning Outcomes	Assessment Strategies
2.1 demonstrate familiarity with text formats (i.e., table of contents, foreword, index, glossary, tables, headings, subheadings, etc.)	2.1 The student will locate information in a variety of textbook parts in order to successfully complete a homework assignment, quiz, or exam.
2.2 state a purpose for reading a piece of text.	2.2 Student will write or orally share an established purpose for reading a piece of text.
2.3 employ prior knowledge and/or develop new	2.3 Student will discuss what he

background knowledge for better comprehension.	knows about a piece of text in small groups; make lists of what he already knows and what he wants to know about the piece and share in groups.
2.4 identify main idea, supporting details, facts and opinions and make inferences.	2.4 Student will write reactions to text graded with a rubric; exams.
2.5 employ context clues and decoding skills to deduce vocabulary meanings.	2.5 vocabulary quiz
2.6 rephrase and explain main ideas from a reading passage.	2.6 Student will rephrase and write explanations graded with a rubric.
2.7 summarize short reading passages.	2.7 Student will write summaries graded with a rubric.
2.8 respond to reading.	2.8 Student will write reaction papers, keep a reading journal, discuss readings in small groups as graded on rubrics.

CLO 3: Write well-organized paragraphs and essays using appropriate sentence structures, grammar, the writing process, and time management skills

[Note: Writings are identified in assessment strategies 2d, f, and g.]

<b>Student Learning Outcomes</b>	<b>Assessment Strategies</b>
3.1 write correctly structured simple and complex sentences.	3.1 Written reactions to text graded with a rubric; quizzes
3.2 organize paragraphs / essays.	3.2 Student will write an outline, use guided free-writing, prepare a graphic organizer, or other pre-writing strategy on paragraph / essay topic (2d, f, g) and submit with final draft. Pre-writing evaluation is included on rubric used to grade final draft of essay.
3.3 write coherent paragraphs / essays	3.3 Student will submit multiple drafts of paragraphs / essays with topic sentences / thesis statements and related supporting details using variety of organizational patterns. Graded with analytic rubric.
3.4 revise paragraphs / essays.	3.4 Student will conduct peer reviews using a guide from the instructor to answer questions about various paragraphs / essays. Peer review graded with a rubric.
3.5 edit paragraphs / essays.	3.5 Student will write a final draft of each of various paragraphs / essays incorporating necessary revisions from peer reviews, including correct grammar and appropriate sentence structures. Graded with analytic rubric.

3.6 utilize new vocabulary related to chapter themes.	3.6 Student will write paragraphs / essays using new vocabulary related to chapter themes. Graded with checklist.
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CLO 4: Utilize and transfer knowledge of the foundations and concepts for English to the academic setting

Student Learning Outcomes	Assessment Strategies
4.1 describe titles, headings, and labels in charts, tables, and various graphs found in reading passages.	4.1 Student will state orally or in writing the various parts of charts, tables, and graphs.
4.2 explain how and why charts, tables, and graphs in reading passages summarize or clarify the content of the passages.	4.2 Student will state orally or in writing the relation between charts, tables, and graphs in reading passages and the content of the passages.
4.3 describe how percentages, including ratios and proportions are used in reading passages.	4.3 Student will state orally or in writing the use of percentages, including ratios and proportions, in reading passages.

#### D. REQUIRED TEXT AND MATERIALS

##### i. Required Text:

- Blanchard, Karen & Root, Christine. *Ready to Write*, Level 3, 3<sup>rd</sup>. or most current ed. Pearson, 1997. ISBN: 978-0-13-136334-2.
- Lester & Resnick. *Text and Thought: An Integrated Approach to Reading and Writing*, 2<sup>nd</sup> ed. or most current ed. Longman. ISBN 13: 0-321-08919-7

ii. Required Materials: One novel from the 8-10 graded reading level of the Townsend Press Library series. Text to be selected by the division chair in consultation with the ESL/developmental faculty. The complete list of books in the series can be viewed at <http://www.townsendpress.com/books.php>.

#### E. REFERENCE MATERIALS

##### i. Listening

- Adams, Thomas W. and Susan R. Kuder. *Attitudes through Idioms*. 2<sup>nd</sup> ed. Newbury House, 1994.
- Beylan, David and Neil Murry. *Contemporary Topics*. NY: Longman, 1993.
- Dunkel, Patricia and Frank Pialosi. *Advanced Listening Comprehension*. 1982. (Tapes).
- James, Gauge, Charles G. Whitley, and Sharon Bode. *Listening in and Speaking out*. NY: Longman, 1980. (Tapes).
- King, Carol and Nancy Stanley. *Building Skills for the TOEFL*. Nelson, 1989. (Tapes).

- Roguski, Connie and Edith Palmberg. *Academic Mini-Lectures*. Heinle & Heinle, 1990. (Tapes).

ii. Supplemental Reading

- Ashby, Gene, Ed., *Micronesian Customs and Beliefs*, Rainy Day Press
- Ashby, Gene, Ed., *Never and Always, Micronesian Legends, Fables and Folklore*, Rainy Day Press.
- Other materials selected by the instructor, including but not limited to newspaper or magazine articles, novels and short stories, reference texts, local or regional publications
- Computer software selected by the instructor, including but not limited to, *Speed Reader* and *TOEFL Mastery*.

iii. Writing

- Azar, Betty Schramper. *Understanding and using English grammar*, 2nd Ed. Prentice Hall Regents, Upper Saddle River, NJ, 1989. (Textbooks and Workbooks, Volumes A and B)
- Winkersky, Joy, Boerer, Jan, and Holquin-Bologh, Diana. *Writing paragraphs and essays*. Wadsworth Pub., Belmont, CA, 1992.
- Other supplemental materials selected by the instructor, including, but not limited to, reference texts, newspaper or magazine articles, local or regional publications.
- Computer software selected by the instructor, including, but not limited to, *Perfect Copy*.

**G. METHODS OF INSTRUCTION:** Lecture/discussion, group work, oral presentations, guest speakers, computer assisted learning, collaborative learning, class assignments.

**F. COURSE CONTENTS**

The course will focus on reading strategies necessary for students to effectively process academic content materials and will be divided into academic themes. Themes must include a topic on valuing lifelong learning. Students will read, discuss, present orally and write about the academic themes. Study skills such as time management, decision making, and goal setting are emphasized in the process of writing and preparing assignments.

A. Pre-reading skills; listening; pre-writing

- Surveying – books, chapters, text
- Establishing a purpose for listening and reading
- Predicting
- Outlining/note taking/graphic organizers/free-writing/guided writing

B. Reading skills; speaking, writing; critical thinking

- Identify main idea, supporting details, facts & opinions
- Context clues/root words/pre-fixes & suffixes
- Asking and answering questions
- Thesis statements/topic sentences/supporting details/drafting
- Paragraph construction

- Rhetorical patterns: example, process
- C. Post-reading skills; speaking, writing
- Summarizing/rephrasing
  - Expressing opinions/responding to written text orally and in writing
  - 1-3 minute oral presentations
  - Revising and editing
  - Grammar: subject-verb agreement, sentence fragments, misplaced modifiers, pronoun antecedents

H. **INSTRUCTIONAL COSTS**: None.

I. **EVALUATION**

- i. **Formative**: quizzes, written work, oral presentations, and class discussion participation.
- ii. **Summative**: At the end of the six weeks, an essay graded with the COMET essay rubric and a standardized reading test.
  - P (Pass) = 31 and above on the essay; 9<sup>th</sup> grade and above reading comprehension
  - N (No credit) = below 31 on the essay; below 9<sup>th</sup> grade reading comprehension

**COURSE MODULE**

**ACE English II**

**A. Program Learning Outcomes (PLOs)**

- (1) Demonstrate mastery in math and English skills to be able to complete successfully an introductory level course.
- (2) Determine the value of lifelong learning and demonstrate the skills and attitudes necessary for the attainment of academic goals.
- (3) Demonstrate critical thinking skills necessary to analyze, interpret, evaluate, process, and apply academic content.
- (4) Utilize and transfer knowledge of the foundations and concepts for math and English to the academic setting.

**B. Course Learning Outcomes (CLOs):** The student will be able to

- (1) Utilize the English language for interpersonal and academic communication in preparation for regular college work and demonstrate proficiency in critical and analytical thinking skills
  - note-taking, class discussions, oral presentations, analysis and critiques of presentations
- (2) Demonstrate pre-reading, reading, and post-reading skills for reading academic texts
  - continue to utilize pre-reading and decoding skills learned in Eng. I, implied ideas, inferences, draw conclusions, determine relevance, identify cause and effect, skimming and scanning skills, rephrase, explain, summarize, paraphrase, synthesize information.

*[NOTE: At least one theme must cover the values of lifelong learning.]*

- (3) Write well-organized essays using appropriate sentence structures, grammar, the writing process, and time management skills  
 → continue to utilize good paragraph structure; essay structures; rhetorical patterns; grammar; pre-writing, drafting, revising, and editing
- (4) Utilize and transfer knowledge of the foundations and concepts for English to the academic setting  
 → word problems; discussions; responses to text, summaries, essays using theme topics (from content areas)

**PLO-CLO Matrix**

CLOs	PLO1	PLO2	PLO3	PLO4	
1	M		D, M	D, M	I = introduced
2	M	M	M	D, M	D = demonstrated
3	M	M	D, M	D, M	M = mastered
4	M	I, D	I, D	D, M	

**C. Student Learning Outcomes (SLOs):** The student will be able to:

**CLO 1:** Utilize the English language for interpersonal and academic communication in preparation for regular college work and demonstrate proficiency in critical and analytical thinking skills

Student Learning Outcomes	Assessment Strategies
1.1 present clear and accurate factual information to small and large groups after researching assigned content.	1.1 Student will present oral presentations of at least 3 minutes graded with a rubric.
1.2 analyze orally presented material for both stated and inferred ideas.	1.2 Student will respond orally or in writing to orally presented material graded with a rubric.
1.3 critique presentations given by classmates and provide appropriate feedback.	1.3 Student will use a rubric for critiquing classmates' presentations and either orally or in writing make suggestions for improvement.
1.4 define new vocabulary related to chapter themes.	1.4 Quiz

**CLO 2:** Demonstrate pre-reading, reading, and post-reading skills for reading academic texts

Student Learning Outcomes	Assessment Strategies
2.1 apply pre-reading skills such as surveying, establishing a purpose for reading, employing background knowledge.	2.1 Student will be asked on a homework assignment, quiz or exam to use a variety of pre-reading skills to predict information in readings.
2.2 identify implied ideas, make inferences, draw conclusions, determine relevance, and cause and effect.	2.2 Student will write reactions to text graded with a rubric; exams.

2.3 rephrase and explain main ideas from a reading passage.	2.3 Student will rephrase and write essay length explanations graded with a rubric.
2.4 summarize reading passages.	2. Student will incorporate summaries of reading passages in essays as supporting details and graded with a rubric.
2.5 synthesize information by relating new information to prior knowledge, experience, interests, and opinions.	2.5 Student will create a concept map.
2.6 employ context clues and decoding skills to deduce vocabulary meanings.	2.6 vocabulary quiz
2.7 demonstrate skimming and scanning skills	2.7 timed quizzes

CLO 3: Write well-organized essays using appropriate sentence structures, grammar, the writing process, and time management skills

[Note: Writings are identified in assessment strategies 2b, c, d, and e.]

<b>Student Learning Outcomes</b>	<b>Assessment Strategies</b>
3.1 write correctly structured paragraphs with topic sentences and supporting details.	3.1 Student will submit final drafts of paragraphs including pre-writing and drafts graded with analytic rubrics.
3.2 organize 5-paragraph essays.	3.2 Student will write an outline, use guided free-writing, prepare a graphic organizer, or other pre-writing strategy on essay topic and submit with final draft. Final draft graded with analytic rubric and checklist for each assignment in the writing process.
3.3 write coherent 5-paragraph essays	3.3 Student will submit multiple drafts of essays with topic sentences, thesis statements and related supporting details using variety of organizational patterns. Drafts graded with analytic rubric.
3.4 revise 5-paragraph essays.	3.4 Student will conduct peer reviews using a guide from the instructor to answer questions about various essays.
3.5 edit 5-paragraph essays.	3.5 Student will write a final draft of each of various essays incorporating necessary revisions from peer reviews, including correct grammar and appropriate sentence structures. Graded with analytic rubric.

3.6 utilize new vocabulary related to chapter themes.	3.6 Student will write essays using new vocabulary related to chapter themes. Graded with a checklist.
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CLO 4: Utilize and transfer knowledge of the foundations and concepts for English to the academic setting

Student Learning Outcomes	Assessment Strategies
4.1 apply pre-reading, reading and post-reading skills to graded reading passages of increasing difficulty.	4.1 Student will ask appropriate prediction questions orally or in writing; identify thematic vocabulary; respond in writing, including summaries and synthesis of information, that is graded with a rubric.
4.2 apply the writing process to a mini-research essay on the sciences, social sciences, or humanities.	4.2 Student will research and write a 3-5 page paper, submitting the pre-writing, drafts and final draft graded with a rubric.

#### D. REQUIRED TEXT AND MATERIALS

##### i. Required Text:

- Blanchard, Karen & Root, Christine. *Ready to Write*, Level 3, 3<sup>rd</sup>. or most current ed. Pearson, 1997. ISBN: 978-0-13-136334-2.
- Lester & Resnick. *Text and Thought: An Integrated Approach to Reading and Writing*, 2<sup>nd</sup> ed. or most current ed. Longman. ISBN 13: 0-321-08919-7.

ii. Required Materials: One novel from the 8-10 graded reading level of the Townsend Press Library series. Text to be selected by the division chair in consultation with the ESL/developmental faculty. The complete list of books in the series can be viewed at <http://www.townsendpress.com/books.php>.

#### E. REFERENCE MATERIALS

##### i. Listening

- Adams, Thomas W. and Susan R. Kuder. *Attitudes through Idioms*. 2<sup>nd</sup> ed. Newbury House, 1994.
- Beylan, David and Neil Murry. *Contemporary Topics*. NY: Longman, 1993.
- Dunkel, Patricia and Frank Pialosi. *Advanced Listening Comprehension*. 1982. (Tapes).
- James, Gauge, Charles G. Whitley, and Sharon Bode. *Listening in and Speaking out*. NY: Longman, 1980. (Tapes).



- King, Carol and Nancy Stanley. *Building Skills for the TOEFL*. Nelson, 1989. (Tapes).
  - Roguski, Connie and Edith Palmberg. *Academic Mini-Lectures*. Heinle & Heinle, 1990. (Tapes).
- ii. Supplemental Reading
- Ashby, Gene, Ed. *Micronesian Customs and Beliefs*, Rainy Day Press.
  - Ashby, Gene, Ed. *Never and Always, Micronesian Legends, Fables and Folklore*, Rainy Day Press.
  - Other materials selected by the instructor, including but not limited to newspaper or magazine articles, novels and short stories, reference texts, local or regional publications
  - Computer software selected by the instructor, including but not limited to, *Speed Reader* and *TOEFL Mastery*.
- iii. Writing
- Azar, Betty Schramper. *Understanding and using English grammar, 2nd Ed.* Prentice Hall Regents, Upper Saddle River, NJ, 1989. (Textbooks and Workbooks, Volumes A and B)
  - Winkersky, Joy, Boerer, Jan, and Holquin-Bologh, Diana. *Writing paragraphs and essays*. Wadsworth Pub., Belmont, CA, 1992.
  - Other supplemental materials selected by the instructor, including, but not limited to, reference texts, newspaper or magazine articles, local or regional publications.
  - Computer software selected by the instructor, including, but not limited to, *Perfect Copy*.

F. **METHODS OF INSTRUCTION**: Lecture/discussion, group work, oral presentations, guest speakers, computer assisted learning, collaborative learning, class assignments.

G. **COURSE CONTENTS**

The course will focus on reading strategies necessary for students to effectively process academic content materials and will be divided into academic themes. Themes must include a topic on valuing lifelong learning. Students will read, discuss, present orally and write about the academic themes. Study skills such as time management, decision making, and goal setting are emphasized in the process of writing and preparing assignments.

- i. Pre-reading skills; listening; pre-writing
- Surveying – books, chapters, text
  - Establishing a purpose for listening and reading
  - Predicting
  - Outlining/note taking/graphic organizers/free-writing/guided writing
- ii. Reading skills; speaking, writing; critical thinking
- Identify main idea, supporting details, facts & opinions, implied ideas and inferences
  - Draw conclusions

- Determine relevance and identify cause and effect
  - Context clues/root words/pre-fixes & suffixes
  - Asking and answering questions
  - Thesis statements/topic sentences/supporting details/drafting
  - Essay construction
  - Rhetorical patterns: example (3 essays)
- iii. Post-reading skills; speaking, writing
- Summarizing/rephrasing
  - Expressing opinions/responding to written text orally and in writing
  - 1-3 minute oral presentations
  - Revising and editing
  - Grammar: subject-verb agreement, sentence fragments, run-on sentences, misplaced modifiers, pronoun antecedents

**H. INSTRUCTIONAL COSTS:** None.

**I. EVALUATION**

- i. Formative: quizzes, written work, oral presentations, and class discussion participation.
- ii. Summative: At the end of the six weeks, an essay graded with the COMET essay rubric and a standardized reading test.
- P (Pass) = 40 and above on the essay; 10<sup>th</sup> grade and above reading comprehension
- N (No credit) = below 40 on the essay; below 10<sup>th</sup> grade reading comprehension

**J. ATTENDANCE POLICY:** Students in ACE cannot miss more than 3 class days of English I. On the 4<sup>th</sup> absence, the student will be withdrawn from the class. 3 late arrivals (more than 10 minutes) will be counted as 1 absence.

**K. ACADEMIC HONESTY POLICY:** The COM-FSM Academic Honesty Policy applies to this course.

**L. CREDIT BY EXAMINATION:** None.

**COURSE MODULE**

**ACE Math I**

**A. Program Learning Outcomes (PLOs)**

- (1) Demonstrate mastery in math and English skills to be able to complete successfully an introductory level course.
- (2) Determine the value of lifelong learning and demonstrate the skills and attitudes necessary for the attainment of academic goals.

- (3) Demonstrate critical thinking skills necessary to analyze, interpret, evaluate, process, and apply academic content.
- (4) Utilize and transfer knowledge of the foundations and concepts for math and English to the academic setting.

**B. Course Learning Outcomes (CLOs):** The student will be able to:

- (1) Apply computational knowledge, methods, and skills in order of operations  
→ order of operations
- (2) Simplify expressions  
→ rational expressions; rational exponents; and factoring
- (3) Solve linear equations, word problems, and functions  
→ solutions of linear equations; use of unit analysis in solutions of word problems that are described by linear equations; computer-based graphing and solutions of linear equations; and function notation
- (4) Graph linear equations and functions  
→ graphing of linear equations; computer-based graphing and solutions of linear equations; and function notation
- (5) Utilize and transfer knowledge of the foundations and concepts for math to the academic setting  
→ percents and word problems; and ratios and proportions

**PLO-CLO Matrix**

CLO	PLO1	PLO2	PLO3	PLO4
1	I,D		I,D	M
2	I		I	I,D
3	I		I	I,D
4	I		I	I,D
5	I,D		D	D

I = Introduced  
 D = Demonstrated  
 M = Mastery at a level appropriate for graduation.

*[NOTE: PLO 2 is not included in ACE Math I and in ACE Math II. It is better reserved for life skills instruction on Fridays.]*

**C. Student Learning Outcomes (SLOs):** The student will be able to:

CLO 1: Apply computational knowledge, methods, and skills in order of operations

Student Learning Outcomes	Assessment Strategies
1.1 master basic arithmetic skills.	1.1 at least 80% correct on a basic arithmetic skills test
1.2 use order-of-operation agreements to simplify numerical expressions	1.2 at least 80% correct on an order-of-operation skills test

CLO 2: Simplify expressions

Student Learning Outcomes	Assessment Strategies
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2.1 simplify rational expressions.	2.1 at least 80% correct on a rational expressions skills test
2.2 simplify formulas and equations.	2.2 at least 80% correct on a formulas and equations skills test
2.3 factor monomial, binomial, & trinomial expressions.	2.3 at least 80% correct on a factoring skills test

CLO 3: Solve linear equations, word problems, and functions

Student Learning Outcomes	Assessment Strategies
3.1 use different methods to solve equations.	3.1 at least 80% correct on a methods skills test
3.2 solve application problems.	3.2 at least 80% correct on an application skills test

CLO 4: Graph linear equations and functions

Student Learning Outcomes	Assessment Strategies
4.1 use different methods to graph linear equations.	4.1 at least 80% correct on a linear equations skills test
4.2 graph inverse and exponential functions.	4.2 at least 80% correct on a functions skills test

CLO 5: Utilize and transfer knowledge of the foundations and concepts for math to the academic setting

Student Learning Outcomes	Assessment Strategies
5.1 translate and use mathematical skills to solve word problems that require percentages, ratios, and proportions.	5.1 at least 80% correct on a word problems skills test
5.2 apply formulas to solve word problems.	5.2 at least 80% correct on a formula skills test
5.3 identify in English classes the use of percentages,	5.3 at least 80% correct on an English ratios and proportions reading/math skills test

#### D. **REQUIRED TEXT AND MATERIALS**

- i. Required Text: Wright, Franklin D. *Introductory & Intermediate Algebra*. 1<sup>st</sup> (or most current edition.) Hawkes Learning Systems, ISBN: 0-918091-98-5 or 978-0-918091-98-7. (bundled with course software)
- ii. Required Materials:

#### E. **REFERENCE MATERIALS**

- i. Teacher Reference: Instructor's Annotated Edition of *Introductory & Intermediate Algebra*
  - ii. Student Reference:
- F. METHODS OF INSTRUCTION**: Lecture/discussion, group work, oral presentations, guest speakers, computer-assisted learning, collaborative learning, class assignments.
- G. COURSE CONTENTS**
- A. Solutions and graphing of linear equations
  - B. Use of unit analysis in solutions of word problems that are described by linear equations
  - C. Order of operations
  - D. Rational expressions
  - E. Percents and word problems
  - F. Computer-based graphing and solutions of linear equations
  - G. Ratios and proportions
  - H. Factoring
  - I. Function notation.
- H. INSTRUCTIONAL COSTS**: None.
- I. EVALUATION**
- i. Formative: Minimum 80% correct on each worksheet/test.
  - ii. Summative: Minimum 80% correct on a final exit test.
- J. ATTENDANCE POLICY**: Per policy in the current college catalog..
- K. ACADEMIC HONESTY POLICY**: Per policy in the current college catalog.
- L. CREDIT BY EXAMINATION**: None.

## **COURSE MODULE**

### **ACE Math II**

#### **A. Program Learning Outcomes (PLOs)**

- (1) Demonstrate mastery in math and English skills to be able to complete successfully an introductory level course.
- (2) Determine the value of lifelong learning and demonstrate the skills and attitudes necessary for the attainment of academic goals.
- (3) Demonstrate critical thinking skills necessary to analyze, interpret, evaluate, process, and apply academic content.
- (4) Utilize and transfer knowledge of the foundations and concepts for math and English to the academic setting.

**B. Course Learning Outcomes (CLOs):** The student will be able to:

- (1) Simplify expressions  
→ rational expressions; radicals and complex numbers; and factoring
- (2) Solve non-linear equations, word problems, systems of equations, inequalities, and functions  
→ solutions and graphing of linear inequalities; computer-based graphing and solutions of quadratic equations; solutions of non-linear systems of equations; and function notation
- (3) Graph non-linear equations, inequalities, and functions  
→ solutions and graphing of linear inequalities; computer-based graphing and solutions of quadratic equations; and function notation
- (4) Utilize and transfer knowledge of the foundations and concepts for math to the academic setting  
→ percents and word problems; and ratios and proportions

**PLO-CLO Matrix**

CLO	PLO1	PLO2	PLO3	PLO4
1				
2	I,D		D	D
3	I,D		D	D
4	I,D		D	M

I = Introduced  
D = Demonstrated  
M = Mastery at a level appropriate for graduation.

*[NOTE: First, CLO1 does not continue in ACE Math II. Second, CLO2 and CLO3 reach Mastery in MS 100. Third, PLO 2 is not included in ACE Math I and in ACE Math II. It is better reserved for life skills instruction on Fridays.]*

**C. Student Learning Outcomes (SLOs):** The student will be able to:

CLO 1: Simplify expressions

Student Learning Outcomes	Assessment Strategies
1.1 simplify complex numbers and radicals.	1.1 at least 80% correct on a simplification test
1.2 simplify formulas and equations.	1.2 at least 80% correct on a simplification test
1.3 factor polynomial expressions.	1.3 at least 80% correct on a factoring test

CLO 2: Solve non-linear equations, word problems, systems of equations, inequalities, and functions

Student Learning Outcomes	Assessment Strategies
2.1 use different methods to solve inequalities and functions.	2.1 at least 80% correct on a methods test
2.2 use different methods to solve systems of equations.	2.2 at least 80% correct on another methods test

2.3 solve application problems.	2.3 at least 80% correct on an application problems test
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CLO 3: Graph non-linear equations, inequalities, and functions

Student Learning Outcomes	Assessment Strategies
3.1 use different methods to graph non-linear equations, and inequalities.	3.1 at least 80% correct on a graph skills test
3.2 graph inverse and exponential functions.	3.2 at least 80% correct on another graph skills test

CLO 4: Utilize and transfer knowledge of the foundations and concepts for math to the academic setting

Student Learning Outcomes	Assessment Strategies
4.1 translate and use mathematical skills to solve word problems that require percentages, ratios and proportions.	4.1 at least 80% correct on a word problems skills test
4.2 apply formulas to solve word problems.	4.2 at least 80% correct on another word problems skills test
4.3 identify and apply in English classes the use of percentages, ratios and proportions	4.3 at least 80% correct on an English reading/math skills test

**D. REQUIRED TEXT AND MATERIALS**

- i. Required Text: Wright, Franklin D. *Introductory & Intermediate Algebra*. 1<sup>st</sup> (or most current edition.) Hawkes Learning Systems, ISBN: 0-918091-98-5 or 978-0-918091-98-7. (bundled with course software)

iii. Required Materials:

**E. REFERENCE MATERIALS**

- i. Teacher Reference: Instructor's Annotated Edition of *Introductory & Intermediate Algebra*
- ii. Student Reference:

**F. METHODS OF INSTRUCTION**: Lecture/discussion, group work, oral presentations, guest speakers, computer-assisted learning, collaborative learning, class assignments.

**G. COURSE CONTENTS**

- A. Solutions and graphing of non-linear equations
- B. Solutions of systems of non-linear equations
- C. Use of unit analysis in solutions of word problems that are described by non-linear equations
- D. Rational expressions

- E. Percents and word problems
- F. Computer-based graphing and solutions of quadratic equations
- G. Ratios and proportions
- H. Factoring
- I. Function notation.

**H. INSTRUCTIONAL COSTS:** None.

**I. EVALUATION**

- i. Formative: Minimum 80% correct on each worksheet/test.
- ii. Summative: Minimum 80% correct on a final exit test.

**J. ATTENDANCE POLICY:** Per policy in the current college catalog..

**K. ACADEMIC HONESTY POLICY:** Per policy in the current college catalog.

**L. CREDIT BY EXAMINATION:** None.

## **Advising and Enrollment**

Advisement scheduling will be coordinated with the site coordinator for each campus.

### **Student Advisement**

Students who take ACE courses will be advised into appropriate classes based on COMET results. Advisors will assist students in completing a course selection form and will schedule students in the appropriate courses. All ACE students will be scheduled for full-time status or a minimum of 12 credits.

### **Entrance/Exit/Placement**

All students entering the College of Micronesia-FSM (COM-FSM) must take the College of Micronesia-FSM Entrance Test (COMET). The following set of entrance scores will be used for the first two years of implementing ACE. Students scoring between the 6<sup>th</sup> and 7.9<sup>th</sup> grade level comprehension score from Gates/McGinitie Reading Test, 28 – 33 on the COMET essay test, and at least 7 on the first subsection of the math test are placed into ACE for the first semester at the College. After the first two years of ACE implementation and assessment on placement and course completion, the proposed entrance to ACE may be moved to between the 8<sup>th</sup> and 9.9<sup>th</sup> grade level comprehension score from Gates/McGinitie Reading Test, 35 - 44 on the COMET essay test, and at least 7 on the first two subsections of the math test. ACE students are considered conditional degree students. ACE students must successfully complete ACE exit



requirements in order to take degree requirements. A student will have two opportunities to complete each of the ACE courses (ESL 091, ESL 092, MS 091 and MS 092).

Students are tested at the end of each 6 week session. In order for a student to exit ACE, they must score at the 10<sup>th</sup> grade level comprehension score from Gates/McGinitie Reading Test, 40 on the COMET essay and 7 on each of the first 3 subsections of the math test.

Students may place into ACE English I or ACE English II and ACE Math I or ACE Math II or a combination such as ACE English I and ACE Math II. Placement in to ACE courses is as follows:

- English I - 6 – 6.9 grade level comprehension score on the Gates/McGinitie Reading Test and between 28-30 on the essay
- English II - 7 – 7.9 grade level comprehension score on the Gates/McGinitie Reading Test and between 31 – 33 on the essay
- Math I - 7 or below on the first subsection of the COMET math test
- Math II - above 7 on the first and second subsections and below 7 on the third subsection of the COMET math test

\*This placement will be adjusted after the first two years implementation.

Registration for ACE students should be completed as follows:

- 1) ESL 091a ACE English I, MS 091a ACE Math I, AND ESL 092a ACE English II, MS 092a ACE Math II = 16 credits
- 2) ESL 091a ACE English I, MS 092a ACE Math II, ESS AND ESL 092A ACE English II = 13 credits
- 3) ESL 092a ACE English II, MS 091a ACE Math I, ESS AND MS 092a ACE Math II
- 4) ESL 092a ACE English II, MS 092a ACE Math II, CA 100 or SS 150, ESS

If a student needs to repeat anyone section of ACE, then the course is labeled with a “b” such as ESL 091b, ESL 092b and a special add/drop is allowed after the first six week session.

## **Withdrawal**

- 1) Unable to successfully complete one of the courses after 2 attempts.
  - The student must then select a certificate program at the College.
  - After completion of the certificate, student may re-challenge COMET for entrance into a degree program.
- 2) Student choice.
  - A student may elect to withdraw from ACE at any time, but in order to continue at the College in the future, the students must re-enter ACE and complete the requirements or take COMET again.
  - A student may withdraw from a course on or before the withdrawal date established for each six week session. The student will then be required to repeat the course.
- 3) Excessive absences.

- An instructor will withdraw a student for excessive absences on or before the withdrawal date established for each six week session.

### **End of Each Six Week Session**

- ACE instructors assign grades for ACE students. Grades for all ACE courses will either be a “P” or “N”. Non-ACE courses will follow the standard grading system of the College.
- Advisors will assist students in completing a drop/add form for those needing to repeat courses.
- Admission Office, Financial Aid and Business Office will update the records of students repeating courses.
- Students will be charged tuition for any additional credits. For example if a student registered for ESL 092 (4 cr.), MS 092 (4 cr.), SS 150 (3 cr.) and ESS (1 cr.) and then repeated ESL 092 the second six weeks, that is 4 more credits.

#### **Note:**

\* After two unsuccessful attempts of any one of the ACE courses, students will no longer be eligible for ACE classes.

## **Faculty Roles**

### **Instructing:**

As instructors, faculty members coordinate instruction, assignments, and assessments by presenting material in brief periods of lecture and activities during which students are actively involved in concepts being covered. In a recent dissertation (2009) by Dr. L. Robert Barber Jr. of the University of Guam’s College of Natural and Life Science on Micronesian learning environments, he states that one factor in the classroom learning environment that promotes learning is interactive and experiential learning approaches such as peer learning, group work, and class discussions; learn then apply; and outside class (real world) experiences. The campus Instructional Coordinator will conduct observations and reviews to assess instructors’ inclusion of a variety of teaching methods that address different learning styles (#5, Instructional Faculty Evaluation Form, appendix N of Personnel Manual).

In the event of their own absence, an instructor should inform the appropriate Instructional Coordinator or site coordinator or the division secretary of illness before 8:00 a.m. that sick leave will be taken. A physician’s certification may be required for extended illness. (2007 Faculty Handbook, p33)

### **Mentoring:**

As mentors, faculty members are sensitive to learning styles and can suggest alternative strategies to help students achieve mastery of material based on their particular learning styles. They may also need to advise, counsel, and/or refer students for additional service for specific needs.

### **Proctoring:**

As proctors, faculty members oversee assessment to ensure their academic integrity. Faculty will give the initial assessment for each ACE course and ensure that all assessments are given during the six week cycle. Faculty will also administer the exit assessment. The final essay assessment is to be scored by a two member team that does not include the instructor.

### **Tutoring:**

As tutors, faculty members meet with students individually or in small groups, to review and/or re-teach material presented in classroom instruction, to respond to questions, to provide additional demonstration to students, and to engage students in additional activities.

### **Maintaining Records:**

Faculty members must organize and schedule unit assessments. They must also ensure that all course content is completed within the session and that grades are submitted within 2 days after completion of the assessment. It is the instructor's responsibility to see that all paperwork is completed so that final grades can be posted in the database at the end of each session.

Attendance is necessary for student success. Faculty members handle attendance and performance issues. Behavioral issues should be referred to the counselor. Faculty submit a withdrawal for any student who has missed more than 3 classes.

Finally, faculty-members ensure that students are instructed how to complete the student evaluation of the instructor survey. The evaluation survey will be given before students receive their credit for course completion. The surveys are necessary to ensure proper evaluation of the program.

### **Collaborating:**

Faculty members realize they are part of a team and are able to work with tutors, counselors, and student services staff in order to resolve student and programmatic problems. Faculty/staff participate in meetings and trainings. In all roles, faculty members are expected to use professional judgment to ensure that standards are met and procedures are followed.

### **Compensation:**

- ACE faculty may teach up to 16 contact hours of ACE courses as a regular load.  
Example:

- ESL 091/1 – 1<sup>st</sup>, 6 week session = 4 contact hours
- ESL 091/2 – 1<sup>st</sup>, 6 week session = 4 contact hours  
8 contact hours (sub-total)
- ESL 092/1 – 2<sup>nd</sup>, 6 week session = 4 contact hours
- ESL 092/2 – 2<sup>nd</sup>, 6 week session = 4 contact hours  
8 contact hours (sub-total) =  
**16 contact hours**
- The site coordinator should not teach more than 8 contact hours of ACE courses

## Class Structure

1. The basic structure of the program is a short (6 to 8 week) term. Monday through Thursday students have intensive six hour academic days. Three hours are for instruction in each of the two content area classes including one hour in each class for laboratory and skill building coursework. Fridays are for self-paced computer skills and life skills work. Students are expected to spend 2 hours outside of class for each hour in class working on assignments, research, homework and projects.

2. Instructional practices will include enhancing a student's strengths while teaching to the student's weaknesses with teaching textbooks. Students will engage in self-paced study with tutors and engage in cooperative learning. Students are in class six hours a day including three hours for English and three hours for Math. Students will be grouped in cohorts.

## Assessment

- Students must achieve 80% mastery on all math assessments.
- At the end of the six weeks, an essay graded with the COMET essay rubric and a standardized reading test.
  - ACE English I = P (Pass) = 31 and above on the essay; 7.9 grade and above reading comprehension; N (No credit) = below 31 on the essay; below 9<sup>th</sup> grade reading comprehension
  - ACE English II = P (Pass) = 40 and above on the essay; 10<sup>th</sup> grade and above reading comprehension; N (No credit) = below 40 on the essay; below 10<sup>th</sup> grade reading comprehension
- Students must be successful at the student learning outcomes for each course and the exit tests to receive a grade of "P".
- Students complete Instructor/Course evaluations at the end of each six weeks.
- Program assessment due each May using COM-FSM assessment guidelines. (See Institutional Assessment Handbook located on the IRPO website)

## Attendance

Attendance is directly related to success in ACE and *all* college courses. Student presence, commitment, and participation in the classroom are necessary and expected.

Students are expected to attend the entire sessions of all classes and tutoring for which they are registered. Consideration will be given for reasonable emergency situations.

A student should contact his or her instructors prior to the classes that the student will miss. Contact information is given to students so they have telephone numbers and email addresses. If prior notice is not possible, students are asked to contact their instructor as soon as possible.

Students in ACE cannot miss more than 3 class days of any one course. On the 4<sup>th</sup> absence, the student will be withdrawn from the class. 3 late arrivals (more than 10 minutes) will be counted as 1 absence.

The calculated drop dates for ACE students must be followed if the student wants to withdraw from the class on his own. A printout of all dates will be given to faculty at beginning of the semester. Students will also get a printout along with their printed schedule.

**NOTE:** *Even though a student may have a legitimate, documented reason for missing class and/or lab, he is not excused from the classroom material or assignments that were given during that time or homework/assessments that were due on date of absence.*

## Financial Aid

Students who are taking developmental courses such as ACE are permitted one year of study under regulations, before they must be admitted to college-level courses, or lose their financial aid.

The following passage is taken from the Financial Aid Handbook:

There is a limit on the amount of noncredit remedial coursework that can be included in a student's enrollment status. The school may not take into account more than one academic year's worth of noncredit remedial coursework (30 semester hours, 45 quarter hours, or 900 clock hours – the equivalent of a typical academic year). However, courses in English as a Second Language (ESL) do not count against the one year limit.

Because of the status of ACE as remedial coursework, the students in ACE are considered part of the regular degree programs and must be admitted to the college with a declared major. Thus, all ACE students are degree students taking remedial coursework for their first academic semester within the college system. Only in this way, can students receive financial aid for the duration of their college degree.

ACE is not a program. Students completing ACE are not “graduates” of a program, merely students who have taken remedial courses with the course IDs that are currently considered to be attached to ACE. In order to retain financial aid for all students, this is essential.

Students are eligible to repeat each course one time. If the student does not successfully complete a course the second time, then that student will be counseled and admitted to a certificate program at the College. An example is ESL 091a and then ESL 091b. Financial aid does not pay for a course that is repeated a third time. The student will also use up the allowed number of credits for remedial course work if a course is repeated more than one time.