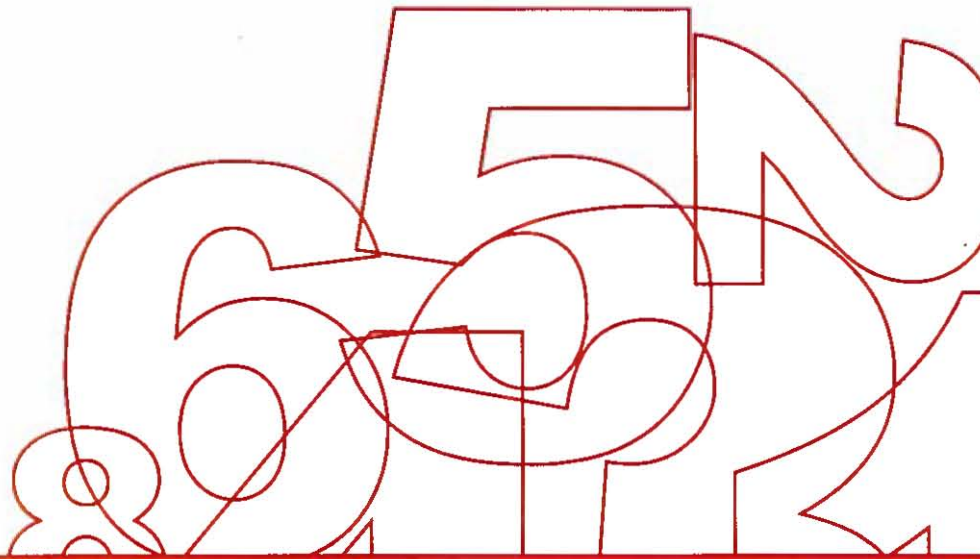


GUAM COMMUNITY COLLEGE

ASSESSMENT

REPORT

June 2008



General Education Impact Study

This report was prepared by Dr. Virginia C. Tudela, Assistant Director, Office of Assessment and Institutional Effectiveness (AIE) and Co-Chair of the Committee on College Assessment, GCC. Administrative assistance was provided by AIE staff Priscilla Johns and Vangie Aguon. Data was compiled by Richard Quiambao, GCC Institutional Researcher and Patrick L. Clymer, GCC Registrar. AIE also wishes to recognize all other GCC constituents who willingly participated in this assessment project.

AIE would like to thank Casey Ksau, GCC Visual Communication and Marketing student for this report's cover design.

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumundát Guáhan

GENERAL EDUCATION IMPACT STUDY
First Assessment Report
AY 2007-2008

Executive Summary

Guam Community College's (GCC) General Education Policy (Gen. Ed.) was first implemented in Fall 2003. Since its initial implementation, the impact of the policy has not been assessed until now. This study examines student enrollment, grade distribution, and completion rates over a five-year period (AY03-04 to AY07-08) and repeater patterns over a four-year period (AY03-04 to AY06-07) in developmental English and math courses to gauge the effect of the Gen. Ed. requirements on *student access and success*.

The findings derived from the study reveal interesting patterns. In terms of enrollment over a five-year period (AY03-04 to AY07-08), EN100W had the greatest enrollment followed by EN100R and EN100B. As for math, there was significantly greater enrollment in MA095 than MA085. In terms of course completions, a majority of EN100B students were awarded a "Z" (63.3%) followed by "P" (17.4%) and "F, TF, RF" (11.1%). Of the total students enrolled in EN100B over the five-year period, 8.4% withdrew from the course. Course completion in EN100R was similar to that in EN100B. A majority of EN100R students were awarded a "Z" (52.2%) followed by a "P" (25.7%) and "F, TF, RF" (12.7%). Of the total students enrolled in EN100R over the five-year period, 9.5% withdrew from the course. Course completion for EN100W was similar to the other two developmental English courses. Most students enrolled in EN100W received a "Z" (49.3%) followed by "P" (20.5%) and "F, TF, RF" (14.7%). Of the total students enrolled in EN100W over the five-year period, 15.5% withdrew from the course. Unlike developmental English courses, developmental math courses did not follow the same completion trend. A majority of MA085 students were awarded a "P" (40.7%) followed by "Z" (25.4%) and "F, TF, RF" (21.4%). Of the total students enrolled in MA085 over the five-year period, 12.6% withdrew from the course. Nearly

the same number of MA095 students was awarded a “P” (38.8%) and “F, TF, RF” (31.0%). Of the total students enrolled in MA095 over the five-year period, 18.4% withdrew from the course.

With regards to student repeaters over a four-year period (AY03-04 to AY06-07), 49% of students enrolled in EN100B repeated the course. Most EN100B *repeaters* repeated the course once (66.8%) followed by twice (20.7%) and three times (6.8%). The remaining 5.7% repeated the course between 4 to 7 times. As for EN100R, of the total students enrolled in the course over the four-year period, 55.8% repeated the course. Like EN100B *repeaters*, most EN100R *repeaters* repeated the course once (62.1%) followed by twice (22.0%) and three times (9.6%). The remaining 6.3% repeated the course between 4 to 8 times. As for EN100W, 53.3% of the total students enrolled in the course over the four-year period repeated the course. Similar to EN100B, most EN100W *repeaters* repeated the course once (65.2%) followed by twice (20.5%) and three times (8.5%). The remaining 5.8% of *repeaters* repeated the course between 4 to 9 times. In terms of math, of the total students enrolled in MA085 over the four-year period, 73.0% repeated the course. Over 85% of MA085 *repeaters* repeated the course once (85.7%) followed by twice (10.8%), and three times (2.1%). The remaining 1.4% repeated the course 4 to 5 times. As for MA095, 63.8% of the students enrolled in the course over the four-year period repeated the course. Of these *repeaters*, 80.0% repeated the course once followed by twice (14.9%) and three times (3.4%). The remaining 1.7% repeated the course between 4 to 6 times.

Considering the above findings, it is recommended that the English and math departments review the curriculum documents for each of their developmental courses and make appropriate modifications to ensure *student access* and *success*. For example, consideration should be given to learning styles as a function of ethnicity when developing course design and content. Also, perhaps incorporate a variety of teaching strategies to address different learning styles. Additionally, English and math faculty should work with their department members to identify ways to improve student achievement in developmental courses. The departments could perhaps schedule faculty

training in multi-cultural awareness in order to better understand the learning styles of their students and how to incorporate this information into their teaching methods and strategies. It is also recommended that since there is no mechanism in place to enforce the Gen. Ed. policy, the Office of Admissions and Registration could work with the SunGard consultants to configure the student module in Banner to notify Admissions and Registration when a student drops or withdraws from a required English or math course. Once notified, Admissions and Registration staff could verify student records for accuracy before any adjustments are made to the student's registration status as indicated in the Gen. Ed. policy. Another recommendation is to have the Gen. Ed. Committee, in coordination with the math and science departments establish a systematic assessment process for English and math developmental courses. It is also recommended that the college look at ways to offer more English and math tutoring services to all students. If possible, consideration should be given to matching tutors and students by ethnicity because of similarities in learning styles. Also, this should minimize language barriers that may hinder the learning process. Additionally, there may be cultural issues to consider when matching students to tutors (ex. same gender matches). Departments and offices offering tutoring services, including tutors themselves, should undergo multi-cultural awareness training so that they are better prepared to meet the needs of students from different ethnic groups. The college should also ensure that students are aware that tutoring services are available.

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Appendix E: Continuous Registration of College English and/or Math Courses

GENERAL EDUCATION IMPACT STUDY
First Assessment Report
AY 2007-2008

I. Introduction and Purpose

In order to ensure that students are adequately prepared to meet business and industry standards, GCC implemented its General Education (Gen. Ed.) policy in Fall 2003. Specifically, GCC's 2003-2004 College Catalog states that:

Recognizing the necessity for students to succeed in the complex and rapidly changing workplace, Guam Community College offers a general education curriculum that introduces students to major areas of knowledge and methods of inquiry. All degree programs require an interdisciplinary general education component that promotes the development of intellectual skills that enable students to become effective learners and informed citizens. Critical thinking, the use of language and computation, appropriate social skills, global awareness, and respect for diverse opinions are among the learning outcomes provided in the general education requirements of each degree program (p. 31).

Prior to this policy, the college did not have a standardized general education core curriculum for all certificate and degree programs.

The Gen. Ed. policy requires that all undeclared or newly declared students enrolled in regularly scheduled postsecondary courses must take a placement exam by the time they have enrolled in 12 credits of classes. Additionally, all undeclared or newly declared students enrolled in regularly scheduled postsecondary courses must be enrolled in or have completed **Fundamentals of English-Reading (EN100R)**, **Fundamentals of English-Writing (EN100W)** (or higher) general education requirements by the time they have enrolled in 12 credits of classes, and must enroll in or have completed the **Introduction to College Algebra (MA108)** (or higher) general education requirement by the time they have enrolled in 15 credits. This means that students may take only 9 credits before they must begin meeting their general education requirements.¹ Appendix A contains a list of current Gen. Ed. courses required of students enrolled in certificate and degree programs at GCC.²

As seen in Appendix A, students declared in certificate programs must take **EN100R (or higher)**, **EN100W (or higher)**, and **MA108 (or higher)**. Students declared in associate degree programs must take **Freshman English (EN110)**, **Finite Mathematics (MA110A)**, **Windows**

¹ GCC's 2003-2004 College Catalog, pgs. 30-31

² GCC 2006-2007 College Catalog, p. 33

Applications (CS151) or Macintosh Applications (CS152), Introduction to Marine Biology (SI103) or Environmental Biology (SI110), General Psychology (PY120) and Introduction to Sociology (SO130). According to the GCC College Catalog, a total of three (3) Gen. Ed. credits are required for certificate programs and a total of 19 Gen. Ed. credits are required for associate degree programs.

Although GCC's Gen. Ed. policy requires that students enrolled in certificate and degree programs take specific English and math courses, depending on their COMPASS test scores³, students may be required to take lower-level English and math courses before they can take these courses. For instance, students with a COMPASS English reading test score less than 38 must pass EN100B before enrolling in EN100R. They then must pass EN100R before enrolling in EN100W. Once they pass EN100W they could enroll in EN110. As for math, although declared students in certificate programs must pass MA108 or higher and declared students in degree programs must pass MA110A, depending on COMPASS math placement test scores, students may be required to take lower-level math courses. For example, students with a placement test score less than 47 in the pre-algebra portion of the COMPASS placement test must pass MA085 before taking MA095. Once they pass MA095, they can take MA108 and once they pass MA108, they can take MA110A.

The Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges' (ACCJC-WASC) evaluation team that visited GCC on February 27, 2006 to March 2, 2006 made the following recommendations with respect to the college's Gen. Ed. policy⁴:

The college has adopted new math and English course requirements for all certificate and degree programs. These requirements are unitary for all programs. The college should assess the effect of these new requirements on student access and success.

Based on an assessment of the student learning outcomes for each program, the college should engage in a dialogue about the appropriate levels of English and math to require for various programs. (Standards II.A.3)

³ COMPASS stands for Computer-Adaptive Placement Assessment and Support System. It is a comprehensive software package developed by ACT to help postsecondary institutions place students into appropriate course levels. GCC adopted COMPASS in Fall 2005 to place students into English and math courses.

⁴ Accrediting Commission for Community and Junior Colleges' Evaluation Team Report of Guam Community College, April 2006, p. 5.

In the April 2006 Accrediting Commission for Junior Colleges' Evaluation Team Report, reference was made to the recommendations of the previous evaluation team. This study relates to the following recommendation: "To implement and support an English and Mathematics assessment and sequencing program to ensure *student access* to appropriate courses and permit program completions in a reasonable time" (p. 14). Therefore, for purposes of this study, *student access* refers to sequential movement to appropriate courses and *student success* refers to program completions in a reasonable time.

In response to the recommendations above, GCC developed a recommended plan of action to address the ACCJC's concerns with the college's Gen. Ed. Policy. The plan includes the following steps⁵:

- Design and implement a well thought-out study that assesses the impact of the General Education policy in terms of enrollment, student learning, and other relevant variables;
- Systematize the collection and analysis of student data in English and math classes dating back to Fall 2003 when the Gen. Ed. policy was first implemented. This effort will be led by the college's Institutional Researcher, in partnership with the Registrar;
- Seek general input from faculty and Deans; initiate a dialogue with the Gen. Ed. committee regarding the expansion of the Gen. Ed. curriculum to include Humanities and Fine Arts courses. This effort will be spearheaded by the Vice President of Academic Affairs, in consultation with relevant Faculty Senate committees;
- Produce a Gen. Ed. impact study report; disseminate results widely to Faculty Senate committees, and engage in campus-wide dialogue; include highlights and synthesis of discussion in 8th AIAR;

To address the substantive aspects of the plan outlined above, the objectives of this study are:

- To examine student enrollment in developmental English and math courses over a five-year period (AY03-04 to AY07-08)
- To examine grade distribution in developmental English and math courses over a five-year period (AY03-04 to AY07-08)
- To examine completion rates in developmental English and math courses over a five-year period (AY03-04 to AY07-08)
- To examine the number of times students repeated a developmental English or math course over a four-year period (AY03-04 to AY06-07)⁶

⁵ 7th AIAR- Table 20: *Matrix of Recommendations and Responsibilities for AY 2007-2008*, p. 140

⁶ GCC's new student information system from SunGard, called Banner, was launched in June 1, 2007. Prior to this date, data from the previous student database, NIAS (National Institute for Administrative Systems), was migrated into Banner. Although a Gen. Ed. student data report was created to extract *repeater* data for AY07-08, attempts to connect students in Banner with students in NIAS were unsuccessful because of the differences in student IDs in NIAS and Banner. Without this connection, the continuity of repeating students in Gen. Ed. courses was broken. Consequently AY 07-08 repeater data is not possible at this time.

II. Methodology

This study looks at enrollment in the following five developmental English and math courses: (a) **Fundamentals of English-Basic (EN100B)**, (b) **Fundamentals of English-Reading (EN100R)**, (c) **Fundamentals of English-Writing (EN100W)**, (d) **Fundamentals of Mathematics (MA085)**⁷, and (e) **College Mathematics (MA095)**

According to GCC's 2006-2007 College Catalog, EN100B is designed for students who need developmental work in reading, writing, listening and speaking skills prior to taking EN100R and EN100W. EN100R is designed for students who need developmental work in reading, vocabulary and comprehensive skills prior to entry into **Freshman English (EN110)**.

The catalog goes on to explain that EN100W incorporates the writing process approach, providing time and opportunities for writers in the student-instructor/student-student conferencing process. MA085 includes a review of the basic mathematical operations involving whole numbers, fractions, decimals, and percents. MA095 is a continuation of MA085 and is designed to provide students with basic mathematical skills needed in the trade and technical fields. Mathematical concepts taught in MA095 include operations with fractions, percentages, units of measurement, basic geometry, basic statistics, real numbers, order of operations, simple algebraic expressions, equation solving, plotting points on the Cartesian coordinate system, and problem-solving. Appendix B contains course guides of all these developmental English and math courses.

Data for this study was provided by the Office of Admissions and Registration and includes Fall, Spring, and Summer enrollment information for AY03-04 to AY07-08, covering a five-year period. This data was analyzed using Microsoft Excel spreadsheets.⁸

⁷ Formerly MA100

⁸ It is important to note that this study was based solely on the information provided by the Office of Admissions and Registration, as extracted from the NIAS database.

III. Results and Discussion

Enrollment Trends:

Developmental English

Figure 1. 5-Year Enrollment in EN100B, EN100R, and EN100W

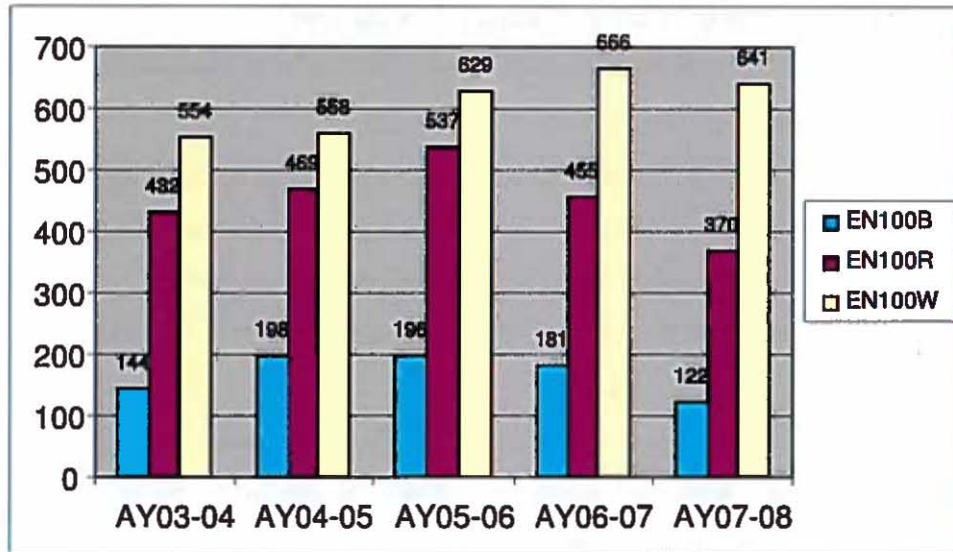


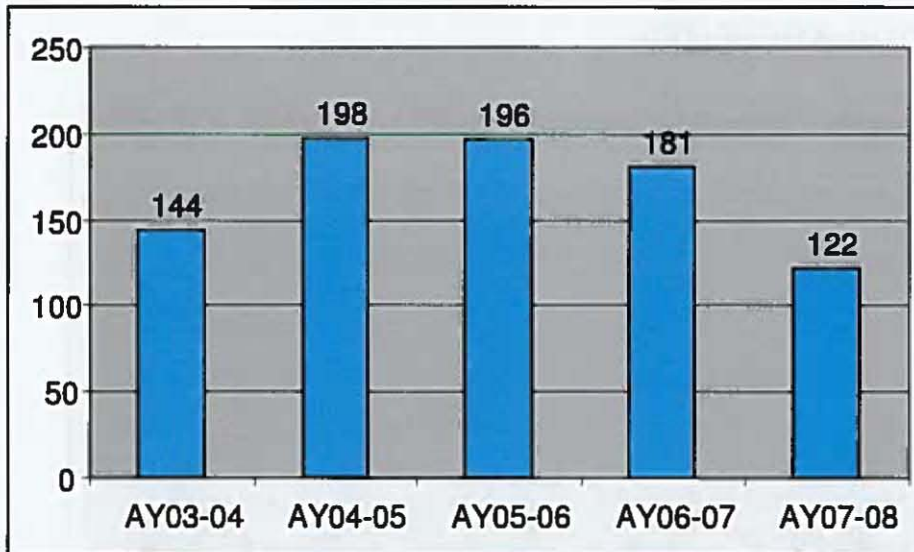
Figure 1 above reveals that out of the three English developmental courses, EN100W had the greatest enrollment followed by EN100R and EN100B. Enrollment in EN100W increased from AY03-04 to AY06-07 but decreased in AY07-08. Enrollment in EN100B increased in AY04-05 but decreased afterwards. Enrollment in EN100R increased from AY03-04 to AY05-06 but decreased in AY06-07 and AY07-08.

The high number of students needing developmental English is not surprising, since as seen in the Guam Public School System (GPSS) School Year 2006-2007 Annual State of Public Education Report (Appendix C), 54.0% of GPSS students enrolled in 12th Grade Reading and 69.0% of GPSS students enrolled in 12th Grade Language performed *below basic* on the Stanford Achievement Test (SAT10).⁹ This means that these students have little or no mastery of fundamental knowledge and skills in these areas.

⁹ The SAT10 is a standardized achievement test used to measure academic knowledge of elementary and secondary school students.

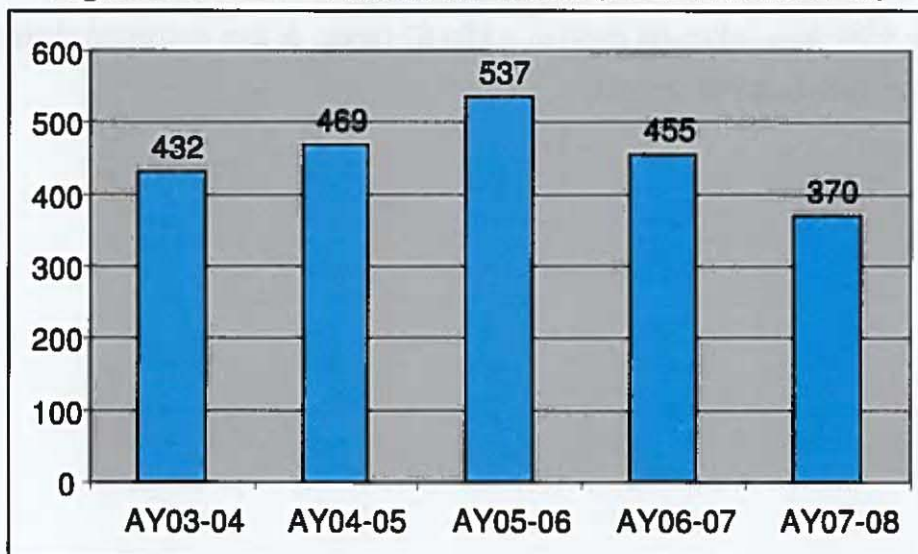
The following three graphs breaks down the summary data above by individual courses.

Figure 2. 5-Year Enrollment in EN100B (AY03-04 to AY07-08)



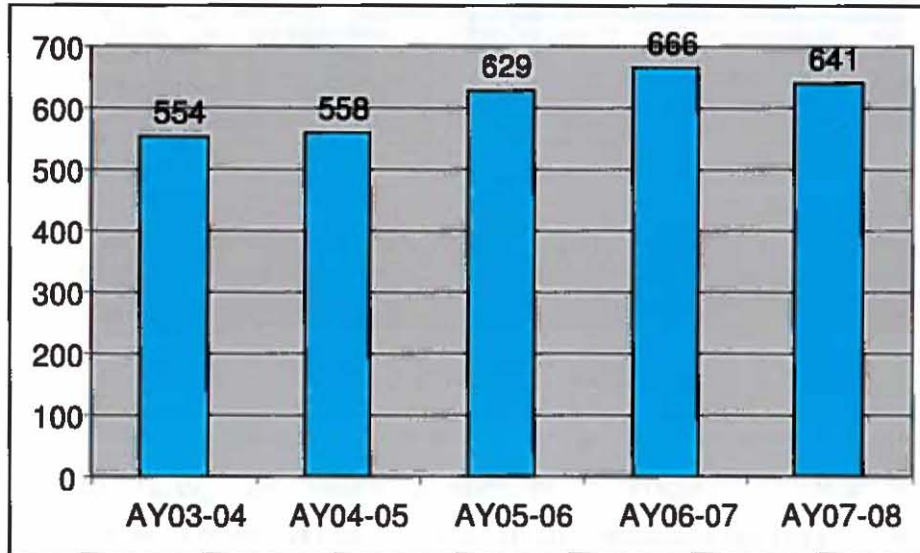
According to Figure 2 above, enrollment in EN100B increased by 37.5% from AY03-04 (144) to AY04-05 (198) and decreased slightly by 1.1% from AY04-05 (198) to AY05-06 (196). Enrollment decreased further by 7.7% from AY05-06 (196) to AY06-07 (181) and by 32.6% from AY06-07 (181) to AY07-08 (122).

Figure 3. 5-Year Enrollment in EN100R (AY03-04 to AY07-08)



As for EN100R, Figure 3 above reveals an 8.6% increase in enrollment from AY03-04 (432) to AY04-05 (469). Enrollment continued to increase by 14.5% from AY04-05 (469) to AY05-06 (537) but decreased by 15.3% from AY05-06 (537) to AY06-07 (455) and by 18.7% from AY06-07 (455) to AY07-08 (370).

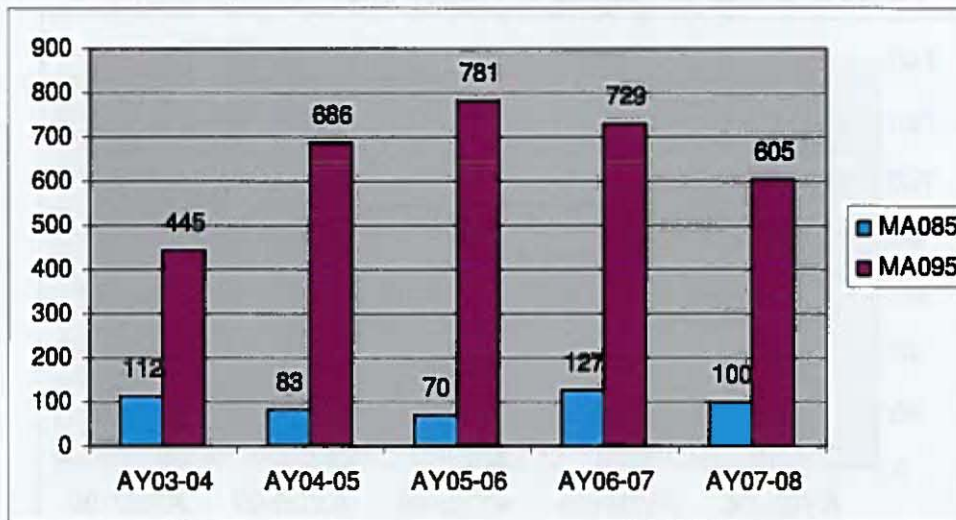
Figure 4. 5-Year Enrollment in EN100W (AY03-04 to AY07-08)



As mentioned earlier, enrollment in EN100W increased from AY03-04 to AY06-07 but decreased in AY07-08. As seen in Figure 4 above, enrollment increased slightly by 0.8% from AY03-04 (554) to AY04-05 (558). It increased by 12.8% from AY04-05 (558) to AY05-06 (629) and by 5.9% from AY05-06 (629) to AY06-07 (666). It then decreased slightly by 3.8% from AY06-07 (666) to AY07-08 (641).

Developmental Math

Figure 5. 5-Year Enrollment in MA085 and MA095



As for developmental math courses, Figure 5 above reveals that out of the two developmental math courses, enrollment was significantly greater in MA095 than MA085. In AY03-04, enrollment in MA095 was nearly four times as much as the enrollment in MA085. In AY04-05, enrollment in MA095 was over eight times as much as the enrollment in MA085. In AY05-06, enrollment in MA095 was over eleven times as much as the enrollment in MA085. In AY06-07 enrollment in MA095 was over five times as much as the enrollment in MA085 and in AY07-08 enrollment in MA095 was over six times as much as the enrollment in MA085.

As is the case with developmental English courses, the high numbers of students needing developmental math is not surprising since as seen in the Guam Public School System (GPSS) School Year 2006-2007 Annual State of Public Education Report (Appendix C), 91% of GPSS students enrolled in 12th Grade Math performed *below basic* on the SAT10.

The following two graphs breaks down the summary data above by individual courses.

Figure 6. 5-Year Enrollment in MA085 (AY03-04 to AY07-08)

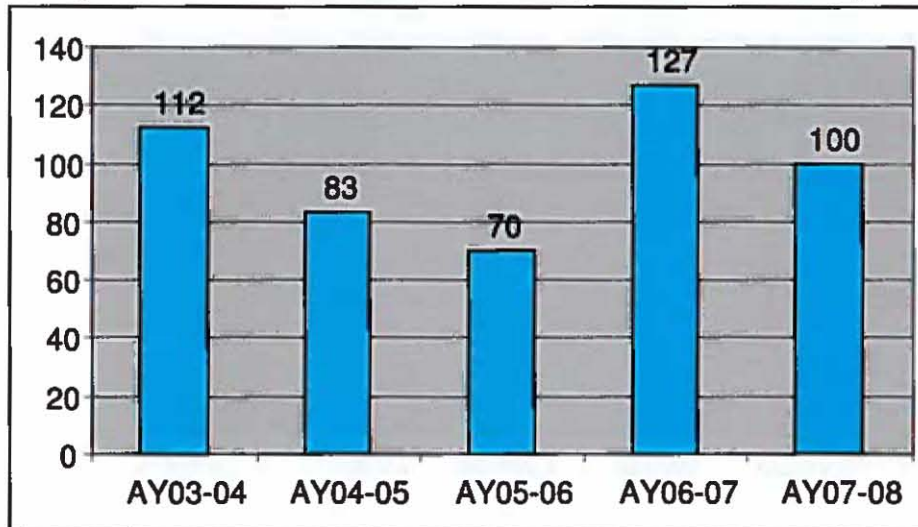
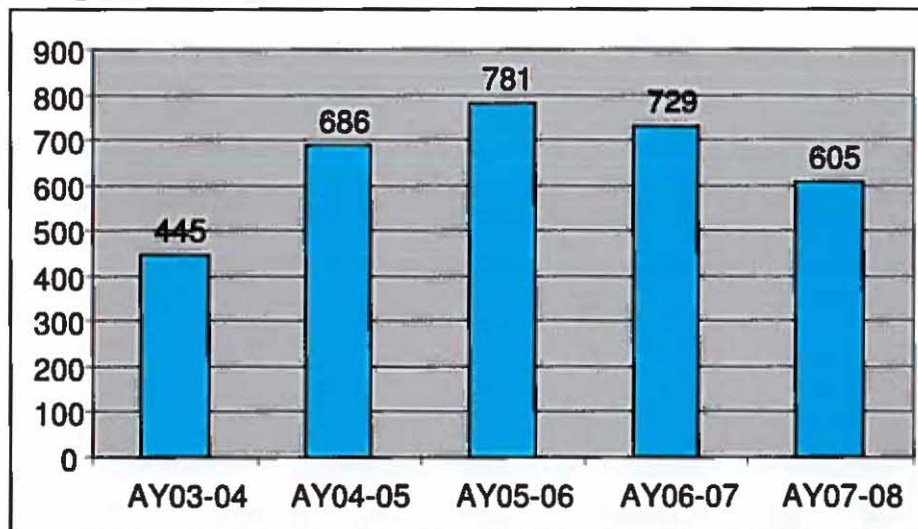


Figure 6 above shows a 25.9% decrease in enrollment in MA085 from AY03-04 (112) to AY04-05 (83). It further decreased by 15.7% from AY04-05 (83) to AY05-06 (70) but increased sharply by 81.5% from AY05-06 (70) to AY06-07 (127). Enrollment then decreased by 21.3% from AY06-07 (127) to AY07-08 (100).

Figure 7. 5-Year Enrollment in MA095 (AY03-04 to AY07-08)



As for enrollment in MA095, Figure 7 above reveals a 54.2% increase in enrollment from AY03-04 (445) to AY05-06 (686) and a 13.9% increase from AY04-05 (686) to AY05-06 (781). Enrollment then decreased by 6.7% from AY05-06 (781) to AY06-07 (729) and by 17.0% from AY06-07 (729) to AY07-08 (605).

Course Completion:

Developmental English

Students enrolled in developmental courses can earn grades of "P", "Z", or "F". A "P" indicates that a student passed the course, a "Z" indicates that a student is making progress but has not reached the required scores to pass, and an "F" indicates that a student failed the course, typically due to excessive absences. Students can also receive grade designations of "TF" and "RF". "TF" indicates that a student registered for the course but never attended and "RF" indicates that the student initially received an "F" for the course but repeated the course. Another grade designation that students can receive is "W", meaning that a student was registered for the course but withdrew during the scheduled withdrawal period.

The following five charts contain information on course completion rates for developmental English and math courses.

Table 1. EN100B Completion Rates (AY03-04 to AY07-08)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%	AY 07-08	%
Successful Outcomes										
Earned Credit for the Course (P)	20	13.9%	43	21.8%	42	21.5%	18	10.0%	23	18.9%
Unsuccessful Outcomes										
Did Not Earn Credit (F, TF, RF)	18	12.5%	14	7.1%	22	11.3%	22	12.2%	17	14.0%
Outcome Pending										
In Progress (Z)	98	68.1%	121	61.2%	114	58.2%	124	68.5%	75	61.5%
Withdrawals (W)	8	5.6%	20	10.1%	18	9.2%	17	9.4%	7	5.8%
TOTAL ENROLLMENT	144		198		196		181		122	

Over the five-year period, a majority of EN100B students were awarded a "Z" (63.3%) followed by "P" (17.4%), and "F, TF, RF" (11.1%). As for withdrawals, over the five-year period, 8.4% of EN100B students withdrew from the course. The number of student withdrawals increased drastically by 150.0% from AY03-04 (8) to AY04-05 (20) but decreased

by 10.0% from AY04-05 (20) to AY05-06 (18) and by 5.6% from AY05-06 (18) to AY06-07 (17). It decreased significantly by 58.9% from AY06-07 (17) to AY07-08 (7).

In order to address drops and withdrawals from Gen. Ed. required English and math courses, the following statement was incorporated into the 2005-2006 catalog (p. 33) as well as subsequent catalogs:

Students, who have not met their Math and English General Education requirement(s) as stipulated in Section 2 above, may be allowed to drop or withdraw from Math and English courses only if they wish to withdraw completely for the semester. However, students will not be permitted to drop or withdraw from these courses under any other circumstance.

Although the college's Gen. Ed. Policy was implemented in Fall 2003, no mechanism was put in place to prevent students affected by the Gen. Ed. policy from registering for a required English or math course and later dropping or withdrawing from it. Therefore, students could continue to take other courses and delay taking their English or math Gen. Ed. requirement(s). The Assessment and Counseling Department, however, created a *Student Promissory Note* (Appendix D) for students who are enrolled in a required English or math course and who wish to withdraw from it. According to the *Student Promissory Note*, by signing the document, students acknowledge that the next time they register for classes; they must register again for the English or math class they withdrew from. The document is signed by the student and counselor. Another document developed by the Assessment and Counseling Department to track students affected by the English and math Gen. Ed. requirement is the *Continuous Registration of College English and/or Math Courses* (Appendix E). GCC allows students to register for an upcoming semester while another semester is ongoing. This form allows students who are taking an English or math course to register for the next level of English or math for the upcoming semester. By signing the form, students acknowledge that they understand that if they do not pass the English or math class they are enrolled in, they will need to drop the higher-level English or math course and retake the lower-level course. This document is signed by the English or math instructor and the student. Although the intent of these forms is to ensure that students meet their English or math Gen. Ed. requirement, follow-up and enforcement is an issue. Perhaps the Office of Admissions and Registration could work with the SunGard consultants to configure the student module in Banner to notify Admissions and Registration when a student drops or withdraws from a required English or math course. Once notified, Admissions and Registration staff will verify student records for accuracy before any adjustments are made to the student's registration status as indicated in the Gen. Ed. policy.

Table 2. EN100R Completion Rates (AY03-04 to AY07-08)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%	AY 07-08	%
Successful Outcomes										
Earned Credit for the Course (P)	132	30.6%	112	23.9%	148	27.6%	89	19.6%	99	26.8%
Unsuccessful Outcomes										
Did Not Earn Credit (F, TF, RF)	39	9.1%	40	8.6%	79	14.8%	73	16.1%	56	15.2%
Outcome Pending										
In Progress (Z)	233	54.0%	262	55.9%	261	48.6%	240	52.8%	185	50.0%
Withdrawals (W)	28	6.5%	55	11.8%	49	9.20%	53	11.7%	30	8.1%
TOTAL ENROLLMENT	432		469		537		455		370	

Like EN100B students, over the five-year period, a majority of EN100R students were awarded a "Z" (52.2%) followed by "P" (25.7%), and "F, TF, RF" (12.7%). As for withdrawals, over the five-year period, 9.5% of EN100R students withdrew from the course. As with EN100B, the number of withdrawals increased dramatically from AY03-04 (28) to AY04-05 (55). Withdrawals increased by 96.5% between these two academic years. Withdrawals decreased by 10.9% from AY04-05 (55) to AY05-06 (49) but increased by 8.2% from AY05-06 (49) to AY06-07 (53). It then decreased by 43.4% from AY06-07 (53) to AY07-08 (30).

Table 3. EN100W Completion Rates (AY03-04 to AY07-08)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%	AY 07-08	%
Successful Outcomes										
Earned Credit for the Course (P)	117	21.2%	128	23.0%	121	19.3%	132	19.9%	127	19.9%
Unsuccessful Outcomes										
Did Not Earn Credit (F, TF, RF)	70	12.7%	89	16.0%	86	13.7%	105	15.8%	96	15.0%
Outcome Pending										
In Progress (Z)	286	51.7%	238	42.7%	327	52.0%	333	50.0%	316	49.3%
Incomplete	0	0.0%	0	0.0%	4	0.70%			2	0.3%
Withdrawals (W)	81	14.7%	103	18.5%	91	14.5%	96	14.5%	100	15.6%
TOTAL ENROLLMENT	554		558		629		666		641	

The same completion pattern found in EN100B and EN100R was found in EN100W. Over the five-year period, a majority of EN100W students were awarded a "Z" (49.3%) followed by "P" (20.5%), "F, TF, RF" (14.7%), and "I" (0.2%). As for withdrawals, over the five-year period, 15.5% of EN100W students withdrew from the course. Withdrawals increased by 27.2% between AY03-04 (81) to AY04-05 (103). Withdrawals decreased by 11.7% between AY04-05 (103) to AY05-06 (91). It then increased by 5.5% from AY05-06 (91) to AY06-07 (96) and by 4.2% from AY06-07 (96) to AY07-08 (100).

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Table 4. MA085 Completion Rates (AY03-04 to AY07-08)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%	AY 07-08	%
Successful Outcomes										
Earned Credit for the Course (P)	56	50.0%	24	29.0%	35	50.0%	56	44.1%	29	29.0%
Unsuccessful Outcomes										
Did Not Earn Credit (F, TF, RF)	4	3.6%	11	13.3%	18	25.8%	32	25.2%	40	40.0%
Outcome Pending										
In Progress (Z)	33	29.5%	37	44.6%	9	12.9%	27	21.3%	19	19.0%
Withdrawals (W)	19	17.0%	11	13.3%	8	11.5%	12	9.5%	12	12.0%
TOTAL ENROLLMENT	112		83		70		127		100	

Unlike developmental English courses, developmental math courses did not follow the same completion trend for all five academic years. Over the five-year period, a majority of MA085 students were awarded a "P" (40.7%) followed by "Z" (25.4%) and "F, TF, RF" (21.4%). As for withdrawals, over the five-year period, 12.6% of MA085 students withdrew from the course. Unlike developmental English courses, withdrawals decreased from AY03-04 (19) to AY04-05 (11). It decreased by 42.1%. Withdrawals decreased again by 27.3% from AY04-05 (11) to AY05-06 (8) but increased by 50.0% from AY05-06 (8) to AY06-07 (12). Withdrawals remained the same from AY06-07 (12) to AY07-08 (12).

Table 5. MA095 Completion Rates (AY03-04 to AY07-08)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%	AY 07-08	%
Successful Outcomes										
Earned Credit for the Course (P)	245	55.1%	251	36.6%	289	37.0%	243	33.4%	229	37.8%
AA									3	0.5%
Unsuccessful Outcomes										
Did Not Earn Credit (F, TF, RF)	134	30.2%	290	42.3%	262	33.6%	185	25.4%	133	22.0%
Outcome Pending										
In Progress (Z)	0	0.0%	0	0.0%	67	8.6%	156	21.4%	156	25.8%
No Grade (NG)	0	0.0%	0	0.0%	1	.2%	2	.3%	0	0.0%
Incomplete (I)	0	0.0%	0	0.0%	2	.3%	1	.2%	2	0.3%
Withdrawals (W)	66	14.9%	145	21.2%	160	20.5%	142	19.5%	82	13.5%
TOTAL ENROLLMENT	445		686		781		729		605	

According to Table 5 above, students were not awarded "Zs" in AY03-04 and AY04-05. This is because prior to AY05-06, students only received a pass or fail grade for MA095. Over the five-year period, nearly the same number of MA095 students was awarded a "P" (38.8%) and "F, TF, RF" (31.0%). Eighteen percent (18%) of students were awarded a "Z" from AY05-06 to AY07-08. As for withdrawals, over the five-year period, 18.4% of MA095 students withdrew from the course. The number of student withdrawals between AY03-04 and AY04-05 increased drastically by 119.7% from AY03-04 (66) to AY04-05 (145). It increased again by 10.4% from AY04-05 (145) to AY05-06 (160). Withdrawals then decreased by 11.30% from AY05-06 (160) to AY06-07 (142) and by 42.3% from AY06-07 (142) to AY07-08 (82). For AY05-06 and AY06-07 three students received an "NG" for the course. This means that these students did not receive a grade for the course. Between AY05-06 and AY07-08, five students received an "I"

for the course. An “T” is a temporary grade given at the instructor’s option if a student failed to complete the requirements of the course because of circumstances beyond the student’s control. Generally, an “T” will revert to an “F” if the student fails to complete the course requirements before the end of the next regular semester. In AY07-08, three students received an “AA” for the course.¹⁰

Repeaters:

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As mentioned earlier, a “Z” signifies that a student has made satisfactory progress in a course, but has not passed it. Thus, a student who is awarded a “Z” for a course must continue to enroll in the course. A “Z” is only given to students enrolled in developmental courses. For purposes of this study, a student who received a “Z” in a developmental course and who enrolled in the same course again is considered a *repeater*.

Table 6. EN100B Repeaters (AY03-04 to AY06-07)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%
Asian	1	1.3%	1	1.0%	1	.9%	0	0%
Black	0	0%	0	0%	0	0%	0	0%
Burmese	1	1.3%	0	0%	0	0%	0	0%
Chamorro	5	6.5%	10	9.7%	17	15.0%	8	14.3%
Chinese	2	2.6%	2	2.0%	4	3.5%	2	3.6%
Chuukese	36	46.2%	44	42.3%	54	47.4%	25	44.7%
Filipino	23	29.5%	21	20.2%	18	15.8%	6	10.8%
Hispanic	0	0%	0	0%	0	0%	1	1.8%
Indian	0	0%	0	0%	0	0%	0	0%
Islander	0	0%	5	4.8%	0	0%	1	1.8%
Japanese	2	2.6%	11	10.6%	3	2.7%	1	1.8%
Korean	4	5.2%	0	0%	6	5.3%	7	12.5%
Kosraen	0	0%	3	2.9%	2	1.8%	0	0%
Marshallese	0	0%	0	0%	0	0%	0	0%
Palauan	2	2.6%	1	1.0%	2	1.8%	1	1.8%
Ponapean	1	1.3%	0	0%	0	0%	0	0%
Vietnamese	0	0%	0	0%	0	0%	0	0%
White	0	0%	0	0%	0	0%	0	0%
Yapese	1	1.3%	5	4.8%	4	3.5%	3	5.4%

¹⁰ According to the *Course Substantive Revision Approval Form* for MA095 dated November 16, 2005, “The Final grade for this course will be either “AA” for outstanding, “P” for Passing, or “Z” for Satisfactory Progress made, continued enrollment required or “F” for Fail.

Other	0	0%	1	1.0%	3	2.7%	1	1.8%
Total Repeaters	78		104		114		56	

As seen in Table 6 above, over the four-year period there were 352 EN100B *repeaters*. As reported in Figure 1, there were 719 students enrolled in EN100B from AY03-04 to AY06-07. This means that out of the total students enrolled in EN100B over the four-year period, 49.0% repeated the course. Table 6 also reveals a 33.4% increase in the number of EN100B *repeaters* from AY03-04 (78) to AY04-05 (104). The number of *repeaters* increased again by 9.7% between AY04-05 (104) to AY05-06 (114) but decreased sharply by 50.9% between AY05-06 (114) to AY06-07 (56). Additionally, the table above reveals that in terms of ethnicity, most EN100B *repeaters* were Chuukese (159) followed by Filipino (68) and Chamorro (40).

Table 7. EN100R Repeaters (AY03-04 to AY06-07)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%
Asian	3	1.2%	0	0%	3	1.0%	1	.4%
Black	2	.8%	2	.9%	1	.4%	1	.4%
Burmese	0	0%	0	0%	0	0%	0	0%
Chamorro	98	38.2%	95	41.5%	108	35.0%	70	26.9%
Chinese	3	1.2%	2	.9%	7	2.3%	1	.4%
Chuukese	29	11.3%	27	11.8%	36	11.7%	56	21.5%
Filipino	80	31.2%	69	30.2%	109	35.3%	67	25.7%
Hispanic	0	0%	3	1.4%	3	1.0%	2	.8%
Indian	2	.8%	0	0%	0	0%	0	0%
Islander	3	1.2%	0	0%	2	.7%	0	0%
Japanese	6	2.4%	6	2.7%	5	1.7%	7	2.7%
Korean	8	3.2%	7	3.1%	9	3.0%	13	5.0%
Kosraen	3	1.2%	2	.9%	2	.7%	2	.8%
Marshallese	0	0%	1	.5%	1	.4%	2	.8%
Palauan	4	1.6%	6	2.7%	4	1.3%	2	.8%
Ponapean	1	.4%	0	0%	5	1.7%	9	3.5%
Vietnamese	1	.4%	0	0%	0	0%	0	0%
White	0	0%	0	0%	5	1.7%	9	3.5%
Yapese	12	4.7%	8	3.5%	5	1.7%	15	5.8%
Other	2	.8%	1	.5%	4	1.3%	4	1.6%
Total Repeaters	257		229		309		261	

Table 7 above reveals that there were 1,056 EN100R *repeaters* from AY03-04 to AY06-07. According to Figure 1, there were 1,893 students enrolled in EN100R from AY03-04 to AY06-07. This means that out of the total students enrolled in EN100R over the four-year

period (n=1,893), 55.8% repeated the course. Furthermore, according to Table 7 above, there were more than 200 EN100R *repeaters* each year (AY03-04, 59.5%; AY04-05, 48.9%; AY05-06, 57.6%; AY06-07, 57.4%). The number of *repeaters* decreased by 10.9% from AY03-04 (257) to AY04-05 (229) and increased by 35.0% from AY04-05 (229) to AY05-06 (309). *Repeaters* decreased by 15.6% from AY05-06 (309) to AY06-07 (261). Unlike EN100B *repeaters*, most EN100R *repeaters* were Chamorro (371) followed by Filipino (325) and Chuukese (148).

Table 8. EN100W Repeaters (AY03-04 to AY06-07)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%
Asian	1	.4%	4	1.5%	1	.4%	2	.5%
Black	5	1.8%	0	0%	3	1.0%	5	1.2%
Burmese	0	0%	0	0%	0	0%	0	0%
Chamorro	149	52.7%	132	49.5%	144	45.6%	198	47.5%
Chinese	1	.4%	5	1.9%	3	1.0%	2	.5%
Chuukese	11	3.9%	11	4.2%	16	5.1%	15	3.6%
Filipino	83	29.4%	87	32.6%	101	32.0%	130	31.2%
Hispanic	1	.4%	2	.8%	4	1.3%	5	1.2%
Indian	1	.4%	0	0%	0	0%	0	0%
Islander	2	.7%	2	.8%	4	1.3%	0	0%
Japanese	3	1.1%	3	1.2%	5	1.6%	5	1.2%
Korean	3	1.1%	2	.8%	4	1.3%	6	1.5%
Kosraen	1	.4%	3	1.2%	2	.7%	0	0%
Marshallese	3	1.1%	0	0%	0	0%	3	.8%
Palauan	6	2.2%	6	2.3%	3	1.0%	7	1.7%
Ponapean	2	.7%	2	.8%	1	.4%	4	1.0%
Vietnamese	0	0%	1	.4%	8	2.6%	1	.3%
White	4	1.5%	2	.8%	7	2.3%	18	4.4%
Yapese	6	2.2%	3	1.2%	5	1.6%	8	2.0%
Other	1	.4%	2	.8%	5	1.6%	8	2.0%
Total Repeaters	283		267		316		417	

In comparison to the other two developmental English courses, there were more *repeaters* in EN100W. Table 8 above reveals that over the four-year period, there were 1,283 EN100W *repeaters*. As reported in Figure 1, there were a total of 2,407 students enrolled in EN100W from AY03-04 to AY06-07. This means that out of this total, 53.3% repeated the course. Moreover, Table 8 shows that there were over 300 *repeaters* in AY05-06 and over 400 *repeaters* in AY06-07. The number of EN100W *repeaters* decreased by 5.7% from AY03-04 (283) to AY04-05 (267) and then increased by 18.4% from AY04-05 (267) to AY05-06 (316).

The number of *repeaters* increased again by 32.0% from AY05-06 (316) to AY06-07 (417).

Like EN100R *repeaters*, most EN100W *repeaters* were Chamorro (623) followed by Filipino (401) and Chuukese (53).

Overall, there were more *repeaters* in EN100R and EN100W than EN100B because there were significantly more students enrolled in those two courses.

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Table 9. MA085 Repeaters (AY03-04 to AY06-07)

	AY03-04	%	AY04-05	%	AY05-06	%	AY06-07	%
Chamorro	37	46.3%	19	38.0%	25	48.1%	51	49.1%
Chuukese	15	18.8%	13	26.0%	15	28.9%	31	29.8%
Filipino	23	28.8%	12	24.0%	8	15.4%	14	13.5%
Hispanic	0	0%	0	0%	1	2.0%	0	0%
Islander	0	0%	1	2.0%	0	0%	0	0%
Japanese	0	0%	1	2.0%	0	0%	0	0%
Korean	1	1.3%	0	0%	0	0%	0	0%
Marshallese	1	1.3%	1	2.0%	0	0%	0	0%
Palauan	1	1.3%	2	4.0%	0	0%	1	1.0%
Ponapean	0	0%	0	0%	1	2.0%	2	2.0%
White	1	1.3%	0	0%	0	0%	2	2.0%
Yapese	1	1.3%	0	0%	1	2.0%	3	2.9%
Other	0	0%	1	2.0%	1	2.0%	0	0%
Total Repeaters	80		50		52		104	

Table 10. MA095 Repeaters (AY03-04 to AY06-07)

	AY 03-04	%	AY 04-05	%	AY 05-06	%	AY 06-07	%
Asian	2	.7%	3	.8%	2	0.5%	1	.3%
Black	4	1.3%	3	.8%	5	1.1%	3	.7%
Burmese	1	.4%	0	0%	0	0%	0	0%
Chamorro	144	45.3%	192	46.2%	235	49.5%	223	47.0%
Chinese	1	.4%	0	0%	1	.3%	2	.5%
Chuukese	41	12.9%	51	12.3%	36	7.6%	55	11.6%
Filipino	87	27.4%	109	26.2%	142	29.9%	134	28.3%
Hispanic	2	.7%	3	.8%	3	.7%	4	.9%
Indian	1	.4%	0	0%	0	0%	0	0%
Islander	3	1.0%	1	.3%	5	1.1%	0	0%
Japanese	3	1.0%	5	1.2%	4	.9%	4	.9%
Korean	2	.7%	4	1.0%	3	.7%	8	1.7%
Kosraen	1	.4%	7	1.7%	3	.7%	0	0%
Marshallese	1	.4%	2	.5%	1	.3%	2	.5%

Palauan	6	1.9%	10	2.4%	4	.9%	6	1.3%
Ponapean	1	.4%	2	.5%	2	.5%	6	1.3%
Vietnamese	0	0%	1	.3%	1	.3%	1	.3%
White	7	2.2%	7	1.7%	11	2.4%	12	2.6%
Yapese	8	2.6%	14	3.4%	10	2.1%	8	1.7%
Other	3	1.0%	2	.5%	7	1.5%	6	1.3%
Total Repeaters	318		416		475		475	

A comparison of Table 9 and Table 10 above reveals that in terms of developmental math, there were significantly more MA095 *repeaters* than MA085 *repeaters*. This is not surprising since, as reported in Figure 5, there were more students enrolled in MA095 than in MA085. As shown in Table 9 above, over the four-year period, there were 286 MA085 *repeaters*. Based on Figure 5, there were a total of 392 students enrolled in MA085 from AY03-04 to AY06-07. This means that out of the total students enrolled in MA085 over the four-year period, 73.0% repeated the course. Additionally, according to Table 9, the number of MA085 *repeaters* decreased by 37.5% from AY03-04 (80) to AY04-05 (50) but increased by 4.0% from AY04-05 (50) to AY05-06 (52). The number of *repeaters* then increased by 100% between AY05-06 (52) to AY06-07 (104). Most MA085 *repeaters* were Chamorro (132) followed by Chuukese (74) and Filipino (57).

As shown in Table 10, over the four-year period, there were 1,684 MA095 *repeaters*. Figure 5 reports a total of 2,641 students enrolled in MA095 from AY03-04 to AY06-07. This means that out of the total students enrolled in MA095 over the four-year period, 63.8% repeated the course. Furthermore, Table 10 reveals that the number of *repeaters* in MA095 increased by 30.9% from AY03-04 (318) to AY04-05 (416) and increased again by 14.2% from AY04-05 (416) to AY05-06 (475). There was no change in the number of *repeaters* from AY05-06 (475) to AY06-07 (475). Unlike MA085 *repeaters*, most MA095 *repeaters* are Chamorro (794) followed by Filipino (472) and Chuukese (183).

Table 11. Student Enrollment (AY03-04 to AY06-07)

Ethnicity	AY03-04	%	AY04-05	%	AY05-06	%	AY06-07	%
ASIAN	19	1.1%	16	0.8%	12	0.5%	6	0.3%
BLACK	14	0.8%	10	0.5%	12	0.5%	15	0.7%
BURMESE	2	0.1%	0	0.0%	0	0.0%	0	0.0%
CHAMORRO	645	38.2%	765	38.4%	898	40.6%	808	37.4%
CHINESE	11	0.7%	11	0.6%	18	0.8%	14	0.6%
CHUUKESSE	288	17.1%	331	16.6%	340	15.4%	386	17.9%
FILIPINO	502	29.8%	589	29.5%	635	28.7%	589	27.3%
HISPANIC	4	0.2%	11	0.6%	18	0.8%	13	0.6%

INDIAN	4	0.2%	0	0.0%	0	0.0%	0	0.0%
ISLANDER	10	0.6%	8	0.4%	12	0.5%	2	0.1%
JAPANESE	23	1.4%	44	2.2%	36	1.6%	28	1.3%
KOREAN	35	2.1%	44	2.2%	40	1.8%	67	3.1%
KOSRAEN	15	0.9%	26	1.3%	17	0.8%	9	0.4%
MARSHALLESE	9	0.5%	10	0.5%	7	0.3%	10	0.5%
OTHER	7	0.4%	10	0.5%	30	1.4%	30	1.4%
PALAUAN	25	1.5%	37	1.9%	23	1.0%	32	1.5%
PONAPEAN	11	0.7%	9	0.5%	17	0.8%	33	1.5%
VIETNAMESE	1	0.1%	3	0.2%	3	0.1%	4	0.2%
WHITE	16	0.9%	17	0.9%	31	1.4%	49	2.3%
YAPESE	46	2.7%	53	2.7%	65	2.9%	63	2.9%
Total Enrollment	1687		1994		2214		2158	

Note: Student enrollment data is based on unduplicated head count.

Based on Table 11 above, it is not surprising that a majority of *repeaters* were Chamorro, Chuukese, or Filipino since they represent the top three ethnic groups of students enrolled at GCC over the four-year period. Chamorros (38.7%) make up the biggest group followed by Filipino (28.8%) and Chuukese (16.7%).¹¹

TABLE 12: Frequency of EN100B Repeaters (AY03-04 to AY06-07)

Times Repeated	1x	2x	3x	4x	5x	6x	7x	Count
ASIAN	2	1						3
BLACK								0
BURMESE	1							1
CHAMORRO	32	5	2			1		40
CHINESE	9		1					10
CHUUKese	89	42	14	6	5	2	1	159
FILIPINO	55	9	1	1		1	1	68
HISPANIC	1							1
INDIAN								0
ISLANDER	1							1
JAPANESE	6	2	2	1				11
KOREAN	19	7	1	1				28
KOSRAEN		2						2
MARSHALLESE	2		1					3
OTHER	3	1						4
PALAUAN	6							6
PONAPEAN		2						2
VIETNAMESE								0
WHITE								0
YAPESE	9	2	2					13
Grand Total	235	73	24	9	5	4	2	352
% of Total	66.8%	20.7%	6.8%	2.6%	1.4%	1.1%	0.6%	

¹¹ Percent is based on four year enrollment data.

Table 12 above reveals that over the four-year period, most EN100B *repeaters* repeated the course once (66.8%) followed by twice (20.7%), and three times (6.8%). Two students repeated the course 7 times. A majority of EN100B *repeaters* were Chuukese (159) followed by Filipino (68) and Chamorro (40). The table also shows that the top three ethnic groups with the highest number of students who repeated EN100B once over the four-year period were Chuukese (89), followed by Filipino (55), and Chamorro (32). The top three ethnic groups with the highest number of students who repeated EN100B twice were Chuukese (42), Filipino (9), and Korean (7). Chuukese students represented the largest ethnic group of students who repeated EN100B three or more times (28).

TABLE 13: Frequency of EN100R Repeaters (AY03-04 to AY06-07)

Times Repeated	1x	2x	3x	4x	5x	6x	7x	8x	Count
ASIAN	4	2	1						7
BLACK	4	1		1					6
BURMESE									0
CHAMORRO	261	71	28	10	1				371
CHINESE	8	2	2	1					13
CHUUKese	69	39	21	8	7	1	1	2	148
FILIPINO	200	75	32	13	3	2			325
HISPANIC	7	1							8
INDIAN	2								2
ISLANDER	3	2							5
JAPANESE	11	7	3	2	1				24
KOREAN	22	7	4	3	1				37
KOSRAEN	3	4			2				9
MARSHALLESE	2	1	1						4
OTHER	8	1	2						11
PALAUAN	12	3		1					16
PONAPEAN	9	3	2			1			15
VIETNAMESE				1					1
WHITE	12	2							14
YAPese	19	11	5	4		1			40
Grand Total	656	232	101	44	15	5	1	2	1056
% of Total	62.1%	22.0%	9.6%	4.2%	1.4%	0.5%	0.1%	0.2%	

Table 13 above shows that over the four-year period, more than 62% of the EN100R *repeaters* repeated the course once (62.1%) followed by twice (22.0%), and three times (9.6%). Two students repeated the course 8 times. A majority of EN100R *repeaters* were Chamorro (371) followed by Filipino (325), and Chuukese (148). The table also shows that the top three ethnic groups with the highest number of students who repeated EN100R once over the four-year period were Chamorro (261), Filipino (200), and Chuukese (69). The top three ethnic groups

with the highest number of students who repeated EN100R twice were Filipino (75), Chamorro (71), and Chuukese (39). Unlike EN100B, Filipino students represented the largest ethnic group of students who repeated EN100R three or more times (50).

TABLE 14: Frequency of EN100W Repeaters (AY03-04 to AY06-07)

Times Repeated	1x	2x	3x	4x	5x	6x	7x	9x	Count
ASIAN	1	3	2	2					8
BLACK	13								13
BURMESE									0
CHAMORRO	432	121	45	18	5	2			623
CHINESE	9	1		1					11
CHUUKESSE	37	6	3	2	3	2			53
FILIPINO	228	97	49	16	9	1		1	401
HISPANIC	11		1						12
INDIAN	1								1
ISLANDER	6	1	1						8
JAPANESE	10	4		1	1				16
KOREAN	6	6	1	1			1		15
KOSRAEN	2	3			1				6
MARSHALLESE	5		1						6
OTHER	13	2		1					16
PALAUAN	17	4		1					22
PONAPEAN	6	1	1		1				9
VIETNAMESE	1			1					2
WHITE	23	5	3						31
YAPESE	10	7	2	2	1				22
Grand Total	831	261	109	46	21	5	1	1	1275
% of Total	65.2%	20.5%	8.5%	3.6%	1.6%	0.4%	0.1%	0.1%	

Table 14 above reveals that over the four-year period, more than 65% of EN100W repeaters repeated the course once (65.2%) followed by twice (20.5%) and three times (8.5%). One student repeated the course 9 times. A majority of repeaters were Chamorro (623) followed by Filipino (401), and Chuukese (53). Table 14 also shows that the top three ethnic groups with the highest number of students who repeated EN100W once over the four-year period were Chamorro (432), Filipino (228), and Chuukese (37). The top three ethnic groups with the highest number of students who repeated EN100W twice were Chamorro (121), Filipino (97), and Yapese (7). Like EN100R, Filipino students represented the largest ethnic group of students who repeated EN100W three or more times (76).

TABLE 15: Frequency of MA085 Repeaters (AY03-04 to AY06-07)

Times Repeated	1x	2x	3x	4x	5x	Count
ASIAN						0
BLACK						0
BURMESE						0
CHAMORRO	118	11	2	1		132
CHINESE						0
CHUUKESSE	55	14	4		1	74
FILIPINO	51	4		2		57
HISPANIC	1					1
INDIAN						0
ISLANDER	1					1
JAPANESE	1					1
KOREAN						0
KOSRAEN	1					1
MARSHALLESE	2					2
OTHER	1	1				2
PALAUAN	4					4
PONAPEAN	2	1				3
VIETNAMESE						0
WHITE	3					3
YAPESE	5					5
Grand Total	245	31	6	3	1	286
% of Total	85.7%	10.8%	2.1%	1.0%	0.3%	

Table 15 above reveals that over the four-year period, more than 85% of MA085 repeaters repeated the course once (85.7%) followed by twice (10.8%), and three times (2.1%). One student repeated the course five times. A majority of repeaters were Chamorro (132) followed by Chuukese (74) and Filipino (57). The top three ethnic groups with the highest number of students who repeated MA085 once were Chamorro (118), Chuukese (55), and Filipino (51). The top three ethnic groups who repeated MA085 twice were Chuukese (14), Chamorro (11), and Filipino (4). The largest ethnic category of students who repeated MA085 three or more times was Chuukese students (5).

TABLE 16: Frequency of MA095 Repeaters (AY03-04 to AY06-07)

Times Repeated	1x	2x	3x	4x	5x	6x	Count
Asian	6	1	1				8
Black	12	2	1				15
Burmese	1						1
Chamorro	649	112	20	9	3	1	794
Chinese	3	1					4
Chuukese	128	44	10		1		183
Filipino	384	61	17	9	1		472
Hispanic	10	2					12
Indian	1						1
Islander	9						9
Japanese	10	1	3	2			16
Korean	10	7					17
Kosraean	5	4	2				11
Marshallese	4	2					6
Other	15	2	1				18
Palauan	23	2	1				26
Ponapean	11						11
Vietnamese	3						3
White	34	2	1				37
Yapese	30	8	1	1			40
Grand Total	1348	251	58	21	5	1	1684
% of Total	80.0%	14.9%	3.4%	1.2%	0.3%	0.1%	

Table 16 above reveals that over the four-year period, there were 80.0% of MA095 repeaters who repeated the course once followed by twice (14.9%), and three times (3.4%). One student repeated the course 6 times. A majority of MA095 repeaters were Chamorro (794) followed by Filipino (472), and Chuukese (183). Table 16 also shows that the top three ethnic groups with the highest number of students who repeated MA095 once over the four-year period were Chamorro (649), Filipino (384), and Chuukese (128). The top three ethnic groups with the highest number of students who repeated MA095 twice were Chamorro (112), Filipino (61), and Chuukese (44). The largest ethnic group of students who repeated MA095 three or more times was Chamorro (33).

IV. Summary and Conclusions

The following summary findings are derived from this study:

- **Enrollment**

- Developmental English

- Of the three developmental English courses, EN100W had the greatest enrollment followed by EN100R and EN100B. Although enrollment in EN100B increased from AY03-04 to AY04-05, enrollment decreased after AY05-06. Enrollment in EN100R increased from AY03-04 to AY05-06 but decreased after AY05-06.

- Developmental Math

- There was significantly greater enrollment in MA095 than MA085 throughout the five-year period. Enrollment in MA085 decreased from AY03-04 to AY05-06 but increased significantly in AY06-07. Enrollment then decreased in AY07-08. Enrollment in MA095 increased from AY03-04 to AY05-06 but decreased after AY05-06.

- **Course Completion**

- Developmental English

- Over the five-year period, a majority of EN100B students were awarded a "Z" (63.3%) followed by "P" (17.4 %) and "F, TF, RF" (11.1%). As for withdrawals, 8.4% of EN100B students withdrew from the course over the five-year period. The percentage of EN100B withdrawals increased dramatically after the implementation of the Gen. Ed. Policy in Fall 2003. Withdrawals increased by 150% from AY03-04 to AY04-05. Course completion in EN100R was similar to that in EN100B. Over the five-year period, a majority of EN100R students were awarded a "Z" (52.2%) followed by a "P" (25.7%) and "F, TF, RF" (12.7%). As for withdrawals, 9.5% of EN100R students withdrew from the course from AY03-04 to AY07-08.

- As with the other two developmental English courses, most students enrolled in EN100W over the five-year period received a "Z" (49.3%) followed by "P" (20.5%) and "F, TF, RF" (14.7%). In terms of withdrawals, 15.5% of EN100W students withdrew from the course over the five-year period. Although withdrawals from EN100W increased after AY03-04, it did not increase as much as it did for EN100B and EN100R.

Developmental Math

Unlike developmental English courses, developmental math courses did not follow the same completion trend. Over the five-year period, a majority of MA085 students were awarded a "P" (40.7%) followed by "Z" (25.4%), and "F, TF, RF" (21.4%). As for withdrawals, 12.6% of MA085 students withdrew from the course over the five-year period. Unlike the developmental English courses, the percentage of withdrawals from MA085 decreased from AY03-04 to AY04-05. Withdrawals decreased further in AY05-06 but increased again in AY06-07. Withdrawals remained the same from AY06-07 (12) to AY07-08 (12).

As for MA095, students were not awarded "Zs" in AY03-04 and AY04-05. Prior to AY05-06 students only received a pass or fail grade for MA095. Over the five-year period, nearly the same number of MA095 students was awarded a "P" (38.8%) and "F, TF, RF" (31.0%). With respect to withdrawals over the five-year period, 18.4% of MA095 students withdrew from the course. Withdrawals from MA095 increased drastically from AY03-04 to AY04-05 (over 119.0%) and continued to increase in AY05-06 (by 10.4%) but then decreased in AY06-07 (by 11.3%) and AY07-08 (by 42.3%).

- **Repeaters**

Developmental English

Of the total students enrolled in EN100B from AY03-04 to AY06-07, 49.0% repeated the course. Most EN100B *repeaters* repeated the course once (66.8%) followed by twice (20.7%) and three times (6.8%). The remaining 5.7% repeated the course between 4 to 7 times. As for EN100R, of the total students enrolled in EN100R over the four-year period, 55.8% repeated the course. Like EN100B *repeaters*, most EN100R *repeaters* repeated the course once (62.1%) followed by twice (22.0%) and three times (9.6%). The remaining 6.3% repeated the course between 4 to 8 times. As for EN100W, 53.3% of the total students enrolled in the course over the four-year period repeated the course. Similar to EN100B and EN100R, most EN100W *repeaters* repeated the course once (65.2%) followed by twice (20.5%) and three times (8.5%). The remaining 5.8% of *repeaters* repeated the course between 4 to 9 times.

Developmental Math

Of the total students enrolled in MA085 from AY03-04 to AY06-07, 73.0% repeated the course. Over 85% of MA085 *repeaters* repeated the course once (85.7%) followed by twice (10.8%), and three times (2.1%). The remaining 1.4% repeated the course 4 to 5 times. As for MA095, 63.8% of the students enrolled in the course over the four-year period repeated the course. Of these *repeaters*, 80.0% repeated the course once followed by twice (14.9%) and three times (3.4%). The remaining 1.7% repeated the course between 4 to 6 times.

V. Recommendations

The following recommendations are given in relation to the conclusions reached in this study:

- The English Department should review the curriculum documents for each of the three developmental courses and make appropriate modifications to ensure *student access* and *success*. For example, consideration should be given to learning styles as a function of ethnicity when developing course design and content. Also, perhaps incorporate a variety of teaching strategies to address different learning styles. This is critical since over 49.0% of students enrolled in developmental English courses received a “Z” throughout the five-year period. Also, of the total number of students enrolled in EN100B over the four-year period, 49% repeated the course. Of the total number of students enrolled in EN100R over the four-year period, 55.8% repeated the course and of the total number of students enrolled in EN100W over the four-year period, 53.3% repeated the course. Two EN100B students repeated the course 7 times, two EN100R students repeated the course 8 times, and one EN100W student repeated the course 9 times.
- The Math Department should also review the curriculum documents for their two developmental courses and modify it where appropriate. Consideration should also be given to learning styles as a function of ethnicity when developing course design and content. As suggested for developmental English courses, perhaps a change in teaching methods is needed. This is particularly important since, throughout the five-year period under review, the percentage of students who pass MA085 is 40.0% or less. Also, the percentage of students who did not earn credit for the MA085 increased after AY03-04.¹²

¹² Percentages are based on the number of withdrawals and total enrollment each year.

Additionally, of the total number of students enrolled in MA085 over the four-year period, 73.0% repeated the course. As for MA095, of the total number of students enrolled in the course over the four-year period, 63.8% repeated the course. One student enrolled in MA085 repeated the course 5 times and one student enrolled in MA095 repeated the course 6 times.

- English and math faculty should work with their department members to identify ways to improve student achievement in developmental courses. Possibly, schedule faculty training in multi-cultural awareness so that they can better understand the learning styles of their students and how to incorporate this information into their teaching methods and strategies. This training can be scheduled during Professional Development Day.
- Currently, there is no mechanism in place to enforce the Gen. Ed. policy. As mentioned earlier, perhaps the Office of Admissions and Registration could work with the SunGard consultants to configure the student module in Banner to notify Admissions and Registration when a student drops or withdraws from a required English or math course. Once notified, Admissions and Registration staff will verify student records for accuracy before any adjustments are made to the student's registration status as indicated in the Gen. Ed. policy.
- The Gen. Ed. Committee, in coordination with the math and English departments, should establish a systematic assessment process for English and math developmental courses. The department chairs of these respective departments, in consultation with their program faculty, should lead this assessment effort.
- The college should look at ways to offer more English and math tutoring services to all students. Perhaps students who passed higher-level English and math courses could be hired as peer tutors for those who are enrolled in developmental English and math courses. If possible, tutors and students should be matched by ethnicity because of the similarities in learning styles. Also, this should minimize language barriers that may hinder the learning process. Furthermore, there may be cultural issues to consider when matching students to tutors (ex. same gender matches). Departments and offices offering tutoring services, including tutors themselves, should undergo multi-cultural awareness training so that they are better prepared to meet the needs of students from different ethnic groups. The college should also ensure that students are aware that tutoring services are available. This can be done through email and announcements during new student orientation. Additionally, faculty who are aware that students are struggling in

their English and math courses should inform these students of available tutoring services so that they could get the extra assistance that they need. Early intervention is critical. It is also important that departments or offices offering tutoring services keep the campus informed of available tutoring services.

VI. Synthesis

As this study has shown, a relatively high number of GCC's currently enrolled students are struggling in developmental English and math courses. Some are failing and others have to retake a course multiple times. A majority of students enrolled in all three developmental English courses were awarded a "Z" followed by "P" and "F, TF, RF". Of the total students enrolled in each developmental English and math course from AY03-04 to AY06-07, over 49% repeated a course. A number of students enrolled in developmental English and math courses repeated a course multiple times, with a few repeating it as much as 8 to 9 times. These challenges possibly result in great frustration and negatively impact on *student access* and *success*. Specifically, the challenge of successfully completing developmental courses prevents students from progressing to college-level courses. Ultimately, this potentially impacts program completions in general and program completions in a reasonable time. Additionally, it delays students in meeting general education requirements at transfer institutions. Moreover, it negatively affects the number of students who complete both certificate and degree programs. The college's Gen. Ed. Policy wasn't designed as an obstacle to student success. It was designed to adequately prepare students to meet business and industry standards. Through continuous communication with employers, the college develops curricula to meet the employers' criteria for successful employees.

The responsibility to address the issues contained in this report does not lie with any one department. It is an institution-wide responsibility. The college as a whole must work actively to address these issues in order to ensure *access* and *success* for all students.

APPENDIX A

Post Secondary Policy

1. All Undeclared or newly Declared Students in regularly scheduled postsecondary courses are required to take a placement exam by the time they have enrolled in 12 credits of classes.
2. All Undeclared or newly Declared Students enrolled in regularly scheduled postsecondary courses must be enrolled in or have completed their EN100R Fundamentals of English-Reading, EN100W Fundamentals of English-Writing (or higher) general education requirement by the time they have enrolled in 12 credits of classes, and must enroll in or have completed their MA108 Introduction to College Algebra (or higher) general education requirement by the time they have enrolled in 15 credits. This means that students may take only nine (9) credits before they must begin meeting their general education requirements.
3. All Certificate Programs will require the following General Education Courses (except as noted below.):

EN100R	Fundamentals of English-Reading or higher	- credits
EN100W	Fundamentals of English-Writing or higher	- credits
MA108	Introduction to College Algebra I or higher	3 credits
TOTAL CREDITS		3

4. All Associate Degree Programs will require the following General Education Courses (except as noted below.):

EN110*	Freshman English	3 credits
MA110A*	Finite Mathematics	3 credits
CS151*	Windows Applications OR	3 credits
CS152	Macintosh Applications	3 credits
SI103*	Introduction to Marine Biology OR	4 credits
SI110*	Environmental Biology	4 credits
PY120*	General Psychology	3 credits
SO130*	Introduction to Sociology	3 credits
TOTAL CREDITS		19

* Courses articulate to the University of Guam.

5. **Withdrawal from Math and English General Education Required Courses**

Students, who have not met their Math and English General Education requirement(s) as stipulated in Section 2 above, may be allowed to drop or withdraw from Math and English courses only if they wish to withdraw completely for the semester. However, students will not be permitted to drop or withdraw from these courses under any other circumstance.

NOTE: Some programs require higher-level course work to meet general education requirements. Medical Assisting Students must take SI130 to fulfill their science requirement and Computer Networking students must take SI141 as their science requirement.

Recognizing the necessity for students to succeed in the complex and rapidly changing workplace, Guam Community College offers a general education curriculum that introduces students to major areas of knowledge and methods of inquiry. All degree programs require an interdisciplinary general education component that promotes the development of intellectual skills that enable students to become effective learners and informed citizens. Critical thinking, the use of language and computation, appropriate social skills, global awareness and respect for diverse opinions are among the learning outcomes provided in the general education requirements of each degree program.

APPENDIX B

**COURSE
GUIDE**

**MA100
FUNDAMENTALS OF MATHEMATICS**

Guam Community College
Course Guide

Course No. & Title	Department	Prepared by	Page
MA100-Fundamentals of Mathematics	Math	Nancy Hall March 1988	1 of 5

I. PURPOSE

To provide students with the opportunity to gain the skills necessary for success in the higher mathematics courses and beginning occupational programs.

II. DESCRIPTION

A. Contact hours per week.	B. Duration	C. Number/Type of Credits.
Lecture	Hours	CEU
Lab 4	Day	Carnegie
QJT	Night 48	Credit Hrs. 3
		Other

D. Catalog Description

This course is designed as a review of basic arithmetic operations. It offers the prerequisite skills for higher level math courses, a student placed in MA100 must successfully complete the course before taking any higher numbered math course. Topics include operations with whole numbers, fractions, decimals, percents, ratios and proportions, and application problems.

E. Target Group

Students desiring to upgrade their math skills and those who have a highschool diploma, but do not meet placement requirements necessary for the higher mathematics classes.

F. Certificate and/or Degree Requirements Met by Course.

N/A

G. Employment Entry or upgrading

Upgrading of basic math skills for all occupational areas.

H. Cost to Students: Textbook, tuition

111. COMMENTS ON COURSE ACTIVITIES AND DESIGN

MA100 is a self-paced, individualized course with an open-exit policy. A variety of materials will be used, with a basic lab approach. Diagnostic testing determines the areas on which each student's needs to concentrate. Various kits, texts, worksheets as well as lecture and small group work will be used. Microcomputers will be used to provide instruction, drill and practice and enrichment activities. Students may test out at set times during the term.

IV. PREREQUISITE KNOWLEDGE AND SKILLS

High School Diploma. Placement test scores indicate need. Students failing to take a placement test, but wanting to refresh their arithmetic skills start at this level.

V. EVALUATION

Post-testing is available four times during the term for exit and awarding of credit. Grades issued are P -pass, Z -making progress, F -Failure for non-attendance. MA100 may be repeated until basic skills are mastered.

VI. COURSE OUTLINE

1.0 Whole Numbers

- 1.1 Reading and Writing Whole Numbers
- 1.2 Addition of whole Numbers
- 1.3 Subtracting of Whole Numbers
- 1.4 Multiplication of Whole Numbers
- 1.5 Division of Whole Numbers
- 1.6 Application problems

2.0 Common Fractions

- 2.1 Reducing fractions
- 2.2 Raising fractions to higher terms
- 2.3 Changing form between improper and mixed fractions
- 2.4 Adding fractions
- 2.5 Subtracting fractions
- 2.6 Multiplying fractions
- 2.7 Dividing fractions
- 2.8 Applications of fractions.

3.0 Decimal Fractions

- 3.1 Reading and writing decimals
- 3.2 Comparing decimals
- 3.3 Changing form between decimals and fractions

- 3.4 Rounding decimals
- 3.5 Adding and subtracting decimals
- 3.6 Multiplying and dividing decimals
- 3.7 Decimals word problems

4.0 Percent

- 4.1 Changing form among decimals, fractions and percents
- 4.2 The three types of percent problems
- 4.3 Simple interest
- 4.4 Percent applications.

V11. INSTRUCTIONAL GOALS AND DEFINED OUTCOMES

1.0 WHOLE NUMBERS

1.1.0 Addition, Subtraction, Multiplication and Division

Instructional Goals:

Gain computational skills with whole numbers.

Students Will:

- 1.1.1 Add, subtract, multiply and divide whole numbers.

2.1.0 Application Problems

Instructional Goals:

Interpret word problems and apply computational skills.

Students Will:

- 1.2.1 Select and apply the correct whole number computational skills for a given word problems.

2.0 COMMON FRACTIONS

2.1.0 Equivalent Forms

Instructional Goal:

Change terms and form of fractions.

Students Will:

- 2.1.1 Reduce fractions to simplest form
- 2.1.2 Raise fractions to higher terms
- 2.1.3 Change form between improper and mixed

Guam Community College
Course Guide

Course No. & Title	Department	Prepared by	Page
MA100-Fundamentals of Mathematics	Math	Nancy Hall March 1988	1 of 5

I. PURPOSE

To provide students with the opportunity to gain the skills necessary for success in the higher mathematics courses and beginning occupational programs.

II. DESCRIPTION

A. Contact hours per week.	B. Duration	C. Number/Type of Credits.
Lecture	Hours	CEU
Lab 4	Day	Carnegie
OJT	Night 48	Credit Hrs. 3
		Other

D. Catalog Description

This course is designed as a review of basic arithmetic operations. It offers the prerequisite skills for higher level math courses, a student placed in MA100 must successfully complete the course before taking any higher numbered math course. Topics include operations with whole numbers, fractions, decimals, percents, ratios and proportions, and application problems.

E. Target Group

Students desiring to upgrade their math skills and those who have a highschool diploma, but do not meet placement requirements necessary for the higher mathematics classes.

F. Certificate and/or Degree Requirements Met by Course.

N/A

G. Employment Entry or upgrading

Upgrading of basic math skills for all occupational areas.

H. Cost to Students: Textbook, tuition

III. COMMENTS ON COURSE ACTIVITIES AND DESIGN

MA100 is a self-paced, individualized course with an open-exit policy. A variety of materials will be used, with a basic lab approach. Diagnostic testing determines the areas on which each student's needs to concentrate. Various kits, texts, worksheets as well as lecture and small group work will be used. Microcomputers will be used to provide instruction, drill and practice and enrichment activities. Students may test out at set times during the term.

IV. PREREQUISITE KNOWLEDGE AND SKILLS

High School Diploma. Placement test scores indicate need. Students failing to take a placement test, but wanting to refresh their arithmetic skills start at this level.

V. EVALUATION

Post-testing is available four times during the term for exit and awarding of credit. Grades issued are P -pass, Z -making progress, F -Failure for non-attendance. MA100 may be repeated until basic skills are mastered.

VI. COURSE OUTLINE

1.0 Whole Numbers

- 1.1 Reading and Writing Whole Numbers
- 1.2 Addition of whole Numbers
- 1.3 Subtracting of Whole Numbers
- 1.4 Multiplication of Whole Numbers
- 1.5 Division of Whole Numbers
- 1.6 Application problems

2.0 Common Fractions

- 2.1 Reducing fractions
- 2.2 Raising fractions to higher terms
- 2.3 Changing form between improper and mixed fractions
- 2.4 Adding fractions
- 2.5 Subtracting fractions
- 2.6 Multiplying fractions
- 2.7 Dividing fractions
- 2.8 Applications of fractions.

3.0 Decimal Fractions

Students Will:

- 2.1.1 Reduce fractions to simplest form
- 2.1.2 Raise fractions to higher terms
- 2.1.3 Change form between improper and mixed

2.2.0 Computation with Fractions

Instructional Goals:

Develop computational skills with fractions.

Students Will:

- 2.2.1 Add, subtract, multiply and divide with fractions
- 2.2.2 Apply computational skills to fraction word problems

3.0 DECIMAL FRACTIONS

3.1.0 Working with Decimals

Instructional Goal:

Understanding decimals numerals.

Students Will:

- 3.1.1 Read and write decimal numerals
- 3.1.2 Compare decimals
- 3.1.3 Change form between decimals and fractions
- 3.1.4 Round decimals to a given unit

3.2.0 Decimal Skills

Instructional Goals:

Computational skills with decimals.

Students Will:

- 3.2.1 Add, subtract, multiply and divide with decimals
- 3.2.2 Apply computational skills to decimal word problems

4.0 PERCENT

4.1.0 Working with Percents

Instructional Goal:

Changing between percents, decimals and fractions.

Student Will:

4.1.1 Convert among percents, decimals and fractions

4.2.0 Computation with percent

Instructional Goal:

Performing computations using percents.

Student Will:

4.2.1 Solve the three types of percent problems

4.2.2 Solve simple interest problems

4.2.3 Solve percent word problems

VIII. INSTRUCTIONAL SUPPLIES, MATERIALS AND EQUIPMENT

Text: Whimbey and Lockhead: Developing Math Skills

or

Stein: Refresher Math

or

Treffe and Jacobs: Basic Math Skills

or

Any Basic Math text student may have.

Microcomputer programs by

Milliken

CBS Software

Houghton Mifflin

SVE

Sunburst

and others as recommended by Microlab Coordinator

B. Supplemental Materials:

Computer-assisted instruction using Milliken Math Sequences and other math programs. A variety of teacher-produced and commercial materials will be used in addition to the computer instruction.

1X. INSTRUMENT FOR STUDENT EVALUATION OF COURSE

The following attachment is for student evaluation of the course. It is to be used by the instructor only for program and course improvement.

COURSE GUIDE

DEVELOPMENTAL EDUCATION & TUTORING

DEPARTMENT

SCHOOL OF STUDENT DEVELOPMENT

SCHOOL

EN100-W FUNDAMENTALS OF ENGLISH - WRITING

COURSE ALPHA, NUMBER, TITLE

DEVELOPMENTAL EDUCATION & TUTORING DEPARTMENT

AUTHORS

OCTOBER 1995

DATE SUBMITTED

Please highlight the action to be taken and have the indicated people sign.

RECOMMENDED BY:	* P A SR D	SIGNATURES (SIGN AND PRINT)	DATE SIGNED
AUTHOR	X X X X	<u>Charlotte Hepler</u>	<u>12-7-95</u>
DEPARTMENT CHAIR	X X X X	<u>Charlotte Hepler</u>	<u>12-7-95</u>
CURRICULUM COMMITTEE	X X X X	<u>Barbara J. Bouchard-Melton</u>	<u>1-19-96</u>
REGISTRAR	X X X X	<u>Marie A. Garrison</u>	<u>1/31/96</u>
APPROVED BY:			
DEAN	X X X X	<u>Charlotte D. Blum</u>	<u>2/7/96</u>
ACADEMIC AFFAIRS COMMITTEE	X X X	<u>A. D. Hamble</u>	<u>10/30/97</u>
VICE PRESIDENT ACADEMIC AFFAIRS	X X X X	<u>[Signature]</u>	<u>12/9/97</u>
PRESIDENT	X X X		

*Dates Piloted: Fall 1989

*Each column represents the signatures required for these actions:

- P - Pilot
- A - Adopt
- SR - Substantive Revision
- D - Delete

Sent Out: 12/9/97 EM

*Rec'd
2/6/96
R*

COURSE GUIDE

I. TYPE OF ACTION:

Check the type of action which applies. If a previous Course Guide exists, please attach.

- A. _____ Pilot
- B. _____ Adoption (Attach a copy of the approved pilot Course Guide.)
- C. X Substantive Revision: Attach a copy of the course guide to be revised in addition to the revised course guide. The numbers listed next to the changes below may or may not require change. They have been identified as those questions most likely needing addressed if the corresponding change is made. However, the entire course guide should be reviewed for other areas that might need editing, depending on the particular nature of the change to be made.
- _____ Change in the number of credit hours:
III E, VIC, D, E; VII, VIII, IX, X, XI, XII
- _____ Change in the prerequisite(s) other than prerequisite(s) for a course(s) offered within your department: III E, VIC, D, E, G; VII, VIII, IX, X, XI, XII
- X Substantive change in course content: III E, VII, VIII, IX, X, XI, XII
- _____ Other, Specify _____
- D. _____ Deletion: Complete only III A, B, E, VIA-F. Provide any additional documentation which would support the need to delete this course.

II. OBJECTIVES:

Fundamentals of English-Writing is designed to prepare and improve students' writing skills necessary for placement and potential success in EN110-Freshman English. The course provides instruction designed to meet the individual needs of each student based upon where the student is in their writing ability and what the student needs to become a better writer.

III. RATIONALE FOR PROPOSAL: If this course is not connected to a program answer A, B, C, D and E. If this course is connected to a program, answer E and F only.

- A. The reason this proposal should be adopted in light to the educational goals of the College.

N/A

- B. The impact of this proposal on student, community, enrollment of other courses and programs, staffing, facilities, equipment, and division budget.

N/A

- C. The long-term employment outlook, if applicable, including the number of available positions in the service area for graduates and expected salary level.

N/A

- D. The conformity of the course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agencies, State board regulations, professional certification or licensing requirements.

N/A

- E. The pilot evaluation: Provide a brief narrative evaluating the pilot period, if this is an action for course adoption.

After piloting, adopted Fall 1981. (Author: Sandy Liberty). Records available.

- F. The program requirements (associate degree, certificate) met by this course.

This course does not meet the requirements for an associate degree or certificate. Successful completion must be achieved in order to enter Freshman English which is a requirement for all associate degrees.

IV. RESOURCE REQUIREMENTS AND COSTS: If this course is not connected to a program, answer A through E. If this course is connected to a program, A through E may be omitted.

- A. Identify resources (materials, media, and equipment) and costs needed to accomplish proposal objectives.

Sufficient funding to purchase supplies and materials as listed on pages 7 & 8

- B. Estimate personnel requirements (both instructional and support) and costs needed.

Should there be a need for adjunct, Faculty Level III required

- C. Identify facility requirements and costs.

N/A

- D. Identify funding source(s).

Local Funding
VEA Funding

- E. Indicate impact, financial or otherwise, this may have on the School/College.

EN100 Fundamentals of English-Writing is a continuing course within the Developmental Education and Tutoring program.

V. IMPLEMENTATION SCHEDULE:

- A. Date of first offering.

August 1981

- B. Course deletion: Describe how this course will be phased out. What plans have been made for those students who are (1) currently enrolled in the course, and/or (2) enrolled in a program(s) which require this course?

N/A

VI. COURSE DESCRIPTION:

A. COURSE: Alpha EN Number 100

B. COURSE TITLE(S):

LONG TITLE:

Fundamentals of English - Writing

ABBREVIATED TITLE: (25 character maximum)

Fund. of English - Writing

C. Contact Hours per semester:

Lecture hours	<u>45</u>
Lab hours	<u> </u>
Clinical	<u> </u>
TOTAL HOURS	<u>45</u>

D. Duration:

Secondary course: period(s) per day for day(s) per week
for semester(s).

E. Number/Type of Credits:

Carnegie Units:	<u> </u>	per semester
Semester Hours:	<u>3</u>	per semester
CEUs:	<u> </u>	per course

F. Catalogue:

Description:

EN100W FUNDAMENTALS OF ENGLISH-WRITING (3)

Students work toward improving their writing skills. Instruction is individualized to meet each student's level of ability. EN100W incorporates the writing process approach, providing time and opportunities for writers in a student-instructor/student-student conferencing process. Students with a composition score below PASS are placed in EN100W. Prerequisite: Students scoring 4, 3, 2, or 1 on the composition sample and below 10.3 on Mechanics and Expression on the TABE or UOG placement test.

Revision: (1994-1995 GCC Catalogue, page 67)

G. Prerequisite(s):

Placement Test

H. Corequisite(s):

None

I. Articulation:

1. Secondary Programs/Courses
2. University of Guam's course EN087
3. Others

J. Cost to Students:

Tuition and Fees

K. Target Population:

EN100W will be offered for the benefit of those students whose writing skills indicate a need for developmental instruction and practice in writing skills of English as diagnosed by the TABE, or UOG placement test.

VII. COURSE DESIGN:

The course Fundamentals of English-Writing (EN100W) will introduce students to the writing process. This process includes a series of ongoing, interconnected activities involving prewriting, writing, revision, editing and publishing. Mini-lessons, individualized guided writing, instructor-student conferencing, student-student conferencing, and group sharing will facilitate a better understanding of the writing process.

Instruction will include procedural information, the craft of writing techniques, and improving and evaluating student's existing writing skills. Group activities may be incorporated throughout the semester.

Students are provided time to write in class. During this time the following may occur:

1. Pre-writing strategies
2. Writing
 - a. beginning new pieces
 - b. continue work in progress
 - c. revising
 - d. rewriting/editing drafts
 - d. finalize drafts
3. Conferencing
 - a. self
 - b. student-student
 - c. instructor-student
4. Small group activities

Group sharing may conclude a class session. Students and the instructor may share parts of their writing with each other. Students will read, react to, and discuss their writing.

The entire course enables students to become not just writers, but active writers. The course is designed to be a resource of information that can be integrated not only with other courses but also with daily living. The course provides time and opportunities for students to engage in the writing process.

VIII. COURSE OUTLINE:

- 1.0 Writing Workshop
 - 1.1 Components
 - 1.1.1 Mini-lessons
 - 1.1.2 Student writing
 - 1.1.3 Conferencing
 - 1.1.4 Group sharing
 - 1.2 Procedures
 - 1.2.1 Writing folders
 - 1.2.2 Conferencing
- 2.0 Mini-Lessons
 - 2.1 The Writing Process
 - 2.1.1 Prewriting
 - 2.1.2 Drafting
 - 2.1.3 Revising
 - 2.1.4 Editing
 - 2.1.5 Sharing
 - 2.1.6 Publishing
 - 2.2 Getting Ready To Write
 - 2.2.1 Free writing
 - 2.2.2 Brainstorming
 - 2.2.3 Topic search
 - 2.2.4 Listing
 - 2.2.5 Clustering/Mapping
 - 2.2.6 Outlining
 - 2.3 Craft
 - 2.3.1 Leads
 - 2.3.2 Conclusions
 - 2.3.3 Transitions/Fluency
 - 2.3.4 Word choice
 - 2.3.5 Dialogue
 - 2.3.6 Conventions
 - 2.3.7 Voice
 - 2.3.8 Audience
 - 2.3.9 Point of view
 - 2.4 Tools
 - 2.4.1 Dictionaries
 - 2.4.2 Thesauruses
 - 2.4.3 Spellers
 - 2.4.4 Grammar handbooks
 - 2.5 Types of Writing
 - 2.5.1 Writing to inform
 - 2.5.2 Writing to describe
 - 2.5.3 Writing to tell
 - 2.5.4 Writing to compare/contrast
 - 2.5.5 Writing to persuade
- 3.0 Supplemental Resources
 - 3.1 Academic Learning Lab
 - 3.2 Achievement Resource Center

- 4.0 Evaluation
 - 4.1 SERT (Standard English Recognition Test)
 - 4.2 Major papers
 - 4.3 Final composition

IX. COURSE COMPETENCIES:

This list constitutes the minimum competencies basic to this course.

- 1.0 After being introduced to the Writing Workshop approach, the student will self-select topics, write an effective paper utilizing the writing process, confer with other students and actively participate in writing/ group activities:
 - 1.1 Utilizing the following components of the Writing Workshop, students will improve their compositions by participating in:
 - 1.1.1 a brief lesson of 5-15 minutes called a mini-lesson
 - 1.1.2 writing in class for a majority of the session
 - 1.1.3 conferencing with peers and the instructor
 - 1.1.4 sharing their writing in small or large groups
 - 1.2 Utilizing the following procedures the student will:
 - 1.2.1 store compositions in individual writing folders
 - 1.2.2 improve writing through conferencing with peers as well as the instructor
- 2.0 After receiving instruction through mini-lessons the student will:
 - 2.1 utilize the components of the writing process to improve their writing. These include:
 - 2.1.1 prewriting strategies
 - 2.1.2 a minimum of 3 drafts for composition
 - 2.1.3 revising each draft of writing per content
 - 2.1.4 editing draft for grammar, punctuation, and spelling
 - 2.1.5 sharing orally 1 of their final compositions
 - 2.1.6 publishing all final compositions on the computer
 - 2.2 be introduced to a variety of getting ready to write techniques which include:
 - 2.2.1 freewriting
 - 2.2.2 brainstorming
 - 2.2.3 topic search
 - 2.2.4 listing
 - 2.2.5 clustering/mapping
 - 2.2.6 outlining
 - 2.3 develop the craft of writing by:
 - 2.3.1 adequately using effective leads (typical, reaction, dialogue and action)
 - 2.3.2 adequately concluding papers
 - 2.3.3 utilizing transitions
 - 2.3.4 showing proficiency in organizing and expressing ideas using appropriate word choice
 - 2.3.5 using dialogue when appropriate
 - 2.3.6 following the rules of standard written English
 - 2.3.7 demonstrating an understanding of voice through humor, sarcasm, element of surprise, poetry and practical writing
 - 2.3.8 demonstrating an awareness of audience
 - 2.3.9 recognizing the first, second and third person points of view

- 2.4 utilize various writing tools such as:
 - 2.4.1 a dictionary
 - 2.4.2 thesaurus
 - 2.4.3 spellers
 - 2.4.4 grammar handbooks
- 2.5 recognize the various types of writing:
 - 2.5.1 Informative writing
 - 2.5.2 Descriptive writing
 - 2.5.3 Narrative writing
 - 2.5.4 Comparative writing
 - 2.5.5 Persuasive writing
- 3.0 After being made aware of the supplemental resources, the student will be encouraged to utilize:
 - 3.1 word processing in the Academic Learning Lab
 - 3.2 tutorial services of the Achievement Resource Center
- 4.0 The student will be evaluated using the following assessment tools:
 - 4.1 score 70% or higher on the SERT (Standard English Recognition Test)
 - 4.2 complete 4 major papers
 - 4.3 write a passing composition

X. EVALUATION METHODS, CRITERIA, AND STANDARDS

The Holistic grading method will be used to determine progress for each of the student's compositions. The following grading system will be utilized.

The student will receive a grade of P, Z, or F.

P = Passing--70% or higher on SERT, PASS on the final composition and the completion of 4 major papers.

Z = Progressing--but has not reached the scores required to pass. The student will repeat the class until standards are achieved.

F = Failure--excessive absences (more than three class sessions), or little effort displayed.

XI. TEXTBOOK REFERENCE:

A. Materials for Writing and Publishing

- 1. Paper
 - a. lined papers (various sizes, colors and types)
 - b. ditto paper
 - c. colored bond
 - d. index cards
 - e. post-it notes, labels
- 2. Writing implements of various sizes, colors and styles
 - a. regular pencils
 - b. ball point pens
 - c. markers (broad-tipped, fine-tipped, italic, etc.)
 - d. overhead transparency markers
- 3. General supplies and equipment
 - a. storage cabinets
 - b. fasteners (brass)
 - c. erasers (ink and pen)

- d. Wite-out liquid
 - e. hole punchers/2 & 3 hole
 - f. staplers
 - g. staples
 - h. staple removers
 - i. paper clips
 - j. scissors
 - k. transparent and masking tape
 - l. rubber bands and thumbtacks
 - m. overhead projector and transparencies and markers
 - n. trays or boxes for writing ready for editing, publishing, photocopying, or portfolios
 - o. file cabinet and storage space
 - p. student folders
 - q. diskettes
 - r. computers
 - s. word processing software
4. Resource and reference materials
- a. dictionaries, spellers
 - b. grammar usage handbooks
 - c. thesauruses
 - d. resource texts

XII. VOCATIONAL STUDENT ORGANIZATIONS AND/OR PROFESSIONAL ORGANIZATIONS: If applicable, list the VSOs and/or professional organizations students enrolled in this course may join.

NOTE: If this course is not connected to a program, answer questions XIII and XIV.

XIII. (To be answered only if this is an occupational course.) What plans does the Department have to inform non-vocational faculty and staff about the program for the purpose of generating support, guidance, and interdisciplinary educational opportunities?

XIV. What plans does the Department have to recruit and retain students for this course?

COURSE GUIDE

Developmental Education & Tutoring

DEPARTMENT

School of Student Development

SCHOOL

EN100B - Fundamentals of English - Basic

COURSE ALPHA, NUMBER, TITLE

Rosalind P. Borja

AUTHOR

Spring 1997

DATE SUBMITTED

Please highlight the action to be taken and have the indicated people sign.

RECOMMENDED BY:	P	A	SR	D	SIGNATURES (SIGN AND PRINT)	DATE SIGNED
AUTHOR	X	X	☒	X	Rosalind P. Borja <i>Rosalind P. Borja</i>	1/30/97
DEPARTMENT CHAIR	X	X	☒	X	Charlotte J. Hepler <i>Charlotte J. Hepler</i>	1/30/97
CURRICULUM COMMITTEE	X	X	☒	X	Phoebe Wall <i>Phoebe Wall</i>	3/14/97
REGISTRAR	X	X	☒	X	<i>[Signature]</i>	5/12/97
APPROVED BY:						
DEAN	X	X	☒	X	Antoinette Blum <i>Antoinette Blum</i>	5/19/97
ACADEMIC AFFAIRS COMMITTEE	X	X	☒		R. J. Hamble <i>R. J. Hamble</i>	12/30/97
VICE PRESIDENT ACADEMIC AFFAIRS	X	X	☒	X	<i>[Signature]</i>	12/9/97
PRESIDENT	X					

*Dates Piloted: _____

*Each column represents the signatures required for these actions:

- P - Pilot
- A - Adopt
- SR - Substantive Revision
- D - Delete

Sent Out: 12/9/97 Em

C: EN100S

③
Rec'd
4/24/97
TC

COURSE GUIDE

I. TYPE OF ACTION:

Check the type of action which applies. If a previous Course Guide exists, please attach.

- A. _____ Pilot
- B. _____ Adoption (Attach a copy of the approved pilot Course Guide.)
- C. _____ Substantive Revision: Attach a copy of the course guide to be revised in addition to the revised course guide. The numbers listed next to the changes below may or may not require change. They have been identified as those questions most likely needing addressed if the corresponding change is made. However, the entire course guide should be reviewed for other areas that might need editing, depending on the particular nature of the change to be made.
- _____ Change in the number of credit hours:
IIIE, VIC, D, E; VII, VIII, IX, X, XI, XII
- _____ Change in the prerequisite(s) other than prerequisite(s) for a course(s) offered within your department: IIIE, VIC, D, E, G; VII, VIII, IX, X, XI, XII
- X Substantive change in course content: IIIE, VII, VIII, IX, X, XI, XII
- _____ Other, Specify _____
- D. _____ Deletion: Complete only IIIA, B, E, VIA-F. Provide any additional documentation which would support the need to delete this course.

II. OBJECTIVES:

To develop English communication skills in listening, speaking, reading, and writing. To develop cross-cultural adaptation and employability skills for students with limited English proficiency. To increase students' reading level to 6.0 for successful placement in EN100 Reading & Writing.

III. RATIONALE FOR PROPOSAL: If this course is not connected to a program answer A, B, C, D and E. If this course is connected to a program, answer E and F only.

- A. The reason this proposal should be adopted in light to the educational goals of the College.
- B. The impact of this proposal on student, community, enrollment of other courses and programs, staffing, facilities, equipment, and division budget.
- C. The long-term employment outlook, if applicable, including the number of available positions in the service area for graduates and expected salary leve

- D. The conformity of the course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agencies. State board regulations, professional certification or licensing requirements.
- E. The pilot evaluation: Provide a brief narrative evaluating the pilot period, if this is an action for course adoption.

Fall of 1990. Records not available.

- F. The program requirements (associate degree, certificate) met by this course.

This course does not meet the requirements for an associate degree or most certificate programs. Successful completion must be achieved with a reading grade level of 6.0 for entry into EN100 Reading and EN100 Writing.

IV. RESOURCE REQUIREMENTS AND COSTS: If this course is not connected to a program, answer A through E. If this course is connected to a program, A through E may be omitted.

- A. Identify resources (materials, media, and equipment) and costs needed to accomplish proposal objectives.

Sufficient funding to purchase supplies and materials listed on page 9

- B. Estimate personnel requirements (both instructional and support) and costs needed.

Salaries for a minimum of 6 Tutors and if necessary for adjunct faculty level III

- C. Identify facility requirements and costs.

None

- D. Identify funding source(s).

Local and Vocational Education Act (VEA)

- E. Indicate impact, financial or otherwise, this may have on the School/College.

EN100B - Fundamentals of English-Basic is a continuing course within the Developmental Education and Tutoring Program.

V. IMPLEMENTATION SCHEDULE:

- A. Date of first offering.

Piloted: 1990

- B. Course deletion: Describe how this course will be phased out. What plans have been made for those students who are (1) currently enrolled in the course, and/or (2) enrolled in a program(s) which require this course?

VI. COURSE DESCRIPTION:

- A. COURSE: Alpha EN Number 100B

B. COURSE TITLE(S):

LONG TITLE:

Fundamentals of English - Basic

ABBREVIATED TITLE: (25 character maximum)

Fund. of English - Basic

C. Contact Hours per semester:

Lecture hours	<u>60</u>
Lab hours	<u> </u>
Clinical	<u> </u>
TOTAL HOURS	<u>60</u>

D. Duration:

Secondary course: period(s) per day for day(s) per week
for semester(s).

E. Number/Type of Credits:

Carnegie Units:	<u> </u>	per semester
Semester Hours:	<u> 3 </u>	per semester
CEUs:	<u> </u>	per course

F. Catalogue:

Description:

This course is designed to meet the needs of those students scoring below 6.0 reading level who need developmental work in reading, writing, listening and speaking skills prior to entry into Fundamentals of English-Reading and Writing (EN100 R & W). Students will work on a self-paced basis with the assistance of a tutor or instructor to increase and improve reading and writing skills.

Revision: (include page numbers and year of catalogue reference)

Students work toward developing their English communication skills in listening, speaking, reading, and writing. Students receive both individualized and small group instruction. Speaking and listening skills are emphasized. This course provides employment entry skills. Students scoring below 6.0 grade level are placed in EN100S. Page 80-81, 1996-1997 Catalogue

G. Prerequisite(s):

Score below a 6.0 reading level on the Test of Adult Basic Education (TABE) and a 1 holistic composition score are placed in EN100B.

H. Corequisite(s):

None

I. Articulation:

1. **Secondary Programs/Courses**
2. **U.O.G. - Developmental courses are recognized by U.O.G.**
3. **Others**

J. Cost to Students:

Tuition and fees (including lab fee).

K. Target Population:

This class is intended for postsecondary, limited English proficient students scoring below the 6.0 reading level on the Test of Adult Basic Education (TABE) who need developmental work in listening, speaking, reading, and writing. These students could also benefit from acquiring cross-cultural adaptation and employability skills.

VII. COURSE DESIGN:

Fundamentals of English-Basic (EN100B) incorporates the whole language approach to develop the four basic skills of listening, speaking, reading, and writing. The maximum class size shall be 15.

This course will include small group interactions with student/student, student/tutor, student/teacher conferencing, guided reading/writing, and mini-lessons in a basic lab approach. Instruction will include procedural information and functional aspects of the Reading and Writing Workshop approach.

Students are provided time to read and to write in class on self selected books and topics. Independent, small group, and class sharing is an integrated component of every class session which helps promote students' oral and listening skills. Mini-lessons are designed to extend the practical uses of reading and writing. These lectures, discussions, and activities are designed to improve the students' basic skills of reading and writing in preparation for the next level in the Fundamentals of English program (EN100 Reading and EN100 Writing).

VIII. COURSE OUTLINE:

1.0 Overview of Reading/Writing Workshop

- 1.1 **Reading Workshop procedures**
- 1.2 **Reading in class**
- 1.3 **Journal reaction**
- 1.4 **Writing workshop procedures**
- 1.5 **Writing process**

2.0 Reading/Writing mini-lessons may include, but are not limited to:

- 2.1 Vocabulary**
 - 2.1.1 Word meaning
 - 2.1.2 Word in context
- 2.2 Reading Comprehension**
 - 2.2.1 Using prior knowledge
 - 2.2.2 Recognizing main ideas
 - 2.2.3 Recognizing supporting details
 - 2.2.4 Understanding sequence
 - 2.2.5 Understanding inferences
 - 2.2.6 Making predictions and drawing conclusions
- 2.3 Writing Skills**
 - 2.3.1 Sentence construction
 - 2.3.2 Paragraph organization
 - 2.3.3 Types of writing
- 2.4 Survival Skills in the Workplace**
 - 2.4.1 Written and oral communication

3.0 Oral/Written Language Skills

- 3.1 Following oral and written directions
- 3.2 Group interaction
- 3.3 Oral presentation
- 3.4 Sharing
- 3.5 Conferencing

4.0 Tools

- 4.1 Dictionaries, Thesauruses, Spelling Handbooks, Grammar Handbooks

5.0 Supplemental resources

- 5.1 Academic Learning Lab
- 5.2 Achievement Resource Center

IX. COURSE COMPETENCIES:

- 1.0 By explaining the procedures for Reading and Writing Workshop, the student will:**
 - 1.1 select books of their choice, log-in the title and author in their Independent Reading Record Sheet
 - 1.2 read for 45 minutes during class time
 - 1.3 react to selections through journal entries
 - 1.4 select topics
 - 1.5 write an effective paper utilizing the writing process (brainstorm, prewrite, draft, revise, conference, edit, share and final paper)

- 2.0 After receiving instructions through mini-lessons, handouts, and practice sessions, the student will:**
 - 2.1 Vocabulary**
 - 2.1.1 demonstrate increased general knowledge of words in his/her active vocabulary**
 - 2.1.2 develop skills in understanding word groups and the meaning of words in context**
 - 2.2 Reading Comprehension**
 - 2.2.1 combine prior knowledge with reading materials**
 - 2.2.2 read independently through the use of trade books and other relevant reading selections**
 - 2.2.3 show an understanding of what is read; can read silently for a sustained period of time**
 - 2.2.4 identify central focus, supporting details and sequencing in paragraphs, short reading selections, and novels**
 - 2.2.5 make valid inferences**
 - 2.2.6 predict outcomes and draw accurate conclusions**
 - 2.3 Writing Skills**
 - 2.3.1 recognize basic organizational relationships in sentences and paragraphs**
 - 2.3.2 understand and demonstrate organization in stories (introduction, body and conclusion)**
 - 2.3.3 become aware of different types of writing**
 - 2.4 Survival Skills in the Workplace**
 - 2.4.1 improve communication in written and oral form in the workplace**
- 3.0 Oral and Written Language Skills. The student will:**
 - 3.1 follow oral and written directions**
 - 3.2 demonstrate appropriate facial expressions, body language and intonation**
 - 3.3 improve listening and speaking skills through oral presentations and small group and class discussions**
 - 3.4 be able to share writing with peers**
 - 3.5 listen attentively and respond to the writing of peers**
- 4.0 Tools. After using the various resources, the student will:**
 - 4.1 understand how to use a dictionary, thesaurus, spellex, and grammar handbooks effectively**
- 5.0 Supplemental resources. The student will be encouraged to:**
 - 5.1 utilize the computers and word processing programs in the Academic Learning Lab**
 - 5.2 utilize the tutorial services of the Achievement Resource Center**

X. EVALUATION METHODS, CRITERIA, AND STANDARDS

Post testing is given at the end of the semester. Students must pass the standardized test on the Test of Adult Basic Education (TABE) with a 6.0 to meet exit criteria. Grades issued are P (pass), Z (making progress), and F (failure for excessive absences more than 3 class sessions).

EN100B may be repeated until the student has achieved a 6.0 grade level.

X1. TEXTBOOK REFERENCE:

Supplies

- Chalk, chalk erasers
- Dry-erase markers
- File folders
- Cassette tapes
- Colored markers
- Index cards (3x5 & 5x8)
- Overhead transparency
- Fasteners
- 3.5 computer diskettes

Materials

- Dictionaries
- Thesauruses
- Spellex (spelling handbooks)
- Grammar handbooks
- Recreational reading books
- Communication skills software program

Equipment

- Cassette players
- Chalkboard
- File cabinet w/lock
- Microcomputers and printers
- TV and VCR
- Overhead Projector
- Headphones

XII. VOCATIONAL STUDENT ORGANIZATIONS AND/OR PROFESSIONAL ORGANIZATIONS: If applicable, list the VSOs and/or professional organizations students enrolled in this course may join.

NOTE: If this course is not connected to a program, answer questions XIII and XIV.

XIII. (To be answered only if this is an occupational course.) What plans does the Department have to inform non-vocational faculty and staff about the program for the purpose of generating support, guidance, and interdisciplinary educational opportunities?

XIV. What plans does the Department have to recruit and retain students for this course?



COURSE SUBSTANTIVE REVISION APPROVAL FORM

✓ 4/17/06
5/10/06

Trades and Professional Services

SCHOOL

English Language Institute

DEPARTMENT

EN100R-Fundamentals of English/Reading

COURSE ALPHA, NUMBER, TITLE

Lisa Baza-Cruz and Polli Huseby

AUTHOR

April 12, 2006

DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

☐ Course Adoption - all signatories

☒ Course Substantive Revision - all signatories except President

APPROVED BY	PRINT	SIGNATURE	DATE
AUTHOR	Lisa BazaCruz Polli Huseby	<i>Lisa Baza-Cruz</i> <i>Polli Huseby</i>	4/12/06 4/12/06
DEPARTMENT CHAIR	Judy Salas	<i>Judy Salas</i>	4/12/06
REGISTRAR	Patrick Clymer	<i>Patrick Clymer</i>	4/17/06
DEAN	Reilly Ridgell	<i>Reilly Ridgell</i>	4/17/06
ACADEMIC AFFAIRS CHAIR	Carol Cruz	<i>Carol Cruz</i>	5/10/06
VP, ACADEMIC AFFAIRS	Dr. John Rider	<i>John Rider</i>	5/11/06
PRESIDENT	H. delos Santos, Ed.D.		

Copy: () Registrar
 () Binder for Deans & Associate Deans
 () Department (Signature Page only)
 () Learning Resource Center

6/09/06

6/09/06

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Print Catalog 2007-2008

Electronic Catalog

COURSE APPROVAL FORM

I. TYPE OF ACTION

Check the type of action which applies. If previous Course Guide exists, please attach.

- A. ☐ Adoption
- B. ☒ Substantive Revision (attach Adoption Course Guide)

The numbers listed next to the changes below may or may not require response; they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

- ☐ Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII
- ☐ Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII
- ☒ Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII
- ☐ Identify specific changes not listed above:

II. INTRODUCTION

The course is connected to the following program(s):

This is a developmental education course that supports the General Education requirements. This course is a prerequisite to various certificate and degree programs.

III. COURSE GOALS

This course is designed to increase students' current reading levels as determined by placement test results and assessed through scores attained from post-standardized reading test. Score of 10.6 or above will indicate test-out and completion of course. This course demonstrates to students how reading can enrich all aspects of their lives.

IV. RATIONALE FOR PROPOSAL

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

- A. Reason this proposal should be adopted in light of the College's mission statement and educational goals
Guam Community College is mandated to provide technical and vocational education to meet the needs of Guam's workforce and is committed to providing a comprehensive offering of academic, vocational and technical programs. This course develops the knowledge and expertise of students interested in obtaining and/or improving their English skills, more specifically-reading skills.
- B. An assessment of Industry or Community need
- C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable
- D. Results of course and course guide evaluation.
This course guide will address the changes that support General Education requirements and the need to comply with current college placement test.
- E. Program requirements (associate degree, certificate, diploma) served by this course

V. RESOURCE REQUIREMENTS AND COSTS

A. Resources (materials, media, and equipment) and costs

Costs are directly related to the maintenance of each classroom with a wide and comprehensive selection of multi-leveled reading materials to include contemporary novels, children's books, timed reading books, recorded books, movies, cassette players, CD players, television and portable stand, DVD/VHS player, and standard classroom resources to sustain classroom needs.

B. Personnel requirements (administrative, instructional and support staff) and costs

It is anticipated that this course will be taught by full-time faculty assigned to the department or by adjunct faculty who have knowledge and expertise in the field. It is also recommended that instructors be avid readers which would support their ability to guide, influence, and model effective reading behavior. Regular salary scales (full-time/adjunct) will apply. Office support staff normally provided to faculty is sufficient.

C. Facility requirements and costs

Existing classroom space will be sufficient.

D. Funding source(s)

This course is part of the locally funded college budget and students will pay the usual tuition and fees.

E. Impact, financial or otherwise, this course may have on the School/College

An increase in student enrollment results in more sections required therefore, additional funding needs to be secured.

VI. IMPLEMENTATION SCHEDULE

A. Implementation date Fall 2006

B. Course Offering: Fall, Spring, and Summer Sessions

VII. COURSE DESCRIPTION

A. Course

Alpha: EN

Number: 100R

B. Course Title(s)

Long Title: Fundamentals of English/Reading

Abbreviated Title (20 characters maximum): Fund of English/Rdng

C. Contact Hours and Number of Students

Maximum Number of Students: 20

Lecture Hours: 45

Lab Hours (state category 1 or 2):

Clinical:

Other:

Total Hours: 45

D. Number/Type of Credits

Carnegie Units: per semester

Semester Hours: 3 per semester

E. Catalog Description

Catalog Description:

This course is designed to meet the needs of those students scoring above 30 on the reading section of the placement test who need developmental work in

reading, vocabulary and comprehension skills prior to entry into EN110.

Prerequisite: Reading Score between 30-37 on the ASSET placement.

Catalog Revision:

This course is designed to meet the needs of those students requiring additional reading skill development. Students scoring 38 thru 67 on the COMPASS placement test are required to enroll in this course, EN100R. If student scores between 38-47, student is required to enroll in this course only. If student scores between 48-67 on the COMPASS placement test, student may choose to enroll in both this course (EN100R) and EN100W. It is the recommendation of the English Department that student first completes the reading requirement.

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: 2005-2006

Page Numbers: 83

F. Prerequisite(s)

G. Co-requisites(s)

H. Articulation

Secondary Programs/Courses

University of Guam

Others

I. Target Population

Offered for the benefit of those students scoring between a 38-67 on the COMPASS placement test or returning students with reading levels between 6.0 and 10.5 as determined by standardized reading test. To ensure appropriate placement, during the first class session of the semester, instructor will be required to administer the pre-reading test to determine student's appropriate placement into EN100R. If student scores below or significantly above the required placement score, student will be referred to ELI for enrollment into appropriate English class.

J. Cost to Students (specify any lab fees) Current tuition and fees.

VIII. COURSE DESIGN

Extended reading (substantial reading within and outside of the classroom environment) has been shown to be one of the most effective methods for improving students overall reading abilities.

Crucial to the effectiveness of this method, students must be thoroughly convinced that a substantial amount of reading is the way to improve their reading skills and thus meet their reading goals. This course is designed to inspire that level of participation. The class structure used is a modified "reading workshop" approach.

The components consist of the following;

- 1. Timed reading exercise- a short activity that increases reading speed and improves comprehension. Instructor will assign appropriate book level to student and monitor progress.**
- 2. Mini-skill lesson- a short lecture or activity. Instructor will introduce or model important ideas or strategies related to developing reading skills.**
- 3. Extended Silent Reading- students read (self-selected novels), practice and process strategies introduced through mini-lessons, the instructor will motivate, guide and monitor student choices and progress.**

4. **Reader response-** a mechanism to allow students to respond to reading in a meaningful way. Instructor will evaluate degree of comprehension through these mechanisms such as journaling, conferencing, literary letters, and discussion.
5. **Group activity** – student will participate in a whole class reading activity (reading of novel) Instructor will guide this activity, modeling and allowing students to practice strategies presented in mini-lessons.

IX. COURSE OUTLINE

- 1.0 **Reader's Process**
- 2.0 **Comprehension Development**
- 3.0 **Vocabulary Development**

X. INTENDED LEARNING OUTCOMES

1.0 Reader's Process

Given mini-skill lessons, extended reading, timed reading, and reader response experiences, students will:

- 1.1 **Select novels for reading, based upon careful examination of level and interest**
- 1.2 **Incorporate time for reading into their daily lives**
- 1.3 **Appraise reading preferences to discover their personal reading style**
- 1.4 **Read widely, from a variety of reading sources**
- 1.5 **Relate to and elaborate ways reading connects with students' lives**
- 1.6 **Identify with characters to "walk in another man's shoes"**
- 1.7 **Identify, appraise, and select from a wide selection of genres based upon personal preference**
- 1.8 **Identify, locate, and select authors based upon level and personal preference**
- 1.9 **Distinguish between and discuss preference of fiction or non-fiction genres**

2.0 COMPREHENSION DEVELOPMENT

Given mini-skill lessons, extended reading, timed reading, and reader response experiences, students will:

- 2.1 **Participate in timed reading exercises to develop reading pace and comprehension**
- 2.2 **Demonstrate use of Rereading , abandoning, and prior knowledge as strategies to improve reading comprehension**
- 2.3 **Demonstrate use of prediction, inference, and visualization as**

strategies to improve reading comprehension

- 2.4 Describe, compare and evaluate leads, plot, and conclusion of novels
- 2.5 Identify flashback and foreshadowing
- 2.6 Discuss, compare and evaluate dialogue, voice, and point of view
- 2.7 Identify main idea, detail, and description
- 2.8 Summarize text

3.0 Vocabulary Development

Given mini-skill lessons, extended reading, timed reading, and reader response experiences, students will:

- 3.1 Describe process to expand vocabulary through extended reading
- 3.2 Distinguish effective use of dictionaries, thesaurus, and electronic devices
- 3.3 Describe and practice use of context clues and guessing as vocabulary strategies while reading
- 3.4 Participate in vocabulary skill-building exercises

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

At the end of semester, instructor will administer standardized reading test to determine student progress and completion of course based on the following grades:

P-Student has attained a grade level of 10.6 or above

Z-Student has completed course activities, grade level scores may show an increase from previous scores but, has yet to achieve the required 10.6 or above

F-Student has excessive absences which significantly affect the student's participation in course activities and requirements

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

A. Required Textbook(s)

There is no required textbook for this course, a comprehensive classroom library serves as the resource for reading material, and therefore, students will be responsible for payment of lost or damaged materials.

B. Reference(s) and Bibliography

C. Equipment/Facilities

D. Instructional Supplies

D. Instructional Resource:

- E. Atwell, Nancie, 1984. *In the Middle: Writing, Reading, and Learning with Adolescents*, Portsmouth, N.H.: Boynton/Cook.
- F. Henry, Jeanne, 1995. *If Not Now: Developmental Readers in the College Classroom*. Portsmouth, N. H.: Boynton/Cook.



**COURSE SUBSTANTIVE REVISION
APPROVAL FORM**

11/29/05
4/3/06
y/lw 1st

Technology and Student Services

SCHOOL

Mathematics

DEPARTMENT

MA095 Pre-College Mathematics

COURSE ALPHA, NUMBER, TITLE

Professor Patrick A. Watson

AUTHOR

16 November 2005

DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

 Course Adoption - all signatories

 X Course Substantive Revision - all signatories except President.

APPROVED BY	PRINT	SIGNATURE	DATE
AUTHOR	<u>Patrick A. Watson</u>	<u>[Signature]</u>	<u>16-Nov-05</u>
DEPARTMENT CHAIR	<u>Frank Bas</u>	<u>[Signature]</u>	<u>29-Nov-05</u>
REGISTRAR	<u>Patrick Clymer</u>	<u>[Signature]</u>	<u>11/24/05</u>
DEAN	<u>Dr. Michelle Santos</u>	<u>[Signature]</u>	<u>11/30/05</u>
ACADEMIC AFFAIRS CHAIR	<u>Carol R. Cruz</u> <u>Christina Matson</u>	<u>[Signature]</u>	<u>3/30/06</u>
VP ACADEMIC AFFAIRS	<u>Dr. John Rider</u>	<u>[Signature]</u>	<u>4/3/06</u>
PRESIDENT	<u>H. Delos Santos Ed. D.</u>	<u> </u>	<u> </u>

1. TYPE OF ACTION

Check the type of action which applies. If previous Course Guide exists, please attach.

A. ☐ Adoption

B. **XX** Substantive Revision (attach Adoption Course Guide)

The numbers listed next to the changes below may or may not require response, they have been identified as those questions most likely needing to be addressed.

The entire Course Guide should be reviewed for applicability.

☐ Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII

☐ Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII

XX Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII

☐ Identify specific changes not listed above:

II. INTRODUCTION

The course is connected to the following program(s):

MA095-College mathematics course is a pre-requisite for MA108-College Algebra which is the minimum math requirement for all Associate Degree programs.

III. COURSE GOALS

The Goal and Objective of this course is to broaden students' skills and concepts in basic math and to prepare them for MA108, Introduction To College Algebra.

IV. RATIONALE FOR PROPOSAL

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

A. Reason this proposal should be adopted in light of the College's mission statement and educational goals

A goal of Guam Community College is to provide technical and vocational education to meet the needs of Guam's workforce. This course provides the basic mathematical skills and knowledge needed for success in meeting the math requirements for this goal.

B. An assessment of Industry or Community need

The course competencies are part of the general education requirements and will connect with the industry or community needs and to meet developmental math needs at the University of Guam.

C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable
This course is equivalent to University of Guam's MA-085 level 1.

D. Results of course and course guide evaluation.

The original course has been a main-stay at GCC for over 20 years. With new requirements in all programs to better meet broader standards within our organization, other community college and university programs were evaluated to help GCC align better in math standards.

- E. Program requirements (associate degree, certificate, diploma) served by this course
This is a developmental course for some students to help them meet the math requirements for General Education, Associate Degree, and Certificate programs.

V. RESOURCE REQUIREMENTS AND COSTS

- A. Resources (materials, media, and equipment) and costs
This course will be taught by lecture and demonstration in conjunction with Interactive Mathematics Mediated Learning Software Package designed by Academic System Inc., in a computer lab.
- B. Personnel requirements (administrative, instructional and support staff) and costs
This course will be taught by full-time faculty or by adjunct faculty who have knowledge and expertise in the field. Regular salary scales (full-time/adjunct) will apply. Office support staff normally provided to faculty will be sufficient.
- C. Facility requirements and costs
Presently existing classrooms are sufficient.
- D. Funding source(s)
This course is a part of the locally funded College budget and students will pay the usual tuition and fees.
- F. Impact, financial or otherwise, this course may have on the School/College
There will be no extra financial impact on the college caused by this course.

VI. IMPLEMENTATION SCHEDULE

- A. Implementation date
Spring 2008
- B. Course Offering:
Fall, Spring, Summer

VII. COURSE DESCRIPTION

- A. Course
Alpha: **MA**
Number: **095**
- B. Course Title(s)
Long Title: **Pre-College Mathematics** *Former name: College Mathematics*
Abbreviated Title (20 characters maximum): **Pre-Algebra**
- C. Contact Hours and Number of Students
Maximum Number of Students: **20-30**
Lecture Hours: **60**
Lab Hours (state category 1 or 2): **Category 1**
Clinical:
Other:
Total Hours: **60**
- D. Number/Type of Credits
Carnegie Units: per semester
Semester Hours: **4** per semester

E. Catalog Description:

This course is designed to provide students with basic mathematical skills needed in the trade and technical fields. Topics like the order of operations, ratios, proportions, measurements, basic statistics, data graphs, and simple algebraic expressions will be discussed. (Formally : MA105): Prerequisites: Placement test or satisfactory completion of MA085)

Catalog Revision:

This course is a continuation of MA085 and is designed to provide students with basic mathematical skills needed in the trade and technical fields. Topics include operations with fractions, percentage, units of measurement, basic geometry, basic statistics, real numbers, order of operations, simple algebraic expressions, solving equations and inequalities in one variable, plotting points on the Cartesian coordinate system, and problem solving. Pre-requisite: placement test or satisfactory completion of MA085.

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: 2005 - 2006

Page Numbers: 91

F. Prerequisite(s) Placement test or satisfactory completion of MA085

G. Co-requisites(s)

H. Articulation

Secondary Programs/Courses

University of Guam MA085 level 1

Others

I. Target Population

Students who need math skill development to help them meet the math requirements for General Education, Degree, and Certificate programs.

J. Cost to Students (specify any lab fees)

Current tuition and license for Mediated Math program.

VIII. COURSE DESIGN

This course is designed to provide students an opportunity to gain the mathematics skills needed to succeed in higher mathematical course. It will be taught in a computer lab by lecture and demonstration in conjunction with Interactive Mathematics Mediated Learning Software Package designed by Academic System Inc.

IX. COURSE OUTLINE

1. OPERATIONS WITH FRACTIONS

1.1. Adding and Subtracting Fractions

1.2. Multiply, and Divide Fractions

1.3. Solving Equations

2. PROPORTIONAL REASONING

- 2.1. Ratio and Proportion**
- 2.2. Percent**

3. SIGNED NUMBERS

- 3.1. Absolute Value**
- 3.2. Adding Signed Number**
- 3.3. Subtracting Signed Number**
- 3.4. Multiplying Signed Number**
- 3.5. Dividing Signed Number**

4. UNIT OF MEASUREMENT

- 4.1. Units of measure within the English and Metric Systems**
- 4.2. Adding and Subtracting with units of measure**
- 4.3. Changing from Degrees Celsius to Degrees Fahrenheit**
- 4.5. Changing from Degrees Fahrenheit to Degrees Celsius**
- 4.6. Changing between U.S. and Metric Units**

5. INTRODUCTION TO STATISTICS

- 5.1 Measuring Central Tendencies**
- 5.2 Graphs**

6. GEOMETRY

- 6.1. Basic Geometry Definitions**
- 6.2 Basic Figures of Geometry**
- 6.3 Geometric Relationships with the figures**

7. THE REAL NUMBERS

- 7.1. Real Numbers**
- 7.2. Factoring and Fractions**
- 7.3. Operations using the Real Numbers**

8. INTRODUCTION TO GRAPHING

- 8.1 Plotting Points**
- 8.2 Change in "Y" and the change in "X"**

9. SOLVING LINEAR EQUATIONS

- 9.1. Algebraic Expressions**
- 9.2. Solving Linear Equations**
- 9.3. Solving Equations with word problems**
- 9.4 Linear Inequalities**

X. INTENDED LEARNING OUTCOMES

Student will master the MA095 materials with 75% proficiency based on the course guide and department defined criteria.

1. OPERATIONS WITH FRACTIONS

1.1. Adding and Subtracting Fractions

- a. Determining Whether Two Fractions are Equivalent**
- b. Simplify Fractions**
- c. Find the Greatest Common Factors (GCF)**
- d. Find the Least Common Denominator (LCD)**
- e. Add Fractions**
- f. Subtract Fractions**

1.2. Multiplying and Dividing Fractions

- a. Multiply and Simplify Fractions**
- b. Divide and Simplify Common Fractions**
- c. Divide and Simplify Complex Fractions**

1.3. Solving Equations

- a. Solving Equations that Contain Fractions**

2. PROPORTIONAL REASONING

2.1. Ratio and Proportion

- a. Use Ratios to Compare Two Quantities**
- b. Determine Equivalent Ratios**
- c. Use Ratio to Represent a Rate**
- d. Solve a Proportion**
- f. Set up a Proportion**
- e. Solve Proportions Related to Similar Triangles**

2.2. Percent

- a. Convert Percents to Decimals and Vice-versa**
- b. Convert Percents to Fractions and Vice-versa**
- c. Find Percent of Decrease**
- d. Find Percent of Increase**
- e. Solve Percentage Application Problems Problems**

3. SIGNED NUMBERS

3.1 Adding

- a. Place Signed Numbers in Order**
- b. Determine Absolute Value**
- c. Add Numbers With the Same Sign**
- d. Add Numbers With Different Signs**

3.2 Subtracting

- a. Subtract Numbers With the Same Sign**
- b. Subtract Numbers With Different Signs**
- c. Solve Simple Equations**

3.3 Multiplying

- a. Multiply Two Numbers With the Same Sign**
- b. Multiply Two Numbers With Different Signs**
- c. Multiply Multiple Numbers With the Same Sign**
- d. Multiply Multiple Numbers With Different Signs**
- e. Solve Simple Equations**

3.4 Dividing

- a. Divide Two Numbers With the Same Sign**
- b. Divide Two Numbers With Different Signs**
- c. Divide Multiple Numbers With the Same Sign**
- d. Divide Multiple Numbers With Different Signs**
- e. Solve Simple Equations**

3.5 Combining Operations

- a. Calculate Numbers With Exponents**
- b. Simplify Using Order of Operations**
- c. Simplify Expressions Involving Variables**

4. UNIT OF MEASUREMENT

4.1. Units of measure within the English and Metric Systems

- a. Convert Length, Weight, and Volume Units Within the English System**
- b. Convert Length, Weight, and Volume Units Within the Metric System**

4.2. Operations with units of measure

- a. Add Length, Weight, and Volume Units Within the English System**
- b. Add Length, Weight, and Volume Units Within the Metric System**

4.3. Temperatures

- a. Changing from Degrees Celsius to Degrees Fahrenheit**
- b. Changing from Degrees Fahrenheit to Degrees Celsius**

4.6. Changing between U.S. and Metric Units

- a. Convert units of Weight, Volume, and Length from English to Metric Units**
- b. Convert units of Mass, Volume, and Length from Metric to English Units**

5. INTRODUCTION TO STATISTICS

5.1 Measuring Central Tendencies

- a. Find the Mean of a Data Set**
- b. Find the Mode of a Data Set**
- c. Find the Median of a Data Set**
- d. Find the Range of a Data Set**

5.2 Graphs

- a. Interpret Information Displayed on a Graph**

9. SOLVING LINEAR EQUATIONS

9.1. Algebraic Expressions

- a. Simplify expressions**
- b. Evaluate expressions**
- c. Substitute values into formulas.**

9.2. Solving Linear Equations

- a. Recognize a linear equation**
- b. Use addition, subtraction, multiplication, and division principles for solving a linear equation**
- c. Solve equations with fractions as coefficients**
- d. Recognize equations with no solutions or infinitely many solutions**
- e. Solve for a particular unknown variable in given formulas**

9.3. Solving Equations with word problems

- a. Translate written expressions into algebraic expressions**
- b. Set up and solve number problems**
- c. Set up and solve age problems**
- d. Set up and solve geometry problems**

9.4 Linear Inequalities

- a. Recognize solutions of linear inequalities**
- b. Graph solutions of inequalities in one variable**
- c. Combine the addition, subtraction, multiplication, and division principles for solving linear inequalities**
- d. Solve problems using inequalities**

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

Evaluation may consist of, online work sheets, homework, lesson quizzes, and will include topic tests and a final exam. Students must achieve at least a 75% average on instructor generated topic tests and final exam in order to obtain a passing grade for the course. The final grade for this course will be either "AA" for outstanding, "P" for Passing, or "Z" for Satisfactory Progress made, continued enrollment required or "F" for Fail.

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

A. Required Textbook(s)

Interactive Mathematics Pre-algebra.

1994-2004 PLATO Learning, Inc.

Classroom Handouts

B. Reference(s) and Bibliography

C. Equipment/Facilities

In place already.

D. Instructional Supplies

Interactive Mathematics Mediated Learning software package.

MA085**FUNDAMENTALS OF MATHEMATICS (3)**

Students enrolled in this course will work on an individualized, self-paced basis. Instructors provide class, small groups, and individualized instruction. Students will review the basic mathematical operation involving whole numbers, fractions, decimals, and percents. (Formerly: MA100) Prerequisite: Placement test.

NOTE: Several College Catalogs Find & Replace file

MA095**COLLEGE MATHEMATICS (4)**

This course is designed to provide students with basic mathematical skills needed in the trade and technical fields. Topics like the order of operation, ratios, proportions, measurements, basic statistics, data graphs, and simple algebraic equations will be discussed. (Formerly: MA105) Prerequisites: Placement test or satisfactory completion of MA085.

MA108**INTRODUCTION TO COLLEGE ALGEBRA I (3)**

Mediated Learning using computer based mathematics includes the Real Number system and operations, fundamental operations with polynomials, an introduction to equations and inequalities, rational expressions including exponents, radicals, quadratic equations, and applications, in this beginning algebra course. This course articulates with UOG's MA085 level 2. (Formerly: MA110) Prerequisite: Placement test or MA095.

MA110A**FINITE MATHEMATICS (3)**

This is a continuation of the MA108 (old MA110) Mediated Learning, computer based course. Topics include: elementary functions, linear equations, roots of polynomial functions, quadratic functions, exponential and logarithmic functions, systems of linear equations and inequalities, matrices and determinants, and math of finance. (Formerly: MA112) Prerequisites: Placement test, MA108 or satisfactory completion of high school algebra.

MA161A**COLLEGE ALGEBRA/TECHNICAL MATHEMATICS I (4)**

Topics included in this course are graphs and technology, equations, and inequalities, functions and graphs, exponential and logarithmic functions, systems of equations and inequalities, and matrix applications. (Formerly: MA121) Prerequisites: Placement test, successful completion of MA110A, MA108 with a "B" or better average, or permission from a math instructor and/or advisor.

MA161B**COLLEGE ALGEBRA & TRIGONOMETRY (4)**

This course is a continuation of MA161A and upon successful completion; a student will be calculus ready. Topics included in this course are polynomial and rational functions, analytic geometry, trigonometric functions, trigonometric identities and equations, and applications of trigonometry. (Formerly: MA122) Prerequisite: Successful completion of MA161A.

MEDICAL ASSISTING**MS101****INTRODUCTION TO MEDICAL ASSISTING (3)**

This course provides an introduction to the Medical Assisting program. The roles of the Medical Assistant in the patient care facilities are defined as well as fundamental administrative and clinical concepts and skills. Introduction to ethical and legal considerations is also provided.

MS120**CLINICAL MEDICAL ASSISTING I (2)**

Students will acquire knowledge of basic ambulatory care concepts and principles necessary for the performance of back office duties. Students are provided with the knowledge of routine patient care and diagnostic procedures used to assess the health status of patients including vision testing, hearing testing, electrocardiography, and the knowledge to prepare the back office, equipment and supplies necessary to facilitate patient flow through the clinic and/or physician's office. Admission into Medical Assisting Program is required. Course offering: Fall only. Prerequisites: Admission into Medical Assisting Program, MS101 or concurrently, HL120 or concurrently. Corequisites: MS121, MS125

MS121**CLINICAL MEDICAL ASSISTING II (2)**

This course provides students with the opportunity to practice the application of basic ambulatory care concepts and principles in the performance of back office duties. Students will practice applying routine patient care/diagnostic procedures in assessing patient health care, including vision and hearing testing and electrocardiograph. Students will practice preparation of back office, equipment and supplies in a physician's office. Admission into the Medical Assisting program is required. Course offering: Fall only. Prerequisites: Admission into Medical Assisting Program, MS101 or concurrently, HL120 or concurrently. Corequisites: MS121, MS125

MS125**CLINICAL OFFICE EXPERIENCE (1)**

This course provides students with the opportunity to apply in a physician's office or medical clinic the knowledge and skills gained in corequisite courses, MS120 and MS121. Admission into the Medical Assisting Program or instructor's consent is

APPENDIX C

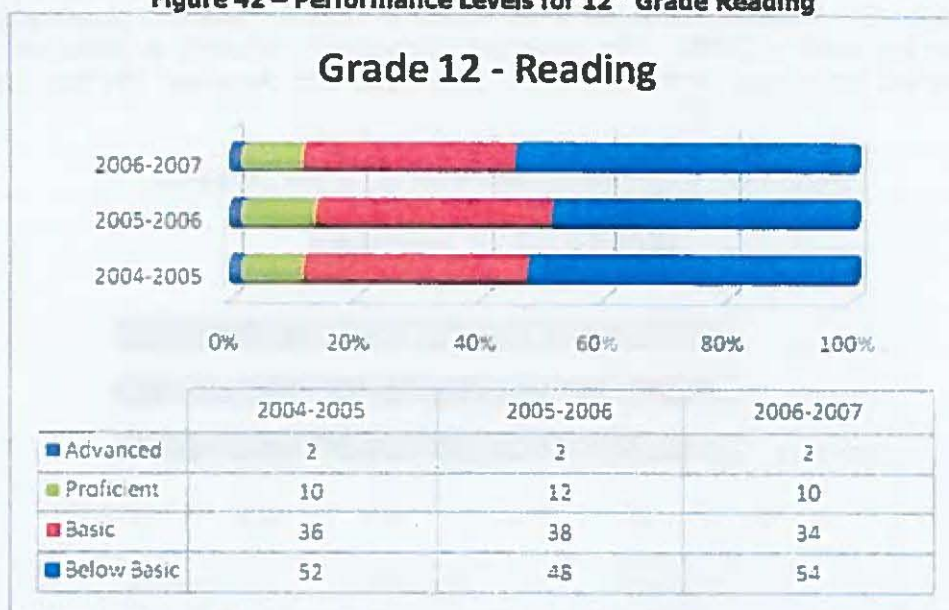
Figure 42 – Performance Levels for 12th Grade Reading

Figure 42 reveals that in SY 06-07, the percentage of students performing at the *Proficient* level was 10. The percentage of students performing at *Proficient* level did not change from the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels increased by 12% from the previous school year and increased 10% from baseline (2005).

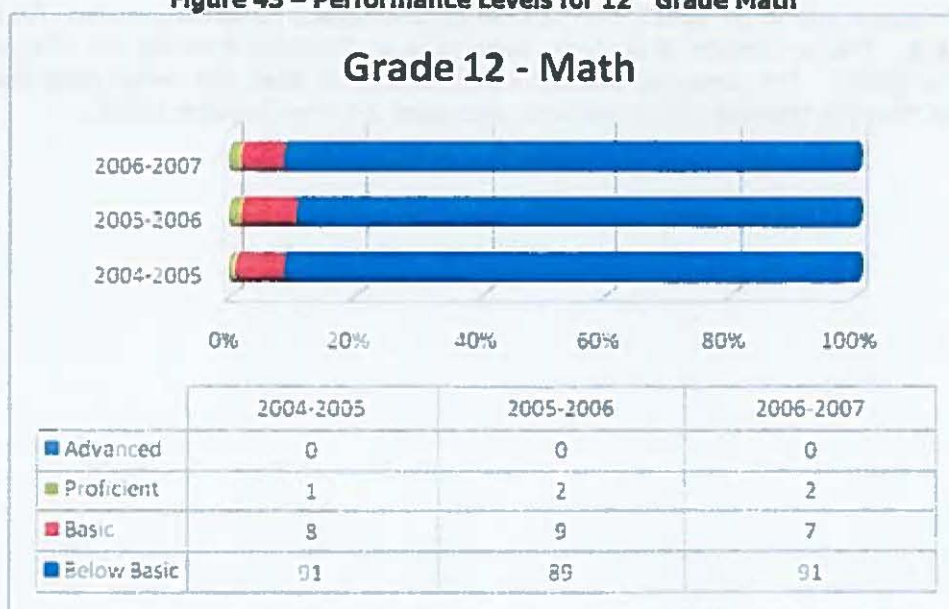
Figure 43 – Performance Levels for 12th Grade Math

Figure 43 reveals that in SY 06-07, the percentage of students performing at the **Proficient** level was 2. The percentage of students performing at *Proficient* level is 1 percentage point higher than the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and decreased 1% from baseline (2005).

Figure 44 – Performance Levels for 12th Grade Language

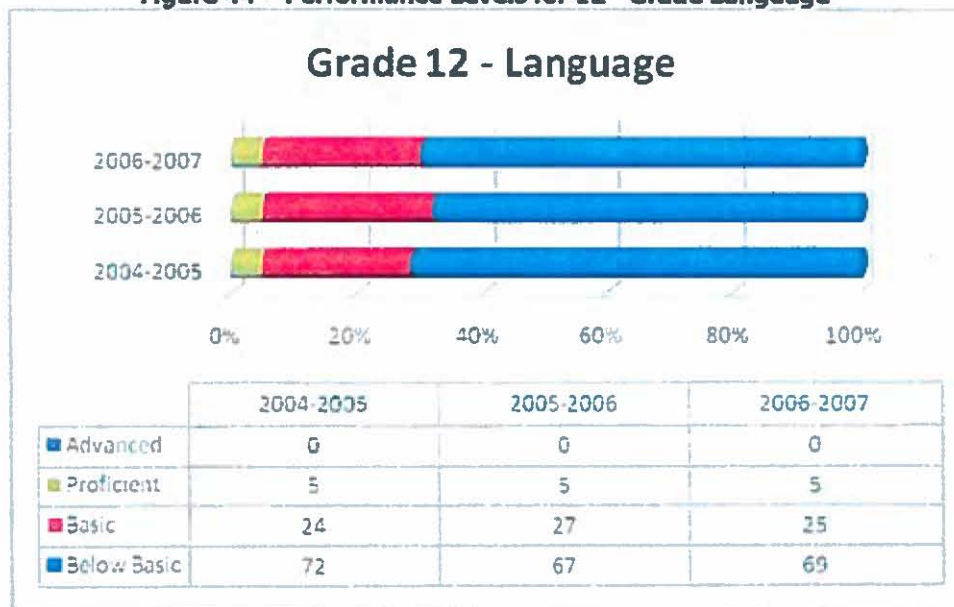


Figure 44 reveals that in SY 06-07, the percentage of students performing at the **Proficient** level was 5. The percentage of students performing at *Proficient* level did not change from the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and decreased 2% from baseline (2005).

APPENDIX D



STATEMENT OF UNDERSTANDING

CONTINUOUS REGISTRATION OF COLLEGE ENGLISH AND/OR MATH COURSES

I am currently registered for the following College English and/or Math course(s):

Course No. Section:

Course No. Section:

Course No. Section:

Although I have not completed the course(s), I would like to register for the next level of College English and/or Math for the upcoming Fall/Spring/ Summer semester. Specifically I intend to register for:

Course No. Section:

Course No. Section:

Course No. Section:

I understand that if I do not pass my current College English and/or Math course(s), I will drop from the higher-level course(s). In the event this occurs, I must retake the failed course(s).

☐ Approved

☐ Not recommended at this time. Student must complete course prior to registering for the next level of EN/MA.

English/Math Instructor's Name (Please Print Clearly)

English/Math Instructor's Signature

Date

Name of Student (Please Print Clearly)

Student's Signature

Date

Student ID:

Student Contact Number:

Student's Email Address:

Date modified 11/6/2006

APPENDIX E

Guam Community College

Assessment & Counseling Student Promissory Note

I, _____, understand that I must meet GCC's General Education requirements for English and Math and that I am withdrawing due to _____.

I agree that the next time I register, I must register for English/Math for the Spring/Fall _____ semester.

Student Signature

Date

Contact Number & E-Mail

GCC Counselor

Date