



Project Overview Statement

Executive Summary

Project Title: Block Scheduling Statistics
Project ID: 155
Last Updated: 5/20/2007
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Department: Academic Affairs
Executive Sponsor: Ken Ross

PROJECT BUSINESS CASE

Project Overview

BCC has been conducting a course block scheduling trial for the last two years. It is now time to assess how successful this was new method of scheduling was from a student learning outcome perspective as well as a faculty perspective. This project will have a two pronged approach. The first will be to conduct a survey among faculty who taught block scheduled courses for their feedback on teaching these kinds of courses. The second approach will be to do a comparison study of how well students did in traditionally scheduled courses compared to block scheduled courses. The following specific recommendations have been made for the implementation of this project:

1. The faculty survey should be email based and sent to only those instructors who taught block scheduled courses from 20061 through 20073.
2. Timeline should be 20031 through 20073, with 20031-20053 considered the baseline traditional schedule time period and 20061-20073 considered the trial block scheduling time period.
3. Student success will be determined by grades of A, B, C in a course, no matter the method of scheduling.
4. Specific areas to be addresses are college prep, science, MFL, and science courses.
5. Traditional scheduling include those courses taught on a d-day M,W,F timeline compared to a two-day a week blocked scheduled course.
6. Both success and retention should be considered as well as failure and drop rates.
7. For college prep courses, success in subsequent gate keeper courses should also be looked at when comparing traditional vs. block scheduled college prep courses. Gatekeeper courses for math are MAT1033, MAC1105, MGF1106, STA2023. Gatekeeper courses for English are ENC1101.
8. Science courses are BSC1085, BSC1086, BSC1005, CHM1032, CHM1033, CHM1045.
9. MFL courses should be looked at no only in relation to block scheduling but also has enrollment changed since the class increased in credit hours.
10. Report should be by campus then course.
11. REA0006C should look at Fridays only as well as M-W for block scheduling.

Weston Center has engaged in a Fast Track system for scheduling which began in 20062 and has gone through 20073 for a specific set of reference numbers. This is a loose sequence of courses open to any student with no restriction. The question being raises is if these courses are more or less successful than the same courses taught traditionally college wide and campus wide. The reference numbers, from 20062 through 20073 are:

315950 ENC1101
314420 MAN2021
315955 ENC1102
314096 CGS1100
317914 ECO2013

319238 MAC1105
319495 ESC1000
318618 HSC1101C
323156 ACG2001
323154 ECO2023
323749 ESC1000L
323706 MAC2233
323348 SPC1024

Business Goals

The faculty survey will:

- Identify pros and cons from a faculty perspective relative to block scheduling
- Identify potential corrections that need to be made to the system

The assessment of block scheduling success will:

- Identify if block scheduling is a viable scheduling alternative for college prep courses based on success, retention, failure, and drop rates in college prep courses as well as success in subsequent gatekeeper courses
- Identify potential reasons (i.e., increase in credit hours, block scheduling) why MFL is losing enrollment (40% over last 5 years)
- Identify if the Fast Track system at Weston is a viable scheduling alternative compared to traditional scheduling
- Identify if block scheduling is a viable scheduling alternative for science courses compared to traditional scheduling

Success Factors

Success will be measured by

- Implementation of the faculty survey in 20081.
- Identification of course areas in which block scheduling is a viable alternative to traditional scheduling.
- Identification of course areas that should not be considered for block scheduling in the future.
- Identification of success rate of Fast Track at Weston compared to traditional scheduling.