

MIDDLESEX COMMUNITY COLLEGE

ACADEMIC PROGRAM REVIEW

FOR

SELF-PACED STUDIES

2001-2011

Program Review Committee

Michael Badolato, Dean Academic Support and Instructional Technologies

Marja-Leena Bailey, Director

Bert Engvall, Mathematics Coordinator

Mary Lou Horn, Reading and Writing Coordinator

Salah Dahany, World Languages Coordinator (Part-time)

MIDDLESEX COMMUNITY COLLEGE

Academic Program Review

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Middlesex Community College

Academic Program Review

Section I: Introduction

“The vision of Self-Paced Studies is to continue to grow as a supportive learning environment through staff collaboration, innovative instruction, and forward thinking practices” (Team 2, SPS Staff Meeting: Vision, Mission, and Values, August 2010).

The Self-Paced Studies Department serves 4,000 students in more than 70 courses each year. Courses are offered in many disciplines, including Computer Applications, Reading, Writing and Composition, English for Speakers of Other Languages, 11 Foreign Languages, Humanities, Mathematics, Medical Terminology, and Social Sciences. Self-Paced courses provide students multiple pathways for learning. Unique attributes of the Department include:

- Flexibility with regard to:
 - pacing at which a student may progress, i.e. accelerating, taking additional time through an In-Progress contract, or following a 15-week schedule
 - starting dates for enrollment and ending dates for completion of courses
 - testing out of the next level in the course sequence
 - developing an individualized class schedule
- Consistency of course content, instructional delivery, learning activities, and learning resources for all sections in each course
- Instructor accessibility for close monitoring of student performance and progress
- Instructor collaboration, both within each discipline and among disciplines, continuous interaction regarding curricula, course design, and department philosophy of student-centered learning.
- Commitment to innovation with active and effective course evaluation and redesign
- Shared philosophy, cross-disciplinary approach to program/course development

Self-Paced Studies holds a position of major importance in the college. We can readily pilot new programs due to our content delivery model and multiple sections offered. We have the advantage of seeing first-hand the importance of vertical alignment – most SPS instructors teach courses of more than one level simultaneously. Our students may accelerate through courses or even complete two sequential courses during a single semester. On the other hand, students needing more time, have it. The unique setup of the learning spaces makes forming student learning communities natural.

Key to creating this unique learning environment is the genuine collaboration that occurs among the Self-Paced instructors within each discipline and among different disciplines. This collaborative approach is taken when planning curricula, developing courses, and ensuring that the department philosophy of emphasizing student-centered learning is embedded in all courses. Instructors developing curriculum together creates shared interest and enthusiasm for improvement and reflection. Also, collaboration between self-paced instructors and colleagues from the discipline departments (e.g. Math Dept.) ensures that self-paced courses meet the content scope and sequence outlined by the respective departments.

Self-Paced courses serve students whose abilities are wide-ranging, many of whom are under-prepared for college-level course work. The majority of Self-Paced students enroll in courses late, just prior to the start of the semester, after classroom sections have filled. Despite these challenges, most of our students report

that after a semester, they feel more confident in themselves as learners. Many feel transformed by their success and elect to enroll in additional self-paced courses, some even request courses that we do not yet offer. The welcoming, open-door environment, accessible instructors, student centered courses, and flexibility that allows making up missed classes are all factors that contribute to students' success in self-paced courses and beyond.

Highlights of outcomes from the past 10 years and future action items:

1. Program has grown to 1800 students per semester, plus a summer session, offers 75 courses and employs 45 part-time instructors. The evening program especially has seen rapid growth.
2. We have established an operational structure which is unparalleled by any other college or university nation-wide. Below is the list of the Departments with which we have collaborated, to help shape the operational structure:
 - *Enrollment Management* designed an innovative registration system that accommodates self-paced courses' flexible scheduling & continuous enrollment;
 - *Provost and Human Resources* negotiated a Professional, Staff/Instructor pay rate and structure.
 - *Finance Department* Created a flexible budgetary system to support continuously expanding self-paced course instruction.
 - *Professional Development Office* Provides continuous support for development of new self-paced courses (75 mini-grants); our course development depends on this 100%.
 - *Middlesex Interactive Department* created the high quality technology infrastructure with most innovative online tools.
3. Methodology changes have improved student success and outcomes. We now promote participatory learning through mini-lessons, peer-to-peer learning projects, small group work, and student presentations.
4. Our collaborative teaching model has attracted a talented group of forward thinking creative professionals who understand that we are wiser and more creative together than we are as individuals.

As we move into the second decade of the 21st century, we will continue to explore and adopt best practices and methods proven successful for student learning and engagement. For this, we need the following:

- Urgent need for a Coordinator of World Languages to guarantee the quality, consistency and alignment of courses for 800 students per semester, in 11 languages for 35 different courses (half of all courses offered in SPS)
- Budget for paid curriculum development and planning time (most SPS instructors are paid hourly for class contact time only)
- Address time needed for professional development and for engaging in shared practice
- Suitable, well-equipped spaces for multimodal teaching

With continued growth in enrollments, diversity of course offerings, enthusiasm for new initiatives and increased student success, SPS will continue to serve as an integral part in supporting the college in its mission.

Areas needing improvement in the previous Program Review	Outcomes (after 10 years)
Personnel	
Paucity of full-time Learning Specialists limits growth and makes it difficult to maintain consistency within courses.	New organizational structure: 2 Instruction and Curriculum Coordinators (in Math and Writing/Reading) and 2 FT instructors (Math and ELL) The need for more coordinators still exists. (44 PT instructors, 75 courses)
Low hourly PT wage makes it extremely difficult to hire and retain qualified and experienced instructors.	Wage issue was addressed and a new Professional Staff/Instructor rate was established at \$29.24. However, the hourly salary structure compensates only student contact time. Additional compensation is needed for lesson preparations, grading and assessment. Reasons: 1. Courses taught and developed by part-time instructors have quadrupled in 10 years. 2. Teaching methods have changed from strict individualized instruction and programmed materials to include a variety of group activities and projects. 3. Assessment methods have changed from tests in the SPS Testing Room to include projects, student presentations and their own self-evaluation. 4. Teaching multi-level courses is known to need a greater preparation time than teaching lecture courses. 5. All courses are currently in Blackboard which adds to time needed for making curricular changes and getting courses ready for each semester. The minimum Classroom PT faculty compensation is \$ 2700 per 3-credit course. SPS compensation for a day time equivalent is \$1,300. See pp. 42 and 43 for further discussion
Total lack of funds for new course development, revising/improving existing courses and adapting course design to include computer based instruction. Therefore, it is difficult to maintain consistency in courses taught exclusively by part-time instructors.	New course development has been funded exclusively by mini-grants. Dedicated funding for new course development, semester preparation and improvement, is necessary as so many of the SPS courses are developed and taught by PT instructors.
Facilities	
Lack of instructional space on both campuses	A shortage of space continues in Bedford. In Lowell, the move to Pollard has resolved the space problem, however, there are distracting noise issues to be solved in this new location.
In Lowell the open space with many courses being taught at the same time is distracting to students.	The modular reconfiguration of the floor space in 406 has yielded positive results. Partitions retained openness while reducing the distractions. Students and instructors are benefitting greatly from the new design.
In Bedford there is no designated area for quiet study or private area for instructors to conference with their students.	This problem still exists.
Equipment & Technology	
CSPS does not have appropriate computer workstation furniture and chairs, resulting in rainbow colored combination of chairs and crowded and uncomfortable learning space for students.	Crowded work station problems were partly improved in Bedford by using small, cafeteria style, chairs, and, in Lowell, better used furniture was obtained from Howe street. Furniture continues to be mismatched and without any color scheme. No new or space-appropriate furniture has ever been considered for

	SPS. With continued growth, space and furnishing management will be ongoing.
Less than 1% of the Center's total budget is earmarked for equipment and educational materials	This problem still exists. Multimedia teaching approach necessitates instructional equipment and materials. At the minimum, a portable multimedia projector, mounted white boards, foreign language font software kits as well as visual aids are needed on both campuses. Foreign Language instruction suffers from shortage of appropriate educational hardware and software.
Computers are old and lack sufficient speed	SPS computers are in the college's three year cycle.
There are not enough computers to meet the technology needs of the curricula of the Center's courses Some instructional areas are still without any computers.	The number of computers in SPS "classes" continues to be insufficient. The modular, self-paced model necessitates more than 1/3 of the students to have access to a computer. The new Math Ramp-Up model (see p. 38 for discussion of this model) will have 100% computer access for students. The minimum of 80% student access is the SPS goal.
The \$50 technology fee for students taking a computer based SPS course is unwarranted due to insufficient number and poor quality of computers.	The technology fee has been eliminated except for Computer Applications courses in SPS.
Student Appropriateness for the Self-Paced Format	
Students are not advised to select a self-paced option in most cases resulting in last minute and late enrollment.	This problem still continues. A significant number of students are enrolling in SPS courses late, during the last two weeks before a start of a semester. Many students come to their first SPS class uninformed of what to expect. Educating the college to ensure that correct and complete information regarding the department is still necessary and ongoing.
Continuous enrollment allows students to enroll in classes late for the secondary reasons (students failing in the classroom non-attendance and needing to retain FT status for financial aid and health insurance reasons)	Online registration has helped students, who wish to take SPS courses and who are informed of SPS to choose and register for their flexible study hours on their own. This has increased the number of students enrolling earlier than in the past years, filling the SPS sections. This has resulted in students not being able to register for secondary reasons. (s. pg. 12)
Completion rates are significantly lower than in classroom sections. (Data shows that the median overall GPA of students failing is 1.21, thus indicating poor academic performance in most of their courses, not only in CSPA courses)	Completion rates have improved due to the innovative measures that the department has instituted. (Progress letters, calling/emailing absentees, individualized "catch up schedules," student access to Blackboard grade book, class make-up options) It is important to keep in mind that according to the data from Institutional Research shows that a very high percentage of students register in SPS courses later than in classroom courses. This fact needs to be taken into consideration when comparing the completion rates between classroom, online and SPS. (see p. 7, 16))
A large percentage of students enrolled in CSPA courses receive an In- Progress grade (IP)	The number of IP grades granted has decreased. This is due to more transparency in IP policies, more carefully screened Off-Term enrollment students and stricter rules for granting IPs.

Section II: Program Mission and Goals as they support College’s Strategic Plan

1. State the mission of the program. Please indicate if the mission statement is new or has been significantly revised as part of a prior program review process.

In accordance with Middlesex Community College’s Mission Statement, the Self-Paced Studies Department emphasizes student-centered learning, meeting students at their readiness and interest levels, while recognizing students’ diverse backgrounds and learning preferences. SPSD offers a range of courses in a variety of disciplines taught using creative and interactive approaches to learning. State-of-the-art instructional technology and online materials are used in all courses to give students the added benefit of working off campus. SPSD program flexibility lies in both pacing of coursework throughout the semester and meeting student needs for special scheduling.

This Mission Statement is new for this Program Review.

2. Discuss the program’s work over the last five years towards achievement of its goals and initiatives as they support the College’s Strategic Plan, described in the program’s annual report and reported in the Academic and Student Affairs database. Include:
 - a. Goals and initiatives that have been completed during the last five years
 - b. Goals and initiatives that have been discontinued
 - c. Goals and initiatives that are currently “in progress”

Academic and Student Affairs: MCC Outcomes 2007-2008

Goal: 1. Increase access to higher education by supporting academic excellence, success for all students, and by fostering a welcoming inclusive environment for faculty, staff, and students.

Objective: 1. 2 Improve the Retention Rate and the Successful Course Completion Rate by Concentrating Efforts in Major Areas.

Entry number	Initiatives	Actual Outcomes	Status
398	<i>Investigate and implement strategies to improve SPS course completion rates.</i>	Key factors affecting successful SPS completion identified and addressed. Student surveys indicated desire for more SPS course structure Action: <ul style="list-style-type: none"> • Developed course calendars with assignment/test suggested due dates • Differentiated learning approaches initiated in Reading, Writing and Foreign Languages. • Attendance verification diligently enforced; students encouraged to make-up time. Students with attendance issues contacted regularly. • Frequent formal progress reminders provided to students • IP policy strictly adhered to • Student course placement checked and misplaced students contacted • Registration improved by clarified posting of SPS course in the Master Schedule Observable improvement in course completion rates (page 16)	Finished

Entry Number	Initiatives	Actual Outcomes	Status
501	<i>Integrate Differentiated Learning theories and approaches into SPS Math, Foreign Language and ELL curriculum</i> <i>Projected Outcomes</i> <i>-Reading/Writing courses model piloted F 08</i> <i>-FL courses model piloted S08</i> <i>-Math model piloted in F 08</i>	Model adapted for Reading/Writing and Foreign Language courses and successfully piloted. Learning strategies and online materials integrated in both subject areas. ELL DI integration deferred to 09 – 10 Math department developed additional online materials and piloted DI - Small pilot was successful	Complete

Goal: 2. Identify and respond to current and emerging educational, workforce, civic, environmental, multi-cultural, and global awareness needs of the communities in the service region and internationally
Objective: 2.6. Continue the internationalizing of the College community through the expansion of cultural and performing arts.

Entry Number	Initiatives	Actual Outcomes	Status
445	<i>Continue to expand language offerings focusing on Less Commonly Taught Languages</i>	New Foreign Language teaching models using interactive technology and differentiated learning approaches investigated Arabic II, Khmer, Chinese II and Russian I developed. Standardized syllabi with specific learning objectives created for Less Commonly Taught Languages Foreign Language enrollment 350. 101 in Less Commonly Taught languages	Continues

506	<i>In collaboration with the Humanities Division, plan and develop Languages concentration in Global Studies program, integrating self-paced language courses and other relevant subject areas.</i>	Assessment of enrollments in classroom and SPS Foreign Language courses resulted in a decision to develop a separate World Languages concentration. Proposal to be presented to Curriculum Committee.	Continues
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Academic and Student Affairs: MCC Outcomes 2008-2009

Goal: 1. Increase access to higher education by supporting academic excellence, success for all students, and by fostering a welcoming inclusive environment for faculty, staff, and students.
Objective: 1. 2 Improve the Retention Rate and the Successful Course Completion Rate by Concentrating Efforts in Major Areas.

Entry number	Initiatives	Actual Outcomes	Status
990	<i>Integrate Differentiated Learning theories and approaches into SPS Math, Foreign Language and ELL curricula</i>	Model adapted for Reading/Writing, Foreign Language courses. Will move to full implementation phase including adaptation to ELL in AY 10.	Finished

Academic and Student Affairs: MCC Outcomes 2009-2010

Goal: 1. Increase access to higher education by supporting academic excellence, success for all students, and by fostering a welcoming inclusive environment for faculty, staff, and students.

Objective: 1. Broaden pathways to increase access to Higher Education

Entry Number	Initiatives	Actual Outcomes	Status
1242	<i>Investigate distributed learning approach to deliver an SPS course; incorporate hybrid design of on-line, face-to-face, synchronous and asynchronous methods.</i>	1 section of English Composition II (ENG 102) delivered each semester, integrated alternating weeks of face-to-face sessions, online discussion boards, and synchronous chat through Wimba. Approach deemed successful based on student comfort and satisfaction with the course delivery.	Complete

Goal: 1. Increase access to higher education by supporting academic excellence, success for all students, and by fostering a welcoming inclusive environment for faculty, staff, and students.

Objective: 1.2. Improve the retention rate and the successful course completion rate by concentrating efforts in major areas.

Entry Number	Initiatives	Actual Outcomes	Status
1194	<i>Continue to incorporate curricular, administrative, and assessment changes in all SPS disciplines to improve student motivation, retention, and successful course completion. Projected outcomes: Math Development of 3 additional RLO's, S 10, pilot oral assessment strategy, S10, plan for integration of DI developed by end of S10 for F10 implementation ELL. New materials researched and piloted F09, focus on alignment with college reading courses Reading/Writing. Redesign English Comp I in S10 to address remaining gaps with Basic Writing</i>	Math: RLO print versions completed and tested; development of electronic versions in progress. Oral assessment strategies piloted informally by instructors as a vehicle for extra credit. DI initiative diverted to development of Ramp-Up program. Algebra I and II exams revised to better align with classroom sections Nursing Math (NUR 107) redesigned in collaboration with Nursing Department ELL: New materials piloted in Lowell evening courses. Initial results positive. 2 ELL instructors cross-trained in college level Reading and Writing; will aid in established curricular continuum for ELL and English. Reading and Writing: Complexity of Basic Writing assignments graduated to better approximate entry point for English Composition I; reduced gap between courses. Students now write 3-page persuasive paper at end of Basic Writing	Continues

Goal: 3. Assure institutional effectiveness and accountability

Objective: 3.1. Implement the MCC model for assessment of student learning outcomes, and use assessment data to review the efficacy of current program

1242	<i>Complete Self-Paced Studies Program Review</i>	Data collection nearly complete; awaiting final data from Institutional Research. Completion targeted for F10	In Progress
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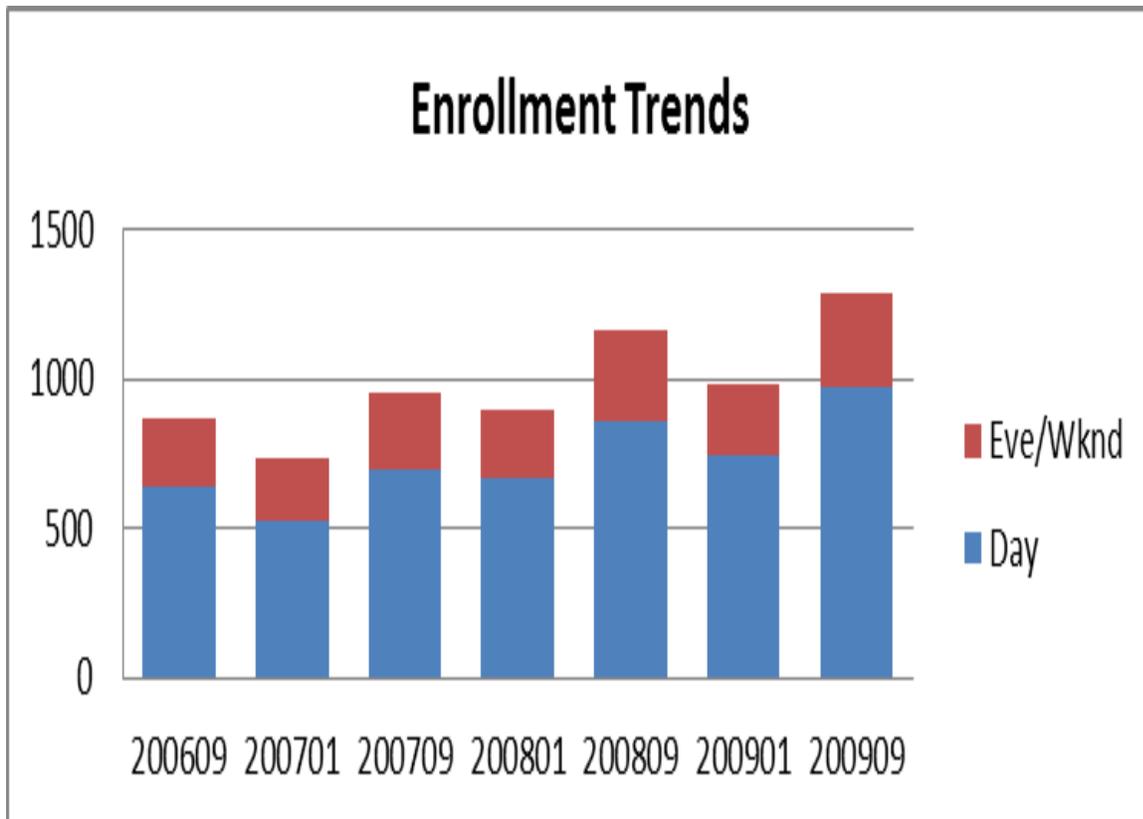
Section III: Data

The Institutional Research Office will provide a significant portion of the data. Your committee is encouraged to request additional relevant information from Institutional Research and to develop and conduct alternative assessments as well. Some examples of assessments that the committee may choose to implement are student focus groups and/or student surveys. Input from relevant internal groups such as Advising, Admissions, and/or connected departments will also be necessary. Please include a copy of the data from Institutional Research and all committee-developed surveys or focus questions in the Appendix of the review.

- 1.** Please note important trends, patterns and issues that emerge as you examine data from Institutional Research office, including:
 - a.** program enrollment data
 - b.** reading, writing and math placement data
 - c.** demographic data
 - d.** enrollment status data
 - e.** course completion data (by method of course offering)
 - f.** academic progress data
 - g.** retention data
 - h.** transfer data

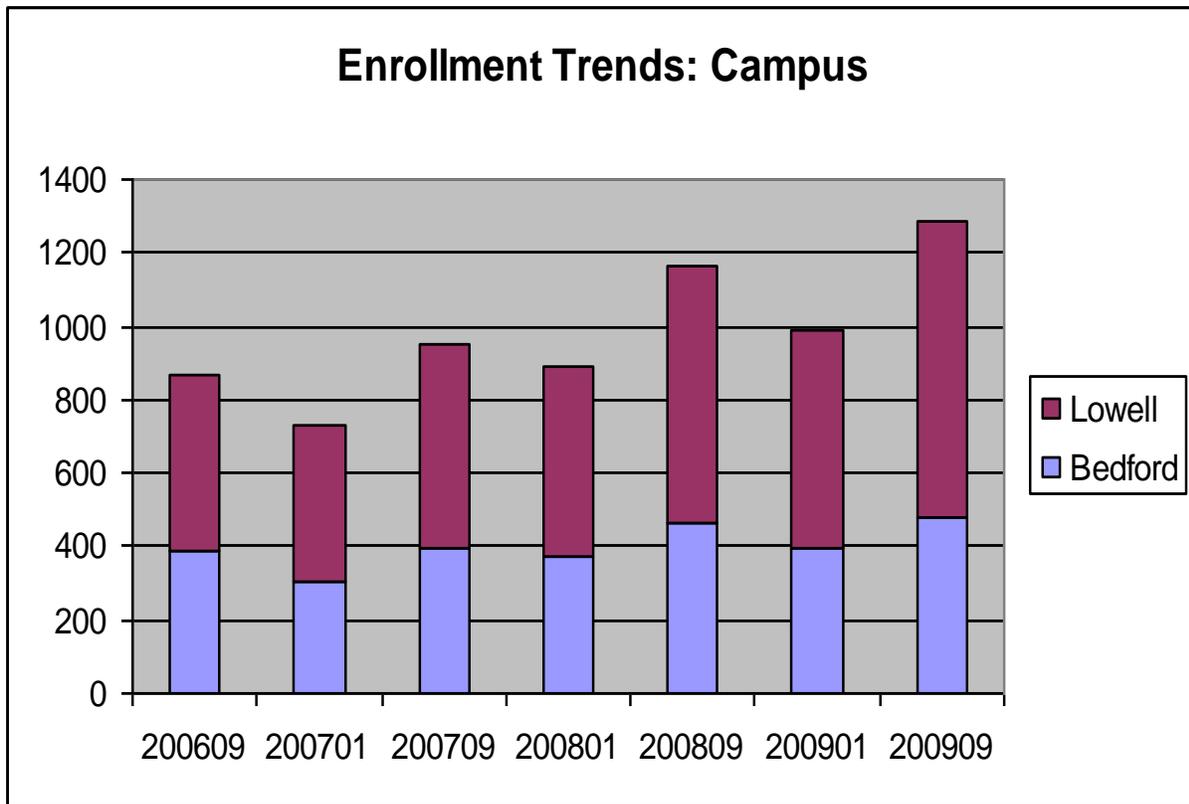
Enrollment Trends: Day/Evening Bedford & Lowell

TERM	Method	Day	Eve/Wknd	Total	% Day	% Eve/Wknd
200609	LECT	5134	929	6063	84.68%	15.32%
200609	SPS	638	232	870	73.33%	26.67%
200701	LECT	3695	652	4347	85.00%	15.00%
200701	SPS	523	210	733	71.35%	28.65%
200709	LECT	5058	863	5921	85.42%	14.58%
200709	SPS	699	251	950	73.58%	26.42%
200801	LECT	3607	665	4272	84.43%	15.57%
200801	SPS	668	226	894	74.72%	25.28%
200809	LECT	5080	787	5867	86.59%	13.41%
200809	SPS	860	306	1166	73.76%	26.24%
200901	LECT	3658	723	4381	83.50%	16.50%
200901	SPS	745	241	986	75.56%	24.44%
200909	LECT	5791	952	6743	85.88%	14.12%
200909	SPS	976	307	1283	76.07%	23.93%



Enrollment Trends: Bedford/Lowell

TERM	Method	Bedford	Lowell	Total	% Bedford	% Lowell
200609	LECT	2753	3310	6063	45.41%	54.59%
200609	SPS	390	480	870	44.83%	55.17%
200701	LECT	2017	2330	4347	46.40%	53.60%
200701	SPS	308	425	733	42.02%	57.98%
200709	LECT	2752	3169	5921	46.48%	53.52%
200709	SPS	392	558	950	41.26%	58.74%
200801	LECT	1915	2357	4272	44.83%	55.17%
200801	SPS	375	519	894	41.95%	58.05%
200809	LECT	2575	3257	5832	44.15%	55.85%
200809	SPS	461	705	1166	39.54%	60.46%
200901	LECT	2006	2375	4381	45.79%	54.21%
200901	SPS	395	591	986	40.06%	59.94%
200909	LECT	3157	3540	6697	47.14%	52.86%
200909	SPS	482	801	1283	37.57%	62.43%



- Enrollments in SPS courses have increased significantly from Fall 2006 (807 enrollments) to Fall 2009 (1,283 enrollments). The lecture section enrollments also increased during this time (Fall 2006: 6,063; Fall 2009: 6,743), but the SPS enrollments increased by a much larger percent (Lecture: 11%; SPS 59%). This may be a result of more courses being offered in SPS as well as an increase in the number of sections of courses being offered in SPS and evenings/weekend enrollments.
- As with lecture sections, the number of students taking classes on the Lowell campus is higher than the number of students taking classes on the Bedford campus.
- The distribution of SPS enrollments has changed from Fall 2006 to Fall 2009, with the percentage of SPS students taking classes in Lowell increasing and the percentage of SPS students taking classes in Bedford decreasing. (Fall 2006: Lowell ~55%, Bedford ~45%; Fall 2009: Lowell ~62%, Bedford ~38%).
- Also of interest, the percentage of students enrolled in SPS evening courses is higher than the percentage of students enrolled in lecture evening courses (SPS Evening: ~25%, Lecture Evening ~15%). One factor affecting this is that some courses (Chinese, Japanese, Latin, Dying, Death, and Bereavement, ELL Listening and Speaking, Fundamentals/Algebra I and Algebra I/II) are only offered in the evening. Another factor may be that evening classes tend to have students who are a bit older than the “typical” Day students and the self-paced learning model may be attractive to the older students due to the smaller class size, self-pacing, and potential for greater individual attention from the instructor and flexible start/finish times.

Enrollments by Enrollment Period:

Institutional Research has found that the later students enroll in a course, the less likely they will be successful in the course. The following data is based on courses that are offered in both the Lecture format and in the Self-Paced format to compare the timing of when students enrolled in courses.

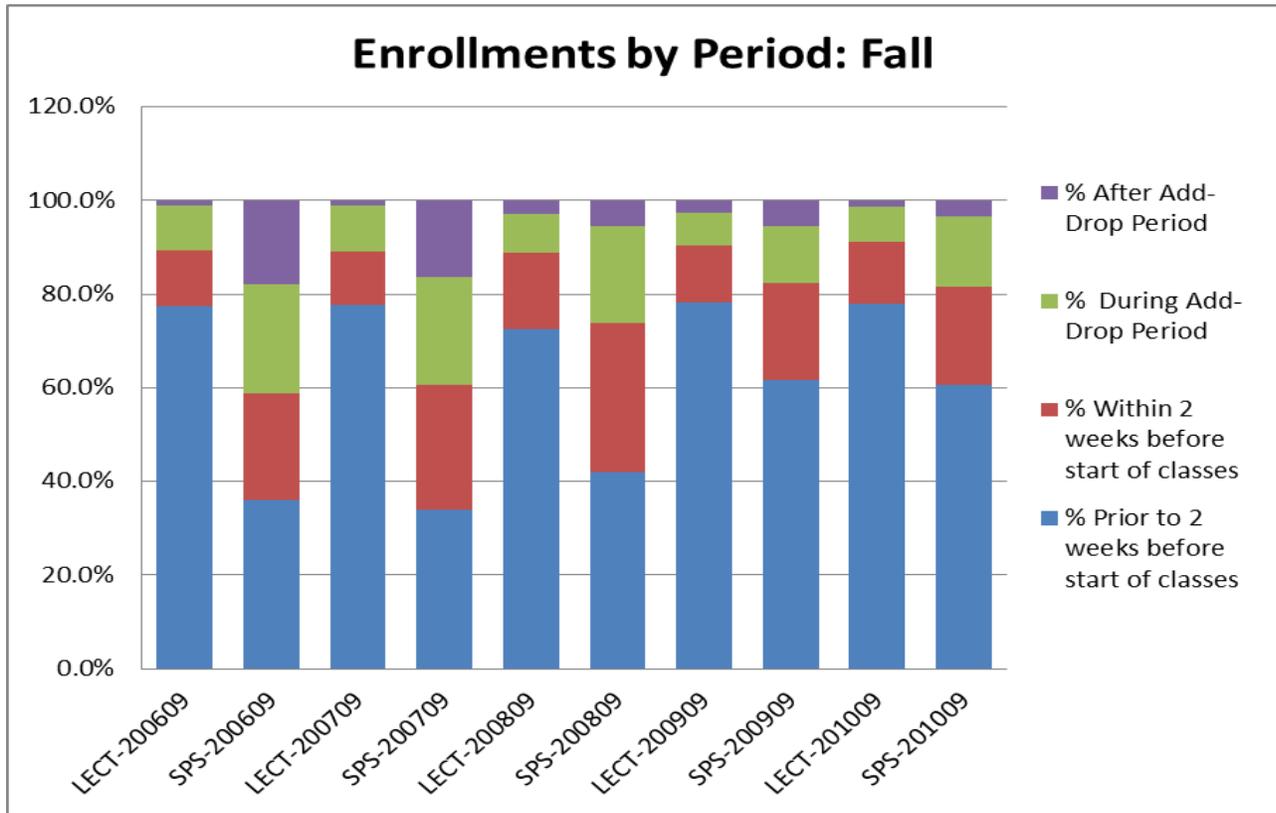
	Fall Semesters 2006 through 2010		Spring Semesters 2007 through 2009	
	Lecture Sections	SPS Sections	Lecture Sections	SPS Sections
% Enrolled prior to 2 weeks before start of classes	77%	49%	62%	36%
% Enrolled during the 2 weeks before start of classes	13%	24%	25%	29%
% Enrolled during Add/Drop Period	8%	18%	12%	26%
% Enrolled after Add/Drop Period	2%	8%	1%	9%

It is clear that lecture sections of courses have a much higher percentage of students enrolling earlier. It can also be seen that a significant percent of SPS students enroll during the two weeks prior to the start of the semester, during the Add/Drop period, and even after the Add/Drop period. This occurs to an even greater degree during the Spring semesters than it does during the Fall semesters.

However, when we look at the semester-by-semester enrollments some trends can be seen.

Fall 2006 through Fall 2010

		% Prior to 2 weeks before start of classes	% Within 2 weeks before start of classes	% During Add-Drop Period	% After Add-Drop Period
SPS	200609	36%	23%	23%	18%
SPS	200709	34%	27%	23%	16%
SPS	200809	42%	32%	21%	6%
SPS	200909	62%	21%	12%	6%
SPS	201009	61%	21%	15%	3%
LECT	200609	77%	12%	10%	1%
LECT	200709	78%	12%	10%	1%
LECT	200809	73%	16%	8%	3%
LECT	200909	78%	12%	7%	3%
LECT	201009	78%	13%	7%	1%

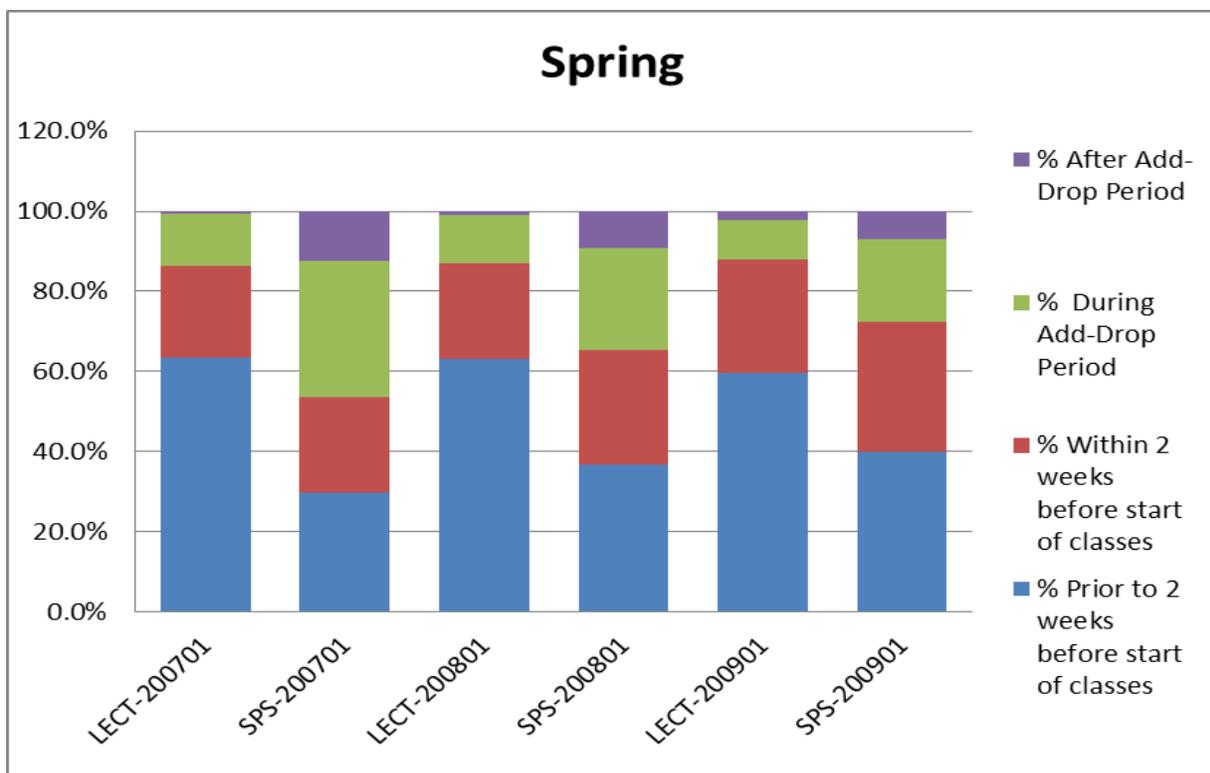


A very significant increase in the percentage of students enrolling in SPS courses prior to 2 weeks before the start of classes occurred during Fall 2009 (62% vs. 42% in Fall 2008). This stayed at a similar level in Fall 2010 (61%). This is likely a result of clearer listings of SPS courses in the published semester schedules and of a more streamlined online registration process for SPS courses. Both of these changes occurred beginning with the Spring 2008 semester. The process for enrolling in SPS courses through online registration became the same as the process for enrolling in lecture sections.

Another trend that occurred beginning in the Fall 2009 semester was a significant decrease in the number of students enrolling during the Add/Drop period (12% in Fall 2009 vs. 21% in Fall 2008). A similar decrease occurred for the “After Add/Drop” period from Fall 2007 (16%) to Fall 2008 (6%). We believe there are a few factors causing this to happen. First, more students are enrolling early, so there are fewer remaining seats available once the semester begins. Second, in recent years when we develop the semester schedules, we eliminate those course sections that traditionally will only partially fill, even after the Add/Drop period. This results in fewer seats being available. This more careful scheduling also results in a more efficient use of part-time instructional hours.

The trends mentioned immediately above are also occurring during the Spring semesters, but to a lesser degree.

		% Prior to 2 weeks before start of classes	% Within 2 weeks before start of classes	% During Add-Drop Period	% After Add-Drop Period
SPS	200701	30%	24%	34%	12%
SPS	200801	37%	29%	25%	9%
SPS	200901	40%	32%	21%	7%
LECT	200701	63%	23%	13%	1%
LECT	200801	63%	24%	12%	1%
LECT	200901	60%	28%	10%	2%



While an increase in the percentage of students enrolling for SPS earlier has occurred during the past two years, the percent of early enrollments is still noticeably lower in SPS sections than in Lecture sections. (Fall 2010: Lecture 78%; SPS 61% and Spring 2009 Lecture 60%; SPS 40%). This suggests the need for continued work with Advising and Enrollment to develop ways to increase the early enrollment rates for SPS

How well do SPS courses prepare students for the next course in a sequence; an ongoing consideration for the SPS department

For example, we want to know how well students, who take ENG 071, Basic Writing, do in the subsequent course, ENG 101, English Composition 1. We requested data so we could perform this comparison of success in follow-up courses as follows:

Course 1 in sequence successfully completed in SPS > Percent success in Course 2 in sequence taken in Lecture.

- Course 1 in sequence successfully completed in Lecture > Percent success in Course 2 in sequence taken in Lecture.
- Course 1 in sequence successfully completed in Lecture > Percent success in Course 2 in sequence taken in SPS.
- Course 1 in sequence successfully completed in SPS > Percent success in Course 2 in sequence taken in SPS.

Since the developmental courses within a discipline are the courses that form “natural” sequences, the data we requested was primarily for these courses. We also requested data for Spanish 1 to Spanish 2 and for two sequences from the ELL sequence.

Sequences studied

- ELL 053, Reading & Writing for ELL-Intermediate 1, to ELL 054, Reading & Writing for ELL-Intermediate 2
- ELL 054, Reading & Writing for ELL-Intermediate 2, to ELL 055, Reading & Writing for ELL-Advanced 1
- ENG 050, Preparation for College Reading 1, to ENG 055, Preparation for College Reading 2
- LAN 151, Beginning Spanish 1, to LAN 152, Beginning Spanish 2
- ENG 070, Basic Writing-ELL to ENG 101, English Composition 1
- ENG 071, Basic Writing to ENG 101, English Composition 1
- MAT 060, Fundamentals of Math to MAT 070, Algebra I
- MAT 070, Algebra I to MAT 080, Algebra II
- MAT 080, Algebra II to MAT 100, Intermediate Algebra

The data is based on completions from Fall 2006 through Spring 2010. It is important to note that not all of the students completed the two courses in a sequence in consecutive semesters. Some of the students had at least one-semester gaps in their sequence completion. It is also important to note that in a few instances, the data set is small (e.g. LAN151 > LAN152, SPS>LECT)
See graphs below, after the data columns.

SPS>LECTURE and LECTURE > LECTURE

SPS>>LEC				
Course Sequence	Total Students	% Success		
ELL053 > ELL054	12	67%		
ELL054 > ELL055	12	92%	ELL Average	80%
LAN151 > LAN152	4	75%	LAN Average	75%
ENG050 > ENG055	13	84%	Reading Average	84%
ENG070 > ENG101	29	83%	Writing Average	61%
ENG071 > ENG101	78	53%	Math Average	63%
MAT060 > MAT070	64	63%	Overall Average	65%
MAT070 > MAT080	38	66%		
MAT080 > MAT100	34	59%		

LEC>>LEC				
Course Sequence	Total Students	% Success		
ELL053 > ELL054	45	91%		
ELL054 > ELL055	56	96%	ELL Average	94%
LAN151 > LAN152	121	79%	LAN Average	79%
ENG050 > ENG055	47	72%	Reading Average	72%
ENG070 > ENG101	70	70%	Writing Average	69%
ENG071 > ENG101	2311	69%	Math Average	63%
MAT060 > MAT070	1398	61%	Overall Average	66%
MAT070 > MAT080	1518	65%		
MAT080 > MAT100	1118	62%		

Overall, averages for SPS>LEC and LEC>LEC are comparable. There are a few disciplines where the SPS>LEC is lower, for example in ELL, but some of these could be a result of small sample size. Continued attention will be given to those disciplines whose course completion rates are noticeably lower. See action items.

SPS>>SPS

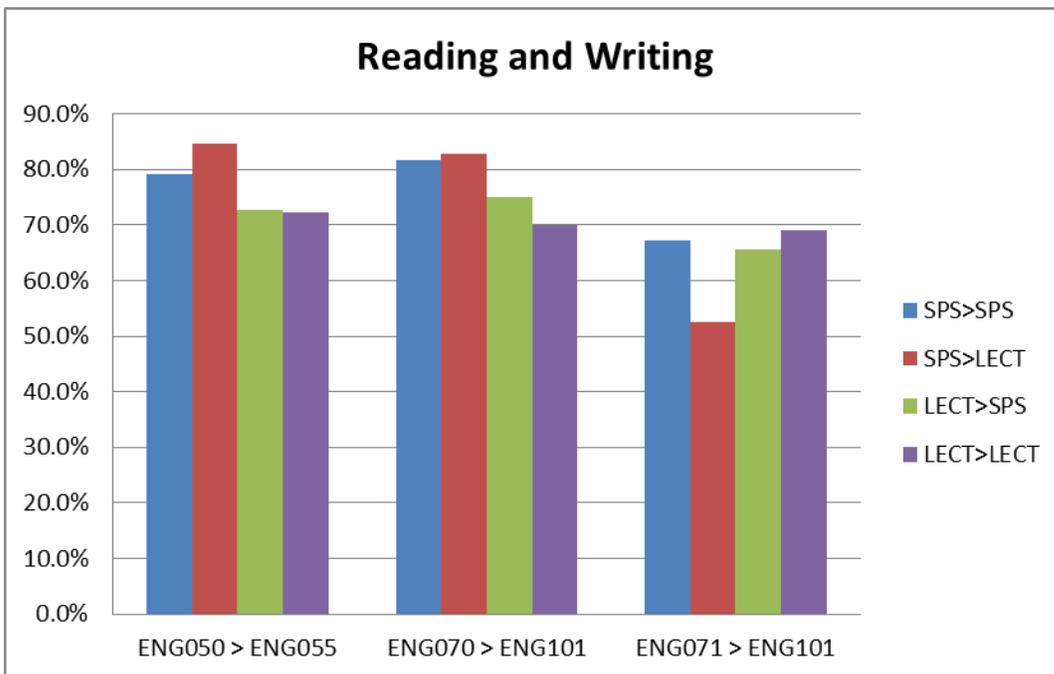
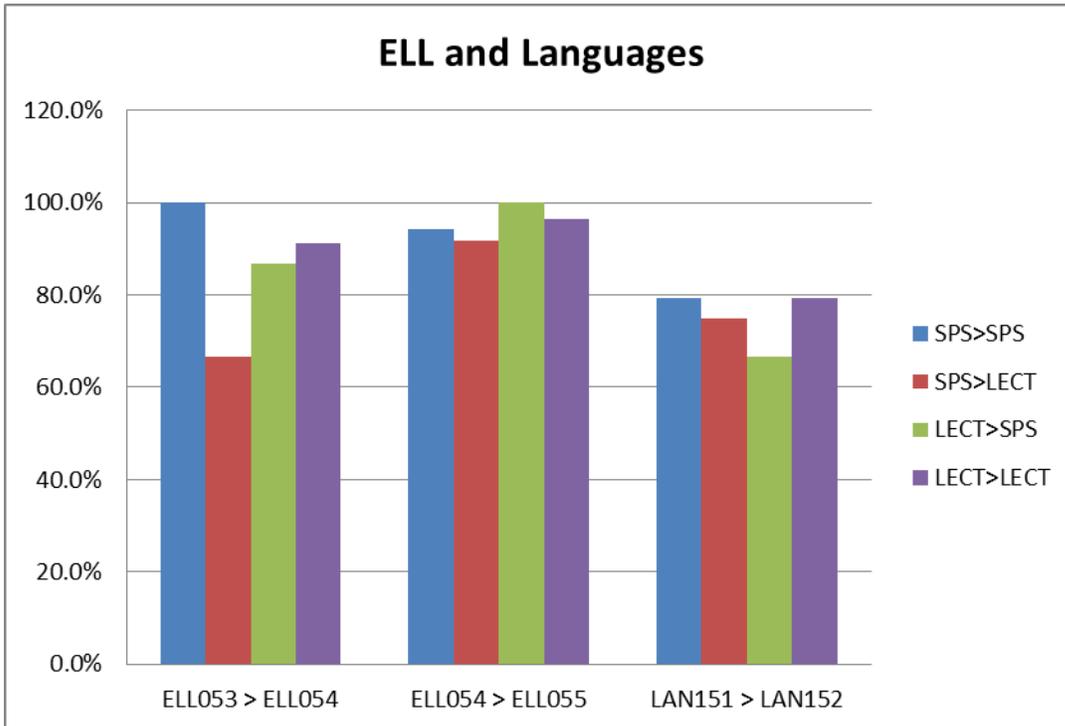
Course Sequence	Total Students	% Success		
ELL053 > ELL054	36	100%		
ELL054 > ELL055	68	94%	ELL Average	96%
LAN151 > LAN152	77	79%	LAN Average	79%
ENG050 > ENG055	24	79%	Reading Average	79%
ENG070 > ENG101	38	82%	Writing Average	70%
ENG071 > ENG101	149	67%	Math Average	54%
MAT060 > MAT070	92	53%	Overall Average	70%
MAT070 > MAT080	98	57%		
MAT080 > MAT100	58	52%		

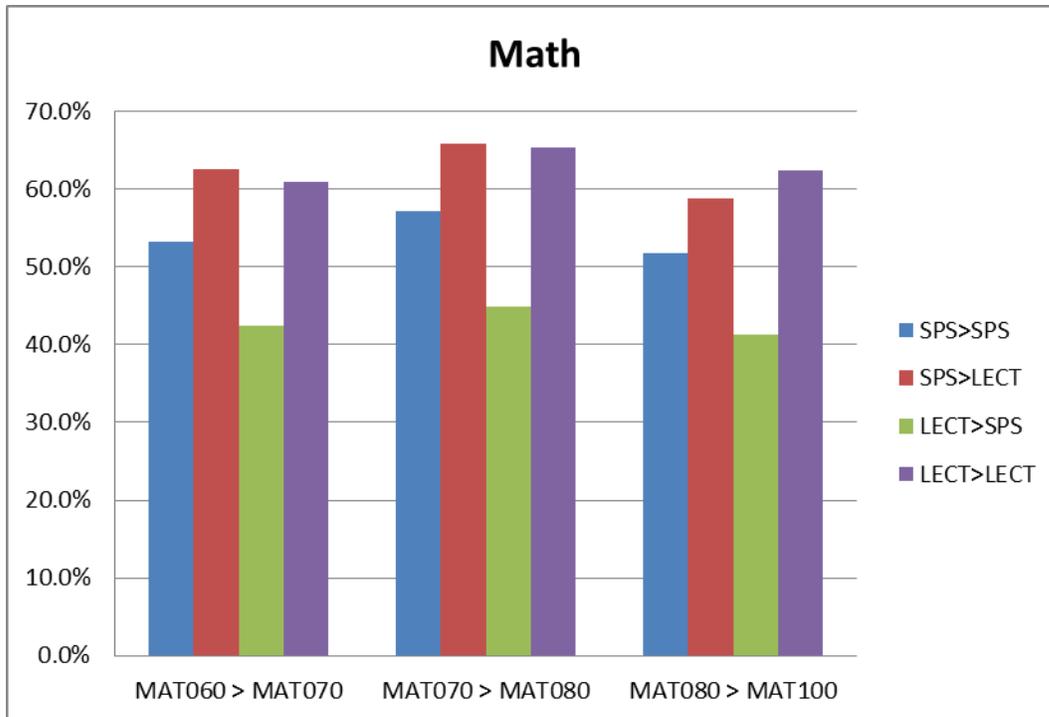
The overall average for SPS>SPS is a bit higher than SPS>LEC and LEC>LEC. The average is higher in all disciplines for SPS>SPS with the notable exception of Math, which is 54%, compared to 63% for both SPS>LEC and LEC>LEC. It is especially surprising that students who successfully complete the first math course in SPS do not have a high success rate in the follow-up course in SPS. However, after the spring 2011 semester, students will no longer have the SPS>SPS option for sequential math courses since the implementation of the RAMP-Up developmental math program will result in one learning format for all students enrolled in developmental math. There will no longer be separate lecture and self-paced formats.

LEC>>SPS

Course Sequence	Total Students	% Success		
ELL053 > ELL054	15	87%		
ELL054 > ELL055	20	100%	ELL Average	94%
LAN151 > LAN152	45	67%	LAN Average	67%
ENG050 > ENG055	11	73%	Reading Average	73%
ENG070 > ENG101	20	75%	Writing Average	67%
ENG071 > ENG101	259	66%	Math Average	43%
MAT060 > MAT070	106	43%	Overall Average	56%
MAT070 > MAT080	127	45%		
MAT080 > MAT100	126	41%		

The overall average for LEC>SPS is significantly lower than SPS>LEC, LEC>LEC, and SPS>SPS. However, this is due to the math courses, with a 43% completion rate, comprising almost half of the students in LEC>SPS. As mentioned above, due to the implementation of the RAMP-Up math program, math courses will no longer be offered in SPS after the spring 2011 semester. As a result, these courses will not affect LEC>SPS completion rates after that semester.





Summary of Sequences Studied for this Review

	SPS>>LEC	LEC>>LEC	SPS>>SPS	LEC>>SPS
ELL Average	80%	94%	96%	94%
LAN Average	75%	79%	79%	67%
Reading Average	84%	72%	79%	73%
Writing Average	61%	69%	70%	67%
Math Average	63%	63%	54%	43%
Overall Average	65%	66%	70%	56%

In general, students in these course sequences have about the same likelihood of succeeding in the second course after successfully completing the first course, regardless of which learning format is used for either course. The notable exception are students who take math sequences SPS>SPS and LECT>SPS.

Course Completion Rates

- Improving course completion rates is a priority of the department. Data from Fall 2004 through Fall 2009 show, generally, a steady increase in overall departmental completion rates.

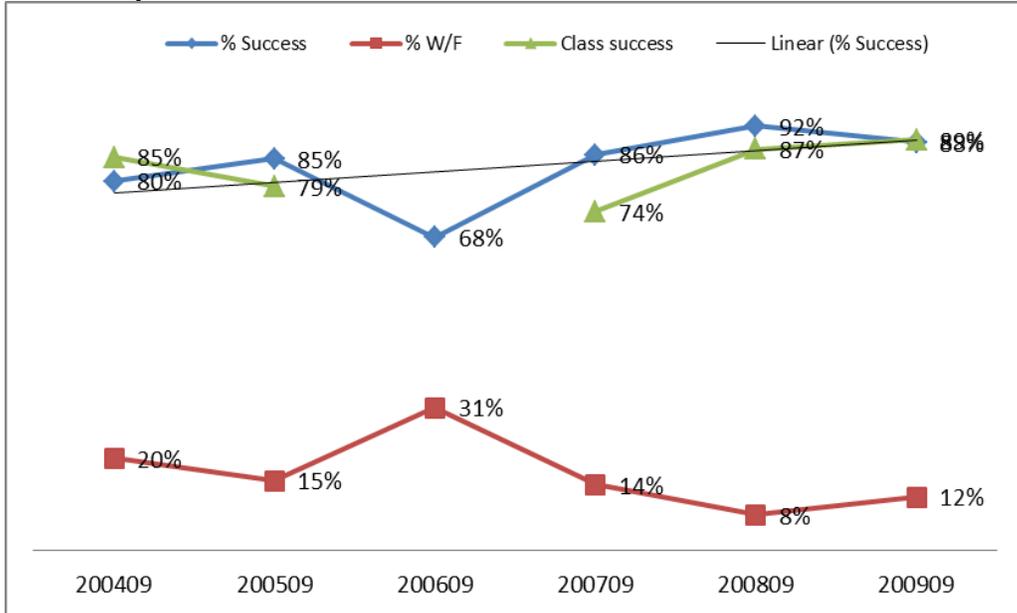
TERM	Total	% Success	% W/F
200409	1066	60%	40%
200509	1031	63%	37%
200609	1138	55%	45%
200709	1471	64%	36%
200809	1751	67%	33%
200909	1859	67%	33%

Completion Rates Fall 2004 – Fall 2009

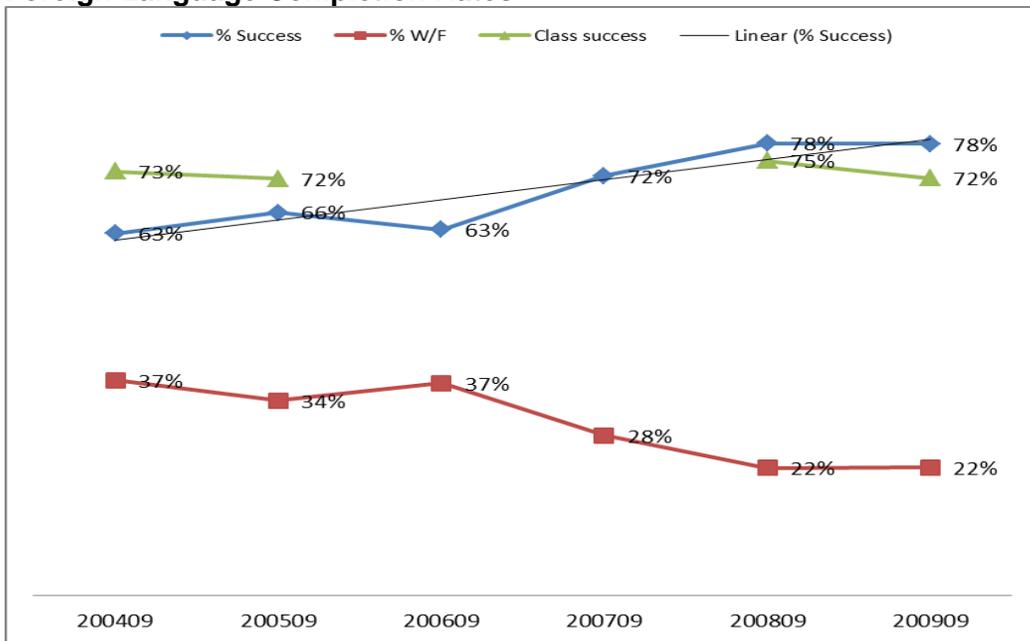
Notes:

- Blue line is % Success in SPS
- Red line is % W/F in SPS
- Green line is % Success in Classroom sections
- Linear trend line is % Success trend in SPS

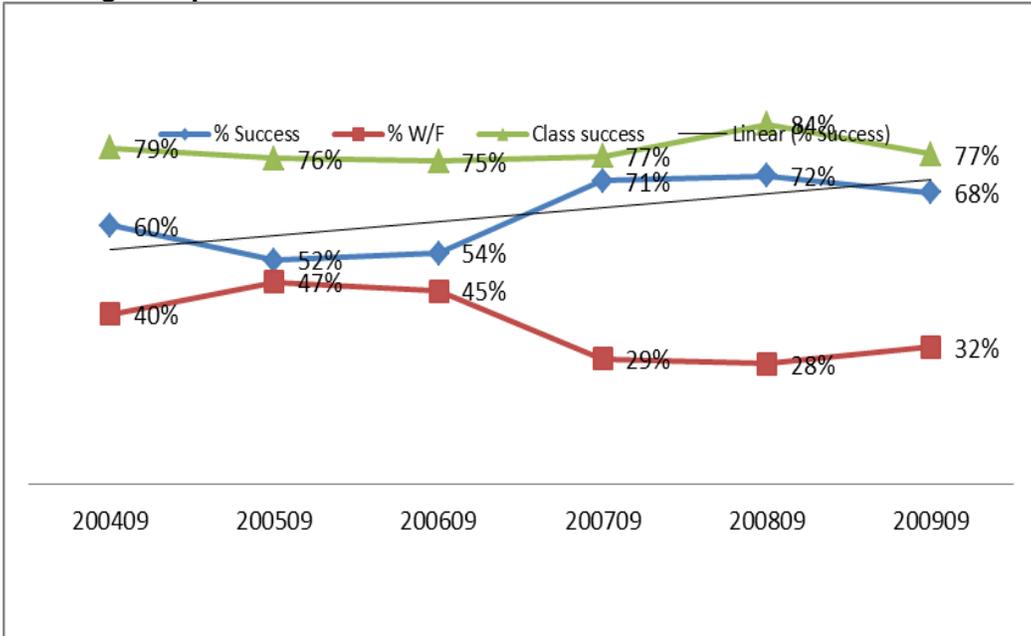
ELL Completion Rates



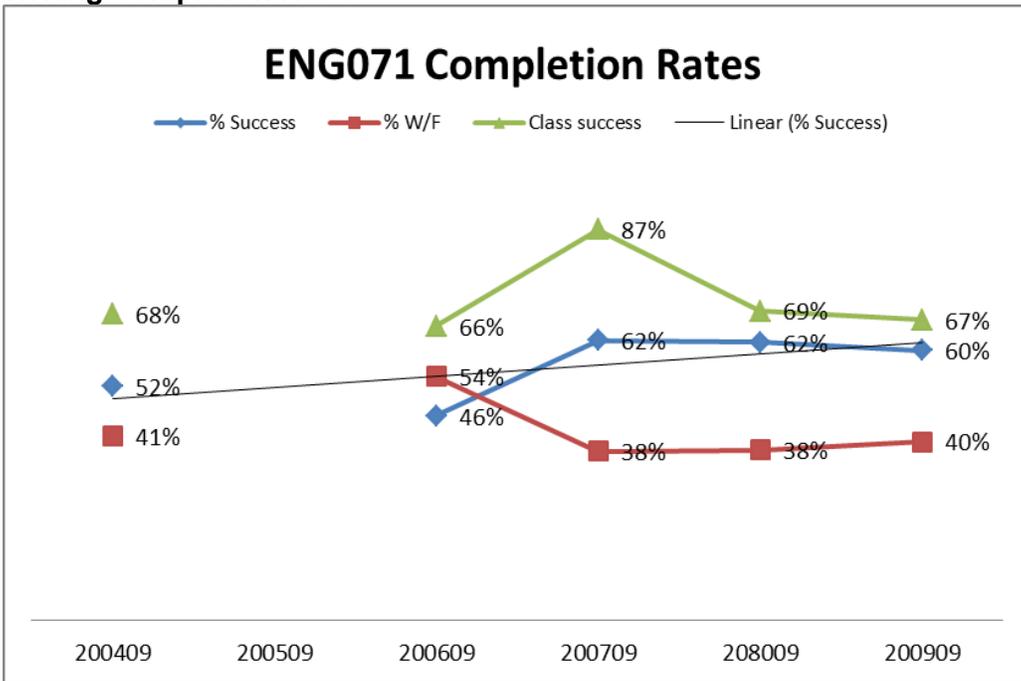
Foreign Language Completion Rates



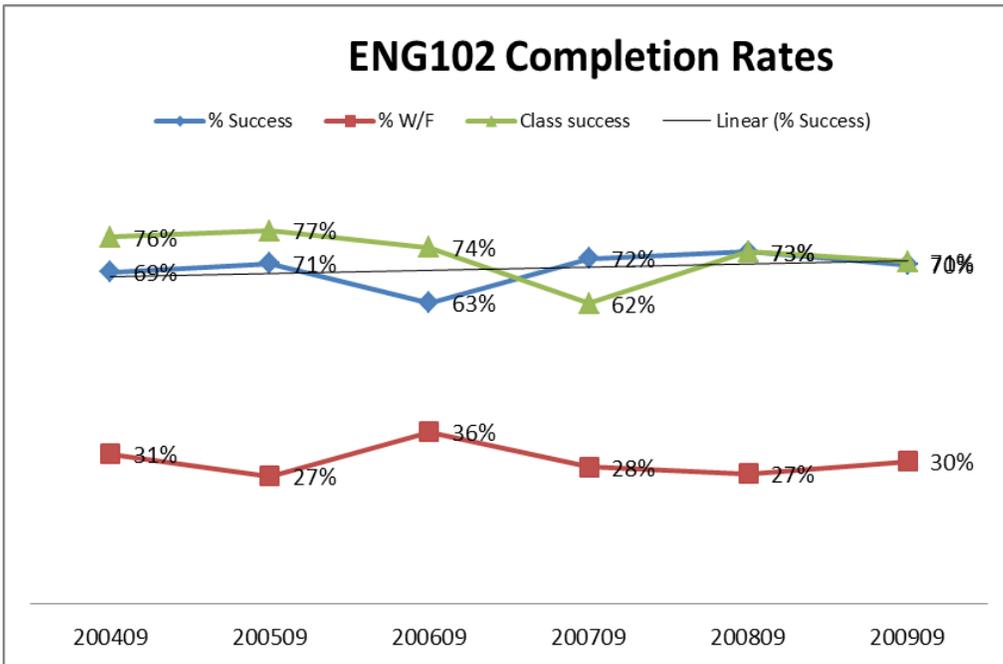
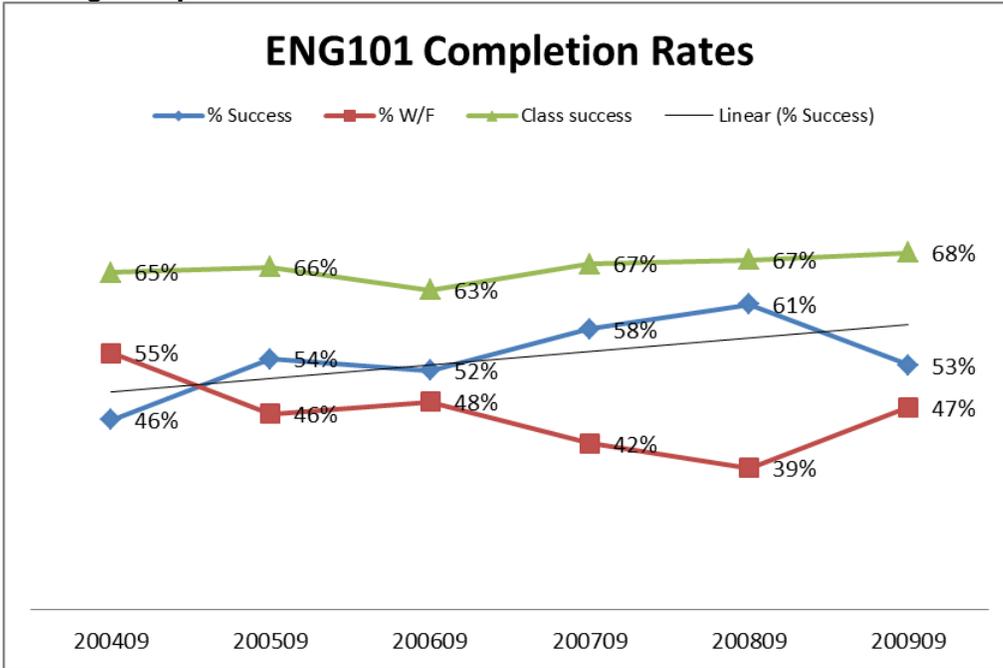
Reading Completion Rates



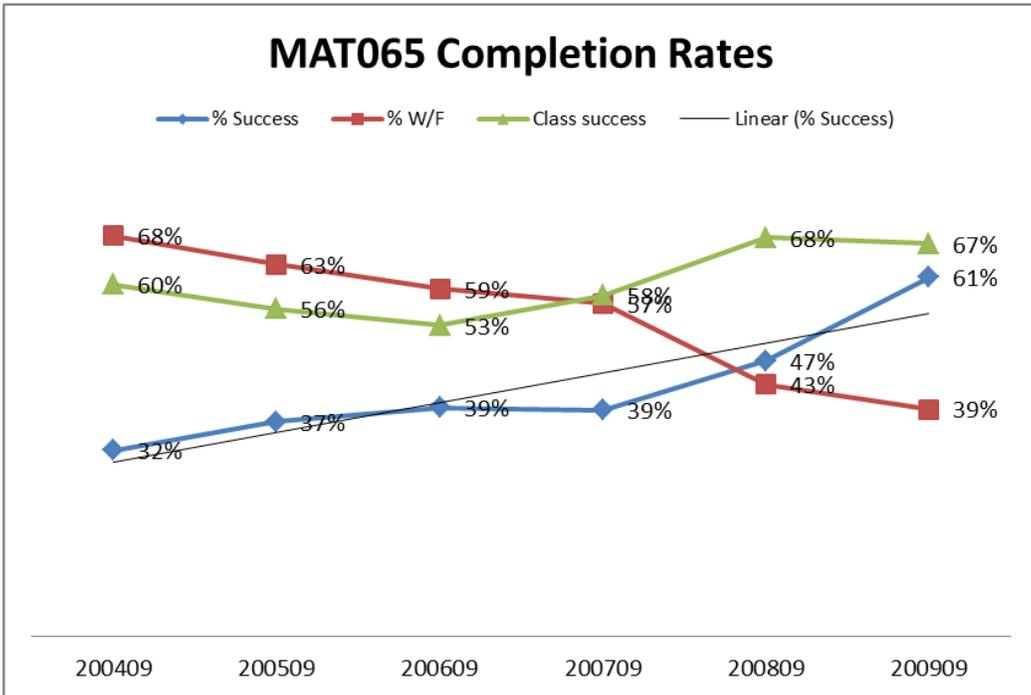
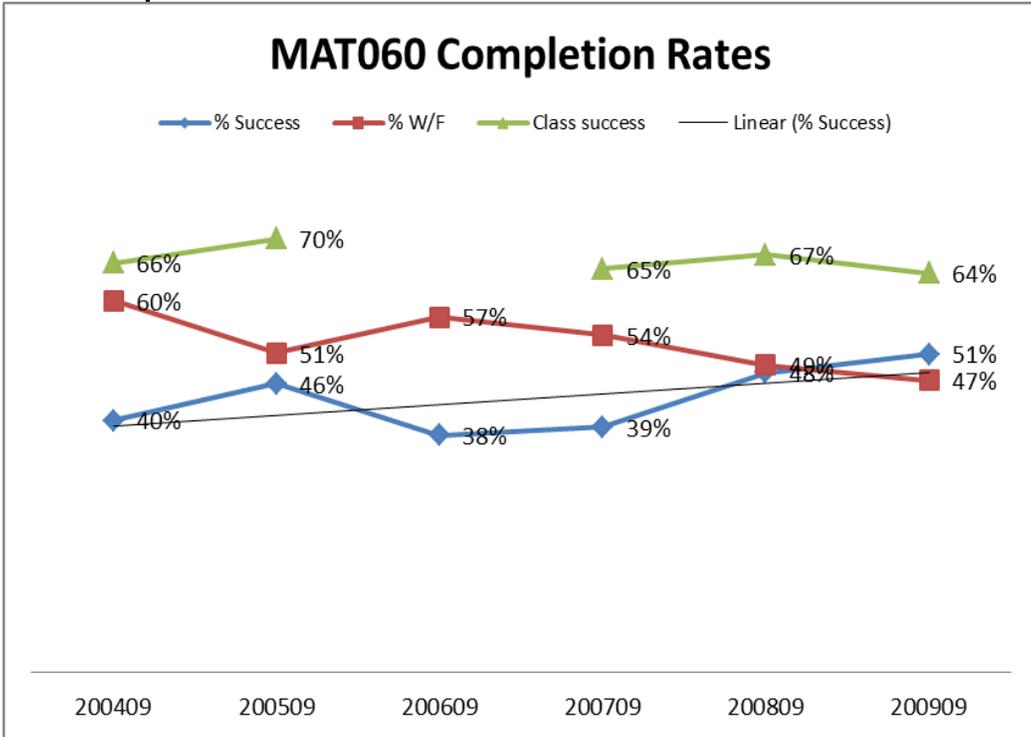
Writing Completion Rates



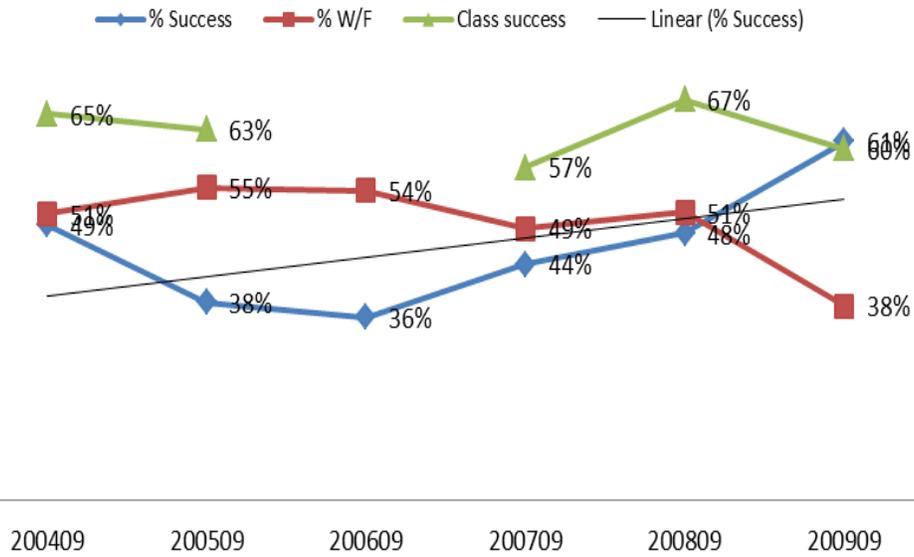
Writing Completion Rates cont.



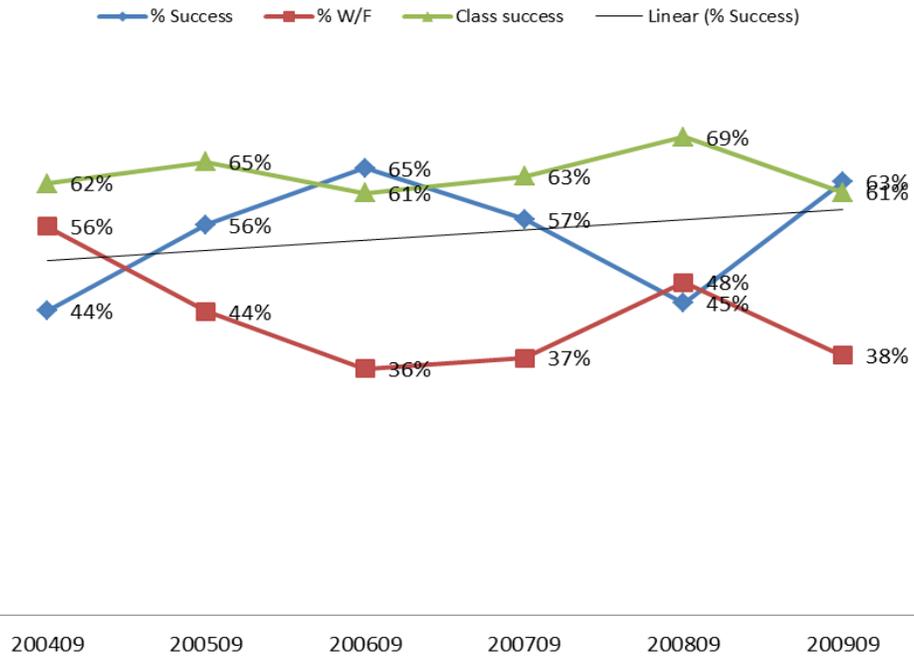
Math Completion Rates

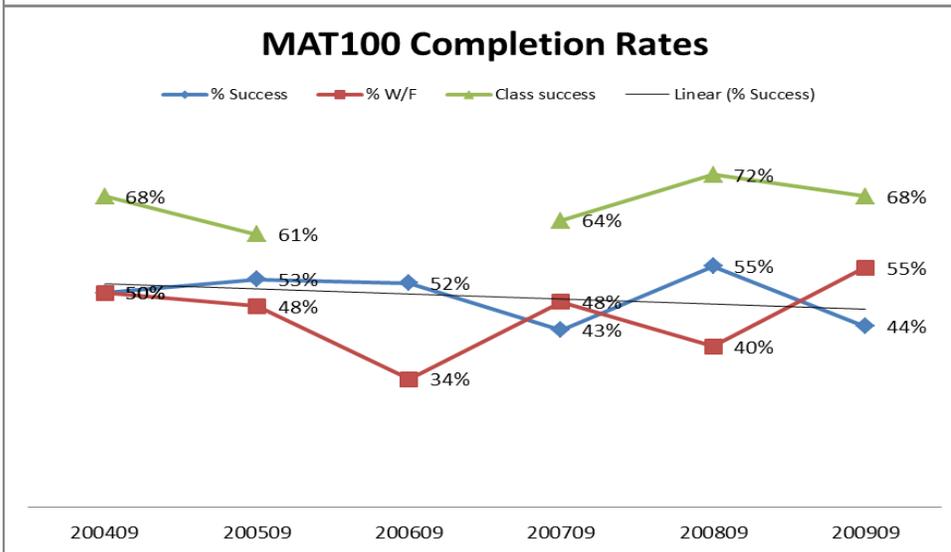
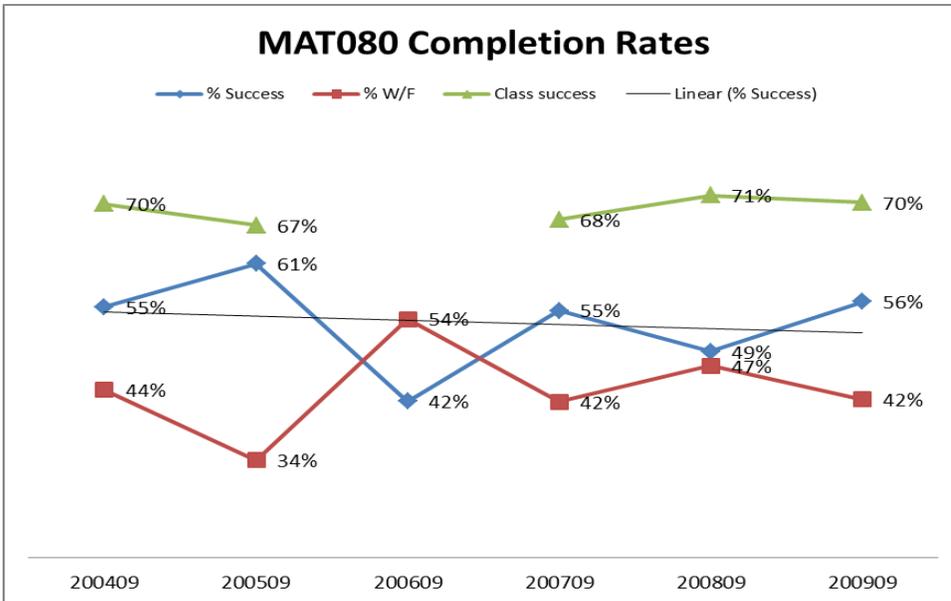


MAT070 Completion Rates

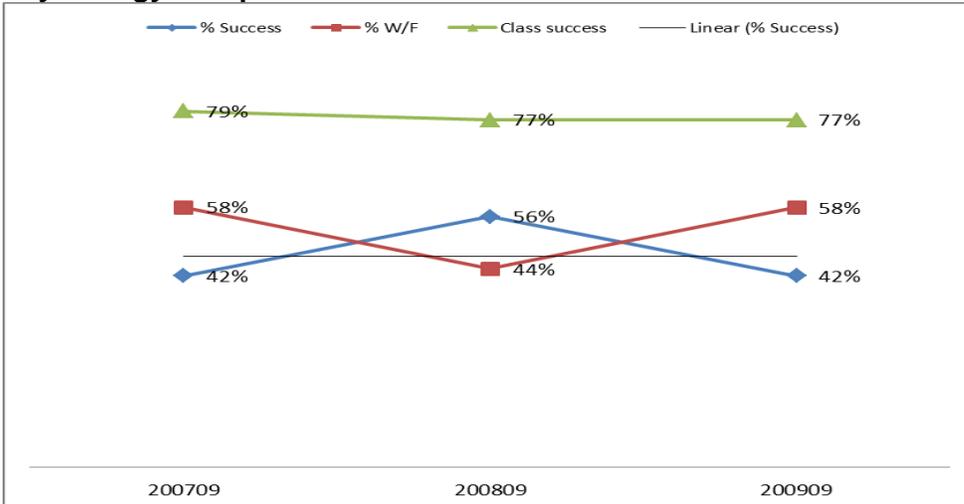


MAT075 Completion Rates





Psychology Completion Rates



Each discipline, with the exception of psychology and two math courses, has shown a trend of increasing course completion rates during the past 6 years. The following disciplines or courses have had completion rates comparable to classroom sections: ELL, ENG 102, and Foreign Languages. The completion rates in other disciplines are lower than the completion rates for lecture sections. One factor to take into account is that there are few “D” grades earned by students in Self-Paced sections due to required mastery levels in courses. Perhaps the students who would otherwise earn a “D” end up with grades of W or F, instead. In most disciplines, the F/W percent is higher in self-paced sections than in lecture sections. Further research is needed to determine other factors that result in lower completion rates in self-paced sections.

2. Please comment on significant information that emerges from the Student Transfer and Employment Follow-up data from Institutional Research Office and/or your Program/Department Records.

N/A

3. Please summarize findings from student surveys, student focus groups, and/or other types of surveys and focus groups the Committee chose to undertake.

During the Fall 2009 semester, students in all Self-Paced Studies courses, on both campuses, were asked to complete a short, 8-question survey during the 9th week of the semester. This survey was administered online through Blackboard course websites. Students used computers in Self-Paced Studies to complete the survey during class. (*The survey questions are listed in Appendix 1*) Instructors emphasized to students that specific responses could not be “traced” to individual students. Survey results were summarized by Middlesex Interactive. (*See pgs. 37-40 for more in-depth discussion of this survey and results*). Future student feedback via surveys will be conducted to gather information for program improvement.

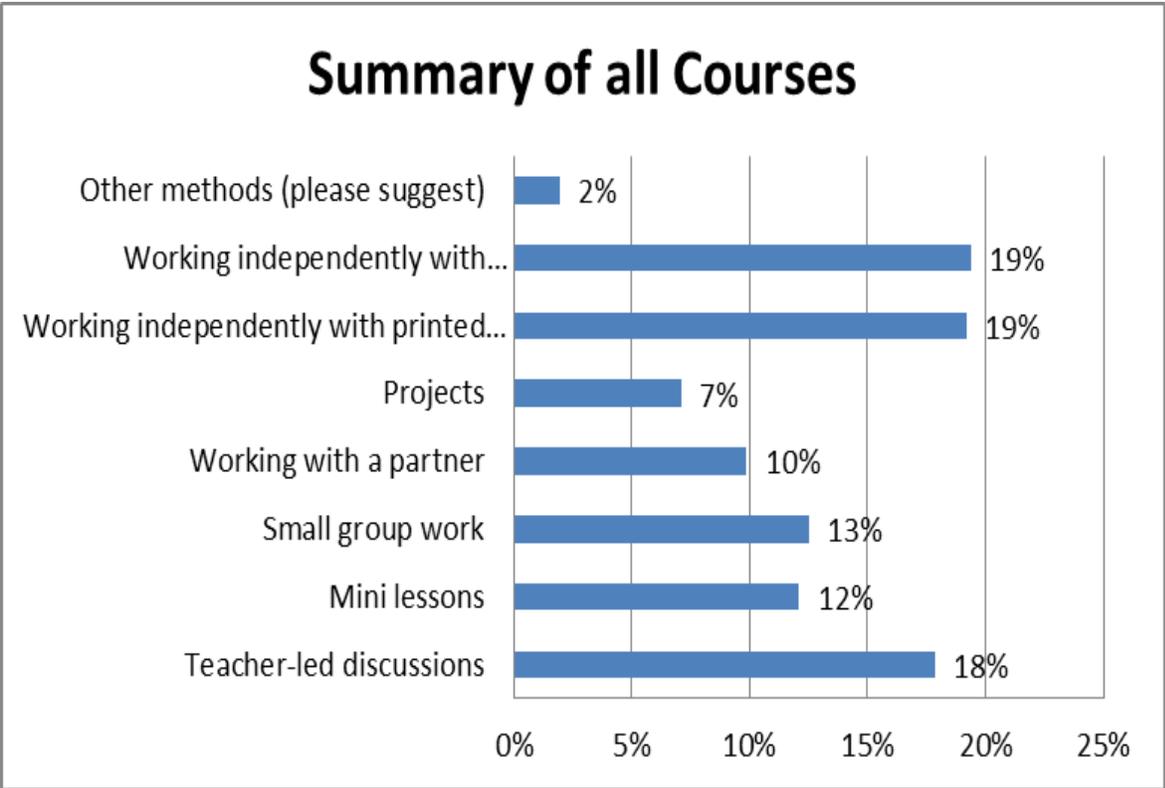
Overall, students indicated positive experiences in their Self-Paced courses.

1. 89.6% of students indicated that they would take another SPS course
2. 86% self-reported that they felt more confident as learners as a result of course work in SPS
3. 94% of students believed their course grade to be C or better (*Appendix 4*)

We do not have grade distribution data that allows us to speak to this item in detail, however, this prompts us to reflect on and address the transparency of our current grade availability for students. Recognized is the need for explicit and accessible grade books to help students become more independent as stated in our PSLO. See action items.

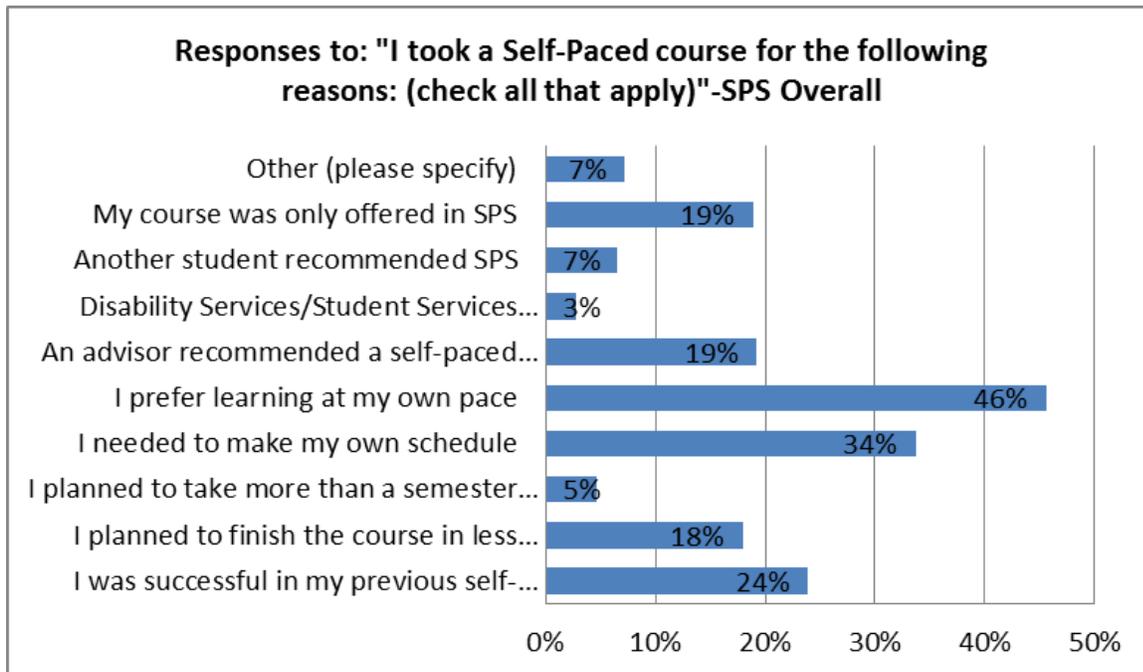
Self-Paced courses strive to incorporate a variety of learning activities in course design. The following table summarizes the responses for all courses for the eight learning activity choices listed for the statement, “I learned best through: (Mark all that apply). *Appendix 3* shows the student replies by each course.

Learning Activity	# of responses (students could select multiple ways by which they "learn best")	% of total responses
Teacher-led discussions	496	18%
Mini lessons	336	12%
Small group work	347	13%
Working with a partner	274	10%
Projects	197	7%
Working independently with printed course materials	533	19%
Working independently with computer-based instruction	538	19%
Other methods (please suggest)	55	2%
Total	2776	100%



Lastly, in response to the statement, “I took a self-paced course for the following reasons (Mark all that apply)”, the top three reasons cited were:

1. I prefer learning at my own pace 46%
2. I needed to make my own schedule 34%
3. I was successful in my previous self-paced course(s) 24%



Section IV: Program Analysis

Target Populations:

1. Is this program intended to serve a target population(s)? Please explain.

SPSD serves all MCC students, especially those needing flexibility in scheduling and/or course pacing. These students come from a variety of backgrounds and abilities and encompass all courses of study.

2. Are there plans to recruit/market for this program by targeting any new or different groups? Are program faculty and staff currently working with the Academic Planning Center or other areas of the College to interest students in taking courses in the program? Are there plans to change or add to strategies currently in place to align the program with student interest and market demand? Are there additional student recruitment and/or marketing efforts in which program faculty would like to be involved? Please be as specific as possible.

Yes, SPSP has begun investigating a market for foreign language courses to specific populations in the MCC area. Currently, there is a growing demand for Less Commonly Taught Languages offered through SPS: Arabic, Chinese, Finnish, Japanese, Portuguese, Italian, and Russian. In addition, the demand for Career specific language courses like Spanish for Medical Personnel and Spanish for Criminal Justice is increasing. (See Appendix 5 regarding growth in the SPS Foreign Language program). Recent focus group discussions with representatives from local Health, Business (with international interests), and First Responders (Police and Fire) confirmed our position that having a second language fluency will enhance

students' employability. As the core requirements combined with the program requirements in many majors do not have a Foreign Languages requirement, therefore, the SPS and the college need to actively promote the new World Language Concentration. (Action Item)

SPS has worked with the Humanities Division to create a World Languages concentration as a new degree option. This option will be available for students in Fall 2011 and targets students who are planning to transfer to other colleges and wish to complete their WL requirements at MCC. It will also target students who are planning to major in World Languages.

In addition, SPS intends to work with both the Humanities Division and Business & Industry toward creating a 15-credit Language Proficiency Certificate, (Translator and Interpreter) that can be combined with any of the college's degree programs. (Action Item)

An honors option was added to English Composition I and II for eligible students. These designated students may enroll in any section of the course and contract to complete added or more challenging assignments during the semester. They also confer with their instructor on the work to meet honors requirements.

Reading and Writing expanded course offerings by adding English Fundamentals in the evening, a 6 credit pilot shared by SPS and classroom. While the program was successful for two consecutive semesters, SPS withdrew after the pilot at the request of the Reading Department.

3. Discuss the role that program faculty play in advising students enrolled in the program. Are there improvements that could be made to this advising process?

At this time, only a few instructors are serving as advisors (4 full-timers and 1 ELL part-time instructor). There is a need for an increased number of advisors college-wide since enrollments are on the rise.

In the future, after sufficient training by the Advising Department, SPS part-time instructors might advise. Having designated senior advisors for SPS, one on each campus, would support that possibility.

4. Please comment on any Advanced Placement (high school) or Articulation Agreements (4-year institutions) that applies to the program. Are the agreements current and signed by all partners? What percentage of students in the program takes advantage of each agreement?

N/A

External Perspectives:

5. Based on a review of other college catalogs, list the colleges in our general area that have similar programs and comment on significant differences from the ones we currently offer that bear further exploration.

	MCC	Bunker Hill CC
Title	Self-Paced Studies	Center for Self-Directed Learning
Pedagogies	<ul style="list-style-type: none"> •Computer-based instruction •Instructor-led mini-lessons •Student collaboration 	Instructional media/materials such as audiotapes, CDs, CAI
Staff	Subject-area coordinators, FT instructors, PT instructors	Course facilitators, PT & peer tutors
Separate Orientation?	Subject-specific orientations	
Advising?	general	
Peer Collaboration	Several time per semester (or week) in Reading/Writing/Lit courses Informal in math courses	Optional – space provided
# courses	45	37
Technology	Ranges from none to 17 PC's per studio; LMS use varies from zero to all materials	75 student computer stations
Scheduling	M-S days, 4 evenings 2 campuses, each course has a set but modifiable time/day schedule	7 days/wk (Sat/Sun 8:30-4:30 except summer), 4 nights
Campus avail	Both campuses	Main campus only
Eng courses	Prep for College Reading 1, 2, 3; Academic Reading. AR Science & Health Basic Writing Engl. Comp. 1 & 2	Rdg Skills II, Writing Skills I, II, College Writing I, Lit I, II
Math courses	Fundamentals, Fundamentals/Algebra I, Algebra I, Algebra I/II, Algebra II, Intermediate Algebra, Pre-Nursing Math	Fundamentals, PreAlg, Career Math, Metric System, Stats I, Stats II, Alg, Trig, Precalc, Calc I, Calc II
Accounting	-	I & II
Sci	-	Food/Nutrition, Basic Chem (no lab)
IT	Computer Applications (5 courses)	Apps/Concepts, HTML

ECE	-	Child Growth/Dev
Hist	-	Western Civ I, II
Psych	Intro to Psychology	Intro Psych, Human Growth/Dev, Social Psych, Personality
Soc	Intro to Humanities Dying, Death & Bereavement	Intro Soc, Anthro
Health	Medical Terminology	Med Term
World Languages	Arabic, Chinese, Finnish, French, German, Italian, Japanese, Latin, Portuguese, Russian, Spanish	

6. Based upon either the committee’s knowledge of or research on institutions beyond our geographical area that has an exemplary program or are known for their ‘best practices,’ comment on significant similarities or differences at MCC and identify areas that bear further exploration.

A comparison of the programs in the chart below suggests that SPS might extend its course offerings into additional disciplines as well as building within the disciplines in which self-paced methodology has proven to be successful . (Action Item)

Self-Paced Math program at Valencia Community College, Florida

Website link: <http://www.valenciac.edu/east/ilc/resources.cfm>

Miami-Dade: <http://www.mdc.edu/kendall/independent/about.asp>

	Middlesex	Valencia	Miami Dade College – Kendall Independent Studies
Number of Students per semester	425	200	Not available
Courses offered	Arithmetic through Intermediate Algebra	College Algebra, Pre-Calculus Algebra, Trigonometry, Survey of Math	* 44 unique courses offered: Sciences, History, Music, Social Sciences, and others. Teacher certification courses offered. *No developmental courses offered
Instructor present during class	Yes	Yes	No set class times “Most of the coursework is done independently”
Attendance	Required Scheduled during a specific class time Excessive absences result in withdrawal	Required Scheduled during a specific class time Excessive absences result in withdrawal	Not required after first meeting

Learning resources	<ul style="list-style-type: none"> • Computer-based (MyMathLab) • Videos (web delivered) • Tutorials (web delivered) 	<ul style="list-style-type: none"> • Computer-based (Plato) • Videos (checked-out for use in class or at home) • Tutorials (on computers in class) • Tutorial CDs (checked-out for use in class or at home) 	<ul style="list-style-type: none"> • Computer-based – type depends on course
Mastery level	<ul style="list-style-type: none"> • 75% • Retake test until mastery is achieved • Not required on Final Exam 	<ul style="list-style-type: none"> • 70% • Retake test until mastery is achieved or all test forms are taken • Not required on Final Exam 	<ul style="list-style-type: none"> • Not reported
Self-Pacing	<ul style="list-style-type: none"> • Can complete course early • IP Grade-Complete at least 50% of course and have good attendance; \$75 continuation fee • <50% course completed, grade is F. • I Grade-only have 1 unit exam and Final Exam remaining to complete 	<ul style="list-style-type: none"> • Can complete course early • WP Grade-Complete at least 50% of course; repay for course to continue • <50% course completed, grade is WF. • I Grade-only have 1 unit exam and Final Exam remaining to complete • Automatic withdrawal during withdrawal period if progress is too slow to qualify for WP grade 	<ul style="list-style-type: none"> • Can start as soon as registration is complete. No IP or extension available
Orientation video	Yes for all math classes	Yes Course specific	No – done through materials and instructor
Testing Center	Yes Hours of operation: <ul style="list-style-type: none"> • MWF 8:30 am – 2:30 pm • TuTh 9:00 am – 2:30 pm • M, W 5:00 pm – 9:00 pm • Sat 9:00 am – 1:00 pm 	Yes Hours of operation: <ul style="list-style-type: none"> • M-Th 7:00 am – 10:00 pm • Fri 7:00 am – 9:00 pm • Sat 9:00 am – 4:00 pm 	No Testing/exams are taken during the instructor's hours

7. Describe any changes in the program's offerings that are suggested by national and regional career forecast data and trends.

SPS at MCC may be limiting itself (or limited by other departments thus far) in terms of the variety of offerings when compared with larger programs. While Miami Dade/Kendall does not offer developmental courses and has a significantly larger student body from which to draw, its variety of courses and disciplines is impressive. Discussion of other potential offerings is worth pursuing given the successes of our program and the feedback from students. (SPS student feedback available in our survey results)

8. How have external parties such as advisory groups, alumni, practicum/intern supervisors, corporations/agencies, professional groups, outside licensure/accrediting bodies, etc. impacted decision-making in your program?
 - a. If your program does not have an external party such as an advisory group, are you interested in forming such a group?
 - b. If not an advisory group, how else might your program solicit external perspectives?

N/A

9. How have connections and collaborations between your program and other departments, programs, and areas at the college impacted your decision-making in your program?

To ensure that the self-paced math courses are consistent in scope and depth with the traditional math courses, the Self-Paced Mathematics Coordinator works closely with the Math Department. Whenever the Math Dept. changes the content of a course, the self-paced version of the course is changed accordingly. The Self-Paced Math Coordinator has also been an active member of the team that is working to modularize the content and delivery of the developmental math topics modeled on the NCAT Emporium model. The name of this new program for developmental math is RAMP-Up Math, see p. 38

The other members of this team are the Dean of Professional & Resource Development, Dean of Mathematics and Science, Dean of Academic Resources and Instructional Technologies, Math Department Chairperson, and two mathematics faculty members.

Since the majority of math courses offered in SPS are developmental, implementation of RAMP-Up Math will result in SPS math courses no longer being offered beginning with the summer 2011 semester. During the pilot phase of RAMP-Up in Spring 2011, the Self-Paced Studies Mathematics Coordinator will be teaching 3 sections each of self-paced math and 3 sections of RAMP-Up Math.

English and Reading courses are developed in the same vein, with the coordinator as well as some instructors attending and participating in departmental meetings, making curricular changes and improvements based on departmental policies in Reading and English.

Collaboration with the Humanities Division has led to development of higher levels of Foreign Languages courses. The goal was made collaboratively to be able to offer a minimum of four levels of each language in our college. This led to increased application for mini-grants this year, which were all approved.

The Social Science Division chose not to cancel the self-paced Intro to Psychology course even though their completion rates were low. The new collaboration between the Social Science Division and SPS is leading to a complete redesign of the course, using the many teaching methods, coming out of Strategies for Success, and successfully implemented in most of the other courses offered in SPS. This skillfully revised course brings psychology to the student by relying heavily on technology and community building via the Blackboard Learning Management System. This frees the instructor to work as facilitator and concentrate on assisting students in seeking out their choices for further learning. Thus far, this multi-sensory model has been engaging and retention rates seem to be on the rise.

Kate Sweeney, Dean of Health Careers and Joan Ladik, Director of the college's new Academy of Health Professions, approached SPS with a proposal to collaborate with us in order to give more flexibility to

their general education courses. These plans will impact several courses taught through SPS, especially Reading and Writing courses. Together with AHP, SPS created new “carve-out” courses, those that cross the standard semester schedule and run for 9 weeks.

Section V: Curriculum

Program Student Learning Outcomes (PSLOs)

1. Identify your Program Student Learning Outcomes

Students who complete a sequence of SPS courses (two or more) will develop the confidence in themselves as learners that will allow them to progress towards their educational and career goals.

In addition to this unique departmental student learning outcome, students who complete a sequence of courses in SPS will achieve the same SLOs as their fellow students completing those courses in classroom based courses. Those SLOs, taken from departmental program reviews, are as follows:

MATH:

Students will be able to....

- Apply mathematical concepts and reasoning skills to model and solve real world problems.
- Communicate mathematically.
- Formulate conclusions and judge the reasonableness of the conclusions by analyzing and interpreting data in a variety of forms including equations, tables and graphs.
- Use a variety of approaches such as pattern recognition, modeling, logical reasoning, and estimation to solve mathematical problems and judge the reasonableness of their results.
- Use appropriate technology to enhance their mathematical thinking and understanding.

ENGLISH: Currently, the English Department is revising the DSLOs, and work in progress will be addressed in future years. The SPS Reading/Writing coordinator is a participant in the process.

FOREIGN LANGUAGE AND ELL:

Departmental Student Learning Outcomes (DSLOs)

- i. ELL students will be able to demonstrate increasing confidence and competence as students, and LAN students, increasing confidence and competence in using the target language.
- ii. ELL and LAN students will be able to demonstrate awareness and respect for people of other cultures.
- iii. ELL students will be able to use the English language appropriately enough to place into Basic Writing or higher and into one of the Preparations for College Reading or be exempted from same.
- iv. LAN students will be able to communicate successfully, using the written and spoken target language, on a level appropriate to the language course they are taking.

2. Please provide your program’s timeline for ongoing, annual assessment of its PSLOs.

2009-11	Self confidence as a learner and college student
	PSY
2011-12	ENG
2012-13	ELL
2013-14	LAN
2014-15	CAP
2015-16	MAS

3. If applicable, discuss any changes you have made to your PSLOs and/or the ways in which the courses in the program support those PSLOs since your last program review.

N/A

4. Map the way in which your program provides opportunities for students to progress towards achievement of each Program Student Learning Outcome, by noting in which courses the outcomes are **Introduced (I)**, **Developed (D)**, and where students are expected to demonstrate **Competency (C)**.

Curriculum Map I:

PSLO	DEVELOPMENTAL COURSES (INCLUDES RDG & ELL)	INTRODUCTORY COLLEGE-LEVEL COURSES	UPPER LEVEL COURSES
2009-2010 Confidence in themselves as learners	I/D	I/D	D/C

5. Does Curriculum Map I suggest a need to improve the **sequencing of** opportunities for students to develop and achieve any PSLO within the program? If so, please explain.

In each column, two indicators are needed. Some students go directly into introductory level courses and some take more than one developmental course within a single discipline.

6. Please discuss how the program supports faculty in their work to align course student learning outcomes with program and institutional student learning outcomes.

The Reading/Writing and Math Self-Paced Curriculum Coordinators and the full-time ELL instructor attend the department meetings of their respective disciplines (e.g. the SPS Math Coordinator attends

Math Dept meetings). They also have established working relationships with the Department Chairs of their respective disciplines. These collaborative efforts result in an on-going assessment of the content, objectives, and student learning outcomes of the self-paced courses to check that they align with those of the classroom sections of the courses.

PSLO I

Students who complete a sequence of SPS courses (2 over the course of one year) will develop the self confidence in themselves as learners and successful college students that will allow them to progress towards their educational and career goals.

7. Please provide examples of representative course student learning outcomes that include or embed this PSLO from course syllabi where competency of the PSLO is expected.

There is not an explicit statement of the PSLO in the syllabi. See Item 15.

8. Describe the process by which this Program Student Learning Outcome was assessed for Competency. Include in your description:
 - Which courses contributed evidence of student learning and achievement?
 - Which assignments/projects/exams/activities within those courses generated the evidence?
 - How was a sample selected from the full sets of contributed evidence?
 - What criteria were used to assess student learning and achievement?
 - Which faculty members assessed the evidence, and how representative are they of the faculty teaching in the program?
 - How you created a block of time to conduct the assessments of student learning

During the Fall 2009 semester, students in all Self-Paced Studies courses, on both campuses, were asked to complete a short, 8-question survey during the 9th week of the semester. This survey was administered online through Blackboard course websites. Students used computers in Self-Paced Studies to complete the survey during class. Instructors emphasized to students that specific responses could not be “traced” to individual students. A total of 1,148 students completed the survey. (*See Appendix 1 for survey*)

9. What did your program learn about student achievement of this PSLO?

Survey results are interesting. Overall, students indicated positive experiences in their Self-Paced courses.

1. 89.6% of students indicated that they would take another SPS course
2. 86% self-reported that they felt more confident as learners as a result of course work in SPS
3. 94% of students believed their course grade to be C or better

A few words of comment are needed regarding item #2 above. The statement that framed this item was, “I feel more confident in myself as a learner as a result of my course work in SPS.” This statement is, frankly, worded in a way that is leading. Also, the statement does not provide a baseline with which students could compare their current confidence level. However, this student-reported confidence can be viewed as students having a positive experience in their SPS courses.

Words of comment about item #3 are also needed. The actual final course grades at the end of the semester are much different than the students’ perceptions of their course grades as reported in the survey. Based on final course grade results, the percentage of students who actually earned grades of C or better was 62%. This indicates that many students do not have an accurate self-assessment of their course performance. The excessively optimistic student assessment of their performance may, in part, be a result

of the self-paced nature of their courses. For example, a math student who has a score of 88% on the only test he has taken, but is four tests behind schedule, may still believe his course grade to be B+. This significant difference between student perception and actual course performance indicates that instructors need to help students more accurately assess their course performance throughout the semester.

(Appendix 4)

Self-Paced courses strive to incorporate a variety of learning activities in course design. To see by which of these activities students believed they learned best, we asked them to respond to the following statement in the survey:

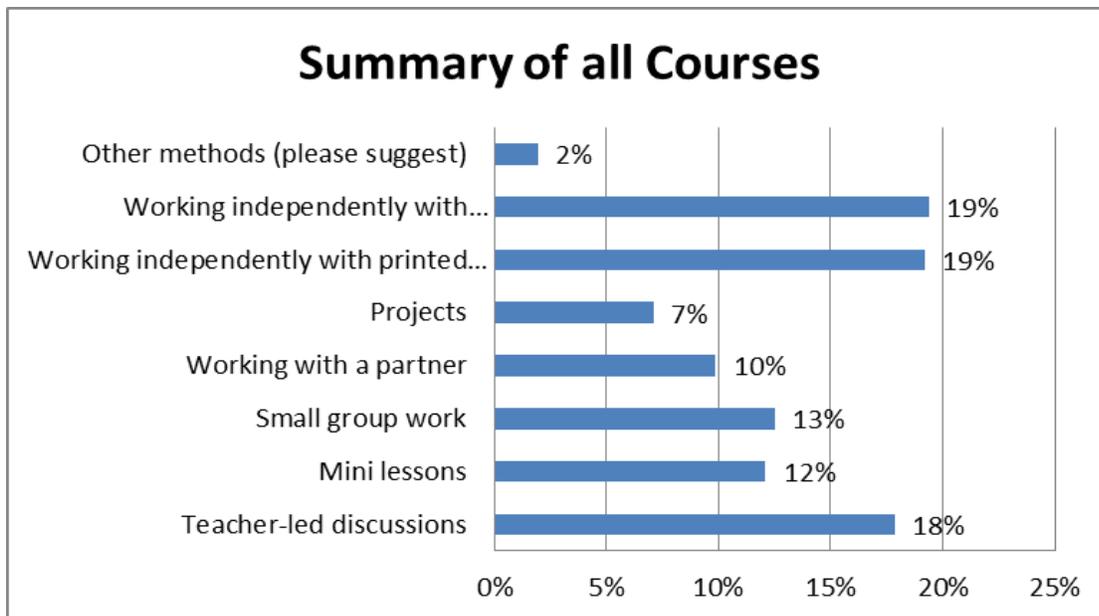
“I learn best through: (Mark all that apply).

- Teacher-led discussions
- Mini lessons
- Small group work
- Working with a partner
- Projects
- Working independently with printed course materials
- working independently with computer-based instruction
- Other methods”

The overall department results were as follows:

Learning Activity	# of responses (students selected multiple ways they "learned best")	% of total responses
Teacher-led discussions	496	18%
Mini lessons	336	12%
Small group work	347	13%
Working with a partner	274	10%
Projects	197	7%
Working independently with printed course materials	533	19%
Working independently with computer-based instruction	538	19%
Other methods (please suggest)	55	2%
Total	2776	100%

However, when viewed by discipline, the results were quite varied. The responses reflected the proportion of each learning task in the course design of the discipline. (See Appendix 3)



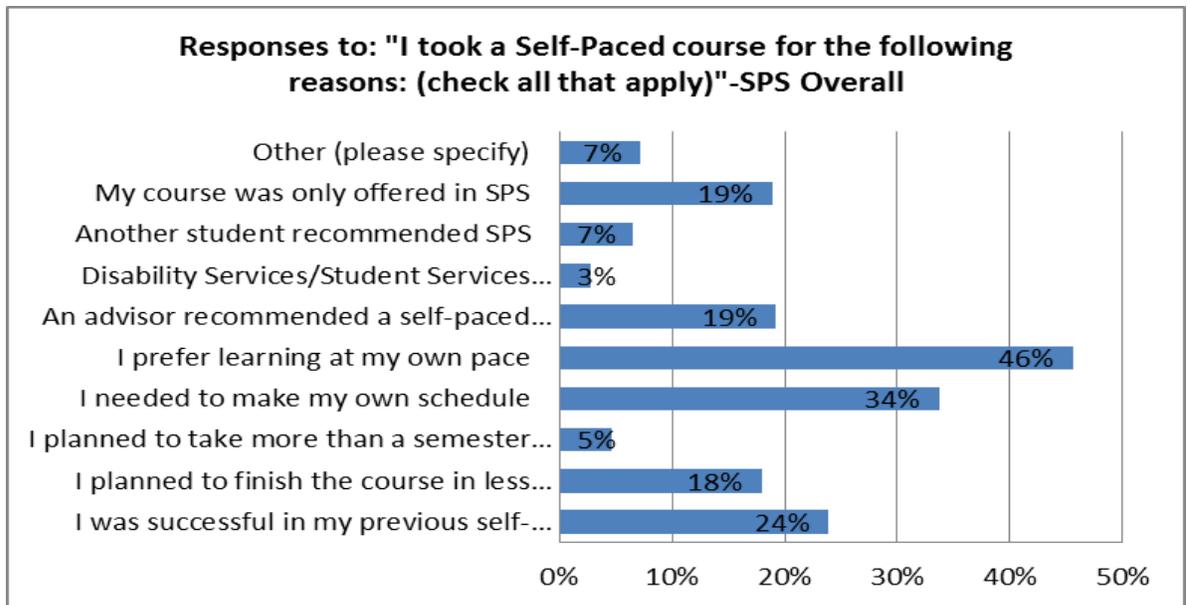
In the Math courses, “Working independently with computer-based instruction” and “working independently with printed course materials” are the main methods of delivering course content. Teacher-led discussions and small group work are not used as frequently. The percents of the responses do reflect the degree to which the learning activities are used in the courses.

A similar phenomenon is occurring with the responses in the reading courses. The design of the reading courses has a more even balance of the frequency in which the learning activities are used in the courses, and, again, the responses indicate this.

So, what does this tell us? First, students may have interpreted the statement as, “I use the following learning methods the most in my course.” The distribution of responses would indicate the frequency to which the various learning activities are utilized in the courses. Another possibility is that students may have adapted how they learn in a particular course to fit the learning activities used in a course and begin to believe that those are the ways in which they learn best in the course. An interesting exercise would be to ask those students who are currently taking multiple SPS courses to respond to the statement, “The way I typically learn best in a course (Mark all that apply).” for each self-paced course they are taking and compare the results of the different disciplines. What can be said with a degree of confidence is that, overall, students reported that they are utilizing the variety of learning activities available in their courses, and providing multiple learning activities must continue to be a focus of our course design. Improve survey, action item?

Lastly, in response to the survey statement, “I took a self-paced course for the following reasons (Mark all that apply)”, the top three reasons cited were:

1. I prefer learning at my own pace 46%
2. I needed to make my own schedule 34%
3. I was successful in my previous self-paced course(s) 24%



It is heartening to see these reasons given as they indicate that SPS is accomplishing the following portion of its Mission Statement: “SPSD program flexibility lies in both pacing of coursework throughout the semester and meeting student needs for special scheduling”.

10. What curricular and/or instructional changes are planned within the program as a result of this assessment work (if any)?

The results show there is no one learning activity that stands out as being used by a majority of students. This means that the design and redesign of self-paced courses must incorporate an array of learning activities in order to provide students with activities that fit their varied learning styles.

In the discussion in question 9 immediately above, it was noted that there is a significant difference in students’ perception of their course success vs. their actual success in courses. Instructors will need to implement strategies to help students realistically assess their course performance. By doing this regularly throughout the semester, students will be aware of difficulties in a timely manner and will have the opportunity to improve their performance. See action items.

Institutional Student Learning Outcomes

(See Appendix 6) for detailed listing of MCC’s Institutional Student Learning Outcomes)

11. Please provide your program’s timeline for ongoing, annual assessment of the college’s ISLOs as appropriate.

2009-10	Personal and Professional Development
2010-11	Personal and Professional Development Social Responsibility
2011-12	Global Perspectives Critical Thinking
2012-13	Communication
2013-14	Personal and Professional Development

	Social Responsibility
2014-15	Global Perspectives Critical Thinking
2015-16	tba

12. If applicable, discuss any changes you have made to your programs support of MCC's ISLOs since your last program review.

N/A

13. As appropriate, map the way in which your program provides opportunities for students to progress towards achievement of MCC's Institutional Student Learning Outcomes, by noting in which courses outcomes are **Introduced (I)**, **Developed (D)**, and where students are expected to demonstrate **Competency (C)**.

Curriculum Map II:

Program Opportunities for Student Progress toward ISLOs

	Course Algebra I Reading I Beginning Spanish I Medical Terminology ELL Listening and Speaking	Course Algebra II Reading II Beginning Spanish II ELL Listening and Speaking II	Course Intermediate Algebra Reading III Intermediate Spanish I ELL Reading and Writing
Knowledge & Skills			
Critical Thinking			
Communication: Written			
Global Perspectives			
Social Responsibility			
Personal & Professional Development	I	D	C

14. Does Curriculum Map II suggest a need to improve the **sequencing of** opportunities for students to develop and achieve any ISLO within the program? If so, please explain. –

Now that we have the data and the feedback from the students, cooperative and collaborative action planning will take place in the coming year beginning in January and in our biannual all staff meetings.

ISLO : The MCC graduate will demonstrate the capacity for on-going personal and professional development, increasing self-confidence as a learner through coursework in self-paced and traditional setting

15. Please provide examples of representative course student learning outcomes that include or embed this ISLO from course syllabi where competency of the ISLO is expected.

While there is not an explicit statement of the PSLO, achieving these course goals will result in learning outcomes that support the larger ISLO. Reading and Writing course curriculum work toward that goal of development of student self-confidence, but it is not currently stated explicitly or implied in the syllabi. This omission will be rectified beginning Spring 2011. In our syllabi we will state as a PSLO that students will develop as pro-active learners and create assignment objectives toward that end.

16. Referring to Curriculum Map II, describe the process by which this Institutional Student Learning Outcome was assessed for Competency. Include in your description:
- Which courses contributed evidence of student learning and achievement?
 - Which assignments/projects/exams/activities within those courses generated the evidence?
 - How was a sample selected from the full sets of contributed evidence?
 - What criteria were used to assess student learning and achievement?
 - Which faculty members assessed the evidence, and how representative are they of the faculty teaching in the program?
 - How you created a block of time to conduct the assessments of student learning

During the Fall 2009 semester, students in all Self-Paced Studies courses, on both campuses, were asked to complete a short, 8-question survey during the 9th week of the semester. This survey was administered online through Blackboard course websites. Students used computers in Self-Paced Studies to complete the survey during class.

17. What did your program learn about student achievement of this ISLO within your program?

Self-Paced courses strive to incorporate a variety of learning activities in course design. To see by which of these activities students believed they learned best, we asked them to respond to a survey. Overall, students reported that they are utilizing the variety of learning activities available in their courses, and providing multiple learning activities must continue to be a focus of our course design.

18. What curricular and/or instructional changes are planned within the program as a result of this assessment work (if any)?

The results show there is no one learning activity that stands out as being used by a majority of students. This means that the design and redesign of self-paced courses must incorporate an array of learning activities in order to provide students with activities that fit their varied learning styles. Instructors will need to implement strategies to help students realistically assess their course performance.

Additional Curricular Opportunities:

19. Describe any Learning Communities that are an integral part of this program.

Fall 2008, SPS proposed a Learning Community, combining ENG 060 Preparation for College Reading III and ENG 071 Basic Writing. The Proposed Title was "Inside the Outside". The goal

stated: “Combining these two courses is to offer more consistent and integrated opportunities for the teaching of reading and writing. Another goal is to offer a clear and strong way to address reading and writing ideas and to offer a more coordinated plan for study of all forms of communication: reading, writing, listening and speaking. Students will understand how good writers write and good readers read and how each uses all other forms of communication.” Our Writing Coordinator and two part-time Writing Instructors participated in the Learning Community Training but, without a clear reason, our proposal was denied.

20. Comment on experiential/ work-based learning opportunities in the program (i.e., co-op, internships, service learning). Discuss how the content of the experience relates to course credit. How do you calculate the number of contact hours required in relationship to the credit awarded? What percent of students participate in each of these activities? Indicate any problem being faced in incorporating work-based learning.

One Basic Writing/English Composition 1 instructor was trained through Professional Development for Service Learning Integration. Fall 2010, service learning was added to her class options. One student out of 75 elected to participate. This one student’s experience was positive and added to his success. The course topic was industrial labor issues and policy-changing events. One student’s experience cannot prove success; this option will be offered in subsequent semesters. Additional instructors who wish to participate may undergo training. Eileen had several students in this. Let’s do not forget that and underestimate our efforts. Action item

21. Referring to the data supplied by Institutional Research, along with any other data available to the Program, comment on the role of developmental courses in the program. Do significant numbers of students in the program take developmental courses? What conclusions are you able to draw about the impact of these courses on students’ preparation levels?

From data presented in the MCC 2008-2009 Fact Book, the percent of students needing to take developmental courses upon entering the College is substantial. The following table is developed from the graph on page 58 of the Fact Book.

Percent of Entering Students Who Placed into Developmental Level Courses by Discipline

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Reading	32%	32%	32%	32%	32%
Writing	61%	61%	58%	59%	53%
Math	64%	65%	65%	66%	64%

To help provide sections of developmental courses for students needing to take them, the following developmental courses are offered in Self-Paced Studies:

Reading
 ENG 050
 ENG 055
 ENG 060

Writing
 ENG 070
 ENG 071

Math
 MAT 060
 MAT 065
 MAT 070
 MAT 075
 MAT 080

A significant number of the students enrolled in Self-Paced-Studies courses are taking developmental courses in Self-Paced-Studies.

Number of developmental courses in SPS: 12**Number of students taking developmental courses in SPS:**

	Fall 2007	Fall 2008	Fall 2009
Reading	149	193	244
ENG 070 & 071	137	93	103
Math	280	319	295
Total	566	605	642

Number of non-developmental courses in SPS: 57**Number of students taking non-developmental courses in SPS:**

Fall 2007	Fall 2008	Fall 2009
905	1146	1216

Percent of students taking SPS courses enrolled in SPS developmental courses:

Fall 2007	Fall 2008	Fall 2009
38%	35%	35%

Of the 70 courses offered in SPS, the 12 developmental courses account for 35% of the department's enrollment. Also, the number of students taking developmental courses in SPS increased from 566 students in Fall 2007 to 642 in Fall 2009, an increase of 13%. It is clear that the developmental courses play a significant role in the department in terms of student enrollment which has an impact on space, staffing, and course development.

The percent of MCC students taking their developmental courses in SPS is:

	Fall 2007	Fall 2008	Fall 2009
Reading	22%	34%	31%
ENG 070 & 071	13%	9%	9%
Math	11%	13%	10%
SPS Dev. % of Total MCC Dev.	13%	15%	14%

It can be seen that a significant percent increase of MCC reading students take their courses in SPS. One contributing factor to this is that the following reading courses were only offered in SPS: ENG 075, Academic Reading and ENG 080, Academic Reading for Science and Health. Yet these two courses represent but a small percentage of overall number of enrolled reading students since they are electives bearing credit, but not in every program. What is of interest is that the number of all students placing into developmental reading remains constant at 32%.

The percent of MCC students taking ENG 070, Basic Writing-ELL, and ENG 071, Basic Writing, in SPS has decreased slightly during the past three years. The percent of MCC students taking developmental math courses fluctuates slightly from year to year. In both disciplines, the percent of MCC students taking these courses in SPS is significantly lower than the percent of MCC reading students taking reading in SPS. Future growth of the developmental courses portion of the SPS Program could be limited by the amount of "classroom" space available within SPS on both campuses.

**Completion Rates in Developmental Courses,
Reading**

	% Pass		% W		% F		% I/IP	
	SPS	Lecture	SPS	Lecture	SPS	Lecture	SPS	Lecture
Fall 2007	70%	75%	21%	14%	9%	11%	0%	0%
Fall 2008	72%	84%	23%	8%	5%	8%	0%	0%
Fall 2009	68%	78%	21%	13%	11%	9%	0%	0%

Writing

	% Pass		% W		% F		% I/IP	
	SPS	Lecture	SPS	Lecture	SPS	Lecture	SPS	Lecture
Fall 2007	64%	67%	23%	13%	13%	20%	0%	0%
Fall 2008	62%	69%	22%	12%	16%	19%	0%	0%
Fall 2009	60%	67%	19%	15%	20%	18%	0%	0%

Math

	% Pass		% W		% F		% I/IP	
	SPS	Lecture	SPS	Lecture	SPS	Lecture	SPS	Lecture
Fall 2007	48%	64%	13%	18%	36%	18%	4%	0%
Fall 2008	48%	68%	22%	14%	26%	17%	4%	0%
Fall 2009	58%	65%	16%	16%	25%	19%	1%	0%

It is clear that the SPS math %Pass rates were much lower than the lecture rates for Fall 2007 and Fall 2008. While the math %Pass rates were still lower than the lecture rates in Fall 2009, the gap had closed noticeably. We are hoping that the increase in %Pass for math courses is a result of the implementation of MyMathLab as a required component of the math courses, beginning in Fall 2008. It appears that MyMathLab did not have an immediate positive effect on successful completion during its first semester of use. It has taken SPS math instructors a while to learn how to adjust the courses so the benefits of MyMathLab on student learning can be realized. Of course, there is still room for improvement and continued efforts will be made to improve completion rates in all the math courses offered in SPS.

A follow-up question for future investigation would be to compare SPS and Lecture developmental math completion rates based on a grade of C or better since this is the prerequisite grade to progress from course to course in the developmental math sequence. Because of the required mastery level of 75% or higher in the SPS math courses; very few students earn grades of D. In SPS math courses, students who are not achieving mastery or are falling far behind schedule end up earning grades of W or F, not D. This is evidenced by the substantially higher W and F rates in SPS math, especially in Fall 2007 and Fall 2008. However, in Fall 2009, the combined W/F percent in SPS was edging downwards to 41% compared to 49% in Fall 2007 and 48% in Fall 2008. With developmental math courses revised in the Ramp-Up program, future investigation may no longer be necessary for this discipline.

The SPS department has made a major commitment to developmental courses by hiring a full-time Curriculum and Instruction Coordinator for Reading/Writing and one for Math. A major focus of the Coordinators is to research and implement learning and instructional strategies in the developmental

courses to improve student learning outcomes and successful course completion rates. As mentioned earlier in this Review, another major role of the Coordinators is to promote consistency among the courses so that students have the same learning experience regardless of when and on which campus they take their self-paced developmental courses.

SPS Reading courses success rates remain lower than those in the traditional classroom at an average of 9% and range from 5 to 12%. Still, these reading courses show a fairly strong success rate overall with an average of 70%. In Basic Writing, an upward trend in failures by “F” can be seen with a corresponding decrease in the number of “W” issued. A decreasing successful completion rate, even a small one, (64 to 60) is reason for concern. Last summer a major training began for all SPS writing instructors in 6 Traits of Writing. The model is used to tie writing assessment to instruction and make the work of the writer more transparent. Results of this change have not been evaluated. The 6 traits practice will continue with all the writing courses infused with the language for both instruction and assessment. Plans for piloting an accelerated model (better termed as immersion) are being made for spring 2011 to offer English Composition 1 to students who would otherwise place into a developmental writing course.

Note is made here that success in Reading is a combination of three courses at three levels. Basic Writing, however, is preceded only by English Fundamentals for writing instruction, a course that is generally bypassed by ELL students since they are exempt from taking the Writeplacer test. Basic Writing courses are as such populated by students who are eligible for any of the three reading courses we offer and any students who successfully complete the ELL Reading and Writing sequence at MCC. These factors may play a part in the success rates for Basic Writing students in SPS and the college at large. In other words, some failures in Basic Writing may very well be due to the lack of preparatory or developmental writing courses offered in the sequence - students are enrolled in Basic Writing whether their reading score is at 4th grade level or 10th grade level.

- 22.** Discuss any new strategies being implemented within your program to support student success. This could include efforts to establish consistent expectations for students, scaffolding learning within sequential courses, inclusion of experiential learning, collaborations with Academic Support Services and/or other support areas, curriculum revision, pedagogical sharing and innovation, etc. Please comment on the availability and adequacy of any support services being utilized.

In 2006, Reading and Writing courses took a step toward becoming more interactive, as change from the individualistic learning model. Student choice of novel was added, service learning integrated, and a blend of software and programs combined to raise successes. In 2007, Differentiated Instruction was adopted to the fullest extent possible in Reading and Writing for the purpose of increasing student choice and to meet students at their readiness levels. DI was extended in 2008 when MyReadingLab and MyWritingLab were added to the existing program. PassKey practice, Townsend Press modules, and the introduction of mini-lessons combined to improve success rates in Reading in significant ways. Many opportunities to practice test-taking online were provided. Students became more active in their learning. They were given opportunities to work individually as readers and to learn with and from a group.

In 2009, instructors began collaborating as a team to redesign courses and create a shared vision statement, or mantra, from which to work. This naturally caused our seeking ways to form teams to work together on a regular basis, an activity which has limited funding. We applied for and were awarded a generous Foundation Grant in July 2010 to train our team of writing instructors in the 6 Traits. Current best practices in writing instruction recommend teaching writing through reading like a writer, teaching the elements of craft, and sharing assessment with students through the use of models and dialogue. We have begun to see the benefits of this training which will be evaluated in a future report.

A research project conducted during the summer of 2010, using a small sample of Reading 3, Basic Writing and English Composition 1 students were assessed on reading skills. The results showed that some 70% of students in these two sections tested significantly below levels presumed to be needed for success in college level work (some as low as 4th grade equivalent). This under-preparedness may explain students' struggles in their developmental courses. While this information is not surprising, it calls for significant changes to our curriculum, creates an urgency to address the particular problems areas such as vocabulary work, listening and reading comprehension. A wider sampling is needed for validation and addressed college-wide.

In the ELL courses are evolving cautiously. In the evening program, the use of Teaching/Assistants has increased due to large enrollments and high student needs. This has produced excellent results enabling more variation in teaching methods from small and large groups to in depth personalized attention. The T/A's have been either students who have passed the ELL and College Writing courses or credentialed professionals training to become ELL instructors. One concern is the connection to and preparedness of students for college level courses after they complete the ELL sequence. Alignment of ELL higher level courses to ENG reading and writing is needed. See action items.

In the Foreign Language Program, a "Students as Teachers" pilot was developed last summer for both Arabic and Japanese students at the fourth level of their language study. These high Intermediate students were trained and equipped with materials to act as assistants to the instructor. This practice was regarded as part of their course requirements and graded accordingly. The pilots in both languages were successful. It gave the higher levels students' additional practice in their fluency and solidified their command of the structures and vocabulary. The beginning level students obtained increased opportunities to practice their pronunciation, listening and speaking skills.

In most foreign languages the introduction of the language labs (Pearson Products) has begun and benefits have already been realized. The Labs provide practice in listening, reading and grammar exercises in the target language, as well as assessment.

In Fall 2008, the math courses underwent a major transformation with implementation of required use of MyMathLab for content delivery and homework. Prior to this, use of MyMathLab was optional for students, and few students took advantage of its learning resources. Students learned primarily from the textbook. Also, prior to Fall 2008, students were not required to submit homework. Since introduction of MyMathLab, success rates in most of the self-paced math courses have increased slowly, but steadily, so that they are now comparable to those of classroom sections, especially when success is defined as "a grade of C or better" since this is the prerequisite grade to progress through the math sequence. Also, students are much more on task and actively engaged in doing problems during class time. An unexpected positive result of using MyMathLab is that students are now more likely to work collaboratively, with students working together in the same course and with students in higher-level courses helping students in lower-level courses. The grading structure of the math courses was also changed so that now attendance and homework each comprise 10% of the course grade. In addition, a dozen, reusable learning objects (RLOs) were created using narrated and animated PowerPoint and Camtasia. These RLOs cover topics that are traditionally challenging for students.

As mentioned previously in this Review, some key course design features of self-paced courses are being considered as the Math Department works on the modularization of its developmental courses, based on the NCAT model. These features include modularization of course content; an emphasis on consistency in the program in all course sections; required mastery-levels for homework and tests; use of technology for content delivery and assessment; highly detailed syllabus and Student Policy Manual; and self-pacing through the modules.

As mentioned previously, RAMP-Up math will be piloted in the Spring 2011 semester, replacing MAT 060, Fundamentals of Mathematics and MAT 065, Fundamentals/Algebra I. In the Summer 2011 and Fall 2011 semesters, RAMP-Up Math will expand to replace MAT 070, Algebra I. In the Spring 2012 semester, RAMP-Up Math will be fully implemented, replacing MAT 080, Algebra II.

Since the math courses offered in Self-Paced Math are primarily developmental courses, RAMP-Up Math will be replacing these courses. Because of this, a plan to phase out the math courses offered in Self-Paced Studies has been developed. In the Spring 2011 semester, only MAT 070, Algebra I, and MAT 080, Algebra II will be offered in Self-Paced Studies. In fact, this will be the last semester that math courses will be offered in this format. During the Summer 2011 semester, students who earned In-Progress grades during the Spring semester will have the opportunity to complete their courses. No new students will be enrolled in Self-Paced math courses during the summer. After the Summer session, math courses will no longer be offered through the Self-Paced Studies Department.

- 23.** Discuss ways in which your program ensures consistency in student learning and achievement for students taking courses in the classroom, through SPS, and online.

Please refer to Section V, question 6.

- 24.** Discuss ways in which your program ensures consistency in student learning and achievement for students taking courses during the day and in the evening.

Please refer to Section V, question 6.

- 25.** In the event that there are admissions criteria for acceptance into the program, describe the rationale and process for establishing and reviewing the admission criteria. Do current criteria produce a pool of students who are adequately prepared to succeed in the program?

NA

- 26.** Describe the array of instructional methodologies in required or elective courses. (e.g. face to face, online, hybrid, self-paced, experiential, inquiry/problem-based, case studies, projects, etc.)

As mentioned previously in this program review, a substantial, department-wide effort continues to be made to expand the types of content delivery and learning activities in order to better meet the learning needs of our students, whose academic preparedness is across a wide spectrum. The instructional methodologies used in the majority of self-paced courses include teacher-led discussions; mini-lessons; small group work; working with a partner; projects; working independently with printed course materials; and working independently with computer-based instruction.

For a detailed explanation of the survey and its results, please refer to Section V: Curriculum, Item 9, pgs 37-40.

- 27.** Please comment on the uniformity and appropriateness of content in multi-section courses and subsequent courses now in place. Do all courses have the proper prerequisites? Is the flow and relationship of courses to one another satisfactory? Are there changes indicated, based upon department/area objectives and/or new needs identified through the assessment process?

A strength of the Self-Paced Studies program is the consistency of each course's content, pedagogy, and course management regardless of when (Day, Evening, or Saturday) or where (Bedford or Lowell) the

course is offered. All sections of a course share a common syllabus and use the same content delivery, similar learning activities, and assessment methods. The result of this consistency is that all students are provided with similar learning environments and with similar opportunities for learning. In addition, this enhances the flexibility of scheduling by making it easy for students to switch course sections and even campuses should their work schedules change. This consistency has been achieved through the efforts of the committed and dedicated instructors under the guidance of full-time curriculum and instruction coordinators and the director. One major area that does not have a coordinator is the World Languages, in which 35 courses are offered, serving 1,300 students each year. There is a great need for a full-time curriculum and instruction coordinator for Foreign Languages in order to achieve the same high level of content and pedagogical consistency that is present in those disciplines that do have coordinators.

Many of the courses offered in SPS are also offered as traditional classroom sections. It is the academic departments (e.g. Math and English Departments.) that determine the prerequisites and the scope and sequence of content in these courses. The flow and relationship between sequential courses, then is determined and maintained through collaboration with the academic departments. It is our goal to have our students well prepared for the next course in a sequence regardless of the learning format (self-paced, classroom, or online) in which the course is taken. -- The courses that are not offered as classroom section undergo the required FSA course approval process.

Consistency in content delivery, learning activities, and assessment will need to continue to be flexible among disciplines since SPS offers courses in so many different disciplines. The degree to which various learning and assessment activities are used in a discipline is discipline-dependent. However, as mentioned a number of times in this document, all disciplines need to incorporate a variety of learning activities and assessment activities.

Section VI: Instructional Support

- 28.** Discuss the adequacy of the staffing level in the program to teach and advise students enrolled in the program.

We are understaffed in terms of FT Instructors and Discipline Coordinators. In the fall 2011 we will have only 2 full-time instructors, one of whom is a coordinator and who teaches full time. The lion's share of instructors, 40 or more teaches part-time. The part-time staffing level fluctuates with enrollments and we hire accordingly. Some part-time instructors have the maximum number of students permitted and teach as many as 8 SPS sections.

Part-time instructors are paid an hourly rate, for the time they are in class. In most disciplines, instructors work beyond their scheduled class time. If SPS is to retain quality instructors and wants to continue to invest in their development, the pay structure needs to be reformed and/or more full time staff added.

Funding needs to be allocated for a specialist to support instructors with Blackboard LMS management and design.

SPS enrolls 1700 students per semester and we are only staffed to advise 20 students because there will be only be 2 full-time instructors in the fall 2011. Advising is needed for students in the SPS program, days, evenings and weekends.

29. How adequate and appropriate are program facilities and equipment? Please be specific about current deficiencies or projected needs.

Some SPS courses will remain at fixed low enrollment due to room size (e.g. AR110, called the “closet” by the students, which uncomfortably fits 12 students.)

A continuous problem is the lack of presentation equipment essential for many SPS courses. The equipment is only available by special order at both campuses and cannot be counted on in a regular basis. Permanent or portable data projection capability on each campus is needed (for orientation, showing carefully selected videos, group learning and student presentations). In terms of computer access, in SPS classes roughly 1/3-1/2 of students have access to a computer during class. For multi-modal and multi-level courses the current student/computer ratio is not adequate particularly since we have multiple assessments, materials and software online.

To maintain the SPS programs at current levels, separate rooms for each discipline are needed. From our recent survey, students identified space, crowding, and noise levels as areas needing improvement. Currently, at both campuses, several disciplines are sharing the same space with non-acoustic dividers, making it difficult for students to learn and instructors to teach, even in our new space in Pollard. To grow and improve instruction in SPS a thorough study of the current instructional space is critical.

30. Describe any professional development needs of program faculty or staff.

Building and designing curriculum cannot and ought not to be done by one individual. Good, dynamic curriculum design comes out of collaborative efforts of enthusiastic groups of professionals. Instructors need to be part of the development process – they need to feel ownership of the final product.

- Need to build regular collaborative curriculum design time in the budget
- Learning Management training is needed for many current and all incoming SPS instructors
- A training program to prepare new instructors to teach multi-level courses is also needed

31. Describe the sources of program funding. Are the funds adequate to support the program? Is the current use of funds effective to realize program goals? Does the program leadership have input into the program budget?

The SPS program is funded by the college. The funds are inadequate to support the program. Instructors are paid an hourly wage for class contact hours only. Preparation time, grading/assessment time done beyond the hours for teaching cannot be compensated under the current system.

One example: Consider a teacher teaching 3 levels of Japanese, MWF, for a total of three hours. Because all levels are taught during the same hour, the teacher is compensated for the three hours of class time, at \$29.24 per hour: \$1,300 for the semester. This teacher designs, develops, aligns the three courses, creates tests, inputs them in the Blackboard, prepares weekly lessons and does all the correcting, grading, emailing and calling students.

In addition, no funds are designated for professional or team development

Please provide any additional information that you consider important in assessing this department

“The vision of Self-Paced Studies is to continue to grow as a supportive learning environment through staff collaboration, innovative instruction and forward thinking practices” (Team 2, SPS staff meeting, August 2010)

The Vision of SPS in 2015

People:

1. We will serve 2000 students per semester
2. We will have passed the 50 instructor count mark

Program:

1. We will have 90+ courses to offer
2. We will have completed the sequences through Intermediate II, and Advanced levels in many current Foreign Language courses and added Khmer, Greek, Vietnamese, Farsi as well as several career specific courses i.e. Khmer and Portuguese for Medical Personnel.
3. We will have added new courses requested by students and which have successfully run in self-paced departments in other institutions. (Business, Accounting, Non-lab science, Literature and Poetry of various cultures and countries, History and Geography, Speech for ELL students,)
4. In collaboration with our college’s World Languages Department, we will create Bilingual and Interpreter Programs for Certification.

Space:

1. We will have retooled our space to promote collaborative learning
2. We will have spread out in current spaces instead of squeezing two or more classes into a single room.
3. We will have added to the current number of rooms.

F&E:

1. We will have Smart boards on both campuses so that we can capture the notes of the work that goes on in class and put them in Blackboard immediately.
2. New furnishing to accommodate the multi-modal teaching approach

Action:

1. We will provide a “sandbox” for new course development in the college so that piloted sections can afford to be run while becoming established.
2. Classes with less than required minimum enrollment offered in the traditional setting could be reassigned as self-paced sections.
3. We will collaborate with other departments to provide flexibly scheduled “carve-out” courses that cross the standard semester schedule. (Example: Academy of Health Professionals).

New Name: “Flexible Studies” *(Term used in UK and includes extended or accelerated study, variation in pace, intensity of study, and flexible methods of delivery)*

Our new name will better represent the kind of flexibility and the methodology we provide to students and the College. The word “self paced” does not accurately describe our teaching, as it reflects only one part of what we offer. In addition, the name is often a deterrent for new students, especially Foreign Language students, who misinterpret it to mean “teach yourself a language” without an instructor or learning on their own.

Through this Vision we come to see our natural outgrowth to become not only bigger and better at we do but also as service providers focusing on the part we play in the college community.

Section VII: Program Evaluation Summary

This section should be completed based upon review and consideration of both the data supplied in **Section II** and the questions posed in **Sections III, IV, V, VI and VII**.

A. SPS Program Strengths

Flexibility in learning and assessment: Students benefit from our assortment of independent and self-paced learning, teacher or student led mini-lessons, whole group discussions, single, partnered and small group work, as well as single or multi-level instruction. Assessment may be based on portfolios, oral and/or written competence as well as well as individual or group projects, papers, tests and quizzes.

Flexibility in scheduling:

- Class schedules can be mixed and matched, or may vary week to week if needed to accommodate a student's job schedule
- Beginning and ending of semesters are fluid. Students may accelerate or lengthen studies into a new semester if needed to facilitate learning needs.
- Changing of a schedule or campus is possible, even in the middle of semester.
- Students may put a course on hold due to travel or illness.
- Learners have the opportunity to make-up missed classes or attend added class meetings to augment learning.

Unique student-centered culture:

- Instructors share knowledge, both within each discipline and among different disciplines, and actively and effectively collaborate to improve curricula and course design by reflecting on past semesters and student feedback.
- Due to SPS centralized location on both campuses, students have more access to their instructors than in the traditional classroom/office hour setting.
- Our low Instructor/Learner ratio allows instructors to get to know all their students individually and form “partnerships of learning” with them to improve retention rates.
- Students benefit from instructors' diverse backgrounds and perceptions because they can get input from any instructor teaching their course.

Developing students' self-confidence as learners as a result of taking self-paced courses, as reported in the survey results.

Raising students' comprehension and success by promoting learning from mistakes, revising thinking and allowing students to make adjustments and retest to attain mastery.

Consistency of content and delivery within courses and subjects allows students to change course sections in circumstances such as changes in their work schedule.

Sustainability: The operational structure of SPS allows program growth due to multi-level class sections, e.g. *Intermediate Japanese I and II*, and *Advanced I*, all in one section. The approach offers multidimensional learning between students of different skill levels as well as increased engagement and content mastery for all participants. In addition, the multi-level structure supports running classes with smaller enrollment than in a traditional classroom.

<i>B. Department Needs for Improvement/Action Items</i>	<i>Proposed Plans for Improvements</i>	<i>Financial Needs to Make Improvements</i>	<i>Proposed Timelines for Implementation</i>
Human Resources			
<p>Pressing need for guidance, coordination, and curricular supports for program consistency in World Languages Program. SPS Department's largest discipline is without a Coordinator (<i>AY 09-10 numbers</i>)</p> <ul style="list-style-type: none"> • World Languages program: 1435 students, 45 courses, 1 FT and 14 PT instructors • Reading/Writing 1256 students 10 courses, 16 PT instructors (has Coordinator) • Math: 788 students, 7 courses, 1 FT and 6 PT instructors (has Coordinator) 	Obtain funding for the FT World Languages Instructor/ Coordinator position.	\$ 50,000 - \$ 65,000	Fall 2011
Also needed a FT Instructional Designer who has a learning theory and electronic media background to research, experiment, advise, train and assist SPS instructors in their effort to innovate and develop their courses using the most up-to-date interactive online teaching and assessment tools.	Obtain funding for a 12-month position	\$ 50,000 - \$ 65,000	Fall 2012
Program Development			
Department Goals: Continue to incorporate curricular and assessment changes in all disciplines to improve, access and flexibility of course delivery which translates to better student motivation, retention and course completion rates (Annual Goals 2007-10)	This can be done without a cost in multi-level courses that have a FT Coordinator	<p>Until the World Languages position is funded, \$7,350.00 is needed for coordination of the program development</p> <p>Per PT instructor \$1000 = 16.5 hrs/semester 33 hrs/year updating,</p>	Spring 2011

Need to budget funds continually for evaluating and redesigning courses in subjects without a FT Coordinator.		improving curricula & assessment and preparing Bb sites for each semester	
Align ELL courses with College Reading and Writing as well as Composition curriculum to close curricular gaps, improve those courses and move students forward on a continuum, thus improving student success.	FT and PT ELL , Reading ,Writing instructors will participate in this cross-training process under Linda Willis, Instructional Specialist (Literacy Coach)	Will seek summer 2011 mini-grant funding	TBA waiting for the ELL, Reading and Writing Departments' participation
A comprehensive Self-Paced Instructor Training Program (Self-Paced Instructor Institute) needs to be designed for newly hired instructors as well as college faculty moving to teach in SPS. Also a training program is needed for courses to be adapted for SPS delivery – “how can I take my classroom course and bring it to SPS format”?	Design and develop an orientation and training instructional module for staff new to the department. Create a new staff mentoring program. Develop template “Plug & Play Flex Package” for course adaptation – combined with training program, geared toward adjuncts	No cost to the Department. Seek mini-grant funding for this one- time special projects. Possibly no cost if developed by FT instructors	Spring 2012 Spring 2012
Department Growth	Proposed Plans for Improvements	Financial Needs to Make Improvements	Proposed Timelines for Implementation
Design and promote courses which enable students to accelerate and possibly skip levels. (ELL, Reading, Math)	Work with Admissions and Advising Department for marketing	No cost to the College	Ongoing TBA waiting for the ELL, Reading and Writing Departments' participation
There is a widespread misconception in the college that online courses serve the needs all students looking for flexibility. From student surveys it is clear that this is not the	A collaborative process of establishing new courses to be offered in the self-paced format needs to be established	Mini-grant funding	TBA

case. Surveys present a need for greater variety of courses to be offered in the self-paced format.	with respective Divisions.		
Facilities			
<p><i>Bedford Campus</i> - Shortage of classroom space especially during peak hours. Some rooms are too small to comfortably accommodate students.</p> <p>Small quiet area for study or instructor/student conferencing lacking – <i>Bedford Campus</i> because instructors do not have offices.</p> <p>Several classes run concurrently in the same classroom space, for example German and Medical Terminology or Reading and Writing. The noise and distraction levels can be high, interfering with concentration, focus, and learning. With up to 30 students and 2 instructors in one room, students and instructors complain.</p> <p><i>Lowell Campus</i> – City building space allows foot traffic to pass through teaching areas while classes are in session.</p> <p>We moved out of the aging rented facility, Cyber Cafe (a former barroom) and now occupy space in the Pollard Exchange Building.</p> <p>In Pollard 404 and 405, with the existing room dividers, sounds travel too readily – instructors’ and students’ voices distract those in adjacent learning spaces.</p>	<p>Restrict enrollments or obtain another room in the AR building</p> <p>Classroom space is needed. Options: reduce the number of classes offered, or reduce enrollment to reduce class size.</p> <p>Installation of door between LC 406A and LC 406 B (Academic Resources) to reduce foot traffic in teaching areas</p> <p>Install sound-absorbing partitions of a taller style to remedy this.</p>	<p>No cost to college</p> <p>No cost to college</p> <p>No expenditure needed, but would cost in terms of lower enrollments</p> <p>No cost to college</p> <p>\$ 3500.00 approx.</p>	<p>Fall 2011</p> <p>On-going</p> <p>Fall 2011</p> <p>Summer 2011</p> <p>Summer 2011</p>
Equipment			
Furnishing and fixtures: Some with wear and tear, some sub-optimal tables and chairs noted.	Replace tables, chairs as needed.	Small to no cost to college	On-going

Some learning spaces are without wall boards on which to write.	Identified 6-8 instructional areas in need of wall-mounted whiteboard(or free standing) dual purpose	\$1500-2000	Fall 2011
Technology			
Blackboard LMS needs to be used in every course offered. World Language students do not have sufficient assistive technology to meet their learning needs. (amount-type-quality)	Blackboard used in 100% of courses – for flexibility and 24 hour access of materials. Set up an open use language lab for world language students and furnish it with necessary equipment	Cost linked to curriculum and course development processes This may need to be grant funded –cost not known yet.	2011 and on-going Fall 2011
The two 3M Transparency slide projectors are static and outdated. Transparency slides are costly and not practical. Multimedia teaching approach necessitates appropriate, compatible, equipment.	Roving, portable data projectors, two per location (in Lowell and in Bedford) capable of displaying text, film and presentations, for example ELMO.	\$1500 each (\$6000)	Fall 2011-2012
Student Success			
Improve our In-Progress completion rate. In-Progress grade is designed to prevent failure due to circumstances beyond control; hospitalization, illness, learning disabilities etc. While the college views the IP grade negatively, we see it as an additional opportunity for student success.	Have “IP completion classes” available for students. Schedule instructors to be available during and between semesters for students to continue to work toward completing their IP grades.	Low cost	Fall 2011
Increase completion rates while retaining quality of instruction and enhancing engagement and motivation.	Implement strategies to increase students engagement using Title III materials as they are made available to us.	Title III pays the training	Spring 2011 and ongoing

Prevent IP's by encouraging students who are falling behind schedule to attend classes at different days and times i.e. open access to the courses.	Embed tutoring in writing courses, similar to ALP pilot (Accelerated Learning Program). Work with Jo Mucci to pilot with tutor for writing courses in Pollard Post all the times and locations of course meetings in Blackboard so that students can know when the instructors are available.	Budget item for Academic Support – to be discussed with their director.	Spring-summer 2011 Fall 2011
Investigate methods to raise completion/retention rates.	We will create our own “strategy team” to identify factors impacting completion rates in SPS. The team will develop a plan of action, implement and evaluate the outcome.		Spring 2011
Making grading explicit to improve students’ awareness of their progress in their courses. With flexible due dates students lose sight of the work that is due.	The strategy team will investigate ways to balance the flexibility with the grade reporting, because this has been an ongoing concern.		Spring 2011
An advisor is needed to advise students in the SPS program, days, evenings and weekends	Start discussions with Advising Department to formulate a pilot plan. Pat Hunt interested in participating in this pilot.	Low cost	Pilot in the fall 2011
Teaching Assistant Program needs to be expanded to all Less Commonly Taught languages in SPS. The T/A’s assistance is crucial in helping the first level students to become comfortable in their target language. Most LCT languages use a different alphabet system and, therefore, students need a longer time of personalized attention to make a start with the language.	Add a T/A program to Chinese and Russian	Mini-grant funding to create the third and fourth levels and the T/A program.	Spring 2012

<p>Orientations - with variable start dates, some students do not receive substantial orientation to their course and SPS. For some students, there is too much new information to take in at once.</p>	<p>Revamp SPS orientation and create audio/video presentation that could be embedded in course shells for all courses. New and seasoned instructors would collaborate on this and gather student input for use.</p>	<p>\$1500.00 mini-grant fund request</p>	<p>Summer 2011</p>
<p>Department Public Image/Information</p>	<p>See future statement</p>		
<p>Classroom sections get filled first unless the courses are offered only in SPS. See p. 12</p> <p>Misconceptions about SPS often lead to inaccurate advising</p>	<p>Collaborate with Advising/Enrollment Services to best serve student needs with flexible options in mind</p> <p>Meet with Dean Pat Bruno and Vice President Lois Alves to strategize how to improve knowledge of SPS and its functions college-wide.</p>	<p>No fiscal cost</p>	<p>Spring 2011</p> <p>TBA</p>
<p>On Web/In print</p>	<p>Need to obtain funding for a staff person who would keep SPS page updated.</p> <p>Create linked video for students inquiring about benefits of SPS flex package</p>	<p>\$500 per semester</p>	<p>Spring 2011</p>

Appendices:

Appendix 1 SPS student questionnaire for Program Review - Fall 2009

1. I am completing this survey for: (one survey per course)

Computer Applications___ English Learner courses___, Math___,
Reading___, Writing___, World Languages___, Psychology___,
Medical Terminology___, Humanities___, Social Science___

2. My course meets:

Bedford Day__ Bedford Evening__ Lowell Day__ Lowell Evening__ Lowell Saturday__

3. The grade I am earning in this course is:

A, B, C, D, F, or IP

4. I have taken _____ prior SPS courses:

0- 1- 2 -3- 4- more than 4

5. Would you take another SPS course in the future:

Yes_____ No_____ Why or why not_____

6. I feel more confident in myself as a learner as a result of my course work in SPS:

Yes_____ No_____

7. I learned best through: (Mark all that apply).

- Teacher-led discussions ____
- Mini lessons ____
- Small group work ____
- Working with a partner ____
- Projects ____
- Working independently with printed course materials ____
- Working independently with computer-based instruction ____
- Other methods (please suggest)_____

8. **I took a self-paced course for the following reason(s)** - Mark all that apply

- I was successful in my previous self-paced course(s)
 - I planned to finish the course in less than a semester
 - I planned to take more than a semester to finish a course
 - I needed to make my own schedule
 - I prefer learning at my own pace
 - An advisor recommended a self-paced course
 - Disability Services/Student services recommended a self-paced course
 - Another student recommended SPS
 - My course was only offered in SPS
 - Other (please specify)
-

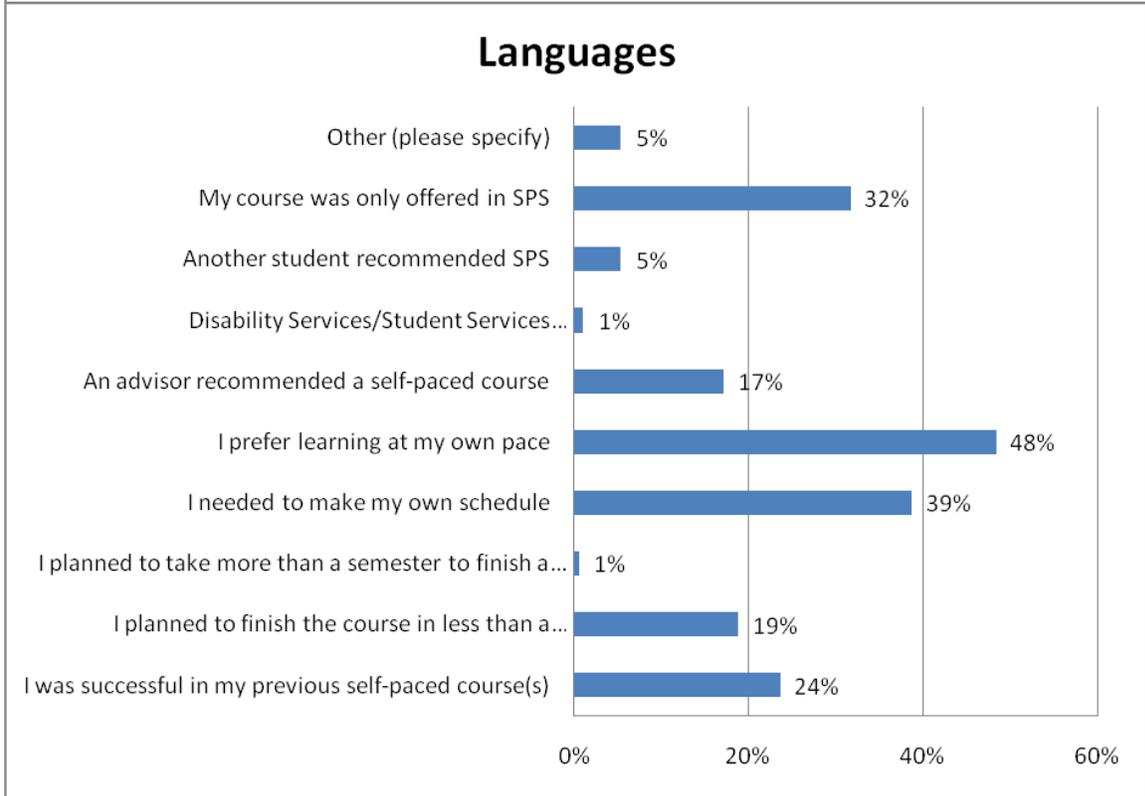
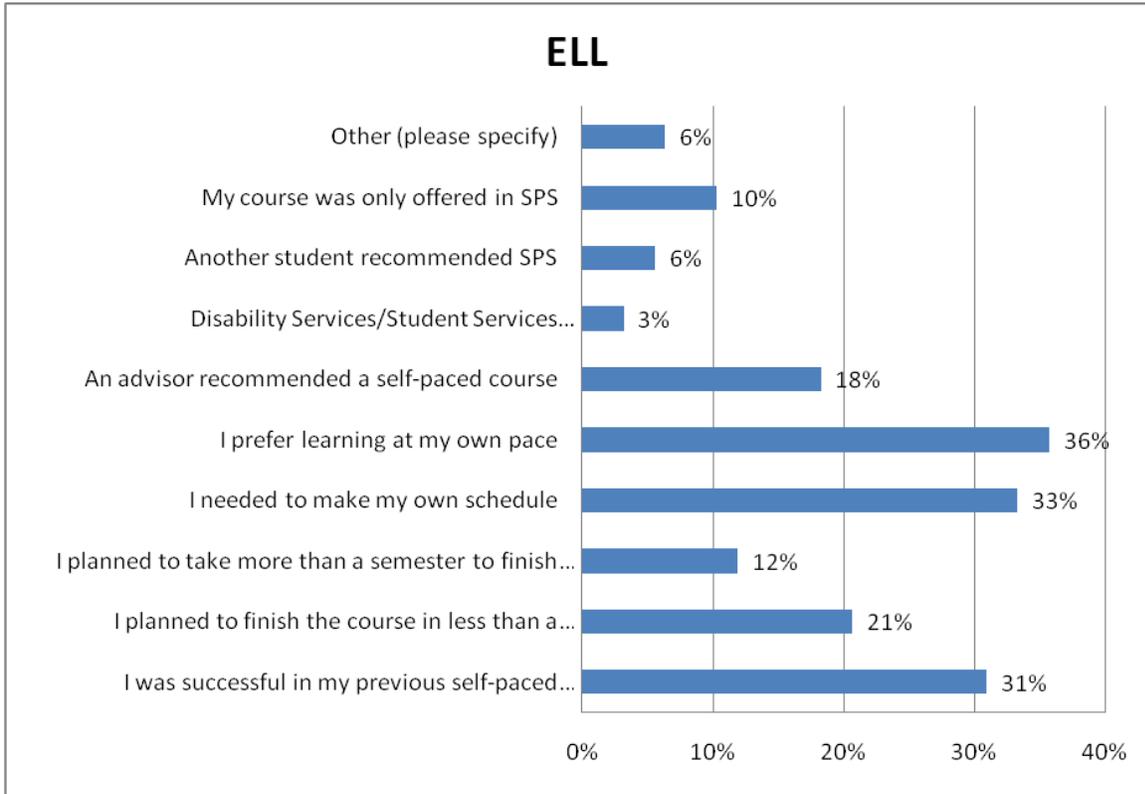
9. **Please suggest other courses you would take in Self-Paced Studies, if offered.**

Business/Accounting, _____, Science _____, History _____,
Geography _____, Sociology, _____ None _____ Other _____

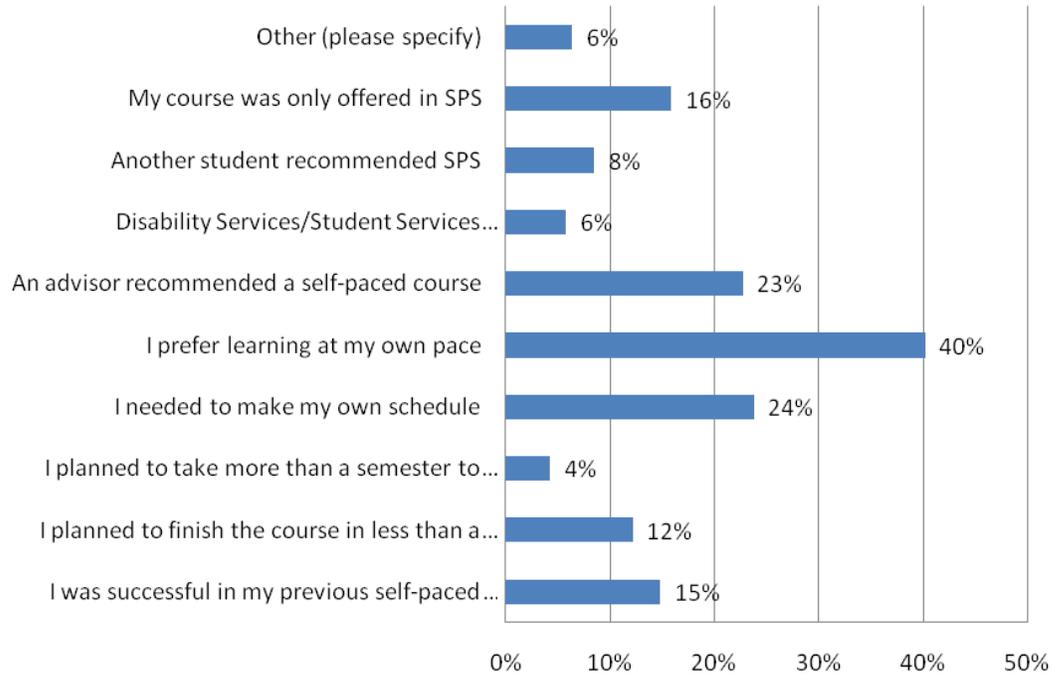
10. **What can we do differently to make the experience in SPS more beneficial to students?**

Thank you for completing the questionnaire

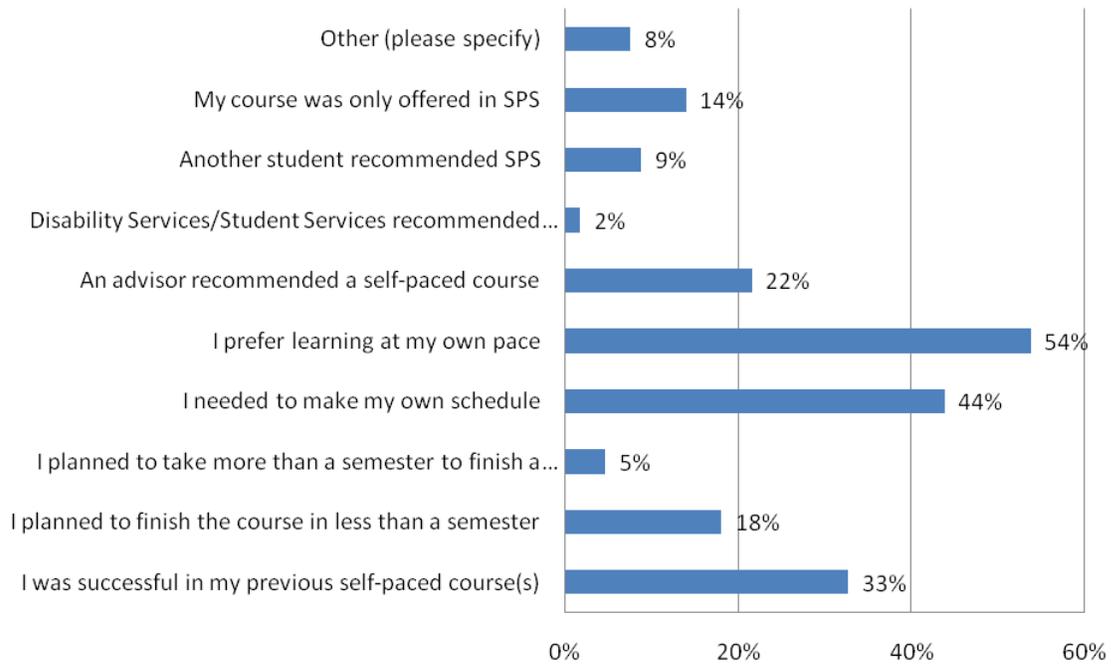
Appendix 2 I took a self-paced course for the following reasons (Mark all that apply)



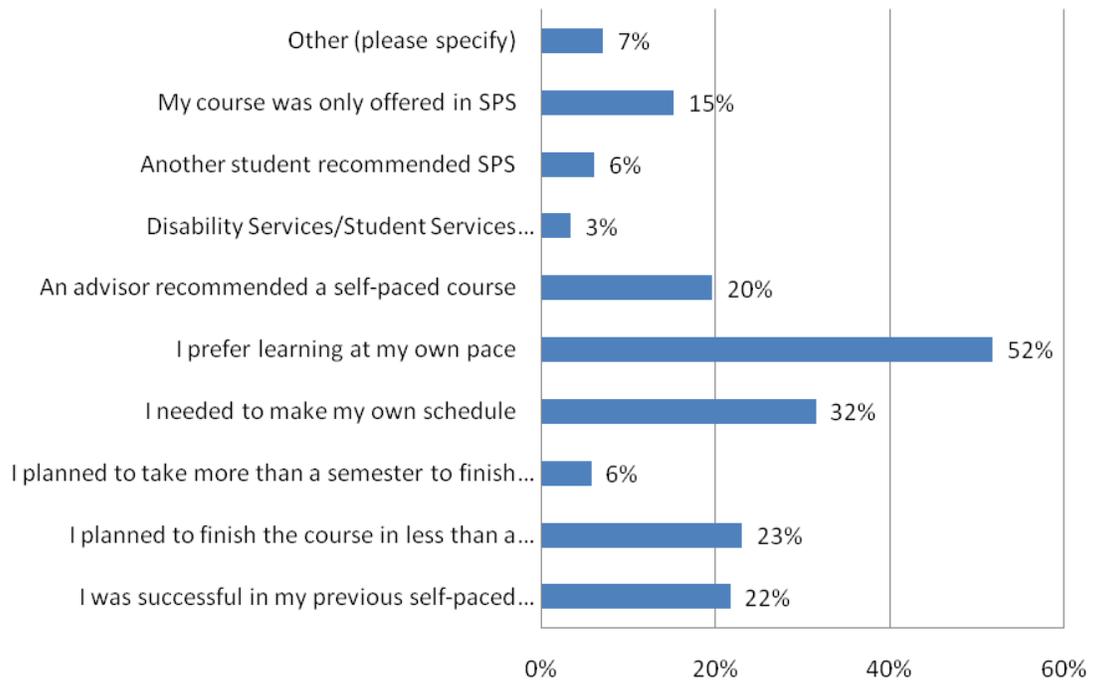
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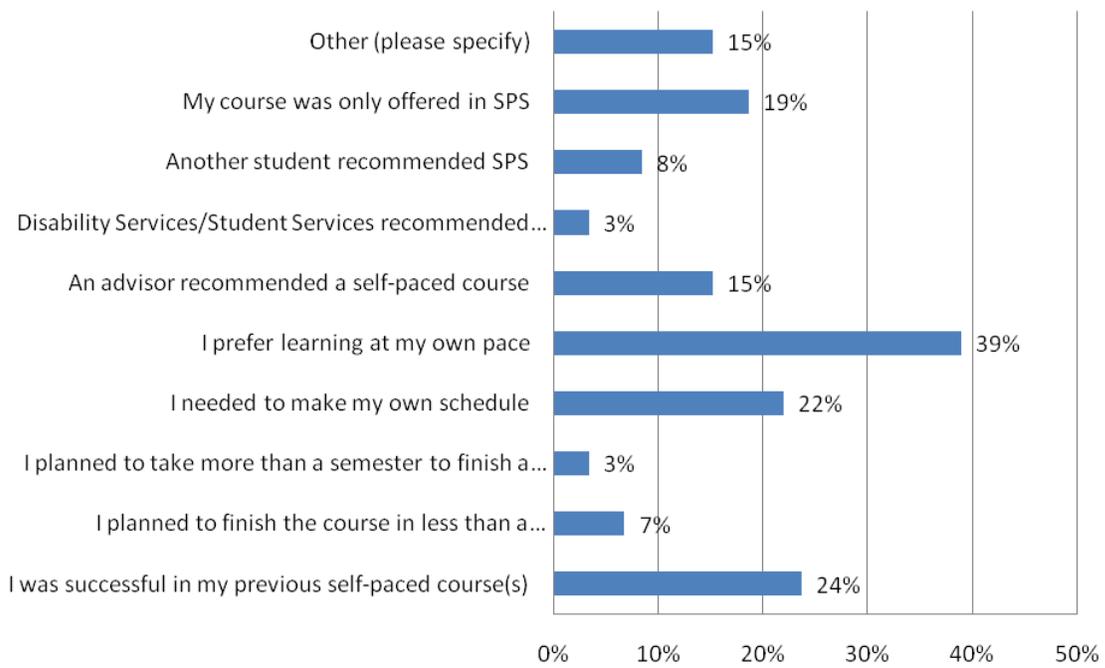
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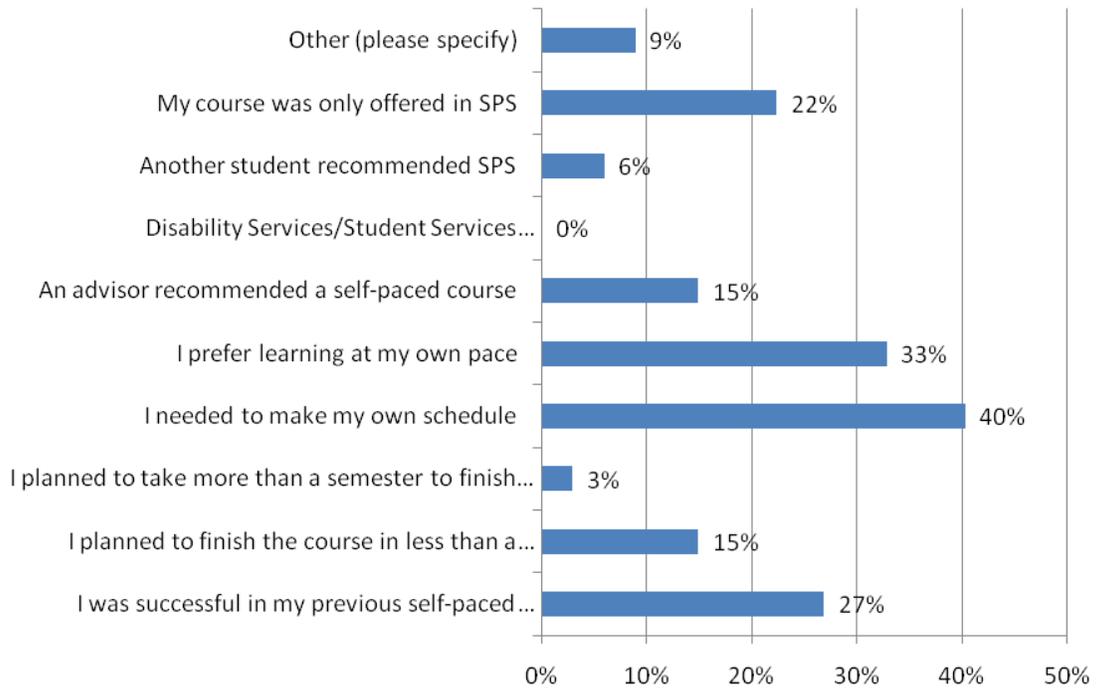
Math



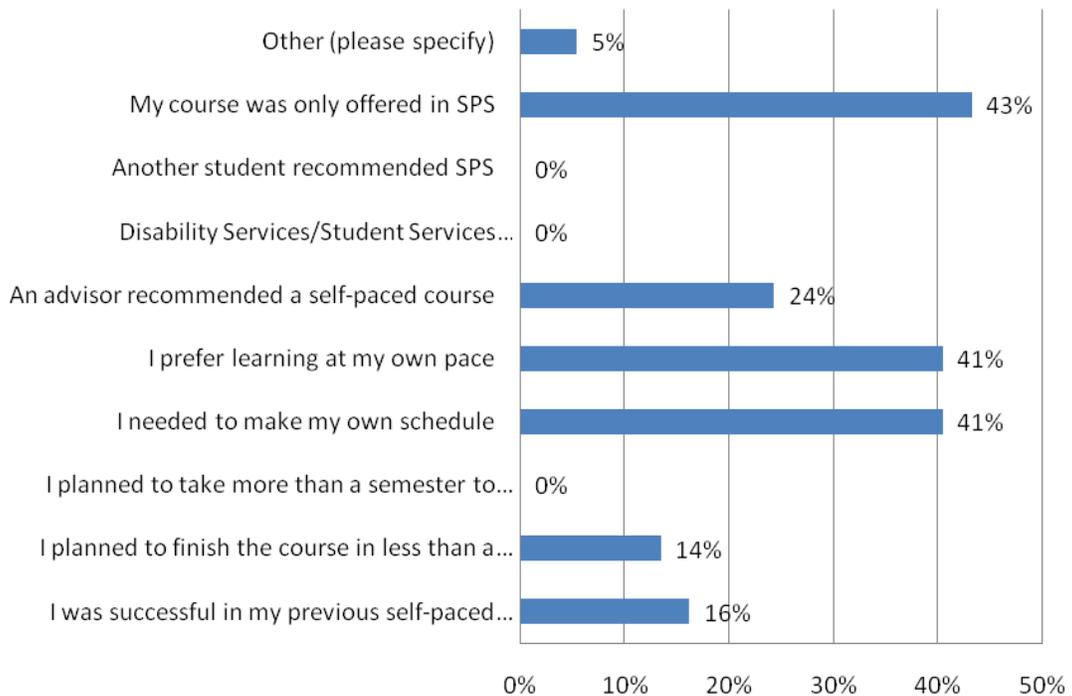
PSY



Computer Apps

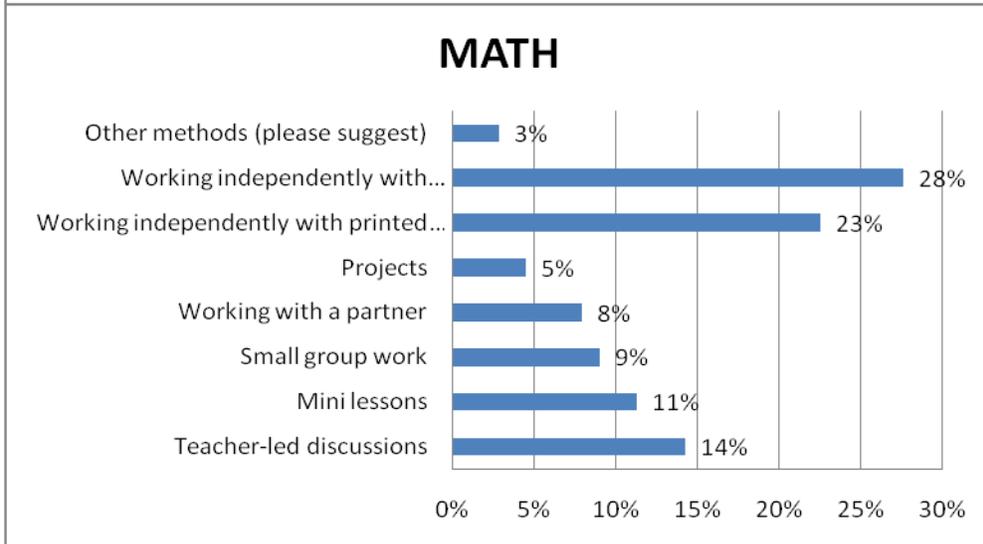
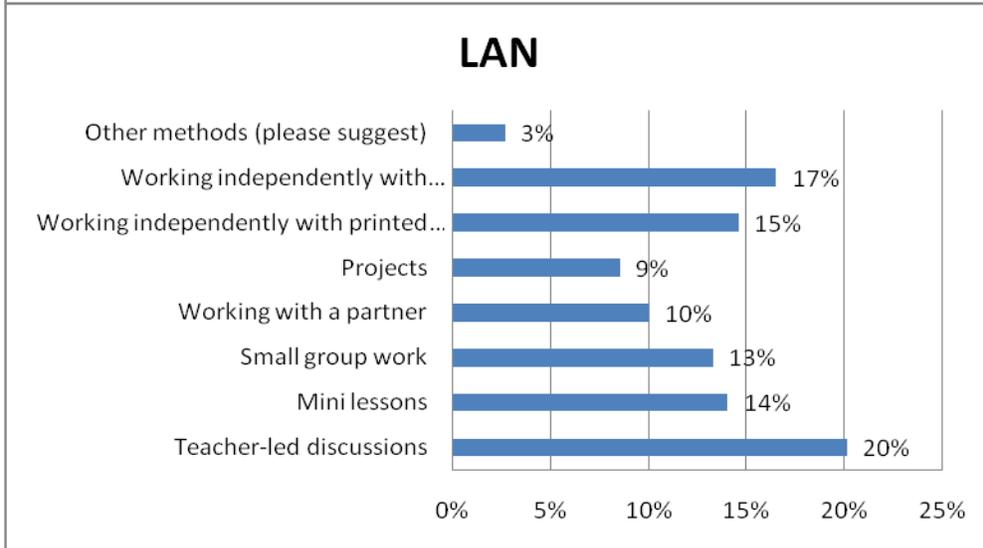
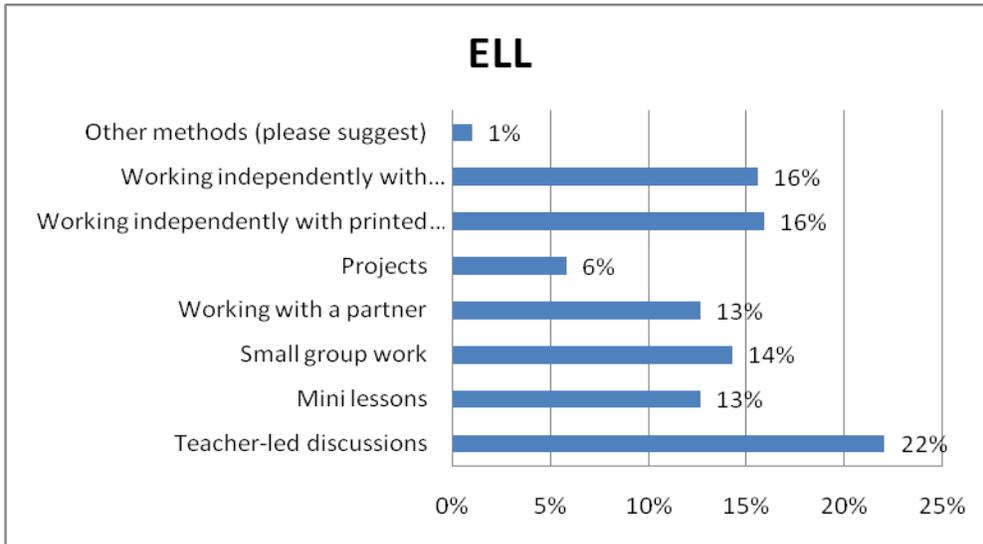


Med Term

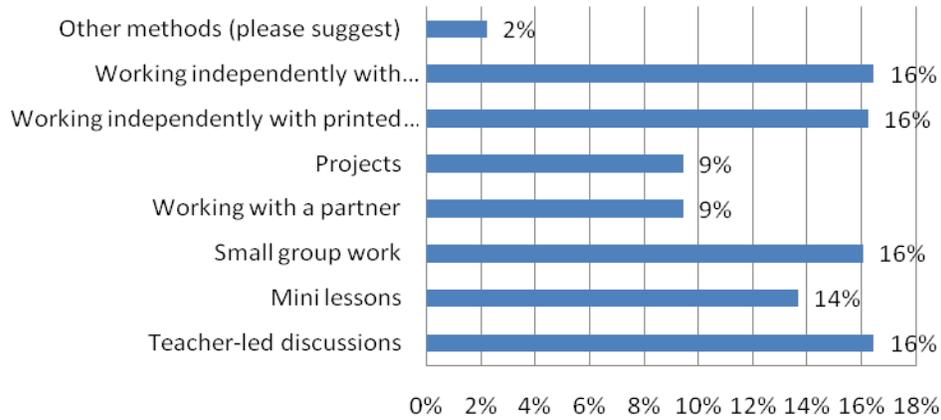


Appendix 3

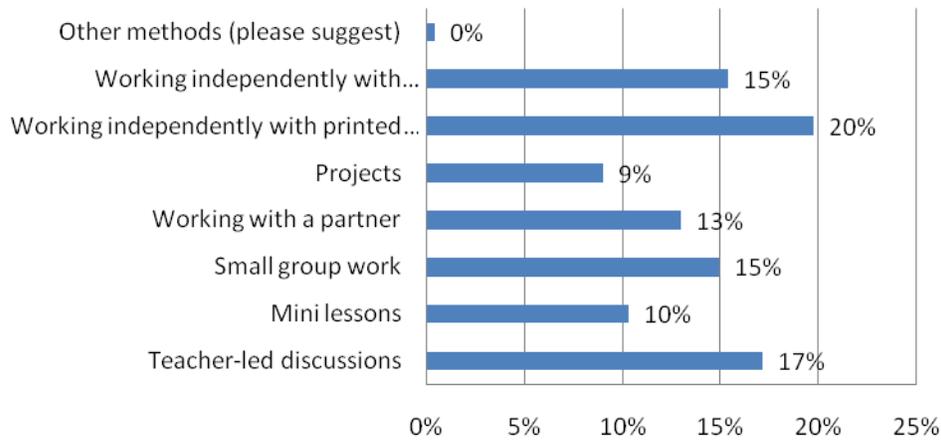
Survey question 7 “I learn best through”



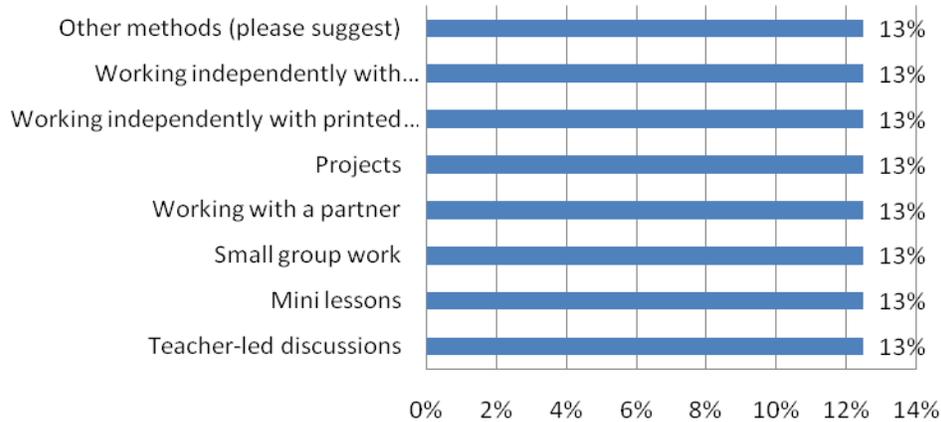
READ



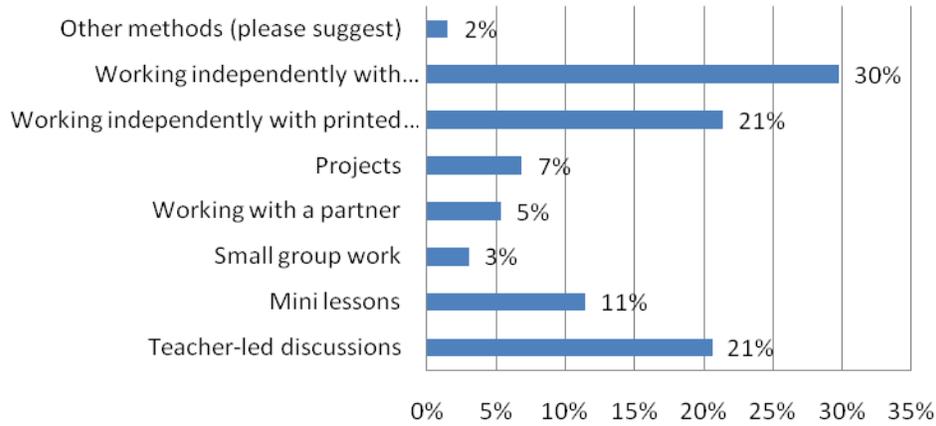
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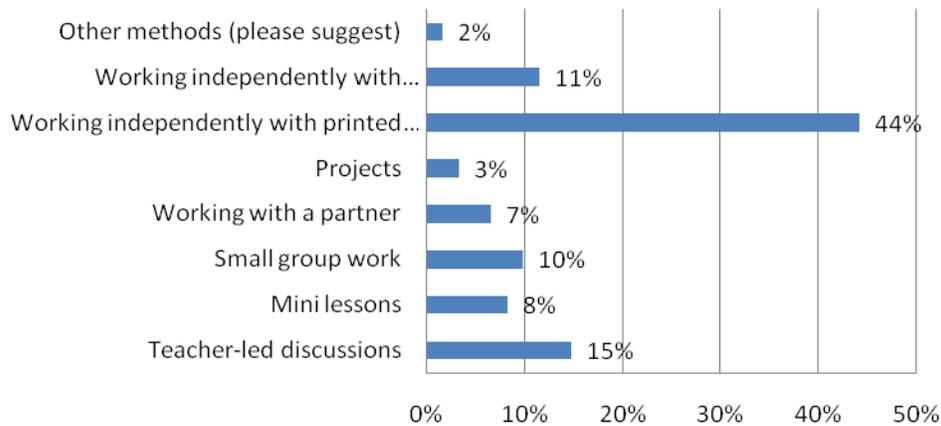
PSY



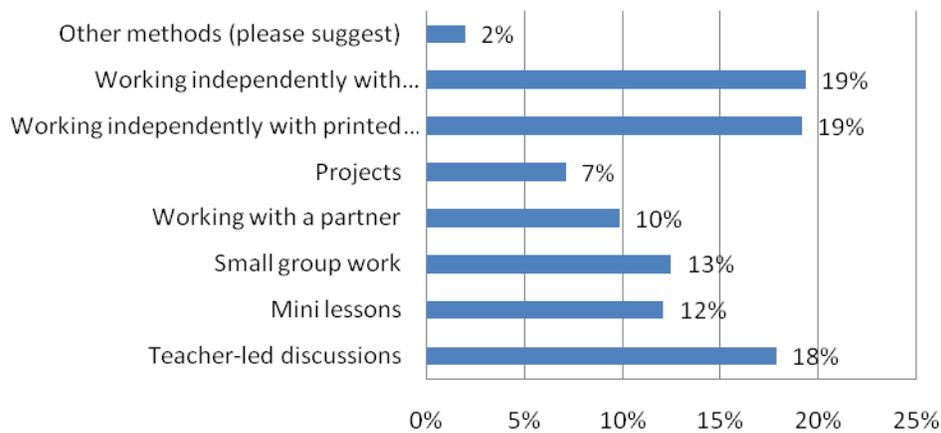
Comp App



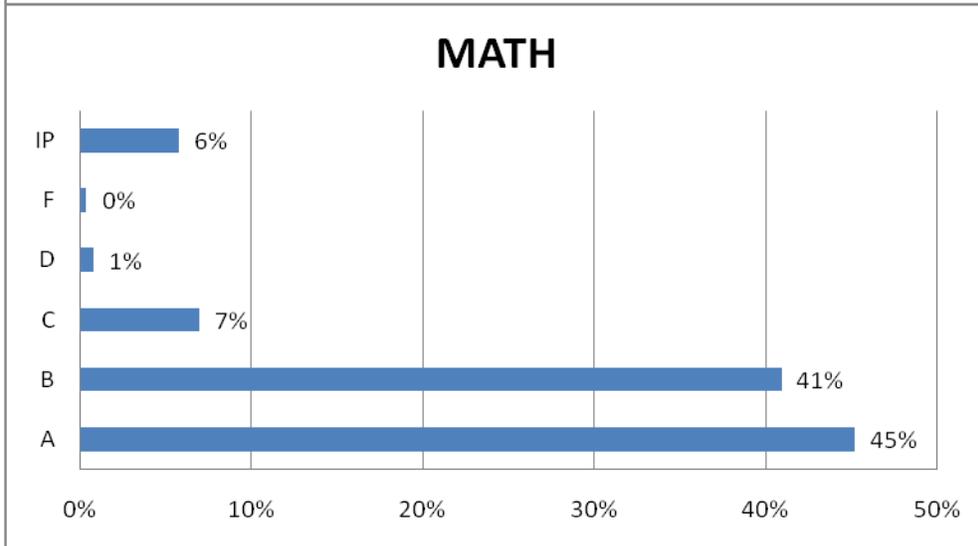
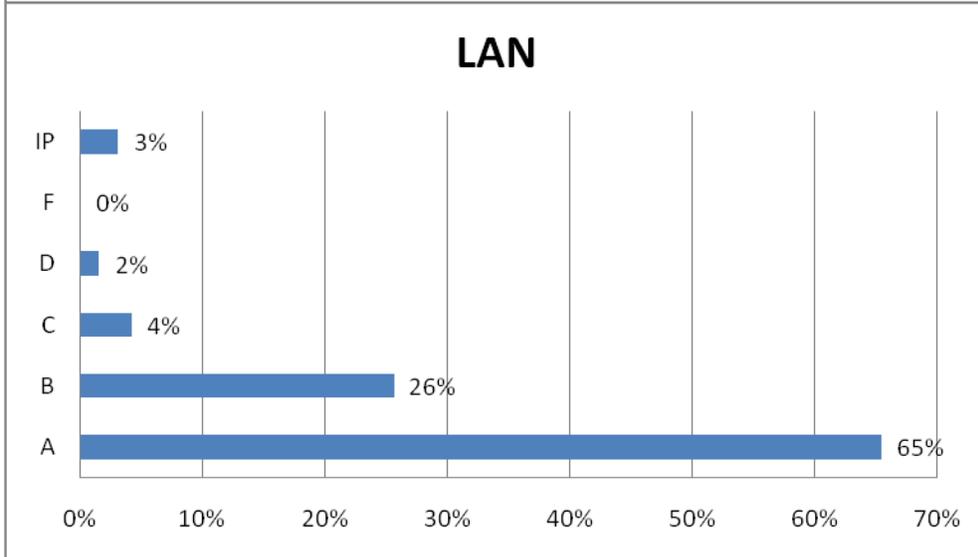
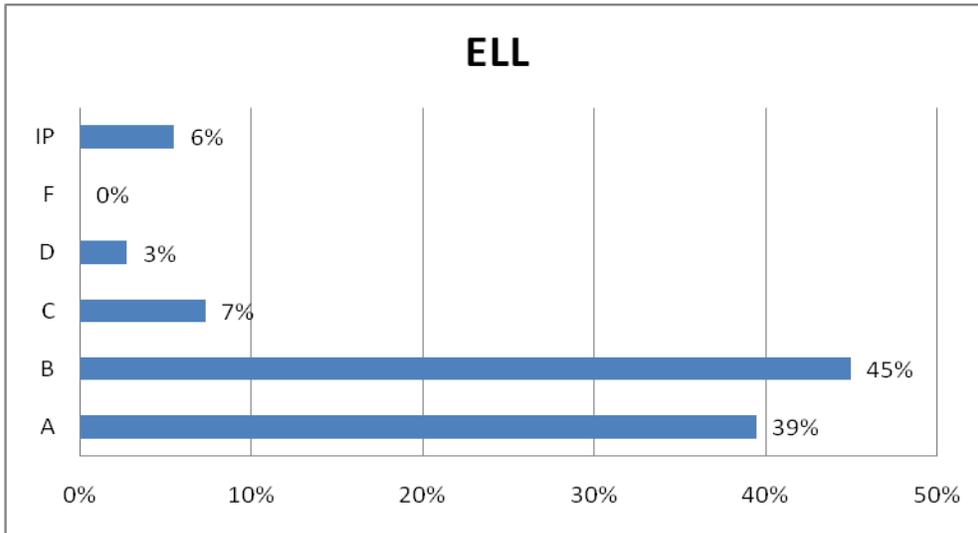
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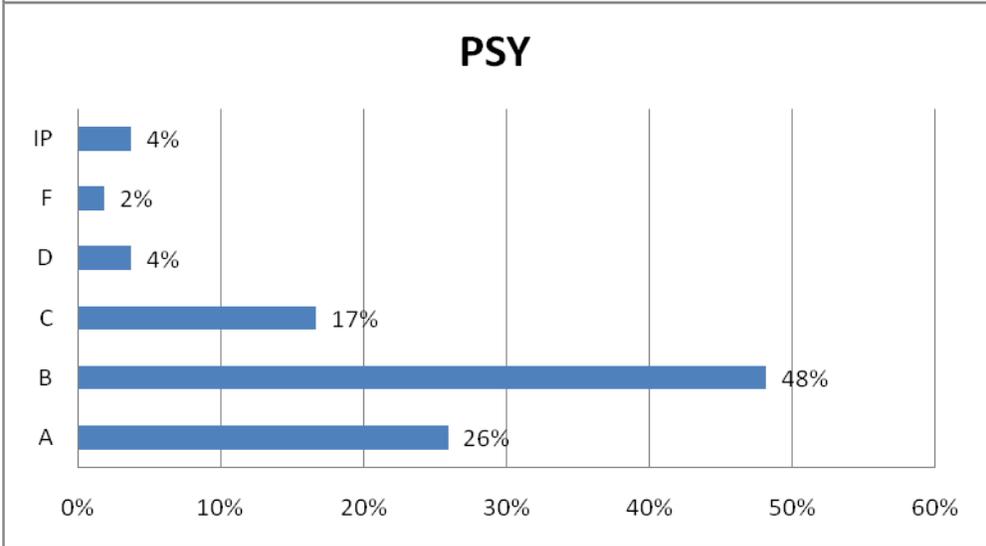
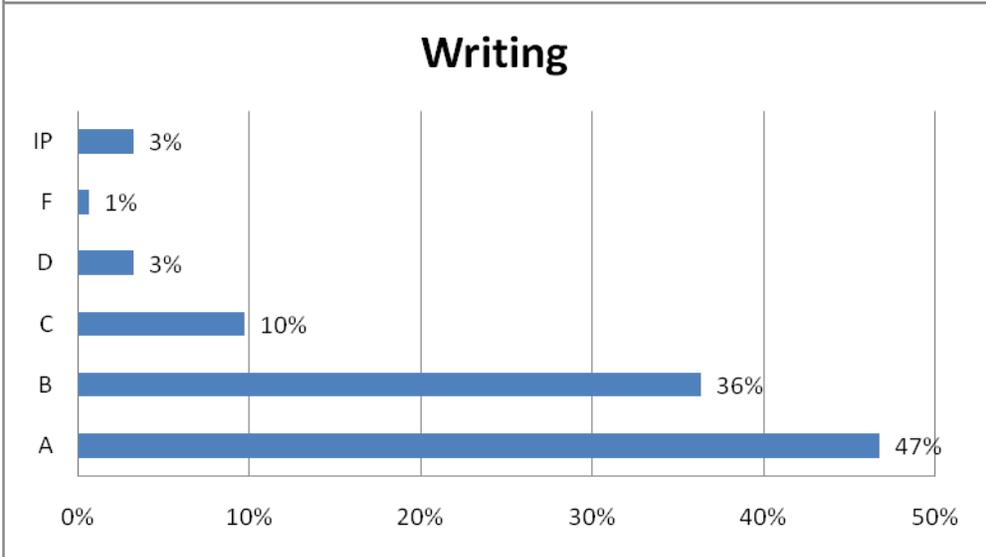
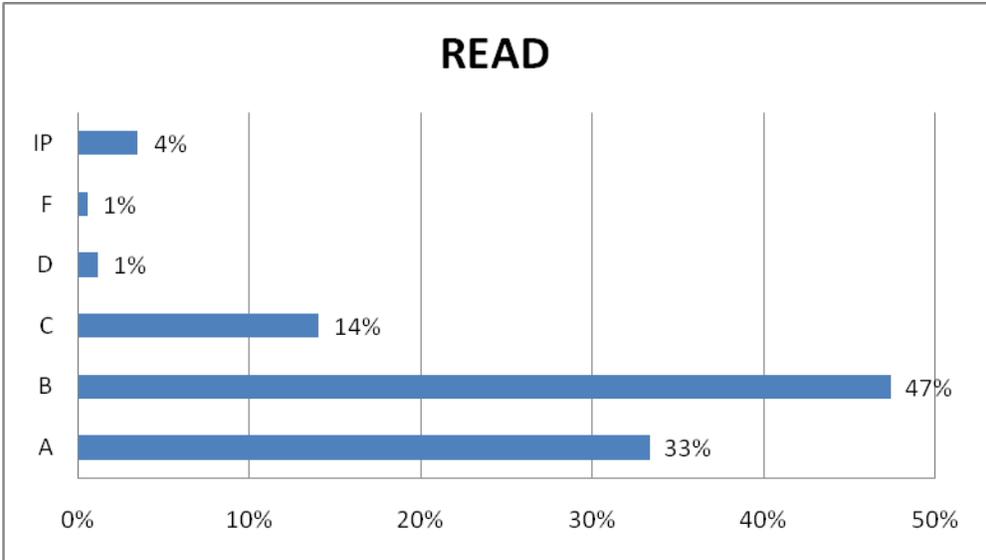


Summary of all Courses

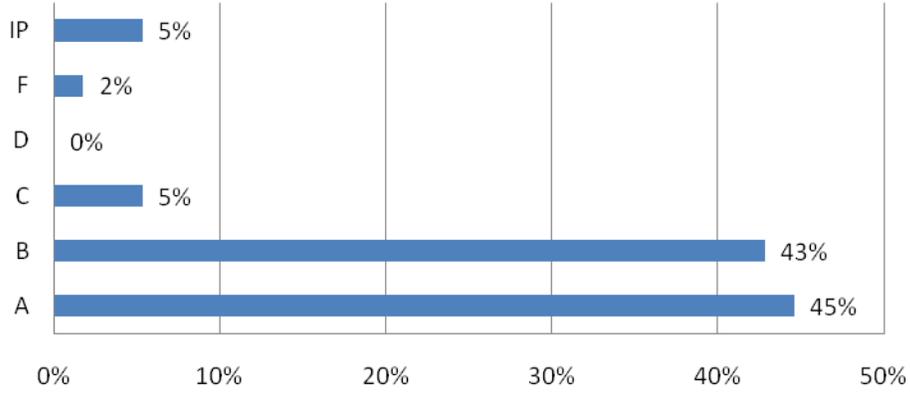


Appendix 4 Survey question “The grade I am earning in this course”

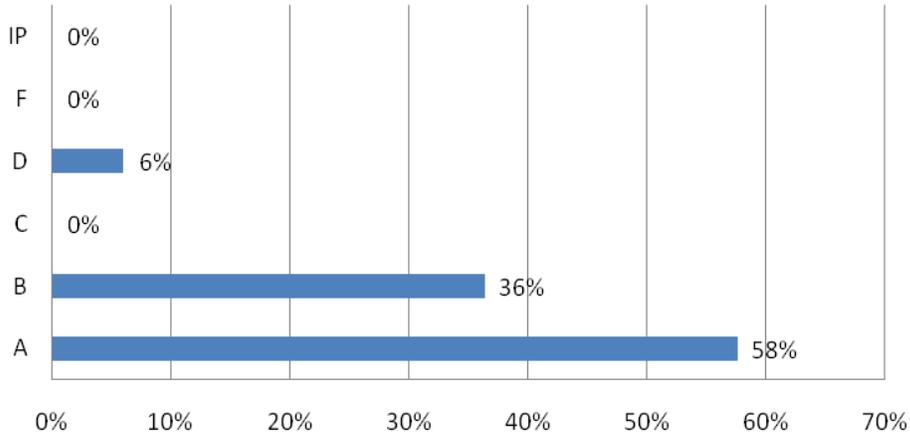




Computer Apps

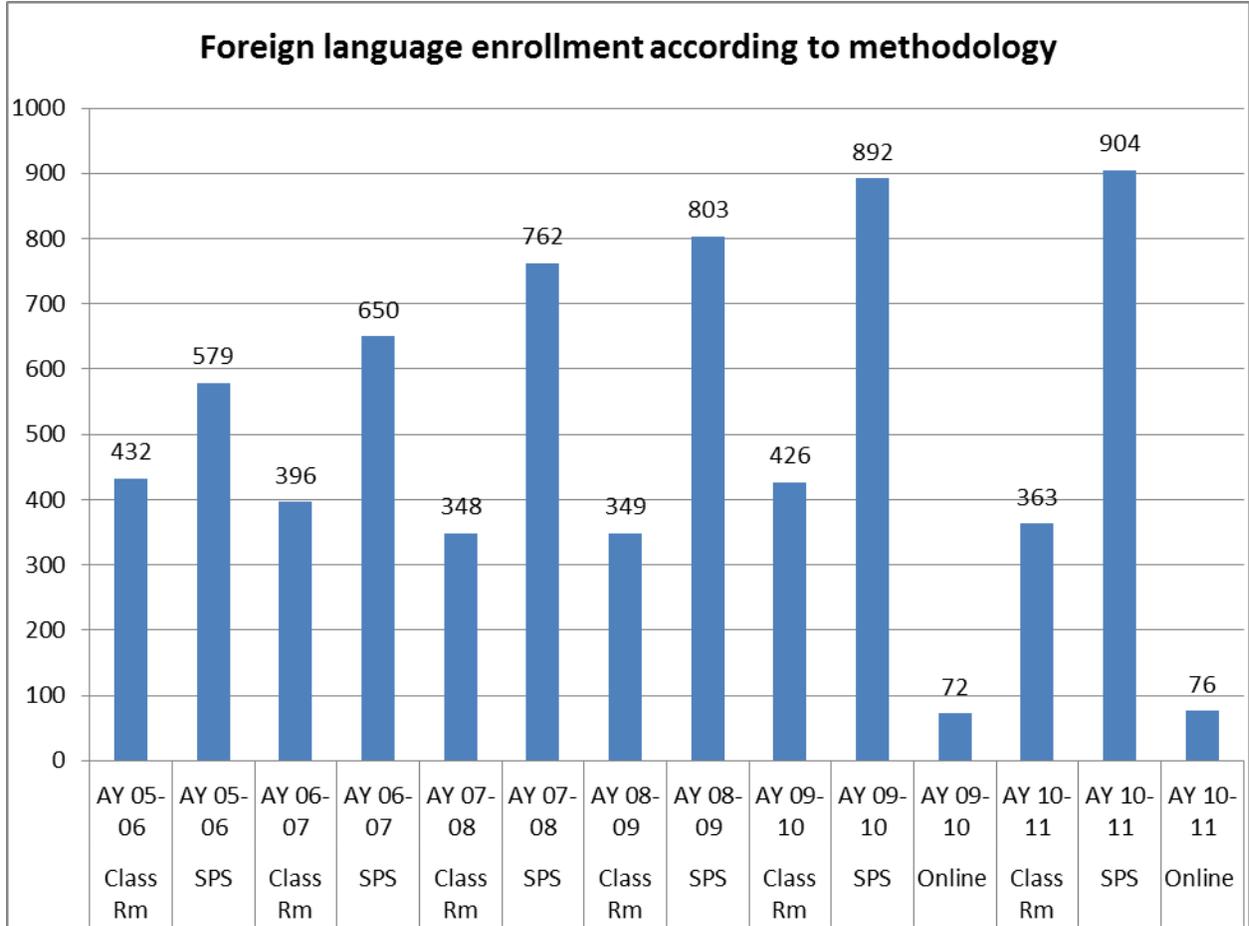


Med Term



Appendix 5

Foreign Language enrollment at MCC, 6-year study



Appendix 6 Institutional Student Learning Outcomes

Knowledge and Skills

The MCC graduate will use knowledge acquired at MCC as a foundation for continued study and/or practical application.

- Freshman and sophomore foundation for transfer
- Professional skills for career track (degree or certificate)

Critical Thinking

The MCC graduate will demonstrate an ability to understand, interpret and analyze information in order to engage in critical thinking and problem-solving.

- Knowledge Acquisition, Comprehension, Application, Analysis, Synthesis, and Evaluation
- Quantitative and Scientific Reasoning
- Knowledge Integration, Reasoning, and Problem-Solving Across Disciplines

Communication

The MCC graduate will communicate, use information and employ technology effectively.

- Effective Written, Presentation and Numeracy Skills, AND
- Information Literacy and Technology Fluency

Global Perspectives

The MCC graduate will communicate an understanding of the world from a global perspective.

- Historical, Political, Economic and Social
- Scientific and Environmental
- Aesthetic Appreciation and Creativity

Social Responsibility

The MCC graduate will demonstrate social responsibility both within and outside of the classroom.

- Multicultural and Diversity Awareness
- Ethics, Values, and Social Justice
- Citizenship and Civic Engagement

Personal and Professional Development

The MCC graduate will demonstrate the capacity for on-going personal and professional development.

- Independent and Life-long Learning
- Professionalism and Accountability
- Collaboration
- Managing Responsibilities and Adapting to Change
- Initiative and Self-Advocacy
- Self Assessment