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## Proposal to the Senate Educational Policy Committee

**PROPOSAL TITLE:** Formal addition of Winter Session to the Illinois Academic Calendar starting in 2017-2018 academic year.

**SPONSORS:**

Randy McCarthy – Professor of Mathematics, College of Liberal Arts and Sciences, [rmccerthy@illinois.edu](mailto:rmccerthy@illinois.edu)

Frank Liu - Associate Professor of Business Administration, College of Business, [liuf@illinois.edu](mailto:liuf@illinois.edu)

**BRIEF DESCRIPTION:**

This proposal is to formally establish Winter Session in the University of Illinois at Urbana-Champaign Academic Calendar effective with the 2017-2018 academic year. It is important that our campus continue offering these high-demand undergraduate courses for students who are seeking an opportunity to meet degree requirements and possibly reduce their overall time to degree completion. All courses offered during the Winter Session are offered online by University of Illinois at Urbana-Champaign faculty.

**JUSTIFICATION:**

Winter Sessions offered between 2014 and 2017 during the winter break have proven to be a positive undertaking for the campus. Winter Sessions have delivered strong academic quality in these short but intensive courses, which have been highly rated by students. The Winter Sessions have been a term available since matriculation for all our undergrads except seniors. They are used to this term in the academic calendar, and many have included classes offered in winter in their degree planning. Students in junior status have indicated that the winter session has allowed them to pursue double majors and graduate on time. The goal is to continue offering a Winter Session, gradually increasing the offering high-demand courses.

Table 1 provides an overview comparing the three Winter Session offerings with information available as of February 9, 2017. The table also includes students' ratings and retention information for every offering. More detailed reports are attached as Appendix A, the Winter Session Executive Summaries for 2014-2015, 2015-2016, and

2016-2017; Appendix B, Winter Session Analytics and Academic Integrity Report; and Appendix C, Summer and Winter Session Follow-Up Survey.

Table 1: Overview of Winter Session 3-year pilot offering

	2014-2015	2015-2016	2016-2017
<b># of courses offered</b>	8	18	24
<b>Total enrollment at course start</b>	980	1,571	1,819
<b>Total enrollment at course end</b>	764	1,343	1,558
<b>Retention rate</b>	78%	85%	86%
<b>Students' ratings of good or excellent in quality</b>	82%	80%	79%
<b>Quality of interaction with instructor same or better than face-to-face</b>		84%	88%
<b>At least moderately likely to have taken the course at a different institution</b>	40%	45%	47%
<b>Time tickets</b>	Open to all on-campus students 11/25, immediately following advanced registration for spring; open to non-degree 24 hours later.	Open to on-campus students during advanced registration based on their spring time ticket; open to non-degree 11/11.	Open to on-campus students during advanced registration based on their spring time ticket; open to non-degree 11/9.
<b>Pro-rated refunds?</b>	No. 100% refund by Jan. 2 drop deadline only.	Yes. 100% refund Dec. 20; 80% Dec. 25; 60% Jan. 1; 40% Jan. 8.	Yes. 100% refund Dec. 18; 80% Dec. 23; 60% Dec. 30; 40% Jan. 6.

**BUDGETARY AND STAFF IMPLICATIONS:** *(Please respond to each of the following questions.)*

1) Resources

- a. How does the unit intend to financially support this proposal?

Tuition assessed for the Winter Session will cover instructional costs and, as enrollment grows, the Winter Session will generate increased revenue. Tuition will be assessed on a

per-credit-hour basis as it is in the Summer Session. The Summer Session rate schedule will continue to be used for Winter Session.

- b. How will the unit create capacity or surplus to appropriately resource this program? If applicable, what functions or programs will the unit no longer support to create capacity?

Each unit opting to offer a course will need to determine how the Winter Session will affect the instructor's teaching load. The Winter Session (identical to the Summer Session) tuition model distributes a higher percentage of the tuition back to the College to help cover instructional costs.

Instructors for this period are expected to be compensated in a manner comparable to what the unit would offer for similar summer instruction. The following are acceptable compensation methods: (i) altering work assignments to include duties in this agreement as part of regular service or teaching, (ii) attaining necessary pre-approvals to pay for this work as a service-in-excess, or (iii) adding an additional appointment if instructor is not already a full-time employee.

Instructors for this period should be voluntary whenever possible. A unit can compel someone to teach during Winter session if they can demonstrate significant overwhelming pedagogical need beyond financial considerations.

- c. Will the unit need to seek campus or other external resources? If so, please provide a summary of the sources and an indication of the approved support.

No, external resources are not necessary. However, and following each offering department's decisions, the Winter Session offerings may be marketed to non-degree students as well as degree-seeking students.

- d. Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program.

The specifics of the financial arrangements are determined by the college. The norm is to follow a similar model to the one used for Summer Sessions, that is a compensation for Service in Excess. The College of Agricultural, Consumer and Environmental Sciences (ACES), the College of Business, as well as the College of Liberal Arts and Sciences compensated instructors as Service in Excess for Winter Sessions.

Table 2 shows the revenue generated in the three-year pilot offering. The income was distributed between Colleges (95%) and Office of the Provost (5%) per Provost Communication 1.

Table 2: Revenue generation by-College during the three-year pilot

OFFERING COLLEGE	WINTER 2015	WINTER 2016	WINTER 2017	GRAND TOTAL
Agr, Consumer, & Env Sciences			\$107,368.80	<b>\$107,368.80</b>
Applied Health Sciences		\$156,472.80	\$101,946.60	<b>\$258,419.40</b>
College of Business	\$256,066.50	\$493,636.50	\$503,032.80	<b>\$1,252,735.80</b>
College of Media		\$109,319.40	\$74,573.10	<b>\$183,892.50</b>
Engineering			\$33,831.20	<b>\$33,831.20</b>
Fine & Applied Arts			\$224,399.40	<b>\$224,399.40</b>
Liberal Arts & Sciences	\$883,104.50	\$1,368,289.70	\$1,531,886.80	<b>\$3,783,281.00</b>
Grand total	<b>\$1,139,171.00</b>	<b>\$2,127,718.40</b>	<b>\$2,577,038.70</b>	<b>\$5,843,928.10</b>

## 2) Resource Implications

- a. Please address the impact on faculty resources including the changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

As has been the case to date, we do not expect that units will hire additional faculty to staff Winter Session courses. Degree-seeking students will not be able to apply to matriculate during the Winter Session; therefore, overall student-faculty ratios will not be impacted. Class sizes will be determined by the unit and will be based on best practices for online course delivery.

Courses offered in the Winter Session must be available to students during either the fall or spring semester prior or subsequent to the winter offering. Winter will be an option for students who cannot get a seat in the course during regular semesters because of its high enrollment; or for those who are considering a double major, a summer internship, and/or wish to shorten their time-to-degree completion. The Winter Session also contributes to the reduction of class size in other semesters for high-demand courses and improves student-faculty ratios.

- b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units. (*A letter of acknowledgement from units impacted should be included.*)

Winter Session courses would typically be courses where student demand during the spring and fall semesters exceeds the capacity of the unit's offerings. The general education courses that are offered during the Winter Session allow undergraduates to make progress toward their degree, and these courses recapture enrollments formally

transferred in from other institutions (i.e. courses that were not previously available to Illinois students during a convenient time period). Although overall Summer Session enrollment has been declining, enrollment in Summer Session online has continued to rise during all the three academic years that Winter Session was offered. This suggests the Winter Session is an additional scheduling option for students rather than a replacement for a Summer Session online course. Thus, Winter Session courses could relieve some enrollment pressure on high-demand spring and fall sections and allow more students to take the courses they want and need. This has been the case for high-demand courses in the College of Business, such as BADM 310. The department indicated that “Over the past three years, we have seen enrollment in these online offerings increase substantially; most that growth has been in Winter Session.”

Of the five courses offered in Winter Session by the Department of Business Administration, only one has seen a decrease in Summer enrollment in subsequent semesters. The other four courses have maintained their strong enrollment, illustrating that Winter Session is attracting new enrollments. The course that did drop in enrollment (BADM 300) has historically had large enrollments when offered only in Summer II. Since 2015 the department is offering it in Winter, Summer I, and Summer II Sessions. The multiple offerings allow for better faculty-to-student ratios in each of the terms. The department wishes to continue offering the course in summer and winter due to these positive results.

The Assistant Director for Teaching and Learning with Technology at the College of LAS indicated that they are planning to continue offering courses in Winter Sessions as they “allow our college to remain competitive and to ensure that it offers quality online educational opportunities to our students so they don't have to go to other institutions. Furthermore, after offering the Winter Session for three consecutive years, I believe that many students expect this as a choice and we should make every effort - given the way students have embraced Winter Session - to continue offering it. In conclusion, I also want to stress the importance of the Winter Session as a new revenue source for our college with a potential to expand in the future.”

- c. Please address the impact on the University Library (*A letter of estimated impact from the University Librarian must be included for all new program proposals. If the impact is above and beyond normal library business practices, describe provisions for how this will be resourced.*)

Winter Session offerings, as currently proposed, will not require new library resources.

A letter from the University Librarian addressing any impact is expected to be received by the sponsors on Wednesday, February 15, 2017, and will be submitted as an addendum to this proposal upon receipt.

- d. Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.)

Technical support for the courses will continue to be provided by CITL as well as support from the colleges who have opted to offer courses in Winter Session (e.g. ATLAS in LAS and the eLearning Office in the College of Business). Students who take a Winter Session course will need access to a personal computer.

For new degree programs, only:

- ~~3) Briefly describe how this program will support the University's mission, focus, and/or current priorities. Include specific objectives and measurable outcomes that demonstrate the program's consistency with and centrality to that mission.~~
- ~~4) Please provide an analysis of the market demand for this degree program. What market indicators are driving this proposal? What type of employment outlook should these graduates expect? What resources will be provided to assist students with job placement?~~
- ~~5) If this is a proposed graduate program, please discuss the programs intended use of waivers. If the program is dependent on waivers, how will the unit compensate for lost tuition revenue?~~

**DESIRED EFFECTIVE DATE:**

This proposal is to formally establish Winter Session in the University of Illinois at Urbana-Champaign Academic Calendar effective with the 2017-2018 academic year. If approved, student registration would begin in November, 2017.

Considering the existing approved academic calendars, we suggest the following calendar and admission guidelines:

- That winter sessions have similar duration in days as Summer I sessions.
- That the official starting date is the weekday immediately following the conclusion of Fall final exams,
- That in the case of shorter winter break periods, there may be an overlap of terms, having the exam dates for Winter Session on the first two days of instruction in the Spring semester, if necessary. According to the Office of the Registrar, as proposed in Table 3 below, overlap would not be necessary in the next two shortened Winter Sessions. The calendar includes a "soft launch" date for course websites, e.g. courses would be open at least a week before the official start date, such as on Reading Day or after first day of finals. This allows students to get started on the new materials as soon as possible. Students will be allowed to register for only one course during Winter Session.

Please see Table 3 for detailed effective dates.

Table 3: Proposed calendar for Winter Sessions and comparison with Summer I Sessions duration

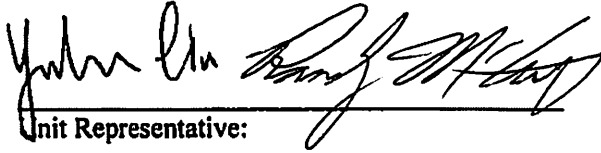
<b>WINTER 2017-2018</b>		<b>Class Days</b>	<b>Excluded</b>	<b>(SU I-18)</b>
(Soft Launch)	Friday, December 15			
Instruction Begins	Friday December 22			
Instruction Ends	Saturday, January 13	<b>18</b>	<b>3 Sundays 2 Holidays</b>	19
Final Examinations Date	Saturday, January 13			
<b>WINTER 2018-2019</b>		<b>Class Days</b>	<b>Excluded</b>	<b>(SU I-19)</b>
(Soft Launch)	Friday, December 14			
Instruction Begins	Saturday, December 22			
Instruction Ends	Saturday, January 12	<b>17</b>	<b>3 Sundays 2 Holidays</b>	19
Final Examinations Begin	Saturday, January 12			
<b>WINTER 2019-2020</b>		<b>Class Days</b>	<b>Excluded</b>	<b>(SU I-20)</b>
(Soft Launch)	Friday, December 13			
Instruction Begins	Saturday, December 21			
Instruction Ends	Saturday, January 18	<b>23</b>	<b>4 Sundays 2 Holidays</b>	23
Final Examinations Begin	Saturday, January 18			

**STATEMENT FOR PROGRAMS OF STUDY CATALOG:**

If approved, the Academic Calendar will be updated accordingly.

**CLEARANCES:** (Clearances should include signatures and dates of approval. These signatures must appear on a separate sheet. If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)

Signatures:

  
Unit Representative:

2/14/17

2/14/17

Date:

\_\_\_\_\_  
College Representative:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Graduate College Representative:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Council on Teacher Education Representative:

\_\_\_\_\_  
Date:



To the Senate of the Urbana-Champaign Campus,

March 28, 2017

The Senate Educational Policy Committee passed proposal EP 17.58, authorizing Winter Session as a permanent addition to the academic calendar.

Although the proposal for Winter Session passed, informed discussion in the committee as well as a survey conducted of the teaching faculty in winter session raised issues and concerns. The Committee respectfully requests that these issues be addressed as part of implementation of Winter Session. The committee shall periodically review that these issues are being satisfactorily handled and reserves the right to ask for Senate approval in the future for additional oversight to the administration of Winter Session if necessary.

1) Many faculty stated that some courses were not well suited to the compressed timeframe of Winter Session (WS). WS courses should be introductory courses, general education courses, "breadth" or survey courses, 100 level courses, and the like. In the same way, courses that require significant projects or papers, or courses that require careful rumination, may be ill suited for WS. A policy document should be created that guides which courses can be offered. Also, some consideration for revenue sharing agreements for departments that cannot offer WS courses would be desirable. The allocation of funds is not, strictly speaking, within the Senate's power of review.

2) A "consumer protection warning" should be issued to students as they register that informs students about the special challenge these classes represent. Such a warning can be included as part of the Special Instructions during course registration, as well as emphasized on syllabi and during initial classes. Members of the Committee stand ready to assist WS administrators with drafting such a warning.

3) An adaptation of the calendar should be made to allow for Winter Sessions to be of uniform length, even at the risk of overlapping the regular semester. Reducing the calendar from 23 to 18 instructional days is likely to be a significant problem for at least some instructors and at least some students. Creating a small overlap between Winter Session and either Fall or Spring Semester during these shorted winter breaks seems a worthwhile tradeoff.

4) Methods of preventing cheating should be strengthened.

5) Because Winter Session has a separate tuition structure, students with more personal resources are more likely to benefit than those with fewer. Efforts should be made to insure that the path to a degree does not require Winter Session from any student.

We urge that the full Senate adopt this worthwhile innovation of Winter Session with these cautions for the benefit of our students.

Very respectfully submitted on behalf of the Committee,

Bettina Francis, Chair

Steven C. Michael, Subcommittee Chair

Randy McCarthy, Member and Proposal Sponsor of EP 17.58

Senate Educational Policy Committee

UNIVERSITY OF ILLINOIS  
AT URBANA - CHAMPAIGN

University Library  
Office of Dean of Libraries  
and University Librarian  
230 Main Library, MC-522  
1408 West Gregory Drive  
Urbana, IL 61801



February 14, 2017

Randy McCarthy, Professor of Mathematics\  
Frank Liu, Professor of Business Administration  
M/C-382

Dear Profs. McCarthy and Liu;

Last week, we received a proposal to formally add the Winter Session to the Illinois Academic Calendar starting in 2017-2018 AY. Based upon the documents received and analysis of reference and circulation statistics between 2014-2015 and 2016-2017, it is our belief that there will be no impact on collection development and only minimal impact on services in the University Library at the projected enrollment levels.

The University Library aggressively collects online resources so that students and faculty can have access to materials whenever and wherever they need them. Students who remain in Illinois during the Winter Session can check out and return materials at other CARLI I-Share libraries throughout the state (<https://www.carli.illinois.edu/membership/memlibs/ishare-map>) and students and faculty elsewhere can borrow materials from other Big Ten libraries (<http://www.library.illinois.edu/circ/services/reciprocalborrowing.html>). Moreover, the University Library has offered to work with the college sponsors on strategies for connecting instructors to open education textbooks and other open content for use in these classes.

The Library has reduced hours on evening and weekends over winter break and is closed the last week in December, but although we have monitored this closely over the last three years, we have seen no evidence from the central service units that students in Winter Session courses were having difficulty or needed the Library to be open additional hours. There is, however, clear evidence that the Winter Session students are making heavy use of library services available online and over the phone, such as the Ask-A-Librarian chat reference service. The type of questions characteristic of students working at a distance (electronic access to resources, obtaining or requesting books at a distance) and of students working on class papers or projects (assistance with research project or paper) increased by 50% from the 2015-2016 to the 2016-2017 winter session. The Library was able to meet that increase with current staffing levels, but if enrollments grow significantly, a modest increase in graduate assistant and/or staff hours will be needed over the winter session. The increase in research-focused interaction with students during the Winter Session also suggests students in these courses are pursuing rigorous, library-based research in support of the course learning objectives and making use of campus resources focused on student success.

It is our belief that the impact on the library's services resulting from the addition of the Winter Session will continue to be manageable in the immediate future unless enrollments grow significantly. If additional services or materials are required as the program develops, we will be happy to discuss those needs as they emerge.

Sincerely,

A handwritten signature in black ink, appearing to read 'John P. Wilkin', written over a circular stamp.

John P. Wilkin  
Juanita J. and Robert E. Simpson  
Dean of Libraries and University Librarian

e-c: JoAnn Jacoby, Thomas Teper, Lisa Hinchliffe, Sara Holder, Cherié Weible

# Illinois Online Courses Survey *Winter 2015*

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## Executive Summary

This year, for the first time, the University of Illinois offered a winter session of online courses. Eight courses were offered during the four weeks from December 22, 2014 to January 16, 2015. A total of 764 students were enrolled in the eight courses from the Colleges of Business and Liberal Arts & Sciences.

A course evaluation survey was administered to the students near the end of the course period to gauge their experiences. A total of 29 survey questions were asked covering a range of topics including motivation for taking the course, course difficulty, and other assessments. Here are some highlights:

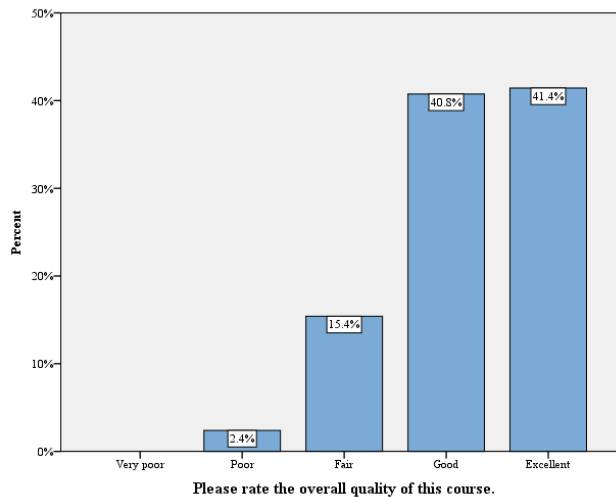
- Most students rated the overall quality of the course as good or excellent (82%) and also rated their overall experience in the course as good or excellent (80%).
- Popular motivations for taking a course during the winter session included lightening the course load for future semesters (19%) and to save time or work ahead (16%).
- Almost half of the students (48%) had taken an online course from Illinois before this one.
- Around 40% of the students were at least moderately likely to have taken a similar course at another institution if it had not been offered during the winter term at Illinois.
- Most students were living in Illinois, but outside Champaign-Urbana, during the course period (71%)
- On average, students spent 14 hours per week on coursework, but this varied quite a bit by course.
- The most common ways students heard about these winter session course offerings were via email from an unspecified source (40%) and from a U of I website (39%).
- A majority of students (63%) who took winter session courses are either very likely to or will definitely enroll in a future 4-week online course.
- Courses that satisfy the general education requirements (20%) are the most popular type of course that students would like to be offered in future winter sessions.
- The overall response rate for the survey was 39%.

## Supporting Tables & Graphs

**Table 1. Illinois courses offered during Winter Session 2015**

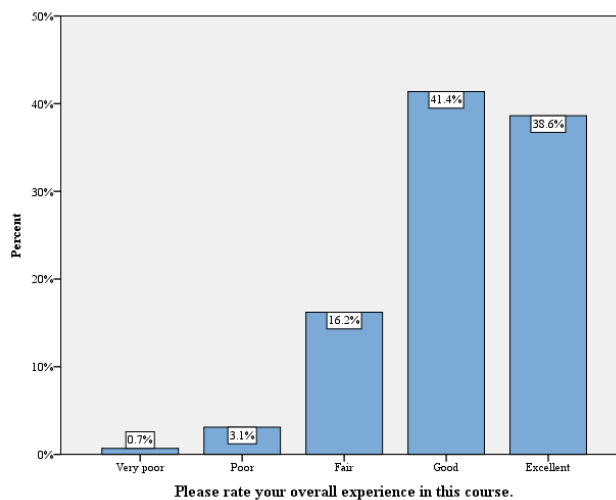
Course	Credit Hours	Enrollment
<i>College of Business</i>		
BADM 300 The Legal Environment of Business	3	45
BADM 310 Management and Organizational Behavior	3	56
BADM 350 IT for Networked Organizations	3	28
BADM 380 International Business	3	43
<i>College of LAS</i>		
ATMS 120 Severe and Hazardous Weather	3	361
ECON 102 Microeconomic Principles	3	104
ECON 203 Economic Statistics II	3	59
SOC 100 Introduction to Sociology	4	68
		<i>Total = 764</i>

**Figure 1. Perceived course quality**



N = 292

**Figure 2. Course experience**



N = 290

**Table 2. Why did you decide to take this course during the winter session?**  
(open-ended responses)

Motivation	N	Percent
Lighten course load in future semesters	54	19.5%
Save time/Finish degree quickly/Work ahead	45	16.2%
Convenient timing/Good fit for schedule/To focus on one class	40	14.4%
Need hours to graduate/Stay on track for graduation	30	10.8%
Acquire more credit hours	28	10.1%
General education requirement	27	9.7%
Fill up free time/Stay busy during break	22	7.9%
Easy class/GPA boost	21	7.6%
Required class (unspecified)	20	7.2%
Required class for major or minor	18	6.5%
Personal interest/Curiosity	14	5.1%
Free up time for other classes	11	4.0%
Course is a prerequisite	11	4.0%
Will help with future academic or work endeavors	11	4.0%
Other reasons	10	3.6%
Convenience of online courses	4	1.4%
To graduate early	4	1.4%
Grade replacement/Re-taking class	2	0.7%
Self-improvement	2	0.7%

*N = 277*

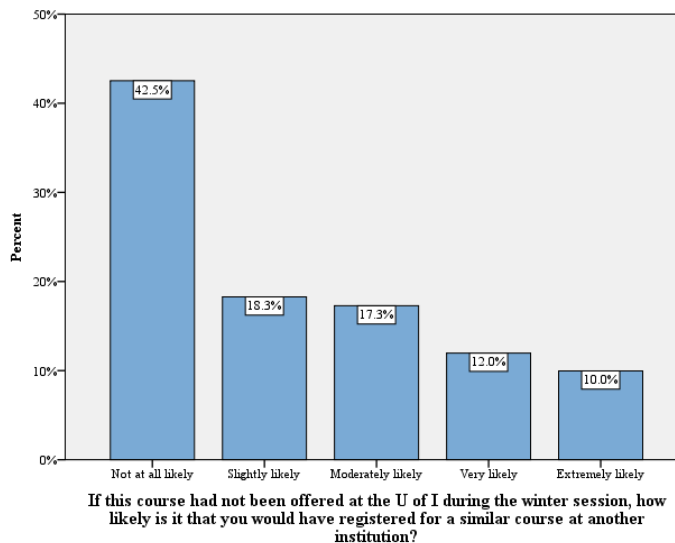
*Respondents may have indicated more than one motivation, so percentages add to more than 100%.*

**Table 3. How many fully online, for-credit courses have you taken before this one? At...**

	University of Illinois	Another college or university	In high school
Percentage of students who <u>had</u> taken such a course before	48.2%	44.1%	5.6%
<i>If student had taken such a course in the past,</i> Median number of courses taken	1	2	1

*N = 288*

**Figure 3. Likelihood of taking the course elsewhere**



*N=301*

**Table 4. Where were you mainly living while you took this winter session course?**

Area	N	Percent
Champaign, Urbana, or Savoy	33	11.3%
In Illinois, but outside Champaign-Urbana-Savoy	206	70.8%
In the U.S. but outside Illinois	28	9.6%
Outside the U.S.	24	9.3%
<i>N = 291</i>		<i>100%</i>

**Table 5. On average, how many hours per week did you spend invested in this course, including lectures, readings, activities, studying, and quizzes?**

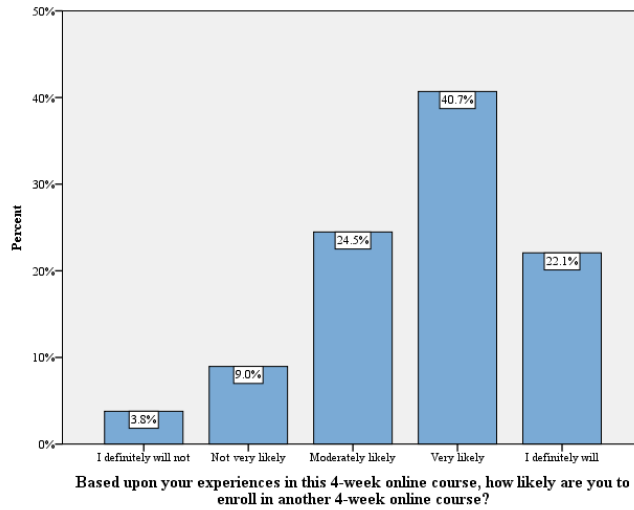
Course	N	Mean	Median	Std. dev.	Minimum	Maximum
BADM 300	37	12.1	10	7.6	4	40
BADM 310	17	11.4	10	6.1	4	28
BADM 350	20	18.7	15	11.6	5	60
BADM 380	19	7.0	5	5.9	2	30
ATMS 120	61	10.1	10	4.7	3	25
ECON 102	43	15.8	15	8.6	2	32
ECON 203	26	27.6	30	12.2	7	60
SOC 100	62	14.6	12	8.0	3	35
Overall	285	14.3	12	9.5	2	60

**Table 6. What are all the ways you heard about the winter session offerings at Illinois?**

Communication source	N	Percent
From an e-mail	121	40.1%
U of I Website	117	38.7%
From a friend/Word-of-mouth	90	29.8%
Academic advisor	89	29.5%
From a billboard	56	18.5%
From an MTD bus ad	55	18.2%
Student Self-service/Illinois Enterprise	53	17.5%
Course Explorer	45	14.9%
From a postcard	42	13.9%
Moodle ( <i>volunteered response</i> )	3	6.5%
University faculty or staff ( <i>volunteered response</i> )	3	5.1%
Reddit or Facebook ( <i>volunteered response</i> )	2	4.0%
Newspaper ( <i>volunteered response</i> )	1	4.0%
<i>N = 302</i>		

*Over half the respondents heard about winter session courses from more than one source, so percentages add to more than 100%.*

**Figure 4. Likelihood of taking a future 4-week online course**



N = 290

**Table 7. What other courses would you like to see offered during the winter session?  
(open-ended responses)**

Course	N	Percent
General education courses <i>Gen Ed courses (unspecified), Gen Ed courses in the humanities, Gen Ed courses in sciences</i>	50	19.5%
Psychology courses <i>Psychology courses (unspecified), PSYCH 200-level courses, PSYCH 201, PSYCH 224, PSYCH 238, PSYCH 248, PSYCH 250, PSYCH 361, PSYCH 410</i>	30	10.8%
Business courses <i>Business courses (unspecified), Business core courses, BADM 449, BADM 400-level courses, BADM 380, BADM 320, BADM 312, BADM 310, BADM 311, BADM 300-level courses</i>	29	10.4%
Economics courses <i>Economics courses (unspecified), ECON 102, ECON 103, ECON 202, ECON 203, ECON 302, ECON 303</i>	21	7.5%
Math courses <i>Math courses (unspecified), Math 100-level courses, MATH 220, MATH 221, NetMath courses</i>	12	4.3%
Other ungrouped courses		
<i>Introductory courses</i>	5	1.8%
<i>Philosophy courses</i>	5	1.8%
<i>Advanced Comp courses</i>	4	1.4%
<i>Engineering courses</i>	4	1.4%
<i>Language courses</i>	4	1.4%
<i>Science courses</i>	4	1.4%
<i>Anthropology courses</i>	3	1.1%
<i>Biology courses</i>	3	1.1%
<i>Computer Science courses</i>	3	1.1%
<i>Elective courses</i>	3	1.1%
<i>FIN 221</i>	3	1.1%
<i>Political Science courses</i>	3	1.1%
<i>Spanish courses</i>	3	1.1%
<i>STAT 100</i>	3	1.1%
<i>Statistics Courses</i>	3	1.1%
<i>100-level courses</i>	2	<1%
<i>400-level courses</i>	2	<1%
<i>Accountancy courses</i>	2	<1%
<i>ACCY 200</i>	2	<1%

**Table 7. (cont'd) What other courses would you like to see offered during the winter session?**

*(open-ended responses)*

Course	N	Percent
Other ungrouped courses		
<i>ACE 100</i>	2	<1%
<i>ACES courses</i>	2	<1%
<i>Animal Science courses</i>	2	<1%
<i>BTW 250</i>	2	<1%
<i>CMN 101</i>	2	<1%
<i>Communication courses</i>	2	<1%
<i>FIN 300</i>	2	<1%
<i>Finance courses</i>	2	<1%
<i>Informatics courses</i>	2	<1%
<i>MCB courses</i>	2	<1%
<i>Non-STEM courses</i>	2	<1%
<i>Physics courses</i>	2	<1%
<i>Sociology courses</i>	2	<1%
<i>STEM courses</i>	2	<1%
<i>&gt; 4 credit hour courses</i>	1	<1%
<i>1-2 credit hour courses</i>	1	<1%
<i>4 credit hour courses</i>	1	<1%
<i>ACCY 303</i>	1	<1%
<i>ACCY 304</i>	1	<1%
<i>Afro-American Studies courses</i>	1	<1%
<i>Agriculture courses</i>	1	<1%
<i>ANTH 100</i>	1	<1%
<i>ANTH 103</i>	1	<1%
<i>Art History courses</i>	1	<1%
<i>ASTR 100</i>	1	<1%
<i>CLCH 100</i>	1	<1%
<i>CLCH 206</i>	1	<1%
<i>CLCH 243</i>	1	<1%
<i>CLCV 115</i>	1	<1%
<i>Courses for minors</i>	1	<1%
<i>Crop Sciences courses</i>	1	<1%
<i>CS 101</i>	1	<1%
<i>CS 105</i>	1	<1%
<i>CS 173</i>	1	<1%
<i>CS 183</i>	1	<1%
<i>FIN 321</i>	1	<1%
<i>FSHN 120</i>	1	<1%
<i>Gender &amp; Women's Studies courses</i>	1	<1%
<i>GEOG 100</i>	1	<1%
<i>History courses</i>	1	<1%
<i>Humanities courses</i>	1	<1%
<i>IB 150</i>	1	<1%
<i>Integrative Biology courses</i>	1	<1%
<i>Journalism courses</i>	1	<1%
<i>Kinesiology courses</i>	1	<1%
<i>Literature courses</i>	1	<1%
<i>PHIL 100</i>	1	<1%
<i>PHIL 105</i>	1	<1%
<i>Physics 100-level courses</i>	1	<1%
<i>Religious Studies courses</i>	1	<1%
<i>Scandinavian courses</i>	1	<1%
<i>SOC 100</i>	1	<1%
<i>SOC 200</i>	1	<1%
<i>SOC 202</i>	1	<1%
<i>SOC 310</i>	1	<1%
<i>SOC 351</i>	1	<1%
<i>SPED 117</i>	1	<1%



**Table 7. (cont'd) What other courses would you like to see offered during the winter session?**

*(open-ended responses)*

Course	N	Percent
Other ungrouped courses		
<i>STAT 200</i>	1	<1%
<i>STAT 235</i>	1	<1%
<i>THEA 101</i>	1	<1%
<i>THEA 110</i>	1	<1%
<i>Upper level courses</i>	1	<1%
<i>N = 279</i>		

*Many respondents gave more than one response, so percentages add to more than 100%.*

**Table 8. Survey Response rates**

Course	Response rate
BADM 300	18.5
BADM 310	86.7
BADM 350	30.4
BADM 380	71.4
ATMS 120	50.0
ECON 102	44.2
ECON 203	49.2
SOC 100	91.2
Overall	39.4

## Selection of Student Comments

ECON 203: This was probably the best experience I've had in college. The course made me focus on time management and really pushed me and showed me what I could do when I put my mind to it on such a strict schedule.

SOC 100: This course is actually reading and discussion heavy. I would just warn those students that to have success in a course like this, they must be prepared to read and dedicate time to the class in order to be successful. I loved this class.

BADM 310: The communication wasn't great. With such a short course taking 24 hours to respond to a student issue really hinders progress.

BADM 300: Second half of the course feels rushed, since the first exam overlapped with the third week of course material.

SOC 100: Provide the syllabus sooner, grade things more quickly (in a four week course, it's important to me to know how I'm doing since it goes by so fast)

BADM 310 Offer more that more people can find useful. I would totally take another one if granted the opportunity.

SOC 100: Offer more online winter classes.

ATMS 120: I really liked how this course had a discussion board where we could ask questions because that helped me out a lot. I think that all online courses should have discussion boards.

ATMS 120: Have more online course options! Language courses would also be wonderful.

SOC 100: Wasn't really much time to really learn the material fully.

ECON 102: Was a bit pricey for an online class. Also why should we pay for ProctorU when the class is already so expensive?

ECON 203: This class was outstandingly well put together. The instructor and students were very engaged and helpful. No question went unanswered and the homework and practice exams made this class completely possible and quite enjoyable. The fact that the class was so compact made it easier to remember what we learned. As long as I stayed focused there was no problem learning the material. I was so proud at the end of the term after accomplishing a 16 week class in just 4 and it was so nice to get 3 hours of credit under my belt and lighten my load.

BADM300: The tuition for taking a winter course is pretty high. If there would be a way to loop the costs into fall or spring tuition that could be a huge boon for this semester of courses.

ECON 102: The online setup was MUCH better than a traditional classroom setting, because I could pace myself the way it was most efficient for me, and in turn I got more done earlier and more done at a time - which is a huge plus, in my opinion.

SOC 100: The instructors were always good with replying and I thought the amount of material was fair for a 4 week course.

BADM 310: Thanks for having this winter class session! I have always wanted to take a business course and found it unfair that I was unable to because of restrictions.

BADM 350: I understand that this is a 4-week course, but I did feel overwhelmed with the number of assignments that were required. It seemed like I was writing essays every day for discussions and assignments.

ECON 102: I loved the fact that the student is able to focus 100% attention on what the lecturer is saying without any distractions when watching lectures online.

BADM 350: I found this course to be better than other online courses I've taken. I enjoyed the peerwise questions and answers over traditional quizzes because it made me try harder and I had questions to study from.

BADM 380: I feel like a refund would be proper since I received no teaching. I could have just bought the book and read it without taking the class.

ATMS 120: I am glad I signed up for this class; it was easy and a quick way to take a general education class. Even though I took it over winter break, I did not feel overwhelmed with work, projects, or tests.

BADM 310: Found this course to be the perfect amount of work for a 4 week 3 hour course. I was working full time and with the holidays I did not feel overwhelmed at any point with the course. The material was interesting and useful. I hope more online courses are developed in my time here.

ATMS 120: EXCELLENT FIRST EXPERIENCE WITH AN ONLINE CLASS. WISH MORE GEN EDS WERE OFFERED LIKE THIS

ECON 203: Enjoyed the experience. Glad I made this choice.

# Illinois Online Courses Survey *Winter 2016*

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## Summary

The University of Illinois offered a 2015-16 winter session of 18 online courses. This is more than double the number of courses that were offered during last year's inaugural winter session. During this 2015-16 winter session, a total of 1,344 students were enrolled in courses offered by the Colleges of Applied Health Sciences, Business, Liberal Arts & Sciences and Media.

A course evaluation survey was administered to students near the end of the course session to gauge their experiences. A total of 34 survey questions were asked covering a range of topics, including motivation for taking the course, course difficulty, and other assessments. Here are some highlights:

- Most students (80%) rated the overall quality of the course as good or excellent and also rated their overall experience in the course as good or excellent (78%). Around half of the students (51%) found the course to be very or extremely engaging. The majority of students (84%) felt the quality of interaction they had with their instructors was the same as or better than that in most face-to-face courses they have taken.
- For 43% of the students, the course satisfied a general education requirement; for 27% it was an elective; and for 26% it was a core course in their major.
- About half the students found their course to be at least moderately difficult, but the majority of students (87%) were at least moderately confident that they had learned the material well enough to be able to explain it to someone else.
- On average, students spent 13.5 hours per week on coursework, but this varied quite a bit by course. The mean for some courses was as low as 7.5 hours per week and for others as high as 22.5 hours per week for the same number of credit hours.
- More than half of the students (53%) had taken an online course from Illinois prior to taking this course, but only 25% had taken a four-week course (either face-to-face or online) before this one.
- Around 45% of the students were at least moderately likely to have taken a similar course at another institution if it had not been offered during the winter term at Illinois.
- Most students were living in Illinois, but outside Champaign-Urbana, during the course session (64%).
- The most common ways students heard about these winter session course offerings were via an Illinois website (38%), a friend or word-of-mouth (37%), or email from an unspecified source (35%).
- About half of students (54%) who took winter session courses this year are either very likely to or will definitely enroll in a future 4-week online course.
- Courses that satisfy the general education requirements are the most popular type of course that students would like to be offered in future winter sessions.
- The overall response rate for the survey was 36%.

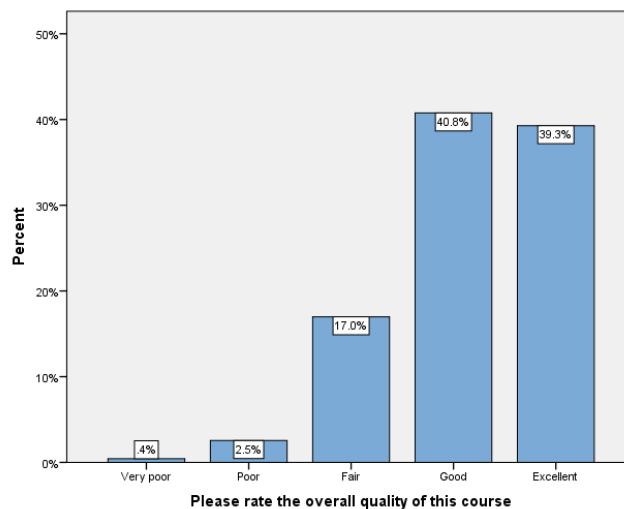
## Supporting Tables & Graphs

**Table 1. Illinois courses offered during Winter Session 2016**

Course	Credit Hours	Enrollment
<i>College of Applied Health Sciences</i>		
CHLH 101 Introduction to Public Health	3	113
<i>College of Business</i>		
BADM 300 The Legal Environment of Business	3	101
BADM 310 Management and Organizational Behavior	3	98
BADM 350 IT for Networked Organizations	3	38
BADM 375 Business Process Management	3	24
BADM 380 International Business	3	36
<i>College of Liberal Arts &amp; Sciences</i>		
ASTR 100 Introduction to Astronomy	3	51
ATMS 120 Severe and Hazardous Weather	3	344
ECON 102 Microeconomic Principles	3	147
ECON 103 Macroeconomic Principles	3	59
ECON 203 Economic Statistics II	3	70
GEOG 210/ ESE 210 Contemporary Social & Environmental Problems	3	29
GEOL 100 Planet Earth	3	16
GEOL 118/ ESE 118/ GLBL118 Natural Disasters	3	28
GWS 356/ MACS 356 Sex & Gender in Popular Media	Section A 3 Section B 3	34 28
SOC 100 Introduction to Sociology	4	114
<i>College of Media</i>		
ADV 312 Advertising History	3	14

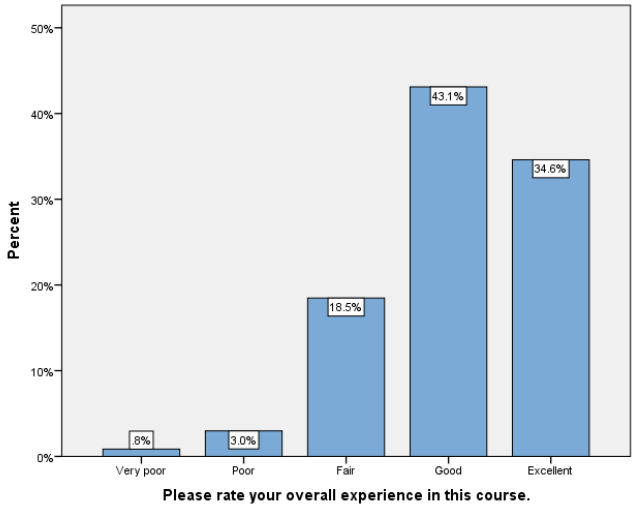
Total = 1,344

**Figure 1. Perceived course quality**



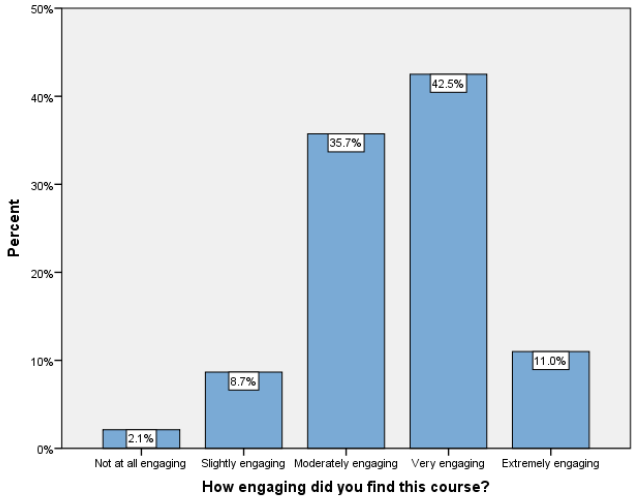
N = 471

**Figure 2. Course experience**



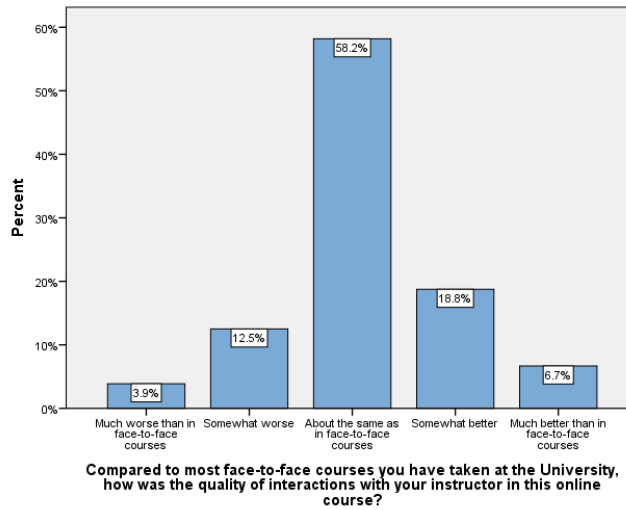
*N = 471*

**Figure 3. Course engagement**



*N = 473*

**Figure 4. Interaction with instructor**



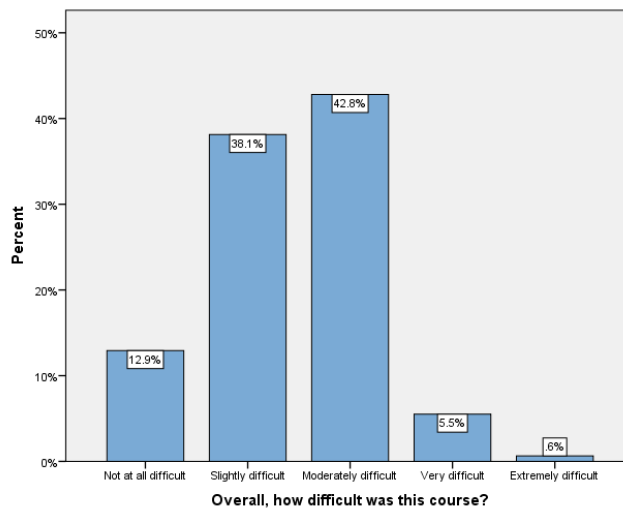
N = 464

**Table 2. What requirement(s) did this course satisfy?**

Requirement	N	Percent
General education	210	43.2%
Elective	129	26.5%
Core course/Major	125	25.7%
Minor	63	13.0%
No specific requirement ( <i>volunteered response.</i> )	32	6.6%
Pre-med, nursing, pharmacy requirement ( <i>volunteered response.</i> )	13	2.7%
Aided transfer between colleges ( <i>volunteered response.</i> )	5	1.0%
ACDIS Certificate in Global Security ( <i>volunteered response.</i> )	3	0.6%

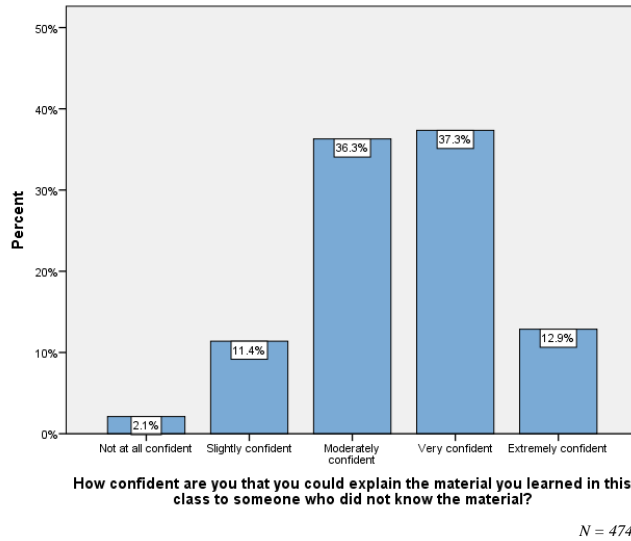
*Respondents may have indicated more than one requirement, so percentages add to more than 100%.*

**Figure 5. Course Difficulty**



N = 472

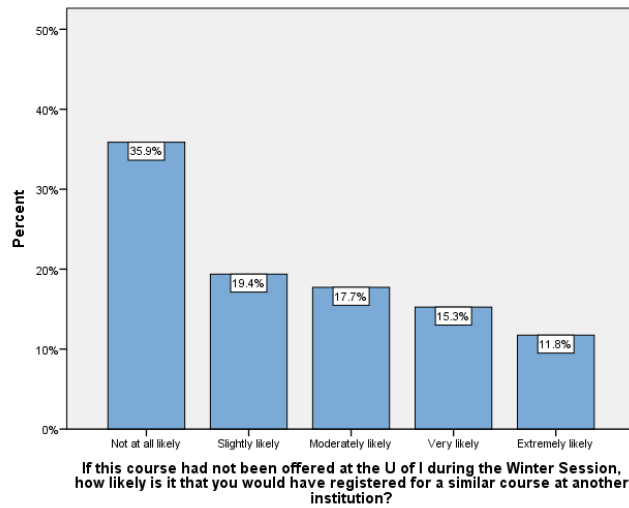
**Figure 6. Ability to explain the material to others**



**Table 3. On average, how many hours per week did you spend invested in this course, including lectures, readings, activities, studying, and quizzes?**

Course	N	Mean	Median	Std. dev.	Minimum	Maximum
ADV 312	1	11.0	11	.	11	11
ASTR 100	44	10.2	8	5.9	4	30
ATMS 120	44	10.8	10	5.1	3	21
BADM 300	13	8.7	8	3.0	5	15
BADM 310	10	11.1	10	4.9	5	21
BADM 350	35	12.6	12	6.8	5	35
BADM 375	6	7.5	8	2.6	4	10
BADM 380	15	7.4	7	4.6	2	20
CHLH 101	21	11.8	12	6.0	2	25
ECON 102	93	14.5	13	7.3	3	32
ECON 103	31	18.5	18	8.7	5	45
ECON 203	15	22.5	25	8.4	8	35
GEOG 210	21	15.9	15	8.8	5	45
GEOL 100	11	15.3	14	6.4	6	27
GEOL 118	26	15.1	15	6.9	2	30
GWS 356 A	7	11.4	10	5.7	3	18
GWS 356 B	7	13.4	15	7.5	4	24
SOC 100	69	14.2	12	8.9	4	60
<i>Overall</i>	<i>469</i>	<i>13.5</i>	<i>12</i>	<i>7.6</i>	<i>2</i>	<i>60</i>

**Figure 7. Likelihood of taking the course elsewhere**



N=485

**Table 4. Where were you mainly living while you took this winter session course?**

Area	N	Percent
Champaign, Urbana, or Savoy	65	13.8%
In Illinois, but outside Champaign-Urbana-Savoy	301	64.0%
In the U.S. but outside Illinois	53	11.3%
Outside the U.S.	51	10.9%

N = 470

100%

**Table 6. What are all the ways you heard about the winter session offerings at Illinois?**

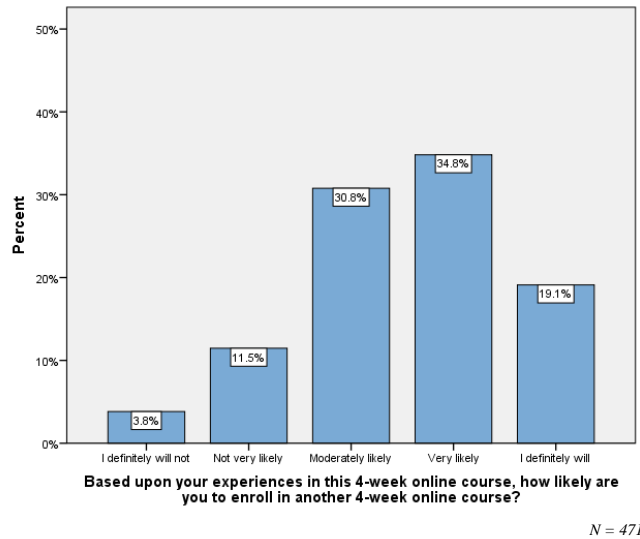
Communication source	N	Percent
U of I website	187	38.2%
Friend/Word-of-mouth	181	37.0%
E-mail	171	35.0%
Course Explorer	166	33.9%
Student Self-service/Illinois Enterprise	143	29.2%
Academic advisor	121	24.7%
Post card	74	15.1%
MTD bus ad	65	13.3%
Billboard	57	11.7%
Flyers or posters ( <i>volunteered response</i> )	4	0.8%
Major/Minor fair ( <i>volunteered response</i> )	2	0.4%
Transferology website ( <i>volunteered response</i> )	1	0.2%
Quad Day ( <i>volunteered response</i> )	1	0.2%
Seminar about Illinois Online ( <i>vol. response</i> )	1	0.2%
Professor of the course ( <i>volunteered response</i> )	1	0.2%

N = 489

Many respondents heard about winter session courses from more than one source, so percentages add to more than 100%.



**Figure 4. Likelihood of taking a future 4-week online course**



**Table 7. What other courses would you like to see offered during the winter session?**  
(Top ten specific open-ended responses)

1. General education courses  
(esp. western and non-western culture)
2. Business Administration  
(esp. 263, 300, 310, 320, 324, 327, 336, 352, 375, 449)
3. Math  
(esp. 112, 220, 285, and calculus)
4. Psychology  
(esp. 100)
5. Economics  
(esp. 103, 202, 302, 303, and 490)
6. Computer science  
(esp. 105 and 125)
7. Accountancy courses  
(esp. 200, 201, and 202)
8. Statistics  
(esp. 100 and 440)
9. English  
(esp. composition and literature courses)
10. Anthropology  
(esp. 101 and 103)

**Table 8. Survey response rates**

Course	Response rate
ADV 312	7.1
ASTR 100	86.3
ATMS 120	13.1
BADM 300	14.9
BADM 310	14.3
BADM 350	92.1
BADM 375	25.0
BADM 380	44.4
CHLH 101	19.5
ECON 102	66.0
ECON 103	54.2
ECON 203	24.3
GEOG 210	79.3
GEOL 100	68.8
GEOL 118	92.9
GWS 356 A	26.5
GWS 356 B	25.0
SOC 100	60.5
<i>Overall</i>	<i>36.4</i>

## Selection of Student Comments

*These comments are representative of the broad range of sentiment exhibited by the survey respondents, and we received student permission to share them.*

ECON 103: Offer more winter courses because I know I'll be coming back for a summer and winter course next year just to keep staying fresh on coursework and get hours out of the way.

BADM 350: Overall, super great course! I learned a lot and was able to focus on just this for the past four weeks.

BADM 300: Make all course content available from the beginning including lectures, quizzes, discussion activities, and exams. Overall, a high quality course with a reasonable workload and the opportunity to learn a lot over the four weeks of Winter break.

SOC 100: Grading was pretty slow which was annoying. I have assignments that I turned in two weeks ago that still aren't graded, which is frustrating because our last assignment was due yesterday and I still have NO clue where I am in the class (out of 475 points only about 250 have been graded). Feedback was also given very very late, so we couldn't use the feedback to improve future assignments because they had already been due.

GWS 356 B: I really enjoyed the course. I was scared that I would be swamped with work this break since the course is so condensed, but this wasn't the case. The clear calendar for when assignments were due, access to all the modules, and lack of exams made the course manageable.

ECON 103: I never had an exam slot available that didn't take place between 12AM and 6AM. That was rough.

BADM 310: I think that this is a great option for students that aren't living on campus during this time period.

GEOL 100: I thought the course was very well laid out and I like that it was to be completed at each students' own pace. I also appreciate how quick and helpful Professor Tomkin was in responding to my emails.

ASTR 100: There weekly emails about what assignments are due was really helpful!

BADM 350: The course really picked up at the end of the 4 weeks. I'd rather have more work at the beginning than at the end.

CHLH 101: Share the schedule of the entire course to people who have yet to register so that they know the workload in order to make a decision.

GWS 356 A: The only problem I had was not knowing when people responded to my discussion forums so I had to check constantly so they wouldn't be late.

SOC 100: I LOVED THE COURSE! I learned so much in a short time and am thankful this course was offered!

GEOG 210: When working full-time, this course takes up a majority of extra time a student would typically have after work.

GEOG 210: I thought the formatting of this course fit itself very well to the four week schedule! Because it was the only thing I was focused on, I didn't feel like I was ever behind.

ECON 102: I like the selection of winter courses. This allowed me to take any GenEds I needed, and quite frankly, slack while doing so. If I had to take an engineering core course during this session, I very well may have been screwed.

ASTR 100: Astr100 is an interesting course indeed. It would be more fun if I take it as a normal 8-week course in Fall or Spring semester.

GEOG 210: I enjoy online courses and would love to see more options.

ATMS 120: I felt this course was wonderful and a perfect wintertime course. The weekly Q and As were very helpful in working through the challenge problems and Professor Snodgrass got back to us in a rather timely manner. I enjoyed this course and the material thoroughly and I felt it was just the right amount of material for the four weeks while still giving us enough information to learn from.

SOC 100: I would highly recommend SOC 100 to other students. The structure of the course was set up perfectly for a 4-week, over break course. All of the assignments were interesting, and I appreciate the fact that there was no annoying busy work. If you do the readings and put forth effort then it will be an easy course.

ASTR 100: Make them cheaper, especially for out of state students! Its online why do I need to pay more

BADM 300: This class made learning the content engaging and fast-paced. The instructor did a good job of outlining the expectations and study skills needed to be successful.

SOC 100: I wish the course was not expensive for just one course. I also wished the TAs and professor would grade faster.

SOC 100: Because winter courses are so condensed and move quickly, grading of assignments and feedback needs to be as quick as possible, so students aren't making same mistakes for assignments later on in course because they haven't received feedback yet.

ECON 102: I still prefer a face-to-face course because I can ask questions and get instant respond in discussion sessions instead of waiting for about a day or so.

GEOG 210: This course was not too difficult overall, but the term paper was hard because we only had 2 weeks to research, prepare, and write the entire 8-10 page paper (plus do all the other class work). I think this particular class either needs a final instead of a term paper or needs to be an 8 or 16 week course. ALSO, this does not apply to the course, but to these surveys. There are a few questions that ask me to compare online courses with face-to-face courses at U of I, but I (and many others) are purely online students so we cannot accurately answer these questions. You need to have a "does not apply" option on those questions.

ASTR 100: I think the exam 1 could have been scheduled a little better because it was either New Year's Day or the day after but it wasn't a big deal, it was just extremely inconvenient.

BADM 375: A great part about online courses is you can do it at your own pace, I definitely love having everything available at once, so I can take quizzes on my own time.


GWS 356 B: I believe that the length of this course's paper--7 pages 1.5 spaces--was quite long, considering the time spent on the class. I don't believe that this was enough time to become immersed enough in the material to write a research paper of this length

ATMS 120: The course went very well, even when it was somewhat hard to get adjusted to schoolwork over winter break. While I would have liked to have spread it out over a full semester to better take in the info, the online version did a good job at clearly covering the material in a fair and accessibly way, even more so than some full-semester technical courses I've taken at UIUC.

SOC 100: I think 4 week courses over winter break are a great idea. Please keep them!

ECON 102: Very helpful to be able to take an online course during winter break.

ECON 102: I don't like how the classes paces you. I went out of town one week which made this class stressful and much worse than it should have been.



ECON 103: 4 weeks is a very short time to learn such a large amount of material, I would recommend the use of some amount of notes during quizzes or tests.

GEOL 100: Offer more variety of online courses.

SOC 100: I am really glad this option was available over winter break. It allowed me to focus on one class and gave me ample time to complete the assignments, quizzes, and readings. Overall, I'm really satisfied with my experience.

SOC 100: It was well planned and time management is key.

GEOG 210: The only negative comment I have is that there was work around Christmas time, I would have liked to have a few days off for that, but I understand why I didn't.

# Illinois Online Courses Survey *Winter 2017*

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## Summary

The University of Illinois offered a 2016-17 winter session of 24 online courses. This is an increase of 6 courses over last year's winter session. During this 2016-17 winter session, a total of 1,553 students were enrolled in courses offered by the Colleges of Agricultural, Consumer and Environmental Sciences; Applied Health Sciences; Business; Engineering; Fine & Applied Arts; Liberal Arts & Sciences; and Media.

A course evaluation survey was administered to students near the end of the course session to gauge their experiences. A total of 34 survey questions were asked covering a range of topics, including motivation for taking the course, course difficulty, and other assessments. Here are some highlights:

- Most students (79%) rated the overall quality of the course as good or excellent and also rated their overall experience in the course as good or excellent (77%). Half the students found the course to be very or extremely engaging. The majority of students (88%) felt the quality of interaction they had with their instructors was the same as or better than that in most face-to-face courses they have taken.
- For 45% of the students, the course satisfied a general education requirement; for 29% it was an elective; and for 26% it was a core course in their major.
- About half the students found their course to be at least moderately difficult, but the majority of students (84%) were at least moderately confident that they had learned the material well enough to be able to explain it to someone else.
- On average, students spent 13.5 hours per week on coursework, but this varied quite a bit by course. The mean for some courses was as low as 5.0 hours per week and for others as high as 26.8 hours per week for the same number of credit hours.
- More than half of the students (59%) had taken an online course from Illinois prior to taking this course, but only 24% had taken a four-week course (either face-to-face or online) before this one.
- Around 47% of the students were at least moderately likely to have taken a similar course at another institution if it had not been offered during the winter term at Illinois.
- Most students were living in Illinois, but outside Champaign-Urbana, during the course session (61%).
- The most common ways students heard about these winter session course offerings were via a friend or word-of-mouth (41%), the Course Explorer (41%), an Illinois website (36%), or email from an unspecified source (36%).
- About half of students (49%) who took winter session courses this year are either very likely to or will definitely enroll in a future 4-week online course.
- Courses that satisfy the general education requirements are the most popular type of course that students would like to be offered in future winter sessions.
- The overall response rate for the survey was 41%.

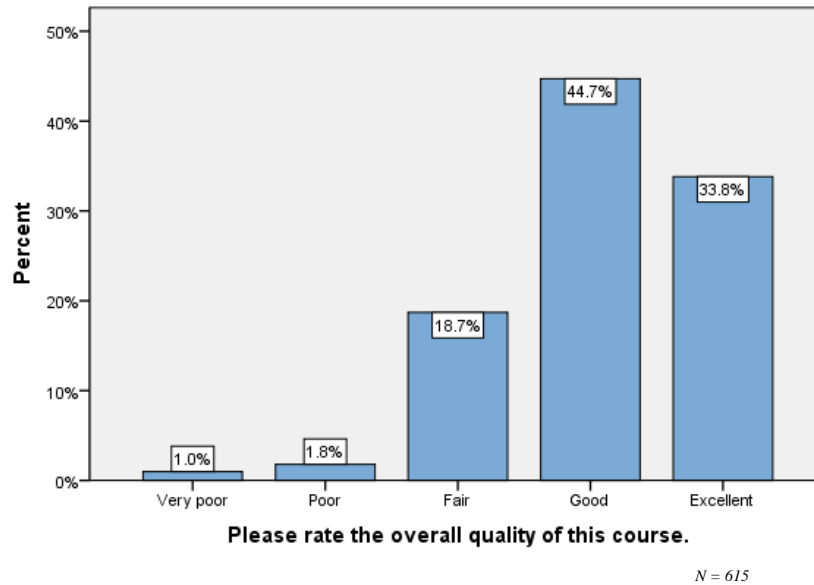
## Supporting Tables & Graphs

**Table 1. Illinois courses offered during Winter Session 2017**

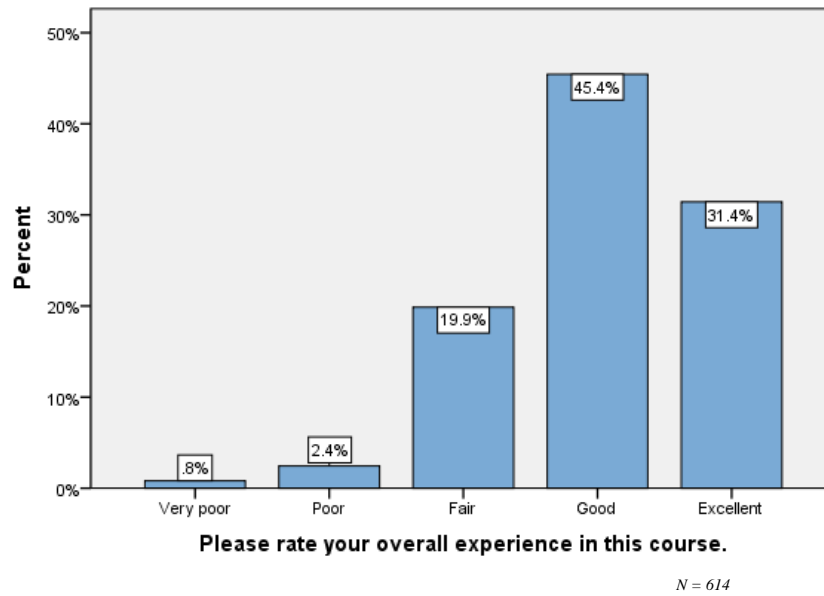
Course	Credit Hours	Enrollment
<i>College of Agricultural, Consumer and Environmental Sciences</i>		
ACE 240 Personal Finance Planning	3	75
<i>College of Applied Health Sciences</i>		
CHLH 100 Contemporary Health	3	72
<i>College of Business</i>		
BADM 300 The Legal Environment of Business	3	83
BADM 310 Management and Organizational Behavior	3	118
BADM 350 IT for Networked Organizations	3	36
BADM 375 Business Process Management	3	28
BADM 380 International Business	3	26
<i>College of Engineering</i>		
CS 199 Undergraduate Open Seminar: Elements of Game Design	2	23
<i>College of Fine &amp; Applied Arts</i>		
DANC 100 Introduction to Contemporary Dance	3	60
MUS 130 Introduction to the Art of Music	<i>Sections A, B, &amp; C</i>	3
	<i>Section D</i>	3
		80
<i>College of Liberal Arts &amp; Sciences</i>		
ASTR 100 Introduction to Astronomy	3	30
ATMS 120/ ESE 120 Severe and Hazardous Weather	3	280
ECON 102 Microeconomic Principles	3	113
ECON 103 Macroeconomic Principles	3	60
ECON 203 Economic Statistics II	3	71
ECON 302 Inter Microeconomic Theory	3	60
GEOG 210/ ESE 210 Social & Environmental Issues	3	17
GEOL 100 Planet Earth	3	6
GEOL 118/ ESE 118/ GLBL118 Natural Disasters	3	28
PS 224 Politics of the National Parks	3	30
PSYC 100 Introduction to Psychology	4	97
SOC 100 Introduction to Sociology	4	114
<i>College of Media</i>		
ADV 312 Advertising History	3	10
MACS 356/ GWS 356 Sex & Gender in Popular Media	<i>Section A</i>	3
	<i>Section B</i>	3
		21
		15

Total = 1,553

**Figure 1. Perceived course quality**

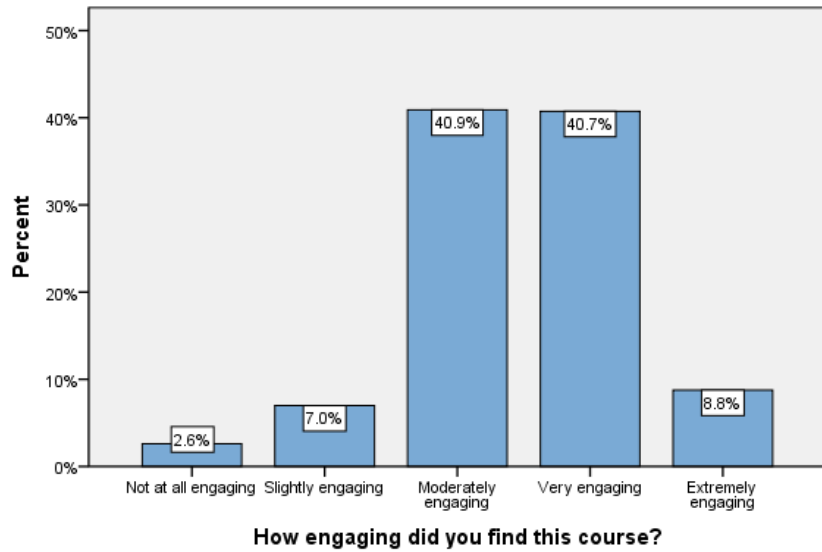


**Figure 2. Course experience**



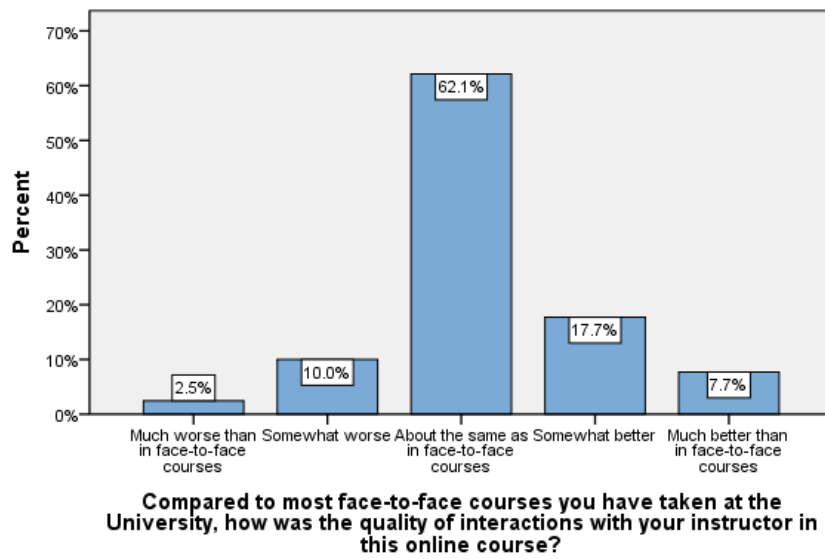


**Figure 3. Course engagement**



*N = 616*

**Figure 4. Interaction with instructor**



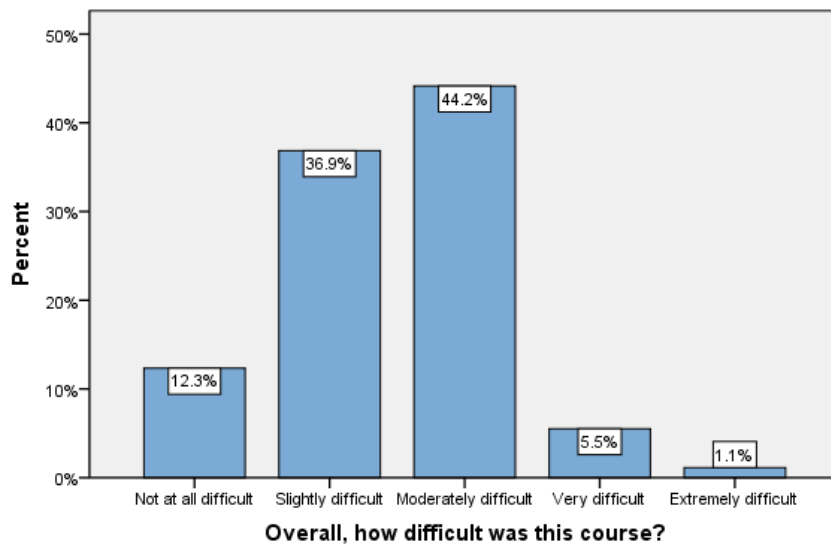
*N = 610*

**Table 2. What requirement(s) did this course satisfy?**

Requirement	N	Percent
General education	280	44.5%
Elective	183	29.1%
Core course/Major	162	25.8%
Minor	52	8.3%
No specific requirement ( <i>volunteered response.</i> )	30	4.8%
Pre-med, nursing, pharmacy requirement ( <i>volunteered response.</i> )	18	2.9%
Prerequisite for another course ( <i>volunteered response.</i> )	4	0.6%
Transfer requirement ( <i>volunteered response.</i> )	3	0.5%
Graduate school requirement ( <i>volunteered response.</i> )	3	0.5%
Certificate or endorsement ( <i>volunteered response.</i> )	3	0.5%

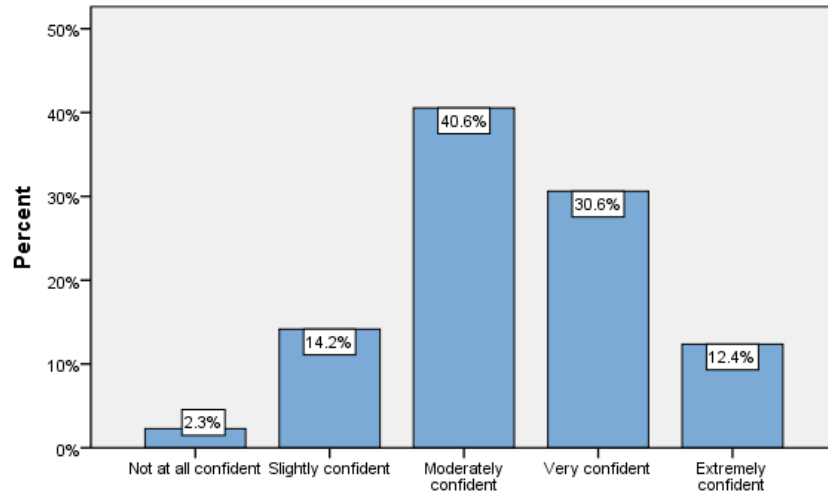
*Respondents may have indicated more than one requirement, so percentages add to more than 100%.*

**Figure 5. Course Difficulty**



*N = 616*

**Figure 6. Ability to explain the material to others**



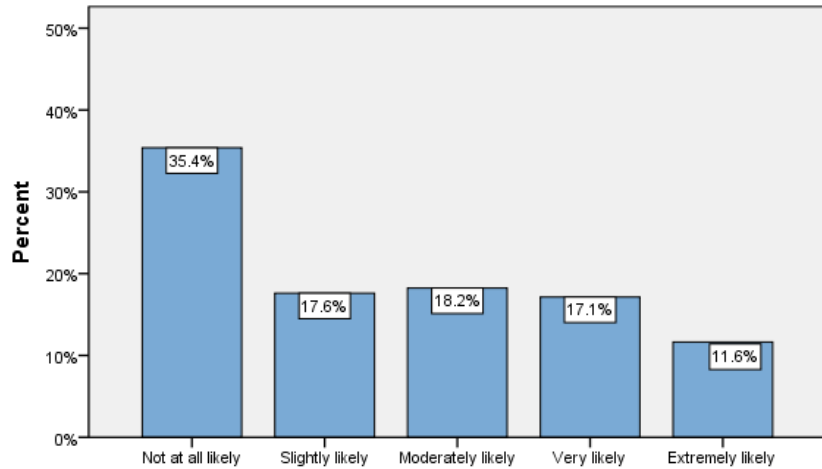
**How confident are you that you could explain the material you learned in this class to someone who did not know the material?**

*N* = 614

**Table 3. On average, how many hours per week did you spend invested in this course, including lectures, readings, activities, studying, and quizzes?**

Course	N	Number of Hours				
		Mean	Median	Std. dev.	Minimum	Maximum
ACE 240	61	9.7	8	6.4	2	40
ADV 312	1	5.0	5	.	5	5
ASTR 100	28	10.6	10	6.5	2	30
ATMS 120	42	10.1	10	4.6	3	24
BADM 300	10	11.5	10	4.2	8	22
BADM 310	19	8.1	6	4.6	3	20
BADM 350	21	15.3	12	9.9	4	40
BADM 375	8	8.0	8	3.5	3	15
BADM 380	9	6.5	6	3.0	3	12
CHLH 100	10	11.5	11	6.1	5	20
CS 199	6	10.5	12	4.8	4	15
DANC 100	10	8.7	8	5.9	2	18
ECON 102	80	15.4	15	7.7	3	32
ECON 103	40	21.3	20	12.0	5	50
ECON 203	16	26.8	27	9.2	12	55
ECON 302	12	18.7	11	14.5	5	50
GEOG 210	16	10.3	9	5.0	3	20
GEOL 100	5	11.5	11	2.4	9	15
GEOL 118	27	13.0	14	5.4	2	23
MACS 356 A	3	13.8	15	6.8	7	20
MACS 356 B	2	5.8	6	2.5	4	8
MUS 130 ABC	10	7.6	6	5.0	3	18
MUS 130 D	2	12.5	13	10.6	5	20
PS 224	5	13.8	12	5.9	7	20
PSYC 100	65	17.6	18	9.8	0	43
SOC 100	105	12.3	10	7.8	3	40
<i>Overall</i>	613	13.5	10	8.8	0	55

**Figure 7. Likelihood of taking the course elsewhere**



**If this course had not been offered at the U of I during the Winter Session, how likely is it that you would have registered for a similar course at another institution?**

N=636

**Table 4. Where were you mainly living while you took this winter session course?**

Area	N	Percent
Champaign, Urbana, or Savoy	89	14.6%
In Illinois, but outside Champaign-Urbana-Savoy	374	61.3%
In the U.S. but outside Illinois	93	15.2%
Outside the U.S.	54	8.9%
	<i>N = 610</i>	<i>100%</i>

**Table 5. What are all the ways you heard about the winter session offerings at Illinois?**

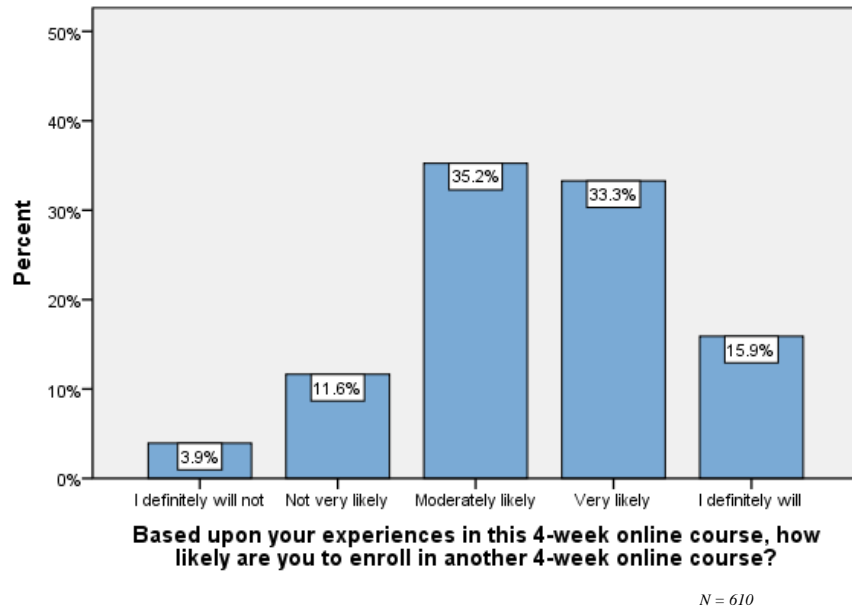
Communication source	N	Percent
Friend/Word-of-mouth	266	41.3
Course Explorer	261	40.5
E-mail	234	36.3
U of I website	232	36.0
Academic advisor	180	28.0
Student Self-service/Illinois Enterprise	142	22.0
MTD bus ad	87	13.5
Post card	75	11.6
Billboard	43	6.7
Took a winter course last year (volunteered response)	4	0.6
Professor of the course (volunteered response)	2	0.3
Posters or flyers (volunteered response)	1	0.2
Reddit website (volunteered response)	1	0.2
Google search (volunteered response)	1	0.2

N = 644

*Many respondents heard about winter session courses from more than one source, so percentages add to more than 100%.*



**Figure 4. Likelihood of taking a future 4-week online course**



**Table 6. What other courses would you like to see offered during the winter session?**  
*(Top ten specific open-ended responses)*

**TO BE ADDED**

**Table 7. Survey response rates by Course**

Course	Response rate (%)
ACE 240	81.3
CHLH 100	15.3
BADM 300	13.3
BADM 310	21.2
BADM 350	61.1
BADM 375	28.6
BADM 380	42.3
CS 199	30.4
DANC 100	20.0
MUS 130 <i>ABC</i>	17.2
MUS 130 <i>D</i>	12.5
ASTR 100	93.3
ATMS 120	16.4
ECON 102	73.5
ECON 103	70.0
ECON 203	23.9
ECON 302	25.0
GEOG 210	94.1
GEOL 100	83.3
GEOL 118	96.4
PS 224	16.7
PSYC 100	67.0
SOC 100	92.1
ADV 312	20.0
MACS 356 <i>A</i>	23.8
MACS 356 <i>B</i>	13.3
<i>Overall</i>	<i>41.5</i>



## Selection of Student Comments

*These comments are representative of the broad range of sentiment exhibited by the survey respondents, and we received student permission to share them.*

TO BE ADDED



**Appendix B: Winter Session Analytics and Academic Integrity Reports**

University of Illinois Winter Session Data Analysis 2/9/2017

CITL Data Analytics Group

Table 1. Mean Grade Points Earned for Students in Courses Taught in Winter Sessions 2015 & 2016 and Adjacent Semesters by Term

Course-Instructor	Fall 2014		Winter 2015		Spring 2015		Summer 2015		Fall 2015		Winter 2016		Spring 2016		Summer 2016	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
ATMS 120-Snodgrass	3.90	603	3.88	359	3.91	608	3.75	348	3.92	611	3.87	341	3.75	613	3.63	307
BADM 300-Marrs			3.41	45			3.54	90			3.59	98			3.15	113
BADM 310-Shabbir	3.63	43	3.73	56	3.82	54	3.58	169	3.86	37	3.74	95	3.37	404	3.53	179
BADM 350-Sachdev	3.10	36	3.00	28			3.37	54	3.39	103	3.63	38	3.42	57	3.40	56
BADM 380-Bucheli			3.24	42	3.53	63	3.15	44			3.26	36	3.61	52	NR	NR
ECON 102-Vazquez	3.60	1,761	3.77	104	3.33	755	3.71	99	3.53	1,614	3.66	143	3.54	727	3.56	108
ECON 203-Petry	2.59	576	2.85	57	2.86	300	2.47	138	2.59	570	2.67	67	3.02	288	2.73	112
SOC 100-Steward	3.82	45	3.85	68	3.95	65	3.44	109	3.90	62	3.53	113	3.72	56	3.46	58
ASTR 100-Dunne					3.06	441			3.20	441	3.23	48	3.25	408		
ECON 103-Petry							2.50	82			2.64	57	2.81	1,056	2.73	59
GEOL 118-Altaner							2.98	36	3.03	333	3.56	28			3.30	31
GWS 356-Valdivia									3.05	30	NR	NR			2.58	22

This table includes all students who did not drop the course or withdraw from the university during the specified term. N = number of students receiving a grade of A+ thru F or ABS. Data were extracted from DMI's website: *Section Instructor List and Rosters for Staff* in September 2016. NR = Grades were not reported in the roster data pull.

Table 2. Mean Grade Points Earned for Students Taught in Winter Sessions 2015 &amp; 2016 and Adjacent Semesters by Course Format

Course-Instructor	4-week Winter		16-week F2F		16-week Online		8-week Online		4-week Online	
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
ATMS 120-Snodgrass	3.88	700	3.87	2,435			3.69	655		
BADM 300-Marrs	3.53	143							3.32	203
BADM 310-Shabbir	3.74	151			3.47	538	3.56	348		
BADM 350-Sachdev	3.36	66	3.35	196			3.39	110		
BADM 380-Bucheli	3.25	78	3.57	115			3.15	44		
ECON 102-Vazquez	3.70	247	3.53	4,857			3.63	207		
ECON 203-Petry	2.75	124	2.71	1,734			2.59	250		
SOC 100-Steward	3.65	181					3.68	395		
ASTR 100-Dunne	3.23	48					3.17	1,290		
ECON 103-Petry	2.64	57	2.81	1,056			2.60	141		
GEOL 118-Altaner	3.56	28	3.03	333			3.13	67		
GWS 356-Valdivia	NR	NR	3.05	30			2.58	22		

This table includes all students who did not drop the course or withdraw from the university during the specified term. N = number of students receiving a grade of A+ thru F or ABS. Data were extracted from DMI's website: *Section Instructor List and Rosters for Staff* in September 2016. NR = Grades were not reported in the roster data pull.

Table 3. Dropout Percentage for Winter 2016 Courses and Adjacent Semesters by Term

Course- Instructor	Summer 2015		Fall 2015		Winter 2016		Spring 2016		Summer 2016	
	Enrollment	Dropout %	Enrollment	Dropout %	Enrollment	Dropout %	Enrollment	Dropout %	Enrollment	Dropout %
ATMS 120-Snodgrass	361	3.6	614	.5	355	3.9	616	.5	314	2.2
BADM 300-Marrs	94	4.3			113	13.3			119	5.0
BADM 310-Shabbir	180	6.1	37	.0	108	12.0	426	4.7	185	3.2
BADM 350-Sachdev	57	5.3	111	7.2	41	7.3	63	6.3	60	5.0
BADM 380-Bucheli	47	6.4			41	12.2	55	5.5	35	5.7
ECON 102-Vazquez	111	9.9	1800	1.9	165	13.3	737	1.2	115	5.2
ECON 203-Petry	151	8.6	644	11.5	81	17.3	326	11.7	125	10.4
SOC 100-Steward	115	5.2	67	7.5	128	11.7	58	3.4	62	6.5
ASTR 100-Dunne			506	12.5	60	20.0	478	14.4		
ECON 103-Petry	98	16.3			71	19.7	1114	5.1	75	21.3
GEOL 118-Altaner	38	5.3	363	8.3	43	34.9			32	3.1
GWS 356-Valdivia			36	16.7	9	11.1			23	4.3

*Enrollment* is calculated by the number of students with R, D, and W registration codes. It does not include students who cancelled their registration before the first day of class (registration code = CN). *Dropout %* is calculated by the number of students with D and W registration codes divided by *Enrollment* multiplied by 100. Winter 2015 is excluded from this table because students were allowed to drop the course during that term without leaving an indicator on their record. Data were extracted DMI's website: *Section Instructor List and Rosters for Staff* in September 2016.

Table 4. Mean Grade Points Earned in Target Courses By Semester Pre-requisite Course Was Taken

Pre-requisite Course	Target Course	Number of students who took both the pre-req and target courses since Spring 2014		Mean grade points earned in target course		Statistically significant difference between the means
		Took pre-req in non-Winter Session	Took pre-req in Winter session	Students who took pre-req in Non-Winter	Students who took pre-req in Winter	
ECON 102 →	ECON 302	1,738	37	2.96	2.68	Yes
ECON 103 →	ECON 303	493	7	2.97	2.67	No
BADM 310 →	ACCY 304	896	25	3.35	3.35	No
	BADM 311	240	11	3.66	3.79	No
	BADM 312	154	5	3.56	3.47	No
	BADM 313	69	3	3.25	3.56	No
BADM 350 →	BADM 351	121	2	3.81	4.00	No
	BADM 353	158	6	3.59	3.78	No
	BADM 458	29	2	3.91	3.84	No

Data came from Course Histories pulled by DMI on Feb 7, 2017. Table includes only students who took the pre-requisite course before the target course and where both courses were taken since Spring 2014. If a student took a course more than once, the grade from latest enrollment was used in analysis. The statistical analyses performed were univariate ANOVAs controlling for grade points earned in the pre-requisite course.

totalCaseCount	infractionCount	TERM_CD	CRS_SUBJ_CD	CRS_NBR	SECT_NBR	SCHED_TYPE_DESC	PART_OF_TERM_WEEK_NBR
1	1	120141	ASTR	100	OL	Online	8
2	1	120148	ASTR	100	1	Lecture	16
5	3	120148	ASTR	100	ONL	Online	8
1	1	120158	ASTR	100	ONL	Online	8
3	1	120161	ASTR	100	OL	Online	8
1	1	120145	ECON	302	S2	Lecture-Discussion	8
1	1	120161	PS	224	A	Online	8
1	1	120111	PSYC	100	B3	Lecture	16
1	1	120151	PSYC	100	M1	Lecture-Discussion	16
1	1	120158	PSYC	100	G1	Lecture-Discussion	16
1	1	120168	PSYC	100	A2	Lecture-Discussion	16
1	1	120148	SOC	100	ADS	Discussion/Recitation	16
1	1	120148	SOC	100	DA	Discussion/Recitation	16
1	1	120148	SOC	100	DB	Discussion/Recitation	16
1	1	120158	SOC	100	ADP	Discussion/Recitation	16
1	1	120168	SOC	100	ADO	Discussion/Recitation	16
2	2	120168	SOC	100	ADT	Discussion/Recitation	16



# ProctorU | EXECUTIVE SUMMARY

Dec. 16, 2016 – Jan. 18, 2017

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# ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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Winter Term

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## Briana Maxim

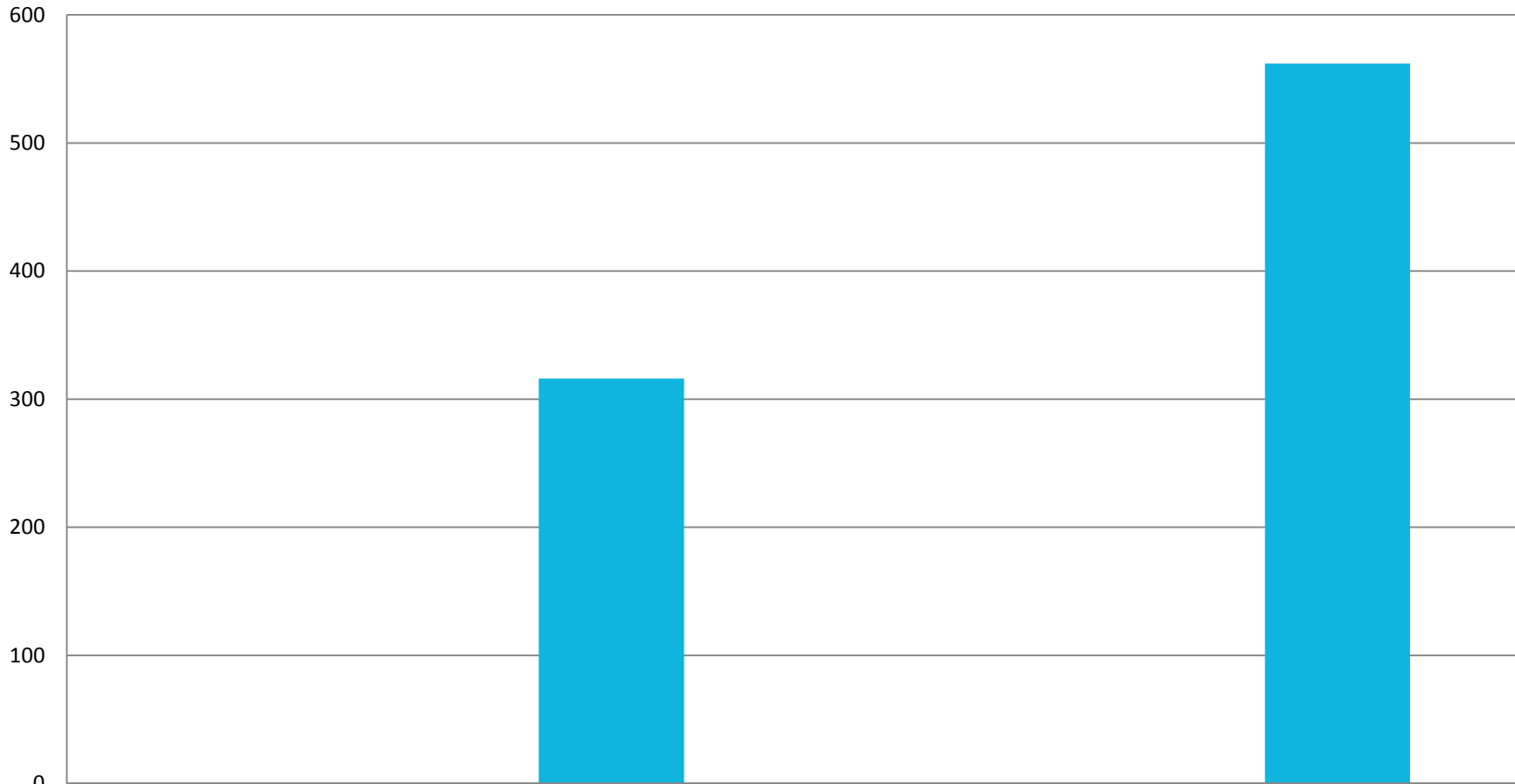
Faculty Representative  
bmaxim@proctoru.com  
916-993-3155

## Thomas Lovell

Client Success Manager  
tlovell@proctoru.com  
925-273-7498

# EXAM VOLUME BY MONTH

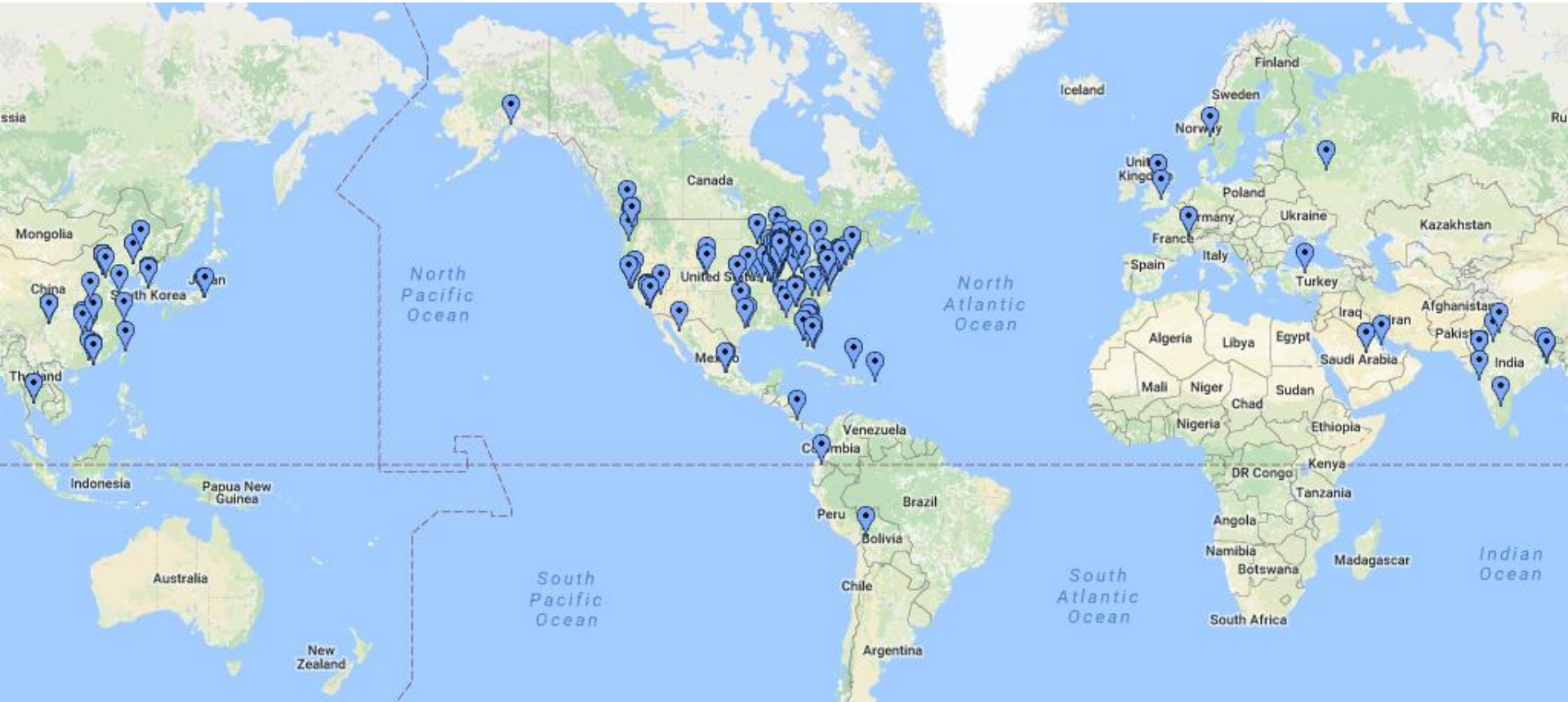
Total Exam Volume: 884



	2016	Dec	2017	Jan
■ Exam Volume		316		562

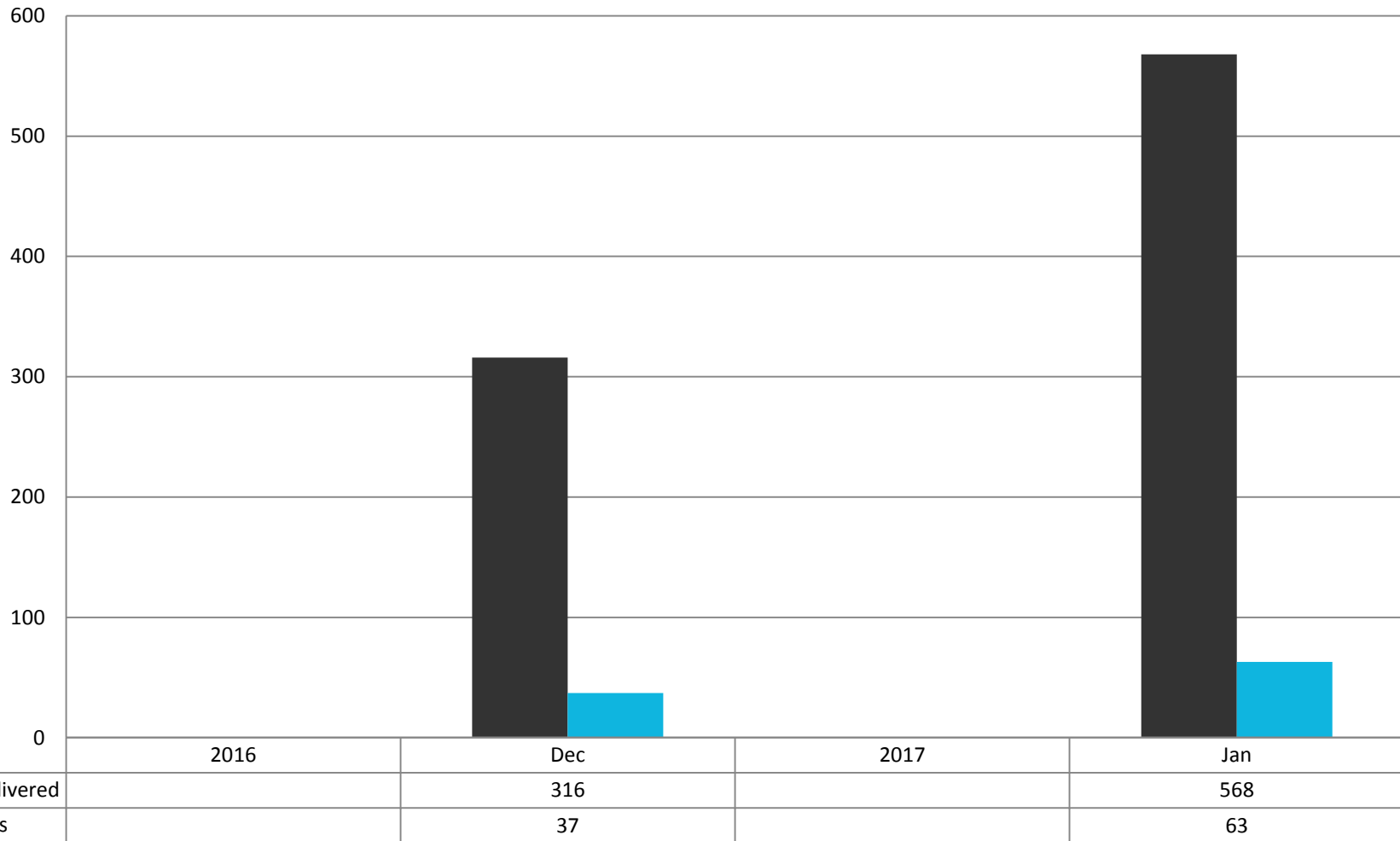
# UNIQUE TEST-TAKER IP LOCATIONS

Total Unique IP Addresses: 625

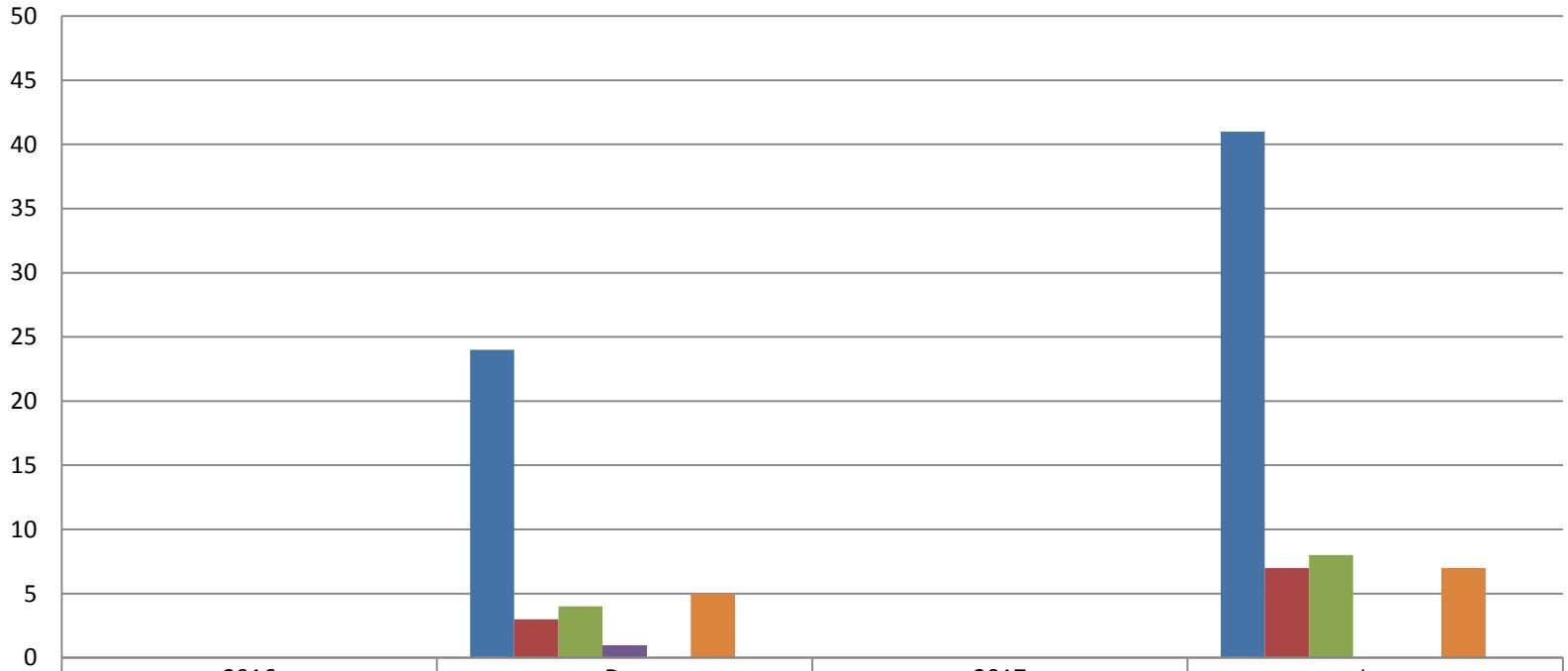


The map provided above uses batchgeo.com, which generates geographic estimations based on Internet Protocol (IP) addresses. This service does not account for Virtual Private Networks (VPNs) or proxy servers. The IP address totals shown above are an estimation based on a third-party provider.



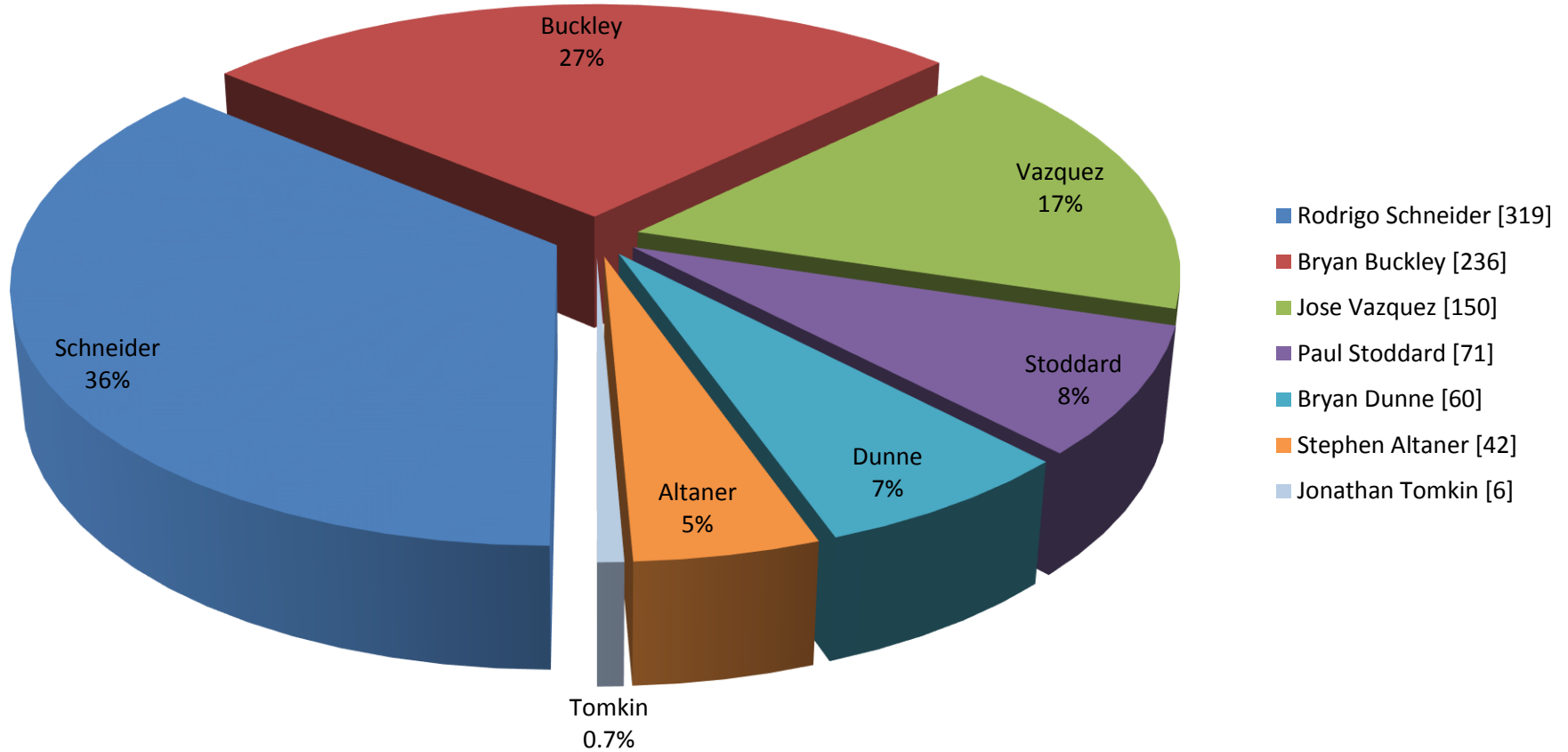


# INCIDENT REPORT TYPES



	2016	Dec	2017	Jan
■ Authentication Issues		24		41
■ Connection Issues		3		7
■ Logout Issues		4		8
■ Academic Integrity Issues		1		0
■ Resource Issues		0		0
■ Exam Submission		5		7
■ Unpermitted Break		0		0

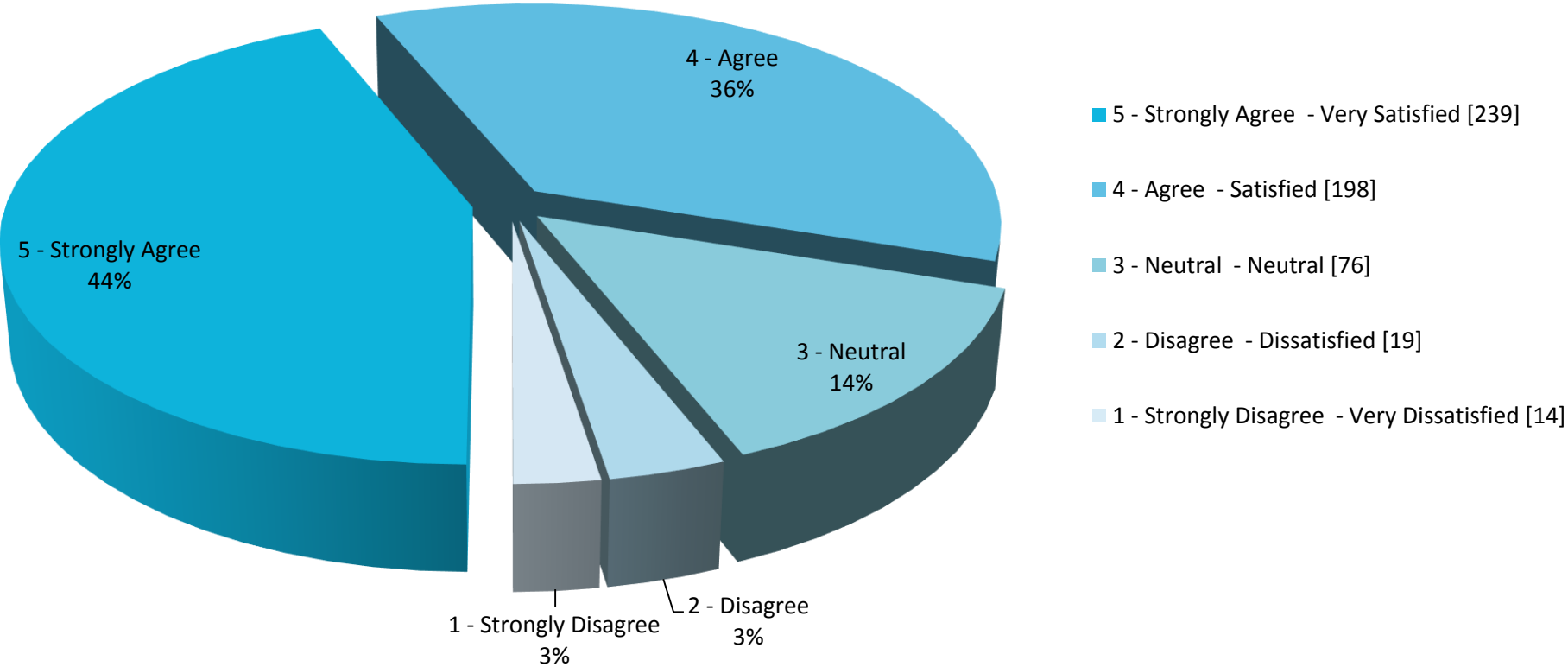
# TOP INSTRUCTORS BY VOLUME



# COMPANY SERVICE AVERAGES

Based on a scale of 1-5

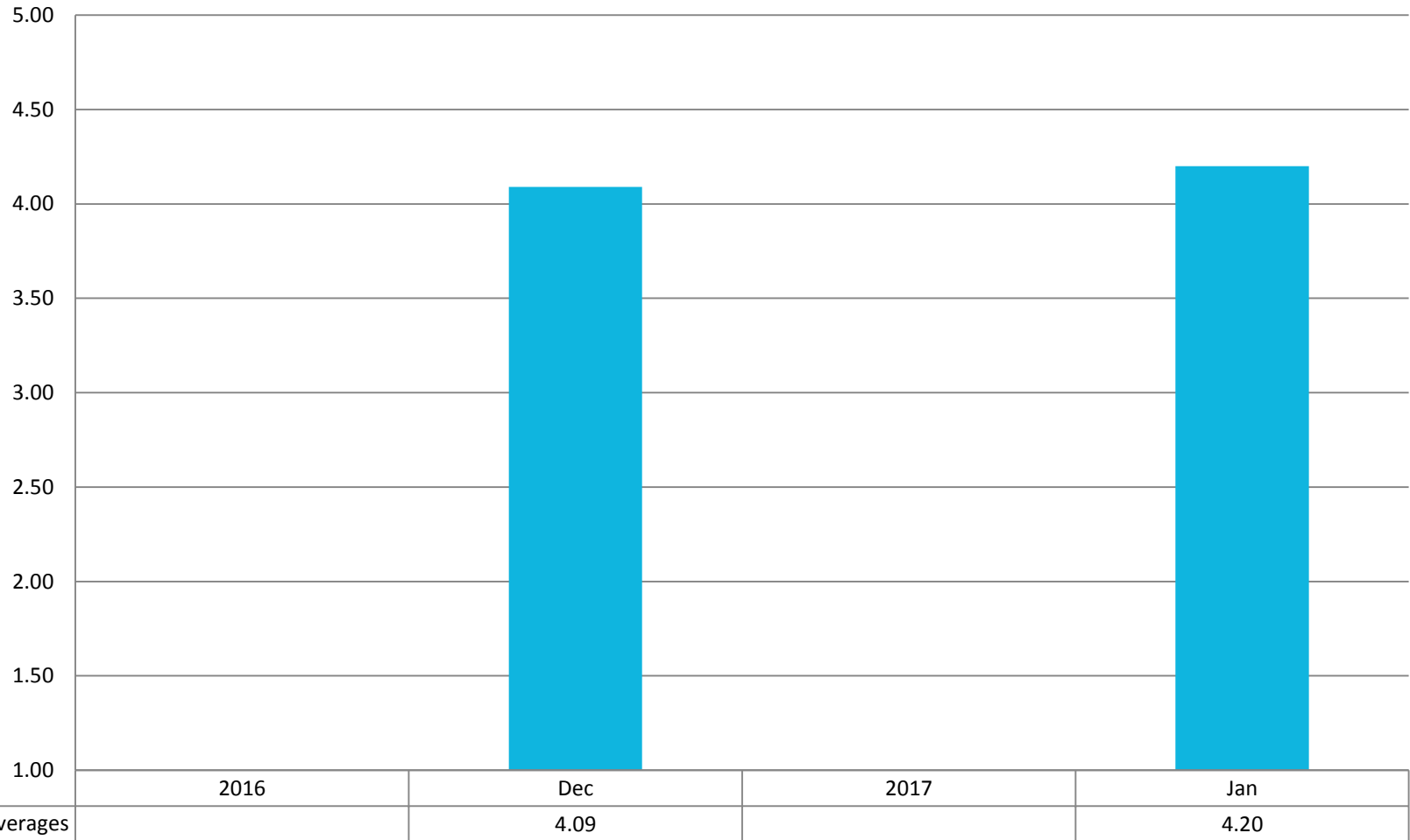
“Were you satisfied with your experience with ProctorU?”



# COMPANY SERVICE AVERAGES |



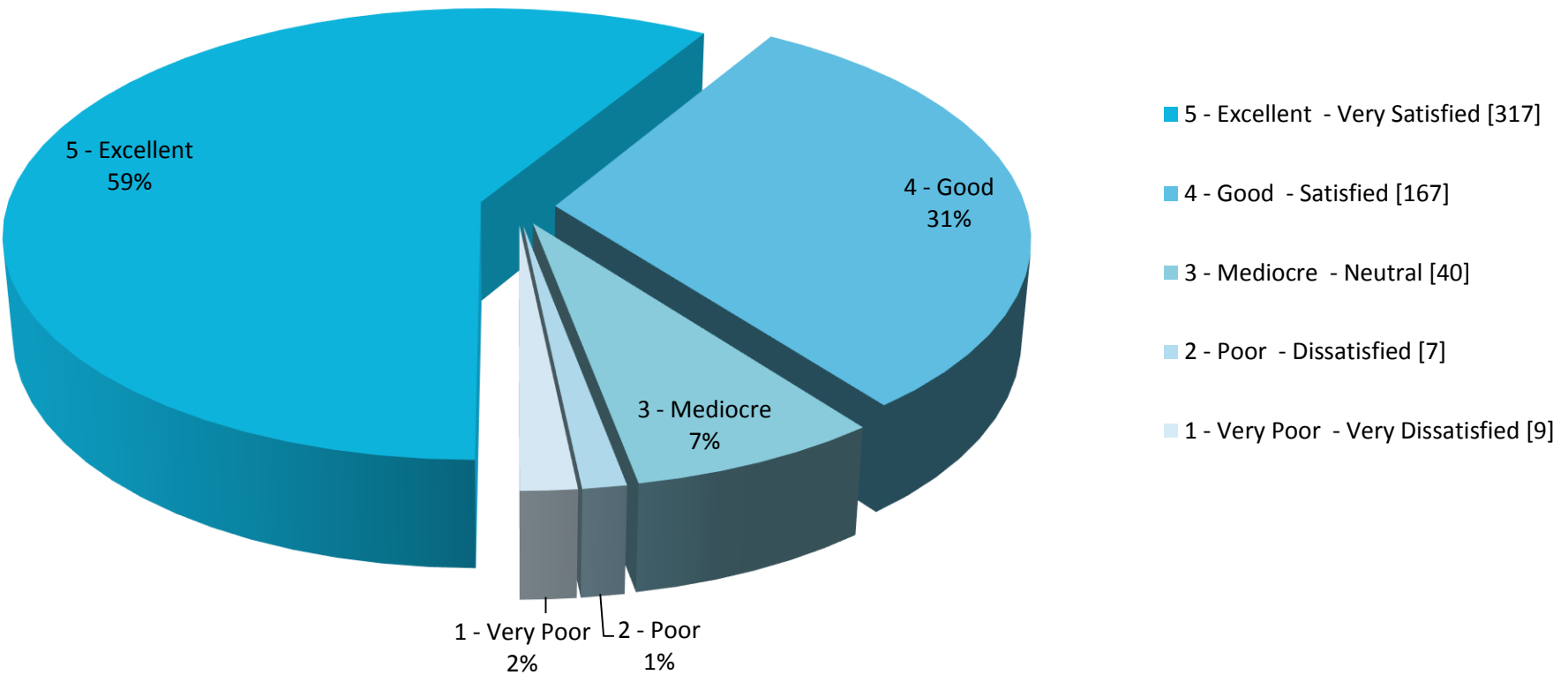
Total Company Service Average: **4.15**  
Based on a scale of 1-5



# PROCTOR SERVICE AVERAGES

Based on a scale of 1-5

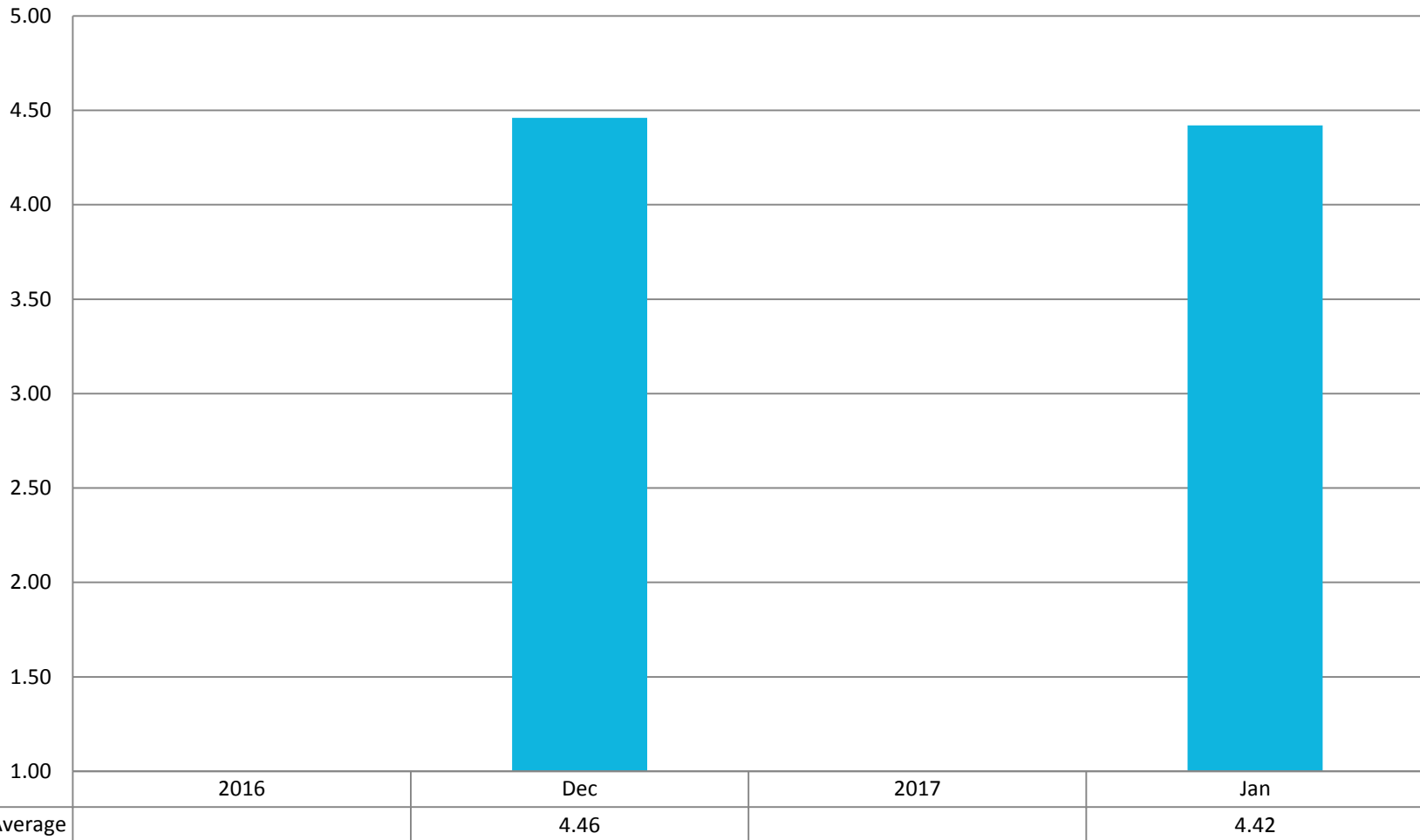
“Please rate your proctor:”

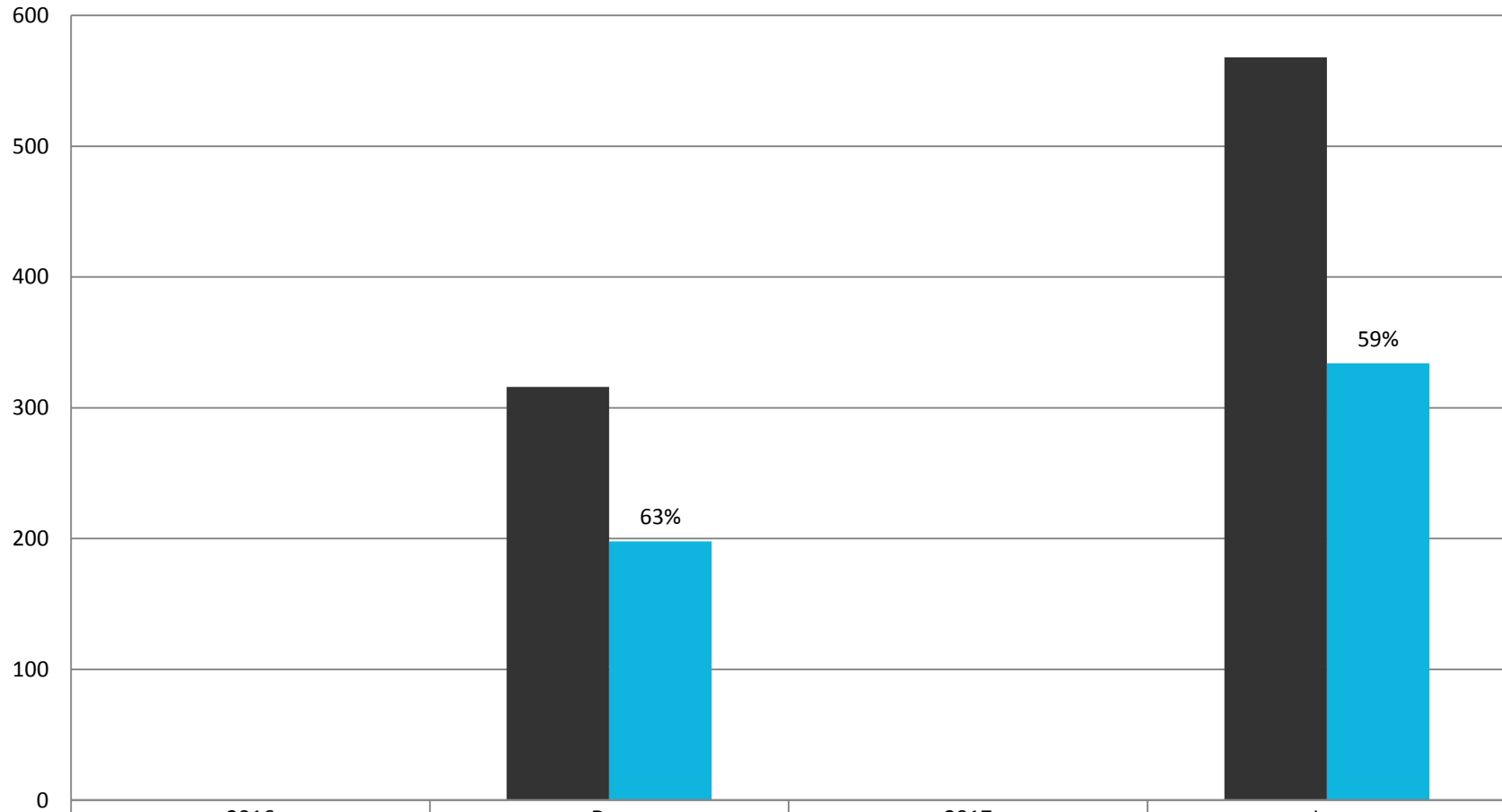


# PROCTOR SERVICE AVERAGES



Total Proctor Service Average: **4.44**  
Based on a scale of 1-5





■ Total Exams  
■ Surveys Completed

	2016	Dec	2017	Jan
Total Exams		316		568
Surveys Completed		198		334





# ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Have questions or need more details?

Contact us today with the information below:

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## **Briana Maxim**

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# Summer and Winter Session Follow-up Survey

February 2017

## Introduction

### *Overview of Survey*

This report examines results from a summer and winter session follow-up survey. We surveyed students who took a select group of courses during summer 2015, summer 2016, winter 2016, or winter 2017 sessions using an online instrument with personalized links for each student. This survey was administered in an effort to assess where and when students would have taken their summer or winter session courses if they had not offered during the specified term.

Students received a maximum of two emails inviting them to participate. Survey invitations were sent to 4,164 students beginning on February 1, 2017 with a reminder sent on February 5, 2017. A total of 1,191 students participated resulting in a response rate for the survey of 28.6%. This survey took approximately 2 minutes to complete and consisted of 4 questions.

The four questions were:

Q1: Did you take *{this course}* during *{this semester}*?

Q2: If *{this course}* had not been offered in *{this semester}*, how likely are you to have taken the same course either in a different semester or at a different institution?

Q3: If *{this course}* had not been offered in *{this semester}*, where and when do you think you would have taken the course, or would you not have taken it at all? *Please rank up to three choices starting with the most likely choice as #1.*

Q4: Please share any comments you have about your experience taking *{this course}* during *{this semester}*.

In each question, the actual course taken by the student was substituted for *{this course}* and the semester in which they took it was substituted for *{this semester}*.

## Summary

---

- Most students reported that they were extremely or very likely to take the same course during a different semester (57.3%) if had not been offered during the semester they took it. There is a slight difference between students who took a course in the summer vs. a winter session with 63.2% of summer students reporting that they were extremely or very likely to take the same course during a different semester and 53.7% of the winter students reporting the same thing.
- All students who were at all likely to take the same course either in a different semester or at a different institution were asked to rank their top alternate choices of a combination of semester and location to take the course. Regardless of whether they were spring or winter session enrollees, most students ranked taking a fall or spring semester at Illinois as their top alternate choice. Winter session students ranked not taking the course at all as their least likely alternative while summer students ranked taking a winter session course at a different institution as their least likely alternative.

**Table 1. If this course had not been offered in this semester, how likely are you to have taken the same course either in a different semester or at a different institution?**

	<i>Summer</i>		<i>Winter</i>		<i>Total</i>	
	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>
<i>1 Not at all likely</i>	47	10.8%	123	16.9%	170	14.6%
<i>2 Slightly likely</i>	40	9.2%	97	13.3%	137	11.8%
<i>3 Moderately likely</i>	73	16.8%	117	16.1%	190	16.4%
<i>4 Very likely</i>	94	21.6%	146	20.1%	240	20.7%
<i>5 Extremely likely</i>	181	41.6%	244	33.6%	425	36.6%

**Table 2. If this course had not been offered in this semester, where and when do you think you would have taken the course, or would you not have taken it at all? (Please rank the top three)**

	A fall or spring semester at Illinois		A fall or spring semester at another institution		A summer session at Illinois		A summer session at another institution		A winter session at Illinois		A winter session at another institution		I would not have taken the course	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>First Rank</b>	604	61.7%	10	1.0%	132	13.5%	60	6.1%	102	10.4%	30	3.1%	40	4.1%
<b>Second Rank</b>	130	13.3%	34	3.5%	271	27.7%	94	9.6%	192	19.6%	40	4.1%	39	4.0%
<b>Third Rank</b>	85	8.7%	29	2.4%	132	13.5%	73	7.4%	178	18.2%	46	4.7%	124	12.7%
<b>Not Selected</b>	160	16.3%	906	92.5%	444	45.4%	752	76.8%	507	51.8%	863	88.2%	776	79.3%
<b>Total</b>	997	100.0%	997	100.0%	997	100.0%	997	100.0%	997	100.0%	997	100.0%	997	100.0%
<b>Mean</b>		1.37		2.26		2.00		2.06		2.16		2.14		2.41
<b>N</b>		819		73		535		227		472		116		204
<b>Std. Deviation</b>		0.66		0.69		0.70		0.77		0.75		0.80		0.80

**Table 3. Winter Session Students: If this course had not been offered in this semester, where and when do you think you would have taken the course, or would you not have taken it at all? (Please rank the top three)**

	A fall or spring semester at Illinois		A fall or spring semester at another institution		A summer session at Illinois		A summer session at another institution		A winter session at Illinois		A winter session at another institution		I would not have taken the course	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>First Rank</b>	349	58.4%	6	1.0%	70	11.7%	29	4.8%	84	14.0%	30	5.0%	30	5.0%
<b>Second Rank</b>	73	12.2%	22	3.7%	149	24.9%	62	10.4%	112	18.7%	35	5.9%	26	4.3%
<b>Third Rank</b>	51	8.4%	15	2.5%	79	13.2%	48	8.0%	86	14.4%	40	6.7%	78	13.0%
<b>Not Selected</b>	125	20.9%	555	92.8%	300	50.2%	459	76.8%	316	52.8%	493	82.4%	464	77.6%
<b>Total</b>	598	100.0%	598	100.0%	598	100.0%	598	100.0%	598	100.0%	598	100.0%	598	100.0%
<b>Mean</b>		1.37		2.21		2.03		2.14		2.01		2.10		2.36
<b>N</b>		473		43		298		139		282		105		134
<b>Std. Deviation</b>		0.67		0.68		0.71		0.73		0.78		0.82		0.83

**Table 4. Summer Session Students: If this course had not been offered in this semester, where and when do you think you would have taken the course, or would you not have taken it at all? (Please rank the top three)**

	A fall or spring semester at Illinois		A fall or spring semester at another institution		A summer session at Illinois		A summer session at another institution		A winter session at Illinois		A winter session at another institution		I would not have taken the course	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>First Rank</b>	255	66.9%	4	1.0%	62	16.3%	31	8.1%	18	4.7%	0	0.0%	11	2.6%
<b>Second Rank</b>	57	15.0%	12	3.1%	122	32.0%	32	8.4%	80	21.0%	5	1.3%	13	3.4%
<b>Third Rank</b>	34	8.9%	14	3.7%	53	13.9%	25	6.6%	92	24.1%	6	1.6%	46	12.1%
<b>Not Selected</b>	35	9.2%	351	92.1%	144	37.8%	293	76.9%	191	50.1%	370	97.1%	312	81.9%
<b>Total</b>	381	100.0%	381	100.0%	381	100.0%	381	100.0%	381	100.0%	381	100.0%	381	100.0%
<b>Mean</b>		1.36		2.33		1.96		1.93		2.39		2.55		2.50
<b>N</b>		346		30		237		88		190		11		70
<b>Std. Deviation</b>		0.66		0.71		0.70		0.80		0.66		0.52		0.76

## Report Metadata

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<b>Report Title:</b>	Summer and Winter Session Follow Up
<b>Project Sponsor:</b>	Michel Bellini
<b>Survey Administrator:</b>	Maryalice Wu
<b>Report Authors:</b>	Maryalice Wu
<b>Software Used:</b>	SPSS v. 22 and SurveyGizmo
<b>Contact:</b>	If you have any questions, please contact Dr. Maryalice Wu at malice@illinois.edu.

Office of the Provost and Vice Chancellor  
for Academic Affairs

Swanlund Administration Building  
601 East John Street  
Champaign, IL 61820



February 15, 2017

Bettina Francis, Chair  
Senate Educational Policy Committee  
Office of the Senate  
228 English Building, MC-461

Dear Professor Francis:

Enclosed is a copy of a proposal sponsored by the College of Business and the College of Liberal Arts and Sciences to formally establish Winter Session in the University of Illinois at Urbana-Champaign academic calendar effective starting with the 2017-2018 academic year.

Sincerely,

A handwritten signature in cursive script that reads 'Kathryn A. Martensen'.

Kathryn A. Martensen  
Assistant Provost

Enclosure

Cc: F. Liu  
R. McCarthy  
N. Scagnoli  
A. Fein  
M. Schaefer