

09/19/2016

Winter Session 2015-2016 Summary*Prepared for the Senate Educational Policy Committee by Kathy Martensen**April 6, 2016*

The University of Illinois at Urbana-Champaign offered its second winter session with a total of 18 online courses between the fall and spring semesters. Courses ran from December 22, 2015 to January 15, 2016. Registration for on-campus students opened simultaneously with spring time tickets; in other words, on-campus students were able to register at the same time for the winter session as they were for spring, 2016. Non-degree registration opened November 11, 2015. The only restrictions on registration were: 1) All students could enroll in only one course; 2) Some upper-level courses were restricted by calculated class standing (specifically, BADM 300, 350, 375, and 380 were restricted to students with junior or senior standing; BADM 310 to those with sophomore, junior, or senior standing).

Enrollment peaked at 1,571 on December 14, 2015, with four sections of courses reaching the cap. These enrollments declined slightly through the Self-Service drop deadline of December 21, 2015 at 11:59 p.m., when enrollment was at 1,439. All students did have the ability to petition their college office or contact CITL to drop after January 3, and this winter session, there were staggered refunds (100% tuition refund deadline was December 20, 2015; 80% deadline was December 25, 2015; 60% was January 1, 2016; and 40% was January 8, 2016. All deadlines were 11:59 p.m., CST). An actual count of enrollment as of February 16, 2016 showed 1,335 students enrolled. Appendix A has enrollment details by course.

Information for students, academic units, and technical support staff on winter session 2015-2016 was available on CITL's website, online.illinois.edu/winter, the Office of the Registrar's website, registrar.illinois.edu, and through four memos from the Office of the Provost to target audiences.

A survey was administered to the students near the end of the course period to gauge their experiences. A total of 34 questions were asked, covering a range of topics from motivation for taking the course to course difficulty. Appendix B, the Winter Session Executive Summary, provides more detail.

The table below provides an overview comparing the inaugural 2014-2015 winter session offering to 2015-2016.

| | 2014-2015 | 2015-2016 |
|---------------------------------|--|--|
| # of courses offered | 8 | 18 |
| Total available seats | 1,070 | 3,535 |
| Peak enrollment | 980 (92% capacity) | 1,571 (44% capacity) |
| Final enrollment as of mid-Feb. | 764 (71% capacity) | 1,340 (40% capacity) |
| Time tickets | 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. |
| Pro-rated refunds? | No. 100% refund by 1/2 drop deadline only. | Yes. 100% refund 12/20; 80% 12/25; 60% 1/1; 40% 1/8. |

Appendix A

| Winter Session 2015-2016 Weekly Enrollment Count | | | | | | | | | | |
|---|---|------------------|-------------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------------|------------------------------|
| CRN | Course | MAX SEATS | Actual Count 11.02-11.09 | Actual Count 11.09-11.16 | Actual Count 11.16 -11.23 | Actual Count 11.23-11.30 | Actual Count 11.30-12.07 | Actual Count 12.07-12.14 | Census 12-21-15 | Actual Count 2.16 |
| 10003 | ADV 312 A | 40 | 5 | 9 | 15 | 17 | 20 | 20 | 14 | 14 |
| 10005 | ASTR 100 ONL | 500 | 34 | 41 | 56 | 59 | 61 | 62 | 59 | 50 |
| 10002 | ATMS 120 ONL | 500 | 136 | 216 | 311 | 321 | 338 | 354 | 353 | 343 |
| 10013 | BADM 300 A | 300 | 50 | 108 | 117 | 117 | 117 | 120 | 111 | 102 |
| 10014 | BADM 310 A | 300 | 50 | 94 | 107 | 115 | 117 | 120 | 106 | 97 |
| 10015 | BADM 350 A | 300 | 32 | 37 | 40 | 41 | 44 | 49 | 39 | 38 |
| 10016 | BADM 375 A | 50 | 24 | 27 | 28 | 30 | 32 | 28 | 25 | 24 |
| 10017 | BADM 380 A | 300 | 23 | 39 | 41 | 41 | 44 | 43 | 41 | 36 |
| 10022 | CHLH 101 OL | 200 | 39 | 62 | 91 | 98 | 100 | 108 | 115 | 113 |
| 10019 | ECON 102 ONL | 100 | 28 | 45 | 89 | 100 | 100 | 94 | 78 | 69 |
| 10023 | ECON 102 ON2 | 100 | | | | | 97 | 95 | 82 | 76 |
| 10020 | ECON 103 ONL | 200 | 19 | 27 | 69 | 72 | 71 | 76 | 66 | 59 |
| 10021 | ECON 203 ONL | 200 | 24 | 53 | 90 | 95 | 98 | 94 | 80 | 68 |
| 10008 | ESE 118 A | 50 | 4 | 7 | 6 | 7 | 8 | 7 | 5 | 4 |
| 10010 | ESE 210 ONL | 35 | 6 | 10 | 11 | 12 | 13 | 13 | 14 | 13 |
| 10004 | GEOG 210 ONL (cross list w/ESE 210 ONL) | 0 | 11 | 18 | 20 | 23 | 22 | 22 | 16 | 16 |
| 10006 | GEOL 100 A | 50 | 9 | 12 | 16 | 16 | 16 | 20 | 18 | 15 |
| 10007 | GEOL 118 A | 50 | 6 | 20 | 26 | 28 | 30 | 31 | 28 | 22 |
| 10009 | GLBL 118 A | 50 | 2 | 3 | 7 | 6 | 6 | 5 | 3 | 2 |
| 10012 | GWS 356 A | 15 | 15 | 14 | 15 | 14 | 15 | 15 | 13 | 13 |
| 10025 | GWS 356 B | 15 | 1 | 9 | 12 | 15 | 15 | 15 | 9 | 8 |
| 10011 | MACS 356 A | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 21 | 20 |
| 10024 | MACS 356 B | 25 | 1 | 11 | 25 | 25 | 25 | 25 | 20 | 20 |
| 10018 | SOC 100 ONL | 130 | 75 | 130 | 130 | 130 | 130 | 130 | 123 | 113 |
| Total | Sections: 24 | 3535 | 619 | 1017 | 1347 | 1407 | 1544 | 1571 | 1439 | 1335 |

Illinois Online Courses Survey *Winter 2016*

Appendix B

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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%.

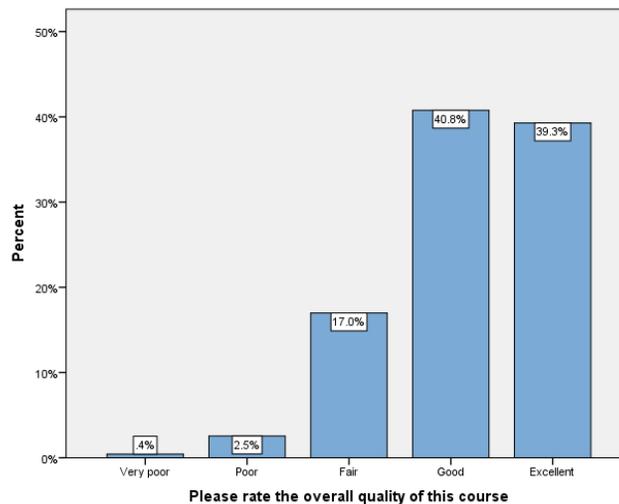
Supporting Tables & Graphs

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 & 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 |

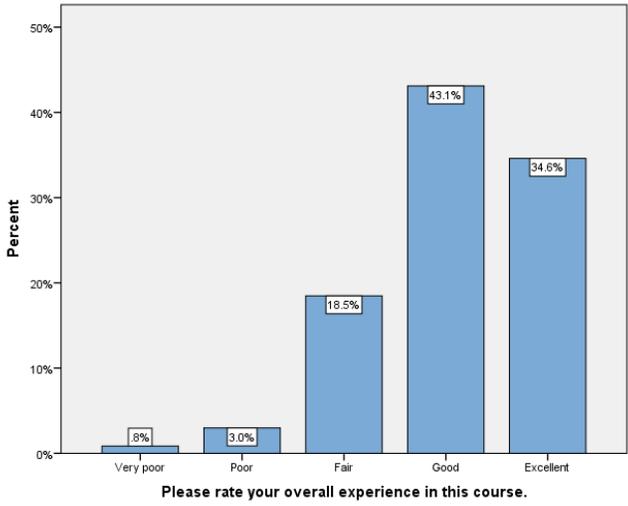
Total = 1,344

Figure 1. Perceived course quality



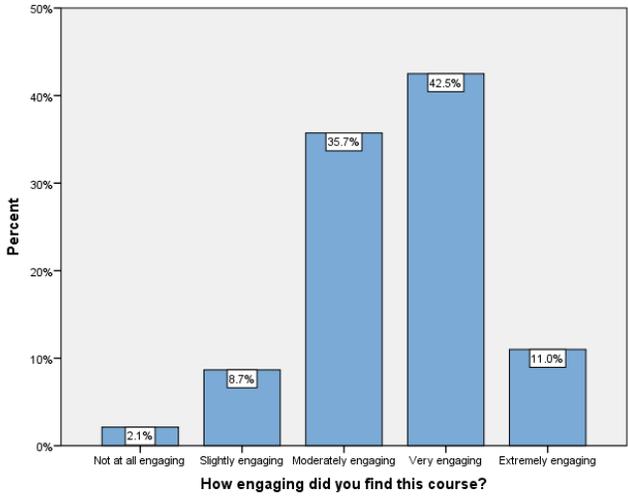
N = 471

Figure 2. Course experience



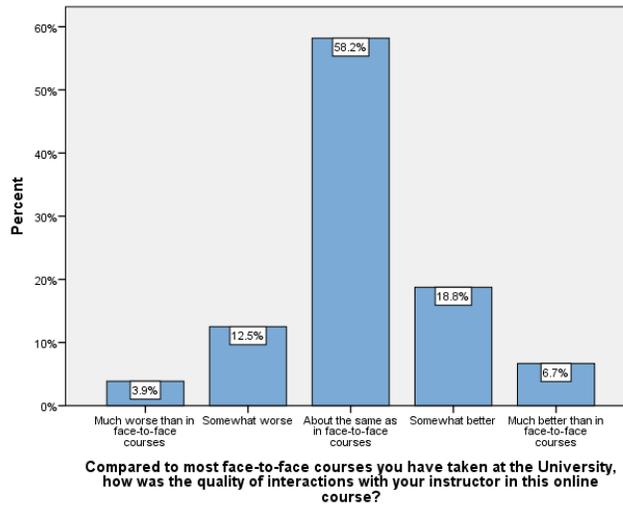
N = 471

Figure 3. Course engagement



N = 473

Figure 4. Interaction with instructor



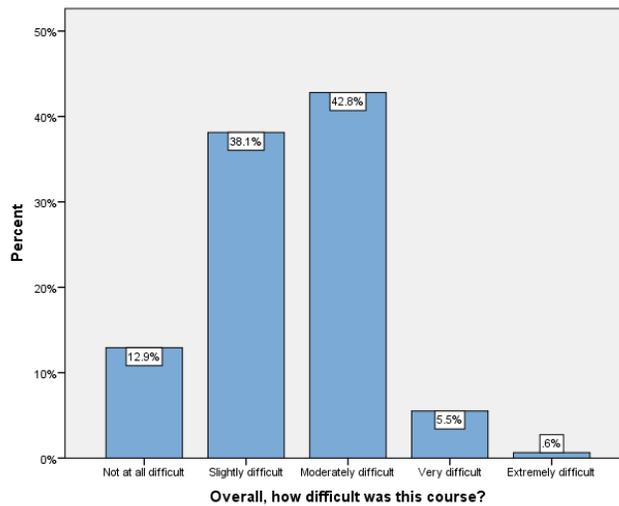
N = 464

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

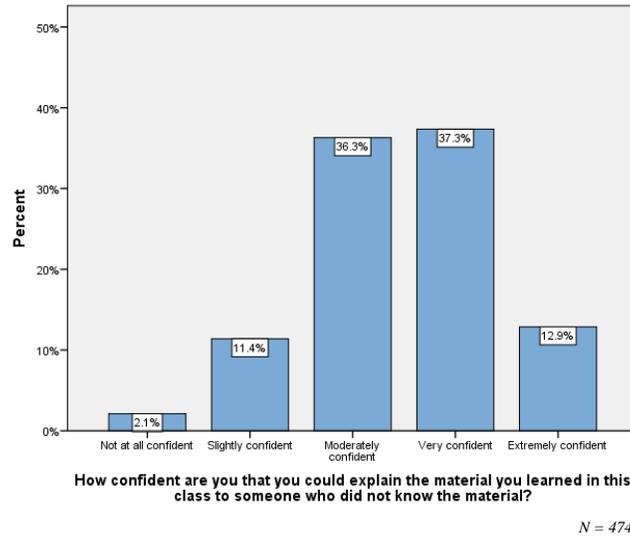
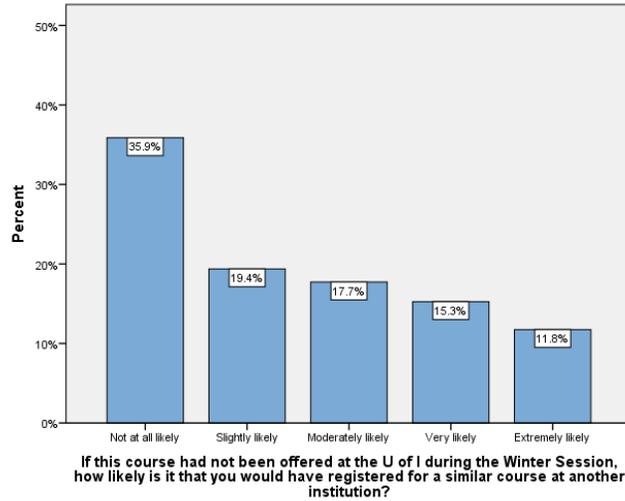


Table 3. On average, how many hours per week did you spend invested in this course, including lectures, readings, activities, studying, and quizzes?

| 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

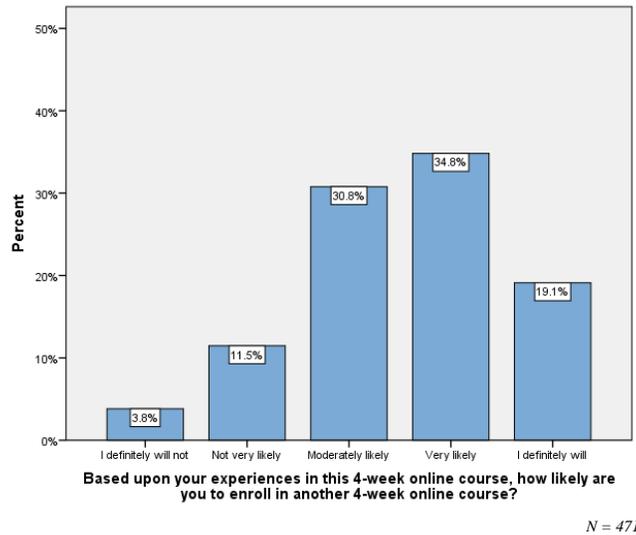


Table 7. What other courses would you like to see offered during the winter session?
(Top ten specific open-ended responses)

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.