

05/04/2015



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## Proposal to the Senate Educational Policy Committee

**PROPOSAL TITLE:** Offer a Winter Session through 2016-2017

**SPONSORS:**

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**BRIEF DESCRIPTION:**

The campus seeks to continue offering a Winter Session through 2016-2017 at which time the campus will engage in a formal review. The purpose is to provide an opportunity for students, both current University of Illinois students and non-degree students from other institutions, to meet degree requirements and possibly reduce their overall time to degree completion. Courses offered during Winter Session would be delivered primarily online, with potential for consideration of hybrid-type courses pending resolution of logistics around facilities.

**JUSTIFICATION:**

Winter Session offers a way to potentially reduce time to degree, perhaps to lighten a traditional semester course load, and can provide access to some high-demand courses. While students' reasons for choosing to take a course during the Winter Session may vary, offering courses during this additional term gives access to the high quality instruction they have come to expect from the University of Illinois. The 2014-2015 Winter Session pilot was offered to compete with the growing number of winter course offerings at other institutions. This pattern suggests a number of students are seeking opportunities to take courses between academic semesters. In recent years, online courses have been increasingly utilized by Illinois students. While online courses have long been part of our distance learning graduate and professional programs, online course registrations by undergraduate students now outnumber graduate registrations. Undergraduate students tell us they prefer Illinois' online courses to other alternatives because of the high quality of Illinois courses, and because taking an Illinois course eliminates concerns about transfer articulation. While summer has been the most popular time for residential students to take online courses, Winter Session offerings provide students an additional opportunity to earn credit hours.

Students in consultation with academic advisors, can determine if taking a course during the Winter Session is a good choice for them.

Feedback from students, instructors, academic advisors, and academic unit offices regarding the 2014-2015 Winter Session was moderately to strongly positive. Demand both to take classes by students and to offer classes by academic units has been noted. Interestingly, in a survey of students who completed Winter Session courses conducted by ATLAS, around 40% of the students said that they were moderately likely to have taken a similar course at another institution if it had not been offered during the 2014-2015 Winter Session at Illinois. While Winter Session offers another enrollment option for students, the campus will continue to support other options for students to earn course credit, including concurrent enrollment with the area community colleges as well as transfer articulation agreements.

In evaluating enrollment, student success, impact on college office operations, and costs following the 2014-2015 Winter Session, all factors suggest it was a generally positive undertaking for the campus. Final enrollments and percentage of capacity information for all eight courses offered can be found in Appendix A, the Winter Session 2014-2015 Summary presented by Kristi Kuntz to the Senate Educational Policy Committee on March 30, 2015. Initial enrollment was 91% of course capacity and final enrollment was 71% of course capacity. This level of attrition is approximately equal to the campus average in a traditional Fall or Spring semester. Unlike the Fall and Spring semesters, when students have ten days to add a course, the last day to add Winter Session courses was the same day the term started, December 22. Hence, the seats that were dropped did not have students in waiting who could then add them for Winter Session courses. Therefore, the capacity of over 70% is particularly remarkable.

Students were, on the whole, successful in their 2014-2015 Winter Session courses. Grade distribution data have been provided to departments that offered courses and, although a myriad factors contribute to these data, generally speaking there was nothing to suggest concern about grade distributions being markedly different than prior iterations of the courses with the same instructors. Average grades and percentages of students who failed the courses in the 2014-2015 Winter Session were not markedly different than prior offerings, both online and face-to-face, of the same courses over the past two years. Appendix B details grades in these eight courses each term offered over the past two years.

In a survey of students conducted by ATLAS, 82% of Winter Session students rated the overall quality of the courses as good or excellent and 80% rated their overall experience as good or excellent. Email invitations to join a focus group about the Winter Session experience were sent to all students on all eight course rosters, which included those who dropped the courses. All participants (100%) in this voluntary student focus microgroup indicated they were (1) happy with their decision to take an online course during Winter Session, (2) that they would recommend taking an online course during Winter Session to other students, and (3) that they would like to take an online course(s) in future Winter Sessions.

Though no formal measurement of learning outcomes was conducted for the Winter Session courses, instructors' comments provide insight that suggests the 2014-2015 pilot offerings were fundamentally on par with prior iterations of the course. Multiple instructors noted that the discussion board postings by students enrolled in the Winter Session courses were of a higher quality and indicative of a higher level of understanding than postings in the same class when offered online in the summer. For example, journal entries in Winter Session SOC 100 averaged 369 words each compared to 274 words per entry in Fall 2014 SOC 100. For ECON 202,

Professor Joe Petry noted the Winter Session offering was identical to the online summer offerings “in all respects except the time of year and the length of time allowed to cover the material.” This included the midterm exams, which were identical between the summer and winter course using a base of questions from which a random drawing is done for each student and exams not released after the fact. Likewise, in ECON 102, the exams in the Winter Session offering were exactly the same as prior offerings from the past three iterations (each exam pulls random questions from a database), and the exam scores as well as the final grades for these three iterations were comparable (see Appendix C for details). The grading structure of ATMS 120 in the Winter 2014-2015 mirrored prior offerings, both online and in person, in that points come from three tests, seven to ten intensive problems, and online homework assignments. No significant difference was found in final grades for ATMS 120 when comparing summer online, winter online, and face-to-face offerings over the past three years.

With regards to impact on college office operations, the Offices of the Provost and Registrar sent several messages to target groups to facilitate preparations for 2014-2015 Winter Session registration and associated academic processes. College-level IT and Center for Innovation in Teaching and Learning support staff were available to address LMS and other technical questions, of which there were very few. Even though the drop deadline for Winter Session courses in 2014-2015 fell on a reduced service day for the campus, there were zero complaints or issues brought forward by academic units, and there were only a handful of direct student inquiries that necessitated any type of attention by the Office of the Registrar or the Office of the Provost. During the pilot Winter Session, financial aid was not widely available. Appendix D details all types of financial aid awards, number of recipients, and amounts from Winter Session 2014-2015. Student feedback, not surprisingly, suggested they would like aid to be available. The Office of Student Financial Aid (OSFA) is currently researching the types of federal, state, and institutional aid programs that may be available. Financial aid from federal or state sources that students potentially receive during the Winter Term will likely reduce the amount of aid that is available to them for the subsequent spring term. Drop and refund policies will also be reviewed to ensure the University is in compliance with all federal and state guidelines. Outcomes of this research will inform decisions about the availability of financial aid and about the refund policy.

Student comments from the ATLAS survey best capture the 2014-2015 Winter Session experience. A sampling of those comments can be found on pages 12 and 13 of Appendix A.

Courses offered during Winter Session would be delivered primarily online, with potential for consideration of hybrid-type courses pending resolution of logistics around facilities. Almost 90% of the students who took a course in the 2014-2015 pilot were not in the local area, defined as Champaign, Urbana, or Savoy, during the time the course was offered. Operation of facilities that would be needed to offer hybrid or on-campus courses would pose a logistical challenge. For this reason, the winter pilot featured only online courses. Future Winter Session offerings in formats other than online will require careful consideration and consultation between the academic unit offering the course, the Office of the Provost, Facility Management and Scheduling in the Office of the Registrar, and the Senate Educational Policy Committee, along with other campus units as determined necessary. If graduate-level courses are to be considered for future Winter Session offerings, a focused conversation with the Graduate College and the Senate Educational Policy Committee will be necessary. Specific considerations include appropriate courses, course development, and the impact on tuition waivers.

In the pilot high quality teaching and learning in a shortened format was ensured by carefully following roadmaps in place from peer institutions. Prior to the 2014-2015 Winter pilot, the

CITL's Instructional Design team conducted research on the best pedagogical and design practices in short-format (four-week) courses. Interviews with these peer institutions and independent research produced the roadmap for the high-quality course design, development and delivery that was used in the pilot courses. All eight 2014-2015 Winter Session courses used best practices for short-course formats such as structured pre-course online orientation, highly detailed syllabi and course calendars, high-touch support, rapid assignment feedback, and student-to-student problem-solving forums, which were given as examples of strategies used by peers to achieve successful learning outcomes in short-format online winter courses. These same strategies and best practices would continue to be applied in future Winter Session course offerings. Given that best practices for short-course formats suggest a four-week model, Winter Session likely would not be offered in years when the time between the fall and spring semesters is only three weeks.

As was done in the 2014-2015 pilot, CITL and the academic units offering Winter Session courses will communicate the expectations of online winter courses to faculty and students up front to ensure that contact hours, course learning objectives, assessments, and content are consistent with campus standards. CITL has offered to work with faculty, as they do for all courses, to think carefully about measurable course outcomes for the given timeframe and appropriate assignments when designing winter courses.

Illinois winter courses were developed with each weekday (~17 days per Winter Session) having the equivalent amount of contact hours as a traditional course week (~16 weeks per semester).. Since online students do not sit in a "seat" to obtain their contact hours, the contact time in online courses are commonly defined as engagement in learning experiences including videos, lectures, quizzes, group synchronous work, online research, and participation in discussion boards.

Procedure for academic standing for the Winter Session pilot was vetted with the Council of Undergraduate Deans and the Assistant and Associate Deans groups. As is generally the practice with Summer Session I, it was determined that academic units would not use grades earned in winter enrollment to impact, either positively or negatively, academic standing for the subsequent spring term. This practice for academic standing would be carried forward in future Winter Sessions.

**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 revenue. Tuition will be assessed on a per-credit-hour basis as it is in the Summer Session. The Summer Session rate schedule will be used for the following Winter Session (e.g., the Summer 2015 rate schedule will be used for the 2015-2016 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 impact the instructor's teaching load. The Summer Session tuition model distributes a

higher percentage of the tuition back to the College to help cover instructional costs. Units will likely factor Winter Session teaching into instructors' workload and compensation using the models they now use for other online course offerings.

- 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.

- 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 on a course-by-course basis.

## 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.

We do not expect that units would hire any additional faculty to staff Winter Session courses. Class sizes will be determined by the colleges in discussion with CITL and will be based on best practices for online course delivery.

- b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units.

Winter Session offerings will be prioritized towards courses where student demand during the spring and fall semesters exceeds the capacity of the unit's offerings. Thus, Winter Session courses could relieve some enrollment pressure on spring and fall sections, and allow more students to take the courses they want and need. Any enrollment shifts between winter, spring, fall, and summer would be felt only within the unit.

- c. Please address the impact on the University Library.

The University Library was consulted prior to the 2014 – 2015 Winter Session pilot and new library resources were not required. As Winter Session offerings continue to grow, ongoing consultation with the Library will be necessary to ensure potential impacts are addressed. A letter of support from the University Library is attached in Appendix E.

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

Technical support for the courses will be provided by CITL on an as-requested/resource-available basis. Support from the colleges who opt to offer Winter Session courses should also be made available to instructors by those academic units. Students opting to enroll in the Winter Session 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:**

The proposal is to offer a Winter Term in the 2015-2016 and 2016-2017 academic years and to then reevaluate the term in 2017-2018. If approved, student registration for Winter Term 2015-2016 would begin during the same time that students register for their Spring 2016 courses, which will be November 2, 2015.

**STATEMENT FOR PROGRAMS OF STUDY CATALOG:**

Should the Winter Term be offered beyond 2017-2018, a revision to EP.05.29 will be required. Suggested calendars for the 2015-2016 and 2016-2017 terms are attached in Appendix F.

**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:

D. M. Rawen

4/27/2015

\_\_\_\_\_  
Unit Representative:

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

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

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

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

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

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

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

## Appendix A

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### Winter Session 2014-2015 Summary

#### Overview

This year, for the first time, the University of Illinois offered a winter session between the fall and spring semester. Eight online courses were offered from December 22, 2014 to January 16, 2015. Registration for on-campus students opened November 22, 2014 and registration for non-degree students opened November 25. While there were no registration restrictions on the courses, registration was limited to one course. Of the 1,070 seats available across the eight courses, enrollment peaked at 980 the night of December 22 (92% of capacity), with enrollments declining slightly between the start of classes through the Self-Service drop deadline of January 2 at 11:59 p.m., when enrollment was at 773 (72% of capacity). All enrolled students did have the ability to petition their college office or contact CITL to drop after January 2, but there were no refunds of any tuition or fees for those dropping the course after the deadline. Using data gathered in mid-February, 2015, a total of 764 students were enrolled in the eight courses (71% of capacity). Appendix A has enrollment details by course.

Information for students, academic units, and technical support staff on Winter Session 2014-2015 was available on CITL's website, [online.illinois.edu/winter](http://online.illinois.edu/winter); the Office of the Registrar's website, [registrar.illinois.edu](http://registrar.illinois.edu), and through five memos sent to various audiences from the Office of the Provost.

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 (see Appendix B).



## Frequently Asked Questions: Updated

The proposal to establish a formal Winter Session in the 2014-2015 was presented as EP.15.13 (see <http://senate.illinois.edu/ep/Props/1415/FINAL/EP15.13final.pdf>). The proposal was approved by the Senate Educational Policy Committee on September 15, 2014 and by the full Senate on September 22, 2014. The proposal included the following Frequently Asked Questions and answers. Updates based on implementation and debrief meetings to the answers given as part of the proposal are in *italics*.

### **Will faculty be required to teach during the Winter Session?**

No, faculty will not be required to teach during winter session. Teaching a winter session course is voluntary and can be an opportunity to develop and teach in an innovative, short-format release.

### **Will all Winter Session courses be offered online?**

Yes, the pilot will be limited to online offerings. *Based on the ATLAS Winter Session Survey, 89% of students who took a course in the Winter Session 2014-2015 were not in the local area (defined as Champaign, Urbana, or Savoy) during the time the course was offered. In addition, issues associated with opening and operating necessary facilities over the winter break limits the ability to offer face-to-face courses. It is likely Winter Session offerings will continue to be delivered online.*

### **When will students register for Winter Session courses?**

While specific issues of implementation are to be determined, registration is likely to be available in November 2014, during the same time period as early registration for Spring 2015. *On-campus students began registration for Winter Session on November 22, 2014 at 9 a.m. with non-degree students registering through CITL on November 23, 2014 at 9 a.m. Due to a planned Banner upgrade in mid-November, the decision was made to separate Winter Session registration from pre-registration for Spring 2015; thus, registration activity began the Monday after priority registration for Spring ended. All students at all class levels were able to register at this same time. To allow continuing students a slight priority, non-degree students' registration did not open until November 25. Results from ATLAS' survey suggest that students would prefer to be able to register for Winter Session at the same time they are registering for Spring.*

### **How many hours can student take during the Winter Session?**

Students will be restricted to one course of no more than 4 credit hours. This will allow students to fully engage with the rigorous schedule required during short-format courses. *Instructor and student feedback from Winter Session 2014-2015 suggests the one course limit is indeed best practice.*

### **Will students be able to use financial aid for Winter Session courses?**

No, additional financial aid is not available for the winter session. Federal Financial Aid guidelines also require registration in at least six credit hours to be eligible for aid. During the 2014-2015 pilot students will be restricted to one course (no more than 4 hours). *Though this was generally the case for implementation in Winter Session 2014-2015, there were at least a couple of exceptions/nuances in that the Office of Student Financial Aid did work with students who are enrolled in College Illinois to apply funds to Winter Session enrollment. Statutory waivers such as the Illinois Veterans Grant and the Children of Veterans Tuition Waiver were also applied. A full list of waivers is included in Appendix D. The Office of Student Financial Aid has shared that upon further research, they would want clarification about other types of grants and aid in the Winter Session as well as about the policy of no refunds after the drop deadline to ensure the University is in compliance with all federal and state guidelines. Staff from that*

*office are researching these issues, and should Winter Session be continued, the information gathered in this research would be shared with the Office of the Provost to make decisions about application of financial aid and about the policy of not allowing refunds after the drop deadline.*

**How will tuition be assessed for Winter Session courses?**

Tuition will be assessed on a per-credit hour basis and will be based on the Summer 2015 rates. *In the event Winter Session is continued, this tuition model would be followed with additional research and modification, if needed, on the refund policy (see above).*

**How will the Winter Session impact the calculation of the campus' mean terms to degree?**

The calculation is the average number of terms of enrollment for students graduating in a given year. A student is considered enrolled for a term if the student's registration is "registered" or "late registered" by the end of the term. If a student does not enroll in Winter term, then Winter term is not included in the calculation for that student. The Winter term is counted as ¼ term (same as Summer 1).

**How will colleges manage issues associated with academic standing for the Winter Session?**

The Office of the Provost will work with the Student Academic Affairs Office in each college to determine a common approach to addressing academic standing. It is likely that the colleges will treat the winter session as they do for the summer session. *Communication with academic units after the Winter Session suggests this was indeed best practice.*

**How many courses will be offered during the Winter Session?**

The pilot will likely focus on 7 to 10 popular online courses. The current list of proposed courses includes:

ATMS 120 – Severe and Hazardous Weather

BADM 310 – Mgmt and Organizational Beh

BADM 320 – Principles of Marketing

ECON 102 – Microeconomic Principles

ECON 203 – Economic Statistics II

SOC 100 – Introduction to Sociology

*Eight courses—those listed above plus BADM 350, IT for Networked Organizations, and BADM 380, International Business, were offered in Winter Session 2014-2015. Appendix A has information on available seats and actual enrollment in each of these courses. Many departments have expressed an interest in offering courses for future Winter Sessions. A balance will need to be struck between demand, both from departments wanting to offer and students wanting to take courses. Though units are not required to work with CITL, those that offered courses in Winter Session 2014-2015 did, and the instructional design and implementation support was certainly a factor in the success of the slate of 2014-2015 courses. If a decision is made to continue with a Winter Session, CITL will be available to consult on the reality and challenges of offering courses in this format.*

**Who will determine which courses will be offered during the Winter Session?**

Similar to summer session, the academic units will decide which courses they would like to offer during this term.

### **Are courses available for undergraduates and graduates?**

The pilot will focus on undergraduate courses. However, an academic unit would not be precluded from offering a graduate course. *The eight courses offered in Winter Session 2014-2015 were all undergraduate courses. If courses are offered for graduates in future iterations of Winter Session, the impact on graduate tuition waivers will need to be carefully considered.*

### **Are peer institutions holding online winter sessions?**

Yes, quite a few, and the list is growing. For example, the University of Massachusetts at Amherst, the University of Connecticut, Cornell University, the University of Maryland, the University of Iowa, and Rutgers University. *The ATLAS survey showed that over half of survey respondents indicated they were “slightly likely” to “extremely likely” to take a course in the winter session at another institution if the opportunity had not been available at the University of Illinois at Urbana-Champaign.*

### **If the Winter Session continues in future years, will courses be offered in years when the time between semesters is only three weeks?**

At this point in the planning, the courses have been structured for a four week term. With this in mind, a Winter Session likely would not be offered in years when the time between semesters is only three weeks.

## **Conclusion and Recommendations**

Feedback from students, instructors, academic advisors, and academic unit offices regarding Winter Session 2014-2015 has been moderately to strongly positive. Students in the survey did express concerns about the cost, and some indicated they struggled with the compressed format. Issues around financial aid availability for Winter Session and careful consideration to the courses offered along with clear communication to academic units about enrollment, advising, and other administrative procedures is necessary for any future iterations of the Winter Session. Winter Session 2014-2015 proved to be a generally positive undertaking for the campus.

## Appendix A: Courses offered during Winter Session 2014-2015

Course	Title	Credit hours	Available Seats	Actual Enrollment
BADM 300	The Legal Environment of Business	3	60	45
BADM 310	Management and Organizational Behavior	3	60	56
BADM 350	IT for Networked Organizations	3	60	28
BADM 380	International Business	3	60	43
ATMS 120	Severe and Hazardous Weather	3	500	361
ECON 102	Microeconomic Principles	3	150	104
ECON 203	Economic Statistics II	3	100	59
SOC 100	Introduction to Sociology	4	80	68
		<i>Totals:</i>	<i>1,070</i>	<i>764</i>

## Appendix B: 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:

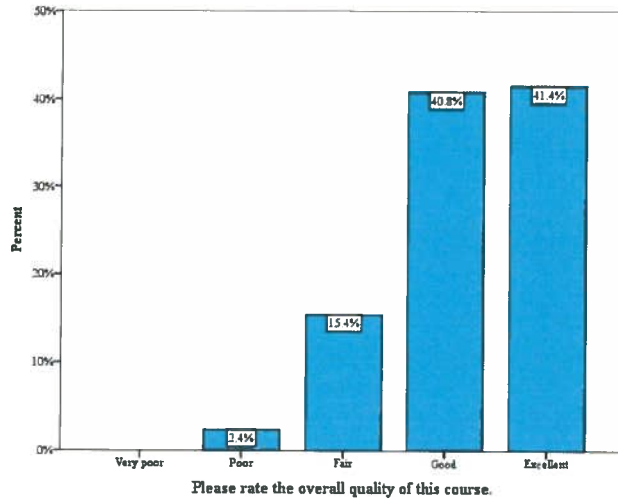
- Most students rated the overall quality of the course as good or excellent (82%) and also rated their overall experience in the course as good or excellent (80%).
- Popular motivations for taking a course during the winter session included lightening the course load for future semesters (19%) and to 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 (18%) are the most popular type of course that students would like to see 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**

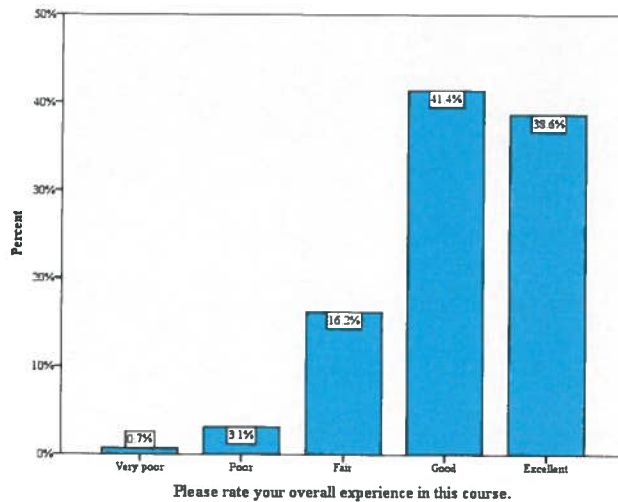
Course	Credit Hours	Enrollment
<i>College of Business</i>		
BADM 300 The Legal Environment of Business	3	45
BADM 310 Management and Organizational Behavior	3	56
BADM 350 IT for Networked Organizations	3	28
BADM 380 International Business	3	43
<i>College of LAS</i>		
ATMS 120 Severe and Hazardous Weather	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

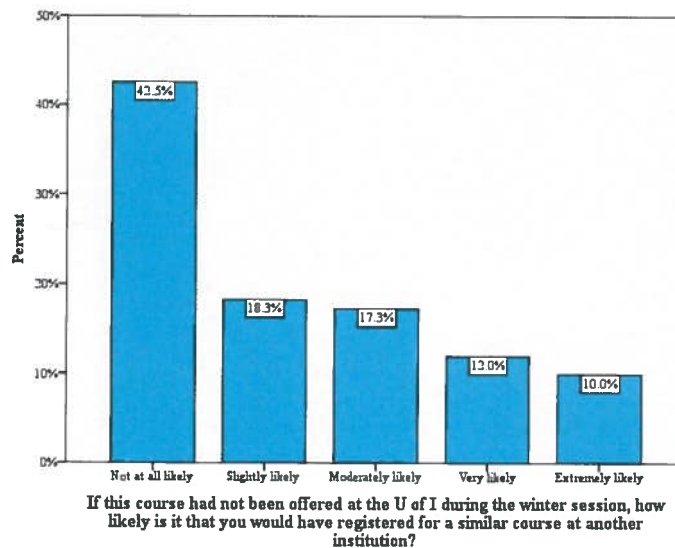
Respondents may have indicated more than one motivation, so percentages add to more than 100%.

**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>	1	2	1
Median number of courses taken			

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

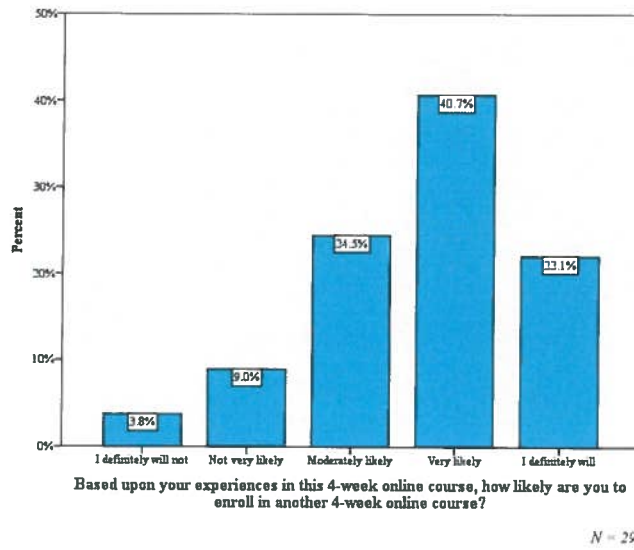
**Table 6. What are all the ways you heard about the winter session offerings at Illinois?**

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**



**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.

Appendix B												
CRN	Course Subject	Course Number	Course Title	Course Section	Sched Type	Term	POT	Primary Instructor	F	% of Total Graded	Average Grade	Total Graded
10002	ATMS	120	Severe and Hazardous Weather	ONL	ONL	120150		Snodgrass, Eric R	7	1.94%	3.86	361
31291	ATMS	120	Severe and Hazardous Weather	B	LEC	120148	1	Snodgrass, Eric R	2	0.33%	3.9	603
36300	ATMS	120	Severe and Hazardous Weather	ONL	ONL	120145	S2		3	1.04%	3.86	288
39412	ATMS	120	Severe and Hazardous Weather	A	LEC	120141	1	Snodgrass, Eric R	1	0.16%	3.91	609
31291	ATMS	120	Severe and Hazardous Weather	B	LEC	120138	1	Snodgrass, Eric R	5	0.82%	3.81	610
36300	ATMS	120	Severe and Hazardous Weather	ONL	ONL	120135	S2	Snodgrass, Eric R	4	1.41%	3.77	283
39412	ATMS	120	Severe and Hazardous Weather	A	LEC	120131	1	Snodgrass, Eric R	0	0.00%	3.9	271
39406	ATMS	120	Severe and Hazardous Weather	C	LEC	120131	1	Snodgrass, Eric R	4	1.19%	3.81	335
36299	ATMS	120	Severe and Hazardous Weather	OO	ONL	120125	S2	Snodgrass, Eric R	3	1.30%	3.76	230
36299	ATMS	120	Severe and Hazardous Weather	OO	ONL	120115		Snodgrass, Eric R	0	0.00%	3.89	119
CRN	Course Subject	Course Number	Course Title	Course Section	Sched Type	Term	POT	Primary Instructor	F	% of Total Graded	Average Grade	Total Graded
10003	BADM	300	The Legal Environment of Bus	ONL	ONL	120150		Marrs, Gregory A	1	2.22%	3.41	45
31411	BADM	300	The Legal Environment of Bus		3 LEC	120148	1	Fricke, Michael R	0	0.00%	3.42	61
62982	BADM	300	The Legal Environment of Bus	A	LCD	120148	1	Wright, Margaret	2	1.72%	2.92	116
62983	BADM	300	The Legal Environment of Bus	B	LCD	120148	1	Antonio Vicente, Lecia Ja	0	0.00%	3.05	54
62985	BADM	300	The Legal Environment of Bus	D	LCD	120148	1	Fricke, Michael R	0	0.00%	3.13	40
62986	BADM	300	The Legal Environment of Bus	E	LCD	120148	1	Wright, Margaret	0	0.00%	3.29	65
62987	BADM	300	The Legal Environment of Bus	F	LCD	120148	1	Antonio Vicente, Lecia Ja	2	3.51%	3.18	57
37386	BADM	300	The Legal Environment of Bus	OL	ONL	120145	S2		1	0.60%	3.37	166
30956	BADM	300	The Legal Environment of Bus		1 LEC	120141	1	Roszkowski, Mark E	10	3.36%	2.67	298
31408	BADM	300	The Legal Environment of Bus		1 LEC	120138	1	Kindt, John W	1	0.37%	3.3	271
31409	BADM	300	The Legal Environment of Bus		2 LEC	120138	1	Roszkowski, Mark E	1	0.53%	2.83	190
31411	BADM	300	The Legal Environment of Bus		3 LEC	120138	1	Lansing, Paul	1	1.61%	2.64	62
37386	BADM	300	The Legal Environment of Bus	OL	ONL	120135	S2	Marrs, Gregory A	0	0.00%	3.65	27
30956	BADM	300	The Legal Environment of Bus		1 LEC	120131	1	Roszkowski, Mark E	5	1.72%	2.94	290
30692	BADM	300	The Legal Environment of Bus	A1	LCD	120125	S2	Marrs, Gregory A	0	0.00%	3.43	25
CRN	Course Subject	Course Number	Course Title	Course Section	Sched Type	Term	POT	Primary Instructor	F	% of Total Graded	Average Grade	Total Graded
10004	BADM	310	Mgmt and Organizational Beh	ONL	ONL	120150		Shabbir, Muhammad S	0	0.00%	3.73	56
29649	BADM	310	Mgmt and Organizational Beh		1 LEC	120148	1	Love, E G	3	0.52%	3.39	578
58599	BADM	310	Mgmt and Organizational Beh	OL	ONL	120148	1	Shabbir, Muhammad S	0	0.00%	3.63	43
36472	BADM	310	Mgmt and Organizational Beh	OL	ONL	120145			3	1.63%	3.41	184
30963	BADM	310	Mgmt and Organizational Beh		1 LEC	120141	1	Loyd, Denise L	3	0.64%	3.32	468
57199	BADM	310	Mgmt and Organizational Beh	OL	ONL	120141	1	Shabbir, Muhammad S	0	0.00%	3.55	57
29649	BADM	310	Mgmt and Organizational Beh		1 LEC	120138	1	Love, E G	0	0.00%	3.39	471
58599	BADM	310	Mgmt and Organizational Beh	OL	ONL	120138	1	Shabbir, Muhammad S	1	1.32%	3.8	76
36472	BADM	310	Mgmt and Organizational Beh	OL	ONL	120135		Shabbir, Muhammad S	0	0.00%	3.5	71
30963	BADM	310	Mgmt and Organizational Beh		1 LEC	120131		Packard, Carol B	0	0.00%	3.44	321
59290	BADM	310	Mgmt and Organizational Beh	ONL	ONL	120131		Kraatz, Matthew S	0	0.00%	3.46	56
57199	BADM	310	Mgmt and Organizational Beh	OL	ONL	120131		Shabbir, Muhammad S	0	0.00%	3.75	53
58599	BADM	310	Mgmt and Organizational Beh	OL	ONL	120128		Shabbir, Muhammad S	0	0.00%	3.81	45
36472	BADM	310	Mgmt and Organizational Beh	OL	ONL	120125		Shabbir, Muhammad S	1	2.17%	3.45	46
36472	BADM	310	Mgmt and Organizational Beh	OL	ONL	120115		Shabbir, Muhammad S	0	0.00%	3.53	37
CRN	Course Subject	Course Number	Course Title	Course Section	Sched Type	Term	POT	Primary Instructor	F	% of Total Graded	Average Grade	Total Graded
10005	BADM	350	IT for Networked Organizations	ONL	ONL	120150		Sachdev, Vishal	2	7.14%	3	28
40399	BADM	350	IT for Networked Organizations	A	LCD	120148	1	Subramanyam, Ramanath	0	0.00%	3.79	50
51272	BADM	350	IT for Networked Organizations	B	LCD	120148	1	Sachdev, Vishal	0	0.00%	3.1	36
52248	BADM	350	IT for Networked Organizations	C	LCD	120148	1	Subramanyam, Ramanath	0	0.00%	3.87	54
61619	BADM	350	IT for Networked Organizations	D	LCD	120148	1	Huang, Yu-Hsiang	0	0.00%	3.93	44
36474	BADM	350	IT for Networked Organizations	OL	ONL	120145	S2		0	0.00%	3.53	45
39324	BADM	350	IT for Networked Organizations	A	LCD	120141	1	Kim, Sung W	0	0.00%	3.52	63
50065	BADM	350	IT for Networked Organizations	B	LCD	120141	1	Kim, Sung W	0	0.00%	3.56	53
50233	BADM	350	IT for Networked Organizations	C	LCD	120141	1	Tu, Yuju	0	0.00%	3.89	37
59972	BADM	350	IT for Networked Organizations	D	LCD	120141	1	Guo, Rui	0	0.00%	3.86	40
40399	BADM	350	IT for Networked Organizations	A	LCD	120138	1	Sachdev, Vishal	0	0.00%	3.3	55
51272	BADM	350	IT for Networked Organizations	B	LCD	120138	1	Sethi, Ruchika	0	0.00%	3.51	38
52248	BADM	350	IT for Networked Organizations	C	LCD	120138	1	Sachdev, Vishal	0	0.00%	3.42	54
61619	BADM	350	IT for Networked Organizations	D	LCD	120138	1	Tu, Yuju	0	0.00%	3.67	37
36474	BADM	350	IT for Networked Organizations	OL	ONL	120135	S2	Sachdev, Vishal	0	0.00%	3.52	45
39324	BADM	350	IT for Networked Organizations	A	LCD	120131	1	Subramanyam, Ramanath	0	0.00%	3.55	63
50065	BADM	350	IT for Networked Organizations	B	LCD	120131	1	Subramanyam, Ramanath	0	0.00%	3.52	65
50233	BADM	350	IT for Networked Organizations	C	LCD	120131	1	Tu, Yuju	0	0.00%	3.78	37

36474	BADM	350	IT for Networked Organizations	OL	ONL	120125	S2	Sachdev, Vishal	1	2.17%	3.33	46
Appendix B, continued												
CRN	Course Subject	Course Number	Course Title	Course Section	Sched Type	Term	POT	Primary Instructor	F	% of Total Graded	Average Grade	Total Graded
10006	BADM	380	International Business	ONL	ONL	120150		Bucheli, Marcelo	0	0.00%	3.24	42
29664	BADM	380	International Business	A	LCD	120148	1	Girndt-Clougher, Tina	0	0.00%	3.93	66
56083	BADM	380	International Business	B	LCD	120148	1	Kim, Jin Uk	0	0.00%	3.33	38
36475	BADM	380	International Business	OL	ONL	120145	S2		0	0.00%	3.85	30
39130	BADM	380	International Business	A	LCD	120141	1	Girndt-Clougher, Tina	0	0.00%	3.84	66
54782	BADM	380	International Business	C	LCD	120141	1	Skousen, Bradley R	0	0.00%	3.8	37
29664	BADM	380	International Business	A	LCD	120138	1	Minefee, Ishva	0	0.00%	3.95	39
56083	BADM	380	International Business	B	LCD	120138	1	Guo, Wenxin	0	0.00%	3.78	36
36475	BADM	380	International Business	OL	ONL	120135	S2	Bucheli, Marcelo	0	0.00%	3.23	22
39130	BADM	380	International Business	A	LCD	120131	1	Clougherty, Joseph A	0	0.00%	3.72	48
54782	BADM	380	International Business	C	LCD	120131	1	Bucheli, Marcelo	0	0.00%	3.53	61
CRN	Course Subject	Course Number	Course Title	Course Section	Sched Type	Term	POT	Primary Instructor	F	% of Total Graded	Average Grade	Total Graded
10007	ECON	102	Microeconomic Principles	ONL	ONL	120150		Vazquez, Jose J	2	1.92%	3.77	104
	ECON	102	Microeconomic Principles		LCD	120148	1	Vazquez, Jose J	11	0.62%		1770
36304	ECON	102	Microeconomic Principles	ONL	ONL	120145	S2		1	1.11%	3.74	90
	ECON	102	Microeconomic Principles		LCD	120141	1		7	0.69%		1011
	ECON	102	Microeconomic Principles		LCD	120138	1		12	0.71%		1684
36304	ECON	102	Microeconomic Principles	ONL	ONL	120135	S2	Vazquez, Jose J	8	6.96%	3.35	115
	ECON	102	Microeconomic Principles		LCD	120131	1		8	0.87%		920
36304	ECON	102	Microeconomic Principles	ONL	ONL	120125	S2	Vazquez, Jose J	4	6.06%	2.55	66
35600	ECON	102	Microeconomic Principles	ONL	ONL	120105	S2	Vazquez, Jose J	5	6.67%	2.63	75
CRN	Course Subject	Course Number	Course Title	Course Section	Sched Type	Term	POT	Primary Instructor	F	% of Total Graded	Average Grade	Total Graded
10008	ECON	203	Economic Statistics II	ONL	ONL	120150		Petry, Joseph A	6	10.17%	2.8	59
	ECON	203	Economic Statistics II		LAB	120148	1	Petry, Joseph A	40	6.86%		583
37858	ECON	203	Economic Statistics II	ONL	ONL	120145	S2		8	10.39%	2.56	77
30483	ECON	203	Economic Statistics II	S2	LCD	120145	S2		0	0.00%	3.05	36
	ECON	203	Economic Statistics II		LAB	120141	1		55	6.67%		824
	ECON	203	Economic Statistics II		LAB	120138	1	Petry, Joseph A	26	4.76%		546
30483	ECON	203	Economic Statistics II	AL3	LCD	120135	S2	Heydari Bararde, Yashar	0	0.00%	2.99	60
	ECON	203	Economic Statistics II		LAB	120131	1		31	3.74%		828
CRN	Course Subject	Course Number	Course Title	Course Section	Sched Type	Term	POT	Primary Instructor	F	% of Total Graded	Average Grade	Total Graded
55625	SOC	100	Introduction to Sociology	ONL	ONL	120151		Steward, Daniel J	0	0.00%	3.95	65
10009	SOC	100	Introduction to Sociology	ONL	ONL	120150		Steward, Daniel J	0	0.00%	3.85	68
	SOC	100	Introduction to Sociology		DIS	120148		Varied	6	1.49%		404
41814	SOC	100	Introduction to Sociology	ONL	ONL	120148		Steward, Daniel J	0	0.00%	3.82	45
37476	SOC	100	Introduction to Sociology	AD1	ONL	120145			1	3.13%	3.37	32
37477	SOC	100	Introduction to Sociology	AD2	ONL	120145			0	0.00%	3.58	30
37479	SOC	100	Introduction to Sociology	AD4	ONL	120145			0	0.00%	3.25	24
	SOC	100	Introduction to Sociology		DIS	120141			6	1.56%		385
55625	SOC	100	Introduction to Sociology	ONL	ONL	120141		Steward, Daniel J	0	0.00%	3.68	55
	SOC	100	Introduction to Sociology		DIS	120138			4	0.82%		490
41814	SOC	100	Introduction to Sociology	ONL	ONL	120138		Steward, Daniel J	0	0.00%	3.82	47
37476	SOC	100	Introduction to Sociology	AD1	ONL	120135		Feely, Ashley C	0	0.00%	3.76	22
37477	SOC	100	Introduction to Sociology	AD2	ONL	120135		Sattari, Negin	N/A	N/A	N/A	
37478	SOC	100	Introduction to Sociology	AD3	ONL	120135		Riopelle, Cameron	0	0.00%	3.29	21
37479	SOC	100	Introduction to Sociology	AD4	ONL	120135		Peach, Matthew	1	4.17%	2.89	24
	SOC	100	Introduction to Sociology		DIS	120131			3	0.57%		527
55625	SOC	100	Introduction to Sociology	ONL	ONL	120131		Steward, Daniel J	0	0.00%	3.66	56
41814	SOC	100	Introduction to Sociology	ONL	LCD	120128		Steward, Daniel J	2	4.35%	3.47	46
36336	SOC	100	Introduction to Sociology	ONL	ONL	120125		Steward, Daniel J	4	4.88%	2.87	82
55625	SOC	100	Introduction to Sociology	ONL	ONL	120121		Steward, Daniel J	2	1.98%	2.92	101
41814	SOC	100	Introduction to Sociology	ONL	LCD	120118		Steward, Daniel J	7	6.36%	2.96	110
36335	SOC	100	Introduction to Sociology	OO	ONL	120115		Steward, Daniel J	2	2.63%	3.14	76
55625	SOC	100	Introduction to Sociology	ONL	ONL	120111		Steward, Daniel J	0	0.00%	3.37	46

**Appendix C****ECON 102 Grade Data**

<b>Term</b>	<b># of students</b>	<b>Average Course Score</b>	<b>Average Mid-term Exam</b>	<b>Average Final Exam</b>
Face-to-face Fall 2014	1,900	88%	88%	83%
Summer 2014 (8-weeks)	90	93%	90%	88%
Winter 2014 (4-weeks)	104	92%	90%	88%

## Appendix D

Type of Financial Aid	Recipients	Amount
Athletic Tuition Scholarship	1	\$2,658
Chapter 33 (Federal Veterans Benefit)	2	\$2,298
Evans Scholars Stipend	3	\$3,390
Child of Employee 50% Tuition Waiver	11	\$7,360
Child of Veteran Tuition Waiver	11	\$13,976
DCFS Tuition Waiver	1	\$1,552
Illinois Veterans Grant	2	\$2,283
National Guard Tuition Waiver	3	\$3,576
Non-Ac Employee Tuition Waiver	1	\$1,086
State ROTC--Air Force	3	\$3,534
State ROTC--Army	5	\$5,853
Sponsored Billing	4	\$9,006
College Illinois	16	\$18,765
<b>Total Financial Aid Awarded for Winter Session</b>	<b>63</b>	<b>\$75,337</b>



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



April 10, 2015

Charles Tucker  
Vice Provost for Undergraduate Education and Innovation  
206 Swanlund Administration Building, MC-304

Dear Chuck:

Thank you for providing the University Library with the opportunity to review the proposal to make the Winter Session a permanent component of the academic calendar. I've reviewed the proposal with Library staff in Collections and User Services. Based on those conversations, on the data that we have gathered about the 2014-2015 pilot, and on modest growth in the number of courses, the impact on the Library will be manageable.

The Library provides a range of support activities for courses year-around, such as working with faculty on course design, guest lecturing to introduce students to information resources, preparing resource guides, consulting with students on their research assignments, and providing reserve readings. Although these activities will be difficult to scale up should the number of courses offered during Winter Session significantly expand or if many more upper-level courses are offered, I am confident that the Library can effectively support the level of growth envisioned for the program. Our librarians are committed to working with faculty and Winter Session planners to assure that support is in place well before the start of the session. We will build Winter Session into our reserves processing calendar and will communicate deadlines to the course instructors, as we do now for fall, spring and summer sessions.

The Library was initially concerned that it would not be able to fully support the 2014-15 pilot Winter Session, in part because all of our libraries reduce their hours of operation during the break between fall and spring terms. However, the Winter Session pilot went very well. Unless there is significant growth in the number of students in the Champaign/Urbana/Savoy area who require access to the library, we do not anticipate a need to change our hours, which would be difficult given current funding and staffing levels.

Overall, I'm confident that, with reasonable lead-time and communication, the Library can coordinate its services with the Winter Session planners and faculty.

Sincerely,



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

c: Sue Searing  
Thomas Teper

### Appendix F

Fall Semester 2015	
Instruction Begins	Monday, August 24
Labor Day	Monday, September 7 (no classes)
Thanksgiving Vacation Begins	Saturday, November 21, 1 p.m.
Instruction Resumes	Monday, November 30, 7 a.m.
Instruction Ends	Wednesday, December 9
Reading Day	Thursday, December 10
Final Examinations Begin	Friday, December 11
End	Friday, December 18

Winter Session 2015-2016	
Instruction Begins	Monday, December 21
Christmas Day	Friday, December 25 (no classes)
New Year's Day	Friday, January 1 (no classes)
Final Examinations (final class day or following day)	Friday, January 15

Spring Semester 2016	
M.L. King Day	Monday, January 18 (no classes)
Instruction Begins	Tuesday, January 19
Spring Vacation Begins	Saturday, March 19, 1 p.m.
Instruction Resumes	Monday, March 28, 7 a.m.
Instruction Ends	Wednesday, May 4
Reading Day	Thursday, May 5
Final Examinations Begin	Friday, May 6
End	Friday, May 13
Commencement	Sunday, May 15

Summer Session 2016	
SUMMER SESSION 1	
Instruction Begins	Monday, May 16
Memorial Day	Monday, May 30 (no classes)
Final Examinations (final class day or following day)	
Must End	Saturday, June 11
SUMMER SESSION 2	
Instruction Begins	Monday, June 13
Independence Day (obs.)	Monday, July 4 (no classes)
Beginning of 2nd 4-week period of instruction	Monday, July 11
Instruction Ends	Thursday, August 4, 12 noon
Reading Day	Thursday, August 4, 1 p.m.
Final Examination Begin	Friday, August 5
End	Saturday, August 6

**Appendix F, continued**

<b>Fall Semester 2016</b>	
Instruction Begins	Monday, August 22
Labor Day	Monday, September 5 (no classes)
Thanksgiving Vacation Begins	Saturday, November 19, 1 p.m.
Instruction Resumes	Monday, November 28, 7 a.m.
Instruction Ends	Wednesday, December 7
Reading Day	Thursday, December 8
Final Examinations Begin	Friday, December 9
End	Friday, December 16

<b>Winter Session 2016-2017</b>	
Instruction Begins	Monday, December 19
Christmas Day	Sunday, December 25 (no classes)
New Year's Day	Sunday, January 1 (no classes)
Final Examinations (final class day or following day)	Friday, January 13

<b>Spring Semester 2017</b>	
M.L. King Day	Monday, January 16 (no classes)
Instruction Begins	Tuesday, January 17
Spring Vacation Begins	Saturday, March 18, 1 p.m.
Instruction Resumes	Monday, March 27, 7 a.m.
Instruction Ends	Wednesday, May 3
Reading Day	Thursday, May 4
Final Examinations Begin	Friday, May 5
End	Friday, May 12
Commencement	Sunday, May 14

<b>Summer Session 2017</b>	
<b>SUMMER SESSION 1</b>	
Instruction Begins	Monday, May 15
Memorial Day	Monday, May 29 (no classes)
Final Examinations (final class day or following day)	
Must End	Saturday, June 10
<b>SUMMER SESSION 2</b>	
Instruction Begins	Monday, June 12
Independence Day (obs.)	Tuesday, July 4 (no classes)
Beginning of 2nd 4-week period of instruction	Monday, July 10
Instruction Ends	Thursday, August 3, 12 noon
Reading Day	Thursday, August 3, 1 p.m.
Final Examination Begin	Friday, August 4
End	Saturday, August 5