

Winter Intersession Proposal

Presented to University Senate for Final Consideration by Dr. Mike Mullen,
Associate Provost for Undergraduate Education.

September 10, 2010

On February 9, 2004, the University Senate considered a Winter Intersession Pilot. The rationale was to help our students progress towards degree completion in a timely fashion, and to allow for experimental courses. The proposal was approved and the pilot began in winter, 2004. After three years, the pilot was extended for another three years, expiring during the 2009-2010 Winter term. It is now time to consider making this a permanent part of our course offerings.

Data on enrollment, number of courses, and course evaluation data from students in the WI courses were reported to Senate on April 12, 2010. That report is found in the appendix of this document. In brief, the report showed that in 2004, 13 classes from five colleges were offered with a total of 99 students. Since 2007, enrollments have stayed over 200 each year, doubling our enrollments in these courses (Fig. 1). Additionally, the number of courses offered each year has grown from 13 in 2004 to 18 this past year (Fig. 2). Also, Juniors and Seniors account for about 78% of total enrollment.

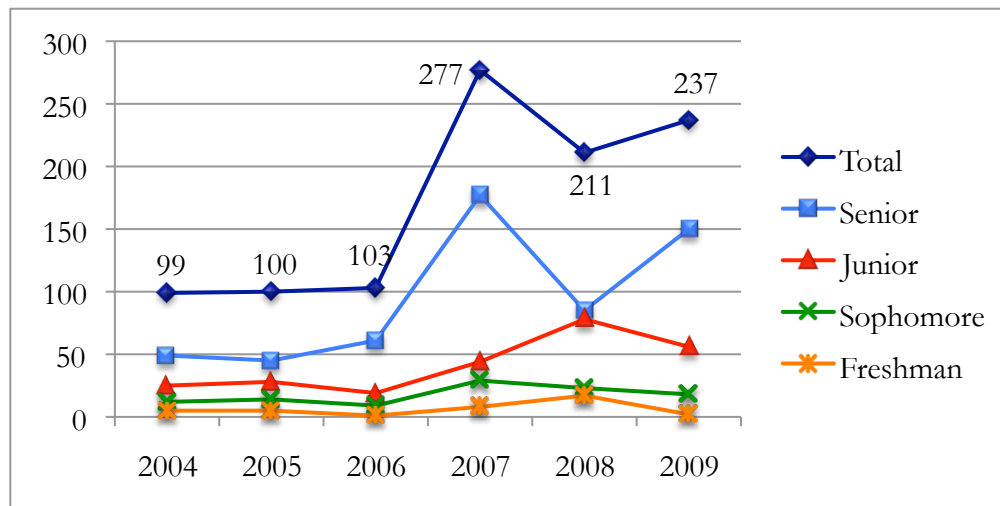


Figure 1. Total enrollment and by classification

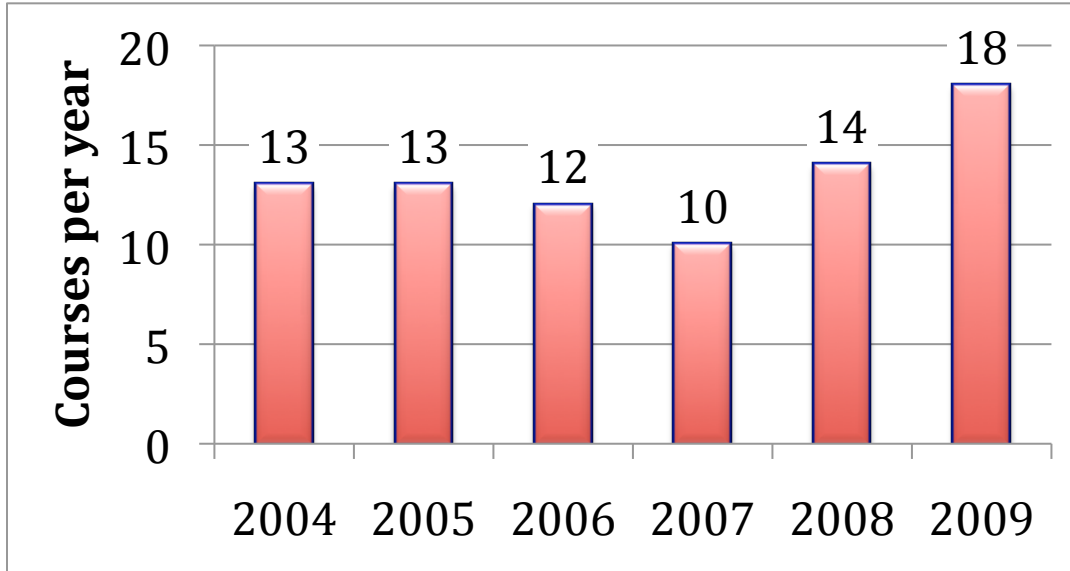


Figure 2. Number of courses each year during the Winter Intersession Pilot

Students who have taken WI courses have confirmed that progress towards graduation is a key reason for taking these courses, with approximately 60% of students indicating they took the course to stay on track for graduation and approximately 35% indicating that the course was taken to accelerate their progress towards degree (see Appendix). Student responses also indicated that approximately 35% viewed their course as comparable to regular semester course work, and about 45% thought the course was better or much better than a semester course. The large majority of students indicated that they would consider taking another WI course in the future.

At the Senate meeting on April 12, 2010, questions were posed regarding other aspects of the program. These dealt with the observations of instructors of the courses and an question related to how dollars are allocated from the program.

A survey of instructors who taught in WI was conducted. Only seven instructors responded, but their responses support the concept of Winter Intersession. Four taught a face-to-face class, three taught a distance course, one was a study abroad class, while only one class was a required course in the major.

The instructors were asked why they taught a WI course. Their responses were:

1. money, experience
2. Students need the credits to graduate by May 2010
3. To earn extra money.
4. There was a need in our department for this role, and I volunteered.
5. The course meets USP requirements and is always in demand on campus. This generates additional funds for the department as well.

6. Timing -- convenient for students, and for study abroad, easier to convince students who haven't traveled to try a short course than one that would last the entire semester.
7. Service to students. Increase income to self and department

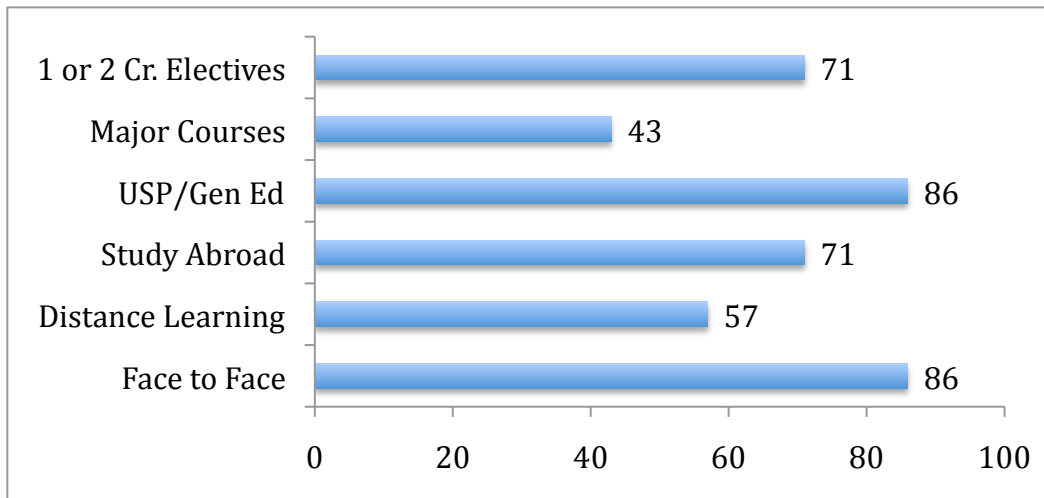
Survey question results are in Table 1, and Figure 3 below. The responses of these instructors support the idea that WI courses are a viable strategy for offering courses that assist students with progress towards degree. The responses also seem to indicate that students in WI courses are perhaps more motivated to succeed, which seem plausible when we know that most students take the courses to advance more quickly, and most of the students are Juniors and Seniors.

Table 1. Results of a survey of instructors in WI courses. Fifteen were identified, seven responded.

Question	Responses			
How did the quality of your WI students compare with students who take your course during the fall and spring semesters?	43% About the same	43% Better	14% Much Better	0% Worse or Much Worse
What is your perception of the students' willingness to actively engage in your Winter Intersession class compared with your classes offered during the fall or spring semester.	14% About the same	57% Better	29% Much Better	0% Worse or Much Worse
Students in a Winter Intersession course generally learn as much as they do in a fall or spring course.	0% Strongly Disagree	14% Disagree	57% Agree	29% Strongly Agree
Would you teach another WI Course in the future	0% no	14% were unsure	86% yes	

The instructors were also asked to indicate what the best use of WI for courses, and there was support for both face to face and distance formats, offering USP/Gen Ed courses, Study Abroad, and 1 or 2 credit elective courses. Interestingly, fewer than half thought that offering courses in the major was a good use of the time (Fig. 3).

Figure 3. Question: What types of courses should we focus on for Winter Intersession?



The instructors were also asked to leave comments. These are summarized in Box 1 below.

Box 1. Responses to: Please share other comments regarding your Winter Intersession experience.

“Biggest problem was the holiday plans students had already made that interfered with the scheduling.”

“My students were better than I expected. And I think they were able to learn a lot in such a short amount of time, though it was probably less than they would learn in a normal semester. For certain well motivated students, the WI can offer an excellent learning experience--partly due to the intensity of the work, which I believe enhances the experience for survey courses or courses where a succession of interrelated concepts are covered. Some things that are important include:

- Making attendance mandatory
- Structuring smaller, but frequent writing exercises to display competency of the material (versus a formal paper perhaps)
- At least two exams, despite the constricted timeline for the WI”

“As mine is a online course 90% of the student are very much motivated. Only a small percentage could be problematic but that is true with any regular course. I think the online instructional medium helps.”

“I think it's an important option to offer. From what I'm aware of, it's something most peer institutions have, so important for UK to offer from a competitive standpoint as well.”

“Faculty pay for the Winter Session has always been slow and at times a struggle. Lack of services during the Session is a problem for students having tech difficulties. Blackboard support has been spotty.”

On the issue of funding, the standard practice, as communicated by Registrar's office, is that after subtracting instructional costs, 50% of tuition revenue generated by a course is returned to the college. Winter Intersession pays the TA rate to all intersession instructors, and colleges generally use part of their share of tuition revenue for additional compensation for the WI instructors. The policy on remuneration beyond the TA rate is strictly a college decision and is not dictated by the WI program.

Financially, the program makes sense, assuming that enough students enroll to cover costs. If the TA rate for a program is \$2000, then 3 students in a three-credit course generate enough income to cover the course. Using WI 2009 data, 237 students in 17 courses generated \$234,630. That is an average of \$13,802 per course. In 2009, 16 of the 18 courses had enrollments of 5 to 56 students, covering instructional costs, and returning funds to the college. Two courses had enrollments of two or three, and would not be net profit centers for the college or department.

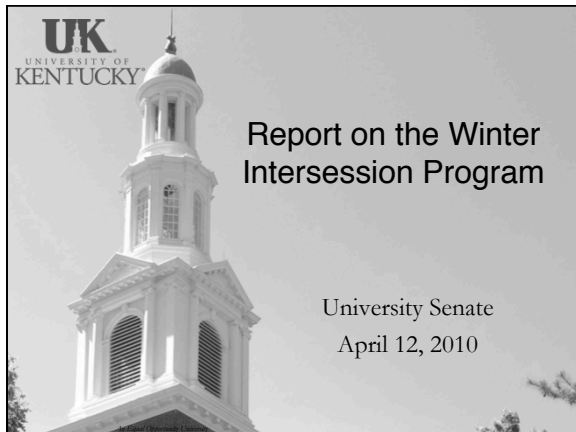
Our WI Calendar has typically been the Monday after finals in December through the second week in January. If approved, this year, it would run from December 20 through January 11. This is very similar to a number of other universities as previously discussed in April. As a review, the following research, and largely land-grant, universities all have WI programs and their dates for the past year are shown below.

- Cornell University: Jan 4 – 22
- Rutgers University: Dec 23 – Jan 15
- University of Arizona: Dec 21 – Jan 12
- University of Delaware: Jan 4 – Feb 6
- University of Iowa: Dec 27 – Jan 14
- University of Maryland: Jan 4 - 21
- University of Mississippi: Jan 4 – 19
- University of Oklahoma: Dec 21 – Jan 15

The Winter Intersession has been in pilot mode for six years and has been a useful tool for many students during this time to enhance their progress to degree. Making the WI a permanent part of our academic calendar will allow us to plan for courses needed by students for graduation in a timely fashion. We should continue to evaluate opportunities for online or study abroad courses, and to evaluate opportunities for one or two credit electives that could prove popular with students in a compressed time frame while also enhancing progress towards degree.

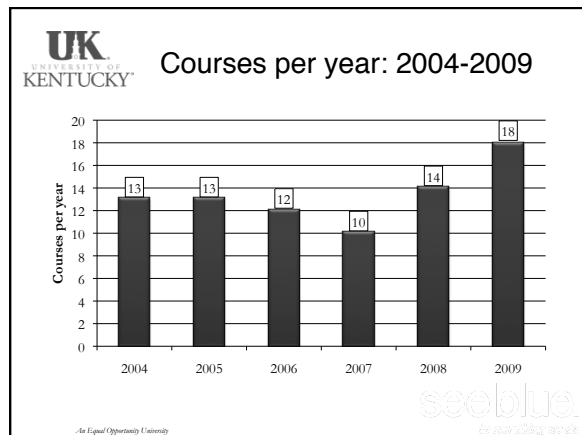
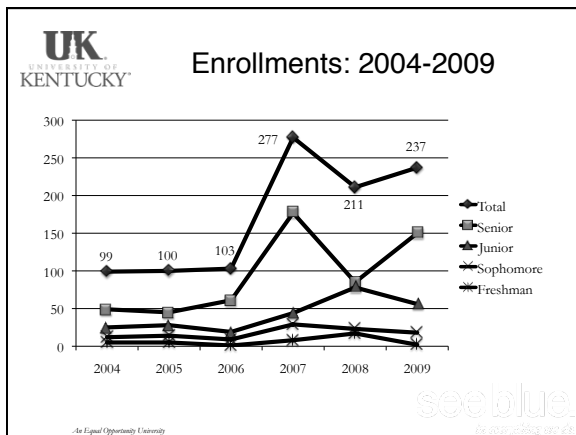
Appendix:

Slides from April 12, 2010 presentation to Senate on Winter Intersession.



Objectives

- Brief overview of courses offered and enrollment data
- Some measures of satisfaction with the WI program from 2009-10.
- Recommend approval of Winter Intersession as permanent part of UK course offerings.



Course Enrollments – 2009-10

Course	Enrollment	Course	Enrollment
ANT 101	5	HMT 120	20
A-S 351	2	IEC 522	3
BIO 355*	16	ISC 541	17
COM 482	13	MAT 247	17
EDS 522	9	PHI 100	6
ENG 330	5	PHI 120	14
ENG 408G	18	SOC 101	10
FAM 403	56	STA 200	15
GEO 160	8	STA 291	21

* Study Abroad: Australia RED = Distance Learning

Quality Measures– 2009-10

Course	Crs	Inst	Course	Crs	Inst
ANT 101 (1)	4.0	4.0	IEC 522 (0)	--	--
A-S 351 (1)	1.0	1.0	ISC 541 (4)	3.0	3.5
COM 482 (7)	3.1	3.0	MAT 247 (5)	2.8	2.4
EDS 522 (9)	3.3	3.6	PHI 100 (3)	3.3	3.3
ENG 330 (1)	2.0	1.0	PHI 120 (4)	3.2	3.0
ENG 408G (6)	3.5	4.0	SOC 101 (7)	3.4	3.4
FAM 403 (28)	3.5	3.5	STA 200 (5)	3.3	3.3
GEO 160 (5)	2.8	3.6	STA 291 (6)	3.7	3.8
HMT 120 (9)	3.3	3.3			



Comparative GPAs

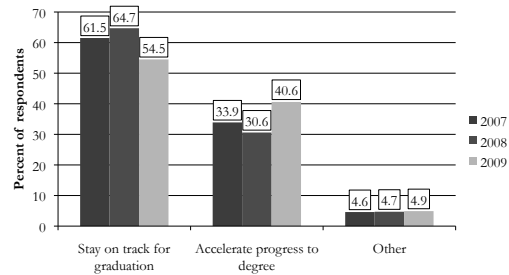
	Wi 08	Wi 09	Sp/Fall 09	
			Low	High
ANT 101	3.6	3.50	2.67	3.15
COM 482	4	3.31	2.82	3.12
EDS 522	3.78	4.00		3.76
ENG 330	3.86	3.60	2.66	3.39
ENG 480G	3.78	3.00		3.13
GEO 160		3.86	2.25	3.34
HMT 120	3.65	4.00	3.41	3.88
MAT 247	3.21	3.70	3.24	3.50
PHI 100	3.80	4.00	2.31	3.23
PHI 120	3.09	3.08	2.22	3.32
SOC 101	4.00	3.70	2.21	3.44
STA 200	3.25	3.33	2.36	3.43
STA 291	3.28	3.26	2.33	3.58
Total	3.46	3.37		



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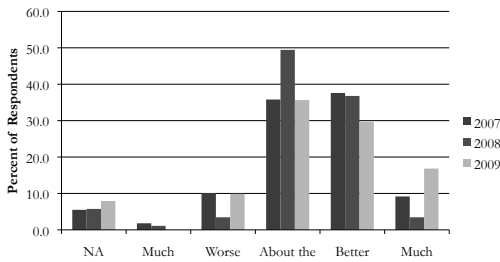
Why did you enroll in this WI course?



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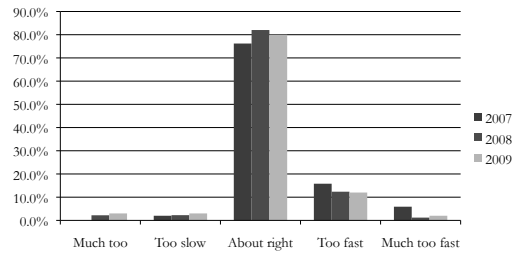
How did your WI class compare to classes taken during the academic year?



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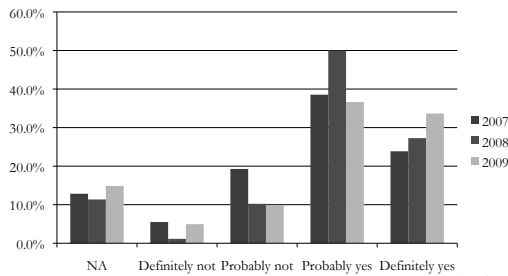
How would you rate the pace of your WI class?



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Would you consider taking another WI class?



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Comparable Winter Sessions

- UK: Dec 21 – Jan 12
- Cornell University: Jan 4 – 22
- Rutgers University: Dec 23 – Jan 15
- University of Arizona: Dec 21 – Jan 12
- University of Delaware: Jan 4 – Feb 6
- University of Iowa: Dec 27 – Jan 14
- University of Maryland: Jan 4 - 21
- University of Mississippi: Jan 4 – 19
- University of Oklahoma: Dec 21 – Jan 15



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Conclusions

- Enrollment in WI courses has doubled in the past three years
- Number of courses offered appears to be increasing
- Seniors and Juniors account for 78% of enrollment
- Most students surveyed view the WI program positively
- WI is a useful tool for students to progress towards degree more easily
- Recommend making this a permanent part of UK academic offerings



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Enrollments by Status

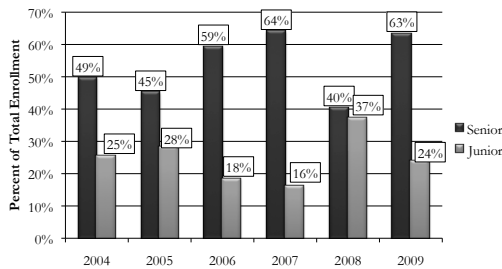
Status	2007-08	2008-09	2009-10
Senior	177	85	150
Junior	44	78	56
Sophomore	29	85	23
Freshman	8	17	17
Grad	14	7	6
Other	5	1	5
TOTALS	277	211	237



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Jr & Sr Enrollments: 2004-2009



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Course Enrollments – 2007-08

Course	Enrollment	Course	Enrollment
ANT 101	12	PHI 100	6
CLA 131	18	PHI 120	14
COM 482	9	SOC 101	11
ENG 408G	11	STA 200	20
FAM 475	50	STA 291	15
MAT 247	20		

10 courses



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Course Enrollments – 2008-09

Course	Enrollment	Course	Enrollment
ANT 101	14	ISC 541	2
COM 482	5	MAT 247	20
EDL 632	7	PHI 100	11
ENG 330	8	PHI 120	15
ENG 408G	13	SOC 101	10
FAM 403	58	STA 200	20
HMT 359	7	STA 291	21

14 Courses



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Quality Measures– 2007-08

Course	Crs	Inst	Course	Crs	Inst
ANT 101 (6)	3.0	3.3	PHI 100 (2)	3.5	4.0
CLA 131 (12)	2.9	2.5	PHI 120 (8)	3.6	3.8
COM 482 (6)	3.2	3.3	SOC 101 (4)	3.5	3.5
ENG 408G (6)	3.8	4.0	STA 200 (12)	3.2	3.5
FAM 475 (25)	3.5	3.3	STA 291 (7)	2.4	2.4
MAT 247 (10)	3.1	3.0			



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Quality Measures– 2008-09

Course	Crs	Inst	Course	Crs	Inst
ANT 101 (6)	3.2	3.5	ISC 541 (0)	--	--
COM 482 (2)	4.0	4.0	MAT 247 (11)	3.4	3.5
EDL 632 (4)	3.8	3.8	PHI 100 (6)	3.8	3.8
ENG 330 (2)	4.0	4.0	PHI 120 (6)	3.8	4.0
ENG 408G (4)	3.8	3.5	SOC 101 (5)	3.0	3.4
FAM 405 (24)	3.4	3.3	STA 200 (8)	3.1	3.3
HMT 359 (0)	--	--	STA 291 (7)	3.1	3.0

see blue
for more quality measures

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