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2007 Survey of Summer Sessions Students at the University of Nebraska-Lincoln

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2007 SURVEY OF SUMMER STUDENTS

Contact: Dr. Paul Savory
Director, Summer Sessions
**OVERVIEW**
During Summer 2007, UNL Summer Sessions (FlexEd) surveyed summer students to learn about their experience in taking a summer course(s). The survey results will offer confirmation of what we are doing well and will provide guidance on areas of improvement and better strategies for marketing UNL summer opportunities.

**SURVEYED STUDENTS**
A total of 227 students completed the survey. Fifteen summer classes were selected to complete a paper-based or electronic version of the survey. The classes were from three different summer sessions and used different delivery mechanisms (on-campus, studio, distance education). Surveyed courses included:

**FIRST FIVE WEEK**
- ADVT 332: PRINC&PROMO WRITING
- ADVT 438: GLOBAL ADVERTISING (and 838)
- ADVT 460: MEDIA PLANNG & STRAT
- ARCH, ARTP, IDES, TXCD 141B: SPECULATIVE DRAWING → studio course
- HIST 120: WORLD HISTORY
- EDPS 859: STATISTICAL METHODS → online distance course

**EIGHT WEEK**
- SPED 861: INFANT: DISABILITIES → online distance course

**SECOND FIVE WEEK**
- ACCT 202: INTRO ACCOUNTING II
- ACCT 309: ACCOUNTING SYSTEMS
- PSYC/BIOS 373: BIOPSYCHOLOGY
- FACS 474: ASSMNT: EARLY CHILD
- GRDC 900A: FUTURE FACULTY I
- IMSE 206: ENGINEERING ECONOMY
- ENGL 373: 1950s Pop Culture & Film
- JGEN 120: BASIC BUSINESS COMM → online distance course

**SURVEY LIMITATION**
Surveyed student and courses were not randomly selected. As such, the accompanying results only offer a useful “snapshot” of student perceptions and opinions.
**QUESTION**

What year are you in school?

<table>
<thead>
<tr>
<th>Student</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0.45%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>11.26%</td>
</tr>
<tr>
<td>Junior</td>
<td>25.66%</td>
</tr>
<tr>
<td>Senior</td>
<td>36.02%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>25.66%</td>
</tr>
<tr>
<td>Non-Degree Post</td>
<td>0.95%</td>
</tr>
</tbody>
</table>

**COMMENT:**
- Even though three 100-level and two 200-level courses were included in the FlexEd survey, there are very few freshman.
- The results do compare to the 2007 enrollment percentages: Freshmen (4.6%), Sophomore (8%), Juniors (18.7%), Seniors (30.4%), Graduate Students (37.9%)
QUESTION

In which college is your major?

![Bar chart showing the distribution of majors across different colleges.]

College majors with their respective percentages:
- Agri Sci & Natl Resources: 3.11%
- Architecture: 4.00%
- Arts & Sciences: 29.78%
- Business Administration: 20.00%
- Dental: 0.89%
- Engineering: 19.56%
- Fine & Performing Arts: 6.67%
- General Studies: 3.11%
- Journalism & Mass Communications: 0.44%
- Public Affairs and Community Service: 1.78%
- Nursing: 0.44%
- Non-Degree seeking: 0.89%
QUESTION

How many hours per week are you working this summer?

- 0 hours: 17.94%
- 1-10 hours: 10.76%
- 11-20 hours: 13.00%
- 21-30 hours: 29.15%
- 31-40 hours: 17.04%
- More than 40 hours: 12.11%
QUESTION: When did you start thinking about taking a summer course?

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>27.01%</td>
</tr>
<tr>
<td>Holiday Break</td>
<td>6.16%</td>
</tr>
<tr>
<td>Early Spring Semester</td>
<td>62.09%</td>
</tr>
<tr>
<td>After Spring Break</td>
<td>4.74%</td>
</tr>
</tbody>
</table>

COMMENT:
- Interesting: large percentage of students start thinking about summer sessions in the fall term
- It appears a decision to take a summer course is made by spring break
QUESTION
Why did you decide to take a summer course? (check all that apply)

Specific “other” responses included:
- flexible class times
- summer courses are easier
- course only offered in summer
- graduate assistanceship requirement
### Question

Rate how much you know about each of the following UNL summer programs

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>Little</th>
<th>Some</th>
<th>Much</th>
<th>Great Deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Campus Summer Courses (FlexEd)</td>
<td>23.8%</td>
<td>14.3%</td>
<td>29.6%</td>
<td>22.4%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Summer Reading Courses (SRC)</td>
<td>45.3%</td>
<td>30.5%</td>
<td>16.1%</td>
<td>4.9%</td>
<td>3.1%</td>
</tr>
<tr>
<td>World Campus Courses</td>
<td>78.4%</td>
<td>18.9%</td>
<td>2.3%</td>
<td>0.0%</td>
<td>0.5%</td>
</tr>
<tr>
<td>College Independent Study</td>
<td>36.2%</td>
<td>28.6%</td>
<td>22.3%</td>
<td>10.3%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Field Courses</td>
<td>69.5%</td>
<td>21.5%</td>
<td>7.2%</td>
<td>0.9%</td>
<td>0.9%</td>
</tr>
<tr>
<td>For-credit Workshops</td>
<td>78.5%</td>
<td>17.5%</td>
<td>4.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### Comment:
- Few students know about World Campus Courses, Field Courses, and For-Credit Workshops
- *Interesting:* 37% of students enrolled in an on-campus summer course indicate none or little knowledge of this opportunity
QUESTION
Rate how effective each of the following is in your learning about UNL summer opportunities

<table>
<thead>
<tr>
<th>Weighted Average (smaller value = higher effectiveness)</th>
<th>None</th>
<th>Little</th>
<th>Some</th>
<th>Much</th>
<th>Great Deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advisor</td>
<td>3.19</td>
<td>21.4%</td>
<td>19.1%</td>
<td>27.3%</td>
<td>21.8%</td>
</tr>
<tr>
<td>Summer Session Bulletin/catalog</td>
<td>3.04</td>
<td>16.4%</td>
<td>19.6%</td>
<td>27.9%</td>
<td>23.7%</td>
</tr>
<tr>
<td>UNL Website</td>
<td>2.67</td>
<td>7.7%</td>
<td>13.6%</td>
<td>33.2%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Something I receive in the mail</td>
<td>4.13</td>
<td>46.8%</td>
<td>29.4%</td>
<td>15.6%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Poster/display on campus</td>
<td>4.15</td>
<td>44.2%</td>
<td>32.3%</td>
<td>18.4%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Herbie Husker</td>
<td>4.73</td>
<td>80.6%</td>
<td>14.7%</td>
<td>2.3%</td>
<td>1.8%</td>
</tr>
<tr>
<td>E-mail message</td>
<td>4.03</td>
<td>45.9%</td>
<td>25.2%</td>
<td>18.8%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Table tents in student union or cafeteria</td>
<td>4.54</td>
<td>66.7%</td>
<td>23.1%</td>
<td>7.9%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Advertisement in Daily Nebraskan</td>
<td>4.38</td>
<td>59.3%</td>
<td>24.1%</td>
<td>12.5%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Insert in Daily Nebraskan</td>
<td>4.42</td>
<td>60.4%</td>
<td>24.9%</td>
<td>11.1%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Advertisement in the Schedule of Classes</td>
<td>3.96</td>
<td>41.9%</td>
<td>25.6%</td>
<td>20.9%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Facebook ad</td>
<td>4.52</td>
<td>68.1%</td>
<td>19.9%</td>
<td>8.8%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Radio Advertisement</td>
<td>4.72</td>
<td>77.9%</td>
<td>16.6%</td>
<td>5.1%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

COMMENT:
- Most effective: UNL website, summer sessions bulletin, academic advisor
- Least effective: Herbie Husker, radio Announcement, and table tents in cafeteria and student union
- Interesting: good ranking of Advertisement in the Schedule of Classes
QUESTION: What time of the day is your top preference for an on-campus summer course?

- Early morning (before 10 am): 36.57%
- Late morning (10 am to noon): 47.01%
- Early afternoon (noon to 3 pm): 6.72%
- Late afternoon (3 pm to 5:30 pm): 1.49%
- Evening (after 5:30 pm): 7.46%
- Not applicable - prefer distance: 0.75%
## QUESTION

Rank the order of summer session in which you prefer to take courses (1 = highest rank, 5 = lowest)

<table>
<thead>
<tr>
<th>Weighted Average (smaller value = higher preference)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-week presession</td>
<td>2.8</td>
<td>27.6%</td>
<td>8.9%</td>
<td>28.5%</td>
<td>24.4%</td>
</tr>
<tr>
<td>8 week session</td>
<td>3.6</td>
<td>7.3%</td>
<td>6.5%</td>
<td>27.6%</td>
<td>39.8%</td>
</tr>
<tr>
<td>first five-week session</td>
<td>1.7</td>
<td>47.2%</td>
<td>40.0%</td>
<td>11.2%</td>
<td>0.8%</td>
</tr>
<tr>
<td>second five-week session</td>
<td>2.3</td>
<td>19.2%</td>
<td>44.8%</td>
<td>25.6%</td>
<td>8.0%</td>
</tr>
<tr>
<td>special workshop (2 weeks or less)</td>
<td>4.3</td>
<td>1.2%</td>
<td>4.7%</td>
<td>7.0%</td>
<td>33.7%</td>
</tr>
</tbody>
</table>

**PERCENTAGE (1 = highest rank, 5 = lowest)**

**COMMENT:**
- Preference order: 1st five week → 2nd five week → 3-week presession → 8-week session → special workshops
- Interesting: Surprised at how poorly special workshops were ranked. One would have thought students would prefer the flexibility of a shorter summer time frame. A drawback of workshops (unknown if students took this into account) is that they are many hours per day, thus offer few opportunities for students to work outside of taking a course.
**QUESTION**

What courses would you like to see offered in the summer? *(check all that apply)*

Specific “other” responses included:

- modern languages
- religious studies
- honors courses
- journalism
- Spanish - upper division
- statistics

**COMMENT:**

- Responses to this question are very biased based on the course/student being surveyed. For example, students in an accounting class would give a preference for business-types of courses.
- It appears students selected topics from their perspective of what they want/need and did not account for what is already offered. For example, student indicate a high preference for English and History courses even though there are a large number of course taught in each of these areas.
- *Interesting:* Women’s and Gender Studies ranks well, especially since they currently offer no summer courses.
QUESTION

What level of courses would be most helpful to have offered during the summer?

**COMMENT:**
- Responses to this question are somewhat biased based on the course/student being surveyed. For instance, graduate students indicated a preference for graduate courses and juniors indicated preference for 300-level courses.
- *Interesting:* there is a preference for 100-level courses in comparison to the low number of freshman who competed the survey.
QUESTION
Would you encourage a friend to take a summer course?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely</td>
<td>45.37%</td>
</tr>
<tr>
<td>Probably</td>
<td>43.06%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>9.72%</td>
</tr>
<tr>
<td>Probably Not</td>
<td>1.85%</td>
</tr>
<tr>
<td>Definitely Not</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

COMMENT:
- Over 88% of students indicate that they would recommend a friend take a summer course.
QUESTION Would you encourage a friend to take a summer course? Please comment on why or why not?

NOTE 1: Many students commented – below is an edited list of the relevant and useful comments

NOTE 2: No student offered negative comments

- “Summer courses move quickly and they give you the opportunity of graduating sooner”
- “Taking a summer course (or two) is a great way to get ahead!”
- “Summer courses allow you to focus on only on a limited number of classes”
- “Summer sessions creates an opportunity to focus on courses that are more demanding and challenging”
- “I have experienced greater success during summer sessions”
- “Taking summer courses will help me graduate in four years”
- “Summer courses are a great way to get classes accomplished and stay on track to finish in four years”
Below is a list of terms that might appear in future advertisements highlighting UNL summer opportunities. Please rate your agreement with the following statement: \textit{"The presence of this term in an advertisement would increase my interest in exploring future UNL summer opportunities."}

<table>
<thead>
<tr>
<th></th>
<th>Weighted Average (smaller value = more agreement)</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Accelerated</td>
<td>2.42</td>
<td>6.6%</td>
</tr>
<tr>
<td>Accessible</td>
<td>2.34</td>
<td>3.8%</td>
</tr>
<tr>
<td>Balanced</td>
<td>2.78</td>
<td>3.8%</td>
</tr>
<tr>
<td>Challenging</td>
<td>2.96</td>
<td>8.1%</td>
</tr>
<tr>
<td>Convenient</td>
<td>1.98</td>
<td>2.8%</td>
</tr>
<tr>
<td>Excellence</td>
<td>2.48</td>
<td>3.8%</td>
</tr>
<tr>
<td>Fast-Paced</td>
<td>2.50</td>
<td>5.7%</td>
</tr>
<tr>
<td>Flexible</td>
<td>2.20</td>
<td>5.7%</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td>2.53</td>
<td>5.7%</td>
</tr>
<tr>
<td>Inspiring</td>
<td>2.81</td>
<td>6.2%</td>
</tr>
<tr>
<td>Intensive</td>
<td>2.85</td>
<td>6.6%</td>
</tr>
<tr>
<td>Opportunity</td>
<td>2.35</td>
<td>4.2%</td>
</tr>
<tr>
<td>Options</td>
<td>2.37</td>
<td>4.3%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>2.45</td>
<td>5.7%</td>
</tr>
<tr>
<td>Personal Attention</td>
<td>2.39</td>
<td>3.8%</td>
</tr>
<tr>
<td>Quality</td>
<td>2.29</td>
<td>3.4%</td>
</tr>
<tr>
<td>Self-paced</td>
<td>2.44</td>
<td>4.3%</td>
</tr>
<tr>
<td>Small classes</td>
<td>2.16</td>
<td>4.7%</td>
</tr>
<tr>
<td>Student-focused</td>
<td>2.21</td>
<td>3.3%</td>
</tr>
<tr>
<td>Success</td>
<td>2.25</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

\textbf{COMMENT:}

- \textit{Most agreement:} convenient, small classes, flexible, student-focused
- \textit{Least agreement:} challenging, intensive, inspiring, balanced, full-time faculty
Please provide 1 or 2 practical suggestion on ways to improve summer opportunities at UNL?

NOTE: Many students commented – below is an edited list of the relevant and useful comments

- “Have more graduate level courses available”
- “Offer a course in more than one course sessions”
- “Encourage students to attend summer events (jazz in June and movies on the green)”
- “Have advisors encourage summer school”
- “Provide better details on summer financial aid and when students get assistance”
- “Offer different times for classes - too many conflict”
- “Reduce paring costs for summer”
- “Free breakfast”

COMMENT:
- While the “free breakfast” comment was probably written as a joke, it does highlight that summer sessions has less of a campus atmosphere, versus the traditional year, and that possibly a campus event or two should be added. Example: free donuts one morning in the summer.
2007 UNL Summer Opportunities Quality Improvement Survey

UNL Summer Sessions and Extended Education & Outreach is looking to improve summer opportunities on the UNL campus. The objective of this survey is to learn about your experience in taking a summer course(s). The survey takes approximately five minutes to complete. Individual responses will remain confidential. If you have any questions or concerns, please contact Dr. Paul Savory – Director of UNL Summer Sessions and Flexible Programs (Phone: 472-8953)

1. What year are you in school?
   - Freshman
   - Sophomore
   - Junior
   - Senior
   - Graduate student
   - Other (please specify): __________________

2. In which college is your major?
   - Agri Sci & Natl Resources
   - Architecture
   - Arts & Sciences
   - Business Administration
   - Dental
   - Education and Human Sciences
   - Engineering
   - Fine & Performing Arts
   - General Studies
   - Journalism & Mass Comm
   - Nursing
   - Public Affairs and Community Service
   - Other (please specify): __________________

3. How many hours per week are you working this summer?
   - 0 hours
   - 1-10 hours
   - 11-20 hours
   - 21-30 hours
   - 31-40 hours
   - More than 40 hours

4. When did you start thinking about taking a summer course?
   - Fall semester
   - Spring semester
   - Holiday break
   - After spring break

5. Why did you decide to take a summer course?
   (check all that apply)
   - To graduate on schedule
   - To graduate sooner/earlier
   - To complete requirements for major
   - To avoid future scheduling conflicts
   - To lessen work load for next year
   - To concentrate on fewer classes at a time
   - Class sizes are smaller
   - To take a prerequisite
   - The professor teaching the course
   - To take an extra elective
   - To remove course deficiency
   - Accelerated instruction
   - Other: (please specify): __________________

6. Rate how much you know about each of the following UNL summer programs:

   On-Campus Summer Courses (FlexEd)
   Summer Reading Courses (SRC)
   World Campus Courses
   College Independent Study
   Field Courses
   For-credit Workshops

7. Rate how effective each of the following is in your learning about UNL summer opportunities:

   Academic Advisor
   Summer Session Bulletin/catalog
   UNL Website
   Something I receive in the mail
   Poster/display on campus
   Herbie Husker
   E-mail message
   Table tents in student union or cafeteria
   Advertisement in Daily Nebraskan
   Insert in Daily Nebraskan
   Advertisement in the Schedule of Classes
   Facebook ad
   Radio Advertisement
8. What time of the day is your top preference for an on-campus summer course?
- early morning (before 10 am)
- late morning (10 am to noon)
- early afternoon (noon to 3 pm)
- late afternoon (3 pm to 5:30 pm)
- evening (after 5:30 pm)
- Not applicable — prefer off-campus distance courses

9. Rank the order of summer session in which you prefer to take courses
   (1 = highest rank, 5 = lowest)
   - 3-week pre session: _____
   - 8 week session: _____
   - first five-week session: _____
   - second five-week session: _____
   - special workshop (2 weeks or less): _____

10. What courses would you like to see offered in the summer? (check all that apply)
- Accounting
- Advertising
- Agricultural Economics
- Agricultural Leadership
- Agronomy
- Anthropology
- Architecture
- Art
- Biological Sciences
- Broadcasting
- Business
- Chemistry
- Child, Youth and Family Studies
- Classics
- Communication Studies
- Community and Regional Planning
- Criminology and Criminal Justice
- Economics
- Educational Psychology
- Engineering
- English
- Entomology
- Ethnic Studies
- Finance
- Geography
- Geology
- History
- Management
- Management Information Systems
- Marketing
- Mathematics
- Music
- Nutrition
- Philosophy
- Political Science
- Psychology
- Sociology
- Textiles and Clothing Design
- Women’s and Gender Studies
- Other: (please specify)

11. Below is a list of terms that might appear in future advertisements highlighting UNL summer opportunities. Please rate your agreement with the following statement:
   “The presence of this term in an advertisement would increase my interest in exploring future UNL summer opportunities.”

<table>
<thead>
<tr>
<th>Term</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessible</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Balanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenging</td>
<td></td>
<td></td>
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<tr>
<td>Convenient</td>
<td></td>
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<tr>
<td>Excellence</td>
<td></td>
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</tr>
<tr>
<td>Fast-Paced</td>
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<td></td>
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<tr>
<td>Flexible</td>
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<td></td>
</tr>
<tr>
<td>Full-Time Faculty</td>
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</tr>
<tr>
<td>Inspiring</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intensive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity</td>
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   Please comment on why or why not? __________________________

12. What level of courses would be most helpful to have offered during the summer?
- 100 level
- 200 level
- 300 level
- 400 level
- Graduate

13. Would you encourage a friend to take a summer course?
- Definitely
- Probably
- Not sure
- Probably not
- Definitely not

   Please comment on why or why not? __________________________

14. Please provide 1 or 2 practical suggestions on ways to improve summer opportunities at UNL?

   __________________________
   __________________________
   __________________________

THANK YOU for your time and consideration!