



# Winter Term 2006

## *Reflections*

Winter Term is a unit of the Division of Extended Learning and Outreach (DELO)

Revised 3/1/2006





Western Kentucky University has just completed its first Winter Term in the history of the institution. Winter Term represents a significant new effort in offering students additional alternative opportunities to better plan their academic careers. This new term comes at a historic time in the life of Western Kentucky University, as it begins at the same time that we are celebrating the achievements of the first 100 years of existence and beginning the start of the next 100.

I am pleased to invite you to review this first Winter Term Report and recognize, with us, the tremendous success that was achieved through a fabulous team effort. The Division of Extended Learning and Outreach provided the administrative home for the Winter Term as well as its Director, Beth Laves. The overall success of its inaugural session was achieved through the combined efforts of administrators, staff, department heads and faculty from across the campus, working cooperatively and collaboratively, touching nearly every academic and administrative unit at Western. We were allowed to try many new, creative and entrepreneurial approaches and policies, which resulted in a very efficient operating venture.

We have learned a great deal from this first term. We have surveyed students, faculty, staff and administrators across the campus that were a part of this total effort, to determine how we can make it be an even more positive experience next year. This report is our attempt to give the reader a picture of what was accomplished and the reasons we feel that it was so successful. I commend it to your reading.

*Don Swoboda, Dean*

Division of Extended Learning and Outreach

**WKU Winter/Summer Sessions Office**

*A unit of the Division of Extended Learning and Outreach*

Beth Laves, Director

Jennifer Perry, Marketing Specialist

Scott Blake, Office Associate

## **EXECUTIVE SUMMARY**

Western Kentucky University's first Winter Term was extremely successful. Student and faculty participation topped our expectations and University offices, services and support units did an outstanding job in supporting those students and faculty. Any program this large will have some glitches, but in this case they were minor and dealt with competently by Western faculty and staff. Faculty and staff showed tremendous creativity and positive service to our constituents. We will look back on this inaugural Winter Term and feel proud of the accomplishments.

While many aspects were examined throughout this report, other issues of teaching and learning in intensive and alternative formats still need to be addressed. Winter Term is listed as one of ten initial actions Western Kentucky University has developed as part of the achievement of the QEP goal because it provides diverse opportunities for study abroad and experiential learning.

## **HIGHLIGHTS OF THIS REPORT:**

**Study Abroad:** There were 10 faculty-led study abroad programs in Winter Term, involving 12 faculty members and 87 students who traveled to Australia, Costa Rica, Puerto Rico, Mexico, Bahamas, and England. One U.S. Travel course went to San Diego, CA, to participate in the American Humanities Institute, involving two faculty members and 7 students.

**Enrollments:** Enrollment data, course data, and faculty involvement have been included in this report to give readers a sense of the breadth and scope of the offerings, students and faculty. 1,584 students took classes during Winter Term 2006 taught by 115 faculty members in 124 courses.

**Finances:** A financial summary is included as well as summaries of the surveys, forums and interviews held to gather feedback from students, faculty and staff.

**Recommendations:** Recommendations on policies and procedures to implement in future Winter Terms round out this report.

## ***DELO – Education and Training Solutions***

The WKU Division of Extended Learning and Outreach (DELO) delivers quality credit and non-credit educational opportunities to individuals, organizations, and the public using flexible and accessible formats. Recognizing the challenges of today's world, DELO (a centralized administrative unit) facilitates outreach efforts by partnering with University faculty, departments, and colleges to meet the diverse needs of Western Kentucky University's local, regional and virtual communities in responsive and engaging ways.

### **DELO units**

- Carroll Knicely Conference Center – Sue Parrigin, manager
- Center for Training and Development – Manon Pardue, director
- Cohort Programs – Laura Ricke, coordinator
- Continuing Education – Sharon Woodward, director
- Correspondence Study - Amanda McGaughey, coordinator
- Distance Learning – Robert Wyatt, director
- Extended Campuses
  - o Elizabethtown/ Ft. Knox – Dr. Ronald Stephens, director
  - o Glasgow – Dr. Juanita Bayless, director
  - o Owensboro – Dr. Marilyn Brookman, director
- Summer Sessions / Winter Term – Beth Laves, director

### **DELO Mission**

The mission of DELO is to extend the education and information resources of WKU to the citizens of Kentucky and beyond.

### **DELO Winter Term staff**

Beth Laves, Director

Bill Oldham, Marketing Manager

Jennifer Perry, Marketing Specialist

Chris Rhynerson, Business Manager

Scott Blake, Office Associate

Go to our website for more information about how DELO can help you reach your goals.

*[www.wku.edu/DELO](http://www.wku.edu/DELO)*

***Don Swoboda***

Dean

WKU Division of Extended Learning and Outreach (DELO)

## WINTER 2006 REPORT

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Bahamas



# Students and Courses

Western students participated in Winter Term through Study Abroad, US Travel, alternative delivery formats, and innovative course offerings. These opportunities helped students achieve QEP Student Learning Outcome 2: Students will demonstrate respect for diversity of peoples, ideas and cultures. One of the ways Western worked toward this goal, was through Study Abroad and US Travel. Western students rose to meet this challenge with record numbers in Winter Term travel.



Serengeti

# Study Abroad

WKU students took advantage of the time between fall and spring semesters to study and travel abroad. Students and faculty were supported through new World Toppers scholarships and tuition scholarships through Academic Quality funding so that faculty for the first time were paid a stipend as compensation for their teaching responsibilities and students were scholarshiped for tuition. A fee of \$50 per credit hour for study abroad courses partially funded these initiatives.

One study abroad course, The Geology of the Bahamas, was an intensive 7-day field experience based on San Salvador Island, Bahamas. The Geology of the Bahamas course was offered by Dr. Fred Siewers (Department of Geography and Geology) as well as faculty from the University of Akron and Minnesota State University at Moorhead. Response to the course was decidedly enthusiastic! All the students worked and played hard and, as indicated by submitted group and individual exercises, learned a tremendous amount.

98 students participated in Study Abroad during Winter Term.

WKU faculty led 7 Western-only programs and 3 programs through CCSA (Cooperative Center for Study Abroad).

The faculty who led programs: *Fred Siewers, Bob Jefferson, David Keeling, Debbie Kreitzer, John Dizgun, Susann Davies, Luther Hughes, Dan Myers, Rick Shannon, Steve House, and Roger Murphy.*

Countries: *Bahamas, Tanzania, Mexico, Costa Rica, Puerto Rico, Australia, and England.*



Bahamas



Tanzania



San Diego, CA

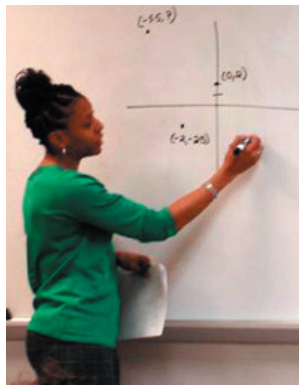
## US Travel

We had one US travel course. Dr. Raymond Poff took a group of 7 students to the American Humanics Institute as part of REC 494 American Humanics Management Institute.

Undergraduate students TJ Clapp, Corey Montgomery, Jane Higdon, Tabatha Gregory, Angela Sales, and Jonathan Bucy were accompanied by Dr. Raymond Poff (PE & Recreation) and Dr. Sally Kuhlenschmidt (Psychology) to the 2006 American Humanics Management Institute in San Diego, CA. Five of these students were enrolled in the Winter Term session of REC 494. They attended the institute as part of the national nonprofit leadership certification and WKU's American Humanics minor. WKU American Humanics students, with the help of students from REC 402 – Fiscal Practices in Recreation and REC 220 – Introduction to Nonprofit Human Service Organizations, raised money during fall 2005 to help defray the cost of attending the institute.



# Gatekeepers



Two colleges offered gatekeeper courses; Ogden (CHEM 116) and Bowling Green Community College (DMA 055C).

**Definition of gatekeeper course:** Courses at the freshman level with high failure rates act as gatekeepers in preventing students from continuing their education. Gatekeeper courses are offered during Winter Term in ways that support student success through individual assessment, collaborative learning, immediate and constant feedback and peer tutors. Courses may be restricted to students who received a D or F in a previous attempt or withdrew - sometimes called “second chance” courses. The success of students in these courses during winter term was 100%. All of these students received a C or better.

## **Interview with Michelle Hollis, instructor DMA 055C Beginning Algebra:**

“The small class size gave me the opportunity to get to know the students in more than just an academic manner. I had the opportunity to dive deeper into the minds of the students. In just a short time, I was able to figure out the different learning styles and make adjustments to accommodate all of the students.

I was fortunate to have a volunteer to be my supplemental instructor. She is active in the peer mentoring program and chose to work with me this spring. She volunteered her time during the winter term in order to get an idea of what she would have to do this spring.” Ms. Hollis said that the volunteer stood up the first day and gave a testimonial about her struggle with math and her eventual success and growing confidence in herself as a person and as a student.

“The [risks] were definitely worthwhile. I think it gave me the chance to show my colleagues that students of all academic backgrounds can be successful in three-week courses if the courses are designed to assist them in the success. I think it gave me the chance to increase the mathematical confidence of the students enrolled. It left these students with a positive experience that I hope they felt was worth giving up their extended winter breaks.”

According to Ms. Hollis, students need more information earlier about financial aid options. We will hold student open forums in the community college and at other locations to help students with questions about winter term issues.

## **CHEM 116 Intro to College Chemistry:**

There were 8 students in the CHEM 116 course, taught by Dr. Jennifer Thomas-Divirgilio. One student had taken this course previously, receiving an F. Upon retaking the course in the Winter Term, the student received a B. The other students all passed with a grade of B or better.

# Main Campus, Online, Extended Campus, Evening, & Weekend

## MAIN CAMPUS:

### Undergraduate

674 Enrollments  
58 Courses

## MAIN CAMPUS:

### Graduate

102 Enrollments  
16 Courses

## COMMUNITY COLLEGE:

47 Enrollments  
5 Courses

## EVENING COURSES:

### Undergraduate

14 Enrollments  
3 Courses

## EVENING COURSES:

### Graduate

31 Enrollments  
4 Courses

## WEEKEND COURSES:

### Undergraduate

8 Enrollments  
1 Course

## EXTENDED CAMPUS:

### Undergraduate Courses

42 Enrollments  
5 Courses

## EXTENDED CAMPUS:

### Graduate Courses

18 Enrollments  
3 Courses

## ONLINE COURSES:

### Undergraduate

433 Enrollments  
24 Courses

## ONLINE COURSES:

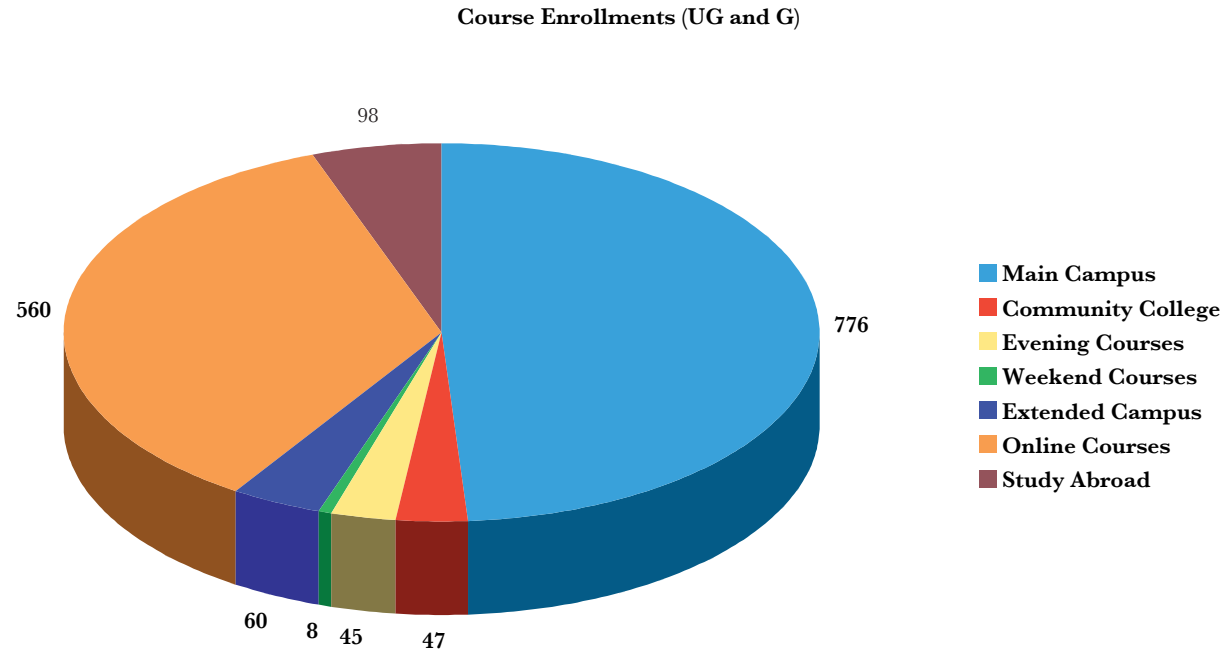
### Graduate

127 Enrollments  
8 Courses

## STUDY ABROAD:

7 Countries

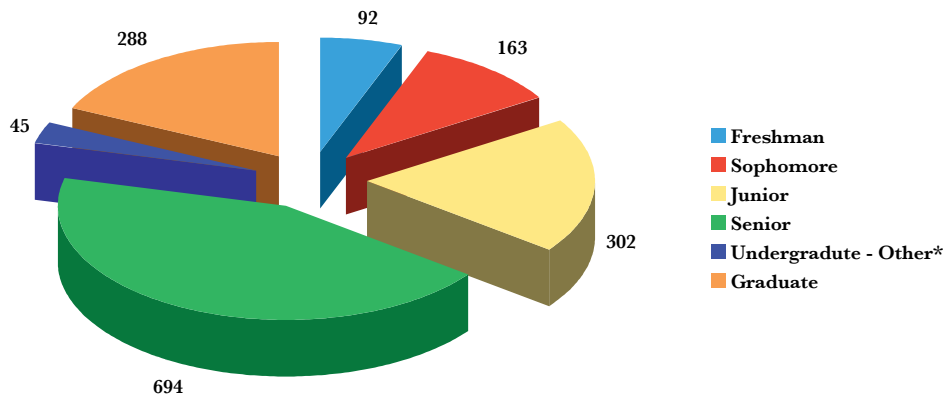
93 Undergraduate Enrollments  
5 Graduate Enrollments



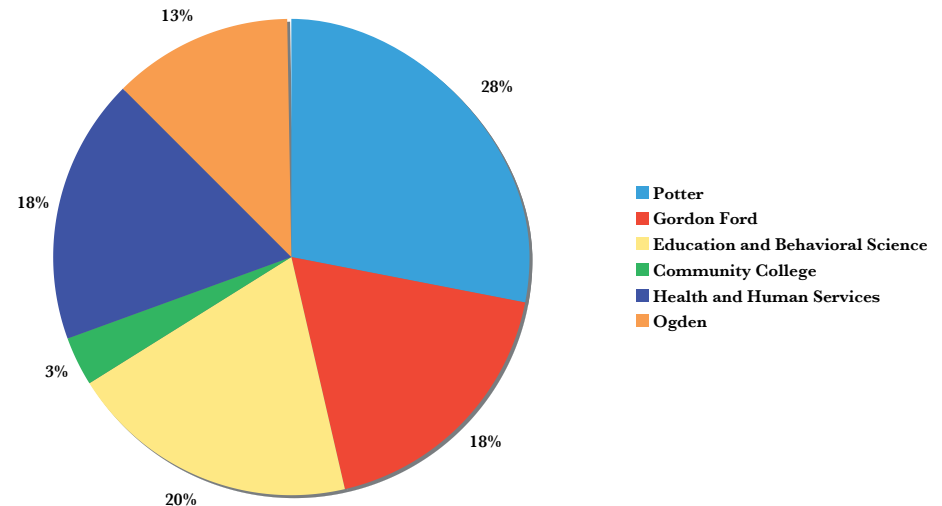
WKU's first Winter Term has proven hugely popular with students.

- There were 1594 students enrolled – making it the largest Winter Term in the state!
- Ten study abroad courses with destinations of Costa Rica, Tanzania, Mexico, England, Australia, and the Bahamas.
- Many unique course offerings such as Sociology of Popular Music, Intro to Cinema, American Humanics Institute, Entrepreneurial Marketing, Critical Thinking in Management, Kayaking, Molecular Basis of Cancer, Sexuality and Society, and Psychology of Women.
- Several options for fulfilling practicum experience requirements.
- Gatekeeper courses designed to help repeating students get from where they are in a course to a successful completion of the course.
- Over 175 sections in 124 different courses plus 28 study abroad sections offered.

**Student Enrollment**



**Student Enrollment by College**



\* Undergraduate - Other  
 This category includes Post-Baccalaureate Degree Seeking, Post-Baccalaureate Certificate and Undergraduate Non-Degree Seeking

**DEPARTMENT PARTICIPATION:**

**Potter College of Arts, Humanities and Social Sciences**

- Art
- Communication
- English
- Folk Studies and Anthropology
- Political Science
- History
- Journalism and Broadcasting
- Modern Languages
- Music
- Philosophy and Religion
- Sociology
- Theatre and Dance

**College of Education and Behavioral Sciences**

- Curriculum and Instruction
- Counseling and Student Affairs
- Psychology
- Special Instructional Programs

**Interdisciplinary Studies**

- Women's Studies
- Leadership Studies

**Ogden College of Science and Engineering**

- Agriculture
- Architectural and Manufacturing Sciences
- Biology
- Chemistry
- Computer Science
- Engineering
- Geography and Geology
- Physics and Astronomy

**College of Health and Human Services**

- Consumer Family Sciences
- Communication Disorders
- Nursing - Baccalaureate/Graduate
- Physical Education and Recreation
- Public Health
- Social Work

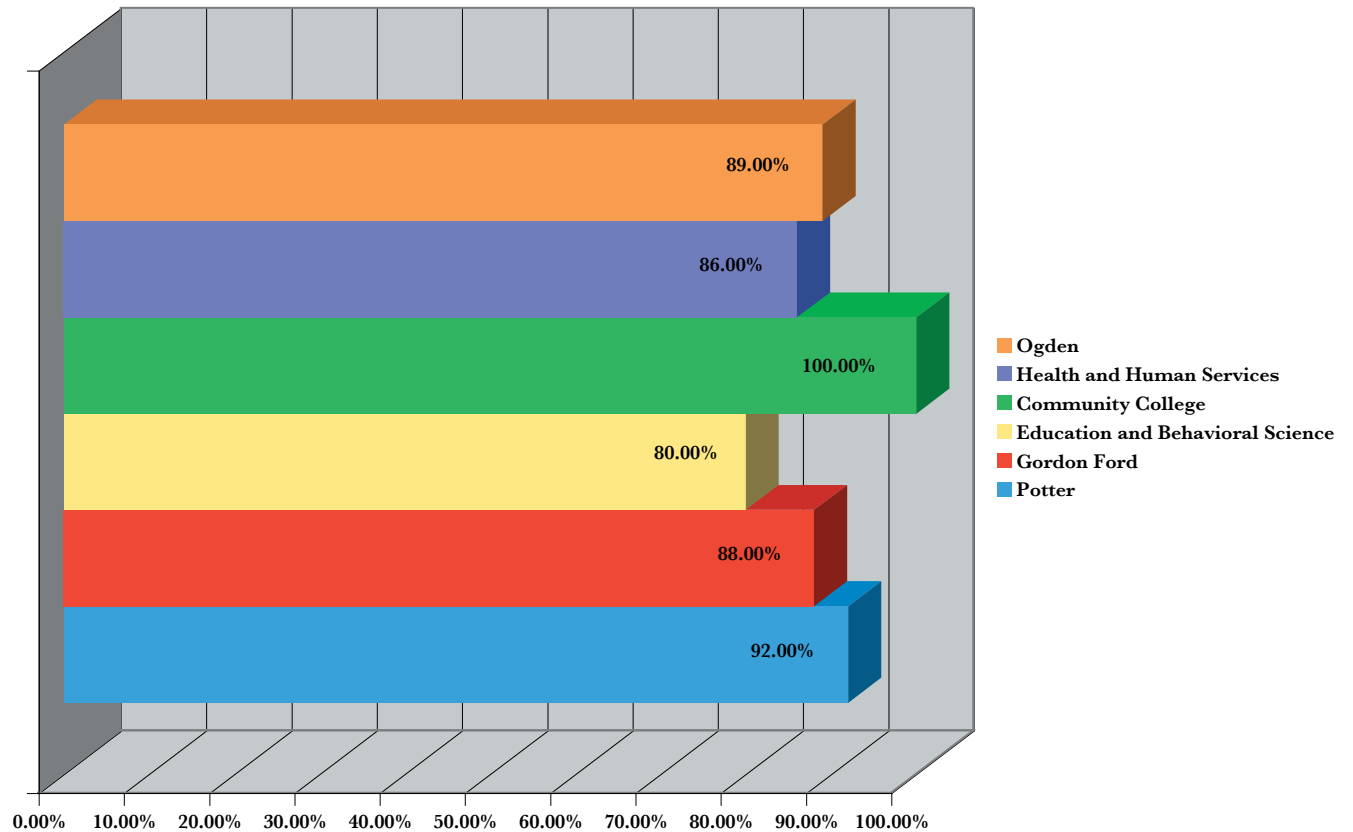
**Gordon Ford College of Business**

- Coll BU: Interdiscl/Undeclared
- Business Administration
- Computer Information Systems
- Economics
- Finance
- Management
- Marketing

**Community College**

- Academic Support
- Business and Computer Studies
- Liberal Arts and Sciences
- Health Sciences

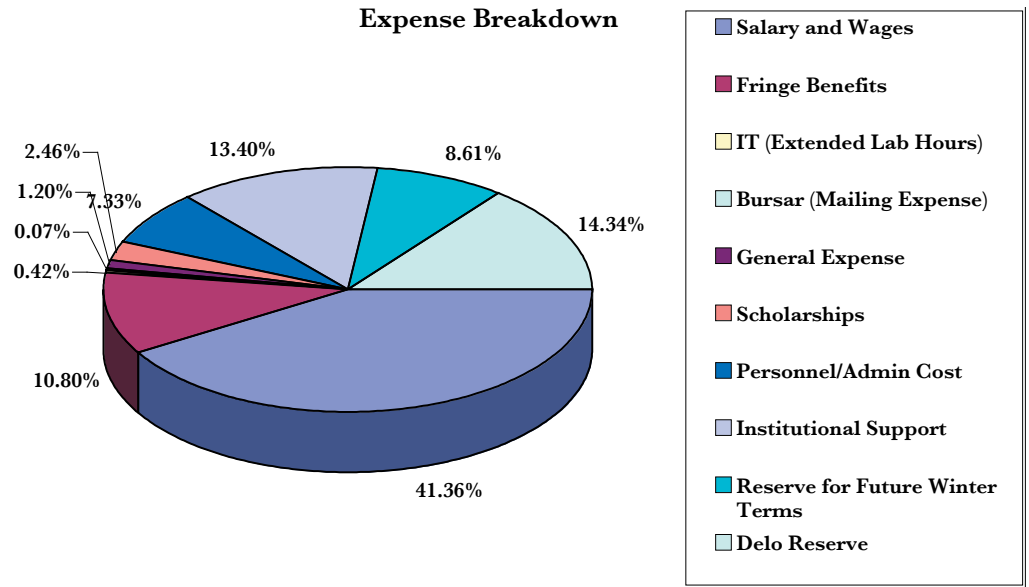
**Percentage of Departments in Each College Participating in Winter Term '06**



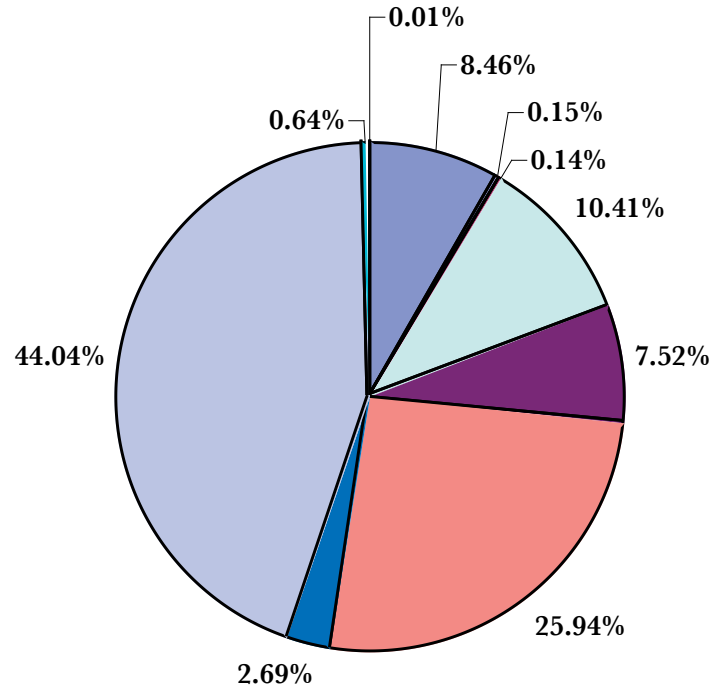
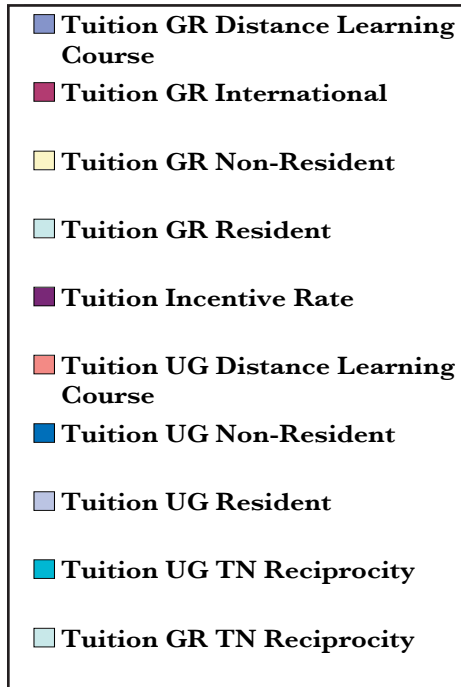
# Financial Summary

## EXPENSE BREAKDOWN

Salary and Wages	360,457.00
Fringe Benefits	94,161.04
IT (Extended Lab Hours)	3,700.18
Bursar (Mailing Expense)	618.00
General Expense	10,501.52
Scholarships	21,422.00
Personnel/Admin Cost	63,845.00
Institutional Support	116,792.32
Reserve for Future Winter Terms	75,000.00
Delo Reserve	125,000.00
<b>Total Expense</b>	<b><u>871,497.06</u></b>



## Gross Revenue Breakdown



## REVENUE BREAKDOWN

Tuition GR Distance Learning Course	73,746.00
Tuition GR International	1,275.00
Tuition GR Non-Resident	1,188.00
Tuition GR Resident	90,743.98
Tuition Incentive Rate	65,553.15
Tuition UG Distance Learning Course	226,085.40
Tuition UG Non-Resident	23,484.00
Tuition UG Resident	383,778.53
Tuition UG TN Reciprocity	5,562.00
Tuition GR TN Reciprocity	81.00

Total Gross Revenue 871,497.06

*\*Revenue is not adjusted for the scholarship reductions*



London

# Faculty



Tengeru

## Enrollment Based Stipends

Winter Term was designed to be self-supporting through tuition revenues that cover expenses including faculty stipends, tuition portions that were attributed to designated areas (Distance Learning and Athletics), costs of promoting and supporting the administrative work, and general expenses. Because Winter Term was projected to be small in comparison to Summer Term and even smaller than May session, there was concern that classes may not have enough enrollments to be cost effective and at the same time, students registered for those classes would have made arrangements for housing and scheduled time to devote to studying and those students expected those classes to be held. Unlike in Summer Term when there are over 1,000 classes offered and low enrollment courses can be averaged in with high enrollment classes, in Winter Term there were only 124 courses offered and an additional 42 cancelled. The small number of classes coupled with the University closure for two weeks prior to the start of Winter Term prompted concern over the balance between guaranteeing open courses and collecting enough tuition revenue to support the term.

The optional enrollment-based stipend schedule was developed and recommended by the Winter/Summer Advisory Committee to support faculty who taught low-enrolled classes that would have been cancelled. The Special Instructional Assignment forms that all faculty who taught in Winter Term signed included a statement (see Appendix: Winter SIA form) on which the faculty indicated whether they were willing to teach a low-enrolled class and what the minimum number of students would be. The stipend schedule was based on the same schedule used in Summer Term (8% of base salary with \$4,000 cap for full-time faculty for a 3 credit course, and the same stipend schedule used in Fall 2005 for part-time faculty). For those faculty members who were willing to take the option if their class was low-enrolled, a schedule based on enrollment was included on the SIA form. For faculty who made less than \$50,000 and so didn't reach the \$4,000 cap, the schedule was not prorated, but followed the enrollment numbers as published and capped at 8% of their base salary.

**17 faculty members accepted enrollment-based stipends for a total of \$37,602. Projected earnings if paid at the Summer Term rates were \$78,972. (These figures do not include fringe.) These courses held 82 undergraduate and 57 graduate enrollments generating approximately \$ 89,000 in tuition.**

## Exceptions to Low Enrolled Classes

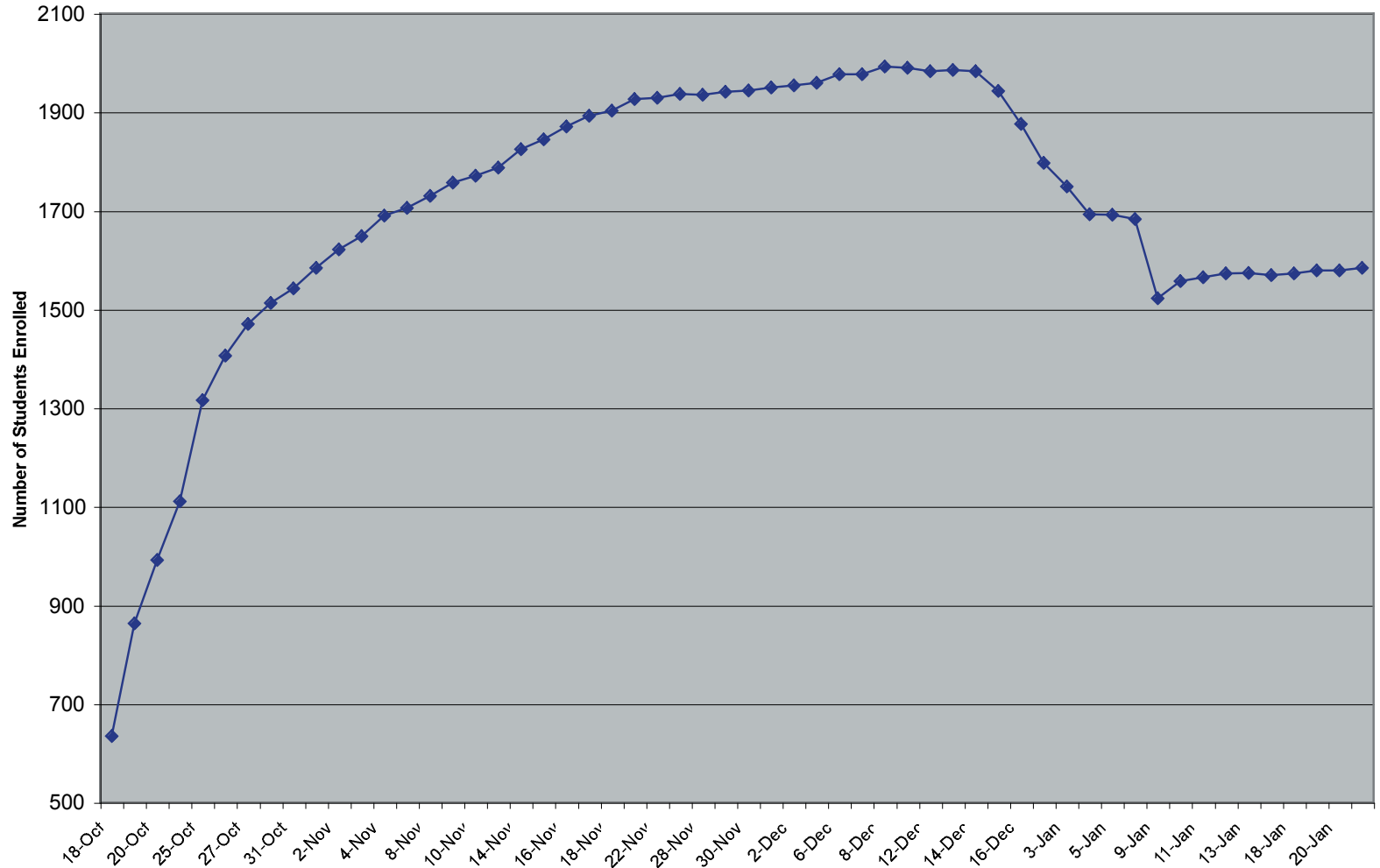
There were courses that department heads and deans made cases for keeping open and compensating faculty at the summer rates. Eleven faculty members were granted exceptions to the low enrollment policy and earned \$39,540 instead of \$30,674 if the enrollment-based stipend schedule had been used. Reasons for these exceptions included students planning to graduate in the spring, the course was a prerequisite for a spring course, and some programs have enrollment caps on certain faculty-intensive courses. These impacted 73 undergraduate and 28 graduate enrollments.

## Supplemental Stipends for High Enrolled Classes

26 Faculty members who taught classes with high enrollments (Undergraduate sections above 19 and Graduate sections above 14) received a supplemental stipend. The stipends ranged from \$300 for 20-24 undergraduates and 15-19 graduates, \$600 for 25-29 undergraduates and 20-24 graduates and \$900 for 30 and higher undergraduates and 25 and higher graduates. The total cost of these supplemental stipends was \$13,800.

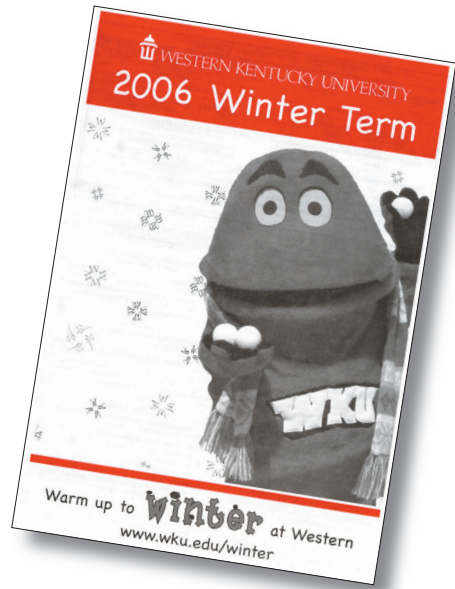


Winter Term Enrollment Progress



There are several noteworthy trends in this daily enrollment chart which stretches from the first day of registration in October through the end of Winter Term. There was a 23.6% decrease between the highest point (occurring on December 8) and the lowest point (January 9), with a subsequent 3.1% rise after January 9. Several factors may have contributed to this trend, [survey q6, appendix B ] issues with financial aid or difficulty in acquiring tuition, students changed their minds, the classes were cancelled due to low enrollment, difficulty in finding housing.

A second trend worth attention is the fact that there was a large amount of activity during the two week break between fall and winter terms. Several offices (Bursar, Registrar, IT, and Student Financial Assistance) worked very hard to create a system that allowed students to add, drop, receive tuition bills by email, and pay tuition while the university was officially closed. Without this open enrollment time period, offices would have been jammed, many refunds would have been processed and fewer enrollments would have been added. It is the recommendation of these offices to continue this process in coming winter terms.



# Research and Promotion



## History of Committee Work

The Provost first began discussing the idea of an intersession with the Calendar Committee in 2002. A task force was then assembled that consisted of representatives from academic affairs and student affairs who would be impacted by this term and faculty representation from each college. This task force met during the course of spring 2004 and was chaired by the Registrar. Several recommendations came out of this group and were taken back to the Calendar Committee who then created a new yearly academic calendar including the new winter term. The task force recommendations were distributed to the University Senate, deans and department heads by Academic Affairs in the fall of 2004. In September of 2004, Dr. Dawn Bolton, Assistant Vice President for Program Development and Beth Laves were given the responsibility of co-chairing the implementation committee. This group consisted of many of the same representatives as the task force but included different faculty members with twenty-seven people and many additionally invited guests. The implementation committee was charged with working through the issues brought up by the task force in the discussion guide. This committee created recommendations for much of the policies and procedures that formed the framework of the new winter term, addressing issues such as athletics, admissions, billing, registration dates and access, classroom building usage, housing, and campus dining options. Every aspect of winter term was dissected, interpreted and a course of action recommended.

The committee work is ongoing. A winter term advisory committee convened in the fall of 2005 to work on issues the implementation committee began but did not complete. This committee is made up of faculty representatives from each college, the Assistant Vice President of Academic Affairs for Program Development, and will soon include a representative from University Senate.



Bahamas

## Pre-Winter Term Focus Group

The Winter Term/Summer Sessions Office worked with ImageWest, WKU student-run advertising agency, to conduct a student focus group. The purpose of Winter Term Research Project was to investigate the implementation of the new 3-week January session scheduled for 2006 at WKU. The research design was rather unique in that it involved limited quantitative and qualitative data collection. A focus group of eleven college students representing different colleges was held. Additionally, each student was given surveys to collect from other students in their respective programs.

### **One noteworthy item from the report:**

The survey respondents were asked if “they would consider taking a class during the new 3-week session?” 31 or 34% of the sample indicated yes, 20 or 22% indicated no and 40 or 44% indicated maybe. So, 71 students or 78% of the sample are open to the idea of a winter session. The respondents were then asked if they “were to consider taking classes during the new January session, what type of classes would they be most likely to enroll in?”

Given the skew of the sample toward upperclassmen, it’s not surprising that 44% indicated that they would be “most likely” to enroll in classes in their major during a winter session.

## Pre-Winter Term Student Survey

A survey was used to gauge student interest for Winter Term classes at WKU. An anonymous and voluntary online survey on the WKU Winter Term was sent to all incoming sophomores, juniors, seniors and graduate students on August 8, 2005.

Questions in the survey were designed to gather background information of the respondent including age and major, reasons for and against taking Winter Term classes in 2006, what type of classes students would be interested in taking during the Winter Term and how students would like to receive future information on the Winter Term. Surveys were sent to all current WKU students.

The following question asked in the survey related to the Pre-Winter Term Focus Group Project and was asked again on the August survey.

### **Which type of classes would you be interested in taking during the WKU Winter Term?**

Of the 2,298 students who responded, 1,875 or 81.6% said that they would be interested in taking a class in their major or minor. These results are consistent with the findings from the focus group.

The other top response was to fulfill general education requirements. Also, a majority of students were interested in taking courses online.

## Welcome Back Western

This annual event, Welcome Back Western, is open to all students upon their return to Western in the Fall. At the event, a table was set up with Winter Term information including important dates, a list of potential class offerings, and registration information. A prize wheel was also set up with the opportunity to win a Winter Term T-shirt. The shirt displayed the registration dates for Winter Term on the back and became a wonderful way for our promotion to be spread around campus even after the event ended.



## Winter Term Schedule Bulletins

While campus has discontinued printed schedule bulletins for the fall and spring semesters, our focus group, held in November 2004, indicated that students wanted an actual list of classes that would be offered this first Winter Term. In addition to the course schedule, the bulletin included important information about the registration process and deadlines. It also included a list of all of the offices and facilities that would be available during Winter Term and their hours of operation. Approximately 3500 bulletins were distributed to students on WKU's main and extended campuses.

## Kick-off Event

In order to raise awareness of the new term, a kick-off event was held the week before registration began. This gave students one more chance to hear about Winter Term and ask questions before deciding whether to participate. We wanted this to be a fun event to get students excited instead of them thinking about having to give up part of their break to go to school. We developed the event around our slogan "Warm up to Winter at Western." Hot chocolate and coffee were served in travel mugs that had our slogan and contact information printed on them. These mugs in turn had the same lasting effect as the T-shirts we distributed at Welcome Back Western. Students carried these mugs around campus and then even students who had not come to the event saw the reminder about Winter Term. Many students commented about how much they enjoyed the event and the mugs.



# Evaluation and Feedback



Australia

## Student Survey ~ January 24, 2006

An online survey was sent via email to all students who participated in the Winter Term. Of these students 613 responded. The students were asked a variety of questions ranging from what class they took to how they felt about services offered on campus. The complete survey can be seen in the appendix but here are the students overall feelings about Winter Term. Full survey listed in Appendix "B"

### **What did you like best about your Winter Term experience? (Open-ended - these were the top four responses)**

- The length of the class
- Having only one class allowed the student to focus on that one subject, helping the material to be more fresh on his/her mind before tests.
- Allowing for a lighter load in the Spring
- Smaller class size allowed for more individual attention from the professor

### **What did you like least about your Winter Term experience? (Open-ended - these were the top three responses)**

- Too much information was covered in only three weeks
- The daily class lengths were too long
- Students could only take one class

### **What do you feel would make the WKU Winter Term even better next year? (Open-ended - these were the top three responses)**

- Offer more classes within majors, not so many gen. ed. requirements
- Make a break in the schedule between Winter and Spring, even if just a day or two
- Offer more online classes

## Faculty Survey ~ January 31, 2006

An online survey was also sent to all faculty who participated in the Winter Term. Of these faculty 36 responded. Faculty were simply asked three questions: What were the positive things about Winter Term, the negative things about Winter Term, and what would you recommend for next year? Here are the most frequently given responses.

### **What did you like best about your Winter Term experience?**

- The concentrated nature of the course allowed a better focus for both the student and the instructor.

### **What did you like least about your Winter Term experience?**

- The sliding pay-scale
- There is concern about "make-up" time. For instance, what is to be done if there are snowdays or the instructor or students get sick?

### **What do you feel would make the WKU Winter Term even better next year?**

- Continue offering the free "lunch with your class"
- Provide a couple of extra days for instruction in the term
- Give a small break between Winter and Spring

*Three open forums, cohosted with FaCET and Student Affairs, were held February 7 and 8, 2006 to give faculty and staff a chance to give DELO feedback on their experiences in Winter Term.*

**During the first forum, three faculty members came and shared their teaching experiences with the group.**

- All were very positive about the term and their students.
- Some concerns were that the Writing Center was not open
- There is not enough time between the end of Winter Term and the start of Spring Semester
- There were some problems with getting books through the Bookstore (which was discussed during our interview with the Bookstore)
- Teaching and grading was extremely intense. Faculty hated the thought of planning a course but having it cancelled due to low enrollment.
- Two of the groups had taken advantage of the faculty/student lunch at Fresh Food Company, one of the classes was an online class who decided to meet (6 classmates showed for lunch).
- Faculty would have liked to know about students with disabilities sooner. One faculty member would have liked to have had time to make large print handouts and exams for the student with a sight impairment.
- Drops for nonpayment wreaked havoc with online students who were blocked from using Blackboard until they were reinstated. While this caused faculty extra work, this also served as an incentive for students to pay their tuition and be reinstated.

**The second forum focused on staff concerns. People from Athletics, FaCET, Dining, Parking, IT, Correspondence Study, and Facilities Management were present and discussed their experiences.**

- One faculty member in Theatre had a positive experience with his class. His students were excited, interested, and while he was concerned about getting through all the material he felt that there was ample time, probably because he didn't lose time beginning and ending class so often. He was afraid that it would be difficult to keep students' interest for 3 hours each day, but it was amazing how well the time was spent and how the students reacted favorably to the class and the grades were as good as or better than semester sections.
- Parking Services had an unexpectedly busy first day lifting parking holds so students could add/drop. This will be alleviated next year through an online citation payment option which will also help students in their add/drop activity during the break. Jennifer Tougas said that this would be an excellent time for conferences to be held on campus because the parking was open, giving visitors a welcoming feel to the campus.
- Transit between main campus and south campus became an issue. The Parking Office provided service for only one student and would like to see that service utilized more next year.
- IT said that the electronic billing process went very smoothly and that the drops for nonpayment were low, 154 students with 54 reinstated.
- Facilities Management had difficulty finding classroom utilization schedule. IT will help FM get Infovview reports so that won't be an issue next year.
- Athletics: there was concern about the low attendance at the 4 Men's Basketball and 2 Women's Basketball games, although there was more practice time. Darrell Horn projected a \$65,000 loss that included both August and January.
- Over 300 students and about 60 faculty members took advantage of the free lunch day at Fresh Food Company. Lunch was also provided one day to classes at the extended campus sites (pizza).
- Rebecca DeSensi thought this would be a good time to bring High School Scholars to campus, feed them at Fresh Foods and even do it on a game night and give them free tickets. This would be an excellent recruitment activity.

**The third forum was held on February 8, 2006. Those present included faculty, staff, extended campuses and graduate studies.**

- A male faculty member voiced a concern about losing a week during fall and spring evening classes.
- Faculty hoped for a longer break between the end of Winter and the start of Spring.



*Several small group meetings were held to get feedback from different support and auxiliary units.*

### **Meeting: Admissions and Academic Advising**

We met with Dean Kahler, Lisa Murrell, and Ellen Bonaguro to find out what concerns there were from those offices. On the admissions side, there were 50 graduate students who applied for admission or readmission in Winter Term. At the undergraduate level, there were only a few undergraduate admissions. One possible reason is that winter term was not an option on the printed application although it was an option on the online application. Students could write to the Admissions Office and ask to have their admit term changed to Winter if they were admitted for Spring. One idea was that we might offer free or discounted housing during Winter Term if we could get space for them as an incentive to take a Winter Term course and to stay on campus.

In Academic Advising, they had a lot of traffic during the three weeks and that was good. The Learning Center was not open during Winter Term and there was concern about the cost of hiring tutors. We would like to look into opening The Learning Center for Winter 2007.

### **Meeting: Registration, Billings and Receivables, IT, and Student Financial Assistance**

Aspects of schedule building went well. There were a lot of requests for student overloads. The policy from Academic Affairs stating that 3 credits were the maximum, with a possibility of 4 if it was an attached lab was a good policy and one that this group recommends is kept for future Winter Terms.

There was discussion about getting some course commitments from departments in April in order to facilitate student decisions. While the deadline for entry into Banner could be left in September, this commitment would allow DELO to communicate a tentative list with students. This was one of the complaints that students had. They would have liked to know which classes were being offered earlier.

Calendar committee has set Winter 2007 to begin on Tuesday, January 2 with the last day (finals) to fall on Saturday, January 20. It was recommended that start and end times of classes be left to the discretion of the departments so that they have the option of having longer class periods and ending on Friday, January 19.

The two week break was discussed as they impacted IT and billing. There were 218 initial registrations after 12/11/2005 who received e-bills. Of these, 29 were dropped for nonpayment.

The Bursar's Office was extremely busy January 2 and 3, but would recommend to keep the payment due date and billing/drop schedule as it ran in 2006. We could do a better job of communicating with students on reading their winter and spring bills which were slightly confusing since they came at the same time and while the spring bills may have shown a credit balance if they were to receive residuals, this in no way was reflected on their winter bill. Some students thought that the Spring funds would go against the winter bill. The Bursar's Office and Student Financial Assistance worked with students to get their residuals to pay for their winter balance, but we need more student awareness of the process. We talked about ways that the Winter Term Office could facilitate this communication through mail-outs, websites, and emails. The Bursar's Office will recommend a new bill date to see if that will alleviate concerns from students who wanted to pay before the end of Fall Semester.

Student Financial Assistance certified over 500 student loans and when Cindy Burnette, director, became aware of an interpretation of the Pell award, her office was proactive in alerting students to this benefit.

Pat Johnson in IT had some issues in reporting to the Clearinghouse because of the problem of having two terms that begin in the same month. She will be working with Freida Eggleton on this issue this year to find a workable timeline.

### **Meeting: Housing**

Brian Kuster, Director of Housing and Residence Life, stated that 71 students who reside in campus residence halls enrolled for Winter Term. Of this number 31 were in one of two halls that provided 12 month housing. The remaining 40 students who attended Winter Term made arrangements to live somewhere other than University residence halls. The only Winter Term option for student residence hall accommodation was in Pierce Ford Tower (PFT) or NorthEast Hall. To accept this accommodation students had to move from their existing hall into PFT or NorthEast and remain there for the spring semester. It is anticipated that Housing and Residence Life is willing to find ways to provide more flexible residence hall availability for the upcoming Winter Term.

There has been discussion about targeting specific groups and encouraging them to participate in Winter Term as a learning community, living together in designated residence halls. Housing would like to see at least 25% occupancy of halls, allowing for Winter Term students who were not part of those groups to also take advantage of housing during Winter Term.

## **Meeting: Bookstore, ID Center, Auxiliary Services, Parking, Dining Services**

- Faculty textbook adoptions needed to be into the bookstore by the first of October. All of the requests that were turned in on time were filled, however there were many requests after this date and even some during the two-week break that were not filled in time for the first day of Winter Term. If faculty would request textbooks earlier, this would greatly help students who were frustrated by lack of available texts. The Bookstore is planning to review Topnet and contact faculty that have not turned in adoption requests by the deadline to keep from having this happen again. Winter Term will also publish adoption dates in our materials, emails, and website.
- Dining Services had several options available for students but felt that they had approximately \$80,000 in losses. Roy Biggers is planning a coffee shop in an administrative office that would be open next winter and would alleviate some of the cost of Java City. He also plans to have a less costly option for breakfast and dinner, since these meals were poorly utilized. The student faculty lunch went very well and he sold more volunteer meal plans in Spring than ever which he attributed in part to the lunch.
- Parking: it would be helpful if students registered for south campus courses are surveyed early to find out what shuttle services are needed so Parking can plan for those.
- The ID Center was not sure about student access to Preston Center during Winter Term. If a student had attended in fall, then their membership to Preston carried over the break until Spring Semester began. However, for those students who attended in Winter but did not in Fall, there was a question over whether the students were full-time and deserving free use or part-time and needing to pay a fee like in Summer. We will work with Preston Center to resolve this issue.

## **Meeting: Dean's Office Coordinators**

The discussion centered on how to make the Special Instructional Assignment form process more efficient. We will continue to use them for Summer and Winter Terms, but an alternate process needs to be developed for extended campus travel for part-time faculty. Heating was a big issue in TPH and in Grise.

The biggest question was whether the part-time faculty payroll start month could be moved to February from January because there wasn't enough time to complete both Winter and Spring SIAs. There was a workload issue with Ogden and Potter faculty who receive workload credits in different ways for lab classes and the policy needs to be clarified.

## **Meeting: Athletics**

Dr. Selig shared with us that the coaches had many positive responses to Winter Term. There was more time to practice; 24 athletes took classes; and the extra time that teams could spend together, able to concentrate on their sport before getting back into classes were good for athletes and staff. There continues to be a concern over the low student attendance for athletic events during Winter Term. There is no substitute for Western students cheering the teams on. The additional cost of housing and feeding fall and winter teams incurred by the calendar change created a net loss to the program of \$66,725.61. The Winter Term Implementation Committee had been aware of this possible situation and had recommended that the athletic fee continue to go to Athletics during Winter Term, while other fees had been suspended. This Winter Term, \$22,408 in athletic fees will be transferred, leaving a net deficit compared to 2005 of \$44,317.61. There is no doubt that Athletics absorbed costs that were not necessary in previous years. There may even be more costs involved in additional recruiting during Winter Term in coming years because this is their most important football recruitment time period.

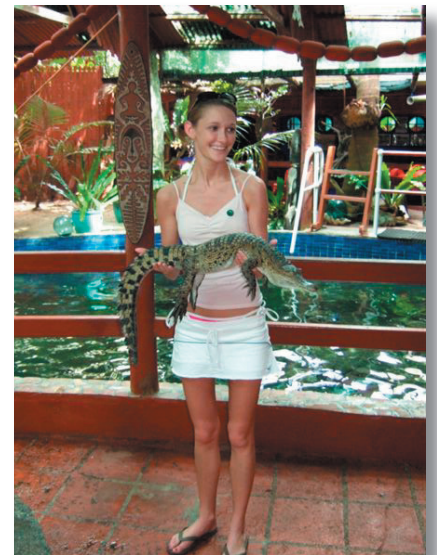
We recommend that the athletic fee continue to be directed toward Athletics in future Winter Terms, and the funding base for Winter Term continue as in the pilot year.

We recommend that Athletics contract with Housing and Dining Services to accommodate athletes during the weeks prior to the start of Fall Semester and Spring Semester. Due to the compression of Fall and Spring Semesters, Housing and Dining Services are now providing fewer weeks of service without a similar reduction in pricing. This may allow room for negotiation.



Australia

# Recommendations



Australia

## RECOMMENDATIONS

**We recommend that the surplus for 2006 not be worked into a long term budget.** There are many support units and academic departments that participated in and worked toward the success of Winter Term. Because of the newness of the term it is still nearly impossible to predict with any accuracy what future revenues will be received. We believe that the surplus should be distributed annually among those units and divisions who took the risks, were flexible and innovative in their participation in this new term.

**We recommend that the University continue to suspend the restricted fee accounts for Winter Term to pay for the expenses directly generated by Winter Term.** Based on the revenue collected during Winter Term, if restricted fee accounts are paid as they are from Summer revenue, there will be very little surplus.

## CLASS SIZE

**We recommend that there be an annual review of minimum class sizes for Winter Term.** Minimum class sizes continue to be a question with multiple options. Winter Term is unique from Summer Sessions in that the two-week break causes concerns over whether students and faculty will or should show up the first day of class, also the first official open day for the University. There were many drops during the break that indicated that students changed their minds at the last minute. We expected that would happen and were glad that we had a mechanism that allowed that process to be student-initiated rather than involve a WKU person to handle each one. This relieved a great deal of the possible frustrations that students have when they cannot complete their decisions in a timely manner.

Once classes began, the class sizes stabilized quickly. Students stuck to their decision to take the class and grade statistics show (87% made C or higher) that the students applied themselves. Classes that were in the “high enrollment” category on December 18 typically ended up in the normal size category by the third day of class. This speaks well for the incentive to raise enrollment caps because this led to more normal sized classes and fewer low enrolled classes. Classes that were capped at 35 ended up at 24 whereas classes that were capped at 20 ended up at 11 to 15. This steep drop must be taken into consideration when caps and minimums are set.

We do not have minimum recommendations at this time but plan to work with the Winter/Summer Advisory Committee in the next month to develop that recommendation.

## ON CAMPUS LIVING

**We recommend that housing and residence life consider ways to make residence halls a more viable option for winter term students.** We need to create a greater awareness of housing options that will fit both fall/spring and winter terms, thus allowing students to make informed housing decisions. We also recommend that, as the interest in Winter Term grows, there will be enough flexibility in housing to allow students to live in a residence hall during Winter Term without giving up their spring room assignments.

## FACULTY

**We recommend that the optional enrollment-based stipend schedule be continued for Winter Term 2007 with both the low enrollment prorated stipends and the supplemental high enrollment stipends.** Averaging will cost the program more and will support fewer enrollments than the piloted policy did.

**We recommend that part time faculty payroll for the Spring semester be moved back from January until February.**

**We recommend that departments provide a potential course list for Winter Term 2007 in April 2006.**

## REGISTRATION

**We recommend that registration with e-billing continue through the break between fall and winter terms to allow students the flexibility of adding and dropping before Winter Term begins.** Tuition would again be due the second day of Winter Term. Cancellation decisions due to low enrollment would be made no later than the third day of fall semester finals week. Schedules for billings, drops for non-payment and reinstatement would follow the model set in 2006. This recommendation was made in conjunction with the Registrar, Bursar, Student Financial Assistance, and IT.

**We recommend that the policy from Academic Affairs stating that 3 credits were the maximum, with a possibility of 4 if it was an attached lab, be kept for future Winter Terms.**

## SERVICES

**We recommend The Learning Center be open during Winter Term 2007.**

**We recommend that awareness be increased about text book adoption deadlines.**

**We recommend that Dining Services continue to be a priority as we try to increase the number of students living in residence halls.**

**We recommend that students receive more information earlier about financial aid options. We will hold student open forums in the community college and at other locations to help students with questions about winter term issues.**

## ATHLETICS

**We recommend that the athletic fee continue to be directed toward Athletics in future Winter Terms, and the funding base for Winter Term continue as in the pilot year.**

**We recommend that Athletics contract with Housing and Dining Services to accommodate athletes during the weeks prior to the start of Fall Semester and Spring Semester.** Due to the compression of Fall and Spring Semesters, Housing and Dining Services are now providing fewer weeks of service without a similar reduction in pricing. This may allow room for negotiation.

## INNOVATION

**We recommend that departments continue to be given the latitude to develop innovative courses but to also offer courses within their majors and minors as well as general education requirements for those students who wish to graduate sooner.**

## SUMMARY

Winter Term was successful because of the hard work and efforts of many people at Western Kentucky University. Faculty took risks in development, recruiting students, and teaching classes or leading study abroad programs. Department heads supported those faculty in those extra efforts. Deans and Academic Affairs led through policy development to make the processes run smoothly. Support units such as the Bursar's Office, IT, Registrar, Admissions, Academic Advising and Student Financial Assistance all worked to support students, ease processing time and frustrations, and make each of the tasks that students have to do to be enrolled easier. Student Affairs units all worked to make students' time on campus enjoyable, safe, and comfortable. Services that we take for granted during fall and spring were available and will continue to be even more prevalent in future Winter Terms. Eventually, Winter Term will feel to students, faculty and staff as just another three weeks in their lives, working, engaging, and growing their education



Bahamas

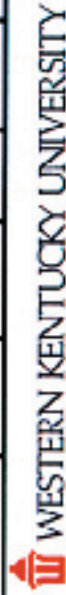


# Appendix

- A. SIA form
- B. Student Surveys
- C. Course lists
- D. Marketing Plan

+++ For Payroll use only +++			
Pay ID	F/P	Amount	Index Account
		\$0	220410

Prepared by/Phone number	Date	Revised 11/15/2005
		0 Winter



Winter Term

### Terms of Employment for Special Instructional Assignments for Winter

NOTE: This form is to be completed for all FT Faculty Instructional Assignments and for FT Faculty Instructional Off-Load Assignments during the Winter Term. Do NOT complete this form unless a stipend is being paid for the assignment. Only ONE Banner Index Number can be reported on each form. Only ONE Location can be reported on each individual form.

#### Employee Information

Employee Name	WKU ID	SSN
Home Address	City	State Zip Code
Home Phone	Department	Email Address

Is the employee whose name is listed above:

a current WKU Staff Employee?	Please answer all four questions in this section.
a current WKU FT Faculty Employee?	
a former WKU Employee?	
a WKU Retiree?	

#### Course Information

On which campus will the courses listed below be taught?

Course Subject, Number & Section	Course Title	CRN	Workload or Credit Hours	Level Salary or Emeritus Salary	Salary Amount	Projected Stipend*

Semester

Year

NOTE: If courses listed below are DV, indicate the location from which to issue a location, NOT the location of the instructor.

\*The stipend amount on this form represents the projected amount that could be paid to the faculty member based on the course reaching a minimum enrollment of 15 undergraduates or 11 graduate students. Stipends for underenrolled courses will be calculated based on the Winter Stipend Schedule attached.

Banner Index from which the courses listed above will be paid:

220410

Adjustment to the Amount Paid:

Make general comments in the space below and/or provide an explanation for any amount listed in the blue "Adjustment" field above:

Total amount paid for this Special Instructional Assignment: \$0

This is to certify my agreement to teach the class(es) indicated above according to the conditions and expectations of Western Kentucky University. I understand that the class(es) may be held, at the University's discretion, on Main Campus, at the Community College and/or Extended Campus sites or other designated locations.

Employee

I agree to teach this course if the enrollments are below minimum and I understand that my stipend will be set according to the enrollment based stipend schedule. If more students enroll by the last add date, I understand that my stipend may be increased. Yes, I agree  no, I do not agree

Employee

Date

#### Approvals - PLEASE SIGN IN BLUE INK

I certify that the above named individual is fully qualified to teach the course(s) assigned. If the faculty member chose "yes" in the block above, then enrollment must be at least \_\_\_\_\_ for the course to be offered.

Dept. Head

Date

Dean

Date

DELO

Date

VP/AA

Date

## Terms of Employment

1. The instructor agrees to abide by the rules and policies of the academic unit and the University set forth in official publications or announced by the Dean's office or the Provost and Vice President for Academic Affairs.
2. The instructor affirms that he/she is fully qualified and prepared to teach the courses assigned and that all representations in his/her vita, resume, or credentials are accurate.
3. The instructor agrees to meet each scheduled class at the time and place assigned by the Dean or Department Head and to administer the final course examinations and any required course evaluations as scheduled. In the event of an unavoidable absence, the instructor will notify the Department Head in time to arrange a substitute or to cancel the class. The instructor agrees to make arrangements with students so that work missed due to class cancellations may be made up.
4. For Part-Time Faculty: The instructor agrees to meet, as needed, before classes begin with the Department for orientation (including discussion of guidelines and syllabus preparation, selection and use of textbooks and materials, examination schedules, and specific requirements). Students are to be provided a complete copy of the class syllabus, course requirements, and basis for grading during the first week of classes, and to be given written notice of all subsequent changes in the syllabus, course requirements, and basis for grading. The instructor also agrees to post the syllabus on TopNet. The University reserves the right to terminate part or all of the agreement (i.e., one or more courses) at any time with prorated payment for classes already met by the instructor. Reasons for termination of this contract include, but are not limited to: insufficient enrollment, failure to adhere to academic unit and University policies, or unsatisfactory performance. An instructor may appeal employment termination or take grievances regarding unfair conditions to the Department Head for review. Such appeals or grievances are subject to final review by the Dean of the academic unit or his/her designee. In non-departmentalized colleges, the initial review shall be by the Dean with final review by the Provost and Vice President for Academic Affairs. This contract confers no credit toward tenure or any right of re-employment. This contract represents the entire agreement between the parties regarding this teaching assignment and supersedes all other understandings, written, or oral.

### Winter Term Enrollment Based Stipend Schedule

Enrollment-scaled stipends to full-time and emeritus faculty who opt to teach under-enrolled courses. This table is based on a 3 credit course. Courses with different numbers of credits will be scaled proportionally. Maximum of 8% of current 9 month salary with a cap of \$40000 plus incentives as listed below.

# Undergraduate Enrollments	Stipend	# Graduate Enrollments	Stipend
1	350	1	350
2	700	2	700
3	1,000	3	1,350
4	1,250	4	1,800
5	1,500	5	2,200
6	1,750	6	2,700
7	2,000	7	3,000
8	2,250	8	3,250
9	2,500	9	3,500
10	2,750	10	3,750
11	3,000	11	4000
12	3,250	12-14	4000
13	3,500	15 - 19	4,300
14	3,750	20 - 24	4,600
15 - 19	4,000	25 >	4,900
20 - 24	4,300		
25 - 29	4,600		
30 >	4,900		

\* Full-time faculty rates will max according to 8% of salary or a cap of \$4000. Part-time faculty rates will max according to the part-time faculty pay schedule

Additional stipulations specific to this assignment:

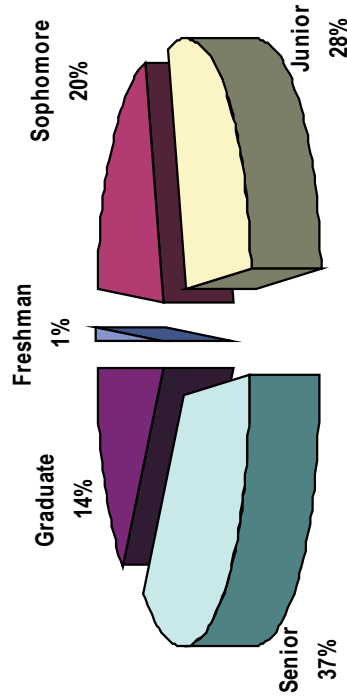


## Pre-Winter Term Survey

[www.wku.edu/winter](http://www.wku.edu/winter)

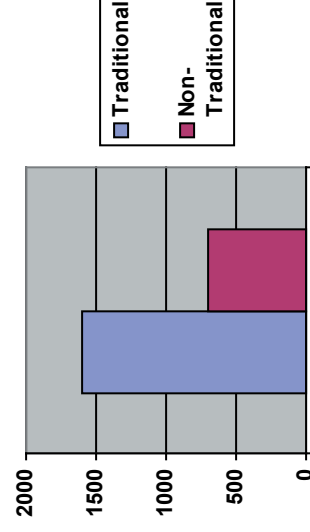
A tool was needed to gauge the desire by students for Winter Term classes at WKU. An anonymous and voluntary survey on the WKU Winter Term was sent via WKU email to all incoming sophomores, juniors, seniors and graduate students.

Questions in the survey were designed to gather background information of the respondent including age and major, reasons for and against taking Winter Term classes in 2006, what type of classes students would be interested in taking during the Winter Term and how students would like to receive future information on the Winter Term. The information will be used by the WKU Division of Extended Learning and Outreach (DELO) to improve the Winter Term.



Of the 2,298 students who responded to the survey, over half were Juniors and Seniors at WKU.

There has been a great deal of discussion about whether the winter term will appeal more to the traditional college student or the non-traditional student. For this survey, traditional is characterized by those 24 years of age and younger. Those 25 and older are considered non-traditional. Over two-thirds of this survey's respondents are traditional students.



While all Western Kentucky University students were given the opportunity to participate in the survey, these departments had the largest number of majors participate in the Winter Term survey.

Accounting	62	Computer Science	30	Marketing	44
Advertising	21	Corporate Communications	40	Nursing	129
Biology	60	Elementary Education	181	Photo Journalism	18
Broadcasting	50	English	53	Political Science	35
Business Management	51	Exceptional Education	30	Psychology	80
Chemistry	28	Finance	38	Public Relations	30
Civil Engineering	19	Graphic Design	20	Social Work	36
Communication Disorders	34	History	34	Sociology	55

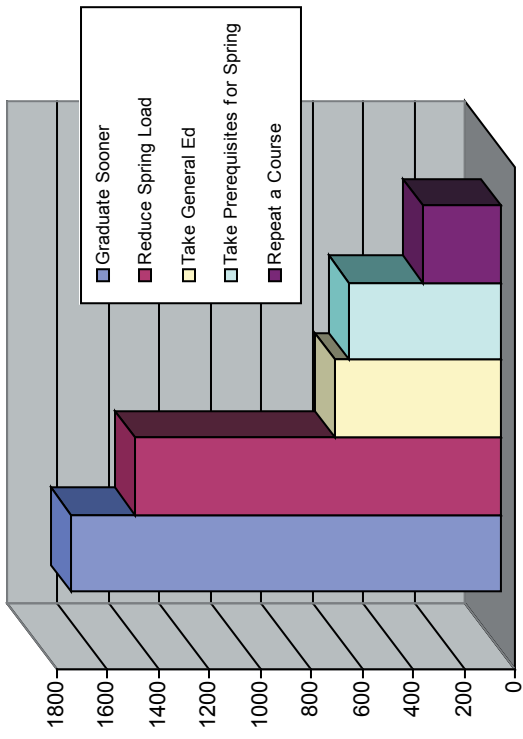
Students were asked what reasons would motivate them to take classes at WKU during the Winter Term given the following options:

- \* Graduate Sooner
- \* Reduce Your Spring Load
- \* Take General Education Requirements
- \* Take Prerequisites for the Spring Semester
- \* Repeat a Course

From this survey we learned that the two biggest incentives for students to take a winter course are to graduate sooner and to reduce their course load in the spring.

Some of the other top reasons students noted for wanting to take a winter course were:

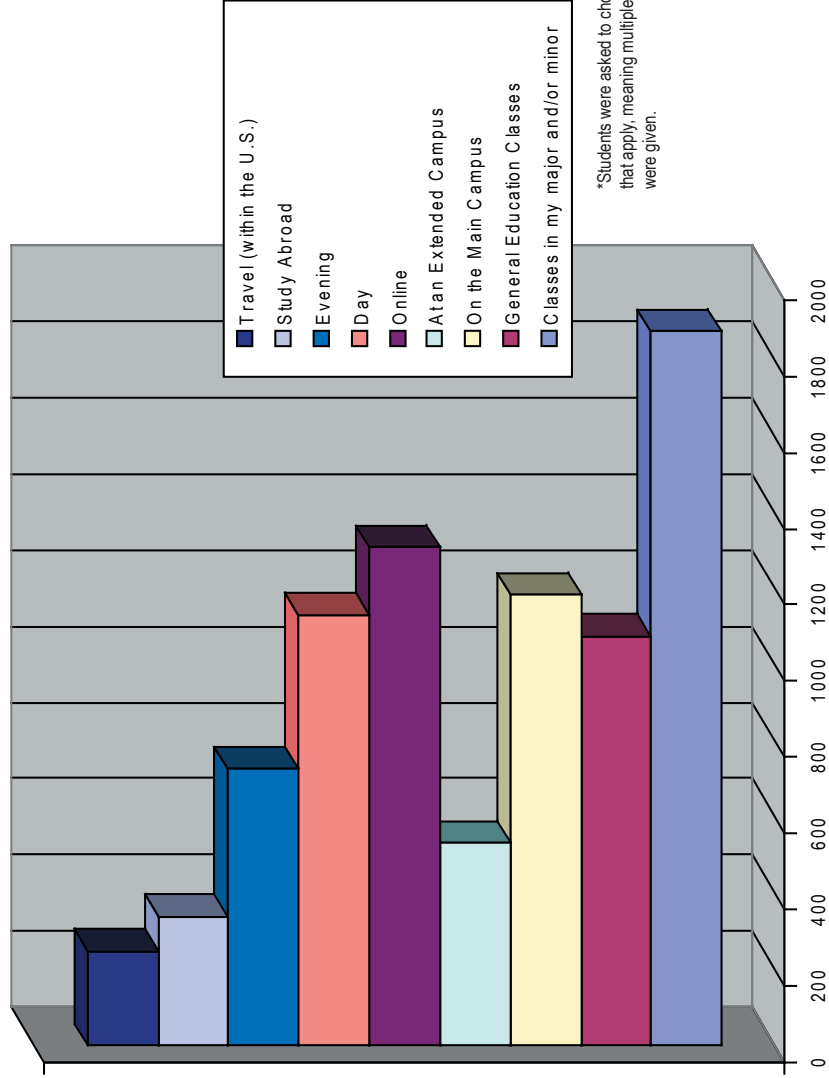
- Having the opportunity to take a course of interest that does not pertain to their major and would not typically fit in their schedule.
- To have something to do over break and get them out of the house.
- Have time to focus on one subject that may be more difficult for them
- To reduce the number of summer hours they would have to take.



\*Students were asked to choose ALL that apply, meaning multiple responses were given.

Students were also questioned about what types of classes they would be interested in taking during the winter term.

Most were interested in courses in their major and minor or fulfilling their general education requirements. Also, a majority of students were interested in taking courses online

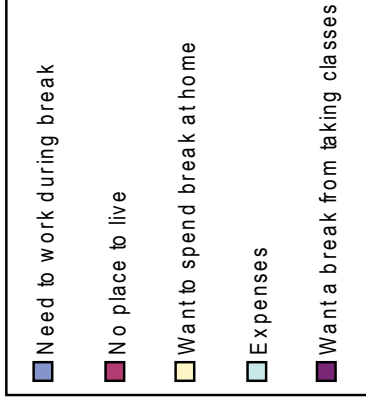
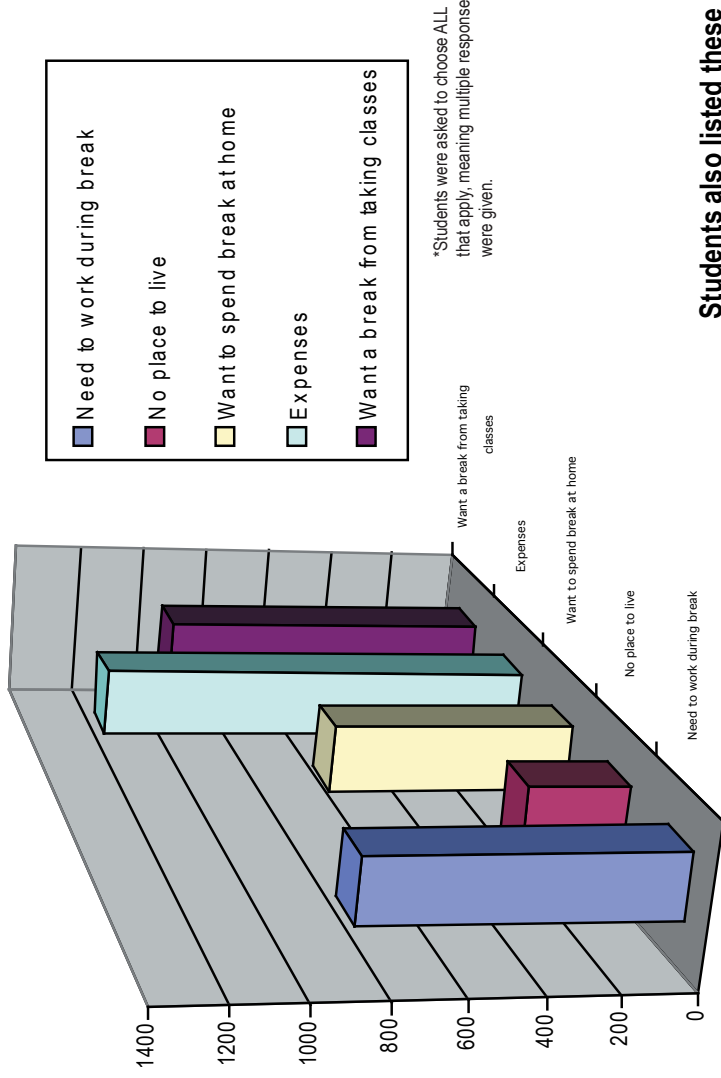


\*Students were asked to choose ALL that apply, meaning multiple responses were given.

Students were asked to choose what would prohibit them from taking a Winter Term class from the following five options:

- Need to work during break
- No place to live
- Want to spend break at home
- Expenses
- Want a break from taking classes

Students listed expenses as their top reason. Students have already been contacting the Winter Term office with concerns about how they can afford to take a winter class.



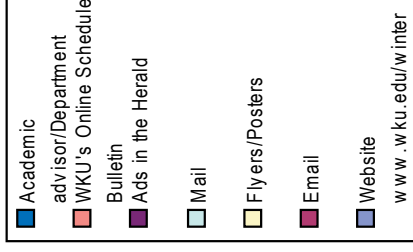
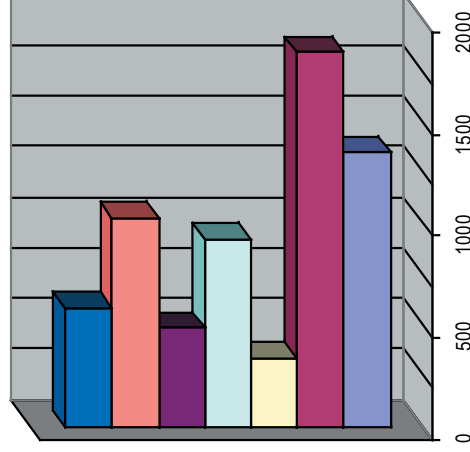
\*Students were asked to choose ALL that apply, meaning multiple responses were given.

Students also listed these among their top concerns:

- Bad weather
- Not enough class choices
- Commuting

Finally we wanted to know the best way to reach students with information about the Winter Term. From the choices given, students chose email as the most effective means of getting them information.

Many students added that they would like the instructors to keep them updated on information and on what courses will be available.



DELO would like to give a special thanks to Academic Technology for providing us with the survey software needed to complete this report. Thank you.

# 2006 Winter Term

## Post-Winter Term Student Survey Results

*This online survey was sent via email to the 1,584 Winter Term students. Of these students 613 responded, presenting us with the following information.*

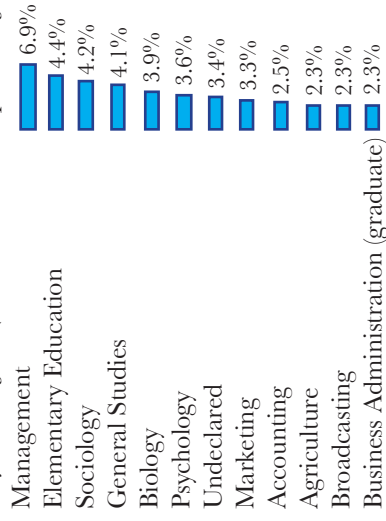
1. What year will you be during the 2006 Spring Semester?



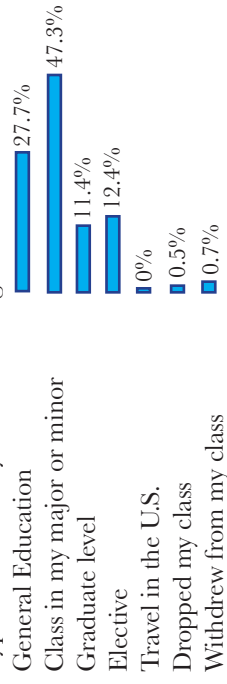
2. Are you



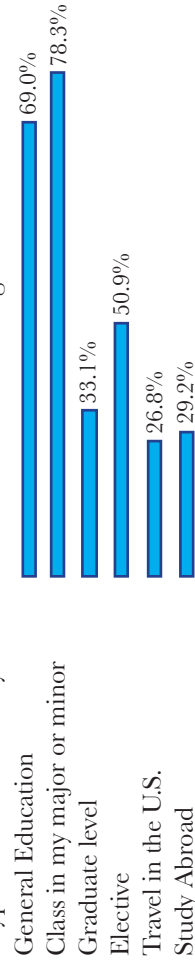
3. What is your major? (These were the top 12 majors represented)



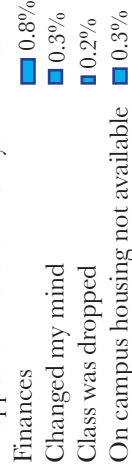
4. What type of class did you take during the 2006 WKU Winter Term?



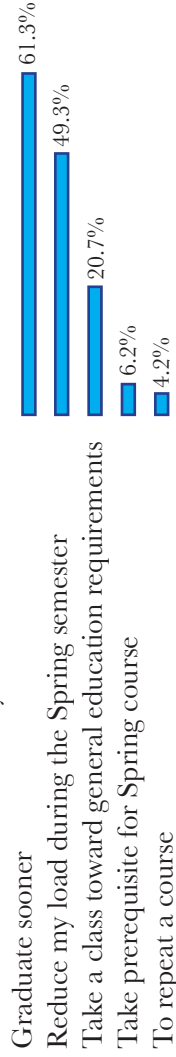
5. Which type of classes would you recommend be offered during WKU Winter Term in the future? (Check all that apply)



6. If you Dropped or Withdrew from your Winter Term class, please tell us why.



7. What reason or reasons motivated you to take a Winter Term class?



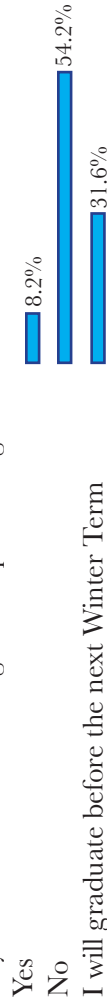
8. Where was your Winter Term class taught?



9. If you took a Winter Term class on the Main Campus, did you live on campus?



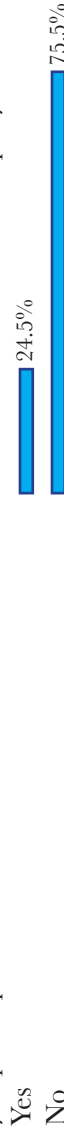
10. Would you be interested in living on campus during Winter Term in the future?



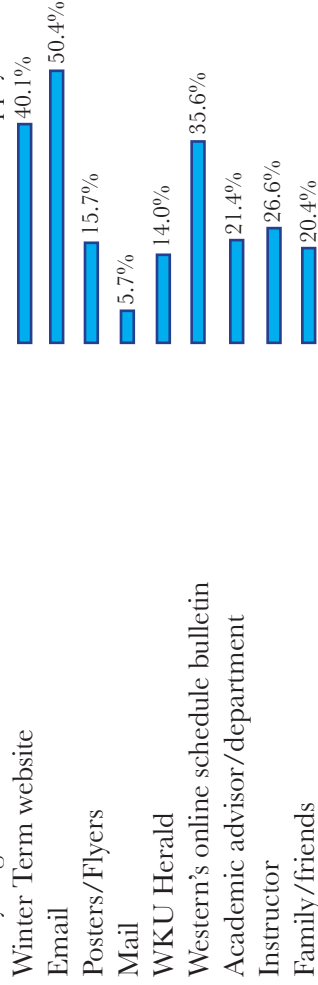
11. If your class was taught on the Main Campus, how many times did you eat on campus?



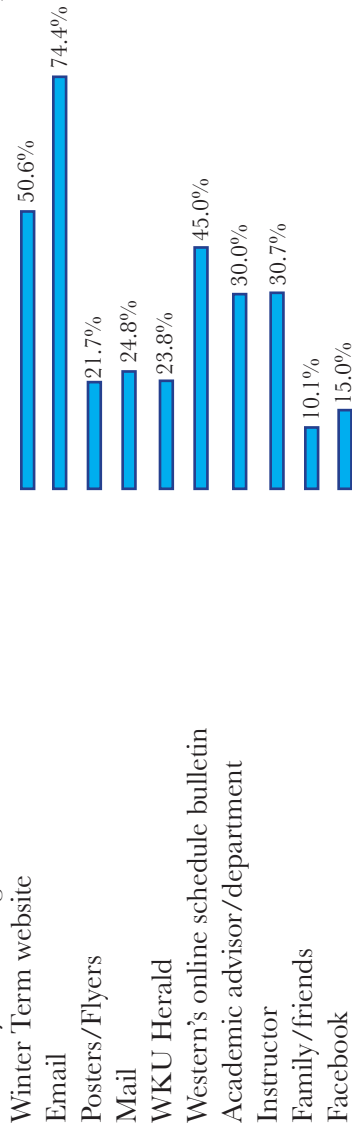
12. Did you participate in the free lunch for Winter Term students at the Fresh Foods Company?



13. How did you get information about the WKU Winter Term? Check all that apply.



14. How would you like to get information about the WKU Winter Term in the future? Check all that apply.



15. Did you take a class during the 2005 Summer Sessions?



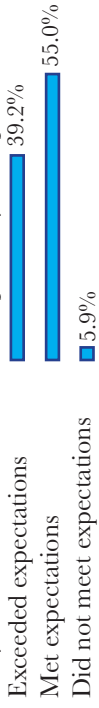
16. Do you plan on taking a class during the 2006 WKU Summer Sessions?



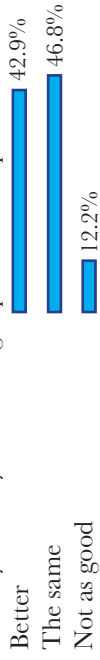
17. Would you be interested in taking a Study Abroad class during a future WKU Winter Term session?



18. How did you 2006 Winter Term class compare to your expectations?



19. How would you rate your learning experience compared to Fall and Spring semester classes?



20. What did you like best about your Winter Term experience? (Open-ended - these were the top four responses)

- The length of the class
- Having only one class allowed the student to focus on that one subject, helping the material to be more fresh on his/her mind before tests.
- Allowing for a lighter load in the Spring
- Smaller class size allowed for more individual attention from the professor

21. What did you like least about your Winter Term experience? (Open-ended - these were the top three responses)

- Too much information was covered in only three weeks
- The daily class lengths were too long
- Students could only take one class

22. What do you feel would make the WKU Winter Term even better next year? (Open-ended - these were the top three responses)

- Offer more classes within majors, not so many gen. ed. requirements
- Make a break in the schedule between Winter and Spring, even if just a day or two
- Offer more online classes

# Community College

Course	Title	Instructor
DMA 055C 001	Basic Algebra Skills	Hollis, Michelle
BT 250C 700	Basic Bus Communications	Mays, Freda
BUS 270C 700	Labor Relations Mgt	Mitchell, Ronald
BUS 270C 701	Labor Relations Mgt	Mitchell, Ronald
BUS 270C 702	Labor Relations Mgt	Mitchell, Ronald
BUS 270C 703	Labor Relations Mgt	Mitchell, Ronald
ECO 150C 001	Intro To Economics	Staff
HCIS 290C 700	Medical Terminology	Hunt-Shepherd, Janice
CFSC 111C 580	Human Nutrition	Graham, Christabell
HIS 119C 001	Western Civ To 1648	Borders, Charles
SOC 100C 001	Intro To Sociology	Staff
SPCH 161C 001	Bus & Profess Speaking	Staff

## Education & Behavioral Sciences

Course	Title	Instructor
CNS 552 500	Testing & Assessment	Lara, Tracy
CNS 553 500	Comm Resources In Cns	Sheeley, Vernon
CNS 554 500	Group Counseling	Minatrea, Neresa
CNS 580 500	Family Life Studies	Onedera, Jill
CNS 584 700	Cns In Violent & Dis Fam	Greenwalt, Bill
CNS 586 700	Parenting Issues	Dinkmeyer, Don
CNS 590 620	Practicum	Nims, Donald
CNS 595 500	Internship/mh	Shaffer, Tammy
CNS 595 501	Internship/mh	Shaffer, Tammy
CNS 651 500	Readings Contemp Cns	Stickle, Fred
CNS 669 501	Crisis Intervention	Spurgeon, Shawn
EDU 250 001	Intro To Teach Ed	Mccain, Terrence
EDU 501 500	Prof Dev Plan Mae/rk Ii	Moore, John
EDU 501 610	Prof Dev Plan Mae/rk Ii	Pierce, Judy
EDU 596 500	Sem Port Dev Prof Growth	Staff
EDU 596 610	Sem Port Dev Prof Growth	Pierce, Judy
EDU 598 500	Sem Eval Prof Plan Rkii	Moore, John
EDU 598 610	Sem Eval Prof Plan Rkii	Pierce, Judy
MIL 301 004	Military Leadership/mgt	Brotherton, Timothy
MIL 401 004	Professional Leader Skill	Baker, John
PSY 100 001	Intro Psy	Graves, Mark
PSY 199 001	Development Psy	Madole, Kelly
PSY 250 001	Adjustment And Personal Growth	Randolph, Patricia
PSY 310 001	Educational Psy	Pritchard, Carrie
PSY 340 001	Sport Psychology	Winger, Steven
PSY 345 001	Psychology Of Sexuality	Phelps, Katrina
PSY 350 001	Social Psychology	Pope-Tarrence, Jacqueline
PSY 370 610	I/o Psychology	Lewis, Harry
PSY 421 610	Early Adolescence	Beavers, Karen
PSY 430 001	Psy Of Women	Miner-Rubino, Kathi
PSY 440 001	Abnormal Psy	Pegg, Phillip
PSY 484 620	Drugs And Human Behavior	Prather, James
PSY 495 001	Hist/systems Psy	Bink, Martin
PSY 541 001	Profession Issues/ethics	Grieve, Frederick
PSY 541 002	Profession Issues/ethics	Myers, Carl
EXED 330 700	Intro Sp Ed Diversity Learning	Randolph, Jo
EXED 516 750	Except Child: Perspect/ Issue	Boman, Martha
EXED 517 750	Trans Svcs Indiv Disabilities	Ferguson, Janice
EXED 532 750	Families,prof & Exceptionali	Applin, Janet
EXED 630 750	Special Educ Law & Finance	Atwell, Nedra
LME 318 700	Children's Literature	Teuton, Luella
LME 407 700	Literature/young Adults	Spencer, Roxanne
LME 535 750	Survey Of Ed Tech Practices	Berger, James
LTCY 518 700	Lticy Learning And Technology	Petty, Pamela



## Gordon Ford

Course	Title	Instructor
BA 420 850	Trade Mission/bus In Mexico	Myers, Daniel
BA 420 851	Comparing Brit/am Legal Sys	Mohamed, Zubair
BA 420 852	Trade Mission/bus In Mexico	Myers, Daniel
BA 580 500	Interest Rate Basics	Goff, Brian
BA 580 501	Corporate Governance & Ethics	Colbert, Janet
BA 580 850	Trade Mission/bus In Mexico	Myers, Daniel
LEAD 200 007	Intro To Leadership Studies	Elder, Charlotte
LEAD 475 500	Ethics In Leadership	Thompson, Hamish
	Ethics In Leadership	Thompson, Hamish
	Ethics In Leadership	Thompson, Hamish
LEAD 475G 501	Basic Computer Literacy	Atkinson, John
CIS 141 001	Intro Economics	Cantrell, Richard
ECON 150 001	Intro Economics	Cantrell, Richard
ECON 202 001	Prin Economics-Micro	Kim, Hak
ECON 202 750	Prin Economics-Micro	Lile, Stephen
ECON 203 001	Prin Economics-Macro	Strow, Brian
ECON 203 002	Prin Economics-Macro	Lebedinsky, Alexander
ECON 206 001	Statistics	Trawick, Michelle
ECON 206 002	Statistics	Wisley, Thomas
ECON 302 001	Microeconomic Theory	Staff
ECON 414 001	Managerial Economics	Borland, Melvin
ECON 414 610	Managerial Economics	Borland, Melvin
ECON 414 620	Managerial Economics	Borland, Melvin
ECON 414 630	Managerial Economics	Borland, Melvin
ECON 464 001	Mathematical Economics	Carey, Mary
FIN 350 001	Risk Mgt/insurance	Wolfe, Edward
FIN 350 700	Risk Mgt/insurance	Wolfe, Edward
FIN 370 001	Prin Real Estate	Brown, Christopher
LEAD 575 500	Leadership Special Topics	Wainright, Charles
	Topics In Hs Ldrshp & Change	Wainright, Charles
MGT 300 001	Legal Environ/business	Sullivan, Brian
MGT 305 700	Critical Thinking In Mgt	Droege, Scott
MGT 313 700	Quantitative Methods	Ferguson, Wade
MGT 403 850	Int Business/negotiation	House, Stephen
MKT 320 001	Basic Marketing Concepts	Forbes, Lukas
MKT 324 001	International Marketing	Todd, Patricia
MKT 420 850	Study Abroad--Australia	Shannon, James
MKT 427 001	Entrepreneurial Marketing	Hall, Allan

# Health & Human Services

Course	Title	Instructor
CD 590 001	Clinical Internship	Brindle, Barbara
CD 590 002	Clinical Internship	Brindle, Barbara
CFS 310 750	Mgt Of Family Resources	Sikora, Doris
	Mgt Of Family Resources	Sikora, Doris
CFS 311 750	Family Relations	Neal, Rachel
	Family Relations	Neal, Rachel
CFS 411 001	Spec Topics/cfs	Duncan, Sheila
CFS 411 750	Spec Topics/cfs	Smith, Connie
	Spec Topics/cfs	Smith, Connie
NURS 317 700	Parish Nursing	Siegrist, Beverly
NURS 317 850	Nursing In England	Blackburn, Donna
NURS 508 001	Adv Issues/prof Nursing	Wilson, Shala
NURS 590 001	Hlth Prom In An Undrserv Popul	Main, Maria
NURS 590 700	Parish Nursing	Siegrist, Beverly
PE 100 700	Life Fitness/wellness	Deere, Randall
PE 101 001	Kayaking	Larson, Bruce
PE 211 001	Lifetime Sports/individu	St. Pierre, Peter
PE 222 001	Hrf Ii-Stgth/endure/flex	Arnold, Ryan
PE 354 001	PE /elem Schools	Cobb, Mary
PE 456 001	Ind Adv Studies In Pe	Bosak, Andrew
PE 515 700	Pe/rec Assessment	Meadors, William
PE 515 720	Pe/rec Assessment	Meadors, William
PE 520 700	Teach Strategies	Meadors, William
PE 520 720	Teach Strategies	Meadors, William
PE 523 100	Nutrition-Ergogenic Aids	Lyons, Thomas
PE 530 001	Indep Investigation/pe	Deere, Randall
REC 220 700	Intro Np Human Srvice Org	Poff, Raymond
REC 426 700	Facility Planning & Design	Gibson, Fred
REC 426G 700	Facility Planning And Design	Gibson, Fred
REC 482 100	Recreation Workshop	Stenger-Ramsey, Tammie
REC 482G 100	Recreation Workshop	Stenger-Ramsey, Tammie
REC 494 001	Am Humanities Mgt Institute	Poff, Raymond
ENV 280 001	Intro/environmental Sci	Taylor, Ritchie
HCA 347 001	International Comp H Systems	Wyant, David
HCA 572 500	Topics In Hs Ldrshp & Change	Wainright, Charles
	Leadership Special Topics	Wainright, Charles
PH 100 700	Personal Health	Gardner, Marilyn
PH 165 700	Drug Abuse	Watkins, Cecilia
PH 384 001	Intro To Epidemiology	Iyiegbuniwe, Emmanuel
SWRK 344 500	Soc Work Stats Data Analysis	Gabbard, Wesley
SWRK 344 610	Soc Work Stats Data Analysis	Gabbard, Wesley
SWRK 344 620	Soc Work Stats Data Analysis	Gabbard, Wesley
SWRK 495 500	Ind Directed Study	Starks, Sandra

# Ogden

Course	Title	Instructor
AGRI 367 001	Leadership For Contemporary Ag	Brown-Ferguson, Linda
AGRO 475 850	Central America Study Abroad	Hughes, Luther
ANSC 475 001	Dairy Business & Prod	Stiles, David
	Dairy Business & Prod	Stiles, David
HORT 475 001	Home Landscape Design	Stone, Martin
AMS 332 001	Solar Tech Applications	Khatir, Kaveh
AMS 367 001	Supervised Work Exp Industry	Staff
AMS 389 001	Cooperative Work Experience	Arbuckle, Gregory
AMS 430 700	Technology Mgt/team Building	Arbuckle, Gregory
BIOL 113 001	General Biology	Mcdaniel, Kerrie
BIOL 399 J01	Research Prob/biology	Bowker, Richard
BIOL 475 001	Molecular Basis Of Cancer	Rice, Nancy
	Molecular Basis Of Cancer	Rice, Nancy
BIOL 485 850	Special Topics: Health Science	Bowker, Richard
BIOL 485 851	Special Topic: Australian Ecos	Bowker, Richard
BIOL 599 001	Thesis Research/writing	Bowker, Richard
CHEM 101 001	Intro Chemistry	Burris, Stuart
CHEM 116 701	Intro To College Chemistry	Divirgilio Thomas, Jennifer
CHEM 120 001	College Chemistry I	Dahl, Darwin
CHEM 447 001	Lab Biochemistry	Williams, Kevin
CHEM 475 001	Selected Topics Chem	Webb, Cathleen
CS 475G 850	Adv Topic: E-Commerce	Ziegler, Uta
CE 461 001	Hydrology	Campbell, Warren
GEOG 100 001	Intro/physical Environment	Goodrich, Gregory
GEOG 110 001	World Regional Geography	Blackburn, William
GEOG 110 002	World Regional Geography	Yan, Jun
GEOG 280 850	Intro/environmental Sci	Kreitzer, Debra
GEOG 360 001	Geography/n America	Bingham, James
GEOG 466 850	Geography Of Africa	Kreitzer, Debra
GEOG 475 500	Ethics In Leadership	Thompson, Hamish
	Ethics In Leadership	Thompson, Hamish
GEOG 475 850	Geography Of Tanzania	Kreitzer, Debra
GEOG 540 850	Geography Of Tanzania	Kreitzer, Debra
GEOG 475 850	Geology Of The Bahamas	Siewers, Fredrick
GEOG 475G 850	Geology Of The Bahamas	Siewers, Fredrick
ASTR 104 001	Astronomy/solar System	Tyler, Rico
PHYS 233 001	Lab Phys/biophysics Ii	Bassey, Christopher
PHYS 250 001	Univ Physics I	Harper, Douglas
PHYS 251 001	Lab Univ Physics I	Harper, Douglas
PHYS 332 001	Phys/biophysics Ii	Bassey, Christopher

# Potter

Course	Instructor	Instructor
AFAM 190 500	African Amer Experience	Staff
ART 432 001	Portfolio	Tullis, Matthew
COMM 343 001	Speech Anal/speech Writ	Caillouet, Larry
COMM 530 001	Global Leadership Comm	Garmon, Cecile
ENG 200 001	Introduction Literature	Davies, Lloyd
ENG 200 700	Introduction Literature	Olmsted, Jane
ENG 200 701	Introduction Literature	Waters, Marya
ENG 306 001	Business Writing	Moore, Russell
ENG 306 700	Business Writing	Jones, Angela
ENG 399 001	Topics In English	Rutledge, Jerry
ENG 399 500	Topics In English	Hunley, Thomas
ENG 399 850	Topics In English	Staff
FLK 280 630	Cultural Diversity In Us	Kaufkins, Barry
HIST 364 850	Colonial Latin Amer 1400-1825	Dizgun, John
HIST 490 850	Hist Of The Myan Yucatan	Dizgun, John
BCOM 271 001	Intro To Cinema	Lash, Cory
BCOM 325 001	Writing/tv/radio	Likes, Terrence
BCOM 366 001	Tv Studio/post Prod Tech	White, Stephen
BCOM 401 001	Hist Brdest In America	White, Barton
BCOM 481 850	Ind Prob London Media	Ryan, Jo-Anne
JOUR 201 700	Media & Society	Lumsden, Linda
JOUR 202 001	Intro/newswriting & Reporting	Johnson, Phebe
JOUR 325 001	Editorial/feature Writing	Quinn, Paula
JOUR 481 850	Ind Prob London Media	Johnson, Phebe
JOUR 481 851	Ind Prob Int'l Advertising/pr	Johnson, Phebe
SPAN 100 850	Spanish Lang & Culture On-Site	Davis, Susann
SPAN 101 001	Elem Spanish I	Obeso, Gustavo
SPAN 102 001	Elem Spanish Ii	Maestre, Eder
MUS 120 700	Music Appreciation	Martin, John
MUS 311 001	Music For Element Tchrs	Floyd, Eva
MUS 314 001	Comp Arts Elem Teach	Swanson, Robyn
PHIL 120 701	Intro To Philosophy	Pinnick, Cassandra
PS 110 001	American National Govt	Lasley, Scott
PS 299 851	Topics In Political Science	Murphy, Roger
PS 407 851	Directed Studies In Government	Murphy, Roger
PS 500 500	Workshops Public Administration	Gordon, Victoria
SOCL 100 630	Introductory Sociology	Boswell, Lisa
SOCL 300 001	Using Statistics In Sociology	Faine, John
SOCL 345 001	Sociology Of Popular Music	Groce, Stephen
SOCL 346 001	Applied Crim. Research	Daday, Gerhard
SOCL 346 860	Special Topics	Wozniak, Paul
SOCL 359 620	Sexuality And Society	Monin, Dana
THEA 151 001	Theatre Appreciation	Brown, James
THEA 151 630	Theatre Appreciation	Brock, Robert
THEA 151 850	Places, Everyone	Stroot, Richard
THEA 354 850	England: Places, Everyone	Stroot, Richard
THEA 499 851	London And Dublin Theatre	Stroot, Richard

## **Winter Term 2006 Marketing Plan**

### **Objectives**

1. Create awareness of the first ever WKU Winter Term among potential students and faculty/staff on WKU main campus and Extended Campuses
2. Help reach enrollment goal – 600 minimum students

### **Tactics – accomplished**

- § Develop Winter Term website [www.wku.edu/winter](http://www.wku.edu/winter)
- § Winter Term student survey
- § New faculty orientation – August
- § Welcome Back Western – September
- § Print and distribute 150 Winter Term t-shirts at Welcome Back Western
- § Full page in Winter/Spring 2006 Registration Guide
- § Order Winter Term ink pens
- § Press release promoting registration dates – September 22
- § Radio public service announcements – September and October
- § WKYU-FM interview – airdate September 29
- § View from the Hill story (WBKO) – airdate September 29
- § Ads in Herald promoting registration dates – (see page two for schedule)
- § Information sent for programs/colleges to include in newsletters
- § Email message to all faculty/staff from Beth – October
- § Printed schedule PDF version on Winter website
- § Contact extended campuses to coordinate Winter Term promotion
- § Printed schedule – distribute Tuesday, October 11
- § Kick-off event – October 11 (see page two for details)
- § Special events for students during Winter Term (possibly with SGA)
- § Send pens, cups and schedules to extended campuses
- § Hold forum after Winter Term to get faculty feedback
- § Survey students after Winter Term – February, 2006

# Winter Term 2006 Marketing Plan

Page 2

## Winter Term printed class schedule

- § Distribute week of October 10
- § Print 5,000
  - Send 700 to faculty members
  - Send 600 to Extended Campuses
  - Distribute 3,500 on main campus
  - Reserve 200 copies
- § 6" by 9" publication, white paper with two color cover
- § Ads in Herald promoting schedule
  - 1/2 page ad 9/29 (\$332.40)
  - 1/2 page ad 10/4 (\$332.40)
  - 1/2 page ad 10/11 (\$332.40)

## Kick off event Tuesday, October 11

- § 9 a.m. to 3 p.m.
- § Inside DUC
- § Distribute printed schedules
- § Winter decorations
- § Big Red
- § Free travel beverage mugs for first 900 students (25 sent to each Extended Campuses and 30 left for Winter Term director to distribute.)
- § Coffee and hot chocolate