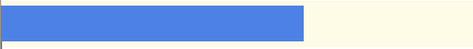


1. During your time at CSU Stanislaus, have you taught any summer session courses?

#	Answer		Response	%
1	Yes		157	63.8%
2	No		89	36.2%
	Total		246	100.0%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.4
Variance	0.2
Standard Deviation	0.5
Total Responses	246

2. What motivated you to teach during summer session?

Text Response

Desire for extra pay.

\$\$

Our students needed the course to get a head start on their internship in August.

Money

Additional Source of Income

Student demand for a class which cannot be met with our current academic year offerings.

opportunity for additional income

Courses are part of the EdD program and I am the only FT faculty that is qualified to teach certain courses

To preview new material for later courses and income

a chance to make additional salary

(in no particular order) Desire to earn some more money, desire to get visibility to my academic program, desire to help students get GE and LIBS requirements out of the way, support for majors and minors in my program, I love to teach.

The classes are smaller. The atmosphere is more relaxed. Students in a small class find it easier to take part in group discussions. This is essential in philosophy classes.

Student interest and the extra money.

The extra income.

money

The extra income and the length of the sessions

Increased income.

Student need. Financial benefit.

Helping our students meet their prerequisite requirements to be able to start our credential program in the fall.

need for program, additional pay

I was asked to

I really like working with summer session students because, in my experience, they've been a little more motivated than students in other semesters. And the extra pay helps me afford conference travel throughout the academic year.

Financial gain

Finances and to get students through our program (for the bottleneck courses)

Helping students to complete their degree in a timely manner, fulfill programatic needs and making extra income.

To serve the needs of our students since department could not serve their needs in fall and spring semesters.

It seemed like a more relaxed pace. Financial gain.

Money

Additional resources and experience.

Introduce new courses, or online sections, making new curriculum possible

I like teaching a shorter course. I find students are more engaged when they are focused on one class for 4 or 6 weeks instead of multiple courses over 15 weeks.

I wanted to try the experience of teaching during the summer.

money

Extra income and helping students get courses that they couldn't get during the regular terms.

Course offering was a class I had wanted to teach. Financial extra was nice.

Teaching during the summer is something I have often done without specific motivation. It's teaching.

the additional salary

Sessions are part of the curriculum plan for the program

Extra cash, keeping students on track to graduation

money

The pay was good (this was when it was state-support), and I was just starting out. We were also accommodating students' needs.

More income and different interactions with students during summer teaching

Extra income. My salary is rather low for the cost of living.

I enjoy teaching and thought that teaching over summer might be fun (being able to focus on one course, spend extended time with students in each class meeting). I also wanted to provide a course for students who might have been trying to earn units for graduation (either the previous spring or anticipating graduation in the fall). The compensation was also a motivating factor.

Extra pay, continuity of intellectual engagement

Dedication from students

To enhance my teaching skills, broaden my expertise and earn a few extra dollars.

I was asked and so I accepted.

student need, financial benefit to me

Provide class for students and chance to earn a little extra.

Comfort, with regard to scheduling and choices of courses

Income, and a passion for teaching.

The extra money.

Requests from students and department chair

Three reasons: 1. Extra income 2. Students' need 3. Keeping myself being refreshed with the course material without interruption

Finances

The ability to try out new and innovative teaching/learning methods, as well as to utilize what I like to call deep immersion - meaning, all-day classes in a condensed time-frame. Also, to earn extra money.

Students requested certain courses, I also needed the extra pay.

I am a part-time instructor at CSU Stan and I am always interested in teaching any courses available.

make courses available to students; earn some extra money

Students need to graduate in-time and take additional classes.

Help student to graduate in time

additional pay

enjoyed the course topic and summer session was short

Need to supplement salary.

Love of the subject, teaching, and additional money did not hurt either.

Students needed the classes to complete the major in a timely manner and the extra income was nice!

The opportunity to earn extra income.
flexibility in scheduling
To help students graduate on time; earn extra money for myself.
Opportunity to earn extra money and also assist students with time-to-graduation.
Helping students, plus extra pay
The students desire to take classes during that time.
The students taking the summer session are ususally very dedicated and the success rate is higher than during the regular semester.
Offering courses to graduate students, make money
Wanted to improve the future through education, and wanted income to prepare for retirement.
Extra pay and to help the students.
I was here and the work was paid.
extra pay; to help student graduate sooner
I wanted more teaching experience, and I wanted the opportunity to facilitate an accellerated course.
additional income
class content
First time the course was taught online, helping students, and the extra pay
It has a shorter period of time and high concentration
Helping the department out and offering a course for students
Money
Money.
Classes needed to be taught.
Opportunity to make additional money.
The time schedule worked out very well.
salary
To help out a student.
students needed the class to finish their programs
I enjoy teaching during the summer when my regular workload is less.
Maintaining connection with the majors and assisting to the lessen "bottle neck" courses and fall workload
Extra money
Less courses to tech in the fall
extra money and the fact we needed to offer the class so our students could finish the program in a year
Money. Different student body
experience and income
Added experience.

3. Course Format

#	Question	Face to face	Hybrid	Fully online	Total Responses
1	10 week session	74.2%	16.1%	9.7%	31
2	6 week session	71.0%	10.3%	18.7%	107
3	4 week session	68.9%	9.5%	21.6%	74
4	An intensive seminar that did not match any of the session lengths above.	92.3%	3.8%	3.8%	26

Statistic	10 week session	6 week session	4 week session	An intensive seminar that did not match any of the session lengths above.
Min Value	1	1	1	1
Max Value	3	3	3	3
Total Responses	28	94	67	26

4. Please state the most positive aspect and the most challenging aspect of the type of compressed summer session you taught.

Default - 10 week session	
Most positive	Most challenging
I like the pace.	It's a lot of material to fit into the schedule
A small and intimate class. Lots of discussion.	With online students, some of them do not have the necessary equipment, but would not come on campus or go where they can have a good computer and internet access.
small number of students	time for preparation
Having the sole class allowed me to focus more on the specific class and learning/teaching materials and objectives.	Compressed format, but was very manageable. Compressing various lecture sessions together.
More curriculum covered	Takes most of the summer
student contact	compressed time vs. traditional semester
Concertrate on one class	
Interraction with students	Preparation
focus	lack of time to digest information
The intensity often creates more dynamic discussions in class.	Hard to cover all the normal material
none	None
the pace was good	keeping students engaged
good length for summer class	keeping students attention through session
I taught it in 7 weeks, which allowed students to finish their 6 week class and still have time to do my final assignment in week 7	registration issues
great interaction with students	
Having students be able to focus on only my class and being able to focus on it myself.	Grading.
Very effecient, one day a week for 10 weeks.	Time compression.
Limited time	
it was the only course most of my students were taking.As a result they were very focused and dedicatedand worked hard.	To seliver the entire course material.Material was delivered at an accelerated rate, I had to make sure the students were actually learning.
students' schedules	none
Enough time to cover all that needs to be covered.	the distractions of summer (for students)
access to the entire art department	long hours
The frequency of contact with the students	The time crunch
	time constraints
	Went to class M ti Th 4 hours a day

Default - 6 week session	
Most positive	Most challenging
quality and commitment of students	short time frame
total immersion, good refresher	research was suspended
Positive experience	
able to get two courses in during the summer	lack of time between meetings
full, immediate exposure	student retention of material
relatively small group that I could give more attention to more intensively	trying out online features to enrich the course
students were engaged, enough time to do all that needed to be done	students taking too many courses at the same time were often stressed out
Students are more focused.	Tiring!
Concentrated focus on that course material.	Less time for students to integrate the content.
None	time frame inadequate
I got to know my summer students really well and I didn't feel rushed to get through the curriculum.	
Plenty of time for lectures, discussion, and group meetings.	
more relaxed atmosphere	compressed time
Shorter session and students are able to focus on their work during the session. .	
Long enough to cover material	Needed to stay on top of everything
Online portion	Energy level of students in longer class sessions
Single focus for students	Daily grind.
Dedicated students.	Longer hours for classes.
Students' ability to focus on a single subject	Less time for students to synthesize information
Students were motivated, studied a lot.	Was waiting to see if class would be canceled due to budgets.
Longer classes, deeper coverage of curriculum, less of the summer time used in the classroom.	Some curriculum not covered.
keeps everyone focused on the content	didn't experience any challenges
Continuity is pretty much assured	
students are strongly motivated	fast speed of lectures
Longer class sessions	Maintaining student focus
high level of focus	relentless pace
enough time to cover the entire course content	
students and faculty could focus on one class	material was compressed, not much time for reflection
The ability to teach courses from anywhere	Online courses demand more time
like a normal class online	Students keeping up and finishing
Students appeared dedicated to the course	Fitting material into the 6 week format

intensive focus	adjusting pedagogy/crriculum
Student can focus on one subject.	If student takes more than one classes.
course topic	poor A/C
intensive time with students	reorganizing a 4 unit course to fit
student desire to take this class	
student's enthusiasm	covering same content as in a regular semester
Easy to do in 6 weeks	Getting students up to speed quickly
Student's focused attention	Add/Drop period shortened, but not announced
Time to spend with students who struggle	Fitting material in compressed time; keeping students going through 2-3 hours of work
Quickly Established Rapport	Responding to Essays Every Other Night
long enough to get to know the students	meeting during the early evening
Students	
quick completion	not enough time
More face time with students was better than once a week courses.	Students can't really improve in writing in such a small amount of time.
If students can dedicate time they can concentrate on one class and usually perform well.	Moves very quickly, if students miss class can get far behind, trying to catch them up is difficult.
Added practice	Grading
Can do it from home.	Takes a lot of prep time.
students take only one class--seemed very engaged	writing two analytical essays in six weeks
Small class size	Short time frame
A good length of time	N/A
smaller class size, more interaction between instructor and students due to the intensive schedule,	some students may not be prepared for the workload of a short session
great interaction with students	
Students were able to complete a course that they didn't have time to complete during the academic year.	I wasn't assigned to teach in the classroom that I prefer. I want to teach in C131.
Students focused on only one topic	Those who got behind struggled with no time to catch up
Dedicated interaction w/ students	Insufficient time to cognize learning
students' schedule	none
adequate space as few other classes scheduled	planning based on varying number of students
Focused instruction	Tiresome
Quickly done and over	None
Flexibility for the students	Amount of email
student focus	
Technology utilization	Time
convenient	
Motivated students	Covering everything that needs to be covered
more time with students each session	compressing the content

Less distraction from a heavy coursework load students were more focused because it was their only class	Fatigue long class periods
Reasonable course length	Unmotivated students
Rapidity	grading in a timely way
Compression helps keep energy high--which is vitally important in an oral performance course.	Compression necessarily limits breadth and depth of course content.
	Took to much of my summer reseach time
	students tried to take 2 classes at once
	no enough down time between spring term and beginning of summer
	Developing online content
Default - 4 week session	
Most positive	Most challenging
intensive and continuous contact	compressed timeframe
full, immediate exposure	student retention of material
students were really focused, workload was limited to short period of summer	getting grading completed in a timely manner, dealing with students who fall behind
Sense that it was a special group	Heavy enrollment
Small class, was able to connect well with students	4 weeks is very short and hard to fit everything in
Being able to complete assignments quickly, and seeing my students on a more frequent basis	Not having the time to cover as much material as I would have liked
Meeting every day instead of once a week	
Hybrid format gave groups time to meet.	Students didn't take full advantage of the hybrid format
more relaxed (as students have fewer classes)	really compressed time
Single focus for students	Daily grind.
Students are engaged	Students can get behind easily
Small class, easier to focus on individual student needs/learning styles.	
Makes testing easier for some.	I wouldn't do it with a quantitative course
students were very focused	hard to see writing improvement
Students were very engaged. They were very focused on my class as they weren't taking any others at the same time.	There was little time for the term project so it felt rushed.
Longer class sessions	Maintaining student focus/students getting reading done
Focusing on one course	Information digestion
Intensive study actually leads to good learning effect	Great effort and scheduling for delivering the regular-semester load of material in a short period of time

Completing the course quickly so there was still time to enjoy the summer	Teaching a course in 4 weeks in not conducive to student learning and was exhausting
deep immersion into the subject	Exhausted students
I provide personal tutoring for weaker students to meet deadlines	Students steep& rewarding learning experience
course topic	
Short	Too short
smaller class size to interact more with the students	
good communication	nothing
student desire to take this class	
flexibility for students	very intensive
The 4 weeks made the course easier to teach with less time commitment	It was the first run for the online course
High concentration	Attendance of student
efficient.	time constrained.
easy to keep focus	fitting material into the 4 week format
Intense subject matter preparation	Teaching more than one section
fresh memory, concentrated learning	could be tiring, not enough time for too many assignments
The longer time gave me the chance to actually complete subjects in one session.	The students don't have much time to internalize the information.
Met many times throughout each week	The pace was too fast
this type of material lends itself to online. Other courses may not be suitable for online.	(1) some students have technical problems. (2) Some students are irresponsible and do not spend enough time on the course.
great interaction with students	
The class moved fast but students stayed focused on coursework the entire time (there's no time to get distracted by other courses.)	
Done quickly, more free time.	Much more difficult for students. Not enough time to prepare, study, digest material. Matching student schedules (work, school, etc.)
Students are able to learn a great deal in a short period of time	It is tiring for students to meet every day for three hours
Only traveling to school half the time.	Commenting on and grading papers in time.
f2f: develop strong learning community; hybrid: efficiency	f2f: student burnout; hybrid: technological limitations
timeframe was most positive	timeframe also most challenging
For my students, math was their main focus for the 4 weeks - we had very little to distract us from learning.	It was rather intense - 15 hours of math instruction plus upwards of 10 hours of math homework.
Able to complete the course in a relatively short period of time.	Students having fewer opportunities to do out of class assignments or activities in K-12 schools due to summer break.

Students focused on only one topic	Those who got behind struggled with no time to catch up
Dedicated interaction w/ students	Vastly insufficient time to cognize learning
concentrated effort on part of students	low enrollment was not conducive to good discussions
Close and continuous focus on a single subject/course.	Very difficult to grade numerous papers.
Ease of access to materials	FIinding off-line opportunities
students engaged daily not distracted by other obligations.	having the book available, many ordered online, which can take a week. I solved by sending out emails before the class started, so we could begin the first day.
student focus	timely coverage
Students were focused on the course material and did well on exams	Turn around time for grading
convenient	
Motivated students	Covering everything that needs to be covered
more time with students each session	compressing the content
Very deep discussions of the material were possible	Fatigue
	Not enough time
	too hard to get all the material in
	technical equipment
	shortened time period
	ends too close to Fall term
Default - An intensive seminar that did not match any of the session lengths above.	
Most positive	Most challenging
Smaller class than we normally get in the academic year	(8 weeks) too short to fully cover the material
Having the intense lecture period increased learning and retention during the course session.	I don't know how much students retained after the session was over.
Since there wasn't a lot of time, I got to focus instruction on one or two important things.	Time. Not much in-depth English instruction can happen in that short amount of time.
Shorter session and students are able to focus on their work during the session.	
Single focus for students	Daily grind.
least length of time commitment	keeping students interested over long days
ability to engage a concept from start to finish without interruption	trying to find adequate time outside of class to have students read course texts and write in-depth papers
I got to know the students better	the fast pace was exhausting
it enables commuting students to take the course	the late evening long hours are tiring for the instructor and for the students
Student interest stayed high	Scheduling it
student prepared -no time to get behind	written assignments
Short duration	Student irresponsible.

The course was over in 3 weeks	Time--only three weeks to complete
students able to concentrate on a smaller number of courses	video
3 week	
No frills...just business.	The pace.
liked having the flexibility to create the schedule	would like to have a middle summer form, to have a few weeks in between spring to summer and summer to fall
Intensity	Rushed (at times)
We offered a hybrid online class that was very flexible for students	Keeping the students engaged and focused on content that is extremely compressed.
flexibility	short timeframe for students to complete assignments
perfect for my experientially oriented class, Outdoor education	
Intensive and students focused only on one course	A lot to learn and apply in a short time frame Hard to fit material into three week hybrid format

5. Do you tend to make adjustments or modify course curriculum / assignments in summer as compared to when the same course is taught during regular session?

#	Answer	Response	%
1	Yes	108	68.8%
2	No	49	31.2%
	Total	157	100.0%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.3
Variance	0.2
Standard Deviation	0.5
Total Responses	157

6. Please indicate at what level you adjust the following items to accommodate your summer session courses.

#	Question	Not at all	A little bit	Somewhat	Quite a bit	Very much	Responses	Mean
1	Syllabus	9.5%	41.0%	31.4%	9.5%	8.6%	105	2.7
2	Reading assignments	23.8%	25.7%	33.7%	11.9%	5.0%	101	2.5
3	Writing assignments	21.6%	25.5%	35.3%	12.7%	4.9%	102	2.5
4	Projects	25.5%	19.6%	32.4%	17.6%	4.9%	102	2.6
5	Course material covered	27.6%	35.2%	26.7%	7.6%	2.9%	105	2.2
6	Other (please specify)	15.8%	15.8%	26.3%	15.8%	26.3%	19	3.2

Other (please specify)

Both problem sets and test coverage

films/video required to watch

Main modification is pushing students to get into term project very quickly before we have covered background material.

Home work and film clips to watch on students' own time

organization of material

Assignments focused on necessary essential subject matter

more quiz and less test

problem material - use about 85% of regular amount

structure class activities differently.

community engagement activities

Different mode of operations in online class. More discussion forums and hw (that may be differently answered by each student).

Exams, homework, quizzes

Weekly quizzes in place of Exams

this question should have option of answer NA

exam structure (number and point value)

There is more time in a class session to show a film or video

Classroom observations in a public elementary school because elementary schools were not in session during the summer months.

in class activities modified

Length of homework assignments.

the numbers of midterms given. I will give them more mid terms.

More in class tests, less papers.

Finding plays to attend

Exams

tutorials and step-by-step instructions

written assignments are fewer and shorter

7. Do you tend to make adjustments or modify your teaching methods for summer courses as compared to teaching the same courses during regular session?

#	Answer		Response	%
1	Yes		79	50.6%
2	No		77	49.4%
	Total		156	100.0%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.5
Variance	0.3
Standard Deviation	0.5
Total Responses	156

8. Please explain

Text Response

I rely more on student-led learning, e.g. have students look up resources on their computers while in the classroom, etc.

I rely on more small group discussion, and do even less lecturing than usual.

I spend more one-on-one time with students

I provide a lot of tips for students to help them stay on track. I take great care to have information presented very clearly since I and other campus resources are less accessible in summer. In face to face classes I make sure that we engage in various types of learning activities throughout the class session to keep them engaged for the long class period. I have to modify service project expectations to address the compressed time frame, which means I am differently teaching application of course topics.

In the short session, but longer class meetings, greater opportunity to discuss reading materials and to craft interpretations.

I use the summer sessions to try out new assignments to see how they work. Smaller classes also allow for more one on one time with students so I am able to work closely with each student on papers and projects in a way I can't with a large class.

reduced time, students can't stay focused, need rest breaks and modify the amount of material covered (lose specific details)

the classes are too long to be pedagogically adequate

I scale back the time I spend lecturing and do more hands-on teaching during the summer. Students learn as they do in order to fit everything into the pace of summer session.

I expect more from the students in reading and writing outside of the classroom.

Since the class periods are longer will try to incorporate exercises and hands on activities to break up the long session time (3-4 hours classes)

Need to cover much material and tried to compress it as much as possible

Compacted time frame requires faster pace and necessitates adjustments to assignments.

Adapt possible options for critiques, shows, performances, as there are less options in summer

Shorter format required me to change to a longer lecture and discussion teaching delivery. The fact that the students were more motivated made this change very seamless. Almost without exception, they studied hard and were prepared every day. It was an enjoyable experience overall.

Teaching summer school usually means longer and daily class sessions. This is very good for a deep coverage of curriculum, but the homework requirements are not the same. The big projects remain the same, but homework requirements change. The students usually have one night from class to class, so I adjust homework.

Due to increased time in class during the compressed courses more interactive student learning experiences have been incorporated to support conceptual learning of the content

I taught a research methods course with a lab most often, and also teach the course during the regular semesters, and for the summer the labs have to be more informally integrated with the lecture to keep the factual presentation and the hands-on aspect synthetic.

Topics must be left out owing to lack of time for students to fully incorporate the lecture material

create more help and problem solving sessions

The attenuated timeframe demands a different kind of pacing to scaffolded writing assignments and work that builds on and integrates prior learning.

I cover much more material each week during summer

The longer class periods allow for more activities, there is no stopping and restarting (reviewing) after every hour of

material. Without activities, it is difficult to keep the class alive for three hours.

Because of the the length of time in the class each period I tried to have some activity and literal movement, such as to from groups.

I cannot include writing projects since there is not enough time to grade the papers and return them to students in a way that they will benefit from the feedback.

I enjoy testing new ways of presenting ideas & concepts. One thing I did was utilize more on-line resources in the classroom, I was able to show relevant documentaries in their entirety - stopping to discuss issues raised in the video, I utilized Twitter and Facebook to maintain connections with students while they were not in class (and have them do assignments using these media forms), etc.

Lab activities require a longer time frame, so they were adjusted with some of the activities started in the Fall and demonstrated in the Summer since there was not time to complete all the steps in 6 weeks.

longer time frame each class day allows for different arrangement of material . . .

I focus the subject matter on the essential knowledge learning outcomes, e.g. instead of covering 16 chapters I cover the most essential 10. I also increase asynchronous teaching methods e.g. Blackboard Discussion Board, Elluminate, Collaborate to better support student learning.

more outside reading

Because I meet with students for long hours at a time (8-5) I break up the material with more discussions and/or hands-on activities.

Summer sessions usually have a low enrollment number, so I can have more interaction with students. But its tight schedule does not allow me to do a lot of in-class activities that I wanted to do.

I use almost daily quizzes rather than midterms and finals to assure competence on the material and to encourage the students to stay up-to-date.

One, it is an online class, so I had to modify for the format. Two, I added videos to stay in contact with students which I don't do normally during the semester.

With 2-3 hour sessions each day, need to structure activities differently. Can't just lecture, group work, lecture go. have to go back and forth and back and forth from lecture to activity. And try to structure stuff so GE students who are progressing faster than those who struggle can not-attend some days. (Gives me more time with strugglers.)

less projects or papers

more lecture and less group-work

I modify my teaching methods in order to make sure that students are learning more information in a shorter amount of time. This means that there is a more intensive back and forth between students and myself via BB and email to make sure that they are understanding the material in a shorter amount of time.

Due to the short amount of time during summer, I cannot cover as much detail as in a normal semester. Writing is not a quantitative thing; therefore, I have to scale back significantly when it comes to formatting, writing structure, grammar, and punctuation reviews.

Had a preceptor for clinical time.

keeping students engaged for the longer class periods is a challenge, as is scheduling assignments and discussing same ex post in class

The compressed time for the course causes me to be more productive in every class. Students do more independent work outside of class.

Class time is longer so need more activities in order to not lose students

More intense compressed coverage.

I think I am less verbose in the summer course, because I am trying to make the best possible use of time. Regularly I repeat key points two or three times, whereas in the summer course the student just get to listen to the material

once.

Online teaching is different from inclass teaching. I pre-record my lectures, and this usually require repeated recordings to get the recording correct (it's like when making movies, you need repeated recordings to get the scene just right (or at least somewhat right)) and then there is the technical aspects with regard to the sound, uploading and storing of the materials. There is lots of technical work involved besides just recording the lectures.

In the compressed semester I get to business right away and accelerate the course's pace.

The longer time spent in class each day meant I had to vary activities to keep students alert and engaged.

Class meets for longer period so I have students do more activities than during the regular semester.

Bc I am only teaching one class, I have the time for more immediate feedback to students

In summer session, I schedule more in-class practice time for students to help their understanding on-site.

I notice that the summer classes I do (limited enrollment, writing and reading focused) feature a bit more interactivity.

Adjust to help with time compressed nature of summer courses. More in class discussion and less lecturing.

The intensity of the coursework required much more frequent online communications with students on Blackboard as well as email and wiki's

I almost always make changes to courses based on feedback and notes I make as I teach.

I am able to show videos, and provide other demonstrations

A great deal of homework was assigned. Class was used less for lecture and more for discussing what students learned through the homework.

Although the subject matter remains the same, the course in the summer (4 weeks/30ish students) is very different than in the regular semester (16 weeks/120+ students). The longer class meetings and fewer students allow for much more project-based work and a more interactive environment. I believe my summer students get more out of the class than the regular semester students.

less group work and in class activity. More independent (outside of class) work expected.

Compress projects more group work

In a 3 hours class session we had more time to interact with the material. The two hour evening class session during regular semester tends to run short of time to interact more fully with the content.

As specified previously, the main modification would be "out of class activities" that students are required to do during the regular fall/spring semesters; where school are not as accessible during the summer sessions due to most schools being on break.

Because of the class length and intensity of meeting several times a week, I use varied methods to keep student interest and to read for saturation (feeling overwhelmed by too much material) when I teach in the summer. The good news is the course size helps me in doing this.

More one on one interaction, as my group is smaller in the summer. More student participations.

I tend to use many more multi-modal activities in which multiple learning objectives are built into a single activity, due to the need to compress the session ("contact hours" do not make up for the compression of days). This is helpful in some ways but makes ongoing formative assessment of learning more difficult.

Because of summer, we perform some teaching methods outside the classroom. The students enjoy that very much.

Summer online courses become more lecture intensive with solo projects. My in person classes tend to be more group and activity related.

Compressed schedule, compressed lecture/discussion

More infusion of the key International Business events of the Summer.

I interact with students more frequently during summer sessions. For online classes, this means making extensive use of text messaging as well as daily monitoring of discussion, rather than weekly.

I tend to do more worksheets and quizzes than lectures and midterms.

with fewer sessions and weeks, I offer more specific tutorials and step-by-step instructions during the summer session

I post more material online. Lectures are probably more focused with less interesting material and more essential material focus. I also don't show as many clips

During compressed sessions, I cannot incorporate as many in-class activities and exercises as I do during the semester.

9. Please indicate your level of agreement with the following statements.

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Responses	Mean
1	I enjoy teaching during summer session.	37.6%	39.5%	16.6%	3.8%	2.5%	157	1.9
2	I am able to balance the nature of compressed summer courses while maintaining academic rigor.	47.8%	40.8%	8.3%	2.5%	0.6%	157	1.7
3	I am able to meet the learning objectives of a course during the compressed summer session as compared to the same course taught during regular session.	48.4%	39.5%	7.6%	3.2%	1.3%	157	1.7
4	I am able to establish effective instructional rapport with students during summer session.	51.9%	35.9%	9.6%	1.9%	0.6%	156	1.6
5	Students are more focused during the summer session.	28.7%	33.1%	30.6%	5.7%	1.9%	157	2.2
6	Summer students tend to be more engaged in classroom interactions and in-depth discussions.	19.9%	34.6%	37.8%	6.4%	1.3%	156	2.3
7	There is a more collegial classroom experience during summer session courses.	16.1%	29.0%	44.5%	9.0%	1.3%	155	2.5
8	Students attend more regularly during summer session.	20.0%	29.0%	45.2%	5.8%	0.0%	155	2.4
9	Students who attend summer session are academically stronger.	7.7%	12.2%	59.0%	19.2%	1.9%	156	3.0
10	I would be willing to teach during summer session in the future.	55.5%	28.4%	9.0%	3.2%	3.9%	155	1.7

10. Why did you choose not to teach a summer session course?

Text Response

The School of Nursing (SON) does not offer any classes during summer session and currently with the cuts we have put on hold our GE offerings even during the regular semesters.

I like to do my research in summer

I use the summer for research.

I was scheduled to teach a course for Summer Sessions that eventually did not meet the enrollment goal and was canceled.

UEE is the slow privatization of education, not what CSU was founded on. More money out of student's pockets, more/increased salaries for administrators, faculty slowly needing to teach UEE to compensate for the lack of pay increase while administrators benefit but are unfamiliar with the education of our particular students.

Summer tends to be busy with off-campus work.

Classes I teach are not offered.

I have not been asked.

I did not get a class to teach. The course I teach is only offered Fall and Spring. I would like to teach summer time too.

I tried to teach a summer course. The enrollment numbers were not sufficient, so it was cancelled.

I was offered summer employment at a community college.

I was teaching elsewhere

This semester is my first lecture assignment at CSUS.

I would like to and now we have instructional support, I will attempt to offer two summer session courses.

I was just hired as of fall 2012

Working on Research, in doctoral program that was year round, finishing my dissertation.

Field research

I usually use the time to work on writing up research papers, and work on additional projects.

I need the time to do research and I need a break from teaching. We have very heavy teaching load.

I have not been offered the opportunity to teach a summer session course. However, I am more than willing and happy to do so!

Scheduling

I chose not to teach a summer course for three reasons: 1. I need summer months to meet research demands. With the onerous teaching load during the fall and spring semesters coupled with increasing demands from administration to generate original scientific research, summer teaching is not a priority. 2. I teach introductory survey courses in the sciences. It is already a challenge to cover that breadth of material in 16 weeks and show evidence that students are learning the material; compressing that same material into 8, 10 or 12 weeks represents another hurdle in students' ability to absorb, process and be able to work with that material. 3. I don't need the extra money.

I feel the need to recover and to ensure appropriate enthusiasm for classes in the fall.

no workload reduction possible

I was never offered to teach a summer course

I am a temporary faculty. No available courses assigned.

I don't need the extra pay; i need family time more.

If the course was offered online, I would teach it.

I am a part time employee and I was not offered any to teach.

need the time to attend conferences, do research and spend time with my family

I am a part time instructor, and there was no opportunity to teach during summer.

Had other commitments

I use the summer to pursue research projects and prepare classes for the following academic year.

wanted to focus on my research

In the past I have done field work. I attempted to teach a course on-line through UEE last Summer but it did not get sufficient enrollment.

I did not choose, simply was not asked to teach a summer session yet. This was my first semester teaching. I would teach a summer session course.

I teach in the major and our program is cohort based, so there are no major courses in the summer

Class was cancelled due to low enrollment

This is my first semester teaching at CSUS.

Want the time off to do research, vacation, etc.

Was not offered a course to teach.

I began my job Aug 15th of this year

New hire

Was not offered a course

I am too busy working on research and scholarly activities to teach during the summer session.

I began teaching in the Fall semester.

Hasn't fit into family/work balance

I need a break from teaching during the year, and usually travel extensively during the summer

I only started teaching this fall 2012.

1) I am burnt out by the end of spring every year. 2) I only have summer, breaks, and weekends to do my research. My study organisms are not active in cold periods, so winter is out. Between driving to field sites and actually getting the work done, I need a full day each research day, and I teach every day of the week during semesters.

This is my first semester here at CSU Stanislaus and have not had the opportunity to teach summer courses.

Not asked

I would be glad to teach during the summer session but I have not been offered the opportunity.

Never been offered one.

I teach summer classes at another university

This is my first year at CSU Stan

Have never been offered the opportunity

Yes. I like my summers free.

Time

I just started teaching at the university this semester

I made this decision because I believe in faculty research. With the extremely heavy teaching load that the CSU mandates, summer is our ONLY time for research and writing. For those of us who became professors because we care about writing books and articles and advancing knowledge in our fields, there is no way we will sacrifice this to teach during the summer.

I have a full load in the spring and fall sessions and my department does not offer summer session courses.

not offered in nursing
This is my first year at CSU. But I am very interested in teaching summer classes.
Was not offered to me.
n/a
I was not sure if there is space in the schedule or if I could
Course cancelled due to underenrollment
it has never been offered to me.
Haven't been here for a summer session yet. I doubt I'll teach summer courses much, though, as the teaching load is so high here during the regular academic year that I need the summer for research.
TIME! Because of the other expectations for RPT.
not asked & not in my contract
Because I REALLY need a break!
I have chosen not to teach during the summer both to take a break from teaching and to make progress on various research projects.
Not offered. Willing to teach a summer session class.
that's my time for vacationing and spending time with family and friends
There are no scheduled classes. I use the summer to do research and creative work
I conduct research during the summer.
Was not asked. Other professors in department teach them.
I was not offered a class for any of the summer sessions.
Devote this time to research and publishing
family commitments
Busy with other things.
I usually take time in the summer to pursue other activities like travel. I also spend time during the summer collecting materials for my regular semester courses and updating and/or modifying those courses. Teaching during the summer would reduce the time I have to do these activities.
not asked
Family member is ill and I provide care for the summer months.

11. Would you ever consider teaching a summer session course in the future?

#	Answer	Response	%
1	Yes	76	86.4%
2	No	12	13.6%
	Total	88	100.0%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.1
Variance	0.1
Standard Deviation	0.3
Total Responses	88

12. Course Format

#	Question	Face to face	Hybrid	Fully online	Responses
1	10 week session	38.9%	27.8%	33.3%	54
2	6 week session	41.8%	33.0%	25.3%	91
3	4 week session	45.6%	28.9%	25.6%	90
4	An intensive seminar that did not match any of the session lengths above.	54.5%	24.2%	21.2%	33

Statistic	10 week session	6 week session	4 week session	An intensive seminar that did not match any of the session lengths above.
Min Value	1	1	1	1
Max Value	3	3	3	3
Total Responses	34	55	52	24

13. What changes can be made that would make summer session more desirable to teach in the future?

Text Response

40% pay cut among top administrators.

Allow it to be part of our normal workload, not an extra. It's not worth the money to me. I'd rather have the time. it is really an issue of time. if I had time during the regular session to focus more on research and/or childcare was provided, I might consider it

I don't know.

Reduced teaching load during the regular academic year. If we could have no teaching during the regular year, and make up for this by teaching over the summer, then summer teaching would become an option.

N/A

None--I prefer the time off.

The university can dramatically reduce our teaching load from the current 4-4, so that we have time for research during the school year and therefore might be able to take some time to teach in the summer. But this will of course never happen.

I don't want to teach classes in the summer so there isn't anything you can change.

I don't have time during the summers to teach. Thus, there would no changes that would make it more desirable to me.

If there were essential courses that could not be offered in regular semesters that were necessary for our students and there were limited faculty who were qualified to teach them, and I was qualified, I might consider teaching during the summer. However, there is really very little that could be changed now that would make it more likely that I would teach in the summer.

14. Do you advise or encourage students to take courses during summer session?

#	Answer	Response	%
1	Yes	193	80.4%
2	No	47	19.6%
	Total	240	100.0%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.2
Variance	0.2
Standard Deviation	0.4
Total Responses	240

15. Why or why not?

Text Response

Most students would like to finish in a timely way. Also, I'd like to see summer courses 'make.'

provide options; to shorten time to graduation

Taking electives during the summer, particularly in the summer before engaging in their advanced year internship, can help prep students in specific areas of practice.

It's their personal option... Summer school is much more expensive...

I advise strong students who want to complete their degree program in record time to take courses in summer so they can graduate in time.

Most of our courses (an including the one I taught in the summer of 2012) develop material which is needed for later courses. Since the time is short (in my case 8 weeks vs 15 in a regular semester) coverage suffers, even though the number of class hours in the same. Time out of class is just as important and that is where the summer classes suffer. This might not be an issue for GE classes, but for science classes where any one class builds on the earlier ones it is a big issue.

I am neutral with regard to summer session courses, so I do not suggest to students that they should or should not take them. I always inform them of the increased costs to them and the fiscal ramifications for the university and the faculty member.

In order for them to complete our major in a timely manner

summer courses are part of the EdD program

To hasten their completion of required units and/or obtain extra units and greater exposure to subjects

Most of our students are motivated to graduate as soon as possible and Summer courses can facilitate this.

Summer works well for some students, and not for others. If students appear burnt out, are struggling financially, or are on track to graduate taking a normal academic-year workload, I don't typically encourage them to take summer school. If they are in a hurry to graduate, are behind in units for normal progress, or have difficulty taking a full load in a fall or spring term, I often recommend summer school. Summer can be an opportunity to focus on one or two classes at a time, and is often a good option if a student needs to take a challenging course without so many other distractions. It can also be a great chance to get to know a professor better, as the faculty member has fewer distractions and students to work with.

Some students need a summer course to finish their studies in order to graduate on time.

My discipline does not offer summer or winter courses. Teaching load during regular terms is so heavy there is no time to prep for the next semester or to conduct scholarship.

To help move through the university required curriculum in a timely manner. The 15 unit maximum course load is slowing students in their goal to graduate.

It hasn't occurred to me.

I advise this on a case by case basis. It is not for all students but it can help a student get a couple extra classes in and often something they may not otherwise take.

Because of the opportunity to complete courses in a shorter period of time. I also think summer is a good time to complete prerequisite or remedial courses that students may have to complete, which can potentially help them to make up time they might "lose" during the spring or fall semesters.

Keep them on track for graduation; pick up courses unavailable during regular sessions, here or elsewhere.

It is the only way they can finish their degree in a timely manner given the current budget cuts and limited course offerings.

To increase their opportunities for success to degree completion in four years.

Some students can actually give more time to coursework during the summer because they are not working then.

And for some, it facilitates completing their degree more quickly.

Helps them to balance their personal life with their school life with a lesser load during the academic school year
I do advise to take summer classes to stay on track towards graduation as many classes are not available in the time frame needed.

Because I teach them to think.

Not a pedagogically sound practice and so the student experience is not adequate

They are currently too expensive. Once they match fall/spring fee rates, I will.

Taking summer classes potentially decreases fall work load.

It's a great way to focus on a course, so if a student has a challenging course they've been avoiding, for some students the focused nature of summer session is helpful.

To graduate on time.

I don't encourage or discourage. If a student needs a course that is taught during the summer and they were planning on taking a summer course, I would encourage them to take a course. If they don't take summer courses, I don't encourage them to do so.

usually for only one reason - to be cost effective in graduating on time. If they are one or two classes short the summer can be cheaper than a semester of tuition..... in this area, many of the students are hard-pressed for money so I try to help them plan for that. Occasionally I suggest summer for the purpose of students entering the grad program who are short on prerequisites.

It an opportunity for them to meet some of the requirements within a short time.

It is expensive for students and only those needing a final class for graduation pay the higher fees

Academic year courses are so impacted students have a difficult time getting the classes they need. Summer offers an opportunity to take these courses.

Meet programmatic requirements

Students should consider taking summer courses for several reasons: 1) Oftentimes, students and instructors get to know each other and work together closely, immersing themselves in the subject at hand: focusing on just one or two subjects at a time can be a unique and beneficial learning experience. 2) Taking a summer course helps fulfill requirements that might be harder to meet during the school year: classes are obviously filling up quickly during the fall and spring terms--if a student is able to enroll in a summer term class, he/she will put his/herself a step ahead.

I discuss summer term when it comes up in the course of regular advising.

They can concentrate on only one or two courses during that period.

Excellent opportunity! Finish degree faster! Intense course!

Classes can be difficult to enroll in during the fall & spring semesters. Summer is a chance to get into the classes they might miss during the fall & spring.

More time to focus in a single subject

Great use of time and can get required courses

It allows them to graduate sooner.

Students may be able to quicken their pace through college and graduate sooner by taking a few classes during the summer sessions. This is a big financial and time benefit to many students.

When I advise students to take summer school, it is with some reservations. If a class will be particularly difficult for a student, I suggest waiting until a longer semester for more processing time. However, for most classes and most students, I advise summer school to accommodate their schedules. The long sessions are usually beneficial for most students to process information. These sessions are also beneficial for teachers to dig into the subject matter.

So that they stay on track to graduate on time

I offer it as an option, which students seem to appreciate.

Again this is part of the overall curriculum with year round 10 week courses - the summer retains the same format as other semesters and students are very engaged.

From experience myself, it allows for a greater focus during the school year on other relevant activities.

The prerequisite sequence in my college is so rigorous and convoluted, that since the unilateral decision to eliminate winter session was made by the then-President, it's beginning to show up in their ability to finish the degree in four years. The decisions to limit enrollments and to truncate student's registering for units above 15 have only exacerbated that outcome. Summer availability has ameliorated that. The three-week winterintersession hasn't so much, just because very few courses can be effectively delivered in that short timespan.

For some, it is the only option given their goals and constraints.

the cost to them is too high in the UEE model. I only suggest it if the students say they can pay for it.

Since students do not take many courses during the summer, it is good to focus the material.

You can get innovative instruction and courses, not otherwise taught during the normal semesters.

My advising is based on students self identified goals. If they want to take summer classes, I support them. They tell me what their goals are, and I tell them how to meet them. I will advise them to take summer classes if I can see that their chosen graduate date requires summer classes.

Students can save themselves time working towards their degree by taking summer sessions.

Because one our 8 pre-requisites is only offered in summer

It depends on the student. Usually this something comes up during one-on-one advising. I may notice that a student is a class short or has specific goals he/she want to meet and taking a summer class may facilitate that.

Infrequently, as many of our students work during summer and need the time to work and save. Targeted at particular students for particular opportunities.

Too expensive; the only time it makes sense is if they need one class to graduate (that way the higher summer fee is justified because it saves a full semester of regular tuition).

I would advise students to take summer classes to hasten degree completion. However, I would also warn them that the courses are more expensive during the summer.

Why: to graduate timely Why not: The cost is too high for those who pay out of their own pocket

It's an extra way to work in classes that are full during the year

If they need to make progress and the course they need is offered, I recommend it.

Cost.

Summer courses keep students engaged during the summer vacation and help students graduate faster

Because it is an opportunity for learning, every bit as viable as standard semester courses.

Yes, to get the units but the cost is high.

I do somewhat grudgingly and only to help them graduate in a timely manner. Most of them find it too expensive. To be honest, if it is a class they can do at the community college, I encourage them to take it there, as it saves them a lot of money.

Students often have scheduling conflicts and are unable to obtain the courses they need during Fall and/or Spring semesters. Summer sessions offer additional class times, as well as flexibility for students that need additional options. In addition, summer session courses provide a condensed timeframe to complete a course and provides a new challenge to study and learn material in a concise manner.

It depends on the student. For some students summer classes can be helpful to expedite their goals.

To ease meeting requirements for units not offered routinely

Two reasons: 1. Students need the class as a pre-requisite for fall semester class, yet they could not be admitted into

the class in spring. 2. Students can graduate more easily in line with their planned schedule.

To be able to graduate in a timely matter, but I always remind them of the higher fees they will have to pay.

It's an opportunity for them to take classes that may be more innovative.

I advise students who have fallen behind or need to repeat a particular course to repeat it in the summer where they can devote their full attention to this one course.

I recommend Summer courses for those who are trying to move at a faster pace. Normal semesters have been curtailed lately, making getting into classes harder for students.

as appropriate for the student's needs / interests

I advise students to consider summer courses because it is often the only means by which they can achieve their goal of graduating in four years. During fall and spring semesters, dozens of students in our major are shut out of classes that are full by the time they can register for them, so they cannot progress through the major until they can take these courses. Without the faculty/instructors to teach additional sections, this will continue to be a trend, so the need for summer courses will remain.

It all depends on the student and their circumstances. If taking a summer course moves your graduation up, then do it. The money is a big issue so I don't push it. For some students taking one tough course over the summer is better than battling it during fall or spring.

upper div courses rarely offered

To enhance their teaching & learning experience and graduate in-time and to be able to take all the pre-required courses needed for their majors.

Summer is 3-month long. Taking an opportunity to learn one or a few subject especially a difficult science subject will be beneficial to the students.

An opportunity to get ahead or retake course that he/she did not do well in the first time.

I don't specifically advise students to take classes during the summer, but don't discourage them from doing so either. I tend to leave the students' scheduling choices up to them.

It will be an excellent way to catch up on courses they May need to graduate on time.

the cost is too high

If the course is only offered in summer or if they need to get ahead.

Ours is a one year program (Teaching Credential). Our students need summer and winter sessions especially now that Winter Term is no longer an option.

Adjuncts do not advise. However, I have recommended summer classes to A and B students who prefer a lighter load in winter or spring.

Summer sessions have been invaluable for our students who, because of budget constraints, have not been able to get the classes they need during the academic year. I also believe students get more personal attention in the summer as the classes are a bit smaller.

Summer courses are an excellent way to graduate within a 4 year time frame.

If it is appropriate in helping them advance towards their degree in a more timely fashion, I recommend it. Or if having just one class of a higher difficulty level to focus on is beneficial for them, I recommend it.

Some students can get prereqs taken in summer and get ready for the fall semester.

It will help them graduate on time

For the course I teach, the summer session is good for students who need to repeat or students who are particularly strong. Most students need the entire semester to fairly master the material. Therefore, I don't encourage students to take the course in the summer and try to help them make a considered, informed decision if they do.

So they can graduate sooner or concentrate on a single class at a time

I encourage students to take classes over the summer in hopes it does not take them over 4 years to graduate.

if they can afford to take classes in the summer, it is a way to make faster progress to graduation. On the other hand, I strongly encourage students who are able to get summer internships or participate in undergraduate research at other institutions

Helps them get to the finish line faster and more efficiently

16. Please provide any additional comments or suggestions.

Text Response

As a 12 month employee, I am not paid for teaching the summer sessions. I taught this class for free. I think the argument used for not paying 12 month employees is completely specious, and I will not do this again without compensation. It's a pity, because I like teaching in this format, and students will not benefit from me leading a course with the specialist practice knowledge and experience I possess.

Summer course should remain an option to students who might want to complete their program in time.

Summer session seems important in meeting student demand, but I don't think that it is as effective as the same classes taught during the academic year

I suggest that UEE focus on some outreach activities to encourage potential interest from other areas of our community (like elementary and High School teachers), health care workers etc.

The cost of summer school is appropriate, but the lack of financial aid/scholarships is a barrier that needs to be addressed. I love teaching in summer, even if it means less time to focus on recuperating from the academic year, engagement in research, or curricular planning for fall.

I genuinely appreciated the winter term and had the good fortune to offer courses abroad. The extension of the academic calendar, the shorter summer and the absence of winter term leaves me exhausted. Simply too little time for recovery. Furthermore, the cost for our students through UEE is prohibitive and I doubt my courses would attract many students.

Allow more flexibility in the time blocks during summer session.

None

I would suggest a more aggressive promotion of the Summer Session programs throughout the year, targeting traditional and non-traditional students.

None.

Summer is a perfect time for students to take one or two courses to finish up their major, make up for lost time, retake a course, or take a course to have a lighter load in the fall. Most summer students expect an intensive academic experience when they enroll.

Summer tends to be less stressful for the student - more relaxed as they are not taking many courses (just one or two). It ends up being more fun to teach when students are more interested in the material versus surviving the semester!

It would be great if we could have more offerings for summer especially for the General Education courses.

Using the winter intersession pay of cost of 25 students and then adding additional financial support for each additional student would be helpful. Also with winter intersession cost structure of percentages going back to department would motivate to try to get more faculty to offer courses

UEE could help itself, as could professors, by understanding the summer work patterns of our students. So many students work full time in the summer and we should offer some alternative offerings to account for that.

Make financial aid more available. Advertise courses more effectively.

I enjoyed teaching last Summer, it was a good experience. The students were motivated and prepared. I look forward to another class or two in the coming summers. Teaching one class still allows me to focus on some research and of course enjoying some time off as well. The additional compensation is also a nice benefit.

Summer school is an established expectation for students and often provides opportunities they would otherwise miss. My experience with the CSUS student has shown me that they are, for the most part, very practical. While they do take advantage of the classroom experience, they are anxious to move into the work force. Many have jobs and/or live away from campus. Having the added opportunity of summer school allows them to finish their education while continuing their lives.

More evening and weekend courses might be helpful for certain students

I wish there was more summer course opportunity.

Adult learners appreciate the condense semesters as it reduces time to graduation. This program is buildt around 10 week sessions over a 15 month period

Surveying is a great way to get a "pulse" of next steps. Thank you for taking the time,

the cost of summer courses is high and students seem to believe that on this basis they are entitled to pass the course.

Some of the issues in taking the summer courses are the high fees. Also for studio art courses, can primary and secondary teachers get credit or certification for taking courses that are directly related to teaching art in primary and secondary situations?

I like the compressed and intensive focus of summer school. Students I had last summer were very focused, and we had great discussions. The class was also smaller, with only ten students. I think we all had a stronger interpersonal connection than in a class with 30 students. We also had time to watch a film and discuss it fully to apply course concepts to analysis. Those sorts of assignments actually work better with longer classes. They are perfect for classes that study human interaction.

Fix the buyout issue with the Provost, shouldn't lawyas have to be taught as an overage. If that were changed I think that a lot more faculty would be willing to teach in the summer.

I am not willing to teach for less wages than what is paid during the regular semester.

Please see previous coments

I enjoy teaching during the summer just as much as I do during the fall and spring semesters.

For the classes I teach which are fully online during regular terms there is little change. They do suffer if condensed shorter than 6 weeks, however.

Teaching is my passion, and my comprehensive extensive background in business (operations management, lean/continuous improvement, finance/accounting, training/education) in 3 industries (automotive, equipment, food) provides students with insight into how learning objectives can be applied in the 'real world'. Any opportunities to teach during the summer are welcomed! Students taking classes during summer session are often motivated to complete their degree so they can begin working and applying their education. Instructors teaching courses during the summer should be able to provide insight and real world application (in my humble opinion).

None

I was scheduled to teach two SOCL 3310 classes last summer. The second class was cut far in advance of the start of the class due to low enrollment. However, another department had closed it's WP class to additional students, and they came to me hoping I would allow them in my class. Had the Dean and the head of UEE not got all excited and shut that second class down so early, we might have had more than enough students for it to also be taught in the summer. In other words, slow it down people! Maybe you all could wait until closer to when the class is going to start before you decide to shut down for low enrollment.

Still unclear to me why all summer courses are UEE. I can see it for some special programs but for a normal course, offered fall, spring, and summer, why UEE?

I am willing to undertake more courses teaching for the summer to offer a wider range of teaching and learning options to support student learning.

Eight weeks will be better for our Physics classes during the summer.

It will be helpful for the various departments to work with University Extended Education to identify subject areas that could be offered in the summer.

Limit the cost of summer courses and more would attend. Side ntoe I teach in graduate program here at CSUS

I really support Summer and Winter Sessions even though I think they are outrageously expensive for the students.

The summer class was a rewarding experience. Smaller class sizes allow more in-depth discussion of the material.

I have had repeated difficulty with classrooms in the summer. I teach on the week-ends and the doors to the

building are supposed to be unlocked and frequently are not. Campus police are impossible to reach over the week-ends and when they are reached, they are slow in responding. For example, twice my students and I had to wait 45 minutes outside of the building until campus police finally arrived. The air conditioning is often not turned on (especially in Drama and Art). Again, getting a hold of facilities to turn it on was extremely difficult. Finally, it is not unusual to be the only person in the entire Art or Drama building on the week-end. That is such a waste of energy to cool down the whole building. We need to put all the week-end courses in one building (this is unlocked and cooled).

It would be very helpful for advising if the summer course schedules were posted very early in the spring semester.

Pay the instructor based on course, not on heads they teach.

A four-week session is simply not adequate to teach my course in the face-to-face method. Six weeks was ok for face-to-face. Five weeks was not acceptable. I am developing an online, or mostly online hybrid course to take advantage of the 10 week summer teaching opportunity.

None

For science classes, 8 week sessions work best.

Offer 4 and 6 week sessions that start at different times during the entire summer session. In other words, someone could teach a 4 week course at the beginning of June or begin a 6 week class later (as long as it is done before the end of summer session).

The difference in the Add/Drop period makes the add process much more difficult, nearly unmanageable this last summer.

I can fit our GE courses into summer session time formats. Some, but not all, of our courses for majors would be tough to do in compressed format.

We should offer more summer classes, especially given the fact that many sessions are cut in regular semesters.

I feel that the summer session provides a very effective supplement to regular semester.

Summer sessions allow students to complete their course requirements.

It would be great to send out the results of the survey. I am particularly interested in the comments on whether or not faculty encourage (or not) students to enroll in summer UEE courses. Thanks.

Some subjects require a longer time to sink in. In my opinion, not all courses are fit for summer sessions. Summer sessions are very helpful if a student is motivated to complete degree faster and is willing to go through an intensive crunch time. Some form of a hybrid course is probably a good idea because it is difficult for students and faculty to meet 3-4 times a week.

I would advise placing BUS 3100 as a 10 week course.

N/A

I love the relaxed summer. I've taught it successfully every year. Students are eager to be there.

I will encourage our interns at the CDC to take summer classes in the future.

Even though I would consider teaching again during the summer, the time blocks do not always work for me, since I also need to get field work done during the summer.

I like summer, but would recommend a more balanced time schedule, such as two 5 week sessions and a 10 week session. I don't like the "time block" requirements that have recently been set, as forcing classes into unattractive times impact enrollment in courses that students would like to take, but not at 4 PM in the summer. Some students & faculty would classes in the AM early afternoon or PM, so their entire day is not taken up...as both groups still want to enjoy their summer time "off." I also think UEE's practice to let a faculty decide to teach or not to teach a course bypass the dept. structure...as dept. Chairs plan courses in the rotation. So I would support that communication involves consultation with Chairs, as is done in the regular term.

I strongly encourage UEE to continue paying faculty at the same rate that they are paid during the academic year, in

which each unit is paid at 1/30th of their annual salary. This formula is not used during winter intersession and is definitely suppressing faculty interest in participating in winter intersession.

It is hard to predict demand of courses in summer.

So far, so good -- again, though, my summer experience is limited to Summer Bridge.

This survey is not that applicable to online course and should be either be modified or include option to answer NA. But thanks. Before I forget, last summer we had problem with too short of census day. I would recommend that the census date will be at the date that allows every course to have second class, + 1 day. With the minimum of 4 working days. This survey took me 11 minutes. Have a nice day.

I enjoy teaching and I would be glad to teach during the summer sessions.

I would like to experiment with a summer institute for teachers next year.

I prefer a winter term type of short session.

Because I am not so busy in the summer, I am able to be a little more creative in a 10 week course than if I were to teach the same course in fall with 2-3 other courses plus additional duties.

It would be helpful to have input to chairs from the college deans regarding a fair distribution of summer offerings from each department before a final decision is reached on what courses will be offered.

Keep class sizes small - 26 and under.

Summer school is a viable option for students to take courses...

We need to give the students the option to take summer courses if they wish. I think they are more focused in the summer and show more interest in trying to understand new material.

UEE pricing is very expensive for students and probably keeps a lot of people from attending

thanks. I guess If I knew more about the goals I could help with this more. For example, if we need more students to take summer classes due to declining enrollment in summer or something I would be happy to encourage them. It would help if I knew which summer courses were not getting filled up enough to encourage them specifically and give those courses a better chance.

Too bad we do not have the state funding of summer school as we did for a while in the past. I would encourage University Extended Ed (if they can save some resources for this) to promote summer school even more vigorously in the future, as it does really help solve many overcrowding problems we face for certain classes. At least, let us continue giving an option to those students who desperately need to speed up the time to graduation.

Take us back to 13 week semesters, thereby providing professors 4 more weeks during the year in which to consider teaching summer courses.

more flexible schedule, more international offerings, more life enriching course offerings, like yoga, Holistic Living

compressing the content presented a challenge at first, but I was able to adjust after a few times on the summer schedule

Find a way to establish pay equity for assorted faculty who teach it.

More clear, concise info to faculty advisors in a short form to use for advising students. It took a long time to find out that summer didn't cost more/unit than the regular semester. Knowing sooner what the summer pay schedule is would also help

I hope the program continues!

The better the pay, the more attractive summer teaching is.

I don't have anything more to add at this time.

17. Dept

Value	Total
English	17
Biology	13
Masters in Social Work	8
Advanced Studies in Education	9
Geography	2
Physics	4
Philosophy	5
Nursing	11
Anthropology	4
Gender Studies	2
History	6
Kinesiology	10
Art	7
Teacher Education	13
Criminal Justice	9
Music	5
Multidisciplinary Studies	2
Accounting and Finance	12
Communication Studies	11
Psychology	19
Sociology	6
Theatre	6
Chemistry	8
Computer Information Systems	8
Academic Affairs, Provost VPAA	1
Extended Education Operations	1
Mgmt Operations and Marketing	11
Liberal Studies	4
Mathematics	10
Ethnic Studies	1
Economics	4
Computer Science	7
Politics & Public Admin	5
Child Development	1
Geology	3
Modern Languages	1

18. FT/PT

Value	Total
FT	188
PT	58

19. Descr

Value	Total
ASSOCIATE PROFESSOR	48
PROFESSOR	80
ASSISTANT PROFESSOR	39
LECTURER	79