Summary of Survey on Stacked Courses   February 21, 2012

Prepared by Orion Lawlor, Lara Horstmann (Graduate Academic and   on   21, 2011

                                        to   85 faculty who have taught   are

Question 2

How much effort was it to teach?		
Answer Options	Response Percent	Response Count
1- same as one non-stacked course	9.3%	4
2	30.2%	13
3	55.8%	24
4	4.7%	2
5- same as teaching two separate courses	0.0%	0
	answered question	43
	skipped question	1

Question 3

How often did m2 Tr 336.78 659.1 Tm0 g-.0006 Tc(30.2%)TjETq531 669 -.111.34 i.Tw(How often di)6.9(d m2 Tr 336.78 659.1

Question 4

What course materials were different between 400 and 600 levels? Check all that apply.		
Answer Options	Response Percent	Response Count
Exams	34.9%	15

It is difficult to schedule a stacked 400/600 level course at a time that works for undergrads and grads so as to achieve sufficient aggregate enrollment. Grad classes work better in the late afternoon/early evening, not mid-day and the grad stacking scares off undergrads (per the "yellow sheets")

I think it worked pretty well, but I would be open to suggestions on how to make it even better.

Stacked options allows our department to offer specific methods courses we need for NCATE. The students are similar enough in the stages of their careers/education where it is an effective tool for our department.

It worked well.

When the enrollment at the 600-level was moderate 5-12 students, it worked well for me to run a separate lab/seminar for them. But when 600-level enrollment is very low, this does not work as well. It also depends on the quality and motivation of the graduate students; some graduate students probably get more out of being in the regular 400-level labs while other certainly benefit from a separate lab. On a different note, I do not get any workload "credit" for running a separate graduate student lab/seminar, so there is a cost to me.

Question 1 is ambiguous. Are you asking how many specific courses I have taught as stacked courses (3 or 4), or how many courses that are stacked do I teach on a regular basis (1)? I find it is important to differentiate the duties of graduate and undergraduate students in term