



WILLIAM & MARY

WASHINGTON CENTER

W&M Washington Center 2018 DC Summer Session Hybrid Courses Findings and Conclusions

Executive Summary

DC Summer Session courses suffered a precipitous decline in student enrollment from 2015 to 2017. A partnership with the office of the University eLearning Initiatives (eLi) helped create three new, hybrid courses for summer 2018 that created a dramatic turnaround in student enrollment and revenue and that we believe overall were extremely successful. The courses were well regarded by students and faculty and the affiliated COLL designation appeared to enrich the perceived value to students.

The lessons the Washington Center staff learned in administering this first year of hybrid courses would benefit faculty and administrators on campus seeking to introduce hybrid courses in future summers.

We look forward to working with our colleagues across the university to share this experience.

1. Conclusions

- The most encouraging conclusion was that the revision of the DC Summer Session opportunity in 2018, substituting traditional face-to-face lecture courses with hybrid courses, appeared to solve the DC Summer Session's enrollment problems from 2016 and 2017. The courses greatly improved in course enrollment and tuition income and greatly reduced associated expenses.
- The courses were generally well regarded by faculty and students – as were the in-person class meetings in the Washington Center.
- Students reported that they learned a lot in their courses and that they believed the courses had a great deal of rigor.

- COLL attributes appeared to be a primary driver for students to enroll in the courses.

There are opportunities to improve the courses.

- In future summers, we hope to increase the participation by students with diverse backgrounds.
- University eLi has already streamlined the course development process
- The course delivery technology could be better introduced and supported for faculty and students.
- We will work harder to advertise the associated topical networking receptions for alumni and students.

2. Background

- The W&M Washington Center started offering traditional Summer Session courses in the summer of 2008 – with a focus on hard-to-get GER courses. The program featured relatively consistent enrollment growth – topping out at 141 students in 2015. It’s likely that the transition from the GER to COLL curriculum, however, negatively impacted enrollments.
- In light of these losses, the Washington Center decided to change the program by partnering with University eLearning Initiatives -- making the course meetings more flexible for students; additionally, we sought to make them more like our other W&M Study in DC opportunities by involving class speakers and alumni networking.

3. Program Summary

- 2018 DC Summer Session in the Washington Center offered three new hybrid courses
 - GOVT 391/ GSWS 390: From Protest to Policy: Gender in Political Process - COLL 300 – Assistant Professor Claire McKinney – 22 students
 - KINE 356: Public Health: Nutrition Concepts and Controversies - COLL 200 NQR -- Professor Ken Kambis – 20 students
 - AMES 331: Political Violence in the Middle East: From Colonialism to ISIS - COLL 300 -- Professor Stephen Sheehi – 18 students
- The courses were offered in the first session of Summer Session, May 29-June 29, 2018. Each course had four weeks of online classwork and 1 week of in-person classwork. The in-person week featured class meetings 5pm-8pm each night M-TH and a networking reception with DC-area alumni Friday evenings.

- The tuition was the same as main campus summer tuition – in-state \$420 and out-of-state \$1,195.
- Students had the option to live at home during the residence week or in a nearby hotel with a discounted rate.
- The program was managed by a Washington Center Program Coordinator, Ivy Dastur, (supervised by Executive Director Adam Anthony and Associate Director Roxane Adler Hickey) and was extensively marketed to students through a variety of means, most notably faculty advertising to departments and student major email lists. A teaching assistant also supported the course on technology and infrastructure issues.

4.1 Program Successes – Overall Impressions

- **In a post-course survey, DC Summer Session students reported an overall favorable impression of their experience**
 - **In a survey of 35 of the 60 enrolled students:**
 - **100%** said they would definitely or probably would recommend DC Summer Session classes to other W&M students. – Appendix C, p. 42
 - **94%** strongly agreed or agreed that they had learned a lot from their course. – Appendix C, p.11
 - **91%** strongly agreed or agreed that they were satisfied with their experience in their course. – Appendix C, p. 11
- **In post-course interviews, DC Summer Session Faculty anecdotally reported an overall favorable impression of their experience --** Appendix A
 - Overall, I found the "Hybrid" format to be a good amalgamation of a standard F2F format and a fully online format. It was an interesting combination which seemed to work well for our students and for me”
 - Overall, the course exceeded my expectations. I was a bit ambivalent before starting with fears that the online engagement would not be sufficient for my own pedagogical style and goals. But a suggestion to organize the class into groups (made by Adam Barger) ensured that students could respond to one another without feeling overwhelmed. I was pleasantly surprised at how students who I otherwise would see little from in terms of in-class engagement, responded thoughtfully and fully to their peers.
 - The course itself was incredibly fruitful. I myself was impressed by the caliber of student and their maturity to approach and handle sensitive, even controversial, material with measure, deliberation, and curiosity.

4.2. Program Successes – Enrollment/Financial

- **Introducing hybrid courses in the DC Summer Session:**
 - **Increased the average number of students per DC Summer Session course from 2017 to 2018**
 - 2017 – 44 students/9 courses= **4.9 students/course**
 - 2018 – 60 students/3 courses= **20 students/course**
 - **Increased the average number of out-of-state students from 2017-2018**
 - 2017 – 7 OOS students/44 students total = **16%**
 - 2018 – 12 OOS students/60 students total = **20%**
 - **Increased the income and lowered the expenses of the program from 2017-2018**
 - 2017 – **\$67,293** income vs. **\$83,594** expenses
 - \$7,477/class income vs \$9,288/class expenses
 - 2018 – **\$105,825** income vs. **\$42,704** expenses
 - \$35,275/class income vs. \$14,234/class expenses*

*Included in the expenses was a one time - \$3,000 payment to each faculty member for course development and training. This figure will drop to \$500 for subsequent iterations of each course.

- **DC Summer Session hybrid courses drew students at a higher average students/course than Campus-based undergraduate online courses**
 - 2018 DC Summer Session Hybrid Courses – 60 students/3 courses= **20 students/course**
 - 2018 Campus Online Summer Session Courses – 407 students/29 courses = **14 students/course**

4.3. Program Successes – Week in DC

- **In a post-course survey, students reported a favorable overall opinion of the week in residence in DC:**
 - **81%** said their overall opinion of their in-person sessions was **extremely positive** and **16%** said they were **somewhat positive**. – Appendix C. P. 41
 - **75%** rated their speakers as **excellent** and **19%** rated their speakers as **good** – Appendix C. P. 40

- **In post-course testimonials, students reported that the week in residence in DC made a strong impact them.** Outside speakers and DC-based active learning assignments appeared to highlight the course content, helping students process and contextualize the course material.
 - “I need to ... mention just how incredible and enriching I found my experience this week in DC. The visits to our active learning sites provided a stimulating and engaging approach to absorbing information and our guest lectures and further discussion were both incredibly interesting and quite relaxing to listen to after a long day of exploring the city. I look forward to taking the information I gained this week and applying it to my daily practices and perhaps a potential career in the future.” – Appendix B, page 3.
 - “The week in residence was an incredible experience. I had no idea about the plethora of knowledge and resources The College affords me as a student. Everything from the active learning assignments, to the guest speakers, and the networking event, there was so much I gained both in academic knowledge as well as technical knowledge and skills.” Appendix B, page 5.
- **In post-course interviews, faculty said that the week in residence helped reinforce and enhance the themes covered in their readings and discussions.** – Appendix A
 - The in class sessions were great and engaging...The speakers revealed working aspects of politics that made some of the readings come alive and revealed additional concerns that the students would not have found in academic material alone.
 - My guest speakers were excellent and were a major part of the success of the week in DC.
 - The in-class engagements, where the students and I could interact and where they were exposed to new viewpoints from the speakers and the ability to engagement with the students via small group discussion boards. ...Many students commented that in the class up to that point, they realized that they knew much less about Gender and Politics than they first thought and they enjoyed being exposed to the breadth of the subject.

4.4. Program Successes – Other Topics

- **In a post-course survey, students reported that their course met the rigor and faculty engagement of in-person courses on campus:**
 - **86%** said they learned more or about the same as in a traditional face-to-face course. – Appendix C, p. 18

- 45% said they found their course extremely or somewhat difficult. – Appendix C, p. 29
 - 91% said they strongly agreed or agreed that the professor was “present” in the online portion of the course. – Appendix C, p. 19
- **In a post-course survey, students reported that the most important factor when deciding to enroll in the DC Summer Session was their desire to satisfy a COLL requirement, followed by their interest in the topic and then getting ahead and lightening their course load. – Appendix C, p. 7**
- **In post-course interviews, students reported appreciating and taking advantage of the hybrid course flexible schedule:**
 - One student from Front Royal, VA said that he drove in each day for the week in residence. He told us he loved the ability to spend the week in DC, spending each day at the museums and then came in for class in the evening.
 - Another student “commuted” from California – taking 4 weeks of the course at home while working at an internship – and then taking off one week to attend the in-person sessions in DC.
 - A student from Atlanta reported the same story.
- **In a post-course survey, many students said the fact that their course was a good experience was a primary reason they would recommend it to other students.** – Appendix C, p. 42.
- **Despite experiencing substantial turnover, the staff of University eLearning Initiatives was professional, hard working, knowledgeable about the best online learning methods, and flexible about dealing with multiple curveballs.**
 - Importantly, they readily owned up to complications on their end due to staff turnover, and have laid out a clear plan for achieving success in the 2018-2019 academic year.

5.1. Needed Improvements -- Enrollment

- **The share of non-white students enrolled in DC Summer Session courses declined from 2017 to 2018**
 - 2017 – 26 Black, Asian, Hispanic, Multi-race, Unknown students/44 total = **59.09%**
 - 2018 – 26 Black, Asian, Hispanic, Multi-race, Unknown students/60 total = **43.33%**

5.2. Needed Improvements – Communications/Technology

- **In a post-course survey:**
 - Students reported valuing instructor-created videos above all other course communications as helpful to their learning experience (Appendix C, p. 26) but said they **wanted more instructor created videos** and reported **having problems with the video platform.** – Appendix C, p. 14-15
 - Students said they wanted **more interactivity** with their professor and with each other, reporting that the courses could have **done more to promote a sense of community.** – Appendix C, p. 14-15, p. 16.

5.3. Needed Improvements – Support

- **Students were told many times that there was technical support for their course, including meeting the TA during the in-person sessions, but that message seemed not to penetrate.**
- **In a post-course survey:**
 - **25%** of students said they did not know there was technical support available for the course and **47%** did not know they could contact the Online Teaching Assistant with technical issues. – Appendix C, p.30
- **The online teaching assistant was not used efficiently**
 - During the month the teaching assistant was in DC, she was extremely valuable in helping with the mechanics of the in-person classes, but was underutilized with technology support work (possibly because not all students understood her role or availability)
 - Faculty had a need for support during the course, and in future summers, the TA role should be expanded to include helping faculty with speakers and other course mechanics

Needed Improvements – Course Administration

- **More consistency of instruction between courses needed**
 - Faculty employed an extremely wide variety of instructional methods, making course development and support challenging. Accordingly, it's impossible to know what was the most effective mix of methods.
 - A more limited menu of options would:
 - Allow evaluation of the effectiveness of instructional methods.

- Make course administration and delivery more efficient and – and therefore – more scalable
- **Timing of faculty course development compensation did not achieve all desired outcomes**
 - In 2017-2018, we pegged course development compensation to two milestones – completion of the eLi course development module in the Fall 2017 semester and completion of the development of the course in the Spring 2018 semester.
 - Possibly, an effective approach could be to combine the online training and course development, make the course due March 15 (knowing there will be refinements as the summer approaches), and pay the course development compensation only when the course is submitted for final implementation.
- **Course development workload should be more clearly communicated to faculty at the outset**
 - All three faculty reported not having a clear understanding of the work needed to complete the course, and being surprised once they began the work in earnest about how much they had to do.
- **An initial on-campus class meeting would help foster faculty/student and student/student connection and let faculty “download” the overall course**
 - Faculty new to the online course format expressed the desire to meet and connect with students at the start of the session – that it was somewhat unsatisfying to have never met their students before the week in residence
- **The optional networking receptions had mixed success**
 - The students and faculty who attended the networking receptions did appreciate them and were able to connect with alums in the field. However, many alums RSVP’ed and didn’t show. Also, a number of students in each course opted not to attend – possibly because of anxiety over the networking format.
 - In future summers, we’ll consider having more structured speed networking receptions that involve fewer alums and the opportunity for students and alums to sit down at a table over dinner to talk.
- **Technology challenges hampered efficient course administration**
 - **Zoom** -- The standard Zoom account faculty used to do live stream video with their classes restricts sessions to 40 minutes. Funds should be set aside to purchase a Zoom Pro account for use by the faculty.

- **Panopto** – Faculty told us that Panopto was “extremely difficult” to work with
- **Blackboard** – Faculty expressed difficulties in using Blackboard to facilitate natural communications interactions, and we believe more training in its use is warranted. Interesting, students said it was among the most helpful course communications methods. -- Appendix C, p.24

APPENDIX A

Brief written comments from DC Summer Session Faculty Left Anonymous to Promote Candid Comments

Overall impressions:

Professor #1: **Overall, I found the "Hybrid" format to be a good amalgamation of a standard F2F format and a fully online format. It was an interesting combination which seemed to work well for our students and for me.** I will be curious to see if Hybrid courses will be available for semester-long courses on the main campus and to see how they may be incorporated into other W&M DC Center courses.

The DC Center staff did a great job assisting with the new format and the delivery of these courses will only improve over time.

Marketing is always the big issue and there must be better ways to get the message out to the student body (and possibly non-W&M students?) as the panel discussions did not work well. Maybe the business school folks can offer some advice.

Professor #2: **Overall, the course exceeded my expectations. I was a bit ambivalent before starting with fears that the online engagement would not be sufficient for my own pedagogical style and goals. But a suggestion to organize the class into groups (made by Adam Barger) ensured that students could respond to one another without feeling overwhelmed. I was pleasantly surprised at how students who I otherwise would see little from in terms of in-class engagement, responded thoughtfully and fully to their peers. T**

he in class sessions were great and engaging, though 3 hours does feel a bit long as student's stamina began to fade by the end of class. The speakers revealed working aspects of politics that made some of the readings come alive and revealed additional concerns that the students would not have found in academic material alone.

Professor #3: **The course itself was incredibly fruitful. I myself was impressed by the calibre of student and their maturity to approach and handle sensitive, even controversial, material with measure, deliberation, and curiosity.** Summer courses are always a challenge and one has to calibrate "learning outcomes" and goals appropriate to the scale and limitations of teaching material in five weeks. Adding the hybrid format made this even more challenging. However, I feel that the approach I adopted, which maintained regular and a high degree of direct contact hours with the students was very helpful.

Favorites:

Professor #1:

1. **I found the week in DC to be the most beneficial of the summer session. The active learning assignments seemed to work well as far as most of my students were concerned.**
2. **My guest speakers were excellent and were a major part of the success of the week in DC. I will need help identifying and scheduling guest speakers in the future as they relocate as Fellowships end and/or other opportunities become available.**

Professor #2:

The in-class engagements, where the students and I could interact and where they were exposed to new viewpoints from the speakers and the ability to engagement with the students via small group discussion boards. ...Many students commented that in the class up to that point, they realized that they knew much less about Gender and Politics than they first thought and they enjoyed being exposed to the breadth of the subject.

Professor #3

Meeting with the students during the week (in a common Thurs on-line discussion/lecture) and **meeting them in class for a week were my favorite features.**

I would also add that I like the integrative and “cumulative” approach with which I experimented----where students read, react to the reading, receive comments on their reaction, watch video “lectures” (on Tues), reacted to those pre-recorded lecture, then receive my reaction to their reaction (weds), then having a group meeting (Thurs), culminating in a Friday summer Vlog—— served to invite the students to get really dirty and deep with material, think out aloud about it, and then rethink.

Improvements:

Professor #1:

1. Possibly increasing the study days in DC to include Friday and decrease the daily hours of attendance from 3 to 2, although many of my students enjoyed the Friday social as did I.

2. In order to accomplish the above, eliminate the Friday social hour and substitute a contact list of alumni & friends in the DC area who would be willing to offer advice to our students.
3. I will evaluate the active learning assignments and may discontinue some and replace them with others that may be more beneficial to our students. Students have provided feedback regarding the assignments which will be used to modify them in the future.
4. Remind me what the OTA was for...

Professor #2:

1. I think it's much easier for students to ignore writing feedback when delivered via Blackboard. As assignments progress, I would like to find a way, like a student-generated memo for instance), to ensure students are reading and processing feedback.
2. I don't think I've fully worked out how to make participation both a meaningful part of students' grade (such that they will complete daily readings and quizzes) without merely "showing up" inflating their grades. I would like help in how to meaningfully assess and communicate assessment of participation to students so I can distinguish between high-quality engagement and just showing up.

Professor #3:

It might be helpful too have face time with the students on the first day of classes, perhaps, for at least one or two class sessions. It helps orient and give direction to the course.

Likewise, having a day dedicate to wrap up, face to face, would be helpful.

APPENDIX B

Notes from student comments regarding KINE 356 *Public Health Nutrition: Concepts & Controversies*. Summer Session I 2018

Thanks for a great (but short) semester! -OJ

Thank you so much for an excellent semester. The experience in your class both online and in person has been wonderful. I have loved being in DC and listening to the guest lecturers...

Hope to see you at William and Mary, -EQ

I just wanted to thank you for a great semester. The week in D.C. went great. I really loved the guest lectures and active learning assignments and wanted to thank you for the class!...

Thanks again, -KQ

Thank you for a wonderful experience in your nutrition course! -JB

My first major takeaway from our week in DC was the discussion we had about weight loss. It was very helpful to know that nutrition was essential to actual weight loss while exercise is more helpful in maintaining that weight loss. It helped me understand why I sometimes feel as though I've made no progress while working out and has helped me change my goals from losing weight to staying fit. The second biggest takeaway was the part of our discussion that focused on fad dieting and the way it affects our bodies. The fact I'll always remember (and have been repeating to my friends and family) is that when you starve yourself or don't enough calories, you lose water and muscle as opposed to excess fat. While I've never starved myself to lose weight, it's still good to know that for the future. My biggest takeaway from the week by far was the overall message from all of the presenters – that everything will work out in the end. I found it fascinating how almost every speaker ended up in their line of work either by chance or by unexpected opportunities that presented themselves. I was particularly struck by Dr. Elena and Emily Masi. I enjoyed Dr. Elena because she made it clear that she had no idea what she wanted to do after graduating from William & Mary. Considering how knowledgeable and successful she's been since, it helped reiterate that while it may seem as though I'm wildly unprepared compared to others, most people are on the same wavelength as me and are figuring

it out as it goes. I liked Emily Masi as well because she was a recent graduate, so it was very impactful to hear career options for those just leaving undergrad. - LZ

This week of in-person classes and learning activities facilitated a different learning approach which I really enjoyed. In the lecture given by Dr. Elena, I learned perhaps one of the main things I will remember from this class years down the line - the Mediterranean diet is the best diet for our overall health! The true Mediterranean diet has also shown improvements in the conditions of cancer patients, demonstrating just how valuable a good diet is for our health. Additionally, physical activity or some form of resistance training is essential in increasing survival outcomes in cancer patients.

This week also brought in various speakers who gave us perspective of the options we have once we graduate W&M as the speakers were W&M graduates themselves. One of the most impactful talks for me was the one about DC Central Kitchens and the lack of food equity in DC. Being the nation's capital, it is outrageous to hear just how many people go hungry each night. I really hope to help in improving the lack of food security or impacting the social determinants of health in a city that's less than 45 minutes away from my hometown.

In addition to our wonderful speakers, the documentary *Forks Over Knives* also gave me tremendous insight into proteins and changed my perception of what constitutes protein-dense foods. I previously never thought much about the benefits of dark leafy greens but after learning of how a meat-inclusive diet is not the only option, and far less ecofriendly/efficient than vegan diets, I have a new look on this whole issue. It has only been a couple days but I have also started explaining the extensive benefits of switching to a lacto-ovo diet to my friends who eat meat religiously. -AB

Dr. Elena's presentation on Monday helped me to comprehend some of the bigger, more scientific concepts we have been talking about. Breaking down some of our biological processes helped me to fully understand the rest of our readings and get a better glimpse at how different foods and the nutrients that compose them affect our body and longevity of life. However, our reading for the same day concerned me. I sipped an iced green tea as I read it, and was frightened to learn that too many of the vitamins in it could increase my chances of developing cancer. It reiterated the old saying that too much of a good thing - no matter how good for you it is proclaimed to be - can be harmful in the end. Our Tuesday discussion with Nola Liu was more on the comforting side. I will be teaching in D.C. after graduation, and one of the biggest reasons I took this class was to learn what I could do to help my students, many of whom I know will not be receiving necessary nutrition. I hadn't even been thinking about my own distance from and ability to afford grocery stores as a poor high school teacher. It was wonderful to learn that there are programs that can and will be helping my students receive the nutrients they need to perform in my classroom, as well as tools to help me figure out where I should live to also have access to healthy food. -LB

Our week in DC was incredibly informative for me. Having just recently decided that I want to major in Kinesiology with a concentration in Public Health, I found the guest speakers to be extremely beneficial. I have always known that I wanted a career in science, but I struggled for the last couple years to find what path I wanted to take. Our speakers this week really opened my eyes to the many opportunities and career paths there are in Public Health. I loved hearing about the research that Courtney and Emily were conducting through the National Institutes of Health and especially gained a lot of insight from Nola's experiences at the DC Central Kitchen. I also found your lectures very interesting and informative. For example, on the first night we discussed many of the environmental and nutritional factors that increased or decreased cancer risk, and I found myself so absorbed that I had to go home and tell my parents the facts that I learned. I also really enjoyed the documentary that we watched on Thursday. The claim that a whole foods plant-based diet could help reverse many health problems that we face due to a "ordinary" diet was very convincing throughout the film. I'm glad that we were able to discuss the discrepancies of the film afterwards because for a second, I was really wondering if I needed to go vegan. Lastly, I had a wonderful time at the reception on Friday. Though I am a bit shy about talking to new people, I enjoyed listening to the alumni talk about their experiences at William and Mary and about the work that they do now. I also enjoyed listening to you talk about your research! -NE

Before getting into the three most valuable pieces of information, **I need to first mention just how incredible and enriching I found my experience this week in DC. The visits to our active learning sites provided a stimulating and engaging approach to absorbing information and our guest lectures and further discussion were both incredibly interesting and quite relaxing to listen to after a long day of exploring the city. I look forward to taking the information I gained this week and applying it to my daily practices and perhaps a potential career in the future.** While the entire week was full of new knowledge, I found that three pieces of information resonated with me the most.

1. While this was only a quick topic that we touched on, I find the phenomenon of being "hypoglycemic" very relevant in my own life and found our further discussion very helpful. As was stated in discussion, hypoglycemia is usually the result of not having enough food, a state which I find myself in too frequently. I notice that throughout the day, particularly during the school year when I am busy with classes, that I forget to eat for long periods of time because it is "inconvenient," but then all of a sudden the hunger will hit me and I get more annoyed or cranky seemingly for no reason. I know that letting blood sugar levels drop like this is not healthy, and the best way to stay on top of hunger is to listen to your body and eat small meals throughout the day, paying particular attention to eating a full breakfast will limit these feelings. While I did know partially what was causing these crashes, I hope that learning this additional information and the name associated with the feeling, will help me to remember how to prevent hypoglycemia in the future.

2. The second portion of information I loved learning about were all of the controversies surrounding different diets. It seems that there will always be varying opinions on which diets are the healthiest, but after hearing many of the controversies and watching the documentary this week, I generally took away the position that whole foods and lean protein and cold water fish along with daily exercise is a good general way start to a healthy lifestyle. While *Forks Over Knives* seemed very adamant that having a plant based diet was the only way to go, from my understanding, as long as we avoid processed food, added sugar, red meat etc as much as possible and incorporate lots of whole fruits and vegetables along with exercise, we will be off to a good start.
3. Possibly my favorite part of the week was learning about DC central kitchen and particularly about Nola Liu's work with corner stores. When I went on a mission's trip in 8th grade, our group volunteered at DC central kitchen, however I think I was too young to fully understand just how important their work is from a nutrition stand point. This past semester I went on another trip to the inner city of Wilmington Delaware where my group worked in an after school program. On one my walks with a student, we stopped in a corner store where the student purchased candy, chips, and soda. No fresh produce was available in this corner store. Being a kinesiology major and having more background about nutrition at this point, I could not help but notice how few opportunities these people have to buy fresh produce. It was very interesting and very inspiring to hear that others are noticing this issue and already working toward giving inner cities more opportunities to improve their diets. -LG

I really enjoyed all of the active learning assignments assigned for the week in residence. My favorite active learning assignment to attend was the Julia Child exhibit in the American History museum. Growing up, The American History museum was always my favorite Smithsonian museum to visit, the food exhibition always being a portion that I really enjoyed. It was very interesting to observe how food choices have evolved throughout the years as a result of the United States transformation into a fast-paced society post World War II. Although taste is a very important deciding factor in deciding why I choose certain foods, convenience is even more influential in assisting me in making food decisions.

Often times I would prefer to eat healthier options, however, cooking healthy options is not always realistic with my schedule. Growing up, my parents would often pick up meals from fast food restaurants because it was what was most convenient.

During the class discussion, I heard many poignant thoughts about the documentary we watched, many which I agreed with. Although I thought the documentary had many valid points, I thought there were several gaps. I thought to

have more opposing data would have made the film more credible, yet the film scathed over any adverse thoughts.

Something else that I had never realized until I took this class, was the linkage between cancer and individual decisions. I think for so long I associated cancer as a result of a gene mutation. However, due to the increase in an individual's average lifespan, individuals are living longer, therefore, making them more susceptible to cancer.

My favorite speaker this week was Nola Liu who discussed food desserts. I thought that DC Central Kitchen is a very remarkable non-profit. I think people do not realize how dire of an issue food security is within many urban communities. The company looks to give financial empowerment by providing job training to the community while providing healthy food options. Financial empowerment is so essential in allowing companies to sustain businesses within their community. DC central kitchen seems to work to solve a long-term issue in Washington D.C., rather than looking at a temporary solution, such as food banks which only give away food for short periods of times. Although food banks are very helpful they do not seek to resolve the long-term issue of food security.

It was interesting seeing the paths of different William and Mary alumni and how prepared they felt in their respected fields after graduating from the college. Fun fact, I actually met Courtney Duckworth at a Caps game viewing party about 2 weeks ago and she was so sweet. -UI

The College of William and Mary provides each and every student with the skills and abilities that are necessary for the workplace. Every alumnus that we had the pleasure of hearing speak stated that although we may not think we are ready for the real world, this school prepares us well. Although it is prestigious and has the reputation for being a great school, I finally got to meet with some alumni and realize why it has the reputation it does. -OJ

The week in residence was an incredible experience. I had no idea about the plethora of knowledge and resources The College affords me as a student. Everything from the active learning assignments, to the guest speakers, and the networking event, there was so much I gained both in academic knowledge as well as technical knowledge and skills. It was super impactful for me personally to hear the different career pathways of the graduates they came to speak. It was unique to see how the trajectory to a certain position isn't always linear and how graduate degrees can be used in different ways. I also underestimated how incredible the networking experience would be. I really appreciated the time to converse freely and have more question and answer time with established people in the field. They provided invaluable tips and recommendations with pursuing jobs and making the most of time in school. I especially appreciate Gay, she was super insightful and not only thoroughly

explained what the GAO was but other important regulatory bodies concerning Public Health in the government. I made connections that I know will benefit me later on beyond just this course, so for that I am so grateful. -TL

I thought this week was a terrific way to apply what we have learned so far to real studies and research. I really enjoyed Dr. Joanne Elana's lecture. I knew cancer research was already a difficult field to grasp, but her lecture conveyed how much we truly had to learn. Even so, the Doctor's lecture also fully conveyed why it was so hard to gather concrete evidence and findings on the subject.

Another subject I found fascinating was the documentary *Forks Over Knives*. The points the documentary made about the whole food plant-based diet were thorough and well made. I was intrigued by The China Study as I had never heard of that correlation examination before. What I found more interesting was the corruption charges against the Department of Agriculture. While I mentioned it in my reaction paper, I find the level of corruption in that department worrying for an agency designed to influence what we consume.

I was impacted by the NIH library during my visit there. Through its displays *Shakespeare's Humors* and *Yellow Wallpaper*, I was able to see how it is possible to explain medicine through the lenses of history and literature in order to reach the interest of a wider audience. As someone interested in the liberal arts it was incredibly impactful to see displays branching the disciplines of history, literature, and science. Additionally, I loved seeing the research done there. The speakers and trips all presented an application to what we learned so far. -EO

All of the speakers this week were fantastic presenting fascinating subjects and stories, but I found the most important takeaway was from Dr. Joanne Elana's lecture on cancer and the diet. She enunciated how difficult it is, in time and funding, to find proper correlations between foods and curing diseases. She chalked the major problems down to four issues: diseases taking time to develop, complexity of many foods, complexity of associated dietary patterns, and complexity of the human body. As I have considered going into research, Dr. Elana was able to point out the flaws and difficulties of collecting and interpreting data.

The next most important point came from Nola Liu's lecture on DC Central Kitchen. I found it fascinating how in her interactive assignment, giving different difficult hypothetical scenarios, most individuals pressured with limited time and funds chose to shop at the corner store. As this was an aspect of food charities I had never heard of before, I was excited to hear her describe the flaws and benefits many corner stores have in the context of providing food to low income areas.

Lastly, I had never heard of the NIH internship before Courtney Duckworth's lecture. Both Courtney Duckworth and Emily Masi presented different views of the NIH in their research and personal academic careers but similar positive

experiences. With all of the cutting edge research and exciting prospects presented by our two guest lecturers, I am now definitely going to look into an NIH internship.
-KO

1. Dr. Elena's talk about Diet and Cancer was very dense and I took away a lot from it. I learned about the complexity of cancer, particularly its link to dietary patterns, obesity, insulin, inflammation, and estrogen. I had never heard of the term sarcopenia. It really stood out to me because of how it changes a person's body composition and not BMI, skewing some data such as relationships between cancer prognosis and BMI and dose-limiting toxicity. It is very unfortunate and I see the importance in improving sarcopenia measurements and introducing resistance training to older patients.

2. I knew about Campus Kitchens at William and Mary but not DC central kitchen since I am not from the area. It was great to learn about the organization. I found the group activity to be very useful because I had to think about food and money in a completely new way. After much discussion, my group decided that convenience stores were the best place to shop on and I was very impressed with the Healthy Corners program that Nola brought up. There are still some issues with shopping at convenience stores such as abundance of unhealthy products (snacks, alcohol, tobacco, etc) and the bigger picture issues of food justice, but I think stocking fresh food is a huge step in the right direction.

3. I had heard of brown fat before but I didn't really know what it was. I learned that it is highly variable between individuals and can be active or inactive. It burns more calories, maintains core body temperature, and increases insulin sensitivity. It seems to be very beneficial to our health and I want to learn about how people differ in their genetics for brown fat presence and its activity. -EOe

I really enjoyed Unit 3. It was great to hear from such an accomplished, diverse set of speakers. The three most important things I learned from Unit 3 were that scientists have not found a specific link between diet and cancer, though they believe that one exists, the amount and type of problems tied to food accessibility, and the importance of properly assessing various foods and diets. 1. Dr. Elena's lecture caught my interest because of the fair-minded approach she took to science. The presentation she gave on diet and cancer was fascinating because of all the contrasting studies she showed. I think

this truly shows the conflicting nature of many scientific studies and proves how hard it is to find causal links, especially when working with humans. 2. Nola Liu's lecture opened my eyes to the food disparities faced in DC. My hope is to work in a food accessibility non-profit in the future, and I consider myself fairly cognizant of many barriers that people face when trying to obtain healthy food. But Nola opened my eyes to simple barriers of which I never would have considered, such as people

not having the proper utensils to cook. 3. The discussion after watching Forks Over Knives opened my eyes to the bias of the documentary. It is so easy to become enthralled in a documentary or viewpoint and overlook many of the biased themes. I thought it was very valuable to have that discussion after the film. -WQ

1. I really enjoyed the public health implications of nutrition Nola Liu spoke to us about. I am currently working for the Medical Care for Children Partnership Foundation and I am working to help get food to people in need in the Annandale community. I found that some of the things Nola mentioned, like SNAP and doubling prices at farmers market to allow people who cannot purchase food to be able to have access to fresh fruits and vegetables, to provide ideas for my internship.
2. I recently read an article about one of the studies about the Mediterranean diet, which suggests eating whole foods and fruits and vegetables, that someone who completed the study had made an error in their research. What happened was they put healthy people on the Mediterranean diet and unhealthy people on a diet that ate meat.
3. It was interesting to hear that your diet has implications towards what types of cancer you could get in the future. One of the biggest things Joanne Elena mentioned was that 35% of cancers could be prevented by your diet. My dad is a cancer doctor who sees sick patients every day. I wonder what his office would look like if every patient ate a healthy diet prior to getting cancer (had they known they would get cancer). Additionally, I find it interesting that diet after receiving a cancer diagnosis is highly regimented in order to promote longevity. -KQ

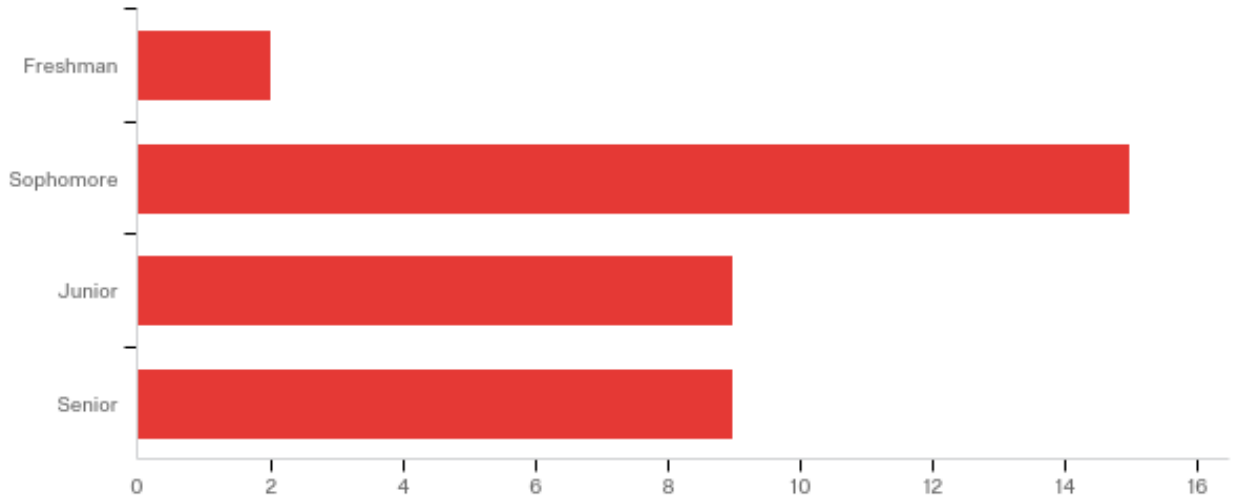
The week spent in DC was very interesting. Even though I only live a couple hours away, I had never visited any of the locations assigned this week. I particularly enjoyed the trip to the Botanic Gardens. Sometimes it's nice to just take some time to enjoy being surrounded by greenery and the information provided on rare and medicinal plants was very interesting. I definitely plan to go back. I also really enjoyed the presentations given by the speakers. I found Nola Liu's presentation on DC Central Kitchen particularly informative since I knew almost nothing about food deserts before her talk. The fact that she explained why it is so hard to solve such a complex problem was really appreciated. But what I found most helpful was simply hearing what each speaker decided to do after leaving William and Mary. I'm starting to look into my plans following graduation and it was nice to hear that there are so many options out there. It was especially helpful to hear the different ways that the last two presenters each got into the NIH post-baccalaureate fellowship. I will definitely take their advice to heart. -FR

Between the guest speakers, site visits, and class-wide discussions, the three most important points I learned in my opinion would have to be: what DC Central Kitchen is and how it operates, how diet affects cancer occurrence/ growth, and the benefits of a diet with limited animal-based products (with the potential for pseudoscience considered). Beginning with DC Central Kitchen, I was completely unaware that such an organization existed until Ms. Liu's lecture. While I knew about the epidemic of food deserts and swamps, even within DC, learning that her organization existed, and what it has been doing was incredibly refreshing. The time and effort put into the work done by that group is just astounding, and I have no doubt the people being helped appreciate it as much as they possibly can. As for diet and cancer, I found this point was touched on by both Dr. Elena and the documentary, I knew an unhealthy (sometimes synonymous with Western) diet could worsen health outcomes, but I had no idea it correlated so strongly with several types of cancer, especially those most prevalent in the United States. I always thought diet was limited to weight and heart conditions, so this was quite a shock for me. And finally, while the original point came from "Forks Over Knives", our class discussion only acted to reaffirm some of the downsides of an animal-based diet. While I knew that red and processed meats had been linked to certain types of cancer (from the previous unit), I didn't know that many of these issues extended to non-meat-based products such as dairy. I'd always grown up with the milk industry (working with the government) pushing that milk was the best thing and that you need it absolutely every day and learning that such a product in conjunction with everything else in a western diet can increase the risk of several chronic diseases was quite the awakening. -LV

APPENDIX C

DC Summer Session Student Survey

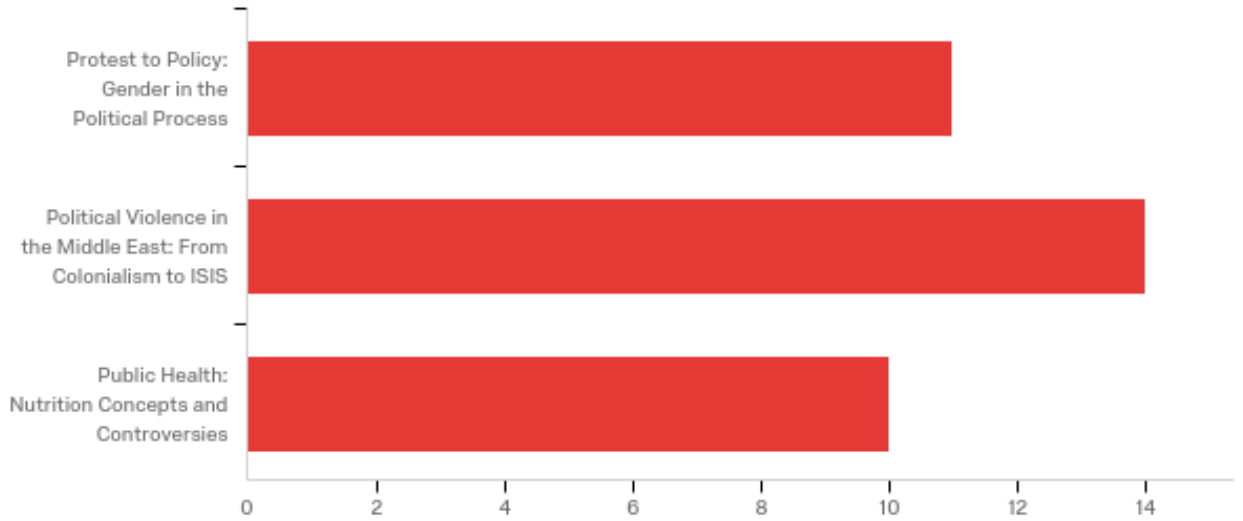
Q1 - Which best describes you?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which best describes you?	1.00	4.00	2.71	0.91	0.83	35

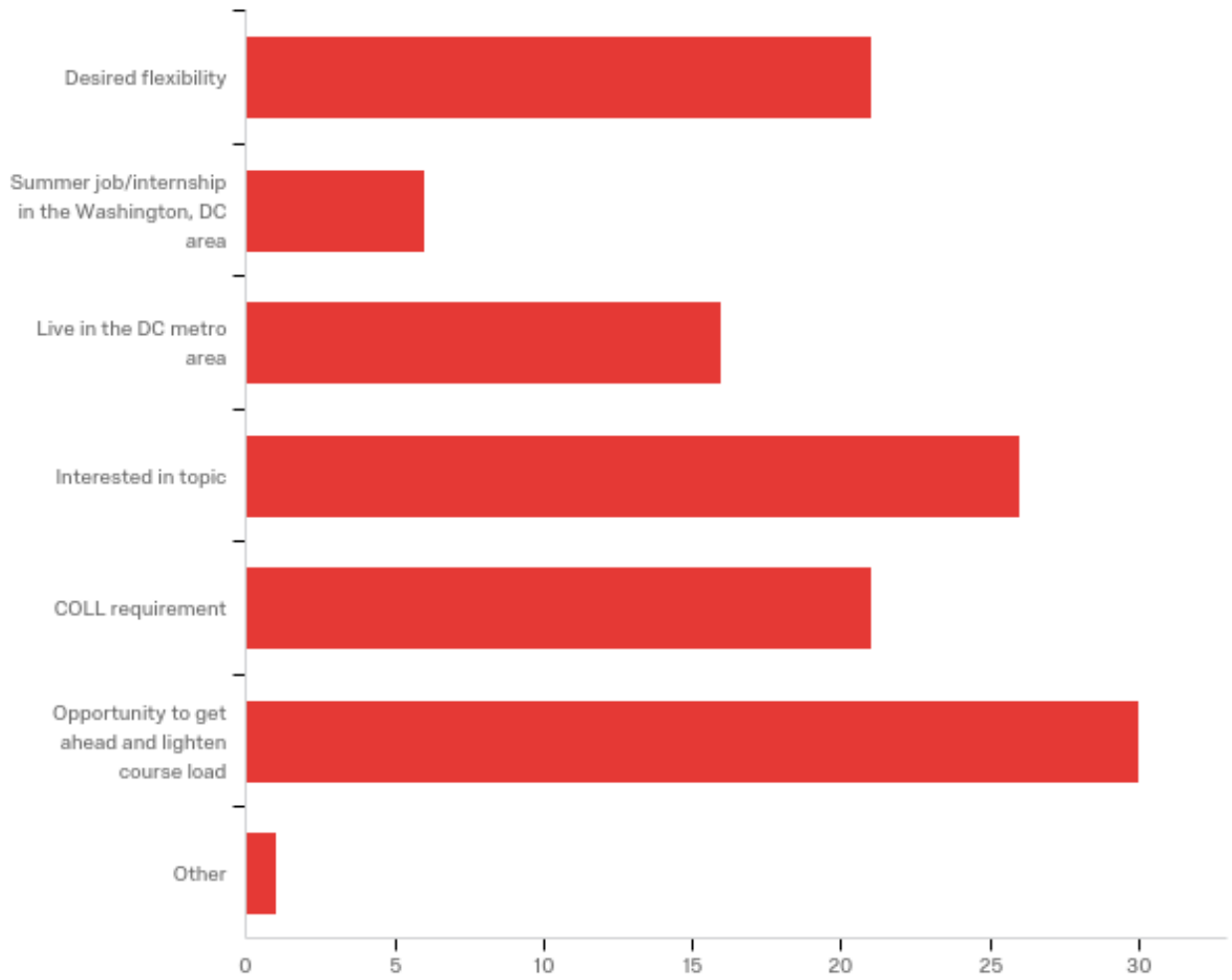
#	Answer	%	Count
1	Freshman	5.71%	2
2	Sophomore	42.86%	15
3	Junior	25.71%	9
4	Senior	25.71%	9
	Total	100%	35

Q2 - Which DC Summer Session courses did you take? Please select all that apply.



#	Answer	%	Count
1	Protest to Policy: Gender in the Political Process	31.43%	11
2	Political Violence in the Middle East: From Colonialism to ISIS	40.00%	14
3	Public Health: Nutrition Concepts and Controversies	28.57%	10
	Total	100%	35

Q3 - Which of the following were most important when deciding to enroll in DC Summer Session? (Check all that apply.)



#	Answer	%	Count
1	Desired flexibility	17.36%	21
2	Summer job/internship in the Washington, DC area	4.96%	6
3	Live in the DC metro area	13.22%	16
4	Interested in topic	21.49%	26
5	COLL requirement	17.36%	21
6	Opportunity to get ahead and lighten course load	24.79%	30
7	Other	0.83%	1
	Total	100%	121

Q4 - If you selected "Other", why? (If this does not apply, please type N/A)

If you selected "Other", why? (If this does not apply, please type N/A)

N/A

N/A

N/A

N/A

N/A

na

Na

N/A

N/A

n/a

N/A

N/A

N/A

Na

N/A

N/A

N/A

N/A

NA

n/a

N/a

N/A

N/A

N/A

Wanting to take a large breadth of courses to narrow down on a potential major and find out which fields I prefer

n/a

N/A

N/A

NA

N/A

n/a

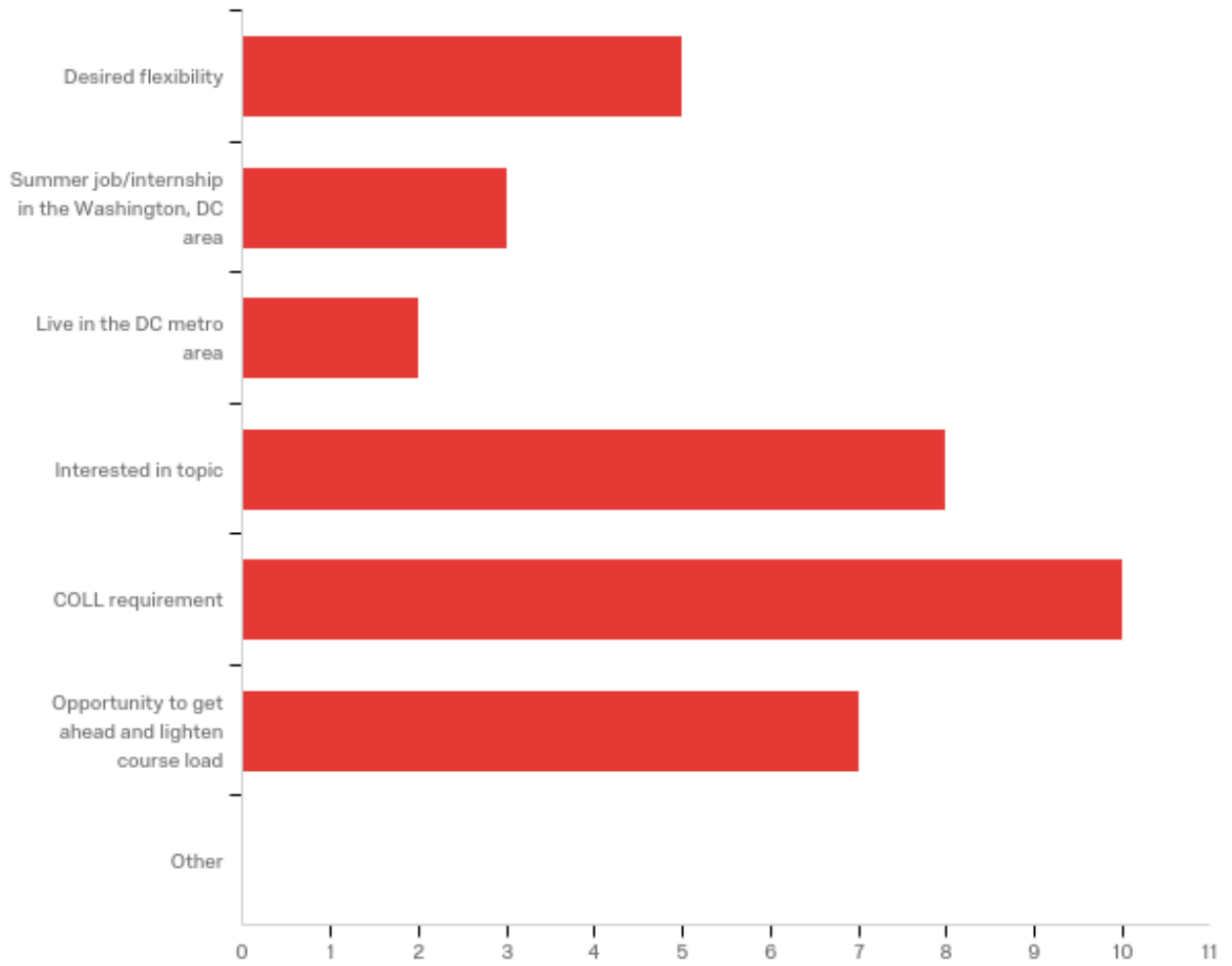
Na

N/A

N/A

N/A

Q5 - Which of the following was the most important factor when deciding to enroll in DC Summer Session? (Check only one.)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following was the most important factor when deciding to enroll in DC Summer Session? (Check only one.)	1.00	6.00	4.03	1.66	2.77	35

#	Answer	%	Count
1	Desired flexibility	14.29%	5

2	Summer job/internship in the Washington, DC area	8.57%	3
3	Live in the DC metro area	5.71%	2
4	Interested in topic	22.86%	8
5	COLL requirement	28.57%	10
6	Opportunity to get ahead and lighten course load	20.00%	7
7	Other	0.00%	0
	Total	100%	35

Q6 - If you selected "Other", why? (If this does not apply, please type N/A)

If you selected "Other", why? (If this does not apply, please type N/A)

N/A

N/A

N/A

N/A

N/A

na

Na

N/A

N/A

N/A

N/A

N/A

N/A

Na

N/A

N/A

N/A

N/A

NA

n/a

N/a

N/A

N/A

N/A

NA (D.C. Metro Area but also Other as I typed before contributed heavily)

n/a

N/A

N/A

NA

N/A

n/a

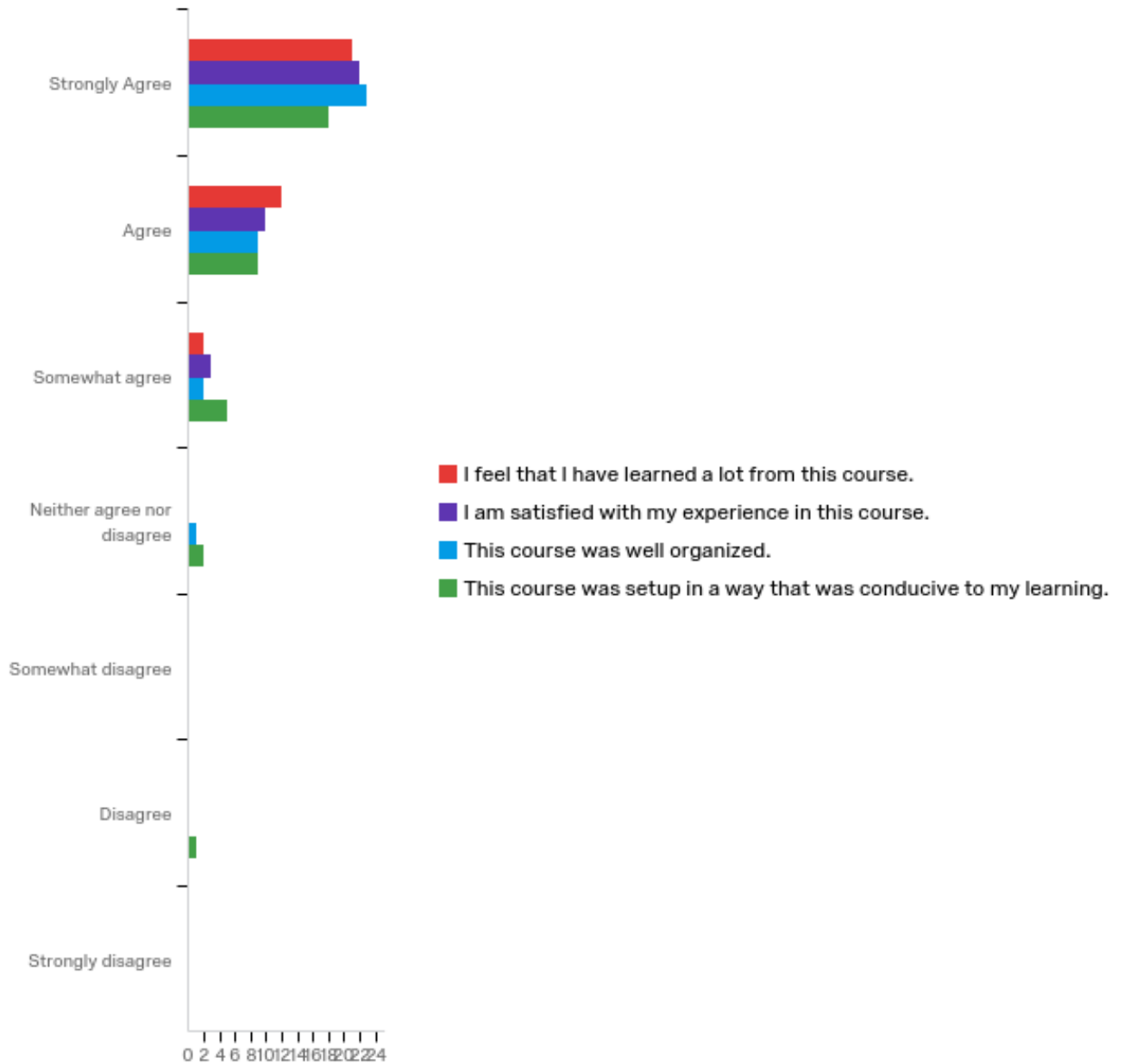
Na

N/A

N/A

N/A

Q7 - Select the most appropriate response.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel that I have learned a lot from this course.	1.00	3.00	1.46	0.60	0.36	35
2	I am satisfied with my experience in this course.	1.00	3.00	1.46	0.65	0.42	35
3	This course was well organized.	1.00	4.00	1.46	0.73	0.53	35

4	This course was setup in a way that was conducive to my learning.	1.00	6.00	1.86	1.15	1.32	35
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#	Question	Strongly Agree	Agree	Some what agree	Neither agree nor disagree	Some what disagree	Disagree	Strongly disagree	Total
1	I feel that I have learned a lot from this course.	60.00% 21	34.29% 12	5.71% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	35
2	I am satisfied with my experience in this course.	62.86% 22	28.57% 10	8.57% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	35
3	This course was well organized.	65.71% 23	25.71% 9	5.71% 2	2.86% 1	0.00% 0	0.00% 0	0.00% 0	35
4	This course was setup in a way that was conducive	51.43% 18	25.71% 9	14.29% 5	5.71% 2	0.00% 0	2.86% 1	0.00% 0	35

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Q8 - What could be improved with the setup of this course?

What could be improved with the setup of this course?

N/A

A more reasonable expectation of students' time; the class professed to be about a 20/hr per week commitment but was ultimately much closer to a 30 hr/ week commitment, and even more so on the week we met in person. Difficult for someone taking two classes this session

I think that it would have been beneficial if professor Kambis could have made more videos of him lecturing during each unit (something like Panopto). I felt a little disconnected during the weeks when we were not in DC because I was just reading the textbook and taking the quizzes. I think that more videos would help the class feel more interactive.

Video lectures

More in-person meetings.

The video interactive portions

Ease of access for far away students and housing

I don't think anything needs to be improved.

More actual class time or cheaper since the majority of it was online

Less reading or more discussion of the important parts of each reading

I felt like the online quizzes tested minutiae and memorization rather than understanding of the material

A more accessible platform for video chats

N/A

More lectures by the professor himself since he is so knowledgeable!!

Nothing, was pleased.

It might help to have more organization when doing in-person sessions. Something in addition to guest speakers would be great

N/A

Nothing

-

The submission method for weekly assignments

Honestly this class was awesome, no real need for improvement

Textbook accessibility

Some tech glitches could be improved

More collaboration amongst students in projects

When not in D.C. the course could be extremely time consuming and they felt like unnecessary work. In addition, daily quizzes opened at 5:00 which was very late when they could have opened up at the beginning of the day and stayed open.

I wish the daily quizzes were open for a longer period of time in the day, instead of 5pm-midnight.

More activities to tie the readings together.

Slightly more discussion time amongst the students and professor

NA

N/A

nothing

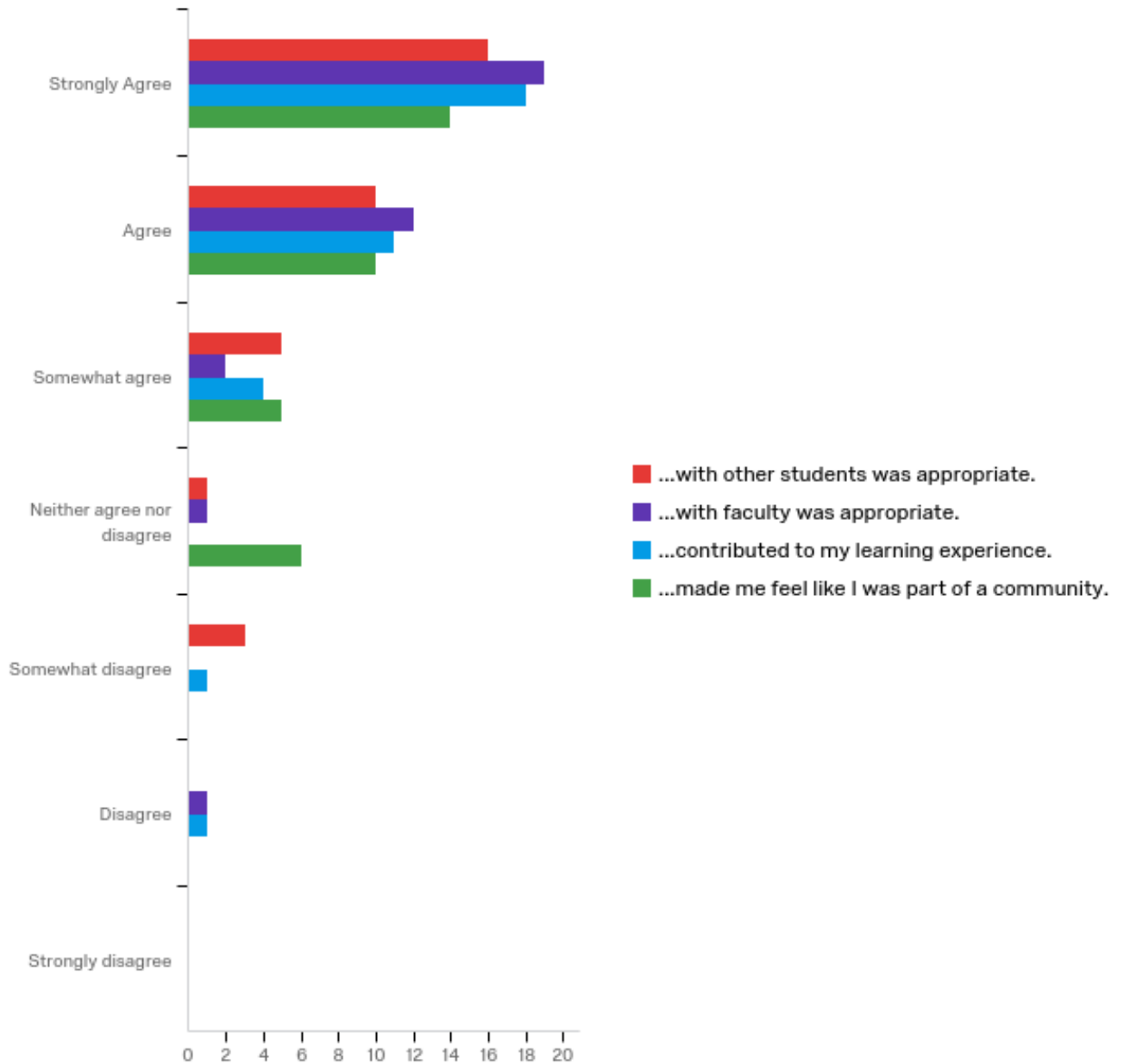
Na

Instead of making assignments due on a daily basis, it would be much more accommodating to have a group of assignments due on a weekly basis. That way, students can be a bit more flexible with their schedules on a day-to-day basis.

The workload of the class, especially the VLOG on Friday is a little too much. It was quite time consuming.

A little more clarity on final project

Q9 - In the online portion of this hybrid class, the amount of interaction...

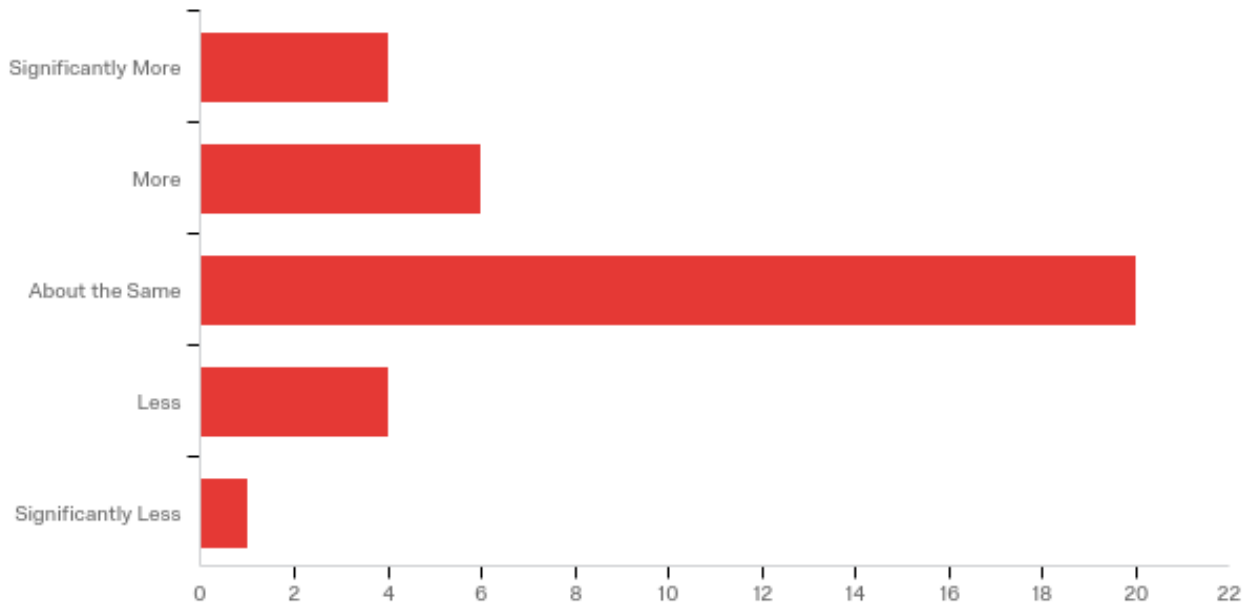


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	...with other students was appropriate.	1.00	5.00	2.00	1.22	1.49	35
2	...with faculty was appropriate.	1.00	6.00	1.69	1.04	1.07	35
3	...contributed to my learning experience.	1.00	6.00	1.80	1.14	1.30	35

4	...made me feel like I was part of a community.	1.00	4.00	2.09	1.11	1.22	35
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#	Question	Strongly Agree	Agree	Some what agree	Neither agree nor disagree	Some what disagree	Disagree	Strongly disagree	Total
1	...with other students was appropriate.	45.71% 16	28.57% 10	14.29% 5	2.86% 1	8.57% 3	0.00% 0	0.00% 0	35
2	...with faculty was appropriate.	54.29% 19	34.29% 12	5.71% 2	2.86% 1	0.00% 0	2.86% 1	0.00% 0	35
3	...contributed to my learning experience.	51.43% 18	31.43% 11	11.43% 4	0.00% 0	2.86% 1	2.86% 1	0.00% 0	35
4	...made me feel like I was part of a community.	40.00% 14	28.57% 10	14.29% 5	17.14% 6	0.00% 0	0.00% 0	0.00% 0	35

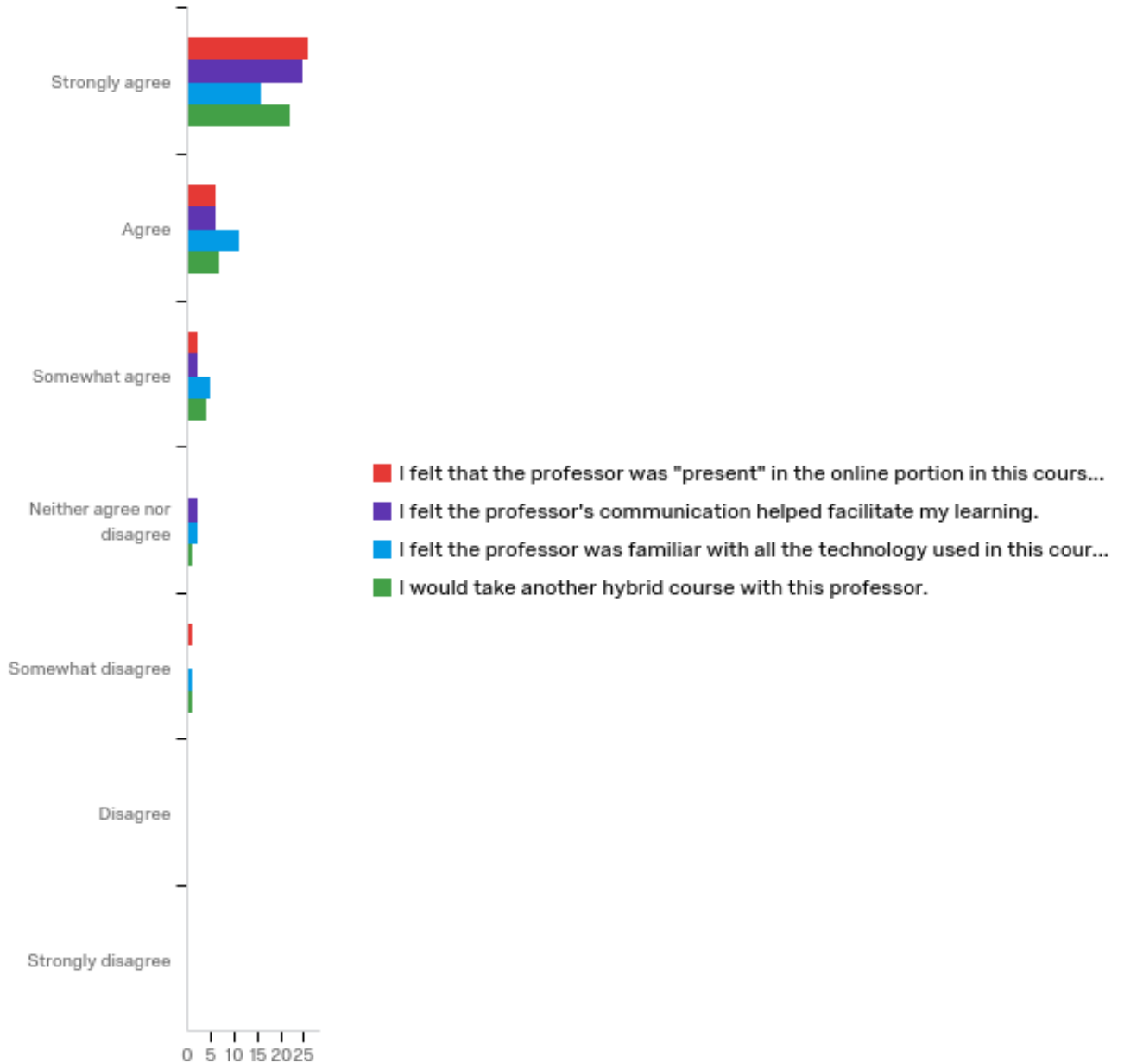
Q10 - Select the most appropriate response.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Compared to a traditional face-to-face course, I feel that in this hybrid course, I have learned:	1.00	5.00	2.77	0.90	0.80	35

#	Answer	%	Count
1	Significantly More	11.43%	4
2	More	17.14%	6
3	About the Same	57.14%	20
4	Less	11.43%	4
5	Significantly Less	2.86%	1
	Total	100%	35

Q11 - Select the most appropriate response.



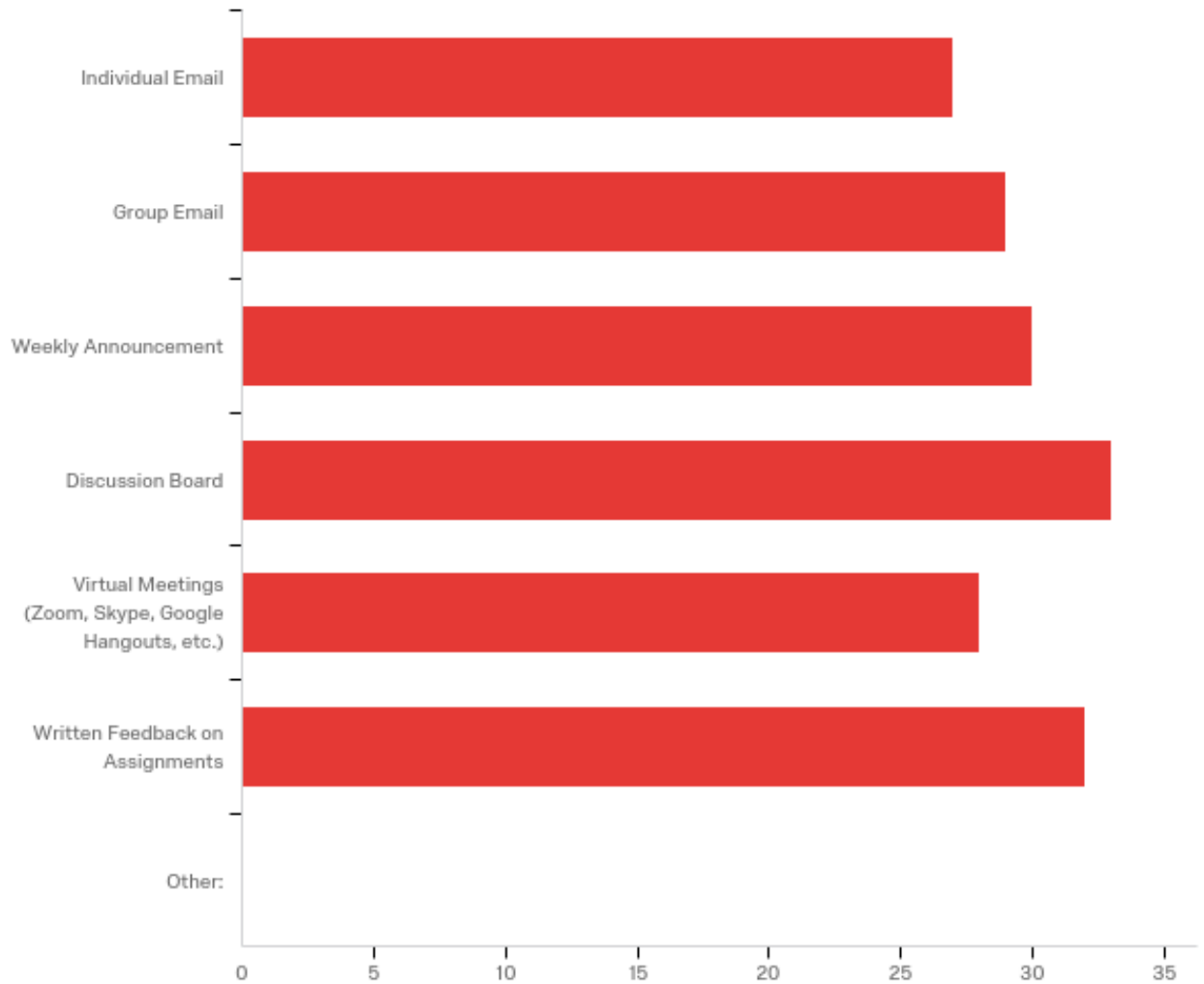
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I felt that the professor was "present" in the online portion in this course.	1.00	5.00	1.40	0.83	0.70	35
2	I felt the professor's communication	1.00	4.00	1.46	0.84	0.71	35

	helped facilitate my learning.						
3	I felt the professor was familiar with all the technology used in this course.	1.00	5.00	1.89	1.04	1.07	35
4	I would take another hybrid course with this professor.	1.00	5.00	1.63	0.99	0.98	35

#	Question	Strongly agree	Agree	Some what agree	Neither agree nor disagree	Some what disagree	Disagree	Strongly disagree	Total
1	I felt that the professor was "present" in the online portion in this course.	74.29% 26	17.14% 6	5.71% 2	0.00% 0	2.86% 1	0.00% 0	0.00% 0	35
2	I felt the professor's communication helped facilitate my learning.	71.43% 25	17.14% 6	5.71% 2	5.71% 2	0.00% 0	0.00% 0	0.00% 0	35
3	I felt the professor was familiar with all the technology used in	45.71% 16	31.43% 11	14.29% 5	5.71% 2	2.86% 1	0.00% 0	0.00% 0	35

	this course.															
4	I would take another hybrid course with this professor.	62.86%	22	20.00%	7	11.43%	4	2.86%	1	2.86%	1	0.00%	0	0.00%	0	35

Q12 - Select all the modes of communication that your professor utilized during the online portion of this course:



#	Answer	%	Count
1	Individual Email	15.08%	27
2	Group Email	16.20%	29
3	Weekly Announcement	16.76%	30
4	Discussion Board	18.44%	33
5	Virtual Meetings (Zoom, Skype, Google Hangouts, etc.)	15.64%	28
6	Written Feedback on Assignments	17.88%	32
7	Other:	0.00%	0

	Total	100%	179
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Q13 - If you selected "Other", what other types of communication did your professor utilize? (If this does not apply, please type N/A)

If you selected "Other", what other types of communication did your professor utilize? (If this does not apply, please type N/A)

N/A

N/A

N/A

N/A

N/A

na

Na

N/A

N/A

N/A

N/A

N/A

N/a

Na

N/A

N/A

N/A

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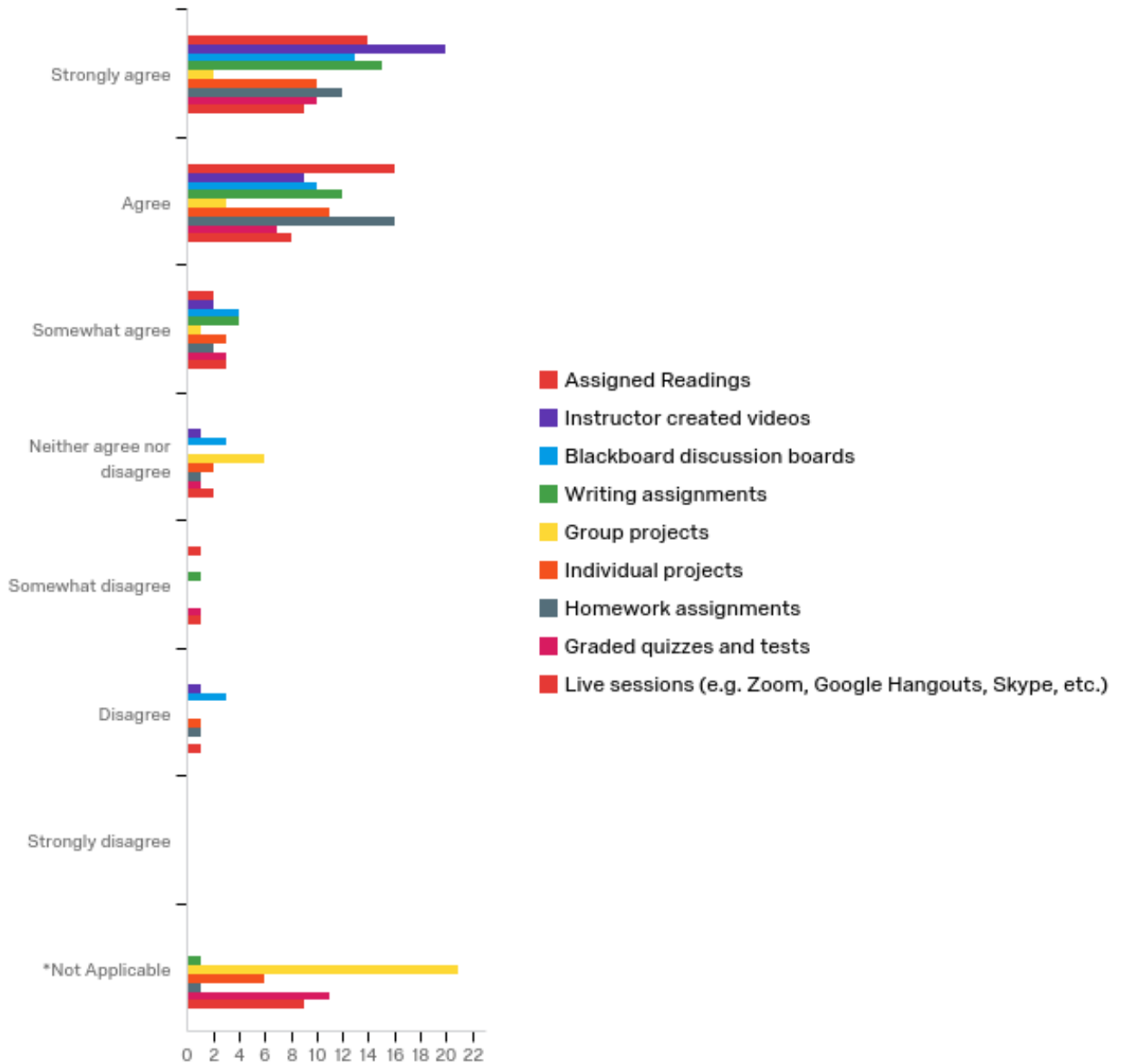
Na

N/A

N/A

N/A

Q14 - Please choose the most appropriate response: "This activity was helpful to my learning experience."



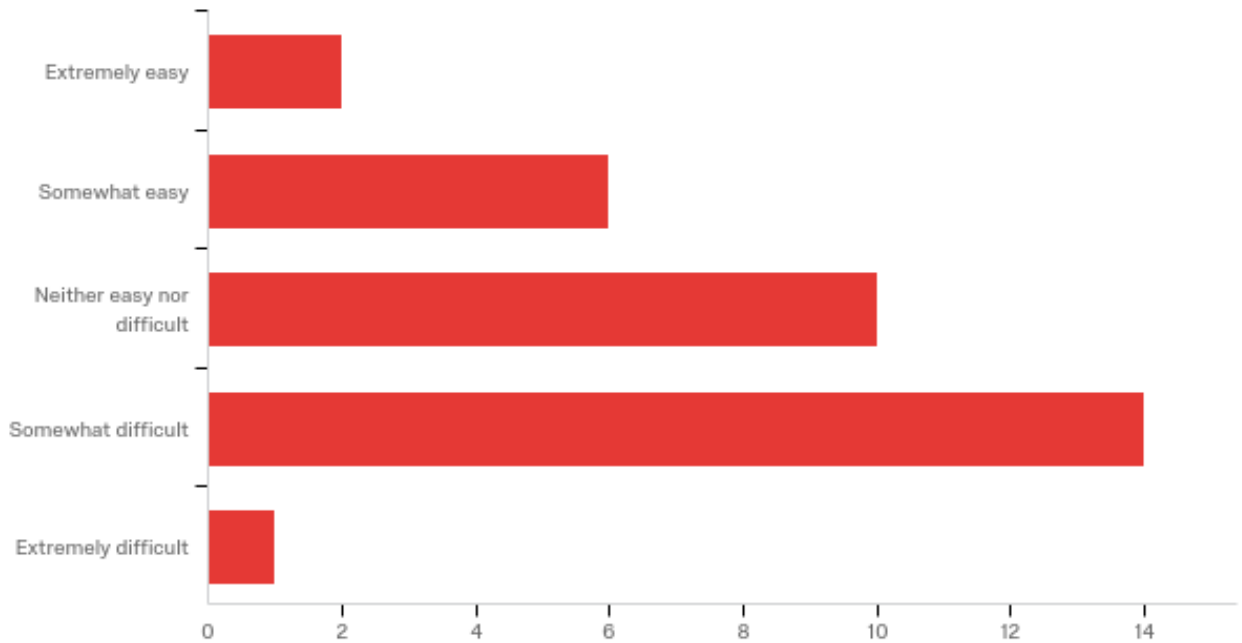
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Assigned Readings	1.00	5.00	1.73	0.83	0.68	33
2	Instructor created videos	1.00	6.00	1.64	1.07	1.14	33
3	Blackboard discussion boards	1.00	6.00	2.27	1.50	2.26	33
4	Writing assignments	1.00	8.00	1.94	1.39	1.94	33

5	Group projects	1.00	8.00	6.15	2.55	6.49	33
6	Individual projects	1.00	8.00	3.12	2.53	6.41	33
7	Homework assignments	1.00	8.00	2.06	1.46	2.12	33
8	Graded quizzes and tests	1.00	8.00	3.94	3.00	9.03	33
9	Live sessions (e.g. Zoom, Google Hangouts, Skype, etc.)	1.00	8.00	3.79	2.83	7.99	33

#	Question	Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly disagree	*Not Applicable	Total
1	Assigned Readings	42.42% 14	48.48% 16	6.06% 2	0.00% 0	3.03% 1	0.00% 0	0.00% 0	0.00% 0	33
2	Instructor created videos	60.61% 20	27.27% 9	6.06% 2	3.03% 1	0.00% 0	3.03% 1	0.00% 0	0.00% 0	33
3	Blackboard discussion boards	39.39% 13	30.30% 10	12.12% 4	9.09% 3	0.00% 0	9.09% 3	0.00% 0	0.00% 0	33
4	Writing assignments	45.45% 15	36.36% 12	12.12% 4	0.00% 0	3.03% 1	0.00% 0	0.00% 0	3.03% 1	33
5	Group	6.06% 2	9.09% 3	3.03% 1	18.18% 6	0.00% 0	0.00% 0	0.00% 0	63.64% 21	33

	projects																	
6	Individual projects	30.30%	10	33.33%	11	9.09%	3	6.06%	2	0.00%	0	3.03%	1	0.00%	0	18.18%	6	33
7	Homework assignments	36.36%	12	48.48%	16	6.06%	2	3.03%	1	0.00%	0	3.03%	1	0.00%	0	3.03%	1	33
8	Graded quizzes and tests	30.30%	10	21.21%	7	9.09%	3	3.03%	1	3.03%	1	0.00%	0	0.00%	0	33.33%	11	33
9	Live sessions (e.g. Zoom, Google Hangouts, Skype, etc.)	27.27%	9	24.24%	8	9.09%	3	6.06%	2	3.03%	1	3.03%	1	0.00%	0	27.27%	9	33

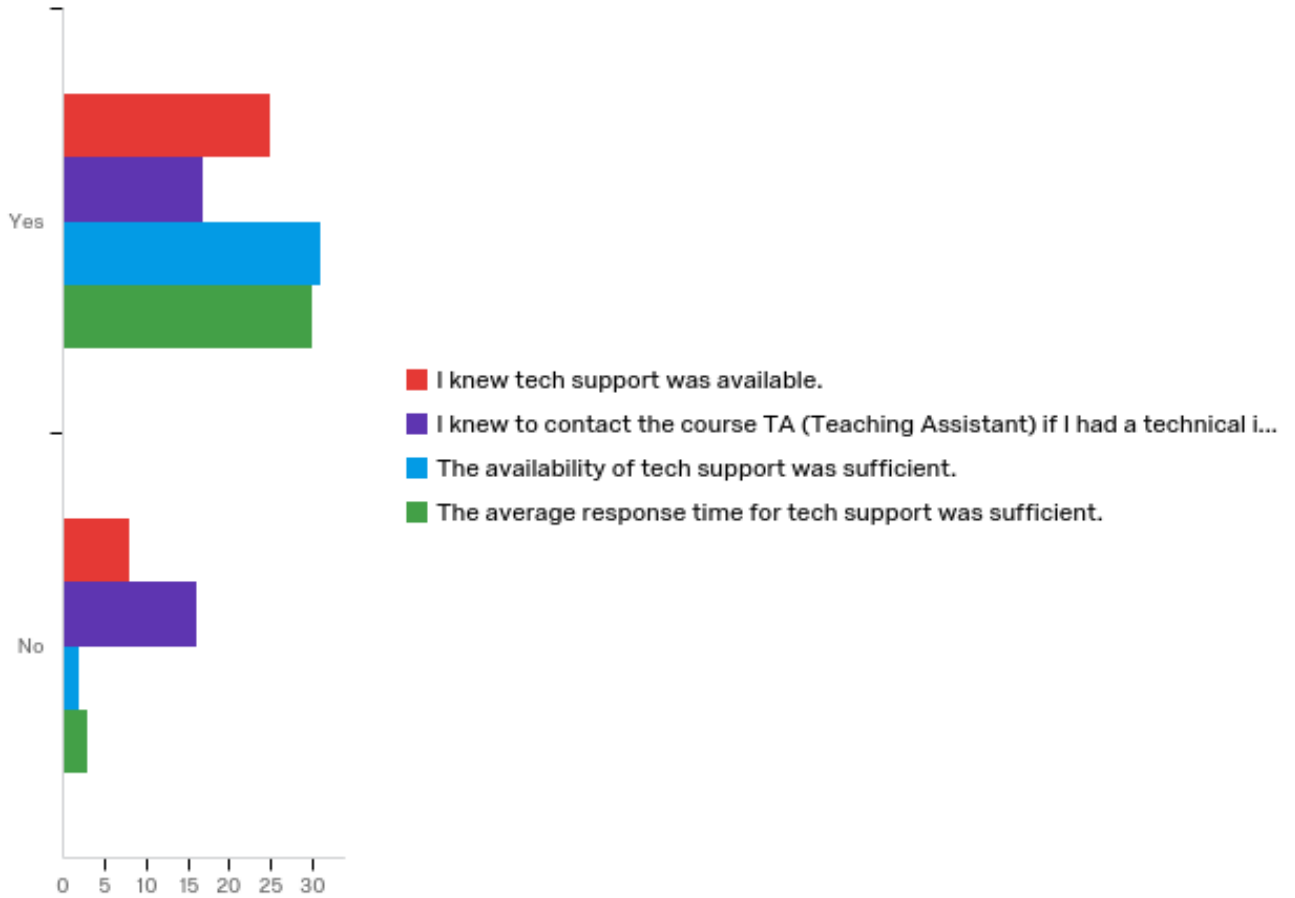
Q15 - How would you rate the rigor of the course content?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate the rigor of the course content?	1.00	5.00	3.18	0.97	0.94	33

#	Answer	%	Count
1	Extremely easy	6.06%	2
2	Somewhat easy	18.18%	6
3	Neither easy nor difficult	30.30%	10
4	Somewhat difficult	42.42%	14
5	Extremely difficult	3.03%	1
	Total	100%	33

Q16 - Select the most appropriate response regarding tech support.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I knew tech support was available.	1.00	2.00	1.24	0.43	0.18	33
2	I knew to contact the course TA (Teaching Assistant) if I had a technical issue.	1.00	2.00	1.48	0.50	0.25	33
3	The availability of tech support was sufficient.	1.00	2.00	1.06	0.24	0.06	33
4	The average response time for tech support was sufficient.	1.00	2.00	1.09	0.29	0.08	33

#	Question	Yes		No		Total
1	I knew tech support was available.	75.76%	25	24.24%	8	33
2	I knew to contact the course TA (Teaching Assistant) if I had a technical issue.	51.52%	17	48.48%	16	33
3	The availability of tech support was sufficient.	93.94%	31	6.06%	2	33
4	The average response time for tech support was sufficient.	90.91%	30	9.09%	3	33

Q17 - Please provide any additional feedback for your professor.

Please provide any additional feedback for your professor.

Great class, learned a lot, thank you

I enjoyed the course and specifically the guest speakers. I think that it would be beneficial if there was more collaboration among students - maybe doing a group project. I also think that more interaction from the Professor during the online portion of the course (through video lectures, etc) could be beneficial.

DFTBA

I'm very happy that I took this class.

I do not have really anything more to say, but I had issues with the final project in terms of really learning from it overall

The video sessions got tedious and too long in my opinion

Wonderful class! I learned so much and really enjoyed it!

N/A

Professor Kambis was fantastic and I would definitely take another class from him

The topics and the way they were presented were genuinely interesting. I know feel equipped to discuss topics I would never have been able to intelligently talk about before taking this course.

Good class!

Professor Kambis is a fantastic Professor and I loved this course!!

Thank you so much for a wonderful summer session Professor McKinney!

n/a

Amazing instructor and the content that she used in the class was very relevant.

This class was very enjoyable and I gained a lot from it. I am glad I decided to take it.

NA

The readings were formatted strangely with the page orientation that it hampered the ability to study them fluidly

Thank you so much!!!! This was an awesome experience

Great class!

N/A

N/A

I really enjoyed my experience in Nutrition 356 and loved the in class sessions and guests. The only drawback of the course were parts of the online section where the repeated

readings, quizzes, and tests felt a like a bit of a slog. Overall, it was an excellent course, and I am really glad I ended up taking it! Thank you so much professor!

thank you so much!

Thank you!

I thoroughly enjoyed the course and learned a lot with most types of work and activity that we engaged with each week. I found the balance of workload was sufficient and manageable, and the readings we were assigned were usually interesting. There was not as much time for discussion as much as I would have liked, but having it as one block once a week means it would be hard to make the session even longer, which I understand

i enjoyed the class

N/A

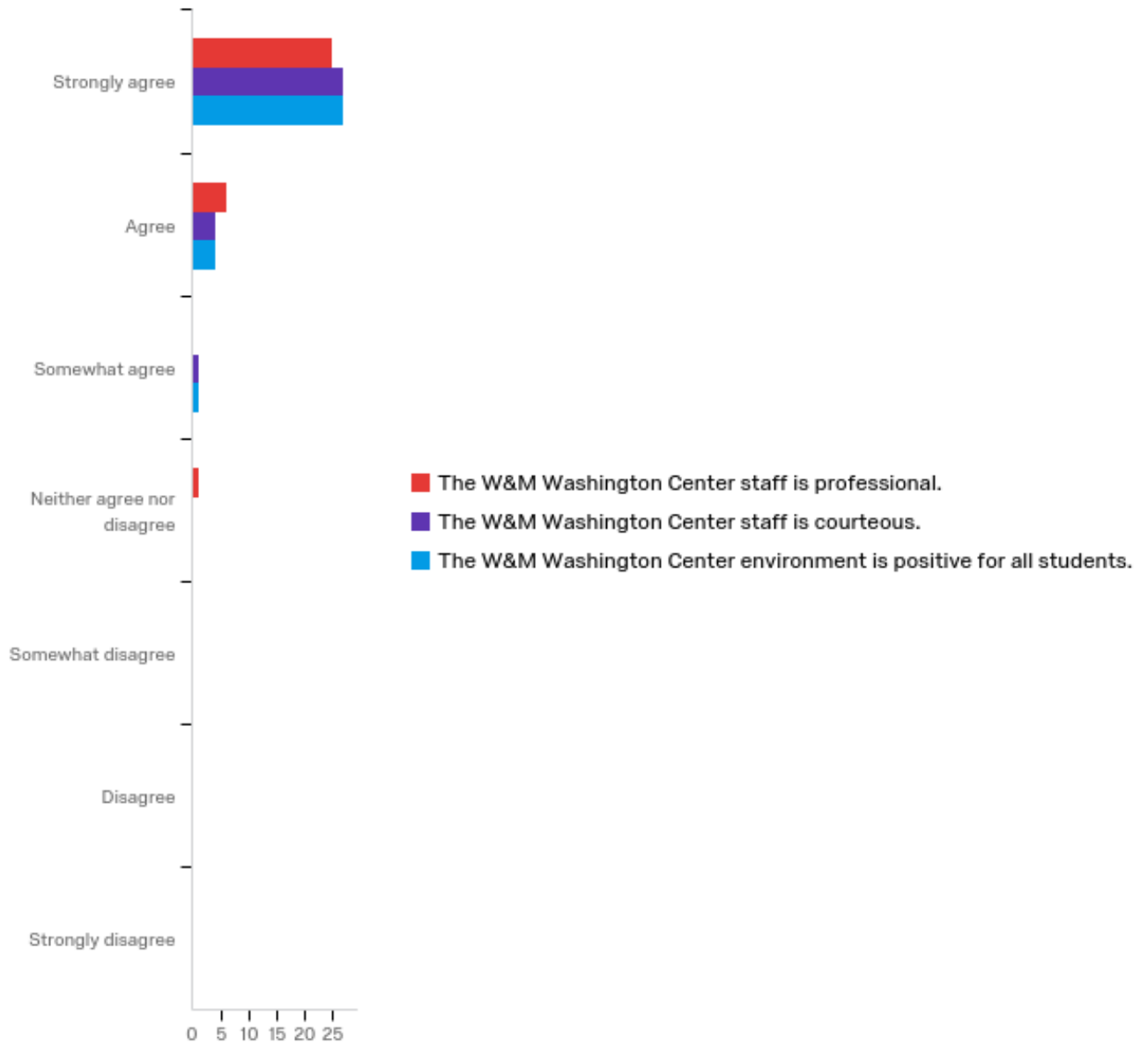
Na

Overall, good class! The main thing that I think could be improved is to have a group of assignments due on a weekly basis instead of having a chapter due a day.

I love the course, hope it could continue in next summer

N/A

Q18 - Please select the most appropriate response.

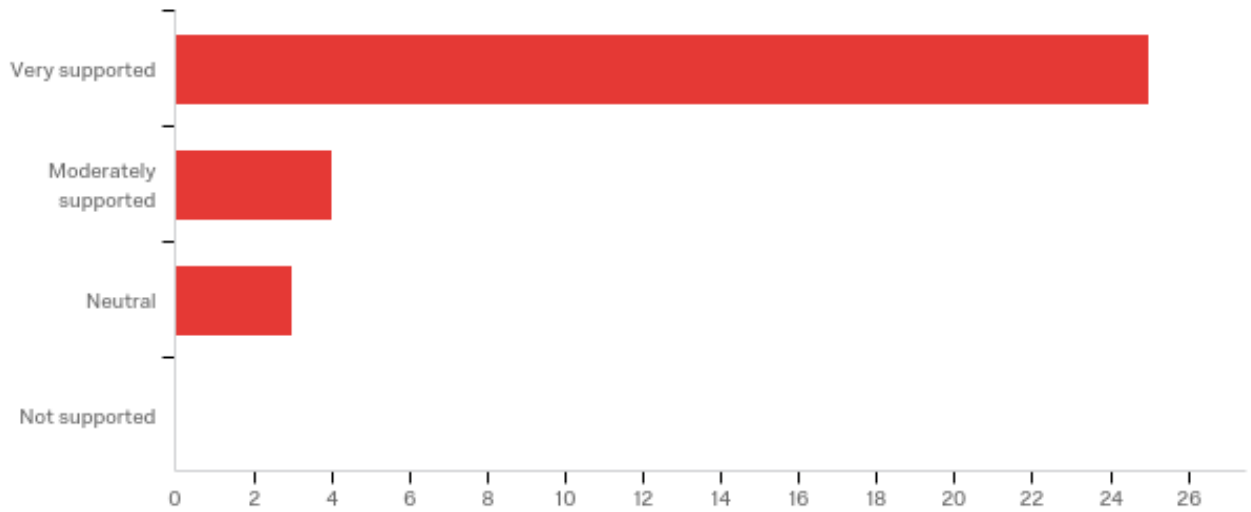


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The W&M Washington Center staff is professional.	1.00	4.00	1.28	0.62	0.39	32
2	The W&M Washington Center staff is courteous.	1.00	3.00	1.19	0.46	0.21	32
3	The W&M Washington Center environment is	1.00	3.00	1.19	0.46	0.21	32

positive for all students.

#	Question	Strongly agree	Agree	Some what agree	Neither agree nor disagree	Some what disagree	Disagree	Strongly disagree	Total							
1	The W&M Washington Center staff is professional.	78.13%	25	18.75%	6	0.00%	0	3.13%	1	0.00%	0	0.00%	0	0.00%	0	32
2	The W&M Washington Center staff is courteous.	84.38%	27	12.50%	4	3.13%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	32
3	The W&M Washington Center environment is positive for all students.	84.38%	27	12.50%	4	3.13%	1	0.00%	0	0.00%	0	0.00%	0	0.00%	0	32

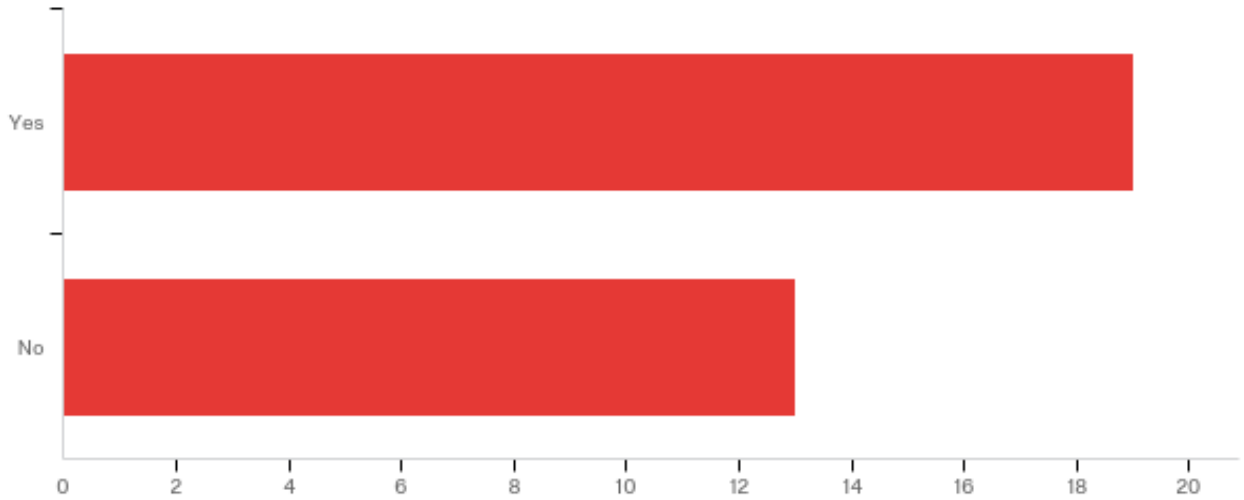
Q19 - How supported did you feel by your DC Summer Session Coordinator before and during your in-person sessions?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How supported did you feel by your DC Summer Session Coordinator before and during your in-person sessions?	1.00	3.00	1.31	0.63	0.40	32

#	Answer	%	Count
1	Very supported	78.13%	25
2	Moderately supported	12.50%	4
3	Neutral	9.38%	3
4	Not supported	0.00%	0
	Total	100%	32

Q20 - Did you attend the optional Friday evening alumni networking reception at the W&M Washington Center?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you attend the optional Friday evening alumni networking reception at the W&M Washington Center?	1.00	2.00	1.41	0.49	0.24	32

#	Answer	%	Count
1	Yes	59.38%	19
2	No	40.63%	13
	Total	100%	32

Q21 - If no, please explain why not. (If this does not apply, please type N/A)

If no, please explain why not. (If this does not apply, please type N/A)

Needed to get back to Williamsburg for football

N/A

Had to work

N/A

NA

Na

work event

N/A

N/A

N/A

N/a

Na

N/A

I did attend, but I was concerned about the people there. They did not seem to be W&M Alumni - just random people off the street

N/A

I had other pre-made plans

NA

n/a

N/a

I already attended one over winter break, and I had to work a shift at my job.

N/A

N/A

NA

n/a

I couldn't take off work

I do not live in the DC area, and as a rising sophomore I had little interest in a networking reception when it would require me to stay another entire night in a hotel

no ride

I had to get back to work

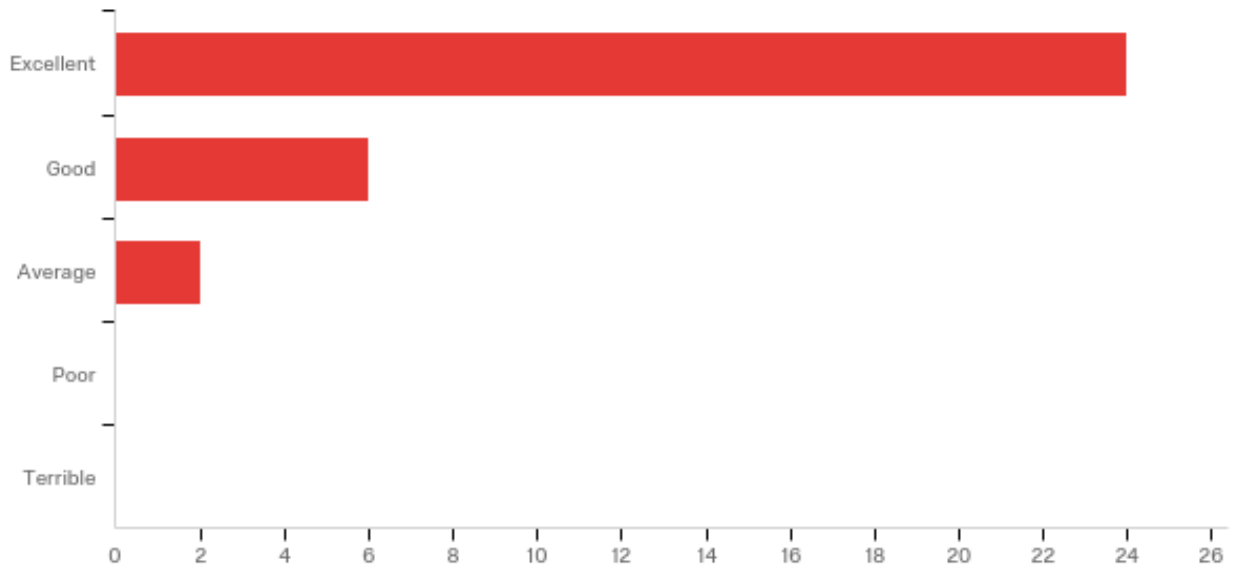
Abroad

N/A

I booked a flight back to China on that day

Prior committment

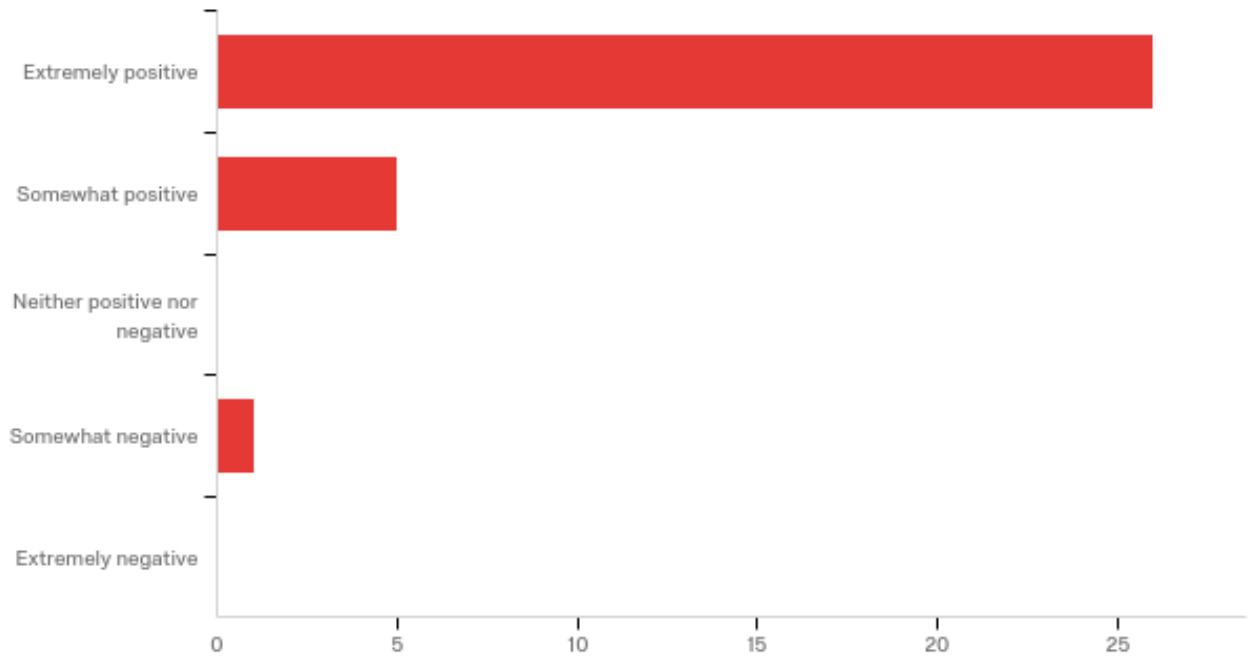
Q22 - How would you rate your class speakers?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate your class speakers?	1.00	3.00	1.31	0.58	0.34	32

#	Answer	%	Count
1	Excellent	75.00%	24
2	Good	18.75%	6
3	Average	6.25%	2
4	Poor	0.00%	0
5	Terrible	0.00%	0
	Total	100%	32

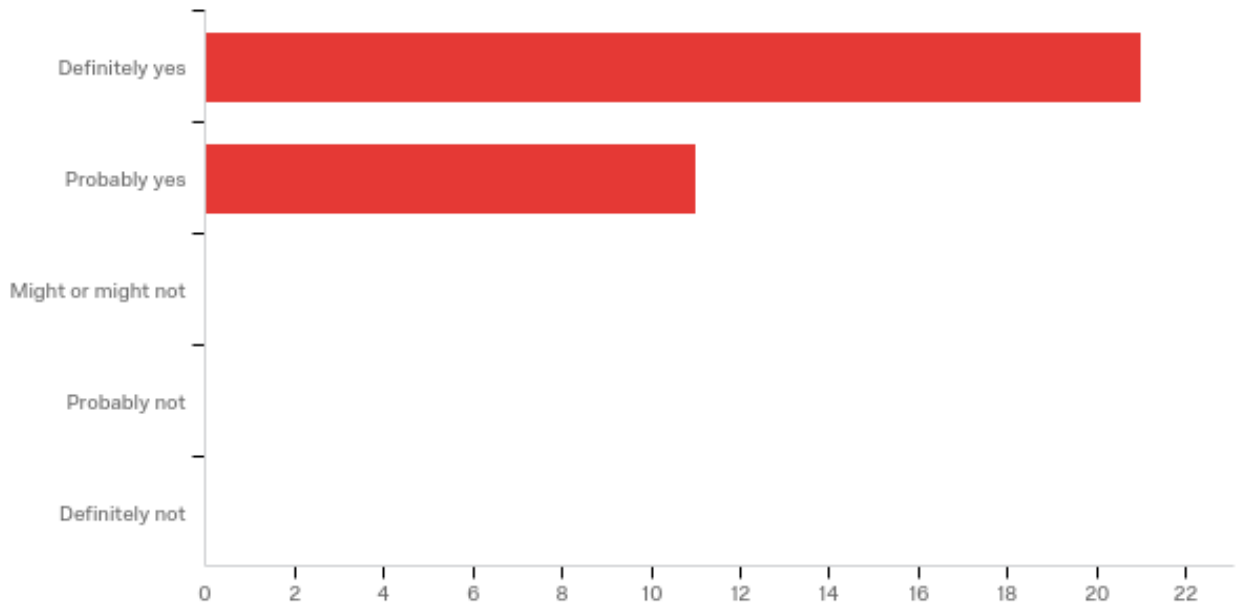
Q23 - What was your overall opinion of the in-person sessions?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What was your overall opinion of the in-person sessions?	1.00	4.00	1.25	0.61	0.38	32

#	Answer	%	Count
1	Extremely positive	81.25%	26
2	Somewhat positive	15.63%	5
3	Neither positive nor negative	0.00%	0
4	Somewhat negative	3.13%	1
5	Extremely negative	0.00%	0
	Total	100%	32

Q24 - Would you recommend DC Summer Session to other W&M students?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you recommend DC Summer Session to other W&M students?	1.00	2.00	1.34	0.47	0.23	32

#	Answer	%	Count
1	Definitely yes	65.63%	21
2	Probably yes	34.38%	11
3	Might or might not	0.00%	0
4	Probably not	0.00%	0
5	Definitely not	0.00%	0
	Total	100%	32

Q25 - Please explain why or why not.

Please explain why or why not.

Learned a lot, great and different experience, get credits out of the way

The hybrid class is very low stress and you get the opportunities to listen to guest speakers and speak to alumni during the in-person sessions, which can be very beneficial in learning about different career options and expanding your network.

Really depends on professor, honestly

The class was interesting and I learned a lot, but it didn't take up all my time.

It is a unique experience that combines what we know in school to something different, so there is a good stepping stone to really try other things

It's very different and similar to traditional learning

Great way to get ahead and really focus on a single subject of interest

You learn more than you expect to learn for better or for worse

It was a good experience

It depends on how comfortable the person is with discussion and debate as opposed to readings and lectures. Unless they dislike that type of environment I'd definitely recommend trying a session.

It was a good experience

Na

It was very enlightening to talk to speakers and in material.

It was flexible

Very interesting course work and the staff is very professional.

It was a great experience with minimum flaws.

I had a good experience, but it was hard to manage with a full time job

Its a rewarding experience.

It was convenient for my summer schedule, offered interesting courses, my class had an appropriate amount of work for time allotted, and i learned a lot

It's a great way to knock out requirements!

It was an amazing experience

Enjoyed the learning environment of the in-person sessions

It was a unique experience, and a good way to study over the summer.

Unique experience with networking you wouldn't get normally.

It was a good way to take a class while also working, however it's not for everyone.

I found the course flexible and manageable workwise, and I greatly enjoyed the opportunity to be in DC and take a class at the Washington center

NA

It's been the best part of my W&M experience

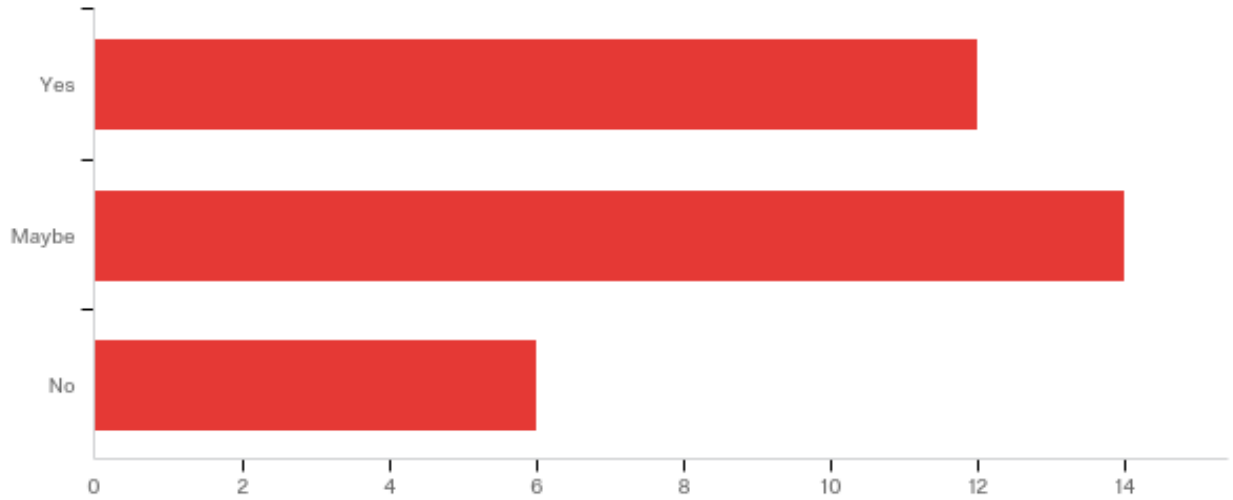
Flexible, interesting content, and provides great opportunity to meet students and alumni.

The Summer Session is a great way to ease one's schedule during the school year and learn something new over the summer!

It was a great opportunity to learn about something one is interested in during summer. Also, it is quite convenient for students who take one summer course

Really good experience but structure might not be for everyone

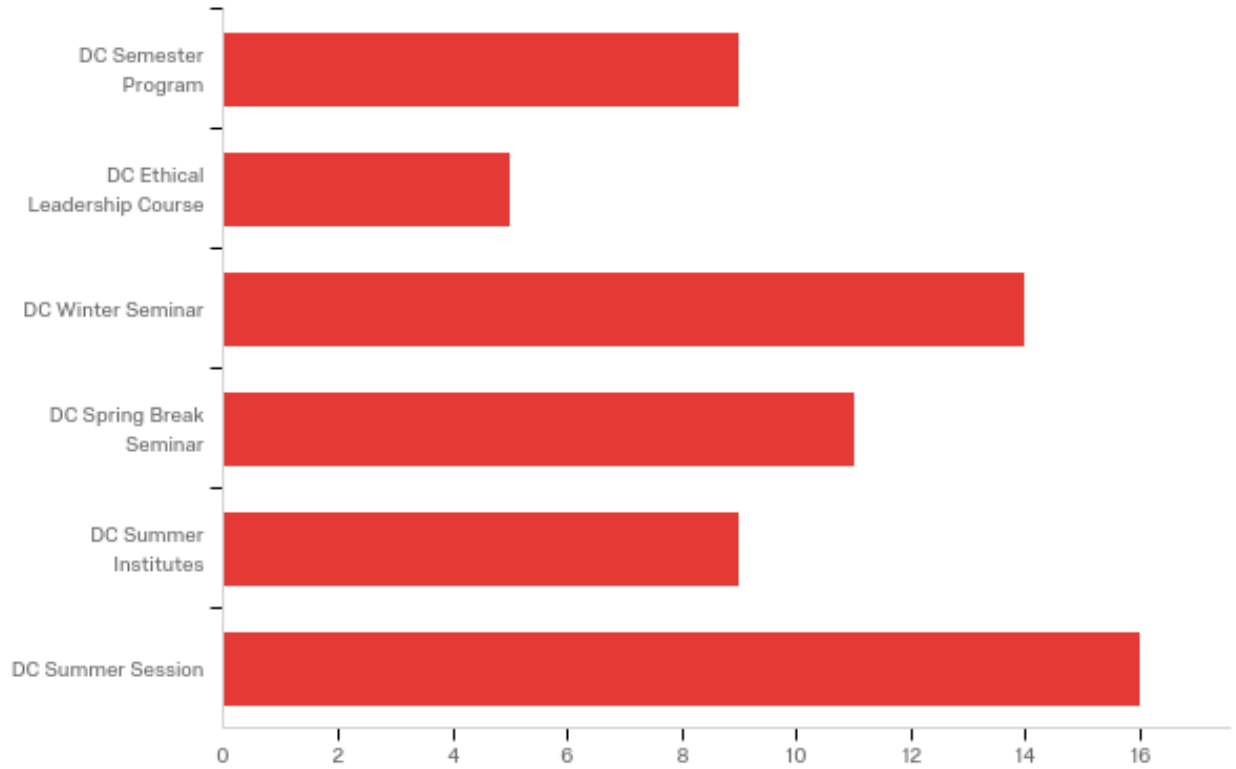
Q26 - Are you considering any additional "Study in DC" opportunities in the future?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you considering any additional Study in DC opportunities in the future?	1.00	3.00	1.81	0.73	0.53	32

#	Answer	%	Count
1	Yes	37.50%	12
2	Maybe	43.75%	14
3	No	18.75%	6
	Total	100%	32

Q27 - If yes, please select all that apply.



#	Answer	%	Count
1	DC Semester Program	14.06%	9
2	DC Ethical Leadership Course	7.81%	5
3	DC Winter Seminar	21.88%	14
4	DC Spring Break Seminar	17.19%	11
5	DC Summer Institutes	14.06%	9
6	DC Summer Session	25.00%	16
	Total	100%	64

Q28 - If no, please explain why not. (If this does not apply, please type N/A)

If no, please explain why not. (If this does not apply, please type N/A)

N/A

N/A

Senior

N/A

NA

Na

Graduating

N/A

I probably won't be in the area next summer

N/A

N/a

Na

N/A

Not my major

N/A

N/A

NA

n/a

N/a

N/A

N/A

N/A

NA

n/a

Too expensive.

N/A

senior

I'll be graduating soon

Na

N/A

N/A

N/A

Q29 - Any advice for future DC Summer Session students:

Any advice for future DC Summer Session students:

Be ready to learn and for a great experience

The class is more effective when you put your time and effort into it like a regular semester class.

Stay on top of the work ahead of time, its not a joke class or anything even though it is summer, but that doesn't mean it is hard

Treat it seriously

Do it!

N/A

Make sure you're prepared for fast paced, individual learning

Ask questions that are relevant to the topic.

Don't leave work to the last minute

Just study and make the most of it.

Explore DC!

N/A

NA

n/a

Stay on top of the readings

Make the most of your experience

Methods of participation are much different than a regular class, so take advantage of the opportunities you have to participate.

NA

Use all opportunities available while in residence

Your grade will improve if you share your professor's viewpoint/opinion.

take very good notes on the readings as you go, they should be more detailed and extensive than you would at first think they should.

NA

N/A

Na

Make sure to plan a significant amount of time for the class.

Be proactive

Q30 - General thoughts and/or concerns for staff and administration:

General thoughts and/or concerns for staff and administration:

Thanks to Roxane for her help with my mail. Overall great experience, thank you to all

N/A

Not really

Na

N/A

N/A

I really enjoyed the class. My only issues were with the MindTap system itself

Everyone was friendly and very helpful.

N/a

Wonderful opportunity.

N/A

NA

n/a

Will send a separate email regarding networking reception. But thank you, you were all so wonderful!

:)

N/A

N/A

No major concerns. The staff and administration were great!

thank you for being so wonderful and supportive!

N/A

Nothing really

NA

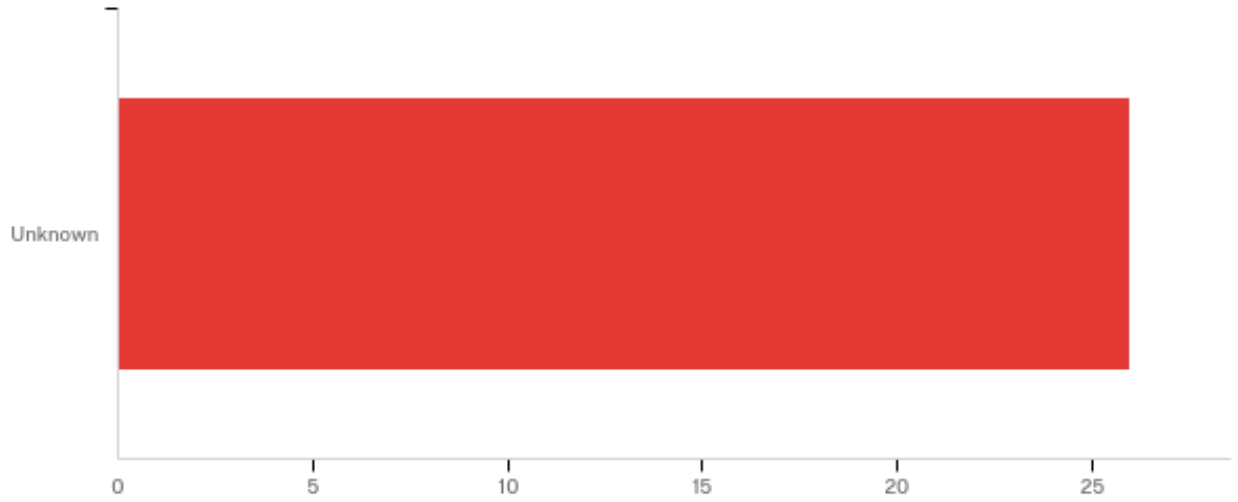
N/A

Na

You guys are great!

Sometimes it felt a little too warm in the room (not sure if its just me)

Q6 - Topics



#	Answer	%	Count
1	Unknown	100.00%	26
	Total	100%	26