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Overview:
The Summer Session Task Force was reconvened and reviewed Summer Session data for the university over a four-year period from Summer 2008 through Summer 2011. In particular, the Task Force reviewed enrollment and financial data for Regular coursework, which includes Regular Extension Courses (OCED courses), Regular On-Campus Courses (Winona Campus), Regular Rochester Center Courses, and Internships.

Note: For the purpose of this report, Regular coursework does not include Travel Study, Study Abroad, Doctor of Nursing Practice, Dual Enrollment, and Arranged classes. For the purpose of this report, Summer Sessions will be identified using the academic year (AY), fiscal year (FY), and ISRS designation.

- Summer Session 2008 = 2009-1
- Summer Session 2009 = 2010-1
- Summer Session 2010 = 2011-1
- Summer Session 2011 = 2012-1

In reviewing the data for unduplicated headcount and credits attempted, the Task Force looked at a number of variables and data sets including:

- Regular coursework
- Online courses
- A breakout for May Term, Summer Session I and Summer Session II;
- Cancelled classes;
- A class-by-class summary of courses offered through OCED;
- Credit and revenue generation; and
- A four-year comparison of the OCED revenue share model and the traditional allocation model for Summer 2008 (FY08) through Summer 2011 (FY12).

In addition, the Task Force reviewed Assessment Day data about student motivations and demotivations relative to enrollment in Summer Session. This data has been obtained through Assessment Day surveys for the past three years. The Task Force also reviewed the marketing plan and budget for Summer Session managed by the OCED staff.
Key findings and conclusions:

Summer Session enrollment grew significantly from Summer 2012-1 compared to the previous summer. In comparing data from Summer 2011-1 to Summer 2012-1 for all Regular Coursework (this is a combined count for the OCED revenue share model and the traditional allocation model):

- Credits generated increased by 15.80 percent from 13,694 credits to 15,858 credits.
- Seats sold increased by 17.00 percent from 4324 to 5059.
- Course count decreased by 0.99 percent from 503 to 498 courses.
- Unduplicated headcount increased by 14.56 percent from 2410 to 2761 students.

When we take a three year average of enrollment for Regular Coursework for the period of Summer 2010-1, 2011-1, and 2012-1, the averaged data set returned is:

- Credits generated 14,344
- Seats sold 4,525
- Course count 527
- Unduplicated headcount 2,503

Summer Session enrollment for Regular Coursework has steadily increased since Summer 2009-1, the first year of the OCED model. When we compare Summer Session 2012-1 to Summer Session 2009-1:

- Credits generated increased by 30.18 percent from 12,182 to 15,858 credits.
- Seats sold increased by 31.71 percent from 3,841 seats to 5,059 seats.
- Course count increased by 1.22 percent from 492 to 498 courses.
- Unduplicated headcount increased by 28.24 percent from 2,153 to 2,761 students.

Online coursework continues to grow rapidly. In Summer 2012-1, online courses generated 5,465 credits, approximately 32.73 percent of the total credits generated. Over the last three summers, the number of online courses offered at WSU has increased 165.28 percent for course count.

- In 2009-1 451 unduplicated headcount in 24 online courses.
- In 2010-1 667 unduplicated headcount in 37 online courses.
- In 2011-1 908 unduplicated headcount in 60 online courses.

All online classes listed for 2011-1 met enrollment minimums.

- In 2012-1 1919 unduplicated headcount in 94 online courses.

Only 4 online courses were cancelled, 2 of which were additional sections of one class that did meet enrollment minimums.

More students are enrolling in May Term and Summer Session I.

- May Term –1,546 unduplicated headcount, up 24.48 percent from previous year
- Summer Session 1 – 1,588 unduplicated headcount, up 22.06 percent from previous year
- Summer Session 2 – 919 unduplicated headcount, down 0.22 percent from previous year

Over the past four years, there has been a significant shift of credit hours and revenue from the traditional allocation model to the OCED revenue share model. In Summer 2012-1, two-thirds of all credits generated were through the OCED model.

- FY09 1,122 credit hours OCED; 13,126 traditional model
- FY12 9,458 credit hours OCED; 6,367 traditional model

For Summer 2011 (2012-1), 32 of 192 OCED courses, or 16.6 percent, were canceled due to low enrollment.

Currently, internships are not funded through the OCED model. Although most internships are low enrollment courses, internships are handled differently throughout the university. Internships are offered throughout the academic year and are not limited to Summer Session. For these reasons, the Task Force has determined that the issues surrounding internships are beyond our charge and recommends that another task group with university-wide representation tackle the questions related to internships. The Summer Session Task Force is willing to share data and lessons learned with any officially designated group.

Historically, classes taught by department chairs during Summer Session have not been part of the OCED revenue share model. Issues surrounding the compensation and extra duty days (EDD) of department chairs in the summer are unstudied variables at this point. Until we have a better understanding of the impact of moving EDD classes to the OCED model, EDD classes taught by department chairs are not eligible for the OCED incentive model. We suggest that this matter be referred to the Deans Council for further study and review.

In order to make better course and scheduling decisions, we need to know more about student needs and preferences. A Summer Session “toolkit” for faculty, Department Chairs and Deans has been developed by OCED staff to provide information and resources for decision-making.

**Summer Session Task Force Recommendations:**

1. Since Summer 2009, there has been a significant shift by departments from the traditional allocation funding model to the OCED revenue share model. For Summer 2012-1, nearly two-thirds of the total credits generated were through the OCED model. Running two concurrent models is not fiscally sustainable; it is cumbersome and leads to confusion in the submission of course proposals and in the workflow for faculty contracts.

For Summer 2014-1 and subsequent years, the Summer Session Task Force recommends moving to one model, the OCED revenue share model, provided that a “safety net” of funds is established for each College to be used for “must-have” courses that do not meet the
minimum enrollment standards. Deans should work with Department Chairs to identify low enrollment/high need courses and to determine how the safety net funds will be used to meet student needs.

This recommendation means that Summer 2013-1 will be the final year that the traditional allocation funding model is offered.

2. Over the course of the last three years, we have observed that providing timely information, in particular, information about class offerings for Summer Session, allows students to make earlier and better decisions about their academic plans, and it helps students stay on track in terms of degree completion. With this in mind, the Summer Session Task Force is recommending that the timeframe for submission of Summer Session course proposals, Term Course Proposals (TCFs), occur prior to the student academic advising period for spring semester in November. This would allow students to discuss their spring and summer academic plans with their academic advisors, encourage earlier discussions about summer plans between students and their parents, and provide more summer planning time for departments and the university.

For AY13 and subsequent years, the Summer Session Task Force recommends that TCFs for Summer Session be submitted by departments no later than September 1. Summer course offerings should be posted to the university website in time for academic advising by early November.

3. Enrollment in May Term is growing and a significant number of students are choosing to enroll in more than one class during May Term. The Summer Session Task Force recommends that class start times should be normalized or “standardized” during May Term to allow students to participate in more than one class and to reduce the competition among offerings.

May Term, Monday through Friday, 15 class days, with the following daily class times:

- 8 a.m. to 10:40 a.m.
- 11 a.m. to 1:40 p.m.
- 2 p.m. to 4:40 p.m.
- 5 p.m. to 7:40 p.m.

4. For three consecutive years, the Summer Session Task Force has met at the conclusion of Summer Session and produced a report with recommendations. The Task Force has extensively reviewed data and discussed its implications for students, faculty, departments, and the institution. In the process, we have learned how to analyze and evaluate Summer Session through key enrollment metrics and perceived student needs and preferences.

The Summer Session Task Force recommends that an annual review of Summer Session should be conducted which includes an assessment of enrollment and financial data and student needs and preferences. In addition, the Task Force recommends that input from
faculty, staff, students, and administrators should be considered in shaping strategies and solutions for Summer Session. A group that represents a cross-section of the university should be engaged as part of annual review process.

The Summer Session administrator should be responsible for submitting an annual report with recommendations to the President. After consideration by the President, the annual Summer Session report and recommendations will be shared with constituent groups for review, questions, and comments. If any of the recommendations involve contractual matters, the Administration will confer with WSUFA prior to making any adjustments in the approach to Summer Session.

The Task Force continues to support recommendations from previous years in order to foster communication and coordination of Summer Session throughout the university. For review, these recommendations are included in this report as follows.

5. The summer courses to be offered in the upcoming summer should be announced to students as early in the academic year as possible. Ideally, summer course information should be available for students in advance of their advising sessions for Spring Term registration.

6. The Administration should engage in marketing the summer courses to current students as well as the local community -- early and strategically.

7. Summer Session terms should run in accordance with the schedule established by the Calendar Committee and meet the following general timelines:
   a. May Term will begin after Commencement;
   b. Summer Session I will commence after May Term and run for five weeks;
   c. Summer Session II will commence after Summer Session I and run for five weeks;
   d. Full Summer Term will commence after May Term and run for 10 weeks.

8. For Summer Sessions I and II, the times of Summer Term classes should be normalized to allow students to participate in more than one 3-credit hour class (reduce competition among offerings). Classes that are scheduled outside these recommended times will require permission from a Dean. Those times are recommended to be:
   a. 7:30 AM – 9:30 AM
   b. 9:40 AM – 11:40 PM
   c. 11:50 PM – 1:50 PM
   d. 2:00 PM – 4:00 PM
   e. 4:10 PM – 6:10 PM
   f. 6:20 PM – 8:20 PM

9. The schedule provides 2400 contact minutes for a 3-credit class, and this allows for a 5-10 minute break each class period.

10. Registration for summer classes should begin early, preferably by mid to late February.

11. Under the department allocation model, average class enrollments for Summer School classes should be
   a. Undergraduate classes – 12
   b. Graduate classes – 8
12. Under the OCED Summer Revenue Sharing Model, class enrollment minimums should be
   a. Undergraduate classes – 15
   b. Graduate classes – 10
   c. Combined undergraduate and graduate classes - 13
13. Department Chairs should have access to information in the scheduling software to allow them
to make good decisions regarding non-competing times to offer courses and the availability of
classrooms.

Prepared by Diane Dingfelder on behalf of the Summer Session Task Force, 11 01 11