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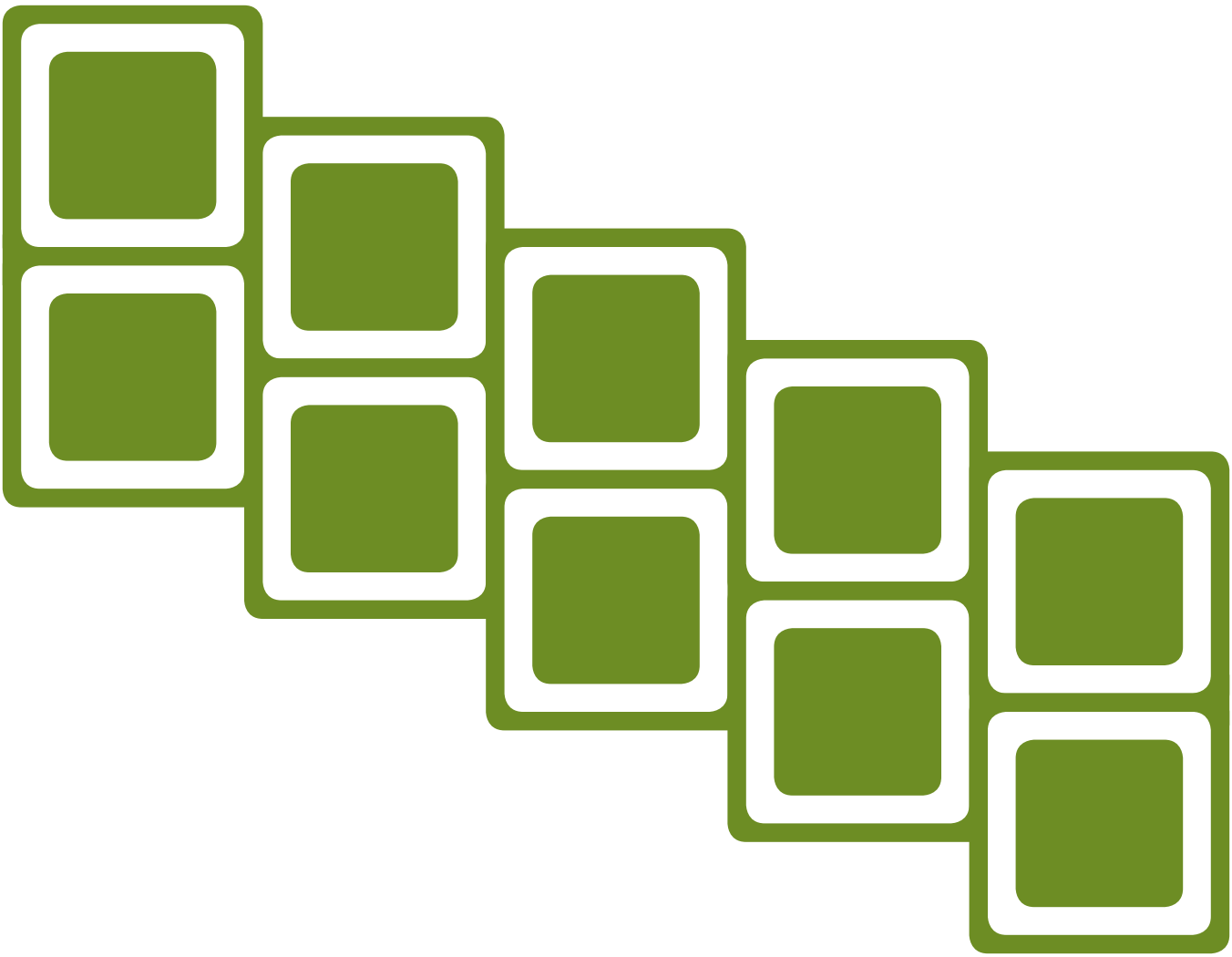

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Differences in Summer Session Administrative Structures: Assessment of Potential Effect on Performance Outcomes

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Abstract

This is the second paper drawn from a two-phase study aimed at (1) determining how summer sessions are organized and administered at AUSS, NAASS, NCCSS, and WASSA member institutions to better understand the range and diversity of essential summer session functions performed and (2) examining whether these administrative/organizational differences affect performance-based outcomes important to the success of the summer term. The first phase of the study (Kops & Lytle, 2013) reported that the organization and administration of summer session functions—assessed by a 38-item survey returned by 115 member institutions—fell along a centralized/decentralized continuum characterized as highly centralized (all or most functions performed by a single summer session office), hybridized (some functions performed by a

summer sessions office while others are devolved to campus units/departments), or decentralized (most functions performed by campus units/departments other than summer session). This paper reports on the total 134 member institutions that completed the 38-item survey. As well, it reports on the findings of an outcomes questionnaire sent to all survey respondents to explore the possible extent to which differences in summer session organizational structures affected selected student-based (unduplicated headcount and credit hours) and finance-based (tuition revenue and instruction-related expenses incurred in teaching courses) performance outcomes in the summer 2012 term. The 38-item survey instrument proved sensitive to how functions important for the summer term are managed and performed at the colleges and universities participating in the study. Although the organizational structure of summer sessions varied significantly among survey respondents, with private institutions somewhat more centralized than publicly funded ones, the results of the outcomes questionnaire indicated that the organizational structure had no significant effect on student-based or finance-based performance outcomes.

Introduction

Although there is much conjecture about the relative merits of different organizational and administrative models affecting the summer term, particularly at annual conferences of the principal summer session professional organizations, there is little published evidence about whether inter- or intra-institutional differences in these models affect overall outcomes. Almost all contemporary summer sessions center around in-class and distance learning academic courses and the resources needed to offer them. A wide range of other service and support functions—including student services (e.g., admissions, advising, housing, extracurricular programming); academic administrative services (e.g., registration, course enrollment, academic record keeping, tutorial and counseling support); course and program development; marketing and promotion; financial and accounting services; general institutional facilities and infrastructure management and coordination (including technical and instructional resource support, classroom maintenance); and end-of-term course and program evaluation, analysis, and reporting—are important for the summer term. Despite the commonality of functions needed to offer summer term courses and programs, how these functions are organized and administered at U.S. and Canadian colleges and universities varies significantly between institutions (Schoenfeld & Zillman, 1967), as well as within a single institution over time when reorganization happens (Kops, 1998; Kops & Lytle, 2010).

The degree of centralization/decentralization provides an organization with certain benefits. A more centralized structure will result in greater control over decision making, greater unity of purpose and consistency of action, potentially increased cost efficiencies, maximization of expertise, and reduction of inequities. On the other hand, a more decentralized structure provides greater discretion and autonomy to units, increased responsiveness and flexibility, and customization to "local" needs (Coggburn, 2005; Fleurke & Hulst, 2006; Goddard & Mannion, 2006; Heikel, 2000; Ho, 2006; Hutchcroft, 2001; Iwe, 2006; Rickards, 2007). Iwe (2006) suggested that organizations need to determine the best way to centralize and decentralize services, functions, and administrative tasks to gain maximum benefit for the organization and its clients. According to Piper (1996), there is no correct organizational structure for administering summer sessions in universities, which, in his opinion, is why the discussion about the appropriateness of a centralized versus a decentralized administrative model continues. He claimed that in practice, there are no fully centralized or decentralized models. Young and McDougall (1991) reported that organizational structures for summer sessions "range from a total high degree of centralization, a highly centralized structure for part of the programs and activities surrounded by a host of decentralized parts, to a loosely coordinated decentralized system of structures" (p. 88). Building on this notion, Heikel (2000) recommended that summer sessions should be administratively centralized and programmatically decentralized in order to maximize the benefits of both organizational forms (p. 39). Hybrid organizational structures (an appropriate blend of centralization and decentralization) for the administration of summer session require institutions to determine what functions are best centralized and what functions need to be decentralized to create a model that achieves desired outcomes.

A 38-item survey was used in the Phase 1 research (Kops & Lytle, 2013) to determine the extent to which various summer session functions were performed at 328 different colleges and universities holding membership in one or more summer session professional organizations (NAASS,

NCCSS, WASSA, AUSS). Survey results analyzed from the 115 different respondents indicated that institutions fell along a centralized/decentralized continuum, characterized as centralized (all or most functions performed by a summer session office), hybridized (some functions performed by a summer session office, with others devolved to campus units/departments), or decentralized (most functions and services performed by campus units/departments). The purpose of the Phase 2 research described in this paper was twofold: (1) to increase the number of survey respondents (increased by 17% from 115 to 134 institutions) to permit a more detailed descriptive and statistical analysis of the survey results and (2) to examine whether differences in the way summer sessions are organized at U.S. and Canadian colleges and universities matter in terms of the impact on selected student-based (total summer student unduplicated headcount and credit hours) and finance-based (tuition revenue and instructional expenses generated in teaching courses) performance outcomes.

Research Methodology

A 38-item, five-point rating scale, electronically formatted survey instrument (see Appendix A), described in a previous publication (Kops & Lytle, 2013), was used to systematically characterize summer session organizational structures among the 115 (Phase 1) and 19 additional (Phase 2) participating institutions. Respondents were asked whether each function was performed at the institution and, if so, to rate how each function related to the summer session office with respect to the degree of control, using a four-point scale: "High"—decision made by summer session office; "Medium"—decision making shared with other units, such as college deans or department chairs; "Low"—decision made primarily by other units, with limited input from summer session office; and "Not Involved"—function performed at the institution but decision made by other units, with no summer session office input. The scale ranged from 0 to 3, with 0 corresponding to "Not involved" and 3 corresponding to "High." A centralized function was defined by the extent to which survey respondents indicated a high degree of involvement. Surveyed functions with mean scores below 1 were considered to be decentralized, with little or no involvement on the part of the summer session office. Functions not performed by institutions were analyzed separately, but they were excluded from the calculations assessing overall summer session involvement.

For the purposes of Phase 2, an electronic cover letter reaffirming the purpose of the research was sent to the 115 respondents in Phase 1, along with a copy of the completed, submitted survey that characterized their summer session in 2011. These participants were asked whether there had been any changes to the 38 surveyed functions between summer 2011 and summer 2012. If changes had occurred, respondents were asked to complete and resubmit the same survey by rating the degree of control of the summer session office in summer 2012 (in other words, to reflect changes that had occurred). All respondents (whether or not they had indicated any changes) were asked to complete a performance outcome questionnaire (see Appendix B) designed to gather summer 2012 data about student unduplicated headcount and credit hours, number of courses offered, tuition revenue generated, and instructional expenses. Additionally, the questionnaire asked for institutional data, including the policy on questionnaire data use, the type

of credit hours awarded (semester, quarter, or other), the fall 2012 unduplicated headcount and credit hours, the extent to which these indices (as well as those from summer 2012) had changed relative to the prior year, the method used to determine summer instructor salaries, and the forms of revenue sharing in place.

In addition to contacting the Phase 1 respondents, as noted previously, we electronically sent a cover letter, the 38-item survey, and the summer 2012 performance outcome questionnaire to the 212 institutional representatives who had failed to respond to Phase 1 of the study in spring 2011. In total, 134 surveys (41% response rate) and 65 outcome questionnaires (20% overall response rate) were received and then analyzed using a variety of descriptive and inferential statistics. Since only 14% of the 65 outcome questionnaire respondents indicated their institution awarded quarter credits, all such quarter credit hour (QCH) data were converted to semester credit hour (SCH) equivalents (using the formula SCH = QCH/1.5) to make cross-institutional comparisons possible. Inasmuch as two-thirds of the outcome questionnaire respondents indicated their institutions only permitted anonymous summaries of the submitted data, all data in this paper and in future presentations will be reported without reference to specific institutions.

A centralization, hybridization, and decentralization (CHD) score for each of the 38 survey items, as well as for each of the 134 responding institutions, was compiled using a daisy-chained, computer-based worksheet methodology developed to handle the large data sets encountered in earlier work that analyzed the functionality of WASSA and NAASS websites (Abe, Barry, Kops, & Lytle, 2010). The CHD score was determined by transforming the numeric total from the survey to a mean percentage score and expressing it on a continuum using a 100-point scale (where 100% indicated fully centralized and 0% fully decentralized, with intermediate scores indicating varying degrees of centralization, hybridization, and decentralization). For example, to achieve a score of 100%, the summer session office would have been rated as highly involved (3 points) on each of the 38 functions and would have achieved a total of 114 points (3 x 38). Institutional CHD scores were analyzed to determine whether they varied as a function of differences in the respondent institutions' funding basis or size. Individual survey items were evaluated to determine the extent to which they were centralized, hybridized, decentralized, or not performed at the institution. The Statistical Package for the Social Sciences (SPSS) was used to calculate descriptive and inferential statistics for parametric and non-parametric analyses and hypothesis testing.

Findings

Institutions Classified by Funding Type and Size

Each of the 134 respondent institutions were classified on the basis of funding type (public or private) and size (small, equal to or fewer than 10,000; medium, 10,001–20,000; or large, more than 20,000), based on fall 2012 unduplicated student headcount data reported in institutional submissions to Wikipedia (2013). The institutions by funding type and size are summarized for the survey and outcome questionnaire respondents in Tables 1 and 2.

Table 1: Institutional Characteristics of the Respondents to the 38-Item Survey and Performance Outcome Questionnaire

38-item survey respondents classified by home institution funding base and size	Percentage of 134 institutional survey respondents
Funding base	
Public	57%
Private	43%
Size	
Small	35%
Medium	30%
Large	35%

Outcome questionnaire respondents classified by home institution funding base and size	Percentage of 65 institutional survey respondents
Funding base	
Public	66%
Private	34%
Size	
Small	20%
Medium	31%
Large	49%

Table 2: Characteristics (Funding Base and Size) of Respondent Institutions

Classification of survey respondent institutions by funding base and size	Number of survey respondents	Mean fall 2012 unduplicated headcount[1]	Percentage of total survey respondents
Public funding			
Small	14	5,760	10%
Medium	22	14,300	16%
Large	41	30,715	31%
Totals	77	21,488	57%
Private funding			
Small	33	4,380	25%
Medium	18	13,222	13%
Large	6	23,336	4%
Totals	57	9,168	43%

Classification of survey respondent institutions by funding base and size	Number of survey respondents	Mean fall 2012 unduplicated headcount[1]	Percentage of total survey respondents
All survey respondents			
Small	47	4,791	35%
Medium	40	13,815	30%
Large	47	29,773	35%
Totals	134	16,247	

[1]Fall 2012 Total Student Unduplicated Headcount data retrieved for each institution from *Wikipedia: The Free Encyclopedia* on November 11–12, 2013.

Proportionately fewer small institutions and significantly more large institutions were represented in the publicly funded institutions than in the privately funded ones completing the 38-item survey, even though institutional size was relatively balanced across all institutions, regardless of funding base. Furthermore, publicly funded institutions constituted 57% of the total institutional survey participants.

Summer Session Office Involvement in Functions

Means, medians, standard deviations, standard errors of the mean (SEM), and five percent confidence intervals were calculated for each of the 38 survey functions across all 134 institutional respondents. Only three of the functions (items 5 [scheduling courses/programs], 9 [processing instructor payments], and 38 [representing the campus in summer session matters]) were performed by all of the responding institutions (Table 3, column C). More than 98% of the institutional participants offered at least 15 (39%) of the surveyed functions (highlighted in yellow in columns A–C in Table 3), and 90% or more of the institutions performed 31 functions (white and yellow highlighted cells in columns A–C in Table 3). Some, but not all, of the surveyed functions performed at essentially all responding institutions were carried out by the summer session office. Of the 15 functions performed at 98% or more of the institutions, four were typically the responsibility of the summer session office (marketing, representing the campus in summer session matters, reporting performance outcomes, and processing instructor appointments/payroll). In contrast, functions provided by 98% or more of the institutions but with little or no input from the summer session office included establishing student fee payment deadlines, advising students academically, recruiting and selecting instructors for summer courses, and collecting student fees (Table 3).

Table 3: Percentage of Institutions Performing Functions, Mean Ratings of Summer Session Office Involvement, and Mean CHD Score by Function

A	B	C	D	E
Survey item no.	**Summer sessions function or service**	**Percentage of responding institutions offering or performing the function[1]**	**Mean ± SEM rating of summer sessions involvement in function[2]**	**Mean ± SEM centralization, hybrdization, decentralization (CHD) score[3]**
15	Marketing summer sessions	99%	2.8 ± .05	92% ± 2%
38	Representing the campus in summer sessions matters	100%	2.7 ± .05	91% ± 2%
37	Preparing annual reports	95%	2.5 ± .08	83% ± 3%
36	Reporting performance outcomes	99%	2.4 ± .08	79% ± 3%
1	Developing mission or purpose statement(s)	90%	2.4 ± .07	81% ± 2%
9	Processing instructor appointments/payroll	100%	2.0 ± .11	67% ± 4%
32	Paying expenses	97%	2.0 ± .11	65% ± 4%
13	Approving additional funding requests from instructors	88%	2.0 ± .11	66% ± 4%
16	Establishing registration deadlines	99%	1.9 ± .10	64% ± 3%
29	Providing funding for new academic program development	95%	1.8 ± .11	59% ± 4%
3	Developing special programs	94%	1.8 ± .09	60% ± 3%
5	Scheduling courses/programs	100%	1.8 ± .09	61% ± 3%
35	Carrying out special program evaluations	90%	1.7 ± .11	58% ± 4%
4	Developing on-line courses	87%	1.5 ± .10	50% ± 3%
2	Planning/developing courses	98%	1.5 ± .08	49% ± 3%
17	Establishing student admission policies	98%	1.5 ± .10	49% ± 3%
28	Establishing budget allocations for academic units	86%	1.5 ± .12	49% ± 4%
18	Processing student admissions	98%	1.5 ± .11	49% ± 4%
33	Establishing summer-surplus distribution to academic units	78%	1.4 ± .13	47% ± 4%
31	Controlling revenue distribution to campus units	87%	1.4 ± .12	45% ± 4%
8	Establishing instructor salaries	99%	1.4 ± .11	47% ± 4%
34	Establishing contributions to administrative overhead	84%	1.3 ± .12	43% ± 4%

A	B	C	D	E
Survey item no.	**Summer sessions function or service**	**Percentage of responding institutions offering or performing the function[1]**	**Mean ± SEM rating of summer sessions involvement in function[2]**	**Mean ± SEM centralization, hybrdization, decentralization (CHD) score[3]**
20	Processing course enrollment lists	96%	1.3 ± .11	44% ± 4%
10	Processing instructor grievances	96%	1.3 ± .10	44% ± 3%
24	Establishing student fees	96%	1.2 ± .10	41% ± 3%
25	Establishing student fee payment deadlines	98%	1.1 ± .10	37% ± 3%
19	Providing student academic advising	99%	1.1 ± .08	37% ± 3%
14	Supporting the delivery of on-line courses	82%	1.0 ± .11	34% ± 4%
11	Processing instructor evaluations	93%	1.0 ± .11	32% ± 4%
12	Processing course evaluations	94%	1.0 ± .10	32% ± 3%
6	Recruiting instructors	99%	1.0 ± .09	34% ± 3%
7	Selecting instructors	99%	0.8 ± .08	28% ± 3%
23	Processing student records	94%	0.7 ± .09	22% ± 3%
30	Collecting student fees	98%	0.7 ± .09	23% ± 3%
21	Processing student course grades	95%	0.6 ± .09	21% ± 3%
22	Maintaining student grade records	93%	0.4 ± .08	13% ± 3%
26	Establishing student fees for other campus resources	95%	0.4 ± .07	14% ± 2%
27	Establishing student fees for other campus services	90%	0.3 ± .06	10% ± 2%

[1] Yellow or white in Columns A–C highlight services or functions offered by 98% – 100% and blue highlighted items were offered/performed by fewer than 90% of the surveyed institutions.

[2] Mean ± SEM survey score (0 = no (tan); 1 = low (peach); 2 = medium (orange); 3 = high degree (brown) of involvement by summer sessions) among responding institutions offering the service or function.

[3] Mean ± SEM Centralization-Hybridization-Decentralization (CHD) Score (see text for explanation of how this score is calculated) reflecting the relative degree to which each of the 38 surveyed services or functions was centralized in one office or entails one or more other campus unit(s)/department(s).

Only seven of the remaining survey items (highlighted in blue in columns A–C in Table 3) were performed at fewer than 90% of the respondent institutions, with over 18% and 22% of the respondents indicating their institutions did not provide instructional design or support resources for online courses (item 4) or did not have established summer-surplus distribution

plans for academic units or individuals (item 33), respectively. Of the seven functions performed at a limited number of responding institutions, only one (approving additional funding requests from instructors [item 13]) was typically carried out by the summer session office.

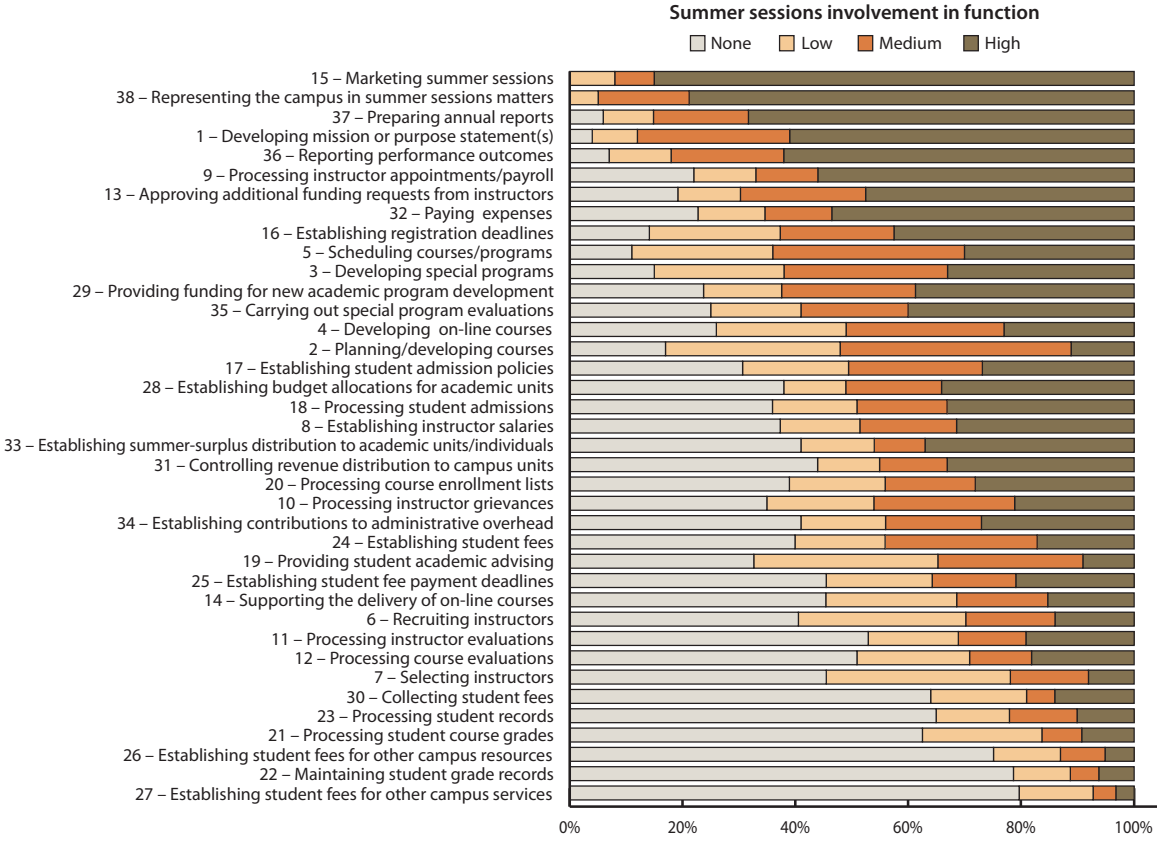


Figure 1. Percentage of Institutional Respondents Performing One or More of the Functions.

Functions were rank ordered from high to low on the basis of (i) mean ratings using the four-point degree-of-summer sessions involvement scale (0 = no; 1 = low; 2 = medium; and 3 = high involvement) or (ii) the conversion of these ratings into the 100-point CHD scale (0% = no involvement to 100% = high level of involvement). We used *t* tests and confidence intervals to discriminate clusters based on the ratings ranks and to identify boundaries between the clustered ratings. Four function clusters were identified and defined operationally as *centralized with high levels of summer session involvement* (CHD scores of 79–92%; included functions 1, 15, and 36–38, highlighted in brown in Table 3, columns D and E, and in Figure 1); *hybridized with moderate levels of summer session involvement* (CHD scores of 43–67%; included survey items 2-5, 8-10, 13, 16-18, 20, 28, 29, 31-35, highlighted in orange in Table 3, columns D and E, and in Figure 1); *hybridized with low levels of summer session involvement* (CHD scores of 21–41%; included survey items 6, 7, 11,

12, 14, 19, 21, 23, 24, 25, and 30, highlighted in peach in Table 3, columns D and E, and in Figure 1); and *decentralized with little or no summer session involvement* (CHD scores of 10–14%; included survey items 22, 26, and 27, highlighted in tan in Table 3, columns D and E, and in Figure 1).

Table 4: Profiles Indicating Degree of Summer Session Involvement in Function by Classification Clusters

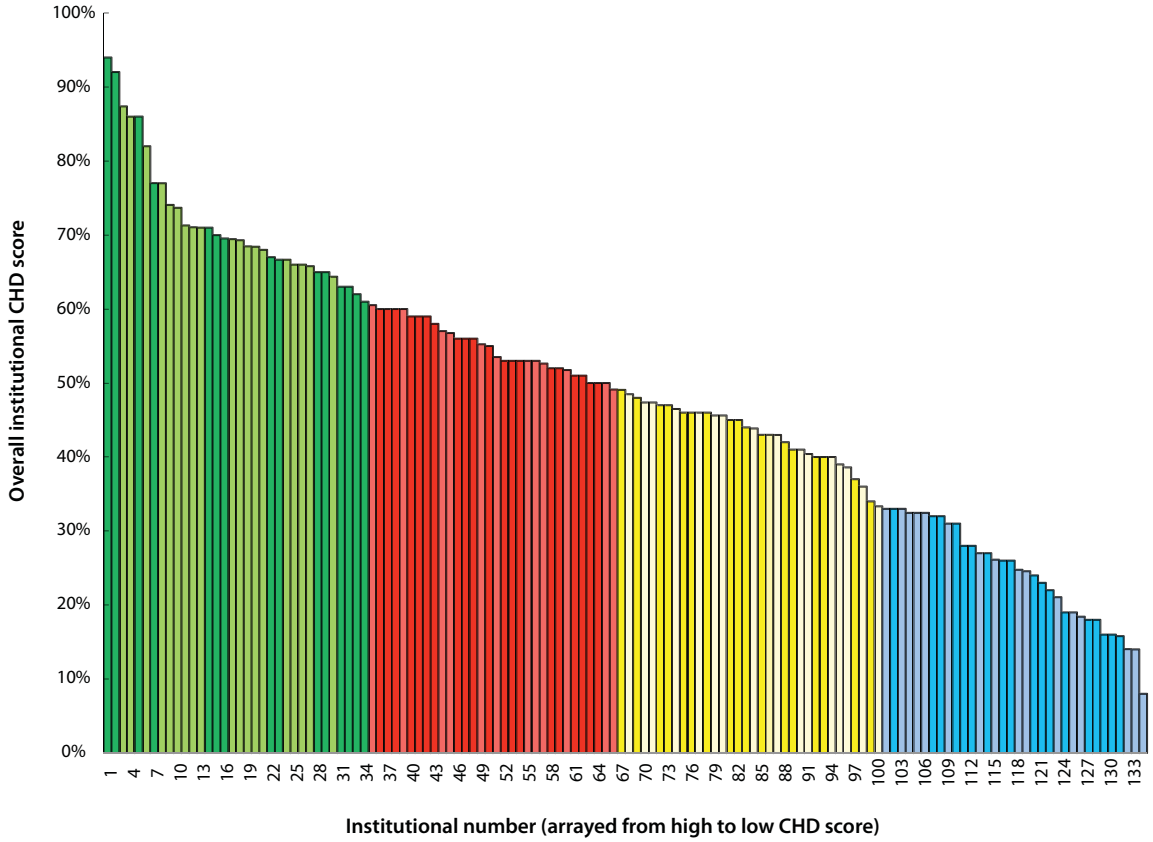
Classification clusters for surveyed functions	Number of functions	Mean ± SEM percentage of respondent institutions indicating level of summer sessions involvement			
		None	Low	Medium	High
Centralized	5	3% ± 1%	8% ± 1%	18% ± 3%	71% ± 5%
Hybridized with moderate summer session involvement	19	28% ± 2%	17% ± 1%	21% ± 2%	34% ± 3%
Hybridized with low levels of summer session involvement	11	50% ± 3%	22% ± 2%	15% ± 2%	14% ± 1%
Decentralized	3	78% ± 1%	12% ± 1%	6% ± 1%	5% ± 1%

The response profiles for each of the 38 survey items were created by analyzing the percentage of institutions performing the function at each level of summer session involvement (none, low, medium, or high). As might be expected, the five most centralized functions—marketing (item 15), campus representation (item 38), report preparation (item 37), developing mission/purpose statements (item 1), and reporting performance outcomes (item 36)—averaged 71% "high" involvement, with only 11% of institutions indicating little or no summer session involvement (Figure 1 and Table 4). In contrast, almost 90% of the three functions classified as decentralized—fee setting for other campus services (item 27), fee setting for other campus resources (item 26), and maintaining student grades (item 22)—entailed little or no summer session involvement (Table 4).

Summer Session Organization Based on CHD Scores

Overall mean CHD scores were compiled for each of the 134 institutional survey respondents and evaluated for possible differences based on institutional funding and size. The individual CHD scores for each institution represented in the survey are not included here but are available to survey respondents upon request. The 134 institutional CHD scores, rank ordered from high to low, ranged between 94% (centralized) to 16% (decentralized) and differed significantly among the survey respondents. A multiple regression analysis was run to test whether statistically significant differences existed between institutions of varying size (large, medium, and small) and funding source (public and private) on overall CHD scores. In addition, the interaction between institution size and funding source was tested by adding the multiplicative interaction terms into the model. The overall *F* test revealed that differences did exist between institutions ($F(123) = 2.63$;

$p < .027$). Upon examining the individual predictors, we determined that funding base significantly predicted overall CHD scores ($\beta = .56$, $p < .01$), with private institutions exhibiting higher levels of centralization than public institutions.



Note: Green histograms are institutional CHD scores ranked in the first quartile (centralized); red histograms are institutional CHD scores ranked in the second quartile (hybridized with modest summer session involvement); yellow histograms are institutional CHD scores ranked in the third quartile (hybridized with decentralization to other campus units and/or relatively low summer sessions involvement); blue histograms are institutional CHD scores ranked in the fourth quartile (most decentralized functions and/or accompanied by little or no summer session involvement). The histograms with darker hues in each cluster represent CHD scores from institutions submitting only the 38-item survey; lighter hues in each cluster represent scores from institutions submitting both the 38-item survey and the performance outcomes questionnaire.

Figure 2. Centralization/Hybridization/Decentralization (CHD) Scores Arrayed from High to Low and Divided into Quartiles.

The high-to-low rankings were also subsequently divided into quartiles (Figure 2) using the following operational definitions:

- CHD Score >62: Institutions with the majority of functions centralized to the summer session office (green histograms in Figure 2).

- CHD Score 49–61: Hybridized institutions with moderate levels of summer session office involvement, i.e., some functions performed by summer session office (red histograms in Figure 2).
- CHD Score 35–48: Hybridized institutions with low levels of summer session office involvement, i.e., some functions performed by other campus units (yellow histograms in Figure 2).
- CHD Score <34: Institutions where the majority of functions are decentralized to other campus units, with little or no summer session office involvement (blue histograms in Figure 2).

Table 5: Mean CHD Scores as a Function of Institutional Funding Base and Size

Classification of survey respondent home institutions by funding base and size	Total CHD score
Public funding	
Small	41%
Medium	49%
Large	44%
Totals	45%
Private funding	
Small	50%
Medium	55%
Large	65%
Totals	53%
All survey respondents	
Small	47%
Medium	52%
Large	46%
Totals	48%

Hybridized structures were the most common model for organizing summer sessions in both public and private institutions, but publicly funded universities tended to be slightly more decentralized than privately funded colleges and universities. There were statistically significant differences between total mean CHD scores for institutions funded privately versus publicly ($t(133) = 2.68$; $p < .008$), indicating that the organizational structure for summer sessions in privately funded institutions was on average slightly more centralized than publicly funded colleges and universities (Table 5). However, total CHD scores did not vary among institutions of different sizes (Table 5). Although there appeared to be a trend for greater centralization of summer session organizational structures among larger, privately funded institutions, these differences did not achieve statistical significance.

Survey items were clustered *post hoc*, using some of the broad functional categories described by Schoenfeld and Zilman (1967), into seven functional categories: curriculum development, course planning, and scheduling (composite score from five survey items); instruction, including faculty recruitment, selection, salaries, and evaluation (eight items); admission, registration, and fees (13 items); budget and financial allocations (six items); and data collection, analysis, reporting, and representing (four items). Scores for two other functional categories, developing mission or purpose statement(s) and marketing, were based on one survey item each.

Table 6: Mean *Post Hoc* Functional Category CHD Scores as a Function of Institutional Funding Base and Size

Classification of survey respondent home institutions by funding base and size	***Post hoc* clustered survey functions**						
	Developing mission or purpose statement(s) (Survey item 1)	Curriculum, course planning, scheduling (Survey items 2–5; 14)	Instruction, including faculty recruitment, selection, salaries, and evaluation (Survey items 6–13)	Admission, registration, and fees (Survey items 16–27, 30)	Marketing (Survey item 5)	Budget and financial allocations (Survey items 28, 29, 31–34)	Data collection, analysis, reporting, representing (Survey items 35–38)
Public funding							
Small	69%	40%	36%	26%	98%	48%	66%
Medium	77%	52%	42%	28%	88%	71%	77%
Large	81%	42%	31%	30%	92%	57%	79%
Totals	78%	45%	35%	29%	92%	59%	76%
Private funding							
Small	62%	63%	56%	33%	83%	37%	76%
Medium	67%	59%	52%	48%	94%	46%	87%
Large	89%	59%	69%	53%	100%	64%	92%
Totals	66%	61%	56%	40%	88%	43%	81%
All survey respondents							
Small	64%	56%	50%	31%	87%	40%	73%
Medium	73%	55%	47%	37%	91%	59%	82%
Large	82%	44%	36%	33%	93%	58%	81%
Totals	73%	52%	44%	33%	90%	52%	78%

The seven *post hoc* functional areas were subsequently analyzed for possible differences among institutional CHD scores, as well as on the basis of differences in institutional funding base and size (Table 6). While there were no differences among functional area CHD scores in institutions of different size, summer session offices in privately funded institutions showed greater degrees of involvement compared to publicly funded summer session offices in matters affecting instructional functions (faculty recruitment, selection, salaries, and evaluation) ($t(133) = 3.63$; $p < .0004$) and functions related to admission, registration, and fees ($t(133) = 2.23$; $p < .027$).

Table 7: Degree of Summer Session Office Involvement in *Post Hoc* Clusters of Surveyed Functions

Degree of summer sessions involvement	*Post hoc* clustered survey functions						
	Developing mission or purpose statement(s) (Survey item 1)	Curriculum, course planning, scheduling (Survey items 2–5; 14)	Instruction, including faculty recruitment, selection, salaries, and evaluation (Survey items 6–13)	Admission, registration, and fees (Survey items 16–27, 30)	Marketing (Survey item 5)	Budget and financial allocations (Survey items 28, 29, 31–34)	Data collection, analysis, reporting, representing (Survey items 35–38)
Not offered by respondent institutions	10%	8%	4%	6%	1%	14%	4%
Offered with no involvement	3%	19%	35%	44%	0%	26%	8%
Offered with low degree of involvement	6%	21%	18%	16%	8%	9%	9%
Offered with moderate degree of involvement	22%	25%	15%	12%	7%	11%	17%
Offered with high degree of involvement	49%	19%	25%	15%	83%	28%	58%

As indicated in Table 7, there were relatively high levels of summer session involvement in marketing; data collection, analysis, reporting, and representing; and developing mission or purpose statement(s). There were moderate to lower levels of involvement in the provision of functions associated with curricular matters, course planning, and scheduling; budget and financial allocations; and instructional issues pertinent to faculty recruitment, selection, salaries, and evaluation. In contrast, summer session involvement was lowest in the functions associated with the admission, registration, and fees cluster.

Slightly less than half (48%) of the institutional survey respondents completed and returned the performance outcome questionnaire. Since institutional CHD scores and classifications were based on all survey respondents, it was important to determine whether the institutional characteristics and survey responses of the 65 institutional participants completing the performance outcome questionnaire were comparable. Therefore, an analysis was carried out to determine comparability. There was a proportionately higher participation rate (66% versus 57%, respectively) for publicly funded institutions who returned the outcome questionnaire and survey, compared to the survey-only respondents (Table 1). In addition, proportionately more large institutions (49% compared to 35%) and fewer small institutions (20% compared to 35%) were represented in the outcome questionnaire sample, compared to those who returned the survey only (Table 1). Nonetheless, there were no statistically significant differences in how summer session

was organized among those institutions completing the survey and the performance outcome questionnaire (Table 8; column C), compared to all survey respondents (Table 8; column A) or those completing only the survey (Table 8; column B). Consequently, the same criteria established to operationally define differences in summer session organizations among the 134 total survey respondents were used in subsequent analyses to explore possible differences in the performance outcome responses of the 65 institutional representatives who completed the questionnaire.

Table 8: CHD Scores for All Respondents Completing the Survey (Column A), Those Completing Only the Survey (Column B), and Those Completing Both the Survey and the Performance Outcome Questionnaire (Column C)

CHD scores	A All survey respondents (*N* = 134)	B Survey only respondents (*N* = 69)	C Survey and questionnaire respondents (*N* = 65)
Total CHD score	48% ± 2%	48% ± 2%	49% ± 2%
Total and *post hoc* functional categories			
Developing mission or purpose statement(s) (Survey item 1)	81% ± 1%	79% ± 3%	83% ± 4%
Curriculum, course planning, scheduling (Survey items 2–5, 14)	52% ± 2%	53% ± 3%	50% ± 3%
Instruction, including faculty recruitment, selection, salaries, and evaluation (Survey items 6–13)	44% ± 2%	46% ± 3%	42% ± 3%
Admission/registration/fees (Survey items 16–27, 30)	33% ± 2%	32% ± 3%	35% ± 3%
Marketing (Survey item 5)	92% ± 2%	89% ± 3%	94% ± 2%
Budget/financial allocations (Survey items 28, 29, 31–34)	48% ± 3%	49% ± 4%	55% ± 4%
Data collection, analysis, reporting, representing (Survey items 35–38)	71% ± 2%	77% ± 3%	80% ± 3%

Questionnaire Results: Student-Based Institutional Performance Outcomes

The following outcome data were used to assess possible differences in summer 2012 performance overall and as a function of institutional funding base and size (Table 9):

- total combined (undergraduate + graduate) student unduplicated headcount;
- total combined (undergraduate + graduate) student credit hours;
- number of structured, credit-bearing, primary courses taught;
- total gross tuition revenue dollars generated;
- total instruction-related dollars expensed; and
- net tuition dollars generated (gross tuition revenue dollars generated – instruction-related dollars expensed).

An average of 6,300 students enrolled in 34,450 semester credit hours in almost 600 courses offered at the 65 institutions whose representatives completed the Phase 2 outcomes questionnaire. These institutions averaged almost $12.5 million in tuition-based revenue and $3.6 million in instruction-related expenses, and they generated a net tuition revenue return exceeding $9.36 million (Table 9). Somewhat surprisingly, privately funded institutions averaged summer session student unduplicated headcount, credit hours, and courses taught that were only 39%, 34%, and 41%, respectively, of the average headcount, credit hours, and courses taught by publicly funded institutions. Nonetheless, summer session tuition-generated revenue, instructional expenses, and net revenue were similar among publicly and privately funded institutions (Table 9). Since all of the summer 2012 performance outcome indices increased systematically as a function of increased institutional size (Table 9), it was not possible to determine whether some of the aforementioned differences between publicly and privately funded institutions were the direct result of differences in funding base or were due to sampling error differences resulting from the over-representation of small institutions and proportionate under-representation of large institutions among the outcome questionnaire private institutional respondents (Table 2).

Table 9: Summer 2012 Performance Outcome Indices

Institutional characteristics	Summer 2012 performance outcome indices					
	Total student unduplicated headcount	Total student credit hours	Number of primary courses taught	Gross tuition revenue generated	Course instruction-related expenses	Net tuition generated (tuition revenue - instructional expenses)
All institutions (N = 65)	6,307 ± 618	34,451 ± 3,613	596 ± 59	$12,473,486 ± $1,499,750	$3,601,594 ± $479,906	$9,360,790 ± $1,632,248
Publicly funded institutions (N = 43)	8,025 ± 795	44,711 ± 4,487	733 ± 74	$13,162,554 ± $1,924,091	$3,913,787 ± $575,663	$9,284,351 ± $1,901,494

Institutional characteristics	Summer 2012 performance outcome indices					
	Total student unduplicated headcount	Total student credit hours	Number of primary courses taught	Gross tuition revenue generated	Course instruction-related expenses	Net tuition generated (tuition revenue - instructional expenses)
Privately funded institutions (N = 22)	3,105 ± 489	14,445 ± 2,703	300 ± 57	$11,095,349 ± $2,384,372	$2,547,941 ± $333,646	$9,618,772 ± $3,324,475
Small institutions (N = 13)	1,112 ± 224	6,127 ± 1,421	131 ± 27	$2,703,495 ± $731,273	$658,242 ± $144,580	$2,446,772 ± $746,239
Medium institutions (N = 20)	4,057 ± 467	20,547 ± 2,756	470 ± 71	$7,517,923 ± $970,930	$3,112,105 ± $902,792	$4,045,874 ± $11,098,402
Large institutions (N = 32)	9,769 ± 813	52,699 ± 4,851	834 ± 86	$20,147,749 ± $2,459,149	$5,274,635 ± $596,577	$15,740,867 ± $2,577,193

The relationships between the differences in institutional size (student unduplicated headcount in fall 2012) and the performance outcome questionnaire variables were explored by calculating Pearson Product Moment correlation coefficients between institutional size and one of the five paired performance-outcome-dependent variables. Changes in institutional size were positively and strongly correlated with corresponding changes in each of the five dependent variables—total summer student unduplicated headcount ($r(61)$ = .91; p < .0001); credit hours ($r(57)$ = .85; p < .0001); primary course number ($r(58)$ = .68, p < .0001); tuition revenue ($r(52)$ = .80; p < .0001); and instructional expenses ($r(33)$ = .70; p < .0001)—used to assess summer 2012 performance outcomes. The significant proportions of variance shared by institutional size and student unduplicated headcount (r^2 = .83); credit hours (r^2 = .72); primary course number (r^2 = .46); tuition revenue (r^2 = .64); and instructional expenses (r^2 = .49) make it difficult, without controlling for institutional size, to draw any meaningful inferences about whether summer session organizational differences affect any or all of these parameters. Consequently, summer student unduplicated headcount and credit hour performance outcome assessments were carried out using the following indexed ratios to control for inter-institutional differences in size:

- total summer 2012 student unduplicated headcount, expressed as a percentage of fall 2012 unduplicated headcount;
- total summer 2012 student credit hours, expressed as a percentage of fall 2012 unduplicated headcount;

- total summer 2012 study load, expressed as summer 2012 total student credit hours divided by summer 2012 total student unduplicated headcount;
- total summer 2012 unduplicated headcount per primary course taught; and
- total summer 2012 credit hours per primary course taught.

Table 10: Summer 2012 Student Performance-Based Outcome Indices, Controlled for Differences in Institutional Size

Institutional characteristics	A Summer 2012 total student unduplicated headcount / fall 2012 total student unduplicated headcount	B Summer 2012 total student credit hours / fall 2012 total student unduplicated headcount	C Summer 2012 total student credit hours / summer 2012 total student unduplicated headcount	D Summer 2012 total student unduplicated headcount / number of summer 2012 primary courses taught	E Summer 2012 total student credit hours / number of summer 2012 primary courses taught
1–All questionnaire respondents[1]	29% ± 1%	1.6 ± 0.1	5.4 ± 0.1	11 ± 1	60 ± 4
2–Publicly funded institutions	32% ± 1%	1.8 ± 0.1	5.6 ± 0.1	11 ± 1	65 ± 5
3–Privately funded institutions	22% ± 2%	1 ± 0.1	5.1 ± 0.3	10 ± 1	49 ± 6
4–Small institutions	20% ± 2%	1.1 ± 0.2	5.8 ± 0.3	8 ± 1	49 ± 1
5–Medium institutions	27% ± 2%	1.4 ± 0.1	5.2 ± 0.2	10 ± 1	51 ± 1
6–Large institutions	33% ± 2%	1.8 ± 0.1	5.4 ± 0.2	13 ± 1	69 ± 1

[1]*N* = the number of performance outcome questionnaire respondents in each institutional characterized category. However, not all respondents completed every aspect of the questionnaire, so the actual sample size for each cell in Table 10 is as follows: 1A (63); 1B (59); 1C (59); 1D (58); 1E (55); 2A (41); 2B (39); 2C(39); 2D(39); 2E(37); 3A (22); 3B (20); 3C (20); 3D(19); 3E (18); 4A (12); 4B (10); 4C (10); 4D (10); 4E (9); 5A (20); 5B (19); 5C (19); 5D (18); 5E (17); 6A (31); 6B (30); 6C (30); 6D (29); 6E (30).

The summer 2012 total student unduplicated headcount averaged 29% of the fall 2012 unduplicated headcount across the 63 institutional respondents providing these data. Interestingly, the percentage of summer 2012 unduplicated headcount relative to the fall term in publicly funded institutions (Table 10, cell 2A) was 50% higher than that observed in privately funded institutions (Table 10, cell 3A). Similarly, the number of student credit hours in summer 2012 relative to the fall term unduplicated headcount was also higher among publicly funded institutions, as well as among larger institutions (Table 10, cells 2B and cell 6B, respectively). The publicly funded institutions seem to recruit proportionately more students relative to the fall regular student unduplicated headcount compared to privately funded institutions (Table 10, column A). Presumably, since the cost per credit hour at publicly funded institutions is lower than in private ones (Table 12, column D), they also generate more credit hours per fall unduplicated student

headcount. Average summer 2012 student study load is not different, however, and represents approximately 30% of the normative 15-semester credit hours study load. The total summer student unduplicated headcount (Table 10, column D) and credit hours (Table 10, column E) relative to the number of primary courses taught also did not differ significantly between publicly and privately funded institutions, but the ratio of total summer student unduplicated headcount and credit hours relative to the number of courses taught significantly increased as a function of institutional size (Table 10, bottom three rows in columns D and E).

Although the majority of respondents indicated that the summer 2012 student unduplicated headcount and credit hours fell 4% – 5% percent relative to the previous summer, about one-third of the responding institutions appeared to enjoy an average 8% percent increase in credit hours generated (Table 11). In contrast, the fall 2012 student unduplicated headcount and credit hours increased slightly (by 3.3% and 2.7%, respectively) relative to fall 2011 in about half of the responding institutions (Table 11).

Table 11: Changes in Summer and Fall 2012 Student Unduplicated Headcount and Credit Hours Compared to Summer and Fall 2011

Summer term unduplicated headcount		
2012 compared to 2011 (*N* = 65)	Percentage of outcome performance respondents (*N* = 65)	Mean percentage change
Greater than (*N* = 25)	38%	7.9%
No change (*N* = 2)	3%	0.0%
Less than (*N* = 38)	58%	-4.1%

Fall term unduplicated headcount		
2012 compared to 2011 (*N* = 63)	Percentage of outcome performance respondents (*N* = 56)	Mean percentage change
Greater Than (*N* = 28)	46%	3.3%
No Change (*N* = 12)	20%	0.0%
Less Than (*N* = 13)	34%	-2.0%

Summer term student credit hours		
2012 compared to 2011 (*N* = 62)	Percentage of outcome performance respondents (*N* = 65)	Mean percentage change
Greater than (*N* = 19)	31%	8.1%
No change (*N* = 2)	3%	0.0%
Less than (*N* = 41)	66%	-5.0%

Fall term student credit hours		
2012 compared to 2011 (*N* = 56)	Percentage of outcome performance respondents (*N* = 56)	Mean percentage change
Greater than (*N* = 26)	53%	2.7%
No change (*N* = 11)	23%	0.0%
Less than (*N* = 19)	25%	-2.6%

Although 58% and 66% of the respondents experienced declines in summer 2012 headcount and credit hours (Table 11), respectively, only 34% and 25% experienced declines in these indices in fall 2012, and the magnitude of the declines were smaller (Table 11). Multiple *t* tests were used to test hypotheses exploring possible institutional funding base, size, and organizational differences in performance outcome variables at the 95% confidence level. Normally, a Bonferroni correction would be used, because analyzing multiple *t* tests increases the probability of type 1 errors (and, therefore, of falsely detecting an effect that is not present). However, there were no statistically meaningful differences in the extent to which the summer 2012 total student unduplicated headcount, or credit units in publicly or privately funded institutions, or different sized institutions changed relative to summer 2011 (data not shown).

Questionnaire Results: Finance-Based Institutional Performance Outcomes

Summer-term finance-based performance outcome assessments (gross tuition revenue generated, instructional expenses, and net tuition revenue [gross revenue generated – instructional expenses]) were carried out relative to the summer 2012 student unduplicated headcount and credit hours, as well as the number of primary courses taught, to minimize inter-institutional differences in size. Expressed as a function of summer student unduplicated headcount, the overall gross tuition revenue generated, instructional expenses paid, and net tuition averaged $2,317, $659, and $1,575 per student, respectively (Table 12, cells 1A–1C) for all responding institutions. Expressed as a function of total summer student credit hours, gross tuition revenue, instructional expenses, and net tuition revenue averaged $442, $125, and $301 per student credit hour, respectively (Table 12, cells 1D–1F), or $24,096, $6,753, and $16,647 per primary course taught (Table 12, cells 1G–1I). The net tuition revenue generated represents an approximate 68% financial margin (Table 12, cells 1C and 1F). Privately funded institutions generated statistically significant higher tuition revenue, instructional expenses, and net revenue per student (Table 12, cells 3A–3C) as well as per credit hour (Table 12, cells 3D–3F) compared to publicly funded institutions (Table 12, cells 2A–2C and 2D–2F, respectively). In contrast, there were no statistically meaningful differences in tuition revenue, instructional expenses, or net revenue per course (Table 12, cells 2G–2I and 3G–31). However, using multiple *t* tests, as described previously, there were also no significant differences because of institutional size in tuition revenue, net tuition revenue, or instructional expenses, based on student unduplicated headcount, credit hours, or courses (Table 12, cells 4A–4I, 5A–5I, and 6A–6I).

Table 12: Summer 2012 Financial Performance Outcomes Controlled for Differences Due to Institutional Size

Institutional characteristics	A Summer 2012 tuition revenue generated	B Summer 2012 instructional expenses	C Summer 2012 net revenue	D Summer 2012 tuition revenue generated	E Summer 2012 instructional expenses	F Summer 2012 net revenue	G Summer 2012 tuition revenue generated	H Summer 2012 instructional expenses	I Summer 2012 net revenue
	Expressed as a function of summer 2012 total student unduplicated headcount			Expressed as a function of summer 2012 total student credit hours			Expressed as a function of the number of summer 2012 primary courses taught		
1–All questionnaire respondents[1]	$2,317 ± $196	$659 ± $94	$1,575 ± $235	$442 ± $39	$125 ± $21	301 ± $47	$24,096 ± $2,247	$6,753 ± $963	$16,647 ± $2,304
2–Publicly funded institutions	$1,665 ± $140	515 ± 53	$1,097 ± $156	$304 ± $26	$91 ± $10	$199 ± $27	$20,288 ± $2,525	$6,082 ± $737	$15,048 ± $2,629
3–Privately funded institutions	$3,585 ± $355	$1,125 ± $320	$3,118 ± $219	$718 ± $67	$234 ± $70	$619 ± $124	$32,162 ± $3,957	$9,015 ± $3,458	$22,042 ± $4,561
4–Small institutions	$1,480 ± $404	$703 ± $184	$1,650 ± $454	$448 ± $88	$138 ± $57	$329 ± $84	$19,535 ± $4,402	$5,095 ± $1,286	$15,251 ± $4,712
5–Medium institutions	$2,271 ± $383	$871 ± $283	$1,352 ± $542	$448 ± $79	$167 ± $59	$258 ± $107	$20,034 ± $3,311	$8,069 ± $2,949	$11,935 ± $4,660
6–Large institutions	$2,338 ± $272	$515 ± $43	$1,675 ± $311	$435 ± $52	$96 ± $8	$316 ± $64	$28,846 ± $3,594	$6,759 ± $835	$20,075 ± $3,141

[1]*N* = the number of performance outcome questionnaire respondents in each institutional characterized category. However, not all respondents completed all aspects of the questionnaire, so the actual sample size for each cell in Table 12 is as follows: 1A (53); 1B (34); 1C (34); 1D (51); 1E (33); 1F (33); 1G (53); 1H (35); 1I (35); 2A (35); 2B (26); 2C(26); 2D(34); 2E(25); 2F (25); 2G (36); 2H (27); 2I (27); 3A (18); 3B (8); 3C (8); 3D(17); 3E (8); 3F (8); 3G (17); 3H (8); 3I (8); 4A (9); 4B (7); 4C (7); 4D (8); 4E (6); 4F (6); 4G (10); 4H (8); 4I (8): 5A (19); 5B (10); 5C (10); 5D (18); 5E (10); 5F (10); 5G (18); 5H (10); 5I (10); 6A (25); 6B (17); 6C (17); 6D (25); 6E (17); 6F (17); 6G (25); 6H (17); 6I (17).

Questionnaire Results: Methods to Determine Instructor Salaries and Distribute Summer Revenue Surpluses

Although respondents appeared to pay summer 2012 instructors using a variety of different methods, more than half (51%) indicated that summer session salaries were paid as a percentage of academic year salary (Table 13). Another one-fourth of the respondents indicated instructional salaries were based on a flat rate, either relative to (17%) or independent of (11%) faculty rank. Fewer respondents indicated salaries were negotiated based on student enrollments (8%) or using other methods (9%).

Table 13: Methods to Determine Instructor Salaries

Summer 2012 instructor salary payment methodology (*N* = 63)	Percentage of questionnaire respondents
Paid as a percentage of academic year salary (*N* = 33)	51%
Paid as flat rate based on faculty rank (*N* = 11)	17%
Paid as flat rate independent of faculty rank (*N* = 7)	11%
Paid in an amount based on student enrollments (*N* = 5)	8%
Some paid as a percentage of academic salary and some paid as a flat rate independent of faculty rank (*N* = 3)	5%
Other methodology (*N* = 6)	9%
Salary negotiated on an individual basis (*N* = 0)	0%

Seventy-two percent of respondents indicated that a revenue/surplus-sharing plan was in place in summer 2012 (Table 14). Slightly less than half of those with plans shared summer revenue/surpluses exclusively with either the chancellors/presidents (5%), deans/provosts (9%), or academic departments/offices (5%). Slightly more than half of the respondents indicated surpluses were shared with two or more campus departments/offices. Of the respondents with revenue-sharing plans with two or more campus departments/offices, 61%, 59%, 37%, and 26% said they shared at least a portion of the summer revenue/surplus with academic departments, deans and/or provosts, the summer session office, or chancellors and presidents, respectively. Only one summer session office retained all revenue generated.

Table 14: Summer 2012 Revenue/Surplus-Sharing Programs

REVENUE OR SURPLUS-SHARING PLAN SUMMARY DATA		
Type of revenue or surplus-sharing program in summer 2012	**Number of Respondents**	**Percentage of respondents**
No revenue or surplus-sharing program in place (*N* = 18)	18	28%
Revenue or surplus-sharing program in place *N* = 46)	46	72%
With office of chancellor/president only (*N* = 3)	3	5%
With office(s) of deans/provosts only (*N* = 6)	6	9%

REVENUE OR SURPLUS-SHARING PLAN SUMMARY DATA		
Type of revenue or surplus-sharing program in summer 2012	**Number of Respondents**	**Percentage of respondents**
With academic departments/offices only (N = 3)	3	5%
With summer session department/office only (N = 1)	1	2%
With two different departments/offices (N = 12)	12	19%
With three different departments/offices (N = 9)	10	16%
With four different departments/offices (N = 9)	9	14%
With five different departments/offices (N = 2)	2	3%

Summer Session Organizational Differences: Impact on Summer 2012 Student-Based Performance Outcomes

The 65 institutional respondents completing both the survey and the performance outcome questionnaire were divided into three operationally defined organizational categories on the basis of their overall CHD scores. Possible differences in student- and finance-based performance outcomes were subsequently evaluated using the student- and finance-based performance outcome ratio indices to control for inter-institutional size differences. The following were three operationally defined organizational categories:

- centralized institutions, with the majority of summer term functions centralized to the summer session office, included 17 colleges and universities with overall CHD scores of 62% or higher (Figure 2, light green histograms);
- hybridized institutions, with moderate to lower levels of summer session involvement in the functions, included 29 colleges and universities whose overall CHD scores fell between 35% and 61% (Figure 2, light red and yellow histograms); and
- decentralized institutions, with the majority of functions decentralized to other campus units that have little or no summer session involvement, included 19 institutions whose overall CHD scores were 34% or lower (Figure 2, light blue histograms).

Table 15: Characteristics of Institutions Operationally Classified as Decentralized, Hybridized, or Centralized

Institutional characteristics	Institutions classified as decentralized (*N* = 17)		Institutions classified as hybridized (*N* = 29)		Institutions classified as centralized (*N* = 19)	
Funding base	Public (*N* = 13)	Private (*N* = 4)	Public (*N* = 21)	Private (*N* = 8)	Public (*N* = 9)	Private (*N* = 10)
Percentage of institutions	76%	24%	72%	28%	47%	53%
Size (fall 2012 total unduplicated headcount)	19,017 ± 3,241		19,792 ± 2,347		22,047 ± 2,689	
Overall CHD score	22% ± 2%		48% ± 1%		72% ± 2%	
CHD score range	8-33%		36-61%		64-87%	

Approximately three-quarters of the institutions categorized as decentralized or hybridized were publicly funded, whereas publicly and privately funded institutions had almost equal representation among the universities and colleges categorized as centralized (Table 15). There were no statistically meaningful differences in institutional size across the three categories, but, by design, average CHD scores and ranges for the three organizational categories were significantly different from each other (Table 15). Funding base and size differences within each operational category were not analyzed because of the relatively small sample sizes distributed across the 18 cells (three operational classifications, two funding bases, three sizes).

Although the summer 2012 total student unduplicated headcount averaged approximately 31%, 29%, and 26% of the fall 2012 unduplicated headcount in decentralized, hybridized, and centralized institutions, respectively (Table 16, column A), none of these differences were statistically significant. Similarly, among institutions with different summer session organizational structures, there were no differences in the average number of summer credit hours per unduplicated student headcount in relation to fall 2012 (Table 16, column B) or summer 2012 (Table 16, column C).

Table 16: Summer 2012 Decentralized, Hybridized, and Centralized Classifications and Student-Based Performance Outcomes

Institutional characteristics	A Summer 2012 total student unduplicated headcount / fall 2012 total student unduplicated headcount	B Summer 2012 total student credit hours / fall 2012 total student unduplicated headcount	C Summer 2012 total student credit hours / summer 2012 total student unduplicated headcount	D Summer 2012 total student unduplicated headcount / number of summer 2012 primary courses taught	E Summer 2012 total student credit hours / number of summer 2012 primary courses taught
1–All questionnaire respondents[1]	29% ± 1%	1.6 ± 0.1	5.5 ± 0.1	11 ± 1	60 ± 4
2–Institutions with decentralized summer session organization	31% ± 3%	1.8 ± 0.2	5.9 ± 0.3	9 ± 2	55 ± 9
3–Institutions with hybridized summer session organization	29% ± 2%	1.5 ± 0.1	5.3 ± 0.1	11 ± 1	57 ± 5
4–Institutions with centralized summer session organization	26% ± 3%	1.4 ± 0.2	5.3 ± 0.3	13 ± 1	67 ± 8

[1]*N* = the number of performance outcome questionnaire respondents in each institutional characterized category. However, not all respondents completed all aspects of the questionnaire, so the actual sample size for each cell in Table 16 is as follows: 1A (63); 1B (59); 1C (59); 1D (58); 1E (55); 2A (15); 2B (12); 2C(12); 2D(11); 2E(9); 3A (29); 3B (28); 3C (28); 3D(28); 3E (27); 3F (); 4A (19); 4B (19); 4C (19); 4D (19); 4E (19).

Likewise, there were no significant differences in the summer student unduplicated headcount (Table 16, column D) or credit hours (Table 16, column E) in relation to the number of courses taught in institutions with different summer session organizational structures. Hence, student-based performance outcomes do not appear to be different in institutions with decentralized, hybridized, or centralized summer session organizational models. Finally, using multiple *t* tests, we found no statistically meaningful differences in the extent to which the summer 2012 total student unduplicated headcount or the credit units in decentralized, hybridized, or centralized institutions changed relative to summer 2011 at the 95% confidence level (data not shown).

Summer Sessions Organizational Differences: Impact on Summer 2012 Finance-Based Performance Outcomes

We found no significant difference among decentralized, hybridized, or centralized institutions with respect to tuition revenue generated (Table 17, columns A, D, and G), instructional expenses (Table 17, columns B, E, and H), or net tuition revenue (Table 17, columns C, F, and I), whether these were expressed as a function of summer 2012 unduplicated headcount, summer student

credit hours, or primary courses taught. The one exception was that decentralized summer sessions seemed to have generated statistically significant ($t(23) = 2.62$; $p < .015$; Table 17, cell 2G) fewer tuition revenue dollars per primary course taught compared to centralized models (Table 17, cell 4G). Subsequent analysis indicated that these were anomalous differences, most likely the result of a sampling error caused by the greater proportion of privately funded, centralized institutions relative to privately funded, decentralized institutions completing the performance outcome questionnaire. Therefore, finance-based performance outcomes do not appear to be influenced by the degree to which summer session organizations are decentralized, hybridized, or centralized.

Table 17: Summer 2012 Decentralized, Hybridized, and Centralized Classifications and Finance-Based Performance Outcomes

Institutional characteristics	A Summer 2012 tuition revenue generated	B Summer 2012 instructional expenses	C Summer 2012 net revenue	D Summer 2012 tuition revenue generated	E Summer 2012 instructional expenses	F Summer 2012 net revenue	G Summer 2012 tuition revenue generated	H Summer 2012 instructional expenses	I Summer 2012 net revenue
	Expressed as a function of summer 2012 total student unduplicated headcount			Expressed as a function of summer 2012 total student credit hours			Expressed as a function of the number of summer 2012 primary courses taught		
1–All questionnaire respondents[1]	$2,317 ± $196	$659 ± $94	$1,575 ± $235	$442 ± $39	$125 ± $21	301 ± $47	$24,096 ± $2,247	$6,753 ± $963	$16,647 ± $2,304
2–Institutions with decentralized summer session organization	$1,655 ± $294	$500 ± $77	$904 ± $294	$328 ± $75	$81 ± $17	$188 ± $72	$13,317 ± $4,086	$3,909 ± $1,295	$9,585 ± $3,695
3–Institutions with hybridized summer session organization	$2,287 ± $303	$715 ± $140	$1,810 ± $359	$437 ± $62	$136 ± $29	$337 ± $71	$23,130 ± $2.927	$7,614 ± $1,465	$18,033 ± $3,210
4–Institutions with centralized summer session organization	$2,677 ± $313	$624 ± $175	$1,444 ± $188	$496 ± $55	$126 ± $47	$272 ± $36	$31,339 ± $4,285	$7,013 ± $1,194	$19,550 ± $4,803

[1]*N* = the number of performance outcome questionnaire respondents in each institutional characterized category. However, not all respondents completed all aspects of the questionnaire, so the actual sample size for each cell in Table 17 is as follows: 1A (53); 1B (34); 1C (34); 1D (51); 1E (33); 1F (33); 1G (53); 1H (35); 1I (35); 2A (8); 2B (6); 2C(6); 2D(7); 2E(5); 2F (5); 2G (8); 2H (7); 2I (7); 3A (28); 3B (21); 3C (21); 3D(27); 3E (21); 3F (21); 3G (27); 3H (21); 3I (21); 4A (17); 4B (7); 4C (7); 4D (17); 4E (7); 4F (7); 4G (17); 4H (7); 4I (7).

Discussion

The response to the second call inviting institutions to participate in the study yielded 19 additional responses, for a total of 134 institutions, of which 57% were public institutions. Of those completing the survey, 65 institutions also completed the outcomes questionnaire. Although there was no significant difference in CHD classification based on survey and/or questionnaire completion, it can be noted that 49% of total respondents completed the outcomes questionnaire, of which 66% were public institutions and 49% were large institutions. The CHD scores, determined by the extent to which summer session offices at each institution were involved in 38 functions critical to the summer term, were used to meaningfully classify the 134 institutions into four operationally defined categories: centralized (25%), hybridized (moderate) (25%), hybridized (low) (25%), and decentralized (25%). While hybridized models were most common, public institutions were slightly more decentralized and private institutions more centralized, with a greater concentration of centralization among the larger private college and university survey participants.

To our knowledge, only one other investigator (Heikel, 2000) has addressed the outcome consequences of different summer session organizational structures. In comparison with our study, Heikel (2000) used a 17-item functions survey instrument to classify the organizational structures of 94 publicly funded research institutions. She designated summer sessions as "centralized" (40%), "mid-range" (equivalent to "hybridized," 44%), or "decentralized" (16%); her paper did not specify the criteria used to determine organizational classifications. She concluded from other surveyed items that there were 10-year trends indicating that decentralized summer sessions, found more frequently at larger institutions, were increasing in number, but centralized summer sessions, found more frequently in smaller institutions, were decreasing in number. As noted, by definition, the operational criteria used to make the organizational classifications on the basis of CHD scores in the current study resulted in identifying 25% of institutions as centralized, 50% as hybridized, and 25% as decentralized, but made no determination of trends in organizational models.

The survey results provided a picture of the overall intensity of involvement of summer sessions in the functions important to the summer term. Interestingly, 90% of all responding institutions' summer session offices performed the vast majority of functions (31 of 38), with four of the functions almost always being performed by the summer session office (marketing, representing, reporting, and developing a mission statement). As well, summer sessions had a moderate degree of involvement in course scheduling and planning, revenue distribution and summer-surplus distribution (see Table 3). In contrast, they had limited involvement in decisions affecting the curriculum, and functions related to instruction were also less likely to be performed by the summer session office, including faculty recruitment, selection, salaries, and evaluation; budgeting and financial allocation; curriculum and course planning; and scheduling. Typically, summer session offices were least involved in functions related to admission, registration, fee setting, and monitoring course and instructor quality (see Table 3).

Heikel (2000) concluded that summer sessions should be "administratively centralized and programmatically decentralized." By that she meant that functions related to overseeing budgetary and fiscal operations, controlling marketing and promotions, and scheduling courses were

necessary for ensuring success in meeting student needs and are best performed in a central summer session office. In contrast, program decentralization, in which curricular decisions and monitoring of academic program quality decisions would be made at the college and/or department level, allows matriculated students to best meet their degree goals. Overall, the sense is that there is a sharing of responsibilities between the summer session office and other campus units that perform functions important to the summer term. It should be noted that several authors, including Mintzberg (1979), warned against taking too simplistic a view when examining the values and challenges of centralized versus decentralized organizational models. One approach that Acemoglu, Aghion, Lelarge, Reenen, and Zilibotti (2007) proposed to come to terms with the issue was to think of a trade-off between the consequences of too much control (centralization) and the negative effects of delegated decision making (decentralization). Assuming that polar extremes do not exist allows the concept to be thought of in terms of a continuum, where centralization and decentralization are relative, and an organization is either more or less centralized or more or less decentralized (Hutchcroft, 2001). The key in determining where an organization fits on the continuum appears to be avoiding a one-size-fits-all approach and instead considering the outcomes that the organization wants to achieve (Goddard & Mannion, 2006; Hutchcroft, 2001; Richardson, Vandenberg, Blum, & Roman, 2002; Waggener, 2007) and the context of the organization (Coggburn, 2005; Richardson et al., 2002). Katz (2007) suggested that it is not a question of centralization *or* decentralization but, rather, a question of centralization *and* decentralization (p. 19).

The 38-item survey instrument proved sensitive to how functions that are important for the summer term are managed and performed at the 134 Canadian and U.S. colleges and universities that participated in this study. Just as there is no single model that accurately describes how these summer-term functions are organized, managed, and performed, it should also not be surprising that each institution employs its own idiosyncratic way of meeting student, faculty, and staff needs during the summer term. Despite the utility of the survey as a mechanism to quantify some of the intra-institutional differences in the way summer sessions are organized, it is important to note that the current study did not collect data about how long the summer 2012 organizational structure had been in place at each institution, nor did it explore whether changes in summer session organizational structure had been made in years past. Nonetheless, other research (Kops, 1998; Kops & Lytle, 2010) has highlighted some of the institutional and financial conditions underlying the changes to summer session organizational structures.

The anecdotal view, in the absence of any definitive evidence, is that many years ago, the predominant summer session organizational model, at least among institutions holding one or more memberships in professional summer session organizations, was thought to be highly centralized, with most functions, particularly those important for overall financial vitality, performed from one campus summer session office (Schoenfeld & Zillman, 1967). If the survey CHD scores compiled in the current study are indicative of how summer sessions are currently organized at most Canadian and U.S. colleges and universities, it would appear that relatively few (about one-fourth) operate according to a centralized organizational model. The majority of colleges and universities appear to operate using a hybridized organizational model. This same observation was made by Kops (2010) based on a survey of summer session organizational models at Canadian universities. It may be that the hybridized organization model leverages the benefits of both centralized and decentralized approaches by allowing faculties and departments discretion

in academic decisions of course selection, instructor recruitment and selection, and specific academic matters, while a centralized summer session unit provides the advantages of unity of purpose for summer session across the institution, attention to comprehensive program development, utilization of expertise, cost efficiencies, consistency and equity in terms of image and policy application, and a single point of contact and representation for summer session (Kops, 2010).

As noted by several authors reported earlier (Piper, 1996, and Young and McDougall, 1991), there is no correct summer session organizational model. In the increasingly heterogeneous nature of contemporary colleges and universities, some functions observed in the current study—marketing, representing the campus in summer session matters, reporting performance outcomes, preparing annual reports, and developing mission statements—appear to be the sole or primary responsibility of the summer session office. In contrast, functions offered by most institutions—providing student academic advising, establishing student fee payment deadlines, recruiting and selecting instructors for summer courses, and collecting student fees—seem to have little or no input from the summer session office. Student academic advising appears to take place at the department level or is a centralized function in "dean of students" type offices, while establishing fee payment deadlines and collecting student fees are the year-round responsibility of central offices of the registrar, billing and accounts receivable, or their equivalents.

Based on the calculated CHD scores, it appears that privately funded institutions show somewhat greater centralization of functions overall in summer session offices compared to publicly funded colleges and universities. Interestingly, summer session offices at private institutions appear to be slightly more involved in curriculum and course planning, scheduling, instruction-related issues, student admission, registration, fee establishment, and deadlines compared to their counterparts in publicly funded institutions. On the other hand, institutional size appears to have little to do with how summer term functions are organized. Unfortunately, it was beyond the scope of the present study to explore staffing characteristics, including information about staff size, effort, and expertise. Hence, it is not possible to know whether differences in how summer term functions might be organized could be influenced by staffing characteristics. Similarly, it would have been interesting to gather information about where summer session offices are placed within the institutional hierarchy. Related to the review of selected literature in the introduction to this paper, it seems reasonable to assume that the nature of summer session organizational structures at each institution ultimately may be the end-product of a confluence of variables, such as funding base, position of the unit in the administrative hierarchy, status, title, duties, and responsibilities of the individual overseeing the summer term, as well as other less measurable influences, such as previous history, budgetary models and issues, institutional goals and mission, how summer session relates to political realities, community support and restraints, outside competition, internal leadership and turnover, and how what transpires during the other academic terms affects the summer term.

Although it seemed reasonable to expect that outcome measures (such as student unduplicated headcount, credit hours, and financial performance) might vary depending on the organizational structure of the summer session office, no statistically significant differences were found in either student-based or finance-based performance outcomes assessed in the study when adjusted for institutional size. In absolute terms, however, there are some interesting observations. The

average student headcount, credit hours, and number of courses offered were much larger in public institutions compared to private ones. Other statistics are less surprising: on average, private institutions generated more tuition revenue (both gross and net) and had higher instructional expenses than public institutions. All performance outcome indices increased with institutional size.

Comparatively, Heikel (2000) determined the extent to which centralized, mid-range, and decentralized summer sessions differed on several outcome measures of program effectiveness, including summer session student headcount, number of courses offered, perceived financial success, and meeting student needs. While Heikel's effort to determine how differences in summer session organizational structures affected outcome measures is noteworthy, it is not clear on what basis many of the conclusions were drawn. For example, it is not specified whether financial claims were based on actual dollars generated/expensed or whether they were simply derived from respondents' impressions about financial success. This makes it difficult to compare the two studies' results. Nonetheless, some comparisons appear plausible. As noted, the present study found no summer session organizational differences related to student headcount, credit hours, or number of courses taught in summer 2012. These findings are compatible with Heikel's earlier observations of no differences in student enrollments (student duplicated headcount) or number of courses offered, based on organizational classification. However, they differ from two of her principal results that centralized and mid-range organizations were self-rated to be more financially successful compared to decentralized ones, and centralized organizations were more successful at meeting student needs compared to mid-range and decentralized summer programs. In the current study, no significant differences in tuition revenue or instructional expenses were found and, since performance outcomes related to student needs, success, or perceptions were not assessed, no comparative comments about them can be made.

Concluding Comments

Regardless of whether and the degree to which organization structure might ultimately affect performance outcomes, the contributions summer sessions make to Canadian and U.S. higher education institutions are noteworthy. Assuming the 65 institutions completing the performance outcomes questionnaire are representative of the 328 institutions holding one or more memberships in NAASS, NCCSS, WASSA, and AUSS in 2012, the following observations are interesting:

- summer sessions generated gross tuition revenue of $4.09 billion in summer 2012 (based on the average $12.47 million generated by the 65 institutions responding to the performance outcomes questionnaire);
- summer sessions offered at least 195,488 courses to students, and academic employment opportunities to instructors in summer 2012 (based on the average of 596 primary courses, each taught by one instructor);
- summer sessions paid over $1.18 billion in instructor salaries and benefits in summer 2012 (based on the average of $3.60 million in instructional expenses per institution);

- summer sessions served over 2.06 million different students, each enrolled in 5.5 credit hours of instruction in summer 2012 (based on the institutional average unduplicated student headcount of 6,307 students enrolled in 34,451 credit hours).

It has been almost 50 years since Schoenfeld and Zillman (1967) noted that "even excluding the research and public service aspects of university summer work, the enterprise is hardly an insignificant one" (p. 6). Although the ways in which summer sessions are organized might not directly have an impact on performance outcomes, there is no question that the financial and academic impact of summer session operations has grown significantly over the last 122 years. It was at that time that William Rainey Harper, the first President of the University of Chicago, built on an earlier idea of encouraging students to engage in additional summer study as part of the Chautauqua movement and delivered on his plan to "revolutionize university study in this country" by fully incorporating summer study into a four-quarter, year-round academic calendar (Goodspeed, 1928). Ever since, summer sessions have made, and will continue to make, significant contributions to the lives of college and university students who elect to pursue their educational goals during the summer term.

Note to readers: You are welcome to contact the authors to discuss data related to your institution. Following retrieval of such data, you may want to consider the summer session organizational model at your institution in terms of the benefits provided to effectively manage the summer session, considering questions such as: Is the university well served by the current model? Is full advantage being gaining from the model? If changes in structure are planned, on what basis might the decisions be made?

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Appendix A

38-Item Survey and Instructions Used to Determine Summer Sessions Organization in Services and Functions Provided on Behalf of the Summer Term

Theresa Neil Research Funded Project Survey: Administrative Organization of the 2012 Summer Term

Institution:	**Name of the Survey Respondent:**
Survey Respondent E-Mail Address:	**Name of the Office in Which You Work:**

2012 Summer Sessions Functions Survey

Instructions: Please type in your name and the name of the office in which you work in the boxes on the right immediately above the blue line. In the rows below the second blue line are functions typically performed to plan, manage, and evaluate summer sessions at universities and colleges. When considering each function, keep in mind how each relates to summer sessions with respect to the degree of control exerted by you or members of your office.

Please type only one "X" in one box in each row indicating the degree to which the function described in each row is influenced by you and/or your office. If a particular function is not performed or offered at your institution. Check "Not Applicable". For all other functions, indicate the degree of control exerted by your office (Summer Session Office) on the following scale:

"High" -- Decision made by you or summer session office
"Medium" -- Decision making shared with other units such as college deans or department chairs
"Low " -- Decision made primarily by other units with limited input from summer session office
"Not Involved" -- Function performed at the institution, but decision made by other units with no input from your summer session office

Participant Reassurance: To ensure confidentiality and anonymity all identifying marks will be removed and codes will be used on all data. Only members of the research team will have access to the data which will be stored in locked cabinets in the researchers' offices. Upon completion of the study, electronic files will be deleted, and paper copies will be shredded. The data may be used for professional purposes, including conference presentations, and published papers. When available and upon request, we will provide the results of the study to interested participants.

Survey Item Number	Summer Sessions Functions	Perceived Degree of Control or Influence Exerted by Person or Office					Survey Item Number
		High	Medium	Low	No Involvement	Not Applicable	
1	Developing mission or purpose statement(s)						1
2	Planning/developing courses						2
3	Developing special (e.g., pre-college; travel study; summer campus) programs						3
4	Developing (e.g., instructional design; support resources) on-line courses						4
5	Scheduling courses/programs						5
6	Recruiting instructors						6
7	Selecting instructors						7
8	Establishing instructor salaries						8
9	Processing instructor appointments/payroll						9
10	Processing instructor grievances						10
11	Processing instructor evaluations						11
12	Processing course evaluations						12
13	Approving additional funding requests from instructors						13
14	Supporting the delivery (e.g., maintaining websites/servers/security) of on-line courses						14
15	Marketing summer sessions						15
16	Establishing registration deadlines						16
17	Establishing student admission policies						17
18	Processing student admissions						18
19	Providing student academic advising						19
20	Processing course enrollment lists						20
21	Processing student course grades						21
22	Maintaing student grade records						22
23	Processing student records						23
24	Establishing student fees						24
25	Establishing student fee payment deadlines						25
26	Establishing student fees for other campus resources (e.g., lodging; classroom use; library; recreation)						26
27	Establishing student fees for other campus services (e.g., tutorial services; counseling; career advising)						27
28	Establishing budget allocations for academic units						28
29	Providing funding for new academic program development						29
30	Collecting student fees						30
31	Controlling revenue distribution to campus units						31
32	Paying expenses (e.g., instructor salaries; benefits; campus resources/services)						32
33	Establishing summer-surplus distribution to academic units/individuals						33
34	Establishing contributions to administrative overhead						34
35	Carrying out special program evaluations						35
36	Reporting performance (e.g., enrollments; credits; student or instructor demographics; financial outcomes)						36
37	Preparing annual reports						37
38	Representing the campus in summer sessions matters						38

Appendix B

Outcomes Questionnaire and Instructions and Data Request Used to Analyze Summer Sessions Outcomes

PHASE 2 SUMMER 2012 OUTCOMES QUESTIONNAIRE

Name of Institution:	**Name of the Survey Respondent:**
Survey Respondent E-Mail Address:	**Name of the Office in Which You Work:**

Instructions: Please type in the information requested above and in each of the blank cells in the Questionnaire below.

1 **Institutional Policy About the Use of Institutional Data.** *Please type an "X" in one of the boxes immediately below regarding the use of institutional data you might supply in this Phase 2 Outcomes Questionnaire:*

☐ My institution permits summaries of the data submitted in this questionnaire to be institutionally identified.

☐ My institution permits summaries of the data submitted in this questionnaire to be included in group form only so that it cannot be identified to the individual institution.

2 **Student Enrollments and Credit Hours.** *Please type an "X" in one of the boxes immediately below about the type of student credit hours awarded at your institution:*

☐ Semester

☐ Quarter

☐ Other (please specify:

Please type in your institution's student unduplicated headcount and enrolled student credit hours for Summer 2012 and Fall 2012 in the cells in Table 1:

Table 1

Type of Student		1	2	3	4
		Summer 2012		**Fall 2012**	
		Unduplicated Headcount	Credit Hours	Unduplicated Headcount	Credit Hours
Undergraduate Students					
A Regular Degree Seeking Undergraduate Students					
B Visiting or Non-Degree Undergraduate Students					
C Total Undergraduate Students [A + B]					
Graduate Students					
D Regular Degree Seeking Graduate Students					
E Visiting or Non-Degree Graduate Students					
F Total Graduate Students [D + E]					
Grand Totals					
G Total Students (Undergraduates + Graduates) Students [(C) + (F)]					

Appendix B

Outcomes Questionnaire and Instructions and Data Request Used to Analyze Summer Sessions Outcomes *continued...*

3 **Student Enrollments and Credit Hours in 2012 Compared to 2011.** *Please type an "X" in one of the boxes immediately below that best describes how the TOTAL STUDENT UNDUPLICATED HEADCOUNT for SUMMER 2012 you reported above (in cell G1 in Table 1) compared to Summer 2011 and indicate the percent change, if any:*

- ☐ Summer 2012 was greater than Summer 2011 by the following %: ☐ [Percent Change = (Summer 2012-Summer 2011)/Summer 2011]
- ☐ Summer 2012 was equal to Summer 2011
- ☐ Summer 2012 was less than Summer 2011 by the following % ☐ [Percent Change = [Summer 2012-Summer 2011)/Summer 2011]

Please type an "X" in one of the boxes immediately below that best describes how the TOTAL STUDENT CREDIT HOURS for SUMMER 2012 you reported above (in cell G2 in Table 1) compared to Summer 2011, and indicate the percent change, if any:

- ☐ Summer 2012 was greater than Summer 2011 by the following %: ☐ [Percent Change = (Summer 2012-Summer 2011)/Summer 2011]
- ☐ Summer 2012 was equal to Summer 2011
- ☐ Summer 2012 was less than Summer 2011 by the following % ☐ [Percent Change = (Summer 2012-Summer 2011)/Summer 2011]

Please type an "X" in one of the boxes immediately below that best describes how the TOTAL STUDENT UNDUPLICATED HEADCOUNT for FALL 2012 you reported above (in cell G3 in Table 1) compared to Fall 2011, and indicate the percent change, if any:

- ☐ Fall 2012 was greater than Fall 2011 by the following %: ☐ [Percent Increase = (Fall 2012 - Fall 2011) / Fall 2011]
- ☐ Fall 2012 was equal to Fall 2011
- ☐ Fall 2012 was less than Fall 2011 by the following % ☐ [Percent Decrease = (Fall 2012 - Fall 2011) / Fall 2011]

Please type an "X" in one of the boxes immediately below on the left that best describes how the TOTAL STUDENT CREDIT HOURS for FALL 2012 you reported above (in cell G4 in Table 1) compared to Fall 2011, and indicate the percent change, if any:

- ☐ Fall 2012 was greater than Fall 2011 by the following %: ☐ [Percent Increase = (Fall 2012 - Fall 2011) / Fall 2011]
- ☐ Fall 2012 was equal to Fall 2011
- ☐ Fall 2012 was less than Fall 2011 by the following % ☐ [Percent Decrease = (Fall 2012 - Fall 2011) / Fall 2011]

4 **Summer 2012 Instructional Salaries.** *Place an "X" in the one box Immediately below that best describes the typical way that summer instructional salaries are determined at your institution:*

- ☐ Per course amounts are based on a percent of academic year salary
- ☐ Per course amounts are on a flat rate basis independent of the academic rank of the instructor
- ☐ Per course amounts are on flat rates based on academic rank of the instructor
- ☐ Per course amounts are based on class student enrollments
- ☐ Salaries are negotiated on an individual instructor basis
- ☐ Other

Appendix B

Outcomes Questionnaire and Instructions and Data Request Used to Analyze Summer Sessions Outcomes *continued...*

5 **Number of Summer 2012 Courses.** *Indicate in the box on the left the NUMBER OF structured, credit-bearing courses taught in SUMMER 2012.*

[Include all (standard face-to-face format as well as distance/online type) courses offered in multiple sessions and/or different locations.
Do not include thesis, independent study, non-credit discussion or laboratory sections in the total].

6 **Summer 2012 Gross Tuition Revenue.** *Indicate in the box on the left the TOTAL course-based gross tuition revenue dollars generated by the by the number of Summer 2012 courses included in No. 5 above.*

7 **Summer 2012 Instruction-Related Expenses.** *Indicate in the box on the left the TOTAL instruction-related dollars expended on behalf of Summer 2012 courses included in No. 5 above. [Include all expenses related to instruction, including instructor and teaching assistant salaries and benefits, classroom rental, and instruction-related supply costs. Do not include non-instruction related expenses such as administrative or department chair salaries or benefits;*

institutional overhead or revenue-sharing surplus programs; non-instructional staff salaries for student advising, registrar, counseling center, tutorial support services; or Summer Sessions Office staffing, equipment, supplies, marketing costs).

8 **Summer Revenue or Surplus-Sharing Plan.** *Did your institution have a summer revenue or surplus-sharing program in 2012?*

- ☐ "YES" type an "X" in the box
- ☐ "NO" type an "X" in the box

If "YES", type an "X" in the box of the following campus offices that received a share at your institution.

- ☐ Office of the Chancellor (or President)
- ☐ Provost(s)/Dean(s)
- ☐ Academic Departments/Programs
- ☐ Non-Academic Departments/Offices
- ☐ Summer Sessions Dean/Director/Office
- ☐ Individual faculty instructors
- ☐ Other (please specify):