Summer Academe

Research Papers

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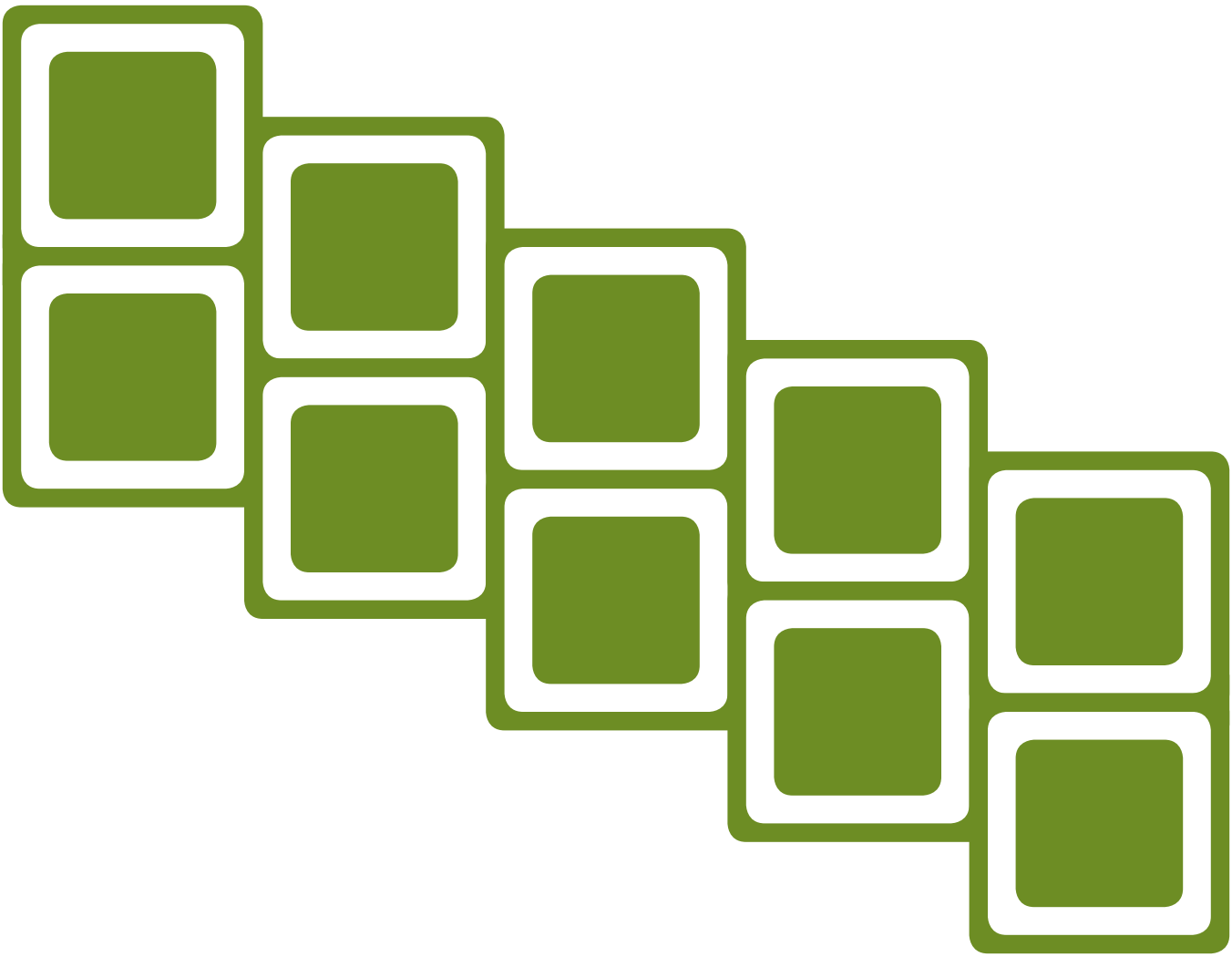

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U.S. Summer Session Strategies in Context: Past, Present, and Future

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Acknowledgments: This paper grew out of invited keynote presentations and mini-workshops at the 2015 annual meeting of the North Central Conference on Summer Schools (NCCSS), the 2016 Middle and Southern States Bi-Regional Conference of the North American Association of Summer Sessions (NAASS), and a session at the 2015 annual national meeting of NAASS. Many of the ideas presented in this paper are based on input from the participants at these three conferences. The senior author's work on summer sessions in 2014 and 2015 was a focused project within his American Council on Education fellowship, supported financially by Purdue University and North Carolina State University.

Abstract

The wide variety of summer session formats and strategies that were pursued in the past, are being enacted in the present, and will emerge in the future all reflect the diverse histories and contexts of specific institutions, as well as state and national trends. Exploring historical and present-day contexts that have driven summer session strategies at United States colleges and universities provides a basis for considering how summer session strategies can be developed to address current and emerging changes in higher education. To provide summer session staff and administrators with usable ideas, participants in three conferences for leaders of college and university summer sessions engaged in a small-group activity that focused on ideas for potential long-term strategies that would be responsive to what they viewed as key current and emerging institutional, state, and national developments. A wide range of common issues and trends were identified and linked to both well-accepted and emerging strategies, including alternative summer tuition models and course structures, novel summer-learning experiences, courses packaged to allow completion of minors in the summer, competency-based approaches, segmented and targeted marketing, and an emphasis on the role of summer sessions in on-time degree completion and revenue enhancement. These trends and strategies are presented here and can be adapted to the challenges and opportunities facing a wide range of colleges and universities that are considering how to position summer session as a key element of future institutional success.

In colleges and universities across the United States, summer sessions have long been both an important part of the overall institutional program and treated very differently from the rest of the academic year (Schoenfeld and Zillman, 1967; Smith, 2011; Vincent, 1904;). This is because, when they were founded, many colleges and universities adopted a common model for the academic year and ran from early fall to late spring, leaving the summer as a period outside the main academic year. Since the late 1800s, the summer period has been used for a variety of activities and programs, often reflecting larger societal trends and needs, as well as institutional priorities (Young & McDougall, 1991). Examining these changes in how the summer period has been used provides a framework for considering how current and future trends and priorities might be addressed through targeted summer programs.

In this paper we briefly review some of the major historical changes in summer session strategies by U.S. colleges and universities and connect these to important forces for driving changes. This provides a context for considering summer session strategies that might be pursued in response to current and future societal changes that are emerging and that may emerge in U.S. higher education. The set of current and future changes and related strategies described here were developed by participants in sessions at three conferences for leaders of summer session programs, and our primary aim is to provide all those involved in summer sessions with ideas and strategies that can be selected and adapted to their own situation.

Historical Context

Universities as autonomous, permanent institutions of higher education have existed continuously in Europe since the 12th century (Perkin, 2007), and for much of this time they were small, focused institutions that concentrated on religion and the classics. Oxford and Cambridge universities developed a four-term academic calendar based on the legal and religious divisions of the year (Young & McDougall, 1991). When Harvard College was established in 1636, instruction was provided over the 12 months, but the year was divided into four quarters for billing students (Young & McDougall, 1991). With the growth of higher education and the establishment of large numbers of new colleges and universities in the US, especially in the late 1800s, educational leaders had to make decisions about what sort of academic calendar to adopt. These decisions reflected the contexts of the time, including the calendars already in use by other colleges, universities, and K–12 education, other seasonal time commitments for students and teachers, societal norms, and ideas about learning (for example, what was considered a healthy mix of learning and other activities for a student).

Calendars for K–12, colleges, and universities in the US changed over time in response to societal pressures and changing ideas about learning. In agricultural areas in the 1800s, the greatest need for labor was in the spring for planting and the fall for harvesting, and so winter and summer schooling made most sense. Thus, as Gold (2002) has pointed out, it is largely a myth that the agrarian calendar was responsible for a summer break in instruction. Harvard changed to a three-term system in 1801, with a long winter break to accommodate the fact that their students

often taught children in the winter (Schoenfeld & Zillman, 1967). In urban areas it was typical for those faculty and students who could afford it to leave the heat and unhealthy conditions of the city to go to summer residences; these individuals were more likely to be those with influence in the power structure. With wealthy and, eventually, middle-class urbanites increasingly wanting to flee the city's heat in summer, those months were the logical time to suspend school in cities. In K–12 education there was a strong push for standardization of calendars, often for administrative reasons, and thus an academic year with a long summer break became standard in the 1800s (Gold, 2002).

In the second half of the 1800s there was a rapid increase in the number of colleges and universities. This expansion was driven by a belief in the value of education in training the student for a viable occupation in the labor market and place in society, and in training the mind for intellectual and, in some cases, religious enhancement. The Morrill Land-Grant Acts of 1862 and 1890 paved the way for the establishment of state colleges, universities, and minority-serving institutions that would focus on mechanical and agricultural learning to serve the workforce needs of a rapidly expanding industrial and technical approach to economic growth. These colleges were concerned about articulating their academic calendars with secondary schools, especially after 1865 when the establishment of public high schools spread rapidly (Schoenfeld & Zillman, 1967). Thus, to be compatible with other educational patterns, many institutions adopted what was by then the dominant academic year format: a long summer break. This consisted of a two-semester calendar with the first semester beginning in mid- to late September and ending in late January, and the second semester beginning in early February and ending in the first half of June (Young & McDougall, 1991).

Despite the "break," there was a wide range of summer activities in colleges and universities in the second half of the 1800s. These often included programs for in-service teachers (mainly women), special programs for non-students (extension programs), and special courses and field studies to provide students with experiences that were not available during the other terms, such as field programs (Schoenfeld & Zillman, 1967):

> By 1879, when the U.S. Commissioner of Higher Education first mentioned summer schools in his annual report, Johns Hopkins was sponsoring a summer zoological laboratory, and the universities of Virginia and North Carolina offered "normal" courses for teachers. (Schoenfeld & Zillman, 1967, p. 21)

With the adoption of a European model for university work that included both instruction and research by faculty, especially in the land-grant colleges and universities, the summer was also seen as a time when faculty could pursue the research components of their job.

For-credit summer instruction for academic-year students was not typically included in summer sessions in the late 1800s and was often vigorously opposed by faculty. However, for-credit summer instruction received increased attention when the University of Chicago president, William Rainey Harper, announced his "university plan" in 1891 that established a year-round

quarter system that included summer as a regular term. However, despite this innovative idea, by the early 1900s the majority of students at the University of Chicago who registered for summer school were teachers in the public schools and instructors in smaller colleges (Vincent, 1904). Nonetheless, the quarter system, including three quarters during the regular academic year and a special summer quarter, was adopted by many other institutions as higher education expanded in the late 19th and early 20th centuries (Goodspeed, 1972).

Summer session continued to grow through the first half of the 1900s. In-service teacher training institutes were enhanced by incentives that states offered to encourage teachers to get additional training and by increased requirements for teacher certification (Young & McDougall, 1991). Teacher institutes would usually convene in late summer immediately prior to the opening of the K–12 school year (Ogren, 2005; Young & McDougall, 1991). These institutes focused on providing practicing teachers and administrators with opportunities to earn credentials and improve their skills and content knowledge (Avent, 1925). They also complemented the work of teacher normal schools that offered both pre-service training for future teachers and summer instruction for in-service educators and school administrators when K–12 schools were closed (Ogren, 2005; Young & McDougall, 1991). The emphasis on public service education and research in summers continued, and there was also a small but expanding number of summer courses for academic credit toward a degree. Offering academic-credit courses was often a controversial subject that met resistance from some faculty and administrators who feared a reduction in standards and who felt strongly that faculty, staff, and students needed to focus on other activities during the summer (Cudd, 2004). A 1911 national report on summer sessions identified 477 summer schools serving 118,000 students, but noted that only 180 of these summer programs were giving degree credits (Young & McDougall, 1991).

Expansion of summer programs in the first half of the 20th century focused on teacher training and was linked to periods of special national need, such as training soldiers for the two world wars, absorbing returning veterans (Cudd, 2004), and tying programs to the Works Program Administration during the Depression. With emergency training and accelerated military programs during World War II, 500,000 summer students were enrolled in U.S. colleges and universities in 1945; with the passing of the GI Bill, this rose to 955,000 summer students in 1947 (Young & McDougal, 1991). This was part of an overall rapid expansion of university enrollments in response to the influx of returning veterans and an increase in the percentage of high school graduates interested in pursuing higher education as a way to access professional careers and improve themselves socioeconomically. By the mid-20th century over a million summer session students were enrolled at 1,100 institutions (Young & McDougall, 1991).

The expansion of university enrollments post-World War II reflected both demographic changes and the increased need for a college degree in order to access middle-class jobs and professional careers. University enrollments accelerated when children born during the baby boom (1946–1964) began reaching college age in the mid-1960s. As this wave of new students began to arrive, summer terms were used as a way to accommodate rapidly growing enrollments that

put pressure on available classroom space, and summer session now began to include a variety of courses intended to complement fall and spring terms (Young & McDougall, 1991). The increasing emphasis on summer session, and the need for professional staff focused on the unique needs and issues of this session, was central to the creation of the National Association of College and University Summer Sessions in 1964 (now the North American Association of Summer Sessions, NAASS). Two thirds of colleges responding to a survey in the late 1960s reported that they had offered summer sessions in 1965, but by 1968 this rose to over three quarters (78%) (Young & McDougall, 1991). Schoenfeld and Zillman (1967) analyzed this growth pattern and suggested that summer would eventually become indistinguishable from the fall and spring terms; however, this has not yet happened at most institutions.

In the latter part of the 20th century the echo boom generation provided a second wave of traditional-age students for colleges and universities, coupled with the increasing need for a higher education credential in order to access middle-class jobs and careers. High rates of inflation and the rise in tuition and other costs of attendance encouraged greater numbers of degree students to enroll in summer courses to reduce the time and cost to earn a degree (Young & McDougall, 1991). However, enrollments of in-service teachers in summer programs fluctuated in response to the increasing number of in-service activities and opportunities offered to teachers by professional associations and unions throughout the regular year (Young & McDougall, 1991), changing certification and career advancement requirements, and increasing emphasis on graduate credit and degrees in teacher advancement. The launch of the journal *Summer Academe: A Journal of Higher Education* in 1996 signaled both the increasing professionalization and organization of summer session staff and administrators, and the need to encourage and disseminate research and best practices in summer session pedagogy and administration. In introducing the journal, Schejbal (1996) also noted the increasing role of summer session in overall university and college financial strategies:

> Summer sessions have become integral parts of the higher education academic cycle. Once thought to be placement fillers, today summer sessions are "big business." They generate revenue beyond what institutions have traditionally come to expect, and largely for this reason, colleges and universities continue to grow and expand their summer operations. However, summer sessions are far more than money makers; they provide a variety of opportunities for students, faculty, and staff that would otherwise not be available to them. . . . Since the summer is seen by many central administrations as "surplus revenue," there is more tolerance for non-traditional summer offerings—especially when those non-traditional offerings generate additional revenue. (p. 3)

In the first issue of *Summer Academe*, Martin (1996) summarized the major emphases of summer session at that time. These reflected the mission statement of the Association of University Summer Sessions, which indicated that summer sessions would provide

- courses and programs to accelerate time to earn a degree;
- formats and opportunities that are more difficult to offer during other terms, e.g., intensive foreign language courses, limited-term academic institutes, field courses, internships, and field research;

- courses and programs serving special groups of clientele, such as in-service teachers, concurrently registered high school students, and visiting students;
- curricular experimentation, innovation, and change;
- pre-college programs to help recruit students and serve as bridge programs for minority and disadvantaged youth; and
- cultural and intellectual events for students and staff and the surrounding community.

In the early 21st century, many of these same emphases have continued for summer session, and a regular survey of summer session organization members in the Association of University Summer Sessions (AUSS), NAASS, the North Central Conference on Summer Schools (NCCSS), and the Western Association of Summer Session Administrators (WASSA) has allowed tracking of the relative importance placed on different summer session roles. For example, the 2014 Joint Statistical Report Summary (Smith & Byrd, 2015) showed that the purposes for summer session most often rated as "very important" by respondents in 2014 were generating revenue, providing seats for high-demand courses, allowing students to make up credits, and improving graduation and retention rates (summer catch-up and early-start programs, as well as an emphasis on bottleneck courses). As Smith (2011), citing Doane and Pusser (2005), noted: "In an environment of growing academic capitalism, the surplus generated by a lower cost structure matched to the same revenue structure makes summer term an important source of net revenue for institutions" (Smith, 2011, p. 3). Improved graduation and retention rates have obvious benefits for students, but in some institutions they are also key financial strategies because of state funding formulas that reward high graduation rates and the importance of retention in maintaining enrollments and thus tuition income. Other recent trends noted by Smith and Byrd (2015) include the growing importance of summer online courses (they now make up ~25% of summer courses offered) and the increasing emphasis on study abroad to achieve goals in globalization and cultural competency.

The Special Nature and Impact of Summer Sessions

Summer has become a unique component of college and university, unlike the regular academic year. This is a time when some faculty can dedicate their full attention to research and other types of scholarship, when we can offer special programs for groups such as teachers, K–12 students, and the general public, and when we can experiment with alternative types of pedagogy. It is also a time when regular students can take on other activities, including study abroad, internships, and spending time on interests unconnected to their academic development. This flexibility makes it an environment in which it is easier to respond to changing pressures and priorities than is allowed by other parts of the academic calendar and structure. Within this broad portfolio of activities, over time there have been changes in the relative emphases placed on different areas, and today's push for increased summer enrollments in on-campus and online courses fits easily within this pattern of change.

Part of the flexibility comes from the fact that summer is often administered very differently from the academic year, which can provide significant opportunities to enhance income because of the unique cost and revenue structure. Faculty are often paid at an adjunct rate without full fringe benefits for summer instruction (Fanjoy, 2008), and classes are more easily canceled if they do not have sufficient enrollment to cover costs. Despite lower instructional costs, most institutions charge equivalent tuition and fees for summer as they do for the academic year and so there is an opportunity to generate a surplus (Doane & Pusser, 2005) that can be significant in supporting other unit goals, especially in times of budget stress.

To date there has been limited research on the impact of summer participation on students. Work to date reviewed in Smith (2011) has shown

- improved probability of degree completion (Adelman, 2006; Boyd, 1996; Knight, 2002),
- acceleration of time to earn a degree (Knight, 2002; Taylor, Lee, & Doane, 2001), and
- greater student and faculty interaction (DiGregorio, 1997; Ho & Karagiannidis, 2007).

In addition, studies of student performance suggest that learning experiences in intensive summer courses are often more powerful and retention of knowledge is greater than in typical semester-length courses (Scott, 1993, cited in Martin, 1996). Smith (2011) investigated how undergraduate students who enroll in summer session differ from those who do not enroll, and found that students are more likely to enroll in summer session if they have non-permanent homes off-campus, if they have permanent homes within 35 miles of campus, or if they are older or enrolled in an upper division. When compared to the total student population, Smith found higher enrollment rates for African American students and lower enrollment rates for Hispanic students. He suggested that future research is needed to understand this pattern of behavior.

Methods

The history of summer session, and its connection to large-scale demographics and other driving forces in the US and academia, provides a context for considering summer session strategies that might be developed and pursued in response to current and future changes that are emerging and that might emerge in U.S. higher education. In a series of workshops at conferences for summer session staff and administrators, we asked North American summer session professionals to identify current and emerging trends in higher education and to suggest strategies that could be used to address the opportunities and challenges presented by these trends. The conferences were the North Central Conference on Summer Schools in Chicago, Illinois, in 2015; North American Association of Summer Sessions annual conference in Montreal, Canada, in 2015; and the North American Association of Summer Sessions Bi-Regional Conference in Charleston, South Carolina, in 2016. We thank the participants for their enthusiastic participation in this work. Although we did not collect demographic data, many participants left their contact information so they could receive a copy of the final compilation of strategies. Based on this subset, the participants were

drawn approximately equally from public institutions (primarily teaching focused, with a few large research-intensive public institutions) and private institutions (primarily institutions with strong teaching and research reputations, and fewer liberal arts colleges).

Participants took part in an initial small-group activity, designed to get them thinking about how larger societal trends and structures drive academic decisions. They were then provided with a short summary of the history of U.S. summer sessions (similar to the historical context provided in this paper). Over 100 participants across the three conferences worked in groups of three to six people on two activities, designed to link summer strategies to trends in higher education. Following this they reflected on how the identified links impact strategies at their own institution. In the first of these activities, participants were asked to consider the following:

- The major changes that are emerging and that might emerge in higher education.
- Summer session strategies we could pursue in response to these changes.

The participants were first asked to respond individually by writing down *at least* four changes and associated strategies (~5 minutes). They collected the ideas at each table, discussed any needing clarification, combined similar ideas, and then developed a total set of changes and strategies that were left on the table (~15 minutes).

By working in small groups and combining individual ideas through small group discussion, we prevented individual voices from dominating the total group effort. We endeavored to generate the maximum number of ideas from individuals and foster deeper discussion by combining similar or related ideas within a group. We then debriefed by discussing major and unique ideas that emerged from the various groups. All groups provided a final version of their total set of changes and strategies to the workshop organizer. Participants were then asked to work individually or with a colleague from the same institution to select two or three strategies that had been discussed at the workshop that they wanted to pursue for their institution's summer program. Participants shared these ideas with others in their group to get feedback, and were encouraged by the organizer to take these ideas home and put them into effect.

Results and Discussion

The workshop organizer combined the trends and strategies produced in the three workshops, creating a single complete list. The authors organized this list to identify major groupings (Figure 1 on page 12) and then arranged the themes and associated strategies by these groups (Appendix).

The two broadly described groups that emerged were *institution* and *students*. These groups reflected ideas that focused on major challenges and changes for institutions as a whole, and on concerns from a student perspective and concerns about student success. Within these overall groups there were distinct subgroups of activity: institutional *teaching, learning, internal, external*; and student *finances, extracurricular, courses,* and *marketing*. Each reflected a particular focus

areas for potential action. Because one of the key aims of this project was to provide summer session staff and administrators with usable ideas, each change (or trend), and its associated strategies, was placed within this categorization to make it easier for users of this information to identify strategies that match particular issues at their institution.

Summer session administrators clearly have both student and institutional well-being at the center of their thoughts. Institutional themes revolved around two issues: financial resources and new models to enhance graduation rates and time to achieve a degree. Many colleges and universities are facing significant financial challenges, and summer session is a potential source of additional revenue with relatively low marginal cost. This approach is also responsive to concerns that fixed infrastructure is not being used optimally, although given the fact that much of the increase in summer enrollment has come from online courses (Smith & Byrd, 2015), the impact on use of fixed campus infrastructure is not as large as might initially be assumed. Summer session also provides an opportunity for students to catch up or get ahead, which is valuable for institutions seeking to improve time to graduation. Average time to graduation is being used as an index in state funding formulas for some public institutions, and it can have a significant budget impact. It is also a measure used by some students in selecting which institution to attend. When taking courses in summer, as well as during the traditional academic year, students can spread the total coursework requirement for a typical bachelor's degree program over as many as 11 semesters and still be included in an institution's statistic for four-year graduation. For a subset of our students, this is the only way they are able to complete the requirements of their program in four years; for others this allows them to complete coursework that will count toward a graduate degree within a 4+1 years or 3+2 years combined undergraduate and master's program.

Student themes tended to focus more on strategies associated with building, marketing, and running a successful portfolio of summer courses, including pre-college programs, transition programs, and academic and non-academic programs for current and visiting students. These themes reflect the key tasks and barriers that summer-program administrators are typically concerned with. For example, a challenge shared by many summer session administrators is how to identify the set of courses and programs that should be offered to best serve the needs of students who might attend in summer (or winter), and how to encourage and offer incentives to departments and faculty to offer these courses. Added to this is the common goal of providing custom programs for targeted audiences that do not duplicate what is offered during the academic year, such as transition programs, bridge programs, conditional admit programs, and visiting students programs.

Each of the changes / trends in the Appendix can easily be traced back to one or both of the institutional and student themes, but the subsequent strategies reflect a diverse array of approaches that fit particular audiences and settings that were represented in the groups of workshop participants. Some strategies are appropriate for a wide range of institutions, reflecting issues common across much of higher education, while other strategies may fit a more restricted group of institutions with special populations, areas of expertise, or goals. For example, access, affordability, budget challenges, and student transitioning to college life are issues common to most colleges and

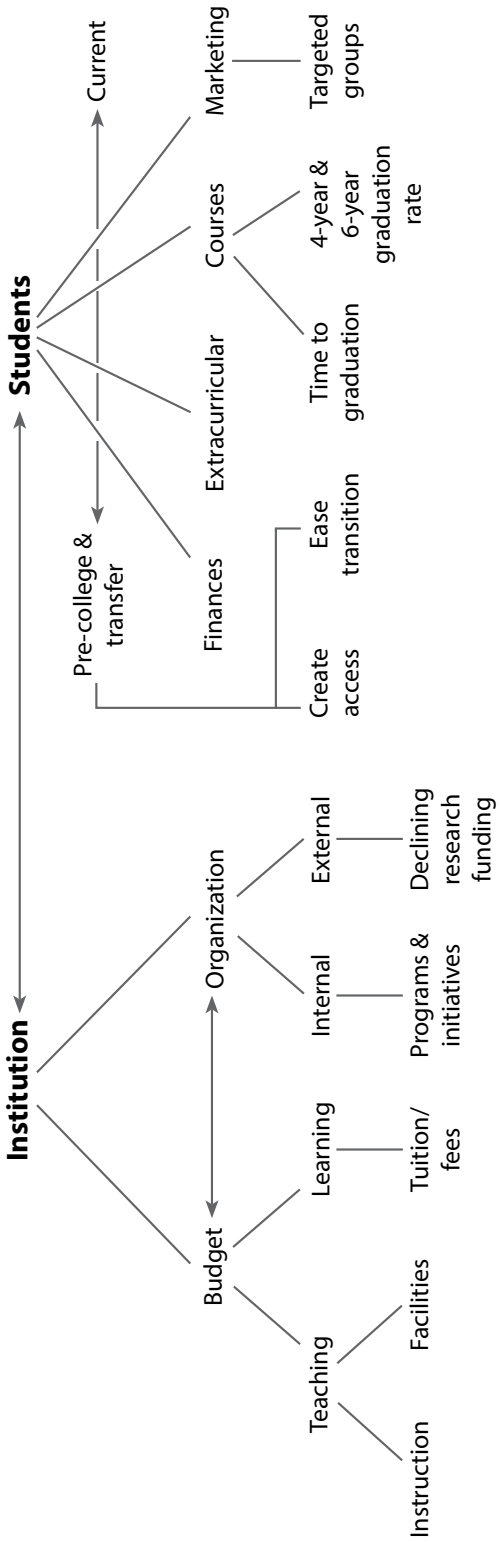

Figure 1

Major Themes in Participants' Responses for Current and Emerging Trends in Higher Education

universities. However, programs for conditionally admitted students or international students are of little or no importance for colleges and universities that are either highly selective or focused on regional domestic students, respectively. Nevertheless, the total data set has potential value for initiating ideas and conversations at the institutional level, when administrators discuss key university goals and consider what summer strategies might help achieve these. What is particularly striking in the Appendix is the number and range of strategies included, which reflect both the creativity and innovation in this field as well as the diversity of settings and contexts that exist across North American higher education.

Concluding Comments

With the examples from its rich history, summer session is a unique component of the college and university portfolio, and it provides considerable flexibility when responding to current and future emerging priorities and needs. A wide range of professionals who are focused on summer session in North America generated the set of current and emerging themes and summer strategies presented in the Appendix. Their goal was to provide a resource that all summer staff can use to generate ideas and conversations at their own institutions for summer strategies that address their institutions' priorities. Two major themes emerged—institution and students, and within these there were emphases on teaching, learning, internal and external organization, finances, extracurricular activities, courses, and marketing. A wide range of creative approaches was suggested, which summer session leaders can use to inform the strategies that fit their institutions' context and goals.

Given the participants were primarily summer session coordinators who were deeply immersed in current programs, the input generated was focused on current issues, and less emphasis was placed on emerging and future changes that summer session will need to adapt to. For example, in many states and at the national level in the US, the goal of increasing the percentage of Americans who have a higher education credential from current levels of 40% to 60% is seen as critical and is tied to economic development and workforce needs (Lubbers, 2016; Lumina Foundation, 2016). While some of this change may come from increasing the participation of traditional-aged students in full-time, residential higher education, demographic realities suggest that to reach this goal it will be important to enroll more working adults in college and university programs. Thus there is great potential for intensive summer programs, and hybrid and online programs, which are designed for and marketed to adults balancing regular employment and other responsibilities while they work toward attaining a higher education credential.

The North American higher education landscape has continued to evolve over time, in response to larger societal changes. Colleges and universities are continually experimenting with new approaches to meet the needs of learners. These include new ways of packaging and credentialing learning experiences and outcomes, and developing new or revised ways of providing learning outside the traditional academic timetables (e.g., asynchronous courses, summer and

winter terms, intensive short courses). Experimentation with new approaches and the insight this provides enhances our understanding of best practices that contribute to institutional goals. Sharing these practices widely helps the academy as a whole and the students and institutions that we serve. Finally, we suggest that strategic use of summer session is an important opportunity for most institutions. With such a high potential return on investment, campus leadership should dedicate resources for a staff and activities that focus solely on summer sessions (and other non-traditional sessions). The director and a team must be able to work with a variety of cross-functional teams and be change-makers with the backing of the administration. Current summer traditions are rooted in a long history of playing a unique role in achieving institutional goals, and a significant investment in professional staff and programming can generate equally significant returns in terms of student outcomes and enhanced resources.

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Biographies

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Blake Nemelka is director of Summer Session and a doctoral student at Purdue University, West Lafayette. The director position was established for the first time at Purdue in April 2015. Blake comes from a background in enrollment management and now directs a small staff, focused solely on increasing campus summer engagement in all its forms.

Appendix

Summer Session Trends and Strategies

Institution

Budget / Teaching

Change / Trend	Strategies
Stresses on faculty compensation and departmental general funds: • Budget pressures have resulted in zero or small raises for faculty over many years – federal research funding has declined, making summer salary for research harder to get • Budget cuts usually result in much larger proportional cuts in general and operating funds, and so units have little or no discretionary money for travel, supplies, equipment, events	• Develop and disseminate information on summer income opportunities for faculty; focus on those you'd like to have teach • Develop and disseminate information on summer income opportunities for departments; focus on those you would like to have offer courses • Consider having some faculty teach summer session and one academic year semester, as an alternative to regular contract structure
Concern about the cost of unused or underused space in summer	• Emphasize role of summer sessions in use of buildings • Consider offering special summer courses that make use of special facilities (e.g., culinary camp in a food-services area or an IT support certificate program in campus computer labs) • Seek community partners who might be interested in using summer space

Budget / Learning

Change / Trend	Strategies
Affordability as a result of rising tuition levels and student debt	• Discount summer tuition in various ways: – charge in-state tuition fees to out-of-state students – offer one free summer course (perhaps only once in your undergrad program) – develop institutional aid by using part of summer revenue for summer scholarships – work with development office to raise funds for summer scholarships • Offer a financial literacy course in summer • Work with financial aid office: target students who have unused aid that could be applied to summer sessions • Provide experiential opportunities with business and non-profits that involve course credit and / or payment to students and / or employer who covers cost of tuition • Identify and advertise paid on-campus jobs and research experiences as part of summer marketing • Make the summer tuition model easy to understand and easy to compare to academic year cost • Allow students to "bank" credits not taken during academic year and use these in the summer (so that students are on track to graduate at 30 cr / yr) • Encourage students to plan a year-round course-load plan, especially if they are working

Organization / Internal

Change / Trend	Strategies
Budget issues: • Reductions in state / federal support • Academic year income insufficient to meet total year needs	• Explore the total impact of summer session on the university (combine tuition, fees, housing, and spending on auxiliaries) to make the case for the value of summer to the university • Grow summer enrollments and thus income • Make summer totally self-supporting and a net income generator • Invest in a robust summer staff to support growth and net income; use part of income to support summer staff and programs (build into the campus's summer budget model) • Evaluate summer courses and consider dropping those with an enrollment record that does not cover costs • Encourage high-demand programs to develop some course rotations, where students are required to attend one or two summers • Consider alternate summer teaching compensation models to incentivize large enrollment courses, and to incentivize teaching by high-quality but lower cost instructors (e.g., revenue sharing with department) • Develop strategies to encourage alumni contributions targeted toward summer scholarships
New models for combined undergraduate and graduate education to get students through to multiple-degree completion faster (3+2 years, 4+1 years)	• Increase planning and coordination between summer office and the departments with graduate programs • Propose 3+2 programs that require summer enrollment with careful scheduling

Granting of credit that provides for prior learning / competencies (competency-based programs)	• Use summer for programs in which students create portfolios that document prior learning, establish competencies, and receive appropriate credit • Offer competency-based courses in summer • Provide summer opportunities to demonstrate competency for academic credit to students who have taken Massive Open Online Courses (MOOCs); offer modules that build on what has been learned in a MOOC

Organization / External

Change / Trend	Strategies
Public and political uncertainty about the value of academic research	• Include academic research outcomes in published summaries of the impacts of summer session • Develop (or increase) and publicize summer research experiences and outcomes (especially for students)
Emphasis on improving 4- and 6-year graduation rates • Institutional budget incentives that reward completion (rather than just student credit hours) • Rankings that include graduation rates	• Generate data on the role of summer in on-time graduation (e.g., 60% of students who graduate in 4 years have taken at least one summer course) and include in marketing • Develop accelerated curriculum strategies that include summer as part of the solution to early or on-time graduation • Provide more courses in summer to maximize chances of 4-year completion; emphasize bottleneck courses • Develop "degree completion plans" for students that show them how a mix of academic year and summer courses allows them to finish on time • Recruit parents to help focus students toward degree completion; provide summer calendar to parents (registration dates, etc.) • Target marketing to students based on course plans and summer offerings (carefully monitor wait lists in fall and spring to capture summer needs)

Change / Trend	Strategies
	• Use data and analytics to identify courses that would be most effective in helping students catch up for on-time graduation (bounce-back summer; recover from probation); boost their grade point average (GPA); get back on track or get ahead (fast-track summer)— and market • Move to a course schedule and availability or format model that is driven by student need rather than faculty preferences • Team up with local high schools to offer dual credit courses (high school, advanced placement, and college) • Partner with student advising and academic departments to provide planned grouping of courses in summer that will meet needs of specific majors and minors • Target "stop-out" students (students who have taken time away from studies) and market summer session as a chance to get back into college and work on finally finishing that degree (if the data are available, link what they need to do to complete a degree with what is offered in summer)

Students

Finances

Change / Trend	Strategies
Students and parents do not understand the overall financial value of education and the cost–benefit value of summer coursework	• Feature a cost–benefit analysis in summer session advertising. What is the full cost of attending in summer (including lost income) versus the benefit of graduating a semester earlier than would have been possible otherwise? Use hypothetical examples that fit key target groups

Extracurricular

Change / Trend	Strategies
Increased interest in non-academic competencies and learning outcomes	• Include activities that tie into co-curricular transcript summer programs to promote resilience and address mental health strength for students

Courses

Change / Trend	Strategies
Development of 3-year degree programs	• Develop programs of study that show how summer courses are used with academic year courses to complete a degree in 3 years. Develop these for all programs that could work in a 3-year format

Change / Trend	Strategies
Increased emphasis on expanding summer session to meet a range of academic goals	• Offer a portfolio of opportunities to meet a range of student needs: – online classes – traditional face-to-face classes – hybrid classes (some in-class work and some out-of-class work – co-op study – tests for credit completion – internships – study abroad • Innovate, e.g., bundle summer courses to complete a certificate or minor (over one or more summers); develop courses that are unique to summer • Offer pre-professional target programs in summer; offer experiential learning • Package summer courses that allow students changing their major to catch up with the requirements of the new major • Establish summer registration in its own period—early spring or late fall—to give students time to consider their options and plan ahead
Inability of K–12 teachers to afford graduate credit hours for continuing education units (CEUs). In some states teachers no longer require credits to renew their licenses	• Provide workshops that result in CEUs or certificates, with the potential to use some of these toward graduate credits if desired by the participant

Change / Trend	Strategies
Increase in online education, both demand and push by various constituencies	• Take the lead in developing new online offerings, based on market-needs analysis • Provide technical support (instructional designers) and perhaps funding for faculty summer course development; encourage summer session as a place to try out new online courses • Provide support services for online students enrolled in summer session; include a "succeed in your first online course" program for first-year students • Encourage blended courses—a short time on campus in summer combined with online for the rest of the course • Include marketing of online courses focused on students who are away from campus doing an internship, work experience, or study abroad. "Away from campus but want to catch up or get ahead—no problem! Combine your off-campus experience with an online course" • Create flexible schedules rather than tying it to the schedule for classroom usage. Work with the registrar to allow more start and stop dates (don't let tradition and scheduling technology prevent innovation) • Offer an online minor or certificate in an area through one or two summers of work; offer minor / certificate online completion programs in summer

Change / Trend	Strategies
Increased emphasis on job preparation coursework	• Work with faculty to develop special courses with increased experiential activities that tie to job readiness (e.g., entrepreneurship, internships, co-op, volunteerism, service-learning) • Develop a customer-service-related course or an internship in customer-related summer jobs • Develop Maymester courses (one-month courses in May) to prep for summer internships • Offer a summer session "lunch with a small-business owner" program • Engage alumni in summer mentoring (in-person or through use of distance technologies) • Offer summer session career preparation courses and programs (e.g., résumé and portfolio development) • Offer smart communities' initiative for partnering community and schools; identify by community and have students complete projects with mentoring support by a city representative and faculty
Changing models and strategies for credit: micro credit, modules	• Encourage experimentation with single-credit modules that can be stacked to meet the needs of students • Develop experiential credit courses
Increased student mobility; students who take courses at several institutions to build a degree	• Identify and offer high-demand "transfer-friendly" courses online and on campus • Market summer session to students who are not currently enrolled; start with those who live locally and those who were admitted but chose not to attend • Train an adviser to understand and work with this emerging demographic

Change / Trend	Strategies
Increased accountability for student success and a focus on retention and degree completion	• Use summer programs as part of first-year studies (before or after first academic year) • Integrate academic-success programs into summer session
Pressure by institutions to attract more visiting students	• Develop creative scheduling that focuses on courses common to many general education programs and are of most use for transfer • Offer courses that match the institution's reputation; create a niche that attracts visiting students • Simplify admission for visiting summer students • Make agreements with other universities to provide, in the summer (most likely online), courses that they struggle to provide for their students.

Marketing

Change / Trend	Strategies
Address needs of special student populations: • international students who want to stay over the summer • students with disabilities and medical conditions • students who are not fully equipped academically • athletes • conditional admits • transfers • high-ability students • stop-out students gearing up to return • military / veterans	• Increase advising and tutoring support in summer; focus on special populations (transfers, stop-outs, conditionals, etc.) • Bridge programs to provide academic catch-up for students who need additional preparation (e.g., conditional admits); provide tutoring, study skills, time management, etc. • Identify instructors who are most effective in helping underprepared students catch up, and recruit them for summer courses • Provide opportunities (e.g., internships) that are open to international students • Provide summer courses for transfer students that start early and have special experiences (e.g., research experience); offer courses that are particularly needed by transfer students • Gear summer course offerings for "get ahead" students • Target summer courses to pre-college students as feeders into undergrad (and future summer) courses • Add winter courses for transfer students needing to fill in their background • Develop a summer program bridge to help veterans adapt to civilian life, learn how college works, develop IT literacy, use library, etc. • Develop a summer bridge program specifically for transfer students, provide clear transfer process, and include required summer housing • Promote summer session as offering extra time and attention, different options, flexibility, and formats for students with disabilities

Change / Trend	Strategies
• Decline in on-campus enrollment (decline in student numbers and / or increase in online-only learning) • Competition from 2-year colleges and online institutions for summer enrollment	• Include benefits of the on-campus experience in marketing; market "summer life" • Develop or improve summer extra- and co-curricular activities, especially if connected to digital badges or other ways to document non-course outcomes • Encourage blended courses • Develop or increase and market on-campus research experiences and internships, combined with on-campus coursework • Emphasize courses that are over-subscribed in the academic year
• Potential for summer Pell Grants	• Analyze data (Are there particular courses needed by Pell-eligible students? Do Pell students cluster in particular majors?) • Explore changing the tuition model so it is even more appealing to Pell recipients
• Lack of understanding of the value of liberal arts	• Highlight liberal arts courses in marketing • Include key talking points in marketing about the value of liberal arts education
• Marketing strategies are changing	• Involve faculty in marketing to students (incentivize through revenue-share model)

Change / Trend	Strategies
Demographics affecting marketing are changing: • Fewer 18-year-olds are prepared for, want to attend, and can afford to attend college • A declining percentage of traditionally underrepresented minority students • State and national goals to increase percentage of Americans with a higher education credential are changing • Number of non-traditional / working students is increasing • Increased frequency with which people now change careers over time	• Team up with local high schools to offer dual credit courses (high school / advanced placement) (note: state restrictions on tuition for these types of programs may present budget challenges) • Special programs to provide academic catch-up for students who need additional preparation (e.g., conditional admits) • Provide special programs for high school students, focusing on needs, interests, and role models for underrepresented minority and first-generation students • Offer non-degree credentials in summer programs (e.g., certificates focused on specific employment opportunities), especially credentials that could transfer into credit toward an undergraduate program • Emphasize flexible learning for non-traditional students (online, hybrid, evening) • Provide short peer-interaction summer programs for adult learners who value peer learning more than other students; link to online or academic year courses • Provide services focused on the questions or needs of non-traditional students (e.g., summer youth and daycare programs, coupled with courses for parents) • Provide a summer "adult learners" course that helps students who have been away from study for some time get up to speed with current technology and pedagogical approaches • Research the needs of "career changers" in the area and consider additional programs focused on these needs (e.g., expanded professional masters' degrees, certificates, executive MBA, corporate training partnerships) • Increase night, weekend, and accelerated programs • Target the interests of "adults over 50" (retiring baby boomers); consider non-degree, continuing education programs

Change / Trend	Strategies
Push to globalize campus, increasing numbers and income from international students	• Increase summer programs targeted to international students (e.g., English as a Second Language) • Provide language-intensive programs for the Test of English as a Foreign Language (TOEFL) prep, which are prerequisites for transition into the fall undergrad or grad program • Increase marketing to international students • Establish a global institute for students who come for the pre-college American experience; use this to encourage applications for full undergrad experience • Consider special financial packages (e.g., in-state tuition for an international summer session) • Work with international partners; host cohorts of international students on campus in summer for specialized programs and courses • Develop programs with the community (service, cultural, etc.) to offer international students connections with Americans • Incentivize innovative curriculum that combines study abroad with general education courses online; develop hybrid online and study abroad courses • Foster international learning communities between U.S. and international students during summer session • Use visiting summer session international students to partner with campus classes to provide a reverse study abroad experience • Package an "international start" program of language, culture, orientation, and coursework

Pre-College & Transfer

Change / Trend	Strategies
Orientation programs compete for space with summer courses	• Develop online or hybrid orientation to reduce time on campus for orientation
Increased population of diverse students, and a new undergraduate coalition application; all have different levels of preparation	• Create early-access programs; upload as part of portfolio to new Coalition for College Access • Develop new courses, programs, and support systems (e.g., advising, tutoring, etc.) • Develop bridge programs
Increasing transfers from 2-year colleges	• Develop a transfer Start program • Develop a reverse transfer program. Explore courses community college students could take and transfer back to their 2-year degree • Collaborate with community colleges to make transfer to 4-year institutions easier and more successful • Reach out to community colleges (What are their challenges, e.g., enrollment jump, and how can we work together?)