

Focus on Research

**Summer Session as a Slack Period:
Implications for University Policy Makers**

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Dean of Summer Session

University of Hawai'i at Manoa

Summer sessions at universities in North America had their origins in the 19th century when the economy was primarily based on agriculture. When college ended in Spring, students vacated the campus, returning home for the summer, often to engage in farm work. Summer sessions arose partly out of the need to utilize the campus more fully and partly out of the need to serve such clientele as school teachers, who were free during the summer and interested in improving their professional status. As summer sessions sprung up, and as agriculture's demands for seasonal labor declined, more and more students planned on the summer period as a time to continue their university work.

Summer schools spread throughout North America, and most colleges today have a summer session. Nevertheless, to this day, summer continues to remain a period when most students choose not to study on their home campuses, preferring instead to travel or to work. In recent years, with college tuition increasing at an alarming rate, more students elect full-time summer employment in order to maintain their status as degree students in the fall and spring. Typically, less than half of the students who enroll in the fall term register for credit classes in the summer session. Table A shows this pattern.

The campus continues to be only partly utilized by students in classes during the summer at most universities. Furthermore, summer

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Table A

1995 Summer Session Enrollment as a Percent of Fall 1994 Term

Note that the percent of *matriculating students* in the summer as compared to numbers in Fall 1994 would be less than the percent indicated since guest students who often enroll in a summer session are included in the figures on which this table is based.

(From *1995 Summary of Reports of the Association of University Summer Sessions*. Bloomington, IN: AUSS, p. 33.)

classes tend to be concentrated in the mornings, leaving most classrooms empty in the afternoons. Many university campuses host other programs in the summer, such as orientation programs for entering students, workshops for students in minority groups that are under-represented in the university, non-credit English as a Second Language programs, cheerleader camps, special conferences, and institutes for professionals. Some universities are busy in the summer with special programs designed for groups other than their own credit students—a prime example being Harvard University.

Because of the reduced level of activity, summer has become the ideal time for universities to schedule maintenance projects that may shut down operations such as campus housing, the library, and other buildings important in fulfilling the academic mission of the institution.

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Summer session directors often have to take such projects into account in planning for their course offerings, since sometimes key facilities may be closed during the summer. It is not unusual for a summer office to endure a crisis when they are not notified in advance by offices in charge of maintenance and repair about projects that close down needed buildings.

Eliminating the Special Summer Sessions: Towards Year-Round Operations

The famed Harvard president, C.W. Eliot, who introduced electives to the American college curriculum, considered in 1900 the idea of using the summer term at Harvard (which was also the first campus to start a summer educational program in 1869) to accelerate the completion of college in three years. William Rainey Harper, who was recruited in 1892 by John D. Rockefeller to head the newly established University of Chicago, tried to make summer study an integral part of the academic calendar, eliminating the long summer recess. Despite the vision of these early leaders, both Harvard and Chicago attract very small numbers of their own students in the summer today.

The idea of year-round university schedules was revived in the early 1960s when there was a “rising tide” of huge enrollment growth. University administrators considered year-round calendars as one way to meet the demand for more students. In 1959, there was considerable publicity when the University of Pittsburgh went on a trimester, year-round calendar, with summer serving as a full third semester following the fall and spring semesters. Many institutions followed suit. In September 1962, the four state universities in Florida initiated year-round operation, with all instructional faculty at the Gainesville and Tallahassee campuses appointed for 2.5 terms (the .5 representing half of a summer term). Earlier, the Florida legislature had set the condition that if the universities went on a year-round calendar, they would receive their full appropriations.¹

But the Florida public universities and the City Colleges of Chicago quickly had to end their brief experience with the trimester.² Most institutions eventually returned to a stand-alone summer session. The earlier need for agricultural work in the summer was replaced by other demands on the students’ (and faculty) time, and the efficiency arguments favoring the trimester or year-round four-quarter system were disproved. The major disadvantages discovered in these plans were that the high enrollment expectations were not met and that the term was out of step with the K-12-school calendar and the vacation habits of most Americans.³

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The trimester system enabled some universities to operate in a more-or-less decentralized manner, with each college planning its own instructional menus, based on their budget allocations. But with the end of the trimester, it was difficult to re-establish a more centrally coordinated separately-funded summer school, a major requirement of viable summer schools. New vested interests in the year-round calendar had been set in place with the trimester. Experiments in higher education may not only be failures, but once the forces they unleash are set into motion, they are difficult to undo. Although many colleges have returned to the stand-alone summer session, coordinated by a central unit, some institutions have still not recovered from an overly decentralized summer session that was part of the experiments in year-round operation of the 1960s.

One successful example of the effort to reinstate a strong summer session is that of Pennsylvania State University. For over 20 years, beginning in 1961, Penn State adopted a four-term, year-round academic calendar, anticipating approximately equal enrollments in all quarters as a means to accelerate degree completion and to utilize campus resources in a more efficient manner. Civilians, returning after their military duties, were to be an important clientele as they were considered interested in accelerating their progress towards degrees by studying year-round. Central leadership in the organization of the summer term was considered unnecessary since summer became just another of the terms. However, demand in the summer consistently fell short of expectations, and in winter 1979, a comprehensive review of the calendar was undertaken by the Office of Planning and Budget with a subcommittee to study summer term issues. The outcome was a shift, beginning in summer 1984, to a semester system with a stand-alone eight-week summer session under a director, who reported to the vice president for academic services. The main session was eight weeks long, but other term variations were introduced. Funding was on an income-expense basis, with an expected return to central funds of approximately two-thirds of revenue. Allocations to the Summer Sessions office were made for salaries (director, assistant, and one clerical position), operating expenses, marketing, and "enhancement." In 1990, as the result of other reorganizations, the Office of Summer Sessions began to report to the Vice Provost for Educational Equity.⁴

The University of Michigan is an example of a campus that attempted a year-round calendar by adopting the trimester in the 1960s. Instead, a system of shorter and overlapping summer terms developed, as the trimester, for example, could not accommodate the needs of school teachers, who were still at work in their schools in the first part of the

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summer semester. The trimester also reduced the opportunity for the university to receive guest students, a major clientele for many successful summer sessions. At present there is a renewed effort to develop a centrally coordinated summer session, although the campus culture, as at many other strong universities, favors the maintenance of a highly decentralized organization of colleges and schools that is effective during the “regular” semesters.

In August 1992, The Office of the Chancellor at California State University (CSU) published a draft report on “Year-Round Operation and the California State University” for the Joint Legislative Budget Committee, the California Postsecondary Education Commission, the California Department of Finance, and the Legislative Fiscal Committee.⁵ Year-Round Operation (YRO) was first supported by groups such as the Academic Senate of the University and the California State Student Association.⁶ A major reason for the study was that the CSU campuses were reaching their capacities, and there was need to explore options other than starting another campus; one idea was to operate the campus more fully by extending the day and by operating year-round.

The CSU study found, however, that the cost of displacing the existing self-support summer session would make the state-supported summer term, with other costs now added, too expensive to be feasible. The study also predicted that the summer term would still not be as well-attended by students as the other terms, even with a year-round state-supported operation in effect. The study also recognized that many faculty preferred an off-duty summer, and thus acknowledged the professional need of faculty “to become more intensely involved in research activities, to read and stay current in their disciplines, to undertake related consulting work, to prepare course materials, and to engage in a myriad of activities that broaden their experience and make them better teachers.”⁷ The Academic Senate of CSU passed another resolution on May 7, 1992, urging the Year-Round Operation Study Group not to authorize the Chancellor to authorize YRO until its effects upon such matters as costs in resources and faculty time, faculty development, and research opportunities had been determined, and the resolution thus indicated a dampening of the initial unqualified enthusiasm for YRO.⁸

The report also noted that going year-round would take away resources from the rest of the academic year:

An important motivation for YRO in higher education is to reduce the capital outlay expenditures necessary to accommodate enrollment growth. It is ironic that this report is issued at a time when the CSU is facing major shortfalls in its support budget and insufficient funds

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to employ faculty to teach the current academic year program in the existing classrooms. Without significant improvement in the support budget, expansion of YRO to additional campuses could only be accomplished by further reducing course offering in the academic year (in order to offer courses in the summer), thus making a bad situation worse.⁹

The report noted that the trimester experiment had failed in many campuses that had adopted it.

Approximately one third of the traditional semester campuses (2 percent of the total) [in the US which reported] operate on trimesters, a semester version of year-round operation. This calendar alternative has been declining since the mid-1970s when approximately four percent of the reporting campuses used it. The apparent reason for the small, and declining, use of the trimester system is its unpopularity with students because of the length of the summer semester.¹⁰

Earlier, the CSU campus at Hayward operated a pilot program in year-round operation. In 1966, CSU-Hayward conducted both a summer quarter (which was state-supported like the other quarters with faculty receiving pay on the scale in effect for the other academic terms) and concurrently, a self-support summer session (with faculty paid on a salary schedule lower than that during the academic year since advisement and other college commitments were minimal). The combined quarter and session increased FTE by 84.1 percent over the summer session in 1964.¹¹ This program, however, depended upon state funding for the summer quarter portion, although the summer session portion was on a self-support basis.

In the early 1960s the idea of operating in the summer with state support had also been pursued such that CSU-Hayward began operating year-round in 1965, followed by Pomona and San Luis Obispo the next year, and Los Angeles in 1967. In 1968, funds for conversion planning of other CSU campuses to go year-round were withdrawn by the governor. After several studies and due to pressure from the legislature, which reacted to pressure from its constituents, year-round funding has continued at only these four campuses.¹²

The University of California System Study

The University of California (UC) system has also been interested in year-round operations. In 1994, the system-wide President's office issued a study on the proposal to expand summer sessions on all of its campuses (all of which are self-supporting) in order to expand undergraduate enrollment capacity by accelerating the time required to complete a degree. It found that "if each student took 6.33 units per

summer session, it can be estimated that slightly over seven UC undergraduates would need to attend summer session to make room for one additional undergraduate student during the regular academic year.” The study also indicated that given that the average number of units per Summer Session attendance is 6.33 units, “an average of 2.8 Summer Session attendance would be required for each UC student—in effect, year-round attendance from the freshman through the senior years—in order to reduce the University-wide average time-to-degree to four years.”¹³

The UC report concluded that there would be sufficient enrollment in the summer only if attendance in summer sessions were required of students; voluntary enrollment as practiced at present would have only a marginal impact. If summer school is made mandatory, the university would have to address both the need for many students to work during the summer and the need to provide adequate financial aid in the summer.

The Enduring Nature of Year-Round Proposals

Proposals to go year-round continually crop up on different campuses to this day. Initially, going year-round seems a good idea from both an economic and an academic point of view. In 1996, The Board of Trustees of Western Washington University saw a year-round calendar as a solution to access problems and discussed this idea.

At the University of Hawai'i, the faculty union—the University of Hawai'i Professional Assembly—has pressed for state-funded summer sessions for several years. The president of the union has put it this way:

One of my long-term lobbying priorities for the University of Hawai'i System has been a generally funded [state-funded] summer school. There is no reason for classrooms to sit empty during the summer months. Right now, all summer sessions on the separate campuses need to be totally self-supporting. That means that student fees and tuition must cover all the costs of offering a class. If there is not sufficient enrollment to cover the costs, the class is canceled.¹⁴

Summer Session as Market-Driven

Enrollments in summer session are difficult to predict. The summer session, more so than the other terms of a university, whether on a private or state-supported campus, is dependent on “market” forces.¹⁵ Summer is a period when students feel free to study or not to study on campus, and the majority choose not to study. Summer enrollments fluctuate depending on various factors; sometimes when the economy is poor, and unemployment is up, summer enrollments may increase since

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students have difficulty finding summer jobs. At the University of Hawai'i at Manoa, a significant number of guest students are originally Hawai'i residents who are at "mainland" universities, but who return home in the summer and register for the Summer Session.

The calendar for the summer session is an important consideration when summer is viewed as "market-driven." For example, if the summer session starts too early, it will not be able to accommodate students from other colleges who are still in their spring terms; school teachers who are still working; or high school seniors who are about to graduate. At many universities, the fall and spring terms are often based on careful consideration, while the left-over period is scheduled for the summer session. Such an approach can mean the elimination of services for important summer clientele. When the summer session ends too late and goes into September, it may also mean the loss of registrants, such as teachers and high school students. When summer session starts several weeks after the previous term, the university's own students may drift off elsewhere; it has been found on some campuses that many students will register for summer at their own campuses only when the summer session immediately follows the close of the spring term.

There are also unpredictable market factors. A passenger plane disaster, fear of terrorism, and public sector strikes also have affected summer enrollments of guest students at the University of Hawai'i. If a campus draws a large number of guest students from other countries, changes in visa approval practices by U.S. consulates will affect registrations. Economic recessions in these nations also affect the numbers who elect to study abroad.

At the University of Hawai'i, ease of registration was a concern in the Summer Session office. Students tend to enroll if the registration process is convenient and friendly. The office created its own mail-in registration system in 1987 to enable students to register from a distance. Despite many obstacles, including the view that the mainframe student information software was impossible to work with, the Summer Session eventually developed its own innovative touch-tone phone registration system in 1994, using micro-computers linked to phones and to the mainframe computer (using the student information system in the mainframe as a data base); eventually this touch-tone system was adopted by the University's Admissions and Records Office, which is responsible for registration in the fall and spring terms.

Marketing is an important concern for summer session administrators as they need to entice students to consider going to school in the summer. Because guest students can make up a large portion of a university's enrollments, and thus help increase the number of course

offerings to its own students while providing revenues, many universities spend significant portions of their summer budgets on marketing nationwide, and even world-wide. Attractive and readable summer catalogs have become a *sine qua non* among many summer sessions. Some contract for-profit service companies to place posters on other college campuses, buying ads in the student newspapers of other universities, and even buying advertisements in the *New York Times*. Some special programs, such as summer study-abroad and archaeological digs are advertised in magazines such as the *New Yorker*. The worldwide web is increasingly becoming attractive to summer sessions as a place to market its programs because college students are more apt to use personal computers linked to the internet than the general population.

Pricing is a very important market factor: if the summer tuition is very high, less students will consider attending summer school. Some may even attend a summer session at another college that has a lower tuition, with the expectation that the credits earned are accepted by the student's own home campus. When summer session tuition goes up, the enrollments may also drop—sometimes to such an extent that the net revenues may actually decrease. The summer session at the University of Hawai'i at Manoa, for example, which is self-supporting, had to raise its tuition over the last few years at a steeper rate than the largely state-supported Fall and Spring to meet faculty summer pay increases. Since tuition became higher for the student than in the fall and spring, with each increase, summer enrollments dropped over the previous year; even relatively small increases of \$5/credit hour resulted in lower enrollments.

Even if the summer session tuition does not increase, summer session enrollments can also take a dip when the tuition for the fall and spring climb significantly.¹⁶

“Discounts” for Summer Tuition

Sensitivity to pricing is an important consideration in marketing both in business and in summer sessions. Many private colleges—which have no difficulty having healthy enrollments in the fall and spring—charge less per credit in the summer than in the fall or the spring. Otherwise, their summer enrollments would be even smaller than they are now, even to the extent of reducing revenues to keep the summer program viable. This practice is the equivalent of hotels and airlines offering discounted fares during slack periods to fill up otherwise empty rooms or seats that can never be recouped since time is irreversible; fall and spring terms are the “peak seasons” for the university while

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summer is the “slack period.” As a result, empty seats in a classroom can be perceived as “losses” in revenues and services that can never be regained.

Furthermore, because of the smaller number of students on the campus, less services are often provided on campus during the summer: library hours are sometimes reduced, security personnel may be lessened, and more of the 12-month employees that provide infra-structure support go on vacation in the summer. Also, student aid funds are generally less available in the summer. When enrollments in summer session take steep decreases over several years, the level of services available may also begin to decline steeply, and ultimately become more and more difficult to restore, even when enrollments turn around and begin to move upward. Thus, lower tuition in the summer is considered more favorably by summer session administrators than their other counterparts on the campus, given the market conditions and the lower level of services provided in the summer. Many major institutions—both private and public—thus charge less in the summer per credit hour than in the other terms. Many state universities that charge a much larger tuition for students who are residents of another state, waive the differential, and have a uniform tuition, regardless of state residence during the summer. The following are the results of a preliminary survey I conducted of selected independent universities:

Brown University: Brown discounts summer tuition to about 55 percent of the academic year tuition charge (private liberal arts institution with high priced competition). The theory is that services are fewer to match. Also, if we charged full tuition, we'd never meet the other places' students can attend. (Karen H. Sibley, Dean of Summer Studies. 10/95)

Duke University: Summer tuition is approximately 55-60 percent of the regular tuition charges for the fall & spring. Some of the reasons expressed are these: there is little financial aid and no work-study funds available for the summer for degree students; we do want to try to attract area residents and other visiting students including internationals; and fewer services are available (fewer dining options, limited library hours, limited academic skills services, fewer buses to move students around Duke's three campuses, etc.). Also, we don't want to become a tri-semester institution—we want to be fall/spring for both students and faculty. Therefore, we calculate faculty salaries at a lower rate than during the regular year. (Paula Gilbert, Director, 10/95)

Johns Hopkins University: Like many of the privates, Hopkins

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must charge a lower tuition in the summer if it wants to attract students. The academic year tuition is \$19,750. If a student takes 36 credits, as Hopkins students usually do, the cost per credit is \$549—not a very attractive figure for summer students. This year we will charge \$380 per credit. With the University of Maryland and Towson State nearby, our visiting undergraduate numbers, and even our own student numbers, remain small. (Patricia Sine, Director, 10/95)

University of Miami: Summer undergrad tuition is about 70 percent of fall/spring. Graduate tuition is the same. (Marcy Ullom, 10/95)

Northwestern University: Summer Session tuition is the same as one-fourth of the full-time enrollment. Hence, it is approximately the same as during the regular year. (David Schejbal, Director, Summer Session, 10/95)

Pacific Lutheran University: Pacific Lutheran discounts summer tuition at about 65-70 percent of the previous academic year tuition rate. We serve about 55 percent of our own continuing students and 45 percent non-matriculating students. The exceptions to our reduced summer tuition are our MBA and MS Nursing programs, which charge the same tuition rate in the summer as in the academic year. We feel this is justified because their programs are designed to be year-round programs. We have not had any particular complaints about these differential tuition rates. Despite the higher tuition rates for MBA and MSN courses in the summer, we do not charge “regular” tuition for education graduate courses, but rather charge the reduced summer tuition rate. This is basically because of market demands. This tuition structure has been very successful for a number of years, and we feel that it helps to retain healthy enrollments of both matriculated and non-matriculated students. (Judy Carr, 10/95)

University of Portland: The long standing practice has been to discount summer about one third. Our primary market is our own matriculating students, and we believe this is about all the traffic will bear. If you are looking for support for this argument, you may point out that you have drastically reduced most services during the summer, and therefore, it is not appropriate to charge full freight so to speak. One down side of our policy is that our MBA program tends to be a year-round program. And, most of our MBA students have tuition remission from their employers who would pay the full rate. Thus, we are in fact losing revenues. Because our summer instructor salaries are tied to the faculty member’s nine-month salary our business classes are very expensive to offer at this reduced rate. One final note, we charge an increased rate of \$20/SCM for business, engineering, and computer science courses because of the faculty salary rates. This increase is charged for Fall, Spring, and Summer.

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(Lee Golden, Director of Continuing Education, 10/95)

University of Scranton: is a private, Jesuit liberal arts school with 4 undergraduate colleges and a graduate school offering masters degrees. We have been discounting our undergrad summer program for several years. During the regular academic semesters part-time students pay about \$150 less per three-credit course than the full-time students, and they are charged a \$35 student fee, instead of a \$335 comprehensive student fee. For summer we offer courses at the part-time rate (with a \$15 term fee.) This was done to encourage our dorm students to stay to take courses rather than to take them elsewhere. It has had limited success with that particular student group, but it has helped the local undergrads. It has not affected out tuition in fall/spring in a negative way. For the non-traditional students in my division it makes no difference since most are part-time during the regular part of the year and would pay the same tuition regardless of when they attended. Last summer we almost tried to offer a deal that would have discounted the third course a student would have taken, but at the last minute the deal was scrapped. We may be considering it for Summer 96. (Ann Clark Bass, Director of Credit Programs, 10/95)

Stanford University: Tuition during summer is the same as during the regular academic year, and we think this is one of the reasons our enrollment is small. We hope to persuade the Provost to change this soon. (Charles Junkerman, Associate Dean, Summer Session, 10/95)

State Universities: Many universities in the western United States that are state-supported attract guest students from other states by dropping the non-state resident tuition differential charged during the Fall/Spring terms, in order to claim a larger market-share. There is no reason to charge out-of-state students more than in-state students when the summer session is self-supporting; furthermore, guest students help keep the summer session financially viable while also adding to the educational environment of summer by providing matriculating resident students with the opportunity to meet students from other states. (See Table B)

Many of the comments below were provided in a survey I conducted and indicate the need to understand summer sessions as more market-driven than the other terms:

University of California at Berkeley: Our summer fees are now lower than the fall/spring if you measure at the fifteen semester unit load, as our academic senate does. I have been pressured to increase fees to "parity" over the next few years. I have used the usual arguments, emphasizing the competition, which you may not have. A

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Table B
State Universities that have Same Summer Session Tuition for State Residents and Non-Residents

University of Arizona	University of Nevada—Las Vegas
Arizona State University	Oregon State University
University of California—Berkeley	Portland State University
Univ. of California—LA (UCLA)	Sonoma State University
Univ. of California—San Diego	Southern Oregon State University
Univ of California—Santa Barbara	University of Victoria, Canada
California State Univ—Sacramento	University of Washington
Central Washington University	Washington State University
Eastern Washington University	Western Oregon State University

more telling approach has been to argue that the unit cost should be measured at the five unit level, which is the average load in the summer. Because of our registration fee, the cost of five units averages out to \$125 per unit, very close to the \$145 now paid in the fall and spring. (Gary Penders, Director, 10/95)

University of Illinois at Chicago: Summer session tuition and fees are somewhat lower than tuition and fees charged during the rest of the academic year (for comparable course credit). (Cordelia Maloney, Assistant Director for Summer Session Office of Continuing Education and Public Service)

Kent State University: Kent State has the same tuition rate for summer and the academic year. We are experimenting with Summer Credit Workshops and offered four credit hours for the price of three this year. It has had a positive effect on mean unit load but did not increase headcount.

University of North Carolina, Chapel Hill: I have been lobbying for over five years to unlink summer tuition from fall/spring tuition. Otherwise, you have artificial rates that were never intended to be efficient for a revenue-based business. Summer should be able to set separate rates that are competitive and allow its mission to be fulfilled. I wish to alert you to another large problem. When fall/spring tuition rates have risen by over 20 percent in a given year, our summer enrollment has taken a severe dip. My understanding is that families have certain expectations for financial obligations for education when a child goes into college. When this abruptly changes, they step back and re-evaluate. The child finds it necessary in the summer to earn more money, or at least not to spend anymore on education. Three years ago we had a 25 percent increase in fall/spring tuition, and summer enrollment dropped about 8 percent. The same was true at

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UNC-Greensboro and N.C. State. Next year we are having a 42 percent increase in fall/spring tuition, and I would anticipate about 12 percent lower summer enrollment, split between summer 96, which precedes the increase, and summer 97, which follows the increase. The good news from our experiences over history is that this enrollment drop is temporary, and after a year you are back on a similar pattern to before the tuition increase. I will be interested to learn if your experience is similar. I am curious if this drop in summer enrollments is a common impact, especially since we are having a 42 percent tuition increase effective fall 1996. (Jim Murphy, Dean of Summer Session, 10/95)

The University of Illinois, Champagne-Urbana: The University of Illinois, Champagne-Urbana does not charge by credit hour, so our situation may not be too helpful to you. Our summer tuition is one-half the Fall Semester rate for the eight-week summer term, and one-fourth the Fall rate for the four-week term. Student activity fees are separate and are also prorated. The rationale for the lower summer tuition is that it makes the Summer Session more attractive and affordable (important since we do not have the pounding surf, beautiful mountains, and active volcanoes!). (J. Terry Iversen, Head, International Affairs and Summer Session, 10/95)

University of Maryland: The out-of-state tuition was increased drastically a couple years ago. The summer school raised it slightly but continues to make the case that a great increase, especially in a short span of time, would have a serious impact on SS enrollment. We will recommend this year a slight increase, but there's at least \$100 per credit hour difference. We have good data showing that even the smaller increases in the past couple years have resulted in a 26 percent decline in that segment of students in summer. (Joan Krecji, 10/95)

Conclusion

It is important for university administrators to understand that summer continues to be the time when students and faculty feel free to be away from campus, and enrollment demands are more difficult to predict compared to the "regular" semesters or quarters. Summer is basically a slack season, compared to the peak seasons of fall and spring. Summer sessions must work harder to attract students—even to the point of summer tuition being lower than that of the fall and spring terms—in order for attendance at summer session to be attractive and for the campus to be more efficiently utilized. Summer Sessions also need to spend more resources on appropriate marketing in order to be viable, and all forms of marketing must be tracked in order to ascertain their cost-effectiveness. Administrators need also to be aware that summer enrollments will also affect the operations (and sometimes

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revenues) of such campus enterprises as the residence halls, food services, parking, student health centers, and libraries while also keeping in mind that external factors, such as domestic and/or international fiscal health, can have an adverse impact on summer session enrollments and revenues. Summer sessions are more market-driven than the other campus terms.

Notes

1. "Year-Around Operation in American Universities," A Committee Report to the Association of University Summer Session Deans and Directors, by Gerald Marsh (University of California Berkley), Marion Marts (University of Washington), Robert W. Richey (Indiana University), & John R. Little (University of Colorado). Unpublished manuscript, Association of University Summer Session: Boulder, CO, 1963, p. B-1
2. Raymond J. Young & William P. McDougall, "The Collegiate Academic Calendar," *Summer Sessions in Colleges and Universities: Perspectives, Practices, Problems, Prospects*. St. Louis, MO: North American Association of Summer Sessions, 1991, p. 185.
3. "Year-Around Operation in American Universities," pp. 28-29.
4. Helen Warren, as reported in Victor Kobayashi, ed., *Profiles of Summer Sessions* (Honolulu, Hawai'i, Association of University Summer Sessions), 1994, pp. 36-38; see also, Nancy M. Tischler, Summer Sessions at the Pennsylvania State University Establishing the Administrative Structure, unpublished paper, presented to the Annual Conference of the Association of University Summer Sessions, October 14-17, 1990, Syracuse University.
5. *Year-Round Operation and the California State University: A Report to the Joint Legislative Budget Committee, the California Postsecondary Education Commission, the Department of Finance, and the Legislative Fiscal Committee*. Long Beach, CA: Office of the Chancellor, The California State University, August, 1992.
6. These are appended to the California State University report and are dated January 9-10, 1992 for the Academic Senate of the University resolution, and dated June 28, 1992, for the resolution of the California State Student Association.
7. California State University report, p 35.
8. This resolution is also appended to the California State University report.
9. California State University report, Executive Summary, p. 3.
10. California State University report, p. 13.
11. Office of Dean of Educational Services, California State College at Hayward, "Pilot Study in Year-Round Operation," October, 1965.
12. California State University report, p. 5.
13. Saul Geiser, Julie Gordon, & Linda Guerra, "The Potential Impact of Selected Proposals for Expanding the University of California's Capacity to Deliver Academic Programs," Staff Paper #1, Academic and Administrative Mechanisms to Accelerate Time-to-Degree, Planning Group, Academic Affairs, Office of the President, University of California, August

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- 1994, p. 18.
14. Sinikka Hayasaka, text of radio announcement, “KHVH Viewpoint #223,” February 27-March 5, 1995.
 15. The California State report indicates that course offerings in the self-support summer sessions, compared to year-round state supported summer sessions, “are driven by market considerations.” California State University report, p. 11.
 16. See comments below by different summer session heads—which contain discussion of how summer session enrollments fluctuate.