

Task Force on the Year Round College

Final Report

March 1, 2011
(Revised: April 7, 2011)

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Task Force on Year Round College

Final Report

President Jeremy Travis created the Task Force on the Year Round College in a memo of May 27, 2010, and designated Associate Provost Jim Llana as the Chair, with the charge to make recommendations for achieving the following goals:

- 1) Maximizing utilization of the campus facility during winter and summer sessions
- 2) Scheduling courses that will assist in student retention and completion
- 3) Providing opportunities for full-time faculty to teach during these sessions
- 4) Recruiting students not now at John Jay who may wish to come to the City to take John Jay Courses
- 5) Raising revenue

The Task Force met for the first time on October 1, 2010, when President Travis formally charged the group and discussed generally the aims of the group's work.

Introduction

Short courses--whether in winter, summer, or weekends only—typically run from two to about ten weeks, but they must contain the same number of contact hours as any course with equal academic credit, regardless of length. Shortened sessions were traditionally used to make up classes failed during the regular semesters, but they are now often designed and taken to shorten time to degree, to lighten the academic load during regular semesters, to get required courses that are unavailable at other times due to high demand, and to provide an opportunity for undistracted concentration and time on task for courses that students would find difficult during the hectic pace of the regular academic year. Thus, short sessions have become a strategic component of making a long-term academic plan, and they provide the “momentum” and continuity of study linked with retention and completion. From an administrative perspective, they allow more efficient use of facilities and staff, and they represent a significant opportunity for additional revenue, especially if the College can attract students from other colleges during the summer, including from abroad.

The present report attempts to assess the opportunities and challenges for students and for John Jay College while keeping foremost in mind the integrity of our academic program. Specifically, we address the following questions:

- How does John Jay compare with other senior colleges within CUNY in terms of student participation in winter and summer programs?
- What can John Jay do to improve, market, and publicize its offerings, both on and off campus?
- What are promising options for scheduling courses in the summer?
- What does the literature suggest about the efficacy of accelerated instruction?

- How can John Jay address attitudes and beliefs that inhibit teaching and taking courses outside the fall and spring semesters?
- What is the revenue potential for doing a better job with winter and summer programs?
- What are options for sharing revenue with academic departments?
- How can the College maintain and enhance academic integrity in new course formats and schedules?
- What role do advisors play in framing winter and summer sessions for students?
- What are the administrative needs of a winter/summer program?
- What can we learn from other successful programs?

Summary of Major Recommendations

The Task Force makes the following recommendations, with the understanding that they represent a strategic investment with a delayed but substantial payoff in terms of retention, student progress toward degree, and financial stability:

1. Search nationally for a Director of Winter/Summer Programs at a senior level and charge that person with the development and administration of a robust, attractive, and comprehensive winter and summer program (including, if deemed appropriate, weekend programs throughout the year). The new program should begin in summer 2012, although it may not yet be fully developed at that point.
2. Develop a major marketing effort to promote the new program.
3. Address the College culture which sometimes resists accelerated academic programming by presenting research that shows positive results.
4. Schedule summer classes to meet four days a week, thereby shortening classes and permitting more to be offered in a day, and at times that attract the most interest.
5. Schedule summer classes throughout the summer; adding a three-week session will accomplish this.
6. Create faculty development programs in the Center for the Advancement of Teaching that help faculty adapt standard courses to shorter formats.
7. Develop a financial model that will return some summer/winter funds to the academic departments as an incentive to participate in winter and summer sessions. As part of the incentive model departments should have the choice of running small classes if they are balanced within the Department by larger classes, since this will offer important advantages for some students.
8. Study the need for student support services during summer 2011, before the recommended program begins in 2012.
9. Create a year-round website for summer, winter, and any weekend programs, complete with all relevant information for general John Jay students but specially tailored to non-traditional student populations (working adults and part-timers). This should be “one-stop shopping” for summer and winter sessions.
10. Develop packages of courses in the summer, with a residential option, for particular populations. Special programs will make the entire program more attractive.

11. Make a serious effort through special program development to attract students for summer and winter who do not attend John Jay. Well-timed advertising in large upstate New York and New Jersey campus newspapers should be tried.
12. Remove or relax the limitation on credits to be earned during the summer.
13. The new program Director should oversee the preparation of written materials for use by the advising and other offices to inform students and faculty about the strategic use of winter/summer sessions and about financial aid options. Similar materials should appear online.
14. The Office of Assessment should work with departments to insure that winter and summer courses are assessed appropriately and that changes are made in courses in the interest of continuous improvement.

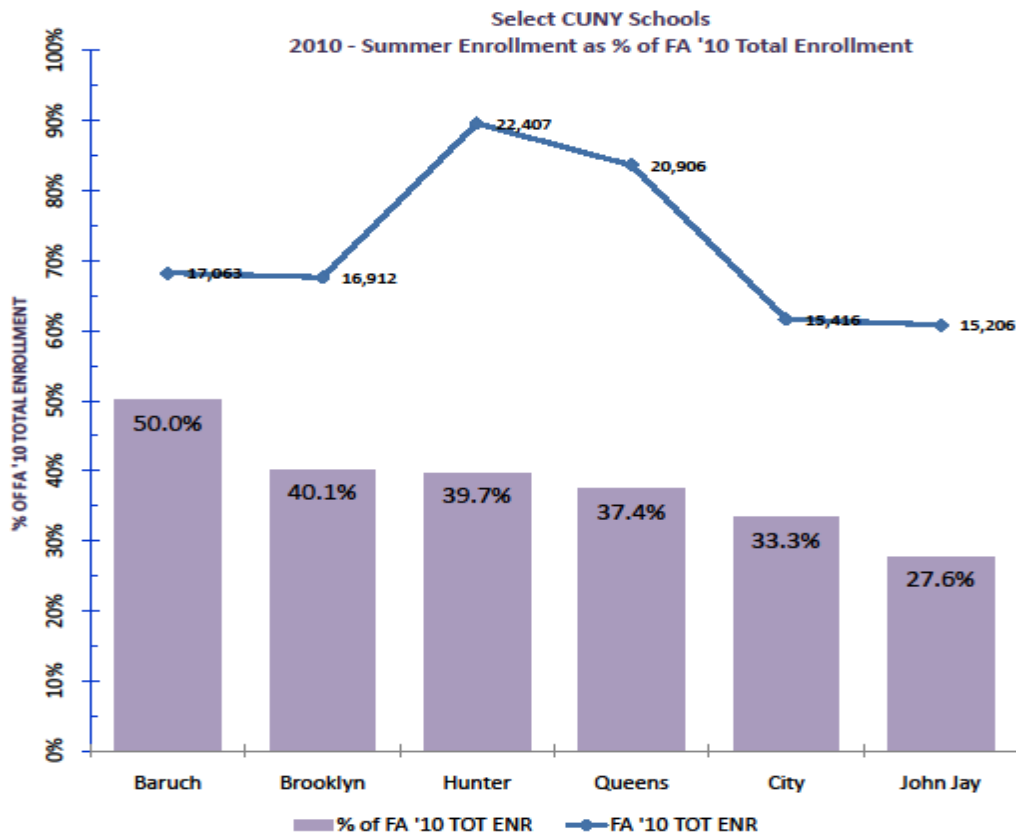
The Task Force found that some types of specific recommendations are beyond the scope of this study. For example, we recommend packaging summer courses in terms of professional areas, but to decide on the particular packages that seem likely to work would require a level of detailed staff interaction and research appropriate only for the proposed Director, whose job it will be to work these things out. Likewise, we recommend a revenue sharing plan and framework for it, but the Provost and other senior administrators will have to negotiate the many details with academic departments. Given the limitations on what has been possible, we still believe that the recommendations will prove very useful.

John Jay and Other CUNY Schools

The Task Force began its discussions with the observation that comparative data on summer session attendance within CUNY showed a striking discrepancy between John Jay and some other CUNY schools. Based on 2010 data, the ratio of summer to fall enrollment for John Jay is considerably smaller than at some other senior colleges, as illustrated in the graph on page five. However, John Jay did see a very significant 22% increase in summer school enrollment for 2010, compared to 2009, which reduced the discrepancy.¹ There is clearly still great potential to gain participation in summer and winter sessions, but to realize that potential the College will have to strategically develop every aspect of winter/summer programs.

A look at the history of summer and winter sessions at John Jay suggests that even a modicum of attention will pay off in terms of stronger enrollment and revenue. Data show the possibilities and also the haphazard development of summer sessions (see Appendix I). Net revenue for summer 2010 was about 57% higher than for the previous year and 63% more than 2008. The net revenue per (paying) student has varied from \$611 in 2008 to \$806 in 2010. The

¹ The present revised version (April 7, 2011) of the report is due mainly to the availability of data for senior colleges for summer 2010. The original March 1 report relied on summer 2009 data for other senior colleges.



greatly improved results in 2010 stemmed from three relatively modest moves at the College: adding significantly more sections, surveying students in Public Management for their preferences,² and allowing many students to exceed the informal and we think unreasonable restriction on the number of credits allowable in the summer. An expansion of the federal Pell Grant program within the last two years also made summer enrollment more attractive to students (there is a recent administration proposal to cut back Pell in a way that may curtail summer aid). With relative ease, the College realized over \$1 million in additional net revenue from 2009 to 2010. With determined planning and consistent execution John Jay can probably approach as a maximum the enrollments of comparably sized CUNY's with ambitious winter/summer programs, assuming that the College is prepared to make the proportional investment in administration, marketing, and student support services. As a rough approximation of that potential, if John Jay attracted summer students at the rate of Hunter or Brooklyn Colleges and assuming all other variables constant, we would realize an annual net return of nearly \$4,000,000, assuming added expenses of \$300,000 to support a new program.

² As a result of the 2010 Public Management survey, departmental sections increased by 15 and MPA gross revenue more than doubled, compared to 2009.

This is about \$1 million more than the record-breaking summer of 2010. If the summer FTE per student increases—and John Jay lags in that category as well, based on summer 2009 data—the revenue potential increases further.

Many other colleges have developed their summer and winter programs over time for the purpose of revenue generation, and they will continue to do so, especially in time of financial stress. For example, in a recent report to the Baruch College faculty, the Vice President for Finance and Administration stressed the need to increase revenues from winter and summer, in order to meet overall revenue goals for the next fiscal year.³ Unless John Jay is content to fall further behind, it is important to act soon since our sister institutions will be marketing their summer and winter programs with greater urgency, and it will take time and resources to build our own short-course programs.

Winter sessions generate a more narrow range of net revenue per student since the credit cap is much less: from \$287 to \$343 in recent years. In general, while the winter session may be important to some students in terms of getting needed courses, the size of any winter program will be much more limited, due to the fact of a single, three-week session and the lack of standard financial aid options (TAP and Pell). Still, the winter 2011 session generated \$488,000 in net revenue, up over one-third from the previous year. Many of the core recommendations in this report can and should be applied to the development and promotion of the winter session.

The Campus Culture Surrounding Accelerated Courses

The Task Force discovered that the campus culture does little to promote summer or winter attendance and in some cases inhibits it; we heard that some Departments will not on principle run courses in the summer or winter or in some cases for the shorter session within the summer. Reasons include, apparently, a belief that some courses cannot be taught in shorter periods of time, that standards will be lower, that faculty are not interested in teaching outside the fall/spring semesters, and that neither students nor faculty want to endure the longer classes. Such assumptions seem to have gone unchallenged.

What Does the Literature Suggest?

There has been research on learning in shortened sessions, and the results typically point to equal and sometimes enhanced learning in them; the College should use the literature to challenge negative assumptions about accelerated teaching and learning. One researcher at

³ “Fall enrollments are up 3.7 percent and the College is currently planning to bring in a record 17,300 students for the spring semester. Despite this large increase in students served, Baruch will also have to substantially increase Summer and winter session enrollments over FY10 levels if we are to meet our revenue target.” Report to the Baruch College Faculty Submitted by Gabriel Eszterhas, Vice President for Administration and Finance, Fall 2011.

Arizona State concluded his study of summer psychology courses as follows (Anastasi, 2007, 22):

Contrary to accepted beliefs, student performance was not poorer during abbreviated summer courses compared to regular semester courses, even when holding various factors constant. Although faculty generally hold the view that summer courses are less effective than full-semester courses (Kretovics et al., 2005), prior literature and the current results demonstrated that students perform at least as well as students taking the same courses during the traditional semester (Daniel, 2000; Scott, 1995). Furthermore, alternative course schedules (i.e., students taking several courses within a semester sequentially rather than simultaneously) may allow more flexibility so that faculty can focus longer periods of time on research and other creative activities. Overall, abbreviated courses provide many advantages to both students and faculty, with equivalent or greater academic outcomes.

Similar conclusions are easy to find in the literature. Eileen Daniel reviewed studies of shortened courses across disciplines and concluded that “contrary to conventional wisdom that intensive courses sacrifice rigor and academic quality for convenience, the literature strongly indicates that time-shortened formats, whether summer session, intersession, weekend, or regular semester, can produce favorable outcomes as measured by test scores.” (Daniel, 2000, 306) To make short courses work effectively, faculty need to plan well, structure class activities, use multiple teaching strategies, focus on learning objectives, and assess carefully. One could say the same about standard courses.

In a meta-study of shortened course research (Martin and Culver, 2009), Howard Martin and Kathleen Culver present a variety of advantages culled from the literature; they rehearse the favorable conclusions on student learning and also cite benefits for particular groups of students, including adults, non-traditional learners, and foreign language students who appreciate the more “immersive” learning environment of short courses.⁴ They cite a study (DiGregorio, 1997-1998) that showed greater student/faculty interaction in the summer, due to smaller class sizes, and a consequent increase in learning. Another study reviewed by Martin and Culver (Scott, 2003) suggested that the attributes of the most successful summer instructors include “enthusiasm, knowledge, experience, communication, willingness to learn and student orientation.” Successful methods include “active learning, classroom discussion, experiential learning and depth over breadth.” (Martin and Culver, 2009) The authors conclude that the “success of concentrated offerings has a long history and the research and published literature about them lend much evidence to the academic integrity and quality of the once regarded ‘shoddy’ courses.” However, they do describe one study (Martin, 1997-1998) that finds not every course well-suited for a short format; literature or other courses with a great deal of assigned reading may not do well. And they do urge that summer courses undergo the same academic review as standard courses, a recommendation that the Task Force strongly endorses.

⁴ Another excellent overview of research is Doane & Pusser, 2005. The research cited overlaps somewhat that of Martin and Culver.

It is undoubtedly the case that accelerated sessions cannot always be the standard course packed into a shorter time period; adjustments in pedagogy and assignments should be made, and the literature suggests what is likely to aid the conversion. One author (Kops, 2009) recommends the following, based on his own experience and a review of best practices in the literature:

- introduce the most complex and difficult topics at the beginning of the course
- convert longer assignments into more frequent shorter ones
- require assignments very early in the course (and offer feedback early as well)
- where possible, shift activities that normally occur in class to out-of-class, such as viewing films
- coach students on time management
- pay great attention to organization of the course
- take advantage of typically smaller classes to develop a greater sense of community and to promote more student interaction and active learning
- take advantage of presence of students from other colleges and regions, who may bring different experiences and interests to class discussions
- where possible, instructors should be more available to students outside class
- offer students reading guides and study questions

Another rather personal article reports on a self-study of three faculty members new to summer teaching, as each thinks about the issue of academic rigor in a short course, as well as assignments, assessments, and pedagogy (Crowe, Hyun, Kretovics, 2005). All three noted how quickly they developed a rapport with their classes, and that the students developed closer relationships with each other, given the amount of concentrated time spent together. As a result, all three instructors thought the discussions “deeper and richer in content.” The faculty all reduced the writing assignments and gave shorter daily readings, but they did not alter the learning goals for their courses. Lecture and class discussion gave way somewhat to “process-oriented interactive activities.” Like the students, faculty found an advantage in being able to focus on one or two courses without distractions, such as meetings and other routine campus obligations. Part of that undivided attention went to giving students feedback quickly and more often, which resulted in a more intense learning experience. The three faculty learned a great deal from their entry into summer teaching; all agreed that academic rigor must and can be maintained and that the differences were in terms of “methods of delivery and assessment.”

There are of course many ways to think about adapting courses for short sessions, and those with experience in teaching them will learn for themselves through assessment what is effective; the College would do well to facilitate mentoring across faculty in this regard, under the aegis of the Center for the Advancement of Teaching.

Faculty should expect to modify their courses for shorter sessions, and it turns out that students expect modifications as well. Some research has shown that students think the work

will be less, the relationships with the instructors will be closer (due to smaller classes), the assignments will be different, and the overall experience will be more relaxed. They expect to have a more concentrated, focused learning experience and to have more time and energy to devote to their short courses as compared to the fuller load of the regular semester (Scott, 1995).⁵

Beyond the issue of learning in shortened courses, research suggests that the use of summer sessions can enhance the chances of graduation, especially for minority students. The well-known “Toolbox Revisited” study from the Department of Education looked at secondary and post-secondary academic behavior and choices that led to significant “momentum” in terms of degree completion. Summer credit accumulation was a key factor for African-American students: “For African-American students...the high school academic curriculum factor does not close the degree completion gap by a statistically significant amount, but earning more than four credits in summer terms offers a stunning boost, narrowing the completion gap vis-a-vis white students from 15.5 percent to 6 percent.” (Adelman, 2006, p. 93) The report finds that summer study is one of five factors that will likely close graduation gaps, in terms of ethnicity.

The Task Force offers the following observations and recommendations to counteract the negative perceptions of short term teaching and learning and to promote a positive attitude toward short courses:

- There is an extensive literature that shows learning in shorter sessions is equal to or better than traditional semesters, although this does not mean that every standard course will work in a short version. We recommend the bibliography as a resource in discussions about our summer and winter programs, although it by no means exhausts the possibilities.
- The Center for the Advancement of Teaching should sponsor workshops on different classroom approaches that may be more especially suitable for shorter sessions.
- The Office of Assessment should monitor closely the assessment of learning outcomes in short courses.
- Advisors, both professional and faculty, should reshape advising to frame winter and summer as planning options for students who can take advantage of those programs.
- Departments and faculty should design or modify courses especially for winter and summer.
- The College should offer financial incentives to Departments to run courses in winter/summer.
- At the College and Department level, credit should be given to faculty for developing new courses for winter/summer.

⁵ If students are dedicating more time and energy to their summer courses it may be the explanation for the higher grades and fewer withdrawals and incompletes earned in the summer. Another explanation may be that summer courses are less demanding; there are several other plausible explanations as well. The systematic assessment of learning goals in the summer will shed light on this. See Appendix IV for a comparison of summer and fall grade distributions.

- The College should remove or at least raise the limit on the number of credits a student can earn in the summer.

Scheduling Options

The College relatively recently adopted five-week sessions in the summer, along with the previously standard eight-week session. There is considerably more flexibility possible, and the College should take advantage of it. The Task Force discussed several new summer options in the interest of making the schedule more attractive to both students and faculty. One concern was the long classes necessitated by offering classes only three days a week in the summer. By using a four-day schedule for five-week sessions, classes can be shortened and shifted to the earlier and later hours, which reflects the standard demand for summer courses at most colleges. And with shorter classes, there is room for additional classes each day.

The Task Force proposes the following summer class schedule (for 5 and 8-week sessions) to increase options for students and faculty and to more efficiently utilize campus facilities:

Table 1: Comparison of Current and Proposed Class Schedules for Summer

Possible Reconfiguration of Summer Schedule							
Undergraduate							
Current Calendar				Could Be			
Five Week Session				Five Week Session			
	Days	Begin	End		Days	Begin	End
Period 1	T,W, TH	9:00	11:30	Period 1	M,T,W,Th	8:30	10:20
Period 2	T,W, TH	12:00	14:30	Period 2	M,T,W,Th	10:30	12:20
Period 3	T,W, TH	17:30	20:00	Period 3	M,T,W,Th	12:30	14:20
				Period 4	M,T,W,Th	17:30	19:20
				Period 5	M,T,W,Th	19:30	21:20
Eight Week Session				Could Be			
	Days	Begin	End		Days	Begin	End
Period 1	T,W, TH	9:30	11:10	Period 1	T,W, TH	8:45	10:15
Period 2	T,W, TH	11:25	13:05	Period 2	T,W, TH	10:30	12:00
Period 3	T,W, TH	17:30	19:10	Period 3	T,W, TH	17:30	19:00
				Period 4	T,W, TH	19:15	20:45
Graduate							
Current Calendar				Could Be			
Five Week Session				Five Week Session			
	Days	Begin	End		Days	Begin	End
Period 1	T,W, TH	13:45	15:45	Period 1	T,W, TH	8:45	10:45
Period 2	T,W, TH	15:30	17:30	Period 2	T,W, TH	11:00	13:00

Period 3	T,W, TH	17:45	19:45	Period 3	T,W, TH	13:15	15:15
				Period 4	T,W, TH	15:30	17:30
				Period 5	T,W, TH	17:45	19:45
Eight Week Session				Eight Week Session			
	Days	Begin	End		Days	Begin	End
Period 1	M,W or T,TH	15:30	17:30	Period 1	M,W or T,TH	8:45	10:45
Period 2	M,W or T,TH	17:45	19:45	Period 2	M,W or T,TH	11:00	13:00
Period 3	M,W or T,TH	20:00	22:00	Period 3	M,W or T,TH	13:15	15:15
				Period 4	M,W or T,TH	15:30	17:30
				Period 5	M,W or T,TH	17:45	19:45
				Period 6	M,W or T,TH	20:00	22:00

The College should reconsider as well the entire face of the summer program by offering sessions of different lengths to maximize options for students and faculty. It will be possible to add a three-week session either at the beginning or end of the summer, or overlapping the regular sessions. Such short sessions, often very popular with students, are suitable for certain kinds of courses; experience with the current three-week winter sessions can be a guide. Hunter College schedules summer sessions of six, eight, and eleven weeks. Oregon State has sessions of three, four, eight, and eleven weeks, some overlapping and some not (<http://summer.oregonstate.edu/calendar/>). The College needs to think creatively about the mix of summer sessions.

For a very different scheduling option, it is worth looking at the Queens College “Weekend College,” which is probably not an option for John Jay in the near future but is a model for what might be done after developing our summer sessions. The Weekend College offers students the chance to earn several degrees (Psychology, Accounting, Sociology, Economics, Spanish, and Interdisciplinary Studies) entirely through classes on Friday evening, Saturday, and Sunday; for spring 2011 there are 150 courses available, and general education classes are part of the weekend curriculum. Other majors are possible by adding some classes given during the regular day and evening or summer sessions. It is a comprehensive program with all standard student support services available before and during the classes, so the costs are significant, but we assume it draws many students who would not otherwise be enrolled at Queens College. The Weekend College no doubt has the most appeal for working adult students, but it offers great flexibility to all students and uses facilities during normal down times.

Distance Education programs, which afford flexibility for students and faculty, should be an important component of summer and winter offerings. The recommendations for new infrastructure and policies offered by the John Jay Online Task Force are coming at the right time to help shape a new approach to winter and summer programs.

The proposed winter/summer program Director should work with Departments to devise a workable, attractive schedule that will appeal to students and faculty and that will address concerns about appropriate lengths for various courses; past practice should not necessarily be the guide. See Appendix II for some possibilities.

Creating and Marketing Summer and Winter Programs

By rearranging the summer schedule, the College can create the possibility of offering many additional sections, but without an aggressive marketing campaign there may not be demand for them. Making summer and winter attractive will make the job of marketing much easier; the Task Force recommends the following enhancements to the summer program:

- Advertise the summer and winter programs on upstate campuses (especially SUNY) in a timely manner, in order to get students who are home in the New York City area during winter and summer breaks. This has been done to date in a very limited way.
- Create summer and winter programs with overseas students in mind. Given careful planning, students of criminal justice may find a summer study in New York very attractive, especially if linked with cultural and recreational activities in the city.
- On the winter/summer website, list the courses that are typically oversubscribed during spring and fall and list basic College requirements like general education and required courses for the majors.
- Take advantage of New York City: develop a summer program, with residential option, that would include courses in signature criminal justice areas, combined where possible with internships in the city. Explore the same program with pre-med and other career-oriented courses.
- Develop paper and electronic advertising for summer and winter sessions, which would include information on financial aid eligibility and housing options. For housing, see Appendix III.
- Work with departments to identify and run “bottleneck” courses in the winter and summer.
- Feature academic “stars” from around the country/world. As a feature draw to the college for faculty, students, scholars and criminal justice practitioners alike, various academic stars from a range of disciplines would be hosted by the college and featured in summer events during their stay. Mini-programs could be developed around each star or for criminal justice themes that would feature several outstanding scholars. These programs could include talks for various departments, majors, clubs, institutes and the general public. The research and networking opportunities created through these programs will be invaluable for our current students and faculty.
- Explore the option of combining summer study (either classroom or internship or both) with online work during the fall or spring semester, for students who are not in New York during the regular academic year. Such an arrangement may be useful for completion of a certificate program.

The importance of an attractive website for winter/summer cannot be overestimated; the Marketing and Development Division produces attractive promotional material for the summer, but it must be available year round, even if courses are not yet listed, and it must be comprehensive with information on financial aid, registration, tuition and fees, summer activities, and housing information. At schools with first-rate summer programs, a search for “summer school” on their websites turns up attractive summer school material at or near the top of the search results, in January for the following summer. An excellent example is <http://summer.oregonstate.edu/>. There one finds a group of activities for summer students: Summer Session E-News, Summer Session Photo Contest, and a Summer Orientation. There are reports about individual students who have taken advantage of the summer program and the reasons why, and a video of a student talking about the program. Queens College has an impressive 50-page summer bulletin, for summer 2010 prior to the 2011 program release, but one can get a solid sense of the program nonetheless. Baruch has general information available in January, including a pitch for high school students with online application. Lehman has a homepage for “Special Academic Sessions,” complete with mission statement, housing possibilities, and other basic program information; they advertise a program of 800 summer courses during the day and evening with hybrid and online options. Our neighbor Fordham University advertises a New York City Summer Internship Program, Summer Actors Workshop, Pre-College Program, Sports Communication Institute, and Study Abroad Opportunities, all part of the summer program.

As of January 26, a search on “summer school” in the John Jay website led to scattered sites dealing with various aspects of summer: work-study rules in summer; departmental notices; and a syllabus for HIS232. Effectively, it was a dead-end for anyone looking for the John Jay summer program; there is no central information page and not even a hint of a schedule. The summer schedule was indeed available but had to be accessed through the CUNY website. By the end of February the situation was much improved. There is now a John Jay summer webpage with basic information, including a listing of courses. A modest advertising campaign in upstate and regional student newspapers is in the works, and the promotional announcement on the homepage cannot be missed and should help drive enrollment for summer 2011.

Revenue Sharing Plan

The Task Force proposes a revenue sharing plan to encourage Departments and individuals to teach in winter and summer. While the details of how revenue will be assigned to Departments will have to be worked out in the future between Academic Affairs and the Division of Finance and Administration, the basic principle for calculating the revenue available seems clear. Revenue above that required to cover all program costs will be split evenly between Academic Affairs and “the College.”

Costs include the following:

- Administrative and marketing expenses, including the salary of the proposed Director, administrative assistant, and OTPS

- Direct instructional expenses
- Faculty development program to help in the development of short-term courses
- Student support services required for expansion of the winter/summer program. These may include advising, counseling, academic support, and other services, but one should not assume that more services will be required without a careful assessment.
- Resources permitting, scholarships for students in winter/summer; the college currently does not offer any scholarships for summer or winter sessions. These may be in the form of book vouchers or tuition reimbursement (the latter especially in winter when most financial aid is not available).
- While not a “cost” in the usual sense, the College has used the net revenue to date from winter and summer to cover general expenses. That amount has varied considerably over the last five years between about \$1.745 million in summer 2008 to \$2.855 million in the summer of 2010. We have to assume that the College will continue to receive its normal “base revenue,” which is effectively a cost to be subtracted from gross revenue in the calculation of net revenue subject to distribution for summer 2012 onward. Task Force members have proposed two basic approaches to setting the “base revenue” to be returned to the College each year: 1) Set the baseline as the net revenue for summer 2011 going forward for the purpose of calculating net revenue starting in summer 2012. Such a fixed base revenue could be re-negotiated in future years. 2) Set the baseline as a rolling 3-year average (there are various ways to calculate this) which would flatten the revenue distribution somewhat as individual years rise and fall. The Task Force did not resolve this particular issue one way or the other but recommends the adoption of the general model proposed here.

Once the number of sections is known for the summer, it will be possible to calculate a uniform break-even point in terms of enrollment by dividing the overall costs of the program by the number of sections. Departments must break even across their courses in any given session, which means that a large section may subsidize a small section within a Department, should the Department decide to allow this. In this way, smaller sections could run in winter and summer, which may be a significant advantage for some students, so long as they are balanced by larger ones. Departments could offer important but normally lightly-subscribed courses--seminars, research experiences, or other upper-division courses--confident that they would run. Financially, small sections will be a drag on net revenue, however.

Starting in summer 2012, the net revenue (above the “base revenue” which goes to the College) will be shared equally between the College and Academic Affairs, which may allocate money to Departments for assignment to individuals in the form of stipends or to cover Departmental expenses. Departments may choose to assign incentives to faculty based on the enrollment beyond the break-even point in each course. Allowing Departments discretion in the disposition of funds allows for the varying situations in different Departments; some have no difficulty getting either full or part-time faculty to teach in winter and summer, while others will need to incentivize individual faculty to do so.

Based on projected costs for the summer, we can for planning purposes easily calculate the target enrollment in FTE or number of sections needed to cover the costs and additional revenue desired.

Anticipated Revenue and Costs

The Task Force has struggled trying to determine both costs and revenue that might be generated by an increasingly sophisticated winter/summer planning effort. We assume that results would be bounded on the high end by results similar to Brooklyn, Hunter, and Queens where summer enrollment is about 40% of their fall enrollment.⁶ For John Jay to duplicate that percentage we would have to increase our summer enrollment by about 50% over our 2010 levels (the increase between 2009 and 2010 was 22%, as noted above); we think this is feasible, but it may take two or three years of development. We think growth of between 15% and 20% above summer 2010 is a reasonable expectation for summer 2012, assuming that we put staff in place and provide start-up funds in fall 2011. If our growth falls into that range, we will realize a revenue increase of between \$450,000 and \$600,000 for summer 2012 (not factoring in any tuition increases), compared to summer 2010, based on the assumption that the College will receive a base revenue up front of about \$3 million.

Added costs of the new program are very difficult to estimate, but we expect them to range between \$300,000 and \$350,000 for 2012, and higher in succeeding years. In our projections, if we consider the high end of costs coupled with the low end of revenue, the new program would generate about \$100,000 in shareable revenue for summer 2012. Joining the high end of our revenue projection with the low end of costs, the shareable revenue would be about \$300,000. In any event, we feel confident that future growth in enrollment can substantially outstrip growth in costs as we develop the program and take advantage of economies of scale.

Table 2: Projections for Summer 2012

	Summer 2009	Summer 2010	Summer 2011	Summer 2012	Potential Shared Revenue -- Summer 2012
Net Revenue	\$1,815,386	\$2,855,148	\$3,000,000 Estimated		\$100,000 to \$300,000
Baseline Revenue returned directly to College				\$3,000,000	
Estimated net revenue above baseline for new program				\$450,000 to \$600,000	
Costs for New Program				\$300,000 to \$350,000 per annum; (\$260,000 for fiscal 2012)	

⁶ Baruch stands alone at the top with over 50% of its regular headcount registered for summer.

Current College projections call for increased gross revenue of \$325,000 for summer 2011. If that occurs, and we use 2011 revenue as the baseline going forward, it would decrease the amount of money for sharing, compared to an average over the past three years. Given the 57% increase in net revenue between 2009 and 2010, we think that the increase for 2011 will be modest; 2010 was an extraordinary year with a 22% increase in headcount. The estimates in the table are very rough, but they allow a demonstration of how the model works.

Learning from Other Institutions

Two members of the Task Force conducted interviews with heads of other summer/winter programs or other individuals responsible for summer classes and programs to learn about their experiences. Elizabeth Rowe directs the program at Rutgers University, Newark, an urban school with about 12,000 students, both undergraduates and graduates. The program is highly successful with 50-60% of the regular student body numbers attending in summer or winter.

An important part of the success is revenue-sharing but the ability to plan comprehensively is key; the Director runs the unit as a self-contained academic operation and, working directly with the academic departments, she is responsible for enrollment management, selecting faculty, publicity, and creating the academic program. Ms. Rowe reports directly to the Vice Chancellor for Academic Programs and Services.

There are two staff members in addition to the Director, an Assistant Director and a Program Coordinator who works on student issues. With a staff of three, the office handles some of the paperwork and administrative functions (payroll forms, for example) that normally fall to academic departments. No doubt this gives more control to the program office and makes for better relationships with academic departments. (For a complete report on the Rutgers interview, see Appendix V.)

The interviews with other institutions (CCNY and Hunter) also revealed that the current schedule for summer classes at John Jay is remarkably different from the schedule utilized by these – very successful – summer programs. In particular, the John Jay TWR schedule with 2.5 hour class periods is not found at other institutions. Instead, they offer courses MTWR, reducing the instruction time for each class period to 1 hour and 50 minutes. In addition, John Jay currently offers only three periods of classes in the summer whereas other institutions offer an array of start and finish times throughout the day, with many classes starting at or near 8:15am. The opportunity for students to take multiple classes within a summer session increases when more frequent periods are offered. As our summer session schedule exists today, students (and faculty) who take (or teach) two classes in a summer session must be on campus between 9:00am and 2:30pm or 12:00pm and 8:00pm. These extended periods of time are not issues with other institutions who offer numerous time periods during the morning, afternoon and evening.

Taken together, the discussions with three other schools confirm the importance we have attached to a comprehensive management approach and to careful scheduling with both

students and faculty in mind. As our program develops, it will fall to the Director to continue a dialogue with other schools and to be open to new ideas.

Advising Students for Winter/Summer

A robust winter and summer program offers students important options as they progress toward their degrees, and it's important to present those options in the right way at the right times. We interviewed the directors of the three main advising units at the College to learn about the attitudes of students toward winter and summer and to see what the College can do to assist students in thinking about the use of winter and summer courses.

The Director of the Academic Advisement Center, Sumaya Villanueva, explained that her office advises Freshmen with fewer than 30 credits, mostly in groups. It has only been in the last two years that students have been informed about winter and summer course options. The advice to consider winter and summer is often framed as a way for students to take the minimum full-time load of twelve credits in fall and spring, which is comfortable for many students, and still maintain an overall pace of 30 credits per year. Director Villanueva reports that students have mixed ideas about winter and summer; in general, winter courses are a "hard sell" because they are intense, and because they allow almost no break between fall and spring; it is only the most disciplined students or those who need what's offered to graduate who pursue winter session courses. Summer is much more appealing since even after taking two courses, there is still time for a break from academics. In some cases students want to take a "hard" course in the summer because it allows them to concentrate on it without the distraction of other courses and activities. It is Villanueva's sense that the need to work for money in the summer is not a major issue for most students, who manage to create work schedules to accommodate their academic plans. Still, financial aid considerations must be a prominent part of the messaging to students.

Our 1,200 SEEK students come naturally to winter/summer enrollment since they are obliged to take a course in summer prior to their first entry at John Jay, and they have the option of taking a skills workshop in the winter session. The advising responsibilities for SEEK students are split between the Academic Advisement Center (initial advising) and nine SEEK counselors who work with students in November to plan their spring courses. Because of remediation, SEEK students are often "behind" and want to catch up in summer and winter. According to the Interim Director of SEEK, Dr. Dara Byrne, advisors do talk to students about summer, but they would benefit from written materials for information and for strategic use of our accelerated programs.

The Counseling Office also plays an important role in advising students with more than 30 credits, and we spoke there with the Director, Dr. Ma'at Lewis, and with Ms. Nicole Da Silva who coordinates peer advising. Both reported that students like summer and winter sessions, but the programs are not presented systematically or comprehensively to the students. Ms. Da Silva observed that while advisors do talk about summer and winter, it's "hit or miss" in terms

of course availability for any particular student. General Education courses are consistently there, but core courses in the majors are problematic.

All three advising offices would benefit from having written materials on summer/winter programs, prepared for distribution to students. The message—a kind of “user’s manual” for winter/summer-- would include 1) strategic considerations for framing winter/summer coursework as an important part of a student’s academic plan 2) advantages and disadvantages of accelerated courses 3) features of the John Jay summer program 4) detailed information about summer financial aid. Similar material should of course appear on a new year-round winter/summer website page for reference by students and faculty advisors. To get consistent messaging and a uniform look, the office of winter/summer programs should produce all promotional materials in collaboration with the Division of Marketing and Development.

Administration

The Task Force believes that full-time administration is crucial to the success of a combined winter/summer program. The program proposals and marketing ideas offered here cannot be accomplished without a dedicated Director with some support; it’s the investment required to realize the targets we hope to reach. After a start-up period, the new winter/summer program must be able to generate enough revenue to cover the expenses, including the Director’s salary, which we believe should be about \$90,000 to \$100,000, and that of a College Assistant (half-time), which will be about \$35,000 per year. Future staff additions should be contingent on significant revenue generation and demonstrated need.

We propose the following duties for the Director:

- Publicize the winter/summer sessions with academic departments in order to enlist support for teaching and course development
- Determine demand for courses in winter and summer
- Work with Enrollment Management to create attractive scheduling of classes
- Propose particular courses for inclusion in winter/summer based on student need and marketability
- Develop a marketing strategy—online and otherwise--for winter/summer programs to maximize enrollment, especially among those students who do not attend John Jay during the regular semesters
- Devise summer packages of related courses and activities
- Investigate the options for housing students in CUNY during the summer
- Maintain benchmarking information for assessing the development of the programs
- Devise an assessment plan for the program

- Raise awareness of winter/summer on-campus opportunities for faculty including: teaching, guiding undergraduate research, collaborations with other academic departments and strategic partners of the college, etc.
- Work with academic departments to develop year-round planning of courses and other activities, emphasizing utilization of winter/summer sessions

The Director should be hired at least six months in advance of the summer program since there is a great deal of effort and a great many actions to accomplish to re-cast the existing programs. It will take at least one full year, and more likely two, to get the summer program running according to plan. The Task Force recommends that the Director should report to the Provost (or her designee) since winter and summer programs are first and foremost academic programs.

The importance of finding the right person to direct the John Jay winter/summer program cannot be overestimated. The Director will be the lynchpin of the operation, working at the intersection of activities in marketing, academic planning, scheduling, program and faculty development, web design, and student recruitment. The person putting all of this together will have to move easily across campus, working autonomously with many different offices and people in order to tap and coordinate their talents. The right person for the job is someone who has done this before successfully, probably a former faculty member with strong entrepreneurial, organizational, and social skills.

Increased Need for Student Support Services

As we anticipate greater numbers of students in the summer, we need to consider an enhancement of student support services. The staff and services are naturally reduced in the summer due to the fact that it is a prime time for vacations, but there has been no assessment of whether the staff is sufficient to meet the needs of summer students. Running classes four days each week will demand at least a redistribution of resources. To a significant extent the level of staff support will depend upon the particular mix and timing of courses. If composition and math courses run in August, there will certainly be a need for augmented academic support; the very fact of offering any classes during August would seem to argue for additional support services, but gauging the level is not possible outside the context of a particular summer program. The College is for administrative and most support purposes already a year round operation, and while there will be some need to have reinforcements here and there in the summer, we think that such additional expenses will be relatively modest. This is, however, a question that remains open.

Going forward (including summer 2011), the College—especially the Division of Student Development and the academic support centers—should conduct assessments of summer student services through modest student surveys and through tracking requests for service. Such assessments must guide the allocation of services as the summer program grows.

Professional Organizations for Summer Programs

There are regional organizations that serve summer programs in terms of professional development, news, and successful practices; they offer a forum for the exchange of ideas about summer sessions through newsletters and annual meetings. The Western Association of Summer Session Administrators publishes Summer Academe: A Journal of Higher Education where summer staff people report their research.

Summer associations include:

North American Association of Summer Sessions (<http://naass.org/>)

Association of University Summer Sessions (<http://outreach.olemiss.edu/auss/>)

North Central Conference on Summer Sessions (www.nccss.org)

Western Association of Summer Session Administrators (www.summersessions.org)

North Carolina Association of Summer Sessions (<http://ncass.uncg.edu/>)

John Jay should participate in at least one of the professional organizations and follow the activities of the others.

Conclusion

John Jay College has the potential to use its people and space much more effectively by rethinking academic programming in Year Round terms; students and staff will be direct beneficiaries, and at the same time the College should realize much greater, unrestricted income. Compared to our sister senior colleges, John Jay is behind in thinking about a Year Round academic program, but there is every reason to believe that we can make up for lost time and afford the same advantages to our students that other CUNY schools offer theirs.

The present report features the obvious financial advantages linked with a robust winter/summer program, but we must temper the interest in financial gain with an active concern for academic integrity. At the same time we must remember that academic integrity does not simply mean offering courses only in the ways we've been doing for decades. The research cited demonstrates the soundness and even benefits of teaching courses in accelerated formats, but we at John Jay need to confirm that research through careful assessment, as we offer students new educational options. Student learning assessment is taking root across the campus, and the winter/summer sessions are no exception.

Some of the most important benefits of a comprehensive winter/summer program will accrue to students as they learn to take the long view of their educational planning and appreciate the opportunities for the momentum and continuous engagement that researchers identify as so important to completion. In writing about what colleges can do to facilitate academic momentum, the author of the "Toolbox Revisited" study refers to "...the story about the intersection of student choice with the structures of opportunity offered by institutions..." (p.

xxiv) A comprehensive winter/summer program communicated thoughtfully to students is the kind of intersection of opportunity and choice that can make a difference for many students at John Jay.

The first step required to create a viable program is the decision to hire someone and to provide start-up funds; this will no doubt require a reallocation of funds, but the Task Force believes it will be repaid many times over in the future. Still, in the current budget climate such a decision may be difficult. In the absence of a comprehensive commitment, the College can reasonably hope to duplicate the success of summer 2010, but to realize the full and very substantial potential of the Year Round college, we will have to make a much larger investment.

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Appendix I	Historical Summer and Winter Revenue, Expenses and Enrollment											
<i>A student for these purposes is only counted once even though he may registered in both sessions.</i>												
<i>Revenue includes tuition and all fees.</i>												
<i>Summer 2009 is the first data from Cuny First and will be used going forward.</i>												
<i>For 2008 to present, cost information is based on Actual Expenditures from payrolls</i>												
Summer	SUMMER 2005		SUMMER 2006		SUMMER 2007		SUMMER 2008		SUMMER 2009		SUMMER 2010	
TOTAL REVENUE	\$2,380,360		\$2,818,470		\$2,605,210		\$2,721,513		\$2,906,908		\$4,286,437	
# SECTIONS	158		219		241		260		273		363	
#STUDENTS	2607		3,882		3569		3740		3420		4200	
# USIP STUDENTS			1,057		965		883		580		658	
COST @ \$3400 PER SECTION	\$537,200		\$744,600		\$819,400		\$975,639		\$1,091,522		\$1,431,289	
NET REVENUE	\$1,843,160		\$2,073,870		\$1,785,810		\$1,745,874		\$1,815,386		\$2,855,148	
					\$1,903,820		\$2,005,190		\$2,093,908		\$2,991,214	
SESS 1					\$701,390		\$716,323		\$813,000		\$1,295,223	
SESS 2												
	Summer 2005		Summer 2006		Summer 2007		Summer 2008		Summer 2009		Summer 2010	
		Avg		Avg		Avg		Avg		Avg		Avg
Level	# sections	Reg	# sections	Reg	# sections	Reg	# sections	Reg	# sections	Reg	# sections	Reg
<100											2	14.00
100	71	22.89	88	17.95	91	14.51	95	16.18	100	15.79	125	16.76
200	51	26.96	80	22.84	89	17.35	92	17.88	90	17.16	126	18.19
300	11	18.09	17	19.76	22	16.36	25	15.12	31	14.97	38	17.74
400	3	16.00	5	12.80	7	17.29	6	17.14	12	12.92	13	16.85
700	22	18.27	29	16.93	32	16.91	42	13.82	40	13.68	56	14.07
800											3	14.67
Ave UG	136	23.87	190	20.04	209	16.00	218	16.80	233	16.01	304	17.46
Ave GR	22	18.27	29	16.93	32	16.91	42	13.82	40	13.675	59	14.10
WINTER SESSION	WINTER 2006		WINTER 2007		WINTER 2008		WINTER 2009		WINTER 2010		WINTER 2011	

TOTAL REVENUE	\$217,068	\$376,470	\$442,088	\$514,825	\$593,119	\$789,000
# SECTIONS	20	45	53	54	55	
#STUDENTS	485	650	806	969	1243	1473
COST @ \$3400 PER SECTION	\$68,000	\$153,000	\$194,625	\$233,628	\$235,773	\$301,071
NET REVENUE	\$149,068	\$223,470	\$247,463	\$281,197	\$357,346	\$487,929

Appendix II: Possibilities for Summer Sessions

<u>Session I</u>		<u>Session II</u>	
3-week	5-week	5-week	xxxxxxx
8 week		6-week	

<u>Session I</u>		<u>Session II</u>	
5-week	xxxxxxx	xxxxxxxxx	3-week
8-week		6-week	

Multiple Sessions (overlapping)

5-week	6-week	3-week
8-week		6-week

Appendix III: Housing Options for CUNY Summer Students

- 1) Educational Housing Services: www.studenthousing.org. The contact person is Faye Bean at 212 994-8809, FBean@studenthousing.org

There are seven options:

- The 1760 Third Avenue Residence
- New Yorker Residence
- St. George Residence-Weller Building
- St. George Residence-Studio Building
- Clark Residence
- Marymount Manhattan Residence
- 55 John Street Residence

Rates currently range from \$3,000 to \$5,250 for the entire summer. The rate for a single summer session would be \$1,500

- 2) “The Towers” at The City College of New York: 401 West 130th St. 917 507-0070. Information is available at www.ccnytowers.com

Financial aid may in some cases be used to cover the costs of “The Towers”

Appendix IV: Grade Distribution Comparison between Summer 2010 and Fall 2010, Undergraduate (All data supplied by John Jay OIR).

Grade	Summer Proportion 2010 (%)	Fall Proportion 2010 (%)
A	37.2	27.0
B	28.8	32.2
C	11.1	17.2
D	3.1	5.4
F	3.0	5.0
P/S	6.3	.9
W/WA	1.8	6.8
WN/WU	1.7	2.7
R	.6	.5
INC	1.3	2.4
Missing	5.0	N/A

Appendix V: Interview Reports from Rutgers University at Newark

Highlights of interview with Elizabeth Rowe, Director of Summer and Winter Sessions, conducted by Dean Anne Lopes

The experience of Rutgers University at Newark with regard to summer programming may be instructive for John Jay, despite the programmatic and student profile differences between it and John Jay (e.g. research university; better prepared students; smaller student body; significantly higher full-time faculty-student ratio; large graduate programs; emphasis on the sciences, etc.). It is, however, urban, and the most diverse national public university in the country.

Rutgers-Newark has an extremely successful intersession and summer programming. Between 50-60 % of graduate and undergraduate students enroll in summer and intersession courses, outside of the School of Business, which manages its own extensive summer and winter session programming. Summer session includes two six-week terms and one twelve week term. Revenue sharing with departments undergirds the success of the programs, which have grown markedly over a 5-6 year time period.

Elizabeth Rowe, who oversees summer and intersession programming, reports directly to the Vice Chancellor for Academic Programs and Services. This reporting structure and comprehensive planning were identified as other key factors in program success because Ms. Rowe is empowered to work directly with departments to develop programming for summer and intersession. Her office also directly administers all summer and intersession programming, which has allowed for the development of appropriate systems and has increased flexibility to respond to needs as it has supported comprehensive oversight.

According to both the Vice Chancellor and Director Rowe, the directors work on enrollment management for intersession and summer session together with her on-going work with departments is the lynchpin for the success of programming. Director Rowe studies enrollment trends and identifies courses that should be offered in order to maximize resources and enrollments. In general, summer and intersession programming is targeted to appeal to matriculated graduate and undergraduate students as well as to potential non-matriculated students. No enrichment courses are offered. Intersession and summer focus on courses that allow students to increase the rate of credit accumulation, to catch-up or to take pre-requisite courses. Many students are interested in accelerating their progress toward a degree.

Fully online and hybrid courses are extremely popular in summer. Revenue sharing amounts to departments are higher, if they offer online courses. This policy has propelled departmental support of increased online programming in the summer. Increased dorm space also has benefitted summer programming as well. Along with regular full-time faculty, full-time faculty who have recently retired, and faculty from other institutions are recruited for summer programming. Industry experts are recruited for the undergraduate business program and public administration. Outcomes studies show that the quality of programming in summer and fall or spring sessions is the same. Some campus research on intersession courses has shown that students have actually done better during intersession than during the regular term. These findings are supported by the larger research literature.

Rutgers Newark does not use a print catalogue for marketing. They use the website and web strategies. They also advertise in local newspapers. They conduct outreach out to high school students for accelerated programs. "Marketing and public relations for the graduate programs" is not what one would think, said Ms. Rowe. Winter session is particularly attractive for students who fail courses and need to re-take them.

Some problems to watch for in developing a program include:

- Incorporating summer and intersession needs into the development of policies and procedures from the start. If these are afterthought, one spends time and energy trying to make changes to accommodate the programs. Flexibility is a key factor.
- Forging partnerships with departments. It's critical to have the right staff in place and to work regularly with departments to monitor enrollments etc. Some departments work mostly with graduate students in summer.
- Summer pay to faculty is by the credit hour; cancellation policies need to be different.
- Recruitment of faculty is important and happens through the office. Departments aid in identifying potential candidates.
- Who does what? The summer session office needs to hire the faculty, do payroll and complete the administrative functions. It also works on marketing, promotion and record-keeping. This takes the burden off departments that are not appropriately staffed for the administration of programs in summer.
- Appropriate staffing—at RN this includes a director, assistant director, and a program coordinator who works on student issues.
- Work is cyclical and improvements happen each cycle. Summer and inter / winter session office should be able to do multiple functions since the work is cyclical.

Other Advice to us? Put in place the appropriate management structures and systems; plan strategically; offer variety of programming that is based on enrollment trends.