

Report of the Task Force on the
Reorganization of Summer Sessions &
Non-Degree Credit Programs

Office of the
Executive Vice Chancellor & Provost

June 2007

NORTH CAROLINA STATE UNIVERSITY

**Report of the Task Force on the
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Non-Degree Credit Programs**

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Summer Sessions and Non-Degree Credit Programs**

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Executive Summary

Background

In response to suggestions from NC State faculty and staff members to examine how student success might be enhanced by building summer school more strategically into the university's overall approach to academics, Dr. Larry Nielsen, Executive Vice Chancellor and Provost asked Joanne Woodard, Vice Provost for Equal Opportunity & Equity to chair a task force. The Provost appointed and charged a task force that included representatives from campus units affected by a reorganization of Credit Programs & Summer Sessions (CP & SS). The UNC System President's Advisory Committee on Efficiency and Effectiveness (PACE) Study also provided impetus for the task force's efforts as the reorganization of CP & SS could lead to enhanced efficiency and effectiveness in the operation of summer school. Unlike the charge of similar committees or task forces at institutions who grapple with the decision of whether to centralize or de-centralize the administration of summer sessions, our charge from the Provost was to develop "a specific plan" to carry out a *fait accompli*. The administration had decided to reorganize and decentralize, and this impacted the nature of task force deliberations. Beginning in December 2006, the task force met twelve times over a seven-month period to develop recommendations based on the review of programmatic information at NC State and at other institutions. The task force also invited other campus stakeholders to join the task force and to participate in its deliberations. The task force concluded its work in June 2007 by providing the Provost with this report.

Recommendations

In its review, the task force identified the fundamental objectives achieved by summer school and identified opportunities to be more strategic in providing additional financial support for the university and faculty. The following recommendations address specifically the goals outlined in the Provost's charge and collectively provide a blueprint or plan for ensuring enhanced success for our students by reorganizing the operation of CP&SS at NC State.

Recommendation 1: Transfer the administrative functions of Credit Programs and Summer Sessions to Enrollment Management & Services. Through the Vice Provost for Enrollment Management & Services (EMAS), provide future oversight of CP&SS administrative resources to reorganize and deliver the needed functions while pursuing goals to enhance efficiency (e.g., cross-training current EMAS staff to handle CP&SS's functions, etc.).

Recommendation 2: Appoint, through the Office of the Provost, a committee to advise Enrollment Management & Services to enact recommendations offered by the task force as well as to consider larger university issues regarding the role of summer sessions at NC State.

Recommendation 3: Maintain access to a broad range of summer session courses that facilitate students' progress toward degree completion as a core guiding principle. The Provost, Enrollment Management & Services and the colleges should work together to ensure that summer sessions' course offerings are supportive of this core principle.

Recommendation 4: Identify appropriate “business models” or “funding models” so that summer school functions at optimal efficiency and effectiveness to address identified university objectives. It is further recommended that the Provost invite to campus external consultants such as Mr. Ken Smith, Finance Officer, Office of the Provost, Virginia Tech and/or Dr. Susan Day-Perroots, Dean of Extended Learning at West Virginia University and Chair of the Middle State Region of the North American Association of Summer Sessions to continue the funding models’ discussion with NC State deans and associate deans, Student Affairs and others during fall 2007 or spring 2008.

Recommendation 5: Request that the University of North Carolina-General Administration (UNC-GA) and NC State University investigate business models that allow resources to be utilized across fiscal years. This would allow revenues from Summer Session I to be utilized in the next fiscal year to address expenditures not processed before June 30.

Recommendation 6: Investigate other faculty compensation model(s) with incentives that address departmental, college, and university objectives. The Office of the Provost should lead this effort.

Recommendation 7: Investigate charging differential tuition rates, sensitive to existing Board of Governor’s tuition policy for summer sessions, based on the cost of course/subject delivery. The Office of the Provost should lead this effort with input from the colleges, the Division of Student Affairs, and the University Budget Office.

Recommendation 8: Coordinate and submit the annual tuition and fee rate request to UNC General Administration through the Budget Office while EMAS provides centralized, as appropriate, administrative coordination of summer sessions’ functions such as marketing, classroom scheduling, payroll, cashiering and other services to promote the effective operation of summer sessions.

Recommendation 9: Conduct a student survey, coordinated by Enrollment Management & Services, to determine (1) why students enroll in summer school, (2) which courses students are interested in taking during summer school, and (3) the impact of summer school on degree completion. A renewed and aggressive summer sessions marketing campaign should be developed for 2008 summer sessions based on information gathered from student surveys and college plans.

Recommendation 10: Transform UGS into a carefully managed alternative access point that maintains rather than diminishes enrollment in the programs such as the Academic Enrichment Program, the Encore Program, certification programs, summer school visitors from other schools, and faculty/staff and members of the community who wish to take courses for interest only.

Recommendation 11: Provide administrative services related to application, transcript verification, and campus safety question review for all PBS students through EMAS.

Recommendation 12: Engage the Graduate School to collaborate with EMAS, the Graduate Programs, and the Directors of Graduate Programs (DGPs) to develop advising materials for distribution by EMAS.

Recommendation 13: Engage the Graduate School to work with the Graduate Programs and DGPs to ensure adequate advising opportunities for PBS students.

Recommendation 14: Evaluate the current rules related to PBS and Graduate degree or Certificate Programs.

Recommendation 15: Create collaborations with The Graduate School, EMAS and DELTA to ensure that students seeking information on certificate or credit programs will get the information they need.

Report of the Task Force on the Reorganization of Summer Sessions & Non-Degree Credit Programs

Task Force Charge from the Provost

In response to suggestions from faculty and staff at NC State University, Executive Vice Chancellor and Provost Larry Nielsen appointed a task force¹ in November 2006 to reorganize summer sessions and credit programs. In a memorandum to the task force, the Provost charged the group with examining how the university might enhance the success of its students by building summer school more strategically into the overall approach to academics. The Provost explained that the creation of the task force was in keeping with (UNC system) President Bowles' mandate to enhance the university's efficiency and effectiveness. Provost Nielsen charged the task force with developing a specific plan that would become effective August 15, 2007, and accomplish the following goals:

1. Decentralize management of summer school to the ten colleges, giving them sole responsibility for selecting, scheduling, staffing and funding courses.
2. Transfer admission, registration, and recordkeeping responsibilities to the Department of Registration and Records in Enrollment Management & Services (EMAS).
3. Reduce UGS (undergraduate student) admission and enrollment by 75% and shift the available capacity to allow more full undergraduate admissions. The remaining 25% should be used to further strategic university objectives.
4. Shift advising of UGS and PBS (post-baccalaureate) students who intend to eventually seek enrollment in a major to their most probable major, college, or the Division of Undergraduate Academic Programs (DUAP), as most appropriate.
5. Eliminate advising and other services, except registration, to UGS and PBS students. Lifelong Education (LLE) students seeking to matriculate into degree programs should obtain these services through other university channels.
6. Transfer university oversight of summer sessions and credit programs (SSCP) from Continuing Education to DUAP, EMAS, or other offices, as you deem appropriate. Reallocate budget and personnel as needed, with the goals of eliminating appropriated funding by at least 75% and allocating an appropriate proportion of summer school revenue to colleges (e.g., 85%).

Provost Nielsen explained in detail the charge of the task force at the group's initial meeting on December 11, 2006: (1) close the Summer School & Credit Programs office and

¹ See Appendix A for a list of task force members.

decentralize functions to the colleges; (2) move registration to the colleges; (3) move advising to Enrollment Management & Services (EMAS), Division of Undergraduate Academic Programs (DUAP) or other appropriate units. The Provost noted that the reorganization outlined in his charge would result in a change in the job responsibilities of (nine) 9 employees in Summer School and Credit Programs. These nine (9) employees will be “reduced-in-force.” The Provost recommended that, if possible, jobs will be found for affected employees.²

Summary of Task Force Discussions & Activities

The task force was charged with implementing specific goals already identified by the Provost regarding reorganization of summer school and non-degree credit programs. Unlike the charge of similar committees or task forces at institutions who grapple with the decision of whether to centralize or de-centralize the administration of summer sessions, our charge from the Provost was to develop “a specific plan” to carry out a *fait accompli*. The administration had already decided to reorganize and “decentralize the management of summer school;” consequently, the task force received many questions from across the university as to why the group was engaged in its work.

The task force began meeting in December 2006 and met bi-weekly through the 2007 spring semester. After its initial meeting on December 11, 2006, the task force identified areas whose input would inform the group’s discussions. A representative from the Division of Student Affairs was added to the task force to ensure that the unique concerns of summer sessions’ offerings from the departments of Music and Physical Education were considered. Since graduate courses are offered in summer sessions and post-baccalaureate studies (PBS) students would be impacted by the changes proposed to the operation of summer sessions and non-degree credit programs, the task force invited the dean of the Graduate School to designate a representative to the group. In addition, the task force sought input from Distance Education and Learning Technology Applications (DELTA) because many of the summer sessions and credit programs’ offerings are delivered by distance education (DE) and proposed changes could possibly have an impact on DE enrollments and funding.

The task force reviewed information on summer sessions and non-credit programs provided by Dr. Bobby Puryear, Director of Credit Programs & Summer Sessions at NC State, and information from University Planning and Analysis (UPA). Ms. Cindy DeLuca, Associate Director of Credit Programs & Summer Sessions at NC State and current president of the North Carolina Association of Summer Sessions, provided information from other universities that had deliberated about decentralized vs. centralized summer sessions. Of great importance to the task force was information gathered from the “plans” provided by each college and Student Affairs addressing five key questions outlining how each unit would manage decentralized summer sessions.

The following data and information³ informed task force discussions:

³ See Appendices B, C, D, E, F, G, H, I and J.

- Data on undergraduate and graduate student enrollment distribution from fall 1998 to fall 2006 (Appendix B)
- Lifelong Education (LLE) enrollment by age (Appendix C)
- LLE course-taking patterns (Appendix D)
- On-campus student credit hours by course by classification (PBS and UGS) for fall 2005 and fall 2006 (Appendix E)
- Inventory of Office of Credit Programs & Summer Sessions' areas of responsibility (Appendix F)
- Summer sessions' expenses and student credit hour production by instructional areas (colleges/Student Affairs) and administrative units (Appendix G)
- "Buying into Summer: Academic Unit Incentives Through Revenue Sharing," (PowerPoint presentation) by Dr. Susan Day-Perroots, Dean of Extended Learning at West Virginia University and Chair of the Middle State Region of the North American Association of Summer Sessions (Appendix H)
- "Rediscovering the Value of Summer Session: The Virginia Tech Experience," (PowerPoint presentation) by Mr. Ken Smith, Finance Officer, Office of the Provost, Virginia Tech (Appendix I)
- College "program plans" for decentralized summer sessions (Appendix J)

The task force met twice with the associate deans' group whose focus is primarily academic affairs in the colleges. The associate deans at NC State meet bi-monthly, and each college, as well as the Graduate School and the Division of Undergraduate Academic Programs, is represented. Dr. Jo-Ann Cohen, the convener of the associate deans for 2006-07, is also a member of the task force on the reorganization of summer sessions and non-degree credit programs. The task force surmised that the responsibility of implementing any changes in the operation of summer sessions would fall largely to this group; consequently, it was important for the task force to discuss its charge and seek feedback from the associate deans, many of whom drafted the "college plan" information submitted to the task force.

Three members of the task force attended the North Carolina Association of Summer Sessions' Southern Regional Conference on March 25-27, 2007, in Charlotte, NC. Presentations by directors of summer sessions at peer and sister institutions provided valuable information for consideration as many universities had already grappled with some of the same issues being discussed by the NC State task force. Particularly helpful were the presentations and discussions of revenue sharing models, marketing of summer sessions, and the contribution of summer sessions to student degree completion.

To ensure continued effective operations of summer sessions and non-degree credit programs⁴ while the task force was meeting, the Provost approved an interim plan for the operations of summer sessions and non-degree credit programs. Based upon recommendations from Dr. Bobby Puryear, Director of Credit Programs & Summer Sessions, Dr. Louis Hunt, Vice Provost for Enrollment Management & Services, and Ms. Joanne Woodard, Vice Provost for Equal Opportunity & Equity and task force chair, the Provost approved the following interim transition plan, effective January 16, 2007: (1) **Non-Degree Credit Programs** moved to Enrollment Management and Services (EMAS). This administrative change facilitated the movement of permanent staffers across multiple vacant positions rather than using temporaries to carry on business. Four permanent employees (3 EPA and 1 SPA) moved under EMAS. (2) **Summer Sessions** transferred to the Provost's Office. Two permanent staff (1 EPA and 1 SPA) moved to the Provost's Office.

This interim transition plan did not eliminate the downsizing that had been mandated but allowed all present "storefronts" to be maintained. The transition plan outlined above facilitated future task force discussions.

Task Force Findings and Recommendations

The report's "findings" are collectively a brief summary of task force deliberations over a seven-month period (December 2006-June 2007). Accompanying the findings are recommendations offered by the task force to continue the process of reorganizing summer sessions and non-degree credit programs at NC State University. While the work of the task force has concluded, the "real" work of developing an efficient and effective approach to summer school and non-degree credit programs is a continuing work in progress.

Duplication of services

Enrollment Management & Services (EMAS) and Credit Programs and Summer Sessions (CP&SS) perform a number of services that are similar, and careful assessment was needed to determine where there was duplication of services. The outcome of the reorganization should be a structure that enhances efficiency.

Recommendation 1

Transfer the administrative functions of Credit Programs and Summer Sessions to Enrollment Management & Services. The Vice Provost for Enrollment Management & Services should provide future oversight of administrative resources of the CP&SS

⁴ The nine employees in this unit were informed in December 2006 that the Credit Programs & Summer Sessions office was being closed. By January 2007, three of the employees (the entire front registration line and proctoring support) had secured employment elsewhere. With attrition eliminating a third of the summer sessions and non-degree credit programs' workforce, it seemed prudent to implement an immediate transition plan that strengthened service delivery and possibly facilitated long term integration of summer sessions and non-degree credit programs' staff members into other campus units while preventing the need to rely heavily on temporary staff.

office to reorganize and deliver the needed functions while pursuing goals to enhance efficiency (e.g., cross-training current EMAS staff to handle CP&SS's functions, etc.).

What is the role of summer school at NC State?

One exercise in which the task force engaged was to identify the role of summer school at NC State University. In presentations to the university community over the course of the past year, Dr. Bobby Puryear, Director of Credit Programs & Summer Sessions, provided data indicating a pattern of approximately 76% of NC State undergraduate students enrolling in an average of 2.5 summer sessions at NC State during their academic careers. Based on these numbers, one could conclude that summer school is a critical component of NC State students' path toward degree completion. It is also important to note that the majority of NC State students do not reside in University Housing or on-campus housing. The ability to enroll in courses during the summer may be especially important for students with 12-month leases, out-of-state students, and international students.

The Summer Sessions program at NC State University is central to NC State's academic mission and facilitates progress toward degree for thousands of students each year. Success of Summer Sessions is dependent on the following:

- a) providing comprehensive undergraduate and graduate course offerings,
- b) recognizing and responding to the educational needs of the students served,
- c) attracting a faculty that is representative of the academic-year faculty, and
- d) insuring that instruction is affordable and accessible.

Summer presents an opportunity to pursue new course topics and delivery strategies, provide learning opportunities that are best suited for the summer time frame, and facilitate internships and field camps. Most often, students utilize the summer experience to balance their course loads across the year. In addition, Summer Sessions serve important roles in helping some students to "catch up" (following changes in majors and/or after experiencing academic difficulty), while enabling other students to accelerate their academic pace.

The purpose of summer school is to provide opportunities for students to take courses and earn academic credit outside the regular academic year. Summer school plays a role in the recruitment and retention of faculty as well as providing summer support for graduate students. Summer school can be "optional" for both students and faculty. Or, summer school can be a regular part of the institution's academic year where the expectation is that classes will be offered and students will be enrolled in the summer months in a manner that is indistinguishable from the traditional fall and spring semesters. From the perspective of the Budget Office, there should be a blending of academic and financial goals in the delivery of summer school education. These goals include a three-part litmus test:

1. Will the courses offered in summer school provide an opportunity for instruction to students that reflect their interests?
2. Will the delivery of summer school instruction provide an opportunity for faculty, graduate students and academic units to advance the objectives of the college?

3. Will the delivery of summer school be self-supporting and contribute to the financial objectives of the institution?

Developing summer school course offerings that meet all three criteria serve to define the role of summer school.

The task force received “program plans”⁵ from the Division of Student Affairs and eight of the nine colleges offering summer sessions courses. Each unit identified the key elements necessary for a successful transition to a decentralized model that would enhance the success of students and create efficiencies for the institution. In the plans, the units identified the key role of summer school as aiding students in their progress toward degree completion.

The units also discussed additional roles complementing progress toward degree including:

- accelerating matriculation through professional programs at the undergraduate and graduate levels;
- relieving pressure in over-enrolled studio or lab-based courses;
- providing students with additional enrichment options including interdisciplinary courses;
- allowing courses that are normally restricted to specific college majors in the Spring and Fall semesters to be available to a broader university population;
- engaging students in required field experiences; and
- offering courses that meet students’ needs and interests as well as enhancing the four-year graduation rate.

Recommendation 2

Appoint, through the Office of the Provost, a committee that advises Enrollment Management & Services to enact recommendations offered by the task force as well as to consider larger university issues regarding the role of summer sessions at NC State.

Recommendation 3

Maintain access to a broad range of summer sessions courses that facilitate students’ progress toward degree completion as a core guiding principle. The Provost, Enrollment Management & Services, and the colleges, should work together to ensure that summer sessions’ course offerings are supportive of this core principle.

The Business Model for Summer Sessions

It is important to consider the “business model” or “funding model” which must exist to have summer school function appropriately. A faculty/student centered business-minded approach to summer school is required. There are also issues of revenues and credit hour generation, tuition differentials among colleges, and the different costs of delivery per programmatic endeavor. Summer school is a receipt-supported entity that covers the costs associated with instruction and central office management without any general fund appropriations. The task force also discussed the reorganization as an opportunity to harmonize the compensation model between summer school and DE instruction.

⁵ The full text of each college and unit plan can be found in Appendix J.

Recommendation 4

Identify appropriate “business models” or “funding models” which must exist to have summer school function at optimal efficiency and effectiveness to address identified university objectives. It is further recommended that the Provost invite to campus external consultants, such as Mr. Ken Smith, Finance Officer, Office of the Provost, Virginia Tech and/or Dr. Susan Day-Perroots, Dean of Extended Learning at West Virginia University and Chair of the Middle State Region of the North American Association of Summer Sessions, to continue the discussion of funding models with NC State deans and associate deans, Student Affairs and others during fall 2007 or spring 2008.

Current state regulations require that all revenues and expenditures related to Summer Session I be processed before June 30, the close of the fiscal year. The delivery of instruction for Summer Session I and Summer Session II is managed as a third term within a single calendar year and not separated by fiscal years. Tuition and fee rates for both summer sessions correspond to rates charged in the prior fall and spring. Faculty and students are afforded a continued learning environment during the summer months.

Since summer sessions receive no state-appropriated funding, the restriction of closing fiscal year revenues and expenditures at mid-point between the two summer sessions creates an administrative burden that is bureaucratic and counterproductive to the delivery of instruction. The current State of North Carolina regulations on carrying summer sessions receipts into the following fiscal year is limited to the pre-collection of receipts for services that will be provided in the next fiscal year. While this regulation addresses receipts to be used for Summer Session II, it places a very tight timeline to process all related instructional costs in the month of June for the instruction provided in Summer Session I. A possible solution may be to have the UNC system approach the State Legislature of North Carolina to allow universities to pay charges related to the delivery of instruction in Summer Session I, recorded after June 30, with Summer Session I revenues carried into the next fiscal year. Until this happens, NC State University should investigate business models that allow resources to be moved across fiscal years. The task force believes this approach will promote efficiency and allow universities greater flexibility in maximizing the use of revenues generated from summer sessions.

Recommendation 5

Request that the University of North Carolina-General Administration (UNC-GA) and NC State University investigate business models that allow resources to be utilized across fiscal years. This would allow revenues from Summer Session I to be utilized in the next fiscal year to address expenditures not processed before June 30.

In their program plans, eight colleges and the Division of Student Affairs provided information on the financial incentives that should be considered in a decentralized summer sessions model and how salary compensation should be calculated. The colleges indicated that a substantial percentage of tuition receipts generated should be returned to those colleges and units offering summer sessions courses. Also, some colleges recommended further exploration of compensation models, including models that provided a minimum

and maximum salary level per credit hour of instruction, percentage of regular term instruction or a flat rate.

Recommendation 6

Investigate other faculty compensation model(s) with incentives that address departmental, college, and university objectives. The Office of the Provost should lead this effort.

Recommendation 7

Investigate charging differential tuition rates, sensitive to existing Board of Governor's tuition policy for summer sessions, based on the cost of course/subject delivery. The Office of the Provost should lead this effort with input from the colleges, the Division of Student Affairs, and the University Budget Office.

Decentralization of summer sessions may not result in the realization of anticipated efficiencies. It is not clear how colleges are supposed to manage summer sessions without new resources. In fact, some colleges (e.g., Management, Textiles) indicated they may not be able to afford to offer summer school courses under a totally decentralized model. Colleges also expressed concern about the loss of the "leveling" effect that a centralized summer sessions model provided. It has yet to be determined what additional resources will go to the colleges for summer sessions.

Recommendation 8

Coordinate and submit the annual tuition and fee rate request to UNC General Administration through the Budget Office while EMAS provides centralized, as appropriate, administrative coordination of summer sessions' functions such as marketing, classroom scheduling, payroll, cashiering and other services to promote the effective operation of summer sessions.

In concert with the reorganization of summer sessions is the need for an enhanced marketing strategy of summer sessions. On-campus summer sessions have experienced a significant decline (over 15% during the last five years) in enrollment, which closely mirrors the enrollment increase realized in Distance Education. It is important that the university continue to ascertain the courses and delivery modes that meet students' needs and interests. The opportunity to teach during summer sessions also needs to be marketed to instructional staff as well. Colleges noted that professors teach in summer for varying reasons including:

- enhancing faculty members' annualized salary;
- supporting and recruiting faculty and graduate students;
- developing new courses.

Recommendation 9

Conduct a student survey, coordinated by Enrollment Management & Services, to determine (1) why students enroll in summer school, (2) which courses students are interested in taking during summer school, and (3) the impact of summer school on degree completion. A renewed and aggressive summer sessions marketing campaign should be developed for 2008 summer sessions based on information gathered from student surveys and college plans.

Non-Degree Students

It should be noted that the non-degree status fills the need for a multitude of groups, including the Academic Enrichment Program (for students still in high school), the Encore Program (for students over 65 years old), certification programs, summer school visitors from other schools, faculty/staff and members of the community who wish to take courses for interest only. The task force agreed that it is important to consider the UGS and PBS populations separately as they serve different roles for the university.

UGS

UGS students assist in the overall enrollment strategy as an important component in maximizing the enrollment-funding model. The model provides funding for the institution based on enrollment targets for the student credit hours (SCH) delivered and tuition realized. After the initial registration period for degree seeking students is over, remaining seats are made available to UGS students, resulting in more SCH delivered and tuition realized by UGS students. Without the additional enrollment from UGS students, the institution's enrollment targets would suffer, tuition revenues would not be fully realized and future year enrollment targets would be compromised.

In order to avoid a drop in total enrollment due to a reduction in the number of UGS students, the enrollment numbers they represent must be shifted elsewhere in the university. The offset of lost UGS students cannot be simply managed by an increase in degree seeking students. Over-enrollment of degree seeking students will create a demand for the delivery of more courses throughout all disciplines that the institution cannot sustain with its existing resources.

The concern with UGS enrollment should not be based solely on the number of SCHs they currently represent. It is equally important to consider why students enroll as UGS students. Admission to an undergraduate program is recognized as a primary goal of many UGS students. The task force recommends the focus for UGS students be their UGS status - a status that may ultimately lead to an inappropriate "back door" admission into the university. For some individuals though, UGS is not the most appropriate mechanism for gaining access to NC State.

Recommendation 10

Transform UGS into a carefully managed alternative access point that maintains rather than diminishes enrollment in the programs such as the Academic Enrichment Program, the Encore Program, certification programs, summer school visitors from other schools, and faculty/staff and members of the community who wish to take courses for interest only. This transformation should include the following changes to current business practice:

1. Eliminate the 15-hour admission rule. This was put in place by the Office of Undergraduate Admissions to accommodate students who had a specific need that can now be better met in the community college system. Students who enroll

- through the UGS program would be subject to the same 30 hours rule that all transfers must meet.
2. Enroll students as UGS only if they received their high school diploma or G.E.D. certification at least one year prior to enrollment. This would eliminate the population of newly graduated high school students who were not admissible as freshmen and who are best advised not to use the UGS program as a vehicle for admission. In general, these students could better be served by the community college system as they prepare for admission into a four-year degree program.
 3. Eliminate the financial aid option for UGS students. Use of federal financial aid for UGS students is a questionable practice since it is difficult to ensure that their course work will guarantee admission, as required by regulations.
 4. Advising for the population of UGS students trying to transfer into a degree-granting program should be coordinated by the Office for Advising Support, Information and Services (OASIS) until students formally matriculate. This should provide the support necessary to help these students, including employees of the university, achieve their academic goals. Much of this support can be provided through the Virtual Advising Center.

EMAS and DUAP should simultaneously work with the North Carolina Community College System to create stronger institutional relationships and foster the transfer of students between the two institutions. Some of those activities would be:

1. Make sure that students are aware of and clear on the articulation agreement that exists between NC State and the Community College System (NCCCS).
2. Work with NCCCS to create a Guaranteed Admissions Program that assures graduates of community colleges admission to NC State if they meet the prescribed requirements of the program.
3. Work with Wake Technical Community College (Wake Tech) to establish their programs as part of an inter-institutional program so that those students who wish to do so could enroll in courses at NC State as part of their programs at Wake Tech.
4. Employ a Transfer Advisor, to work with Wake Tech, who would be designated as a liaison advisor to ease the transition of transfer to NC State. This advisor would make sure that students are taking courses at Wake Tech that are fully transferable to NC State and would fulfill graduation requirements for the programs they wish to enroll in at NC State. (The Division of Undergraduate Academic Programs is already working with Wake Tech to provide this service.)

PBS

The reorganization of summer school and non-degree credit programs provides an opportunity to think about the best way to serve post-baccalaureate studies (PBS) students. Historically, CP&SS services have focused heavily on UGS students. Services for PBS students included management of the application process and campus safety question review, and referrals to departments/graduate programs for advising. There are as many as four motivating factors for students to enroll as PBS: 1) continuing education interests (often UG courses); 2) establishing/improving academic credentials for admission to Graduate School; 3) exploring interests in an additional undergraduate or graduate degree; and 4) entering into a formalized Graduate Certificate Program. As allowed by current regulations, some PBS students interested in pursuing a Master's degree transfer (upon

approval of the program) up to 12 credits of PBS coursework into a Master's degree program. Most academic programs do not offer many graduate courses during summer school and the Graduate Student Support Program (GSSP), as currently operated by the Graduate School, does not allow for funding of tuition during Summer School. Many of the PBS students are concentrated in the College of Humanities & Social Sciences and the College of Education.

Recommendation 11

Provide administrative services related to application, transcript verification, and campus safety question review for all PBS students through EMAS.

Recommendation 12

Engage the Graduate School to collaborate with EMAS, the Graduate Programs, and the Directors of Graduate Programs (DGP) to develop advising materials for distribution by EMAS.

Recommendation 13

Engage the Graduate School to work with the Graduate Programs and DGPs to ensure adequate advising opportunities for PBS students.

Recommendation 14

Evaluate the current rules related to PBS and Graduate degree or Certificate Programs to include:

- establishing a minimum GPA (2.75) below which a PBS student would not be able to continue enrollment
- allowing PBS coursework (up to a certain number of credits) to transfer into doctoral programs
- reviewing current practice of having Graduate Certificate Program students begin (and often stay) as PBS students.

Implications for DELTA

The reorganization of summer school and non-degree credit programs will have implications for DELTA. LLE students take approximately forty percent (40%) of DE credit hours; consequently, seventeen percent (17%) of DE credit hours would “go away” if the UGS enrollment is reduced by seventy-five percent (75%) as suggested as a goal of the reorganization. On the other hand, DELTA enrollment could increase if the LLE classification exists and allows students to move in the direction of DE courses (as a result of there being fewer courses/seats available on campus). The Provost provided assurances that the November 2006 directive focused on campus-based programming.

Recommendation 15

Create collaborations with The Graduate School, EMAS and DELTA to ensure that students seeking information on certificate or credit programs will get the information they need.

Conclusion

As noted above, the Task Force has recommended that several issues concerning the reorganization of summer school be examined in depth. In researching other institutions with decentralized Summer School models, there is evidence that decentralization is not always successful, and in some instances, has been reversed in favor of a more centralized model. To avoid a similar fate for NC State, the task force encourages a careful transition, with an initial implementation phase in FY07-08 followed by further research, recommendations and ultimately, implementations.

The initial transition phase in FY07-08 will eliminate duplication of services by moving administrative functions to EMAS. Additional support will be provided by the Budget Office in the preparation, submission and approval of tuition and fees rates by UNC General Administration. The Graduate School will assist EMAS by coordinating the development of advising materials and advising services for PBS students.

Beyond the initial phase, the successful implementation of a decentralized summer school model requires additional research to create a successful operating model that blends institutional priorities and available resources. Summer school is supported by tuition receipts, and as such, must clearly identify the market interested in its services. The future direction for summer school must meet the needs of our students, faculty and institutional objectives.

One critical component will be the exploration and development of a business model that provides adequate compensation for faculty, instructional resources to deliver courses, and incentives to colleges to expand participation within the constraints of a receipt supported endeavor. The exploration should encompass both ways to maximize potential tuition receipts and ways to efficiently distribute funding for faculty salaries and instructional expenses. The model should include a robust marketing plan, one that maximizes interest in summer school offerings and educates students and faculty alike about the benefits offered by summer school participation.

While the business model research may result in a proposed business and marketing strategy, implementation must serve the needs of all students. The UGS, PBS, and degree student populations, taught on campus and via distance education, are vital to NC State's instructional mission and cannot be adversely impacted during the reorganization of summer school. The fundamental underlying goal is to improve instructional opportunities for all students.

While the Task Force realizes that these recommendations will result in a phased implementation of the reorganization of summer school, careful and thoughtful processes are needed in order to enhance the efficiency and effectiveness of summer school and non-degree credit programs and offerings.

Appendices

Appendix A: List of the task force members

Appendix B: Data on undergraduate and graduate student enrollment distribution from fall 1998 to fall 2006

Appendix C: Lifelong Education (LLE) enrollment by age

Appendix D: LLE course-taking patterns

Appendix E: On-campus student credit hours by course by classification (PBS and UGS) for fall 2005 and fall 2006

Appendix F: Inventory of Office of Credit Programs & Summer Sessions' areas of responsibility

Appendix G: Summer sessions' expenses and student credit hour production by instructional areas (colleges/Student Affairs) and administrative units

Appendix H: "Buying into Summer: Academic Unit Incentives Through Revenue Sharing," (PowerPoint presentation) by Dr. Susan Day-Perroots, Dean of Extended Learning at West Virginia University and Chair of the Middle State Region of the North American Association of Summer Sessions

Appendix I: "Rediscovering the Value of Summer Session: The Virginia Tech Experience," (PowerPoint presentation) by Mr. Ken Smith, Finance Officer, Office of the Provost, Virginia Tech

Appendix J: NC State University college "program plans" for decentralized summer sessions