ANNUAL REPORT ON SUMMER SESSIONS
FY 15-16, FY17 Preview

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UNCW Summer Sessions
http://uncw.edu/summsch/
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Background

In Spring 2013, the University Innovation Council (UIC) Co-Chairs, Denise Battles, Provost and Vice Chancellor for Academic Affairs, and Charlie Maimone, Vice Chancellor for Business Affairs, charged a Summer Innovation Initiative Task Force to study and recommend an action plan for restructuring UNCW’s summer programs. The primary focus of the Task Force was to consider and suggest specific changes to credit-bearing summary activities (“summer school”). The final recommendations were to include individual and unit incentives for participation, increase online and distance education offerings, and enhance scheduling, funding, and administrative structures. The Task Force was also encouraged to recommend changes to non-credit-bearing activities that would enhance UNCW’s programming, community engagement, revenue generation and/or overall utilization of the summer period.

Beginning FY17, permanent summer funding is being provided to the colleges/school based on historical average SCH generation. In line with the Task Force recommendations, this budget approach allows:

1. Flexibility at the college/school level to manage summer offerings as part of a comprehensive academic year.
2. Revenue sharing for colleges/school that exceed historical average of summer enrollment.
3. Faculty stipends to be managed at the college/school level, in accordance with the unit’s approved pay policy and/or an approved pay scale.

Some functions of summer session will still be managed by the central office, such as:

- Marketing
- Management of budget/revenue projections, overhead expenses
- Oversight of unit SCH production
- Annual reporting of summer session activity
- Maintenance of the summer session webpage
- Serving as a central contact point for student questions
- Management of overall summer expenses
- Serving as a liaison between school/colleges and UNCW payroll office.

Summer sessions are now part of the Office of Community Engagement under the supervision of Associate Vice Chancellor, Lori Messinger. The alignment of Summer Sessions under Community Engagement allows a broader vision of credit and non-credit courses and programming at UNCW in the summer, providing additional opportunities for faculty, students, and the community at large.
2016 Summer at a Glance

Calendar

April 4 – Summer Registration opened
May 16 – Summer I began
June 20 – Summer II began
July 21 – Last day of Summer Sessions

One UNCW student studying abroad spent the morning playing basketball with local children at Acción Callejera, an organization that teaches street/homeless youth everything from reading/writing to how to survive on their own.

Tuition and Fee Schedule

<table>
<thead>
<tr>
<th>Level</th>
<th>Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
</tr>
<tr>
<td>Resident</td>
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<td>MBA/MSA Resident</td>
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<td>MBA/MSA Non-resident</td>
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<table>
<thead>
<tr>
<th>Distance Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
</tr>
<tr>
<td>Resident</td>
</tr>
<tr>
<td>Non-resident</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
</tr>
<tr>
<td>Non-resident</td>
</tr>
<tr>
<td>MBA Resident</td>
</tr>
<tr>
<td>MBA Non-resident</td>
</tr>
<tr>
<td>MSA Resident</td>
</tr>
<tr>
<td>MSA - Non-resident</td>
</tr>
</tbody>
</table>

* divided equally between SSI and SSII
**For graduate students, max hours are not divided equally between summer session I and summer session II/FT. These are the total credit hours a student can take across the entire summer sessions.

Student Course Load

<table>
<thead>
<tr>
<th>Level</th>
<th>Max Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>16 credit hours*</td>
</tr>
<tr>
<td>Graduate</td>
<td>12 credit hours**</td>
</tr>
</tbody>
</table>

* divided equally between SSI and SSII
**For graduate students, max hours are not divided equally between summer session I and summer session II/FT. These are the total credit hours a student can take across the entire summer sessions.
SUMMER 2016 Highlights*

Enrollment
There were approximately 9,983 unique students taking summer Fiscal Year 2016 classes. This was an almost 5% increase from summer FY 2015, and a 23% increase from 5 years ago. Total student credit hour production was 40,787.

Although total enrollment was up in 2016, there were several classes of students with decreases and those included, second year undergraduates, third year undergraduates, and unclassified students.

There were 974 main campus and DE course sections offered in FY 2016 summer, and approximately 222 OAP sections offered.

Study Abroad
There were 438 students that studied abroad in Summer 2016, an increase of 17% over summer 2014-15. Most students (339) went on UNCW faculty-led trips, 26 through other universities (partners with UNCW), and 73 through 3rd party providers.

Study abroad 2015-16 reached nearly all parts of the world. Faculty-led destinations included Australia, Belize, Chile, Dominican Republic, Ecuador, France, Germany, Greece, Indonesia, Japan, Malawi, Spain, and U.K., England.

*All statistics reflect Summer Fiscal Year 2016 (Summer II in calendar year 2015 and SSI and Full Term of calendar year 2016) unless otherwise noted.
**Summer 2016 Student Profile**

Below are the demographics for the approximately 9,983 students taking classes during summer FY16. Summer students are mostly women (65%), majority white (77%), and predominantly age 18-22, though there are a large number who are over age 30 (19%).

Both gender and race demographics shown below are very similar to the demographics of students during the academic year. During the academic year, students over the age of 30 comprise only 11% of the student population (versus approximately 19% in summer).

A comparison of these data to data from five years ago reveals some changes among student demographics:

- The percentage of female students enrolled in summer courses has increased by more than 5%.
- The diversity on campus during summer has remained relatively the same.
- The student population older than 30 has increased by more than 7% in summer over the past five years.
The average number of credit hours a student enrolled in during FY16 summer is listed below by student type and modality:

- Undergraduate Main Campus: 1.72 credit hours
- Undergraduate DE: 2.47 credit hours
- Graduate Main Campus: 1.0 credit hours
- Graduate DE: 2.4 credit hours

These averages include DIS, labs, and Honors courses.

The following are the top 5 majors of students that enrolled in summer session courses in fiscal year 2016:

- Business Administration
- Pre-Business Administration
- Biology
- Exercise Science
- Undeclared/Undecided

One summer school student takes a picture of the sunset over the docks at Wrightsville Beach. Not a bad place to spend time while taking classes.
Enrollment Trends (by fiscal year)

The charts below illustrate a 5-year history of summer enrollment trends, by fiscal year, for both face-to-face and distance education modalities. It is difficult to interpret these data, as there were extenuating circumstances that shape decisions about course coding and course offerings.

Beginning in Summer I, 2015 (FY 14), the university began to list all online summer courses as Distance Education, i.e., 800 sections, to more consistently reflect the method of course delivery. This shift was not completely adopted until Summer I, 2016. Also, when preparing course listings for Summer 2016, deans were asked to create additional distance education sections to meet budget projections.

Academic departments will need to review course enrollments and student preferences to determine the best breakdown of courses/modalities to serve students.

*Excludes OAP courses

Courses (by fiscal year)

On the following pages are a 5-year history of the main campus sections versus distance education course sections taught by college/school. As noted earlier, this reflects the shift in changing on-campus online to DE sections, as well as the request this summer from administration to increase online sections. The charts below reflects the these changes and other growth by each college/school.

The following college/school information excludes OAP sections, but includes directed independent studies and internships.
College of Arts & Sciences

College of Health & Human Services

Cameron School of Business
The number of dual modality courses, those offered in both face-to-face sections and DE sections in the same term, has grown. The chart below shows the number of sections offered in both modalities during fiscal year 2015-16 summer sessions in blue compared to the total number of sections offered (in green).

Some faculty taught the face-to-face and distance education (usually hybrid) sections simultaneously. In most instances, the home department only paid the instructor once for the course.

**Unused Capacity**

Of the 974 main campus and DE sections offered during FY 16, there were a total of 4,743 vacant seats available. Main campus courses had an average of 40% of total seats available, and distance education courses had an average of 6.67% of total seats available.

Some of these low-enrollment courses may have been expected, trying to meet a need for required courses for a major and choosing to leave the cap high, while others may have set unrealistic course caps.
The following are the top 10 courses, in terms of the size of enrollment, during fiscal year 2015-16 summer sessions. This list combines the total number of students in parentheses for all sections taught for the listed course, both main campus and DE, across both summer sessions.

- **PHY 102, Elementary College Physics II (232)**
- INB 300, International Business (study abroad) (191)
- SPN 201, Intermediate Spanish I (189)
- **PHY 101, Elementary College Physics I (162)**
- ENG 201, College Writing and Reading II (149)
- PED 101, Physical Activity and Wellness (145)
- **BIO 202, Principles of Biology (142)**
- MGT 350, Principles of Management (117)
- ENG 204, Introduction to Professional Writing (115)
- SPN 102, Introductory Spanish II (110)

*section in green type were offered main campus (face-to-face) only

**What Comes In (Transfer Credits)**

In FY16 summer, a total of 12,394 credit hours (2,290 courses) were transferred into the university. This is an average of 1.7 courses per student. The bulk of the credit hours came from:

- Advanced Placement courses (1130 credit hours)
- Nursing Placement exam (181 credit hours)
- Community College courses (259 credit hours)
  - Cape Fear Community College (147 credit hours)
  - Wake Technical Community College (59 credit hours)
  - Coastal Carolina Community College (53 credit hours)
- Hochschule Bremen University, Germany (TABSA students) (57 credit hours)

The following chart shows the transfer credits received during the summer term FY16 by institution type.
The most popular subjects transferred in were:

- English (378)
- Foreign languages (261)
- Math (230)
- Statistics (213)
- Biology (184)

**Faculty Participation**

The vast majority of summer session courses are taught by EPA 9-month employees. There are no graduate students or SPA employees teaching DE courses.

On average, faculty members taught 2.11 courses during summer sessions in fiscal year 2016. This is consistent with the 3-year average of 2.16 courses.
Marketing Plan

In summer 2016, Summer Sessions staff partnered with Campus Life staff to develop a plan to market Summer Sessions to students. We developed a new logo for the Campus Life tagline “Summer at the Dub” and used it on all marketing material (shown on cover). We reactivated the dormant “Summer at the Dub” Facebook, Instagram, and Twitter accounts, which had never been done during the fall or spring semesters.

To help promote the brand, we purchased several promotional items, including popular tank tops (see pictures at left). Students could win a tank top by following “summer at the dub” on social media or spinning a wheel at one of our many pop-up campus marketing events.

Other notable marketing activities included:

- Booth at transfer orientations, freshman orientations, and Seahawk Saturday
- Café signs on Chancellor’s walk, Fisher Student Union and at the Recreation Center
- Postcards to students at their permanent home address over winter break
- Advertised specific courses on Facebook (and boosted posts), Instagram and Twitter; Google ads
- Advertised on coffee sleeves in library with prizes to random “winners”

We heard from many people on campus that these events created buzz among students about summer sessions. For Summer 2017, we intend to continue this marketing to current students using the methods listed above, including maintaining the “Summer at the Dub” logo. We will do increased outreach about summer courses to advisors, providing materials to distribute to their advisees about summer classes. We are also partnering with the Honors Program and Housing to do outreach to newly admitted honors students, encouraging these students to “Dive In” and start their studies at UNCW in Summer Session II. We will also do marketing to UNC-system students across the state, especially in colder parts of the state, using Facebook ads and billboards to encourage them to plan to take summer classes on-site at UNCW.
Fun in the Sun

During summer sessions, Campus Life, Student Leadership and Engagement, Campus Recreation, and Summer Sessions all worked to make time on campus more enjoyable for students. Campus Life and Summer Sessions both posted on the Summer at the Dub Facebook, Instagram, and Twitter feeds, advertising activities to all. Campus Life promoted events in the Wilmington area, including free tickets for enrolled students to Airlie Gardens concerts, Fort Fisher Aquarium, Ghost Walk of Old Wilmington, and Cameron Art Museum. $10 tickets were available for enrolled students to Jungle Rapids Water Park and the Asheboro Zoo. By the end of the summer, most tickets had been used by enrolled summer students.

The Office of Student Leadership and Engagement held two service projects this summer, but these were not heavily attended. Campus Recreation held several camps, clinics, and activities during the summer, most of which were well-attended by students.

Summer Sessions also created, funded, and staged several events to promote “summer fun” for enrolled students:
- Summer I pizza party
- Summer II ice cream social
- Summer Instagram biweekly photo contest (Photos on this page all were submitted by students as part of that contest.)

Another Summer II pool party was planned, but it was cancelled on the day of the event due to inclement weather. Each successful event had between 75-100 students attend, and several students won the photo contests.

For summer 2017, Campus Life is taking the lead with Student Leadership and Engagement, Housing, and Campus Recreation to create a summer programming calendar with fun and engaging events that we can advertise to encourage students to take classes on campus. We discussed ways to better get the word out to enrolled students and teaching faculty about events during the summer. The Summer Sessions staff will provide additional financial and staff support to facilitate a culture of fun, service, and learning on campus.
Dollars and Cents

The chart below shows the total student credit hours (SCHs) and associated revenues generated during FY16 summer by college. The table also summarizes the revenue share provided to each school/college to support summer operating expenses as well as summer faculty payroll stipends. On average, instructors earned a stipend of $5,192 for teaching a course in summer sessions during fiscal year 2016.

<table>
<thead>
<tr>
<th>College/School</th>
<th>FY16 Summer Total SCHs</th>
<th>FY16 Gross Tuition Received</th>
<th>FY 16 Summer Payroll</th>
<th>FY 16 Revenue Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS</td>
<td>11,025</td>
<td>$1,979,296</td>
<td>$1,033,501</td>
<td>$132,631</td>
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<tr>
<td>CHHS</td>
<td>1,898</td>
<td>$353,346</td>
<td>$190,323</td>
<td>$17,554</td>
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<tr>
<td>CSB</td>
<td>2,998</td>
<td>$549,413</td>
<td>$263,160</td>
<td>$39,009</td>
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<tr>
<td>WCE</td>
<td>473</td>
<td>$65,268</td>
<td>$59,692</td>
<td>$5,851</td>
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<tr>
<td>Totals</td>
<td>16,394</td>
<td>$2,947,323</td>
<td>$1,546,676</td>
<td>$195,045</td>
</tr>
</tbody>
</table>

In addition to the monies provided to the colleges/school above, the summer fund paid for the following overhead expenses that equates to approximately 35% of the total summer budget:

- Summer office operating and marketing expenses as well as salaries for the Business Officer and Business Services Coordinator
- Telephone service for all academic departments on campus for 3 months
- Supply funds in the Graduate School
- Benefits for all positions paid out of summer monies including benefits on faculty stipends
- I-print for summer sessions for students
- Positions in:
  - Admissions
  - University College
  - Budget Office
  - Financial Aid
  - ITS
  - Honors College
  - The Learning Center
  - Library

The Summer Sessions office is reviewing what portion of these positions can and should be absorbed by the Office of Distance Education to cover support for students enrolled in those courses.
Looking Ahead: Goals for Summer 2017

1. In the fiscal year 2015-16 summer terms, there were many courses that were less than 60% enrolled versus course capacity. We will connect with Associate Deans in the Colleges/Schools to identify ways to maximize enrollment. Our goal is to have 90% of courses at least 85% capacity.

2. We have capacity to bring more newly admitted students to campus during the summer before they would traditionally start classes. We will work with the Honors program to bring 24 Honors students to campus to take 6 credits and live in dorm housing.

3. We will make summer more attractive to students by having a more vibrant, on-campus culture. We will host more on-campus events with better attendance in Summer 2017.

4. We will use marketing and a new website dedicated to visiting students to encourage more students from other campuses to take summer classes at UNCW. We hope to increase the number of visiting students by 10%.

5. The Office of Community Engagement will also partner with QENO, OLLI, Office of the Arts, Continuing and Professional Education, and other academic units to increase the use of campus in the summer months to increase revenue production for non-credit activities. We would like to see summer revenue from other sources increase 20%. 
## Appendix A

### FY16 Headcount Data

<table>
<thead>
<tr>
<th>Student Type</th>
<th>DE Fullterm</th>
<th>SS Fullterm</th>
<th>DE SSII</th>
<th>SS SSII</th>
<th>DE SSI</th>
<th>SS SSI</th>
<th>Total</th>
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<tbody>
<tr>
<td>New Audits</td>
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<td></td>
<td>1</td>
<td>1</td>
<td></td>
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<tr>
<td>Online Accelerated UG</td>
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<tr>
<td>Continuing UG</td>
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<td>240</td>
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<td>3</td>
<td>42</td>
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<tr>
<td>(Incoming) Freshmen</td>
<td></td>
<td></td>
<td>15</td>
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<td>Special High School</td>
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<td>5</td>
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<td>Re-enroll (Re-admits &amp; Special)</td>
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<td>2</td>
<td>79</td>
<td>88</td>
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<td>New Special UG (degree/non-deg)</td>
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<td>8</td>
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<td>Regular Term Permission</td>
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<td>Special Undergrad - Non-</td>
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<td>Summer Permission (Visiting/non resident)</td>
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<td>New Unclassified Changeover (Special Unclassified)</td>
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<td>Isaac Bear Early College</td>
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<td>Visiting International</td>
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<td>Continuing Graduate</td>
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<td>334</td>
<td>97</td>
<td>340</td>
<td>198</td>
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<td>(Incoming) Graduate</td>
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<td>4</td>
<td>91</td>
<td>21</td>
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<td>14</td>
<td>188</td>
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<td>2</td>
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<td>9</td>
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<td>Other (Reg Term Permission)</td>
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<tr>
<td><strong>Term Totals</strong></td>
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<td><strong>350</strong></td>
<td><strong>2,226</strong></td>
<td><strong>1,863</strong></td>
<td><strong>2,767</strong></td>
<td><strong>2,289</strong></td>
<td><strong>9695</strong></td>
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Note: This student headcount data was pulled from SSRS report VCAA Enrollment SCH Statistics by Student Type for Main & DE. Because this data is not synced with the official enrollment data from the Office of Institutional Planning, Analytics, and Effectiveness it is approximate, but not an exact match to the official headcount provided on Page 5 of the Annual Summer report.