

Summer Sessions & Lifelong Learning - Special Program Review - Committee Report

Executive Summary of Recommendations

Summer Sessions & Lifelong Learning (SSLL) is a multifaceted administrative unit of the University of Alaska Fairbanks that oversees academic courses both during the summer and also during special session semesters. Courses can be credit, non-credit, professional development and special interest. As a secondary role, SSLL also coordinates dozens of public outreach and community engagement activities during the summer and throughout the year. This provides a comprehensive program that reaches diverse audiences that are not only undergraduate and graduate students, but also lifelong learners that range from elementary school-age children to working professionals and retired seniors. SSLL has a high level of institutional and community support.

SSLL receives approximately \$100,000 in state general funding (FY14) and leverages that money, plus 100 percent of generated tuition and registration fees into a \$2.4 million service enterprise.

Committee Recommendations - Overview

SSLL has some advantages organized as a stand-alone unit and therefore the committee recommends the unit remain that way.

Leverage the negotiating power of SSLL – this unit has the unique ability to find a cost-effective option for summer course delivery. This is a strength and should be encouraged where agreement with deans/directors exists prior to issuing any faculty contract and academic quality has been validated. This model should be preserved because of its cost-effectiveness for UAF.

The committee recommends that the director of SSLL develop a plan to consolidate general administrative staffing between SSLL and OLLI and minimize the independent fiscal role through a shared service model for financial management activities. The committee also recommends that the director, associate director, and marketing positions be preserved.

The committee feels strongly that SSLL should be funded as part of the UAF core and provided a 40 percent general fund increment.

When SSLL bears the cost of employing the faculty, SSLL should receive 60 percent of the tuition revenue and UAF Central (VCAS) should receive 40 percent.

When SSLL does not bear the cost of summer course provision, the academic unit would be able to retain 60 percent of the tuition as done normally. This should be negotiated between the dean/director and SSLL prior to any course being offered. The committee believes the tuition revenue distribution should align with the unit bearing the primary costs associated with delivering the course and content.

SSLL tuition rates are limited to in-state rates in the summer, and approximately 18 percent of total students enrolled benefited from this reduced rate (out-of-state/foreign students). The committee views these opportunities to market to a broader audience as a valuable incentive.

The committee recommends for independent study, graduate research and thesis courses (498/499/698/699) and course or special fees (materials/computing labs) that all revenue collected should be directed to any unit incurring the cost and for faculty compensation, the unit that bears the cost of the course delivery should get the revenue. If the UAF operating budget is to be reduced by five percent in FY16, SSLL may forego the tuition revenue associated with these

courses to satisfy the reduction.

The committee recommends SSSL work with each unit dean/director to develop a list of courses that are eligible to be offered in the summer and WINTERmester and MAYmester prior to any discussions with department chairs or faculty for instruction. SSSL should not deviate from this approved list, once approved by each school/college, annually. However the committee does not advocate the denial of courses purely to retain the tuition revenue if there is a student need for the course.

Standard agreements must ensure (WINTERmester, MAYmester) course compression standards are approved, for high-quality education should focus on core/degree-pathway offerings and should not include graduate thesis and research-level courses or directed and individual study courses unless specifically negotiated.

The committee recommends that SSSL activities be planned and streamlined so that other necessary facilities upgrades and technology maintenance can occur within these appropriate downtime windows.

The committee recommends to increase the number of educational tours and field study/experiential learning opportunities.

Summer Sessions & Lifelong Learning - Overview

Summer Sessions & Lifelong Learning (SSLL) is a multifaceted administrative unit of the University of Alaska Fairbanks (UAF) that oversees academic courses during the summer and also during special session semesters. Courses can be credit, non-credit, professional development and special interest. As a secondary role, SSSL also coordinates dozens of public outreach and community engagement activities during the summer and throughout the year. This provides a comprehensive program that reaches diverse audiences ranging from undergraduate and graduate students to lifelong learners, elementary school-age children, working professionals and retired seniors.

UAF degree-seeking students comprise about 68 percent of the Summer Sessions population; for-credit degree pathway courses are the central focus of SSSL. Summer credit courses enable students to stay on track, get caught up or move ahead in their degree program. Summer students are typically motivated and are able to leverage summer offerings to graduate at faster rates than non-summer student peer groups. Developmental, core, lower- and upper-division undergraduate, graduate courses, and field schools combine to build the summer credit schedule.

The majority of SSSL courses are offered during the summer in a 12-week session, or two six-week sessions. In the past few years, SSSL has expanded to offer additional sessions in other parts of the year. WINTERmester is a two-week session held in January before the start of spring semester, and MAYmester meets the two weeks after spring graduation. SSSL additionally offers some Weekend College classes on Saturdays during the fall and spring semesters. These sessions allow students to complete courses outside of the normal course schedule and may assist departments in providing sections for over-enrolled courses or special interest courses.

During the summer, student support services, such as the Speaking Center, Writing Center, developmental math tutoring, and the Math and Stat Lab, are administered and funded by SSSL with some support from math fees.

Non-credit courses are very popular with community members as well as the UAF population. University instructors and local experts share their knowledge and the result is that university



and community connections are extended.

SSLL is the UAF administrative unit for several community and campus entities, including the Fairbanks Shakespeare Theatre, Osher Lifelong Learning Institute, Fairbanks Summer Arts Festival, and Visual Arts Academy. SSLL provides a variety of support services to these organizations that offer lifelong learning opportunities for UAF and Fairbanks.

SSLL has been offering educational travel programming since 2005. These non-credit travel programs include outbound international programs and inbound programs, both domestic and international. Outbound programs are up to 18 days in length and provide instruction about the natural, cultural, and political history of a country. Since 2005, groups of 25 or fewer have traveled to the following countries: China, Vietnam, Tanzania, Peru, Portugal, Ecuador/Galapagos, Turkey, India, Ireland, and Greece. Inbound domestic programs have been created and hosted by SSLL for Osher Lifelong Learning Institutes from other states, including an 11-day Alaska educational travel-study adventure. The program begins in Fairbanks and goes to Nenana, Denali, Talkeetna, Anchorage, and Seward.

SSLL Staffing & Funding Structure

Five employees totaling 4.5 FTE support the full responsibility for all aspects of program development and delivery, course scheduling, comprehensive marketing, purchasing, hiring and payroll (for over 150 summer adjuncts/instructors), maintaining an alternative registration system, website development and maintenance, and service for students, faculty, staff, and community members.

SSLL receives approximately \$100,000 in state general funding (FY14) and leverages that money, plus 100 percent of generated tuition and registration fees, into a \$2.3 million service. SSLL covers the cost of the majority of instructors, adjuncts or faculty it hires. Academic units, however, may bear the cost of graduate research or thesis courses and other staff costs associated with keeping labs or other program-specific facilities open in the summer.

The SSLL tuition model is unique within the institution and is detailed below in comparison to other UAF tuition distribution models. Recommendations are made to adjust the current model to promote a more sustainable model for future SSLL program offerings.

SSLL Review Committee & Process

The SSLL Program Review Committee members were Julie Queen, director of the Office of Management and Budget (OMB); Michele Stalder, dean of the Community & Technical College (CTC); Doug Goering, dean of the College of Engineering & Mines (CEM); Sylvan Robb, senior program analyst; and Fred Schlutt, vice provost, director of the Cooperative Extension Service (CES). In his charge to the committee, Chancellor Rogers asked the committee to “explore cost-effectiveness, alternate operational models, and opportunities for more coordination/partnerships with other units, and optimal tuition distribution.”

The committee interviewed Michelle Bartlett, director of Summer Sessions and Lifelong Learning (SSLL); Paul Layer, dean of the College of Natural Sciences and Mathematics (CNSM); and Todd Sherman, dean of the College of Liberal Arts (CLA). Dean Goering also shared his experience with SSLL. The committee asked Director Bartlett and her staff to provide a summary of the various program and services that unit provides. Sylvan Robb worked with OMB/PAIR to provide statistical information.

A report will be submitted to the Chancellor’s Office on or by the Jan. 9, 2015 deadline.

Special Program Review Scope – Analysis

In general, summer enrollment at the Fairbanks campus is primarily through Summer Sessions/Lifelong Learning (SSLL); however, this data may include some other (fewer) offerings that exist outside of SSLL. As it is difficult to isolate only SSLL offerings, the committee views this data set as a good resource to get a reasonable sense of SSLL student enrollment trends.

Enrollment Includes	Demographics	Fiscal Year					2014 % of Total
		2011	2012	2013	2014	Partial 2015	
	Total	2378	2360	2199	1876	1573	1876
	Degree-Seeking	1458	1475	1464	1273	1106	68%
	Non-Degree-Seeking	920	885	735	603	467	32%
Degree-Seeking	Undergraduate	1208	1235	1204	1014	867	54%
	Graduate	250	240	260	259	239	14%
Non-Degree-Seeking	Undergraduate	906	881	724	587	459	31%
	Graduate	14	4	11	16	8	1%
Degree-Seeking	Full-Time	274	281	367	244	168	13%
	Part-Time	1184	1194	1097	1029	938	55%
Non-Degree-Seeking	Full-Time	14	6	13	7	6	0%
	Part-Time	906	879	722	596	461	32%
Degree-Seeking	Female	883	857	840	727	644	39%
	Male	575	618	624	546	462	29%
Non-Degree-Seeking	Female	575	537	446	371	313	20%
	Male	345	348	289	232	154	12%
Degree-Seeking	Nonresident Alien	61	48	59	46	38	2%
	Hispanic/Latino	83	98	87	77	70	4%
	American Indian or Alaska Native	108	104	92	77	79	4%
	Asian	39	38	17	22	18	1%
	Black or African American	54	50	47	29	20	2%
	Native Hawaiian/Pacific Islander	5	2	3	4	3	0%
	White	903	798	793	635	522	34%
	Two or More Races	81	77	71	55	49	3%
	Race and Ethnicity Unknown	124	260	295	328	307	17%
Non-Degree-Seeking	Nonresident Alien	74	37	58	28	35	1%
	Hispanic/Latino	23	30	25	11	15	1%
	American Indian or Alaska Native	50	65	44	49	30	3%
	Asian	6	14	18	27	15	1%
	Black or African American	14	13	10	12	9	1%
	Native Hawaiian/Pacific Islander	2	1	7	2	2	0%
	White	584	522	402	323	242	17%
	Two or More Races	16	12	13	11	10	1%
	Race and Ethnicity Unknown	151	191	158	140	109	7%
Degree-Seeking	In-State	1139	1174	1131	993	838	53%
	Out-of-State	258	253	274	234	230	12%
	Foreign	61	48	59	46	38	2%
Non-Degree-Seeking	In-State	704	729	590	496	377	26%
	Out-of-State	142	119	87	79	55	4%
	Foreign	74	37	58	28	35	1%
Degree-Seeking	Average Age (as of Oct 1, Annually)	27	28	27	28	29	N/A
Non-Degree-Seeking	Average Age	33	30	31	32	32	N/A
Total	Average Age	30	29	29	29	30	N/A

Charge Memo Q&A

1. How many enrolled degree-seeking students have been served? Other students?
 - a. In FY14, 68 percent of students enrolled in summer programs were degree-seeking. The majority of students are part-time, in-state undergraduates, often heavily focused in core course offerings or special interest courses.

2. How many degree pathway courses have been offered? Other courses?
 - a. 2014 Degree Pathway (catalog courses): 156 (77 percent)
 - b. 2014 Special Topics: 33 (16 percent)
 - c. 2014 Non-credit: 16 (8 percent)

3. Do students enrolled in SSSL programs appear to have different characteristics than other students? Do student demographics vary between degree pathway courses versus non-degree pathway courses?
 - a. Generally, any student taking a course in the summer appears to be motivated. The majority of demographic characteristics are similar whether a student is degree-seeking or not, as most are part-time undergraduates either enrolled in degree pathway courses or special topic courses (for credit).

As tuition rates are limited to in-state rates in the summer, approximately 18 percent of total students enrolled benefited from this reduced rate (out-of-state/foreign students). Compared to the fall 2013 student headcount by origin at entry, (UA in Review Fall 2013) this percentage matches the total Fairbanks campus out-of-state proportion, also at 18 percent. Whether these reduced rates are the primary draw for additional out-of-state students is unknown, although the committee views these opportunities to market to a broader audience as a valuable incentive.

	FY14 Summer	
	Degree-Seeking	Non-degree Seeking
Total	68%	32%
Undergraduate	80%	97%
Graduate	20%	3%
Full-time	19%	1%
Part-time	81%	99%
Female	57%	62%
Male	43%	38%
Nonresident Alien	4%	5%
Hispanic/Latino	6%	2%
American Indian/Alaska Native	6%	8%
Asian	2%	4%
Black/African American	2%	2%
Native Hawaiian/Pacific Islander	0%	0%
White	50%	54%
Two or More Races	4%	2%
Race and Ethnicity Unknown	26%	23%
In-state	78%	82%
Out-of-state	18%	13%
Foreign	4%	5%
Average Age	28	32

4. For degree-seeking students served through SSLL programs, are outcomes different than for other degree-seeking students (e.g., do retention patterns look different for these students? do they graduate at slower/faster rates? etc.)
 - a. It is natural to infer that students that take additional degree-pathway coursework in the summer will complete faster than students that do not, over time. The type of student enrolled in summer programs characteristically appears to be a motivated student who will graduate at a higher and/or faster completion rate compared to cohort peers without summer enrollment.

For example, the student cohort enrolled in fall 2005 graduated at a 29.3 percent rate overall after six years with those enrolled in summer graduating at a 62.8 percent rate compared to non-summer enrolled students at 15.6 percent. After nine years, that same cohort graduated at a 40.7 percent overall with summer-enrolled students graduating at 62.8 percent compared to non-summer enrolled students at 25.6 percent. See Appendix Table 1.

5. How many 9-month faculty have earned additional income by teaching SSLL courses? Tenure-track versus adjuncts?

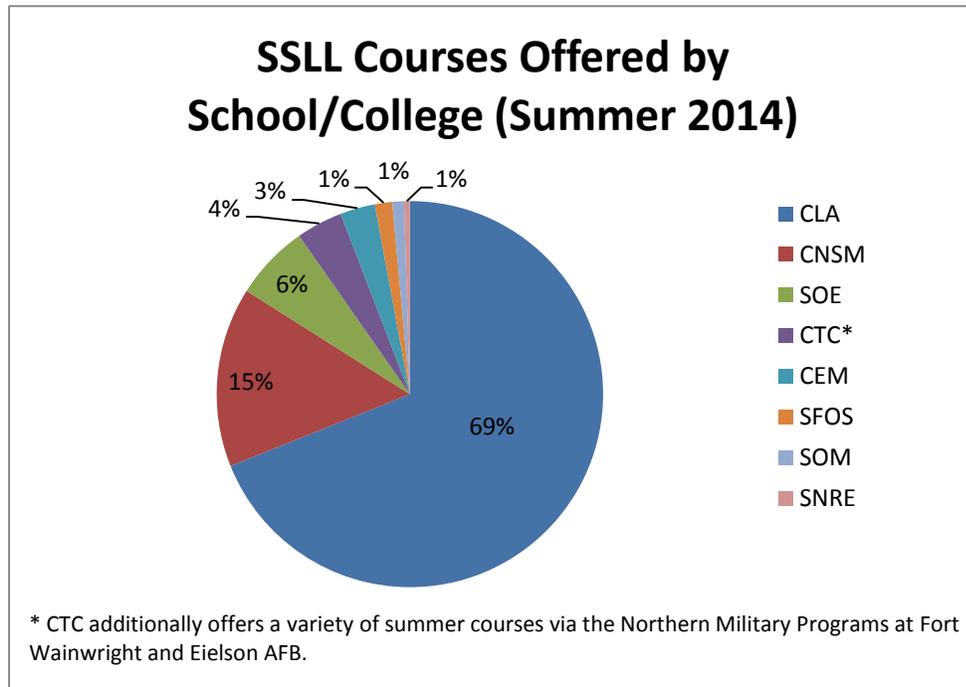
Instructor Type	2014 Summer	2013 Summer	2012 Summer
UNAC Faculty (Eclass F9)	59	47	57
UNAC Faculty (Eclass A9)	6	5	3
Visiting Adjuncts Credit (Eclass FT)	12	9	6
Visiting Adjuncts Non-credit (Eclass FW)	1	1	0
Adjuncts Credit (Eclass FT)	31	30	32
Adjuncts Non-credit (Eclass FW)	10	12	20
Total	119	104	118

6. Does SSLL engage in any programmatic or administrative collaborations/partnerships with other UAF units or with other community entities?
 - a. As an administrative unit, all academic programming is done with the approval of the appropriate academic department chair and dean. All camps for children are offered with the collaboration of a department. Of the 47 SSLL community events that were offered last year, all had sponsorships either from within the university or from the community businesses/organizations. Other programs that SSLL initiated include: the Really Free Market, Winter Warm-Up, and UAF involvement in the Golden Days Parade.

Tuition awards are offered to SSLL students with support from the various colleges. The “Sweet Summer Deal,” which encourages students to go full-time during the summer to stay on track, has been a collaboration between SSLL, eLearning, and Residence Life.

7. Do SSLL-served students or program participants make philanthropic donations to the university?
 - a. In FY14, the UAF Development Office reports the UAF-wide alumni participation rate was 5.41 percent overall, and that 8 percent of summer-enrolled students had donated. The Development Office does not track donations from current students. OLLI participants also do make philanthropic donations to OLLI.

8. Are some SSSL programs better utilized than others?
 - a. Academic degree-pathway courses are utilized the most, followed by the OLLI program, community events, travel programs, children’s camps, and the non-credit adult courses.
 - b. CLA offers the highest number of courses both in the degree-pathway core and special-interest areas, followed by CNSM and SOE, respectively, for core/degree-pathway courses.



9. Consider costs associated with offering SSSL programming:
 - a. Which program offerings are more costly (based on net costs after tuition/fee revenue) per participant? Consider costs borne by SSSL and by other UAF units.
 - i. Undergraduate courses without a lab component are the lowest cost courses. The highest cost per student is found in courses with limited enrollments e.g., art classes and courses where faculty are imported from the Lower 48. Disciplines with a higher faculty compensation level also have a higher cost per participant. Higher-cost courses include those with special lab or staffing requirements for general administration or lab safety. Science lab courses, which involve the cost of the lab instructor in addition to the classroom instructor, are the most expensive. This general differentiation excludes course or material fees, which may be higher as a result of the selected course.
 - ii. Currently, SSSL demonstrates a strength in that it can hire faculty/adjuncts at a more cost-effective rate than the regular academic year labor contract allows. SSSL covers the cost of this summer assignment in most cases. This model should be preserved considering many schools/colleges do not want to cover the cost of summer programs at the higher negotiated rate and this is most cost-effective for UAF. If the cost of offering a course does not

fall primarily on SSL and if additional facilities/lab/safety/staffing costs occur in the academic units, the committee proposes a change in the revenue distribution model.

Additionally, the current model for covering the costs of research or thesis graduate courses (level 498/499) is not adequate and change is recommended. Currently, SSLL receives tuition revenue for these types of courses, but the academic unit bears the majority of the costs to offer the upper-division or graduate-level course. The committee will recommend changing the tuition distribution model to remedy this type of situation, where possible.

The committee believes the tuition revenue distribution should align with the unit bearing the primary costs associated with delivering the course and content.

- b. How much does the availability of SSLL courses reduce student enrollment in courses offered by other units?

Independent Study & Graduate Tuition

When SSLL offers independent study and graduate research or thesis courses (498/499/698/699), a very real revenue imbalance exists in the academic units. SSLL does not compensate faculty who teach these courses or the department chair who oversees thesis completion. In the current tuition distribution model, SSLL accrues all the tuition from these courses; however, does not bear the cost to deliver them. For example, CNSM had 97 student credit hours in F699 (thesis), which resulted in approximately \$38,000 in tuition revenue for SSLL with no or minimal cost for faculty support. In summer 2014, these types of courses accounted for nearly \$155,000 in tuition revenue for SSLL with no revenue share to colleges/schools across UAF that incur costs. The committee will make recommendations to remedy this imbalance.

Unfunded, Hidden & Sunk Costs for Use of Facilities

In some cases, SSLL pays an instructor and a teaching assistant (TA). Students may be charged a lab fee that is returned to the academic departments for supplies. However, if lab facility/safety or staff support is required, SSLL does not pay for the staff or lab safety support provided to SSLL participants. The committee recognizes if this staff/lab support would be employed normally on a 12-month contract, this could be a “sunk cost” item where SSLL use promotes higher of existing space (economies of scale). In some cases, however, these staff/support professionals may be able to perform other duties in the summer or may have moved to a 9- or 10-month contract when not administering the lab; this may serve as an example of a hidden cost to summer course delivery.

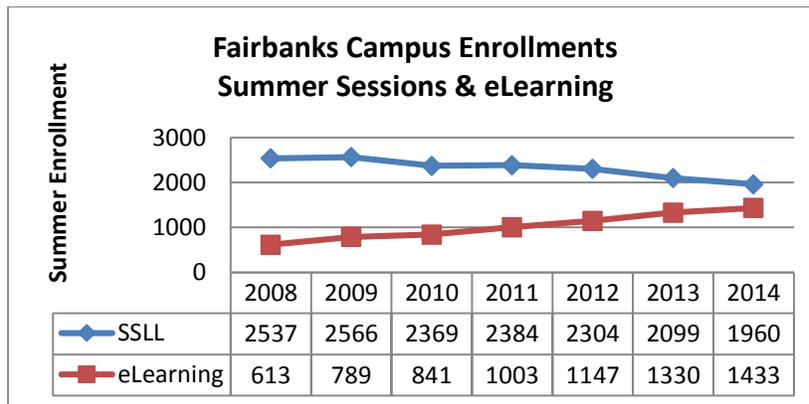
In general, when SSLL uses space and systems, some activities associated with other academic units, Facilities Services or IT (like maintenance, system/software upgrades) cannot happen or are pushed into windows that are less ideal for this work. WINTERmester also cuts into faculty prep time before the start of the spring semester, which may be an issue as UA moves to a common academic calendar. The committee will recommend that SSLL activities be planned and streamlined so that other necessarily facilities upgrades and technology maintenance can occur within these appropriate downtimes.

Osher Lifelong Learning Institute (OLLI): 0.75 Regular FTE + 0.8 TEMP FTE

Program Director (0.75 FTE), TEMP professional (0.425 FTE), and TEMP clerical support (0.375 FTE)

- ii. SSLL does its own programming, marketing, hiring, and fiscal management. Annually it offers over 300 courses, hires 160 instructors, delivers educational travel programs and provides 47 community events. Total expenditures were approximately \$2.4 million (FY14), but vary by year based on tuition generated. Approximately \$100,000 of the revenue budgeted is state general fund (Fund 1).
 - iii. The committee believes that when compared to other units on campus SSLL is a good candidate for a shared services model in the financial management and general administration areas; however, does benefit the campus by being a stand-alone unit otherwise. The annual budget/transactional volume associated with a \$2.4 million expenditure level is lower than many UAF units and some functions can likely be merged into a larger business office framework without additional staff support. It may not be necessary to perform all of the current functions (fiscal management/hiring) in an independent unit. The provost's Fiscal Office may be a good option for this; however, this may need to be examined further for appropriateness/logistics, if this recommendation is approved.
 - iv. The committee additionally recommends that all administrative support be reviewed and streamlined to increase cost effectiveness.
10. Assess revenues associated with different Summer Sessions and Lifelong programs.
- a. What fees does SSLL charge for different types of program offerings?
 - i. Fees are charged for supplies, lab fees, field schools, and field trips to cover course expenses in alignment with UAF fee policies and practices. Non-credit and professional development courses charge a registration fee in lieu of tuition. All educational travel programs have fees to cover on-site expenses and administration overhead.
 - b. Do programs leverage external funding in addition to tuition?
 - i. Community events are often funded through partnerships with sources external to SSLL or UAF. In 2014, community funding came from Fairbanks Memorial Hospital, Robinson and Associates, Fairbanks Resource Agency, Family Centered Services of Alaska, Autism Society, Alaska Coffee Roasters Company, and Holland America. Funding from internal sources came from University Advancement, the Institute of Arctic Biology, School of Education and Cooperative Extension Service. Support for Summer Tuition Awards (student aid) came from CLA, SOM, CNSM, SOE, and CEM. In-kind contributions from internal and external sources include: KUAC, the GI, Georgeson Botanical Garden, the National Park Service, Holland America, Princess Alaska, Yukon Sound Reinforcement Specialists, and Alaska Airlines.

11. Does SSSL revenue support other UAF units in addition to SSSL?
- SSLL has returned approximately \$500,000 in tuition revenues over the past 11 years (an average of \$45,000/year) to academic departments with strong summer enrollments; however this has diminished in recent years as enrollment is flat/declining and fixed costs are increasing. SSSL has made approximately \$35,000 in travel funds available for faculty professional development, which has helped academic units at a time when travel funds have been reduced. SSSL also funds the Writing Center, the Math and Stats Lab, Developmental Math Tutoring, and the Speaking Center during the summer.
 - It should be noted that SSSL lost revenue due to CTC and eLearning courses (tuition) being removed from SSSL. In 2014, SSSL netted approximately \$25,000 from online classes, which will not be available to the unit this coming summer. The impact of eLearning expansion is not yet fully known across UAF academic units, but it may be useful to analyze whether its tuition revenue distribution is most sustainable for long-term growth and appropriate administrative support.



Special Review Recommendations

It must be noted, SSSL has an excellent reputation and puts a good UAF face forward as part of the community outreach mission. SSSL has a high level of institutional and community support. The nimble group displays a rigorous work ethic and is known as a unit with a lot of “hustle,” always thinking creatively to get new and existing UAF students engaged in summer programming.

Organizational Structure

SSLL has some advantages organized as a stand-alone unit and therefore the committee recommends the unit remain that way. Negotiating power and targeted marketing are two of those noted strengths. However, the committee also understands the budget situation UAF is facing and therefore recommends that the director of SSSL develop a plan to consolidate administrative staffing between SSSL and OLLI. This plan must also include consideration of a shared service model for financial management activities.

If there is a future significant cost savings benefit to merging SSSL with another larger unit, that may be an option, but the committee does not recommend that at this time. The committee believes SSSL’s work is a valuable service to the community and students. If this unit were merged, it may disappear or be absorbed in such a way that it is a loss to community capital and goodwill.

Tuition Models & Distribution of Costs (see Appendix Table 1)

The committee feels strongly that SSLL should be funded as part of the UAF core and provided a 40 percent general fund increment. This may be equivalent to approximately \$976,500 based on FY14 expenditure levels. In the first year, this increment should function as a “net zero swap” of general fund with UAF central (VCAS) budgets, partnered with a change in the tuition model. Where SSLL bears the cost of employing the faculty, SSLL should receive 60 percent of the tuition revenue and central should receive 40 percent. This model will mirror the regular academic year tuition distribution and reduce confusion at UAF where multiple models are used. See Tuition Model Proposal table, below.

The caveat is, where SSLL does not bear the cost of summer course provision, the academic unit would be able to retain the 60 percent of the tuition as done normally. This should be negotiated between the dean/director and SSLL prior to any course being offered.

The committee discovered that SSLL retains the tuition on independent study, graduate research and thesis courses (498/499/698/699). However, for these specific courses, the academic unit bears the cost of faculty employment/expertise but receives no/limited revenue. For these reasons, the committee recommends – if the UAF operating budget is to be reduced by 5 percent in FY16 – that SSLL gives up the tuition revenue associated with these courses to satisfy the reduction. This should function like an operational budget reduction similar to any other UAF unit in this climate. This reduction amount is estimated at \$48,000. SSLL should not be subject to a secondary budget reduction within the same year if the changed tuition model is implemented.

Course or special fees (materials/computing labs) that are collected should be directed to any unit incurring the cost. For faculty compensation, the unit that bears the cost of the course delivery should get the revenue.

Standards Agreements between SSLL & Academic Units (Deans/Directors)

Currently, SSLL works annually with unit department chairs to work through an agreed-upon list of courses for the summer catalog. However, this may not always be consistent with the dean’s views or represent the most cost-effective list of courses to offer in the summer. The committee recommends SSLL work with each unit dean/director to develop a list of courses that are eligible to be offered in the summer prior to any discussions with department chairs or faculty for instruction. SSLL should not deviate from this approved list, once approved by each school/college, annually. Cost of the course and lab requirements may eliminate some courses from the summer schedule in preference for the regular academic year.

These standard agreements must ensure course compression standards are approved for high-quality education should focus on core/degree-pathway offerings and should not include graduate thesis and research-level courses or directed and individual study courses unless specifically negotiated.

1. Please identify ways in which SSLL may be most likely to increase revenue and decrease costs.
 - a. Increase revenue:
 - i. Increase the educational tours and field study/experiential learning opportunities – these are popular, generate revenue and expose more students to UAF programs/events.
 - ii. Market SSLL offerings to visitors and families of new students as part of the

- UAF orientation or commencement events e.g., an adventure program or packaged educational tour.
- b. Decrease costs:
 - i. Develop a plan to consolidate OLLI and SSSL administrative support.
 - ii. Minimize the independent fiscal role in this area. This is a shared service opportunity. Move this function to an administrative business hub (potentially provost's fiscal office) where the transactional volume can be managed in the larger unit with greater efficiency.
 - iii. Preserve director, associate director, marketing and appropriate streamlined administrative support.
2. Please make recommendations regarding program adjustments that would result in a program budget that would enable transfer of 10%, 17.5%, 25% of SSSL revenues to central budget to help pay for centrally delivered services (e.g., Registrar's Office, Bursar's Office, facilities, etc.).
 - a. Modify tuition distribution of SSSL courses as listed below, see Appendix Table 1. Couple this with a general fund (net zero) swap to maintain SSSL streamlined functions.
 - b. Discontinue SSSL collection of tuition revenues for graduate research or thesis courses (698/699) and independent/directed study; the cost for these courses exists primarily in the schools/colleges/institutes, therefore tuition recovery should remain in the cost-bearing unit with the regular tuition distribution model. If there is a general fund budget reduction of 5 percent, this tuition change would serve as the reduction. SSSL would not undergo a second reduction in the same year this change in tuition model is implemented.
 3. Based on the assessment of the distribution of costs/revenues, please make recommendations about a funding model for SSSL that is most likely to meet UAF's degree-seeking student enrollment and achievement goals. This model might include a recommendation for some general fund support for specific SSSL activities.
 - a. See Appendix Table 1
 4. Please address which SSSL programs seem most strategically important to retain.
 - a. Core course offerings
 - b. Courses that are at full capacity during the academic year to promote faster degree completion and improved course-sequencing efforts
 - c. Special interest offerings
 - d. Educational tours, field study/experiential learning
 5. Please consider opportunities to increase linkages between SSSL services and increased donor development.
 - a. Since summer-enrolled students seem to donate at a higher level than the UAF-wide participation rate, the committee suggests strengthening partnerships with the UAF Development and Alumni Association offices to find opportunities to engage this targeted group in more events where giving is a focus.
 6. The SSSL review should offer recommendations on other issues you deem important.
 - a. Create an approved list of courses (by unit) that are eligible to be offered via SSSL, including WINTERmester and MAYmester. Each dean/director must approve this list prior to any SSSL negotiations with department chairs or faculty. Some higher cost courses may be denied if not cost-effective to deliver in the summer.

- b. Some courses have a higher cost to deliver (e.g., courses with heavy material requirements, labs, safety or additional personnel). For approved higher cost courses, where the unit bears the majority of the cost to offer, the dean/director should have the opportunity to recover an additional portion of tuition revenue from SLL or negotiate a flat fee.
- c. Leverage the negotiating power of SLL – this unit has the unique ability to find a cost-effective option for summer course delivery; this is a strength and should be encouraged where agreement with deans/directors exists prior to issue of any faculty contract and academic quality is validated.

Other/Future Considerations

- 1) The non-resident surcharge fees are currently exempt from SLL. The committee had a discussion on this topic, but did not make a recommendation to change this summer tuition incentive at this time. The committee feels it may be beneficial to use this as a tool to gain additional community exposure and out-of-state students are not the bulk of the students currently attending summer programs.
- 2) Use of Fund 1 for faculty travel and student aid/scholarships is a current practice. This is an incentive that may help attract faculty, instructors and students. If there is an opportunity for SLL to use any unspent funds left after student aid distributions are made during the regular academic year, for summer aid, that may be an opportunity to provide additional student aid without an undue burden on SLL general funds.
- 3) The committee did not recommend changing WINTERmester and MAYmester at this time; however, the committee feels these sessions must continue to only offer courses that are of high academic quality. Concerns with course compression were noted.

If UA moves to a common academic calendar in the near future, and WINTERmester creates interference with regular academic year or calendar, there may be a need to reduce this session. WINTERmester generated approximately \$81,000 per year on average in revenue from spring 2011 through spring 2014. Although a reduction in this area may impact some revenue, if students move to the regular academic session for course work, the impact may be lessened.

- 4) The committee is unsure of how many university or academic resources are invested to support the Osher/OLLI programs. At this time, the committee is supportive of the activities, but recommends this function is maintained only if it has a revenue-neutral or revenue-positive impact at UAF. The fee structure should maintain or exceed the cost of the program support.
- 5) Several UAF units have contacted committee members with respect to the UAF printed directory, administration of updates and distribution. As online directory resources are available, questions related to a need for printed options have been noted. SLL currently prints the UAF directory at a cost of \$8,000 annually and uses this directory for marketing purposes. The committee has chosen not to make a recommendation on this particular item specifically; however, encourages SLL to optimize its marketing resources with the least amount of administrative burden, if it exists.

Appendix: Table 1. Current Tuition Models at UAF & Proposed SSSL Recommendation

	Regular Academic Yr., Fairbanks Campus (in-person)	eLearning (100% asynchronous only)	Summer Sessions, MAYmester, WINTERmester (current)	CRCD/CTC	Proposed Summer Sessions, MAYmester, WINTERmester
Tuition	Academic Unit: 60% Central (Admin Services): 40%	Fairbanks Campus Academic Unit: 60% Central: 0% eLearning: 40% <hr/> CRCD Campus: 75% Central: 0% eLearning: 25%	Academic Unit: 0% Central: 0% Summer Sessions: 100%	Academic Unit: 100% Central: 0%* *CRCD/CTC covers costs for their own facilities	Unit that bears the cost of course delivery*: 60% *Summer Sessions will be this unit in most cases; exceptions where academic units bear the cost would then be negotiated as such and the academic unit would get the 60% share Central: 40%
Who pays faculty?	Unit	Unit	Summer Sessions except graduate research/thesis	Unit	Summer Sessions in most cases (except graduate research/thesis or other negotiated courses)
Who gets non-resident surcharge (NRS) revenue?	Central	No student is charged NRS	No student is charged NRS	Central (for CTC); no Rural Campus students are charged NRS	No student is charged NRS
Other		There is an eLearning fee (\$25/SCH) for online classes; fees are retained by eLearning		CTC students pay Fairbanks Campus fees; no Rural Campus students are charged Fairbanks Campus related fees	Summer Sessions receives a 40% general fund “net zero swap” from Central to provide a sustainable base level of support for this core campus service; moving forward SSSL tuition is 60% unless academic unit bears the cost (of specific courses) - a reduction in SSSL tuition for independent study, research and thesis graduate level courses will also be expected



Appendix: Table 2. Impact of Summer Enrollment – Percent of Students Graduating with Baccalaureate/Year

Cohort/Summer Enrolled	cohort size	% cohort	Percentage Graduating with Baccalaureate by Year from Start						
			3	4	5	6	7	8	9
Fall 05	594		0.0%	8.8%	22.6%	29.3%	35.5%	39.1%	40.7%
no summer enrollment	352	59%	0.0%	3.7%	12.5%	15.6%	21.0%	24.1%	25.6%
enrolled in summer	242	41%	0.0%	16.1%	37.2%	49.2%	56.6%	60.7%	62.8%
Fall 06	530		0.4%	10.4%	25.1%	33.4%	38.3%	40.6%	
no summer enrollment	281	53%	0.0%	3.9%	12.5%	16.7%	18.5%	19.9%	
enrolled in summer	249	47%	0.8%	17.7%	39.4%	52.2%	60.6%	63.9%	
Fall 07	584		1.2%	12.8%	29.1%	36.3%	40.8%		
no summer enrollment	329	56%	0.0%	6.1%	14.9%	19.8%	24.6%		
enrolled in summer	255	44%	2.7%	21.6%	47.5%	57.6%	61.6%		
Fall 08	428		0.9%	12.4%	30.6%	40.9%			
no summer enrollment	214	50%	0.0%	5.1%	14.0%	20.1%			
enrolled in summer	214	50%	1.9%	19.6%	47.2%	61.7%			
Fall 09	475		0.6%	14.3%	32.2%				
no summer enrollment	238	50%	0.0%	6.7%	18.9%				
enrolled in summer	237	50%	1.3%	21.9%	45.6%				
Fall 10	437		0.2%	14.9%					
no summer enrollment	239	55%	0.4%	7.1%					
enrolled in summer	198	45%	0.0%	24.2%					
Fall 11	497		0.8%						
no summer enrollment	282	57%	0.4%						
enrolled in summer	215	43%	1.4%						

Source: UA Information Systems, Banner SI Closing Extracts 2005-2014.