

**2010-2011 ACADEMIC SENATE REVIEW OF THE
SUMMER SESSIONS AND SPECIAL PROGRAMS**

Internal Review Team

Arlene Russell, Undergraduate Council, Chemistry and Biochemistry (Review Team Chair)
Leobardo Estrada, Undergraduate Council, Urban Planning
Robert Cooper, Graduate Council, Education

External Reviewers

Carol Drake, Summer Session, University of Colorado at Boulder
Richard Russo, Summer, Study Abroad and Lifelong Learning, UC Berkeley

Dates of Site Visit: April 21-22, 2011

Date of Report: May 22, 2011

Approved by the Undergraduate Council: June 10, 2011

Approved by the Graduate Council: June 10, 2011

Appendix I: External Reviewers' Report

Appendix II: Site Visit Schedule

Appendix III: Self-Review Report (*previously distributed; hard copy available from
Academic Senate Office upon request, x62959*)

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Introduction

The review committee of five members, two from the Undergraduate Council (Arlene Russell, Chair and Leobardo Estrada), one from the Graduate Council (Robert Cooper), and two external reviewers (Richard Russo, Dean, Summer, Study Abroad and Lifelong Learning, UC Berkeley and Carol Drake, (Assistant Dean, Summer Session, University of Colorado at Boulder) conducted a two-day review of summer sessions program on April 21-22, 2011. Prior to the site visit, the UCLA members of the review team met with Assistant Provost for Academic Program Development David Unruh who oversees the Office of Summer Sessions and Special Programs (henceforth referred to as Summer Sessions) and members of his staff on March 1, 2011 to discuss the logistics of the site visit; and with Executive Vice Chancellor Scott Waugh on April 6, 2011 to discuss his concerns and topics that he wanted the committee to explore during the site visit. The committee was provided with a very thorough and detailed self-study that organized the many facets of the Summer Sessions programs and gave structure to the organization of the site visit. The Summer Sessions staff provided the committee with additional documentation regarding revenue-sharing details and evaluation of the teaching quality of the programs prior to the site visit. The committee thanks the Summer Sessions staff for helping the Academic Senate staff in scheduling the 90 individuals who were involved in meetings either as groups or alone during or after the site visit. The diversity and breadth of interaction of the campus with Summer Sessions is seen in the schedule, which is attached.

Background

The Office of Summer Sessions encompasses traditional on-campus classes, a small but growing number of online classes, summer “institutes” for special populations, and Travel Study programs. Leadership for the program is provided by Assistant Provost David Unruh and his staff. The programs are well regarded nationally and on campus. The UCLA Summer Sessions program serves over 17,000 students, including approximately 14,000 UC students. Summer Sessions serves multiple audiences and purposes, but the primary audience constitutes regularly enrolled UCLA undergraduates. The majority of classes offered through the Summer Sessions Program are traditional on-campus courses sponsored by academic departments; a few on-line courses have become program offerings and many departments offer Travel Study abroad programs with a UCLA faculty member. The goal of the Summer Sessions program is to provide quality programs during the summer that reflect UCLA’s scholarly and creative interests, while maintaining the rigorous academic standards established throughout the academic year. Classes and faculty are proposed by individual departments based upon previous years’ enrollment, unmet student demand, and anticipated summer enrollments. Departments are methodical and thoughtful in the selection of classes and faculty selected with a goal helping students.

Strengths and Achievements

Assistant Provost David Unruh has assembled an impressive staff. Universally they were commended and praised by the people we spoke with. They are a coherent, collegial team who work

well together, support each other, and provide excellent service to their clientele. They are well respected, and well-liked. The staff attributes their coherence and collegiality and reputation to Assistant Provost Unruh. . We were impressed with the ability of the staff to handle many different functions even though they originally identified themselves as being responsible for a specific part of the program. They value their ability to work collaboratively and to assist each other when the need arises. Because of collaborative nature that has been developed as part of the culture of the organization, the tasks of Summer Sessions are seen as multi-layers rather than as isolated silos of responsibility. One of the external reviewers commented during the visit that there are several noted summer programs with larger budgets and more staff, but accomplish much less. The external reviewers begin their report with the statement that *“The UCLA Summer Session program continues to be one of the largest and most diverse programs in North America.”* Both reviewers commented on the national reputation of the UCLA program and the goal for others to emulate it. Seeing the program in depth during the review confirmed the appropriateness of the reputation. *Without exception all academic and administrative staff consulted for the review spoke highly of the “professionalism,” “dedication,” and “responsiveness” of the Summer Sessions staff. This internal reputation mirrors the external reputation of the UCLA program. Their work and service to students, faculty, and the university should be celebrated.*

Because of the diversity of the clientele that Summer Sessions serves, this report is broken into the two components consistent with the detailed and informative self-study:

- summer session offerings of departmental courses offered during the academic year
- special programs and institutes that are unique to summer sessions and not part of academic year programs

Issues, which overlap both components, are addressed afterwards.

Service to UCLA Students’ Progress to Degree

For a large portion of the campus, the face of Summer Sessions is the condensed 6-week courses of the academic year 10-week classes. These classes have become a *de facto* “fourth quarter” with 85% of all regular UCLA students taking a summer session course at some time during their baccalaureate program. In 2010, 14,000 UC students enrolled in our summer session programs. In addition, these courses have become an essential source of revenue for departments, and these regular offerings support graduate students, post-doctoral fellows, and faculty.

Students

Our meetings with students indicate that they take summer session regular courses for a variety of reasons. One of the students we spoke with was a transfer student and a single mother who must remain enrolled throughout the summer to keep her children in the excellent UCLA day care facility. She relished the opportunity to take classes year-round. Another student felt that he needed to take summer session classes to be able to complete his engineering degree in four years. Because of the availability of a very generous financial aid package last summer resulting from stimulus funding, he took 15 units during the summer. He now finds that he is ahead of his peers in progress-to-degree and is exploring other courses that he would not otherwise have been able to take. Yet another student was unsure of her major and used summer session to explore different courses and to decide on a final direction for her major. As is the case with many students, another student took the final class she needed to graduate in the summer paying for the

units for one course rather a full quarter in the subsequent fall session. We are also aware that many students take impacted courses during the summer, thus, benefiting from smaller classes and availability. When queried on the level and quality of summer session classes, none of the students we spoke with perceived their summer session experiences as being of a lower quality or with poorer instructors than during the regular academic year.

Departments

Since 1996, Summer Sessions has returned a portion of the revenue it generates to departments. Particularly during this constriction of funding, departments have come to rely on summer session income not only to augment programs but also to sustain them. As department budgets have shrunk, summer sessions income has become critically important. The income goes to maintain permanent staff, procure department supplies, as well as support graduate students in many cases. Revenue sharing, more specifically, the money departments receive from Summer Sessions, surfaced in all of the discussions with chairs, MSO's, and College administrators. This topic will be addressed later in the report.

There was no disagreement among the chairs and MSO's that summer session income is a factor in what courses their department offers in the summer and who teaches them. The potential for compromising quality is real and was probed extensively by the review team at the request of the Dean and Vice Provost for Undergraduate Education. The external report sums up the committee findings: *"Department chairs, deans and staff were asked if they were concerned about the academic quality of the classes. Without exception the answer was "no." There was no evidence that departments were making decisions not to offer popular and needed classes in the AY [academic year] and moving them to Summer Sessions because of the revenue share.*

While striving to maintain quality, Departments expressed considerable internal interest in increasing their income-generating classes. They very much appreciated the analysis and collaboration with the Summer Sessions' staff in evaluating the history of income generating courses and advice on how to enhance this. Except for a few severely impacted academic-year courses, departments have the desire and capacity to teach more students in summer. It was apparent that the departments were unaware that Extension XL classes are being offered in direct competition to their classes during the summer. For example, in Summer 2011, Extension will offer 56 XL courses - 37 of which are also being offered by the Departments! While 6 are being delivered on-line, thus reaching potential UCLA students who are not in Westwood during the summer, 28 are offered on the UCLA campus either in the evening or on Saturday mornings. Since Summer Sessions, like Extension, has the mechanism to accept any student as well as regularly admitted students, it is not clear why Extension should be competing with departments during the summer. During the academic year, departments can, and do, offer class sections in the evening; given the opportunity, Departments may also wish to do so in the summer. Who should meet the needs of regularly enrolled students, Extension or Summer Sessions, is an issue the Administration must address.

Faculty

As the importance of summer revenue has escalated, some Departments have made conscious decisions to staff the courses with less expensive non-ladder faculty, visiting faculty, postdoctoral researchers, and graduate students. The review probed the impact of these decisions on the

quality of summer instruction. MSO's and chairs unanimously averred their commitment to hire only qualified instructors. Several department representatives commented that they deliberately chose their best and most popular instructors for summer teaching as this drew the largest enrollments. In other departments, the committee was informed that post-doctoral fellows were conscientiously mentored by senior faculty so that the experience was beneficial to both the instructor and the students. All of the graduate students whom we spoke with, SAO's, and chairs who appoint graduate students as instructors identified being an outstanding TA as a criterion for appointment as a summer session instructor. Many departments view summer session teaching as an important opportunity for them to meet their mission to train future faculty.

Even with well-trained and experienced faculty, the compression of a 10-week quarter into six weeks begs the question of the equivalence of the instruction. Everyone agreed that it was an issue, but no one felt that the quality was lowered. Although some faculty who teach in both modes acknowledged they could not require as much reading or as many papers, they find summer affords them new and creative ways to teach the critical course concepts. Several faculty members challenged the reduction in demands on students and felt that their students benefited and learned more by the immersion in one subject on a daily basis for a six-week period. Where courses in a sequence are offered in summer, Departments ensure that all topics are covered. Studies, which have tracked students in the academic year courses and summer courses, find no difference in subsequent student performance. This bodes well for the new College Summer Institute (CSI) an initiative launched in 2010 by Vice Provost and Dean for Undergraduate Education Judi Smith. CSI brings incoming freshmen onto campus in the summer rather than the fall. There are multiple benefits and no obvious drawbacks. CSI relieves pressure on large impacted GE courses and gives students a more nurtured introduction to college life,. Additionally, it increases Department revenue sharing. To quote the external reviewers' report, "Planned expansion of the [CSI] program and the addition of a transfer and perhaps international section offer great promise for both Summer Sessions and the College."

To gain yet a different perspective of quality of instruction, the Office of Instructional Development provided the review team with the course evaluation summaries for 13 large lower division courses taught in both the academic year and the summer over a 5-year period. Contrary to the review team's expectations, we found no difference in the average student evaluations of the instructors or the courses in summer and the academic year. Quoting the external reviewers, "*Our conclusion is that the departments, while entrepreneurial, have maintained academic standards and desire to meet the needs of students.*" However, the recurrent theme that summer is different leads us to recommend that the campus provide professional development activities for instructors new to summer session teaching

Administration

Evolving from Extension in 2003, Summer Sessions has retained the practice of administrative policies that support non-UCLA students. These include, but are not limited to, differences in drop date policies, fee refund practices, department access to URSA and enrollment, and final exam scheduling. SAO's and faculty are variously frustrated, annoyed or angered by the seemingly arbitrary and unexplained reason for the differences. They find the lack of consistency confusing to their students and burdensome to staff dealing with their students. For instance, one SAO did not know why she could not immediately add students directly into her Department's

lab courses, where there are limited spaces and heavy demand, after the summer term started as she does during the academic year. She acknowledged that the Summer Sessions' staff are very accommodating and do this when asked, but felt that having to call for each student was inefficient, time-consuming, and unnecessary. Given that over 85% of the students in the regular summer session courses are continuing UC students, the committee felt that a more sensible approach would be to make exceptions for the non-UCLA student rather than the UCLA student.

Few faculty and staff have worked in the private academic sector. Because the operations and the activities for UCLA departments are very similar between Summer Sessions and the academic year, the differences resulting from a self-supported, enrollment-generated academic program and a traditional block-funded state support is not clear.

Revenue Sharing

This lack of clarity of the differences was nowhere more obvious than in the meetings with chairs, Deans, MSO's and CAO's. While the staff and the operation of the Summer Sessions office garnered universal praise among this group, the question of equitable and timely revenue sharing dominated discussions. Fiscal pressures on departments exposed a desperation that borders on irrationality in some cases. The heavy reliance on summer session funds to support core department functions has introduced a new tension. *"The fiscal health of academic departments are [sic] increasingly dependent upon the successes of Summer Sessions."* The committee was astounded by the universal comingling of funds at the department level. As one department chair said, "Revenue from summer sessions, overshadows all decisions; the summer sessions income is the trump card against the state budget." Many departments "spend" their Summer Session income before they receive it. Even though the revenue returned to departments for summer 2010 (over \$11 million) exceeded previous years, most departments expected to receive more and had spent based on the assumption. The fact that the revenue does not actually reach departments until the winter quarter, because Summer Sessions' books do not close until December exacerbates the anguish as department budgets are set six months earlier. We heard of only one department that has an adequate reserve to use the Summer Sessions income for the upcoming, rather than the current year.

"The expectation and necessity of Summer Sessions optimizing resources and providing funding, places increasing pressure on Summer Sessions and the institution." Departments and programs would like a clearer understanding of what minimum income they can rely on much earlier in the fiscal year. One external reviewer noted that he had developed a formula where he would guarantee a certain level of return to the departments early in the fiscal year for planning purposes and then disperse any remaining income when the books had closed. While some of the MSO's we spoke with wanted to know "exactly" what they would receive, most felt that an estimation of revenue would give them substantially more control of their academic year expenditures.

"Summer Sessions operates under a sound fiscal model and delivers high quality services to the students, faculty, and campus." However, a transparency of the policies that the Administration, not Summer Sessions, has established to disperse tuition-generated income is also needed. This was blatantly apparent in the fallout from the mid-year tuition increase last year. Summer Sessions was universally blamed for an unfair "tax" that the Chancellor levied. MSO's were unfamiliar with the allocation of funds for need-based financial aid from the tuition increase or with

the administrative decision to recover these funds directly from Summer Sessions' income, rather than departments. Summer Sessions, the direct line of credit for the departments, took the blame. Supporting the new Summer Sessions' clientele, the department MSO's, warrants immediate attention.

Special Programs and Institutes

While regular "Summer Sessions' courses" are the largest component of Summer Sessions and serve primarily UCLA students, the Special programs and Institutes serve the larger UCLA / LA community and gives UCLA a national, and international presence. Special programs and institutes provide an opportunity for innovation and outreach that is difficult to accomplish during the academic year. The Summer Sessions' self report describes 17 such programs, however, this review will highlight only those that bear on the recommendations that we make.

Travel Study

The International Education Office, which is also overseen by Assistant Provost David Unruh, provides the academic structure for 24 programs that are administered through the "Summer Sessions" office. These programs provide a summer experience for students to study abroad and immerse themselves as a cohort into the culture of another country. For students, it is a life-changing experience. Over 45% of the students who enroll in these programs have never had a passport before. The Summer Sessions staff, in consultation with the faculty leading these programs, make all the arrangements for the students including housing, institution collaborations, program field trips, insurance, visas, etc. Yet again, we heard praise for the staff of summer sessions and Assistant Provost Unruh when we spoke with the Faculty Director of the International Education Office and the faculty who lead the programs.

As in the case of on-campus courses, the revenue generated from Travel Study tuition is shared by the departments. However, there is concern for the viability of this as a continuing source of revenue for departments. The increasing cost of foreign travel and the depressed value of the dollar have severely limited the number of students who can afford to participate in these programs. A conundrum exists: If students enroll in additional units of 199 in order to be eligible for aid, the study leader acquires additional non-compensated teaching responsibilities that frequently continue after the end of the travel period. Appropriated reimbursement for this workload has been worked out in isolated cases; a formal policy needs to be developed and disseminated to all Travel Study faculty.

Programs and Institutes for High School Students

Summer Sessions provides a vehicle for faculty to offer innovative, intensive programs for high school students. Many programs involve residential and social components that require supervision of minors; all require academic course credit. The years of experience of Summer Sessions' staff in advertising, managing, and handling these programs make it very easy for faculty to launch successful endeavors. They find their new ideas welcomed and their programs supported.

Programs and Institutes for Graduate Students

Summer affords a time for intensive study of topics. While fewer programs are offered for graduate students, they tend to attract more broadly and support more non-residents. The language

institutes provide valuable teaching experience for many advanced graduate students.

College Summer Institute

We would like to single out the importance of summer for innovation. In 2010, at the behest of the Vice Provost of Undergraduate Education, many units came together to launch the CSI, a residential program which allows incoming freshmen to jump-start their academic coursework and begin their degree requirements in the summer. The success of the first cohort of 206 students bodes well for the program. The review team is encouraging consideration of comparable programs for incoming transfer students and complementary programs for international students. This report supports the externals reviewers' statement, "*Planned expansion of the program and the addition of a transfer and perhaps international section offer great promise for both Summer Sessions and the College.*"

On-line Courses

During the site visit, the review team did not have the opportunity to meet with faculty or program directors involved in the on-line courses that have been offered through Summer Sessions. Following the site visit, a detailed letter was received from Raoul O'Connell, Director, Online Instruction, TFT, and a meeting with the Dean Schwartz from the School of Film, Television, and Theater took place.

On-line higher education instruction is no longer innovative; it is a significant and important mechanism for delivery of pedagogically sound instruction both in the United States and worldwide. Notwithstanding the debate on whether it is more cost-effective, carefully created courses that take advantage of the medium can provide both UCLA students and global students the opportunity to study with world-renowned UCLA faculty. Particularly, for UCLA students who are not able to remain in Westwood in the summer, on-line courses provide an opportunity for them to continue their degree progress in the summer. "*Expansion of these opportunities presents a way to reach UCLA students who are unable to be on campus during the summer because of work, internships, travel or family responsibilities.*" In addition, the ability for Summer Sessions to enroll non UC students allows many more national and international students to sample and explore the rigor and excellence of UCLA academics. Summer Session should be commended for collaborating with the School of Theater, Film and Television in supporting the development and measured growth of these courses. The renowned excellence of the School guarantees the quality of the production values of such courses. Summer Session is encouraged to continue this trajectory. The high satisfaction of students in the courses that have been offered so far, and the high enrollments¹ are proof of student acceptance of this delivery mechanism.

The bricks-and-mortar capacity of the campus facilities, as well as constraints resulting from enrollment practices of the Extension Program, will soon prevent department expansion of summer courses, despite an increasing student demand. The opportunity to offer courses in an on-line format would allow growth, provide additional revenue to departments, and increase the support of TA's and faculty. Increased Summer Sessions' use of online courses needs to be addressed.

¹ The department of Film and Television has scheduled both on-line and seat-based courses in Session A this summer. In the Digital Cinematography course, there are 91 students enrolled in the four, 25-person sections of the on-line course and 38 students enrolled in the on-campus class.

Confucius Institute

Although this program provides scholarships for students in Travel Study programs in China, the Institute appears to be misaligned with the other Special Programs that were part of this review. The review team felt that it might be better located in another center on campus.

Miscellaneous

Three other areas of concern that do not fit into the previous categories arose during the site visit: non-profitable courses; Department of Homeland Security requirements; Summer Sessions' organizational structure.

Small, Essential Courses

Summer Sessions provides a venue for UCLA to offer essential courses that do not, and will not generate a large revenue stream, and may have a net loss. For example, courses offered through Writing Programs, which are instructor intensive and cannot have economies of scale or costly upper division laboratories with too few spaces to accommodate all majors were mentioned during the site visit. UCLA has an obligation, nonetheless to offer these courses. A funding model must be developed to provide a positive monetary incentive, albeit small, for departments to provide these courses during the summer, with any deficit being absorbed across the whole program, not by the Department or Division sponsoring the courses.

Duplication of Efforts with Regard to International Students and Travel

The review team heard repeatedly about the overlap of functions among several organizations involved with visas and immigration for international students and international travel programs. Notwithstanding the multiplicative mandatory documentation that the Department of Homeland Security requires for visas of international students coming to UCLA or UCLA students involved in international travel, we believe that efficiencies may be possible with concomitant budget savings.

Organizational Structure

With the separation of Summer Sessions and Special Programs from Extension, the former entity was assigned direct reporting to the Executive Vice Chancellor, Scott Waugh. The external reviewers see this as a strength to the program and one that is consistent with the multiple constituencies which Summer Session serves. The first recommendation of the external reviewers is that "*The centralized organizational structure reporting to the Executive Vice Chancellor/Provost's Office should be maintained to allow the cross-campus, academic, entrepreneurial, and service functions to continue.*" The internal reviewers agree with this recommendation and found no reason to change the current practice. Rather, our recommendations address areas where changes will strengthen this integral component of the UCLA campus.

Recommendations

To the Executive Vice Chancellor/Provost:

1. (essential) Develop a clearly articulated financial revenue sharing formula that provides a baseline budget for departments to use for planning earlier in the academic year. The formula should take into account that some essential courses will never generate revenue because of class

size, that innovation should not be stifled by fear of revenue loss and that Travel Study programs and on-line programs do not use campus facilities.

2. (essential) Establish a policy that addresses the role of Extension in offering XL courses in the Summer in direct competition with Departments.

3. (important) Reconsider the program unit with which the Confucius Institute is associated.

To the Assistant Provost for Academic Program Development:

4. (essential) Develop a model to make the revenue sharing formula clear to all stake holders. The model should be forthcoming with not only involving expenses incurred by the Summer Session operation, but also the revenue used for Administration priorities and the campus at large.

5. (essential) Create a task force involving Summer Sessions, the Registrar, Student Counseling Services, and Financial Aid to immediately assess ways to align Summer Sessions' policies for drop/add, withdrawal, fee refunds, access to URSA, etc. with academic year practices. In the interim, a check sheet identifying differences between Academic Year and Summer Sessions policies should be prepared and distributed to all faculty teaching Summer Sessions' courses, as well as to SAO's in all departments.

To the Office of Instructional Development:

6. (important) Because of the increasing number of graduate students who are the instructors of summer session classes, the Office of Instructional Development (OID) should evaluate the need to adapt the summer teacher training program developed by the Department of Psychology for the larger campus needs. Professor and Associate Dean Carlos Grijalva served as the faculty director of the Department of Psychology's training program and is available for consultation concerning it. OID should report to the Undergraduate Council on its findings by February 2012 to give time to prepare such a program for summer 2012 should it be deemed necessary.

Final Recommendation

Pending a satisfactory progress review, the Undergraduate and Graduate Councils recommend that the next review occur on a regular eight-year schedule in Academic Year 2018-19.

Respectfully submitted,

Arlene Russell, Undergraduate Council, Chemistry and Biochemistry, Review Team Chair
Leobardo Estrada, Undergraduate Council, Urban Planning
Robert Cooper, Graduate Council, Education

Appendix I: External Reviewers' Report

Carol Drake, Assistant Dean, Summer Session, University of Colorado at Boulder
Richard Russo, Dean, Summer, Study Abroad and Lifelong Learning, UC Berkeley

External Reviewers' Report on the UCLA Summer Sessions and Special Programs

Site Visit: April 20-22, 2011

Rick Russo, Dean, Summer, Study Abroad and Lifelong Learning, University of California, Berkeley

Carol Drake, Assistant Dean, Summer Session, University of Colorado at Boulder

Introduction

The UCLA Summer Session program continues to be one of the largest and most diverse programs in North America. The Office of Summer Sessions encompasses traditional on-campus classes, a small but growing number of online classes, Summer “institutes” for special populations, and Travel Study programs. Leadership is provided by Assistant Provost David Unruh and his staff. The programs are well regarded nationally and on campus. Without exception all academic and administrative staff consulted for the review spoke highly of the “professionalism,” “dedication,” and “responsiveness” of the Summer Sessions staff. This internal reputation mirrors the external reputation of the UCLA program. Their work and service to students, faculty and the university should be celebrated.

We were delighted to be invited to be external reviewers for the UCLA program. One reason for our enthusiasm was the opportunity to look “behind the scenes” and learn more about the UCLA successes. Equally as important, was our desire to share our own institutions perspectives and experiences with colleagues and the members of the self-study team. Without exception, we found the self study team of Arlene Russell, Leo Estrada and Robert Cooper to be thoughtful, dedicated and committed to excellence. In addition, they were pleasant, generous with their experiences and a pleasure.

General Observations

The UCLA Summer Sessions program serves over 17,000 students. Summer Sessions serves multiple audiences and purposes, but the primary audience remains the institution’s own students. UCLA Summer Sessions provides the opportunity for students to advance their time to degree; to take classes that are over subscribed during the AY (“impacted” courses); the opportunity to take classes for a minor or personal interest; and finally, the opportunity to take Travel Study abroad with a UCLA faculty member and other UCLA students. Because the audience for these programs is overwhelmingly UCLA students, the goal of quality programs that reflect UCLA scholarly and creative interests and academic standards are overriding considerations. Classes and faculty are proposed by individual departments based upon previous years’ enrollment, unmet student demand, and anticipated Summer enrollments. Departments are methodical and thoughtful in the classes and faculty selected with a goal helping students meet their academic needs. Many departments indicated that they select non-ladder faculty in order to reduce their instructional costs. This strategic financial practice has reduced the number of ladder faculty participating in Summer Sessions and increased the number of post-doctoral students and graduate students teaching.

Mission and Structure

The mission of Summer Sessions is to “address the academic and curricular needs of multiple constituencies.” Serving primarily undergraduate students, Summer Sessions:

- Serves continuing UCLA students and increases time to degree; provides access to closed or inconveniently scheduled classes; provides an opportunity to experiment and take classes outside the major; provides a way to participate in intensive coursework
- Travel Study provides international immersion experiences under the academic direction of ladder faculty for UCLA students
- Provides new UCLA students the opportunity to fulfill requisites and general education classes and acclimate to the campus in a less crowded environment
- Serves non-UCLA students through open registration that allows local, regional and international students to experience UCLA’s academic and cultural offerings
- Serves non-UCLA students through targeted Institutes that are founded in specific disciplines but are designed as outreach programs to specific clientele

These objectives effectively mirror the work of Summer Session’s throughout the country and provide a well-rounded academic program on the UCLA campus.

Administratively, UCLA Summer Sessions reports directly to the Executive Vice Chancellor/Provost’s Office and is not part of another unit. This structure meets the needs of Summer Sessions as a cross-campus entrepreneurial academic and business unit. This direct reporting line allows UCLA Summer Sessions to serve multiple academic constituencies on the campus, to partner with various administrative units as necessary and to deliver quality programs to a variety of students including UCLA degree students, visiting domestic students and increasingly, international visiting students. The Summer Session staff have an awareness of the challenges of their cross-campus mission and have developed strategies to be inclusive of a wide range of academic activities either through the traditional Summer Sessions or through the “institutes.”

Curriculum

While Summer Sessions serves the traditional undergraduate or graduate student, the institutes serve small, specialized groups of students including advanced high school students, freshman and transfer students, pre-college scholars and other programs that are focused on outreach, retention, and are generally discipline specific. The flexibility of Summer Sessions allows for development and implementation of these programs outside of the standardized fee schedule and provides for greater access to the campus and faculty for non-UCLA audiences.

Travel Study provides a faculty led international immersion experience for UCLA students. These increasingly popular programs provide UCLA students an international experience in a shorter, and potentially less expensive, time frame. The active participation of ladder faculty and the focus on specific academic disciplines provide students with a unique opportunity.

CSI (College Summer Institute) is designed to welcome, orient and begin the academic studies of small groups of newly matriculated freshman students. Students take a general education, composition and civic engagement course. Approximately 300 students participated in 2010 and the program should experience continued growth. This is an active partnership between

Summer Sessions and UCLA College of Letters and Science. Planned expansion of the program and the addition of a transfer and perhaps international section offer great promise for both Summer Sessions and the College.

Summer Sessions classes and faculty are selected by departments based upon previous summer enrollments, AY student needs, “impacted” status of classes and the possibility of returning funds to the departments through the revenue share. The academic challenge is to assure that the academic needs of UCLA students are met and the academic standards of the coursework assured. Increasing numbers of UCLA students have difficulty enrolling in the classes they need and want for their academic program. For many students the opportunity to take these “impacted” classes now exists solely in Summer Session. As departments struggle to develop a strong academic Summer program to meet student needs, they are also mindful of the costs of each class. Consequently many departments are using non ladder faculty in the Summer classes in order to contain instructional costs. Summer Session faculty now include post-doctoral students, graduate students (generally admitted to candidacy) and permanent instructors. Department chairs, deans and staff were asked if they were concerned about the academic quality of the classes. Without exception the answer was “no.” There was no evidence that departments were making decisions not to offer popular and needed classes in the AY and moving them to Summer Sessions because of the revenue share. The review team was provided course evaluations and there no discernable difference between Summer Sessions classes and AY classes. Our conclusion is that the departments, while entrepreneurial, have maintained academic standards and desire to meet the needs of students.

Online classes are a small part of the UCLA Summer Sessions program at this time. The classes have proven to be popular with students and with faculty. Expansion of these opportunities presents a way to reach UCLA students who are unable to be on campus during the summer because of work, internships, travel or family responsibilities. The review team did not specifically address the questions of course selection, faculty selection, course development and funding model.

Fiscal Affairs

Summer Sessions operates under a sound fiscal model and delivers high quality services to the students, faculty and campus. A departmental revenue sharing plan was introduced in 1996. Originally designed to return modest resources to the departments and to enhance collaborative planning, the program returned approximately \$11 million to departments in 2010.

In addition to funds directly returned to departments, Summer Sessions provides salary support to faculty, graduate students and post-doctoral students who provide Summer instruction. Summer Sessions’ scholarships and funding of Financial Aid positions allow continuing students to receive maximum financial aid to offset their fees.

Summer Sessions instruction through traditional classrooms, institutes or other offerings also provides students the opportunity to live in the residence halls, to purchase books and t-shirts on campus, to buy coffee etc. Summer Sessions is a driver for a full range of economic activities that occur because students are on campus taking classes. Nationally, campuses are concerned about effective utilization of resources in the Summer. A robust summer session such as UCLA’s assures that campus facilities are utilized.

Throughout the course of the self-study there were numerous comments and concerns about the revenue sharing model. These comments indicate that UCLA and Summer Sessions are in a transitional period and the fiscal health of academic departments are increasingly dependent upon the successes of Summer Sessions. State budget cuts have reduced departmental and college resources and Summer Sessions is increasingly filling the gap in providing discretionary funds that serve as continuing operating funds. Department after department described how staff, supplies, graduate students and even faculty start up packages are funded from the Summer Sessions "revenue share." The expectation and necessity of Summer Sessions optimizing resources and providing funding places increasing pressure on Summer Sessions and the institution. Financial and administrative transactions by Summer Sessions are closely scrutinized by the academic departments. The theme of "lack of transparency" was sounded by numerous departments. Summer Sessions administrators conceded that their revenue sharing model was not always clearly understandable. Further, the revenue necessary to maintain the Summer Sessions office was not clearly accounted for by Summer Sessions to the review team or the departments.

The resulting tension between departments and Summer Sessions has not yet created open animosity. The potential for less satisfactory working relationships and administrative and academic challenges to the overall Summer Sessions organization appears likely unless changes are forthcoming.

Conclusions and Recommendations

We commend the Summer Sessions staff for their dedicated work on behalf of students, faculty and the institution. We also recognize the departments and academic units that are striving to provide excellent class choices for students in the Summer. That said, we have the following recommendations based upon the self-study, interviews and other data provided:

- The centralized organizational structure reporting to the Executive Vice Chancellor/Provost's Office should be maintained to allow the cross-campus, academic, entrepreneurial, and service functions to continue.
- The financial revenue share model needs to be revised to ensure greater understanding, transparency and sound academic decisions. The Summer Sessions administration should be forthcoming with all expenses and revenue used to maintain their operation. We recommend a modified formula that acknowledges some courses are run for the benefit of students but will never generate revenue because of class size limitations (writing, lab classes). We understand that the various stake-holders may more easily devise another model that best serves the need of the departments and Summer Sessions.
- In cooperation with departments, Summer Sessions should facilitate workshops designed for non-ladder faculty on teaching in a compressed, summer format.
- The administrative details of Summer Sessions should undergo thorough review to devise a cogent and consistent series of policies for drop/add, withdrawal, fee refunds etc. Our recommendation is that these policies should mirror AY policies and be applied consistently to all visiting and continuing students. With multiple terms of 6, 8, 9, and

10 weeks, the only way to assure consistency is to mirror the AY; for example, that the drop deadline is after 20% of the term is completed. Exceptions, of course, do exist, and a process for exceptions should be included in the revised strategies for management.

Respectfully submitted,

Carol J. Drake
Rick Russo

Appendix II: Site Visit Schedule

2010-2011 UCLA Academic Senate Program Review Summer Sessions and Special Programs

Review Team

Carol Drake, University of Colorado-Boulder
Richard Russo, UC Berkeley
Arlene Russell, Undergraduate Council, Review Team Chair
Leobardo Estrada, Undergraduate Council, Review Team Member
Robert Cooper, Graduate Council, Review Team Member

SITE VISIT: APRIL 21-22, 2011

WEDNESDAY, APRIL 20:

7:00 p.m. Dinner Meeting: Initial Organizational Session for *Review Team Members Only*
WEST Restaurant, Hotel Angeleno (170. N. Church Lane, LA, CA 90049; 310-476-6411)

THURSDAY, APRIL 21:

8:00 a.m. Murphy 2325. Breakfast Discussion with Assistant Provost David Unruh

9:00 a.m. Murphy 2325. Meeting with Executive Vice Chancellor/Provost Scott Waugh

10:00 a.m. Murphy A316. Meeting with Department/Program Chairs and Faculty (Regular Summer sessions)

- Richard Wesel, Associate Dean, Academic and Student Affairs, HSSEAS
- David Myers, Chair, Department of History
- Kathy O'Byrne, Professor and Director of Center for Community Learning
- Mary Corey, Lecturer, Department of History
- William Roy, Chair, Department of Sociology
- Benjamin Schwartz, Vice Chair for Academic Affairs, Department of Chemistry and Biochemistry

11:00 a.m. Murphy A316. Meeting with Department/Program Chairs and Faculty (Summer Institutes)

- Barbara Drucker, Professor and Associate Dean of Academic Affairs, Department of Art
- Bruce Beiderwell, Professor and Director, Writing Program
- Helen Rees, Chair, Department of Ethnomusicology
- Gonzalo Freixes, Associate Dean, Anderson School of Management

12:00 p.m. Faculty Center. Lunch – *Review Team Members Only*

1:00 p.m. Murphy 2325. Meeting with Department/Program Chairs and Faculty (Travel Study Programs)

- Edmond Keller, Chair, Department of Political Science
- Cindy Fan, Associate Dean of Social Sciences; Chair, Department of East Asian Studies; Professor, Department of Geography
- Michael Lofchie, Professor, Department of Political Science

- Kim Jansma, Program Director, Travel Study- French Language and Culture/Business French

2:00 p.m. Murphy 2325. Meeting with Department/Program Staff (SAOs/Coordinators)

- Carol Yasutomi, SAO, Department of Atmosphere and Ocean Sciences
- Kristina Magpayo, SAO, Department of Applied Linguistics
- Kyle McJunkin, Academic Advisor for Disability Studies
- Janel Munguia, SAO, Department of English
- Keren Evans, Administrative Specialist, Anderson School of Management
- Adam Stieg, Scientific Director, SCI|ART NanoLab Summer Institute
- Carol Endo, General Manager, Department of Art
- Cheryl Polfus, SAO, Department of Psychology
- Catharine McGraw, SAO, Writing Program

2:30 p.m. Murphy 2325. Meeting with Department/Program Staff (MSOs/CAOs)

- Nancy Blumstein, Manager, Department of Economics
- Jane Bitar, MSO, Department of Communication Studies
- Stacey Hirose, MSO, Asian American Studies Department
- Lauren Na, CAO, Humanities Administrative Group
- Martha Rider, MSO, Department of Ethnomusicology
- Caleb Na, CAO, Department of English
- Duy Dang, MSO, Mechanical and Aerospace Engineering
- Raymond Olson, Administrator, School of Theater, Film and Television

3:00 p.m. Murphy 2325. Meeting with Representative Undergraduate Students

- Judson Aiken, Travel Study
- Emmanuel Auilar-Posada, Travel Study
- Esther Chao, Summer Sessions
- Tarry Chen, Summer Sessions
- Michelle Cheng, Summer Sessions
- Ritesh Gupta, Summer Institutes
- Millele Silverstein, Summer Sessions
- Giselle Tongi, Summer Sessions
- Brian Wright, Travel Study

3:45 p.m. Murphy 2325. Meeting with Representative Graduate Students including those TAs who teach as a sole instructor

- Raul Sedano, Ecology and Evolutionary Biology
- Naomi Caffee, Slavic Languages and Literatures
- Andrew Young, Film, Television, and Digital Media
- Ian Romain, Spanish and Portuguese
- Anush Tserunyan, Mathematics
- Ankush Aggarwal, Mechanical and Aerospace Engineering
- Bahiyih Hardacre, Applied Linguistics

- 4:45 p.m. Murphy 2325.** Meeting with Michael Goldstein, Interim Vice Provost of Graduate Education and Dean of Graduate Division
- 5:05 p.m. Murphy 2325.** Closed Session for *Review Team Only*
- 6:30 p.m.** Reception Dinner
Tanino Restaurant (1043 Westwood Blvd. Los Angeles, CA 90024; 310-208-0444)

FRIDAY, APRIL 22

- 8:00 a.m. Murphy 3135.** Breakfast Meeting for *Review Team Members Only* (to be arranged by ASO)
- 9:00 a.m. Murphy 3135.** Meeting with Administrators
 - Corey Hollis, Director, College Academic Counseling
 - Julie Sina, Chief of Staff, College of Letters and Science
 - Jeanne Ladner, Assistant Dean, Division of Physical Sciences
 - Ina Sotomayor, Senior Associate Director, Financial Aid Office
 - Cathy Lindstrom, Associate Registrar, Registrar’s Office
 - Roxanne Neal, Director, New Student and Transitions Programs
 - Patie Johnson, Assistant Dean, Division of Life Sciences
- 10:00 a.m. Murphy A230.** International Education Office Faculty Director Teofilo Ruiz (Travel Study)
- 10:20 a.m. Murphy A230.** Individual Meeting (Confidential)
- 10:35 a.m. Murphy A230.** Meeting with Staff (Group A: International Education Office)
 - Danilo Bonilla, International Programs Counselor
 - Sergio Broderick-Villa, Associate Director of Study Abroad
 - Hadyn Dick, Executive Director
 - Noah Duman, International Programs Counselor
 - Wilsy Lieux, International Student Services Coordinator
 - Gideon Malone, Associate Director, International Student Programs
 - Marriell Marquette, International Student Services Coordinator
 - Nancy Montez, Travel Study Student Services Coordinator
 - Gloria Ruiz-Gonzales, Travel Study Student Services Coordinator
 - Amanda Sutton, Student Services Coordinator
- 11:05 a.m.** Individual 15 Minute Meetings those faculty, students, and staff who request:
 - 11:05 **Murphy A230.** Françoise Queval, SAO, Department of Physics and Astronomy
 - 11:15 **Murphy A230.** TBD
 - 11:30 **Murphy A230.** TBD
- 11:45 a.m.** Tour of Office - Murphy 1331, 1332, 1339, B300
- 12:00 p.m. Faculty Center.** Lunch – *Review Team Members Only*
- 1:00 p.m. Murphy 2325.** Meeting with College Deans (Group B)

- Alessandro Duranti, Dean, Division of Social Sciences
- Joseph Rudnick, Dean, Division of Physical Sciences

1:30 p.m. Murphy 2325. Meeting with Staff (Group B: Summer Sessions and Special Programs)

- Stefanie Adcock, Program Coordinator
- Steve Angelo, Executive Officer, Budget, Finance and Personnel
- Tony Beck, Registration Specialist
- Meri Davtyan-Beshlikyan, Director, Information Services
- Sara Hosegera, Student Affairs Officer
- Alejandra Hurtado, Program Coordinator
- Yumie Kim, Administrative Analyst
- Xiaojie Ma, Program Coordinator
- Amita Makdani, Director, Marketing and Communications
- Fernando Mejia, Student Affairs Officer
- Kathleen Micham, Associate Director
- Cathy Ruiz, Administrative Specialist
- Mark Stejskal, Programmer Analyst
- Zeta Yu-Peralta, Academic Specialist

2:00 p.m. Murphy 2107. Closed Session – *Review Team Members Only*

3:00 p.m. Murphy 2325. Review Team Wrap-Up Meeting with Assistant Provost David Unruh

4:00 p.m. Murphy 2121. Exit Meeting with Assistant Vice Provost for Academic Program Development David Unruh, Executive Vice Chancellor/Provost Scott Waugh, Vice Provost for Undergraduate Education Judith Smith, Interim Vice Provost for Graduate Studies Michael Goldstein, Associate Dean of the Graduate Division Carlos Grijalva, Undergraduate Council Chair Joseph Watson, and Graduate Council Representative Lowell Gallagher

Appendix III: Self-Review Report

The self-review was previously distributed.
For a hard copy, please contact the Academic Senate Office at extension 62959.