

**THE COMPLETE
ROAD MAP**

FOR ATTENDEES

**52nd Annual NAASS Conference
NOVEMBER 8 - 11, 2015**

MONTREAL
QUEBEC PROVINCE, CANADA

Summer...helping students succeed.

PROGRAM OVERVIEW

SATURDAY, NOVEMBER 7

1:00p–6:00p	NAASS committee, council, and task force meetings
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SUNDAY, NOVEMBER 8


9:00a–3:30p	The Jon C Neidy New Administrators' Workshop <i>(pre-registration includes lunch)</i> Sponsored by: UNC-Chapel Hill
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9:00a–12:30p	Pre-conference Workshop - Selling Summer to Students: Be Seen! Be Heard! Be Fun! <i>(pre-registration; lunch not included)</i>
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1:30p–3:30p	NAASS Regional Assistant Vice Presidents' Workshop
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1:00p–3:30p	Brunch for high level administrators. Sponsored by: Blackboard Hostess: Karen Sibley, Brown University. Welcome: Christopher P. Manfredi, Provost, McGill University. Speaker: Dr. Van L. Davis, Associate Vice President, Higher Education Research & Policy, Blackboard Inc. <i>"Predicting the Unpredictable: How Demographics, Economics, and Technology are Impacting Higher Education."</i> <i>(pre-registration with brunch included)</i>
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4:00p–5:30p	Opening General Session Sponsored by: summerdisc@very Keynote by Donna Heiland, Emerson College <i>"Cultivating Creativity in the 21st-Century College: Infrastructure, Curriculum, and Culture"</i> Post-keynote discussion led by Lee Maxey, MindMax
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5:30p–7:00p	Reception hosted by NAASS President, Laurel Hogue (PGW) [†] Sponsored by:  Music by KiX Party Band duo <i>light hors d'oeuvres included</i>
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(PGW) indicates guests are welcome at this function. [†] Cocktail tickets included with conference fee may be used.

MONDAY, NOVEMBER 9

7:30a–9:00a	Continental breakfast <i>(included)</i>
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9:00a–10:15a	Concurrent sessions
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10:30a–11:45a	Concurrent sessions
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12:00p–1:30p	NAASS Regions meet over lunch – CAUCE members invited. Hosted by NAASS Regional Vice Presidents Sponsored by: Greater Than Creative
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1:45p–3:00p	Concurrent sessions
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3:30p–6:00p	Off-site networking excursion to Old Montreal (PGW) <i>(pre-signup required)</i>
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6:30p–7:30p	Pre-banquet cocktail hour (PGW) [†]
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7:30p–11:30p	Gala Awards and Recognition Banquet (PGW) [†] Sponsored by: MINDMAX Creative Awards Sponsored by:   Entertainment by KiX Party Band <i>(inc. dinner)</i> Sponsored by: 
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TUESDAY, NOVEMBER 10

8:00a–9:00a	Breakfast <i>(included)</i> <i>Bill Kops</i>
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9:00a–10:30a	Annual meeting of the NAASS members
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10:30a–11:45a	Concurrent sessions
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11:45a–12:45p <i>2:15p</i>	Lunch <i>(included)</i> Topical round-table discussions
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2:30p–3:30p	Publishing Workshop: <i>"How to take a conference presentation and convert it into a publishable article/paper"</i> led by <u>Bill Kops</u> , University of Manitoba, and Auden Thomas, Skidmore College.
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3:45p–5:15p	Closing Plenary Session Sponsored by: CollegeWeek Live Keynote by Brian Fleming, Eduventures – <i>"Transforming Summer Learning Through Use of Open Educational Resources: How can we make summer learning a richer and more rewarding experience for students and faculty?"</i> Post-keynote discussion led by John LaBrie, Northeastern University.
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5:00p–6:30p	Networking with wine and cheese <i>(included)</i> Sponsored by: 
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7:00p	Affinity dinners (PGW) <i>(sign up at the registration desk, on your own)</i>
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6:00p–8:00p	Summer Programs Fair, Co-sponsored by Johns Hopkins University & EducationUSA <i>(pre-registration required)</i>
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WEDNESDAY, NOVEMBER 11

7:30a–10:45a	Continental breakfast <i>(included)</i>
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8:00a–1:30p	NAASS committee, council, and work group meetings.
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(PGW) indicates guests are welcome at this function. [†] Cocktail tickets included with conference fee may be used.

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KEYNOTE SPEAKERS



Van L. Davis, Ph.D.

*Associate Vice President,
Higher Education Policy & Research,
Blackboard Inc.*

Van Davis is Associate Vice President of Higher Education Research and Policy at Blackboard Inc. where he is a part of Blackboard's new Strategic Partnerships and Thought Leadership team. Davis works extensively on distance education and learning technology issues as well as policy issues such as competency based education, work-force alignment, and college affordability.

Davis speaks extensively around the nation on competency based education, adult degree completion, and higher education trends and is co-author of two recent studies: Leveraging Shared Savings to Promote High-Quality, Cost-Effective Higher Education and Competency-Based Education Programs in Texas: An Innovative Approach to Higher Education. Davis also serves on the editorial board of the new Journal of Competency Based Education.

Davis holds a M.A. and Ph.D. in 20th Century U.S. History with an emphasis in civil rights history from Vanderbilt University as well as a B.A. in History from Southwestern University.

Donna Heiland is Vice President and Special Assistant to the President at Emerson College. In that capacity, she provides leadership for strategic planning, represents the office of the President at Emerson and beyond, works with the Board of Overseers and the Board of Trustees, and with senior administrators and faculty on projects that align with the President's strategic priorities. Donna came to Emerson with a long history of participating in national conversations about—and efforts to strengthen—undergraduate education.

Over the course of her career, Donna has given many invited talks, conference papers, and other presentations on literature and on topics in higher education. Her publications include *Literary Study, Measurement, and the Sublime: Disciplinary Assessment*, which she co-edited with Laura J. Rosenthal, and *the assistance of Cheryl Ching (Teagle Foundation, 2011) and Gothic and Gender: An Introduction (Blackwell, 2004)*. She earned her PhD in English from Yale University, focusing especially on 18th century British literature, and her BA from the University of Western Ontario.



Brian Fleming

Senior Analyst, Eduventures

At Eduventures, Brian advises in the areas of online and adult education. Leveraging quantitative and qualitative research methods, his coverage includes online market analysis, new and emerging delivery models, organizational change, and technology innovation. Additional areas of coverage include higher education policy, teacher preparation programs, and employer partnerships. With over ten years of experience in education, Brian has served in numerous teaching and administrative roles in higher education, and in K-12 and corporate settings. Prior to joining Eduventures, Brian was a faculty member at Gordon College in Wenham, MA. Brian earned a B.A. in English and History from Texas A&M University and a M.Ed. from Boston College.

SESSION BREAKOUTS

MONDAY, NOVEMBER 9

7:30a-9:00a	Continental breakfast				
	LAMARTINE ROOM	JARRY ROOM	JOYCE ROOM	KAFKA ROOM	HEMAN ROOM
9:00a-10:15a	(programming) Topic #108 Are you wearing the right shoes? How to foster Innovation and Improvement. Jessica Carter, Greater Than Creative	(marketing/promotion) Topic #115 Get "the scoop" on creating a comprehensive Summer marketing campaign that celebrates your university's uniqueness. Jo Maseberg-Tomlinson, Kansas State University	(student success) Topic #106 The Impact of Summer Term on Undergraduate student Time to Degree. Loy Lytle, University of California, Santa Barbara Cindy Bumgarner, University of California, Santa Barbara William Kops, University of Manitoba	(mini's) Topic #132 The Power of Collaboration: Building a Summer First-Year Experience Program from Start to Finish. Michael Herndon, Virginia Tech Blake Nemelka, Purdue University Topic #133 Micro-target Marketing Campaign: How to Find a Target Audience in the Current Student Population on Campus Glenn Hanesen, University of Oklahoma Steven Lee, University of Oklahoma	(pre-college) Topic #124 Powerful Partnership: Foundations and universities working together to change lives one student at a time. Chris Cofer, Syracuse University Jill Levine, Noble Network
10:30a-11:45a	(research) Topic #105 Summer Surveys: What we want to know and how we can find out. Sandra von Doetinchem, University of Hawaii at Manoa Claire Cross, Oregon State University Allyson Morris, Santa Clara University	(marketing/promotion) Topic #121 Reaching Future International Students Where They Live: How Summer Sessions Go Virtual To Drive Interest Evan Weisenfeld, CollegeWeekLive Jessica Madrigal, Johns Hopkins University	(student success) Topic #102 Reducing Barriers for Students: Berkeley's Pathways to Four-Year Universities Program. Rick Russo, UC Berkeley Dr. Darin Menlove, UC Berkeley Jessica Bauer, UC Berkeley	(mini's) (programming) Topic #135 Top 10 Discoveries of Starting a Pre-College Program from Scratch Steven Lee, University of Oklahoma Delaney Nash, University of Oklahoma Topic #114 WCU AWAY – Serve, Work and Study Away on the University's Dime. Lowell Davis, Western Carolina University, Western Carolina University E. Clair Napoletano, Western Carolina University	(pre-college) Topic #117 The Pre-College Summer Session/Private Provider Partnership. Jessica Madrigal, Johns Hopkins University Eli Lesser, University of Pennsylvania Bob Musiker, Summer Discovery
12:00p-1:30p	NAASS Regions meet over lunch				
1:45p-3:00p	(research) Topic #126 Findings from the 2015 Joint Statistical Review of Summer Sessions Survey. Ken Smith, Virginia Tech Alicia Bingham, Western Kentucky University	(programming) Topic #111 The Explore program at The University of Montreal: the story of a passport. R. Biba Fakhouri, Université de Montréal	(mini's) (enrollment growth) Topic #122 A Classroom Project to Jumpstart an Increase in Summer Enrollment. Diana Ramey, Baylor University 118954 Leveraging your Registrar to Grow Summer Enrollment Rodney Parks, Elon University	(organization/structure) Topic #116 Summer Session Revenue Sharing: Incentivizing Success. Claire Napoletano, Western Carolina University Lowell Davis, Western Carolina University	(pre-college) Topic #103 The Summer Academic and Cultural Engagement Program (ACE): Out-of-State Freshmen + Summer Entry + Study Abroad = Complex Collaborations for Student Success. Owen Hooper, University of South Florida

TUESDAY, NOVEMBER 10

8:00a-9:00a	Breakfast				
9:00a-10:30a	Annual meeting of the NAASS members				
10:30a-11:45a	(research) Topic #110 Impact of Transient Credit on Undergraduate Students and their Institutions. A Theresa Neil Memorial Research Award. Elizabeth Beasley, Rutgers, The State University of New Jersey Liana Agular, Rutgers, The State University of New Jersey	(summer strategy) Topic #136 US Summer Sessions in Context: Past, Present, and Future. Jon Harbor, Purdue University	(student success) Topic #109 Helping Summer School students Succeed by Employing the D.I.M.E. Systems Model. Vykontapathi Thota, Virginia State University	(organization/structure) Topic #128 The long and winding road from a decentralized to centralized summer session at a university with shared governance. Diane Dingfelder, Winona State University	(pre-college) Topic #113 It's better in the Summer: Building a successful transition to college and fostering student success driven by high impact practice with an early start in summer session. Lowell Davis, Western Carolina University Glenda Hensley, Western Carolina University
11:45a-2:15p	Lunch Roundtable topics: <ol style="list-style-type: none"> Using the JSR Data – Alicia Bingham, Western Kentucky University & Ken Smith, Virginia Tech Topic #119 Maximizing summer opportunities to promote persistence: share your experiences – Amy Yearwood, Carnegie Mellon University Topic #104 Summer registration timing – Blake Nemelka, Purdue University Topic #127 Doing more with less: Strategies to deal with institutional pressure on summer to increase programs, enrollments, and profits while cutting staff and limiting budgets – Chris Cofer, Syracuse University, Michelle Singletary, Syracuse University, Lauren Mintier, Syracuse University Topic #125 International recruitment – Eli Lesser, University of Pennsylvania, Jessica Madrigal, Johns Hopkins University Winter inter-session – Bill McClure, University of Massachusetts Amherst How to Present Summer Sessions in a Private (Institution) Way – Allyson Morris, Santa Clara University Selling Summer to Students: a review of discussions and ideas from the Sunday pre-conference workshop – Steven Lee, University of Oklahoma and Michael Giesecke, University of Oklahoma Topic #131 Managing student diversity in summer classes – Vykontapathi Thota, Virginia State University Be a Focus Group – webinars wanted – tba 				

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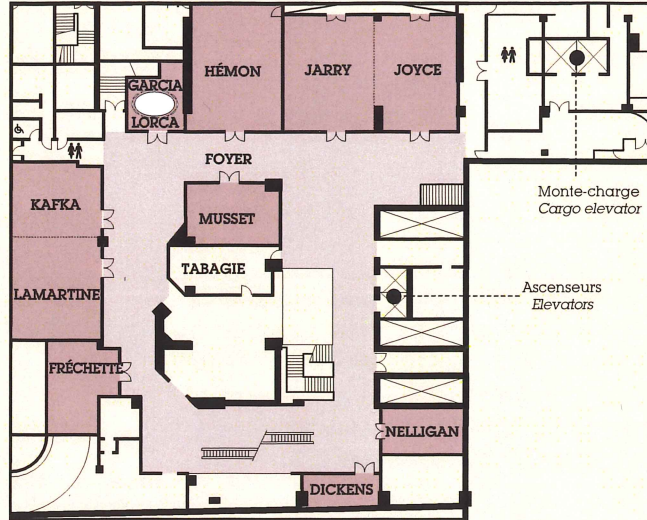


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Niveau / Level A



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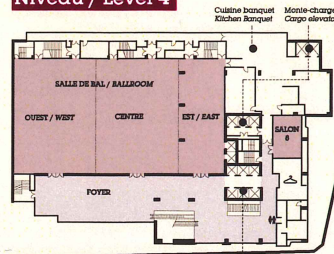
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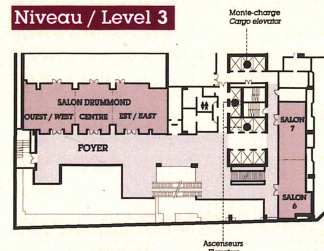
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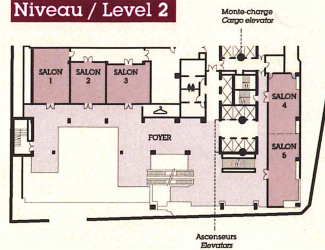
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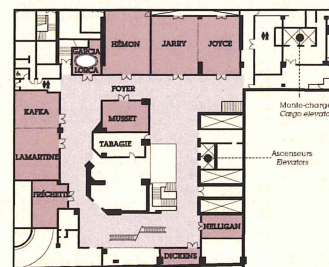
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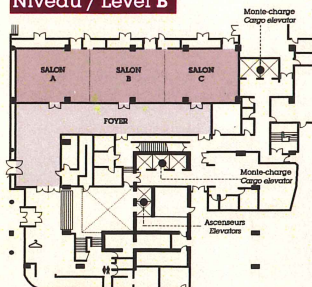
Niveau / Level 2



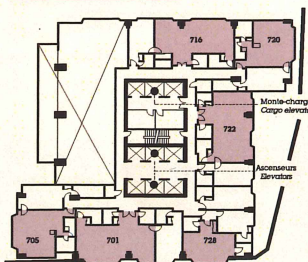
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Niveau / Level B



Niveau / Level 7



52ND ANNUAL NAASS CONFERENCE TOPIC DETAILS

098

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Want to Build Summer Enrollment? Leverage Your Registrar!

Across the nation, many schools have seen decreases in summer enrollments. In contrast, over the past two years Elon University has seen a staggering 22 increase in summer enrollments, generating 1.8 million in new revenue. This session will explore how to liaison with your Registrar to help you leverage new technologies and marketing strategies to grow your summer enrollment. This session will explore a new initiatives launched the past couple of years including the use of historical reports to determine course success growth, speed at which courses fill, and using the degree audit to determine student need. Additional elements will include new marketing initiatives that focus on policy changes (i.e. dual degree), using a pre-approval system for students hoping to take courses elsewhere to inform in-house offerings, and new marketing initiatives that focus on campus culture. The session will also touch on bridging your communication strategies to Student Affairs and parents.

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Reducing Barriers for Students: Berkeley's Pathways to Four-Year Universities Program

This session will provide attendees with an opportunity to learn about UC Berkeley's Pathways to Four-year Universities program, a multi-party initiative we designed to reduce the barriers we saw present for underserved and non-resident students applying to transfer from California community colleges to the Berkeley campus. We envisioned the Pathways program as a means to provide distinct and important ways for these students to gain access to information, advising, and coursework that will better support their application to transfer. The presentation will begin with an introduction to this effort and an in-depth overview of the program, including the inspiration underlying this program and its development, the program structure and organization, our target audience, current outcomes and expansion efforts, and future development strategies. This discussion will be followed by an opportunity for questions from the audience to facilitate further dialogue around this Berkeley initiative.

103

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The Summer Academic and Cultural Engagement Program (ACE): Out-of-State Freshmen + Summer Entry + Study Abroad = Complex Collaborations for Student Success

This session will look at the creation and facilitation of the Summer Academic and Cultural Engagement (ACE) Program, an innovative program that offers a small cohort of first time freshmen that are out-of-state at the University of South Florida the opportunity to begin in the summer and study abroad before the fall semester begins. This hour will explore the complex university collaborations between enrollment management, academic departments, and student affairs. With a focus on student testimonials, logistics, and data, attendees will learn about the impact of the experience, best practices, and lessons learned.

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Maximizing summer opportunities to promote persistence: share your experiences

Participants will have the opportunity to discuss programs they have initiated or that they are building during the summer to promote persistence on their campuses. Through this discussion, we can receive feedback on our own plans as well as ideas to bring back to our institutions.

105

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Summer Surveys: What we want to know and how we can find out

Surveys are great tools to gather summer student and faculty feedback that often contains excellent ideas and recommendations, especially in the qualitative comments. These ideas can encourage us, as Summer Session administrators, to constantly shape and refine our summer programs to create a summer opportunity that benefits students in the best ways possible, and to help them succeed in their academic goals. In this session we will share best practices in the art

and science of surveys from development and administration to implementation, as well as challenges at our private and public institutions. We will discuss what we have done with the information acquired from the surveys and how we have used our new-found knowledge to enhance our summer programs. Finally, we will present the results of a pre-conference survey that evaluates NAASS members' experience with Summer Sessions surveys especially with various survey tools including, Qualtrics and SurveyMonkey. If time permits, we will split into small groups in order to explore various survey tools, learn how to set up surveys, and ask and discuss questions in more depth.

106

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The Impact of the Summer Term on Undergraduate Student Time-to-Degree

College and university undergraduate graduation rates are at the forefront of discussions about selectivity and accountability in higher education. Costs associated with undergraduate degree completion are under the scrutiny of state and federal government committees concerned about the rapid escalation in tuition and other fees associated with undergraduate and graduate student degree completion. In turn, one of the most pressing issues confronting publicly funded institutions forced to raise tuition and other fees to offset dwindling taxpayer support for higher education is the number of students who fail to graduate. Almost 20% of publicly funded American post-secondary educational institutions graduate fewer than one-third of their first-year, full-time, degree-seeking students within six years. Low graduation rates waste scarce resources, weaken institutional efforts to meet educational objectives and fulfill their missions, and--rightfully or wrongly--affect national rankings as well as student choices about where they wish to pursue their post-secondary educational objectives. The research presented in this session will explore the extent to which summer term enrollments affect institutional graduation rates and, ultimately, the ability of an increasingly diverse student body to achieve educational objectives. The impact of no or one or more summer term enrollment(s) on overall 4- and 6-calendar year graduation rates will be assessed, as well as the extent to which different undergraduate student characteristics (e.g., gender; ethnicity; socio-economic status; academic preparedness; and choice of major(s)) affect the impact of summer on time-to-degree.

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Are You Wearing the Right Shoes?: How to Foster Innovation & Improvement

When it comes to innovation and improvement, are you wearing the right shoes? Just as you wouldn't hike through the wilderness in dress shoes or flip flops, you shouldn't hike through the wilderness of doing something new and different without the proper support. If you're developing new programs or initiatives, seeking to improve existing ones, or wanting to innovate and improve but don't know how to start, this session is for you. You'll be introduced to a simple approach that will help you and your team be creative, and then be greater.

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Helping Summer School Students Succeed by Employing the D.I.M.E. Systems Model

Our student population has changed – and will continue to change in the 21st Century. Institutions are filled with brilliant minds. Nonetheless, in the midst of all this brilliance, institutions are still struggling to put together and implement a comprehensive “Engagement and Retention” program for summer school students to succeed. Perhaps you are wondering, “What is it good for me?”. Summer school faculty are in a magnificent position to influence student engagement and retention designed to help students succeed. This interactive, multi-image clip art power-point concurrent session will provide strategies utilized significantly to help summer school students succeed by employing the D.I.M.E (Designing/Implementing/Managing/Evaluating) systems model created by the presenter at Virginia State University (VSU). This session will outline new strategies for summer school student engagement and retention.

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The Impact of Transient Credit on Undergraduate Students and their Institutions

Summer credits earned at another institution and transferred back to a student's home university are transient credits. In this presentation, we will draw upon archival and survey research at Rutgers University and survey data from other institutions to identify correlates and consequences of transient credit for both students and their home institutions. This research has been supported by a grant from the Theresa Neil Memorial Research Award.

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The Explore program at the Université de Montréal: the story of a passport

Explore is a five-week intensive language-immersion experience. This Canadian program allows students from all provinces to discover a new region while learning one of the official languages: French or English. Around 450 Canadian students choose the Université de Montréal as their favorite destination to learn French every summer during the month of July. In this communication, we aim to describe the Explore program at the Université de Montréal. Various aspects will be introduced: admission and registration, syllabus and pedagogical choices, sociocultural activities. The challenges of receiving 450 students at the same time and those related to the organization of the various events and activities will be described, along with the solutions that allow us to offer the best learning experience to our students.

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It's Better in the Summer: Building a successful transition to college and fostering student success driven by high impact practice with an early start in summer session

Moving beyond the concept of bridge programs and conditional admission, summer session also offers new students a tremendous opportunity to transition successfully to the rigors of college study and adjust to leaving home and navigating new environments and people. In 2014 Western Carolina University launched Catamount GAP, an early start summer session for regularly admitted students. Modeling best practices from the Academic Success Program, a bridge program for conditionally admitted students, WCU expanded the horizon to promote “FYE Summer” inclusive of both programs. With a pedagogy grounded in the High Impact Practices defined by AAC&U, both programs are designed and staffed to build a solid foundation for success beyond summer. Students earn seven credits in a five-week session that includes support networks, mentoring, and experiential learning and engagement. Students are supported with a full case-management team to assist with personal transition, supplemental instruction for academic transition, and co-curricular programming to build social interaction and community. In this session, the presenters will share the curriculum and program model and all of the components required for successful implementation including: support from leadership and campus partners; marketing and recruiting; admission, registration, and advising; learning communities, common intellectual experiences, and engagement; programming and residential components; academic support, resources and case management; supplemental instruction and peer mentors; outcomes assessment and evaluative responses/interviews from program participants: students, faculty, and staff. Participants will engage in an active discussion about programmatic and student learning outcomes, scalability and sustainability.

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WCU AWAY - Serve, Work and Study Away on the University's Dime

The WCU Away initiative at Western Carolina University is a significant opportunity that can enhance each student's college experience. The WCU Away initiative fosters unique learning opportunities to students in new cultures, and enables students to study in different environments, serve others or benefit from on-the-job training. WCU students can participate in career development opportunities and bridge gaps between education and the professional world by exploring career options. Students are offered the opportunity to build professional and peer relationships through WCU Away. Developing relationships will ensure the development of team-building and collaboration skills. Through the process, students will learn to become self aware and group orientated as they work together to solve problems. Whether students choose to Study, Serve or Work Away, students prosper through experiencing different cultures and new people. Students who participate in WCU can receive up to \$1,500 to work, serve or study away if they enroll in two 3-hour courses in the summer. Based on our cost of tuition, we will break even if students complete two courses in the summer. The goal of this program is to engage students and faculty in study abroad experiences and return to campus and discuss what is done while abroad in the course. This presentation will simply share with the audience details about the program, budget for the program, revenue generated through the program and how it fits into our revenue sharing model.

115

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Get “the scoop” on creating a comprehensive Summer marketing campaign that celebrates your university's uniqueness

When administration of Summer School at Kansas State University was shifted from the Provost's office to our online education unit in August 2014, a student-art-class-designed poster was the only marketing we inherited. The Provost approved a “bare bones” marketing budget and we decided our top priority was to make our marketing campaign “K-State” with a summer overtone. With an in house marketing team (coordinating with the university Division of Communications and Marketing), we settled on an infographic design featuring a university icon: campus-made ice cream and the logo “Get the Scoop on Summer.” We actively looked at ways in which we could not just tie into an iconic image, but actually benefit university entities. At one event, we handed out free ice cream coupons to the on campus Dairy Bar as we engaged with students. We ordered cookies from the best cookie place in town – our residence hall dining center bakery. What do other institutions have to offer their students in terms of unique and fun summer ideas? As a result of attending this presentation,

participants will identify ways to tie their university culture, identity, and unique characteristics to a summer marketing campaign that will be distinctive to their institutions. They will also consider ways to direct marketing spend back to internal sources to benefit their own campuses, not just to 3rd party vendors. Finally, participants will evaluate ways in which marketing branding can enhance the university overall while remaining distinct to summer school.

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Summer Session Revenue Sharing: Incentivizing Success

This presentation will focus on the revenue sharing model that has been implemented at Western Carolina University. Summer Session revenues have been distributed to the colleges based on the number of student credit hours generated. This has provided an incentive for our colleges to offer a greater selection of courses during the summer term, and over the past six years, we have seen an increase in both student credit hours and tuition collected. Additionally, we have expanded programs for student success, including the Academic Success Program, a full year bridge program offering additional preparation and support for first-year students, which begins during the summer term. Presenters will share the specifics of this revenue sharing model, and the different areas where growth has been observed since its adoption.

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The Pre-College Summer Session/Private Provider Partnership: Success at Penn and Hopkins and Elsewhere. Is it Time Your Institution to Take the Risk Out of Management?

In an era of ever increasing risk-management oversight, is it time to contract with a private residential life/logistics provider to help operate your summer pre-college programs? Do you and your colleagues desire to concentrate on delivering top-notch academics; and not be burdened with marketing, room-checks, roommate issues, student supervision, parent calls, airport pick-ups, or doctor visits? Veter-

an Summer Sessions Directors and the owner of the leading private pre-college organization provide case studies where residential life management of existing pre-college programs (Penn and Hopkins) have been contracted with a private provider; and where new pre-college programs (U. Texas, Austin and U. Colorado, Boulder) have been successfully developed collaboratively with the university and a private provider. The pros and cons of these partnerships will be examined and addressed.

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Quality & Research Committee: 2015 JSR Report Update

The Quality and Research Committee will report on the preliminary findings from the Summer 2015 Joint Statistical Review Survey. This survey, administered by the combined summer sessions associations each year, includes comprehensive and comparative information on administrative structures, finances, marketing, faculty and enrollment outcomes for summer sessions at a variety of sizes and types of institutions. You will learn how institutions with characteristics like your own promote, manage, and perform during their summer session.

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Reaching Future International Students Where They Live: How Summer Sessions Go Virtual To Drive Interest

As institutions explore new opportunities to reach students in ways to complement and/or replace expensive recruitment travel, online tools are increasingly appealing. Whether engaging future students through social media outlets, chats, webinars, or virtual fairs, summer session staffs have become regular staples in recent years. What do students want to hear? How do they want to communicate with colleges? What is working? What does the future hold? Join us to review relevant research on international student behaviors, to hear how Johns Hopkins is adapting its recruitment strategies, and to explore future initiatives.

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A Classroom Project to Jumpstart an Increase in Summer Enrollment

Undergraduate headcount for summer sessions had dropped significantly from 2000 to 2010. With no officially designated "owner" of summer enrollment, a Vice President approached a former business school colleague about creating a two-semester strategic project for a marketing class. With summer enrollment decreasing over ten years and

the need to figure out why, who else but students would know the answers! In Spring 2011, a junior marketing class was asked to find out what students knew about summer sessions and why they were not taking summer classes. The class was divided into four groups to develop a survey, collect information, and analyze data. A random probability sample of 1,000 student respondents per group stratified by college/school was provided for the project. Each group wrote a research report, which became the basis for the following semester's work. Key recommendations in the reports were related to the cost/value relationship of summer, absence of University messages about summer, and confusion about enrolling in summer classes. In Fall 2011, another junior marketing class used the comprehensive reports from the Spring 2011 marketing class to develop ideas for improving summer enrollment. The class was divided into five sub-groups and each was charged with creating a marketing plan. The final exam included presentations of the plans to academic and administrative representatives from the Provost's Office, Finance & Administration, Student Life, Enrollment Management, Registrar's Office, and University Advisement. With a direction to "stop the bleeding" and five well written plans in hand, a strategically designed working group was created to jumpstart the summer initiative by implementing ideas from each of the student plans. Since then, the working group has continued to focus on an action plan that has steadily increased summer attendance and revenue since 2012.

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Marketing/Recruitment & Pre-College Programs

Powerful Partnerships: Foundations and universities working together to change lives one student at a time Syracuse University's Summer College for High School Students partners with more than a dozen foundations/CBOs each year to support up to 35 of SU Summer College students each year. One of SU Summer College's strongest partnerships is with Noble Network of Charter Schools' Summer of a Lifetime program in Chicago. Noble opened its first Chicago charter school in 1999 and is now operating on 16 campuses and serving 10,000 low income, minority students in the city of Chicago. Each summer, 800 Noble Network students qualify for a Summer of a Lifetime opportunity receiving scholarships to support their participation in pre-college programs at over 70 US colleges and universities nationwide. SU's Summer College has been partnering with Noble Network since 2003 when SU Summer College hosted one Noble student. Since then, SU Summer College has hosted almost 60 Noble students with a repeat record group size of 15 Noble students in summer of 2015. In this session, the Executive Director of Summer of a Lifetime and the Director of Summer@Syracuse will share their experiences and perspectives in cultivating relationships between sponsoring organizations and colleges and universities. The discussion will draw participation from attendees to cover the spectrum of experiences, from formal arrangements and financial agreements to student support and the broader impact on students, their future, and their schools and communities. Co-Presented by Jill Levine, Executive Director, Summer of a Lifetime and Chris Cofer, Director, Summer@Syracuse.

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Doing more with less: Strategies to deal with institutional pressure on Summer to increase programs, enrollments, and profits while cutting staff and limiting budgets.

Institutions are looking more and more toward Summer & Winter Sessions for additional revenue to fill gaps from the academic year. This is especially true of institutions with academic year capacity limits – where Presidents and Provosts are telling their Deans that Summer & Winter Sessions are the only avenues for new income. At the same time, institutions are offering early retirement programs, restructuring & downsizing departments, eliminating positions, and restricting operating and recruitment budgets. In this session, members of the Summer@Syracuse staff will share how they continue to deliver quality programs, increase enrollments, and maintain high levels of student and faculty satisfaction with fewer personnel. This round table discussion will engage attendees and ask them to share the trends on their campus and the various strategies put in place so they are able to continue doing more with less. Team-Presented by Chris Cofer, Director, Summer@Syracuse, Michelle Singletary, Director, SummerStart & SSUI, and Lauren Mintier, Administrative Specialist I, Summer@Syracuse.

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A Review of Preliminary Findings from the 2015 Joint Statistical Review of Summer Sessions Survey

This session will review preliminary findings from a current survey of summer session programs at member institutions. The Joint Statistical Review of Summer Sessions covers administrative, financial and marketing practices of institutions as well as enrollment outcomes. Results are presented in a way that will help current administrators benchmark their own institutions practices and performance against other institutions of similar governance, size, organization or mission.

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Summer Registration Timing

I would like to lead a roundtable discussion regarding the timing of summer registration. At Purdue University we currently have students register in the spring (at the same time as they register for their fall courses). We would like to make this earlier in the year but would like feedback and discussion from others. Do we move it to October when students register for spring? If courses aren't ready, do we need

to look at Jan/Feb? Or can we put up a tentative schedule and flip the model where, rather than having professors set the supply and students meet the demand, we could have students show demand and then professors supply it. Could be a very interesting discussion.

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The long and winding road from a decentralized to centralized summer session at a university with shared governance.

In 2008, Winona State University had a decentralized summer session. Departments and colleges "did their own thing" and classes were offered based on faculty seniority. Since that time, WSU has embarked on a journey, transitioning to a more centralized and coordinated summer session through a variety of strategies including a revenue share model, summer session task force, year-round marketing plan, data gathering and sharing, and a RFP process to spark innovation. Find out how this state university with shared governance set a course to grow summer session, and along the way, despite detours and roadblocks, arrived at a more centralized summer session that has doubled in size.

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Selling Summer to Students: Review of discussions and ideas from the Sunday pre-conference workshop.

We will share top marketing strategies, new campus marketing ideas, budgets, and how to report successes. If you want to talk marketing, this session is for you!

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The Power of Collaboration: Building a Summer First-Year Experience Program from Start to Finish

See how these land-grant universities harnessed the power of collaboration to advance their summer first-year experiences with hands-on steps to initiate and sustain a credit-bearing summer session program for entering freshman and transfer students, internal and external institutional collaborative efforts (i.e. playing nicely in the sandbox), and go-to tips for creating a summer first-year experience program that aligns with your college culture/climate.

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Micro-target Marketing Campaign: How to Find a Target Audience in the Current Student Population on Campus

This session will share a marketing campaign from The University of Oklahoma that targeted specific students who met criteria that predicted they would and should enroll in summer courses. This strategy can be compared to the way Amazon predicts what products consumers will buy but instead predicts what courses students will enroll in for summer. During the session, strategy, ideas, and techniques will be shared on how this campaign was successful on our campus.

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Top 10 Discoveries of Starting a Pre-College Program from Scratch

This past summer, The University of Oklahoma created and implemented their first ever pre-college program. This session will discuss the ten discoveries the staff learned from experiencing the program for the first time. Topics will include academics, curfew, roommates, programming, study hall, and staffing.

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US Summer Sessions in Context: Past, Present, and Future

The wide variety of summer session strategies that have been pursued in the past, that exist today, and that will emerge in the future, reflect the diverse histories and contexts of specific institutions as well as state and national trends. Exploring historical and present day contexts that have driven summer session strategies at US colleges and universities provides a basis for considering how summer session strategies can be developed to address current and emerging changes in higher education. Participants in a conference for leaders of college and university summer sessions engaged in a small group activity focused on ideas for potential long-term strategies that will be responsive to emerging institutional, state, and national trends. A wide range of common issues and trends were identified, and linked to both well-accepted and novel emerging new strategies. These strategies trends and strategies are presented in this session, and can be adapted to the contexts of a wide range of colleges and universities considering how to position summer session as a key element of future institutional success.