

Report on Summer 2002 Instruction at the University of California

Summary

The University of California is pursuing a number of options for accommodating the large increases in enrollment projected through 2010. In addition to expanding during the regular academic year, and to providing more off-campus instructional opportunities for students, campuses are expanding their summer programs and shifting them from self-support to State support. This report addresses the experiences of summer 2002, the second year in which the State provided full marginal cost funding for summer instruction at three campuses, Berkeley, Los Angeles, and Santa Barbara and the first year in which full support was provided to Davis. State support was provided three years ago to reduce student fees paid by UC-matriculated students in the summer to levels equivalent on a per-unit basis to fees paid during the regular academic year.

As in summer 2001, State support clearly made a difference. Enrollments increased at all campuses compared to summer 2001, as did the number of courses and the participation of UC faculty. Thousands of students benefited from the financial aid made available under new fee policies. With State funding secure at four campuses, more substantial academic changes can be implemented in coming years to increase student enrollment and faculty participation. In anticipation of State support, the remaining campuses have already begun to expand their programs as well, even though they are unable to offer the significant incentive of financial aid that is made possible by full State funding.

Reporting Requirements and State Budget Context

This report is submitted to the Department of Finance in fulfillment of expectations in the Governor's Partnership Agreement with the University of California.

The Partnership Agreement expects the following with respect to reporting on summer:

Implement more extensive use of existing facilities to accommodate enrollment demands and to help alleviate enrollment pressures during the regular academic year.

- Reach agreement with the Administration and the Legislature on a plan for phasing in implementation of a State-supported summer term on a campus-by-campus basis beginning in summer 2001. The phasing plan should be based on the assumption that fees, financial aid, and the quality of programs should be similar to that offered during the regular academic year.

Performance data: Include phasing plan in final agreement on budget for 2000-01. By October 1 each year provide a progress report on implementation of year-round operations.

- Examine incentives to encourage more students to attend classes in the summer and more faculty to teach in the summer.

Performance data: Report by October 1, 2000 on incentives to encourage more students to attend class in the summer and more faculty to teach in the summer.

The State has supported various aspects of summer instruction at the University of California since the 2000-01 Budget. Each year has brought additional funding, despite serious financial difficulties facing the State. The State's commitment to accommodating long-range enrollment growth in the University of California has encouraged campuses to expand summer programs, even in advance of receiving full State funding.

In 2000-01, the State Budget Act provided \$13.8 million to the University to be used to reduce UC students' summer 2001 fees to a level equivalent to fees paid in the regular academic year. The amount funded was based on summer 1999 enrollment levels. The University allocated these funds to all campuses that had summer fees that exceeded, on a per-unit basis, academic-year fees.

The 2001-02 State Budget Act provided funding for 3,422 FTE summer students at UC Berkeley, Los Angeles, and Santa Barbara. These funds, plus those provided in the 2000-01 budget for the fee buydown, represent full marginal cost support for the summer 2000 enrollments at these three campuses.

The 2002-03 State Budget Act provided three things with respect to summer instruction:

- Continued funding for summer instruction at Berkeley, Los Angeles, and Santa Barbara, including funding for growth.
- Funding for 897 FTE summer students at UC Davis. These funds, plus those provided in the 2000-01 budget for the fee buydown, represent full marginal cost support for the summer 2001 enrollments at Davis.
- Additional fee-buydown funds for the remaining campuses to keep up with the enrollment increases that have occurred since summer 1999, the basis on which the first fee-buydown funds were provided.

Facts about Summer at Berkeley, Davis, Los Angeles, Santa Barbara, and Other UC Campuses

Enrollments

For the second year of State funding, enrollment again grew significantly at all campuses as shown in Figure 1, including those receiving only partial funding to buy down student fees. The Davis campus is presented separately because the 2002-03 Budget Act provided the campus with its first full State funding for summer instruction. For further detail, Attachment A shows enrollments at each campus for summers 2000, 2001, and 2002.

Figure 1
Summer 2002 Enrollments Compared to Summer 2001

	Berkeley, Los Angeles, and Santa Barbara	Davis¹	Other 4 Campuses (fee buydown only)	Total
Total FTE Enrollment Summer 2002	6,330	1,532	3,981	11,843
Student FTE Increase over Summer 2001	860 16%	602 65%	694 21%	2,009 21%
Total Headcount Enrollment Summer 2002	30,658	7,953	22,808	61,419
Student Headcount Increase over Summer 2001	3,896 15%	1,919 32%	3,545 18%	9,400 18%

As in other summers, most summer students were undergraduates—averaging 93 percent for UC as a whole, and 94 percent at the four State-funded campuses.

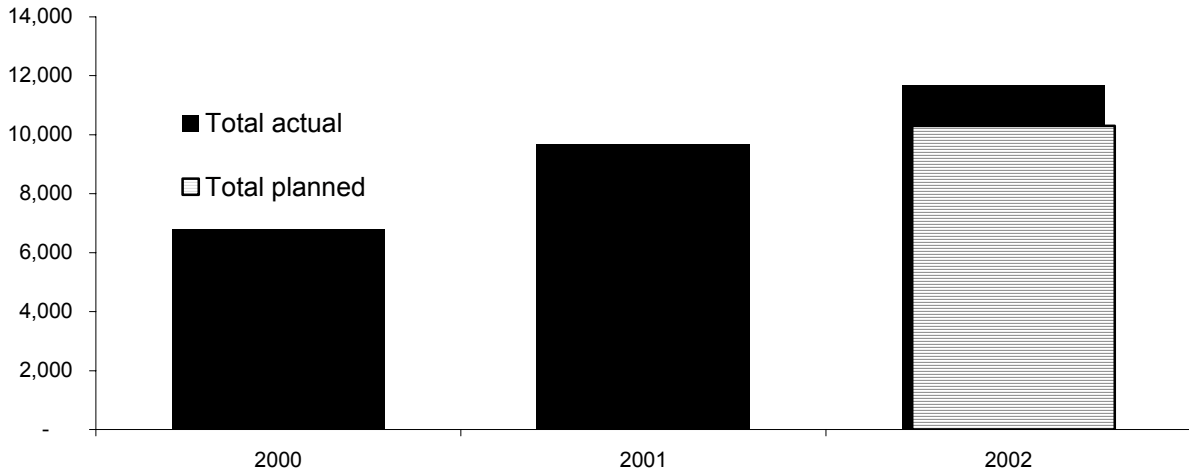
Students at all campuses took an average of 8.6 units, which is slightly more than half a full-time student's load and an increase of 1.1 units per student over summer 2001. At the four State-funded campuses, students took an average of 9.1 units, an increase of 1.3 units per student over summer 2001, and an increase of 1.1 units over summer 2000.²

Summer FTE enrollments have grown significantly since summer 2000: 5,000 more FTE, an increase of 74 percent. They are also ahead of planned enrollments for 2002 as Figure 2 shows. Headcount enrollments have also grown significantly: 21,700 more students have enrolled since summer 2000, an increase of 55 percent. The greater increase in FTE as compared to headcount indicates that students are also carrying more summer units than before.

¹ The 2002 Budget Act included the Legislative expectation that the Davis campus would increase its enrollments by at least 269 FTE students in summer 2002 for a minimum of 1,166 FTE students. The Davis campus exceeded the expectation by 31 percent.

² UC Berkeley semester units are converted to quarters units at 1.5 times each semester unit.

Figure 2
Actual and Planned Summer FTE Enrollments, All Campuses
Summers 2000 - 2002



Courses

The four fully State-funded campuses continued to increase the summer courses available to students. Overall, the number of courses increased by 14 percent; at the undergraduate level they increased by 17 percent. The number of graduate courses—only five percent of all summer courses—declined over summer 2001.³

The partially State-funded campuses increased their course offerings by about 13 percent.

Faculty

Berkeley, Davis, Los Angeles, and Santa Barbara increased the total number of faculty teaching primary courses in the summer by 18 percent over summer 2001, keeping pace with the increase in courses. There were an additional 150 regular-rank faculty and lecturers⁴ teaching in summer 2002, an 18 percent increase over the previous summer. Partially State-funded campuses have shown a similar increase in regular-rank faculty and lecturers, but virtually all the change on those campuses has been due to an increase in lecturers.

³ The decline is due largely to the fact that the 66 courses offered to UC students by the Linguistic Society of America Institute at the Santa Barbara campus in summer 2001 were not part of the summer 2002 program.

⁴ These two groups of faculty represent the normal teaching cohort in the regular academic year. There were an additional 53 regular-rank faculty (a 17 percent increase) and 97 lecturers (an 18 percent increase) compared to summer 2001. Over 60 percent of the additional lecturers were at the Davis campus, which had little time to make arrangements with regular-rank faculty to teach during summer 2002.

Since summer 2000, the number of regular-rank faculty teaching in the summer has increased by 32 percent and lecturers by 28 percent. However, at Berkeley, Los Angeles, and Santa Barbara, which have been State-funded for two summers, the number of regular-rank faculty has increased by 38 percent and lecturers by 24 percent.

Financial Aid

At campuses with self-supporting summer programs, the amount of financial aid available to students is very low. However, State funding for summer instruction makes it possible for UC to dedicate a portion of its student fee revenue to need-based financial aid. To a limited extent, students at these campuses are also able to use Cal Grant and federal financial aid funds, although not yet to the extent possible during the regular academic year. The availability of financial aid is one of the most important incentives for students to enroll in the summer. In summer 2002, the four State-funded campuses were able to provide need-based aid to an estimated 13,527 students. UC provided nearly \$11.7 million through its financial aid programs; students also received \$5.3 million from federal and State grant and scholarship/fellowship funds.

Classroom Use

One of the primary reasons for increasing summer enrollments is to avoid the need for construction of as many classrooms and class labs as would be necessary if enrollments increased only in the regular academic year. Campus surveys show increasing use of classrooms in the summer as the number of courses increases. Between half and three-quarters of the available classrooms are scheduled for use for instruction during typical weeks in the summer.

It should be noted that classrooms and class labs are also used by other high priority summer programs, such as special programs for high school and younger students, orientation programs for incoming freshmen and transfers, academic conferences hosted by the campus, and maintenance and renewal work that takes rooms out of commission for days or weeks at a time. State-funded campuses have noticed, with growing enrollments, that summer courses are beginning to displace highly valued programs that also need to use classrooms, including conferences, orientation programs, and outreach activities. Some of these non-instructional activities can move to other locations near the campus, but this usually adds rental fees to their administrative costs.

The Supplemental Report of the 2002 Budget Act, consistent with Partnership language, requests the University

to base its 2003-04 five-year capital outlay plan on utilization of instructional facilities during the summer, assuming summer term enrollment of at least 40 percent of fall/winter/spring enrollment. The UC is requested to base future five-year capital outlay plans for instruction facilities based on the assumption of the actual summer-term enrollment and to continue to make efforts to increase summer enrollment. It is further the intent of the Legislature that UC annually submit a report to the Legislature by no later than January 15, 2003 on its efforts to maximize utilization of existing instructional facilities during the summer term consistent with this language.

The University annually submits space analysis tables and project planning guides based on the assumption of 40 percent enrollment in the summer.

Incentives Provided to Increase Student Enrollment

Many of the incentives for students to enroll in the summer are financial:

- *Lower fees.* State funds have bought down summer fees at all UC campuses so that they are equivalent, on a per-unit basis, to fees charged during the regular academic year. This has meant that UC students at most campuses pay lower fees than in years past, and lower fees than are charged to non-UC students taking the same courses. Since students often take less than a full load in the summer, the total cost of their summer fees are lower than the total fees charged in the regular academic year.
- *Fee avoidance.* Graduating students who enroll in the summer instead of returning in the fall for just one or two remaining classes are able to avoid paying the full quarter (or semester) fee that is charged in the regular academic year. Campuses report that more students are graduating earlier as a result of summer enrollment.
- *Financial aid.* Students at State-funded campuses benefit from the University's fee policies in effect in the regular academic year. That is, because State funds support instruction, it is possible for the University to return one-third of student-fee revenue to financial aid. Students at self-supporting campuses do not benefit from this policy because all student-fee revenue (plus the State buydown for lowered fees) is needed to fund the summer program.
- *Other financial incentives.* Campuses have instituted other financial incentives including not charging nonresident tuition⁵, eliminating application fees for UC students (formerly as high as \$300-\$325), and in some cases, charging graduate students the same per-unit fee charged to undergraduates. Both Davis and Santa Barbara capped their fees—6 units at Davis and 8 units at Santa Barbara—to encourage students to enroll in more units.

The other major incentive for students to enroll in the summer is a robust academic program. Because summer enrollment remains optional for students, campuses must develop a set of course offerings that will attract students.

- *"Summer-only" courses.* The summer calendar has traditionally been more flexible than the calendar in the regular academic year. Sessions are shorter in length: all campuses have at least two sessions and many have very compressed, intensive schedules, particularly for language courses. For example, Santa Barbara offers two Language Institutes (the Institute of French and Francophone

⁵ The practice of not charging nonresident tuition in the summer serves the University well in two ways: it increases summer enrollments by providing a very significant incentive for nonresident UC students, and, it frees up space for more students in the fall if nonresident students use the summer to graduate and avoid returning for another term.

Studies; Institute in Hispanic Languages and Culture), in which graduate students earn master's degrees after three summers of concentrated six-week study.

Summer has also been a popular time for travel-study programs, and each of the four State-funded campuses has a significant number of these courses. The University's Education Abroad Program also offers summer-term programs, providing a full term's worth of credit to UC students. Over 800 UC students from the State-funded campuses enrolled in Education Abroad Programs in summer 2002.

- *Research and internship activities.* Campuses use the summer to provide credit-bearing undergraduate research opportunities and internships. For example, UCLA worked with the Center for Experiential Education and Service Learning to offer the following new summer programs: (1) a community-based research institute wherein students in Policy Studies, Political Science, or Chicana/o Studies worked with various agencies to do research on "clients' rights"; and (2) credit-bearing summer internships in Sacramento or Washington, D.C.
- *Summer Bridge programs:* Each campus is developing programs that are designed specifically for incoming students. These programs combine a rigorous academic experience with personal advising in a supportive living and learning environment. For example, Santa Barbara created a Freshman Summer Start Program (FSSP) in which newly admitted freshmen began their studies in the summer rather than the fall term. Students were able to enroll in classes typically impacted during the regular year; participate in workshops designed to improve learning, library and computer skills, and time management; adjust to university life when the campus is less crowded; become familiar with the student support services available to them; and get a head start on their UCSB academic studies. In addition, they enrolled in interdisciplinary courses designed specifically to facilitate entry into the academic life of the university.
- *Access to impacted/required courses.* Campus surveys indicate that the primary reason for many students to enroll in summer courses is to complete requirements and shorten time to degree. Some students choose to enroll in summer courses they were unable to schedule during another term. Departments see summer as providing a scheduling opportunity for classes that fill up during the regular academic year.
- *Smaller classes/more faculty contact.* A feature of summer is that there are more small classes than during the regular academic year and fewer very large classes. Very high percentages of students indicate in satisfaction surveys that they are pleased with the size of their summer courses, which provide more opportunity for discussion and for interaction with the instructor.

Incentives for Faculty to Teach in the Summer

One incentive for summer teaching was instituted in 2001, when both the University and the academic-year faculty began making contributions to Defined Contribution Plan (DCP) retirement accounts for work performed during the summer, that is, for research and for overload teaching. This program was instituted because faculty work in the summer does not otherwise count toward calculation of retirement benefits.

Assessment of the Quality of the Summer Program

The summer program represents a subset of courses taught in the regular academic year, plus the additional “unique-to-summer” courses as described earlier. All summer courses must be approved through the same academic review process as courses taught at other times in the year, which ensures that the University’s academic standards are met. In comparisons of courses taught both in the summer and in the regular academic year at State-supported campuses, the rank of faculty teaching the summer offering more often than not is at the same level as the faculty teaching the course in the regular academic year.

Two campuses (Davis and Santa Barbara) have conducted extensive student satisfaction surveys about their summer programs.⁶ With respect to courses taken in the regular academic year, 88 to 92 percent reported that the quality of the summer courses was about the same as or better than other university courses, 84 to 86 percent felt there was adequate time to cover the course material in the shorter summer courses, and 75 to 78 percent thought the summer courses were of about the same or greater difficulty than courses in the regular academic year.

Other campus reviews of grading practices indicate that grading in the summer is comparable to grading in the regular academic year, dispelling the myth that summer classes may be “easier” than other classes. Campuses also report that students taking a course in the summer that is part of a sequence of courses are as prepared for the next course as students taking the course in another term. For example, taking Math 1A in the summer adequately prepares a student for 1B in the fall. There are also campus data showing that course evaluations compare favorably to evaluations of the same courses taught in the regular academic year along dimensions such as the instructor’s ability to communicate effectively, availability to help students, organization of the course, and concern for student learning.

Finally, State-funded campuses have been able to provide most of the services students have come to expect, although sometimes at reduced hours. Over time, campuses will work out inevitable transition issues for units that were formerly closed during the summer, or that have competing duties in the summer, or that require new data processing systems to incorporate summer data. In some cases, services in the summer are better because lines are shorter and staff can spend more time with individual

⁶ The Santa Barbara survey compares summer 2001 with summer 2000; the Davis survey reflects summer 2002. Both campuses use essentially the same survey form, so answers are shown together.

students. Student surveys did not indicate dissatisfaction with services that were available, and few missed the services that were not available.

Expectations for Future Summers

There are two major topics to address with respect to the future. The first is how the four campuses that now have fully State-supported summer instruction will continue to attract and accommodate increasing summer enrollments. The second topic is the future plans for funding the remaining partially funded campuses.

Fully State-funded Campuses

Campuses with full State-funding are modifying their summer programs in several ways to meet the expectations that came with State funding.

- *Continued enrollment growth.* As noted earlier (see Figure 2) UC surpassed its summer enrollment goals for summer 2002. Total enrollment at Berkeley, Davis, Los Angeles, and Santa Barbara also exceeded their goals. However, as expected, growth over summer 2001 slowed for the three campuses that have been funded for two summers to a level more likely to represent future growth.
- *Improved time to degree.* It will take several years before data can be collected to analyze the impact of summer on time to degree of a given cohort of students entering as freshmen or transfers. However, a shorter-term measure is whether summer graduation rates are increasing and fewer seniors are returning in the fall. Campuses report that there are small increases in the number of students graduating at the end of summer with corresponding declines in the fall. Campuses will continue to identify courses that can be offered in the summer in order to help students graduate as expeditiously as possible, which makes it possible for more students to enroll.
- *Off-schedule courses for working students.* Many students work more in the summer than during the regular academic year. To respond to their needs, campuses are considering plans to schedule summer courses on weekends and in the evenings, and to create hybrid on-line courses (combining on-line and in-class instruction).
- *Other course innovations.* The Santa Barbara campus is at some disadvantage for increasing its summer enrollment because most of their students do not come from Santa Barbara County. The campus hopes to expand off-campus teaching through the established Ventura Learning Center and the newly developed North County Center at Allan Hancock Community College beginning in Summer 2003. Using the synchronous, two-way interactive, internet video broadcast technology developed to deliver transmission from UCSB, the campus hopes to offer as many as eight different live UCSB summer 4-unit courses to UCSB students who elect to return to their residences in Ventura or North Santa Barbara County during the summer.

It is important to point out that summer may look different in many ways from the regular academic year without sacrificing quality. Summer courses will continue to be approved by the faculty, be academically coordinated with the regular academic year, provide students with full UC credit, and meet UC graduation requirements and requirements of the major. Summer is, however, an opportune time for students to take gateway courses, particularly challenging subjects that require intensive study, and special offerings, which may make the distribution of courses and the type of faculty who teach them different in summer than in the regular year.

Partially funded Campuses

The remaining campuses—Irvine, Riverside, San Diego and Santa Cruz—face different challenges. They were fortunate to receive additional fee-buydown funds from the State in the 2002-03 Budget Act, helping these campuses keep pace with their growing enrollments while they await full State funding. However, they are not able to provide their students financial aid, creating a significant disparity between opportunities for their students and those at the State-funded campuses.

Partially funded campuses are also unable to increase significantly the number of regular-rank faculty teaching in the summer, and are unable to provide the support services that are possible with full State funding.

In addition, the partially funded campuses are caught in a bind with regard to classroom construction—they are unable to increase enrollment in the summer toward the 40 percent expected before new classrooms can be proposed, but also unable to build classrooms for the growth already occurring in the rest of the year. These campuses are also concerned about losing momentum in implementing expanded instruction in the summer. It is difficult under any circumstances to redesign a culture, requiring major efforts on the part of faculty and administrators, above and beyond their normal workload. The remaining four campuses are therefore eager to move from partial funding to full funding for summer instruction when that becomes possible.

Conclusion

UC has embraced the necessity of expanded summer instruction but needs full State funding to accomplish on all campuses what Berkeley, Davis, Los Angeles, and Santa Barbara have begun to achieve. As noted in UC's April 2000 report, *The Feasibility of Year-Round Instruction within the University of California*, conversion to a State-funded summer—with substantial increases in summer enrollment—is critical to accommodating the annual enrollment growth at the University, which, at current estimates, is expected to be at least 5,000 FTE students over the remainder of the decade.

SUMMER UC ENROLLMENTS 2000, 2001, and 2002

Berkeley, Davis, Los Angeles, and Santa Barbara

	2000	2001	2002	Difference since 2000	% change
Headcount	23,884	32,796	38,611	14,727	62%
FTE	4,288	6,400	7,862	3,574	83%

Irvine, Merced, Riverside, San Diego, Santa Cruz

	2000	2001	2002	Difference since 2000	% change
Headcount	15,796	19,263	22,808	7,012	44%
FTE	2,528	3,287	3,981	1,453	57%

Total University

	2000	2001	2002	Difference since 2000	% change
Headcount	39,680	52,059	61,419	21,739	55%
FTE	6,816	9,687	11,843	5,027	74%

	2000	2001	2002	Difference	% change
Berkeley					
Headcount*	6,500	8,792	10,512	4,012	62%
FTE	1,390	1,925	2,126	736	53%
Davis					
Headcount	5,325	6,034	7,953	2,628	49%
FTE	822	930	1,532	710	86%
Irvine					
Headcount	6,392	7,759	8,896	2,504	39%
FTE	971	1,240	1,482	511	53%
Los Angeles					
Headcount	7,108	11,170	12,598	5,490	77%
FTE	1,222	2,099	2,515	1,293	106%
Merced					
Headcount	19	39	40	21	111%
FTE	2	3	1	(1)	-42%
Riverside					
Headcount	2,640	3,672	4,860	2,220	84%
FTE	430	636	829	399	93%
San Diego					
Headcount	4,955	5,386	6,364	1,409	28%
FTE	775	906	1,085	310	40%
Santa Barbara					
Headcount	4,951	6,800	7,548	2,597	52%
FTE	854	1,446	1,689	835	98%
Santa Cruz					
Headcount	1,790	2,407	2,648	858	48%
FTE	351	502	584	233	67%

* Berkeley's summer 2000 unduplicated headcount is estimated from a duplicated headcount of 8,747.

Source: UCOP Budget Office, as reported by campuses. Includes EAP enrollments at State-funded campuses.