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January 28, 2011

The Honorable Bob Blumenfield
Vice Chair, Joint Legislative Budget Committee
1020 N Street, Room 553
Sacramento, California 95814

Dear Assembly Member Blumenfield:

Pursuant to Section 66057 of the Education Code, enclosed is the University of California's annual report to the Legislature on *Summer Enrollment*.

If you have any questions regarding this report, Associate Vice President Debora Obley would be pleased to speak with you. She can be reached by telephone at (510) 987-9112, or by e-mail at Debora.Obley@ucop.edu.

With best wishes, I am,

Sincerely yours,

Mark G. Yudof
President

Enclosure

cc: Mr. Gregory Schmidt, Secretary of the Senate
Ms. Jody Martin, Joint Legislative Budget Committee
Ms. Tina McGree, Legislative Analyst's Office
Ms. Amy Leach, Office of the Chief Clerk of the Assembly
Ms. Diane Anderson, Legislative Counsel Bureau
Provost and Executive Vice President Lawrence Pitts
Executive Vice President Nathan Brostrom
Chief Financial Officer Peter Taylor
Vice President Patrick Lenz
Associate Vice President and Director Steve Juarez
Associate Vice President Debora Obley
Executive Director Jenny Kao

Report on Summer Enrollment

January 2011

Legislative Report

**An investment in UC pays
dividends far beyond what
can be measured in dollars.
An educated, high-achieving
citizenry is priceless.**

UNIVERSITY OF CALIFORNIA

Report on Summer Enrollment January 2011

Recently enacted legislation (AB 1182) streamlines reporting requirements for the higher education segments that were formerly requested through supplemental budget language. AB 1182 codifies the University of California's Summer Enrollment reporting requirement into Education Code 66057 to read in part:

“(d) On or before January 10 of each year, the University of California is requested to, the California State University shall, submit to the Legislature a report describing summer enrollment for their respective systems. The report shall include all of the following information separately for each campus in the system:

- (1) The number of state-funded headcount students enrolled during the summer term of the preceding calendar year and, for comparison purposes, the year-average number of state-funded headcount students enrolled during the preceding fall, winter, and spring terms.
- (2) The number of state-funded full-time equivalent students enrolled during the summer term of the preceding calendar year and, for comparison purposes, the number of year-average state funded full-time equivalent students enrolled during the preceding fall, winter, and spring terms.
- (3) Efforts undertaken to increase summer enrollment.”

SUMMARY

Facing extraordinary growth in high school graduating classes over the last decade and the need to accommodate significant enrollment increases, the University, with funding from the State, began expanding summer instruction programs in 2001. In the ten years from 2000 to 2010, the University more than doubled its summer enrollments – enrollment grew by 9,500 FTE students over this period. In 2010, over 76,000 students participated in summer instruction. Systemwide summer 2010 headcount was 37 percent that of 2009-10 fall, winter, and spring terms, ranging from 28 to 47 percent by campus. Summer enrollments represent 24 percent of an average term's FTE student enrollment.

The key to achieving significant enrollment growth in the summer has been to offer summer instruction that is critical to student progress, along with essential student support services, access to libraries, and student financial aid. State funding for summer instruction has allowed campuses to provide UC financial aid equivalent to the UC grant support available during the regular academic year, fund adequate student services, and hire more regular-rank faculty to teach summer courses. In addition, with State funding, campuses can afford to offer a greater breadth of courses during the summer to maximize efficiency and student progress toward the degree; campuses have nearly doubled the number of primary classes offered in the summer since 2000, totaling over 5,200 in 2009. Expansion of summer enrollments has resulted in more efficient use of facilities and accelerated time to degree for undergraduates, thereby making room for more students during the regular year. Students report using summer as a means

to graduate on time or even early, and enjoy the smaller class sizes and faculty contact summer courses provide.

Year-Average Headcount and Full-Time Equivalent Enrollment by Term*

University Total	Year-Average Headcount	Full-Time Equivalent**
Fall-Winter-Spring 2009-10	206,779	202,855
Summer 2010	76,575	16,275
% of Fall-Winter-Spring	37%	24%

*Excludes health sciences and self-supporting degree programs.

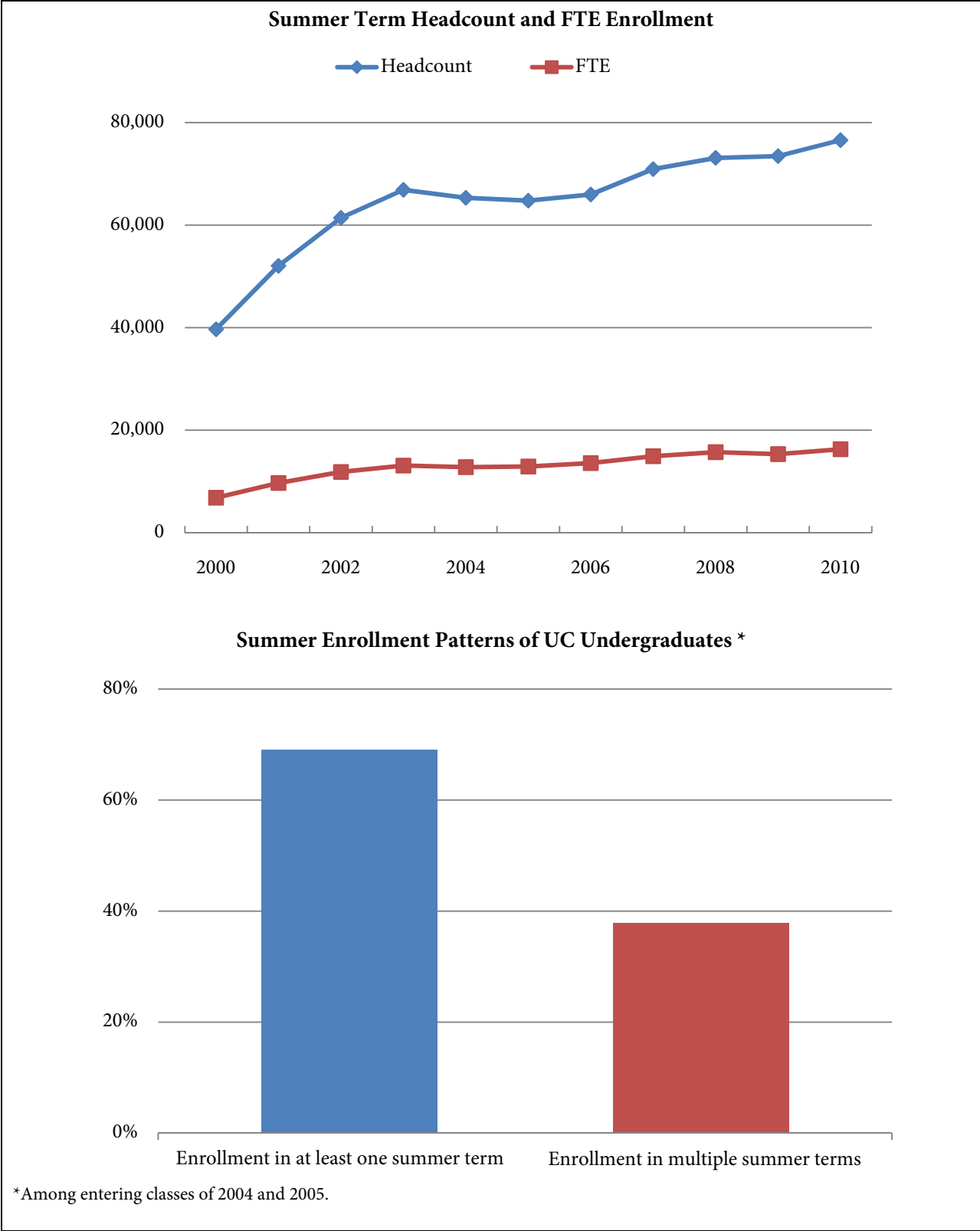
** Full time equivalency is based on the number of student credit hours (units) a student takes over the fall-winter-spring terms divided by the normative load for the student. On a quarter campus, for an undergraduate, 45 units equals 1.0 FTE; for a graduate student, 36 units. On a semester campus, the normative undergraduate is load is 30 units and the graduate load is 24. Summer units are also divided by the normative load, so a student taking 15 units in the summer would represent 1/3 FTE.

Sources: UCOP Budget Office.

STATE SUPPORT FOR SUMMER INSTRUCTION

In addition to the University's course offerings during the regular academic year, both UC and non-UC students may enroll in courses during summer session on all nine general campuses. Historically, the State provided funding for UC students enrolling in the fall, winter, and spring terms, but not summer; through Summer 2000, summer sessions were supported from student course and registration fees set by each campus. Because the State was not supporting summer instruction before 2000, fee levels were higher than fees charged during the regular academic year. With State support, UC began converting summer instruction for UC students from a self-supporting to a State-supported program in 2001-02 and completed the conversion of all general campuses in 2006-07. State support included funding to reduce summer fee levels to levels charged during the regular academic year, marginal cost of instruction funding for summer enrollment levels that existed prior to State support, and marginal cost of instruction funding for summer enrollment growth. This funding enabled campuses to expand the breadth of course offerings, increase student services and other support activities during summer, and provide financial aid.

As the graphs on page 3 show, enrollment in summer instruction has become a much more common component of the student experience at UC. FTE enrollment in summer instruction has grown over 130 percent since 2000. As has been the case with earlier cohorts, among undergraduates who entered UC in 2004 and 2005, 69 percent enrolled during at least one summer term during their undergraduate careers and 38 percent enrolled in summer courses during more than one year.



CAMPUS EFFORTS TO INCREASE SUMMER ENROLLMENT

Since State-funded summer instruction began in 2001, campuses have used a number of different strategies to encourage more students to participate in the summer term and to increase summer unit loads. These strategies include providing more financial aid, reducing the cost of summer attendance through fee incentives when budgets permit, and expanding the availability of summer courses and programs.

While many of these strategies continued in summer 2010, most campuses were compelled by ongoing budget pressures to scale back their efforts to increase summer enrollment. For example, some campuses that offered a fee cap (in which students did not pay the per-unit fee for units beyond the cap) in previous years were forced to discontinue this incentive in summer 2010. Diminished resources also continue to reduce advertising and marketing efforts that in past years had attracted students to enroll in the summer term.

Given the uncertainty around whether the State would provide marginal cost funding for enrollment growth for 2009-10 and 2010-11, some campuses slowed or halted efforts to further increase summer enrollments. In some cases, campuses are using expanded summer enrollment to help speed time to degree as a means to reduce full-year over-enrollment.

Student Financial Aid

The availability of additional financial aid during summer has made it possible for more students to attend summer terms. In an effort to provide financial access to all students in the summer, campuses continue to set aside a portion of summer fee revenue for financial aid. All nine undergraduate campuses have used at least 28 percent of fee revenue for financial aid, with some campuses setting aside up to 34 percent.¹ In summer 2009, campuses provided 27,596 students with \$70 million in need-based financial aid, including \$47 million in grants and scholarships.

Student Fee Incentives

Summer fees are equivalent to academic year fees on a per unit basis (\$229 per quarter unit for undergraduates and \$286 for graduate students in summer 2010.) Because students usually take lighter unit loads in the summer, the ability to pay on a per-unit basis significantly reduces the overall cost of enrollment compared to full-time enrollment in a regular term. Some campuses continue to provide additional fee incentives where budgets permit, such as:

¹ At the time the University transitioned summer enrollment to State support, the minimum proportion of fee revenue required to be used for financial aid in the summer was set at 26 percent of total summer fee revenue for undergraduates and 45 percent for graduates. This matched the proportion of total combined Educational and Registration Fee revenue used for financial aid during the academic year. In recent years, the return-to-aid level for *new* fee revenue from enrollment growth and fee increases during the academic year has been 33 percent for undergraduates and graduate professional students, and 50 percent for graduate academic students.

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- Capping fees at a specific level, such as 10-15 units, to encourage students to enroll in more units. (Fee caps at most campuses were lower in summer 2008, but were subsequently raised due to budget pressures.)
 - Reduced course fees for courses taken off-campus at affiliated centers, encouraging enrollment of students not living near campus.
 - Fee waivers for special programs.

Course Offerings and Special Programs

Campuses have expanded course offerings to encourage more students to participate in the summer term. Between 2000 and 2009², the number of primary courses available in the summer has nearly doubled from 2,720 to 5,230. Some of this growth has been because of the special advantages the summer term offers:

- Campuses use summer to offer special courses not as frequently available during the regular academic year (e.g., internships, field study, travel study) that require a full-time commitment.
- More campuses are offering special summer programs for entering students (new freshmen and transfers), which give them an early start on their UC academic pursuit.
- Compressed courses are offered to students in combined master's of education/teaching credential programs.
- Students can choose to take an entire year's worth of foreign language in less than three months.
- For undergraduates, enrolling in courses offered during the summer that are usually impacted in the regular academic year can decrease their time-to-degree.
- Online instruction has attracted additional students to summer because of their shorter terms and more flexible scheduling, allowing students to use the remaining weeks in the summer to work, travel, or fulfill other personal obligations.
- Students often choose to enroll in the summer term to take advantage of the smaller class sizes and increased faculty contact.

Administrative Improvements

Campuses have removed administrative obstacles to enrollment, for example by streamlining cross-campus registration procedures enabling students to attend a UC campus closer to home in the summer, knowing their units will be accepted at their home campus. In fact, Summer Sessions Offices frequently advertise in other campuses' newspapers. Each year since 2001, between 2,500 and 3,000 students have taken advantage of the cross-campus enrollment option during the summer. Other strategies campuses use to accommodate summer enrollment include:

- Allowing UC students to register in summer session earlier in the year and improving the management of wait lists so that students have more time to finalize their summer plans,
- Providing incentives to departments that offer more classes and otherwise increase enrollments, and

² Course data for summer 2010 not yet available.

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- Better incorporating summer into the broader educational structure at some campuses, often reporting to the office of undergraduate education and making summer programs more visible to students.

Potential for Increasing Further Growth in Summer Enrollments Substantially Above Current Levels

Summer enrollment at UC may have reached its point of maximum efficiency. Further growth in the summer may be difficult to achieve for several reasons. Recent studies have shown that while about 40 percent of the regular academic year's students enroll in any given summer, 69 percent of undergraduates enroll in at least one summer term during their UC campus experience, and the proportion of UC's undergraduate student enrolling during summer may well be among the highest in the country. Those who never enroll in summer cite work, a desire to return home, and other conflicts as reasons not to enroll.

In summer 2010, students averaged 9.5 units out of a normative 15-quarter units, an average that has stabilized after steadily climbing from 7.6 units in summer 2000. Unlike the regular academic year, during which full-time enrollment is the norm, campuses have long promoted part-time enrollment in the summer as an incentive for students to enroll. Further constraints on the number of units that students take include the fact that summer students are taking classes in more compressed time periods, making a full academic load excessively demanding. Many students also must use summer months for increased employment compared to the regular academic year. While summer enrollment has enabled some students to eliminate a fifth year of enrollment, with rare exception, students have not substituted summer terms for fall/winter/spring enrollment during their first four year, nor have many chosen to graduate in fewer than four years.

A significant factor limiting further growth in summer enrollments is curriculum design. Many courses are designed in two-semester or three-quarter sequences. The cost to re-engineer courses to allow for year-round availability may be prohibitive, and, in an environment in which summer enrollment remains voluntary, would create inefficiencies for the University and disruptions in course content for students.

State-funded summer instruction has benefited students by providing them with unique academic opportunities, additional chances to take impacted courses, and the flexibility of part-time enrollment. State-funded summer instruction has benefited the State by increasing capacity of existing campus facilities and helping students graduate in a timely manner and free up space for new enrollments. However, there is a point at which further increases in summer enrollment are no longer cost-effective. Given the budget pressures the university faced in 2009-10, most campuses chose to limit their summer enrollment in 2010, as they had in 2009, as part of an ongoing effort to better align enrollment levels with resources. Further growth beyond this current level is unlikely at least until budget pressures subside.

Year-Average Headcount and Full-Time Equivalent Enrollment by Campus and Term*			
		Year-Average Headcount	Full-Time Equivalent**
Berkeley	Fall-Winter-Spring 2009-10	33,571	33,096
	Summer 2010 (estimated)	11,313	2,406
	% of Fall-Winter-Spring	34%	22%
Davis	Fall-Winter-Spring 2009-10	28,087	27,304
	Summer 2010 (estimated)	10,376	2,102
	% of Fall-Winter-Spring	37%	23%
Irvine	Fall-Winter-Spring 2009-10	24,897	24,789
	Summer 2010 (estimated)	11,734	2,336
	% of Fall-Winter-Spring	47%	28%
Los Angeles	Fall-Winter-Spring 2009-10	33,237	32,272
	Summer 2010 (estimated)	13,046	2,790
	% of Fall-Winter-Spring	39%	26%
Merced	Fall-Winter-Spring 2009-10	3,333	3,324
	Summer 2010 (estimated)	985	237
	% of Fall-Winter-Spring	30%	21%
Riverside	Fall-Winter-Spring 2009-10	18,667	18,013
	Summer 2010 (estimated)	6,147	1,350
	% of Fall-Winter-Spring	33%	22%
San Diego	Fall-Winter-Spring 2009-10	26,629	26,558
	Summer 2010 (estimated)	9,704	1,937
	% of Fall-Winter-Spring	36%	22%
Santa Barbara	Fall-Winter-Spring 2009-10	22,026	21,216
	Summer 2010 (estimated)	8,679	2,089
	% of Fall-Winter-Spring	39%	30%
Santa Cruz	Fall-Winter-Spring 2009-10	16,332	16,283
	Summer 2010 (estimated)	4,591	1,028
	% of Fall-Winter-Spring	28%	19%
Universitywide	Fall-Winter-Spring 2009-10	206,779	202,855
	Summer 2010 (estimated)	76,575	16,275
	% of Fall-Winter-Spring	37%	24%

* Excludes health sciences and self-supporting programs.

** Full time equivalency is based on the number of student credit hours (units) a student takes over the fall-winter-spring terms divided by the normative load for the student. On a quarter campus, for an undergraduate, 45 units equals 1.0 FTE; for a graduate student, 36 units. On a semester campus, the normative undergraduate load is 30 units and the graduate load is 24. Summer units are also divided by the normative load, so a student taking 15 units in the summer would represent 1/3 FTE.

Sources: UCOP Budget Office.

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Report website: <http://budget.ucop.edu/legreports/>