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February 12, 2015

The Honorable Mark Leno  
Chair, Joint Legislative Budget Committee  
1020 N Street, Room 553  
Sacramento, California 95814

Dear Senator Leno:

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 email at [Debora.Obley@ucop.edu](mailto:Debora.Obley@ucop.edu).

Yours very truly,

Janet Napolitano  
President

Enclosure

cc: Senate Budget and Fiscal Review  
The Honorable Marty Block, Chair  
Senate Budget and Fiscal Review Subcommittee #1  
(Attn: Mr. Joe Stephenshaw)  
(Attn: Ms. Cheryl Black)  
The Honorable Kevin McCarty, Chair  
Assembly Budget Subcommittee #2  
(Attn: Mr. Mark Martin)  
(Attn: Ms. Amy Rutschow)  
Mr. Michael Cohen, Department of Finance  
Ms. Peggy Collins, Joint Legislative Budget Committee  
Mr. Danny Alvarez, Secretary of the Senate  
Ms. Tina McGee, Legislative Analyst's Office  
Ms. Amy Leach, Office of the Chief Clerk of the Assembly  
Mr. Jim Lasky, Legislative Counsel Bureau  
Mr. E. Dotson Wilson, Chief Clerk of the Assembly  
Provost and Executive Vice President Aimée Dorr  
Executive Vice President and Chief Financial Officer Nathan Brostrom  
Executive Vice President Rachael Nava  
Senior Vice President Nelson Peacock  
Vice President Pamela Brown  
Associate Vice President and Director Steve Juarez  
Associate Vice President Debora Obley  
Executive Director Jenny Kao  
Deputy Marsha Sato  
Manager Bruce Kennedy

Summer Enrollment

Legislative Report

January 2015



UNIVERSITY *of* CALIFORNIA

## UNIVERSITY OF CALIFORNIA

### Summer Enrollment

The following report is submitted in compliance with Section 66057 of the Education Code, which states 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 beginning in the late 1990s and the need to accommodate significant enrollment increases, the University, with funding from the State, began expanding summer instruction programs in 2001. In the fourteen years from 2001 to 2014, the University more than doubled its summer enrollments. In 2014, over 77,000 students participated in summer instruction. Systemwide Summer 2014 headcount was 35 percent that of 2013-14 fall, winter, and spring terms, ranging from 21 to 42 percent by campus. Summer enrollments represent 22 percent of an average academic year 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 toward graduation, along with essential student support services, access to libraries, and student financial aid. 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. Campuses have offered 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 2001, totaling nearly 5,500 in 2013, the last year for which complete summer data is available. Students report using summer as a means to graduate on time and enjoy the smaller class sizes and faculty contact provided by summer courses.

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

University Total	Year-Average Headcount	Full-Time Equivalent**
Fall-Winter-Spring 2013-14	222,499	217,899
Summer 2014	77,022	16,124
% of Fall-Winter-Spring	35%	22%

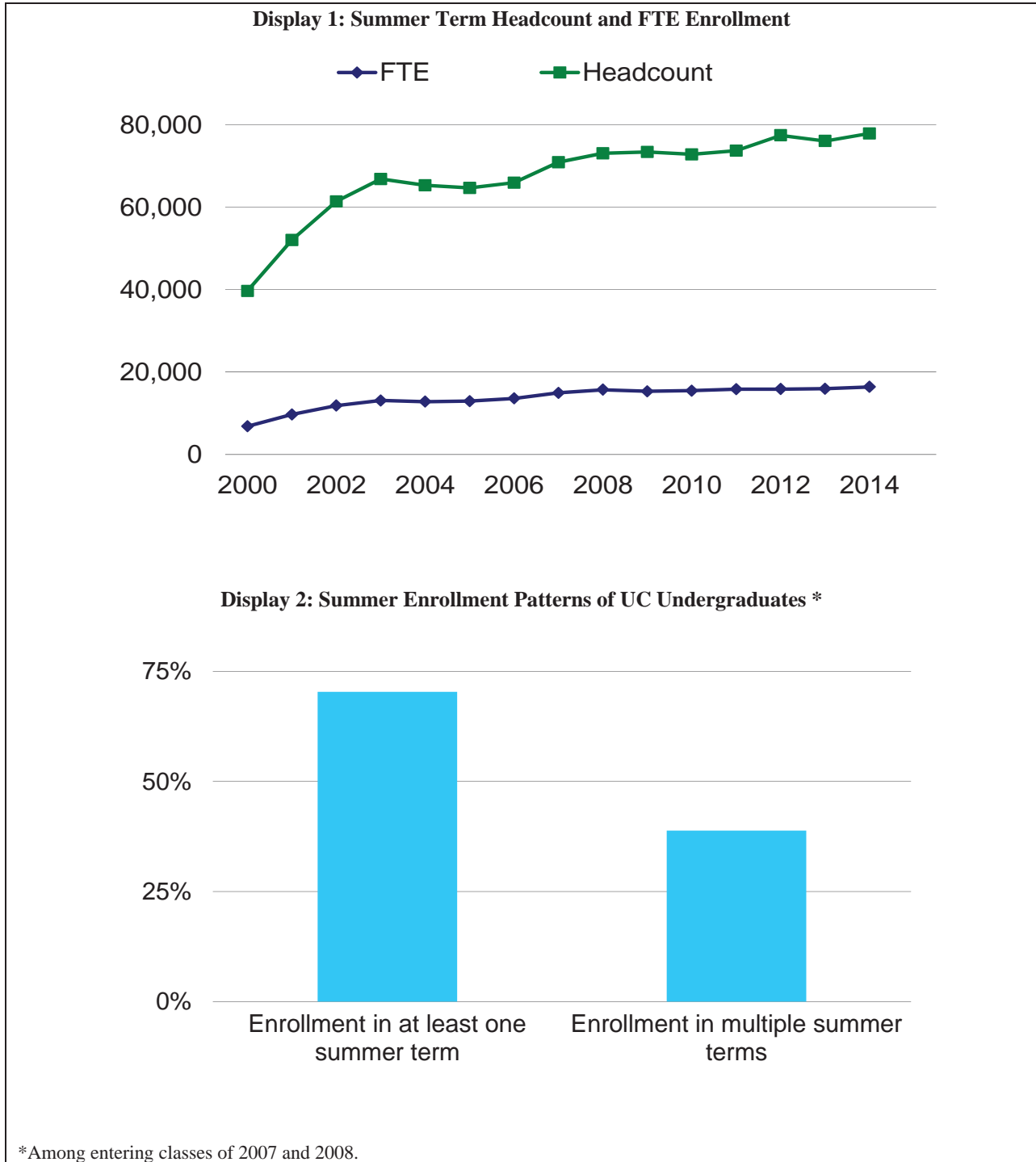
\*Excludes health sciences and self-supporting degree programs.

\*\* 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 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 at a quarter campus would represent 1/3 FTE.

Sources: Budget Analysis and Planning, UC Office of the President.

**CAMPUS EFFORTS TO INCREASE SUMMER ENROLLMENT**

As Display 1 shows, enrollment in summer instruction has become a much more common component of the student experience at UC. FTE enrollment in summer instruction has grown significantly since summer enrollment began to increase in 2001 with the onset of State support, over 140 percent. As shown in Display 2, and as with earlier cohorts, among undergraduates who entered UC in 2007 and 2008, 70 percent enrolled during at least one summer term during their undergraduate careers and 39 percent enrolled in summer courses during more than one year.



With State support since 2001, campuses implemented 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 summer charges incentives when budgets permit, and expanding the availability of summer courses and programs.

While some of these strategies continued in Summer 2014, most campuses were compelled by ongoing budget pressures to scale back the efforts to increase summer enrollment they had made in earlier years. For example, some campuses that had offered a summer charges cap (in which students did not pay the per-unit charge for units beyond a certain number) previously were forced to discontinue this incentive in Summer 2010. Diminished resources have also led to a reduction in advertising and marketing efforts that in past years had attracted additional summer enrollments. The constraints on efforts to increase summer enrollments continued during Summer 2014. Declining State support has resulted in greater reliance on tuition and fee revenues, signaling a gradual return to a self-supporting model. If State disinvestment in UC continues, it will be less likely the conversion to State-supported instruction can be sustained.

### ***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 charges revenue for financial aid. In Summer 2013, the last year for which complete financial aid data for summer enrollments is available, campuses provided 29,551 students with \$81 million in need-based financial aid, including \$59 million in grants and scholarships.

### ***Student Charges Incentives***

Summer charges are equivalent to academic year mandatory systemwide charges on a per unit basis (\$271 per quarter unit for undergraduates and \$339 per quarter unit for graduate students in Summer 2014). Because students usually take lighter unit loads in the summer, the ability to enroll on a part-time basis and 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 summer charges incentives where budgets permit, such as:

- Capping charges at a specific level, such as 8 or 10 units, to encourage students to enroll in more units. (Charges caps at most campuses were lower in Summer 2008, but were subsequently raised due to budget pressures);
- Reducing charges for courses taken off-campus at affiliated centers, encouraging enrollment of students not living near campus; and
- Providing charge waivers for special programs.

### ***Course Offerings and Special Programs***

Campuses expanded course offerings to encourage more students to participate in the summer term. Between 2000 and 2013,<sup>1</sup> the number of primary courses available in the summer more than doubled, from about 2,700 to nearly 5,500. Some of this growth has been because of the special advantages the summer term offers: Campuses use summer to offer special courses not available as frequently 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 coursework.
- 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 its 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.

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<sup>1</sup> Course data for Summer 2014 are not yet available.

### ***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 UC 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
- 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 May be Constrained in Terms of FTE but Not in Potential for Improving Student Outcomes***

Summer enrollment at UC for regularly matriculated UC students may have reached its capacity in terms of headcount and FTE. For most campuses, 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, 70 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 2014, students are estimated to have averaged 9.3 units out of a normative 15-unit quarter term during the regular academic year, 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. Students do not usually enroll in high unit loads because summer courses are compressed in shorter time periods which make a full academic load excessively demanding. In addition, students work more hours during the summer compared to the regular academic year; thus, students enroll in fewer summer courses. With rare exception, students have not substituted a summer term for a complete term during the regular academic year in their first four years.

However, summer enrollment has enabled quite a few students to eliminate a fifth year of enrollment and some students to graduate in less than four years. Summer enrollment following the fourth year allowed 9 percent of the fall 2006 cohort to graduate without having to enroll in a fifth year. Similarly, summer enrollment after the second year allowed 12 percent of the fall 2006 transfer cohort to graduate without having to enroll in a third year.

While overall growth in overall enrollments may level off, UC campuses participating in a recent conference on improving undergraduate completions cited many examples of innovative summer programs that are helping prepare new UC students at both the freshmen and transfer levels, especially for demanding STEM majors. These innovative summer programs should result in improvements in time-to-degree and in normative graduation rates over the next few years. Summer instruction has benefited students by providing them with unique academic offerings, additional opportunities to take impacted courses, and the flexibility of part-time enrollment. Summer instruction has benefited the State by increasing capacity of existing campus facilities, helping students graduate in a timely manner, and freeing up space for new enrollments

**Display 3: Year-Average Headcount and Full-Time Equivalent Enrollment by Campus and Term\***

		Year-Average Headcount	Full-Time Equivalent**
Berkeley	Fall-Winter-Spring 2013-14	34,396	34,117
	Summer 2014 (estimated)	11,722	2,428
	% of Fall-Winter-Spring	34%	21%
Davis	Fall-Winter-Spring 2013-14	31,079	29,975
	Summer 2014 (estimated)	10,504	2,006
	% of Fall-Winter-Spring	34%	20%
Irvine	Fall-Winter-Spring 2013-14	27,779	27,584
	Summer 2014 (estimated)	11,331	2,559
	% of Fall-Winter-Spring	41%	28%
Los Angeles	Fall-Winter-Spring 2013-14	35,275	34,381
	Summer 2014 (estimated)	14,683	2,968
	% of Fall-Winter-Spring	42%	26%
Merced	Fall-Winter-Spring 2013-14	6,012	5,910
	Summer 2014 (estimated)	1,784	433
	% of Fall-Winter-Spring	30%	22%
Riverside	Fall-Winter-Spring 2013-14	20,491	19,314
	Summer 2014 (estimated)	6,321	1,363
	% of Fall-Winter-Spring	31%	21%
San Diego	Fall-Winter-Spring 2013-14	28,055	28,013
	Summer 2014 (estimated)	9,090	1,754
	% of Fall-Winter-Spring	32%	19%
Santa Barbara	Fall-Winter-Spring 2013-14	22,197	21,444
	Summer 2014 (estimated)	8,049	1,865
	% of Fall-Winter-Spring	36%	26%
Santa Cruz	Fall-Winter-Spring 2013-14	17,215	17,161
	Summer 2014 (estimated)	3,538	748
	% of Fall-Winter-Spring	21%	13%
Universitywide	Fall-Winter-Spring 2013-14	222,499	217,899
	Summer 2014 (estimated)	77,022	16,124
	% of Fall-Winter-Spring	35%	22%

\* 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: Budget Analysis and Planning, UC Office of the President

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