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February 14, 2014


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.

Yours very truly,


Janet Napolitano
President

Enclosure

cc: The Honorable Marty Block, Chair
Senate Budget and Fiscal Review Subcommittee #1
(Attn: Mr. Joe Stephenshaw)
(Attn: Ms. Cheryl Black)
The Honorable Das Williams, Chair
Assembly Budget Subcommittee #2
(Attn: Mr. Mark Martin)
(Attn: Ms. Amy Rutschow)
Mr. Michael Cohen, Department of Finance
Mr. Mac Taylor, Legislative Analyst's Office
Ms. Peggy Collins, Joint Legislative Budget Committee
Mr. Gregory Schmidt, 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 Nathan Brostrom
Senior Vice President Dan Dooley
Vice President Pamela Brown
Vice President Patrick Lenz
Associate Vice President and Director Steve Juarez
Associate Vice President Debora Obley
Executive Director Jenny Kao
Deputy Marsha Sato

Summer Enrollment

February 2014

Legislative Report



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 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 twelve years from 2001 to 2013, the University more than doubled its summer enrollments. In 2013, over 76,000 students participated in summer instruction. Systemwide Summer 2013 headcount was 36 percent that of 2012-13 fall, winter, and spring terms, ranging from 21 to 46 percent by campus. Summer enrollments represent 23 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. 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 5,700 in 2012, 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 summer courses provide.

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

University Total	Year-Average Headcount	Full-Time Equivalent**
Fall-Winter-Spring 2012-13	211,863	207,687
Summer 2013	76,102	15,921
% of Fall-Winter-Spring	36%	23%

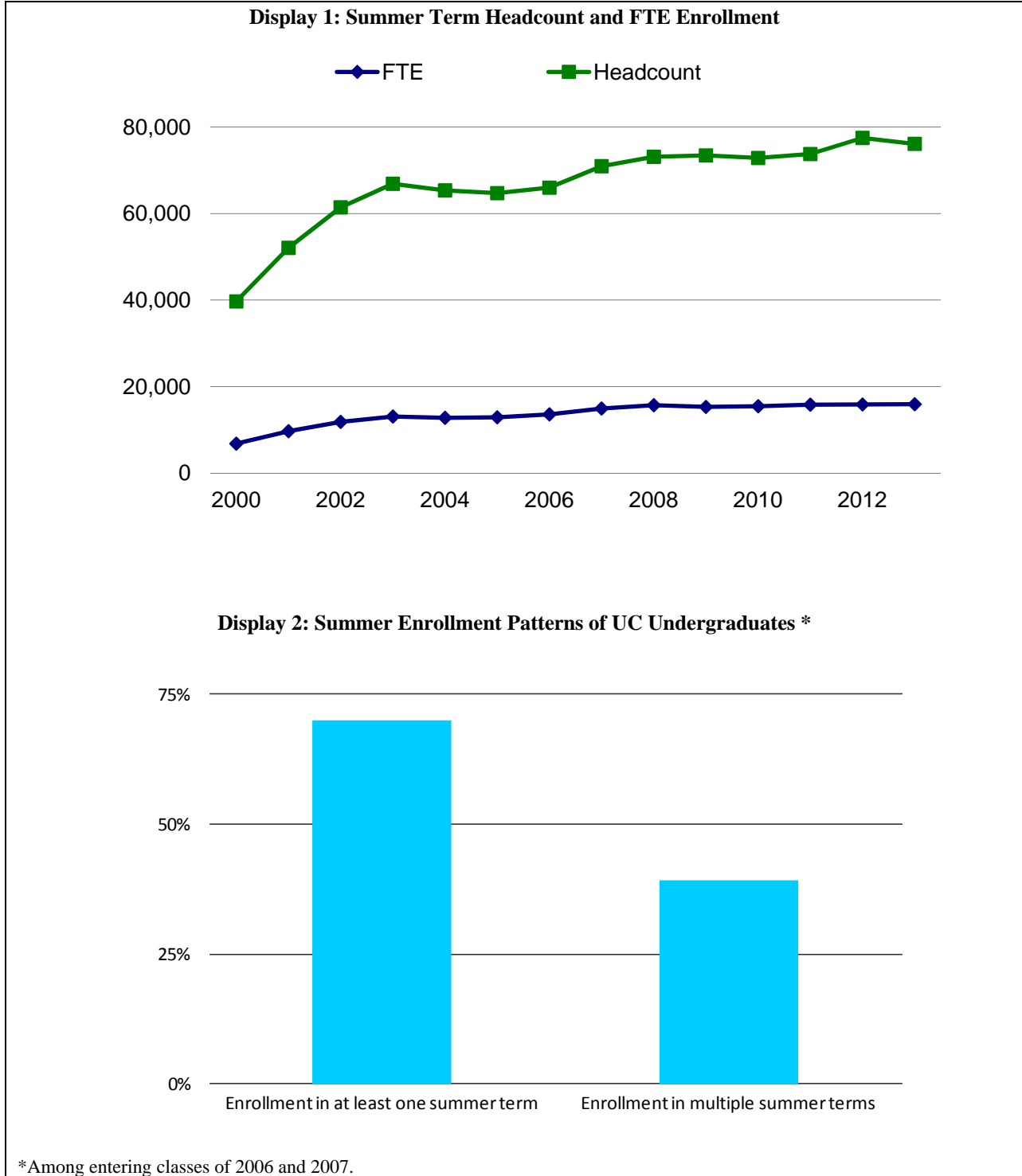
*Excludes health sciences and self-supporting degree programs.

** 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: UCOP Budget Office.

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 over 130 percent since 2001. 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 2013, 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 2013.

Given the uncertainty around whether the State would provide marginal cost funding for enrollment growth since 2009-10, some campuses have slowed or halted efforts to further increase summer enrollments, though at other campuses, expanded summer enrollment helps to speed time to degree as well as to reduce over-enrollment during the regular academic year. 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 2012, the last year for which complete financial aid data for summer enrollments is available, campuses provided 33,360 students with \$95 million in need-based financial aid, including \$67 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 2013.) 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 10 or 15 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 2012¹, the number of primary courses available in the summer more than doubled, from about 2,700 to nearly 5,700. 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.
- 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.

¹ Course data for Summer 2013 are not yet available.

- 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.

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 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, 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 2013, students are estimated to have averaged 9.3 units out of a normative 15-quarter units taken 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. While summer enrollment has enabled some students to eliminate a fifth year of enrollment, with rare exception, students have not substituted summer terms for regular academic year enrollment during their first four years, 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.

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. However, there is a point at which further increases in summer enrollment are no longer cost-effective. Further growth beyond this current level is unlikely.

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

		Year-Average Headcount	Full-Time Equivalent**
Berkeley	Fall-Winter-Spring 2012-13	33,543	33,130
	Summer 2013 (estimated)	11,674	2,415
	% of Fall-Winter-Spring	35%	22%
Davis	Fall-Winter-Spring 2012-13	29,145	28,252
	Summer 2013 (estimated)	10,113	1,929
	% of Fall-Winter-Spring	35%	20%
Irvine	Fall-Winter-Spring 2012-13	25,169	25,091
	Summer 2013 (estimated)	11,470	2,590
	% of Fall-Winter-Spring	46%	31%
Los Angeles	Fall-Winter-Spring 2012-13	34,580	33,789
	Summer 2013 (estimated)	13,882	2,727
	% of Fall-Winter-Spring	40%	24%
Merced	Fall-Winter-Spring 2012-13	5,578	5,515
	Summer 2013 (estimated)	1,865	463
	% of Fall-Winter-Spring	33%	25%
Riverside	Fall-Winter-Spring 2012-13	20,018	18,799
	Summer 2013 (estimated)	6,321	1,363
	% of Fall-Winter-Spring	32%	22%
San Diego	Fall-Winter-Spring 2012-13	25,898	25,850
	Summer 2013 (estimated)	9,212	1,818
	% of Fall-Winter-Spring	36%	21%
Santa Barbara	Fall-Winter-Spring 2012-13	21,189	20,562
	Summer 2013 (estimated)	8,019	1,908
	% of Fall-Winter-Spring	38%	28%
Santa Cruz	Fall-Winter-Spring 2012-13	16,743	16,699
	Summer 2013 (estimated)	3,546	708
	% of Fall-Winter-Spring	21%	13%
Universitywide	Fall-Winter-Spring 2012-13	211,863	207,687
	Summer 2013 (estimated)	76,102	15,921
	% of Fall-Winter-Spring	36%	23%

* 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://ucop.edu/operating-budget/budgets-and-reports/legislative-reports/index.html>