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January 24, 2012

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).

With best wishes, I am,

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Mark G. Yudof'.

Mark G. Yudof  
President

Enclosure

cc: 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  
Mr. Jim Lasky, Legislative Counsel Bureau  
Mr. Gregory Schmidt, Secretary of the Senate  
Mr. Dotson Wilson, Chief Clerk of the Assembly  
Ms. Ana J. Matosantos, Director of Finance  
Ms. Sara Swan, Department of Finance  
Executive Vice President Nathan Brostrom  
Chief Financial Officer Peter Taylor  
Senior Vice President Dan Dooley  
Vice President Patrick Lenz  
Associate Vice President and Director Steve Juarez  
Associate Vice President Debora Obley  
Executive Director Jenny Kao

**Summer Enrollment**

January 2012

Legislative Report



UNIVERSITY *of* CALIFORNIA

## UNIVERSITY OF CALIFORNIA

### Summer Enrollment

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 2001 to 2011, the University more than doubled its summer enrollments – enrollment grew by 9,800 FTE students over this period. In 2011, nearly 78,000 students participated in summer instruction. Systemwide Summer 2011 headcount was 37 percent that of 2010-11 fall, winter, and spring terms, ranging from 26 to 48 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. 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 are offering 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 over 5,400 in 2010, 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 2010-11	207,890	204,018
Summer 2011	77,854	16,653
% of Fall-Winter-Spring	37%	24%

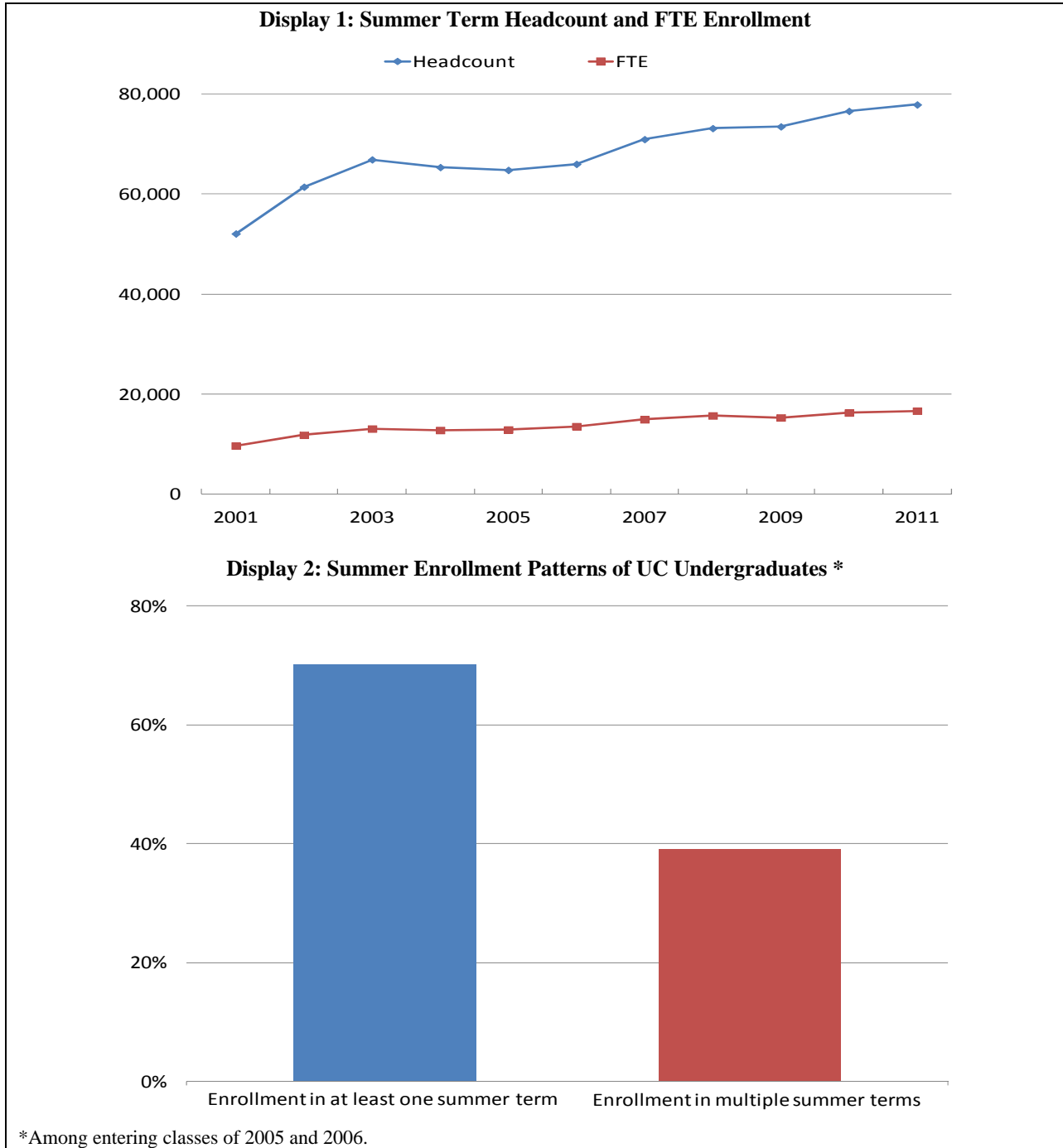
\*Excludes health sciences and self-supporting degree programs.

\*\* 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 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 show in Display 2, and as with earlier cohorts, among undergraduates who entered UC in 2005 and 2006, 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.



Since State-funded summer instruction began in 2001, campuses have 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 2011, most campuses were first compelled by ongoing budget pressures to scale back their efforts to increase summer enrollment 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) in previous years 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 2011.

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, 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.

### ***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. All nine undergraduate campuses have used at least 28 percent of summer charges revenue for financial aid, with some campuses setting aside up to 34 percent.<sup>1</sup> In Summer 2010, the last year for which complete financial aid data for summer enrollments is available, campuses provided 34,568 students with \$107 million in need-based financial aid, including \$47 million in grants and scholarships.

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

Summer charges are equivalent to academic year mandatory systemwide charges on a per unit basis (\$247 per quarter unit for undergraduates and \$309 per quarter unit for graduate students in Summer 2011.) 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 have expanded course offerings to encourage more students to participate in the summer term. Between 2000 and 2010<sup>2</sup>, the number of primary courses available in the summer has doubled, from about 2,700 to over 5,400. 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.

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<sup>1</sup> At the time the University transitioned summer enrollment to State support, the minimum proportion of summer charges 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 (now Tuition and Student Services 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.

<sup>2</sup> Course data for Summer 2011 not yet available.

- 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 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 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 2011, students are estimated to have averaged 9.5 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. Given the budget pressures the University has faced since 2008-09, most campuses have chosen to limit their summer enrollment growth 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.

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

		Year-Average Headcount	Full-Time Equivalent**
Berkeley	Fall-Winter-Spring 2010-11	33,460	33,104
	Summer 2011 (estimated)	11,595	2,653
	% of Fall-Winter-Spring	35%	24%
Davis	Fall-Winter-Spring 2010-11	28,209	27,367
	Summer 2011 (estimated)	10,470	2,144
	% of Fall-Winter-Spring	37%	24%
Irvine	Fall-Winter-Spring 2010-11	24,658	24,461
	Summer 2011 (estimated)	11,923	2,351
	% of Fall-Winter-Spring	48%	29%
Los Angeles	Fall-Winter-Spring 2010-11	32,780	31,975
	Summer 2011 (estimated)	13,250	2,697
	% of Fall-Winter-Spring	40%	25%
Merced	Fall-Winter-Spring 2010-11	4,287	4,251
	Summer 2011 (estimated)	1,355	334
	% of Fall-Winter-Spring	32%	24%
Riverside	Fall-Winter-Spring 2010-11	19,749	18,890
	Summer 2011 (estimated)	6,870	1,528
	% of Fall-Winter-Spring	35%	24%
San Diego	Fall-Winter-Spring 2010-11	26,843	26,730
	Summer 2011 (estimated)	9,886	2,071
	% of Fall-Winter-Spring	37%	23%
Santa Barbara	Fall-Winter-Spring 2010-11	21,453	20,831
	Summer 2011 (estimated)	8,285	1,942
	% of Fall-Winter-Spring	39%	28%
Santa Cruz	Fall-Winter-Spring 2010-11	16,451	16,409
	Summer 2011 (estimated)	4,220	933
	% of Fall-Winter-Spring	26%	17%
Universitywide	Fall-Winter-Spring 2010-11	207,890	204,018
	Summer 2011 (estimated)	77,854	16,653
	% 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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