



1111 Franklin Street
Oakland, California 94607-5200
Phone: (510) 987-9074
Fax: (510) 987-9086
<http://www.ucop.edu>

January 27, 2016

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: Senate Budget and Fiscal Review
The Honorable Marty Block, Chair
Senate Budget and Fiscal Review Subcommittee #1
(Attn: Ms. Anita Lee)
(Attn: Ms. Cheryl Black)
The Honorable Kevin McCarty, Chair
Assembly Budget Subcommittee #2
(Attn: Mr. Mark Martin)
(Attn: Ms. Amy Rutschow)
Ms. Peggy Collins, Joint Legislative Budget Committee
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
Mr. Daniel Alvarez, Secretary of the Senate
Mr. Michael Cohen, Department of Finance
Mr. Christian Osmena, Department of Finance

Ms. Tina McGee, Legislative Analyst's Office
Mr. Mac Taylor, Legislative Analyst's Office
Mr. Jason Constantouros, Legislative Analyst's Office
Provost and Executive Vice President Aimée Dorr
Executive Vice President and Chief Financial Officer Nathan Brostrom
Senior Vice President Nelson Peacock
Associate Vice President Debora Obley
Associate Vice President and Director Steve Juarez
Executive Director Jenny Kao
Executive Director Kieran Flaherty
Director David Alcocer
Manager Bruce Kennedy
Executive Advisor Marsha Sato

Summer Enrollment

Legislative Report

January 2016



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 fifteen years from 2001 to 2015, the University more than doubled its summer enrollments. In 2015, over 77,400 students participated in summer instruction. Systemwide Summer 2015 headcount was 34 percent that of 2014-15 fall, winter, and spring terms, ranging from 21 to 41 percent by campus. Summer enrollments represent 19 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 5,200 in 2014, 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 2014-15	228,097	223,486
Summer 2015	77,440	15,259
% of Fall-Winter-Spring	34%	19%

*Excludes health sciences and self-supporting degree programs.

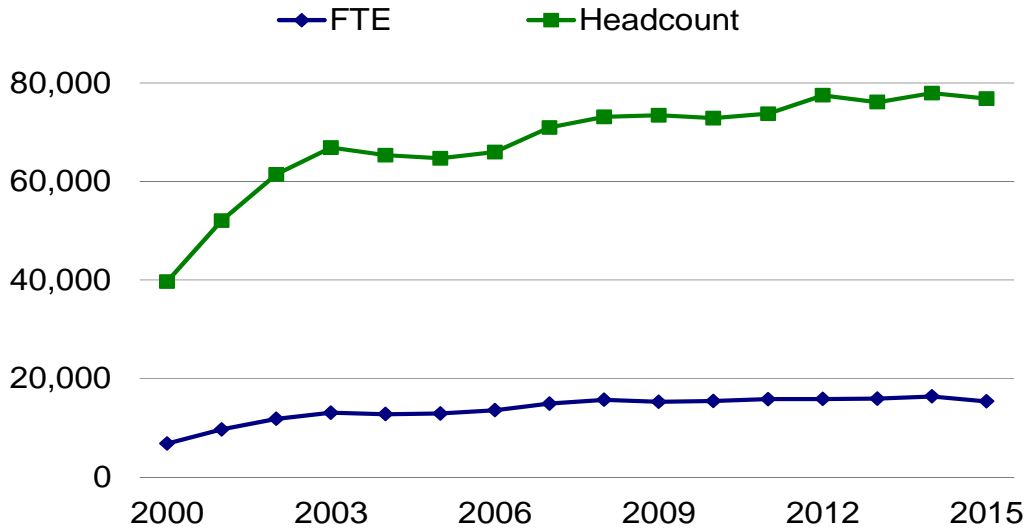
** Full-time equivalency is based on the number of student credit hours (units) a student takes over the fall-winter-spring terms divided by the normative load for the student. On a quarter campus, for an undergraduate, 45 units equals 1.0 FTE; for a graduate student, 36 units. On a semester campus, 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.

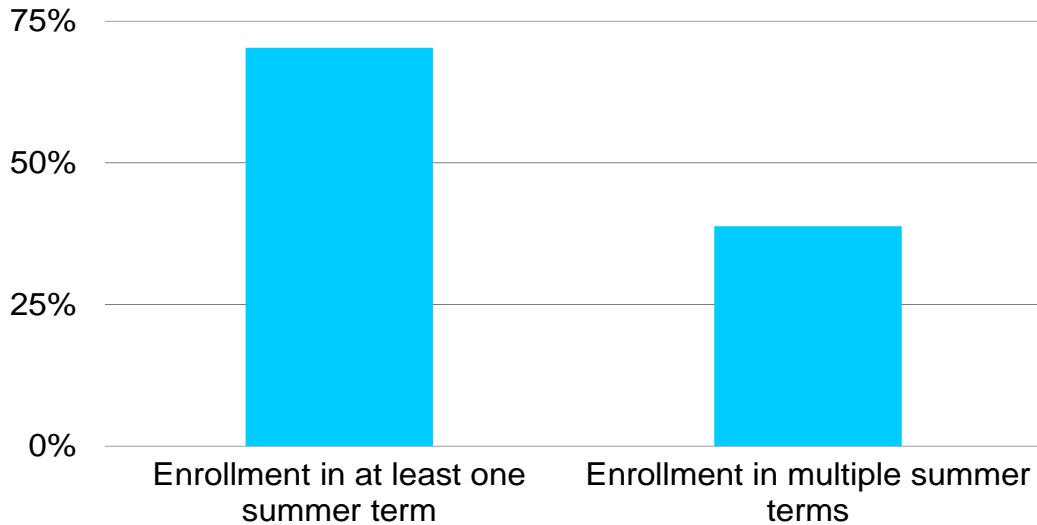
CAMPUS EFFORTS TO INCREASE SUMMER ENROLLMENT

As Display 1 shows, FTE enrollment in summer instruction grew significantly with the onset of State support in 2001 but leveled off with the elimination of summer Pell Grants in 2012. As shown in Display 2, and as with earlier cohorts, among undergraduates who entered UC in 2008 and 2009, 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.

Display 1: Summer Term Headcount and FTE Enrollment



Display 2: Summer Enrollment Patterns of UC Undergraduates *



*Among entering classes of 2008 and 2009.

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 included providing more financial aid, reducing the cost of summer attendance through summer tuition, and expanding the availability of summer courses and programs.

The elimination of year round Pell grants resulted in a decrease in undergraduate summer FTE enrollment beginning in Summer 2012. In addition, ongoing budget pressures resulted in some campuses scaling back efforts to increase summer enrollment they had made in earlier years. Most notably, 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) discontinued this incentive over the last few years. 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 2015.

The recent budget framework agreement reached between Governor Brown and President Napolitano includes a Budget Framework Initiative component intended to enhance use of summer session to lessen time-to-degree. Enrollment in one or more summer sessions has been shown to be a key element allowing UC students to complete their degrees more quickly. As a way to encourage more UC students to enroll in summer session, three campuses will pilot alternative pricing models in summer 2016. The models focus on expanded availability of summer session financial aid, a cap on the number of units for which a student is charged fees (allowing free enrollment for units above the cap), and low summer housing rates for continuing students who enroll in summer courses. Each of these pilots requires either an increase in resources invested or a decline in revenues realized during the summer term. However, the result could be a more efficient use of overall resources since additional capacity would be freed up 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. In Summer 2014, the last year for which complete financial aid data for summer enrollments is available, campuses provided 27,724 students with \$75 million in need-based financial aid during the summer, including \$52 million in grants and scholarships.

Course Offerings and Special Programs

Campuses expanded course offerings to encourage more students to participate in the summer term. Between 2000 and 2014,¹ the number of primary courses available in the summer has increased over 90 percent, from about 2,700 to nearly 5,200. 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).

- 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.

¹ Course data for Summer 2015 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.

Incentives (such as those being piloted in the Budget Framework Initiative) are needed to further increase summer enrollment

Summer enrollment at UC for regularly matriculated UC students has leveled off both in terms of headcount and FTE. Studies have shown that while about 39 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.

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.

In addition to offering UC students an alternative for taking needed courses during their undergraduate years, all the UC campuses are creating innovative summer programs that are helping prepare incoming UC students at both the freshmen and transfer levels, especially for demanding STEM majors. These innovative "summer start" and "summer bridge" 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.

Thus, while growth in summer enrollments for UC matriculated students has levelled off (particularly with the elimination year round Pell Grants), the Budget Framework Implementation summer pilot initiatives gives UC and the state the opportunity to see if modest additional investments in summer can yield large returns in terms of reduced time to degree and more capacity for additional 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 2014-15	35,725	35,301
	Summer 2015 (estimated)	11,983	2,426
	% of Fall-Winter-Spring	34%	14%
Davis	Fall-Winter-Spring 2014-15	31,847	30,547
	Summer 2015 (estimated)	10,675	1,975
	% of Fall-Winter-Spring	34%	19%
Irvine	Fall-Winter-Spring 2014-15	28,468	28,279
	Summer 2015 (estimated)	10,583	1,947
	% of Fall-Winter-Spring	37%	21%
Los Angeles	Fall-Winter-Spring 2014-15	35,355	34,519
	Summer 2015 (estimated)	15,096	2,963
	% of Fall-Winter-Spring	43%	26%
Merced	Fall-Winter-Spring 2014-15	6,452	6,394
	Summer 2015 (estimated)	1,742	419
	% of Fall-Winter-Spring	27%	13%
Riverside	Fall-Winter-Spring 2014-15	20,292	19,404
	Summer 2015 (estimated)	6,143	1,228
	% of Fall-Winter-Spring	30%	19%
San Diego	Fall-Winter-Spring 2014-15	30,125	30,068
	Summer 2015 (estimated)	9,490	1,815
	% of Fall-Winter-Spring	32%	18%
Santa Barbara	Fall-Winter-Spring 2014-15	22,574	21,752
	Summer 2015 (estimated)	8,210	1,750
	% of Fall-Winter-Spring	36%	24%
Santa Cruz	Fall-Winter-Spring 2014-15	17,280	17,222
	Summer 2015 (estimated)	3,518	736
	% of Fall-Winter-Spring	20%	13%
Universitywide	Fall-Winter-Spring 2014-15	228,097	223,486
	Summer 2015 (estimated)	77,440	15,259
	% of Fall-Winter-Spring	34%	19%

* 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

Contact information:
Office of the President
University of California
1111 Franklin Street
Oakland, CA 94607-5220