

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

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

January 18, 2017

Chair  
Joint Legislative Budget Committee  
1020 N Street, Room 553  
Sacramento, California 95814

Attention: Ms. Peggy Collins

Dear Chair:

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, Interim Associate Vice President David Alcocer would be pleased to speak with you. He can be reached by telephone at (510) 987-9113, or by email at [David.Alcocer@ucop.edu](mailto:David.Alcocer@ucop.edu).

Yours very truly,

Handwritten signature of Janet Napolitano in cursive script.  
Janet Napolitano  
President

Enclosure

cc: Senate Budget and Fiscal Review  
Chair, Senate Budget and Fiscal Review Subcommittee #1  
(Attn: Ms. Anita Lee)  
(Attn: Ms. Cheryl Black)  
Chair, Assembly Budget Subcommittee #2  
(Attn: Mr. Mark Martin)  
(Attn: Ms. Katie Koerber)  
Ms. Peggy Collins, Joint Legislative Budget Committee  
Mr. Danny Alvarez, Secretary of the Senate

Chair, Joint Legislative Budget Committee

January 18, 2017

Page 2

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  
Mr. Jeff Bell, Department of Finance  
Mr. Christian Osmena, Department of Finance  
Ms. Maritza Urquiza, Department of Finance  
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  
Interim Associate Vice President David Alcocer  
Deputy to the Chief Financial Officer Kieran Flaherty  
Executive Director Jenny Kao  
Manager Bruce Kennedy

**Summer Enrollment**

Legislative Report

January 2017



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 sixteen years from 2001 to 2016, the University more than doubled its summer enrollments. In 2016, over 77,900 students participated in summer instruction. The systemwide summer 2016 headcount was 33 percent of that in 2015-16 fall, winter, and spring terms, ranging from 21 to 39 percent by campus. Summer enrollments represent 18 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 2000, totaling nearly 5,400 in 2015, 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 greater faculty contact that are often provided by summer courses.

**Table 1: Year-Average Headcount and Full-Time Equivalent Enrollment by Term\***

University Total	Year-Average Headcount	Full-Time Equivalent**
Fall-Winter-Spring 2015-16	239,297	234,648
Summer 2016	77,931	15,954
% of Fall-Winter-Spring	33%	18%

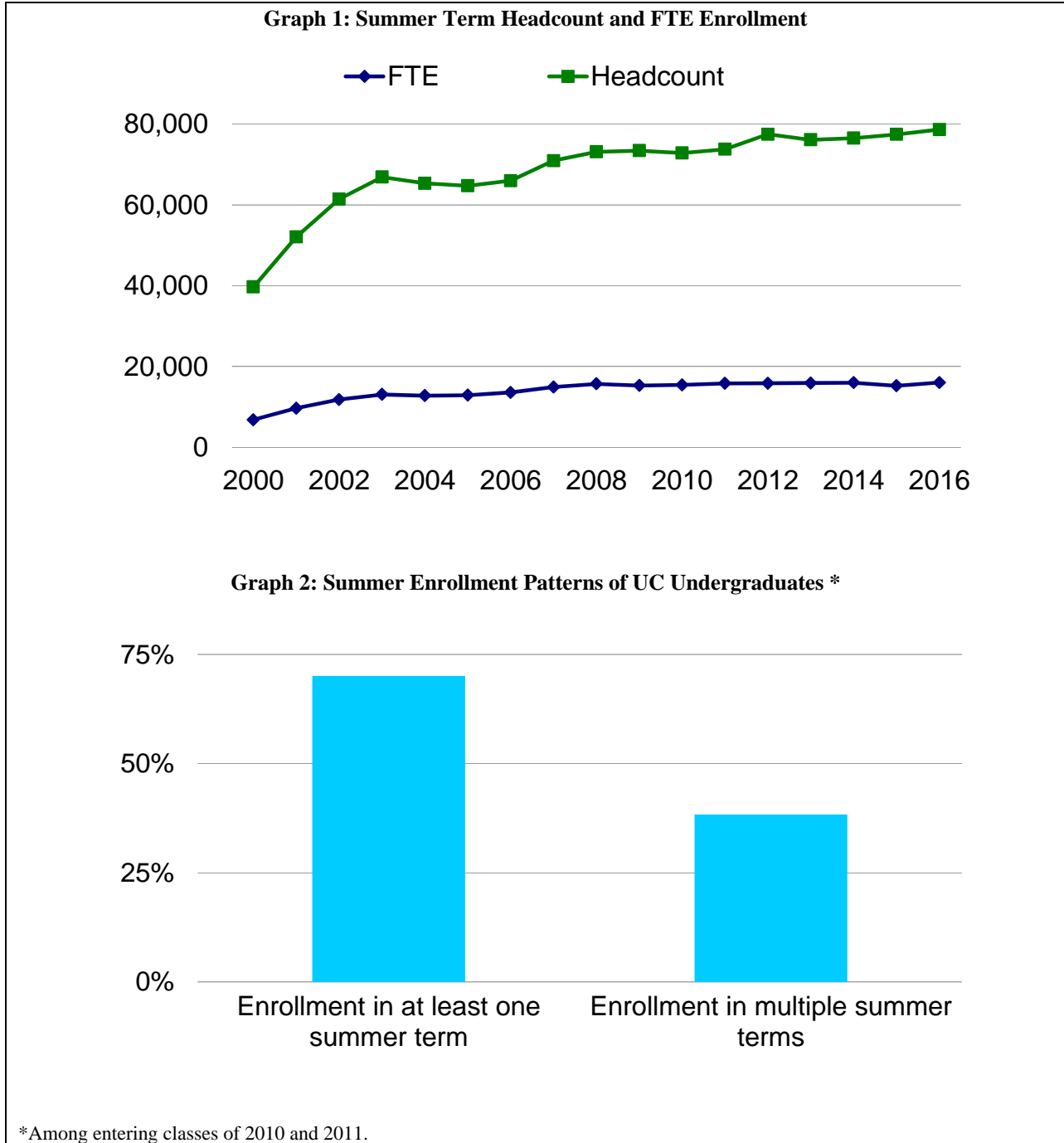
\*Excludes health sciences and self-supporting degree programs.

\*\* 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. See the footnote under Table 3 for a detailed explanation of how FTE percentages are derived.

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 2010 and 2011, 70 percent enrolled during at least one summer term during their undergraduate careers and 38 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 included providing more financial aid, reducing the cost of summer attendance through summer financial aid, 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, two 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 in summer 2015. Diminished resources through summer 2015 also resulted in a reduction in advertising and marketing efforts that in past years had attracted additional summer enrollments.

**2016 Budget Framework Agreement Summer Pilots**

Three campuses each established and implemented a pilot initiative designed to expand summer enrollment as part of the Budget Framework Agreement reached between Governor Brown and President Napolitano and approved by the UC Board of Regents. Each pilot involved a pricing incentive:

- an enhanced and expanded summer enrollment loan program available to all financially needy students, including middle class students. In addition, incoming freshmen were offered a tuition-free two-unit online course designed to help students find an appropriate major (UC Berkeley);
- a summer fee cap whereby current and incoming UC students received for free any additional units taken above eight units (UC Irvine); and
- low-cost summer housing rates for continuing students who enrolled in summer (UC San Diego).

All three campuses implemented marketing plans to ensure the initiatives were widely known. In addition, all three summer session websites featured the new initiatives in various ways. All three pilot projects, part of UC’s Budget Framework Implementation (BFI) work, have now concluded. The table below shows that the three pilot campuses increased enrollment over the prior year by 638 FTE compared to an increase at the six non-pilot campuses of just 106 FTE.

**Table 2: 2016 SUMMER SESSION  
UC Undergraduate Enrollment Estimates**

Campus	Summer UC Undergraduate FTE			Change From	
	2014	2015	2016	2014	2015
Berkeley	2,243	2,238	2,232	(11)	(6)
Irvine	2,437	1,833	2,350	(87)	517
San Diego	1,698	1,753	1,880	182	127
<b>BFI Pilots TOTAL</b>	<b>6,378</b>	<b>5,824</b>	<b>6,462</b>	<b>84</b>	<b>638</b>
Davis	1,997	1,964	1,974	(23)	10
Los Angeles	2,821	2,810	2,824	3	14
Merced	433	418	422	(11)	4
Riverside	1,211	1,173	1,160	(51)	(13)
Santa Barbara	1,780	1,668	1,684	(96)	16
Santa Cruz	689	669	744	55	75
<b>Non-BFI TOTAL</b>	<b>8,931</b>	<b>8,702</b>	<b>8,808</b>	<b>(123)</b>	<b>106</b>
<b>TOTAL</b>	<b>15,309</b>	<b>14,526</b>	<b>15,270</b>	<b>(39)</b>	<b>744</b>
Participating BFI Pilots					

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

As part of the BFI process, the University is evaluating the pilots and will share the results of the pilots with all of the campuses. It should be noted that all the campuses made efforts to stem the decline in summer enrollment and overall the University increased summer undergraduate enrollment by 744 FTE.

### ***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 2015, the last year for which complete financial aid data for summer enrollments is available, campuses provided 28,857 students with nearly \$78 million in need-based financial aid during the summer, including \$54 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 2015,<sup>1</sup> the number of primary courses available in the summer has nearly doubled, from about 2,700 to nearly 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, and 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 time 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 that summer courses often provide.

---

<sup>1</sup> Course data for Summer 2016 are not yet available.

### ***Administrative Improvements***

Campuses have removed administrative obstacles to enrollment, for example by streamlining cross-campus registration procedures and thereby 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 Piloted in the Budget Framework Implementation) are Needed to Further Increase Summer Enrollment***

Summer enrollment at UC for regularly matriculated UC students has leveled off in terms of both headcount and FTE. Although about 38 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. 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 during the academic year and some students to graduate in less than four years. Specifically, summer enrollment following the fourth year allowed 8.9 percent of the fall 2011 cohort to graduate without having to enroll in a fifth year. Similarly, summer enrollment after the second year allowed 11.0 percent of the fall 2013 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 of the UC campuses are creating innovative summer programs that are helping prepare incoming UC students at both the freshman 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.



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

		Year-Average Headcount	Full-Time Equivalent**
Berkeley	Fall-Spring 2015-16	37,253	36,847
	Summer 2016	11,212	2,395
	% of Fall-Spring	30%	13%
Davis	Fall-Winter-Spring 2015-16	33,038	31,624
	Summer 2016	10,556	1,984
	% of Fall-Winter-Spring	32%	19%
Irvine	Fall-Winter-Spring 2015-16	30,030	29,865
	Summer 2016	11,212	2,487
	% of Fall-Winter-Spring	37%	25%
Los Angeles	Fall-Winter-Spring 2015-16	36,920	36,076
	Summer 2016	14,563	2,891
	% of Fall-Winter-Spring	39%	24%
Merced	Fall-Spring 2015-16	7,070	7,055
	Summer 2016	1,724	423
	% of Fall-Spring	24%	12%
Riverside	Fall-Winter-Spring 2015-16	21,511	20,760
	Summer 2016	6,287	1,248
	% of Fall-Winter-Spring	29%	18%
San Diego	Fall-Winter-Spring 2015-16	31,950	31,901
	Summer 2016	10,228	1,953
	% of Fall-Winter-Spring	32%	18%
Santa Barbara	Fall-Winter-Spring 2015-16	23,495	22,540
	Summer 2016	8,310	1,760
	% of Fall-Winter-Spring	35%	23%
Santa Cruz	Fall-Winter-Spring 2015-16	18,030	17,977
	Summer 2016	3,839	813
	% of Fall-Winter-Spring	21%	14%
Universitywide	Fall-Winter-Spring 2015-16	239,297	234,648
	Summer 2016	77,931	15,954
	% of Fall-Winter-Spring	33%	18%

\*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 on quarter campuses and 1/2 FTE on semester campuses. Just as summer FTE represents workload intensity (as opposed to headcount enrollment) during a summer term, academic year (Fall-Winter-Spring) FTE represents workload intensity over the course of two terms on semester campuses or three terms on quarter campuses. To express summer FTE as a proportion of a full workload, one must either scale summer FTE up (by multiplying it by 2 for Berkeley and Merced, and by 3 for the quarter campuses), or scale the academic year FTE down (by dividing it by 2 or 3). The summer FTE percentages shown in Table 3, for example, can be derived by multiplying summer FTE by 2 or 3 and then dividing the result by Fall-Winter-Spring (or Fall-Spring) 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