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December 17, 2018

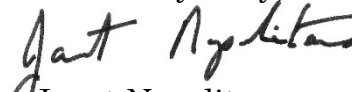
The Honorable Holly J. Mitchell
Chair, Joint Legislative Budget Committee
1020 N Street, Room 553
Sacramento, California 95814

Dear Senator Mitchell:

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 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.

Yours very truly,


Janet Napolitano
President

Enclosure

cc: Senate Budget and Fiscal Review
The Honorable Anthony J. Portantino, 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: Mrs. Katie Sperla)
Ms. Jennifer Troia, 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

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Mr. E. Dotson Wilson, Chief Clerk of the Assembly
Mrs. Keely Bosler, Department of Finance
Mr. Jeff Bell, Department of Finance
Mr. Chris Ferguson, Department of Finance
Mr. Jack Zwald, Department of Finance
Ms. Tina McGee, Legislative Analyst's Office
Mr. Mac Taylor, Legislative Analyst's Office
Mr. Jason Constantouros, Legislative Analyst's Office
Executive Vice President and Provost Michael Brown
Executive Vice President and Chief Financial Officer Nathan Brostrom
Senior Vice President Claire Holmes
Vice President Pamela Brown
Vice President Robin Holmes-Sullivan
Associate Vice President David Alcocer
Associate Vice President and Director Kieran Flaherty
Associate Vice President and Deputy to Vice President Jerlena Griffin-Desta
Chief of Staff to the Chief Financial Officer Oren Gabriel
Chief of Staff Governmental Relations Bob Hartnagel
Manager Jennifer Brice

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 eighteen years from 2001 to 2018, the University more than doubled its summer enrollments. In 2018, approximately 81,450 students participated in summer instruction. The systemwide summer 2018 headcount was 33 percent of that in 2017-18 fall, winter, and spring terms, ranging from 21 to 39 percent by campus. Summer enrollments represent 20 percent of an average academic year term’s full-time equivalent (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 offered just over 5,500 primary classes in summer 2017 (the last year for which complete data are available)—over double the number of primary classes offered in summer 2000. 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 2017-18	246,757	240,888
Summer 2018	81,446	16,618
% of Fall-Winter-Spring	33%	20%

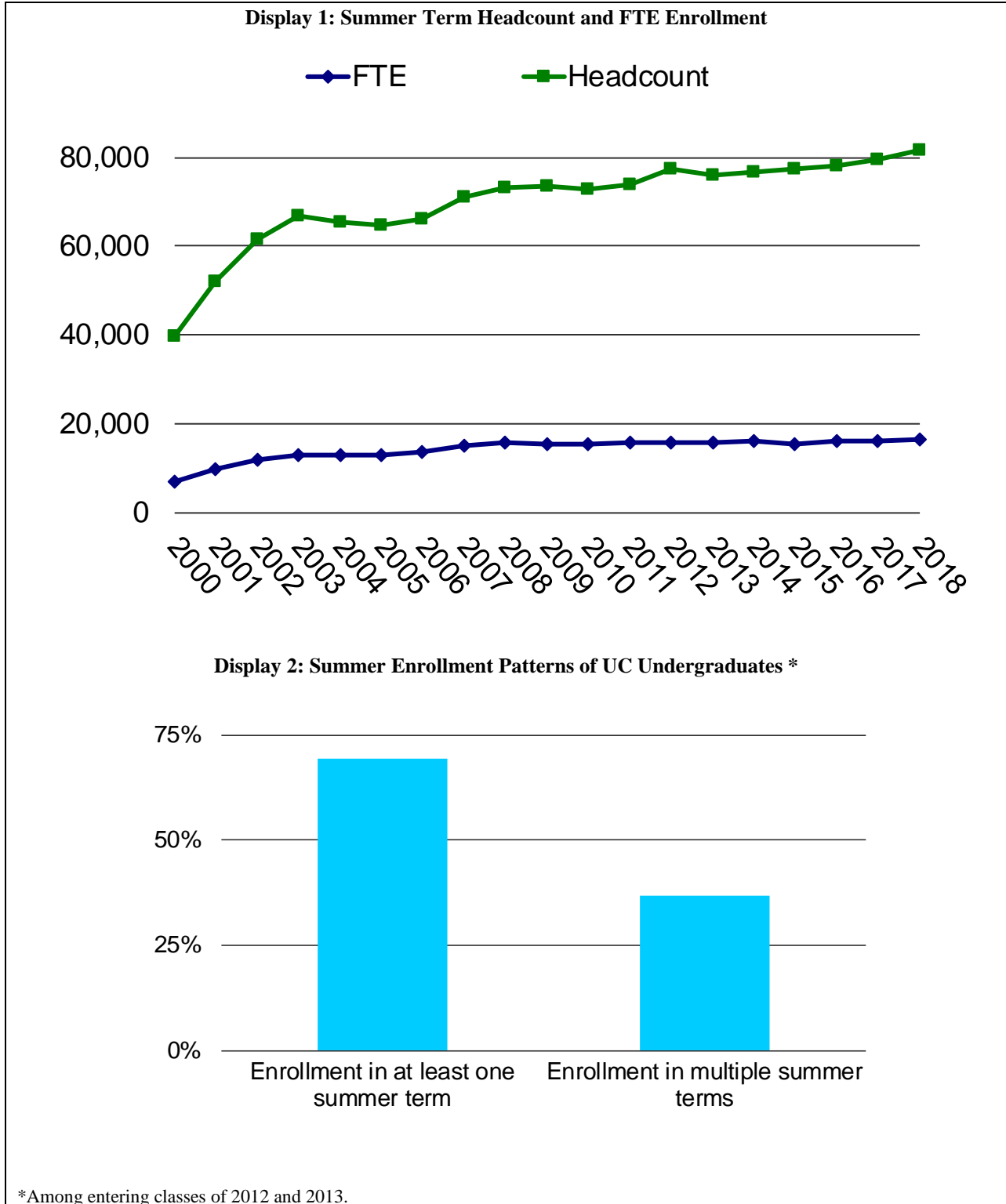
* Includes undergraduate and graduate students. Excludes health sciences and self-supporting degree programs.

** 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 4 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 substantially with the onset of State support in 2001 but leveled off around 2009. As shown in Display 2, and as with earlier cohorts, among undergraduates who entered UC in 2012 and 2013, 69 percent enrolled during at least one summer term during their undergraduate careers and approximately 37 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.

Ongoing budget pressures, coupled with the elimination of year-round Pell Grants, resulted in some campuses scaling back efforts to increase summer enrollment that 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.

Summer 2016 Pilots

As part of a budget framework agreement with Governor Jerry Brown, the University agreed to pilot three initiatives aimed at increasing summer enrollment through alternative pricing models. These pilots were established in the 2016 summer session and included the following:

- an enhanced and expanded summer enrollment loan program available to all financially needy students, including middle-class students. In addition, incoming freshmen will be offered a tuition-free two-unit online course designed to help students find an appropriate major (Berkeley);
- a summer fee cap whereby current and incoming UC students pay no fees for any additional units taken above eight units (Irvine); and
- low-cost summer housing rates for continuing students who enroll in summer (San Diego).

These three pilot campuses ultimately increased enrollment over the prior year by 638 full-time equivalent (FTE) students, compared to a collective increase at the six non-pilot campuses of only 106 FTE. Results were discussed with summer session leaders early in 2017 so that best practices could be used in deciding on summer 2017 offerings. A report about these alternative pricing models has been posted here: <http://ucop.edu/institutional-research-academic-planning/files/2016-Summer-Session-Pilot-Outcomes-final-report.pdf>.

Summer 2017 and 2018 Outcomes

All three campuses that participated in the 2016 pilots continued the pilot programs in summer 2017. Other campuses also took innovative approaches for summers 2017 and 2018. The University increased undergraduate summer enrollment by approximately 260 FTE between summer 2016 and 2017 (according to enrollment data submitted by the campuses in August 2018), and undergraduate FTE enrollment increased by another approximately 500 FTE in summer 2018, as shown in the table below.

**Table 3: UC Undergraduate FTE Enrollment:
Summer 2017 and 2018***

Campus	Summer 2017 Undergraduate FTE	Summer 2018 Undergraduate FTE	Change from 2017
Berkeley**	2,180	2,354	174
Davis	2,108	2,151	43
Irvine	2,375	2,452	77
Los Angeles	2,812	2,717	(95)
Merced	436	417	(19)
Riverside	1,008	1,097	89
San Diego	1,983	1,901	(82)
Santa Barbara	1,779	1,920	141
Santa Cruz	847	1,025	178
UC Total	15,528	16,034	506
*Summer 2018 figures submitted by campuses in November 2018.			
**Berkeley's 2017 summer undergraduate FTE figures do not include international summer internships.			

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 2017, the last year for which complete financial aid data for summer enrollments are available, campuses provided 29,353 students with nearly \$87 million (\$86.9M) in need-based financial aid during the summer, including \$63 million (\$62.8M) 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 2017,¹ the number of primary courses available in the summer has grown from about 2,700 to just over 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, 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.
- Students are attracted to summer because of its shorter terms and more flexible scheduling, which allow them use the remaining time to work, travel, or fulfill other personal obligations.
- Online instruction has attracted additional students to summer because of convenience and flexibility, helping students complete their UC coursework without having to stay on or commute to campus.
- Students find the summer per-unit tuition model, which allows them to pay only for the courses they take, affordable and more tailored to their individual needs.
- 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.

¹ Course data for summer 2018 are not yet available.

Administrative Improvements

Campuses have been incorporating summer into the broader educational structure, including summer options as they help students plan their undergraduate careers. As a result, summer programs are more visible both to students and departments as strategic tools to address time-to-degree and academic priorities. 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;
- Benchmarking best practices and tactics among UC campuses through close collaboration among UC Summer Session offices;
- Providing incentives to departments that offer more classes and otherwise increase enrollments; and
- Continuing the efforts to streamline cross-campus registration procedures and to increase online offerings and thereby enabling students to attend a UC campus that is accessible regardless of their whereabouts—in the past three years, between 2,000 and 2,500 UC students have taken advantage of the cross-campus enrollment option during the summer.

Incentives (such as those Piloted in the Budget Framework Implementation) are Needed to Further Increase Summer Enrollment

Summer enrollment for regularly matriculated UC students has gradually begun to increase in terms of both headcount and FTE. Although about 37 percent of the regular academic year's students enroll in any given summer, nearly 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 some students to eliminate a fifth year of enrollment during the academic year and other students to graduate in less than four years. Specifically, summer enrollment following the fourth year allowed 6.8 percent of the fall 2013 cohort to graduate without having to enroll in a fifth year. Similarly, summer enrollment after the second year allowed 9.4 percent of the fall 2015 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 4: Year-Average Headcount and Full-Time Equivalent Enrollment by Campus and Term*

		Year-Average Headcount	Full-Time Equivalent**
Berkeley	Fall-Spring 2017-18	38,253	37,059
	Summer 2018	11,417	2,419
	% of Fall-Spring	30%	13%
Davis	Fall-Spring 2017-18	33,702	32,292
	Summer 2018	11,634	2,185
	% of Fall-Spring	35%	20%
Irvine	Fall-Spring 2017-18	32,327	31,991
	Summer 2018	11,988	2,569
	% of Fall-Spring	37%	24%
Los Angeles	Fall-Spring 2017-18	37,220	36,502
	Summer 2018	13,941	2,803
	% of Fall-Spring	37%	23%
Merced	Fall-Spring 2017-18	7,722	7,579
	Summer 2018	1,648	418
	% of Fall-Spring	21%	11%
Riverside	Fall-Spring 2017-18	22,019	21,087
	Summer 2018	6,062	1,176
	% of Fall-Spring	28%	17%
San Diego	Fall-Spring 2017-18	34,472	32,432
	Summer 2018	10,396	1,971
	% of Fall-Spring	32%	18%
Santa Barbara	Fall-Spring 2017-18	24,277	23,240
	Summer 2018	9,368	1,990
	% of Fall-Spring	39%	26%
Santa Cruz	Fall-Spring 2017-18	18,765	18,704
	Summer 2018	4,992	1,087
	% of Fall-Spring	27%	17%
Universitywide	Fall-Spring 2017-18	246,757	240,888
	Summer 2018	81,446	16,618
	% of Fall-Spring	33%	20%

*Includes undergraduate and graduate students. 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

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