

Summer 2005 *A Descriptive Report*

OVERVIEW

This report updates information provided in previous summer reports prepared by the Office of Resource Management and Planning (ORMP) with the results of summer 2005. In addition, new data analysis highlights potential new trends in summer instruction. Among the most noteworthy findings in this year's report are the following:

- Total summer enrollment continues to increase over previous years;
- On average, students attending summer classes are taking more units than they have in previous summers;
- The number of bachelor degrees earned in summer continues to grow;
- Seniors account for a growing proportion of all units attempted as well as total summer enrollment; and
- Attendance of students eligible for financial aid grants increased significantly in 2005 while students not receiving grant aid decreased.

STUDENTS AND ENROLLMENT¹

Summer 2005 was the fourth year of full state funding for summer programs on the Davis campus. Except for a small decline in summer 2004, campus enrollment has grown each year since summer 2002, the first year of full state support. Compared to the other three campuses that have received state support for summer over the last several years, Santa Barbara is the only one that has consistently increased its enrollment. Most recently, enrollments at Berkeley and Los Angeles have declined.

As displayed in Figure I, total enrollment in 2005 on the Davis campus increased 6% and student credit hours increased 11% over the prior year. For UC students, enrollment increased 5% and total student credit hours increased 10% over 2004 as shown in Figure II. Graduate enrollment increased by 48% although the total number of graduate students taking summer courses remains very small.

¹ Enrollment information provided in this report is based on several different groupings. Figures I and II display the basic enrollment statistics for 2002 through 2005 summer sessions both for all students (Figure I) and for UC-only students (Figure II). This information is based on data reported to the University of California, Office of the President (UCOP), and reflects the general campus students in all five summer session attendance periods. Health Sciences students, self-supported programs and working professionals are excluded. The enrollment data used for all other figures in this document reflect all students (i.e., UC and non-UC) attending Summer Sessions I, and 2 and Special Session. Therefore, the enrollment totals will sometimes be slightly different than those presented in Figures I and II.

Figure II also reveals a significant decrease in the number of credential students. Enrollment was down 42% and student credit hours were down 36%. However, like graduate enrollment the total number of credential students is very small so these decreases do not have much of an impact on the totals.

Figure III summarizes degrees completed at the end of summer 2002 through the end of summer 2005. There was a 10% increase in the number of bachelor degrees awarded while there was only a 7% increase in the number of upper division students attending summer sessions (Figure II). In addition, there was a 4% increase in the number of master degrees and a 19% increase in the number of doctorates. Again, there was significant decline in the number of certificates awarded, dropping from 58 in summer 2004 to only 3 in summer 2005.

Figure IV displays the trend in the number units taken in total and by class level for undergraduate students. The total number of units taken in summer increased 35% between 2002 and 2005. However, the growth varies greatly by class level with an increase of 54% in the number of units taken by seniors but only a 5% increase in the number of units taken by freshmen. In addition, the share of the total units by class level has shifted noticeably over the last several years, with the seniors' share increasing from 40% of total units in 2002 to 46% in 2005. In contrast, juniors have remained relatively constant at around 31%, while the proportion of freshmen and sophomore units has generally declined during this time period.

Figure V shows the distribution of summer session attendance of the 9,736 undergraduate students who attended summer 2005 over the course of their academic careers. This table provides several insights into summer enrollment. First, total summer attendance (9,736) is 44% of the total 2004-05 FWS undergraduate 3 quarter average headcount. Of this total, 46% are seniors (4,489) and 79% of this group have enrolled in at least two summer sessions during their college careers. Finally, seniors enrolled in summer 2005 (4,489) represent 60% of the 2004-05 3 quarter average headcount of seniors.

Figure VI highlights the increasing student use of both of the two primary summer sessions offered each year. In summer 2005 almost 38% attended two sessions compared to 28% in 2001.

Figure VII reveals the number of students and number of units taken in the two regular 2005 summer sessions. As reflected in the scatter plot, more than 36% of the students attending a single session took 8 units and another 25% took 4 units. Students taking two sessions follow this same pattern of units taken in each session. This chart does not include a small number of students who took three sessions in summer 2005.

FACULTY AND COURSES

Figure VIII displays the trends in several workload variables. For example, Primary Classes (all classes that are NOT defined as independent study) totaled 727 for summer 2005. This represents 63% of all of the classes offered and an increase of 17% over the prior year. In contrast, the number of Independent Study courses increased slightly, with 20 more courses, or

a 4% increase over 2004. They accounted for 37% of the total courses offered, which is 2% less than in the previous year.

Undergraduate courses accounted for all of the increase in primary courses offered while the number of graduate courses actually dropped by six when compared to the previous year.

The unduplicated count of instructors increased by 15% and the number of primary courses increased by 17%, resulting in a slight increase in the course-to-instructor ratio for primary courses. There was a decrease of 5% in the number of instructors in independent courses and a 4% increase in the number of courses resulting in an increase of 10% in the course-to-instructor ratio for independent study courses.

Figure IX provides additional information on instructors who taught primary classes. Regular rank faculty accounted for 24% of all instructors of primary classes in summer 2005, an increase of 4% over the 20% share in 2004. The proportion of classes taught by lecturers dropped to 41%, and graduate students decreased to 30%.

Figure X compares the distribution of instructors during the 2004-05 academic year and summer 2005. As in prior years ladder rank participation has increased but still lags the participation rate in the regular academic year by a substantial amount. Ladder rank accounted for 24% in summer and 61% in the regular academic year, a gap of 37%.

LARGE ENROLLMENTS BY SUBJECT

Figure XI examines enrollment, the number of sections offered, and average class size changes in the subject areas with a total enrollment of 100 or more in summer 2005. This data provides a general overview of the subject areas where there has been significant changes over the last four years. It should be noted that this reflects only those subject areas with large enrollments and does not reflect trends in total summer attendance.

Figure XII examines the changes in so-called gateway courses between summer 2002 and 2005. Gateway courses are important to undergraduate students because they are either prerequisites to many advanced courses in numerous disciplines or are considered critical for entering students (i.e., writing and composition). For chemistry courses, enrollment and the average class size increased slightly (4%). In writing and composition courses, average class size increased 9% while enrollment decreased 12%. For physics, both enrollment and average class size decreased by 2%.

Figures XIII through XV display a comparison of several variables that can be used to measure the comparability of summer instruction with the regular academic year. For the six general campus academic units, shares are displayed of the number of course offerings, student credit hours, and average class sizes.

Figure XIII indicates that the shares of total course offerings in HArCS and DSS have consistently grown over the last several years consistent with the increase in total enrollment for the campus, and now exceed their share of course offerings during the regular academic year. In

contrast, the trend in shares of course offerings in the other four colleges/divisions is either stable or declining with CA&ES showing the most pronounced decline.

Figure XIV displays a similar comparison, based on total student credit hours. Once again, HArCS and DSS continue to expand their shares and are now well beyond their shares of regular academic year credit hours. Similarly, the trends in shares for the other colleges and divisions parallel those in Figure XIII.

Figure XV highlights the trends in average class size compared to the regular academic year (Note: this chart uses a different class size statistic for the regular academic year than past reports. This year, the average is based on all courses offered during the regular academic year rather than only those courses offered during the summer.) Except for CBS, average class sizes in summer generally trended lower. Smaller class sizes, compared to the regular academic year, are frequently mentioned as a reason some students attend summer courses. Interestingly, CBS average class sizes most recently appear to be moving toward their average for the regular academic year.

STUDENT FEES

The following table provides a comparison of summer fees since 2002 for continuing UC Davis students:

	Summer 2002	Summer 2003	Summer 2004	Summer 2005
Education Fee	\$76 per unit	\$85 per unit	\$126 per unit	\$136 per unit
Percent Change from Prior Yr		12%	48%	8%
Education Fee Cap	6 units per session	6 units per session	No cap	No cap
Student Services Fee (also called the incidental fee or Registration Fee in summer session)	\$111 per session	\$113 per session	\$172 per session	\$208 per session
Percent Change from Prior Yr		2%	52%	21%

On several UC campuses that currently are experiencing declines in summer enrollment, the steady increase in summer fees is frequently mentioned as a major cause of falling enrollment. At Davis, summer enrollment to date has continued to increase (see Figures I and II) in spite of the large increase in both the per unit fee that is dictated by the Regents and large increases in

student services fees. This is particularly interesting because the incentive provided by the fee cap was removed beginning with summer 2004.

Figure XVI compares the increase in total student credit hours with changes in total student fees associated with taking 6 units of instruction in one summer session. More analysis is needed to determine why the large increases in fees in the last two summers have not had a negative effect on student credit hours as these costs seemed to have had on other campuses. One hypothesis is that increasing numbers of Davis students believe that student fees will increase consistently each year and that enrolling in summer courses (and completing their degree on time) is one way to contain the total cost of their education.

It is also important to note that even with the increase in fees and removal of the cap in summer 2004 and 2005, a student would have had to take more than 20 units in one session, or 16 units in two sessions, for summer 2005 fee costs to exceed the fee cost of one quarter in the 2005-06 academic year.

Figure XVII highlights the changes in the number of students receiving financial aid grants over the last three summers. Part of the continuing growth in summer session enrollment may be due to significant changes in the composition of students attending summer sessions. This table shows that the percentage of financial aid eligible students who attended summer 2005 and received campus grants in-aid increased by 43% while the number of students attending summer who did not receive aid actually decreased by 8%. More analysis is needed to determine why financial aid eligible students decided in such large numbers to attend summer 2005 programs and whether this dramatic change is likely to continue in future years.

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**Summary of Student Enrollment and Instruction Statistics
Summer 2002 through 2005**

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>Cumulative Change from 2002</u>	<u>Percent Change From 2002</u>
Headcount (unduplicated)						
Undergrad	7,790	9,334	9,309	9,835	2,045	26%
Grad	82	71	62	92	10	12%
Non UC	412	359	313	376	(36)	-9%
Total	<u>8,284</u>	<u>9,764</u>	<u>9,684</u>	<u>10,303</u>	<u>2,019</u>	24%
Change from prior year		18%	-1%	6%		
Credit Hours						
Undergrad	67,174	84,414	82,494	91,306	24,132	36%
Grad	430	341	333	405	(25)	-6%
Non UC	2,810	2,331	2,032	2,404	(406)	-14%
Total	<u>70,414</u>	<u>87,086</u>	<u>84,859</u>	<u>94,115</u>	<u>23,701</u>	34%
Change from prior year		24%	-3%	11%		
FTE (UC Only)						
Undergrad	1,493	1,876	1,833	2,029	536	36%
Grad	12	9	9	11	(1)	-8%
Total	<u>1,505</u>	<u>1,885</u>	<u>1,842</u>	<u>2,040</u>	<u>535</u>	36%
Change from prior year		25%	-2%	11%		
Credit Hours per Headcount (UC Only)						
Undergrad	8.62	9.04	8.86	9.28	0.66	8%
Grad	5.24	4.80	5.37	4.40	(0.84)	-16%
Total	<u>8.59</u>	<u>9.01</u>	<u>8.84</u>	<u>9.24</u>	<u>0.65</u>	8%
Change from prior year		5%	-2%	5%		

Note:

This report ties to the numbers reported to UCOP which reflect only the general campus. They are based on all summer sessions, and exclude self supported programs, working professionals, and health sciences students.

Sources: Institutional Planning and Analysis using data from Banner Student information System and the Instructional Activity Information System (IAIS) and Annual Report to UCOP - Summer Headcount and SCH.

FIGURE II

**Summary of UC Student Statistics for Summer Instruction
Summer 2002 through 2005**

	2002		2003		2004		2005				Change from Prior Year			
	<u>Total</u>		<u>Total</u>		<u>Total</u>		<u>UCD</u>		<u>Other UC</u>		<u>Total</u>		<u>#</u>	<u>Percent</u>
	<u>#</u>	<u>Percent</u>	<u>#</u>	<u>Percent</u>	<u>#</u>	<u>Percent</u>	<u>#</u>	<u>Percent</u>	<u>#</u>	<u>Percent</u>	<u>#</u>	<u>Percent</u>		
Headcount														
Lower Division	2,371	30%	2,560	27%	2,354	25%	2,258	23%	219	95%	2,477	25%	123	5%
Upper Division	5,316	68%	6,659	71%	6,852	73%	7,292	75%	6	3%	7,298	74%	446	7%
Credential	103	1%	115	1%	103	1%	60	1%	-	0%	60	1%	-43	-42%
Subtotal	7,790	99%	9,334	99%	9,309	99%	9,610	99%	225	97%	9,835	99%	526	6%
Graduate	82	1%	71	1%	62	1%	86	1%	6	3%	92	1%	30	48%
Total	7,872	100%	9,405	100%	9,371	100%	9,696	100%	231	100%	9,927	100%	513	5%
				100%		100%		98%		2%		100%		
Credit Hours														
Lower Division	19,956	30%	22,563	27%	20,714	25%	21,132	23%	1,573	96%	22,705	25%	1,991	10%
Upper Division	45,684	68%	60,274	71%	60,279	73%	67,592	75%	42	3%	67,634	74%	7,355	12%
Credential	1,534	2%	1,577	2%	1,501	2%	967	1%	-	0%	967	1%	-534	-36%
Subtotal	67,174	99%	84,414	100%	82,494	100%	89,691	100%	1,615	99%	91,306	100%	8,812	11%
Graduate	430	1%	341	0%	333	0%	386	0%	19	1%	405	0%	72	22%
Total	67,604	100%	84,755	100%	82,827	100%	90,077	100%	1634	100%	91,711	100%	8,350	10%
				100%		100%		98%		2%		100%		

Note:

This report ties to the numbers reported to UCOP and reflect only the general campus. They are based on all summer sessions, and exclude self supported programs, working professionals, and health sciences students.

Data Source: Institutional Planning and Analysis using data from Banner Student Information System and the Instructional Activity Information System (IAIS)
Annual Report to UCOP - Summer Enrollment

FIGURE III

**Comparison of Degrees Awarded and Certificates Earned
Summer 2002 through 2005**

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>Percent Change over 2004</u>
Bachelor of Arts	248	309	334	355	6%
Bachelor of Arts and Science	6	6	6	21	250%
Bachelor of Science	<u>293</u>	<u>331</u>	<u>354</u>	<u>387</u>	9%
Subtotal Bachelor Degrees	<u>547</u>	<u>646</u>	<u>694</u>	<u>763</u>	
%Change over Prior Year		18%	7%	10%	
Master Degrees	148	187	184	191	4%
Doctorates	111	101	114	136	19%
Certificates	<u>6</u>	<u>50</u>	<u>58</u>	<u>3</u>	-95%
Total	<u>812</u>	<u>984</u>	<u>1050</u>	<u>1093</u>	
%Change over Prior Year		21%	7%	4%	

Data Source: Data from Banner Student Information System

Trends in Summer Session Units Attempted by Class Level - Undergraduates

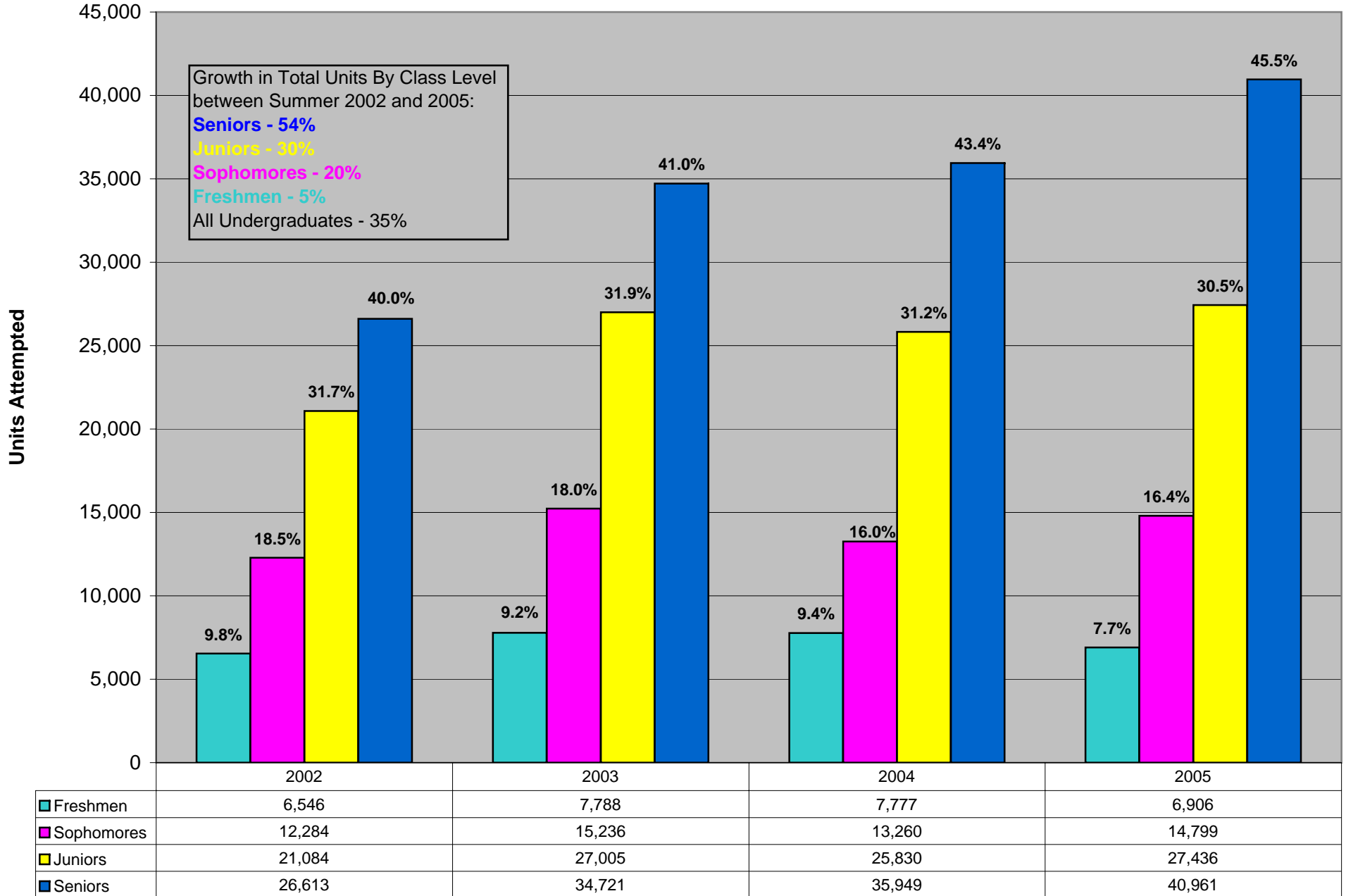


FIGURE V

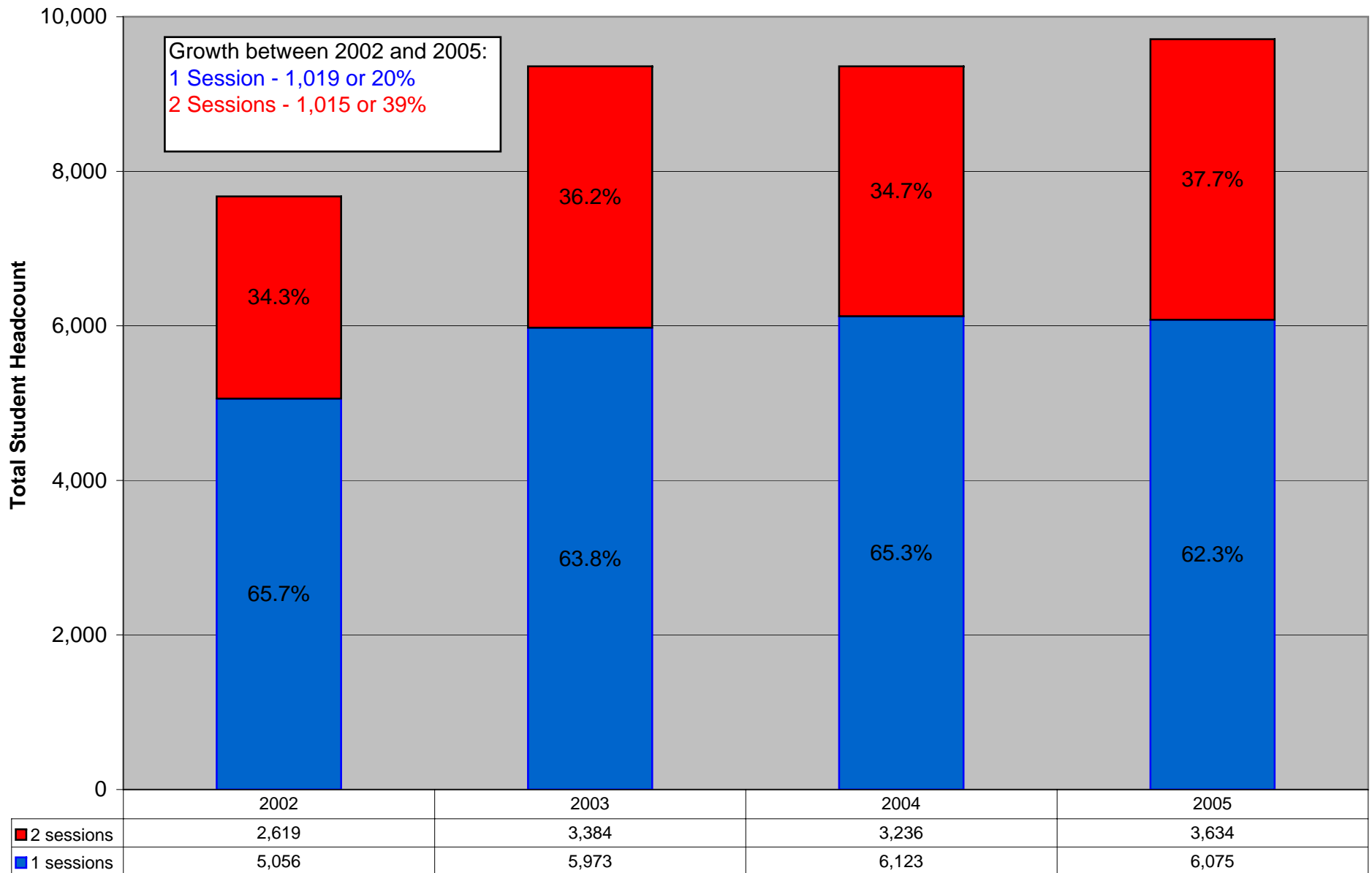
History of Summer Attendance for Undergraduate Students* Attending Summer 2005
Total Number of Sessions Attended By Class Level
 (unduplicated headcount)

Number of Sessions Attended during Academic Career At UCD	Freshmen	Sophomores	Juniors	Seniors	Total	% of Total
1 session	560	732	1,261	960	3,513	36%
2 sessions	166	564	929	1,218	2,877	30%
3 sessions	39	131	395	922	1,487	15%
4 sessions	20	70	213	698	1,001	10%
5 sessions	4	17	68	390	479	5%
6 sessions	3	12	38	175	228	2%
More than 6	0	8	17	126	151	2%
Total Summer Undergraduate Students	792	1,534	2,921	4,489	9,736	
% of total summer students	8%	16%	30%	46%	100%	
Total 2004-05 Undergraduate Students (3 Qtr. Avg.)	4,235	4,197	6,069	7,516	22,017	
% of total undergraduates	19%	19%	28%	34%	100%	
Summer Headcount as a % of total 3 Qtr. Avg Headcount by Class Level	19%	37%	48%	60%	44%	

*This table shows the historical summer session attendance pattern for the 9,736 students who attended Summer 2005 and were designated as a Freshman, Sophomore, Junior or Senior. (Note - this doesn't include students who are included in the "undergraduate" totals in other reports (e.g., Figures I & II), such as post-baccalaureates and limited status students; however it does include 250 UC students whose home campus is not Davis.)

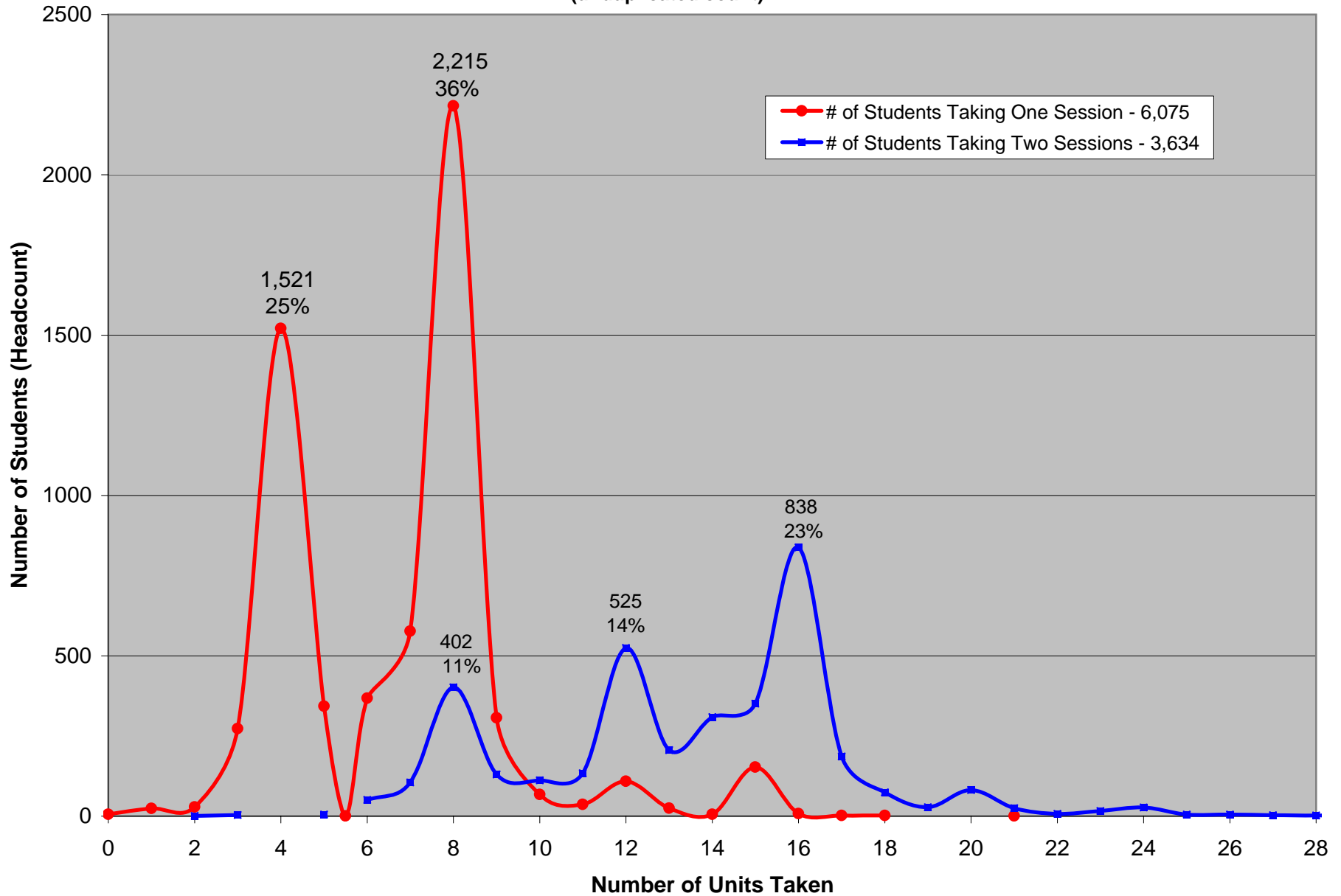
The small number of students reported in the gray areas are probably students who have not attended full time or have not progressed to the next class level at a normal pace for various reasons. There are also a small number who have attended three summer sessions in a single year. Therefore, they have been able to attend more summer sessions than would be expected for a student at that class level.

Distribution of Students Attending One and Two Summer Sessions Summer 2002 through 2005



Note: the total of 9,709 is less than the total headcount because a small number took three session and are not included in this figure.

**Number of Students & Number of Units Taken
by Students Attending One and Two Summer 2005 Sessions
(unduplicated count)**



Summary of Instructors and Courses Taught

Summer 2002 through 2005

	2002	2003	2004	2005	Change	% Change over PY
Primary Classes						
Undergrad	472	581	610	716	106	
Grad	12	17	17	11	-6	
Subtotal (unduplicated)	<u>484</u>	<u>598</u>	<u>627</u>	<u>727</u>	<u>100</u>	17%
Percent of Total	56%	56%	61%	63%		
Instructors (total headcount)	385	444	467	535	68	15%
Courses/Instructor	1.26	1.35	1.34	1.36	0.02	1%
Independent Study Classes						
Undergrad	351	436	374	388	15	
Grad	36	26	30	35	5	
Subtotal (unduplicated)	<u>387</u>	<u>462</u>	<u>404</u>	<u>423</u>	<u>20</u>	4%
Percent of Total	44%	44%	39%	37%		
Instructors (total headcount)	170	213	190	181	-9	-5%
Courses/Instructor	2.28	2.17	2.12	2.34	0.21	10%
Total Classes						
Undergrad	823	1017	983	1104	120	
Grad	48	43	47	46	-1	
Total (unduplicated)	<u>871</u>	<u>1060</u>	<u>1030</u>	<u>1150</u>	<u>119</u>	11%
Instructors (total headcount)	555	657	657	716	59	9%
Courses/Instructor	1.57	1.61	1.57	1.61	0.04	2%

Data Source: Institutional Planning and Analysis using data from the Instructional Activity Information System (IAIS)

Annual Report to UCOP - Faculty Teaching Activity (Table 3)

FIGURE IX

Summary of Instructors Who Taught Primary Courses in Summer

	<u>2002</u>		<u>2003</u>		<u>2004</u>		<u>2005</u>		<u>Change from 2004</u>	<u>% Change</u>
	<u>Headcount (unduplicated)</u>	<u>% of Total</u>	<u>Headcount (unduplicated)</u>	<u>% of Total</u>	<u>Headcount (unduplicated)</u>	<u>% of Total</u>	<u>Headcount (unduplicated)</u>	<u>% of Total</u>		
Regular Rank Faculty	68	19%	89	20%	94	20%	128	24%	34	36%
Non-Regular Rank & Other Faculty	8	2%	11	2%	3	1%	6	1%	3	100%
Lecturers	147	41%	170	38%	204	44%	218	41%	14	7%
Emeriti/Recalled Faculty	12	3%	15	3%	12	3%	24	4%	12	100%
Graduate Students	121	34%	159	36%	154	33%	159	30%	5	3%
Total	<u>356</u>	100%	<u>444</u>	100%	<u>467</u>	100%	<u>535</u>	100%	<u>68</u>	15%

Data Source: Institutional Planning and Analysis using data from the Instructional Activity Information System (IAIS) Annual Report to UCOP - Faculty Teaching Activity (Table 3)

FIGURE X

**A Comparison of Instructors Who Taught Primary Courses
Summer vs. Regular Academic Year**

	Summer 2005 Instructors % of Total Instruction	2004-05 Acad Year Instructors % of Total Instruction	Summer Over/ (Under) Academic Year
Regular Rank Faculty	24%	61%	-37%
Non-Regular Rank & Other Faculty	1%	7%	-6%
Lecturers	41%	28%	13%
Emeriti/Recalled Faculty	4%	0.6%	4%
Graduate Students	30%	4%	26%
Total	100%	100%	

Data Sources: Institutional Planning and Analysis using data from the Instructional Activity Information System (IAIS) and Annual Report to UCOP - Faculty Teaching Activity (Table 3)

FIGURE XI

Subjects with Large Enrollments
A Comparison of Summer 2002 through 2005
(All Subjects with enrollment of 100 or More in Summer 2005)

		2002			2003			2004			2005		
College/ Division	Subject	Total Enrollment	# of Sections	Avg Enrollment	Total Enrollment	# of Sections	Avg Enrollment	Total Enrollment	# of Sections	Avg Enrollment	Total Enrollment	# of Sections	Avg Enrollment
CAES	AGRIC & RESOURCE ECONOM	596	7	85.1	730	9	81.1	639	9	71	720	13	55.4
	HUMAN DEVELOPMENT	201	4	50.3	400	8	50	366	8	45.8	447	10	44.7
	NUTRITION	296	4	74	429	4	107.3	402	5	80.4	406	5	81.2
	FOOD SCIENCE & TECHNOLOGY	143	3	47.7	155	3	51.7	154	3	51.3	353	4	88.3
	Subtotal CAES	1236	18	68.7	1714	24	71.4	1561	25	62.4	1926	32	60.2
CBS	BIOLOGICAL SCIENCES	1107	15	73.8	1419	14	101.4	1522	13	117.1	1456	12	121.3
	NEUROBIOL, PHYSIO & BEHAV	274	3	91.3	432	4	108	413	7	59	575	10	57.5
	EVOLUTION & ECOLOGY	106	2	53	138	2	69	83	2	41.5	102	5	20.4
	Subtotal CBS	1487	20	74.4	1989	20	99.5	2018	22	91.7	2133	27	79.0
DSS	PSYCHOLOGY	869	13	66.8	1248	21	59.4	1394	25	55.8	1638	33	49.6
	ECONOMICS	732	10	73.2	779	12	64.9	880	16	55	1181	23	51.3
	POLITICAL SCIENCE	623	20	31.2	786	19	41.4	788	21	37.5	958	30	31.9
	COMMUNICATION	938	28	33.5	1029	24	42.9	808	25	32.3	915	24	38.1
	SOCIOLOGY	571	16	35.7	622	18	34.6	759	21	36.1	808	24	33.7
	HISTORY	671	20	33.6	829	26	31.9	826	31	26.6	789	29	27.2
	PHILOSOPHY	234	7	33.4	375	9	41.7	391	12	32.6	452	13	34.8
	ANTHROPOLOGY	292	9	32.4	438	14	31.3	373	14	26.6	376	19	19.8
	PHYSICAL EDUCATION	107	2	53.5	155	3	51.7	171	3	57	242	4	60.5
	GEOGRAPHY	199	5	39.8	249	6	41.5	206	6	34.3	148	6	24.7
	LINGUISTICS	116	3	38.7	115	2	57.5	107	2	53.5	143	3	47.7
	Subtotal DSS	5352	133	40.2	6625	154	43.0	6703	176	38.1	7650	208	36.8
ENG	ENGINEERING	341	10	34.1	466	11	42.4	497	14	35.5	526	16	32.9
	ENGINEERING MECHANICAL	0	0	0	93	3	31	190	7	27.1	171	7	24.4
	Subtotal ENG	341	10	34.1	559	14	39.9	687	21	32.7	697	23	30.3
MPS	CHEMISTRY	898	9	99.8	1286	11	116.9	1264	9	140.4	1395	11	126.8
	MATHEMATICS	918	27	34	1151	40	28.8	991	39	25.4	1112	39	28.5
	PHYSICS	726	10	72.6	906	9	100.7	817	10	81.7	804	10	80.4
	STATISTICS	472	8	59	604	10	60.4	481	11	43.7	496	9	55.1
	Subtotal MPS	3014	54	55.8	3947	70	56.4	3553	69	51.5	3807	69	55.2

FIGURE XI

Subjects with Large Enrollments
A Comparison of Summer 2002 through 2005
(All Subjects with enrollment of 100 or More in Summer 2005)

		2002			2003			2004			2005		
College/ Division	Subject	Total Enrollment	# of Sections	Avg Enrollment	Total Enrollment	# of Sections	Avg Enrollment	Total Enrollment	# of Sections	Avg Enrollment	Total Enrollment	# of Sections	Avg Enrollment
HArCS	ENGLISH	1559	64	24.4	1574	68	23.1	1591	68	23.4	1547	67	23.1
	DESIGN <i>(was in CAES until 2005)</i>	677	28	24.2	734	36	20.4	648	34	19.1	742	39	19
	SPANISH	335	21	16	406	24	16.9	407	25	16.3	395	24	16.5
	DRAMATIC ART	182	9	20.2	305	18	16.9	198	17	11.6	260	17	15.3
	ASIAN AMERICAN STUDIES	83	2	41.5	91	3	30.3	30	1	30	207	8	25.9
	ART HISTORY	85	4	21.3	161	4	40.3	222	6	37	188	6	31.3
	MUSIC	167	4	41.8	199	4	49.8	200	5	40	183	6	30.5
	ART STUDIO	107	6	17.8	175	10	17.5	147	8	18.4	182	12	15.2
	CHICANA/CHICANO STUDIES	0	0	0	69	3	23	112	5	22.4	169	6	28.2
	HUMANITIES	84	2	42	203	8	25.4	236	8	29.5	163	6	27.2
	WOMENS STUDIES	38	2	19	124	6	20.7	96	4	24	154	7	22
	NATIVE AMERICAN STUDIES	131	7	18.7	211	12	17.6	171	10	17.1	152	13	11.7
	AFRICAN AMERICAN & AFRICAN S	265	8	33.1	141	5	28.2	92	3	30.7	150	7	21.4
	RELIGIOUS STUDIES	101	3	33.7	153	5	30.6	132	5	26.4	140	6	23.3
	FRENCH	99	5	19.8	128	7	18.3	126	8	15.8	134	8	16.8
	CLASSICS	104	2	52	146	3	48.7	131	4	32.8	133	3	44.3
	JAPANESE	0	0	0	110	3	36.7	95	3	31.7	116	4	29
	FILM STUDIES	0	0	0	0	0	0	0	0	0	113	5	22.6
	Subtotal HArCS	4017	167	24.1	4930	219	22.5	4634	214	21.7	5128	244	21.0

Gateway Courses
A Comparison of Courses Offered in Summer 2002 through 2005

Subject	Course Title	Course #	2002	2003	2004	2005	Change	Change
			Enrollment	Enrollment	Enrollment	Enrollment	from Prior Year	
CHEMISTRY	General Chem	002A	86	105	92	113	21	
	General Chem	002B	118	133	134	147	13	
	General Chem	002C	122	254	204	213	9	
	Subtotal General Chem		326	492	430	473	43	9%
	Organic Chemistry-Brief	008A	89	106	95	88	-7	
	Organic Chemistry-Brief	008B	92	143	145	124	-21	
	Subtotal Chemistry Brief		181	249	240	212	-28	-11%
	Organic Chem Health Sci	118A	122	167	150	136	-14	
	Organic Chem Health Sci	118B	129	147	162	169	7	
	Organic Chem Health Sci	118C	123	201	255	295	40	
	Subtotal Chem Health Sci		374	515	567	600	33	6%
Chemistry Total		881	1,256	1,237	1,285	48	4%	
ENGLISH	Expository Writing	001	92	104	123	110	-13	-13%
	Intro To Lit	003	94	108	98	103	5	5%
	Advanced Composition	101	334	385	367	298	-69	-18%
	Reports and Tech Writing	104A	98	120	117	96	-21	
	Legal Writing	104B	23	27	25	25	0	
	Journalism	104C	21	16	19	38	19	
	Writing in Education	104D	50	38	26	37	11	
	Writing in Science	104E	71	94	98	62	-36	
	Subtotal 104 Series		263	295	285	258	-27	-9%
	English Total		783	892	873	769	-104	-12%
PHYSICS	General Physics	007A	217	230	218	201	-17	
	General Physics	007B	157	218	235	209	-26	
	General Physics	007C	190	266	221	271	50	
	Subtotal General Physics		564	714	674	681	7	1%
	Classical Physics	009A	60	66	41	29	-12	
	Classical Physics	009B	51	67	54	43	-11	
	Classical Physics	009C			47	50	3	
	Subtotal Classical Physics		111	133	142	122	-20	-15%
	Physics Total		675	847	816	803	-13	-2%

Average Class Sizes for Undergraduate Class in Gateway Courses

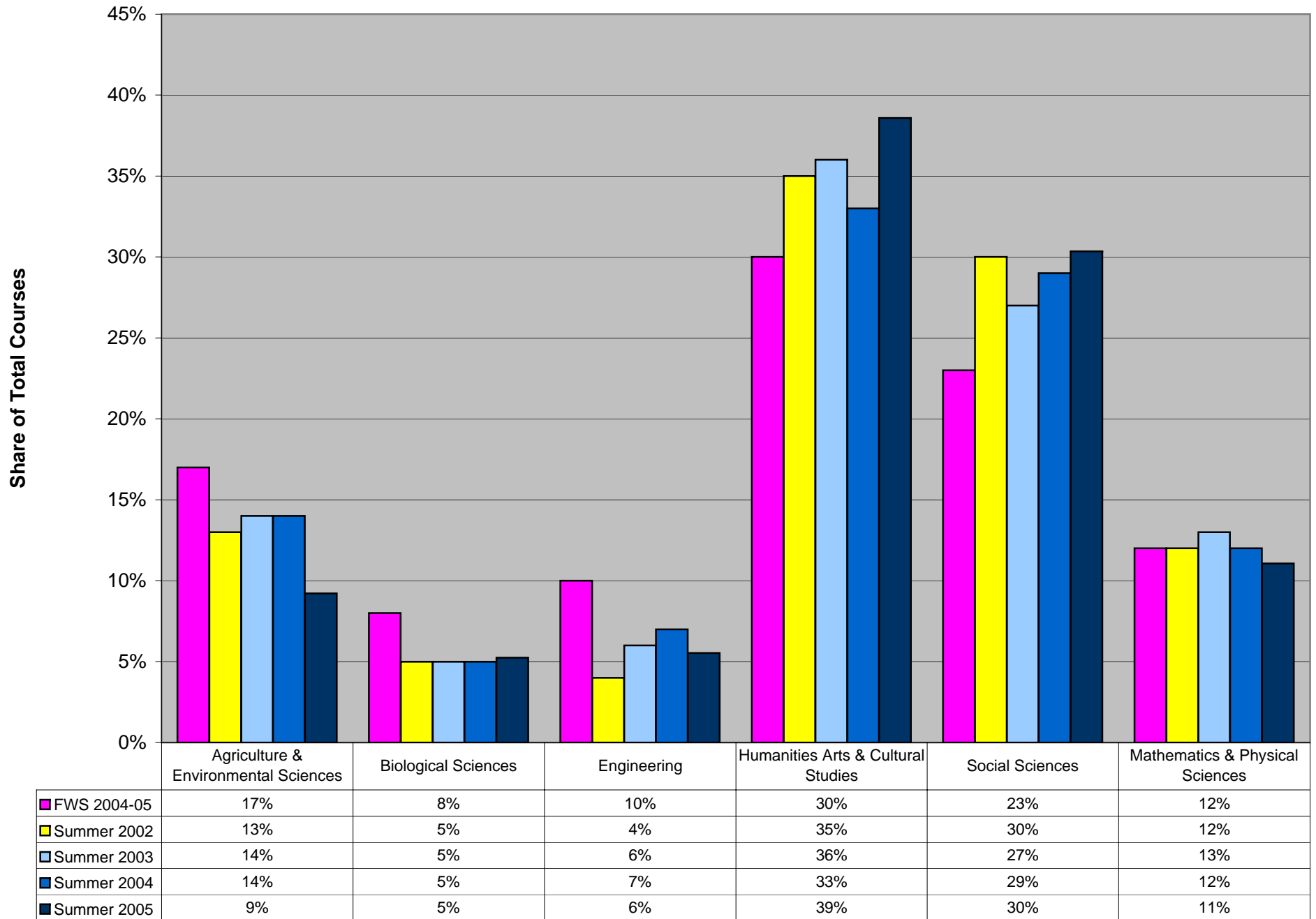
	FWS 2002-03	Summer 2002	Summer 2003	Summer 2004	Summer 2005	
Chemistry Courses	229.0	110.1	125.6	154.6	160.6	4%
English Courses	23.0	20.8	20.9	20.4	22.2	9%
Physics Courses	160.0	84.4	105.9	90.7	89.2	-2%

Note: Gateway courses include English: 001, 003, 101, 104A-E; Chemistry 002A-C, 008A, 118A-C; and Physics 007A-C and 009A-C.

Data Source: Institutional Planning and Analysis using data from the Instructional Activity Reporting System (IAIS) -* includes only credit bearing sections

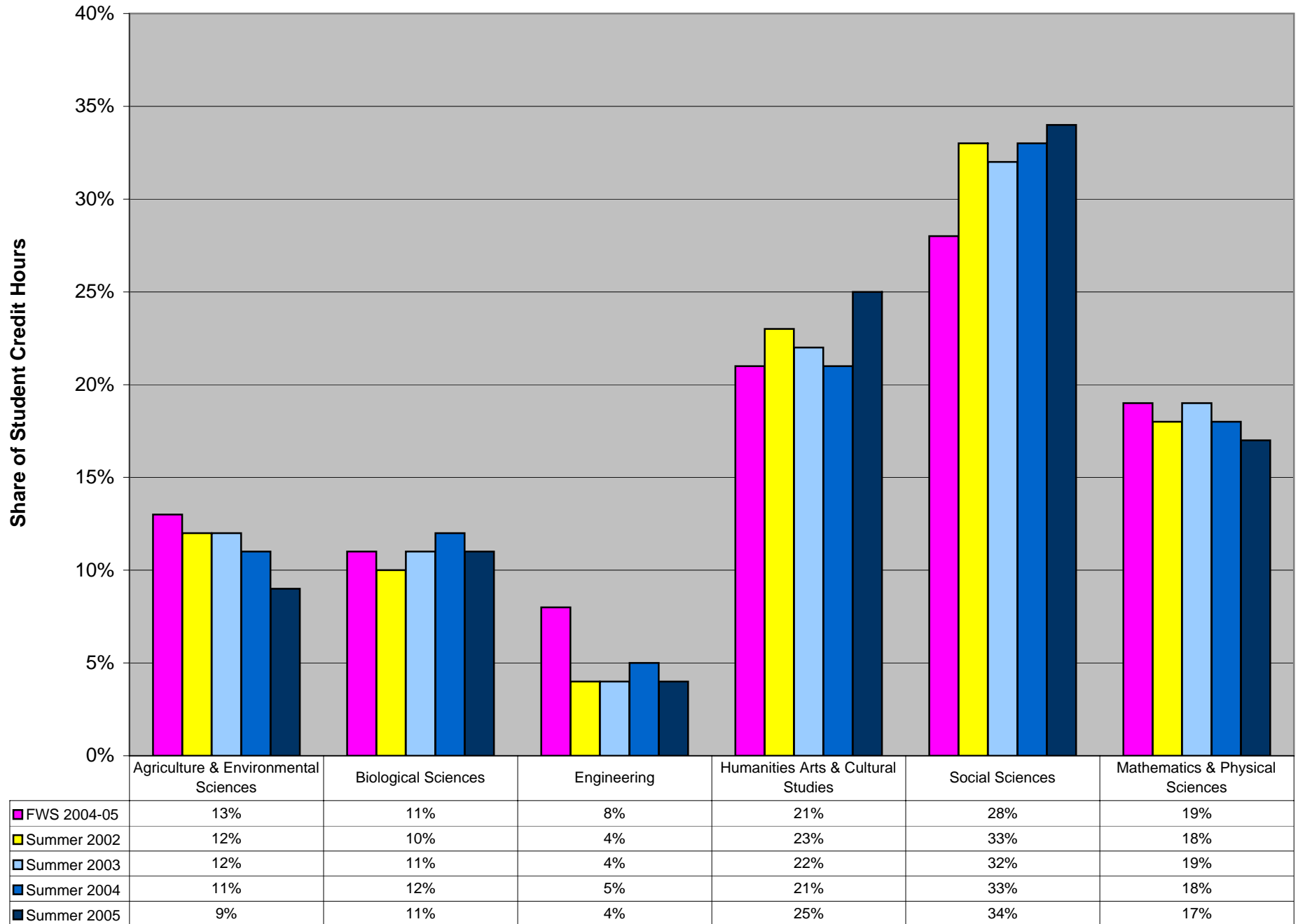
**Distribution of All Courses Offered by College/Division
FWS 2004-05 vs Summers 2002-2005**

FIGURE XIII



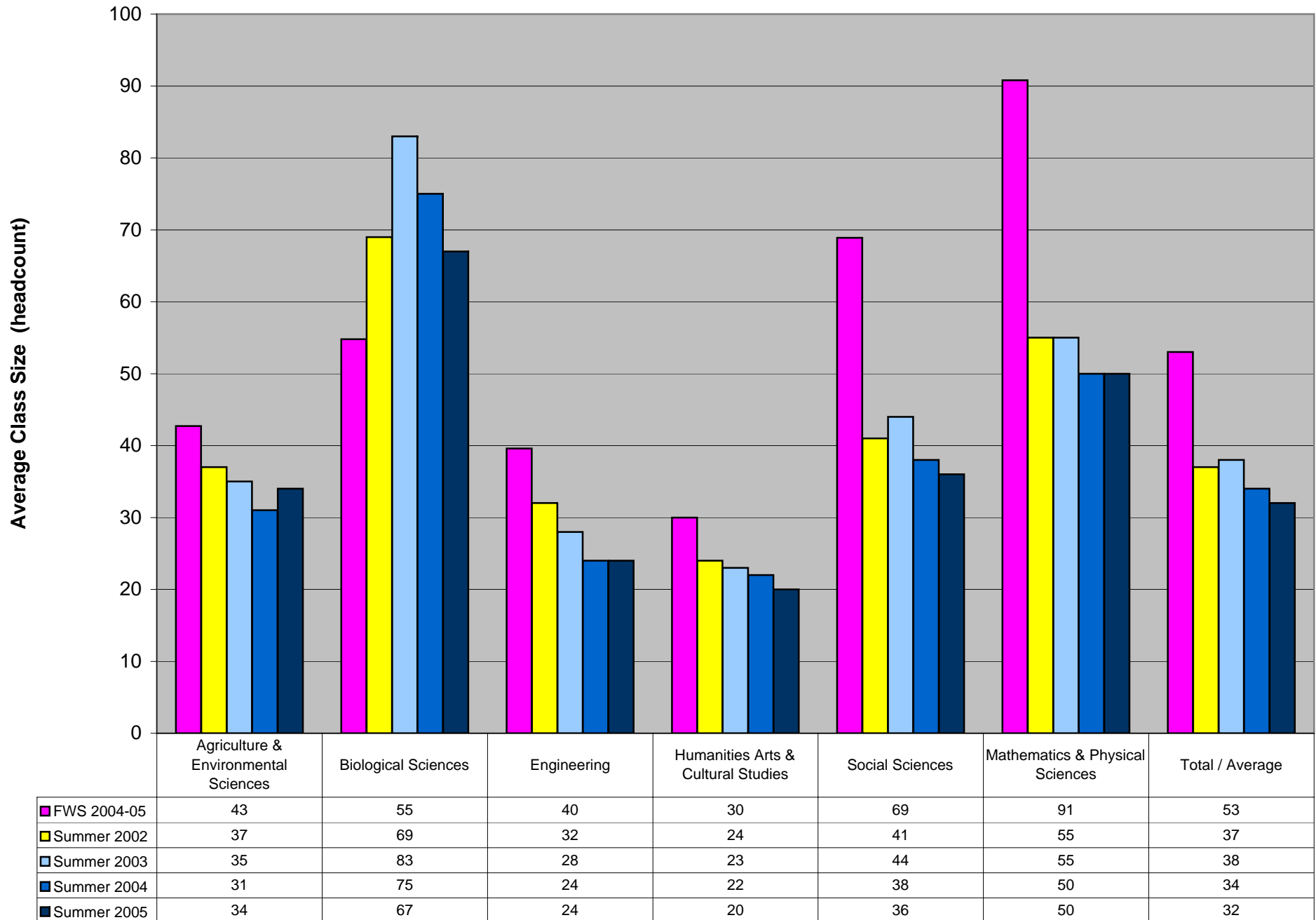
**Distribution of Total Student Credit Hours Taken by College/Division
FWS 2004-05 vs Summers 2002-2005**

FIGURE XIV



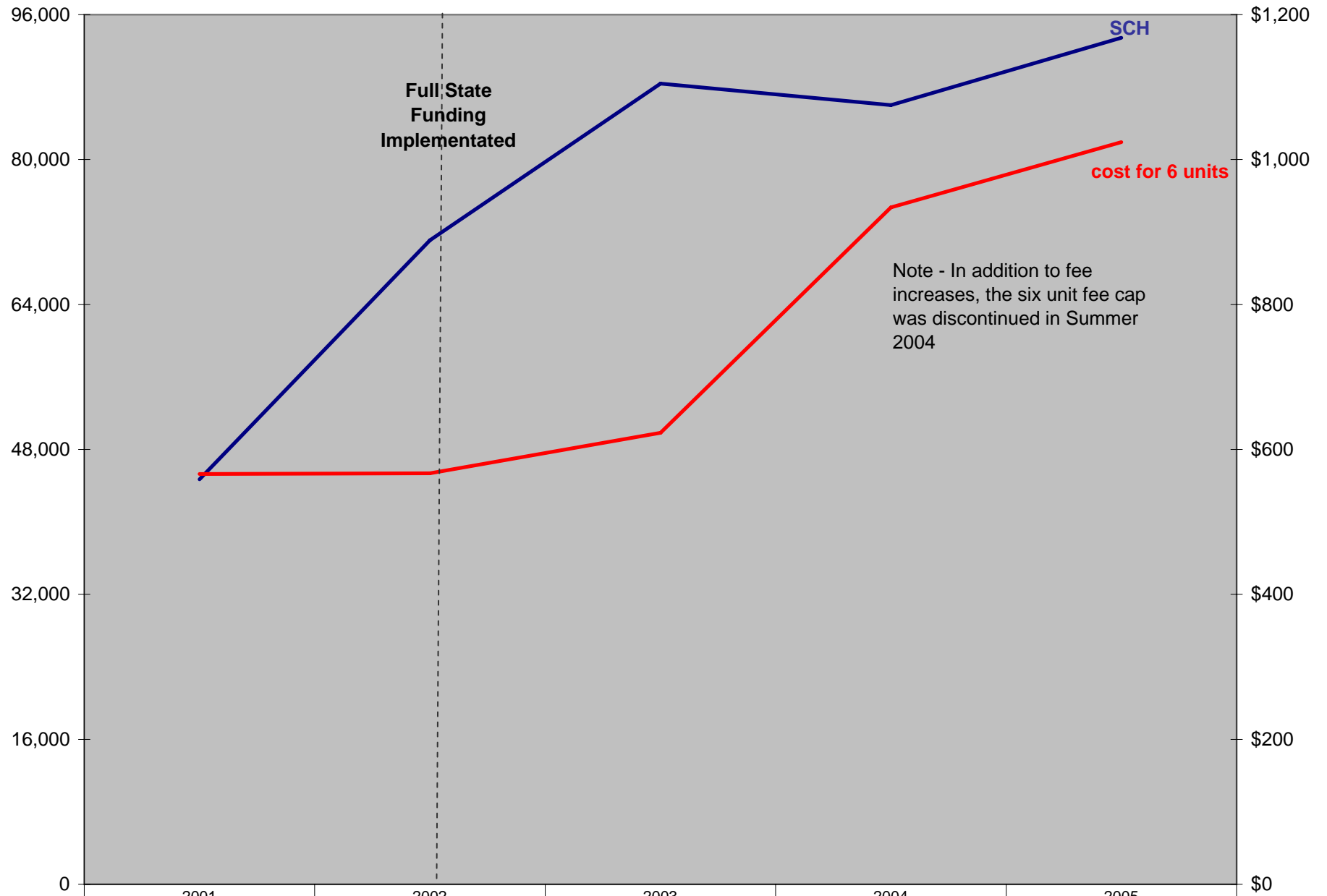
**Average Class Size by College/Division
FWS 2004-05 vs Summer 2002-2005**

FIGURE XV



Summer Session Costs (for six units) vs. Total Student Credit Hours

Figure XVI



SCH	44,699	71,105	88,379	86,003	93,458
cost for 6 units	\$566	\$567	\$623	\$934	\$1,024

Changes in Composition of Summer Enrollment

	<u>2003</u>	<u>2004</u>	<u>2005</u>
Regular Academic Year			
Students Receiving Financial Aid Grants	8,755	10,433	9,831
Change over Prior Year		19%	-6%
Summer			
Total Student Credit Hours	84,755	82,827	91,711
Change over Prior Year		-2%	11%
Total Headcount (Unduplicated)	9,405	9,371	9,927
Change over Prior Year		-0.4%	6%
Summer Applications for Financial Aid	3,980	4,011	4,339
Change over Prior Year		1%	8%
Students Awarded Grant Aid	2,651	2,581	3,701
Change over Prior Year		-3%	43%
Students Not Receiving Grant Aid	6,754	6,790	6,226
Change over Prior Year		1%	-8%

Data Source: Financial aid data was obtained from the Office of Financial Aid. All other data is from the Instructional Activity Reporting system (IAIS).