

# **Evaluation of the Two Summer Sessions**

Presented at CPC  
September 15, 2015

- **Purpose of the Evaluation**
- **Methods for Conducting the Evaluation**
  - **College Enrollment Data**
  - **Financial data**
  - **Student Survey**
  - **Faculty/Staff Survey**

## **Summary of Findings on Student Enrollments, Successful Course Completion Rates, and Summer Session- to- Fall Continuation Rates for the 2014 Summer Session vs. Summer Sessions 1 and 2**

**Spring-to summer participation rates: higher for two summer sessions.**

**Number of students enrolled in the two summer sessions: higher than in 2014 Summer Session.**

**36.5% enrolled in both summer sessions**

**Increase of 340 resident FTES plus 15 FTEs in non-resident/international students.**

**About the same number of Dual Enrollment students in Summer 2014 as in Summer Session 2.**

**Similar successful course completion rates in each of the two summer sessions and in the 2014 Summer Session for all classes, for those offered face-to-face, and those offered totally online.**

**Course completion rates for students enrolled in both summer sessions were slightly higher in Summer Session 1 than in Summer Session 2 and in line with overall completion rates in summer classes.**

**Achieved 87% of goal for resident FTES; +9.8% for Summer session 1 and -25.4% from Summer Session 2 goal.**

**Summer Session 1 FTES enabled the college to get off stability and capture 60 growth FTES.**

## **Effect of Student Summer Sessions on the College's Budget**

**The college would have lost \$3,214,000 without offering two summer sessions as a result of not getting off stability funding and in not capturing the 60 growth FTES.**

**The college received an additional \$748,318 in state funding in 2015-16 in categorically funded items that are based entirely or in part on resident FTES.**

**The college's funding for last year and this year is \$3,962,700 higher as a result of being able to apply the FTES from Summer Session 1 to its 2014-15 FTES.**

**College removed from stability funding in 2014-15 which enables it to go back on stability funding in 2016-17 if needed.**

**Had the college remained on stability funding for this year, given the 3-4% decline in credit resident student enrollments this fall, it would have entered the second year of stability funding (loss of 50% of the difference in its base FTES funding for 2015-16 and actual FTES generated in 2015-16).**

## **Did Offering Two Summer Sessions Effect Fall Enrollments? No**

**Higher percentage of student who enrolled in both summer sessions returned to the college in the following fall semester than those in the 2014 summer session.**

**About the same percentage of students enrolled in either Summer Session 1 or Summer Session 2 enrolled in fall compared to the 2014 Summer Session.**

**Decline in the 2015 fall enrollments occurred among resident non-Dual Enrollment students 19 years of age or younger (-4.2%; 208 students).**

**The largest decline in fall enrollments (excluding Dual Enrollment students) was among out-of-area California resident (-5.2%; 492 students) and international students (-7.3%; 177 students).**

**Second year decline in 19 or younger and in out-of-area resident students enrolled in the fall semester.**

## **Student Survey**

**25% response rate-surveys received from 2,265 students.**

**The most frequent student comments were in support of offering two summer sessions.**

**81% of the respondents stated that the courses they wanted to take in Summer 1 were either not offered or were full; 83.5% said the same for Summer Session 2.**

**Had the online classes students enrolled in in Summer Session 1 not been offered, 28% of the online students and 18% of those in classroom based classes said they would have taken the courses at another institution.**

**For each summer session, courses students could not access included ones in biology, business, chemistry, communications, economics, Early Childhood Education, Health Information Systems, history, political science, math, and physics.**

## **Faculty/Staff Survey**

**531 responses to the survey: mostly open ended items.**

**The highest degree of support for continuing to offer two summer sessions were among faculty who taught classes in one or both summer session, adjunct faculty, full-time faculty and department chairs.**

**Of those who gave either a Yes or No recommendation:**

- **64% of Academic Department Chairs, 61% of Full-Time Faculty, 70% of Part-Time Faculty, and 54% of Managers recommended Yes.**
- **72% of Classified recommended No.**

**Of those who offered a written opinion, 60% of classified staff close to 50% of the managers expressed concerns about workload-related issues about offering 2 summer sessions.**

## Recommendations

**Recommendation 1:** Identify steps that can be taken to address the work load concerns expressed, through meetings between managers of departments and units impacted by the offering of an additional summer session.

**Recommendation 2:** Identify the types of courses and number of sections needed by students to offer in each of the summer sessions.

**Recommendation 3:** Schedule an adequate number of online classes to meet student demand.

**Recommendation 4:** Where appropriate, in developing student educational plans, counselors should include courses students need to complete in one or both of the summer sessions. Use this information in identifying the classes to offer in each summer session. In addition, information could be collected from high school counselors or directly from high school students on the classes they would like to take if offered during the first and especially the second summer session.

**Recommendation 5:** Department chairs should begin the process of staffing their 2016 summer session classes in November if CPC recommends that the college continue offering two summer sessions.



**Recommendation 6:** One of the reasons a few departments had for not scheduling courses in one of the two summer sessions is that they did not have sufficient classified staff to support the lab sections associated with the courses. Department chairs, in consultation with their dean, should begin identifying strategies that would enable their labs to be staffed during each of the two summer sessions.

**Recommendation 7:** In addition to targeting current students and high school students, the marketing campaign to promote the two summer sessions should focus on encouraging people in each of the following groups to participate in one or both summer session: Noncredit students (either to enroll in the noncredit or credit summer sessions): students who stopped attending the college in good standing prior to achieving their goals of certificate, degree and/or transfer; and students who stopped attending the college due to being placed on academic disqualification or where no making satisfactory progress toward their objective.