



**San Diego Community College District**

**SUMMER/INTERSESSION  
2006  
ANALYSIS**

**September 2006  
Office of Institutional Research and Planning**

## Early Summer Study Report

### Context

As a strategic initiative to attract more summer students by accommodating the needs of those who would like to finish their summer courses quicker and earlier, City, Mesa, and Miramar Colleges decided to offer a 4-week early summer session from June 6, 2006 through June 30, 2006.

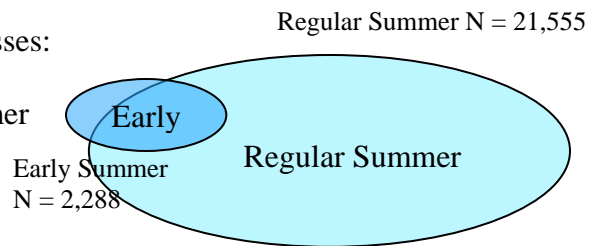
A study was conducted by the Office of Research and Planning to address issues and concerns related to early summer. This study focused on early summer compared to summer 2005 and regular summer 2006.

### Overview of Summer 2006

#### Student Headcounts

Summer 2006, a total of 21,555 students took summer classes:

- 756 students took early summer classes only
- 1,532 took classes in both early and regular summer
- 19,267 took regular summer only



#### Sections

- Early summer 2006 offered 78 sections, which constituted 5% of total sections in summer 2006.

	Early Summer	Reg. Summer 06	Summer 06 Total
<b>City</b>	11	533	544
<b>Mesa</b>	32	603	635
<b>Miramar</b>	35	276	311
<b>Total</b>	<b>78</b>	<b>1,412</b>	<b>1,490</b>

*Excludes cancelled classes, honors contract, tutoring, non-state supported, and apprenticeship classes, and In-Service course at Miramar scheduled in fall 2005, but claimed in summer 2006.*

- Compared to regular summer, early summer had a much higher percentage of online courses (65% vs. 19%).

	Early Summer		Regular Summer	
	Online #	Online %	Online #	Online %
<b>City</b>	10	91%	79	15%
<b>Mesa</b>	18	56%	67	11%
<b>Miramar</b>	23	66%	61	22%
<b>Total</b>	<b>51</b>	<b>65%</b>	<b>207</b>	<b>19%</b>

*Excludes cancelled classes, honors contract, tutoring, non-state supported, and apprenticeship classes.*

*Does not include Miramar In-Service course scheduled in fall2005 and ending in June 2006.*

**Research Question One: Did early summer 2006 add FTES to summer 2006?**

Yes, early summer added a total of 221 FTES to summer 2006.

- Early summer generated 221 FTES, which is about 6% of total summer 2006 FTES.
- Compared to summer 2005, summer 2006 total FTES increased by 428 FTES (12.4% districtwide).

	Summer 05	Summer 06		In-Service*	Total	Diff. #	Diff. %
		Early	Regular				
<b>City</b>	1,088	31	1,215	-	1,246	158	14.5%
<b>Mesa</b>	1,605	92	1,563	-	1,655	50	3.1%
<b>Miramar</b>	763	99	758	127	984	220	28.8%
<b>Total</b>	<b>3,456</b>	<b>221</b>	<b>3,536</b>	<b>127</b>	<b>3,884</b>	<b>428</b>	<b>12.4%</b>

\*Includes 127 FTES in In-Service at Miramar scheduled in fall 2005, but claimed in summer 2006.

- Compared to summer 2005, regular summer FTES (early summer not included) had an increase of 80 FTES (2.3%). Data suggests that districtwide, early summer did not supplant regular summer.

	Summer 05	Regular Summer 06	Diff. #	Diff. %
	<b>City</b>	1,088		
<b>Mesa</b>	1,605	1,563	-42	-2.6%
<b>Miramar</b>	763	758	-6	-0.7%
<b>Total</b>	<b>3,456</b>	<b>3,536</b>	<b>80</b>	<b>2.3%</b>

Excludes 127 FTES in In-Service at Miramar scheduled in fall 2005, but claimed in summer 2006.

- Regular summer 2006 FTES at Mesa decreased by 42 FTES compared to summer 2005. The decrease in FTES is attributable to the fact that Mesa had scheduled fewer sections for regular summer 2006 compared to summer 2005. Data did not indicate that early summer at Mesa had supplanted regular summer because the average yield of regular summer 2006 was slightly higher than that of summer 2005.

**Research Question Two: Did Early Summer dilute regular summer classes?**

No. Compared to the projections based on the yields of summer 2005 and sections scheduled for regular summer 2006, the actual FTES exceed the projections by 1.7%. Yields of summer 2006 did not appear to be affected by early summer.

	Projected FTES	Regular Summer 06 FTES	Diff. #	Diff. %
	<b>City</b>	1,156		
<b>Mesa</b>	1,564	1,563	-1	-0.1%
<b>Miramar</b>	758	758	0	0.0%
<b>Total</b>	<b>3,478</b>	<b>3,536</b>	<b>58</b>	<b>1.7%</b>

**Research Question Three: Did Early Summer attract a different group of students?**

Yes, early summer 2006 attracted more concurrently enrolled university students.

- Concurrent 4-year students constituted 26.3% of all **early summer only** students. This percentage for regular summer students and students who took both early summer and regular summer courses was 20.7%.
- In early summer, a greater percentage of online students was concurrent students, which was contrary in regular summer.

Percent Of Concurrent 4-Year Students			
Early Summer		Regular Summer	
Online	On Campus	Online	On Campus
21.0%	18.9%	18.4%	20.8%

- 33% of online **early summer only** students were concurrent 4-year students. This suggested that concurrent 4-year students were more concentrated in early summer online classes.
- Compared to summer 2005, the number of concurrent students in total summer 2006 had an increase of 311 (7.3%). This may be partly due to early summer.

	Summer 05	Summer 06	Diff. #	Diff. %
<b>Concurrent 4-Year Students</b>	4,271	4,582	311	7.3%

- Total summer 2006 had the greatest absolute number and proportion of concurrent students of the recent five summers.

**Concurrent 4-Year Students - Five Summers**

	Summer 02	Summer 03	Summer 04	Summer 05	Summer 06
<b>Concurrent 4-year Students</b>	4,229	3,995	4,136	4,271	4,582
<b>% of Total Students</b>	19.3%	18.9%	19.3%	19.8%	21.3%

**Research Question Four: How strong was early summer enrollment compared to regular summer?**

Data indicated that early summer average enrollment was stronger than regular summer courses.

- Compared to regular summer, early summer had greater average enrollment (29.2 vs. 21.7).

Summer 2006						
	Early Summer			Regular Summer		
	Enrls	Sections	Average	Enrls	Sections	Average
<b>City</b>	337	11	30.6	9,503	533	17.8
<b>Mesa</b>	901	32	28.2	14,422	603	23.9
<b>Miramar</b>	1,043	35	29.8	6,662	276	24.1
<b>Total</b>	<b>2,281</b>	<b>78</b>	<b>29.2</b>	<b>30,587</b>	<b>1412</b>	<b>21.7</b>

*Excludes cancelled classes, honors contract, tutoring, non-state supported, and apprenticeship classes.*

- In early summer, online courses had a higher average enrollment than courses offered on campus (31.3 vs. 25.3). The same pattern holds true for regular summer (28.6 vs. 20.5).

Early Summer 2006						
	Online			On Campus		
	Enrls	Sections	Average	Enrls	Sections	Average
<b>City</b>	311	10	31.1	26	1	26.0
<b>Mesa</b>	560	18	31.1	341	14	24.4
<b>Miramar</b>	727	23	31.6	316	12	26.3
<b>Total</b>	<b>1,598</b>	<b>51</b>	<b>31.3</b>	<b>683</b>	<b>27</b>	<b>25.3</b>

Regular Summer 2006						
	Online			On Campus		
	Enrls	Sections	Average	Enrls	Sections	Average
<b>City</b>	2,122	79	26.9	7,381	454	16.3
<b>Mesa</b>	1,992	67	29.7	12,430	536	23.2
<b>Miramar</b>	1,808	61	29.6	4,854	215	22.6
<b>Total</b>	<b>5,922</b>	<b>207</b>	<b>28.6</b>	<b>24,665</b>	<b>1205</b>	<b>20.5</b>

*Excludes cancelled classes, honors contract, tutoring, non-state supported, and apprenticeship classes.*

- Early summer online average enrollment was stronger than that of regular summer (31.3 vs. 28.6). Early summer course average enrollment on campus was stronger than that of regular summer (25.3 vs. 20.5).

	Early Summer			Regular Summer		
	Enrls	Sections	Average	Enrls	Sections	Average
<b>Online</b>	1,598	51	31.3	5,922	207	28.6
<b>On Campus</b>	683	27	25.3	24,665	1205	20.5

### *Student Demographics*

**Research Question Five:** *What are the demographics of the students (N=765) who only attended early summer?*

Compared to regular summer students, **early summer only** students had:

- Higher percentage of first-time transfer students (19.7% vs. 16%)
- Higher percentage of students concurrently enrolled at a university (26.3% vs. 21.4%)
- Higher percentage of White (49.5% vs. 34.8%)
- Higher percentage of male students (50.7% vs. 44.4%)
- Lower percentage of Latino (14.9% vs. 20.3%)

**Research Question Six:** Did the students (N=1,532) who took both early and regular summer classes differ in demographics?

Compared to other students, students taking both early and regular summer classes had:

- Lower percentage of concurrent 4-year students
- Higher percentage of continuing students
- Higher percentage of female students
- Higher percentage of students who intend to transfer with AA

	<b>Both Early &amp; Reg. Summer</b>	<b>Early Summer Only</b>	<b>Reg. Summer Only</b>
<b>4-Year Concurrent Students</b>	17.3%	26.3%	21.4%
<b>Continuing Students</b>	84.0%	54.1%	62.2%
<b>Female Students</b>	62.5%	49.3%	55.6%
<b>Transfer with AA</b>	41.6%	26.1%	32.8%

### **Conclusion**

Early summer 2006:

- Added 221 FTES to summer 2006
- Attracted more concurrently enrolled 4-year students
- Had higher average enrollment
- Had higher percentage of online courses, which partially contributed to its higher average enrollment

### **Regular Summer (2005 & 2006) - Comparison of First and Second 5 Week sessions**

**Was the second 5 week regular summer 06 sessions weaker than the first 5 week sessions?**

- This summer (2006), the average enrollments of second 5 week sessions were lower than the first 5 week sessions. However, summer 2005 showed the same pattern of weaker second 5 week sessions.

### **Indicators of Challenges with the Calendar**

- Analyses of retention and persistence yielded no fruitful results that would speak to the impact of the late schedule.

### **Other Considerations**

- There are difficulties in comparing terms year-to-year since starting with 2004-05, the district has offered new sessions, such as Intersession and Early Summer sessions.
- Lacking any multi-term history of these new calendar offerings, it is difficult to predict student behavior and know whether these same students would have taken regular spring or summer courses.

**High School Students – Past Five Summers  
Summer 2002 to 2006**

- The number of *concurrently enrolled high school students* has remained relatively stable through the years.
- However, there was a 40% drop in *June high school graduates* between summer 2005 and 2006.
  - The drop can be attributed to Mesa College, where the number of June graduates enrolled in summer decreased by 404 (57%). This appears to be due to the discontinuation of the Personal Growth 65 class previously required of new recent graduates in the summer.

<b>Districtwide</b>				
<b>SUMMER</b>				
<b>Concurrently Enrolled High School Students</b>				
<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
571	419	428	354	442
2.6%	2.0%	2.0%	1.6%	2.1%
<b>June High School Graduates*</b>				
<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
568	909	1,117	1,028	619
2.6%	4.3%	5.2%	4.8%	2.9%
<b>High School Total ** (% of District Total)</b>				
<b>1,139 (5.2%)</b>	<b>1,328 (6.3%)</b>	<b>1,545 (7.2%)</b>	<b>1,382 (6.4%)</b>	<b>1,061 (4.9%)</b>

\* Data of high school graduates are self-reported.

\*\* There is some overlap (2% - 5%) between the two groups due to fact that high school graduate information is self-reported.



# City College

## 2006

4 wk (6/6 – 6/30)

5 wk (7/24 – 8/22)

5 wk (6/21 – 7/21)

8 wk (6/21 – 8/15)

6/6 6/13 6/14 6/20 6/21 6/30

7/16 7/17 7/18 7/19 7/21 7/23 7/24

8/7 8/13 8/15 8/20 8/21 8/22

## 2005

8 wk (6/20 – 8/13)

5 wk (6/21 – 7/23)

5 wk (6/13 – 7/16)

5 wk (7/18 – 8/20)

6/6 6/13 6/14 6/20 6/21 6/30

7/16 7/17 7/18 7/19 7/21 7/23 7/24

8/7 8/13 8/15 8/20 8/21 8/22

## 2004

8 wk (6/14 – 8/7)

5 wk (6/14 – 7/17)

5 wk (7/19 – 8/21)

# Mesa College

## 2006

4 wk (6/6 – 6/30)

5 wk (6/21 – 7/21)

5 wk (7/26 – 8/29)

8 wk (6/21– 8/15)

6/6

6/13 6/14

6/21

6/30

7/16

7/17

7/18

7/19

7/21

7/26

8/6

8/7

8/15

8/20

8/21

8/29

## 2005

8 wk (6/13 – 8/6)

5 wk (6/13 – 7/16)

5 wk (7/18 – 8/20)

6/6

6/13 6/14

6/21

6/30

7/16

7/17

7/18

7/19

7/21

7/26

8/6

8/7

8/15

8/20

8/21

8/29

## 2004

8 wk (6/14 – 8/7)

5 wk (6/14 – 7/17)

5 wk (7/19 – 8/21)

# Miramar College

## 2006

4 wk (6/6 – 6/30)

5 wk (6/21 – 7/25)

8 wk (6/21 – 8/15)



## 2005

8 wk (6/20 – 8/13)

5 wk (6/20 – 7/23)



## 2004

8 wk (6/14 – 8/7)

6 wk (6/14 – 7/24)

3 wk (8/9 – 8/28)

# INTERSESSION

## Did Intersession 2006 add FTES to Total Spring 2006?

FTES							
	2004 Spring	Inter	2005		2006		
			Spring	Total	Inter	Spring	Total
<b>City</b>	4,024	185	4,188	4,373	277	4,204	4,481
<b>Mesa</b>	6,499	216	6,280	6,496	329	5,975	6,304
<b>Miramar</b>	2,598	91	2,738	2,829	231	2,834	3,065
<b>Total</b>	13,121	492	13,206	13,698	837	13,013	13,850

FTES Difference - 2005 vs. 2006						
	Intersession		Regular Spring		Total Spring	
	# Diff	% Diff	# Diff	% Diff	# Diff	% Diff
<b>City</b>	92	49.7%	16	0.4%	108	2.5%
<b>Mesa</b>	113	52.3%	-305	-4.9%	-192	-3.0%
<b>Miramar</b>	140	153.8%	96	3.5%	236	8.3%
<b>Total</b>	345	70.1%	-193	-1.5%	152	1.1%

FTES Difference (Regular Spring) 2004 vs. 2005 & 2006				
	2004 vs. 2005		2004 vs. 2006	
	# Diff	% Diff	# Diff	% Diff
<b>City</b>	164	4.1%	180	4.5%
<b>Mesa</b>	-219	-3.4%	-524	-8.1%
<b>Miramar</b>	140	5.4%	236	9.1%
<b>Total</b>	85	0.6%	-108	-0.8%

- Intersession 2006 generated 837 FTES, 345 FTES more than Intersession 2005.
- Compared to Total Spring 2005 (Intersession and regular spring combined), Total Spring 2006 FTES increased by 152 FTES (1.1%) districtwide.
- However, an examination of Regular Spring shows a decrease of 193 FTES districtwide compared to 2005 and a decrease of 108 FTES compared to 2004, with all the decrease occurring at Mesa College.

### Mesa College

Compared to Regular Spring 2005:

- Mesa scheduled fewer Regular Spring 2006 *on-campus* sections (-71) and average *on-campus* yields decreased. However, 60% more *online* sections (+ 40) were offered and *online* average yields increased.
- There was a net decrease of 31 sections.

Compared to Spring 2004:

- Mesa scheduled more online sections (+ 63) and online average yield decreased.
- Mesa scheduled fewer on-campus sections (- 150) and on-campus average yield decreased.
- There was a net decrease of 87 sections.

### SUMMARY

A conclusion cannot be made regarding whether Intersession supplanted Spring for the following reasons:

- Mesa scheduled fewer regular spring sections in the past 2 years when Intersessions were offered.
- City and Miramar Colleges showed an increase in Regular Spring FTES over the past 3 Springs.
- It may be that Mesa College is experiencing an enrollment decline due to factors unrelated to Intersession.

## Intersession - Science and Higher Unit Sections

This year, Intersession was structured as a 5-week session, which led to regular spring starting later than prior years. The reason for Intersession being a 5-week session was because of certain science and higher unit courses that could not be taught sufficiently in only 4 weeks. This issue prompted the following questions:

### a) How many 5-week Biology, Chemistry and Physics sections were offered this Intersession? (Includes lower and higher unit courses)

- Only 14 (5%) Biology, Chemistry and Physics were offered during Intersession 2006.
- Eight (8) were on campus courses.

	City		Mesa		Miramar		Total
	On-Campus	Online	On-Campus	Online	On-Campus	Online	
<b>Biology</b>	3	--	1	1	--	1	6
<b>Chemistry</b>	1	1	3	1	--	2	8
<b>Physics</b>	--	--	--	--	--	--	0
<b>Total</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>--</b>	<b>3</b>	<b>14</b>

*Total # of Intersession courses = 310 (Excludes tutoring and lab courses).*

### b) How many higher (4 or more) unit sections were offered in a 5-week format?

- There were thirteen (13) on-campus and seven (7) online higher unit sections offered in a 5-week format during Intersession 2006.
- Two (2) sections were Biology courses and were accounted for above.

City College	On-Campus	Online	Total
Accounting	1	--	1
Biology	2	--	2
Computer & Info Science	--	2	2
Math	1	--	1
Spanish	1	--	1
<b>Total</b>	<b>5</b>	<b>2</b>	<b>7</b>

Mesa College	On-Campus	Online	Total
American Sign Lang.	2	--	2
Computer & Info Science	1	5	6
Spanish	3	--	3
<b>Total</b>	<b>6</b>	<b>5</b>	<b>11</b>

Miramar College	On-Campus	Online	Total
Spanish	2	--	2
<b>Total</b>	<b>2</b>	<b>--</b>	<b>2</b>

*Total # of Intersession courses = 310 (Excludes tutoring and lab courses).*

### Summary

A small proportion (N = 32; 10%) of Intersession 2006 courses were either a 5-week “science” course or a higher unit course. Only 19 (6%) were on-campus sections.