

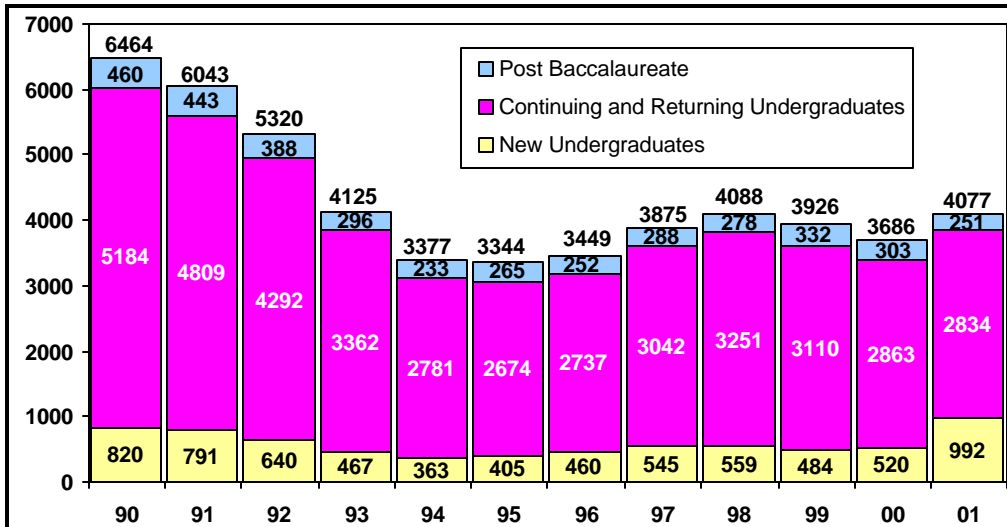
Summer 2001 Census Enrollment

INFO BRIEF

Cal Poly San Luis Obispo

July 27, 2001

UNIVERSITY HEADCOUNT ENROLLMENT



The total headcount enrollment for Summer 2001 is 4,077. This is an increase of 391 students over Summer 2000, and 327 more than the enrollment target set for Summer 2001 (3,750).

More target-related information can be found at www.calpoly.edu/~inststdy/targets.html

NEW, CONTINUING, AND RETURNING STUDENTS

Summer 2001 census enrollment numbers indicate 705 new first-time freshmen and 287 new transfer undergraduate students.

Several factors contributed to the increase in enrollment for Summer 2001. The headcount total includes three groups of students that were initially admitted for Fall 2001 and are part of the Fall new student target, but chose to make Summer their first quarter at Cal Poly. The new Jump-Start program enrolled 268 students and the Summer Institute (formerly offered through Extended Education) enrolled 88 students. In addition, 98 regularly-admitted students had their admission quarter changed from Fall to Summer, but did not participate in Jump-Start or Summer Institute.

These three groups of students, totaling 454, put the Summer headcount above target.

In contrast, continuing undergraduates were below target. The undergraduate continuing target was set at 2,924 but only 2,823 continuing and returning students enrolled. This was considerably below the number of students indicating that they would attend Summer quarter when responding to the Spring 2001 Registration Survey.

At the post-baccalaureate level, enrollment was also below target and below the number indicated by that group of students during the Registration Survey. There were 20 new students and 231 returning and continuing post-baccalaureate students.

OFFICIAL College and University Total Headcount Enrollment (Summer Census, 7/27/01)

College	Undergraduate	Post-baccalaureate	Headcount Total	% Change from Summer 2000
Agriculture	687	24	711	0.2%
Arch & Environmental Design	328	3	331	42.6%
Business	695	20	715	9.6%
Engineering	977	28	1,005	26.7%
Liberal Arts	726	33	759	0.8%
Science & Mathematics	386	8	394	10.4%
UCTE	n/a	125	125	-10.7%
Other	27	10	37	-26.0%
Total University Enrollment	3,826	251	4,077	10.6%

FULL-TIME EQUIVALENT STUDENTS, AVERAGE UNITS AND FULL-TIME STATUS

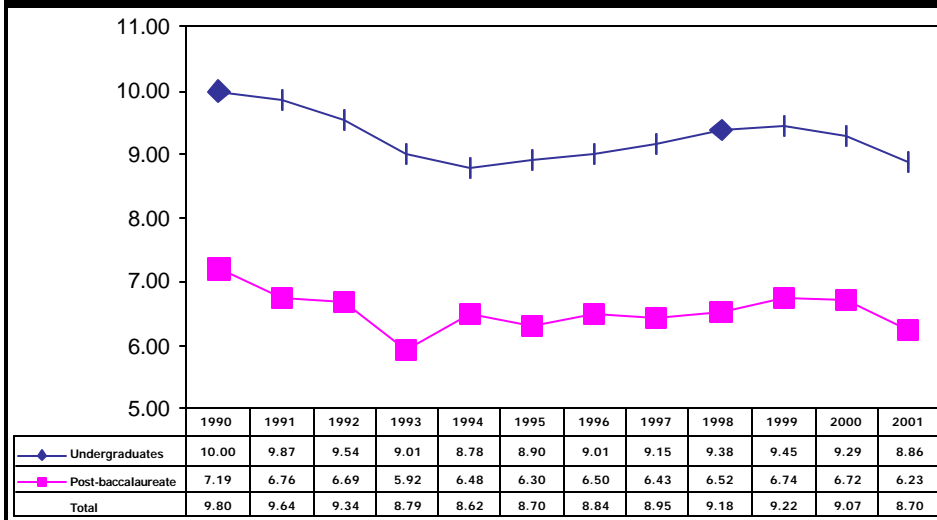
Full-Time Equivalent Students (FTES) is a theoretical normal workload equal to 15 units per student per term. It assumes that a student will complete a 180 quarter unit baccalaureate program in 12 quarters or 4 years at 15 units per term.

Actual FTES for Summer 2001 was 2,364, over 3 percent above Summer target (2,286) and 6% more than Summer 2000.

Course loads fell below previous summer terms, most likely due to two factors. First, the unit load for partial fees changed to 8 units or fewer, for summer term only. Second, the Jump-Start and Summer Institute programs offered during the second 5-week session are designed for the students to only enroll in two classes (8 or fewer units). Proportionately more students enrolled for 6-8 units than we had projected based on past fee levels.

The average number of units per student fell from 9.07 to 8.70 units (total enrollment). Post-baccalaureate unit load showed a slightly larger decrease than undergraduate load. Undergraduate students in the College of Business displayed the highest average unit load at 9.73, followed by the College of Engineering (9.13); the College of Liberal Arts (8.71); the

Average Summer Quarter Undergraduate and Post-baccalaureate Units



College of Agriculture (8.44); the College of Architecture and Environmental Design (8.40); and the College of Science and Mathematics (8.15).

There was a decrease in the proportion of undergraduates enrolled full-time (12 or more units) in Summer 2001, to 28.9% as compared to 35.7% in Summer 2000. Full-time post-baccalaureate students (9 or more units) were also down (16.7%, compared to 21.2% in Summer 2000).

UNIVERSITY STUDENT DIVERSITY

Of the total enrolled students at Cal Poly in Summer 2001, 46.8% are female and 53.2% are male. Among the colleges, the female/male ratio varies with more females than males in the University Center for Teacher Education (77.6% female), the College of Liberal Arts (72.7% female), the College of Agriculture (56.3% female), and the College of Science and Mathematics (54.8% female). Males outnumber females in the College of Engineering (81.3% male), the College of Architecture and Environmental Design (65.3% male), and the College of Business (55.5% male).

Summer 2001 enrollment by ethnic origin shows that 55.4% of the undergraduates identified themselves as white and 32.3% as non-white. Slightly over 1 percent are designated as international students, and 11.1% of undergraduates chose not to respond to the ethnic origin question (information on student ethnic origin is self-reported).

Among post-baccalaureate students enrolled for Summer 2001, 57.8% are white, 19.9% are non-white, 3.2% are international students and 19.1% did not respond.

SUMMER COURSE UPDATE

The university offered approximately the same number of sections (not including Independent Study) that were offered last summer. In addition to the regular 5- and 10-week course

sections, the campus offered six totally web-based sections, and two programs, Jump-Start and Summer Institute, offered 36 sections during the second 5-week session. The colleges of Liberal Arts, Science and Mathematics, and Business taught the most Summer classes, with each up from Summer 2000.

FTES - SUMMER AND COLLEGE YEAR

Summer enrollment and admissions are determined independently from Fall admissions and enrollment. However, we adjusted Fall enrollment expectations slightly in May based on a lower return of Statements of Intent to Register by newly admitted students. This small adjustment still sustains enrollment above the CSU-assigned level for the entire year.

In an effort to meet increased demand for mediated technology, 9 general lecture rooms were upgraded to SmartRooms during Summer quarter. This provides additional media presentation equipment and capabilities throughout the campus for faculty instructional use. Requests for these spaces should be made early in the scheduling cycle.