

Institutional Planning and Analysis



Cal Poly
Student Interest in Summer:
Survey Analysis

Findings from a survey conducted during Fall 2005 regarding student interest in Summer enrollment.

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Cal Poly

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Executive Summary

Cal Poly is promoting the doubling of Summer enrollment in order to meet increasing enrollment demand, support student progress toward degree completion, and improve instructional facility utilization. In order to gain insight from students regarding what attracts them to take Summer classes, the office of Institutional Planning and Analysis surveyed current students during Fall 2005.

The key findings and implications from the survey can be summarized around five major points.

1. Course offerings need to be clearly geared toward student progress to degree completion, with an emphasis on providing classes in students' majors.
2. Information about Summer offerings needs to be available early and consistently to enable students to plan ahead.
3. Session lengths need to be adapted to allow for some time off, while respecting pedagogical needs and learning styles.
4. Some institutional efforts to offer financial assistance would affect the ability of a number of students to attend.
5. The four prior points may address some of the reasons students do not currently enroll during the Summer, but Cal Poly also needs to acknowledge that some students prefer not to stay in San Luis Obispo for personal reasons.

Introduction

Cal Poly is increasingly interested in promoting Summer enrollment as part of two California initiatives to enhance access to higher education.

First, the CSU compact with the State of California calls for increasing enrollment (Full-Time Equivalent Students-FTES)¹ by 2.5 percent annually over the next several years. Because of current instructional facility capacity at Cal Poly, the logical way to achieve this enrollment is through Cal Poly's Summer program.

Second, the State of California is continuing an effort to increase Summer enrollment as a way to facilitate degree completion and improve facility utilization. The California State University has set a goal to increase Summer FTES to 25 percent of the average academic year term (Fall, Winter, Spring) FTES at rural campuses and 40 percent at urban campuses.

¹ FTES is defined by summing all student credit units (SCU's) attempted and dividing by 15 (the higher education standard number of units that constitutes the normal load necessary to complete a baccalaureate degree in 4 years).

Cal Poly's Summer enrollment in 1990 exceeded this goal with 4,224 FTES, or 27.3 percent of the average 1990-91 academic year term. However, budget reductions during the early nineties and again during the early part of this decade cut into Summer operations, causing enrollment to fall below 15 percent of an AY term. Indeed, in order to maintain stability during the academic year Cal Poly set the Summer enrollment target at zero for Summer 2004.

Now, Cal Poly has determined to make a consistent effort to support Summer instruction. Cal Poly's Summer 2005 FTES was 2,102 which is estimated to be about 12½ percent of the 2005-2006 academic year FTES. In other words, to achieve the CSU goal for Cal Poly, the campus needs to double Summer enrollment over the next several years. Based on the Summer 2005 average student load of 8.44 units, Cal Poly would need to enroll nearly 8,000 students to reach this goal in 2010.

Findings from prior surveys conducted during the Winter registration cycle have indicated that about one-fourth of all Cal Poly students typically express interest in Summer enrollment, whereas about 40 percent attendance will be needed to meet the CSU goal. Because of the challenges associated with doubling Summer enrollment, the campus felt it was important to acquire more information about what students needed or desired to attract them to take advantage of Summer offerings. The office of Institutional Planning & Analysis (IP&A) designed and administered a survey in Fall 2005 to obtain feedback both from students who have and those who have not enrolled during a Summer term.

Survey Method

The study population included students who had and had not attended Summer term in the past at Cal Poly or elsewhere. Thus, the survey sought feedback about the experiences of those who had been enrolled in Summer as well as reasons why students who had not attended Summer term in the past (but could have) chose not to attend. IP&A excluded newly enrolled students from the population due to their limited exposure to college.

The population started with a base of three terms; Spring 2005, Summer 2005, and Fall 2005. In an effort to meet the criteria stated above, IP&A identified a survey population consisting of students who were enrolled in at least 2 of the 3 aforementioned terms. Thus, the survey population included students who enrolled in Summer (Spring/Summer enrolled and Summer/Fall enrolled) and also students who chose not to enroll in Summer (Spring/Fall enrolled). This also allowed us to exclude students who matriculated in Fall. This population by definition also excludes students who graduated in Spring. However, this definition does include students who graduated in Summer, which was appropriate because of their Summer enrollment.

The survey population also includes students who took extended education courses if they were enrolled in at least two of the three previously mentioned base terms. These students were included in the population because further analysis revealed that

practically all of them were fully admitted degree-seeking students who chose to take Summer classes through extended education rather than the regular offerings. This definition resulted in a study population of 13,980 students. Of this group, 3,846² students attended Summer 2005 at Cal Poly.

The survey was administered using a tool that is part of the Cal Poly office of Admissions EMT (Enrollment Management Technology) software. Through this tool students were contacted by e-mail and given a link to a website to complete the survey. This tool also allowed IP&A to tie the students' responses back to university data to ensure that responses from individuals who were beyond the scope of the population parameters were excluded. This also allowed for verification of representativeness using various demographics. Students were informed prior to taking the survey that their responses would be tied back to their university information, but assured that no individually identifiable information would be released.

Response Rate and Representativeness

Of the 13,980 students who were contacted, 2,571 students or 18.4% of the population responded. Although the response rate may seem low, the actual number of responses was still substantial. With this many respondents, the probability of incorrect inferences to the population is extremely small.³

To verify representativeness, IP&A looked at several demographics including major, student level, gender, ethnic origin, and unit load. The demographic proportions in the sample for the most part were comparable to the proportions in the population. The following list shows the notable differences from those comparisons:

- Students enrolled in Summer were somewhat over-represented, which can be expected by virtue of the nature of the survey. Summer students would tend to have more of an inclination to respond to this survey. 33.4% of the respondents were Summer students vs. 27.5% of the population.
- Engineering students were slightly over-represented with 33.7% of the respondents from that college as compared to 28.0% of the survey population.
- In contrast, Agriculture students were slightly under-represented with 16.4% of the respondents from that college compared to 21.4% of the survey population.
- The gender split for respondents was equal, compared with the population proportion of 42.9% female, resulting in a somewhat over-representation of women.
- There were no notable differences in student level (Freshman, Sophomore, Post-Bacc, etc), ethnic origin, or unit loads.

² This number includes extended education students. Summer census enrollment of 3,734 does not.

³ The number of respondents produces a 99% confidence interval for the population proportion of $\pm 2.5\%$. This means that 99% of all possible samples of this size contain proportions that are within 2.5% of the population proportions. Jay Devore and Roxy Peck, *Statistics: The Exploration and Analysis of Data, Fourth Edition* (Pacific Grove, CA: Duxbury, 2001).

Again, because the number of respondents is so large, these differences are not enough to change the inferences that can be made about the population.

Survey Results

The survey results can be grouped into four areas:

- Assessing the level of student interest in Summer enrollment
- Establishing reasons for attending/not attending Summer term
- Evaluation of existing Summer term (both attendees and non-attendees)
- Input into improvement

Findings from each of these areas contribute to recommendations regarding five aspects of Summer offerings:

- Course Offerings/Student Progress
- Public Relations/Advertising
- Session Length
- Financial
- Personal

Assessing the Level of Student Interest in Summer Enrollment

One of the questions asked of students was “Are you considering attending Summer quarter at Cal Poly in the future?” (Charts 1 and 2). Using the results from the survey in combination with historical data results in a rough high-end projection of Summer 2006 enrollment of 4,846.⁴ This projection is based on an assumption that all respondents who said they would attend actually will do so. However, past experience has shown that many of these students change their minds and do not enroll in the Summer.

Another method to calculate a Summer 2006 enrollment projection is based on raw proportions of Summer enrollment compared to the previous Spring or subsequent Fall term. The five-year average proportion of Summer enrollment to the previous Spring is 24.3%. Applying this to the projected Spring 2006 enrollment of 17,327 produces a Summer 2006 enrollment projection of 4,210. Using the five-year average proportion of the subsequent Fall enrollment (22.1%) on the preliminary Fall 2006 enrollment target of 18,550 produces a Summer 2006 projection of 4,100.

The high end projection comes close to the number of students needed to meet the preliminary Summer 2006 target of about 3,000 FTES. However, the high end projection

⁴ This estimate is based on three components: (1) The survey population - respondents who said they would attend extrapolated onto the survey population (3,845); (2) Fall 2005 new students who were not included in survey population - 10.1% of Fall 2004 new students enrolled Summer 2005, extrapolated onto the Fall 2005 new student population of 4,666 (471); (3) New Summer 2006 enrollees who were not part of the survey population – estimate based on number of new students from past Summer terms (about 530).

falls well short of the 8,000 students needed to meet the 25% goal. Obviously it will take some time to build the Summer program to that level.

Approximately one-third of the respondents definitively stated that they do not plan to attend a Summer term. However, many of these students were either seniors or post-baccalaureate students who will possibly be graduating prior to Summer 2006. Chart 2 shows the effects on the proportions after removing seniors and post-baccalaureate students. Only 13.2% of freshmen, sophomores, and juniors definitively said they would not attend Summer term. This shows that there is a rather large potential demand for Summer offerings among this latter group.

Are you considering attending Summer quarter at Cal Poly in the future?

Chart 1
All Students

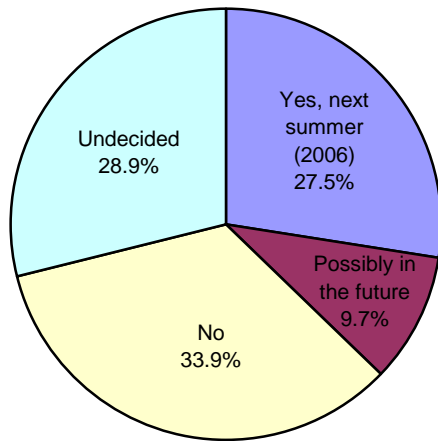
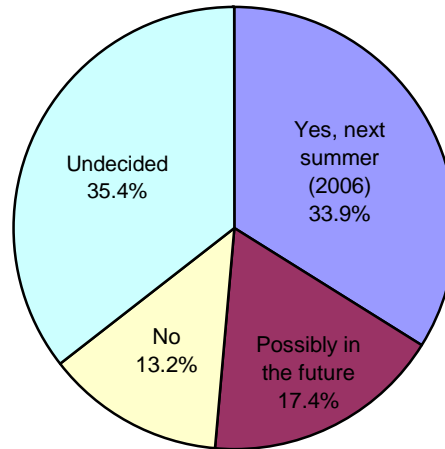


Chart 2
Freshmen, Sophomores, & Juniors Only



Appendix A contains a breakdown for this question by college and by class level

There is a large proportion of students who are undecided about taking Summer classes. Extrapolating the undecided proportion onto the survey population yields a potential pool of approximately 4,000 additional students who might be encouraged to enroll in Summer.

With the large proportions of negative and undecided students, it is important to look at activities that compete for their attention and interest during the Summer. To assist in determining how to attract students to Summer offerings the survey asked “What did you do this past Summer (2005)?” To analyze these results IP&A focused on students who did not attend Summer 2005. Of students who were not enrolled in Summer 2005, 79.5% spent the Summer working in some type of job to earn money. While the need for income is clearly a competing demand, the survey revealed that 45.2% of students who **did** attend Summer term also worked during the Summer.

Another way students spent their Summer was by taking classes elsewhere. 13.1% of the students who did not attend Summer 2005 at Cal Poly attended college elsewhere.

Most students attending elsewhere went to a community college (in particular, Cuesta, Allen Hancock, De Anza, and Moorpark). The main reasons they attended college elsewhere were financially based and consisted of:

- General education courses being less expensive (56.1% of respondents not enrolled Summer);
- Being able to live at home and not pay rent (43.2% of respondents not enrolled Summer);
- Having a job or internship in another area where they could take classes, too (19.6% of respondents not enrolled Summer); and/or
- Lower division courses in my major being less expensive (18.4% of respondents not enrolled Summer).

One last significant way that students spent last Summer was simply taking time off from school including traveling extensively. Of students who did not attend Summer 2005, 28.7% indicated they either just took time off or traveled extensively.

Establishing Reasons for Attending/Not Attending Summer Term

Two separate but parallel questions on the survey were used to find out why students attend Summer term. One question focused on students who planned to attend Summer in the future and the other focused on students who already attended Summer term (Table 1).

Table 1

**Q4 - If you plan to attend Summer term at Cal Poly in the future, what would be the reason?
Q6 – Why did you decide to take Summer classes? (students who took Summer classes)
(multiple responses allowed on both questions)**

	Q4	Q6
To complete the few units needed to finish my degree	36.9%	7.1%
To get ahead in completion of my degree	44.1%	55.9%
To catch up on some classes I couldn't get during the year	42.6%	33.4%
To reduce my course load for the next year	40.1%	41.7%
To take some electives	12.1%	6.7%
To repeat a course in which received a poor (but passing) grade		4.2%
To make up a course that had to withdraw from or failed		4.3%
Other	4.6%	13.4%

One big difference in these two groups is that only 7.1% of students who had attended Summer 2005 cited the need of a few units to finish their degree as compared to 36.9% of students who plan to attend Summer term in the future. The difference in proportions is even more pronounced when looking at only seniors. The proportions of senior respondents citing the need of a few units to finish their degree were 51.9% and 8.5% on questions 4 and 6 respectively. This may indicate that students' expectations in advance appear to be more ambitious about completing their program than the reality of their experience.

The data from these two questions boils down into three main reasons that students attend Summer term.

- To get ahead in completion of their degree.
- To reduce the course load for the next year.
- To catch up on classes they couldn't get during the year.

Results from different survey questions can also be used in an effort to provide information about the types of courses to offer during Summer. The vast majority of the students who took classes elsewhere, enrolled in lower division courses (general education, major, or support courses). This is directly related to the fact that most of these students attended community colleges during the Summer.

A look at Cal Poly Summer enrollees shows that most courses taken were either lower division general education (55.6% of respondents), upper division major courses (40.7%), or upper division general education (36.3%). However, when asked about things they disliked about Summer term, 59.5% of respondents said there were not enough classes offered in their major. Only 25.7% of respondents said that not enough general education or support classes were offered. When asked to rate the importance of various aspects of Summer term, 60.1% rated "offering more major classes in general" as "very important," while only 41.1% rated "offering more general education and support classes" as "very important."

Based on these results, the balance of general education courses vs. major courses seems to be off somewhat. Students are taking general education courses either at Cal Poly or another institution, but they are indicating a need for more major courses. It may be somewhat difficult to compete with other institutions, in particular community colleges, in terms of general education offerings. However, one of the most focused attractions for Summer term would be to offer the courses students are looking for that they cannot get from another institution.

Evaluation of Existing Summer Term (both attendees and non-attendees)

Students were asked about things they "liked" and "disliked" about Summer term. Things students "liked" about Summer term were fairly evenly distributed across several items (Table 2). Generally students like the more relaxed atmosphere, additional time off, and the reduced crowding, all of which are a natural part of Summer term.

Table 2
What did you like about taking classes during the Summer at Cal Poly?
(multiple responses allowed)

I could take a short session (e.g., 5 weeks) and still have some time off	54.2%
The pace seemed more relaxed	52.6%
Parking was easier	52.2%
Classes seemed smaller	47.5%
I could take two classes (8 units) for part-time fees	46.4%
The Rec Center and other activities were less crowded	40.1%
Computer labs, the library, etc. were less crowded	39.2%
Faculty were more accessible	20.6%
Other	6.2%

More telling were the responses to things students “disliked” about Summer term or similarly why students have never taken Summer classes at Cal Poly (Table 3). A relatively high proportion of respondents indicated the lack of major classes and the lack of “time off.”

Table 3
Q10 - What did you dislike about taking classes during the Summer at Cal Poly?
Q12 – If you have never taken Summer classes at Cal Poly, please indicate why.
(multiple responses allowed on both questions)

	Q10	Q12
Course-Related Reasons		
Not enough classes in my major	59.5%	35.0%
I didn't need the classes		22.0%
Not enough general education or support classes offered	25.7%	11.4%
A wanted class was cancelled/Afraid they would be	9.7%	4.0%
Session-Related Reasons		
<i>Not enough time off (any of the following 3 responses)</i>	56.5%	38.8%
No time off for vacation	34.3%	32.9%
Not enough break between Spring and Summer	39.4%	16.6%
Not enough break between Summer and Fall	30.3%	15.3%
Financial Reasons		
I had a job or internship in another area		37.3%
Not enough time to work/Needed to work	14.7%	24.3%
Financial aid was not available	16.7%	12.5%
Housing costs during Summer were too high		10.8%
Other Reasons		
I wanted to go home		41.4%
My friends were gone/Friends not staying in town	17.2%	12.8%
I didn't have housing in SLO for the Summer		17.9%
I had an opportunity to travel		17.1%
SLO was too quiet – nothing happening	15.3%	8.1%
Registration was complicated with sessions of different lengths	9.7%	
Too few faculty and staff around	7.1%	4.6%
Other	9.0%	13.3%

Appendix B shows the response percentages to these questions by college

The feedback from respondents regarding session length is somewhat complicated, but telling. While 56.5% of respondents disliked Summer classes because they didn't have enough time off; 54.2% of respondents liked the shorter sessions because it gives them time off. Because 83% of Summer offerings were during the 10-week session, students who want or need to take Summer classes were forced into this schedule. The survey results indicate the desire for more time off and an attraction to shorter sessions. Therefore, there is a strong indication that shorter sessions during the Summer would be more conducive to attracting students than the traditional 10-week session.

Input into Improvement

The survey gave students an opportunity to rate a list of 22 suggestions for making Summer enrollment at Cal Poly more attractive to students. They were given a choice of “Very Important,” “Somewhat Important,” “Not Important,” and “No Opinion.” In

retrospect, the latter two responses were deemed similar enough to warrant combining them in the analysis. In addition, the survey asked students to identify the most important item and the least important item from the list (Table 4).

Table 4
Student ratings of suggestions for making Summer enrollment more attractive⁵

	Importance				
	Most	Very	Somewhat	Not	Least
Informational suggestions					
Offering courses consistently to plan ahead	13.3%	72.9%	24.4%	2.7%	0.4%
Asking students what classes they need	11.2%	76.1%	21.5%	2.4%	1.0%
Letting students know earlier what's offered	9.7%	83.4%	13.5%	3.1%	0.3%
Making information readily available	1.6%	54.1%	34.2%	11.7%	1.0%
Course-related suggestions					
Offering more major classes in general	16.1%	60.1%	32.3%	7.6%	0.6%
Offering course sequences in major	8.0%	53.7%	34.0%	12.3%	0.7%
Offering more GE and support classes	5.3%	41.1%	45.6%	13.2%	1.0%
Using Summer classes to help change major	1.5%	24.8%	30.8%	44.5%	7.7%
Assistance to help complete senior project	1.0%	32.1%	33.1%	34.7%	2.1%
Session related suggestions					
Offering more classes during 10-week session	0.5%	11.6%	36.2%	52.2%	2.1%
Offering more 8-week sessions	0.8%	14.1%	37.6%	48.3%	1.2%
Offering more 5-week sessions	4.0%	28.8%	32.2%	39.0%	1.0%
Offering shorter sessions (2-3 weeks)	2.3%	15.2%	23.3%	61.5%	16.5%
Instructional-mode suggestions					
Offering more web-based classes	1.5%	15.5%	28.1%	56.4%	10.9%
Offering more distance learning classes	0.9%	11.4%	26.3%	62.4%	9.9%
Financial suggestions					
Reducing registration fees	12.4%	63.3%	25.3%	11.4%	0.7%
Making more financial aid available	5.1%	44.0%	23.7%	32.3%	4.5%
Offering student housing at a reduced cost	1.4%	35.8%	28.7%	35.6%	17.0%
Reducing the cost of parking	1.0%	57.8%	21.9%	20.3%	12.5%
Reducing student fees for limited services	0.9%	66.1%	24.3%	9.6%	0.7%
Other suggestions					
Making sure faculty & staff are available	1.2%	56.4%	34.2%	9.4%	1.0%
Adding opportunity for priority registration	0.4%	23.0%	35.7%	41.3%	7.2%

Appendices C & D show calculated average ratings including a breakdown by class level and by college

The items deemed **most** important by respondents were related to information and course selection. This is an overwhelming indication of the need for addressing the following items:

- Planning Summer term well in advance
- Sufficient advertising
- Offering more major classes
- Looking into a method to determine specific course demand in an effort to provide a better course selection

⁵ This table is a combination of three questions from the survey: (1) Please rate the following suggestions (Very Important, Somewhat Important, Not Important/No Opinion); (2) Which suggestion is "most" important; and (3) Which suggestion is "least" important.

An interesting point to make is in the area of financial suggestions. With the exception of registration fees, respondents for the most part rated these items “very important” yet they did not rate them as the “most important” suggestion. Lower division students tended to place more importance on financial suggestions than their upper division counterparts.

The items deemed **least** important by respondents were related to instructional mode, the extremes of session length, and special assistance. The following items would not attract the vast majority of respondents to enroll during the Summer term:

- Web-based classes or distance learning classes
- More 10-week or 2-3 week sessions
- Assistance with changing major, senior project, or priority registration

Summary and Recommendations

Course Offerings/Student Progress

One major theme from this survey is that students attend Summer term to enhance their progress towards their degree. This finding is consistent with a high demand for more major courses to be offered during Summer. To a lesser extent students express a need for more general education courses. This latter need can also be met by attending community colleges in the Summer.

The desire for more major courses may also explain the “loss” of students who indicate a desire to attend Summer but do not follow through and actually enroll.

This information also reinforces the importance of several earlier recommendations about Summer offerings:

- Offering classes that are in high demand during the other three terms (e.g. bottleneck courses).
- Advising students on ways to use Summer courses to balance offerings available during the other three terms in particular:
 - Meeting prerequisites
 - Catching up in a sequence
 - Facilitating or expediting graduation in four years
- Coordination of offerings with other colleges or departments to provide appropriate major and support courses.

Public Relations/Advertising

The other major theme from this survey is that students need to be informed of Summer offerings well in advance. Being informed of Summer offerings in a timely manner would allow students looking to get ahead or catch up on their programs to plan appropriately. Being able to plan for Summer term would also allow them to plan their academic year schedules accordingly. This in turn requires stability in Summer offerings, so students

who plan on specific classes in Summer term are not left deficient when a Summer class is cancelled.

Also, it appears Cal Poly could benefit greatly from a method to determine what courses would be in high demand for Summer term. Full implementation of a degree audit system, more detailed surveys, and/or input to/from advisors would be a few ways to determine this demand.

The published class schedule is the most used source for learning about Summer offerings but is not available until shortly before registration. Students also use earlier postings on the Cal Poly home page, email messages, the “My Cal Poly” portal, and their friends to learn about Summer offerings. As students gain confidence in these preliminary sources of information they should be able to start their planning for Summer without having to await the published class schedule.

Session Length

The survey revealed that a traditional 10-week session is not the most attractive length for Summer term. Students show a strong desire for some time off during the Summer and offering shorter sessions would cater to this desire while also allowing students a chance to enhance their progress towards completion.

Conversely, there is some resistance to sessions that are too short. Students tend to dislike 2-3 week sessions. The most preferable session length for students is a five-week session. However, given the content of some courses this may not be feasible pedagogically, thus an eight-week session may be preferred to be able to deliver the material and still give students the time off that they are coveting.

Financial Issues

The biggest reason for students not to attend Summer classes is financial. Most students prefer to spend their Summers working. Many of these students find work elsewhere drawing them away from Cal Poly. However, some students are able to work and still attend classes.

From an administrative standpoint, students showed a strong desire for a reduction in student fees during Summer term. Students appeared to like the eight unit fee break, but still rated “Reducing registration fees” as one the most important suggestions for improvement.

Also, there is an indication that students would like to have more financial aid available. However, given federal and state restrictions for awarding aid during Summer⁶, most of this availability would have to come from institutional or external sources.

⁶ Students qualify for a certain amount of eligibility per year for financial aid which is typically used up during the academic year. This leaves limited eligibility for Summer financial aid.

Personal Issues

Finally, in terms of personal issues, students show a strong desire for time off during the Summer. While a small portion of students are drawn to Summer because of Cal Poly's location or because their friends were staying here, a rather large portion of students indicated a desire to go home for the Summer.

Conclusion

Expanding Summer enrollment significantly depends on the ability of Cal Poly to address these areas of interest and concern – more appropriate course offerings, earlier and more complete information, adjusting session length, finding some financial flexibility and recognizing personal issues. As a result, the university should be able to attract a large proportion of the students who are undecided – and perhaps convert some of those who have expressed no interest in Summer enrollment to date.

Appendix A
Are you considering attending Summer quarter at Cal Poly in the future?⁷

	Yes, next Summer	Undecided	Possibly in the future	No
By Class Level				
Freshmen	26.6%	39.5%	27.4%	6.5%
Sophomores	33.6%	33.1%	20.9%	12.4%
Juniors	35.7%	36.0%	13.0%	15.2%
Seniors	23.0%	24.0%	3.9%	49.1%
Post-Baccalaureate	18.4%	24.3%	2.6%	54.6%
By College (All Respondents)				
Agriculture	32.0%	29.6%	11.2%	27.2%
Architecture & Env. Design	28.7%	26.2%	10.8%	34.3%
Business	28.4%	25.3%	8.0%	38.4%
Engineering	22.5%	31.9%	10.9%	34.6%
Liberal Arts	32.1%	30.1%	7.3%	30.6%
Science & Mathematics	27.6%	24.5%	8.4%	39.5%
Education	20.0%	20.0%	2.9%	57.1%
By College (Freshmen, Sophomores, & Juniors Only)				
Agriculture	36.4%	32.8%	20.2%	10.6%
Architecture & Env. Design	30.6%	39.6%	15.3%	14.4%
Business	38.7%	30.3%	13.5%	17.4%
Engineering	27.5%	36.9%	20.3%	15.3%
Liberal Arts	41.2%	38.8%	13.5%	6.5%
Science & Mathematics	36.1%	32.4%	16.7%	14.8%

⁷ The exact verbiage of the choices were:

Yes, I plan to attend next Summer (2006)

I haven't decided yet

I don't plan to attend next Summer (2006), but may attend a future Summer term

I don't plan to attend a Summer term at Cal Poly in the future

Appendix B

Q10 - What did you dislike about taking classes during the Summer at Cal Poly? (multiple responses allowed)

	CAGR	CAED	CBUS	CENG	CLA	CSM	COE
Course-Related Reasons							
Not enough classes in my major	61.7%	53.1%	52.3%	60.1%	65.7%	61.4%	33.3%
Not enough gen ed/support classes	30.0%	27.6%	29.9%	22.4%	25.9%	25.7%	4.2%
A wanted class was cancelled	6.7%	14.3%	9.3%	9.8%	7.2%	13.9%	12.5%
Session-Related Reasons							
<i>Not enough time off (any of the following 3 responses)</i>	55.0%	53.1%	56.1%	58.3%	57.2%	63.4%	29.2%
No time off for vacation	35.6%	37.8%	31.8%	36.8%	25.9%	42.6%	12.5%
Not enough break between sprg & smr	43.3%	28.6%	36.4%	39.6%	43.4%	43.6%	25.0%
Not enough break between smr & Fall	32.2%	23.5%	21.5%	32.8%	31.3%	39.6%	8.3%
Financial Reasons							
Not enough time to work	17.8%	17.3%	10.3%	15.6%	12.0%	13.9%	12.5%
Financial aid was not available	17.2%	22.4%	13.1%	16.0%	16.9%	15.8%	25.0%
Other Reasons							
My friends were gone	12.2%	20.4%	18.7%	23.6%	10.8%	14.9%	4.2%
SLO was too quiet – nothing happening	11.1%	15.3%	23.4%	20.6%	8.4%	10.9%	4.2%
Registration was complicated	10.6%	10.2%	12.1%	10.4%	9.6%	5.0%	4.2%
Too few faculty and staff around	8.3%	7.1%	6.5%	9.2%	3.6%	5.0%	8.3%
Other	7.8%	11.2%	10.3%	9.2%	9.0%	5.9%	16.7%

Q12 – If you have never taken Summer classes at Cal Poly, please indicate why. (multiple responses allowed)

	CAGR	CAED	CBUS	CENG	CLA	CSM	COE*
Course-Related Reasons							
Not enough classes in my major	34.4%	44.0%	16.9%	31.9%	42.2%	46.2%	
I didn't need the classes	13.2%	21.1%	28.8%	20.7%	26.7%	26.2%	
Not enough gen ed/support classes	14.2%	9.6%	2.5%	11.6%	13.6%	15.2%	
Afraid classes needed would be cancelled	2.8%	4.2%	3.8%	3.9%	6.3%	2.1%	
Session-Related Reasons							
<i>Not enough time off (any of the following 3 responses)</i>	36.8%	38.0%	38.1%	37.8%	42.7%	40.7%	
No time off for vacation	31.1%	30.1%	33.8%	32.9%	35.4%	33.8%	
Not enough break between sprg & smr	16.5%	21.1%	13.1%	15.4%	16.5%	18.6%	
Not enough break between smr & Fall	17.5%	20.5%	11.9%	13.2%	16.0%	15.9%	
Financial Reasons							
Had a job/internship in another area	35.8%	51.2%	40.6%	41.7%	22.8%	26.9%	
Needed to work no job in SLO	21.2%	31.3%	23.8%	22.4%	28.2%	23.4%	
Financial aid was not available	12.3%	16.3%	9.4%	11.4%	14.6%	12.4%	
Housing costs in Summer too high	12.3%	11.4%	5.6%	12.4%	9.2%	11.0%	
Other Reasons							
I wanted to go home	35.4%	45.2%	43.8%	43.1%	41.3%	37.9%	
Friends not staying in town	10.8%	11.4%	15.6%	11.8%	14.6%	15.2%	
No housing in SLO for Summer	16.5%	18.7%	15.6%	20.5%	14.6%	18.6%	
Had opportunity to travel	15.1%	16.9%	22.5%	15.2%	21.4%	15.2%	
SLO too quiet – nothing happening	2.8%	14.5%	10.6%	8.7%	6.3%	6.2%	
Too few faculty and staff around	4.2%	6.0%	2.5%	4.9%	5.8%	3.4%	
Other	17.0%	10.8%	11.9%	12.2%	14.6%	13.8%	

* COE not shown because there were only 5 responses to this question

Appendix C
Calculated “Average” rating for suggestions for making Summer more attractive⁸
By Class Level

	Total	Class Level				
		Frosh	Sophs	Junrs	Senrs	PB
Informational suggestions						
Offering courses consistently to plan ahead	1.70	1.72	1.67	1.65	1.73	1.73
Asking students what classes they need	1.74	1.51	1.70	1.70	1.79	1.76
Letting students know earlier what’s offered	1.80	1.72	1.84	1.79	1.81	1.71
Making information readily available	1.42	1.54	1.53	1.41	1.40	1.31
Course related suggestions						
Offering more major classes in general	1.52	1.36	1.47	1.53	1.56	1.42
Offering course sequences in major	1.41	1.30	1.40	1.39	1.44	1.42
Offering more GE and support classes	1.28	1.45	1.35	1.28	1.27	1.04
Using Summer classes to help change major	0.80	1.10	1.02	0.84	0.72	0.61
Assistance to help complete senior project	0.97	0.93	0.88	0.94	1.05	0.79
Session related suggestions						
Offering more classes during 10-week session	0.59	0.63	0.59	0.57	0.60	0.58
Offering more 8-week sessions	0.66	0.68	0.75	0.64	0.66	0.49
Offering more 5-week sessions	0.90	0.90	0.92	0.89	0.91	0.73
Offering shorter sessions (2-3 weeks)	0.54	0.66	0.64	0.56	0.49	0.41
Instructional-mode suggestions						
Offering more web-based classes	0.59	0.60	0.56	0.60	0.59	0.59
Offering more distance learning classes	0.49	0.55	0.43	0.43	0.52	0.52
Financial suggestions						
Reducing registration fees	1.52	1.59	1.54	1.53	1.51	1.49
Making more financial aid available	1.12	1.24	1.20	1.03	1.11	1.23
Offering student housing at a reduced cost	1.00	1.41	1.31	0.94	0.92	0.80
Reducing the cost of parking	1.37	1.50	1.49	1.35	1.35	1.26
Reducing student fees for limited services	1.56	1.62	1.58	1.53	1.58	1.53
Other suggestions						
Making sure faculty & staff are available	1.47	1.59	1.58	1.49	1.43	1.41
Adding opportunity for priority registration	0.82	1.01	0.83	0.76	0.83	0.71

⁸ “Very Important” = 2
“Somewhat Important” = 1
“Not Important/No Opinion” = 0

Appendix D
Calculated “Average” rating for suggestions for making Summer more attractive⁹
By College

	TOTAL	College						
		CAGR	CAED	CBUS	CENG	CLA	CSM	COE
Informational suggestions								
Offering courses consistently to plan ahead	1.70	1.75	1.76	1.73	1.64	1.72	1.69	1.71
Asking students what classes they need	1.74	1.71	1.80	1.70	1.73	1.76	1.73	1.74
Letting students know earlier what’s offered	1.80	1.82	1.81	1.80	1.77	1.85	1.84	1.54
Making information readily available	1.42	1.44	1.44	1.48	1.37	1.44	1.49	1.26
Course related suggestions								
Offering more major classes in general	1.52	1.53	1.47	1.63	1.47	1.61	1.55	1.31
Offering course sequences in major	1.41	1.45	1.54	1.37	1.37	1.43	1.36	1.49
Offering more GE and support classes	1.28	1.46	1.37	1.19	1.17	1.29	1.36	1.03
Using Summer classes to help change major	0.80	0.80	0.86	0.82	0.69	0.95	0.86	0.77
Assistance to help complete senior project	0.97	1.17	0.78	0.99	0.86	1.13	1.03	0.71
Session related suggestions								
Offering more classes during 10-week session	0.59	0.67	0.49	0.55	0.57	0.67	0.58	0.69
Offering more 8-week sessions	0.66	0.85	0.63	0.67	0.56	0.74	0.61	0.50
Offering more 5-week sessions	0.90	1.00	1.04	0.99	0.73	1.00	0.86	1.11
Offering shorter sessions (2-3 weeks)	0.54	0.64	0.68	0.63	0.43	0.58	0.39	0.59
Instructional-mode suggestions								
Offering more web-based classes	0.59	0.70	0.67	0.69	0.47	0.69	0.46	0.63
Offering more distance learning classes	0.49	0.63	0.51	0.57	0.37	0.56	0.42	0.51
Financial suggestions								
Reducing registration fees	1.52	1.62	1.55	1.44	1.47	1.59	1.50	1.41
Making more financial aid available	1.12	1.14	1.24	1.03	1.07	1.17	1.11	1.17
Offering student housing at a reduced cost	1.00	0.96	1.00	0.97	1.03	0.99	1.06	0.69
Reducing the cost of parking	1.37	1.50	1.17	1.52	1.26	1.51	1.41	1.34
Reducing student fees for limited services	1.56	1.65	1.56	1.51	1.49	1.67	1.57	1.69
Other suggestions								
Making sure faculty & staff are available	1.47	1.48	1.51	1.49	1.41	1.52	1.54	1.51
Adding opportunity for priority registration	0.82	0.89	0.77	0.84	0.76	0.91	0.77	0.69

⁹ “Very Important” = 2
“Somewhat Important” = 1
“Not Important/No Opinion” = 0