Summer Session Report

December 2013

Prepared by the Office of Summer Programs and Dual Credit
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Program Summary

This report is an informational piece that includes financial data, student feedback, enrollment trends and a current fee/salary model, all of which will be used in developing a strategic plan for Summer Session at the University of Idaho.

Factors Affecting Summer Session 2013 Enrollments Declines
- College of Graduate Studies had a smaller class
- College of Law enrolled fewer students
- The Summer Externship Program, used by the majority of LAW students to qualify for financial aid, was not successful in promoting the program/matching students with positions
- Increasing cost of summer courses (i.e., state sets the fees [see Appendix I.] and UI does not discount)
- Limited financial aid along with financial aid constraints (i.e., no summer Pell Grants and students working on 4-year degree plans cannot receive subsidized Stafford federal loans for more than 6 years)
- Decrease in previous fall and spring enrollments

Student Feedback
- Overall, students who attended Summer Session were able to take courses they needed, had a positive experience, and would do it again if they could afford to
- Students who did not attend indicated cost as their primary reason

Challenges for Summer 2014 and Beyond
- Students indicate they cannot afford to attend summer session
- Limited financial aid and financial aid constraints cause more students to work or secure paid internships vs. attending summer session
- Discontinuance of summer TA fee waivers
- Finding teaching faculty because of promotion and tenure requirements, research projects, and scholarship pressures
- Perceptions and misconceptions regarding changes to the summer revenue model
- Affordable on-campus student housing

Strategies for Increasing Enrollment/Revenue
- Identify and offer high demand courses as well as courses that meet specific needs
- Coordinate scheduling to avoid overlaps in course packaging (i.e., group classes so students can take a series such as Math 170 & 175 or Econ 201 and English 317)
- Personalize marketing to specific audiences and programs
- Consider the impact of fee waivers on enrollment and revenue
Mission Statement

Summer Session at the University of Idaho provides enhanced educational opportunities that extend beyond the academic year. Quality, student-centered classes are available to an extensive and diverse audience that include current, returning, and visiting students, re-certifying educators, high school students, and non-traditional learners. Part of a year-round educational opportunity that compliments fall and spring semesters, Summer Session gives everyone the chance to fill prerequisites, complete general education requirements, makeup credits to stay on track for graduation, take credits to graduate early, or take classes for personal/professional growth.
Billable Credit Hours\(^1\) for All Campuses = 14,705

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\(^1\) The definition of billable hour is a credit hour that results in a charge. In summer, all fees are based on credit hours as there is no out-of-state tuition, or part- or full-time fees.
Fee Waivers$^2$ for All Campuses = $130,384

Fee Waivers by Type

- **Staff Waiver** $65,450
- **Staff Spouse Waiver** $44,174
- **Senior Citizen Waiver** $12,464
- **Reciprocal Waiver** $8,296

Summer Revenue Generated From Student Fees$^3$
For All Campuses = $4,047,614

Revenue Allocation by Area

- Summer Revenue Returned to Colleges $2,593,895
- Summer Revenue Returned to Outreach $598,400
- Summer Revenue Returned to Central Admin $735,840
- Summer Revenue Returned to Summer Programs $119,479

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2 Refer to Education Benefits for Employees and Their Spouses on the Benefits website for details.

3 Summer Student Revenue Generated includes on- and off-campus; it does not include activity, faculty and tech fees.
Student Survey and Focus Group Feedback
Summer Session 2013

The following information is compiled from focus group interviews with 24 students who attended Summer Session courses, 21 students who filled out a paper survey in class, online survey responses from 636 students who took summer session courses, and online survey responses from 454 students who did not take summer session courses.

In focus group interviews, students said they took summer classes to graduate on time or graduate early, lessen their credit load in fall and spring, get to know the school, take “easier” courses and because they do better in a shorter course (more focused/dedicated; fewer distractions). However, they also indicated that money was a big factor. Some students said they would have managed their money differently during the year to pay for more summer courses.

Students surveyed cited the following as the top three reasons they decided to take a summer course at U-Idaho:
- Courses needed were offered
- Speed up graduation
- Availability of online courses

Students surveyed cited the following as reasons they did not attend Summer Session:
- Could not afford summer tuition
- Needed to work to pay for tuition during the regular academic year
- Wanted a break
- Go home during the summer
- Courses needed were not offered at UI
- Courses needed were not offered online

See Appendix VII for additional comments.
Rating scale is 0 – 4 with 4 being high

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4 Overall, how would you rate the instructor’s performance in teaching this course?
5 Overall, how would you rate the quality of this course?
Appendix I. Summer Session Student Fee History

<table>
<thead>
<tr>
<th></th>
<th>Summer 2009</th>
<th>Summer 2010</th>
<th>Summer 2011</th>
<th>Summer 2012</th>
<th>Summer 2013</th>
<th>Percent Change 1-Year</th>
<th>Percent Change 4-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$228</td>
<td>$241</td>
<td>$271</td>
<td>$293</td>
<td>$311</td>
<td>6%</td>
<td>36%</td>
</tr>
<tr>
<td>Architecture Undergraduate</td>
<td>$271</td>
<td>$286</td>
<td>$318</td>
<td>$342</td>
<td>$360</td>
<td>5%</td>
<td>33%</td>
</tr>
<tr>
<td>Graduate</td>
<td>$257</td>
<td>$272</td>
<td>$307</td>
<td>$334</td>
<td>$359</td>
<td>7%</td>
<td>40%</td>
</tr>
<tr>
<td>Architecture Graduate</td>
<td>$300</td>
<td>$317</td>
<td>$354</td>
<td>$383</td>
<td>$408</td>
<td>7%</td>
<td>36%</td>
</tr>
<tr>
<td>Law</td>
<td>$545</td>
<td>$583</td>
<td>$648</td>
<td>$702</td>
<td>$753</td>
<td>7%</td>
<td>38%</td>
</tr>
<tr>
<td>Undergraduate In-Service</td>
<td>$79</td>
<td>$83</td>
<td>$86</td>
<td>$92</td>
<td>$96</td>
<td>4%</td>
<td>22%</td>
</tr>
<tr>
<td>Graduate In-Service</td>
<td>$89</td>
<td>$98</td>
<td>$101</td>
<td>$108</td>
<td>$115</td>
<td>6%</td>
<td>29%</td>
</tr>
<tr>
<td>Web &amp; Hybrid Fees⁶</td>
<td>$35</td>
<td>$35</td>
<td>$35</td>
<td>$35</td>
<td>$35</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Non-resident tuition charges do not currently apply to summer session. Everyone pays the same per-credit-hour fee.

Fees and other charges are subject to change and are effective when adopted by the University of Idaho Board Of Regents.

Many courses carry lab fees or special fees in addition to the per-credit-hour fees listed above.

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⁶ Web and Hybrid fees are per-credit-hour and in addition to regular course fees.
## Appendix II. Summer Session 5-Year Enrollment Trend

<table>
<thead>
<tr>
<th>Campus</th>
<th>Head Count</th>
<th>End of Semester Head Count</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer 2009</td>
<td>Summer 2010</td>
<td>Summer 2011</td>
</tr>
<tr>
<td>Boise</td>
<td>583</td>
<td>524</td>
<td>474</td>
</tr>
<tr>
<td>Coeur d’Alene</td>
<td>479</td>
<td>476</td>
<td>386</td>
</tr>
<tr>
<td>Idaho Falls</td>
<td>156</td>
<td>153</td>
<td>163</td>
</tr>
<tr>
<td>Moscow</td>
<td>3288</td>
<td>3373</td>
<td>3490</td>
</tr>
<tr>
<td>Twin Falls</td>
<td>23</td>
<td>27</td>
<td>26</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>4529</strong></td>
<td><strong>4553</strong></td>
<td><strong>4539</strong></td>
</tr>
</tbody>
</table>

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Appendix III. College Driven Program Structure

Courses Offered Worksheets (COWS) are activated for departments to edit

Registrar’s Office notifies departments that summer COWS are activated and ready for updating

Departments make additions/revisions to summer course offerings

Some scheduling decisions are reviewed at college level

Class Schedule is activated prior to spring advising

Departments, colleges determine/negotiate teaching salaries

Departments continue to revise, add, drop courses from schedule depending on faculty decisions

Class enrollments determine cancellation decisions

Student registration opens in March, the same day that fall registration opens

Enrollment determines revenues

Colleges receive enrollment-based allocations

Enrollment determines revenues
Appendix IV. Summer Fees and Salary

Summer Outreach for 2013 was a direct revenue attribution model with colleges receiving $148.25 per-credit hour (less any applicable refunds, waivers, etc.). Summer On-Campus for 2013 also remained unchanged with colleges receiving $168.69 per-credit hour (less any applicable refunds, waivers, etc.). 100% of summer graduate fees continued to be returned to the colleges above and beyond $169.68. However, this amount was also impacted by waivers, refunds, etc. Both Outreach and On-Campus funds were transferred to each college’s General Education Summer Session Budget after the close of summer session.

Effective summer 2014 and beyond, the outreach and on-campus models for Summer Session will be consolidated into a single revenue attribution model with colleges receiving $145.00 per-credit hour (less any applicable refunds, waivers, etc.). Both Outreach and On-Campus funds will be transferred to each college’s General Education Summer Session Budget after the close of summer session. Questions regarding the summer on campus revenue distribution process should be directed to the Budget Office.

Summer 2014 revenue will be allocated directly to colleges, and any residual revenues will be distributed in the fall. Amounts paid to faculty and instructors are determined by departments in consultation with the colleges. Questions or concerns about the distribution of summer residuals should be directed to the respective college dean.

<table>
<thead>
<tr>
<th>Outreach and Summer Model Effective Summer 2013 (FY2014)</th>
<th>Outreach Base</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effective fall 2013, all academic year outreach tuition (also referred to as off-campus, distance, etc.) revenue will be collected centrally. Effective FY2014, base budgets have been allocated as follows:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>College</strong></td>
<td><strong>Outreach Base</strong></td>
</tr>
<tr>
<td>Agriculture and Life Sciences</td>
<td>$150,500</td>
</tr>
<tr>
<td>Art &amp; Architecture</td>
<td>$7,600</td>
</tr>
<tr>
<td>Education⁷</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Engineering</td>
<td>$351,100</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>$15,900</td>
</tr>
<tr>
<td>Letters, Arts and Social Sciences</td>
<td>$959,400</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>$109,300</td>
</tr>
<tr>
<td>Science</td>
<td>$13,100</td>
</tr>
</tbody>
</table>

⁷ Education will receive funding equal to what they generate via outreach. If they make more than their base, additional funding will be transferred to them. If they make less, their FY14 budget will be reduced. This arrangement is in effect for 3 years with FY14 being year one.
Appendix V. Summer 2013 Session Calendar

<table>
<thead>
<tr>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-17</td>
<td>20-24</td>
<td>3-7</td>
<td>1-5</td>
</tr>
<tr>
<td>wk 1</td>
<td>wk 2</td>
<td>wk 4</td>
<td>wk 8</td>
</tr>
<tr>
<td>27-31</td>
<td>10-14</td>
<td>17-21</td>
<td>8-12</td>
</tr>
<tr>
<td>wk 3</td>
<td>wk 5</td>
<td>wk 6</td>
<td>wk 9</td>
</tr>
<tr>
<td></td>
<td>24-28</td>
<td>27</td>
<td>22-26</td>
</tr>
<tr>
<td></td>
<td>wk 7</td>
<td></td>
<td>wk 11</td>
</tr>
</tbody>
</table>

Session I (3 weeks)  
May 13 – May 31

Session I (4 weeks)  
May 13 – June 7

Session I (6 weeks)  
May 13 – June 21

Session I (Alternate 6 weeks)  
May 20 – June 28

Session I (Full Term)  
May 13 – August 2

Session II (4 weeks)  
June 10 – July 5

Session II (6 weeks)  
June 10 – July 19

Session II (8 weeks)  
June 10 – August 2

Session III (4 weeks)  
July 8 – August 2

Session III (6 weeks)  
June 24 – August 2

Registration opened March 25 and ran through July 8.

Summer fees were refunded in full if courses were dropped by the second day of the class. 50% refunds were issued for courses dropped by the third day of class. Students could drop all courses online. Refunds were not available to individuals who enroll with an employee/spouse fee waiver.
Appendix VI. Faculty Planning Guide

Curriculum Planning
In summer, students want to make up deficits, take courses needed to graduate, or take courses required in their major. Colleges or departments that have a specific clientele may do well with special topics courses. However, departments will do better offering courses that are required for the core or the major. In addition, departments could:

- Eliminate courses from the summer schedule that have proven economically marginal or unsuccessful during the previous two summers.

- Offer a balance of upper and lower division courses, but note that upper-division and non-degree students are core summer participants. Target offerings to these groups.

- Offer courses that are heavily impacted or oversubscribed in fall and/or spring terms (see High Demand Courses List below). Courses that were under enrolled or cancelled due to lack of enrollment in fall or spring should not be offered in the summer.

Canceling Courses
It is possible that canceling courses affect subsequent enrollments, student schedules and financial aid awards; consider canceling under enrolled courses as a last resort. In the event that revenues generated by course enrollments do not meet instructional expenses, the following steps are required:

- Use the automated COWS system to initiate a course cancellation. In the Internal Comments field, indicate if you have notified the students or when you plan to notify the students.

- The department/college must notify the students in the course. Unit administrators/advisers are encouraged to recommend alternative courses.

- The Registrar’s Office will remove canceled courses from the Web schedule and drop enrolled students from the course.

- The department/college cancels or adjusts the EPAF if one was submitted for the instructor of the course.

High Demand Course List
A High Demand Course List is available on the Summer Session website (www.summer.uidaho.edu/faculty-guide/high-demand-course-list/) and is based on:

- Heavily impacted courses (e.g. those that met or exceeded enrollment limits) for last fall and spring semesters

- Courses that have been offered in summer and should be continued based on popularity and strong enrollments

- Courses that students requested via surveys and focus group interviews
Lecture Contact Hours
The number of contact hours required in summer for each credit is in accordance with the *General Catalog regulation D-1*. Each unit of credit requires a minimum of fifteen (15) faculty contact hours of lecture, discussion, testing or evaluation, seminar, or colloquium, excluding the final exam period. An average student will engage in a minimum of two hours of preparation, homework and/or other course assignments for each contact hour in the classroom. Actual class contact time in hours and minutes generally includes a 10-minute break per class hour.

Course Time of Day
The automated version of COWS is designed to provide options for classes that conform to established class periods. System enforced confirmation to these parameters eliminates overlapping class start times and allows students to better schedule their classes. The Registrar’s Office will work to ensure that the summer class schedule is well balanced, with classes being offered throughout the day. The Registrar’s Office will contact departments/colleges when changing class times is necessary.

Grading
In accordance with the *Faculty Staff Handbook*, instructors must report final grades for a course within 72 hours of the end of the course. The instructor must use the method of grading reported to the students at the beginning of the session or as reported in the *Class Schedule*.

It is important to submit grades by the deadlines established as part of the summer teaching commitment. Idaho teachers rely on the timely submission of grades to secure pay raises in August. Many continuing students need to know their grades before making final decisions for fall enrollment and class selection, and summer students can’t be certified to graduate without getting their grades.

Major professors should note that specifying a grade on a thesis/dissertation defense form to replace IP (In Progress) grades does not eliminate the need to report grades for courses the student has taken the semester in which the defense is completed.
Appendix VII. Additional Student Feedback

Summer Session 2013 Survey and Focus Group

The following survey results indicate when students start looking for Summer Session information:

- December 2012 (16%)
- January 2013 (12%)
- February 2013 (14%)
- March 2013 (24%)
- April 2013 (22%)
- May 2013 (10%)
- June 2013 or later (2%)

Students were mixed with regard to scheduling preferences. The best time-of-day to take a class included earlier, not before 11:30, afternoon, and later. Session dates were selected based on those attended, and more than one option could be selected; survey results indicated the following in terms of which session was most attended:

- 34% attended June 10 – August 2
- 23% attended May 13 – June 21
- 16% attended May 13 – June 7
- 15% attended June 10 - July 19
- 13% attended June 10 – July 5
- 12% attended July 8 – August 2
- 11% attended May 20 – June 28
- 9% attended May 13 – May 31
- 6% attended July 24 – August 2
- 14% said “Other”

Online course offerings were also mixed as some students voiced a preference for online because of the flexibility factor while other students felt the structure and interactivity of a Face-to-Face (F-2-F) course was preferred. Survey results to date indicate:

- 52% took online courses only
- 16% took F-2-F and online
- 32% took F-2-F only

Students indicated they would like to see general education courses, pre-requisite courses, upper division courses that are major specific, high demand courses, more survey courses and more physical activity courses offered in summer.

Most students agreed that their summer experience was positive and they liked being in Moscow during the summer. Several, however, voiced concern about the condensed format – specifically 4-week sessions. They felt that for many subjects it was not enough time to absorb/retain information, and they wondered what material had been cut to fit the course into a condensed format that may be critical to their education. Survey results to date indicated students’ Summer Session experience was:

- Excellent (42%)
- Good (40%)
- Average (14%)
- Below Average (3%)
- Poor (1%)
When asked how Summer Session at the University of Idaho could be improved, students indicated lower cost (courses expensive; online courses VERY expensive), longer courses (vs. 4-week sessions), more financial aid and financial aid information, not cancelling courses the day before they start, better communication from online course instructors, and a wider variety of courses (online, law and all upper division subjects). Survey results to date indicate:

- 80% indicated they would attend again
- 20% would not (of the 20% who would not attend again, 48% indicated that they do not need to take any more classes and 32% indicated it was too expensive)

Less than 5% of students took summer courses from other institutions, and 75% attended the University of Idaho during the 2012-2013 academic year.

Of the students who responded to the class rank question, 36% were graduate students, 33% were seniors, 16% were juniors, 9% were sophomores, 2% were freshman, and 5% were other (46% were in the 20-25 age group category).

The majority of students took courses on the Moscow campus (47%) or online (41%).

The majority of students heard about Summer Session from their advisor (51%), from an instructor (21%) or from an email communiqué (18%).

The majority of students (84%) indicated that email was the best way to communicate with them about Summer Session.
### Appendix VIII. Percent of Graduating Students Who Took At Least One Summer Course (Does Not Include Law)

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree Level</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
<th>% Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>UG</td>
<td>718</td>
<td>869</td>
<td>1587</td>
<td>55%</td>
</tr>
<tr>
<td>2008-09</td>
<td>GR</td>
<td>134</td>
<td>509</td>
<td>643</td>
<td>79%</td>
</tr>
<tr>
<td>2008-09</td>
<td>Total</td>
<td>852</td>
<td>1,378</td>
<td>2230</td>
<td>62%</td>
</tr>
<tr>
<td>2009-10</td>
<td>UG</td>
<td>673</td>
<td>929</td>
<td>1602</td>
<td>58%</td>
</tr>
<tr>
<td>2009-10</td>
<td>GR</td>
<td>125</td>
<td>520</td>
<td>645</td>
<td>81%</td>
</tr>
<tr>
<td>2009-10</td>
<td>Total</td>
<td>798</td>
<td>1,449</td>
<td>2247</td>
<td>64%</td>
</tr>
<tr>
<td>2010-11</td>
<td>UG</td>
<td>654</td>
<td>952</td>
<td>1606</td>
<td>59%</td>
</tr>
<tr>
<td>2010-11</td>
<td>GR</td>
<td>102</td>
<td>591</td>
<td>693</td>
<td>85%</td>
</tr>
<tr>
<td>2010-11</td>
<td>Total</td>
<td>756</td>
<td>1,543</td>
<td>2299</td>
<td>67%</td>
</tr>
<tr>
<td>2011-12</td>
<td>UG</td>
<td>667</td>
<td>1,014</td>
<td>1681</td>
<td>60%</td>
</tr>
<tr>
<td>2011-12</td>
<td>GR</td>
<td>160</td>
<td>600</td>
<td>760</td>
<td>79%</td>
</tr>
<tr>
<td>2011-12</td>
<td>Total</td>
<td>827</td>
<td>1,614</td>
<td>2441</td>
<td>66%</td>
</tr>
<tr>
<td>2012-13</td>
<td>UG</td>
<td>784</td>
<td>1119</td>
<td>1903</td>
<td>59%</td>
</tr>
<tr>
<td>2012-13</td>
<td>GR</td>
<td>109</td>
<td>661</td>
<td>770</td>
<td>86%</td>
</tr>
<tr>
<td>2012-13</td>
<td>Total</td>
<td>893</td>
<td>1780</td>
<td>2673</td>
<td>67%</td>
</tr>
</tbody>
</table>

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Chris Lighty, August 21, 2013
## Appendix IX. Average Credit Hours Taken In Summer

<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Level</th>
<th>Credit Hours</th>
<th>Head Count</th>
<th>Avg Credit Hr</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>1,2: Lower Division</td>
<td>5,143</td>
<td>1,289</td>
<td>3.99</td>
</tr>
<tr>
<td>2009</td>
<td>3,4: Upper Division</td>
<td>6,035</td>
<td>1,453</td>
<td>4.15</td>
</tr>
<tr>
<td>2009</td>
<td>5+ : Grad, FP</td>
<td>6,553</td>
<td>2,229</td>
<td>2.94</td>
</tr>
<tr>
<td>2010</td>
<td>1,2: Lower Division</td>
<td>5,852</td>
<td>1,414</td>
<td>4.14</td>
</tr>
<tr>
<td>2010</td>
<td>3,4: Upper Division</td>
<td>6,998</td>
<td>1,614</td>
<td>4.34</td>
</tr>
<tr>
<td>2010</td>
<td>5+ : Grad, FP</td>
<td>6,103</td>
<td>2,071</td>
<td>2.95</td>
</tr>
<tr>
<td>2011</td>
<td>1,2: Lower Division</td>
<td>5,918</td>
<td>1,420</td>
<td>4.17</td>
</tr>
<tr>
<td>2011</td>
<td>3,4: Upper Division</td>
<td>7,109</td>
<td>1,718</td>
<td>4.14</td>
</tr>
<tr>
<td>2011</td>
<td>5+ : Grad, FP</td>
<td>5,929</td>
<td>1,961</td>
<td>3.02</td>
</tr>
<tr>
<td>2012</td>
<td>1,2: Lower Division</td>
<td>5,508</td>
<td>1,347</td>
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Institutional Research & Assessment
Chris Lighty, August 21, 2013