August 19, 2011

MEMORANDUM

TO: The Oakland University Community

FROM: Laura Schartman, Director

Institutional Research and Assessment

Subject: ‘Summer II Session’ Final and Summer Semester 2011 Total Enrollment

**Final ‘Summer II Session’ Enrollment**

The final count for Summer II aggregates data pulled at the end of the refund period for each part-of-term in the second half of the Summer 2011 semester. As of the final count date for the parts of term in Summer II (July 26), 5,167 students were enrolled in 22,650 credits. FYES is 789, down about 9% from last year. The table below shows the breakout.

**Table I:** **Final Summer II Headcounts, Credits and FYES**

\* FYES calculations exclude competency exam credits and on-line credits taken by non-resident students.

Undergraduate headcount is down about 4%, while credits are down 6% and FYES 4%. Competency credits are not included in the calculation of FYES so the decrease in credits is greater than the decrease in FYES. In this case, the FYES number is a better indication of how enrollment compares to last year.

Graduate enrollment is down across headcount, credits and FYES, mostly due to a 24% drop in returning students, from 1,186 in 2010 to 903. This was to be expected because new graduate student enrollment was down in both Fall 2010 and Winter 2011.

There is a one-time blip in the in the summer data because the count date for the S07 part-of-term, which usually falls in the second half of the semester, was in the first half in 2011. The counts for the second half of the summer semester decreased by 882 credits (36 FYES) S07 will return to the second half in 2012, so it will not be included in any FY12 counts.

**Table II: ‘Summer’ New Student Enrollment**

\* New Transfers include Second UG Degree Students

\*\*New Other UG includes Post Bachelor, College Guest, and Non-Matriculated students

New undergraduate enrollment was down 8%. Returning student enrollment is also down, by 4%. Some of the drop was expected because enrollment of both new and returning undergraduates was up significantly in Summer 2010. Overall new graduate student enrollment is flat, but new master’s students are up, which is good news for potential returning students in the fall.

Below is the Summer II session enrollment by part-of-term. Headcount in this table is duplicated, so students enrolled in more than one part-of-term in the summer session are counted in each PoT count. Most of the enrollment is in the 8-week part-of-term.

**Table III: Summer II Parts-of-term**



**The Whole Picture: Total Summer 2011 Enrollment**

This changed very little between early July and the final count. The combined total enrollment for the summer semester is down about 3.5%. Undergraduate headcount is down slightly, while credits and FYES are up about 1%. Graduate headcount is down about 11%, while credits are down almost 7% and FYES are down a bit over 6%. Students who enrolled in both halves of the summer semester are counted separately in the headcount of each session, however the credits and FYES are unduplicated.

**Table IV: Total Summer Semester 2011 Enrollment**



The combined new student counts presented below are also unduplicated.

**Table V: Total Summer New Student Enrollment**



The summer 2011 enrollment is not as strong as last year, but summer enrollment has traditionally been more variable from year to year than enrollment in the fall and winter. Enrollment in both sessions in 2010 was high compared to prior years, and at the time the strong enrollment was considered to be related to a lack of summer jobs. The slight decrease in undergraduate enrollment this year may be a result of an improvement in the summer employment picture. At the graduate level, the factors behind the continued low enrollment are more complex, but probably include the continuing weakness in the demand for teacher education.

The tables on the following pages compare the number of courses offered and enrollment by department for Summer II session and the full summer semester. A review of offerings and enrollment indicates that there is not a direct relationship between the number of courses offered and the number of students and credits enrolled. In some cases, enrollment increases when the number of courses is the same or less, and then in other cases increased offerings yield fewer enrollments. The apparent challenge is to offer a mix of courses that meet student needs and demand.

**Table VI: Summer II Section Counts**





**Table VII: Summer I & II Total Section Counts**

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