

Survey of 1998 Summer Session UVic Undergraduate Students

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Part One: Introduction

(a) Purpose

Summer session at the University of Victoria represents about 12% of the university's annualized undergraduate FTE total; on a headcount basis, about 41% as many students are active during the summer as during the winter session. The opinions and behaviours of summer session students have not been systematically examined at UVic, despite the importance of summer session in the University's overall enrolment mix.

	Summer Headcount as % of Summer Session Total	Summer FTE as % of Summer Session Total	Summer Headcount as % of Winter Headcount	Summer FTE as % of Annualized FTE
Business	6.9%	5.5%	55.9%	12.8%
Education	8.9%	10.6%	47.6%	13.9%
Engineering	14.0%	13.8%	72.6%	22.3%
Fine Arts	4.8%	4.5%	25.8%	7.0%
Human&Soc Devt	16.4%	16.6%	66.4%	25.4%
Humanities	11.9%	12.6%	28.3%	8.8%
Law	2.5%	2.7%	42.9%	11.9%
Science	13.7%	11.0%	30.8%	7.1%
Social Sciences	20.6%	22.9%	37.1%	11.9%
University	100.0%	100.0%	41.3%	12.1%

Source: Institutional Analysis, RegStats Report

In the summer of 1998, the Office of Institutional Analysis conducted a survey of 1998 summer session undergraduate students. The survey had two primary objectives. The first was to provide a general descriptive summary of summer student characteristics and behaviours, in order to inform the design of academic and non-academic services offered during summer session. This summary is contained in Part 2 of this report. It profiles UVic's summer student population in terms of the personal characteristics of students, their past and current study behaviours and future study objectives, and their assessments of such issues as course scheduling and course availability. The second study objective was to identify the recruitment and programming strategies that might be warranted if UVic were to attempt to increase undergraduate summer session enrolments. This analysis is contained in Part 3 of this report. The analysis examines various determinants of, and various issues associated with, summer session enrolment levels, and presents for discussion a series of suggestions for increasing summer session enrolment.

(b) Survey Design and Process

Because of the complexity of the summer session class schedule, and the desire to contact students enrolled in distance education and off-campus courses, it was determined that a mailout survey would be most appropriate. A survey instrument was designed following consultation with the Vice President Academic and the Administrative Registrar. UVic's Human Research Ethics Committee

approved the project on May 29. A random sample of 1500 undergraduate summer session students was drawn from the student records system on June 1. The questionnaire, an explanatory cover letter, and a postage-paid return envelope were mailed to the sampled students on June 8. The 458 responses received by July 24 were analyzed. The cover letter, questionnaire and fieldwork details are attached as Appendix 1,2 and 3 respectively.

Part Two: A Descriptive Summary of Summer Student Characteristics and Behaviours

(a) Enrolment Behaviour (see Table One)

- Summer student enrolments represent about 12% of the university's annualized FTE total; this figure varies by Faculty from a low of 7% in Fine Arts and Science, to a high of 25% in HSD. On a headcount basis, summer session represents about 41% of the university's peak winter session (November 1) enrolment; by Faculty, this figure varies from 26% (Fine Arts) to 66% (HSD).
- The survey responses by Faculty and year of study correspond closely to summer session headcount data available from the student records system. The majority of survey responses originate in HSD (19%), Social Sciences (17%), Science (14%), Humanities (13%), and Engineering (11%). By year of study, 4th year students represent 40% of summer session students, 3rd year students 30%, and second year students 13%.
- About half of all summer session students register in one (30%) or two (22%) courses; only 17% register in five or more courses. As a result, part-time rather than full-time students dominate summer session.
- One-fifth of summer session students are enrolled in a UVic co-operative education program.
- One-quarter of summer students are registered in one or more distance education or ISS courses, and are located in Victoria (63%), Vancouver (16%), and other locations throughout BC and Canada. 12% are registered only in distance education or ISS courses.
- 88 percent are registered in one or more "regular instruction" classes, almost exclusively at the Gordon Head campus (94%).

(b) Previous Study Patterns (see Table Two)

- The vast majority of 1998 summer session students have previously been enrolled at UVic. Almost 40% were registered in summer 1997; 25% in summer sessions prior to 1997; and 86% in the winter 1997/98 session. Only 5% started their UVic studies in summer 1998.
- Slightly more than half of all 1998 summer students were previously students at another post-secondary institution, primarily Camosun College (25%), other BC colleges (37%), UBC/SFU (15%), and other universities (25%).
- The majority of summer students are "mid-credential": only 17% have completed a university degree, and only 21% have completed a college diploma.

(c) Future Study Plans and Expectations (see Table Three)

- Most summer students expect to continue studying at UVic (79% in winter 1998/99 and 30% in summer 1999); this represents a significantly higher level of involvement than that expected at other institutions (where 11% expect to enrol within the next two years).
- The majority intend to earn a baccalaureate degree (85%); almost all expect the degree to be awarded by UVic. Target dates for completing degrees and other credentials lie within the summer 1998 session (12%), within the next year (38%), within the next two years (28%), and further than two years into the future (23%).
- Students plan academic specializations in numerous areas that tend to match their current Faculty enrolment patterns. Key specializations include Nursing (10%), Social Work (8%), Computer Science and Psychology (each at 6%), and Biology (5%).

(d) Student Employment (see Table Four)

- Immediately prior to summer session, the majority of summer session students were studying full-time (67%) or part-time (24%). Only 8% were not students in April 1998. As a result, the total employment rate is relatively low at 61%: 17% of students were employed full-time, 34% were employed part-time, and 10% were employed on a co-op work term. 13% of students were unemployed but searching for employment in April 1998, while about one-fourth were not employed and were not looking for work.
- Less than one-half of employed students report any form of employer support for their educational activities. 7% indicate employer contributions to tuition, 38% report employer provided time off to study/attend classes, and 9% indicate impending salary increase or promotion on completion of their course/program.
- Summer students are employed in a variety of occupations, most of which are in the service, manual labour, clerical and technical categories. The largest single occupational categories are retail (15%), nursing (13%), server (7%), and scientific research (5%).

(e) Reasons for Enrolling in Summer Session (see Table Five)

- Survey respondents provided a range of explanations for their summer session enrolment. Their open-ended (written-in) responses were classified as being related to their co-op program of study (14%), their desire to accelerate their pace of study (37%), their interest in reducing or “leveling” their winter and summer study load (11%), the unavailability or unsuitable scheduling of courses in the winter session (11%), and the requirements or specific aspects of their program of study (10%). In other words, over 80% of students provided reasons of an academic nature. In contrast, only 7% of students provided reasons related to employment/study scheduling, and only 10% provided personal explanations.
- Respondents also indicated whether or not several statements provided on the questionnaire accurately described their reasons for summer study. Over half (52%) stated that they registered in courses throughout the year, and that both summer and winter session enrolment was normal. Almost 40% enrolled in order to wrap up their degree in summer 1998. About one-fourth indicated that the courses in which they were registered were not offered at any other time. One-fourth stated that their work schedule was appropriate for summer session enrolment. And one-fourth claimed that summer session enrolment was a natural part of their co-op program study/work schedule. Other explanations generated much lower agreement, including the availability of distance education courses, the plan to transfer credits to another institution, the desire among new students to get a “head start” on university study, and the decision to enrol in courses following an unsuccessful employment search.

(f) Satisfaction With Summer Course Offerings (see Table Six)

- 43% of respondents reported that all the courses they wished to register in were offered; 15% stated that “most” desired courses were offered; 28% indicated that “some” desired courses were offered. These proportions are generally similar to, but it would appear slightly lower than, satisfaction rates for course availability in winter session (where 55% of students reported they had registered entirely in “first choice” courses”).
- 42% of students would “definitely”, and 22% would “probably” have registered in more summer session courses if additional appropriate courses had been offered
- Students in the Faculties of Social Sciences, Science and Humanities offered suggestions for additional courses at a higher rate than students in other Faculties (e.g. Science students represented 14% of respondents, but generated 23% of the suggestions for additional courses). Suggestions for upper level courses outnumbered those for lower level courses by a

ratio of 2:1. The main suggestions for additional course offerings were for upper level Social Sciences (15%), upper level Science (10%), lower level Science (9%), upper level Humanities and lower level Humanities (each at 7%).

(g) Satisfaction With Summer Course Scheduling (see Table Seven)

- Students were asked their preferred course format/duration, the time of day/week they would prefer to attend classes, and the summer month(s) in which they would prefer classes. In addition, they were asked the percentage of their summer classes that fell into their preferred format/duration, preferred time of day/week and preferred month(s), and whether they might have registered in more classes had they been offered in the preferred format/duration, the preferred time of day/week and the preferred month(s).
- With respect to course format and duration, preference for course formats is spread more or less evenly across distance/ISS courses, 3-4 week courses, 6-7 week courses and 12-13 week courses. Week-long immersion courses were the preferred format for only 6% of students. 17% of students had no preference as to course format. About three-fifths of summer students indicated that all their courses were offered in the preferred format and duration. One-third of the students with a format/duration preference stated that they would have definitely (15%) or probably (18%) registered in more courses, had they been offered in the preferred format/duration.
- Weekday mornings (40%), weekday afternoons (10%), weekday evenings (10%) and any time weekday days (19%) are the most popular time slots for courses. Only a small number of students prefer weekend courses. 56% of students reported that all their courses were offered during the preferred time of day/week. 34% of students with a day/week schedule preference indicated they would have definitely (14%) or probably (20%) registered in more courses, had they been offered in the appropriate day/week time slot.
- The May-June block, and in particular, the month of May is the dominant time block preference for students; 44% of students had no scheduling preference in terms of summer months. Just over one-half of respondents registered entirely in classes offered in the preferred monthly blocks. 38% of students with a preference indicated they would have definitely or probably registered in more courses had they been offered in the preferred monthly schedule.

(h) Information About Summer Session (see Table Eight)

- About one-third of students are completely satisfied, and another third are somewhat satisfied with the quality of the information available to them about summer session. Twelve percent are dissatisfied.
- Less than one-third of students provided suggestions about how information flows could be improved. The main suggestions involved earlier distribution of information (39%), wider distribution of information in various forms/media (18%), and clarity/coordination in terms of scheduling, specific course issues, etc.

(i) Other/Miscellaneous Responses (see Table Nine)

- Two-thirds of the respondents were female (compared to the actual summer proportion of 59%)
- Forty-seven percent were between 20 and 24 years of age; 45% were mature students (age 25 or more).
- 16% of respondents indicated they had relocated in order to attend summer session classes.

- 46% of all respondents provided a variety of written-in comments at the end of the questionnaire. The primary topics for their responses were course availability (18%), immersion/intensive courses (15%), and course scheduling (12%).

Part Three: Issues and Strategies for Increasing Summer Session Enrolment

(a) Introduction

The survey data provide insight into some of the factors affecting summer session enrolment levels, and some of the potential university strategies/responses affecting summer enrolment. The following points are intended to stimulate discussion only, and do not constitute recommendations for action.

(b) Determinants of, and Possible Approaches to Summer Session Enrolment Levels

- The majority of current summer session students have an ongoing relationship with UVic outside of summer session. Eighty-six percent of 1998 summer session students were enrolled in UVic's 1997/98 winter session; 69% were enrolled in one or more winter sessions prior to 1997/98. Only 5% were first-time students in summer 1998. Furthermore, 79% consider it very likely they will attend UVic during the 1998/99 winter session. In other words, only a minority of summer students attends UVic exclusively during summer session; for most students, summer session represents one component of a year-long or multi-year UVic study plan. The primary base for summer session enrolment in the immediate term, then, must be UVic's own students. Development of a pool of students that "visits" UVic primarily or exclusively during the summer would presumably take somewhat longer, at least to the extent that it is currently a virtually untapped market.
- A minority of current summer session students maintains its involvement with other post-secondary institutions. While about half of UVic's summer students have previously attended another post-secondary institution, only 12% did so during summer 1997, and only 13% did so during the winter 1997/98 session. This suggests that UVic does not face significant "competition" from other education providers when students consider their summer education plans and select their summer courses.
- Students express a range of reasons for enrolling in summer session. To the extent that most summer session students are also enrolled during winter session, the majority of the reasons are "academic" in nature (co-op, annual courseload/workload, accelerated study, course availability, program requirements). Far fewer students provided "non-academic" reasons (work/study scheduling, personal), that would reflect their status as summer session "visitors" to UVic. Student motivations for attending summer session suggest that recruitment of students to summer session could proceed on a number of levels; but there is less evidence to support the active recruitment of "visitors".
- The level of summer session enrolment is closely linked to the courses offered. Four out of ten summer students indicated they would "definitely" have registered in more summer courses if appropriate courses had been available. About 40% stated that "all" their desired courses were offered; 15% that "most" were offered; and 38% that "some" were offered. The primary areas of student concern with respect to course availability (Humanities, Science, and Social Sciences) account for almost half of all summer student headcount enrolments. It cannot be determined from the survey data whether the additional courses regular UVic students would prefer are the same as those that "visitor" students would want.
- The level of summer session enrolment is also linked to the format, duration and scheduling of courses. About six out of ten students reported that "all" their courses were offered in the preferred format/duration; six out of ten that all their courses were offered during the appropriate time of the day and week; and six out of ten that all their courses were offered during the appropriate month(s). In each category (format/duration, day/week scheduling and month scheduling), about 15% of students claimed they would "definitely" have registered in more courses if they had been offered in the preferred format or schedule. Responses suggest

a moderate, though not considerable latent demand for courses of the appropriate format, duration and schedule. It is not clear whether the largely untapped pool of “visitor” students has similar course delivery and scheduling preferences.

- Recruitment of more students to summer session will require that summer session information be available earlier and that it be more widely available. This is particularly true for students who are not already associated with UVic.
- Current summer session students live primarily within the local Victoria region. Only 16% of summer session students relocated in order to attend UVic. Most students study part-time during summer, and would be unlikely to relocate to Victoria to do so. Even most distance education and ISS students live within the Victoria region (in part because about half of them are also registered in one or more campus-based courses as well). Attempts to recruit summer session students from further afield would imply (a) the need to expand distance education, off-campus and ISS offerings, and (b) increased competition from other providers both up-Island and on the Mainland. A significant cluster of distance education students is located with the Faculty of Human and Social Development. These students tend to have lower courseloads than campus students, and they tend to be part-time learners and were employed full- or part-time prior to summer session. It is likely that developing additional clusters of distance education students would require a program and professional focus similar to that implied by the HSD distance students.
- Student behaviour during summer session can be explained in part as a function of their program of study. For example, HSD students have a higher than average summer courseload, a higher proportion study continuously, and a higher proportion have previously studied elsewhere. Co-op students are less likely to have studied continuously (because of the work term requirement), and are less likely to have studied at another institution. Students in the lower years of study tend to carry a lighter courseload than those in the upper years. Students nearing credential completion carry a heavier than average courseload.
- Some students are more likely than others to register in future summer sessions. A “very high” likelihood of registering in summer 1999 courses is associated with a lower summer 1998 courseload, continuous study over the past 3 sessions, and a longer expected time to achieve desired credential. Those employed full-time during April 1998 were also more likely to attend summer 1999 (in that they represent a group that is more “captive” to summer study).

Table One:

1998 Summer Session Enrolment Behaviour

Faculty in Which Student is Enrolled		Registered in One or More Distance Education Courses	24.2 %
Business	5.5 %	Location of Students Enrolled in Distance Education Courses	
Education	9.7	Victoria	63.0 %
Engineering	10.8	other Vancouver Island	2.8
Fine Arts	5.3	Vancouver	15.7
H&SD	19.8	other Southern BC	6.5
Humanities	12.6	Northern BC	4.6
Law	2.4	other Canada	7.4
Science	14.3		
Social Sciences	17.4		
don't know	2.2		
Year of Study		Registered in One or More "Regular Instruction" Courses	87.6 %
Year 1	4.6 %	Location of "Regular Instruction" Courses	
Year 2	13.4	Gordon Head campus	94.0 %
Year 3	29.6	other Victoria	0.7
Year 4	40.1	other Vancouver Island	0.5
Year 5/6 (Education)	5.7	Vancouver	1.7
unclassified/don't know	6.6	other	3.1
Summer Session Courseload			
one course	29.6 %		
two courses	21.5		
three courses	17.3		
four courses	14.6		
five or more courses	17.0		
Enrolled in Co-op Program	20.4 %		

Table Two:

Previous Study Patterns at UVic and Other Post-Secondary Institutions

Periods of Registration at UVic

summer 1997	39.4 %
summer 1996 or earlier summer(s)	24.5
winter 1997/98	85.7
winter 1996/97 or earlier winter (s)	69.4
summer 1997 and 1+ earlier summer	15.3
continuous over past 3 sessions (since 5/97)	34.5
started in summer 1998 (new this summer)	5.2
one or more stopout sessions since start	9.0

Periods of Registration at Other Institution(s)

between 9/92 and 4/97	46.6 %
summer 1997	12.1
winter 1997/98	12.6
at any previous time	52.4

Periods of Registration at UVic or Other Institution(s)

summer 1997 and 1+ earlier summer	16.4 %
continuous over past 3 sessions (since 5/97)	43.0

Institution(s) Previously Attended

UBC	7.7 %
SFU	6.9
another university	25.2
Camosun	25.2
another BC college	37.0
another institution	14.2

(multiple response question; cell counts exceed 100%)

Credentials Earned Prior to 1998 Summer Session

none	25.0 %
college courses	8.5
college diploma	20.5
university courses	47.0
baccalaureate degree	14.5
graduate degree	2.7

(multiple response question; cell counts exceed 100%)

(it is likely that some students responding "none" could, in fact, have responded that they had completed university courses)

Table Three:

Future Study Plans and Expectations

Future Enrolment Intentions: "Very Likely" to Enrol at

UVic for winter 1998/99	78.6 %
UVic for summer 1999	29.5
another post-secondary institution within next two years	10.6

Credential Goal from Current Studies

university courses only	4.6 %
diploma/certificate	5.3
associate degree	0.9
baccalaureate degree	85.1
professional certification (almost all PDP)	8.8
other	3.1

(multiple response question; cell counts exceed 100%)

Institution Most Likely to Award Expected Credential

UVic	94.0 %
UBC	2.0
another university	2.4
another institution	1.6

Target Date for Expected Credential

summer 1998	12.1 %
next academic year	37.7
within 2 academic years	27.6
more than 2 years	22.5

Expected Area of Academic Specialization

Humanities		10.6 %
English	3.2	
History	2.1	
other	5.3	
Social Sciences		19.7
Psychology	6.4	
Geography	4.4	
Economics	3.4	
other	5.5	
Science		12.4
Biology	5.0	
Biochem.	2.5	
Physics	2.1	
other	2.8	
Education		6.8
Engineering		11.3
CompSci	6.4	
other	4.9	
Fine Arts		5.9
H&SD		23.4
Nursing	10.1	
SocWork	7.6	
CYC	3.4	
other	2.3	
Law		1.8
Business		6.2
Other/don't know		1.8

Table Four:

Employment Situation of 1998 Summer Session Students

Education/Employment Situation (April 1998)

full-time student		67.4 %
employed full-time	2.7	
employed co-op	9.5	
employed part-time	21.9	
unempl/looking	10.9	
unempl/not looking	22.4	
part-time student		24.2
employed full-time	10.2	
employed co-op	0.0	
employed part-time	10.6	
unempl/looking	1.3	
unempl/not looking	2.0	
not a student		8.4
employed full-time	4.2	
employed co-op	0.0	
employed part-time	1.8	
unempl/looking	1.1	
unempl/not looking	1.3	

Employer Support for Education

employer pays/contributes to tuition		7.2 %
employer provides time off	37.7	
promotion or salary increase	9.2	
on completion of program		
no employer support	55.8	

(question limited to employed students;
multiple response question)

Occupations of Employed Students

service/manual		27.4 %
retail	15.2	
server	6.8	
janitorial	3.4	
other	2.0	
clerical/technical		12.7
recr/sports	4.6	
clerical	3.8	
other	4.3	
education		6.7
teacher	4.2	
other	2.5	
medical		16.1
nurse	13.1	
other	3.0	
"helping" professions		12.2
child care	3.8	
social services	3.4	
home support	3.0	
other	2.0	
arts		1.3
business		5.9
scientific		14.3
research	4.6	
computer	1.7	
other	8.0	
other		3.4

Table Five:**Motivation for Enrolling in 1998 Summer Session****Unprompted, Written-In Response**

co-op program related		13.6 %
summer is normal part of co-op program schedule	10.7	
other	2.9	
workload related		10.9
reduce/level load in winter session	7.3	
catch up on missed courses	3.1	
other	0.5	
accelerated study related		37.2
want to graduate more quickly/on time	27.8	
want to get courses out of the way	8.9	
other	0.5	
course related		11.1
course(s) full/not available/badly timetabled in winter	7.3	
other	3.8	
schedule related		7.2
summer fits better with work schedule	4.7	
other	2.5	
program related		10.0
program requires summer enrolment	4.9	
transferring credits to another institution	2.0	
other	3.1	
personal reasons		10.0

"Yes" Responses to Statements Provided

Courses are not offered at any other time	27.5 %
Distance education courses are only offered during summer	6.6
Work schedule fits better with summer courses	23.1
Wanted to wrap up degree this summer	37.9
Register in courses throughout the year	52.1
Summer is natural part of co-op program schedule	24.9
Intend to transfer credits to another institution	3.8
Just started university; wanted to get head start on studies	5.7
Enrolled in exchange program requiring summer course enrolment	0.0
Couldn't find employment so took summer courses instead	12.6

Table Six:**Satisfaction with Summer Course Offerings****Satisfaction with Course Availability**

all desired courses were offered	43.2 %
most desired courses were offered	15.1
some desired courses were offered	28.4
no desired courses were offered	3.3

Additional Course Offerings that Would Have Been of Interest

(44% of students provided suggestions for additional course offerings)

by Faculty:

Social Sciences	24.9 %
Science	22.7
Humanities	20.1
H&SD	9.6
Fine Arts	7.4
other Faculties	15.3

by level:

upper level	47.2
lower level	23.6
general/unspecified level	23.6
other	5.6

by level and Faculty:

upper level Social Sciences	14.8
upper level Science	10.0
lower level Science	8.7
upper level Humanities	7.4
lower level Humanities	7.0
upper level H&SD	6.6
unspecified Humanities	5.2
lower level Social Science	4.8
all other responses	35.5

Would Students Have Registered in More Courses if Additional Appropriate Courses Had Been Offered

definitely	41.7 %
probably	22.0
don't know	10.8
probably not	16.6
definitely not	8.9

Table Seven:**Satisfaction with Summer Course Schedule****Preferred Course Format**

distance/ISS	17.0 %
week-long intensive/immersion	5.5
3-4 week duration	25.0
6-7 week duration	20.6
12-13 week duration	17.3
no preference	17.3

Percentage of Courses Offered in Preferred Format

none	12.2 %
1 to 49.9%	6.9
50 to 74.9%	16.6
75 to 99.9%	5.5
all	58.8

(responses restricted to those stating a preferred course format)

Would Students Have Registered in More Courses if Additional Appropriate Courses Had Been Offered in Preferred Format

definitely	14.7 %
probably	18.4
don't know	22.6
probably not	22.8
definitely not	21.5

(responses restricted to those stating a preferred course format)

Preferred Time of Day/Week

weekday morning	39.7 %
weekday afternoon	9.7
weekday anytime during day	18.8
weekday evening	10.8
weekend morning	2.0
weekend afternoon	0.2
weekend anytime during day	2.0
weekend evening	0.0
no preference	16.8

Percentage of Courses Offered in Preferred Time of Day/Week

none	0.0 %
1 to 49.9%	11.7
50 to 74.9%	24.5
75 to 99.9%	8.1
all	55.7

(responses restricted to those stating a preferred time of day/week)

Would Students Have Registered in More Courses if Additional Appropriate Courses Had Been Offered in Preferred Time of Day/Week

definitely	14.2 %
probably	19.6
don't know	16.9
probably not	26.2
definitely not	23.2

(responses restricted to those stating a preferred time of day/week)

Preferred Monthly Schedule

May	14.7 %
June	3.3
anytime May or June	30.4
July	2.2
August	0.4
anytime July or August	4.4
no preference	44.4

Percentage of Courses Offered in Preferred Monthly Schedule

none	11.8 %
1 to 49.9%	10.0
50 to 74.9%	24.1
75 to 99.9%	2.3
all	51.8

(responses restricted to those stating a preferred monthly schedule)

Would Students Have Registered in More Courses if Additional Appropriate Courses Had Been Offered in Preferred Monthly Schedule

definitely	15.1 %
probably	22.7
don't know	17.1
probably not	23.5
definitely not	21.5

(responses restricted to those stating a preferred monthly schedule)

Table Eight:**Information About Summer Session****Student Satisfaction with Summer Session Information**

completely satisfied	35.5 %
somewhat satisfied	33.6
neutral	19.0
somewhat dissatisfied	9.9
completely dissatisfied	2.0

Student Suggestions for Improved Information About Summer Session

(30% of students provided suggestions for improved information)

earlier distribution of calendar, T-Reg guide, other course information	33.6 %
earlier notification that calendar, etc. is available	5.1
wider distribution of calendar, T-Reg guide, etc.	13.1
advertise summer session using fliers/pamphlets	5.1
better information about concurrent registration in K/Q/R/etc. courses	5.1
better/earlier notification of course cancellations	4.4
better coordination between summer and winter course offerings	3.6
better advertising about specific courses (high interest, unusual)	3.6
other calendar/T-Reg information comments	6.6

other responses (all 2% or less):

information about/resolve summer course scheduling conflicts
advertise in newspapers
advertise in other media
information for new students in summer session (orientation, etc.)
general/other information about UVic services
information should be available on the internet
information requests/responses should be handled using email

Table Nine:**Miscellaneous Responses****Age of Student**

19 or less	7.9 %
20 to 24	47.4
25 to 29	16.4
30 to 34	5.3
35 to 39	6.1
40 or more	16.9

Gender of Student

female	67.1 %
male	32.9

**Students Relocating to Attend
Summer Session**

16.4 %

Areas of General Final Comments

course availability	18.2 %
class size	2.9
course schedule	12.4
immersion/intensive courses	14.8
distance/ISS courses	2.9
practicum courses	1.4
other course format issues	5.3
workload	0.5
course content	1.0
computing services	0.5
service operating hours	2.9
records services	1.0
other service issues	1.4
crowding/lineups	1
fees	0.5
instructor quality	4.3
other instructor issues	1.9
co-op program	0.5
communications/information	1.9
other	24.7



UNIVERSITY OF VICTORIA

P.O. BOX 1700 VICTORIA, BC, CANADA V8W 2Y2
TELEPHONE (250) 721-8026, Fax (250) 721-7213

INSTITUTIONAL ANALYSIS

June 8, 1998

Dear UVic Student:

The Office of Institutional Analysis at UVic is conducting a survey of undergraduate students registered in one or more courses this summer session. The survey results will provide the university with information to assess, and make improvements to, UVic's summer course offerings, class schedules and services to students. The survey asks about your employment situation; your prior and planned involvement with UVic and other educational institutions; your reasons for registering in UVic's 1998 summer session; and your reactions to such issues as summer session course availability and class scheduling.

Your name, along with the names of hundreds of other summer session students, has been selected at random from the UVic student records system. I would like to request that you participate in this research by completing the enclosed questionnaire and returning it in the postage-paid envelope no later than Wednesday, July 15. (The sample was drawn on June 1. If you have withdrawn from all your summer session courses since June 1, please disregard this letter.) The survey will take less than ten minutes to complete. Your identity as a respondent cannot be determined if you do not identify yourself on the questionnaire.

Thank you in advance for your participation. If you have any questions about this research project, or if you would like to be informed of the research results, please contact the Office of Institutional Analysis via regular mail, email (u0759@uvvm.uvic.ca), or by phone at (250) 721-8026.

Thank you again, and good luck with your studies.

Sincerely,

A handwritten signature in black ink, appearing to read "Chris Conway".

Chris Conway
Director, Office of Institutional Analysis

Enclosure



Appendix Two: Questionnaire
University of Victoria
1998 Summer Session Student Survey

1. The first set of questions deals with your studies at UVic. Were you registered in any UVic courses during any of the following sessions?

	yes	no
summer 1997 (May 1997 – Aug. 1997)	<input type="checkbox"/>	<input type="checkbox"/>
winter 97/98 (Sept. 1997 – Apr. 1998)	<input type="checkbox"/>	<input type="checkbox"/>
summer session(s) in 1996 or earlier	<input type="checkbox"/>	<input type="checkbox"/>
winter session(s) in 1996/97 or earlier	<input type="checkbox"/>	<input type="checkbox"/>

2. How likely is it that you will register for any UVic courses in either of the following sessions?

	very likely	likely	uncertain	unlikely	very unlikely
winter 98/99 (Sept. 98-Apr. 99)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
summer 1999 (May 99-Aug. 99)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What faculty are you registered in?

- Business
- Education
- Engineering
- Fine Arts
- Human and Social Development
- Humanities
- Law
- Science
- Social Sciences
- don't know

4. Are you a UVic co-op student?

- yes
- no

5. What year of study are you in?

- year 1
- year 2
- year 3
- year 4
- year 5/6 (Faculty of Education only)
- unclassified year of study
- don't know

6. How many UVic summer courses are you registered in?

_____ courses

7. What type(s) of UVic summer session course(s) did you register in this year? (Check all that apply.)

- distance education or independently supervised study courses with no regular meeting times (if checked, please indicate your location:)
- Greater Victoria
- elsewhere on Vancouver Island
- Vancouver
- elsewhere in Southern BC
- northern BC
- elsewhere in Canada
- outside Canada
- courses with regularly scheduled classes or other activities/meetings (if checked, please indicate the location of the classes or meetings:)
- at the main UVic campus
- elsewhere in Greater Victoria
- elsewhere on Vancouver Island
- Vancouver
- elsewhere in Southern BC
- northern BC
- elsewhere in Canada
- outside Canada

8. The next few questions inquire about your involvement with other post-secondary institutions. Were you registered in any courses at another post-secondary institution during any of the following times?

	yes	no
between Sept. 1992 and Apr. 1997	<input type="checkbox"/>	<input type="checkbox"/>
between May 1997 and Aug. 1997	<input type="checkbox"/>	<input type="checkbox"/>
between Sept. 1997 and Apr. 1998	<input type="checkbox"/>	<input type="checkbox"/>

8a. If "yes" to any choice in Q #8, which institution(s) were you registered at? (Check all that apply.)

- University of British Columbia
- Simon Fraser University
- another university
- Camosun college
- another BC college or institute
- another institution

9. How likely is it that you will register in any courses at another Canadian post-secondary institution (other than UVic) in the next two years?

- very likely
- likely
- uncertain
- unlikely
- very unlikely

10. Which of the following best describes the credential you are currently working toward? (Check all that apply.)

- completing courses only
- diploma or certificate
- associate degree
- bachelor's degree
- professional certification (please specify):

- other

11. From which institution do you expect this credential to be awarded?

- University of Victoria
- University of British Columbia
- Simon Fraser University
- another university
- a BC college or institute
- another institution

12. When do you expect to earn this credential?

- by the end of this summer
- during the next year
- within the next two years
- more than two years from now

13. What do you expect your academic major, area of concentration, or specialization to be?

14. What post-secondary academic credential(s) had you earned prior to this summer session? (Check all that apply.)

- no previous post-secondary credentials
- college/institute courses (not university transfer) but no certificate/diploma
- college/institute certificate or diploma
- university transfer courses or university courses but no degree
- bachelor's degree
- graduate degree

15. The next few questions ask about your employment and study situation. Which of the following best describes your student status during April 1998?

- full-time student
- part-time student
- not a student

16. Which of the following best describes your employment situation during April 1998?

- employed full-time (excluding co-op work term)
- employed on a co-op work term
- employed part-time
- not employed but looking for work (skip to Q#19)
- not employed and not looking for work (skip to Q #19)

17. What is your occupation?

18. Please indicate whether your employer is providing any of the following kinds of support to your summer session courses at UVic.

	yes	no
full or partial tuition support	<input type="checkbox"/>	<input type="checkbox"/>
time off work to attend class/study	<input type="checkbox"/>	<input type="checkbox"/>
promotion or salary increase on completion of your courses/program	<input type="checkbox"/>	<input type="checkbox"/>

19. The next questions deal with your reasons for registering in UVic's 1998 summer session. Many students enrol in university courses between September and April, but not during the summer months. Please explain briefly why you registered in courses this summer, rather than in the more common September to April period.

20. Each of the following statements provides a possible explanation for why some students might wish to register in summer session courses. Please indicate whether or not each statement applies to your situation.

	yes	no	don't know
The courses I registered in this summer are not offered at any other time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The distance education courses I am taking are only offered during the summer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My work schedule fits better with summer session courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wanted to take summer courses so I could wrap up my degree/other credential this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I register in courses throughout the year; summer vs. winter makes no difference to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registering during summers is a natural part of my co-op work term/study term schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I intend to transfer my summer course credits to another institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I just started university, and wanted to get a head start on my studies this summer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm attending UVic on an exchange program that operates mostly during the summer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I couldn't find appropriate summer employment, so I'm taking courses instead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix Two: Questionnaire

21. The remaining questions ask about your opinion of summer session course availability, scheduling, and university services. Overall, how satisfied are you with the range/selection of UVic's summer course offerings?
- all the courses I wanted to take were offered (skip to Q #24)
- most courses I wanted to take were offered
- some courses I wanted to take were offered
- none of the courses I wanted to take were offered
22. What additional courses that UVic might have offered this summer would have interested you? (Write the actual courses/numbers or a general description of the courses.)
- _____
- _____
23. Do you think you would have registered in more UVic summer courses if more courses that met your needs had been offered?
- yes, definitely
- yes, probably
- don't know
- no, probably not
- no, definitely not
24. Summer session courses are offered in a variety of formats. Generally speaking, which one of the following formats best meets your needs?
- distance education or self-directed study courses with no regular class/meeting times
- 1-week (immersion) courses involving about 40 hours of classes/activities
- 3- or 4-week courses involving about 10-15 hours per week of classes
- 6- or 7-week courses involving about 6 hours per week of classes
- 12- or 13-week long courses involving about 3-4 hours per week of classes
- I have no preference (skip to Q #27)
25. How many of your UVic summer courses were offered in this preferred format?
- _____ courses
26. Do you think you would have registered in more UVic summer courses if more courses had been offered in your preferred format?
- yes, definitely
- yes, probably
- don't know
- no, probably not
- no, definitely not
27. What is the best time of day for you to attend classes or do school work during summer session? (Check one only.)
- weekday mornings
- weekday afternoons
- any time weekdays during the day
- weekday evenings
- weekend mornings
- weekend afternoons
- any time weekends during the day
- weekend evenings
- no preference (skip to Q #30)
28. How many of your UVic summer courses were offered in your preferred time slot?
- _____ courses
29. Do you think you would have registered in more UVic summer courses if courses had fit your daily/weekly schedule better?
- yes, definitely
- yes, probably
- don't know
- no, probably not
- no, definitely not
30. What is the best time during the summer for you to attend classes or do coursework? (Check one only.)
- May
- June
- anytime during May or June
- July
- August
- anytime during July or August
- no preference (skip to Q #33)
31. How many of your UVic summer courses were offered in your preferred month(s)?
- _____ courses
32. Do you think you would have registered in more UVic summer courses if courses had been offered at a different time during the summer?
- yes, definitely
- yes, probably
- don't know
- no, probably not
- no, definitely not
33. How satisfied are you with the quantity, quality and timing of the information you obtained about UVic summer session?
- completely satisfied
- somewhat satisfied
- neutral
- somewhat dissatisfied
- completely dissatisfied

34. Please suggest ways in which UVic could improve the information it provides to potential summer students.

35. Finally, we would like to ask a few questions so we can compare responses across different groups of students. What is your current age?

- 19 or less
- 20 to 24
- 25 to 29
- 30 to 34
- 35 to 39
- 40 or more

36. Are you

- female
- male

37. Did you move in order to attend summer session at UVic?

- yes
- no

38. Please feel free to add any comments about your 1998 summer session experience.

Thank you very much for participating in this research. Please return your completed questionnaire in the enclosed business reply envelope by Wednesday, July 15.

Appendix Three: Sampling and Fieldwork

Date sample drawn	June 1
Undergraduate headcount population at June 1, 1998	4943
Gross sample size drawn	1500
Sampling rate	.303
Maillot date	June 8
Returns resulting from incorrect/incomplete addresses	77
Net sample size	1423
Cutoff date for responses	July 24
Usable questionnaires returned	458
Response rate	.322

It was known before administering the survey that student address information (particularly for summer session, and particularly this early in the session) was somewhat unreliable for several reasons. It is unlikely, though it cannot be demonstrated, that substantially more than 77 questionnaires were addressed incorrectly, and by extension, that the response rate was somewhat higher than 32%. While response rates in the 30 - 40% range are common for mailout/mailback surveys, the relatively low response rate exposes the survey findings to considerable potential response bias. The sample statistics are quite similar to several known population parameters:

	1998 Sample	1998 Population
Females as %	67.1	58.9
Year 1 as %	4.6	2.2
Year 2 as %	13.4	13.2
Year 3 as %	29.6	27.0
Year 4 as %	40.1	40.7
Arts and Science as %	44.3	46.2
H & SD as %	19.8	16.4

While caution should be exercised conducting formal inferences to the summer student population, we consider the sample to be sufficiently robust to support the analyses discussed in this report.