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Michael V. Drake, MD
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DIVISION OF AGRICULTURE AND
NATURAL RESOURCES

June 20, 2023

The Honorable Nancy Skinner
Chair, Joint Legislative Budget Committee
1020 N Street, Room 553
Sacramento, California 95814

Dear Senator Skinner:

Pursuant to Item 6440-001-0001 Provision 6.9(d) of the Committee on Budget and Fiscal Review, Budget Act of 2019 (SB 109, Chapter 363, Statutes of 2019), enclosed is the University of California's biennially report to the Legislature on Extension.

If you have any questions regarding this report, Associate Vice President David Alcocer would be pleased to speak with you. David can be reached by telephone at (510) 987-9113, or by e-mail at David.Alcocer@ucop.edu.

Sincerely,

Michael V. Drake, MD
President

Enclosure

cc: Senate Budget and Fiscal Review
        The Honorable John Laird, Chair
        Senate Budget and Fiscal Review Subcommittee #1
            (Attn: Mr. Christopher Francis)
            (Attn: Mr. Kirk Feely)
        The Honorable Kevin McCarty, Chair
        Assembly Budget Subcommittee #2
            (Attn: Mr. Mark Martin)
            (Attn: Ms. Sarah Haynes)
        Mr. Hans Hemann, Joint Legislative Budget Committee
        Mr. Chris Ferguson, Department of Finance
        Mr. Jack Zwald, Department of Finance
        Ms. Erika Contreras, Secretary of the Senate
        Ms. Gabriela Chavez, Department of Finance
        Mr. Gabriel Petek, Legislative Analyst Office
        Ms. Jennifer Pacella, Legislative Analyst Office

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REPORT ON UNIVERSITY OF CALIFORNIA EXTENSION

TO THE CALIFORNIA STATE LEGISLATURE

SUBMITTED BY THE UNIVERSITY OF CALIFORNIA OFFICE OF THE PRESIDENT

JUNE 2023

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Executive Summary

The Budget Act of 2019 (SB 109, Chapter 363, Statutes of 2019) Item 6440-001-0001, Provision 6.9 appropriated $15 million in one-time funding for degree and certificate completion programs offered by UC Extension. That same provision also includes this language in subdivision (d):

The University of California shall report biennially, beginning on June 30, 2021, to the Department of Finance and relevant policy and fiscal committees of the Legislature regarding all University of California extension programs. The report shall, at a minimum, include:

(1) A description of each extension program and how it meets regional labor market needs and student demand.
(2) A description of current re-entry options and programs, and recommendations on how to improve access and success in these programs.
(3) The completion rates of programs developed.
(4) The total cost of attendance for extension programs.
(5) The number of students and financial aid recipients, by campus and program that complete their degree or program.
(6) Demographics of students served, disaggregated by race, ethnicity, gender, age, and other factors, provided that disaggregating the data by these categories does not yield results that would reveal personally identifiable information about an individual student.
(7) An explanation of the circumstances under which extension students may use federal grants and loans for these programs, pursuant to Title IV of the Higher Education Act.
(8) The estimated number of financial aid recipients, disaggregated by financial award type and the average financial award amount.
(9) A list of contracts with third-party entities used by University of California extension for educational programs, including but not limited to contracts for the development of course materials, administration of the programs, or the provision of instruction. For purposes of this paragraph, "third-party entities" does not include California community colleges, the California State University or the University of California.

This report responds to these nine criteria and focuses on the degree and certificate completion programs that were funded as part of the 2019 Budget Act. The one-time funds have been used to support degree and certificate completion, along with market research to identify skill and workforce needs of the state. UC Merced launched a degree completion program in Fall 2021 and UC Santa Barbara, UC Davis, and UC Riverside joined this work launching the UC Reengagement Consortium the following year. UCLA used one-time state support to launch certificate completion programs that support underserved communities. UC San Diego used funding to support the development of a California Workforce Dashboard for all UC Extension locations in order to identify skill and occupational gaps to support program development. This report includes information on every applicable and reportable topic (notably several of the reporting requirements do not apply to the funding received by UC San Diego Extension for market demand research, for example) included in the Budget Act language. The Budget Act provision allows the funded programs to be expended through 2023-24.

UC Merced Degree Completion Program Legislative Report 2023

1. *A description of each extension program funded by this appropriation and how it meets regional labor market needs and student demand.*

Through a partnership between UC Merced's Extension program and the School of Social Sciences, Humanities, and Arts (SSHA), the goals are to grow core facilities and offer degree completion pathways for stop-out students. The program will significantly expand degree completion opportunities in existing majors and certificate programs, with integrative support of comprehensive programming and specialized academic advising.

The main goals are: (1) enroll stop-out students via transfer pathways; and (2) to grow existing major degree programs and initiate new Extension certificates for stop-outs. To do so, the specific aims are: Design and initiate a study of UCM stop-out students.

- Promote and expand major degree completion, with certificate offerings as enrichment and post-baccalaureate professionalization.
- Enhance academic support through specialized staffing and dedicated student success programming.
- Support academic capacity growth, with expansion and improvement of major and certificate course offerings.
- Develop facilities by retrofitting dedicated classrooms for synchronous learning opportunities.

Overall, this project design increases degree completion with outreach, degree pathways and comprehensive support to encourage and sustain the return of stop-out students in the region.

2. *A description of these new programs, and recommendations on how to improve access and success in these programs.*

UC Merced Degree Completion Program is designed to support students who once attended a University of California campus but never finished their first baccalaureate degree to reconnect with programs, requirements, and the financial assistance needed to finish their degree. The program was initially designed to target UC Merced students who left in good standing, interested in a major within SSHA, and were away for a minimum of two consecutive regular terms. The program quickly expanded, out of demand, to supporting any UC Merced or non-UC Merced stop-out, across all disciplines including Natural Sciences, Engineering, Social Sciences, Humanities, and Arts, as well as students who stopped out in poor academic standing and/or were academically dismissed. The program provides targeted outreach and consistent points of contact to provide timely and accurate information on how a student can finish their degree based on the individual circumstances each student faces. The program establishes individualized, high touch advising plans to each student to complete their degree in the manner that they would like to finish. UCM has developed a partnership with their campus' Transfer, Veterans, and Continuing Students Center on a mentorship network and coordinated event planning, as part of inclusion and community building for reentry students.

To further increase access and student persistence/retention, the program through SSHA will develop and implement (in Fall 2023 for AY2024-2025 admissions recruitment) its proposed Liberal Studies/General Studies major (new) with an emphasis on degree completion students, which includes offering evening,

online, weekend, and asynchronous course options for upper division coursework. In the past year, SSHA has supported a summer degree development program, as a partnership between institutional data and analysis and department chairs to propose new degree programs, many of which are highly desired by reentry students (e.g. a BS in Public Health for careers and medical education pathways). Systematically, the University of California campuses shall consider adopting multi-campus articulation agreements to ensure each course requirement is accessible to all UC stop-out students regardless of their home campus. In general, increased access to online and/or asynchronous coursework is critical to the retention of UC stop-outs in completing their first baccalaureate. Note: of the 4,200+ students conducted outreach to, 96% of students reported needing online courses or programs to finish their degree based on their circumstances. Their campus summer session offerings are 80% online (2023) and have been promoted and connected to degree completion plans.

3. *The completion rates of the new programs developed.*

For the purpose of this program, success is determined by reengagement, in which the program has reengaged 6% of the total eligible students outreached to (AY 2022-2023). Reengagement is defined as actively working with a program advisor, actively enrolled at UC Merced, and/or degree conferral through UC Merced. Only 2% of those who received communication reported that they were not interested, however, the majority of students were unable to be supported due to lack of online course availability. The program commenced in March 2022 and year-to-date has reengaged 264 UC stop-outs in high-touch, individualized advising. Of those reengaged 78% are UC Merced stop-outs. In total of those reengaged, 8% have completed their bachelor's degree at UC Merced, 12% are actively enrolled as of Spring 2023 semester at UC Merced, and 80% are either actively engaged in degree completion advising and/or are completing requirements at another institution.

4. *The total cost of attendance for these new extension programs.*

Total cost of attendance may vary depending on the individual students' circumstances and the requirements left to complete their degree. All students are considered matriculated, undergraduate students that count towards a campuses full-time enrollment. Therefore, most students total cost of attendance is $41,390 (on-campus) or $32,782 (off-campus) for full-time enrollment. The degree completion program has established increased accessibility for working professionals with part-time status, in which the tuition and fees are reduced. Tuition and fees for full-time student is $14,840 and for part-time is $7,420. In some circumstances, students may complete final course requirements through Open University or Concurrent Enrollment in which the total cost of attendance is $419 per unit. On average, students are completing four-unit courses at a time for a total of $1,676 per course. Alternatively, students may enrollment in Summer Session mirrors the per unit rate of Open University but has additional student fees totaling $316.18.

5. *The number of students and financial aid recipients, by campus and program that enroll in these new programs and the number that complete their degree or program.*

Of the 264 students reengaged, a total of 24 students have completed their degree programs. Of those enrolled at UC Merced, a total of 18 students have received financial aid with two of those aid recipients completing their bachelor's degrees.

6. Demographics of students served in these new programs, disaggregated by race, ethnicity, gender, age, and other factors, provided that disaggregating the data by these categories does not yield results that would reveal personally identifiable information about an individual student.

The <u>average age</u> of reengaged students is 25 years old.

Of those reengaged, a total of 17% of students has previously <u>applied for graduation but it was denied</u> for final outstanding requirements.

<u>Demographics by Race:</u>
0.4%   Asian
4.9%   Black or African American
0.4%   Filipino
3.0%   Latin American/Latino
24.6%   Mexican
3.4%   Other Spanish American/Latino
24.2%   Unknown or Decline to State
6.8%   White/Caucasian
28.4%   Bi-racial
3.8%   More than two races

<u>Demographics by Ethnicity:</u>
54.9%   Hispanic or Latino
21.6%   Not Hispanic or Latino
22.0%   Unknown or Decline to State
0.4%   Other Spanish-Amer/Latino
1.1%   Mexican/Mexican-Amer/Chicano

<u>Demographics by Gender:</u>
34%   Male
42%   Female
23%   Unknown or Decline to State

Note: a majority of 'Unknown or Decline to State' data is based on non-UCM stop-outs.

7. An explanation of the circumstances under which extension students in these new programs may use federal grants and loans for these programs, pursuant to Title IV of the Higher Education Act.

Students who are a part of the UC Merced Degree Completion Program that return to complete their bachelor's degree during a regular term of Fall or Spring or Summer Session are degree seeking students who are eligible for Financial Aid pursuant to Title IV of the Higher Education Act. Students who complete final requirements through Open University or Concurrent Enrollment are non-degree seeking students and therefore are not eligible for Financial Aid pursuant to Title IV of the Higher Education Act.

8. *The estimated number of financial aid recipients in these new programs, disaggregated by financial award type and the average financial award amount.*

Of those students actively enrolled at UC Merced or those who have completed their degree through UC Merced, a total of 18 students received financial aid. Students are eligible for Pell Grant, Cal Grant, subsidized loans, scholarships, and federal work study. Of those who received financial aid, the average aid award was $11,919 per student. A total of $214, 544 in financial aid has been awarded to Degree Completion Program students since the commencement of the program.

9. *A list of contracts with third-party entities used by University of California extension for these new educational programs, including but not limited to contracts for the development of course materials, administration of the programs, or the provision of instruction. For purposes of this paragraph, "third-party entities" does not include California community colleges, the California State University or the University of California.*

UC Merced Extension does not currently have any contracts with third-party entities for the UC Merced Degree Completion Program.

UC Santa Barbara Extension Degree Completion Program Legislative Report 2023

1. *A description of each extension program funded by this appropriation and how it meets regional labor market needs and student demand.*

A) Degree Progression:
As a consequence of policy and practical impediments, UCSB were forced to move away from the original proposal focused on capturing financially distressed transfer eligible city colleges graduates on the UCSB matriculation track. Instead, they have now joined the Riverside, Davis and Merced extensions as part of the UCRC (University of California Re-Engagement Consortium) reaching out to near-completer stop-outs to assist them with their degree completion. They have recently started working with UCSB's Division of Undergraduate Education to identify the recent drop-outs that are eligible for their program.

B) Professional Development:
Their first year focused on creating the technical infrastructure needed to support a remote presence as well as advance marketing efforts. In this second year of their program, they are beginning to see good enrollment growth in the GROW eligible programs listed below (see response to Question 3).

- Accounting
- Applied Behavior Analysis
- Business Administration
- Business Communication & Law
- Business Leadership
- Cleanroom Training
- Child Life
- Digital Marketing
- Emergency Medical Technician (EMT)
- Human Resource Management
- Hospitality
- Intro to Global Business
- Management Training for Public Administration
- Paralegal Studies
- Project Management

New north SB county workforce development programs funded by GROW
- <u>Management Training for Public Administrators</u> (in collaboration with, and advised by, the City of Santa Maria)
- <u>Hospitality</u> Workshops
- <u>Cleanroom Training</u> (in collaboration with Santa Barbara City College and UCSB Engineering. Advised by local semiconductor technology companies)
- Currently working with Allied Health Workforce Shortage Workgroup to develop programs around healthcare industry (as mentioned in the original RFP)

C) <u>Career Advising</u>
In collaboration with UCSB Career Services they have been working to set the foundations for a career advising program, including customized job-search, resume polishing, interview help, tools, and free consultation with professional advisors. They are currently at an early outreach stage.

2. *A description of these new programs, and recommendations on how to improve access and success in these programs.*

Institutional constraints have slowed the expected growth of degree completion and re-entry programs: among others, residency requirements, and the post-pandemic UCSB requirement preventing online courses units from counting towards graduation.

To improve chances of success in Degree Completion also in function of their recent UCRC collaboration, they believe this course credit is indispensable to obtain (at least for the duration of GROW and for the GROW eligible students). They are seeking support of the UCSB campus administration academic departments to grant:

- Administrative acceptance of 1-2 <u>online</u> courses towards degree completion
- Articulation agreements with sister campuses for acceptance of their courses for the purpose of degree completion within certain parameters
- A selective waiver of the residency requirement

To improve success in the new north SB county workforce development programs funded by GROW, according to UCSB, they just need more time. Until very recently, the local businesses and organizations in the North County SB were busy surviving the pandemic and working on the recovery. While widespread interest was manifested, they were not available for collaboration, and they were not able to move forward with program development. They have now regrouped with the business and community leaders and are actively engaged on the following program areas:

- <u>Management Training for Public Administrators</u> - The City of Santa Maria expressed the need for customized training for public administrators/supervisors. After several months of careful curriculum development and numerous presentations in front of the City Board, the inaugural Santa Maria cohort will start an intense 15-week training in April. There will be three more cohorts trained through this program. While a highly customized program like this, which is also offered at the site of the participating organization/s, will always be relatively expensive to run, future cohorts will become less

expensive as they fine tune the operations and mode of delivery: as defined by the scope of the funding, they are aiming at having a self-sustaining program by the end of the grant period.

- Hospitality Workshops - The hospitality industry north of Santa Barbara (Solvang, Santa Maria and Santa Ynez) has a need for trained workforce specialized in local hospitality businesses. The training need is at two levels – entry level and early career managerial level. They are currently in the process of customizing their Santa Barbara centric Hospitality workshops to cater to this need.
  ○ Affordability and physical access to training remain two main issues. They are addressing those with industry collaborations on local trainers, local spaces and local sponsorship. Initial offerings (late 2023) will rely on GROW funding, but subsequently these workshops will be self-sustaining with local business support.
- Cleanroom Training (in collaboration with Santa Barbara City College and UCSB Engineering. Advised by local semiconductor technology companies). This is a niche program that trains technologically inclined local talent for jobs in chip manufacturing and might serve an indispensable role in the local economy. The Goleta area has a cluster of high-tech manufacturers requiring technicians and operators in chip manufacturing, and a significant percentage of that workforce travels from Santa Barbara North county.
  ○ The program is open to all, but they are now actively reaching out to the North County students wanting to upskill for a technical career. They have also been encouraged to do so by Congressman Salud Carbajal and Senator Monique Limon, who met with UCR on two separate occasions specifically in the context of this program. Qualified students will be supported by the GROW grant.
  ○ The training happens at a high-tech facility, and affordability is the main hurdle. GROW funds will support the fees for now. They are actively seeking scholarships and sponsorships from local high tech industries for the same. They are also exploring other grant options to be able to support students beyond 2025.
- Allied Health Workforce Shortage Workgroup to develop programs around the local healthcare industry. This initiative is currently at a very early stage and they will update you on further development in future iterations.

3. *The completion rates of the new programs developed.*

At the start of their effective second year of the program, as of March 2023, all GROW students have yet to complete a Program with those funds. It should be noted that to give maximum access, and to privilege workforce upskilling, they are not requiring commitment to program completion, but accepting students in any eligible course.

4. *The total cost of attendance for these new extension programs.*

For professional program cost of attendance for students is currently 10-20% of regular price. For Degree completion, unit cost is $56.10 per undergraduate unit.

5. *The number of students and financial aid recipients, by campus and program that enroll in these new programs and the number that complete their degree or program.*

Enrollment trends, student growth, and student enrollment by program

Quarterly enrollment growth
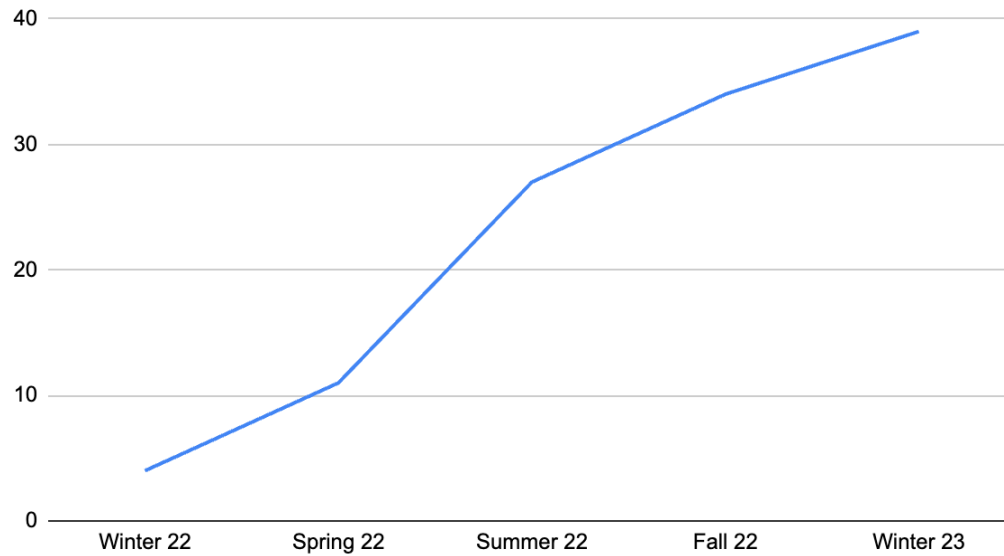
Quarterly student growth
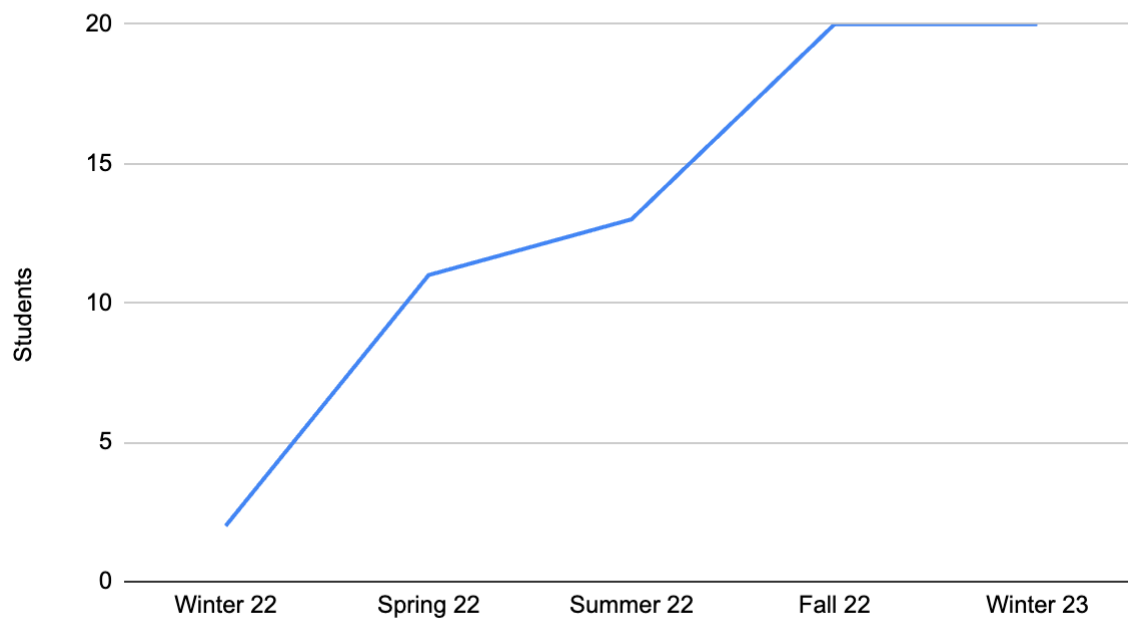
Enrollments by Program	
Program	**Enrollment %**
Paralegal	15%
Human Resources	20%
Project Management	24%
EMT	7%
CPA	5%
Professional Accounting	17%
Child Life	2%
BCBA	10%

6. *Demographics of students served in these new programs, disaggregated by race, ethnicity, gender, age, and other factors, provided that disaggregating the data by these categories does not yield results that would reveal personally identifiable information about an individual student.*

Gender

		Percent
Valid	Female	72.0
	Male	26.1
	No response	1.3
	Other	.6
	Total	100.0

Race/Ethnicity

		Percent
Valid	White or Caucasian	40.1
	Hispanic or Latino	38.2
	Multiracial or Biracial	14.0
	Asian or Pacific Islander	6.4
	No response	1.3
	Total	100.0

Reason for enrolling

		Percent
Valid	Advance in current job	33.1
	Get a better job	25.5
	Degree progression	18.5
	Get a job	13.4
	Personal enrichment	8.3
	No response	1.3
	Total	100.0

7. *An explanation of the circumstances under which extension students in these new programs may use federal grants and loans for these programs, pursuant to Title IV of the Higher Education Act.*

PaCE is not a recipient of any Federal Grants or Loans.

8. *The estimated number of financial aid recipients in these new programs, disaggregated by financial award type and the average financial award amount.*

As of March 2023, approved GROW applicants: 78. Financial award amount is 80% discount on courses across programs.

Amount paid by student

		Frequency	Percent
Valid			
	$103	24	20.3
	$130	11	9.3
	$180	8	6.8
	$120	7	5.9
	$48	4	3.4
	$77	4	3.4
	$108	2	1.7
	$136	2	1.7
	$397	2	1.7
	$360	1	.8
	$58	1	.8
	Total	118	100.0

9. *A list of contracts with third-party entities used by University of California extension for these new educational programs, including but not limited to contracts for the development of course materials, administration of the programs, or the provision of instruction. For purposes of this paragraph, "third-party entities" does not include California community colleges, the California State University or the University of California.*

UCSB currently use no third-party contractors for the development of course materials, administration or instructional delivery of any program related to this funding.

UC Davis Extension Degree Completion Program Legislative Report 2023

1. *A description of each extension program funded by this appropriation and how it meets regional labor market needs and student demand.*

The University of California, Davis (UC Davis), together with UC Riverside, proposed a degree reengagement initiative inclusive of UC Stop-outs at their respective campuses (Phase 1) as well as others in their geographic service areas with some college and no degree (Phase 2). Degree completion is at the core of these efforts, particularly in Phase 1. As the project broadens its target population in Phase 2, UC Certificate programs provide an additional pathway by which the University of California can support adults in transforming their lives and advancing their careers.

An important part of their proposed initiative with UC Riverside is supporting and amplifying reengagement and reentry work across the UC system. To that end, UC Davis is one of four campuses participating in the University of California Re-entry Consortium (UCRC). The UCRC is a collaborative group of Extension Divisions at Davis, Merced, Riverside, and Santa Barbara campuses, collaborating on re-entry programs for stop-out populations at their respective campuses. Since receiving funding for their re-entry program in July 2022, in less than one year, Continuing and Professional Education (CPE) at UC Davis has made tremendous strides serving their UC Davis stopped-out learners.

Phase 1

Due to the magnitude of learners who could potentially be served by this nascent program, CPE targeted a population of UC Davis stop-outs not already engaged by their campus. This included:
- UC stop-outs in good standing,
- Who entered the University between 2008-2018, and
- Who had experienced at least a 2-quarter lapse in attendance.

2. *A description of these new programs, and recommendations on how to improve access and success in these programs.*

Pathways to Reentry

As a first step in the reengagement process, extensive degree audits were executed by advisors with expertise in their local campus context. Advising staff reviewed each individual student record and transcript to ensure data accuracy and program eligibility.

Leveraging knowledge of the individuals, captured in their Salesforce system, an outreach campaign was conducted, targeting nearest completers (180+ units) first before moving on to students with lower unit counts. The general campaign flow was as follows:

Student Outreach
- ***First Communication***: Introductory email with an overview of the program, who they are and encouraging them to schedule a meeting time or reach out to them. Students receive this email via their personal and UCD email account. Note: For near completers this email was personalized to indicate that staff could help

them with their specific needs, whether it be completing a writing requirement course online or applying for an exception to a major-related requirement.

- ***Second Communication-Cold Call:*** 9-10, 11-1 pm and 4-5 pm were all popular times that reentry students requested meetings. If students did not answer their phone call, they left a voicemail with an overview of the program and contact information.
- ***Third Communication (only applies to students who have been non-responsive)***: Follow up email template was used as the third communication. Students who did not answer the phone and for whom they were not able to leave a voicemail, received this email as the second communication. Students receive this email via their personal and UCD email account.
- ***Fourth Communication (only applies to students who have been non-responsive):*** Students received a final email communication outlining program goal, resources available to them and UCD contact information for when they are ready to reach out.

Student Engagement
The advising model is multitiered. First, they provide opportunities for students to engage in group advising spaces, one of which is through focused webinars.

In October 2022 they invited 116 students to "Finishing Your Degree at UC Davis – Discovering a Pathway that works for you." Six students attended, meeting advisors from their office as well as several other departments across campus, including the UC Davis Reentry Center and the Financial Aid Office. At the webinar, students were invited to a financial aid hosted "pop-up" event to learn about financial aid options for stop-outs. UCD has referred dozens of students to these pop-up events for virtual support with their financial aid questions.

In addition to the webinar strategy, they offer holistic 1:1 advising appointments. When students enter these spaces, they consider the complexity of the student and discuss their barriers to academic success with empathy and understanding. In these spaces, they foster the advisor/ advisee partnership and guide the student from a warm hand-off to degree or CPE program completion. UCD has held 143 1:1 advising appointments since October 1, 2022.

In their model, UCD pays particular attention to include inclusive and intentional language in all the email communication with their students. They invite students to engage in opportunities to learn about how the program can support them, but on their own terms. They ensure that each student not only receives several emails, but also a personal call. Their aim is that no student is left behind.

Student Support Services
A student-centric mindset infuses every aspect of this project. They sought to provide support to enhance the likelihood of student success as they enter their pathway to degree completion, recognizing that students face many challenges to earning their degree.

First, they have prioritized building personal connections between the advising staff and the population, employing a multilingual advising staff trained on the appreciative advising model who are often described by program participants as their 'champion,' the person who pursued and supported them when they felt alone in their educational journey.

Second, recognizing the need for academic support, especially for students who have been out of the classroom for an extended period, they have partnered with the UC Davis Academic Assistance and Tutoring Centers to provide personalized tutoring and support to learners on an as-needed basis.

Finally, conversations are ongoing with the UC Davis Internship and Career Center to enable participants to meet with career advisors to receive practical advice and guidance on career-related matters, from resume review to individual appointments with a career counselor.

In the next phase of the project, UCD intends to develop a re-entry student orientation program. This online orientation will consist of a series of modules that reintroduce students to campus, provides education about recent academic updates, campus life updates, and advice from successful re-entry students. This orientation will include modules for all campuses in the consortium.

3.   *The completion rates of the new programs developed.*

Outcomes for Students

Detailed demographic outcome data for the initial population of 1,397 students can be viewed in Appendix A. As of March 30, UCD can report that after only six months their advisors helped 80 students either graduate, re-admit, or take the steps necessary to graduate within the next few months. Another 500 students are in the pipeline working closely with advisors now. A summary of these outcomes is described in Table 2, below:

Table 2: Outcomes for Full Phase 1 Student Population					
Outcome by Proximity to Completion	**180+ Units**	**140-179.9 Units**	**90-139.9 Units**	**60 - 89.9 Units**	**Total**
Graduated	17		1	1	19
Filed to Graduate	29	15		1	45
Readmitted	8	6	7		21
Hand-off to Campus	49	15			64
Transferred to another university	1	25	107	36	169
In progress advising	10	6	344	161	521
Other*	235	199	87	37	558
Total	**349**	**266**	**546**	**236**	**1,397**

Phase 2

The original phase 2 population was focused on adults in their service area with some college, no degree. Because of the lower counts in Phase 1, they have redefined Phase 2 to include an expansion of the UC Davis stop-out population in addition to the more general population of adults who might benefit from a UC Davis education, whether it be a degree or high-quality alternative credential.

Strategic Expansion of Pathways to Reentry

UC Davis Stop-out Expansion
CPE is entering a second phase of the UC stop-out program, which was recently presented and approved by campus leadership, expanding the proven practices learned in Phase 1 to students who are both in good and poor academic standing (see Table 3. below). Originally, they were not planning to expand their efforts to COVID stop-outs. Given the success of their advisors, and with the support of their campus partners in Student Affairs, they revised their Phase 2 plan to include these learners in outreach efforts.

Based on their outcomes in Phase 1, they've projected the number of learners that could be served, their strategy, and the expected outcomes of these expanded efforts. As part of their strategy, they are connecting to regional work in the K-16 Collaborative. At this juncture, they are focusing on sharing outcomes for their learner population to ensure they are not duplicating efforts but contributing to greater access for learners through collaboration and communication.

In Phase 2, they will be more actively engaged with regional partners, through the efforts of the K-16 Collaborative, specifically Project!Attain, a critical partner in their region and service area. At present, they are involved in a workgroup, focused on addressing educational needs of priority student populations and high-impact practices in advising.

Table 3: Phase 2 Reentry Strategy UC Davis Expansion: Recent, low-unit, and poor academic standing students		
Audience	**Outreach**	**Projected Outcome**
Recent stop-outs from 2018-2020 that meet original proposal criteria (<60 and >60 unit, good standing and not good standing) **N = 250**	Conduct degree audit, invite student into conversation	~15-20% interest in degree completion
Stop-outs with <60 units, not good standing 53.11% URM, 69.29% FG **N = 1,587**	Conduct degree audit, invite student into conversation	~5% interest in degree completion 10% in alternate credential
Stop-outs with >60 units, not good standing 34.66% URM, 52.11%FG **N = 3,268**	Degree audit, determine if there is a feasible pathway to return	~15-20% interest in degree completion
Stop-outs with <60 units, good standing 36.29% URM, 50.41% FG **N = 361**	Invite to conversation about educational goals and ascertain initial and current barriers to completion	~10% interest in degree completion

Additionally, they are working on solutions to address both short and long-term needs around access to programs that will serve their Phase 1 learners, while they concurrently address the varied needs of the above population, recognizing their challenges may need different solutions than the practices that have enabled their Phase 1 success.

Sacramento Region: Some College, No Degree (Non-UCD Stop-outs)
In March 2023, they initiated outreach to potential learners in the Greater Sacramento region with some college and no degree. As they were unable to obtain individual names from CollegeAPP or determine the specifics of prior educational experiences, they were forced to pivot their outreach approach. With this target population, they are utilizing demographically segmented direct marketing strategies. Additionally, with this population only, they are leading with workforce/career programming, while providing the option for a degree pathway. Thus far, through social media and display ads, they have promoted certificate programs in Construction Management, Python, Front-End Development, Accounting, Occupational Health and Safety, and Paralegal Studies.

While this effort is still ramping up, they have received 97 inquiries since the campaign launch. Of those inquiries, 73 of the students were classified as some college, no degree stop-outs. Interestingly, this campaign has also attracted UC stop-outs; the other 27 students were stop-outs from UC Davis, UC Berkeley, UC Santa Barbara, UC Santa Cruz, or another UC entirely. In keeping with their Phase 1 priority, all UC stop-outs are being advised first towards a degree completion pathway.

At this phase of the project, they know far less about the individual academic needs of this population. Part of their work with the K-16 Collaborative is to ensure they expand pathways, whether that be back to UC Davis or to another institution that can meet their professional and personal goals. They are collecting intake forms for these students to learn more about the courses they took previously and what they are interested in pursuing.

They strive to personally call each student who expresses an interest in their program, but some students decide to pursue another pathway, such as, seeking transfer admissions to an out-of-state school because they are no longer living in California. They intend to offer a webinar series geared towards highlighting educational opportunities within Continuing and Professional Education and UC Davis, transfer admissions and more.

Table 4: Outcomes of Some College, No Degree Stop-outs (Preliminary)	
Outcome	**Learners Served**
Hand offs to another institution	22
In progress advising	4
Hand offs to campus	2
Hand offs to Extension	1
Not ready to engage	3
Non-responsive	25
Not interested	16
Total Responses	**73**

Of the students they have met with, 22 students shared the reason they initiated contact with their program. Most (21 students) said they are seeking degree completion, while one student was interested in both degree completion and a CPE program. They also attempted to learn why they stopped out. Of those willing to share, the issues ranged considerably with family obligations being the most often cited barrier.

Table 5: Reasons Some College, No Degree Stopped Out	
Outcome	**Learners Served**
Family obligations	5
Family obligations and geographic location	1
Finances	2
Finances and personal obligations	2
Medical reasons	1
Other	5
Total Responses	**16**

They hope to continue to collect this critical data to better learn how to serve this stop-out population.

Access to Courses that Satisfy Degree Requirements

Their experience in Phase 1 quickly illuminated the access barriers students face to returning and completing a degree, especially as it relates to available courses. Most of their UC Stop-outs need a customized solution to complete their degree, and their advisors rely on creating an individualized pathway for each leaner, leveraging courses from community colleges and California State universities that will cleanly articulate to needed degree requirements.

That deficit is most pronounced for students who need multiple courses, especially in the general education series. Though concurrent enrollment is a tried-and-true strategy for offering course options, securing seats for their learner population is not a viable long-term solution that will make this program sustainable. Moreover, these courses are not generally offered in a time and place convenient for adult learners.

The same is true for the course catalog offered through UC Online. Though there is a smattering of course options available through that catalog and a strong desire from UC Online to support their leaners, there is no systematic solution to leveraging this resource.

Bottleneck Courses
Surprisingly, the degree audits conducted in Phase 1 revealed patterns of need that can neither be holistically addressed by concurrent enrollment or UC Online offerings. Creating new X_ (XD, XR) courses to address bottleneck courses has also proven to be a challenge.

University Requirements
All undergraduate students must complete the same General Education (GE) courses to meet university requirements. Students must take 12-20 units in three categories of Topical Breadth: Arts and Humanities (AH), Social Science (SS) and Science and Engineering (SE) courses. They must also satisfy Core Literacy courses. Topical Breadth and Core Literacy coursework can overlap. The GEs that are required for 10 or more students are below.

Table 6: Phase 1 GE Trend	
General Education (GE) Course	**Student Total**
Social Science (SS)	40
Arts and Humanities (AH)	37
Science and Engineering (SE)	14
Domestic Diversity (DV)	41
American Cultures, Governance and History (ACGH)	28
World Cultures (WC)	19
Writing Experience (WE)	12

College Requirements

Each college requires students complete two courses towards their English College Composition requirement. All colleges require students to take one lower division and one upper division course to satisfy this requirement, apart from the College of Agricultural and Environmental Sciences.

Some courses that usually satisfy the lower division English Composition requirements are UWP 1, ENL 3, COM 1-4, and NAS 5. Courses that satisfy upper division English Composition are UWP 101, the UWP 102 series, and the UWP 104 series.

In addition, the College of Letters & Sciences requires students to complete a Foreign Language requirement. This was a common missing degree requirement.

Table 7: Phase 1 College Requirement Trend		
Department	**Course Code**	**Student Total**
University Writing Program	UWP 104 series	103
University Writing Program	UWP 102 series	102
University Writing Program	UWP 101	102
Native American Studies	*NAS 5	18
English	ENL 3	16
Comparative Literature	COM 1	15
Comparative Literature	COM 2	15
Comparative Literature	COM 3	15
Comparative Literature	COM 4	15
University Writing Program	UWP 1	15
Varies	Foreign Language Requirement	16
*NAS 5 also satisfies Domestic Diversity (DV) units.		

The above access trends at Davis are not an anomaly. Their consortium partners identified similar course bottlenecks for their stopped-out learners.

One strategy to alleviate this barrier would be to:

- Propose courses that are creating bottlenecks within the known leaner population.
- Solicit the support of their respective Senates to vet the syllabi and curriculum of these courses, submitted by faculty champions at their respective campuses.

- Secure a mass articulation agreement amongst the consortium's campuses when courses are identified for the degree completion program.
- Produce and offer the identified courses throughout the length of the program, using whatever mechanism is deemed most appropriate (e.g., concurrent, XD, summer sessions).

Readmission to Original Major
Anecdotally, they know that students who do need to readmit to finish their degree must meet requirements from the college where they originally pursued their major. Depending on the reason a student stopped out of their education, this presents a barrier to reentering the University.

One potential programmatic solution might be a bridge back to campus, identifying what would demonstrate a learner's readiness to readmit, without having to commit to their original major and home college. They are in conversations with college leadership about this policy issue and are working to develop a clear option for students in the future.

Lack of Strategic Online Course Offerings
The residency requirements preclude learners who move away from their home campuses from having a comprehensive online program that would meet their unique needs. Should UC faculty and administration be open to more flexibility around online education, they see relaxing residency requirements for near completers, allowing students no longer in physical proximity to their home campus to complete the last remaining courses off campus as a potential solution (This is also addressed in Administrative Barriers below.)

Administrative Barriers

Residency Requirements
In Phase 1, the residency requirement as revised, per Senate Regulation 610 and the addition of paragraph 630 E, poses an administrative hurdle for aspiring seniors, those with 140 - 179.9 units. Through local campus advocacy efforts, the Academic Senate recently provided a unique opportunity to the UC Stop-outs as follows:

> *Students completing their degree program through the UC Davis Stop-out Project are exempt from the senior residence requirement as described in Senate Regulation 630.A. Dean's Offices may key this exemption without further approval of the Academic Senate. This authorization is in effect through graduation term summer 2024.*

In the longer term, of course, a time bounded exception does not provide a sustainable solution for this population.

Modern Degree Planning Systems for Advisors and Learners
At present, no member of the UCRC leverages the same advising system. Therefore, individualized advising is people intensive. Tracking student progress, needs, and solutions is made easier by the fact that the UCRC member campuses agreed to a common data dictionary, which is currently being maintained separately. While this is a step forward for supporting these leaners, all students would benefit from a system that enables advisors to automate degree audits and provide just-in-time guidance. Moreover, efficiencies could be found with a more seamless and modern tool, which requires less manual intervention.

As an extension of that idea, a user-friendly system for students to understand their remaining degree requirements more clearly would give their stopped-out learners agency when they are ready to return. In fact, local school districts leverage such a degree planning tool that accounts for requirements, providing students a visual aid they can leverage to plan their path to success.

Application for Graduation
Early success in Phase 1 is to be celebrated for the careful and intentional advising and communication that supported strong outcomes for their near completers. However, the lowest hanging fruit for this segment turned out to be a simple administrative barrier: filing for graduation. Through their efforts they identified students who had, in fact, completed their degree but did not file appropriately. Their campus Registrar's Office is looking at this issue. They will continue to collaborate closely with campus colleagues on administrative issues such as this that they are encountering with stop-outs.

    4. *The total cost of attendance for these new extension programs.*

Program Sustainability

Cost of Reentry
With the population of learners targeted in Phase 1 of this program, costs are currently highly customized to student need. At present, a learner could need:

•   A single course, which range in cost from $1,200 – $1,800 or
•   Full re-admission costs an individual as much as $10,800 in tuition.

    5. *The number of students and financial aid recipients, by campus and program that enroll in these new*
       programs and the number that complete their degree or program.

Debt Relief
The UCOP grant provides $300,000 towards general student support, a portion of which they suggested spending to pay down debt that prevented students from returning to finish their degree.
Given that the total balance of debt ($637,863.82) owed by this population is higher than the grant could possibly support, they have created the following steps to guide fund disbursement:

•   Determine if the student attempted to have the debt relieved by the main campus by filing an appeal if possible. If not, guide the student in this process.
•   Determine if the debt is a barrier to readmission and/or taking courses toward readmission
•   Determine the circumstances of the student incurring debt. Does external hardship play a role in the debt?
•   Discussions are underway with campus Student Accounting and Financial Aid to determine how to pay down debt without negatively affecting student financial aid eligibility. Once a solution is agreed upon, the advising team will work closely with students who have already expressed debt as a barrier to begin utilizing the funds for debt repayment.

In view of the magnitude of debt, they are also exploring philanthropic solutions.

6. *Demographics of students served in these new programs, disaggregated by race, ethnicity, gender, age, and other factors, provided that disaggregating the data by these categories does not yield results that would reveal personally identifiable information about an individual student.*

Student Population and Demand

Beginning with data received from their office of Budget and Institutional Analysis (BIA) during the proposal phase, Davis worked with BIA to validate the accuracy of the list including cross-checking current completion status with NCS. By the time that analysis was complete, the list was substantially reduced to about 1/3 of the original data set they acquired (See Table 1.)

Based on the promising practices of consortium partners and other organizations engaged in degree-completion efforts, CPE rolled out the program in a triaged fashion, prioritizing learners who were closest to finishing their degree (i.e., near completers).

Table 1: Phase 1 Student Demand			
UC Davis Learner Profile	**Initial Numbers**	**Updated counts**	**Final Totals**
180+ units	756	387	349
140 - 179.9 units	898	372	266
90 - 139.9 units	1410	1058	546
60 - 89.9 units	798	547	236
Total Phase 1	**3862**	**2364**	**1397**

Shade reflections Priority 1 ("near completers") vs. Priority 2 students.

7. *An explanation of the circumstances under which extension students in these new programs may use federal grants and loans for these programs, pursuant to Title IV of the Higher Education Act.*

Financial Aid
When students progress through the program and readmit to UC Davis, they will again be eligible for financial aid. They will report the number of students who readmit and will request that UC Davis Financial Aid provide the information requested regarding award type and award amount in future reporting.

8. *The estimated number of financial aid recipients in these new programs, disaggregated by financial award type and the average financial award amount.*

Students are not eligible for financial aid until they matriculate to the University.

9. *A list of contracts with third-party entities used by University of California extension for these new educational programs, including but not limited to contracts for the development of course materials, administration of the programs, or the provision of instruction. For purposes of this paragraph, "third-party entities" does not include California community colleges, the California State University or the University of California.*

Third Party Supports
No third- party supports were utilized for this program.

Appendix A: Phase 1 Disaggregated Student Outcome Data

The following tables are for outcomes reporting only. Further analysis will be offered in subsequent reporting with their UCRC partners.

Table 8: Phase 1 Outcomes by Race/Ethnicity

Outcome	Decline	AF	AI	CH	EI	FP	JA	KO	LA	MX	OA	PI	VT	WH
Applied for Readmission	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Deceased	0	1	2	2	1	1	2	1	1	0	1	0	1	6
Graduated	1	1	1	5	1	0	0	1	0	5	0	0	1	3
Hand off to another institution	0	0	0	2	0	0	0	0	1	1	0	0	2	1
Hand off to campus	0	7	0	6	9	4	1	1	5	14	1	0	1	16
Hand off to Extension	1	0	1	1	0	1	0	0	2	4	0	1	0	1
Ineligible-Active	0	1	2	22	5	5	0	6	1	21	3	0	4	12
Ineligible NGS	2	1	1	4	4	0	0	3	6	6	2	0	1	17
In Progress Advising	11	12	6	130	22	20	7	31	27	71	23	3	12	144
Judicially Ineligible	0	2	0	22	4	0	0	4	1	3	1	0	0	9
Non-Responsive	6	11	2	56	21	8	5	12	12	50	12	1	19	87
Not Interested	0	1	0	2	4	0	0	0	0	2	1	0	1	6
Not Ready to re-engage	0	1	0	2	3	0	1	1	2	2	0	0	0	6
Readmitted	0	3	0	5	0	0	0	2	1	4	2	0	0	4
Transferred to another university	5	5	1	87	5	6	2	7	0	14	5	1	2	30
Filed to graduate	0	6	1	9	2	0	0	4	2	11	1	0	0	9
Dismissed by Dean's Office	0	0	0	2	1	1	0	0	0	2	0	0	0	1
Totals	**26**	**52**	**17**	**357**	**82**	**46**	**18**	**74**	**61**	**210**	**52**	**6**	**44**	**352**

Race/Ethnicity Key:

AF - African-American/Black; **AI** - American Indian/Alaska Native; **CH** - Chinese-American/Chinese; **EI** - East Indian/Pakistani; **FP** - Filipino/Filipino-American; **JA** - Japanese American/Japanese; **KO** - Korean-American/Korean; **LA** - Latino/Other Spanish; **MX** – Mexican Am/Mexican/Chicano; **OA** - Other Asian; **PI** - Pacific Islander. Other; **VT** – Vietnamese; **WH** - White/Caucasian

Table 9: Phase 1 Outcomes by Gender

Outcome	Male	Female	Not Provided
Applied for Readmission	1	0	0
Deceased	12	7	0
Got a Degree Elsewhere	1	0	0
Graduated	7	11	1
Hand off to another institution	4	3	0
Hand off to campus	29	36	0
Hand off to Extension	7	5	0
Ineligible-Active	41	41	0
Ineligible NGS	18	29	0
In Progress Advising	234	285	0
Judicially Ineligible	28	18	0
Non-Responsive	141	161	0
Not Interested	10	7	0
Not Ready to re-engage	11	7	0
Readmitted	15	6	0
Transferred to another university	68	100	1
Filed to graduate	23	22	0
Dismissed by Dean's Office	5	2	0
Totals	**655**	**740**	**2**

Table 10: Phase 1 Outcomes by Age										
Outcome	**22-25**	**26-30**	**31-35**	**36-40**	**41-45**	**46-50**	**51-55**	**56-60**	**61-65**	**65+**
Applied for Readmission	1	0	0	0	0	0	0	0	0	0
Deceased	3	10	3	3	0	0	0	0	0	0
Got a Degree Elsewhere	1	0	0	0	0	0	0	0	0	0
Graduated	5	13	0	0	0	1	0	0	0	0
Hand off to another institution	1	1	5	0	0	0	0	0	0	0
Hand off to campus	11	26	23	4	0	0	0	1	0	0
Hand off to Extension	1	3	6	1	0	0	0	0	0	1
Ineligible-Active	67	13	1	1	0	0	0	0	0	0
Ineligible NGS	5	27	8	3	1	1	1	0	1	0
In Progress Advising	205	201	80	26	3	2	0	1	0	1
Judicially Ineligible	17	19	8	2	0	0	0	0	0	0
Non-Responsive	50	134	86	13	7	4	0	3	3	2
Not Interested	3	4	8	0	2	0	0	0	0	0
Not Ready to re-engage	7	6	3	2	0	0	0	0	0	0
Readmitted	11	9	1	0	0	0	0	0	0	0
Transferred to another university	118	48	3	0	0	0	0	0	0	0
Filed to graduate	21	17	5	1	0	0	0	0	0	1
Dismissed by Dean's Office	3	3	0	1	0	0	0	0	0	0
Totals	**530**	**534**	**240**	**57**	**13**	**8**	**1**	**5**	**4**	**5**

Table 11: Phase 1 Outcomes by First-Generation Status		
Outcome	**First-Gen**	**Not First-Gen**
Applied for Readmission	0	1
Deceased	6	13
Got a Degree Elsewhere	1	0
Graduated	11	8
Hand off to another institution	5	2
Hand off to campus	36	29
Hand off to Extension	6	6
Ineligible-Active	37	45
Ineligible NGS	24	23
In Progress Advising	191	328
Judicially Ineligible	23	23
Non-Responsive	145	157
Not Interested	9	8
Not Ready to re-engage	8	10
Readmitted	9	12
Transferred to another university	38	131
Filed to graduate	20	25
Dismissed by Dean's Office	2	5
Totals	**571**	**826**

Table 12: Phase 1 Outcomes by Self-Identification as Low-Income at Time of Admission		
Outcome	**Low Income**	**Not Low Income**
Applied for Readmission	0	1
Deceased	3	16
Got a Degree Elsewhere	0	1
Graduated	10	9
Hand off to another institution	3	4
Hand off to campus	29	36
Hand off to Extension	7	5
Ineligible-Active	31	51
Ineligible NGS	16	31
In Progress Advising	133	386
Judicially Ineligible	6	40
Non-Responsive	97	205
Not Interested	7	10
Not Ready to re-engage	8	10
Readmitted	8	13
Transferred to another university	20	149
Filed to graduate	12	33
Dismissed by Dean's Office	2	5
Totals	**392**	**1005**

UC Riverside Degree Completion Program Legislative Report 2023

1. *A description of each extension program funded by this appropriation and how it meets regional labor market needs and student demand.*

The UCR Degree Completion Program is one of four programs funded by this appropriation (the UCLA program is certificates only and the UCSD program is for market demand research). UCR, UCD, UCM and UCSB comprise the University of California Reengagement Consortium (UCRC). Led by the UCRC Leadership Committee, their innovative consortium model extends beyond programmatic and audience expansion to include shared operational services, curricular sharing, and a multi-level community of practice that supports the success of all four partner campuses in the pursuit of reengagement, re-entry, and completion. They have established communities of practice at the advising, director, and dean levels and each of these groups meets weekly or monthly to collaborate and share promising practices around degree completion program implementation. Each of their campuses also engages representatives from their campuses' undergraduate education units (Registrars, Financial Aid Officers, Advisors, Housing, etc.) to work collaboratively to address barriers to re-engagement and re-entry. Given the vast territories the four UC Extensions cover, their combined and collaborative efforts serve most of the state of California, including the most underserved regions and populations of the state. Having adjacent territorial boundaries and similarly large and heterogeneous markets allow them to think beyond the boundaries of each institution to identify viable pockets of need that might not achieve economies of scale within a single region.

UCR Degree Completion Program Structure
The UCR Degree Completion (UCRDC) program provides degree and certificate completion to UC Riverside stop-outs, stop-outs who wish to transfer from other UC campuses, and California residents with some college and no attainment living in or around Riverside, San Bernardino, Orange, and Los Angeles counties. The program offers three primary pathways for student reengagement: 1) readmission/transfer; 2) pre-readmission eligibility coursework via concurrent enrollment or XR courses; and 3) alternative credentials/career certificates.

The UCR Degree Completion program provides a combination of "high touch" advising support and academic preparatory coursework to fill curricular gaps or address other academic readiness issues (e.g., grade improvement, refreshers, financial aid counseling support). Advisors build personal connections with the prospective returning students, get to know them, and act as program participants, "advocates," and "champions" that connect them with resources and people to help them return and complete. Outreach is proactive rather than reactive and every effort is made to provide holistic advising support to address students' non-academic needs including housing, basic needs, childcare, and mental and physical health. Close partnership with the Academic Resource Center and a designated counselor in the Financial Aid office helps advisors address two of the main concerns that UC stop-out students identified as barriers in the UCSD systemwide stop-out survey: financial cost and academic preparedness.

Data Driven and Market Aligned Program Design
At the onset of this program, UCR understood the importance of tying the program to regional labor and market needs and committed to being data driven in their planning and decision making. Consequently, they have pulled data from several sources as they have designed and implemented the UCR Degree Completion program. They have utilized research on UC stop-outs from UC San Diego Extension, as well as the Skillscape

Workforce Dashboard created by UCSD Extension in partnership with UC San Diego Center for Research and Evaluation. These tools were central to understanding regional workforce needs across California, as well as understanding University of California students who do not complete their undergraduate degrees and how to best serve them.

Thanks in large part to UCR's partnership with Growing Inland Achievement (GIA), a regional K- 16 collaborative that works to achieve education and economic equity in the Inland Empire region of Southern California, UCR was able to access a database, provided by CollegeAPP free of charge, of California residents in Riverside and San Bernardino counties who have "some college and no degree" and a strong interest in returning to complete their degrees at a university within the next two years. This contact list will be crucial to addressing regional and labor market needs through their Degree Completion program. In the Inland Empire, 51% of the population is Hispanic, yet only 10% of that population have a degree (Growing Inland Achievement, 2020). The Inland Empire produces about 12% of California's college-ready graduates but accounts for only 6% of the state's bachelor's degrees (GIA, 2020). One in four adults in the Inland Empire started college but did not finish (GIA, 2020). Census data indicate that among adults 25 or older, only 22% of them living in the Inland Empire have bachelor's degrees or higher (compared to 34% at the state level) [GIA, 2020]. 14% of the Inland Empire population live below the poverty level (GIA, 2020).

In addition to data from GIA, they have also relied on their industry association to provide market research. The University Professional and Continuing Education Association recently completed a market study to identify specific market needs and alignment with their current certificate program offerings. Projected regional market growth areas were identified in the following occupational fields: business, engineering and technology, healthcare and medicine, natural and agricultural sciences, education, and public policy and administration. High quality UC credentials are valued by employers. Recent analysis by Moody's and others support that alternative credentials are the fastest growing educational segment, as adults increasingly recognize the need to continually reskill and upskill to remain employable (*Inside Higher Education*, 27 August, 2020).

While this market research provides prioritized target areas for promotion of job-aligned certificate programs to stop-out students, the UCR Degree Completion program's primary focus is on reengagement for the purpose of bachelor's degree completion. Although few students who have engaged with their program staff in Phase 1 of outreach are interested in certificate pathways, their Degree Completion advisors maintain a student-led approach to advising and guide students toward their own self-identified goals with workforce needs in mind. They anticipate that there may be interest in the certificate pathway primarily from individuals who did not attend UCR but completed some college credits at other institutions; thus, they expect to see higher interest in certificates in their Phase 2 roll out.

Phase 1 Roll Out
Phase 1 Target Population: UCR Stop-outs
In preparation for their program launch, with the support of the UCR Office of Institutional Research (IR), the UCR Degree Completion program obtained a comprehensive list of all UCR stop-out students who left UCR between 2008-2020 in November 2022. The IR Office initially identified 14,092 students, who were not on the "no-contact" list, that left UCR between 2008-2020. Of those, 3,580 students completed degrees elsewhere and 10,112 students had not completed a degree. For phase one of their program outreach, they prioritized the 3,580 students who left in good academic standing (defined as having a 2.0 or higher cumulative GPA for coursework completed at UCR). Individual manual audits were conducted for all 1,639 UCR stop-out students with 105 units or more in good standing from the initial IR counts list (see Table 1).

However, adjustments to the outreach list were made in Winter 2023 to account for students who were judicially ineligible to return due to severe student conduct issues or who had a record of being deceased. After adjusting for these factors, IR identified 13,865 students who left UCR between 2008-2020. Of those students, 3,960 completed their bachelor's degrees at another institution after leaving UCR and 9,905 did not complete (see Table 1).

Table 1. *Phase 1: UCR Stop-out Students*		
	Initial IR Counts Used in Manual Audits	**Corrected IR Counts Used for Outreach**
Total UCR Stop-outs who left between 2008-2020	14,092	13,865
Total UCR Stop-outs who did not finish at another institution	10,112	9,905
Total UCR stop-outs who did not finish in good standing	3,580	3,405
180+ units	395	295
140 - 179.9 units	508	444
105 - 139.9 units	736	739
60 – 104.9 units	860	856
<59.9 units	1081	1071
Total Phase 1:	**3,580**	**3,405**

Phase 1 Outreach Efforts

Leveraging knowledge gained through 1,639 individual audits, they identified patterns in the remaining requirements and coursework needed for UCR stop-outs to complete. They identified seven students who had completed all requirements and simply needed to file to graduate. While their marketing department prepared a comprehensive digital outreach campaign, advising staff began immediate outreach efforts to those students via phone and email to reengage them toward completion. Of the seven, four responded to outreach efforts and filed to graduate and the three others were not responsive to outreach. For those UCR stop-out students who needed coursework to complete their degree, they initiated a comprehensive digital marketing campaign that consisted of a series of emails inviting stop-out students to attend an informational webinar provided by the Degree Completion Program Director, Degree Completion Advisors, and three representatives from the UCR Financial Aid Office. A total of 114 students registered for the webinar titled "Re-engage your degree journey – a how-to webinar" and a combined 66 students attended the two webinars held on March 1st and March 9th, 2023. Webinar attendees were invited to 1:1 individualized, advising appointments with Degree Completion Advisors to delve into the details of their completion pathway options. The webinar was recorded and was made available on-demand to help people who were unable to attend the live webinars

to learn more about the program. In conjunction with email outreach to the 3,405 students in good standing, digital marketing ad campaigns targeting these students were deployed to Facebook, Instagram, and Google platforms.

UCR pays particular attention to the language they use in communication about the program. "Stop-out" is a phrase they only use internally. All outreach and marketing use inclusive and intentional language to communicate with their students such as "re-entry" or "reengage" or "return." They invite students to engage with them in a conversation about how the program can support them in their educational goals. In addition to a series of emails, they also utilize phone calls and face to face meetings for advising. These proactive outreach efforts help increase the likelihood that a student will return and finish their degree. Since November 1st, 2023, their two Degree Completion Advisors have held 153 advising appointments.

Phase 2
Phase 2: Target Population: Poor Standing and Regional "Some College, No Degree" Audience
In phase 2 of program deployment, they will continue to conduct outreach to UCR stop-out students in good standing but will expand efforts to proactively connect with students who left UCR in less than good standing. They will also include the "some college, no degree" audience in phase 2.

Phase 2: Outreach
They will begin digital marketing campaigns targeting transfer students on their regional "some college, no degree" list utilizing lessons learned in phase 1. They know less about the individual academic histories of this target population. Consequently, they will collect intake forms prior to webinar invitation and will base webinar content on the need areas identified via the intake forms. They will be revising webinar content to include more information about the transfer process, UCR's transfer admissions requirements and eligibility, and campus life at UC Riverside. They suspect this population might also be highly interested in professional certificate pathways. Thus, they'll provide more information on professional certificate options in the webinar designated for the "some college, no degree" (non-former UCR) students. They will employ the following strategy for the "some college, no degree" population (See Table 2) after establishing baseline data on their unit completion, academic standing, and goals via the intake form.

Table 2. *Phase 2: Some College, No Degree Advising Strategy*	
Audience	**Advising Approach**
<60 units, good standing	Invite to conversation about educational/career goals and ascertain initial and current barriers to completion; Evaluate coursework taken and finalize pathway to either CSU or UC transfer; Finalize major(s) and explore major requirements for intended CSU or UC; Outline pathway to transfer and remaining requirements to be eligible; Provide resources (CSU Apply, UC Transfer Application, FASFA application website) to prepare student for transferring.
<60 units, not good standing	Conduct degree audit and evaluate opportunities to retake courses to raise GPA and search for patterns in coursework where student is struggling; Invite student into conversation on academic concerns, educational goals, and career pathways to confirm their intended major is a right fit for them; Provide referrals to academic resources such as ARC tutoring services; Support student as they finalize choice of university (CSU or UC) and provide transfer admission requirements to student to provide clear path to educational goals.
>60 units, good standing	Conduct degree audit; Evaluate intended major/career pathway; Determine if there is a feasible pathway to return to CSU or UC (depending on student's educational goals); Hand hold through transfer process and provide all application(s) resources.
>60 units, not good standing	Conduct degree audit; Invite student into conversation on academic concerns and barriers; Identify transfer options given GPA and educate on minimum requirements for CSU or UC admission; Handoff to other institution or assist student in searching for academic resources to assist in raising GPA; Search for possible opportunities to retake courses (with respect to transfer unit limits).

In phase two, they also plan to develop an online re-entry student orientation program that serves both former UCR and non-UCR degree completion students. This orientation will introduce (or reintroduce) students to UCR campus, provide important information about campus life, academic planning information, and testimonials from former re-entry students.

2. *A description of these new programs, and recommendations on how to improve access and success in these programs.*

Barriers to Program Access and Success
They are currently working on identifying and implementing both short-term and long-term solutions to support Phase 1 students. Collaboration with the other members of the UCRC has allowed them to strategize about a multitude of feasible solutions to existing barriers.

Residency Requirements

At present, UCR policy states that 35 out of the last 45 units must be completed in residence but courses taken at UCR Extension do not count towards residency.

Potential Solutions:
1) Blanket (or college/school level) waiver of residency requirement for students funneling through Degree Completion program.
2) Inclusion of Extension coursework in residence.
3) Expansion of boundaries of residency to include coursework taken at any UC campus.

Lack of Viable Online Course Options

The stop-out student population has expressed an overwhelming need for online coursework. Many stop-out students are caregivers, working professionals, or do not live geographically close to UC Riverside anymore. For students with high unit counts, transfer to another campus is not a viable option to complete. Many students cannot access appropriate solutions to complete their degree at UC Riverside due to the lack of online course offerings and online programs. Efforts are underway to add additional courses to their online XR offerings; however, gaining departmental chair support and completing the Senate approval process takes time. Because GPA does not transfer, online XR courses are also not a solution for students who left in poor standing and want to regain eligibility to readmit. UCR has no oversight on the modality for concurrent enrollment courses and seats in concurrent enrollment are limited. UC Online is only a viable option for matriculated students. The lack of articulation across campuses also requires people and time-intensive advocacy to create viable online solutions for degree completion program students.

Potential Solutions:
1) Establish mechanism for cross-campus articulation of breath courses to help students complete.
2) Expand online XR course portfolio.
3) Generate list of online course offerings across all campuses.
4) Provide upper division coursework online.
5) Waive residency requirement for online coursework completed elsewhere.
6) Utilize funds earmarked for professional development to train and/or provide financial incentives for faculty to build and offer online courses that will help students finish their degrees.

Bottleneck Courses

Through manual audits of students with 105+ units, they generated a list of frequently needed courses for completion (See Table 3). Concurrent enrollment seats are not guaranteed and sometimes students are unable to gain access to their needed course. At present, they offer XR courses in five bottleneck areas.*

Table 3. *Bottleneck Course Areas Identified in Manual Audits of 105+ Unit UCR Stop-outs*	
Bottleneck Course Areas	**Student Count**
Foreign Language 3-4 Level	503
Ethnicity*	382
Upper Division Courses Only	346
Social Science/Humanities*	218
World History*	215
Biological Science	208
English Composition	191
Natural Sciences	161
Economics/Politics*	93
Literature*	87
Units Only	72
Statistics	34

Potential Solutions:
1) Program XR sections in highly needed breadth course areas specifically for Degree Completion program students.
2) Negotiate with departments to secure concurrent enrollment seats in breadth course bottleneck areas.

Catalog Year Rights
When a catalog year is honored, campus upholds the outstanding requirements and a student completes their degree based on the year they initially entered. When a catalog year is not honored, additional required coursework may be added to account for curricular changes made in the current year of readmission. UCR does not honor catalog year.

Potential Solutions:
1) Honor catalog year of students funneling through the Degree Completion Program.

Major Availability
In addition to the policy regarding catalog rights, some majors are no longer provided at the institution and the allotted time to complete the retired major has passed. Consequently, students must select a new major and feel discouraged when they realize that their list of outstanding requirements have grown since their last time at the institution.

Additionally, students attempting to readmit to the university may not be able to change their major or may be forced upon re-entry to decide on a major they are no longer interested in pursuing. Undeclared students and students considering a different major are subject to unit limits, college specific policy, and director approval. These limitations discourage students who wish to pursue a major more closely aligned with their current educational and career goals.

Potential Solutions:
1) Allow course substitutions/exceptions to be granted for "old" majors/requirements and apply them to the outstanding new requirements.
2) Provide an appeal process so student can appeal the decision of the director to complete their major.

Lack of Financial Aid
Courses taken at UCR Extension are not eligible for Federal Financial Aid. Students requiring concurrent enrollment coursework to qualify for readmission and students needing online XR courses must carry the financial burden of the coursework.

Potential Solutions:
1) Seek donor funding for continued direct student support.

As they enter Phase 2, they anticipate that some new challenges will be illuminated as they serve the transfer population. They will continue to work together with the other UCRC member campuses to strategize about possible solutions to newly identified barriers. They have also discussed the possibility of forming a cross-system collaborative with representatives from CSU campuses currently implementing degree completion programs. Coordination of efforts and continual collaboration will be a necessary requirement to address the stop-out issue statewide. At present, UCR does not have viable pathways for all students and many students need to be referred out to other institutions to pursue their educational goals. Significant policy reform and alteration of business practices is needed to better serve UCR stop-out students.

3. *The completion rates of the new programs developed.*

Program Completion Rates
UCR Degree Completion program officially began Phase 1 proactive outreach to UCR stop-outs in January 2023. Phase 2 outreach to their "some college, no degree" (transfer) list will began in Spring 2023. Some leads have been generated via website views by prospective transfer students, and they have also received direct referrals to their program from campus advising directors for students in poor standing who have been academically dismissed in recent years. *Figure 1* captures outcomes to date for student populations served by the program's advising staff. As they continue their outreach efforts, they expect the numbers within the funnel to increase across the board. At the time of report submittal, one student had graduated, three had filed to graduate, five have applied to readmit or been readmitted, and 110 were currently being advised on a pathway to return.

Figure 1. *Degree Completion Program Funnel*
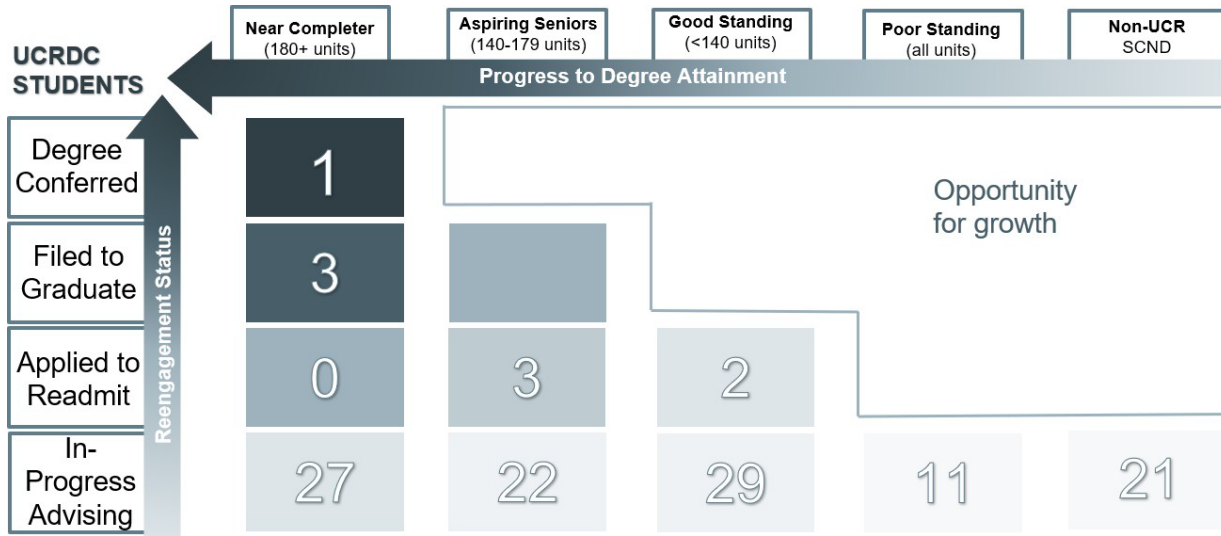
4. *The total cost of attendance for these new extension programs.*

Total Cost of Attendance
The total cost of attendance for a degree completion student varies based upon their individual pathway and need. Students participating in the degree completion program may take coursework at UCR Extension to regain eligibility to apply for readmission through successful completion of concurrent enrollment. Students may need a range of units to qualify for readmission. Fees for non-matriculated students pursuing readmission and completion are assessed for concurrent enrollment at the following rates:

- 1 unit: Undergraduate $281/Graduate $349
- 2 units: Undergraduate $562/Graduate $698
- 3 units: Undergraduate $843/Graduate $1,047
- 4 units: Undergraduate $1,124/Graduate $1,396
- 5 units: Undergraduate $1,405/Graduate $1,745

Students who left UCR in good standing or who want to take college credit towards completion but do not require the GPA to transfer may also take their XR courses prior to applying for readmission. A four-unit XR course costs $800-1200.

Students who filter through the degree completion program and readmit or transfer into UCR will pay the same part-time or full-time fees that all other matriculated students pay. Tuition and fees for a full-time student at UCR during academic year 2022-23 was $13,104. Tuition and fees for a full-time student at UCR in academic year 2023-24 are $16,942. Total cost of attendance for a matriculated, readmitted or transfer student would be based on the total cost of attending UCR (tuition, housing, transportation, food, etc.) minus the individual student's expected family contribution (EFC).

They have earmarked $300,000 of their UCOP allocated funds for general student support. This funding is available for degree completion students to support application fee waivers ($70), the payment of delinquent account holds, readmissions/transfer fees, or tuition discounts for concurrent or XR enrollment. At this time,

they have not dispersed any direct student support funds from this state allocation. Some students supported by Degree Completion Advisors were eligible to receive COVID-19 relief funds provided through a separate campus initiative. They are in the process of developing a plan and strategy for dispersal of direct student support funds from their Degree Completion Program allocation.

5. *The number of students and financial aid recipients, by campus and program that enroll in these new programs and the number that complete their degree or program.*

Students Served and To-Date Outcomes
To date, no students served through the Degree Completion have received Federal Financial Aid. Below is a count for each students' outcomes in various phases of advising (see Table 4). Students categorized as "in-progress advising" are in on-going discussions with Degree Completion Advisors regarding their pathway and options. Students who were found to be judicially ineligible via the advising process will no longer be supported by the program. Adjustments to the second iteration of the UCR stop-out list has allowed us to exclude judicially ineligible students from all outreach communications moving forward.

Table 4. *Student Advising Outcomes*	
Outcome to Date (3/28/23)	Total
Degree Conferred	1
Filed to Graduate	3
Readmitted	2
Applied to Readmit	3
Enrolled in Pre-reentry coursework at Extension	6
Enrolled in pre-reentry coursework at CC	5
Transferred to different institution	2
In-progress advising	100
Judicially Ineligible	10

6. *Demographics of students served in these new programs, disaggregated by race, ethnicity, gender, age, and other factors, provided that disaggregating the data by these categories does not yield results that would reveal personally identifiable information about an individual student.*

Demographics of Students Served
In Phase 1, UCR served a diverse population of students. Although information on age, ethnicity, and gender was available for most students in their Phase 1 target population, a significant number of students' demographic information was either unavailable in Banner or not reported. Income or socio-economic status was not available in reports provided by UCR Institutional Research. In the future, they would like to conduct an additional survey of students served through the program to try to obtain missing and unreported demographic information. Below are several figures that summarize details on Phase 1 students served through the UCR Degree Completion program disaggregated by race/ethnicity, gender, and age.

Figure 2. *UCR Degree Completion Students Served by Ethnicity*
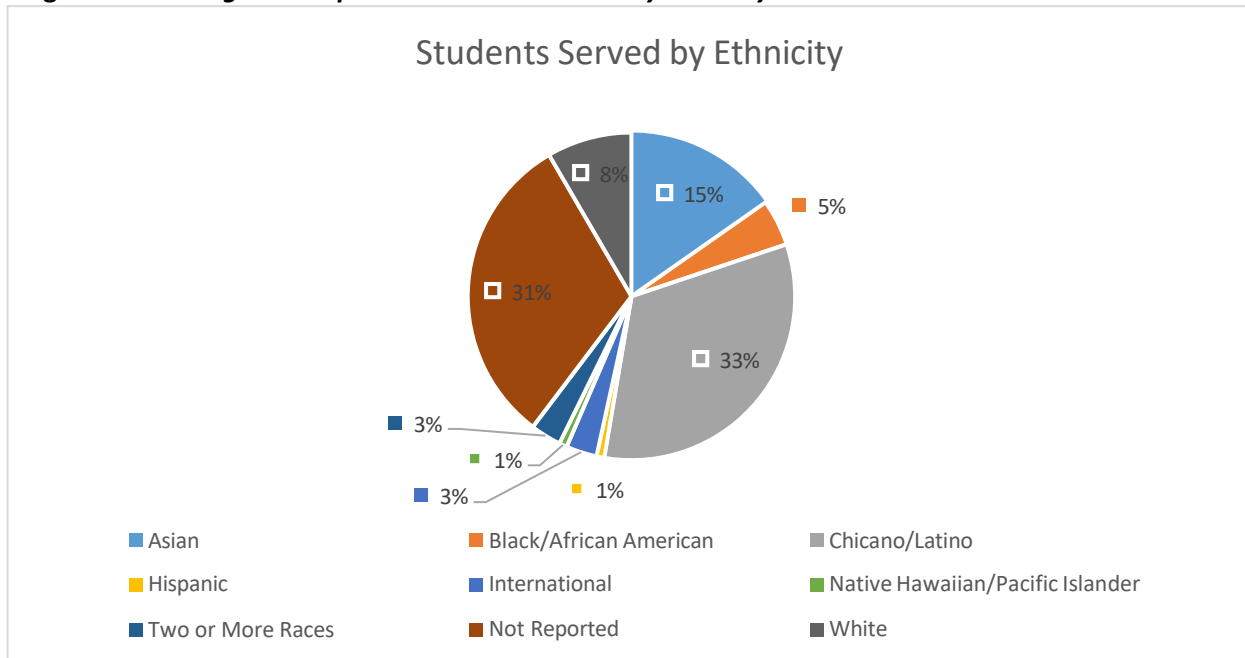
Although a significant percentage of students served had not reported ethnicity (31%), data show students served who reported ethnicity identify as Chicano/Latino (33%), Asian (15%), White (8%), and Black/African American (5%) [see Figure 2 above]. 38% of students served did not report a gender but of those who did report gender, there is an even split of 31% Male and 31% Female (see Figure 3 below). Of the students served, 32% did not report their age, 23% were 19-24, 32% are 25-30, and 10% are 31-36. The remaining 3% of the population served are 37 or older (see Figure 4 below).

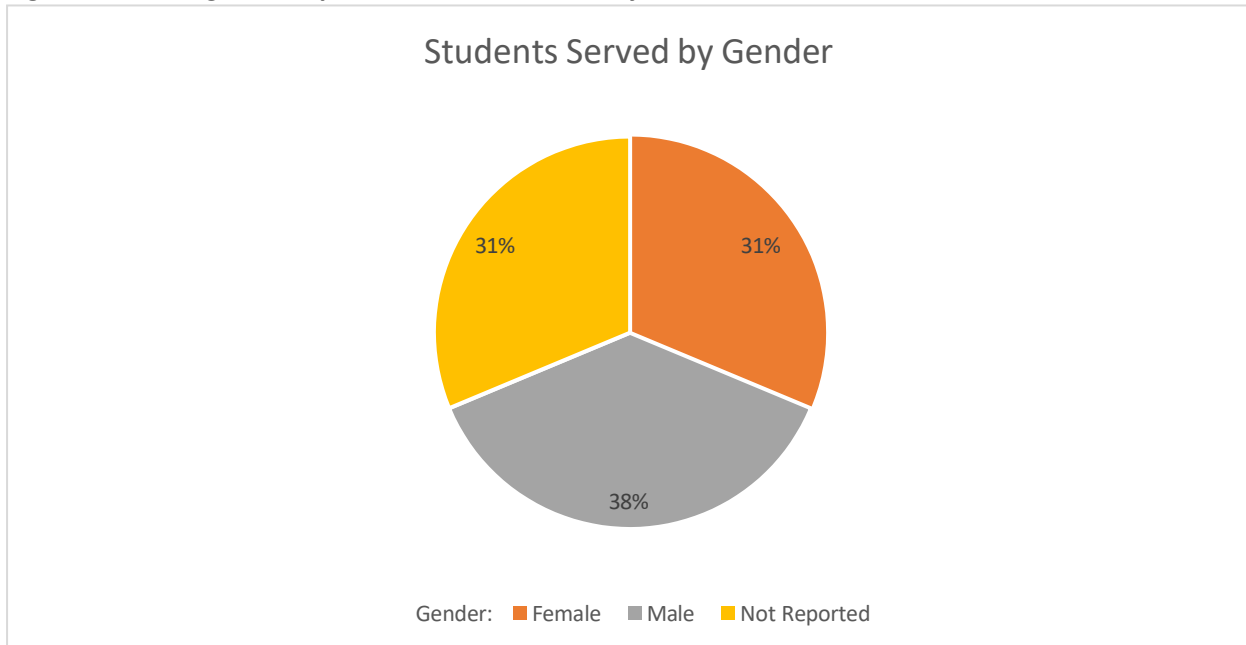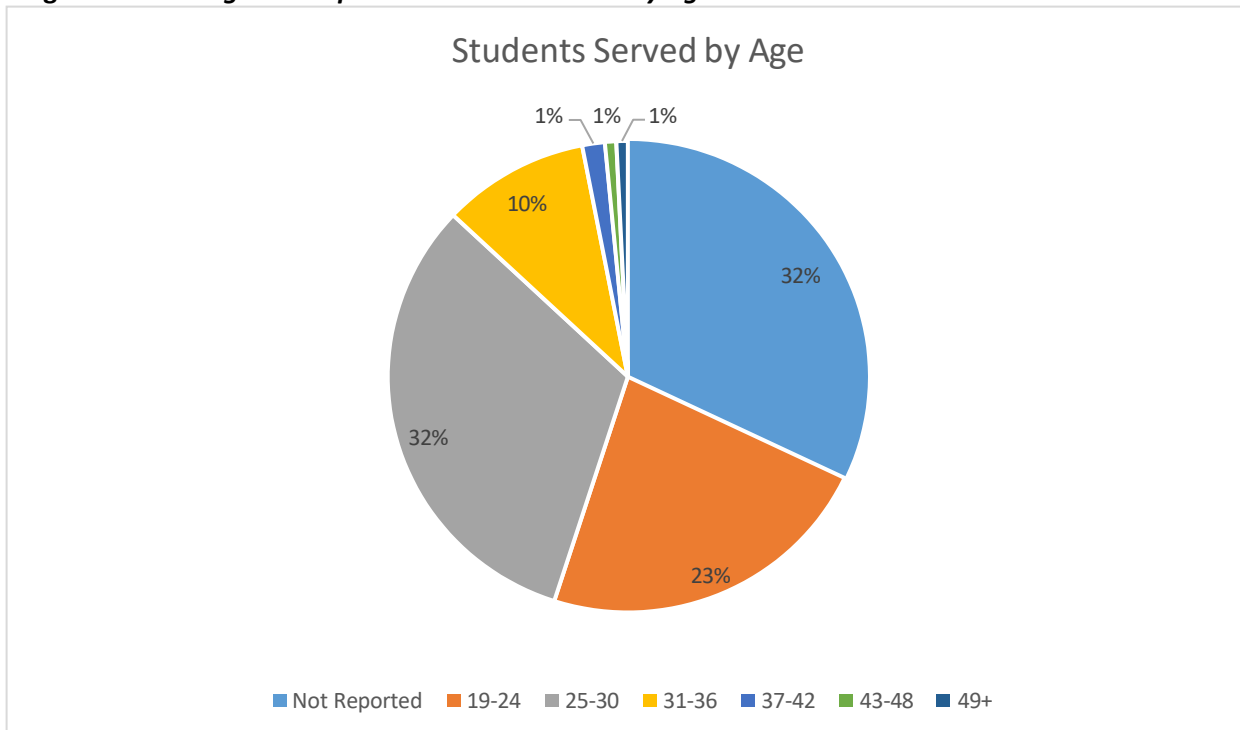**Figure 3.** *UCR Degree Completion Students Served by Gender*

Students Served by Gender

31%

31%

38%

Gender: ■ Female ■ Male ■ Not Reported

Figure 4. *UCR Degree Completion Students Served by Age*

Students Served by Age

1%   1%   1%

10%

32%

32%

23%

■ Not Reported ■ 19-24 ■ 25-30 ■ 31-36 ■ 37-42 ■ 43-48 ■ 49+

Of the students served thus far, there are similar counts of Chicano/Latino students that identify as female as there are that identify as male. To date, they have served twice the number of Asian males as they have Asian females, twice the number of Black/African American males as Black/African American females, and twice the number of white females as white males (see Figure 5). 43% of students served were First Generation college students (see Figure 6).

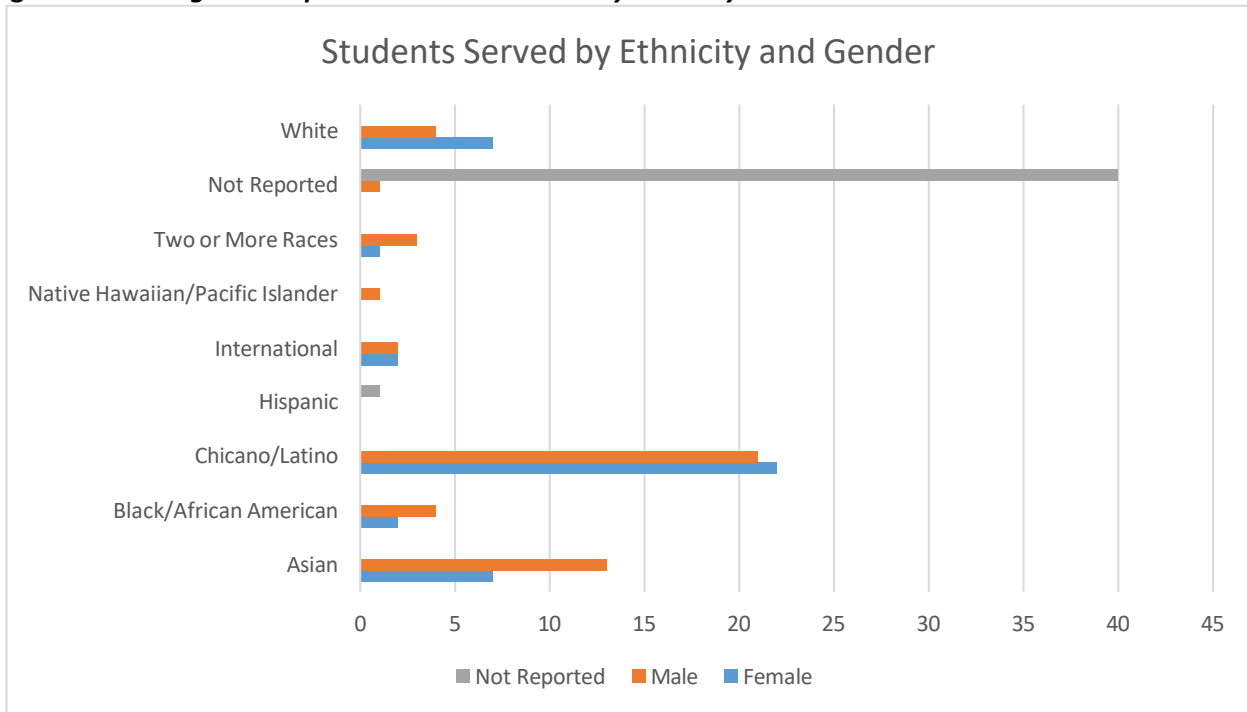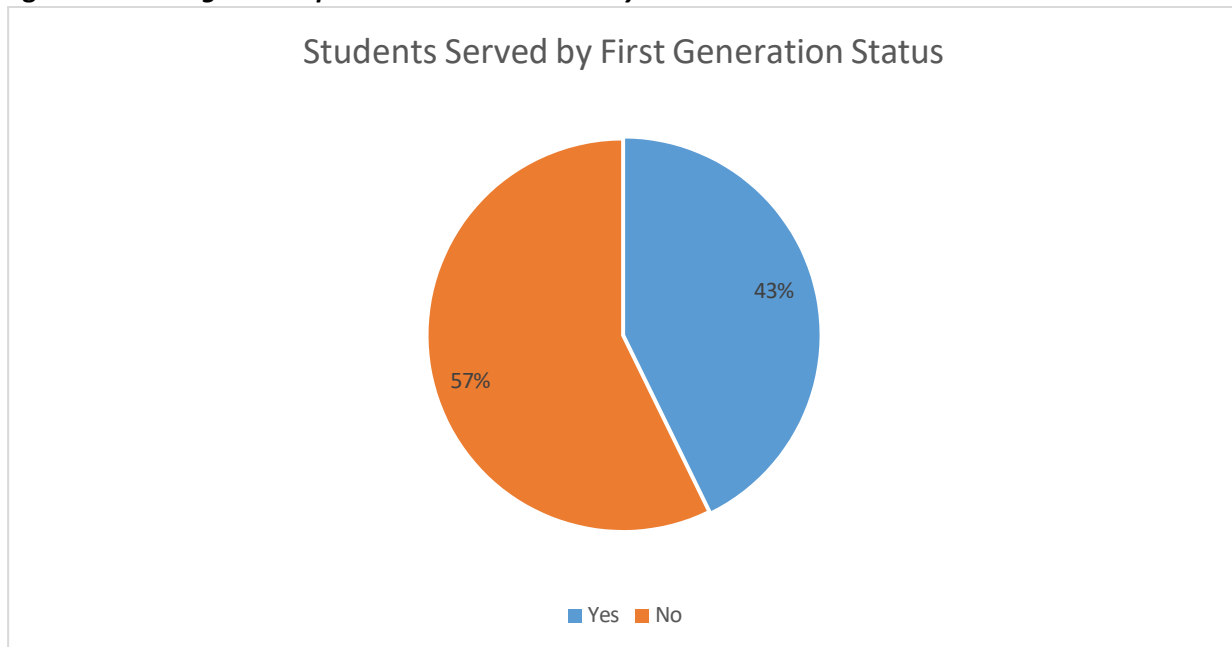**Figure 5.** *UCR Degree Completion Students Served by Ethnicity and Gender*

Figure 6. *UCR Degree Completion Students Served by First Generation Status*

7. *An explanation of the circumstances under which extension students in these new programs may use federal grants and loans for these programs, pursuant to Title IV of the Higher Education Act.*

Students may use federal grants and loans if their pathway to degree completion requires readmission or transfer to UCR, and they are deemed eligible for federal grants and loans after completion of the FAFSA. Extension coursework via concurrent enrollment or XR courses are not eligible for federal grants and loans. Students utilizing these pathways may apply for private loans and grants or may be eligible for direct student support funds allocated to UCR for this program purpose.

8. *The estimated number of financial aid recipients in these new programs, disaggregated by financial award type and the average financial award amount.*

Since the UCR Degree Completion program was funded in July 2022, no students who were readmitted or filed to graduate as a result of support from their program have received Federal Financial Aid.

9. *A list of contracts with third-party entities used by University of California extension for these new educational programs, including but not limited to contracts for the development of course materials, administration of the programs, or the provision of instruction. For purposes of this paragraph, "third-party entities" does not include California community colleges, the California State University or the University of California.*

The UCR Degree Completion Program does not currently contract with any third-party entities.

UCLA Extension Certificate Completion Program Legislative Report 2023
UCLAxCareerBridge

1. *A description of each extension program funded by this appropriation and how it meets regional labor market needs and student demand.*

Program Description
In 2020, UCLA Extension was awarded $2,910,590 in funding under the State Budget Act of 2019. This one-time funding for degree and certificate completion programs supports underserved communities who may not otherwise be able to access unsubsidized Extension programs.

UCLAxCareerBridge is the Los Angeles Extension program providing adults from diverse communities with access to professional training that prepares them for in-demand careers. The goal is to extend access to education by removing financial barriers, through **partnerships** and the grant funding provided by the State of California. Each training program covers a specialized field and provides the educational background needed to attain employment including health benefits, and career pathways for advancement. CareerBridge addresses three areas of high need and growth in the workforce, aligning with the following certificates.

The **Alcohol and Drug Abuse Counseling Certificate** (ADAC) provides training to meet a critical need in treating substance use disorders (SUD). Approximately 2.9 million Californians (9%) age 12 and older have a substance use disorder (reported 2018-2019). Six percent reported symptoms that met the criteria for abuse of or dependence on alcohol, and about 4% reported meeting criteria for abuse of or dependence on illicit drugs[1] yet only 10% of those affected receive treatment. California is undertaking a major effort to expand SUD services, and well educated and certified counselors are in demand especially since multiple reports indicate drug overdoses have increased during the COVID-19 pandemic.[2] Students completing the ADAC serve an in-demand role in SUD treatment and gain employment in substance use disorder treatment facilities, residential treatment centers, prisons, juvenile detention centers and government agencies.

Graduates of the **Early Childhood Education - Associate Teacher Certificate** (ECE) are in high demand because of growth in the field and the Governor's budget proposal goals, which recognize the essential need of quality early care for young children's outcomes and for working adults. In 2020, it was projected that 200,000 new early learning teachers would be required in the state.[3] The COVID-19 pandemic exacerbated this issue, with California permanently losing 10% of the ECE teaching force.[4] This certificate provides the foundational knowledge needed to become an Associate Teacher in a preschool or childcare setting, for children aged from birth to five years. It meets the 12 ECE/CD units needed for the California Commission on Teacher Credentialing Associate Teacher permit. Students funded by the grant are required to take a prerequisite course, five core courses, and a practicum. Courses are also being offered in Spanish for Spanish speaking students.

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[1] California Health Care Almanac, January 2022 (page 5)
[2] *A qualitative assessment of circumstances surrounding drug overdose deaths during early stages of the COVID-19 pandemic. SUDORS Data Brief, Number 2, August 2022*
[3] Early Edge CA EECA Workforce Policy Summary 2020, https://earlyedgecalifornia.org/wp-content/uploads/2020/02/EECA-Workforce-Policy-Paper.pdf
[4] Cal Matters, https://calmatters.org/economy/2021/10/california-child-care-worker-shortage/

The **U.S. Bureau of Labor Statistics** predicts data scientist jobs will experience 36 percent growth between 2021 and 2031, significantly faster than average job growth rate. The **Data Science Certificate** offers students technical skills that are marketable and in high demand so they can start careers in data science. This certificate provides hands-on experience in data management, programming, statistics, and machine learning to extract, analyze and communicate findings. Students learn to leverage the power of big data to gain insights and improve decision making related to real-world problems.

2. *A description of these new programs, and recommendations on how to improve access and success in these programs.*

Access: Enrollment Data and Recommendations
Enrollment data to date for the three certificate programs is presented below.

Enrollment Summary by Year – Projected v. Actual						
Program	**Year 1 Goal**	**Year 1 Actual**	**Year 2 Goal**	**Year 2 Actual To Date**	**Year 2 Including Spring 2023**	**Total Enrollment Through Spring 2023**
Early Childhood Education (ECE)	25	28	25	1	26*	54
Data Science	30	34	30	23	23	57
Alcohol and Drug Abuse Counseling (ADAC)	25	27	25	15	15	42
Total	80	89	80	39	64*	153*

*A new cohort of 25 students is expected to begin the ECE certificate program in Year 2 in April 2023. This will bring Year 2 enrollments for the ECE certificate to 26 and total enrollments through Year 2 for UCLAxCareerBridge to 153.

Enrollment by Quarter					
Program	**Year 1 Fall 2021**	**Year 1 Winter 2022**	**Year 1 Spring 2022**	**Year 2 Fall 2022**	**Year 2 Spring 2023**
Early Childhood Education (ECE)	11	12	5	1	25*
Data Science	9	3	22	23	
Alcohol and Drug Abuse Counseling (ADAC)	0	27	0	15	
Total	20	42	27	39	25*

*A new cohort of 25 students is expected to begin the ECE certificate program in April 2023. To summarize the enrollment data, UCLAxCareerbridge is projected to enroll 153 students out of the 160 proposed by the end of the second year of the grant. After reaching 96% of enrollment targets, they will implement additional recruitment and support strategies outlined below to make up the 4% enrollment deficit over the next two years.

Improving Access – Student Recruitment

After reviewing enrollment data across the three certificate programs, they have identified recommendations to accelerate progress toward recruitment and access goals.

- 128 students have enrolled in the UCLAxCareerBridge certificates to date of the 320 total enrollments proposed for the program.

    Action Plan:
    o Implement additional marketing and outreach efforts across the three certificates to increase student inquiries and referrals from community partners.
    o Work with UCLA Extension's recently hired Director of Strategic Communications to expand targeted messaging about the certificates.
    o Conduct a strategic mid-program outreach campaign in collaboration with community partners that have contributed significantly to program enrollments, such as South Bay Workforce Investment Board, Vermont Slauson Economic Development Corporation, People Assisting the Homeless (PATH), Asian American Drug Abuse Program (AADAP), and the Los Angeles County Office of Education (LACOE).
    o Recruit additional community partnerships as needed to yield new channels for outreach and recruitment.

Based on unique recruitment and enrollment experiences among the three certificate programs, they also propose program-specific recommendations. The ECE certificate program has presented a potential, strategic recruitment model thanks to the success of a developing partnership. When first launching the CareerBridge initiative, Child360 was a primary recruitment partner for the ECE certificate. However, the relationship ended due to a change in funding for their organization. A subsequent partnership with the Los Angeles County Office of Education (LACOE) has yielded the largest cohort for the program.

- Referrals from LACOE increased from an initial cohort of five to an upcoming cohort of 25 in April 2023. LACOE is also providing practicum site placements and pathways to job placements.

    Action Plan:
    o Explore replication of this partnership model with additional ECE employers.
    o Continue conversations with the identified potential partners listed below:

• Bright Horizons	• First Five L.A.	• UCLA Early Care & Education	• Ventura County Office of Education
• Los Angeles Unified School District	• Para los Niños	• Lennox School District	• Childcare Alliance Los Angeles
• Children's Institute	• Los Angeles Urban League Head Start Consortium	• Child Development Center at FairPlex	• The Training & Research Foundation

Enrollment in the data science certificate program showed strong promise in Spring and Fall 2022 academic quarters.

- Working with a new community partner, STEM Advantage (SA), yielded over 500% increase in enrollment during Spring 2022 and Fall 2022 academic quarters as compared to the previous quarter.

Action Plan
- o Maintain relationship with and consistent referrals from SA, with additional supports. As described below regarding completion, some of the referred students have experienced challenges completing the certificate. To support optimal recruitment with SA, additional screening may be put in place and/or additional information may be provided prior to enrollment about the program commitments.

Finally, reviewing enrollment and completion data for the ADAC certificate revealed an interesting trend:
- 21 of the 42 enrollments in the ADAC certificate are military veterans.
- Internal data also suggests the veterans consistently performed well and earned exemplary grades in the first several courses of the certificate, and they hear feedback that there is strong interest and commitment from this population in the program.
  Action Plan:
  - o Continue recruitment in collaboration with UCLA's Veterans, Initiatives, and Partnerships (VIP) Department.
  - o Expand outreach to veterans in the Los Angeles area about this certificate program through UCLA VIP, the Greater Los Angeles VA, and other potential recruitment partners.

Note: As detailed below regarding completion, it may be worth collecting additional information during recruitment about the students' objectives for enrolling in the program.

3. *The completion rates of the new programs developed.*

Success: Completion Data and Recommendations
Completion data to date for the three certificate programs is presented below. Data is reported over all cohorts to date.

Total Enrollment = # students enrolled in certificate
Completed = # students who have completed certificate
In Progress = # students who are still completing coursework
Paused = # students who intend to complete but are currently not taking coursework
Dropped = # students who have notified UCLA they will not be completing the certificate
Completion Rate = % students who have completed certificate

Certificate Completion Rates to Date						
Certificate	**Total Enrollment**	**Completed**	**In progress**	**Paused**	**Dropped**	**Completion Rate**
Early Childhood Education (ECE)	29	8	13	4	4	27%
Data Science	57	7	19	6	25	12%
Alcohol and Drug Abuse Counseling (ADAC)	42	*6 (projected by Summer)*	25	4	13	*14% (projected by Summer)*
Total	128	15 *(21 by Summer)*	57	14	42	12% *(16% by Summer)*

Improving Student Success – Program Completion
Using the proposed completion rate of 85% for the UCLAxCareerBridge program as a benchmark, data across the three certificates suggest room for improvement. A few overarching factors are worth considering alongside the data. The last few years have posed unprecedented challenges due to COVID-19, the far-reaching impacts of which they could not have planned for when first proposing the UCLAxCareerBridge program. Additionally, as their experience to date confirms, the students served by this initiative have complex challenges and barriers to success. Some of the reasons students have paused or discontinued their studies include homelessness, medical emergencies, loss of jobs, demands of single parenthood, and impact of justice involvement on career path.

Completion rates also do not reflect the full picture of student success to date. While they provide a snapshot, a significant number of students are still in the process of completing their studies due to the number of courses in each certificate (ECE: 5; Data Science: 4; ADAC: 11). To date, UCLAxCareerBridge has served 128 students, of which 86 have either completed or intend to complete their studies. Key data points and recommendations for maximizing completion are provided below.

- Overall completion rate to date is 12%. This is in large part due to many students still in progress toward completing their certificates (see below).

    Action Plan to Support Student Success
    - o Review the wraparound support currently offered through UCLA Extension, including a dedicated student support coordinator and career services, and explore if these can be augmented. After reviewing data on success and unspent funds to date, they will consider adding support staff. This may include hiring a student affairs officer with experience in promoting student retention and success.
    - o Community partners offer significant supports, including additional financial assistance for tuition, payment for state required background checks, provision of laptops, transportation passes, and supplemental case management and career services. Discuss completion rate challenges with current partners and explore additional supports they can offer.
    - o Identify additional community partners who can augment their wraparound services and remove barriers to completion.

- **44%** of students across all UCLAxCareerBridge certificates are **still in progress**.

    Action Plan
    - o This is due to the length of the certificate programs. They will continue to meet with students to discuss their plans and timelines for completing the certificates, as well as identify any potential barriers and support they can offer to help them complete the certificates.

- **11%** of students across all UCLAxCareerBridge certificates **have paused their studies**.
    Action Plan
    - o Work with individual students to develop plans for re-entry into their chosen certificate.

- **33%** of students across all UCLAxCareerBridge certificates **have dropped out of the program**.
    Action Plan
    - o Survey students who have dropped their studies and gather data on why they dropped to inform recruitment and retention efforts moving forward.

Supporting Students Enrolled in Data Science

Completion rates for the data science certificate suggest additional support is needed. While partnering with STEM Advantage (SA) has yielded significantly higher enrollment rates as noted above, retention of these students has presented challenges. SA works with underserved college students, many of whom are actively completing a 4-year college program and working. Taking on additional coursework may be challenging for some students.

- Of the 15 students in the first cohort referred by SA, 10 dropped out of the program. Of the 12 students in the second cohort referred by SA, 4 dropped out of the program.

  Action Plan
    o Augment the orientation currently offered to all UCLAxCareerBridge students, supplying more detailed information prior to enrollment about the data science certificate and amount of time needed to complete course requirements.
    o Recommend individual academic advising sessions with counselors before students enroll.
    o Continue to provide as much scheduling flexibility as possible to encourage completion, such as modifying the typical course load from two courses to one course per academic quarter.
    o Collaborate with STEM Advantage to explore options for providing additional counseling support during the program through their organization.

Supporting Students Enrolled in ADAC

Completion rates within the ADAC certificate pose a different challenge. Veterans make up the largest cohort of enrollments in this program and, as detailed above, the students have performed well in the first several courses of the certificate. A major obstacle seems to be the final, experiential practicum course.

- Seven out of a total of 21 veteran students have discontinued their studies immediately prior to enrolling in the required practicum experience.
    o As this challenge is a recent development, with students only first being eligible for practicum coursework in the last academic quarter, UCD does not yet have a full understanding of the barrier to completion. It may be due to difficulties posed by the practicum itself, such as the number of hours required or finding a placement site. Alternatively, the issue could stem from students' objectives for participating in this program. For example, they may be interested in studying and then applying their knowledge in other roles (i.e. vocational rehabilitation specialist), which may not require completing a practicum to become an ADAC counselor.
  Action Plan
    o Leverage student support services to keep students engaged and support completion of the practicum in an upcoming academic quarter.
    o Conduct a listening tour and gain clearer insight into the barriers to completion.
    o Work with their academic and career service departments, UCLA's Veterans Initiatives and Partnerships Department, the VA of Greater LA, and other stakeholders to implement support solutions.

4. *The total cost of attendance for these new extension programs.*

Cost of Attendance

Alcohol and Drug Abuse Counseling (ADAC)	
Year 1 Total Cost	$174,113.24
Year 1 Per Participant Cost	$6,448.64
Year 2* Total Cost	$90,211.35
Year 2* Per Participant Cost	$6,014.09

Data Science	
Year 1 Total Cost	$146,458.04
Year 1 Per Participant Cost	$4,307.59
Year 2* Total Cost	$62,912.52
Year 2* Per Participant Cost	$2,735.33

Early Childhood Education (ECE)	
Year 1 Total Cost	$103,213.42
Year 1 Per Participant Cost	$3,686.19
Year 2* Total Cost	$24,839.72
Year 2* Per Participant Cost	$24,839.72**
Projected Year 2 Total Cost Including April 2023 Cohort	$74,343.40**
Projected Year 2 Per Participant Cost Including April 2023 Cohort	$1,728.92**

*Year 2 is defined as July 2022 – February 2023 for the purpose of this report.

**The projected total cost and projected per participant cost for year 2 of the ECE certificate include 25 new ECE students anticipated to start in April 2023. These projections include all costs incurred from July 2022 through the Spring 2023 academic quarter, which provides a more accurate representation of costs as compared to calculating the ECE certificate's year 2 costs through February 2023.

Additional Information
The success of the UCLAxCareerBridge program relies heavily on partnerships with local organizations. To date, 19 partners have committed to support recruitment, wrap around services, funding, and internship placement. These partners are listed below, and UCD continues to recruit new partners to augment their efforts.

A Place Called Home

Asian American Drug Abuse Program (AADAP)

Downtown Women's Center

Fullerton College

Homeboy Industries

LA County Dept of Workforce Development and Aging Community Services (WDACS)

LA County Office of Education (LACOE)

LA Job Corps

Loyola Immigrant Justice Clinic

People Assisting the Homeless (PATH)

PUENTE Learning Center

South LA Transportation & Empowerment Zone (SLATE-Z)

South Bay Workforce Investment Board (SBWIB)

Stem Advantage

UCLA Early Care & Education

VAGLA-Veterans Community Employee Development

Ventura County Office of Education

Vermont Slauson Economic Development Corporation

Wellnest

Additionally, UCLA Extension's Career Services has been working to secure employer partnerships with local organizations interested in hiring UCLAxCareerBridge graduates. Below are committed employer partners to date. Commitment includes the employer posting job and internship opportunities with UCLA Extension, considering applicants from the UCLAxCareerBridge program, and agreeing to receive communication from UCLA Extension Career Services about upcoming recruiting opportunities. Additional opportunities include conducting information sessions about their company and career opportunities, participating in career panels, and participating in on-campus hiring events. Employer partner recruitment conversations for each certificate are ongoing.

Early Childhood Education (ECE)
• Initial outreach to 12 potential employer partners
• 3 employer partners confirmed
• 5 potential partners in conversation

Alcohol and Drug Abuse Counseling (ADAC)
• Initial outreach to 4 potential employer partners
• 2 employer partners confirmed
• 5 potential partners in conversation
• Additional potential employment partner connections forthcoming through collaboration with UCLA's Veterans Initiatives and Partnerships

Data Science
• Initial outreach to 11 potential employer partners
• Additional outreach through UCLA's Career Center's Employer Open House
• 3 potential partners in conversation

Items Not Applicable to Program Model

The following requested items were not applicable to the program model. See explanations below:

An explanation of the circumstances under which extension students <u>in these new </u>programs may use federal grants and loans for these programs, pursuant to Title IV of the Higher Education Act.

- The certificates included in the UCLAxCareerBridge program are not eligible for federal financial aid.

5. *The number of students and financial aid recipients, by campus and program that enroll in these new programs and the number that complete their degree or program.*

- These certificates included in the UCLAxCareerBridge program are not eligible for federal financial aid.

6. *Demographics of students served in these new programs, disaggregated by race, ethnicity, gender, age, and other factors, provided that disaggregating the data by these categories does not yield results that would reveal personally identifiable information about an individual student.*

Student Demographics

Demographic data for students enrolled in the UCLAxCareerBridge program is presented below. The data was collected from all 128 students enrolled to date across the three certificates.

Ethnicity	
Number of respondents:	128
Asian	13%
Black/African American	21%
Caucasian	5%
Hispanic/Latino/Chicano	44%
Native American/Alaska Native	3%
Not Provided	2%
Pacific Islander/Hawaiian	1%
Two or More of the Above	11%

Gender	
Number of respondents:	57
Female	70%
Male	30%
Age	
Number of respondents:	117
20-29 years	34%
30-39 years	28%
40-49 years	23%
50-59 years	15%
60-69 years	8%
70-79 years	1%
Average Age	38

7. *An explanation of the circumstances under which extension students in these new programs may use federal grants and loans for these programs, pursuant to Title IV of the Higher Education Act.*

- These certificates included in the UCLAxCareerBridge program are not eligible for federal financial aid.

8. *The estimated number of financial aid recipients in these new programs, disaggregated by financial award type and the average financial award amount.*

- These certificates included in the UCLAxCareerBridge program are not eligible for federal financial aid.

9. *A list of contracts with third-party entities used by University of California extension for these new educational programs, including but not limited to contracts for the development of course materials, administration of the programs, or the provision of instruction. For purposes of this paragraph, "third-party entities" does not include California community colleges, the California State University or the University of California.*

UCLA Extension has not contracted any third-party entities for the development of course materials, administration of the programs, or the provision of instruction for the certificates offered under the UCLAxCareerBridge program.

UC San Diego Division of Extended Studies Center for Research & Evaluation
California Workforce Dashboard Legislative Report 2023

The UC San Diego Division of Extended Studies (DES) Center for Research and Evaluation (CR+E) has established the basis of a long-term, sustainable labor market research tool to support the UC system and the state of California. After developing the California Workforce Dashboard (also known as the Skillscape Workforce Dashboard), Emsi merged with the labor market data company Burning Glass to form a new company, Lightcast. After the merger, Lightcast no longer supported the skill cluster data that the California Workforce Dashboard was based on. This mean that it was not possible to update the data in the California Workforce Dashboard. As a result, CR+E has worked with Lightcast to acquire data and contracted with a web developer, Mackey Creative Labs, to build a new dashboard that can present live labor market data.

CR+E has used UCOP funding to purchase one year of live labor market data from Lightcast. This data, accessible via API, includes job postings, labor profiles, projected occupation growth, and projected skills growth. The data will allow for analysis at geographical units below the metropolitan statistical area, which will improve analysis over the first iteration of the California Workforce Dashboard.

CR+E has also used UCOP funding to begin developing a new California Workforce Dashboard with the web developer Mackey Creative Lab. After a review of different proposals for staging data and hosting the dashboard by UCSD DES Information Technology Services, CR+E and Mackey are currently designing a dashboard to incorporate the live labor market data, which will be staged and hosted using a cloud service. The dashboard will enable data analysis and visualization for each of the UC campuses. The dashboard will also be designed with an eye toward future expansions of the data to include UC-specific data such as alumni data and program data, which will allow for more unique insights into program development and alignment with California's workforce needs.

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