

Office of the President

TO MEMBERS OF THE ACADEMIC AND STUDENT AFFAIRS COMMITTEE:

DISCUSSION ITEM

For Meeting of May 17, 2023

WHERE UC HAPPENS: CURRENT STATE AND EXPANSION OPPORTUNITIES

EXECUTIVE SUMMARY

The UC 2030 Capacity Plan seeks to expand student access and success. Achieving the 2030 goals requires expanded efforts to support experiential learning opportunities and increase enrollment capacity and programs supporting degree completion. These efforts can also enhance UC's reach to Californians beyond those who enroll as UC undergraduate or graduate students.

Many UC programs, both on campus and systemwide, contribute to the goals outlined in the 2030 Plan. These programs provide support along the educational lifespan of a student and include experiential and off-campus learning opportunities. This item highlights several of these programs, including the following:

- UC Washington Program (UCDC) provides up to 260 undergraduates an opportunity to live, study and take on internships in the nation's capital each academic term.
- UC Center Sacramento (UCCS) currently serves approximately 150 students annually by providing opportunities to study and take on internships in the state capital.
- UC Education Abroad Program (UCEAP) sends thousands of students abroad annually to participate in immersion programs, credit-bearing internships, and a broad range of laboratory, field, and other research opportunities in highly ranked international universities.
- UC Extension system, the primary academic unit on each campus focused on continuing education which collectively serves about 300,000 each year.

Each of these programs contribute to the education of California's diverse population outside the traditional campus residential experience. The COVID-19 pandemic affected these programs in significant ways, leading to program suspensions, lost revenue, and shifts in instructional delivery from in-person to remote delivery. They have been able to remain resilient, considering future operations and programming to increase participation and expand impact to support Californians across the state.

BACKGROUND

The University of California offers many opportunities for students to enrich their educational experience beyond the traditional classroom on campus. These high-impact opportunities can be life-changing for many students for whom the opportunity to go abroad or to the state or nation's capital might be their first experience outside their home area or the state. Since these programs were conceived and launched, thousands of UC students have thrived as learners in these non-traditional classroom settings. Today, UC students are seeking additional opportunities to develop their potential for future job prospects, increase their competitiveness for positions upon graduation, and augment their capacity for public service. The UC Education Abroad Program (UCEAP), UC Center Sacramento (UCCS) and UC Washington Program (UCDC) offer students in-person non-traditional experiences in a supportive environment that allow students to learn and grow professionally.

Another place where UC happens is UC Extension, which serves almost as many individuals as the main campuses. Within the campus-based UC Extension programs, each Extension's portfolio varies based on its regional and campus context, such as the size and composition of the regional labor market, the nature of the employer base (e.g., company size, public/private, presence of HQs), and support from campuses to engage in certain types of program offerings. UC Extensions serve as the primary academic unit focused on continuing education for working professionals, non-traditional learners, but they also serve undergraduates through degree completion programs and freshman offerings at the start of their UC academic programs, as well as high school students in college preparatory programs.

Systemwide Experiential Learning

The University has several experiential learning programs that offer UC students an opportunity to receive instruction beyond the traditional residential programs on campus. These opportunities allow undergraduates, and often graduate students, to live and learn in a foreign country or in the state or nation's capital. They include several programs at the systemwide level administered by the Office of the President or in partnership via a Memorandum of Understanding (MOU) with a UC campus, as is the case for UC Center Sacramento and the UC Education Abroad Program. Below is an outline of each of these programs, how they serve UC students and opportunities for growth and contribution to the UC 2030 Capacity Plan.

UC CENTER SACRAMENTO

The University of California Center Sacramento (UCCS) educates students for public service while extending UC's unmatched research ecosystem to inform public policy. The Sacramento Center's academic program provides undergraduates with unique opportunities to participate in seminars and internships in and around the State Capitol with a singular focus on understanding the challenges and opportunities for improving the lives of the residents of California. In addition, UCCS serves as a powerful platform for mobilizing and sharing research generated on the ten campuses with lawmakers, legislative staff, and other State officials on a broad range of issues, including health and well-being,

economic development and innovation, and climate change and sustainability among others.

The UCCS core budget is derived from undergraduate tuition and fees and a direct subsidy from UCOP. In-kind administrative support is provided by the UC Davis Provost's office and the College of Letters and Sciences.

Academic Program

UCCS offers undergraduate students the opportunity to study and learn in the state capital for an academic quarter or semester through academic courses and for-credit internships throughout Sacramento. UC juniors and seniors may apply for admission directly to the program and, if accepted, enroll at UC Davis for the academic term in which they plan to participate. Students pay tuition and a modest \$167 program fee on top of tuition.

UCCS has also developed ways to enhance the academic program through supplemental curriculum and scholarship funding that affords a diverse set of students the opportunity to participate in this unique learning environment. Examples include the following:

- Governance Fellow The UCCS Governance Fellow, a former high-ranking State government official, meets with students two to three times per quarter, first sharing the story of their career. Subsequent sessions are more interactive, allowing students and Fellows to become better acquainted on a professional level.
- Extended curricula This non-credit series of lectures and workshops focuses on professional development, career pathways, and graduate and professional educational opportunities.
- Speaker Series UCCS offers weekly noontime lectures by UC faculty on a variety of public policy issues. Attendees include UCCS students, who are required to attend, legislative staff, employees of State agencies and departments, advocates, and members of the general public.

Enrollment

UCCS undergraduate enrollment grew from 57 students in 2011–12 to 130 in 2014–15 and increased further to 190 in 2018–19, followed by a decline due to the COVID-19 pandemic that began in spring 2020. The principal factor contributing to undergraduate program growth was a generous increase in the Sacramento Center's core budget beginning in 2015, which allowed enhancement of curricula and hiring of additional program, outreach, and academic staff. Other contributors to UCCS's growth included creation of new academic offerings in health, environmental, and educational policy; addition of new internships in legislative offices, executive departments, and non-governmental organizations; and new sources of student financial assistance.

UCCS recruits from all nine undergraduate campuses and, in 2019–20, more than two-thirds were women, over 40 percent were Pell Grant recipients, and 50 percent were members of

underrepresented groups (URG), first-generation college attendees, or both. Early indications are that the pandemic-driven enrollment decline is starting to reverse—UCCS has received 80 applications for summer 2023 and anticipates continued growth in applications and enrollments for the fall 2023 term.

Although the COVID-19 pandemic had a substantial and sustained impact on student enrollment, it also had some positive impacts by promoting hybrid learning, allowing students with acute illnesses to participate in class remotely, and accelerating adoption of newer technologies. There may be continued demand from students for remote or hybrid learning in the future.

New location and enhanced opportunities

In 2017, a space problem emerged when the UC-owned 1130 K Street building in Sacramento, which served as the home for UCCS, did not meet modern seismic standards. UC purchased a space at 1115 11th Street in 2019 and UCCS moved into this newly renovated location in April 2023. The new building is a fitting testament to the importance of UC to the State of California and UCCS' mission-driven commitment to support evidence-based public policy, as well as a growing academic program.

The newly renovated building offers myriad opportunities for UCCS to expand and grow. As programming develops, UCCS anticipates it will become an increasingly attractive option for UC students interested in being immersed in a policy environment while completing their coursework. There will also be new opportunities for students to be directly engaged with policy makers and UC leaders as UCCS is envisioned to be the gathering space for important policy conversations.

Several key areas outlined below point to potential opportunities for the Sacramento Center in its new home. With the goal of increasing enrollment to 400 annually, and more robust public policy engagement, UCCS needs additional resources to support student recruitment, internship placement, and enhanced engagement in outward-facing policy activities.

- Over the history of the program since 2010–11, UC Davis has accounted for 40 percent of total enrollment (598 of 1454 enrollees). Four other campuses have contributed more than 100 students each over this period (UCLA, UC Riverside, UC Santa Barbara, and UC Santa Cruz). Two campuses (UC Berkeley and UC Irvine) have contributed fewer than 70 students over the same period.
- UCCS provides a modest academic release-valve to all campuses, including UC Davis, as the UCCS teaching program is currently self-contained and for the most part does not rely on campus-based teaching staff. The majority of teaching is done by two adjunct assistant professors hired through UC Davis.
- The internship landscape is changing, with the model of compensation via academic credit now being questioned nationally. UCCS has no dedicated funding source for fellowships and student stipends and is exploring ways to ensure that the program can maintain its value to students as a program.

UC WASHINGTON PROGRAM

In the late 1990s, leaders from the Office of the President and the campuses began to envision a center that would serve the University's three core missions: teaching, research, and public service. The University's teaching mission was to be enacted through an undergraduate program, the University of California Washington Program (UCDC). In 2001, the construction of the University of California Washington Center ("Center") became home to the students who participated in UCDC.

In August 2010, the UC Washington Program became a consolidated, systemwide experiential learning program to provide UC undergraduates a fully immersive residential and academic experience. Campus staff are responsible for recruiting and selecting student participants while the UCDC staff in DC provide support for the campus efforts and develop and deliver academic curriculum and provide residential and student services to UCDC participants.

Residential experience

All UCDC students are required to live at the Center, which was built to accommodate up to 280 residents at any one time. The UCDC administrative offices and classrooms and the student participants occupy most of the 11-story building, which is also home to UC Federal Governmental Relations and other multi-campus research units. UCDC's residential program includes a student services team; it offers students access to mental health services, wellness programming, as well as access to basic needs services that are supported by State funds.

The Center has 70 two-bedroom apartments which accommodate up to four residents per apartment. The Director of Student Services lives on-site, reducing the available space to 276 beds to accommodate enrolled students. The building also reserves seven apartments for the Executive Director, visiting faculty and other UCDC visitors.

UCDC cannot completely fill its student residential spaces for a few reasons. First, UCDC separates students by gender which means that occasionally there may be an apartment with reduced capacity due to the gender imbalance. Also, UCDC receives many requests for single accommodations, which they try to accommodate. Finally, UCDC has seen a growing interest from student-parents wanting to enroll in the program. UCDC is developing a policy that will expand access and accommodate UC student families. UCDC estimates that, with these considerations, there is capacity for about 268 students for any given academic term after designating specific apartments for student-parents, single accommodations, and Americans with Disabilities Act (ADA) accommodations. Although UCDC does not offer a summer academic program, several campuses support summer internship programs for their students who live at the Center.

Program enrollments

UCDC program eligibility is open to juniors and seniors. Students from all majors are encouraged to participate in the program, but the largest proportion of students has typically come from political science/public affairs majors, followed by other social science majors.

There is an increasing interest in ensuring that UCDC is accessible to students in a broad range of majors. UCDC has an opportunity to expand enrollment to students in all majors, particularly those in STEM, by making targeted efforts to secure internships geared towards STEM students. An increasing challenge for UCDC is the competition for internships, not just among UC students, but also students from other institutions in an environment where institutions of higher education from around the country are establishing centers in DC.

UCDC enrolls a very diverse student body. Notably, in recent terms, nearly half of enrolled students have been first-generation, and roughly half of UCDC's participants have come from underrepresented groups. The program's highest enrollment was in the fall of 2018, with 212 students.

In the spring quarter of 2020, enrollment dropped slightly but was then suspended during the pandemic shutdown. UCDC staff pivoted immediately to planning a remote program that included opportunities for UC undergraduates to continue participating in internships and courses via Zoom starting in the fall 2020 (67 students enrolled). With doors reopened in fall 2021, enrollment at UCDC has continued to grow.

Funding model

UCDC's income is generated from a combination of student tuition and residential fees, auxiliary services (events and parking), and UCOP subsidies. UC's undergraduate campuses have established annual campus enrollment commitments to ensure some stability for the Center's budget. Campus coordinators recruit students through various means (such as posting flyers, hosting workshops, engaging in social media campaigns) but have struggled to reach these targets. Until recently, UCDC entered into agreements with non-UC institutions of higher education for student housing in order to bring the facility closer to its full capacity.

In August of 2019, campus Executive Vice Chancellors/Provosts and Vice Chancellors of Planning and Budget agreed to contribute funding to UCDC on a per-student basis. Under this new arrangement, campus enrollment commitments are subject to regular review with campuses, with the goal of increasing UCDC's enrollment of UC undergraduates to meet the total bed capacity for the building. UCDC might consider a coordinated strategy for recruitment to maximize UC student enrollments.

Academic Program

Through a rigorous academic program, undergraduates intern with the federal government, advocacy and non-profit organizations, NGOs, the media and arts organizations, and more, for a term, which allows them to explore federal public policy interests, experience life in the nation's capital, and expand their professional networks. Their classes supplement their internship experiences and take advantage of the many unique opportunities available in the nation's capital. UC's academic mission is fundamental to UCDC's purpose.

UCDC students are required to take at least 12 credit hours to be distributed between their coursework and internship. All students are required to take a seminar and semester students must take an elective course as well to meet their campus requirements. Seminars are writing and

research intensive and focus on specific topics designed to complement internship placements as well as to immerse students in a topic relevant to their Washington experience. UCDC developed the Four Week Module for semester students which makes it possible for all students to take the seminars together during the ten-week quarter.

UC EDUCATION ABROAD PROGRAM

The University of California Education Abroad Program (UCEAP) is a systemwide academic unit that offers immersion programs, credit-bearing internships, and a broad range of lab, field, and other research opportunities in highly ranked universities across the globe. A recognized leader in the field of international education and the preeminent education abroad program for the UC system, UCEAP collaborates with campus partners to create an integrated and inclusive UC culture of study abroad. The program, which serves all ten UC campuses and is administered under a Memorandum of Understanding (MOU) between UC Office of the President (UCOP) and UC Santa Barbara, has enabled thousands of students annually to explore the world, expand their academic horizons, learn new languages and gain global perspectives that enrich their studies, their lives and their careers.

UCEAP operates in 46 countries with 420 summer, semester- and year-long program options, giving students affordable access to some of the world's finest universities. It offers diverse and comprehensive programs at both the undergraduate and graduate level. Participants can choose from year-long, semester and quarter immersion programs, as well as summer programs and focus programs taught in English. Hundreds of courses of study are available through UCEAP, encompassing engineering, the sciences, humanities, social sciences, and art.

The majority of UCEAP's funding is derived from student tuition and fees.¹ When they enroll, students pay a \$1,000 participation fee, with some students paying additional fees for certain higher-cost programs. Unlike non-UC study abroad programs, students studying abroad through UCEAP continue to be enrolled as UC students, which gives them access to UC financial aid while they study abroad program. UCEAP offers a range of scholarships to enable students to participate in these programs.

Students receive full UC credit for the coursework they complete while abroad. UCEAP also operates a reciprocal exchange program that brings students from around the world to study at UC campuses. Prior to the pandemic, UCEAP was sending roughly 6,000 students outbound annually.

At the start of the pandemic UCEAP was forced to suspend the vast majority of its programs around the world and enrollment dropped to 296 students in 2020–21. It also served its highest percentage of first-generation students at 67 percent of total student participants that same year. Those figures have dropped significantly as UCEAP's participation rebounded in the last two years and the percentage of first-gen students is far lower. The percentage of Pell recipients and

¹ UCEAP also receives a small UCOP subsidy and funds from administrative partnerships, investment income and grants.

underrepresented minority students has also dropped significantly over the last few years, as shown in the table below.

UCEAP Participants by Campus, Pell, First Generation, and URM Status

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Students	4,704	4,652	5,363	5,701	4,851	5,776	6,074	3,506	72*	1,763	4,146
UC											
% Pell	47	50	49	47	45	47	43	44		36	29
% FG	55	55	55	54	55	56	60	60		33	26
% URG	26	29	30	33	31	33	31	33		23	19

*Detailed figures not available. Figure reflects the actual number of students from summer 2020 through spring 2021.

Post-pandemic plans

Coming out of the pandemic, UCEAP leadership and campus senior international officers and directors of global affairs have instituted regular meetings to ensure greater collaboration, diminish redundancies, and engage in complementary program development. For the period 2022–2025, UCEAP plans to:

- highlight new and existing programs in Mexico and Australia;
- promote programs that emphasize sustainability;
- expand summer STEM programs and research opportunities; and,
- emphasize educational outreach to first-generation students and their support networks.

Global Start

At the request of UC Davis and UC Irvine senior international officers, UCEAP is also developing programs that will enroll entering first year students directly into overseas programs for their initial academic term, similar to the model of UC Berkeley’s Global Edge program. UCEAP has identified a portfolio of courses which would be of greatest academic value to first year students and that can be offered by overseas partners. This “Global Start” program will initiate in fall 2024 with participation anticipated from UC Davis, UC Irvine, UC San Diego, and UCLA. This new program will support increased enrollment capacity at these campuses.

Growth trajectory

UCEAP has the potential to grow substantially to 10,000 students outbound annually. Student enrollment numbers have rebounded significantly post-pandemic to roughly 4,000 outbound, and current application numbers for 2023–24 exceed pre-pandemic levels. Pre-pandemic, the 6,000 participants generated about 2,700 full-time equivalents (FTE), so an increase to 10,000 by 2030 would result in about another 1,750 FTE systemwide, a significant amount of growth that could contribute toward a plan to grow 20,000 FTE, as outlined in the 2030 Capacity Plan. In addition to modest staff increases in UCEAP, this would require modest increases in staffing on each campus for recruitment and advising.

The UCEAP leadership has identified three areas that could contribute the most to enrollment growth:

- **The addition of more first year abroad programming** as discussed above. This would have an impact on not only courses at the campus but also the housing crisis at some campuses.
- **Course pre-approvals.** UCEAP has worked with campus registrars to develop a good system that, based on past history, lets students know the likelihood that a particular course will count for credit toward their academic major, minor, or other requirement. However, having more courses where it is known in advance which academic requirements will be met would increase the likelihood that students would participate in UCEAP. Note that while **all** UCEAP course credits transfer towards a degree, the issue is whether courses will be accepted as meeting major, minor, or general education requirements.
- **Simultaneous registration in UCEAP and at the home campus.** Currently, there are policy barriers to students taking an online/remote campus course while they are overseas in UCEAP. If students could take some key courses online while abroad on UCEAP, the likelihood that students in particular majors would participate in UCEAP could increase.

UNIVERSITY OF CALIFORNIA EXTENSION

The UC Extension system is the primary academic unit focused on continuing education for working professionals, non-traditional learners and also has programs for other non-matriculated groups such as high school students. Today, UC Extensions across all campuses (except UCSF) serve nearly 300,000 students each year with over 15,000 courses in a broad range of disciplines. The programs are built to ensure a vibrant workforce for the regional economy and to facilitate access for underrepresented communities. As self-supporting units, UC Extension fees vary by course and program.

UC Extensions, like other self-supporting units of professional and continuing education nationally, are built for agility as entrepreneurial, market-responsive organizations with nimble governance structures. Extension academic divisions collaborate with departments and academic schools across their respective campuses to offer complementary course and certificate programs, in-person and online.

Extensions coordinate their activities through the University Extension Council of Deans, which meets biannually. Consequently, Extensions have significant similarities in academic policy, organization and program offerings. However, each Extension's activities and portfolio vary based on their regional and campus context, such as the size and composition of the regional labor market, the nature of the employer base (e.g., company size, public/private, presence of HQs), and support from campuses to engage in certain kinds of programming.

What unites these divisions is their capacity and foresight to pursue novel educational initiatives and opportunities to serve different learner groups. Recent examples of innovative educational programming include the UC degree completion program, apprenticeship programs, and expansion of UC presence and engagement in new locations and markets such as UCR's Palm Desert campus, UC Davis's Aggie Square and UC San Diego at Park and Market. As the academic divisions on the front lines of changing learner demands, UC Extensions are uniquely

capable of reimagining themselves and their academic portfolios to meet the changing realities of the times.

Recent Trends

Over the last decade, continuing education has been undergoing a transformation driven by a combination of innovations in education technology (EdTech), rapidly changing job markets and learner expectations, and aggressive competition from for-profit institutions and corporations. In addition to these trends, the pandemic caused significant fluctuations in enrollments across UC Extensions' educational offerings. Particularly impacted were in-person operations, international student mobility, and key workforce development programs. Some Extensions restructured operations in response to market conditions and fluctuating enrollments by reducing staff and physical space, streamlining processes, and phasing out programs that yielded low margins, as well as services and activities with low return on investment. That said, the experience of Extensions in remote instruction was a significant asset for other campus programs moving to remote learning on short notice. The pandemic put substantial pressure on UC Extensions, but their long history paints a picture of a system capable of adapting through a combination of innovation, cost management and revenue strategies.

In tough times, being responsive to market shifts means entrepreneurship and innovation are hard-wired into the fabric of UC Extensions. Post-pandemic, UC Extensions are pursuing a range of innovations, as follows:

- UCLA Extension increased high-demand remote courses and increased grant applications that resulted in awards from the State of California, State Commission on Police Officer Standards and Training, and U.S. Health Resources and Services Administration.
- UC Riverside adopted an innovative shared-operational model and worked with UC Santa Barbara and UC Irvine to share staff in a remote environment giving all three campuses flexibility in their workforces, preventing further workforce reductions and providing pre-trained staff accustomed to continuing education systems and practices.
- UC Irvine focused on refreshing and innovating open-enrollment public programs to respond to the local burgeoning technology sector, while diversifying the programming portfolio overall to reduce reliance on international programs.
- UC Davis and UC Irvine significantly expanded massive open online courses (MOOCs), which are creating affordable access to UC expertise globally. To date, the two campuses have collectively enrolled 13 million MOOC learners at home and abroad.
- Despite declines in some programs, UC San Diego and UC Merced Extensions saw an increase in teacher credentialing enrollments due to State-approved waivers and exceptions to remove admissions barriers.

Expansion Opportunities

UC Extensions routinely develop multi-year strategic plans which include opportunities for expansion. These include:

- expanding the use of live online instruction using videoconferencing technology
- developing new offerings that stack into degrees

- using alternative micro-credentials such as badges
- creating morae immersive experiences (e.g., visiting student programs and short in-person experiential courses), and
- developing campus-equivalent (X) courses to create access to regular campus courses among non-matriculantes, including pathways for transfers.

Expansion opportunities are identified through structured market research to identify and quantify learner demand. The UCSD Skillscape Systemwide Market Research Tool, which was developed by the UCSD Center for Research and Evaluation, has proven useful particularly for campuses that do not have internal marketing research groups. A number of campuses indicated that market analysis support could benefit from a central effort and this tool is a good move in that direction.

Given the increasing pressure on the University to increase access to more Californians and to provide effective degree completion options to working adults, Extensions are also assessing the feasibility of new models and routes toward postsecondary degrees. Currently, there is no viable and realistic pathway for many non-traditional student stop outs who are geographically immobile or must maintain their professional and familial obligations while they complete undergraduate degrees at UC. UC policy prohibits undergraduate self-supporting degrees and, at present, our practices (and federal financial aid regulations) impose significant barriers to part-time and online degree completion. Moreover, unlike Extensions at many peer institutions, UC Extension cannot award its own applied degrees designed specifically for non-traditional students.

Nevertheless, Extension is at the forefront of supporting a growing number of self-supporting graduate professional degree programs, many of which are delivered entirely or partially online.

Additionally, some units are increasing their work in support of campus online programming. For example, several campuses are building capacity to become internal Online Program Management (OPMs) units for their campuses, reducing reliance on private third parties.

International students and programs, which have begun to rebound with the return of in-person instruction, will continue to provide critical funding and financial sustainability to support other types of community-responsive programming that generates low or no revenues. For some campuses, UC Extension represents one of the primary opportunities for international students to engage with the UC system. Multiple UC Extension units have reshaped their international program portfolios to be more targeted and market-differentiated in view of the increasingly competitive global education space.

A number of UC Extension operations expressed an interest in working with campuses to identify ways to expand capacity, support students, and increase degree attainment. One-time funds from the State have been allocated by UCOP to UC Extension operations supporting efforts to expand degree completion efforts for stop outs, those who have temporarily withdrawn. Rather than providing access to mostly in-person courses on any UC campus through Concurrent Enrollment, UC Extensions provide the full spectrum of curriculum in formats that accommodate

the complexities of their professional and private lives. Attachment 1 offers details of a new UC Merced Degree Completion Program and the UC Reengagement Consortium.

In addition, UC Extension units noted an interest to revisit current policies preventing the systematic use of UC Online's extensive portfolio of courses which could increase opportunities to provide virtual and online offerings to non-matriculated learners.

CONCLUSION

To maximize UC's ability to contribute to the state, the University needs to educate more diverse students that reflect the state's population. UC must leverage its resources to expand access to experiential learning opportunities to an increasingly diverse student body, many of whom might not otherwise be able to attend these programs. Additionally, lifelong learning opportunities are crucial to ensuring that UC supports students to degree completion and credit transfer.

- For both UCCS and UCDC, program participation has been heavily tied to students' ability to access sufficient financial resources. For many students, the barriers to access include the cost of travel, professional attire for internships, maintaining housing at the home campus, and ongoing costs associated with networking in a new professional environment. The ability to offer students paid internships is becoming increasingly important, particularly in the post-pandemic environment.
- The pandemic hit underrepresented students hardest, and many were forced to transition back home to support their families while studying and working. The transition of UCDC and UCCS to remote learning and internships made participation more accessible. Many students were able to engage and thrive, gaining valuable professional experience through remote internships and classes. There could be a potential opportunity for both UCDC and UCCS to consider integration of online courses into their curriculum on a regular basis.
- The current *Leadership in Social Justice and Public Policy* program leverages online instruction to provide participants a full compilation of program coursework. This joint UCEAP/UCCS program offers students an opportunity to engage in a multi-site leadership program with a focus on Latino and binational policy issues. Students attend the Universidad Nacional Autónoma de México (UNAM) in Mexico City for a term, taking courses mostly in Spanish, apart from one online course in English. Students then enroll for the subsequent term at UCCS. These programs could partner further to offer unique programming that would prepare students to be leaders.
- Basic needs insecurity is prevalent among students in experiential learning programs. During its remote program, UCDC established the UCDC Basic Needs Program to assist with food and housing security, connecting students to resources on their home campus or to a nearby campus (in-person support). UCDC now provides access to an on-site food pantry; resources to improve the quality of apartment living; and support to help alleviate the financial stress of living and working in DC. At UCCS students have access to the UC Davis Aggie Compass

Basic Needs Center for assistance with basic needs. This has not been a problem for UCEAP, since housing options include homestays, meal plans, or communal kitchens.

- UCDC and UCCS have experienced increased competition as more non-UC students seek internships in the state or nation's capital through their own campus programs. Additional staff capacity is needed to ensure that UCDC and UCCS can accommodate students with internships in subject matter areas of their choice.
- UC Extension divisions are uniquely situated to expand the capacity of the University and to help the system meet its goals. Many have highlighted efforts to shift from traditional course delivery to expanding online opportunities, developing new stackable offerings (e.g., badges, courses, micro-credentials, and concentrations), creating more immersive experiences (e.g., in-person courses for a shorter time), and offering more academic transfer credit ("X" courses). Extension units are innovative in their operational model, are increasingly supporting campus online programming and serving as internal Online Program Management units and have been adding to the capacity of campus academic units through administrative support of new program development.

Attachment 1: UC Extension Degree Completion Programs

KEY TO ACRONYMS

CTC	California teaching credential
GOLD	Graduate Opportunities for Leadership Development
HQs	headquarters
LEA	Local education agency
LMS	Learning Management System
MOOC	Massive open online course
MOU	Memorandum of understanding
NGO	Non-government organization
OPM	Online program management
OSHA	Occupational Safety and Health Administration
PaCE	Professional and Continuing Education
STEM	Science, technology, engineering, and mathematics
UCCS	University of California Center Sacramento
UCDC	University of California Washington Program
UCEAP	University of California Education Abroad Program
UCRC	University of California Reengagement Consortium
UCTK	University of California Transitional Kindergarten
UNAM	Universidad Nacional Autónoma de México (National Autonomous University of Mexico)
UPCEA	University Professional and Continuing Education Association
URG	Underrepresented groups

ATTACHMENT 1

UC Extension Degree Completion Programs

UC Merced Degree Completion

One-time funds from the state have been allocated by UCOP to UC Extension operations supporting efforts to expand degree completion efforts for stop outs, those who have temporarily withdrawn. In contrast to providing stop outs access to mostly in-person courses on any UC campus through Concurrent Enrollment, UC Extensions provide the full spectrum of curriculum in formats that accommodate the complexities of their professional and private lives.

Phase 1 funding was provided to the UC Merced Degree Completion Program which launched in March 2022, with an initial focus on UC Merced stop outs. UC Merced has prioritized new development of the Degree Completion Program for UC reentry students through a Liberal Studies major with an emphasis on upper division online option. UC Merced has reached out to 4,200 UC stop outs – 96 percent of those who have reengaged have required online and/or flexible course accessibility options.

Some milestones include conferring degrees (24 degrees to date), hosting online webinars, and enrolling program students (e.g., 45 applied, 35 admitted, and 14 enrolled for first term – 35 more were added in spring 2023 and there are plans for another 65 in fall 2023).

UC Reengagement Consortium

Phase 2 funding went to expand this work through UC Davis and UC Riverside Extension and the creation of the UC Reengagement Consortium (UCRC) which includes UC Merced and UC Santa Barbara. Updated stop out lists have been obtained from campuses and based on that, both UC Riverside and UC Davis have implemented comprehensive digital marketing campaigns to outreach their campuses' stop outs. Approximately 3,405 students who left UC Riverside with 1 unit or more to complete and 1,397 students who left UC Davis in good standing with at least 60 units received campaign outreach. Informational webinars were also held by each campus. To date, each campus's advising staff have held over 150 one-on-one advising appointments. Manual degree audits, a total of 3,155 in all, have helped each campus to identify course gap areas, establish completion pathways, guide course development/planning, and aid in securing concurrent/open enrollment seats.

Phase 2 efforts at UC Davis and UC Riverside have resulted in 23 students being readmitted, 48 having filed to graduate, and 20 degrees conferred. Additionally, another 621 stop outs are being advised on next steps towards a degree.

Phase 1 of re-entry program implementation focused on UC stop outs in good standing. In phase 2, UC Davis and UC Riverside Extension operations are targeting outreach to students in poor standing and a secondary population of California residents with some college and no degree (transfer students). Both institutions are also leveraging regional consortia. UC Davis is

collaborating with Project Attain, a multi-segmental initiative focused on degree stop outs in the greater Sacramento region. UC Riverside is collaborating with Growing Inland Achievement's Returning Adult and Professional Education Group.

Qualitative data collected in advising appointments at UC Riverside and UC Davis reinforces data found in the UC San Diego survey on UC stop outs indicating that UC's stop out population has a high need for online, asynchronous, or flexible course modalities. Some of the barriers to completion identified through Phase 1 include the lack of strategic online course offerings on campuses, lack of access to financial aid for coursework taken at Extension, lack of cross-campus articulation of courses, residency requirements, discontinued majors, catalog rights policies, and bottleneck courses.

Other UC Extension units are looking to the success of the UC Reengagement Consortium to provide sufficient evidence to move campuses to adopt processes for systematic credit transfer from Extension to departments. As part of the effort to grow the culture of supporting reentry students, in June 2023, the UCRC will host the *Symposium on UC Reengagement* at UC Merced. The objective will be to facilitate learning and understanding associated with shifting the culture in the system to create greater access and inclusivity for UC stop outs. UCRC will invite leadership, faculty, and staff as designated by each individual campus to attend the two-day symposium on reengaging UC stop outs towards degree completion.