



TRANSFORMING THE EDUCATIONAL ECO SYSTEM

Education and Community Outreach • Annual Report 2018-2019

UC San Diego
EXTENSION

ACKNOWLEDGMENTS AND THANK YOUS

At its heart, the Education and Community Outreach division at UC San Diego Extension aims to uplift, inform and progress communities through education. Our efforts to dynamically transform our instructional system beyond the traditional K-12 paradigm continue to evolve.

We are working to develop and utilize programming that engages individuals throughout their entire lifespan.

Starting with precollege initiatives, we are breaking ground on instruction that extends beyond the classroom and encourages students to question what they learn and how they learn best.

Youth are introduced to civic leadership classes, human rights instruction, management courses, socioeconomically diverse communities, International Space Station research projects and technological advancements early in their lives because our aim is to promote proactive global citizenship.

We believe that education is the gateway to changing the world for the better. To do that, we believe that the way we educate communities, not just students, must change.

Our programs remain steadfastly grounded in UC San Diego's globally-ranked research, teaching and service missions as our guiding principles.

We call upon our programming and partnerships to invigorate current and aspiring teachers, as well as school districts, governing bodies, parents, corporate and community leaders.

It doesn't just take a village, it takes an ever-expanding collaboration of every village in the world.

Our goals are not modest. Our goals are to affect change on a global scale and you will see that in the abundance and diversity of our efforts.

The ECO division started with pre-college offerings, but over the years we realized that for lasting, effective change we needed to recruit all of the essential stakeholders for training and educational opportunities. ECO now offers courses for education professionals, parents and community members; as well as specialized programming to stimulate and retain civic engagement for those aged 50 and over.

We serve over 55,000 students each year through in-person and online programming taking place around the globe. And that figure doesn't include tens of thousands more who benefit from our multimedia outreach on two dedicated television channels on University of California Television (UCTV).

Our reach grows exponentially each year because as I said before: **Our goals are not modest, they are world-changing.**

Sincerely,

Morgan P. Appel, PhD

Assistant Dean, Education and Community Outreach, UC San Diego Extension

Edward Abeyta, PhD

Associate Dean, Education and Community Outreach, UC San Diego Extension



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WORKFORCE DEVELOPMENT:
BY THE NUMBERS

EDUCATION AND COMMUNITY OUTREACH

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THE INDISPUTABLE POWER OF SYNERGY: AN ECOSYSTEM DEDICATED TO EDUCATIONAL EMPOWERMENT ACROSS THE LIFESPAN

Founded in 2019, the Department of Education and Community Outreach (ECO) at UC San Diego Extension is an amalgam of three formerly independent units within Extended Studies and Public Programs: pre-college; professional, parent and community education; and programming for learners age 50 and over (Osher Lifelong Learning Institute/OLLI).

ECO attends to the complex and interconnected lifespan learning needs of diverse audiences across the globe, serving over 65,000 students per annum and steadfastly grounded in the research, teaching and service missions of the University of California. Our commitment to the University's maxim *Fiat Lux* (let there be light) drives ECO to illuminate educational pathways from preschool to post-retirement, focusing on individuals, schools and communities wherever they may be in the world.

ECO maintains a full-time professional staff of 16 as well as close to 100 by-agreement instructors and course developers. To serve regional audiences, ECO has access to facilities across San Diego and Imperial counties, including a dedicated life sciences laboratory in Pacific Beach and a state-of-the-art technology lab in University City. Global audiences benefit from over 400 courses delivered online by educators and industry professionals. Additional vehicles for dissemination and outreach include three dedicated

television channels on University of California Television (UCTV) and a burgeoning social media presence.

Beyond traditional courses and programs, the department works with partners to develop custom-designed programs to attend to the unique educational needs of stakeholders. ECO is also charged with administrative oversight of the University of California Professional Development Institute (UCPDI), a system-wide center for applied research and scholarship in education across the lifespan.

As spiritual guardians of the Morrill Act that established the land grant university in the United States, we act purposefully to support under-resourced and underserved communities in ways that cultivate capacity and positive social capital. In these undertakings, we are guided by the Universal Declaration of Human Rights (UDHR) and the attendant 17 Sustainable Development Goals (SDGs) proffered by the United Nations. Our work is also informed by perspectives on individual and civil liberties articulated by Robert F Kennedy Human Rights organization.

In 2020-2021, ECO stakeholders will find the SDGs interwoven explicitly throughout all sessions, courses, lectures across programs, identified clearly by explanatory

icons. This badging project is part of a larger initiative exploring the use of micro credentials in education (P-12 and postsecondary) and professional settings. Ultimately, we aspire to classify and curate the work of students, educators and stakeholders using the SDGs as a platform for applied research and community action, inspiring robust discussion and engagement across the globe.

Empowering equity, diversity and inclusion lies at the heart of our collective work, be it on campus, in neighborhoods, or in orbit through partnership with the International Space Station's Space Station Explorers Program. A shared appreciation of and commitment to education as a fundamental human right extends beyond diverse programmatic offerings. ECO returns at least 40 percent of revenue generated to students in the form of fellowships.

ECO believes strongly in the power of holism, empowerment and contextually grounded approaches to teaching and learning. We know that informed conversations about education require all involved to speak the same language, albeit using distinct dialects. To this end, ECO offers *Parent University*, community- and school-based programming designed to provide guidance to parents, caregivers and others in supporting students as they navigate increasingly complex educational landscapes.

Finally, ECO is cognizant that the success of our efforts is by necessity tied to the strength of our partnerships with like-minded communities, institutions and stakeholder groups across campus and around the world. An inclusive listing of these partners may be found at the end of this report.





TRANSFORMING THE ECOSYSTEM: PRE-COLLEGE ACADEMIC PROGRAMS

An abundance of research literature details the benefits of pre-college programming for participants, parents, communities and the university alike.¹ In an increasingly competitive world, readiness for the rigors of college is critical for a number of reasons. It is critical in promoting equity, diversity and inclusion in postsecondary education and ultimately in the career professions. To attend to the notable challenges in supporting diversity, ECO offers a wide range of innovative academically focused pre-college programs on campus, in communities and online. Our objectives are not solely to fill pipelines, but to provide the essential learning tools that enable students to thrive in a campus or professional environment.

Many employers in high-demand industry sectors no longer require four-year degrees for well-compensated entry-level positions. This development is not lost on ECO and the programming we provide. A number of our pre-college offerings delve deeply into content and workplace readiness skills in specific areas (e.g. technology, life sciences, design and broadcast, among others). These programs—based on pre-existing Extension certificates designed for working professionals—will be reviewed in greater detail in the Workforce Readiness Programs section of this report.

ACADEMIC PROGRAMS FOR ELEMENTARY, MIDDLE AND HIGH SCHOOL STUDENTS

Education and Community Outreach delivers academically focused pre-college programming for elementary, middle and high school students throughout the year. Many of these programs work across grade levels and include opportunities for parent education. Academic programs offered by ECO are designed to prepare students and parents for college and university. These programs are presented in this section of the report and include relevant audiences as follows:

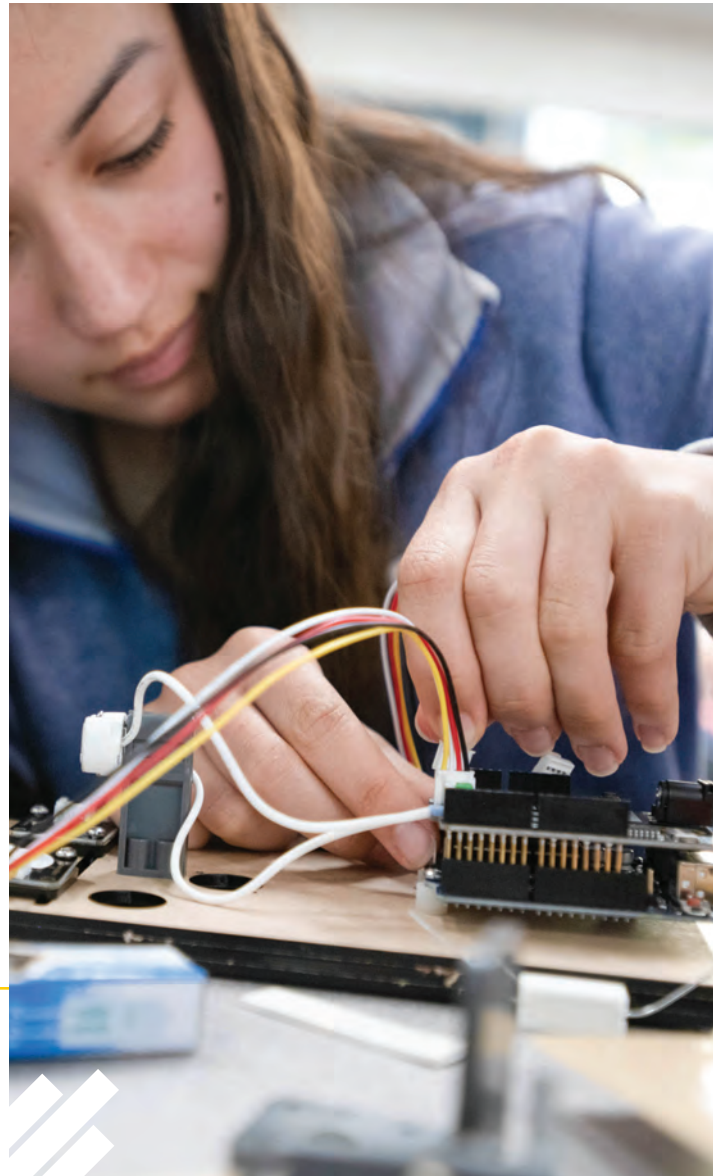
E: Elementary | **M:** Middle School | **H:** High School | **U:** Undergraduate | **G:** Graduate | **P:** Parents

E **M** **H** **P** **Library NExT: (E,M,H,P)**

In partnership with the San Diego Public Library, supported by Community Development Block Grant (CDBG) funds, in-kind contributions by UC San Diego and resources from the U.S. Department of Housing and Urban Development (HUD), Library NExT (Network of Education x Training) offers participants a series of hands-on seminars in robotics, circuits, "messy" science, 3D modeling and college planning. The program also offers *Quest for Space: Heat Experiments on the International Space Station* in addition to more than 64 other STEAM-related subjects. Programming for elementary, middle and high-school students is designed and delivered by ECO instructors based on the defined enrichment needs of each branch and the library system more broadly.

Library NExT is also home to Admit One College Prep Academy, a cooperative endeavor that brings together Education and Community Outreach and California Student Opportunity and Access Program (Cal-SOAP) in supporting high school students and parents in the transition to postsecondary education. Admit One features expert college counseling services as well as preparation for the SAT and ACT.

Library NExT was initially piloted in six branches in 2017 and as of the date of this writing has expanded to 21 branches citywide, including San Diego's highest-need communities. In 2020-2021, our goal for Library NExT is to be in all branches of the San Diego Public Library.



¹ Edwards, W., 2010. "Pre-College Programs and the Engaged University" The Engagement Exchange n1, March 2010.

E: Elementary | **M:** Middle School | **H:** High School | **U:** Undergraduate | **G:** Graduate | **P:** Parents

E M H P **Sally Ride Science/Sally Ride Science Junior Academy (E,M,H,P)**

Under the auspices of Sally Ride Science at UC San Diego, the Sally Ride Science Junior Academy offers engaging standards-aligned experiences in science, technology, engineering, arts and math (STEAM) for girls and boys in grades 4 through 12. Through a series of dynamic hands-on summer workshops, students assume roles of space explorers, filmmakers, computer programmers and marine biologists, among others. Also interwoven into Junior Academy programming are fundamental skills, self-reflective lessons and unique perspectives on STEAM as a vehicle to serve communities and advance humanity. The 17 UN Sustainable Development Goals and a dedicated focus on human rights are integral parts of all SRS summer programming.



Led by a team of hand-selected expert instructors, Junior Academy workshops intentionally incorporate compelling narratives around women scientists considered to be vanguards in their areas of study. These examples not only inspire a sense of purpose in cultivating a science identity, but contribute to a burgeoning sense of accessibility and viability of careers in STEAM—especially for girls.

In 2019, summer enrollments at Junior Academy exceeded 875 and workshops for parents and caregivers were offered for the first time. These sessions focused on developing a robust understanding of fundamental neuroscience as it relates to Next Generation Science Standards (NGSS), including effective strategies to support science learning at



home. In addition to traditional offerings at Extension's satellite campus at University City Center, Junior Academy was hosted by Southwestern College in Chula Vista and the Fallbrook School of the Arts in north county San Diego.

In 2020, offerings will include additional arts-related workshops and an exploration of parapsychology and pseudoscience found in popular media. In academic year 20-21, Junior Academy has the potential to be offered in downtown San Diego in partnership with local schools; at an education hub in National City and online (using blended/hybrid platforms). Using blended and hybrid approaches to teaching, we look forward to offering SRS workshops and courses throughout the year and across the globe.

PROGRAMS FOR HIGH SCHOOL STUDENTS

ACADEMIC CONNECTIONS

As a flagship pre-college initiative, Academic Connections at UC San Diego provides high school students within and outside the United States with unparalleled summer commuter or residential experiences at a top-tier public research university. Participants in Academic Connections are mentored by esteemed, service-oriented UC San Diego faculty. Students are encouraged and empowered to explore the world with a sense of intellectual curiosity. Currently, Academic Connections is one of three principal programs including Research Scholars and Global Environmental Leadership and Sustainability.

RESEARCH SCHOLARS: CREATING THE NEXT GENERATION OF ACADEMIC PRACTITIONERS

Research Scholars programs build upon UC San Diego's prominence in research, teaching and service, serving as a practical introduction to the academic world for high school students. Through campus-based immersive experiences in working laboratories and unique access to faculty, young scholars are offered meaningful roles in contributing to leading-edge work in Bioengineering, Life Sciences, Medicine, and Design Thinking, among others. Descriptions of these summer programs follow.

Bioengineering: Broad Overview and Techniques (BE-BOAT)

This exclusive internship program provides a state-of-the-art Bioengineering experience for rising high school students who join an applied research lab at UC San Diego for six weeks during the summer. As part of the program design to cultivate scientific and scholarly identities, students work closely with lab-based specialists and faculty investigators who serve as mentors and work directors on a real-world Bioengineering research project. Projects range from discovery-stage science to application-stage development, incorporating applied study of genes, molecules, and cells, to materials, tissues, organs, and organisms and diseases like arthritis, cancer, and heart disease. In receiving an overview of the field of Bioengineering via specialized lectures from leading researchers, participants are introduced to career pathways in Bioengineering within and outside of the academy.

Bioengineering: BioMechanics and MechanoBiology

Understanding that the future of bioengineering, biology, medicine, surgery, dentistry, and pharmacology lies in Biomechanics, participants in this program explore the shape, size, support, and movement of the body, focusing upon how manifold biological structures stretch, compress, bend, and break. Participants will acquire the fundamental applications of Mechanobiology, such as tissue response to mechanical stimuli in remodeling, growing, and deteriorating. In applying these principles, students dissect and manipulate knees and spines as examples of movable and flexible joints.

I loved this internship and being able to work in the lab; it really opened my eyes to what bioengineering research would be like as a grad student and exposed me to so many different biology/bioengineering concepts.

-Research Scholar Student





RESEARCH SCHOLARS: CREATING THE NEXT GENERATION OF ACADEMIC PRACTITIONERS

BE-BOAT programs continued

Bioengineering: Biomedical Engineering for Health, Injury and Disease

This program provides a broad overview of and hands-on experience in biomedical engineering for health, injury, and disease. Under the direction of senior faculty and doctoral students, participants acquire core skills used in academia and industry to create new instruments and devices to monitor and improve health, and to diagnose and treat injury and disease including broken bones, irregular heartbeat, diabetes, and abnormal growth. They are afforded opportunities to measure, model, mimic, and manipulate the chemical, mechanical, and electrical processes that govern body functions and to explore the roles of 3D printing and CT imaging in deciphering the functional design of tissues and organs.

Bioengineering: Mammalian Cell Culture—Foundations for Bioengineering, Tissue Engineering and Regenerative Medicine

In this course of study, students are introduced to Bioengineering Biotechnology and the fundamentals of mammalian cell culture—core skills used in academia and industry to create new cell and tissue therapies, ranging from treating arthritis, to inducing heart regeneration, and curing cancer. This week-long workshop includes supervised opportunities to thaw, grow, propagate, and freeze mammalian cells.

Molecular Biology Research Immersion Program

In partnership with the Boz Life Science and Research Institute housed at the San Diego Science Center, Education and Community Outreach offers unique laboratory-based programs in applied scientific research. The series of courses involves field work, exploration of cutting-edge molecular biology topics, application of modern laboratory techniques, and contextually grounded application of relevant bioinformatics and statistical applications. Led by UC San Diego life sciences faculty and graduate students, participants acquire foundational knowledge of applied life sciences and the scholarly research process. This includes training and experiences in the following areas:

- Creating literature reviews and meta analyses of research findings
- Formulating hypotheses and designing experiments
- Collecting and processing samples individually and in teams
- Executing experiments in laboratory and field settings
- Analyzing data and revising hypotheses
- Summarizing findings and offering recommendations
- Showcasing work through poster presentations attended by local scientists and industry leaders.

At present, participants may choose from among two laboratory-based program options: the Biodiversity and Neurobiology Research Program and Molecular Biology Research Immersion Program.

Medicine: Reproductive and Oncofertility Science Academy (ROSA)

ROSA is a hands-on educational program that inspires 11th and 12th grade girls to pursue career pathways in science and medicine. ROSA introduces participants to oncofertility – a groundbreaking and relatively recent area of medicine that addresses fertility and the relevant quality of life issues for young cancer patients. Summer program alumni demonstrate a deeper understanding of science and research, especially as it relates to oncofertility and cancer treatment more generally. Many have gone on to study these areas in college and have moved on to successful careers in science, math, engineering and technology.



BioEngineering Summer High School Internship Program

This unique summer internship program aims to provide a state-of-the-art Bioengineering experience for rising high school students. Students will be able to join a forefront research lab in Bioengineering at UC San Diego for six weeks during the summer. They will be able to work closely with a lab mentor and faculty investigator on a Bioengineering research project. Projects range from discovery-stage science to application-stage development. Topics range from genes, molecules, and cells, to materials, tissues, organs, and organisms. Target diseases range from arthritis and cancer, to heart disease. In addition, they will obtain an overview of the field of Bioengineering and hear specialized lectures from forefront researchers. They will also learn about career pathways in Bioengineering.

The program is designed to provide students with a residential component as well as a commuter component. The first 3 weeks of the program are strictly residential. Students will be able to live in a dorm with others in the Academic Connections program so that they can experience first-hand college life. The last 3 weeks of the program are commuter based. Students will be responsible for their own accommodations and transportation to and from campus on the last 3 weeks.

Global Environmental Leadership and Sustainability: GELS

GELS combines advanced scientific research with leadership training and essential skills in an effort to cultivate the next generation of transformative leadership in sustainability-related fields. GELS programs offers high school students an exclusive opportunity to engage and address the most compelling environmental issues of the day. Coursework integrating applied research and public dissemination of findings is led by researchers, graduate students and professional scientists.

Presently, GELS is offered at Biosphere 2 in cooperation with the University of Arizona; in Hawai'i with the University of Hawai'i, Hilo; and at the Scripps Institute of Oceanography and the University of California facilities in Washington, DC (UCDC).



H Test Preparation

Education and Community Outreach offers effective low-cost test preparation programs for high school and undergraduate students. These include preparation for the following entrance examinations (all offered in-person and online):

- Scholastic Aptitude Test (SAT)
- ACT
- Graduate Management Admissions Test (GMAT)
- Graduate Record Examinations (GRE)
- Law School Admissions Test (LSAT)
- Medical College Admission Test (MCAT)
- Armed Services Vocational Aptitude Battery (ASVAB) (scheduled for 2021)

In collaboration with the Rady School of Management at UC San Diego, ECO offers no-cost GMAT Boot Camps to active duty, veteran or retired service members interested in graduate-level business and management programs. These include Quantitative Reasoning and Verbal Reasoning.

In an effort to lessen the costs associated with sitting for the Scholastic Aptitude Test (SAT), ECO will release its own preparation guide, available for download without cost in PDF. The release of the first edition of this resource is scheduled for fall 2020 with regular updates to follow. Education and Community Outreach is also finalizing an online version of its low-cost test preparation coursework for the SAT, online version offered summer 2020.

H Online A-G Courses and Associated Services

In partnership with UC Scout, a system wide initiative housed at the University of California, Santa Cruz, Education and Community Outreach is able to provide online A-G and Advanced Placement (AP) coursework without charge to students and families. ECO can also work with schools and districts to bundle A-G and AP courses with additional services, including college counseling certification, counseling on demand, teacher training and development and support for parents, families and communities, among others.


H Courses for College Credit

In association with campus faculty and the academic senate at UC San Diego, Education and Community Outreach offers over 20 lower-division undergraduate courses to high school students. Taught by campus approved instructors and graduate students, these courses are available at schools sites and on campus.

E P Custom Programming

As is the case with programming across Education and Community Outreach and Extension, custom-designed programs are available and are built to specification in collaboration with schools and community-based partners.





CATALYSTS FOR TRANSFORMATION: ACADEMIC PROGRAMS BY THE NUMBERS

CATALYSTS FOR TRANSFORMATION: ACADEMIC PROGRAMS BY THE NUMBERS

SECTION HIGHLIGHTS



Pre-college academic programs experienced dramatic enrollment increases since their inception, demonstrating over **200 percent growth during the period 2011-2019**.



Over the past five years, pre-college programs have awarded over **\$3.7 million in scholarships to over 9,400 students**. Scholarship recipients comprise over two-thirds (69 percent) of all enrollees in pre-college programs.



Academic pre-college programs served an average of over **4,800 individuals in 2018-2019**, reaching an apex of **4,978 in 2018**.



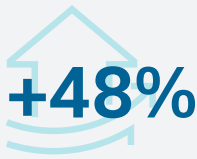
During year 2018-2019, the majority of enrollees (**60-65 percent**) in academic programs sponsored by pre-college at Education and Community Outreach were **female**.



In 2018, **38 percent of participants in academic programs belonged to historically underrepresented minority groups in education (URM)**². In 2019, **49 percent** of participants were classified as URM.



Close to three-quarters of all enrollees in pre-college academic programs in 2018 were in high school. **In 2019, high school students comprised less than 50 percent of pre-college academic programs. Forty-five percent of enrollees were elementary and middle school students**, 16 percent of whom were sixth graders. See figures five and six on page 21 for more information.



The percentage of participants in pre-college academic programs who identified as **Hispanic/Latinx** grew by **48 percent** from 2018 (16 percent) to 2019 (31 percent).



In 2018, **37 percent of enrollees reported that household income was insufficient to meet basic needs**, requiring government assistance (used as a proxy for low-to moderate income). In 2019, **46 percent of enrollees reported the same challenges**.



University of California campuses represented **34 percent** of postsecondary enrollments among pre-college academic program participants



Over the period 2012-2018, **1,650 participants in pre-college academic programs enrolled in postsecondary institutions**. Of those, **92 percent** were accepted to **four-year institutions** and **eight percent** attended **two-year institutions** (community colleges)



Pre-College Academic programs were appraised highly by participants. In 2018, **the average ratings for courses and instructors were 4.6 and 4.2** respectively on a five-point scale. In 2019, **courses were rated 4.1 and instructors rated 4.5** on a five-point scale.

² For the purposes of pre-college programming, we define underrepresented minorities (URM) as those whose racial or ethnic backgrounds is from one of the following groups: African American/Black; Filipino, Vietnamese or Hmong; Native American/Alaskan Native; Native Hawaiian/ Other Pacific Islander; and two or more races when one or more is from one of the groups listed above.



PARTICIPATION IN PRE-COLLEGE ACADEMIC PROGRAMS 2011-2019

As Figure 1 demonstrates, since the inception of pre-college academic programs in 2011, enrollments have increased—over 200 percent—attaining an apex of nearly 5,000 participants in 2018.

As the majority of pre-college academic programs offered by ECO are based at the UC San Diego campus or at nearby community sites in San Diego (libraries, schools and YMCAs), most participants hailed from the city of San Diego, surrounding suburbs, bedroom communities and adjoining smaller cities.

In 2018, schools and institutions with the highest representation in academic programs included UC San Diego (primarily undergraduate students enrolling in test preparation programs), Point Loma High School, Hoover High School, La Jolla High School, and Imperial High School. In 2019, schools and institutions with the most enrollees in academic programs constituted UC San Diego, Point Loma High School, Chula Vista Learning Community Charter High School, Language Academy, La Jolla High School, and Westview High School.

As Figure 2 illustrates, although nearly all academic pre-college programs experienced steadfast growth over the eight-year period from 2011-2019, test preparation, Library NExT and Sally Ride Science Junior Academy drew the largest number of enrollments. It is worth noting that there is significant cross-pollination among programs that may account for this phenomenon. For example, test preparation is frequently offered through Admit One programming held at the San Diego City Public Library system, where Library NExT is held. These efforts may have also contributed to a drop in numbers for the test preparation and Library NExT programs individually.

Additionally it should be noted that Academic Connections enrollments for the 2018-2019 year was limited to a maximum of 350 students due to space constraints.



Figure 1: Overall Enrollments in ECO Academic Programs, 2011-2019

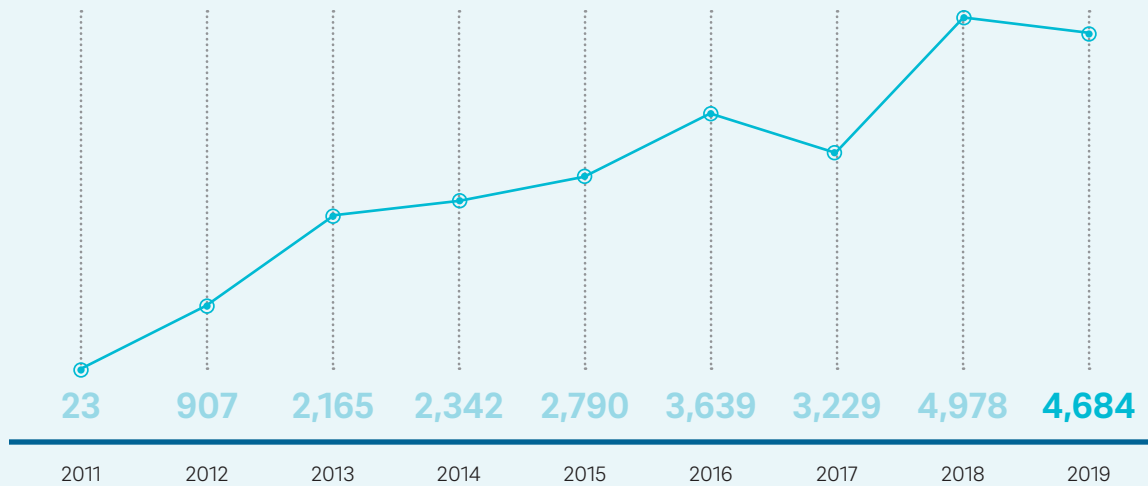
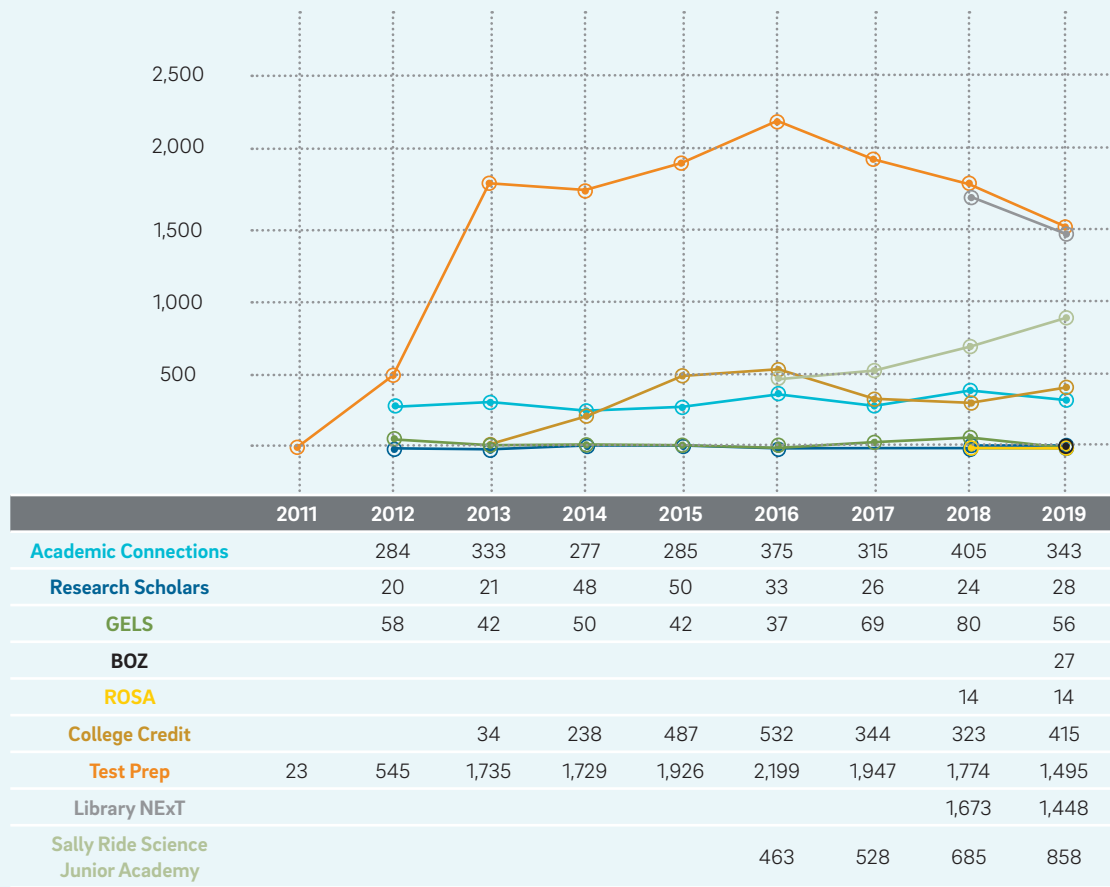


Figure 2: Enrollments by Program, 2011-2019



CALIBER OF PARTICIPANTS, 2018-2019

Using the broader enrollment landscape as context, we now delve more deeply into characteristics of participants in pre-college academic programs, beginning with caliber of enrollees, based primarily on high school grade point average (GPA). In 2018, the average GPA of students enrolled in academic programs was 3.90, based on a sample of 457 participants. In 2019, the average GPA was slightly higher at 3.94, based on a sample of 407. Most academic programs required an application and submission of formal transcripts, with minimum GPA of 3.0 – 3.8 on a four-point scale as a prerequisite for admissions eligibility/acceptance.

ACADEMIC PRE-COLLEGE PROGRAMS BY GRADE LEVEL

Academic pre-college programs have traditionally served secondary (middle and high school) and postsecondary audiences (primarily through test preparation workshops for graduate admissions). In 2019, the Sally Ride Science Junior Academy augmented its offerings with programming designed for elementary audiences, impacting enrollment diversity to include rising third graders (please refer to Figure 6).

As Figures 5 and 6 show, close to three quarters of all enrollees in pre-college academic programs in 2018 were in high school. In 2019, high school students comprised less than 50 percent of pre-college academic programs. Forty-five percent of enrollees were elementary and middle school students, 16 percent of participants were sixth graders.

ACADEMIC PRE-COLLEGE PROGRAMS BY RACE /ETHNICITY

As illustrated in Figures 6 and 7, in 2018, 38 percent of participants in pre-college academic programs belonged to historically underrepresented minority groups in education (URM)³. In 2019, 49 percent of participants were classified as URM. The percentage of participants in pre-college academic programs who identified as Hispanic/Latinx grew by almost 94 percent from 2018 (16 percent) to 2019 (31 percent). The percentages of White and Asian/Pacific Islander enrollees dropped from 2018 to 2019. The percentage of Black/African American participants increased slightly by one percent over the year as did those who identified as two or more races.

ACADEMIC PROGRAM PARTICIPANTS BY GENDER, 2018-2019

As Figure 3 indicates, nearly two-thirds of enrollees (467 of 718) in pre-college academic programs in 2018 were female. In 2019, 60 percent of participants were female (731 of 1219), as illustrated in Figure 4.

Figure 3: Enrollments by Gender, Academic Programs, 2018 (n=718)

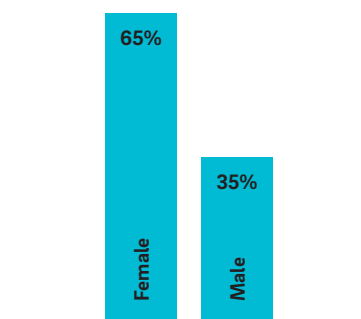


Figure 4: Enrollments by Gender, Academic Programs, 2019 (n=1,219)

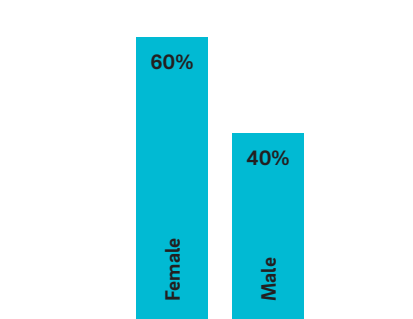


Figure 5: Grade Level of
Participants, 2018 (n=702)

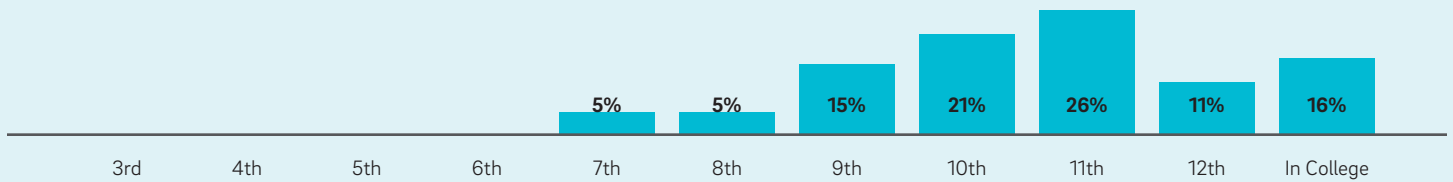


Figure 6: Grade Level of
Participants, 2019 (n=1,315)

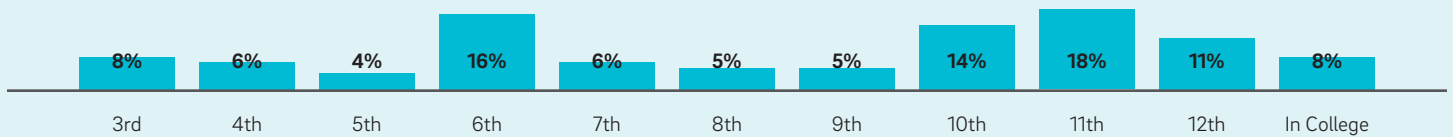


Figure 6: Academic Pre-College Programs
by Race/Ethnicity, 2018 (n=323)

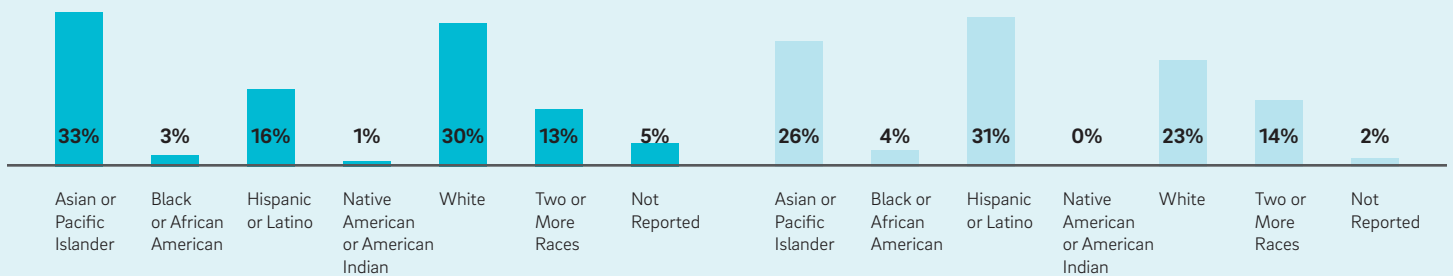
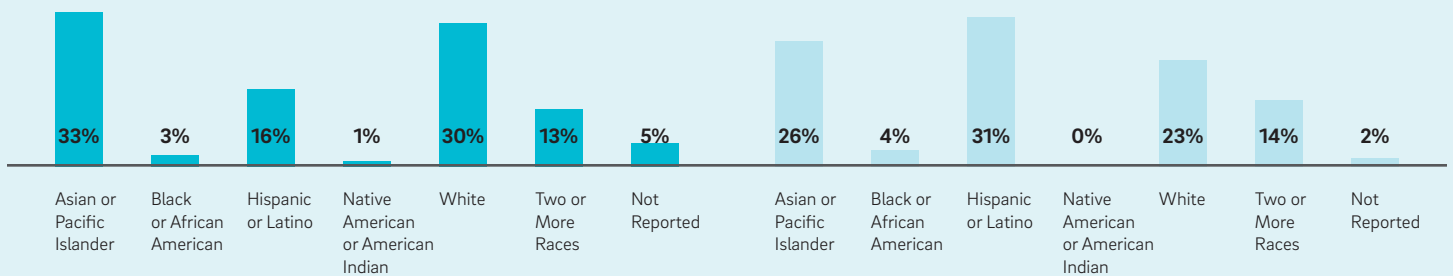


Figure 7: Academic Pre-College Programs
by Race/Ethnicity, 2019 (n=1,015)



³ For the purposes of pre-college programming, we define underrepresented minorities (URM) as those whose racial or ethnic backgrounds is from one of the following groups: African American/Black; Filipino, Vietnamese or Hmong; Native American/Alaskan Native; Native Hawaiian/Other Pacific Islander; and two or more races when one or more is from one of the groups listed above.


COLLEGE READINESS FACTORS

Annual household income and parental educational attainment significantly impact the quality of academic achievement and college readiness in children and young adults.⁴ According to the U.S. Department of Education, children with parents who have a higher level of educational attainment tend to score better on the National Assessment of Educational Progress when compared to their counterparts. Other long-term implications include greater likelihood of pursuing higher education and prestigious occupational prospects.⁵ Through surveys of participants and completers, we obtained household income and parental educational attainment levels, using these data as a proxy measure for college readiness.

In 2018, nearly 60 percent of fathers and mothers obtained a bachelor's degree or higher compared to 41 percent nationwide. In 2019, 51 percent of fathers and 56 percent of mothers obtained a bachelor's degree or higher compared to 41 percent nationwide.

⁴ Aud, S., Fox, M., and Kewal Ramani, A. (2010). Status and Trends in the Education of Racial and Ethnic Groups 2010 (NCES 2010-015). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

⁵ Dubow, Eric F., Paul Boxer, and L. Rowell Huesmann. "Long-Term Effects of Parents' Education on Children's Educational and Occupational Success: Mediation by Family Interactions, Child Aggression, and Teenage Aspirations." *Merrill-Palmer quarterly* (Wayne State University. Press) 55.3 (2009): 224-249. PMC. Web. 6 Oct. 2016.

A student in a green shirt is using a red air pump to blow chalk dust from a chalkboard. The chalkboard is outdoors and has colorful chalk drawings on it. The student is smiling and looking down at the chalkboard. In the background, there is a building with a sign that says "Buc Cafe AND STORE".

The instructors were very enthusiastic and passionate about the material they taught the students. They greatly influenced me, and certainly made more me interested in marine biology and oceanography.

-Academic Connections, Introduction to Marine Biology Student

"Performing graduate level research with our pre-college scholars has been a privilege, since launching the Boz Molecular Biology Research Immersion program in the summer of 2019. The scholars continue to exceed our expectations and are a pleasure to have as part of our research effort."

- Jeanne Vu, Boz Instructor

Figure 8: Level of Parental Educational Attainment for Participants, 2018
(Father n=222, Mother n=221, National n=70,581,000)

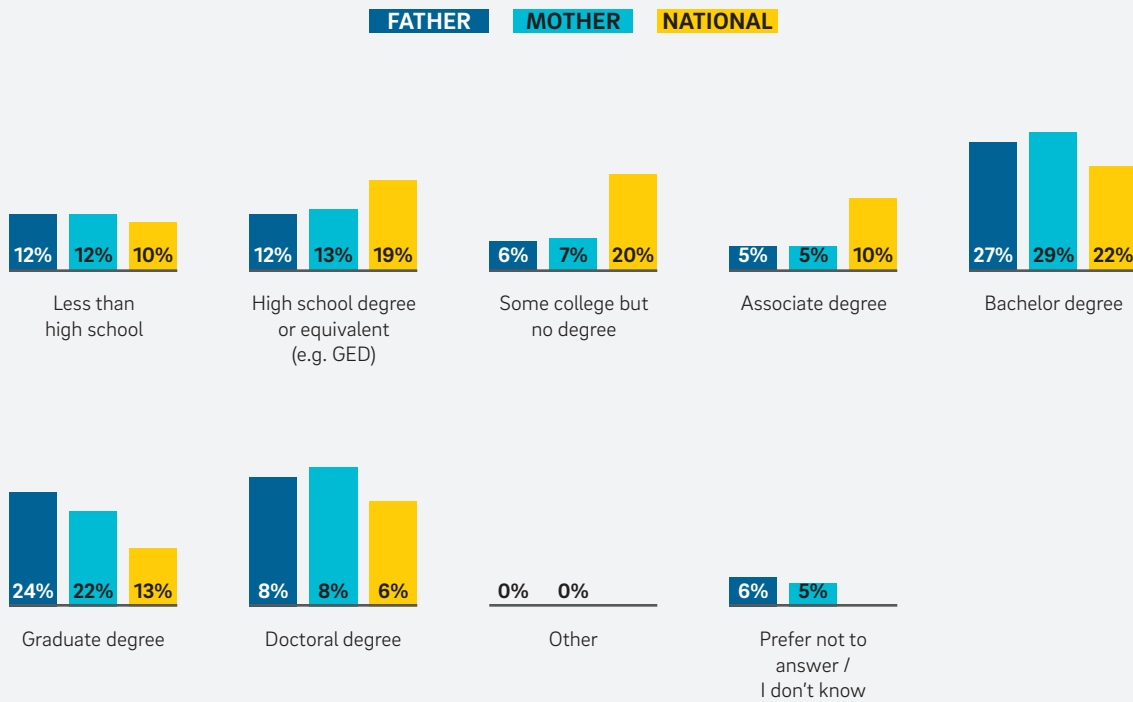
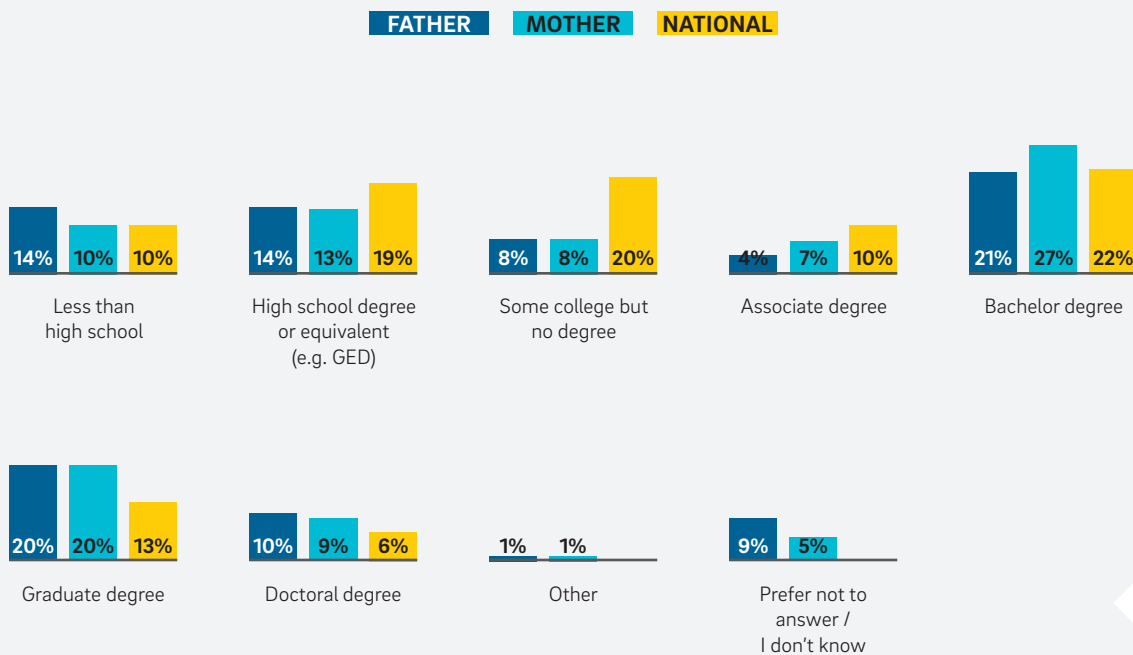


Figure 9: Level of Parental Educational Attainment for Participants, 2019
(Father n=421, Mother n=421, National n=70,581,000)





HOUSEHOLD INCOME

The follow-up survey asked program participants to report their parents' annual household income. According to the Family Needs Calculator, the required annual income for a family of two adults and one teenager to adequately meet basic necessities is \$52,930 in San Diego County.

In 2018, approximately 37 percent of program participants household income cannot meet their basic needs without help from government, community, or family and friends. Alternatively, 43 percent of respondents reported an annual household income of \$100,000 or more.⁶

In 2019, approximately 46 percent of program participants household income cannot meet their basic needs without help from government, community, or family and friends.⁷

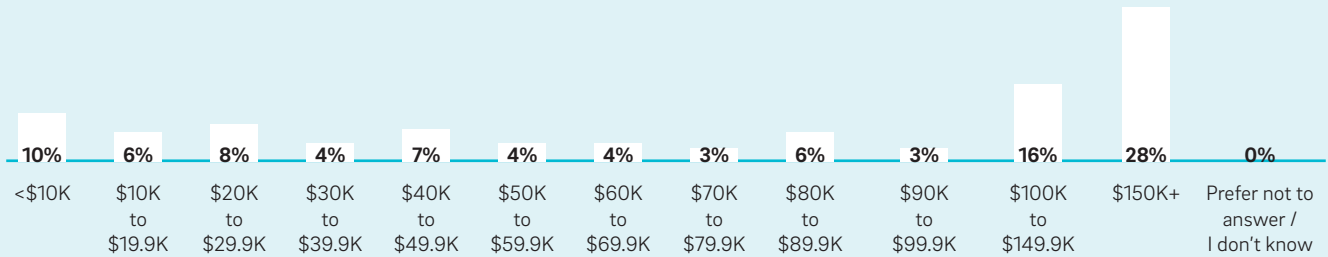
Alternatively, 30 percent of respondents reported an annual household income of \$100,000 or more.⁸

⁶ California Family Needs Calculator. (2019). Insight Center for Community Economic Development and Dr. Diana Pearce, Center for Women's Welfare, School of Social Work, University of Washington.

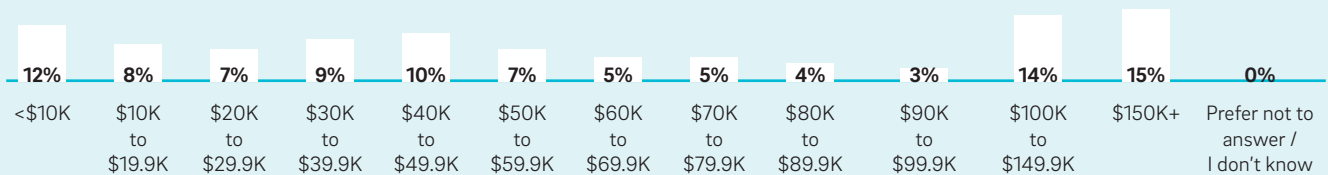
⁷ Respondents answered 'Prefer not to answer/I don't know' and were thus excluded from analysis.

⁸ Respondents answered 'Prefer not to answer/I don't know' and were thus excluded from analysis.

2018 Participants' Household Income (n=134)



2019 Participants' Household Income (n=1,244)



GEOGRAPHIC DIVERSITY OF PARTICIPANTS (2018)

Participants in academic programs hailed from across the nation and world, demonstrating the growing reach of academic programs. Ninety-one percent of students were California residents, primarily residing in San Diego-Carlsbad-San Marcos, Los Angeles-Long Beach-Santa Ana, San Jose-Sunnyvale-Santa Clara, El Centro, and San Francisco-Oakland-Fremont Metropolitan Statistical Area (MSA). The program also attracted a number of non-California residents from MSAs such as Phoenix-Mesa-Scottsdale, Louisville/Jefferson County, New York-Northern New Jersey-Long Island, Las Vegas-Paradise, and Tucson MSAs. Additionally, international students from Afghanistan, Brazil, Canada, China, El Salvador, France, India, Japan, Mexico, Sweden, Taiwan and Vietnam.

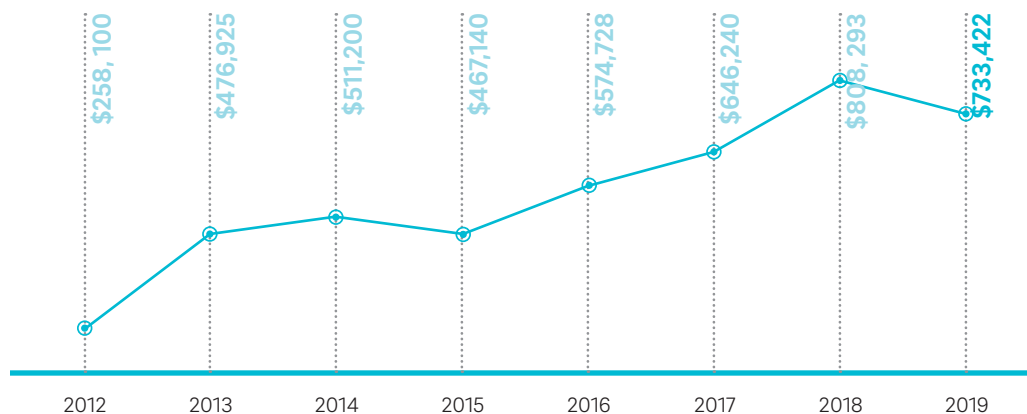
GEOGRAPHIC DIVERSITY OF PARTICIPANTS (2019)

Participants originated from throughout the nation and world, demonstrating the growing reach of academic programs. Ninety-three percent of students were California residents, primarily residing in San Diego-Carlsbad-San Marcos, El Centro, San Jose-Sunnyvale-Santa Clara, Los Angeles-Long Beach-Santa Ana, and San Francisco-Oakland-Fremont Metropolitan Statistical Areas (MSA). The program also attracted a number of non-California residents from MSAs such as New York-Northern New Jersey-Long Island, Phoenix-Mesa-Scottsdale, Portland-Vancouver-Beaverton, Washington-Arlington-Alexandria, and Ann Arbor MSAs. Additionally, international students from Canada, China, France, Mexico, South Africa, Taiwan, Tanzania, Thailand, and United Kingdom.

SCHOLARSHIPS AND PARTNERS

Scholarships and financial assistance for underserved students in the community are provided from UC San Diego Extension and its partners for the Academic Connections, Research Scholars, GELS, ROSA, and Test Prep programs. Over the last five years, 9,416 students received a total of \$3,741,022 in aid.

Scholarships by Year





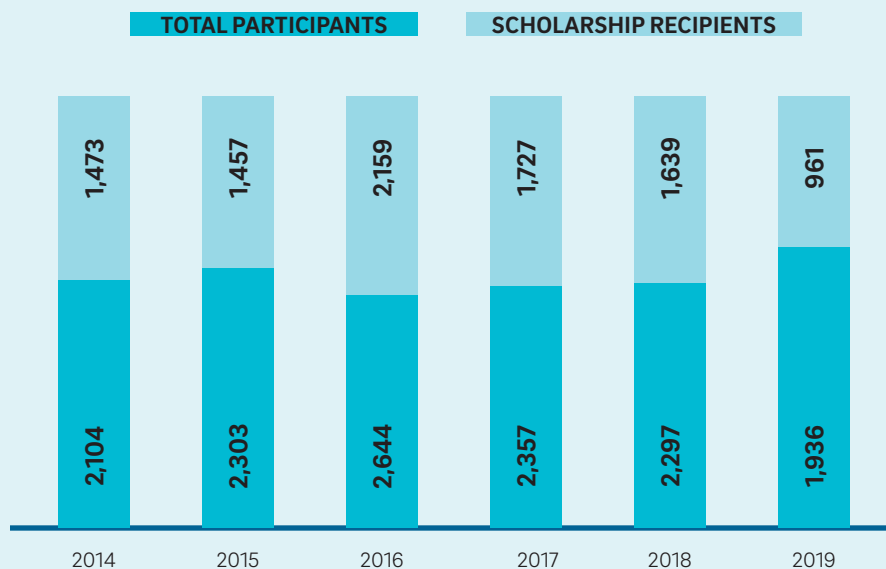
SCHOLARSHIPS

The programs have provided financial assistance to 69 percent of attendees during the past five years. The programs have endeavored to expand the availability of financial assistance to encourage participation of students from all segments of society. Scholarship funds are from donors and partnerships, as well as from students that can pay full tuition for the program.

PROGRAM SATISFACTION

Students were asked to rate the overall course and instructor on a scale from 1 to 5. In 2018, the average course rating was 4.5, with an average instructor rating of 4.6. In 2019, the average course rating was 4.1 with the average instructor rating being 4.2.

Scholarship Recipients



ACADEMIC DEVELOPMENT

Enrollment in Postsecondary Education

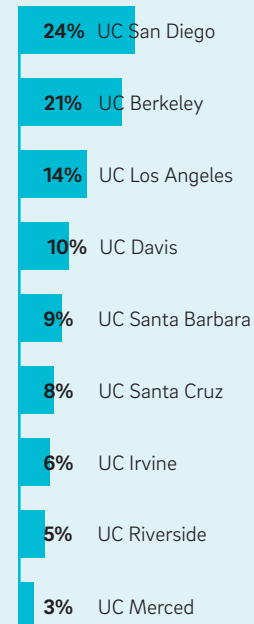
The research team obtained enrollment in higher education for 1,650 students that participated in Academic Connections, Research Scholars, and GELS from 2012 to 2019.⁹ The research team utilized National Student Clearinghouse, a database that provides student enrollment and degree verification for colleges and universities in the United States. Of the program participants enrolled in higher education, 34 percent enrolled at UC campuses, 24 percent at private universities, 15 percent at California State University campuses, and 14 percent at California Community College campuses. Fourteen percent enrolled in out-of-state public two-year or four-year institutions; 8 percent attended two-year and 92 percent four-year institutions. Findings illustrate that 70 percent of participants attended institutions in California.

Among those enrolled at UC campuses, 24 percent enrolled at UC San Diego, 21 percent at UC Berkeley, 14 percent at UC Los Angeles, 10 percent at UC Davis, 9 percent at UC Santa Barbara, 8 percent at UC Santa Cruz, 6 percent at UC Irvine, 5 percent at UC Riverside, and 3 percent at UC Merced.

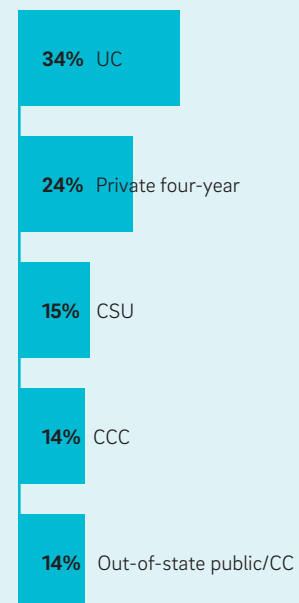
After UC and CSU, the top fifteen universities at which Academic Connections participants most often enrolled were: 1) University of Southern California, 2) Purdue University at West Lafayette, 3) University of San Diego, 4) New York University, 5) University of Washington at Seattle, 6) University of Illinois at Urbana, 7) University of Arizona, 8) University of Colorado at Boulder, 9) Rice University, 10) University of Oregon, 11) Northern Arizona University, 12) University of Texas at Austin, 13) Arizona State University, 14) Brown University, 15) Johns Hopkins University, 16) Northeastern University, and 17) Stanford University.

⁹ Higher education enrollment data unavailable for individuals: 1) still attending middle or high school; 2) that opted out of disclosing information with third parties; and 3) not pursuing a higher education degree.

UC Higher Education Destinations (N=556)



Higher Education Destinations (N=1,650)





TRANSFORMING THE ECOSYSTEM: WORKFORCE DEVELOPMENT PROGRAMS

PRE-COLLEGE AND UNDERGRADUATE STUDENTS

Education and Community Outreach delivers contextually grounded programming throughout the year for K-12 teachers and administrators; aspiring and current college counselors; postsecondary faculty; and trainers. Most of these programs are delivered remotely and are available to professional educators across the globe. These programs are presented in this section of the report and include relevant audiences as follows:

T: Teachers | **S:** Principals or Site Leaders | **ST:** Students | **A:** Administrators (other than site leaders)

C: Counselors/Psychologists | **P:** Parents and Caregivers

ST

Futures: Program Your Future, Formulate Your Future and Manage Your Future

Offered on the UC San Diego campus, in the San Diego Public Library system, in local YMCAs, and online the Futures initiative at UC San Diego Extension provides high school students experiential educational college pathway programs in which they become immersed in applied learning in high demand fields, including technology; life sciences; and business management. In 2020-2021, Futures has plans to expand to include AutoCAD; Design; Broadcast; Engineering; among others in both English and Spanish. Based on existing offerings at Extension for professionals, Futures programs have been adapted to suit the dynamic pedagogical needs related to teaching high school students.

Beyond providing cutting-edge content and the development of essential metacognitive skills (creativity, communication, critical thinking and resilience among others), Futures provides pathways internships, professional employment, and educational advancement. A unique facet of Futures programming across professional fields is the purposeful inclusion of parents and guardians as co-learners.

LAUNCH

In an effort to provide undergraduates with a leg up in the professional world, the LAUNCH program offers fellowships to full-time juniors and seniors at UC San Diego interested in pursuing certificates through Extension. LAUNCH fellowships are awarded through competitive application and are used to offset the costs of coursework.



PROGRAMS FOR PRACTITIONERS, PARENTS AND COMMUNITY

The Department of Education and Community Outreach works closely with the Education Studies Department at UC San Diego (EDS) as well as local and state education agencies in developing a wide array of courses, certificates, and state-approved credentials designed to prepare educators for reflective practice in increasingly diverse classrooms, focusing on issues of equity, excellence and inclusion. ECO also engages entities within and outside the UC San Diego campus to provide cutting-edge programming to practitioners, administrators, parents and community members locally, nationally and across the globe.

ECO is a pre-approved professional development provider in Massachusetts, Texas, and Washington, with other states expected to come online in 2020-2021. In California, we offer several programs approved by the California Commission on Teacher Credentialing as well as courses, certifications and programs that may be utilized for salary advancement.

ECO also offers California Commission on Teacher Credentialing approved programs offered for teachers to maintain, update, or earn credentials and added authorizations. Programs include offerings to fulfill requirements leading to recommendation for Induction, CLAD Through CTLE, Reading and Literacy Added Authorization, Designated Subjects, Added Authorizations and candidates finishing the California Clear Credential program.

As mentioned above, ECO workforce development programming serves a broad audience of professional educators and other school community stakeholders. Offerings are presented below, identified by intended audience (refer to legend above).

T S A English Language Authorization (CLAD Through CTLE) Program

The English Language Authorization (CLAD Through CTLE program) has been a mainstay of teacher and community education for over a decade and is designed specifically for out-of-state practitioners who require additional training to work effectively with English Language Learners. Education and Community Outreach also offers an expedited authorization process (CLAD Through ELD) for a specific group of teachers requiring a compacted program—the only online program in California.

Induction (Clear Credential) Program

UC San Diego Extension's Induction program is designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first years of teaching. This program incorporates standards adopted by the California Commission on Teacher Credentialing for Single Subject, Multiple Subject, or Education Specialist Induction Programs and is offered online and in partnership with schools and school districts. Induction programming offered by ECO is accessible and employs best andragogical and pedagogical practices in supporting teachers new to the profession.

Our unique approach to induction affords opportunities for collaboration with local education agencies—including providing an entire program or supplementing existing resources in a contextually grounded manner. Education and Community Outreach has engaged a number of school districts in induction programming partnerships across California, including parochial, private and public schools and districts.

"I had a great experience with this program. Most may agree that it is usually not a whole lot of fun to have additional "hoops" to jump through in order to clear a credential, but this program kept things clear, concise, organized, and overwhelmingly user friendly."

-CLAD Completer

A: Administrators (other than site leaders) | C: Counselors/Psychologists | P: Parents and Caregivers

Reading and Literacy Added Authorization / Certificate in Reading Instruction

The Reading and Literacy Added Authorization (RLAA) prepares teachers in reading and literacy designed to build focused mastery of reading foundations, assessment, research, guided intervention, and strategies, empowering experienced practitioners to design and deliver effective literacy instruction. This online program is geared towards educators with demonstrated potential to become site-based leaders and teacher mentors in the area of literacy development.

As a supplement to an existing state credential, the Reading and Literacy Added Authorization is a California-specific program. Teachers outside of California undertake the same program but are awarded the Reading Certificate by UC San Diego Extension. ECO works with completers from around the globe to attend to local licensure requirements on a case-by-case basis.

Although initially designed for K-12 teachers, the program is also available and tailored to the unique needs of postsecondary instructors working in the area of reading and literacy remediation.

Certificate in College Counseling

The UC San Diego Extension Program in College Counseling is designed to bring participants the latest in college counseling techniques and to emphasize the personal dimension of working with families during one of their most crucial transitional experiences. Skilled and enthusiastic instructors make the program a professional valuable and personally meaningful learning experience.

This online program is designed to effectively address the most current and relevant issues of College Counseling. Participants will receive instruction in the fundamentals of building a college counseling operation that provides outstanding service to the college-bound. Courses feature timely comprehensive topics in an online environment related to helping students make the transition to college.

T

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Certificate in Gifted and Talented Education

UCSD Extension's Specialized Certificate in Gifted and Talented Education offers training for educators who want to teach and develop programs for gifted and talented students. The program meets training requirements for educators, counselors, psychologists, administrators, and others responsible for GATE program services.

C

T

The online program is designed for those new to gifted education and for experienced educators. The required coursework offers a comprehensive examination of characteristics and identification, curriculum differentiation, teaching strategies, and program development for gifted and talented students in an online setting. Several courses also feature investigation and study in such specialized areas as technology, serving the second-language gifted student, and underachievement.

Certificate in Institutional Research

Data is becoming increasingly critical at a community college and university level. Leaders of academic institutions want to see greater data from enrollment numbers, student retention, graduation rates, and program details.

UC San Diego Extension's online specialized certificate in Institutional Research trains professionals and individuals to learn the fundamental skills to analyze data, conduct routine monitoring, and ultimately conduct institutional research. The certificate offers an overview of the field of institutional research, teaching students to utilize quantitative and qualitative methodologies to create research instruments and evaluate university outcomes.

Certificate in Teaching Adult Learners

The Teaching Adult Learners Professional Certificate is an online certificate program. The program is designed to prepare you to work with groups of adult learners in diverse and challenging environments. Whether you work in an educational or corporate setting, understanding how to teach and train adults can build effective management skills, make your classrooms much more effective and engaging, and ultimately advance your career to new levels of success.

The Professional Certificate in Teaching Adult Learners is designed and taught by specialists currently working in the field. Our instructors are highly experienced in adult education, online instruction, and curriculum development and focus on the development of practical classroom skills and effective teaching techniques. Their skills and knowledge are what keep our program up-to-date in the field. This certificate will certainly add to your expertise and knowledge of teaching adults and presenting material in the online environment.

Certificate in Teaching Online

The Teaching Online program is designed for anyone who would like to teach online, whether they do this at a community college, K-12 school, or business professional development program. Online Learning is a growing field and will only continue to expand as enhanced technology makes it possible to provide effective instruction through distance learning. The professional demand extends from K-12, community college, University, adult education programs, and corporate training.

As today's learners become more receptive to online interactive learning, e-learning represents a paradigm shift in delivering and acquiring knowledge. Participants will learn how to design, implement, assess and evaluate curriculum content and appropriate teaching methodology for the online classroom. Candidates will explore leading instructional technology tools, software, and web-based applications.

Salary-Scale Applicable Professional Development Coursework

Complementing university-based certificates and programs leading to professional licensure, Education and Community Outreach offers online courses in a number of topics, fulfilling the continuing education, professional development or salary point requirements for most schools and educational institutions. Irrespective of content area, all standalone professional development coursework incorporates established best practices in differentiated delivery for diverse audiences and are aligned with broad-based initiatives that are ubiquitous and pervasive across the United States, such as Common Core, STEAM and Next Generation Science Standards (NGSS). Our offerings are augmented by a plenitude of courses offered by Advancement Via Individual Determination (AVID) and the Professional Development Institute (PDI), long-time partners and ECO affiliates.

A: Administrators (other than site leaders) | C: Counselors/Psychologists | P: Parents and Caregivers



Parent University

P

Conventional wisdom suggests that to engage in informed discussions around education, all those who participate must speak the same language, albeit in different dialects. Education and Community Outreach offers parent programming without charge to partner schools, districts and organizations. Although every Parent University series is custom designed to suit the unique needs of audiences in terms of content and delivery (face-to-face, blended/hybrid, and completely online), traditional offerings have included the following topic areas:

- Fundamentals of Brain-Compatible Learning for Parents
- Socio-emotional Learning and Stress Reduction at Home
- Working with Teachers and School Communities
- Supporting Learning at Home (across the curriculum)
- Understanding Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS)
- Learning Technologies and Remote Learning
- Social Media and Gaming Addiction

Parent University will be made publicly available online for the first time in academic year 2020-2021.

Inservices

T

Education and Community Outreach works closely with partners both on and off campus to offer salary-scale applicable credit for teachers undertaking non-degree professional development opportunities (daylong sessions, conferences, among others). Partners have included the Teaching and Learning Commons at UC San Diego, CREATE, the California Reading and Literature Project, Sweetwater Union High School District, San Diego Educators Association, local museums and the San Diego Zoo.

Custom-Designed Programs

As is the case with programming across Education and Community Outreach and Extension, custom-designed programs are available and are built to specification in collaboration with campus, schools and community-based partners.





WORKFORCE PROGRAMS BY THE NUMBERS

To gain better insight into impacts of workforce programming delivered over the past year, available data were collected for the following programs for which Extension issues certificates: College Counseling, Gifted and Talented Education, Institutional Research, Reading Instruction, Teaching English to Speakers of Other Languages, and Teaching Online. Data were also gathered for those programs leading toward recommendation for state-issued certificates, authorizations and licenses: English Language Authorization (ELA/CLAD Through CTEL); Induction; and the Reading and Literacy Added Authorization.

This section of the report highlights workforce programs offered by Education and Community Outreach, including a variety of metrics ranging from participants by race/ethnicity, location and achievement statistics.

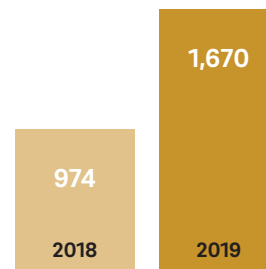


NUMBER AND CALIBER OF STUDENT PARTICIPANTS

Number of Participants

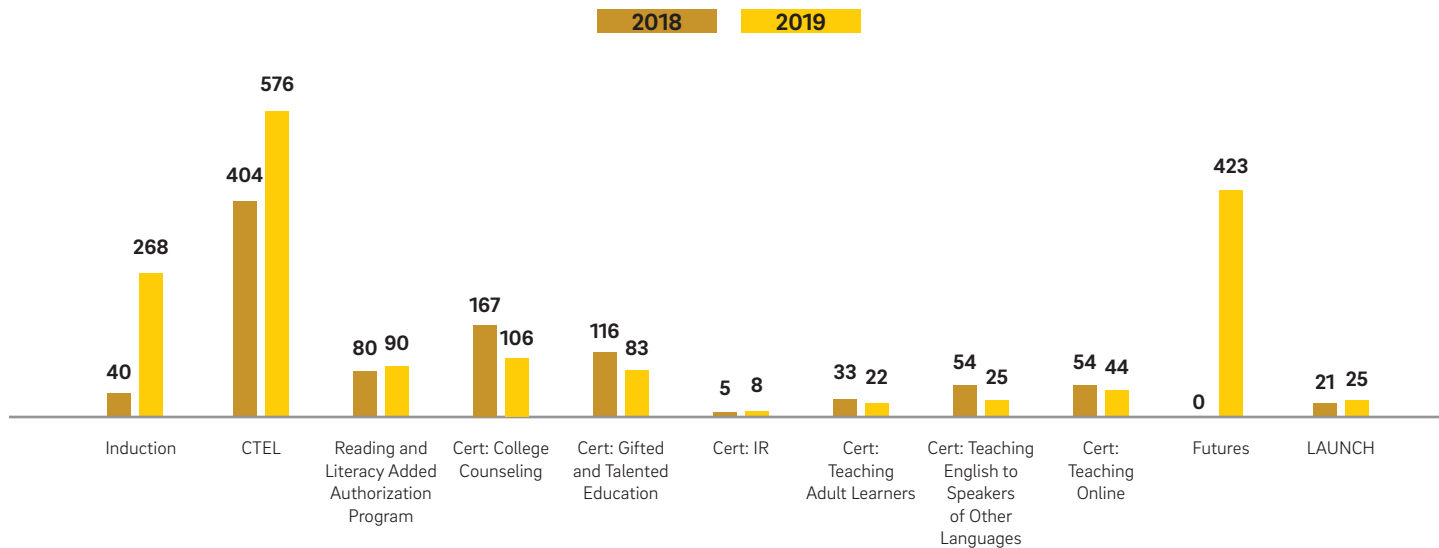
The figure below shows the number of students participating in all of UC San Diego Extension ECO's Workforce programs in 2018 and 2019. In one year, there was a 71 percent increase.

Enrollments of Accepted Applications

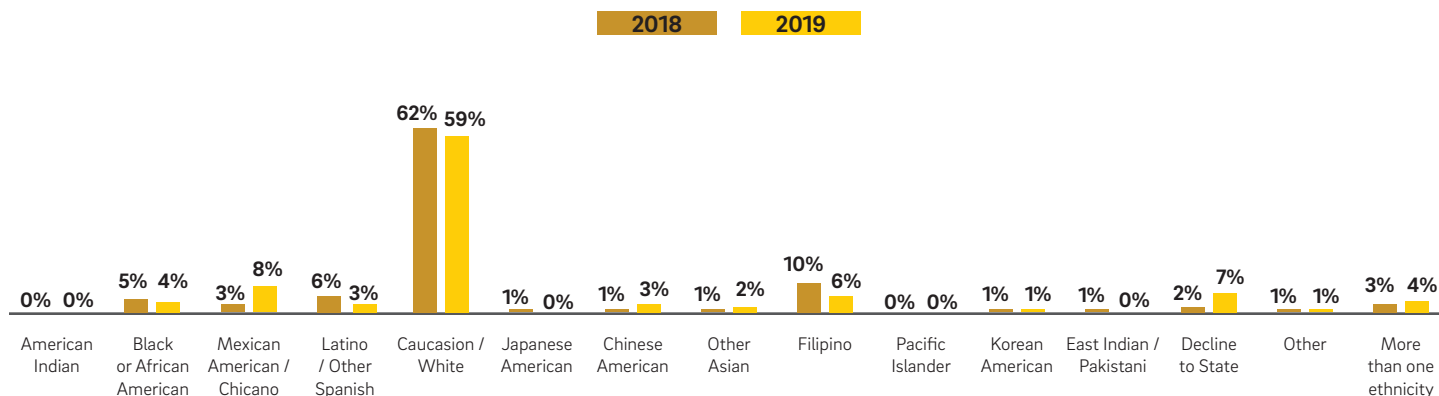


The following figure shows a breakdown of the number of participants by program.

Number of Participants



Participant's Ethnicity




GEOGRAPHIC DIVERSITY OF PARTICIPANTS (2018)

Participants originated from throughout the nation, demonstrating the reach of our workforce programs. Ninety-eight percent of students were California residents, primarily residing in Los Angeles-Long Beach-Santa Ana (19%), San Francisco-Oakland-Fremont (18%), and the San Diego-Carlsbad-San Marcos (16%) Metropolitan Statistical Area (MSA).

GEOGRAPHIC DIVERSITY OF PARTICIPANTS (2019)

Participants originated from throughout the nation, demonstrating the reach of our workforce programs. Ninety-six percent of students were California residents, primarily residing in Los Angeles-Long Beach-Santa Ana (25%), San Diego-Carlsbad-San Marcos (17%), and the San Francisco-Oakland-Fremont (15%) Metropolitan Statistical Area (MSA).



"I am now invigorated to change up my teaching practices come fall, not just in an online format, but when we return to a regular classroom as well. I feel the course showed me different ways to reach students in an engaging manner and contained useful and relevant materials that I can implement immediately to enhance learning. It has shifted my pedagogy to really think about the best way to teach students by giving them background knowledge so they show confidence while learning. "

-Teaching Online Student

INDIVIDUAL PROGRAMS DATA

¹⁰ Calculated by dividing the number of enrollments by the capacity of courses.
¹¹ This number excludes students who dropped (dropped student data unavailable at time of pull).

INDUCTION PROGRAM

Contracts (Discounted or Sponsored)

159

2018-SDUSD
Sponsored

16

Bright Star
Schools

15

2019-CVUHSD

In 2018, there were zero contracts that had 5 or more students.

9

OFY/OFL

6

SDUSD
Discount Code

5

WISH

In 2019 the top contracts came from the following entities:

FUTURES

423
29

There were **423 enrollments** across **29 courses** in the Futures programs since it's inception (starting Summer 2018).

89%

These courses ran at approximately **89% capacity**.¹⁰

125

125 unique students enrolled in Futures programs.¹¹

3.1

On average each student enrolled in **3.1 courses**.

The following is a breakdown on the percent of students that completed the following number of courses:

% of
Students

16%

39%

45%

41%

32%

2%

of
Courses

Enrolled in
1 course

Enrolled in
2 courses

Enrolled in
3+ courses

Enrolled in
4+ courses

Enrolled in
5+ courses

Enrolled in
6+ courses

"I enjoyed the way the course was taught in a no-stress environment. "We weren't just learning facts from a textbook. We were doing the same procedures as the instructors."

-Futures Student

LAUNCH

The LAUNCH program provides UC San Diego undergraduate students the opportunity to pursue and complete any UC San Diego Extension certificate through concurrent enrollment in their junior and/or senior year. By participating, full-time undergraduate students learn the marketable skills necessary for success in today's competitive job market. The program complements a student's undergraduate study and transition into the workforce upon graduation.

In addition to acquiring practical and technical skill sets, students also develop essential soft skills by working with a coach who acts as a mentor throughout the program. These meetings occur quarterly to help participants plan and prepare themselves with the skills, knowledge, and abilities that will make the difference in landing that all-important first job upon graduation. Some of these abilities include:

- Communication on a personal and group level – electronically, in print, and face-to-face
- Research and analysis to find and interpret information about companies and jobs
- Networking with employers, working professionals, and alumni
- Attitudes and expectations regarding work that makes students a desirable new hire

This program enables students to obtain tangible and practical industry knowledge, communicate and network with working professionals during class sessions, and increase confidence through mentorship. All of these programmatic facets will help participating students become more competitive job candidates.

Students enrolled in LAUNCH are required to complete the Extension certificate even if it is after their graduation from UC San Diego. Students are also encouraged to participate in data gathering via surveys.

LAUNCH: NUMBER AND CALIBER OF STUDENT PARTICIPANTS

NUMBER OF PARTICIPANTS

The number of students in LAUNCH vary in a given year as it can take several months, a year, or two for students to complete a certificate. Figure 29 lists the number of students accepted into the program by year.

Certificates with the greatest active enrollments include: 1) Business Intelligence Analysis, 2) User Experience (UX) Design, and 3) Teaching English as a Foreign Language, and 4) Accelerated Paralegal program.

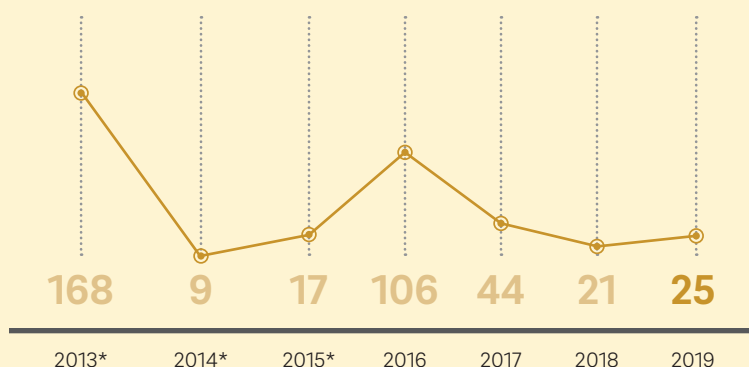
EMPLOYMENT READINESS

Students participating in the LAUNCH program are encouraged to complete a mid-assessment and a post-two year survey to better understand the value and impact of the program on their career trajectories.

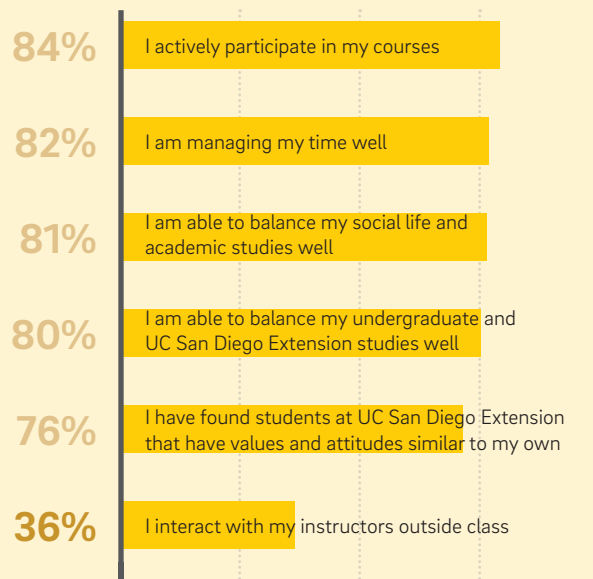
Ninety-six percent of survey respondents believed that the courses at Extension were preparing them for the workplace. Additionally, 42 percent reported that their thoughts about the industry and specific position they wish to pursue in their career changed since enrolling in the program.

Students were asked a series of questions to gauge their level of involvement and participation in the LAUNCH program. Eighty-four percent of respondents actively participated in courses. Additionally, slightly more than 80 percent of respondents were able to successfully manage their time, balance their social life and academic studies, and balance their undergraduate and Extension studies.

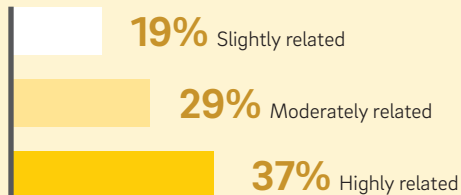
Figure 29 number of students accepted by year



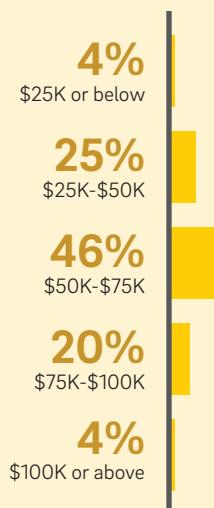
Level of Involvement and Participation in LAUNCH Program



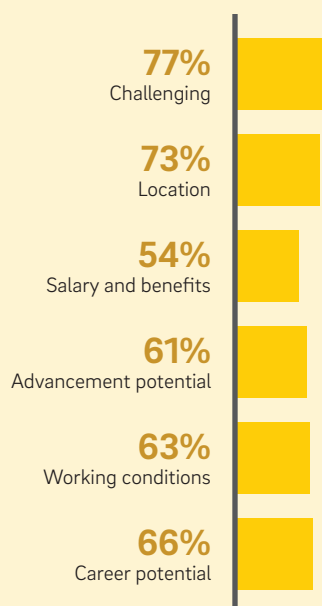
How closely related is your current occupation to the occupation you planned while attending UC San Diego? (n=70)



*Participants' Desired
Income Following
Graduation
Post (n=58)*



*Level of Satisfaction
with Job Elements
(n=70)*



EMPLOYMENT READINESS (CONTINUED)

The survey also asked a series of questions regarding employment upon completing the program and graduating from UC San Diego. Forty-six percent of respondents indicated that their occupation at the time of the survey was highly related to the occupation they had planned to pursue after graduating university.

Nearly 40 percent of respondents obtained their employment at the time through networking. Some students mentioned discovering opportunities by networking in Extension courses.

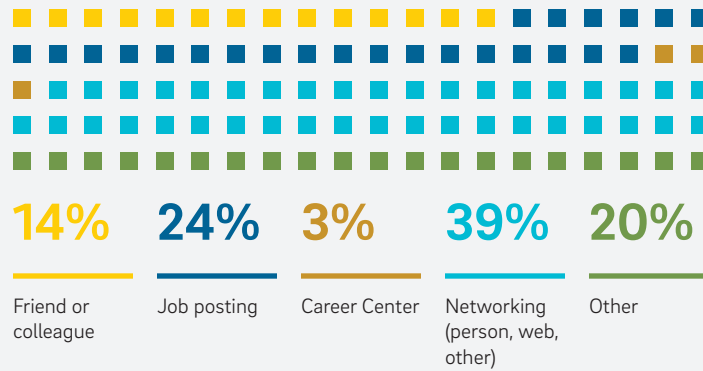
Approximately 54 percent of survey respondents had one full-time job since completing the program, followed by 29 percent with two full-time jobs and 17 percent with three full-time jobs. Students also reported their income level at the time of completing the survey. The following shows a breakdown of income levels. Thirty-one percent of students believed that the program enabled them to reach their desired income level upon graduation.¹²

Respondents were asked to rate the level of satisfaction with their job at the time of the survey. The following figure shows a breakdown of responses by element. Respondents were most satisfied with the degree of challenge at work, with 77 percent selecting satisfied and very satisfied. Alternatively, individuals were least satisfied with the salary and benefits of their position.

UC San Diego Extension measured students' level of occupational pursuit during the enrollment of the LAUNCH program and from a vantage of two years out. The following figure shows responses by statement. Findings indicate that respondents were less likely to participate in activities relating to occupational pursuit two years after completing the program compared to during enrollment. However, a greater proportion of respondents indicated frequent contact with individuals working in their field of interest, obtaining hands-on experience that they hope to use at work in the future, and asking people in a social setting about their work. Findings illustrate that many participants continued to work towards developing their skills and knowledge, as well as build networks in their industry of interest.

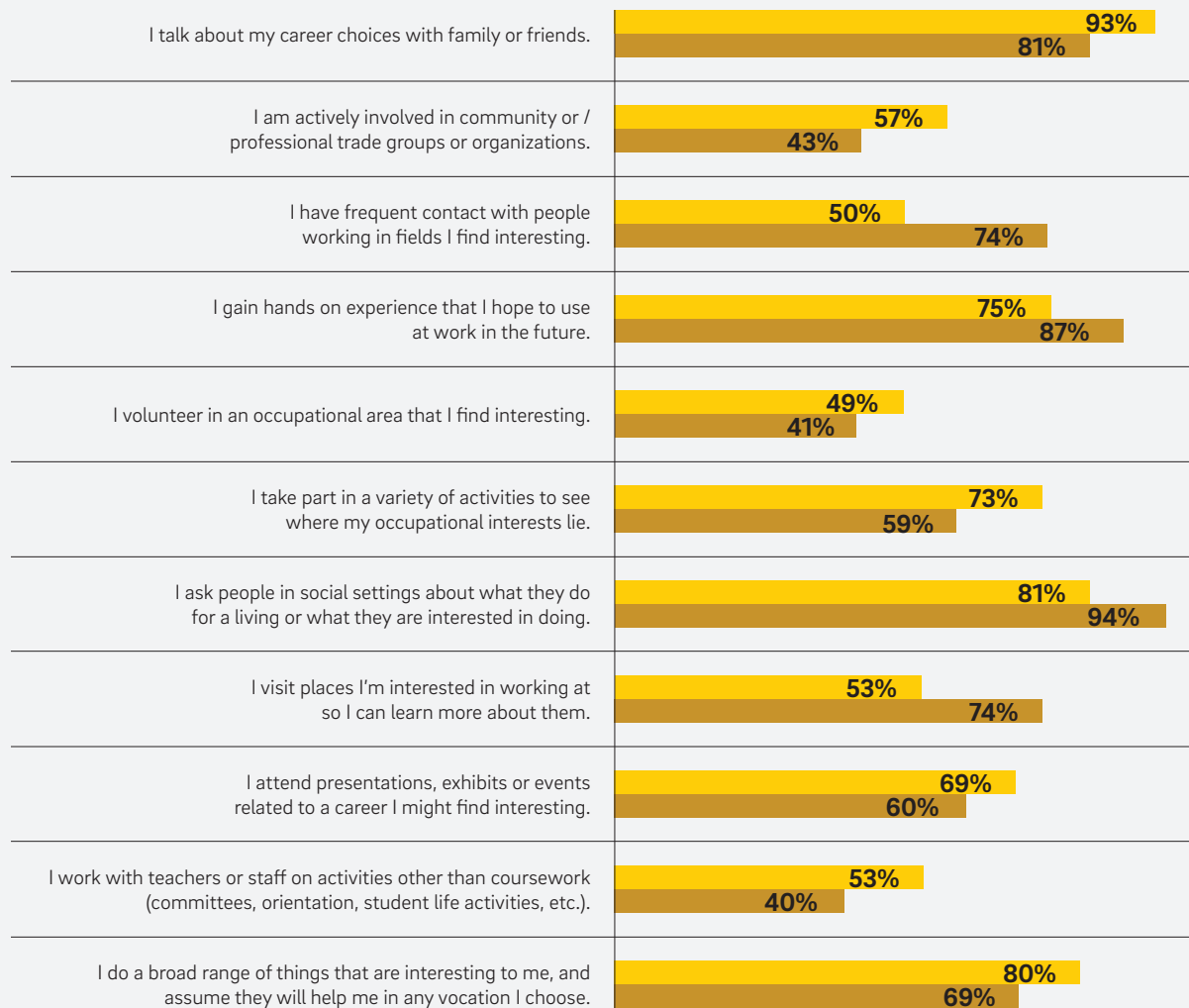
¹² N=71

Method of Obtaining (n=66)



Level of Occupational Pursuit

PRE **POST**



LAUNCH: PROGRAM FUNDING, COSTS, AND PARTNERS

PROGRAM COSTS

The LAUNCH program covers tuition for all UC San Diego Extension certificates, coaching services, and skill workshops. Upon acceptance into the program, undergraduate students receive a subsidy award from Extension's Student Grant Program. Students are responsible for purchasing textbooks, required course material, and the \$90 certificate fee at the beginning of the program.

SCHOLARSHIPS

The following figure shows scholarships awarded to undergraduate students by year. These funds were used to offer Extension certificates at no cost to participating students.

STUDENT SATISFACTION

The majority of survey respondents believed that the LAUNCH program was a valuable experience that equipped them with the knowledge and skill sets to transition into the workforce. Students were asked to rate a series of statements, from a vantage of two years out, to better understand the impact of the program.

The following figure shows the percentage of "agree" and "strongly agree" responses for each statement.

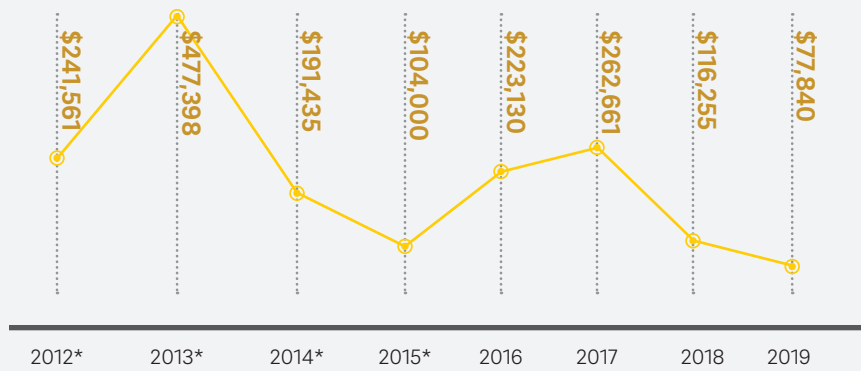
- Eighty-two percent became better educated and informed.
- Nearly 80 percent of respondents engaged with instructors who are successful professionals, explored their area of study in a practical and applied manner, and did something different than their undergraduate study area.

Additionally, participants rated Extension's learning environment.

- Eighty-six percent of respondents believed that the quality of courses met their expectations.
- Eighty-one percent voiced that the smaller class sizes supported their learning style; respondents appreciated the interactive format of Extension classes and mentioned learning from the personal experiences of classmates.



Grants by Year



Value and Impact of LAUNCH Program

Became better educated and informed	82%
Engaged with UC San Diego Extension instructors, who are successful professionals	79%
Explored my area of study more practically	77%
Obtained certificate to compliment my undergraduate study area	77%
Did something different than my undergraduate study area	76%
Verified the occupation I'm seeking is a fit for me	69%
Networked with others in this field of study	66%
Met job requirements or improved job skills	58%
Obtained a job after graduation	52%
Improved my income upon graduation	31%

TO OUR, PARTNERS WITH GRATITUDE

UC SAN DIEGO CAMPUS PARTNERS (2018-2020)

Career Services Center
College of Medicine
Contextual Robotics Lab
CREATE
The Design Lab at UC San Diego
Education Studies Department
Equity, Diversity and Inclusion
Intertribal Resource Center
Jacobs School of Engineering
Office of Admissions
PATHS Program
Rady School of Management
School of Biological Sciences
Scripps Institute of Oceanography
Skaggs School of Pharmacy
Teaching and Learning Commons

COMMUNITY PARTNERS (2018-2020)

American Indian Resource (AIR)
Alpha Public Schools
Altus Schools
Apple
Association of Builders and
Contractors—San Diego
Advancement via Individual
Determination (AVID)
Barrio Logan College Institute (BLCI)
Barona Indian Charter School
BioComm
Biosphere 2
Booz Allen Hamilton
Boz Life Science and Research Institute
Bright Star Schools

Cathedral Catholic High School
Centinela Union High School District
Centro Fox
City Heights Prep Charter
The City of National City
Chula Vista Elementary School District
Classical Academy
The College Solution
Community Roots Academy
Connections Academy
Corona-Norco Unified School District
Discovery Charter STEAM Academy
Downtown Charter Prep
E3 Civic Charter High School
Extera Public Schools
Fallbrook School of the Arts
Girl Scouts of America
Glendale Unified School District
Global Excellence in Education (GEE)
Grand Canyon University
Hewlett Packard
ID8 High School
Imperial County Office of Education
Indelible Learning
Ingenium
Institute of Reading Development
Intertribal Court of Southern California
Julian Charter School
Just in Time for Foster Youth
Kaplan Test Prep
Kern County High School District
Lawndale Unified School District
LEAD San Diego
Learn4Life
Los Angeles Unified School District
Magnitude.io
Maxman International Education
Maya Gold Foundation
Midtown International School
Migrant Student Education Program for
the Imperial County Office of Education
Morongo Schools

National City Chamber of Commerce
National School District
NEA/Community Learning Center
Notre Dame de Namur University
Opportunities for Learning
Pathways in Education (PIE)
Pfizer Pharmaceuticals
The Preuss School
Professional Development Institute
Promises2Kids
QUEST for Space
Reality Changers
Robert F Kennedy Human Rights
San Diego County Foster
Parent Association
San Diego County Office of Education
San Diego Educators Association
San Diego Foundation
San Diego Unified School District
San Diego City Public Library System
San Ysidro School District
Space Tango
South Bay Community Services
Southwestern College
Sweetwater Union High School District
Sycuan Band of the Kumeyaay Nation
Thrive Public Schools
Today's Fresh Start Charter School
United Nations
University of Arizona
University of California, Los Angeles
University of California, Riverside
University of California, Santa Cruz
University of Hawai'i, Hilo
Urban Discovery Academy
Vamos Mexico/Vision Mexico
Viejas Band of Kumeyaay Indians
Whatever it Takes (WIT)
WISH Charter School
YMCA of San Diego County

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