

SUMMER SESSIONS COMMITTEE REPORT

July 2021

Table of Contents

I. Introduction	1
II. Context for Recommendations	2
1. Summer 2019 vs. Summer 2020	3
2. Peer Comparisons	4
3. Growth Trends and Opportunities	5
<i>Online Courses</i>	5
<i>Precollege Offerings</i>	8
<i>Summer Minors</i>	9
<i>Summer Bridge Opportunities</i>	10
<i>Financial Aid in Summer</i>	10
<i>Organizational Considerations</i>	11
III. Committee Recommendations and Action Plan	12

Attachment A: Bruin Budget Model and Summer Sessions

**Attachment B: Overseas Physics Intensive and the UCLA Physics
Core**

Attachment C: Summer 2018 AUSS Member Institution Enrollments

Attachment D: Leveraging Summer Precollege Offerings at UCLA

Attachment E: Summer-Centric Minors

Attachment F: Department Summer Minor Survey Results

Attachment G: SSIEO Organizational Chart

**Attachment H: Academic Senate Feedback – Undergraduate Council,
Graduate Council, and Council on Planning and Budget**

I. Introduction

Charged by Executive Vice Chancellor and Provost Emily Carter, the Committee on Summer Sessions was given an eleven-point charge, all of which coalesced around increasing enrollments and revenue for the campus, further improving student success, and increasing campus partnerships.

In preparation of this report, the committee met eight times between September 1, 2020 and January 8, 2021. The nature of these meetings included details about Summer Sessions enrollment, structure, services, and revenue-generation and information about related campus partners. Presentations included a Summer Sessions Enrollment Overview, Business Model and Revenue Distribution presentation by Jaime Balboa and Jisoo Kim, a campus Budget presentation by AVC Jeff Roth, discussion of potential partnerships between Summer Sessions and University Extension led by Dean Bullard, and a presentation about the role of Financial Aid in Summer Sessions by Ina Sotomayor, Director of Financial Aid and Scholarships. These presentations informed the committee's final meetings, which centered on the generation of principles for making recommendations and generating the recommendations that follow. Outside of our meetings, we gathered data about Summer Sessions from peer institutions and surveyed departments to assess interest for innovative Summer Sessions initiatives.

Draft recommendations, which were first shared with the Summer Sessions Faculty Advisory Committee, were provided to EVCP Carter for preliminary review. The resulting penultimate draft of the report was distributed to three Academic Senate committees, the Undergraduate Council, Graduate Council, and Council on Planning and Budget, and all College and School Faculty Executive Committees for review and comments.¹ What follows constitutes the final version of the Summer Sessions Committee recommendations that identify additional opportunities for UCLA undergraduate students in Summer Sessions, expand precollege enrollments during the summer, suggest points of collaboration between Summer Sessions and other campus units like Extension, and respond to each of the eleven enumerated charges posed by Executive Vice Chancellor and Provost Carter.

Committee Members

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Jeff Roth, Associate Vice Chancellor, Academic Planning & Budget
Frank Wada, University Registrar

¹ See Attachment H for the comments from the Undergraduate Council, Graduate Council, and Council on Planning and Budget. The College and School Faculty Executive Committees had no comments.

II. Context for Recommendations

The Summer Sessions and International Education Office has long been a strategic asset to UCLA, serving as a student success engine for undergraduates including newly matriculated students and advancing the public service mission of the campus by making UCLA's world-class educational opportunities available to a broader public. In doing so, SSIEO has been generating \$15-19M in unrestricted revenue to departments after nearly \$10M for summer financial aid, 12M in instructional expenses, and \$4.5M for Chancellor's priorities.²

In order to make informed recommendations about growth potential for Summer Sessions, the Committee thoroughly reviewed trend analyses and growth projections for each of the seven credit-bearing types of programs (Table 1) offered by Summer Sessions, of which the more salient points are referenced in this section.³

Table 1. Types of Summer Sessions Offerings

Program Type	Description
Academic Courses	Stand-alone courses that are primarily in-person and 6 weeks or longer
Online Courses	Courses approved by the Academic Senate for online delivery
Summer Intensive Studies ⁴	Courses taught in three weeks in an accelerated format
Summer College Immersion Program (SCIP)	Academic or online courses + curated co-curricular experiences for high school students designed to emulate the full college experience
Summer Institutes	Coursework + subject matter-specific co-curricular enrichments
Bridge Programs	Coursework + co-curricular onboarding programs for newly matriculating students ⁵
Travel Study	Coursework taught by UCLA faculty in locations around the world + site-specific co-curricular enhancements

² Through a further streamlined process, the Bruin Budget Model will enable departments project revenue more easily and accurately going forward. See Attachment A, "Bruin Budget Model and Summer Sessions."

³ While the scope of this report primarily concerns Summer Sessions offerings and the majority of summer enrollments and revenue come from Summer Sessions offerings, the committee reviewed 2019 Travel Study and summer EAP enrollment data to understand the impact of Travel Study and EAP program cancellations on Summer Sessions enrollments in 2020 and to provide an overall revenue sharing context including Travel Study programs, which make up about 3% of net revenue returned to departments.

⁴ A long-term study of the intensive physics format (UC EAP Physics programs, which allow students to complete 3-quarter series in 8 weeks) found that UCLA students who completed the intensive physics series did better than or as well as other students and that their 4-year graduation rate was slightly better than those who received B's in non-intensive format (see Attachment B). The two-year pilot of the three-week intensive courses on campus has shown promise, indicating student demand for such an intensive format. For example, UCLA student enrollment in the Chemistry 3-week intensive courses grew by 55% from 2019 to 2020. Intensive language courses that switched to a modular approach utilizing the three-week intensive format saw a significant increase in UCLA enrollment by 29%-324% (Japanese by 29%, Korean by 62%, and Chinese by 324%) from 2019 to 2020. The online intensive format will provide students with even more flexibility and the ability to utilize summer to achieve additional objectives in addition to course completion.

⁵ Except for the College Summer Institute program that is open to all newly matriculated freshmen, all bridge programs currently operate outside the revenue generating/sharing model.

1. Summer 2019 vs. Summer 2020

Remote instruction in Summer 2020 resulted in significant student composition changes (Figure 1). Non-UC international student participation in terms of SCH decreased by 78.3%, whereas we saw an unprecedented growth of UCLA undergraduate student participation—a 29.2% increase in UCLA undergraduate SCH.

Figure 1. Summer 2019 and 2020 Student Compositions by SCH

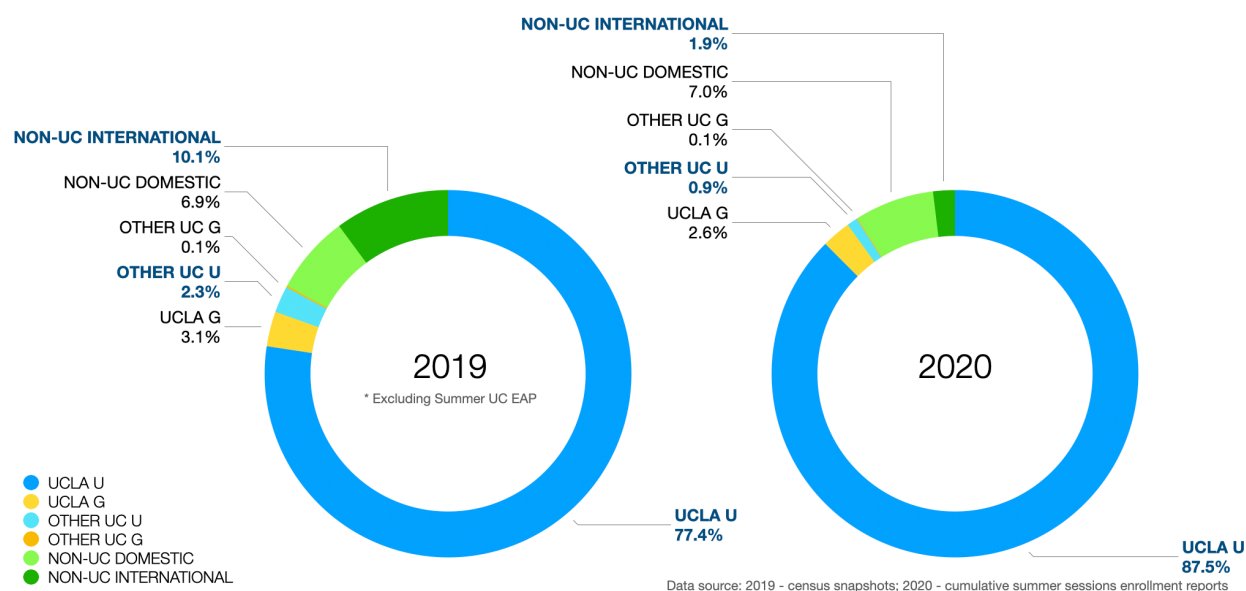
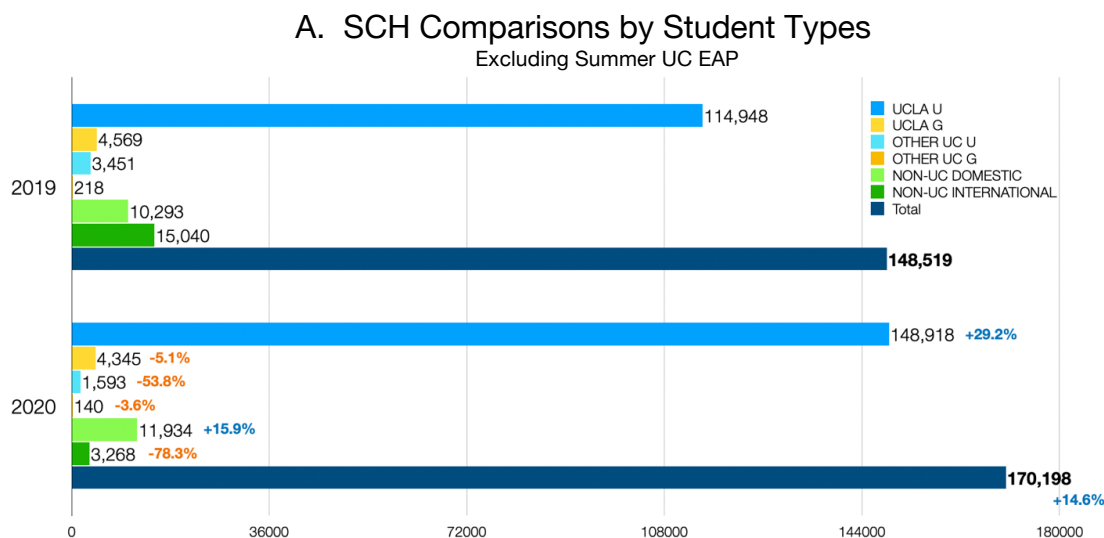
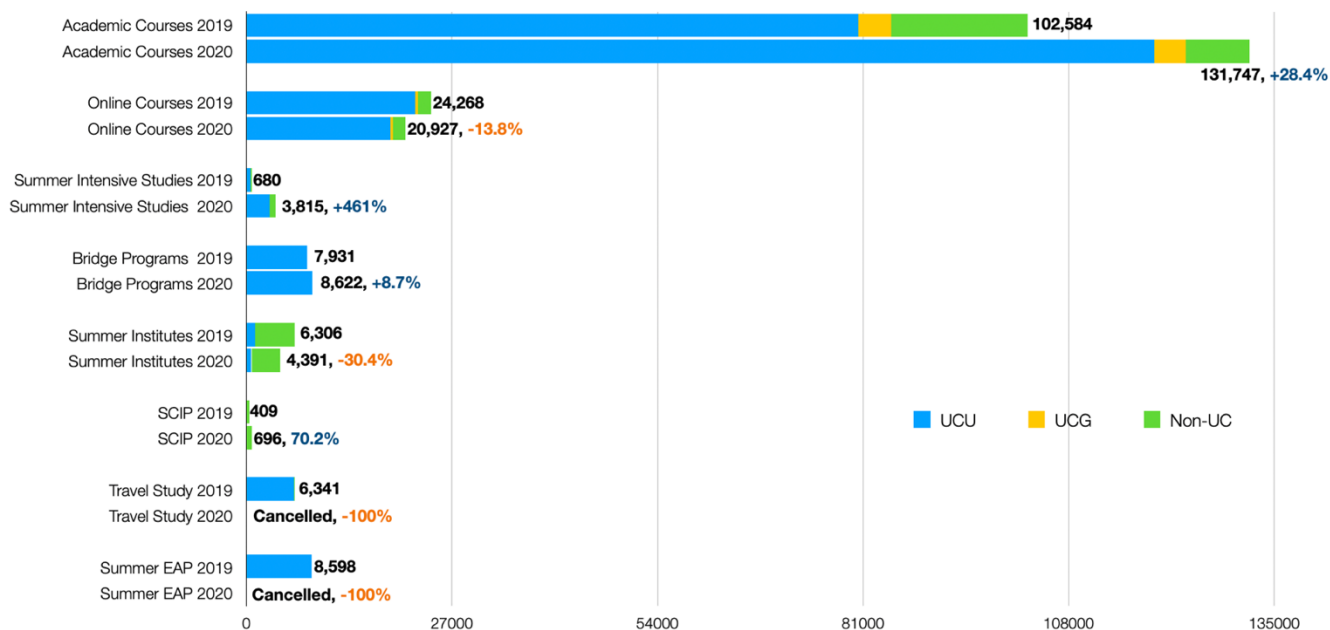


Figure 2. Summer 2019 and 2020 SCH Comparisons by Student and Program Types⁶



⁶ Special program enrollments such as Vice-Provost's Initiative for Precollege Scholars (VIPS) are included in Academic Course enrollment count. Several Summer Institute programs, as well as all Travel Study and UC EAP programs, were cancelled in 2020 due to COVID-19.

B. SCH Comparisons by Program Types

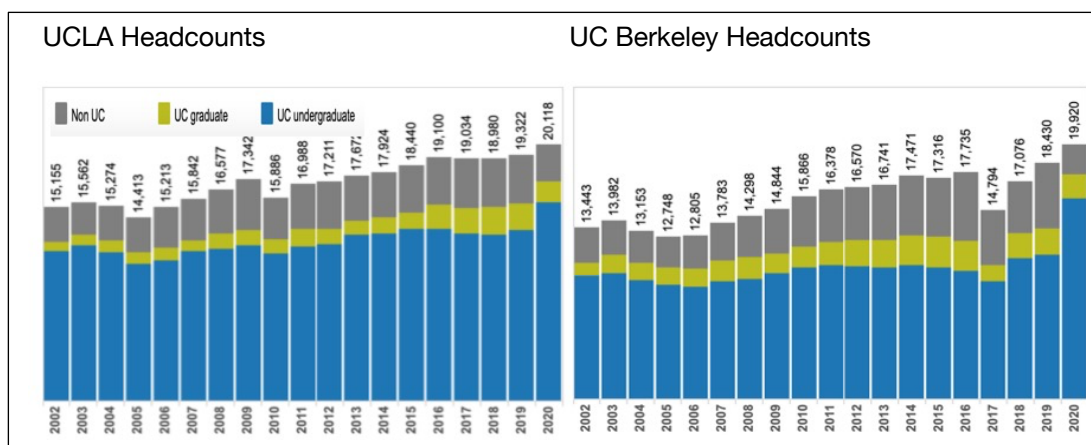


The UCLA undergraduate enrollment growth may be partly attributed to summer UC Education Abroad Program cancellations due to the pandemic. The UCLA SCH from UC EAP in Summer 2019 was 8,598 (Figure 2), which is equivalent to about 25% of the UCLA undergraduate SCH we gained in Summer 2020 over Summer 2019, or 6% of the total UCLA SCH in Summer 2020. For example, Physics is one of the subject areas that were directly impacted by UC EAP cancellations, adding 806 seats (3,224 in SCH) in Physics 5 series to accommodate all affected UCLA undergraduate students. Once UC EAP returns to normal operations, a significant portion of the UC enrollment gain we saw in Summer 2020 will likely transition back to UC EAP.

2. Peer Comparisons

UCLA Summer Sessions is a member of the Association of University Summer Sessions (AUSS: <https://www.theauss.org>), a by-invitation-only membership, consisting of Tier 1 universities including UC Berkeley, Harvard, Yale, Brown, Stanford, etc., and works closely with other UC Summer Sessions. While UCLA is the biggest (followed closely by Berkeley) (Figure 3; Attachment C) and one of the most established Summer Sessions that many institutions benchmark after, UCLA actively engages with other non-UC institutions and other UC campuses to understand any noteworthy trends and innovations. Summer Intensive Studies, the new 3-week format, as well as introduction of University Studies courses to the College Summer Institute, one of the bridge programs, resulted from such benchmarking efforts. UCLA Summer Sessions is currently considering Summer Minors and short-term intersessions, two recent growth trends. Summer Sessions' benchmarking efforts include other areas such as best practices, risk management, and student services. For example, inspired by UCI's summer financial aid calculation functionality, Summer Sessions had communicated its wish for a summer financial aid calculator with Financial Aid over the years, which was finally introduced in February, 2020.

Figure 3. UCLA and UC Berkeley Summer Sessions Enrollment Trends by Headcount 2002-2020



3. Growth Trends and Opportunities

Online Courses

Growth opportunities for UCLA can be mapped along various trajectories such as student type (non-matriculated students and UCLA and UC students) and mode of delivery (online, intensive, institutes). Online enrollments during the summer months have steadily increased over the past several years pre-pandemic (Figure 4). Although the online enrollments growth pre-pandemic represents a redistribution of UCLA student enrollments from in-person to online (Figure 5), the forced migration to remote instruction during the pandemic provided an opportunity to evaluate untapped student demand for online learning, as well as faculty willingness to consider online instruction. The accessibility of summer offerings afforded by online learning may further facilitate timely degree completion by satisfying such untapped student demand.⁷

⁷ The number of summer courses UCLA undergraduate students took at another institution and processed as credit transfer in Summer 2020 (1,432 courses) decreased by -30.9% and -35.6% from Summer 2018 (2,073 courses) and Summer 2019 (2,274 courses) respectively. This suggests that for its consideration of summer enrollments and online courses, UCLA should understand student enrollment behaviors, especially when given a choice between UCLA online offerings vs. conveniently accessible in-person (or more affordable online) offerings elsewhere, examine policies to online learning and student participation, and consider ways to address physical limitations of in-person participation (e.g., if a course makes available in-person meeting recordings, can students be allowed to enroll in and complete the course using the recordings only?). The Committee notes that a broader initiative, beyond the confines of Summer Sessions, is advised and would include an assessment of various hybrid formats that can incorporate online learning and explore ways to provide standards and guidelines that can inspire creativity with learning. A hybrid course, loosely defined as any course that has both in-person and online meetings, can vary significantly, ranging from courses that are mainly online with a culminating experience taking place in person to courses that are primarily taught in person with online learning components to supplement or complement in-person learning.

Figure 4. Online Enrollment Trends: 2016-2019

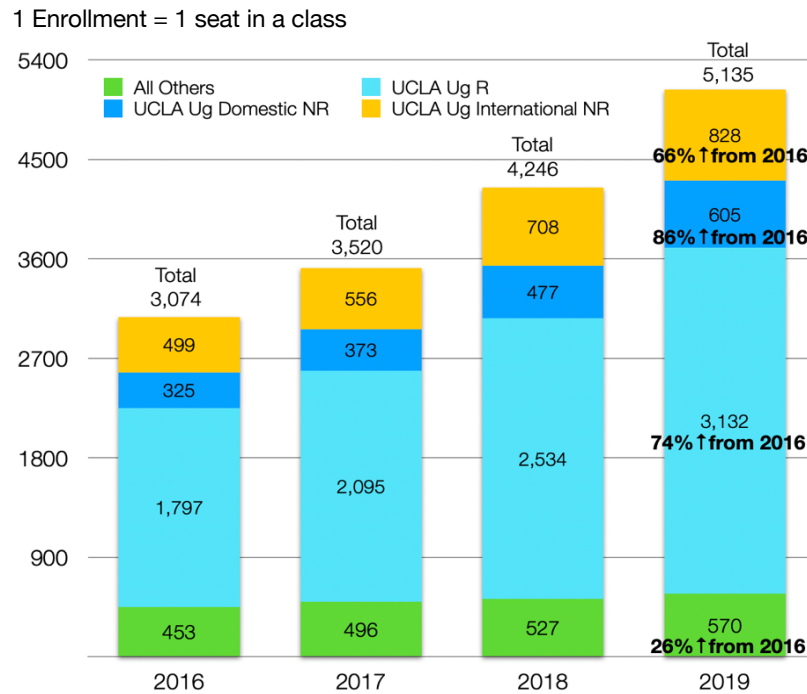
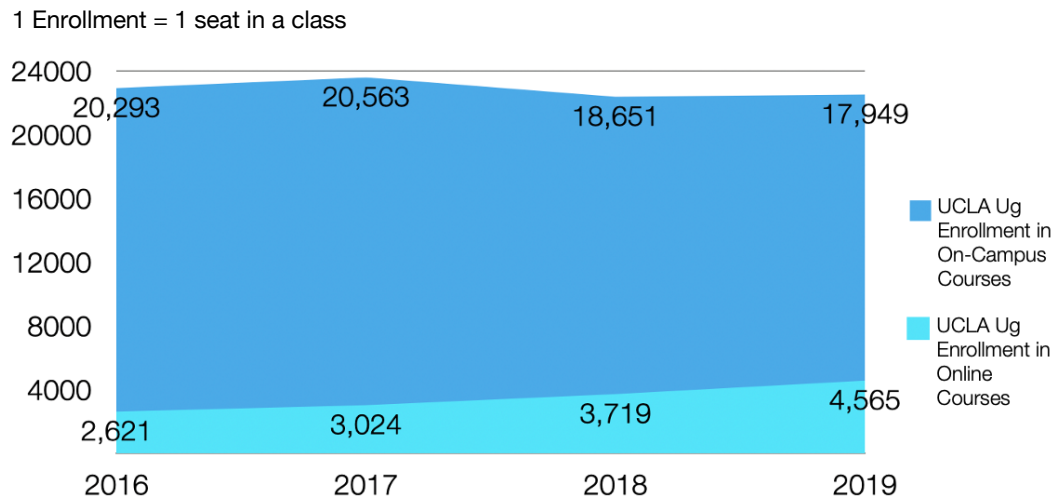


Figure 5. Online and On-Campus Enrollment Trends: 2016-2019



One of the promising paths forward for prioritizing online course development and sustaining the UCLA undergraduate summer enrollment growth we experienced during the height of the pandemic involves high enrollment courses with proven or potential unmet demand. The return on UCLA's investment in online course development when measured by UCLA undergraduate enrollment would be most likely higher from courses in this category. While a more in-depth look would be necessary to understand and identify enrollment growth potentials, a cursory look at 2018-2020 enrollments of courses with 100 or more UCLA

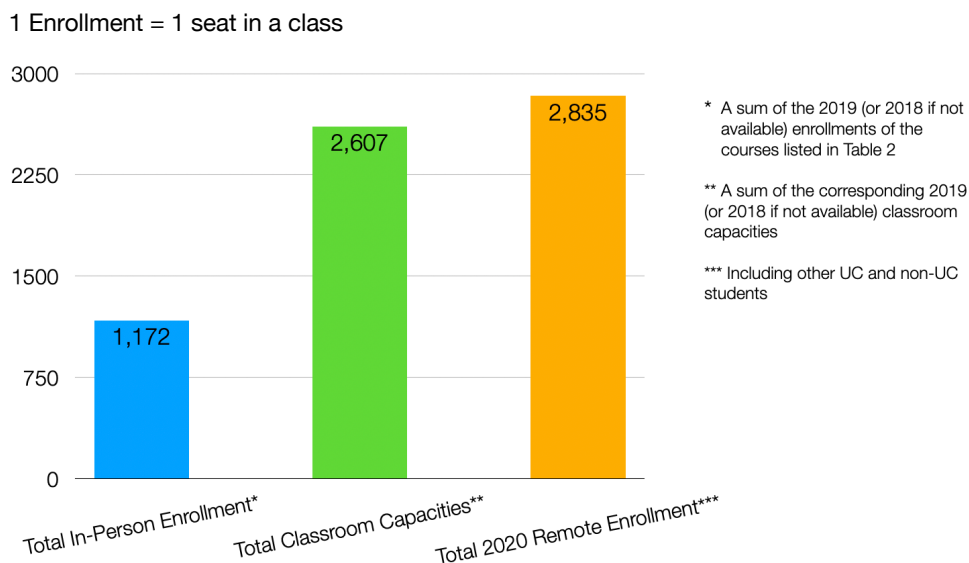
undergraduate students suggests that online conversion may allow certain courses to serve more students beyond their usual classroom capacities.⁸ See Table 2 and Figure 6.

Table 2. Summer 2020 Courses with 100 or more UCLA Undergraduate Enrollments and growth rate of 30+% from 2019*

Course	2018 UCLA Ug Enrollment	2019 UCLA Ug Enrollment	2020 UCLA Ug Enrollment	Change % from Last Time Offered to 2020
CHEM 14BL (Session A)	155	107	149	39%
CHEM 14BL (Session C)	186	193	266	38%
PHYSICS 5A (Session A)	126	148	354	139%
PHYSICS 5B (Session C)	100	0	338	238%
PHYSICS 5C (Session C)	135	143	353	147%
STATS 10 (Session A)	149	105	329	213%
STATS 13 (Session A)	133	126	288	129%
ENGR 183EW (Session A)	109	0	186	71%
LIFESCI 7C (Session C)	102	0	140	37%
PSYCH 120A (Session A)	0	131	198	51%
PSYCH 115 (Session C)	0	101	147	46%

* For courses that were not offered in 2019, the change % is based on 2018. See II.1. Summer 2019 vs. Summer 2020 concerning the enrollment growth of Physics 5 series in Summer 2020. 1 Enrollment = 1 seat in a class

Figure 6. In-Person Enrollments, Classroom Capacities, and Remote Enrollments

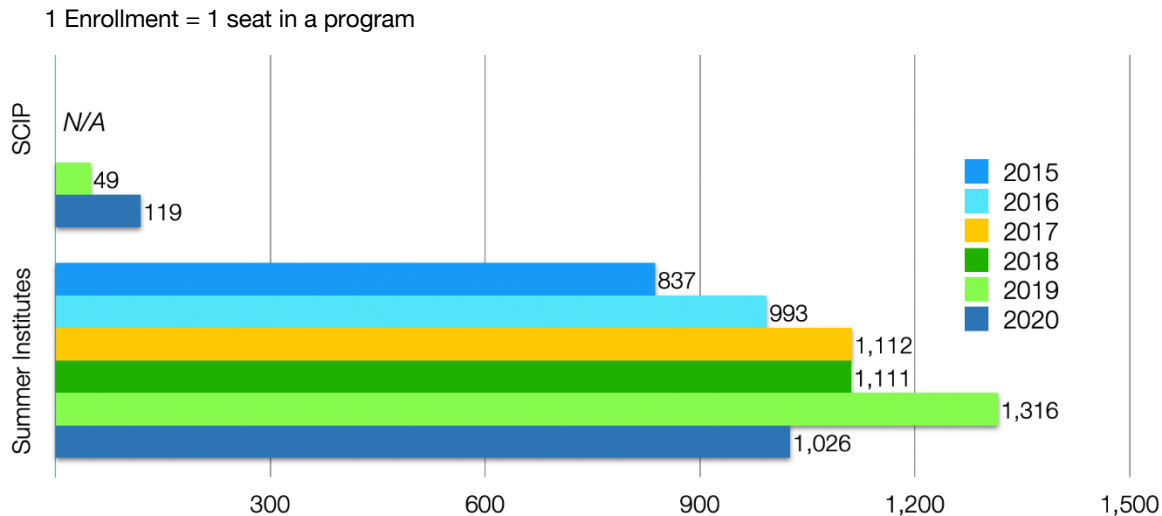


⁸ Among in-person courses, i.e., courses that have not been approved as online courses, there are 19 primary sections that enrolled 100 or more UCLA undergraduate students in at least two summers between 2018 and 2020. In 2020, those 19 sections made up almost 9% of the total UCLA undergraduate enrollments in all summer courses and programs excluding bridge programs (8% with bridge programs). 11 of them saw an over 30% growth in UCLA undergraduate enrollments compared to 2019 (or 2018 if not offered in 2019) ranging from 37.82% to 238%. Most of these courses had over 200 students (including other UC and non-UC) enrolled, six of them with close to or over 300 students. While UCLA has 15 and 7 general assignment classrooms with 200+ and 300+ capacity, respectively, they are not always available during the summer as classroom maintenance and renovation projects utilize summer.

Precollege Offerings

As Figure 7 indicates, UCLA's precollege offerings, especially Precollege Summer Institutes, are already successful and poised for further growth. Moreover, precollege enrollments serve as an important diversity pipeline for UCLA undergraduates.⁹

Figure 7. SCIP and Precollege Summer Institute Enrollments¹⁰

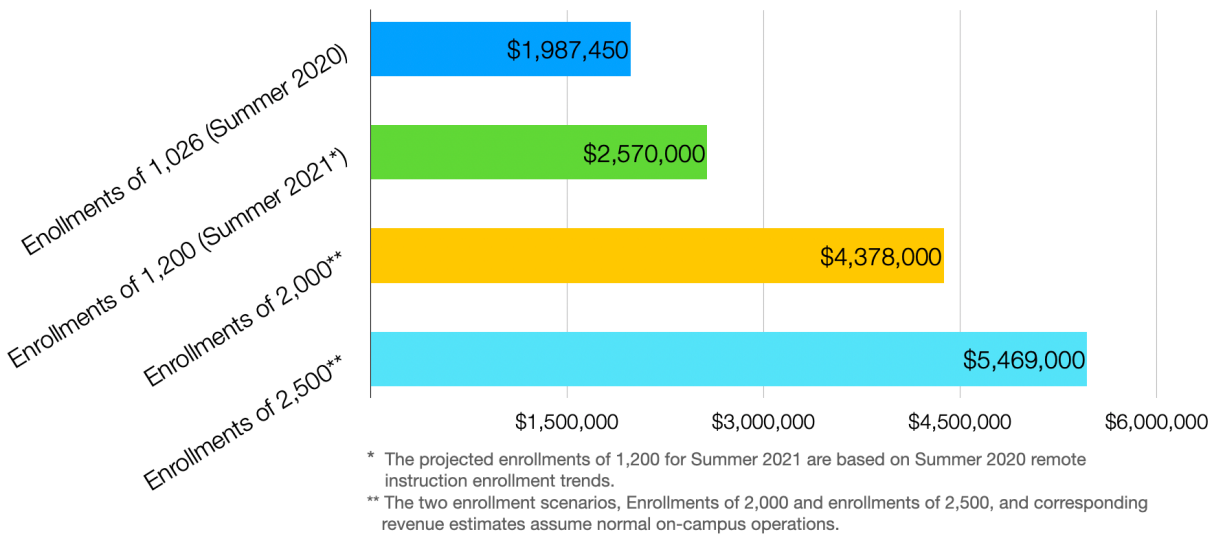


The Committee notes that the presence of third-party vendors on campus during the summer months may be a threat to growth potential of UCLA's precollege offerings while often inappropriately leveraging UCLA's brand to their own advantage (See Attachment D, "Leveraging Summer Precollege Offerings at UCLA"). Open enrollment will continue to play a central role in facilitating enrollment and revenue growth for UCLA, but Summer Sessions' collaboration with departments will not be sufficient to fully maximize enrollment growth for the precollege population. As outlined in the Committee's recommendations, a campus-wide intervention is required to best address growth with this demographic. If successfully implemented, the Committee's recommendation may lead to over 2000 enrollments in Precollege Summer Institutes alone in the next couple of years, resulting in an overall 4-7% growth in total summer gross revenue.

⁹ As part of UCLA's commitment to its mission of education and service, Summer Sessions offers financial support to high-performing California high school students from low- and middle-income households. Among 2015-2017 scholarship recipients, 42% were underrepresented minorities as defined by the University of California and 33% were potential first-generation college students. Their average Adjusted Gross Income was \$43,206. Of the forty-four percent of the scholarship recipients who applied to UCLA for undergraduate admission between 2012 and 2017, 43% were admitted, which is nothing short of extraordinary compared to the overall UCLA acceptance rate (cf. 12% for Fall 2018 Freshman CA Resident Cohort and 24% for Fall 2018 Transfer CA Resident Cohort), and 22% of the admitted students ultimately matriculated at UCLA.

¹⁰ The enrollment decrease of 2020 in Summer Institutes was due to a few cancelled programs that could not pivot to remote instruction.

Figure 8. Precollege Summer Institute Enrollment and Projected Revenue Scenarios



In addition to the financial benefits for UCLA, the growth of Summer Sessions' precollege offerings may serve as a diversity pipeline for the UCLA undergraduate student body.

Summer Minors

UC Berkeley runs successful Academic Senate-approved [Summer Minor programs](#). There, students can complete a Summer Minor in one summer or more. While courses for over 90 Non-Summer Minors remain available during the academic year and can be offered in summer, courses for a few select minors (7 minors as of Summer 2020) are offered either in summer only or additionally in summer without restrictions that are in place during the academic year. These summer minors include new minors that could not have been established during the academic year, e.g., Journalism in the Digital Age; and existing minors that are heavily impacted during the academic year such as Global Public Health—During the academic year, the minor is prioritized or restricted to public health majors, while during the summer, it is open to all majors.

Without affecting existing minors (i.e., course availability during the academic year) a model similar to UC Berkeley's may allow UCLA to offer additional minor opportunities in select areas: either new minors (e.g., in Business Administration, Law, STEM, and other areas), or high-demand minors that cannot accommodate student demand in the academic year. Summer minors would also attract more non-UC students, as well as other UC students to UCLA Summer Sessions. UCB allows non-UCB students to enroll in Summer Minor courses and issue a certificate when completing all minor requirements, incentivizing non-UC students to take maximum units in one summer or return to UCB for an additional summer. See Attachment E, "Summer-Centric Minors," a working study by UCLA Summer Sessions.

To determine the level of interest in Summer Minors at UCLA, we surveyed the departmental vice chairs of undergraduate education. Of the 33 respondents, 25 were supportive, 8 would consider it further, and none were opposed, provided financial aid,

scholarships, and other incentives were in place to ensure equitable participation (see Attachment F, “Department Summer Minor Survey Results”). Should the campus pursue this opportunity, the committee recommends further analysis and socialization with departments to assess viable minors and to develop safeguards for equitable student access. Naturally, any such program would require Academic Senate approval.

Summer Bridge Opportunities

Although there are already a number of successful, campus-wide Summer Bridge Programs at UCLA, opportunities exist to better on-board newly matriculated students at the departmental level. Summer Sessions is eager to work collaboratively with departments to identify courses and programs that would benefit newly admitted students if taken in the summer prior to matriculation. Enrollment Management would provide student contact information to Summer Sessions to develop targeted, major-specific outreach for those students. For example, as mathematics requirements for UC admission are changing, including data science, computer science, statistics, and other approved quantitative reasoning courses that are not as calculus-heavy to satisfy the eligibility requirements, we are likely see more admissions from students who are interested in STEM but may not have the strong calculus background their majors require. Summer bridge and other intensive programs may be just what is needed to prepare such students for success.¹¹

Financial Aid in Summer

The committee finds it unacceptable that students receive less grant support in the summer compared to the academic year. While most types of financial aid are additive in summer and are available, the designated return-to-aid allocation of tuition revenue is drastically smaller (\$2,686 per student in Summer 2019 vs. \$7,695 per student in an AY 2019 term) because of the smaller UC student body in the summer. The committee notes that this disparity poses serious issues for equity and access to summer opportunities and hinders attempts to reduce time-to-degree for our most vulnerable students.¹² If additional funds are not available to raise summer aid to equalize the grant aid across all terms, even a slight decrease in the AY per student award may significantly increase summer per student award because of the summer student body that is much smaller. The committee also notes that current financial aid notifications and communications are delineated by AY and summer and addresses a need for students to have an overview of their total financial aid packages including both academic year and summer in the recommendations.

¹¹ Many campuses take advantage of the time between Fall and Winter courses to offer intensive classes. Although UCLA’s quarter system calendar raises specific challenges for UCLA, the committee encourages Summer Sessions work with the Registrar’s Office to explore the possibility of extending the summer term calendar to allow instructional activities for incoming students immediately before the fall quarter.

¹² According to the 2016 and 2017 Senior Survey data, among the respondents who had not taken summer during their time at UCLA, over 80% of Black, Non-Hispanic (83% in 2016 and 85% in 2017) and Hispanic students (88% in 2016 and 81% in 2017) indicated that more attractive financial aid packages would have increased their interest in Summer Sessions compared to about 60% White, Non-Hispanic students (62% in 2016 and 61% in 2017). Based on 2020 UCUES (UC Undergraduate Experience Survey) preliminary data as of July 13, 2020, among the respondents who did not enroll in Summer 2019, 34% of Pell students indicated that summer wasn’t affordable for them, compared to 21% for Non-Pell students.

Organizational Considerations

SSIEO operates as an independent yet fully integrated, streamlined enrollment management organization using campus student success priorities as its context for program development and student recruitment, as evidenced by the fact that nearly 80% of UCLA undergraduates participate in some form of SSIEO offerings before they graduate. The Summer Sessions team works with departments and individual faculty to develop a robust schedule of courses and programs to be held on campus or online, whereas the International Education Office works with departments and individual faculty to develop credit-bearing opportunities that take place off campus, and usually, but not always, outside the United States. Put another way, half the organization is charged with keeping and bringing students on or to our-campus physically or virtually during the summer, and the other half of the organization is charged with sending students off campus to complete credit-bearing work (see Attachment G). The unit is highly functional, administering over 1,000 courses and programs and enrolling over 17,000 students annually. The committee finds SSIEO adequately and strategically structured for efficacy and is assured that the changes SSIEO has discussed with APB for the implementation of the Bruin Budget Model will bring further efficiency for the unit and the campus.¹³

¹³ Summer Sessions will expand its student services by utilizing the campus Sales & Services model to generate targeted revenue for further growth of staff FTE and other expenses relevant to student services during summer. (Committee Charge 8)

III. Committee Recommendations and Action Plan

After a careful review of trend analysis, growth projections, and a range of proposals presented by Summer Sessions staff, the Committee puts forward the following ten recommendations for consideration by the Executive Vice Chancellor and Provost.¹⁴ . These recommendations involve most of the current summer program types, as well as new program types, including a campus-wide, concerted effort to increase enrollments among advanced high school students, summer minors, and a means to prioritize the conversion of in-person courses to online instruction, to foster growth and student access to Summer Sessions. Despite the promise of each of these endeavors, the committee cautions that sustainable growth occurs over a factor of years, not months, given that new programmatic initiatives must first have faculty champions at the departmental level, may be subject to the Academic Senate approval procedures, and are piloted typically for one or two years before they are rolled out for more scalable growth to minimize financial risk and ensure quality.¹⁵ As such, the recommendations are categorized by the implementation timeline: short – 1-3 years for launch; intermediate – 2.5 – 3.5 years for launch, Long – 3-5 years for launch.

Recommendation	Goal(s)	Campus Partners	Timeline
1. Complete a survey of all external vendors operating on campus during the summer <i>Committee Charges 2, 10 See Attachment D, "Leveraging Summer Precollege Offerings at UCLA."</i>	a. Reconsider contracts with vendors who compete with UCLA offerings b. Develop new offerings with demonstrated demand	<ul style="list-style-type: none"> • Summer Sessions • University Extension • Recreation • Geffen Academy • ASUCLA • Housing • Conference Services 	Short
2. Develop Summer Minors <i>Committee Charge 6</i>	a. Increase opportunity for minors that cannot be accommodated during the academic year	<ul style="list-style-type: none"> • Summer Sessions • Dean of Undergraduate Education • Academic Senate 	Short

¹⁴ The Committee has addressed all of EVCP Carter's 11-point charge with the exception of number seven, which asked that the Committee identify ways to increase ladder faculty teaching in summer. The challenge of increasing ladder faculty participation during Summer Session is complicated, and comprehensive reform would require the involvement of departmental chairs, the Vice Chancellor for Academic Personnel, the Council on Academic Personnel, and the deans. Faculty often prioritize research in the summer precisely because they are unencumbered by teaching requirements. Incentives such as allowing summer teaching to apply to academic year teaching requirements would, inevitably, cannibalize academic year teaching and create logistical challenges for academic year course offerings. These are among the reasons the committee has no recommendation on this charge. However, the committee notes that UCLA's summer compensation formula has been in place for decades. Given the feedback from the Undergraduate and Graduate Councils, the Committee recommends that a separate workgroup be formed to review the current summer academic and apprentice teaching personnel compensation to determine if any adjustments within the guidelines of APM-661, as well as any other applicable policies and union contracts, are warranted. This workgroup should include both faculty and staff from the Academic Personnel Office and Summer Sessions.

¹⁵ For example, Summer College Immersion Programs (SCIP) was piloted for a year and Summer Intensive Studies (SIS) for two years. Similarly, the first Summer Minor at UC Berkeley took three years from ideation to launch (Summer Minors and other specific proposals will be discussed in more detail later in this report).

	b. Consider offering certifications to increase enrollment of non-UC and non-UCLA students	<ul style="list-style-type: none"> Interested departments Registrar's Office 	
<p>3. Equalize return-to-aid grant opportunities for UCLA students regardless of term of enrollment and streamline financial aid information</p> <p><i>Committee Charge 9</i></p>	<p>a. Ensure and increase access to summer opportunities for students on financial aid</p> <p>b. Align with campus priorities around equity, diversity and inclusion</p> <p>c. Increase summer aid</p> <p>d. Provide clarity for students with an overview of their academic year and summer financial aid packages in totality</p>	<ul style="list-style-type: none"> Summer Sessions Financial Aid Academic Planning and Budget 	Short
<p>4. Strategize priorities for online course development to include high-demand courses¹⁶</p> <p><i>Committee Charges 1, 6</i></p>	<p>a. Build capacity for increasing campus and summer enrollment beyond capacity limitations of general assignment classrooms</p> <p>b. Improve time-to-degree completion</p>	<ul style="list-style-type: none"> Summer Sessions Steering Committee for Online Teaching and Learning (SCOTL) Center for the Advancement of Teaching (CAT) Time-to-Degree Taskforce 	Short
<p>5. Incentivize departments to maintain the breadth of summer offerings and to participate in new pilot efforts</p> <p><i>Committee Charge 6</i></p>	<p>a. Provide an indirect incentive for small enrollment courses that barely break even to ensure student options for time-to-degree</p> <p>b. Provide backstop for departments that are identified as key participants for new initiatives to increase summer enrollments</p>	<ul style="list-style-type: none"> Summer Sessions APB 	Short
<p>6. Create dashboards for an overview of summer enrollment and revenue</p> <p><i>Committee Charge 5</i></p>	<p>a. Provide campus leadership with comprehensive yet concise summer enrollment and revenue trends to inform decision-making</p>	<ul style="list-style-type: none"> Summer Sessions APB 	Short

¹⁶ While the committee recognizes that discussions about future directions for online course development are taking place, the far-reaching implications of online courses for summer enrollment, as well as time-to-degree warrants concerted efforts involving not only SCOTL and CAT but also Summer Sessions and the Time-to-Degree Taskforce.

<p>7. Identify and create major-specific summer bridge opportunities</p> <p><i>Committee Charge 6</i></p>	<p>a. Increase student success by providing extra support prior to matriculation</p> <p>b. Improve time-to-degree</p>	<ul style="list-style-type: none"> • Summer Sessions • Undergraduate Admission • Individual departments • Time-to-Degree Taskforce 	Intermediate
<p>8. Prioritize fundraising for summer scholarships and identify additional funding sources</p> <p><i>Committee Charge 9</i></p>	<p>a. Increase access to summer credit opportunities, especially experiential opportunities such as internships and research</p> <p>b. Create generous financial aid packages</p> <p>c. Increase summer enrollments</p> <p>e. Align with campus priorities around equity, diversity and inclusion</p>	<ul style="list-style-type: none"> • Summer Sessions • UCLA External Affairs • Divisional Development teams • Undergraduate Research Center • Center for Community Engagement 	Intermediate
<p>9. Identify and expand opportunities to increase non-degree student enrollments throughout the year through collaboration between Summer Sessions and University Extension</p> <p><i>Committee Charge 10</i></p>	<p>a. Create ways for non-degree students to continue or expand their study seamlessly between summer and the academic year (e.g., articulation of summer coursework for extension certificate programs)</p> <p>b. Maximize exposure to Summer Sessions and Extension offerings utilizing the existing reach of each other</p>	<ul style="list-style-type: none"> • Summer Sessions • University Extension 	Long-term
<p>10. Prepare undergraduates for transition to the professional world/career through new offerings that combine the expertise of both Summer Sessions and University extension (e.g., “Making the Leap to Your Career” or Job Readiness/Soft skills for Young Professionals”)</p> <p><i>Committee Charge 10</i></p>	<p>a. Advance UCLA’s mission of preparing students for post-college advancements</p>	<ul style="list-style-type: none"> • Summer Sessions • University Extension • Career Center 	Long-term

The committee advises that campus assume a cautious position when projecting how Summer Sessions might contribute to campus financial health in the future.¹⁷ Given the dramatic shifts in long-established enrollment trends precipitated by the pandemic (See II.1. Context for Recommendations – Summer 2019 vs. Summer 2020), as well as the enrollments that were resulted from UC EAP cancellations and will likely return to UC EAP, the prudent course of action would be to measure growth against enrollments from summer 2019.

Successful implementation of the recommendations has the potential to increase enrollment and revenue. Figure 1 projects aspirational enrollment growth in five years, i.e., by Summer 2026 assuming normal operations. Figure 2 shows the corresponding growth in revenue.

Figure 9. Summer 2026 SCH Projections¹⁸

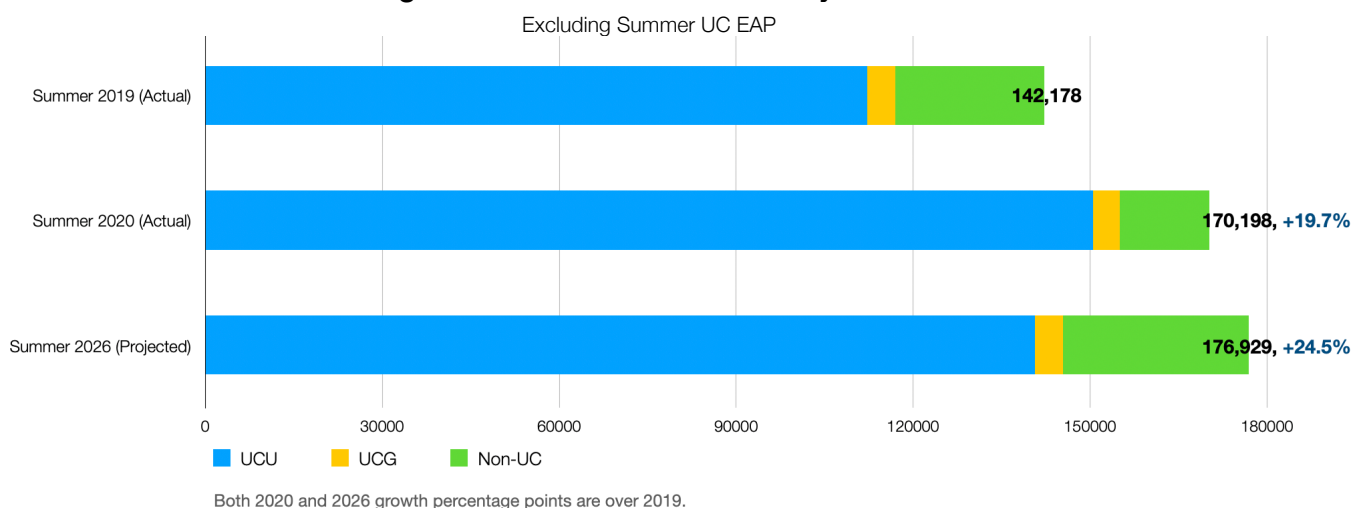


Figure 10. Summer 2026 Gross Tuition Revenue Projection



¹⁷ In 2020, Summer Sessions saw significant fluctuations in enrollments by student type when compared with previous years, resulting in considerably different enrollment compositions (see Figure 1). One of the most notable changes is the growth of UCLA undergraduate enrollments, but whether the 2020 enrollment picture signifies a potential for sustainable growth in UCLA undergraduate enrollments is yet to be seen. Students could have simply front-loaded summer courses they would normally take over the course of several summers, in which case the campus may see a corresponding decrease in the next two-three years, even if summer 2021 will be delivered remotely and more online offerings become available in the future.

¹⁸ Past trends suggest that sustaining or growing in-person enrollments, while increasing online enrollments by 55%, would be an ambitious goal. Prior to Summer 2020, the growth of online course enrollment did not result in overall summer enrollment growth; rather, it represented the conversion of in-person enrollments to online enrollments. New initiatives such as summer minors would be crucial to offset enrollment conversions among in-person and online courses.

ATTACHMENTS

Bruin Budget Model and Summer Sessions (Charge 3)

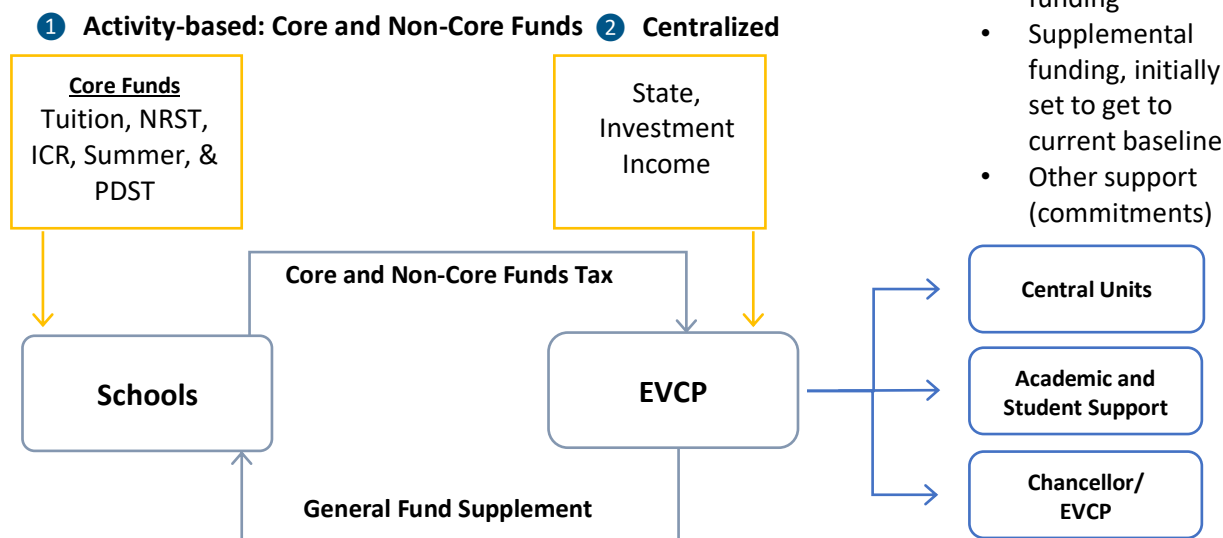
The Summer Sessions and International Education Office has worked with Academic Planning and Budget to bring summer revenue into alignment with the new budget model. The Committee endorsed the following principles to guide the changes that are necessary for the implementation of the new budget model for summer.

1. The new budget model should be revenue neutral to the participating departments at a minimum. The entrepreneurial incentives of summer for both participating departments and the Summer Sessions Office, should be preserved, if not enhanced, in the new budget model.
2. The Summer Sessions Office should continue to be positioned as the hub for Summer credit-bearing activities at UCLA, leading student recruitment and enrollment management, student services, and marketing, and serving as expert advisors regarding summer enrollment trends and revenue for departments.

The Bruin Budget Model will be applied to Summer Sessions tuition as follows:

- UC Students:
Unit Fees - Return-to-Aid – 25% BBM Tax = Departmental Revenue before Instructional Cost
- Non-UC Students:
Unit Fees – 25% BBM Tax = Departmental Revenue before Instructional Cost

Bruin Budget Model Distribution of Revenue



Overseas Physics Intensive and the UCLA Physics Core

A Comparison of Student Performance:

GPA in Upper Division Life Sciences Courses, GPA in Upper Division Physical Sciences Courses, and
Four-Year Graduation

Kelly Wahl

Division of Undergraduate Education

A study comparing Overseas Physics Intensive students with UCLA Physics Core completers:

- Students completing Physics 5C or 6C with a D- or higher were compared with students who participated in the Overseas Physics Intensive (fall 2012 through fall 2014 entering frosh cohorts).
- Outcomes for the comparison were GPA in upper division UCLA Life Sciences courses and four-year degree completion.
- A linear regression model and a logistic regression model were created to predict upper division Life Sciences GPA and degree completion in four years, respectively. The models controlled for URM status, high school GPA, and count of upper division Life Sciences courses included in the GPA. Private high school attendance was also controlled for in the GPA model. Gender was also controlled for in the degree completion model.

Model results: GPA

- Predicting upper division Life Sciences course GPA
 - More than a third of the variance was explained by the model ($r^2=35\%$)
 - Marker variables for the overseas program students, students getting a B in 5C or 6C, and students getting an A in 5C or 6C all loaded significantly ($p<.001$), with the following coefficients:

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.425	.131		10.879	.000
	URM status	-.307	.017	-.221	-17.847	.000
	Private HS	.062	.021	.037	3.025	.002
	High School GPA	.379	.030	.159	12.842	.000
	Course Count	.033	.002	.247	20.195	.000
2	(Constant)	1.504	.116		12.960	.000
	URM status	-.167	.016	-.121	-10.736	.000
	Private HS	.050	.018	.030	2.742	.006
	High School GPA	.254	.026	.107	9.637	.000
	Course Count	.027	.001	.203	18.661	.000
	Overseas	.501	.022	.341	22.429	.000
	B in Core	.421	.020	.358	21.209	.000
	A in Core	.767	.020	.677	38.352	.000

a. Dependent Variable: upper division Life Sciences course GPA

Taking into account student background, getting an A in the Core was the strongest predictor of upper division Life Sciences course GPA, followed by participating in the Overseas Intensive, followed by getting a B in the Core.

Model results: GPA

- Predicting upper division **Physical Sciences** course GPA
 - Just over a quarter of the variance was explained by the model ($r^2=26\%$)
 - Marker variables for the overseas program students, students getting a B in 5C or 6C, and students getting an A in 5C or 6C all loaded significantly ($p<.001$), with the following coefficients:

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.998	.199		5.012	.000
	URM status	-.435	.027	-.220	-16.305	.000
	Private HS	.094	.032	.040	2.975	.003
	High School GPA	.497	.045	.150	11.102	.000
	Course Count	-.007	.003	-.033	-2.464	.014
2	(Constant)	1.001	.179		5.586	.000
	URM status	-.237	.025	-.120	-9.623	.000
	Private HS	.075	.028	.032	2.636	.008
	High School GPA	.324	.041	.098	7.992	.000
	Course Count	-.010	.003	-.046	-3.856	.000
	Overseas	.728	.036	.344	20.160	.000
	B in Core	.584	.032	.351	18.248	.000
	A in Core	1.070	.032	.677	33.581	.000

a. Dependent Variable: upper division Physical Sciences course GPA

Taking into account student background, getting an A in the Core was the strongest predictor of upper division Physical Sciences course GPA, followed by participating in the Overseas Intensive, followed by getting a B in the Core.

Model results: Four-Year Completion

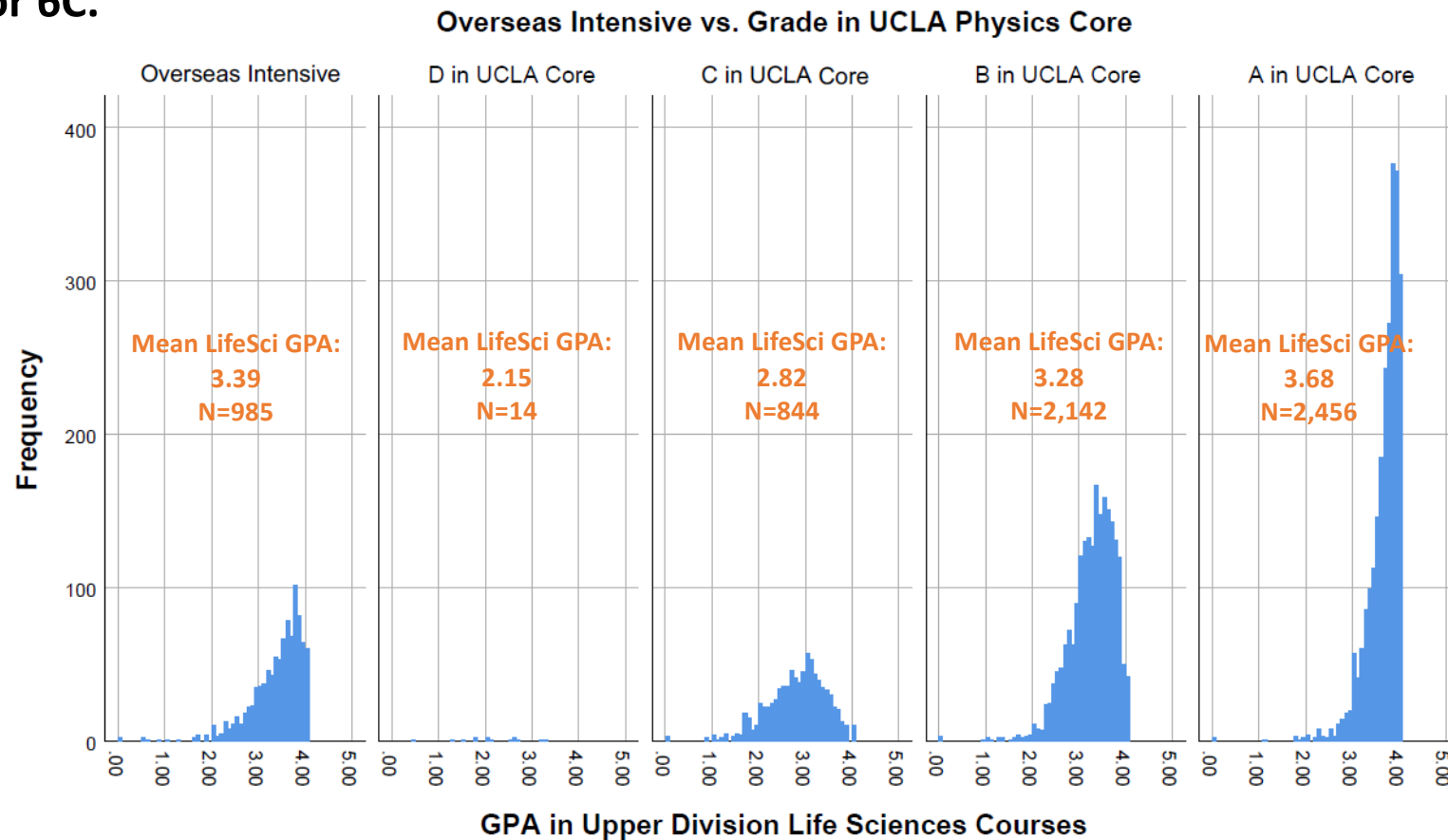
- Predicting completion of bachelor's degree in four years
 - Nearly a fifth of the variance was explained by the model ($r^2=19\%$)
 - Marker variables for the overseas program students, students getting a B in 5C or 6C, and students getting an A in 5C or 6C all loaded significantly ($p<.001$), with the following coefficients:

Variables in the Equation								
	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
High School GPA	1.448	.176	67.653	1	.000	4.256	3.014	6.011
URM status	-.694	.096	52.751	1	.000	.499	.414	.602
Being Male	-.628	.090	49.249	1	.000	.533	.448	.636
Course Count	.102	.011	93.449	1	.000	1.108	1.085	1.131
Overseas	1.013	.139	52.967	1	.000	2.755	2.097	3.619
B in Core	.983	.113	75.303	1	.000	2.673	2.141	3.337
A in Core	1.571	.129	147.907	1	.000	4.812	3.735	6.198
Constant	-5.898	.771	58.512	1	.000	.003		

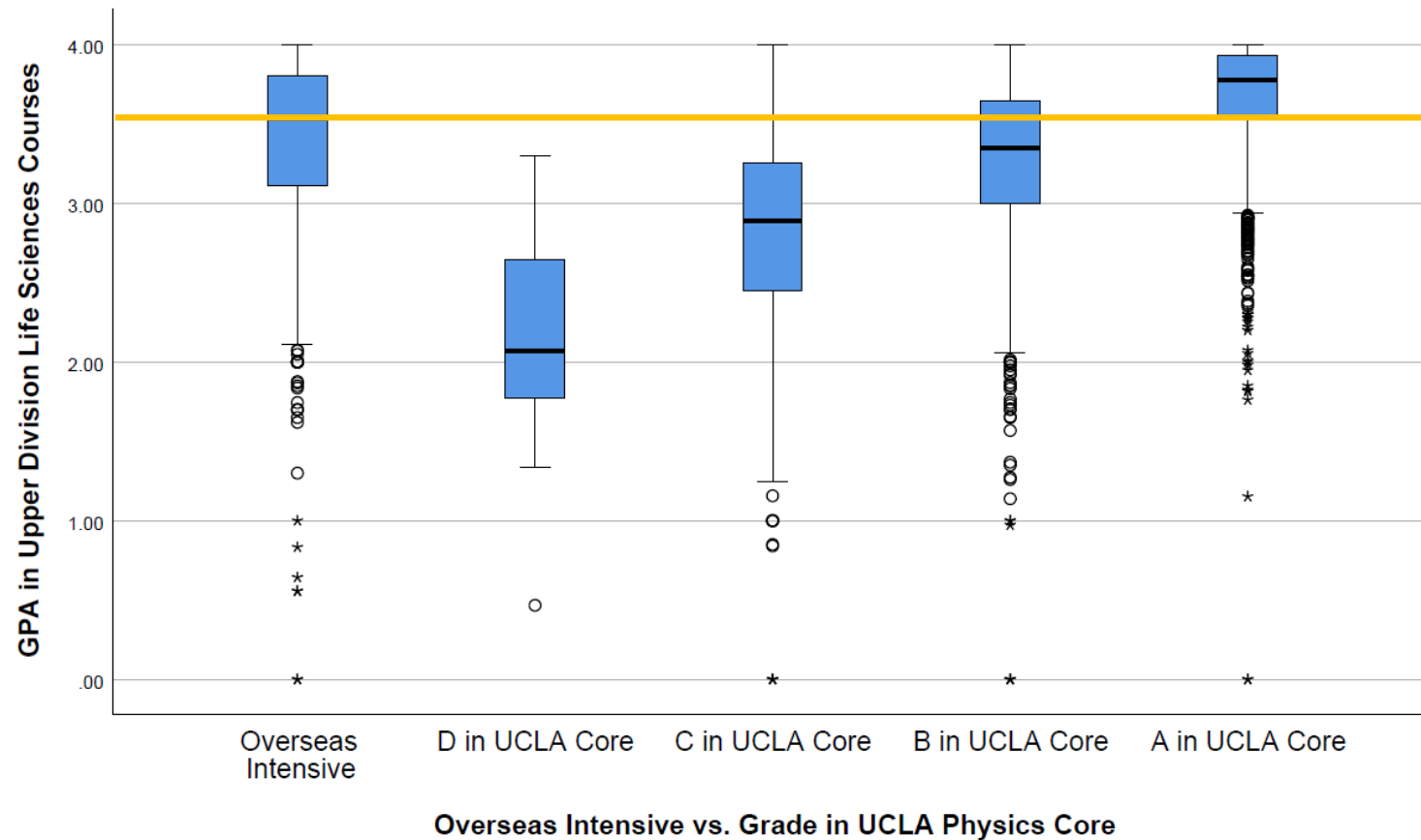
a. Variable(s) entered on step 1: Overseas, A in Core, and B in Core

Taking into account student background, getting an A in the Core, participating in the Overseas Intensive, and getting a B in the Core were all predictors of four-year completion.

Overseas Intensive students did better than all other groups in upper division Life Sciences courses except the students who got an A-, A, or A+ in Physics 5C or 6C.



Overseas Intensive students did better than all other groups in upper division Life Sciences courses except the students who got an A-, A, or A+ in Physics 5C or 6C.



Four-Year Completion by Group:

- Overseas Intensive: **89%** (N=1,032)
- D in UCLA Physics Core: 43% (N=30)
- C in UCLA Physics Core: 72% (N=919)
- B in UCLA Physics Core: **88%** (N=2,255)
- A in UCLA Physics Core: **94%** (N=2,536)

Students completing Physics through the Core or the Overseas Intensive had a 88% four-year completion rate overall.

Based on student headcount in credit-bearing offerings, UCLA was the biggest among AUSS member institutions that reported summer enrollment information as of Summer 2018.

**Summer 2018 Enrollments of
Association of University Summer Sessions Member Institutions**

Institution	Headcount
UCLA	17,064
Purdue University	16,696
Pennsylvania State University	16,407
University of California, Berkeley	15,315
Rutgers, The State University of New Jersey	15,182
University of Wisconsin - Madison	14,937
University of Washington	13,541
West Virginia University	11,913
University of California, San Diego	11,037
Clemson University	9,582
University of California, Santa Barbara	9,245
Harvard Summer School	9,111
Northwestern University	9,045
University of Nevada, Reno	7,974
Duke University	7,683
University of Pennsylvania	7,621
University of Hawai'i at Mānoa	7,009
McGill University	6,654
Boston University	6,649
Washington State University	6,500
UNC-Chapel Hill	5,885
Emory University	5,804
University of Chicago	5,584
University of Notre Dame	5,261
University of Miami	4,709
University of Connecticut	4,543
University of Vermont and State Agricultural College	3,978
Johns Hopkins University	2,765
Stanford University	2,598
Columbia University	2,060
Yale University	1,135
Brown University	439

LEVERAGING SUMMER PRECOLLEGE OFFERINGS at UCLA

Each summer, UCLA hosts third-party vendors on campus to offer educational programs that we are better suited to offer. Not only do we neglect the opportunity to expand pipelines including underrepresented and underserved students, but we leave millions of dollars on the table for these vendors who, in turn, compete with UCLA programs for students and unfairly leverage the UCLA brand to their own benefits, at times resulting in negative press for UCLA. One of UCLA's offerings that is directly impacted is the Precollege Summer Institute model with its additional revenue potential estimated at millions of dollars.

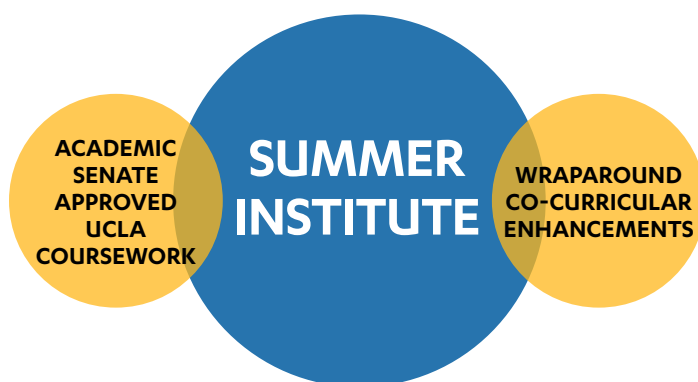
OVERVIEW OF PRECOLLEGE SUMMER INSTITUTES

Precollege Summer Institutes are intensive, short-term programs designed for high-achieving high school students. Summer Sessions assists with market research, program design, oversight of university and legal compliance, budgeting, marketing and enrollment management, facilitation of housing and meal plans, residential supervision, and after-hour activities. Departments supply curricular and co-curricular design, instructors and staff for curricular and co-curricular enhancements, set admissions requirements, and make admission decisions, if applicable.

All Precollege Summer Institutes come with academic course credit commensurate with the course load, which usually ranges between 2 and 4 units depending on the program. Co-curricular components include workshops, guest lectures, collaborative activities, field trips, etc.

Precollege Summer Institutes play a significant role in creating a pipeline to UCLA, serving the residents of California and fostering the development of a UCLA community well beyond our campus boundaries.

Over 3,500 U.S. students who participated in summer courses and precollege summer institutes in 2012-2016 applied to UCLA, with **31%** admitted as freshmen or transfers (compared to 17.9% general acceptance rate as of Fall 2017), serving as a general pipeline for the campus.



FINANCIAL REVENUE

The 2019 Precollege Summer Institutes generated \$2.9 million for the UCLA academic units. In addition, they generated \$1.3 million in housing revenue for UCLA.

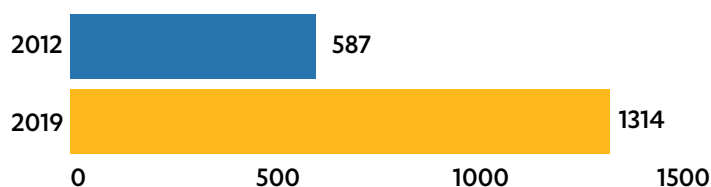
\$2.9M
for the UCLA
academic units

\$1.3M
in housing revenue
for UCLA

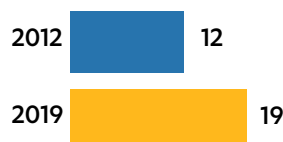
PRECOLLEGE GROWTH TRENDS

The precollege market has been growing nationally. While the number of high school students enrolling in courses has been relatively steady (about 300-400 students each for domestic and international), Precollege Summer Institutes have seen a remarkable growth.

UCLA PRECOLLEGE ENROLLMENT GROWTH



PRECOLLEGE SUMMER INSTITUTE PROGRAM GROWTH



The number of unique programs grew by nearly **60%**, compared to a **125%** headcount growth.

Newly added programs in popular subject areas such as Economics and Engineering saw an immediate success (99 and 161 students enrolled in 2019, respectively). For many programs, demand has already surpassed capacity.

THIRD-PARTY VENDORS AT UCLA

Corporate third-party vendors have been growing precollege programming on our UCLA campus. Some key corporate competitors include Summer Discovery, Blueprint, Westcoast Connections, Education Unlimited, ID Tech, Oxford Bridge at UCLA, American Collegiate Adventures, Summer Institute for the Gifted, and Biz Kid Edu. Third-party vendors are targeting and enrolling the same populations as UCLA Recreation and UCLA Summer Sessions, ranging from 8-18 years of age.

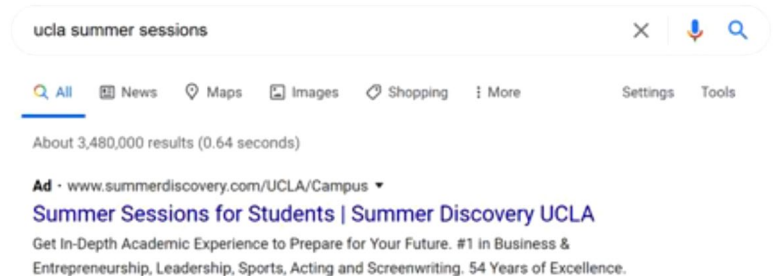
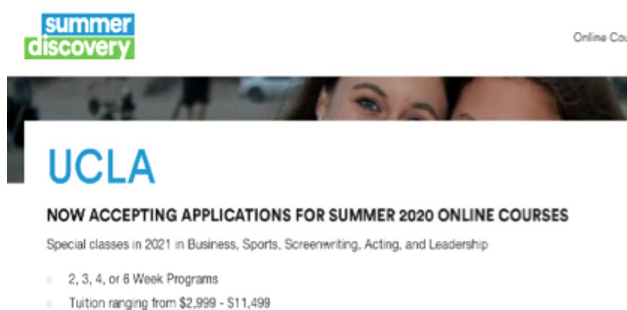
Without change, any growth of our own precollege programming must compete with third-party vendors for dorm rooms. While third-party vendors generate revenue from their programming and supervision, benefiting from UCLA branding, they only contribute to UCLA Conference Services and Events revenue.



UCLA BRAND CONFUSION

Third-party vendors aggressively take advantage of the UCLA brand to grow student/parent interest in their programs for the UCLA experience. While third-party vendors are expected to use only “at UCLA,” descriptions are often confusing and misleading enough to make the general public think that they offer UCLA programming. Third-party vendors have also heavily marketed UCLA brand on print and digital campaigns with no approval through UCLA Marks (i.e. website, paid Google search, social media) misrepresenting that they are part of UCLA. Most, if not all, list UCLA faculty accomplishments and other campus accolades among their recruitment materials, even though their only connection to us is space rental.

Here are examples of Summer Discovery utilizing the UCLA name and logo on their website and bidding on UCLA Google paid keywords that has created branding confusion.



A 2019 [article](#) in the Washington Post ran with this headline: “America’s elite universities are making millions off summer programs for teens – but do they really help kids get into college?” UCLA is mentioned several times negatively. The programs they reference are not our programs, but third-party vendors at UCLA creating further brand confusion.

POTENTIAL REVENUE

Replacing third-party vendors on campus with UCLA programs such as our own Summer Institutes would ensure the whole revenue stream for UCLA, not just a small slice from housing and space rental, bringing in program tuition revenue as well as housing revenue. Each additional 1,000 students would mean additional \$3-4M in revenue for the campus (5,000 students = \$20M from precollege summer offerings).

COVID-19

Despite the impact of COVID-19 and highly in-person nature of the Summer Institute model, only 5 programs were cancelled. 17 programs, either completely re-envisioned or modified, were offered remotely, enrolling 1,030 high school students. Unlike third-party programs that have resulted in 100% revenue loss for the campus due to COVID-19 housing and other rental contract cancellations, Precollege Summer Institutes retained at least 70% of the 2019 program fee revenue, grossing at about \$2M for the campus.



	UCLA's Own Summer Programming	Third-Party Vendor Programming
UCLA Teaching and Public Service Mission	✓	
UCLA Pipeline	✓	
Academic Programming Revenue	✓	
Housing and Space Rental Revenue	✓	✓
UCLA Branding Control	✓	

PROPOSAL

UCLA should review all third-party programs on campus and determine if those programs fall within our expertise. A broader taskforce could be formed, consisting of Summer Sessions, UCLA Extension, Recreation, Housing, and Conference Services to construct a complete survey of all external vendors on campus and to design better programs, working together with academic departments, that speak to the markets that third-party corporate vendors have identified, while advancing campus priorities and standards. Over time, the campus can sunset the contracts with third-party vendors to claim this space in the educational ecosystem, protect the UCLA brand, and safeguard our financial future.



Source: UCLA Summer Sessions

SUMMER-CENTRIC MINORS

ACADEMIC MINORS – THE CASE FOR SUMMER

Given the status summer enjoys as an unparalleled proving ground for ambitious new programming at UCLA, the prospect of leveraging Summer Sessions to develop and support new academic minors is a compelling one. The following scoping document not only offers possible frameworks for how summer-centric minors might be conceived and deployed, but also suggests specific subject areas that hold promise for UCLA and visiting students alike that hope to pursue a minor or small-c certificate equivalent in such fields.

STRUCTURAL OPTIONS

Summer-Only Minors

While potentially more controversial, minors comprised of courses and programming offered *wholly* during the summer term(s) have proven both effective and popular at a variety of institutions – perhaps most notably, though not exclusively, at UC Berkeley. However, institutions as diverse as [Tulane University](#), [Southern Methodist University](#), and the [University of Arizona](#) (where a minor can be completed in just one summer) all offer summer-only or predominantly summer-only minor programs, in fields as varied as business administration, public policy, and beyond. There is equal diversity to how different universities structure summer-only minors, particularly given that most minors seem to require a *minimum* of five courses to satisfy the (respective) requirements.

UCLA's minors, on average, require around 7 courses (usually two lower division and five upper division, though with quite a bit of variability within that balance), which would make a summer minor exceedingly difficult to complete in one summer alone at UCLA. However, spread over two (or more) summers, programs that exclusively require summer study to meet the requirements is not out of the realm of possibility, depending on how departments design such minors. For visiting students pursuing a small-c certificate (or its equivalent), one to two summers may well prove enough time, especially if one presumes small-c certificate requirements would be reduced for such student populations. Below are a few options that make use of different summer course models, including three-week intensives, in order to complete requirements exclusively during summer, in either one or two sessions:

SUMMER-ONLY MINOR/ INTENSIVE STUDIES CERTIFICATE PROGRAM (TWO YEARS)							
SUMMER SESSION (YEAR 1)				SUMMER SESSION (YEAR 2)			
SESSION A6– FOUNDATIONAL COURSE FOR MINOR – LOWER DIVISION		SESSION C6 – NO REQUIRED COURSEWORK/BREAK		SESSION A6 – UPPER DIVISION		SESSION C6 – NO REQUIRED COURSEWORK/BREAK	
SESSION A3 – LOWER DIVISION	SESSION B3 – UPPER DIVISION	SESSION C3 – UPPER DIVISION	SESSION D3- BREAK	SESSION A3- UPPER DIVISION	SESSION B3 – UPPER DIVISION	SESSION C3- BREAK	SESSION D3- BREAK

*Non-UCLA students would only complete the portion in **blue** for the Intensive Studies Certificate Program*

SUMMER-ONLY MINOR/ INTENSIVE STUDIES CERTIFICATE PROGRAM (TWO YEARS)							
SUMMER SESSION (YEAR 1)				SUMMER SESSION (YEAR 2)			
SESSION A6– FOUNDATIONAL COURSE FOR MINOR – LOWER DIVISION		SESSION C6 – UPPER DIVISION COURSE		SESSION A6 – UPPER DIVISION		SESSION C6 – NO REQUIRED COURSEWORK/BREAK	
SESSION A3 – LOWER DIVISION	SESSION B3 – UPPER DIVISION	SESSION C3 – BREAK	SESSION D3- BREAK	SESSION A3- UPPER DIVISION	SESSION B3 – UPPER DIVISION	SESSION C3- BREAK	SESSION D3- BREAK

In this option, UCLA and visiting students follow the same schedule over two summers (gray). Visiting students take the same number of courses to obtain a certificate.

SUMMER-ONLY MINOR/ INTENSIVE STUDIES CERTIFICATE PROGRAM (ONE YEAR)			
SUMMER SESSION (YEAR 1)			
SESSION A6– 2 FOUNDATIONAL COURSES FOR MINOR – LOWER DIVISION		SESSION C6 – UPPER DIVISION	
SESSION A3 – UPPER DIVISION	SESSION B3 – UPPER DIVISION	SESSION C3- UPPER DIVISION	SESSION D3 – UPPER DIVISION

This option compiles all coursework into one summer. Visiting students follow same schedule as UCLA students. If Visiting students follow a modified schedule for certificate, they would only take Session A and B courses (4 courses).

SUMMER-ONLY MINOR/ INTENSIVE STUDIES CERTIFICATE PROGRAM (ONE YEAR)			
SUMMER SESSION (YEAR 1)			
SESSION A6– FOUNDATIONAL COURSES FOR MINOR – LOWER DIVISION		SESSION C6 – UPPER DIVISION	
SESSION A3 – LOWER DIVISION	SESSION B3 – UPPER DIVISION	SESSION C3- UPPER DIVISION	SESSION D3 – UPPER DIVISION
SESSION A12 – UPPER DIVISION RESEARCH COURSE/CAPSTONE PROJECT			

This option would include a capstone praxis or research course that provides additional units, though no additional instruction. This would allow a summer-only minor to reach a similar seven-course count threshold as current UCLA minors, though with a total duration of just one summer.

Summer Bridge/Jumpstart

A summer minor at UCLA might also be structured as a **jumpstart program**, in which UCLA students can complete the greater part of their minor studies in an intensive format during **one summer** leaving only a few courses to complete in subsequent regular academic quarters. For students visiting UCLA for the summer, the option to complete an “Intensive Studies in (insert minor name here)” program earning UCLA credit and a small “c” certificate upon completing the program would still be available, but naturally without any further study during subsequent terms.

Such a bridge/jumpstart minor approach would utilize a combination of the **3-week Summer Intensive Sessions** to complete 3 courses at a faster pace while **also using the 6 week Session A** timeframe to take a foundational course for the minor. All jumpstart minors would consist of 6-7 courses, while the Intensive Studies certificates would consist of only 4 courses. The 9 week format would allow visiting students to immerse themselves at UCLA for almost the entirety of summer and would allow matriculated students the opportunity for a short break before the start of the fall quarter.

SUMMER JUMPSTART MINOR/ INTENSIVE STUDIES CERTIFICATE PROGRAM				
SUMMER SESSION				FALL/WINTER/SPRING QUARTERS
SESSION A6– FOUNDATIONAL COURSE FOR MINOR – LOWER DIVISION		SESSION C6 – NO REQUIRED COURSEWORK/BREAK		2-3 UPPER DIVISION REMAINING MINOR COURSES
SESSION A3 – LOWER DIVISION	SESSION B3 – UPPER DIVISION	SESSION C3 – UPPER DIVISION	SESSION D3- BREAK	

*Non-UCLA students would only complete the portion in **blue** for the Intensive Studies Certificate Program*

The primary hurdles that summer-only and principally summer-only minors may face include access issues (i.e., financial constraints), opportunity costs (e.g., foregoing summer internships, study abroad, etc.), and potentially extending time to degree (despite the intentions of a summer-centric minor) should be further investigated. Those matters remain outside of the scope of this investigation, however.

POSSIBLE SUMMER MINORS

The remainder of this document considers a variety of academic minors that UCLA might consider exploring, or possibly even creating, with an eye towards subject areas (and related skillsets) where there is either immediate demand among our own students, or where there is broader national demand, both among student populations and within the workforce. Where indicated, data sources consulted include NCES Integrated Postsecondary Education Data System (IPEDS), the U.S. Bureau of Labor Statistics, UCLA Academic Planning and Budget, and other propriety sources, including in-house Summer Sessions and UCLA Extension data sets. Each minor presents a value proposition along with some consideration of student or labor force demand for individuals with credentials/training in such areas. Where supporting UCLA enrollment statistics help flesh out the demand picture for these minors, it has been included.

I. Communications & Political Science

Journalism Minor

Likely led by the Communications department, and possibly in concert with other departments or schools depending on the direction(s) taken, a minor in Journalism at UCLA could be possible. Given the lack of either a school or even department of Journalism, and given further the distinct fracturing of the current digital media landscape, pairing with perhaps TFT for film and broadcast-based work and the Art department for photojournalism, or select departments within the social sciences (e.g., Political Science, Sociology) or Luskin School of Public Policy, would present unique opportunities to create a journalism minor with a wide range of non-traditional emphases/foci.

Completions data in Journalism and related CIP codes, both at the undergraduate level and the pre-baccalaureate, short-term certificate levels, indicate that student interest in journalism (broadly defined) has been declining on the whole over the last five years. However, looking exclusively at pre-baccalaureate certificate completions, the trends are reversed – even though the overall completions numbers are very small.

PROGRAM	2015	2016	2017	2018	2019	TOTAL	CAGR	AAC	STDEV
Journalism	11,843	11,522	11,465	11,049	10,815	56,694	-2.24%	-257	132.199
<i>Pre-baccalaureate Certificates</i>	55	57	69	78	79	338	9.48%	6	4.636
Broadcast Journalism	998	949	974	815	824	4,560	-4.68%	-43.5	72.143
<i>Pre-baccalaureate Certificates</i>	29	30	40	71	41	211	9.04%	3	21.943
Photojournalism	132	141	104	101	117	595	-2.97%	-3.75	20.363
<i>Pre-baccalaureate Certificates</i>	1	1	0	0	1	3	0.00%	0	0.707
Journalism, Other	730	736	701	738	667	3,572	-2.23%	-15.75	40.861
<i>Pre-baccalaureate Certificates</i>	66	67	15	52	49	249	-7.18%	-4.25	31.665
TOTAL	13,854	13,503	13,368	12,904	12,593	66,222	-2.36%	-315.25	118.229

Looking next at the employment outlook as tracked by the Bureau of Labor Statistics, demand within the labor market for journalists and individuals with training in journalism (including editing) is projected to decline fairly precipitously between now and 2029 (~11%). The outlook for writers, broadly defined, is also down, though not as much as for strict journalism. Technical writing, on the other hand, is poised to be a growing profession over the same time period.

OCCUPATION	SOC	EMPLOYMENT		PROJECTED CHANGE		AVERAGE ANNUAL OPENINGS
		2018/9	2028/9	#	%	
Reporters, Correspondents, & Broadcast News Analysts	27-3021.00	52,000	46,200	-5,800	-11%	-580
Editors	27-3041.00	118,700	110,000	-8,700	-7%	-870

OCCUPATION	SOC	EMPLOYMENT		PROJECTED CHANGE		AVERAGE ANNUAL OPENINGS
		2018/9	2028/9	#	%	
Technical Writer		58,400	62,700	4,300	7%	430
Writers and Authors		131,200	128,100	-3,100	-2%	-310
TOTAL						

Summer enrollments in communications coursework at UCLA do not paint an adequate picture of what student demand for this type of minor might be. While overall COMM enrollment numbers suggest significant declines in student interest among both UCLA and non-UC populations, the coursework offered during summer by the Communications department does not in any way dovetail with journalism or any analogue thereof, and as such is not the best barometer for gauging interest in a journalism minor, specifically.

SUBJECT	2015	2016	2017	2018	2019	TOTAL	CAGR	AAC
COMMUNICATIONS/COMMUNICATIONS STUDIES								
UCLA Undergraduate	472	410	352	340	298	1,872	-10.86	-44
Non-UC Undergraduate	505	404	241	221	234	1,605	-17.49	-68
Total	977	814	593	561	532	3,477	-14.10%	-111

All told, extensive research and development would need to be conducted in order to more seriously determine the viability of a journalism minor, of any permutation – particularly those that may involve multiple academic units.

Political Science Minor

Political Science has been a popular major for UCLA students for years, and consistently ranks among the top five most popular majors at UCLA (APB data, 2014-2019). Surprisingly, and despite demonstrated popularity, there is currently no option for UCLA undergraduates to explore political science outside of a major (or the CAAPP programs). As such, a political science minor would not only prove popular, but would also serve as a natural accompaniment to students in other popular major areas with natural crossover, such as Economics, Business Economics, Communications, and Sociology. Other majors that could benefit from a political science minor include statistics and mathematics, especially when concentrating on the data science aspects of political science.

The [learning outcomes](#) associated with obtaining a UCLA's Bachelors of Arts in Political Science, even pared down to a those of earning a minor, are applicable to nearly any other subject (especially within the Social Sciences fields) and can easily translate to skills needed for practically any occupation. Students studying Political Science are not solely prepared for a job in the political sphere, but rather any job that requires critical thinking, logical reasoning, and strong communication skills.

As well as being a subject with interdisciplinary benefits, Political Science is an area that could see increased student interest due to the shifting political climate both at home and abroad. For instance, youth activism and political engagement in this country is on the rise, according to a poll conducted by [Tufts University's Tisch College/Center for Information & Research on Civic Learning and Engagement](#). Among other increases in acts of political engagement, between 2018 and 2020 the percentage of young people who attended a march or demonstration grew from 16% to 27% and the percentage of young people who volunteered for a political campaign tripled (from 6% in 2018 to 18% in 2020). Although there is no direct correlation between this increase in political engagement/youth activism and the aspiration to study Political Science, the prevalence of political interest in young people's lives could lead to a rise in awareness in this subject.

Nationally, completions at both the BA and pre-baccalaureate certificate levels are up across the board of the last five years, particularly within the certificate realm (although at predictably lower numbers):

PROGRAM	2015	2016	2017	2018	2019	TOTAL	CAGR	AAC	STDEV
Political Communication	73	70	70	80	76	369	1.01%	0.75	5.539
<i>Pre-baccalaureate Certificates</i>	2	1	7	22	49	81	122.48%	11.75	10.473
Political Science & Government, General	34,314	32,907	33,137	33,897	35,586	169,841	0.91%	318	1124.541
<i>Pre-baccalaureate Certificates</i>	117	79	100	136	224	656	17.63%	26.75	44.896
Political Science & Government, Other	710	699	722	761	810	3,702	3.35%	25	22.759
<i>Pre-baccalaureate Certificates</i>	71	77	70	71	67	356	-1.44%	-1	4.949
TOTAL	35,287	33,833	34,106	34,967	36,812	175,005	1.06%	381.25	1199.227

Many of UCLA's peer and aspirant institutions have strong political science minor programs, including Stanford, Harvard, and USC. In the UC system, UC Berkeley and UC Santa Barbara join UCLA as having no Political Science minor option; all other UCs offer this minor. There is also no current lack of student interest in the subject in institutions across the country: nearly 36,000 Bachelor degrees in Political Science and Government were awarded in 2019, the highest number for the discipline in the last 5 years (see above). Upon graduation, students with a background in political science can find several areas of both directly-and indirectly related employment that are predicted to enjoy growth over the next 10 years, including Political Scientists, Regulatory Affairs Manager, Compliance Officers, and many others (Bureau of Labor Statistics). However, given that the training is very broadly applicable, focusing only on these areas to determine career prospects would be misleading.

Current Summer Offerings

Total summer enrollment for Political Science courses at UCLA has remained relatively unchanged for the last three years, with total UCLA undergraduate enrollment at just above 1,000 per year. The most consistently popular course, Political Science 40: Introduction to American Politics, has had an average of 159 student (UCLA and non-UC) enrollments per summer between 2017 and 2019 (2020 summer enrollments increased to 206 in part due to a growth in CSI students). Non-UCLA summer enrollments tend to be much lower in Political Science courses across the board than UCLA undergraduate enrollment. However, Political Science courses should continue to be offered during the summer, if only to allow more UCLA students to access the courses. Using Political Science 40 again as an example, this popular course has been overenrolled or with fewer than 10 open seats during the last 5 academic year quarters it was offered and summer may offer an easier path to enrollment for underclassmen.

Data Science concentration

Students in the proposed political science minor can augment their studies with a Summer Only experiential learning opportunity in data science. With the core course of Political Science 6: Introduction to Data Analysis*, students will focus on the collection and analysis of political data. Set up as a Summer Institute, this program will explore career options for political scientists and data scientists with guest lectures and site visits in the Los Angeles area to local political offices and the myriad of companies in different sector that utilize Data Science. As Data Science is an interdisciplinary subject, there is a possibility of including a course in Statistics, such as Statistics 15: Introduction to Data Science, in this program to expand students' understanding. In addition, COM SCI 145 (Introduction to Data Science) could be included, as it has proven popular during the regular terms, with fall quarter enrollments consistently over 100 each time it is offered. This program could be open to both UCLA students specifically seeking credit towards their Political Science minors or majors (POL SCI 6 is a major requirement), and to any student interested in growing their analytical skills.

Data science is a path that is worth exploring beyond the proposed Institute model. According to the [Bureau of Labor Statistics](#), data scientists are among top 10 fastest growing occupations in the United States, with a projected 31% growth in the next 10 years. Factoring in the high median pay (\$94,280 in 2019) and the ability to find work in an array of job sectors, Data Science could be an attractive field for students to explore.

Strategic & Political Communication Minor

Similar to the Journalism minor, a minor focused on strategic and political communication presents unique multi- and interdisciplinary opportunities for UCLA students. At a time when critical thinking skills dovetail with fast-

changing communications landscapes, training students to successfully navigate the increasingly challenging minefield that is public communication is more than *de rigueur* – it is essential. Taking advantage of the strengths inherent in (and popularity of) both the Communications and Political Science departments, such a minor would stand out. There would also be the possibility of making the minor somewhat open-ended/user-definable within the broader, shared sandbox of the Communications and Political Science departments – mass communications, public relations, media consulting, etc.

Looking at completions in political communication, specifically (see above), are marginal both in overall and in multi-year trend line terms, except when considering certificate-level completions --- which are growing, if again still small in overall numbers. Political Science & Government, both in general and other classifications (see above), have remained fairly stagnant in recent years – except again with certificate-level completions.

In terms of the occupational outlook, political communication has natural intersections with journalism (as mentioned previously), but also has broader applicability, such as with public relations – a profession set to enjoy healthy growth through the end of the decade:

OCCUPATION	SOC	EMPLOYMENT		PROJECTED CHANGE		AVERAGE ANNUAL OPENINGS
		2018	2020	#	%	
Public Relations Specialist	27.3031.00	270,000	300,700	30,700	11%	3,070
Broadcast News Analysts	27.3021.00	6,900	7,800	900	13%	90
TOTAL						

Career paths for students with an academic credential in political communication are just as diverse as for those with political science backgrounds, and needn't focus exclusively on politics. Beyond government, options would include careers in consulting, public affairs and diplomacy, advertising, communications management, speechwriting, media strategy, brand management, and many others.

II. STEM/CS & Technology

Without a doubt, some of the most in-demand subject areas and professions are within the broadly-defined realm of STEM – and drilling down within that, IT/computer science-centric subjects and training. IPEDS BA-level completions data show a tremendous 5-year growth rate of nearly 18% within Computer Science in general, and similarly high levels at the pre-baccalaureate certificate level. Given the depth and breadth of subjects contained within computer science, writ-large, there are a host of opportunities for UCLA to explore with regards to minors.

PROGRAM	2015	2016	2017	2018	2019	TOTAL	CAGR	AAC
Computer Science	32,706	69,980	82,880	88,148	95,238	368,983	30.63%	15,633
<i>Pre-baccalaureate Certificates</i>	107	119	152	265	341	984	33.61%	59
Computer Systems Analysis / Analyst	1,280	1,326	1,141	1,070	1,043	5,860	-4.99%	-59
<i>Pre-baccalaureate Certificates</i>	181	227	572	577	492	2,049	28.40%	78
Data Modeling / Warehousing and Database Administration	174	159	136	130	183	782	1.27%	2
<i>Pre-baccalaureate Certificates</i>	300	451	469	416	366	2,002	5.10%	17
Web Page, Digital/Multimedia and Information Resources Design	1,257	1,166	1,202	1,252	1,149	6,026	-2.22%	-27
<i>Pre-baccalaureate Certificates</i>	1,826	1,727	1,810	2,092	2,410	9,865	7.18%	146
Web / Multimedia Management and Webmaster	282	267	170	145	139	1,003	-16.21%	-36
<i>Pre-baccalaureate Certificates</i>	388	405	396	388	396	1,973	0.51%	2
Information Technology Project Management	362	407	459	555	561	2,344	11.57%	50

PROGRAM	2015	2016	2017	2018	2019	TOTAL	CAGR	AAC
<i>Pre-baccalaureate Certificates</i>	3	11	11	103	122	250	152.53%	30
Computer Software Engineering	710	845	1,060	1,309	1,498	5,422	20.52%	197
<i>Pre-baccalaureate Certificates</i>	46	12	13	23	27	121	-12.47%	-5
Computer Software Technology / Technician	39	55	66	57	74	291	17.37%	9
<i>Pre-baccalaureate Certificates</i>	15	48	47	80	117	307	67.12%	26
Computer Programming / Programmer, General	1,208	1,152	1,044	918	1,089	5,411	-2.56%	-30
<i>Pre-baccalaureate Certificates</i>	2,151	2,710	3,360	3,256	3,732	15,209	14.77%	395
Computer Programming, Specific Applications	371	440	441	386	349	1,987	-1.52%	-6
<i>Pre-baccalaureate Certificates</i>	963	1,034	1,084	1,155	1,108	5,344	3.57%	36
TOTAL	44,369	82,541	96,513	102,325	110,434	436,213	25.60%	16,516

Currently, there are almost no computer science courses offered at UCLA during summer – suggesting that gaining necessary buy-in from departments to offer multiple, accelerated summer-centric minors may be challenging. Nevertheless, given the wide, aggregate scope of opportunity presented by computer science as a discipline, there are multiple minor opportunities that UCLA may consider pursuing once buy-in is secured. Minors in adjacent fields are already demonstrably popular, including minors in statistics, mathematics, and GIS. However, options that focus on very broad-based tech/IT skill set development are most likely to yield interest, and something that combines entry-level training on multiple fronts into one program may be the best place to start – one example of which is considered below.

Applied/Managed Technologies Minor

There is a [very well-documented gap](#), across nearly every profession on the planet, when it comes to technology and computer-based skill sets. This is arguably one of the [largest problems facing the workforce today](#), and one about which our own students have [complained quite recently](#): the lack of training in what are now considered “basic” tech skills necessary to compete within the modern labor market. In order to meet both the student and employer demand for broad-based technology skills, a minor designed for non-engineers that combines basics in several areas would be a great first step on bridging those gaps for UCLA students.

Similar programs that combine ‘fundamentals’ training in application development, database management, networking, and information science exist at universities across the country, including [Tulane](#), [Michigan State](#), [Utah Valley](#), [George Mason](#), and many, many others. The near-total dearth of opportunities at UCLA is indeed a significant oversight that can (and should) be remedied right away.

For instance, a minor that combines a lower division foundation (e.g., COM SCI 31, 32 & 33) with lower and upper division courses in data science, programming languages & app development, and other more specialized topics like artificial intelligence or machine learning:

Applied Technologies Minor		
Core Coursework	COM SCI 31 (4 Units)	Introduction to Computer Science I
	COM SCI 32 (4 Units)	Introduction to Computer Science II
	COM SCI 33 (4 Units)	Introduction to Computer Organization
Programming	COM SCI 130 (4 Units)	Software Engineering
	COM SCI 131 (4 Units)	Programming Languages
	COM SCI C137 A & B (4 Units)	Prototyping Programming Languages/Programming Language Design
Data Science	COM SCI 143 (4 Units)	Database Systems
	COM SCI 146 (4 Units)	Introduction to Data Mining
	COM SCI 180 (4 Units)	Introduction to Algorithms and Complexity

AI & Machine Learning	COM SCI 130 (4 Units)	Software Engineering
	COM SCI M146 (4 Units)	Introduction to Machine Learning
	COM SCI 161 (4 Units)	Fundamentals of Artificial Intelligence
	COM SCI 180 (4 Units)	Introduction to Algorithms and Complexity

III. Psychology & Social Sciences

Psychology Minor

Another popular major for UCLA students, which also has no corresponding minor option, is general psychology. A general psychology minor would benefit students majoring in subjects as diverse as biology, mathematics, neuroscience, sociology, communication, and many others, without requiring a commitment to the specificity of current psychology-adjacent minors (cognitive science, applied development psychology, brain and behavioral health). A psychology minor can provide students with a host of complementary, employer-valued skills, including effective communication, critical evaluation, and reflective thinking.

Students have already demonstrated an interest in psychology during summer, with steady enrollment of about 1,700 students in both 2018 and 2019. In 2020, summer psychology enrollment spiked 48% to over nearly 2,600 enrollments.

Summer Intensives

If UCLA modeled a Psychology minor similarly to [UC San Diego](#), students would need to take seven psychology courses to earn the minor. By effectively using the Summer Intensive model, the psychology department could offer a way for these students to complete nearly half the minor requirements in one summer.

The psychology department offered its first Summer Intensive course during Summer 2020 for PSYCH 10 (Introductory Psychology), and the format proved successful. By using the 3-week Summer Intensive format as the backbone of a minor, the Psychology department could offer students a way to fulfil three course requirements in one summer – which could prove appealing to both prospective minors and current majors alike. Although these courses would be open to any student, they could be marketed to psychology students as both a way to “fast-track” their major/minor requirements and also as a cohort-based learning experience for students with similar interests. The Intensives geared towards majors/minors should be upper-division courses, as most students will have taken the lower division requirements before declaring.

Abnormal Psychology Institute

A Summer Institute based around the Psychology 127A: Abnormal Psychology, would be a way to increase Psychology summer enrollments, with appeal to UCLA Psychology majors/minors and non-UC students alike.

The abnormal psychology course is an option for a core major and this course is consistently full or overenrolled during the academic year, proving that UCLA students (most students enrolled in this course or Pre-Psych, Psych, or Psych-Bio majors, but there are also students in unrelated majors enrolled) are quite interested in the topic.

There are several routes an Institute in Abnormal Psychology could take, but one idea that could also attract non-majors/minors would be an interdisciplinary program with a focus on Criminology. The Psychology 127A course could be paired with a Sociology course, such as Sociology 145: Sociology of Deviant Behavior or Sociology 147A: Sociology of Crime to examine the psychological reasons behind crime.

Sociology Minor

Although there is currently no sociology minor available at UCLA, there are other comparable minors such as chicana and chicano studies, gender studies, and anthropology that are in the top 20 minors for the 2020-21

school year. Chicana and chicano studies being the most popular minor at UCLA since 2017. Given that specific subjects like chicana and chicano studies and gender studies are popular minors, a broad subject like sociology can do equally as well or even better.

Based on APB's 2020-21 school year enrollment data, about half of the top 20 majors at UCLA are in subjects that would complement well with a sociology minor. At UCLA, sociology is the 6th most popular major and it is one of the impacted subjects. Compared to other UCs, a sociology minor is offered at almost all the campuses except at UCLA, UCB, UCSB, and UCSC.

Based on IPEDS, students who have completed their bachelor's degree in Sociology for the last 5 years has been steady, with a slight decrease.

SUBJECT	2015	2016	2017	2018	2019	TOTAL	CAGR	AAGR
Sociology	28,987	28,013	27,509	27,408	26,782	138,699	-1.96%	-1.95%

Despite the slight decline in the IPEDS completion data, BLS data shows an overall positive employment outlook with an average to faster than average projected growth nationwide. Below are some occupations with their projected growth from 2018 to 2028:

OCCUPATION	SOC	EMPLOYMENT		PROJECTED GROWTH	
		2018	2028	#	%
Sociologists	19-3041.00	3000	3300	300	10%
Regulatory Affairs Managers	11-9199.01	1079600	1148100	68500	6%
Compliance Managers	11-9199.02	1079600	1148100	68500	6%
Investment Fund Managers	11-9199.03	1079600	1148100	68500	6%
Sociology Teachers, Postsecondary	25-1067.00	17400	18500	1100	6%

For over 10 years, summer enrollment data show that sociology has been in the top 10 among all subject courses offered in the summer. From 2015 to 2020, there has been an increase in students enrolling in sociology courses among UCLA students with a CAGR of about 6% and AAGR of about 7%. Recently, the summer enrollment for UCLA students increased by 48% from 2019 to 2020 showing a rise in interest within UCLA. In addition, sociology is currently being offered as one of the Summer Intensive courses (125 students enrolled in 2020) which can be an option for students in completing their requirements if UCLA were to offer sociology as a minor.

SOCIOL	2015	2016	2017	2018	2019	2020	CAGR	AAGR
UCLA U	1514	1466	1378	1433	1353	2000	5.73%	7.41%
Other UC U	39	40	28	28	38	15	-17.40%	-10.45%
Non-UC U	107	96	110	127	112	83	-4.95%	-3.59%
Non-UCLA U	146	136	138	155	150	98	-7.66%	-6.19%
Total U	1563	1492	1428	1505	1423	2098	6.06%	7.71%

Overall, sociology has the potential to do well if it were to be offered as a minor since the subject is broad and can be applied to a wide range of fields. Given recent events, this minor also has the potential to grow even more popular in the future.

IV. Business, Economics, Etc.

Undergraduate degrees in Business Economics and Economics, offered through the College, were two of the top ten most enrolled majors at UCLA in 2018 and Anderson had the most graduate student enrollments out of all UCLA programs. However, UCLA does not have an undergraduate degree in Business Administration, despite the fact the [Undergraduate Business Society](#) (UBS) is the largest student organization at UCLA with around 5,000 student members annually. Furthermore, very little Anderson coursework is offered at the undergraduate level, and even less is currently offered during summer. Therefore, a very strong case can be made for a minors in large, popular subject areas such as business administration and marketing.

Currently, Anderson offers two undergraduate minors—[Accounting](#) and [Entrepreneurship](#). According to APB data, both minors were in the top fifteen of programs students enrolled in during 2019-20. Additionally, all four required courses for the Accounting Minor are designated as impacted courses—MGMT 120A, MGMT 120B, MGMT 122, and MGMT 127A—as well as several pre-requisites (such as STATS 10) and three upper division electives (MGMT 108, MGMT 123, and MGMT 124). As such, offering these sought-after courses during summer would meet already-demonstrated demand among undergraduate students for courses in business and its many offshoots.

Business Administration Minor

Undergraduate management courses at UCLA, currently among the top 20 most-enrolled subject areas for summer, are primarily taken by UCLA students – but typically attract significant non-UCLA student populations as well:

Years	UCLA Students	Other UC Students	Non-UC Students
2016	601	18	223
2017	651	10	236
2018	636	8	188
2019	581	14	191
2020	793	4	56
TOTAL	3,262	54	894

As our own data indicate, students are already making use of summer to satisfy minor requirements that could easily apply to a Business Administration minor. Below are the top academic 10 courses taken by UCLA undergraduate students between 2016 - 2020 during summer term that could go towards a Business Administration Minor:

Course Title	Subject_Session	TOTAL ENROLLED
Principles of Accounting 1B	MGMT 0001B_6C	446
Information Technology in Accounting (ONLINE)	MGMT 0142A_OA	219
Intermediate Financial Accounting	MGMT 0120B_6C	186
Principles of Accounting 1A	MGMT 0001A_6A	185
Information Technology in Accounting (ONLINE)	MGMT 0142A_OC	179
Entrepreneurship and Venture Initiation	MGMT 160_6C	170
Business Interpersonal Communication	MGMT 180_6C	160
Communication Technology, Programming, Accounting	MGMT 0142B_OC	142
Business Law	MGMT 108_6A	142
Business Interpersonal Communication	MGMT 180_6A	133
Intermediate Financial Accounting I	MGMT 0120A_6A	117
Leadership Principles and Practice	MGMT 182_6C	106

Entrepreneurship and New Product Development	MGMT 163_6C	103
Leadership Principles and Practice	MGMT 182_6A	102

Data from the Integrated Postsecondary Education Data System shows high completion rates within business undergraduate degree and certificate programs:

Undergraduate Business Degree Completions	2015	2016	2017	2018	2019	Grand Total
Business Administration and Management, General	130,235	133,488	137,220	139,021	140,445	680,409
<i>Pre-baccalaureate Certificates</i>	18,579	20,984	22,816	27,832	32,750	122,961
Business Administration, Management and Operations, Other	9,997	9,777	9,109	8,466	8,253	45,602
<i>Pre-baccalaureate Certificates</i>	887	934	888	909	875	4,493
Business/Commerce, General	23,707	23,870	24,663	25,120	24,929	122,289
<i>Pre-baccalaureate Certificates</i>	3,900	4,914	4,596	4,392	4,661	22,463
Grand Total	187305	193967	199292	205740	211913	998,217

Other UC institutions as well as other local and national schools that offer undergraduate majors, minors, and certificates in Business Administration:

- UC Berkeley has an undergraduate degree in Business Administration as well as a summer institute resulting in a certificate. There is no minor offering.
- UC San Diego doesn't have an undergraduate degree but three minor options available to all students—Business, Accounting, Entrepreneurship & Innovation, and Supply Chain
- UC Riverside has an undergraduate degree in Business Administration as well as nine different business minors.
- USC offers an undergraduate degree in Business Administration and an extensive array of minors within business.
- Pepperdine offers an undergraduate degree in Business Administration and minors in Accounting, Marketing, and Nonprofit Management.
- University of Chicago – Booth and Dartmouth – Tuck do not have a major or minor offering, however, they both offer a three-week intensive summer program for undergraduates and recent graduates.
- Penn – Wharton School of Business offers an undergraduate degree in Business Administration but no minor offering or summer intensive.

A business administration credential of any kind provides highly flexible career options, and job trends show that business education continues to be of value and need. The Occupational Information Network categorizes General and Operations Managers as a “Bright Outlook” career (<https://www.onetonline.org/link/summary/11-1021.00>). According to the U.S. Bureau of Labor and Statistics, jobs that fall under the category of General and Operations Management will see a 6% growth between 2019 and 2029. While Chief Executives will see a 10% decline during the same timeframe, Top Executives overall is projected to grow at a 4% increase (<https://www.bls.gov/ooh/management/top-executives.htm#tab-6>).

Employment projections data for top executives, 2019-29

Occupational Title	SOC Code	Employment, 2019	Projected Employment, 2029	Change, 2019-29		Employment by Industry
				Percent	Numeric	
Top executives	—	2,774,300	2,889,300	4	115,000	—
Chief executives	11-1011	287,900	259,100	-10	-28,700	Get data
General and operations managers	11-1021	2,486,400	2,630,200	6	143,800	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

Marketing Minor

A minor in marketing would explore general marketing theories and techniques, strategy and research as well as emerging trends in marketing such as digital or social media marketing. As UCLA does not currently have a marketing major or minor, the development of this minor would close a gap that currently exists, and for which there is demand. Beyond UCLA, marketing is also a very popular major at U.S. institutions and would hopefully draw students who were interested from both UCLA and non-UCLA populations.

Completions	2015	2016	2017	2018	2019	TOTAL	CAGR	AAC
Marketing/Marketing Management	31,135	32,811	35,016	37,051	39,272	175,285	5.98%	2,034
<i>Pre-baccalaureate Certificates</i>	<i>1,282</i>	<i>1,351</i>	<i>1,683</i>	<i>1,659</i>	<i>1,942</i>	<i>7,917</i>	<i>10.94%</i>	<i>165</i>
Marketing Research	66	67	36	28	33	230	15.91%	-8
<i>Pre-baccalaureate Certificates</i>	<i>2</i>	<i>0</i>	<i>11</i>	<i>8</i>	<i>15</i>	<i>36</i>	<i>65.49%</i>	<i>3</i>
International Marketing	191	173	204	206	202	976	1.41%	3
<i>Pre-baccalaureate Certificates</i>	<i>17</i>	<i>16</i>	<i>27</i>	<i>104</i>	<i>73</i>	<i>237</i>	<i>43.95%</i>	<i>14</i>
Marketing, Other	949	911	923	755	749	4,287	-5.75%	-50
<i>Pre-baccalaureate Certificates</i>	<i>118</i>	<i>89</i>	<i>134</i>	<i>126</i>	<i>117</i>	<i>584</i>	<i>-0.21%</i>	<i>0</i>
TOTAL	32,341	33,962	36,179	38,040	40,256	180,778	5.63%	1,979

¹

By comparison, UCLA Extension granted **631** academic certificates in **marketing** and **marketing with concentration in digital marketing** from summer 2016 to summer 2020.

Among possible career paths, the occupational outlook for **market research managers** is very promising according to BLS data, and is noted as a green (environmentally or sustainability oriented)² occupation:

Occupation	2019	2029	Change #	Change %	Avg. Annual Openings
Market Research Managers	738,100	870,958	132,858	18%	13,285

³

The framework for the minor would be based off the courses that currently exist within the MGMT discipline at the 200 level, including:

- MGMT 260A – Customer Assessment and Analytics
- MGMT 260B – Marketing Strategy and Planning
- MGMT 261B – Global Marketing Management
- MGMT 264A – Market Research
- MGMT 264B – Data Analytics for Marketing and Finance
- MGMT 266B – Advertising and Marketing Communications
- MGMT 267 – Digital Marketing Analytics

Economics Minor

Since there isn't a general Business minor, a minor in economics could do well as an alternative option. Although the two minors Anderson already offers are very specific (accounting and entrepreneurship), they are still in the top 15 for the 2020-21 school year. However, national completions data show that students who completed their bachelor's degree in Economics are slowly declining:

Completions	2015	2016	2017	2018	2019	CAGR	AAC
Economics, General	30,840	31,395	30,347	29,325	26,171	-4.02%	-3.92%

¹ <https://nces.ed.gov/ipeds/use-the-data>

² <https://www.onetonline.org/help/green/11-2021.00>

³ <https://www.bls.gov/ooh/business-and-financial/market-research-analysts.htm>

BLS show an overall positive outlook for employment in economics with an average to faster than average projected growth nationwide. Below are some occupations with their projected growth from 2018 to 2028.

OCCUPATION	SOC	EMPLOYMENT		PROJECTED GROWTH	
		2018	2028	#	%
Market Research Analysts and Marketing Specialists	13-1161.00	681,900	821,100	139200	20%
Economists	19-3011.00	21,000	22,800	1800	8%
Economics Teachers, Postsecondary	25-1063.00	16,400	17,700	1300	8%
Investment Fund Managers	11-9199.03	1,079,600	1,148,100	68,500	6%
Regulatory Affairs Managers	11-9199.01	107,960	114,810	6,850	6%
Compliance Managers	11-9199.02	107,960	114,810	6,850	6%

Based on APB's 2020-21 school year enrollment data, about half of the top 20 majors at UCLA are in subjects that would complement well with an economics minor. At UCLA, economics is the 13th most popular major and it is one of the impacted subjects. Compared to other UCs, an economics minor is offered at almost all the campuses except at UCLA, UCB, and UCSB.

For over 10 years, summer enrollment data shows that economics has been in the top 7 among all subject courses offered in the summer. When looking at summer enrollment from 2015 to 2020, there has been an increase among UCLA students with a CAGR of about 8% and AAGR of about 17%. Recently, the number of UCLA students enrolling in economics courses more than doubled from 2019 to 2020 showing an upsurge in interest within UCLA. In addition, economics is currently being offered as one of the Summer Intensive courses which can be an option for students in completing their requirements if UCLA were to offer economics as a minor.

ECON	2015	2016	2017	2018	2019	2020	CAGR	AAGR
UCLA U	1278	1146	1256	953	849	1871	7.92%	16.92%
Other UC U	36	46	48	30	40	41	2.64%	6.09%
Non-UC U	500	482	482	434	439	448	-2.17%	-2.07%
Non-UCLA U	536	528	530	464	479	489	-1.82%	-1.65%
Total U	1814	1674	1786	1417	1328	2360	5.40%	9.95%

The fact that UCLA lacks a general business minor, economics has the possibility to gain enrollment not only from students interested in business. Overall, economics has the potential to do well if offered as a minor since the subject is broad and it can be applicable to a wider audience even those who are not interested in business.

Additional Educational Offerings – Business/Economics:

Beyond the credit bearing undergraduate offerings, there is a significant number of offerings available to recent graduates and career professionals through online sites such as LinkedIn Learning and Coursera. These offerings are open-enrollment, however, and geared towards students already possessing a Bachelor's degree have entered the working force. As a benchmark, UCLA Extension offers [26 certificates under Business and Management](#) from general business, business analysis, and advanced leadership to human resources, international trade and commerce, and project management. Given this, and given further that synergies are already a topic of conversation, a possible partnership with Extension may be worth further exploration.

V. Law/Legal Studies

Legal Studies Minor

Drawing on a broad overview of legal systems in the U.S. and constitutional law, this minor would prepare any student who is interested in pursuing a future in law or legal policy-related work. While UCLA offers a small group of undergraduate law courses, which are seldom offered in summer sessions. The jumpstart summer minor would re-introduce law courses to summer sessions, opening up the potential for enrollments to populations beyond the UCLA student population. A legal studies minor could also substitute for, or serve as a pilot for a law summer institute program.

Completions	2015	2016	2017	2018	2019
Law Degrees Granted (J.D.)	38,953	36,598	34,779	34,286	34,243
Paralegal Studies (Associates, Bachelors and Post-Bacc Certificates)	9,515	10,472	9,450	8,678	7,870

⁴

Again by comparison, UCLA Extension granted **851** Academic Certificates in **Paralegal Studies** from Summer 2016 to Summer 2020.

Career outlooks for lawyers and paralegals or legal assistants are displayed below. Paralegals are noted as having a particularly bright outlook (will experience rapid growth or their will be a large number of openings)⁵.

Occupation	2019	2029	Change #	Change %	Avg. Annual Openings
Lawyers	813,900	846,456	32,556	4%	3,255
Paralegals and Legal Assistants	337,800	371,580	33,780	10%	3,378

⁶

Coursework for this minor could consist of a mix of existing undergraduate courses as well as modified law school courses from the constitutional and public law area of focus:

- UG-LAW 173 - Topics in American Constitutional History
- UG-LAW 186 - Law and Order
- UG-LAW 184 - Introduction to Legal Education
- LAW 148 - Constitutional Law I
- LAW 201 - Constitutional Law II
- LAW 214 - Civil Rights

⁴ <https://nces.ed.gov/ipeds/use-the-data>

⁵ <https://www.onetonline.org/crosswalk/CIP?s=22.0302&g=Go>

⁶ <https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm>

Department Summer Minor Survey Results

Question: Would you support UCLA offering Summer Minors in select areas, provided that financial aid, scholarships, and other incentives ensure equitable participation of students?

Yes: 25 (76%)

Maybe: 8 (24%)

No: 0

Total: 33

Departments: Yes	Additional Comments
Anderson School of Management	
Bioengineering	
Classics	I support the idea in principle, but I would like interrogate the ways that a non-summer minor might compare to a summer minor. A 5-course requirement for some minors but not others seems, on its face, problematic, but I'm sure solutions can be found.
Computational and Systems Biology	
Digital Humanities and European Languages and Transcultural Studies	I think this is great idea and Digital Humanities could be a potential summer minor!
Electrical and Computer Engineering	
Gender Studies	
Global Health Minor	
Integrative Biology and Physiology	We are interested in learning more about minors.
Labor Studies	Financial aid has been a limiting factor for our program. Many students either cannot get summer financial aid, or need to work for wages and can make more money during the summer (at least in pre-pandemic times).
LGBTQ Studies	We would need much better funding than is presently available in order to mount such a program. Given the new budget model, we would earn revenue, but not without an initial investment in instructor hiring from the university.
Life Sciences Core Education	These are more questions than comments. I am curious about who would be teaching the courses that would fulfill minor requirements? If there is not opportunity to teach them during the school year because there is not enough FTE to cover additional minor courses, then if funds were raised during the summer would some of those funds be used to hire additional adjuncts to teach minor courses in the academic year as well as the summer?
Math	
Mathematics	
MCDB	

Mimg	
Musicology/Music Industry	Music Industry is a very high demand minor. We would be VERY interested in participating in such a program!
Naval Science	
Near Eastern Languages & Cultures	
Near Eastern Languages and Cultures	
Philosophy	
Political Science	
Psychiatry, Neuroscience IDP	
Slavic, East European and Eurasian Languages and Cultures	
study of religion IDP	

Departments: Maybe	Additional Comments
African American Studies	
Art	This is difficult to imagine in my department, but I could imagine it being productive in other disciplines. I'd be especially in favor of this if it was inclusive, and had a strong AEDI focus, and if it didn't take funding away from current programs.
Communication	Currently our summer offerings wouldn't go too far for a minor in Comm, but in principle this could be a good idea for revenue enhancement as well as increasing education possibilities for those otherwise unable to access UCLA degree programs.
Electrical and Computer Engineering	
European Languages and Transcultural Studies	
Public Affairs	
Public Health	How do you see this working with Senate regulations requiring a minimum of 28 units? That number of courses, units, and cost make this a challenging opportunity to realize.
Urban Planning	

SSIEO Organizational Chart



3125 Murphy Hall
410 Charles E. Young Drive East
Los Angeles, California 90095

April 19, 2021

To: Adriana Galván, Dean of Undergraduate Education

From: Megan McEvoy, Chair, Undergraduate Council

Re: Summer Sessions Committee Report

Thank you for joining the Undergraduate Council at its meeting on April 16, 2021, to present the report and recommendations from the Summer Sessions Committee. We understand that the Committee was charged by Executive Vice Chancellor and Provost Emily Carter this year to explore how to build on and expand Summer Sessions' credit-bearing and co-curricular offerings, in order to contribute to three priorities at UCLA: (1) time-to-degree, (2) pedagogical innovation, and (3) revenue generation.

Members and student representatives were enthusiastic about the recommendations to develop summer minors and to identify and create major-specific summer bridge opportunities. One member noted that summer bridge programs are especially important for supporting transfer students' transition to UCLA.

Members wondered why the Committee did not address the EVCP's request to "identify ways to increase ladder faculty teaching in summer." We understand that there are many complexities and logistical challenges around ladder faculty teaching in summer, as noted in the footnote on page 13 of the report. It may be worth recommending, as you suggest, that EVCP Carter charge a new, separate committee to think about how to incentivize ladder faculty teaching in summer.

Members wondered how summer minors would be structured, and who would be the potential market. We appreciated Jisoo Kim's explanation that there are many different models for summer minors, as described in Attachment E of the Committee's report. Kim also noted that the completion rate of summer minors at UC Berkeley is around 20%. She suggested that UCLA may wish to consider issuing "small-c" certificates to students who complete a portion of a minor. The Council looks forward to considering this and other potential proposals that arise from the Committee's report.

Thank you for the opportunity to review and comment on this report. If you have any questions, please contact us via the Undergraduate Council's analyst, Aileen Liu, at aliu@senate.ucla.edu.

cc: Jaime Balboa, Assistant Dean, Summer Sessions
Jisoo Kim, Director of Academic Programs, Summer Sessions
Aileen Liu, Committee Analyst, Undergraduate Council

May 10, 2021

To: Adriana Galván, Dean of Undergraduate Education

From: Andrea Kasko, Chair, Graduate Council

Re: Summer Sessions Committee Report

Thank you for joining the Graduate Council at its meeting on April 23, 2021, to present the report and recommendations from the Summer Sessions Committee.

Members asked about opportunities for and challenges with graduate student TA appointments for Summer Sessions courses. Members noted that summer courses are often designed and taught as condensed versions of courses offered during regular academic terms, and that TA compensation is calculated based on the number of weeks of employment, rather than the number of hours worked. Kim explained that UC-wide policy governs compensation, but that the conversion for summer courses is left to individual UC campuses to decide; other campuses do not set tiers based on number of weeks. Balboa suggested that the campus could revisit how TA compensation is calculated for summer courses; a workgroup should include faculty as well as staff from the Academic Personnel Office. One member suggested looking at student-teacher ratios, and asking for feedback from departments.

Thank you for the opportunity to review and comment on this report. If you have any questions, please contact us via the Graduate Council's interim analyst, Aileen Liu, at aliu@senate.ucla.edu.

cc: Estrella Arciba, Committee Analyst, Graduate Council
Jaime Balboa, Assistant Dean, Summer Sessions
Jisoo Kim, Director of Academic Programs, Summer Sessions
Aileen Liu, Interim Committee Analyst, Graduate Council

June 15, 2021

Adriana Galván, Dean
Undergraduate Education

Re: Summer Sessions Committee Report

Dear Dean Galván,

At its meeting on June 7, 2021, the Council on Planning and Budget (CPB) had an opportunity to review and discuss the Summer Sessions Committee Report with Jaime Balboa, Assistant Dean, Summer Sessions, and Jisoo Kim, Director of Academic Programs, Summer Sessions. Because CPB Chair Tim Groeling served on the Summer Sessions Committee, I chaired the discussion and oversaw this response. Members offered many comments, the most salient of which are reported here.

The Summer Sessions Committee provided extensive information and analysis. At the same time, clarification was often needed as to what was included and excluded in the analyses. For example, summer sessions (SS) and international education office (IEO) are apparently combined at times and addressed separately at other times. Administrative Services for both are managed by Assistant Dean Balboa. Early in the Committee's report SS & IEO are reported together to generate \$15-19M unrestricted revenue to departments after about \$10M summer financial aid, \$12M instructional expenses, and \$4.5M to Chancellor's priorities. Throughout the report there needs to be more separate reporting given the very different summer activities encompassed; for sure, it must be clear what is and is not included in all data reporting.

Especially in light of the new budget model's implementation, return to aid for summer session students and profit to departments offering summer session courses need to be much better understood. Members recommended treating return to aid as an annualized pot and informing students of their financial aid status during the year, including summer. They also recommended greater clarity as to how much of the revenue that is generated from summer programs will go back to departments under the new budget model, taking account of the tax on summer revenue.

Finally, three other endeavors merit some attention:

- In the Summer Sessions Committee report much is made of allowing external vendors to offer their programs at UCLA. Problems are identified. Little positive is identified. Revenue generation and profit for UCLA and for which parts of UCLA are not reported. A set of principles and a pathway to a future consistent with the principles are needed.

- Summer bridge programs for incoming UCLA freshmen and transfers are an important opportunity to support student success. Every effort should be made to ensure there are enough of these programs, they are successful, and most students are able to participate in them whether or not they generate profit.
- The Summer Sessions Report seemed to evince much enthusiasm for offering summer minors, as UCB is doing. Some CPB members believe that in order to earn a UCLA minor a student must have instruction by ladder faculty and at least some of the instruction must be on campus during the academic year. Before moving ahead, there needs to be clarity as to whether a summer-only minor would be acceptable at UCLA. If not, there should be clarity as to what would be acceptable for any summer part of attaining the minor.

If you have any questions for us, please do not hesitate to contact me at dorr@gseis.ucla.edu or via the Council's analyst, Elizabeth Feller, at efeller@senate.ucla.edu.

Sincerely,

Aimée Dorr, Vice Chair
Council on Planning and Budget

cc: Jaime Balboa, Assistant Dean, Summer Sessions
Elizabeth Feller, Principal Policy Analyst, Council on Planning and Budget
Tim Groeling, Chair, Council on Planning and Budget
Jisoo Kim, Director of Academic Programs, Summer Sessions
Members of the Council on Planning and Budget