**Student Fee Advisory Committee Meeting**

**2325 Murphy Hall**

**4:30-6:30 PM**

**Tuesday, February 26, 2019**

**Present:**

Graduates: Jazz Kiang, Javier Rodriguez, Zak Fisher, Denise Marshall

Undergraduates: Christina Wang, Neemat Abdusemed, Nicole Corona Diaz, Paulina Macias

Administration: Deb Geller, Associate Dean of Students and Deputy Title IX Coordinator

Faculty Rep: Karen Rowe, Professor

APB Advisor: Ellen Hermann (Ex-Officio)

SFAC Advisor: Marilyn Alkin (Ex-Officio)

**Absent**:

Mike Cohn, Director of SOLE and Barbara Wilson, UCLA Housing & Hospitality

**Call to Order**

* 1. **Jazz Kiang** called the meeting to order at 4:38pm.

1. **Approval of Agenda**
   1. **Christina** **Wang** moved to approve the agenda. **Denise** **Marshall** seconded. With no objections, the agenda was approved by consent.
2. **Review of Handouts**
   1. N/A

1. **Review and Approve Minutes** 
   1. **Paulina Macias** moved to approve the minutes on 02.12.2019. **Denise Marshall** seconded. With no objections, the minutes were approved by consent.
   2. **Paulina** **Macias** moved to approve the minutes on 02.19.2019. **Christina Wang** seconded. With no objections, the minutes were approved by consent.
2. **Unit Presentation: Ashe Student Health and Wellness Center** 
   1. **Jazz Kiang** opened the floor for John Bollard, Rena Orenstein and Tiffani Garnett to present on the Ashe Center (presentation on PPT)
   2. The Ashe Center’s mission is to support UCLA students in the successful attainment of their educational goals
   3. Ashe Total Visits – Number of Appointments
      1. 2016 – 113,159
      2. 2017 – 120,033
      3. 2018 – 120,924
   4. Ashe Total Visits – Number of Unique Patients
      1. 2016 – 28,344
      2. 2017 – 30,487
      3. 2018 – 31,724
   5. Ashe Primary Care includes
      1. Primary Care, Nursing, ASAP and Immunization
   6. Ashe Specialties includes
      1. Acupuncture, Massage, Physical Therapy and Specialties
   7. Ashe Ancillary includes
      1. Laboratory and Radiology
   8. Other includes
      1. Care Coordination, Clinic Support, Nutrition and Health Education
   9. Optometry Total Visits – Non-Student
      1. 2016 – 1602
      2. 2017 – 2226
      3. 2018 – 2345
   10. Optometry Total Visits – Student
       1. 2016 – 16,524
       2. 2017 – 16,646
       3. 2018 – 14,779
   11. Pharmacy Total Visits – Non-Student
       1. 2016 – 295
       2. 2017 – 362
       3. 2018 – 698
   12. Pharmacy Total Visits – Student
       1. 2016 – 157,957
       2. 2017 – 160,511
       3. 2018 – 162,457
   13. Vaccines and Tests Total Costs - $420,887
       1. Flu Vaccine (11,000 x $15.50 per unit) = $170,500
       2. Pap Smear (2,170 x $25.01 per unit) = $54,271
       3. HIV (6,601 x $29.71 per unit) = $196,116
       4. Total Cost of $420,887 - $40,000 (SFAC per funding from 2002/03) = $380,887
       5. Request from SFAC for 2019/20 - $380,887
       6. Request from SFAC for 2020/21 - $190,444 (50% of 19/20 request)
   14. **Jazz Kiang** opened the floor for questions:
   15. **Zak Fisher** asked about Ashe finding other sources of funding for the future and asked if there were current firm commitments. John Bollard responded that he created a 5-year funding model for Ashe under a sustainability project and dental would be a large part of their funding stream, which will allow them to cover expenses. Additionally, there will be an optical lab on campus, which will allow them to make same day lenses.
   16. **Neemat Abdusemed** asked about the carryforward in permanent SSF funds and their plans. John Bollard responded that the permanent allocation from SFAC has been steady for years and a reserve has built up. The carryforward is partly kept as a reserve in case the funds are needed for medical equipment. The funds are also used for short term staffing, such as when a doctor goes on maternity leave and a temporary doctor is required to come in.
   17. **Denise Marshall** asked about the anticipated programing for SHEP: “karaoke and condoms.” Tiffani Garnett responded that this particular program is in partnership with residential assistants through ResLife. Ashe is always thinking of creative ways to connect with students. Through SHEP programs, students were able to have some fun and learn about sexual health.
   18. **Nicole Corona Diaz** asked about the timeline for completion of the Optical and Dental Lab. John Bollard responded that they plan to have a soft opening for the Dental Lab in the summer and then a full opening fall quarter 2019. Optometry Lab will be open around November/December 2019.
   19. **Jazz Kiang** asked about the implications if vaccinations were not supported by SSF and how much students would have to pay out of pocket for those services. John Bollard responded that if they did not have the funding, for example, an HIV test for students who have SHIP would cost them $2.97; Non-SHIP student $21.97. The big worry is for non-SHIP students who would have to pay out of pocket. He does not see students paying for these services out of pocket.

**Deb Geller** asked why Ashe is asking SFAC for 90% of the listed charge price for vaccinations for SHIP patients if students with SHIP are able to get 90% of costs covered. John Bollard responded because they cannot charge the insurance for the same thing. Deb Geller asked what percentage of students have SHIP. John Bollard replied 65%.

* 1. **Christina Wang** asked about the restructuring of Ashe and how they will be able to absorb costs. John Bollard responded that funds would come from the new labs.
  2. **Jazz Kiang** asked how the 15-peer health educators for SHEP are selected. Tiffani Garnett responded that they created a job flyer and pushed it through social media.Jazz Kiang asked what the long-term goal is for SHEP on campus. Rena Orenstein responded that peer support is supported by research. Tiffani Garnett responded that students anecdotally find it important to have professional staff support for their programming.

1. **Unit Presentation: Student Affairs Information and Research Office (SAIRO)**
   1. **Jazz Kiang** opened the floor for Kristen McKinney to present on SAIRO.
   2. Kristen McKinney gave an overview of SAIRO, starting with their mission statements:
      1. To foster a culture of critical, equity-oriented assessment, wherein departments utilize student-centered data to drive transformative change on individual, organizational, and institutional levels. We work to empower and educate institutional leadership and staff to transform student voices into practice in order to meet the evolving needs of students.
   3. Departmental Outcomes
      1. Staff will develop tangible skills and build the capacity to create and implement effective assessment projects and practices.
      2. Staff will be able to utilize and communicate assessment data for decision-making and departmental strategic planning.
      3. Staff will intentionally integrate student voices and experiences into their practices and decision-making.
      4. Students will be aware of the data and assessment resources available to them and feel empowered to use those resources to advocate for themselves and others.
      5. Students will feel heard and validated.
   4. Assessment Support and Capacity Building - Areas of Focus
      1. Divisional Support for Strategic Planning and Assessment
         1. Departmental outcomes assessment planning and reporting
         2. Coordination of Campus Labs tools to support assessment infrastructure
         3. Assessment consultation
      2. Assessment Training and Development
         1. Departmental presentations and training
         2. Assessment curriculum
      3. Student Affairs Program Review
   5. Assessment Support and Capacity Building – Current Goals
      1. Coordination and support of departmental outcomes assessment and reporting (including onboarding of CL planning tool)
      2. Development of online curriculum modules
      3. Intensive departmental assessment consultation on:
         1. Planning and design
         2. Implementation
         3. Analysis and reporting
   6. Student Research and Surveys – Areas of Focus
      1. Survey Research
         1. Administration, analysis and reporting for institutional surveys of students including:
            1. University of California Undergraduate Experience Survey (UCUES)
            2. CIRP and Transfer Student Survey (TSS)
            3. Senior Survey
            4. Graduate Student Survey
            5. Other (IDEALS, Student Alcohol Survey, CLASS, etc.)
      2. Qualitative Projects
         1. Interviews
         2. Focus Groups
   7. Student Research and Surveys – Current Goals
      1. Development of self-service data dashboards for frequently requested data
      2. Inclusion of survey content specific to priority areas (e.g., internship engagement)
      3. Increasing awareness and use of existing data within SA and beyond
      4. Data collection in support of VCSA initiatives
         1. Civil discourse
         2. Religious and spiritual engagement
   8. Budget History
      1. 3 FTE (one unfilled—covered sub-3 and 2 graduate students)
      2. They have gained an additional perm FTE from the Career Center when they took on the administration of the FDS
      3. RO pays for an additional FTE (as well as their license for Campus Labs suite for assessment and planning activities)
      4. Gradual increases in their perm funding is accounted for by increases in benefits
   9. Carryforward
      1. Majority is in their temp funding lines
      2. Primarily due to timing of notification of funding with respect to URPI and their ability to conduct a hiring process, etc.
      3. They adjusted their request to not ask for additional funds for next year; anticipating that they will exhaust their carryforward in 19-20.
      4. Similarly, they have some carryforward in the funding for Assessment Manager position, due to staffing transition and time when the position was unfilled. They have contracted for the full 2-years, so the carryforward will bridge that extra time.
   10. In terms of priority, the funding for the Assessment Manager position is their top. If they lost this position they would take a major hit in terms of their ability to continue with the in-depth coordination of departmental outcomes assessment
   11. **Jazz Kiang** opened the floor for questions:
   12. **Nicole Corona Diaz** asked how SAIRO data is communicated to students. Kristen McKinney responded that working with student organizations has helped in getting the word out, however, it has been challenging to let students know that data exists on campus. Anyone on campus can request data and SAIRO has often already completed a past survey on data that they get reached out to about. They would not provide survey data, however, if there were less than 10 respondents due to privacy concerns.
   13. **Zak Fisher** asked for the website address. Kristen McKinney responded that [www.sairo.ucla.edu](http://www.sairo.ucla.edu) has published reports and a data request form.
   14. **Jazz Kiang** asked if the move to Murphy Hall from the Student Activities Center has affected SAIRO’s work. Kristen McKinney responded that students are still finding them; however, they miss the energy of being in the same building as many student services. They did worry about being less visible, but she and her two managers are often around on campus meeting with units.
   15. **Jazz Kiang** asked about the outcomes for students who get involved with SAIRO. Kristen McKinney responded that their involvement has increased their research skills. Part of the recruitment is to get a diverse cohort of students who may have not of themselves as researchers before. Many graduate students have moved on to institutional work.
2. **Unit Presentation: Early Care Education (ECE)** 
   1. **Jazz Kiang** opened the floor for Deborah Shine Valentine and Marvin Selga to present on ECE (presentation on PPT)
   2. Invaluable Impact of 2018-2019 SFAC Funding
      1. Served 60 children of low-income parenting students through the SFAC-supported CDE subsidy program, 17 of whom were children of undergraduates.
      2. Also served an additional 20 children of students who pay our full fees, 19 grad and 1 undergrad.
      3. They have an in-house scholarship program as well, but are only able to provide 50K per year in support
      4. There are currently 109 student families in our applicant pool – waiting for a space to become available.
   3. Why is child care so expensive
      1. Staff cost. Even with all families paying their full fees, they lose money on infant and toddler rooms.
      2. This is why there is a shortage of programs that serve infants and toddlers.
      3. It is impossible to run a high quality, full-day year-round program serving infants through preschool without outside funding.
   4. Full and Low-Income Tuition 2019-2020
      1. Annual Full Tuition - $2,306,688
      2. Annual Low-Income Tuition - $1,916,660
      3. SFAC 2019-2020 Funding Request - $390,028
   5. Additional Staffing 2019-2020
      1. Additional Teachers - $119,744
      2. 25% FTE Low-Income Certification - $24,254
      3. SFAC 2019-2020 Funding Request - $143,998
   6. Full and Low-Income Tuition 2020-2021
      1. Annual Full Tuition - $2,375,889
      2. Annual Low-Income Tuition - $1,916,660
      3. SFAC 2020-2021 Funding Request - $459,229
   7. Additional Staffing 2020-2021
      1. Additional Teachers - $124,129
      2. 25% FTE Low-Income Certification - $25,143
      3. SFAC 2020-2021 Funding Request - $149,272
   8. 2017-2018 Carryforward funds
      1. As of October 1, 2018, ECE changed organizational hierarchy from the Vice Chancellor/CFO to the Graduate School of Education and Information Studies (GSE&IS).
      2. $65,312 carryforward will be spent in 2018-2019, supporting low-income families at ECE.
   9. Overall quality and management concerns in ECE have been addressed
      1. Moved into the Graduate School of Education and Information Studies
      2. Improved administrative structure, management and practices – including financial management
      3. Have a stable, well qualified leadership team; improved overall staff and parent morale
      4. Have improved staffing and with extra professional development funding from the Provost, we are in year one of a three year curriculum enhancement plan
         1. started with Prek curriculum,
         2. now focused on language and literacy,
         3. re-integrating mindfulness, anti-bias and culturally responsive practices
         4. new trauma informed practices
         5. specialized training for infant-toddler teachers
   10. Growing Partnership with Student Affairs Staff – as planned
       1. Attended working group for students with dependents
       2. Attended early fall welcome meeting for students with dependents
       3. Coordinating to get information out to student-parents about application processes
       4. Planning a session for all parents (not just ECE families) on how to choose quality childcare and another in the fall on planning for kindergarten
       5. Possibility of shared fundraising for in-house scholarships
   11. Specifically at University Village
       1. Created new permanent classroom assistant positions for the Title V toddler classrooms that allow them to meet teacher-child ratios with permanent staff
       2. Focused SFAC funding on UV center, since this is where most students live
       3. Coordinated with UV residential staff to address concerns, expand social events
   12. Why does it matter enough at UCLA to make it worth the investment
       1. The value of this service to parenting students exceeds almost any other service we could provide
   13. For many parenting students, access to affordable childcare means the difference between being in school and not attending or dropping out.
       1. Quote from Student: “Without this childcare, I would probably not be able to attend school at all. If I were able to manage, I would not have any time to do any of the actual classroom assignments. I could not, at this point in my life, afford $1,600 for childcare AND pay rent for the same amount. And, my son would not be getting this quality of ECE anywhere else.” Johanna P., undergraduate student
       2. Quote from Student: “The impact of no longer offering subsidized childcare would be devastating to my family. We already don’t make enough to pay our monthly expenses.” Zuleika B., undergraduate student
   14. For most, lack of access to high quality care on campus means that they have try to make due with childcare that is less dependable, lower quality, and/or much less convenient.
       1. Quote from Student: “One student said that due to the “inaccessibility” of quality low-cost child care in the area, prior to getting a space in ECE, she drove 30 miles every day to take her son to a provider she trusted. “Much of our success and drive is ignited by our children and our envisioned future for them. This is why I absorbed the draining and exhaustive commute.” Crystal L., undergraduate student
   15. Lack of high quality, affordable care results in negative impacts on academic performance, decreased rates of graduation and increased time to graduation
       1. Quote from Student: “Having access to quality childcare for my son is directly linked, and paramount, to my academic success.” Crystal L., undergraduate student
       2. Quote from Student: “If you want every student to succeed then you must be vigilant on what may be preventing that student from academically succeeding… Although many challenges impact parenting students, our main obstacle is childcare.” Zulieka B., undergraduate student
       3. Quote from Student: “A few months ago my advisor noticed that I was thinking more strategically about how to use my time in graduate school and she asked me what had changed between this year and last. I told her without hesitation that having my son in low-cost childcare and moving closer to campus…were the resources I needed to have a strong foundation in my academic work.” Kristen B., graduate student
   16. Access to trusted, high quality care, improves mental health and decreases stress
       1. Quote from Student: “Knowing your child is safe and in good hands takes a lot of stress off and when you make things affordable and convenient it helps your mental health, time management and therefore affects what you can do as a mother or father and what you can do as a student.” Yennifer P., undergraduate student
       2. Quote from Student: “As a single mother of four I am stretched in many ways ECE has relieved academic and family pressure by its location [near to] our home and the teachers who’ve welcomed and embraced my son during his transition.” Crystal L., undergraduate student
   17. As a public university, committed to the success of all students – the provision of child care is at the core of our mission and values
       1. Quote from Student: “This has particular impacts on women, women of color, working class students, and single parents who receive institutional messages that they do not belong at UCLA. Investing in childcare subsidies for parenting students sends a message-through-action that UCLA supports and values nontraditional and marginalized students.” Kristen B., graduate student
       2. Quote from Student: “Subsidized funding relieves a specific population of students – not only from lower income backgrounds, but also underrepresented students on campus. When these positions are threatened it directly targets and already vulnerable a marginalized group of students who are also tackling various stressors daily, just to access the same education as our peers.” Crystal L., undergraduate student
   18. Increased diversity benefits all students
       1. Quote from Student: “To cut funding for subsidized spaces for children would affect the diversity of the student body on the UCLA campus… All students, parents or not – benefit from diversity on campus; it exposes other similarly oriented students with all walks of life, it also prepares students who have not had experience with non-traditional students to begin to understand others more than just those who mirror them.” – Johanna P., undergraduate student
   19. **Jazz Kiang** opened the floor for questions:
   20. **Javier Rodriguez** asked how many students qualify for the subsidized program, but due to space, are on the waitlist. Deborah Shine Valentine responded that they have 109 students on the waitlist and does not know the breakdown for those who qualify for state subsidy. They currently serve 60 students.
   21. **Christina Wang** asked for clarification about the annual full tuition being budgeted with the assumption of 85% capacity. Deborah Shine Valentine responded that they could not budget to be all year round. They must budget conservatively.
   22. **Neemat Abdusemed** asked why the spreadsheet requests were categorized as “new” requests and if teaching positions are for low-income families. Marvin Selga responded that the funding would go towards additional teachers and the gap between full tuition costs and the state subsidy for tuition. Deborah Shine Valentine responded that they are requesting the same as they did last year. However, they submitted the requests as “new” instead of organizing their requests in association with line items like last year, which was confusing. Overall, they are funding for the two staff positions and gaps. **Neemat Abdusemed** also asked if there would be additional classrooms. Deborah Shine Valentine responded no. The ration is four staff members per 16 children for 2 year olds.
   23. **Karen Rowe** asked how they managed Title V costs before. Deborah Shine Valentine responded that SSF funds supported the tuition gap before, but was earmarked for specific line-item expenses. This caused a expenditure tracking issue if some costs had to be adjusted.
   24. **Denise Marshall** asked about the low-income students that need the extra teachers and if the spaces are full. Deborah Shine Valentine responded that they hired permanent staff in order to ensure that spaces would be available for these students. **Karen Rowe** asked how the permanent staff hiring happened. Deborah Shine Valentine responded that ECE was on the hook and had to hire the permanent staffers even before knowing about their budget.
   25. **Karen Rowe** asked about the projected 10% increase in the budget between 2019-20 and 2020-21. Marvin Selga responded that the increase is associated with the adjustment of salaries and benefits for the two teachers. Deborah Shine Valentine responded that the changes reflect increases in the overhead costs and the full tuition gap.
   26. **Zak Fisher** asked how the problem of 109 students who need childcare, but cannot receive it, would get fixed. Deborah Shine Valentine responded that they are providing more services, speaking with Student Affairs for shared fundraising, possible vouchers, looking into finding more space. The current waitlist is relatively small, but they are seeing if ECE can be part of the table for campus building expansion plans.
   27. **Karen Rowe** asked for more information on their carryforward. Marvin Selga responded that they have a philosophy of having greater flexibility to the fund the tuition gap.
3. **PRG Project Proposals** 
   1. **Jazz Kiang** recommended that the committee postpone taking action on the PRG Project Proposals, as the next meeting has PRG/Facilities Management scheduled to present.
4. **Announcements**
   1. **Jazz Kiang** stated that he will send out a Doodle poll to schedule the spring quarter meeting day and time.
   2. **Jazz Kiang** recommended the budgetary subcommittees to check-in and start preparing preliminary funding recommendations. He also recommended that ad-hoc subcommittees check-in.
5. **Adjournment** 
   1. **Neemat Abdusemed** moved to adjourn the meeting. **Paulina Macias** seconded. With no objections, **Jazz Kiang** adjourned the meeting at 6:34pm.